

Art

Art: Level 3

2 times/week 20 min * ☐ | GRADE(S): 3+

Skills Focus: Students continue to strengthen their brush forms and apply those forms to different plant and animal images, moving from copying the book to using the mind's eye and trained hand to create their pieces of art. Students continue to strengthen their color theory through value scales and monochromatic painting with watercolors, acrylic paint, and pastels. In drawing, students study the design principle of proportion and begin learning perspective through the study of ellipses with many opportunities to apply this understanding through drawing and other projects.

- ☞ If students are in grade 5 and below and have not had formal art lessons, they should begin with Level 1. However, those with prior art knowledge can take the Level 1–3 fast-track lessons and then continue with Level 4.

Prerequisite: Level 2 or appropriate skill proficiency.

↔ Picture Study

1 time/week 10 min * ☐ (Grades 1–3) | GRADE(S): 1–12
 1 time/week 15 min * ☐ (Grades 4–6)
 1 time/week 20 min * ☐ (Grades 7–8)
 1 time/week 20 min *or_ ☐ (Grades 9–12)

Students study art from 1800–1900 through pieces by Edward Bannister, Vincent van Gogh, and Lillas Trotter. The lesson plans include discussion prompts that tie the artwork to what is being learned in Art Instruction, and other books and resources help students further their relationship with the art studied and consider how art intersects with the large questions of life.

- ☞ There is one set of lesson plans for students in all grades, which makes this an ideal course to study in a multi-age setting. All lessons begin the same, but extensions increase the length and sophistication of the content.

Bible

Bible: Grade 3

GRADE(S): 3

↔ Old Testament: Grades 3–6

2 times/week 20 min * ☐ | GRADE(S): 3–6

Students in Grades 3–6 read Old Testament narratives chronologically. For 2026–2027 students read selections of Joshua, Judges, Ruth, and 1–2 Samuel. Lesson plans also include selections from maps and books such as The New Manners and Customs of Bible Times, which teachers can read or share with their students to help understand the biblical context and gain insight into the culture and geography of Israel.

- ☞ Suitable for older students if combining lessons, and ideal for older students just getting familiar with the Bible.

↔ New Testament: Grades 3-6

2 times/week 20 min * ☐ GRADE(S): 3–6

Each year, students in Grades 3–6 read one of the gospels. For 2026–2027 they read John. Lesson plans include map work and assigned selections of The New Manners and Customs of Bible Times for teachers to read with their students before or after Bible reading to help give context and insight into the culture and geography of Israel during Jesus' life.

- ☞ Suitable for older students if combining lessons, and ideal for older students just getting familiar with the Bible.

↔ Church History: Grades 1-3

1 time/week 20 min * ☐ GRADE(S): 1–3

Each year in elementary grades, students read biographies of influential people from church history. This course features the stories of Christians from Alveary's modern history rotation for the years (1800–1900). The selections in these grades are chosen for their accessibility for younger students to learn about the lives and ministries of great men and women of faith.

- ☞ Those who wish to combine students in Grades 1–3 with older students should choose either this course or the Church History for grades 4–6.

English

Language Study: Grade 3

GRADE(S): 3

Reading Level 3


5 times/week 15 min * ☐ GRADE(S): 3

The Alveary Reading Level 3 lessons feature captivating folk tales, fairy tales, fables, and wonder tales from around the world. The Free and Treadwell Reader for this course also includes the poetry of Robert Louis Stevenson and Christina Rossetti. By this Level, readers will typically have mastered basic word decoding. They will continue to practice higher-level phonics, learn less common spelling patterns, and investigate the morphology and etymology of new words. Fluency (the ability to read text quickly, easily, and accurately) is emphasized. Grammar concepts introduced in Levels 1 and 2 will be taught in more detail and new topics will be added. The intent of the lessons is that they serve as a bridge to independent reading by providing students with the capability for becoming self-directed, insightful, thinking readers.

- ☞ Students who can already read may use the stories for reading practice but focus mainly on the spelling and grammar elements, including copywork and dictation.


Prerequisite: Beginning Reading & Lang. Level 2 or appropriate skill proficiency.

Penmanship & Copywork: Grade 3

5 times/week 10 min *  | GRADE(S): 3

Copy short sentences and write them from dictation.


Written Narration: Grade 3

1 time/week 10 min *  | GRADE(S): 3

Students begin writing narrations or a part of a narration as appropriate.

- ⌘ Students who are not yet secure with their penmanship are not yet ready for written narration. Instead of written narrations, use the time to have students work on skills that will better support their development.

Recitation: Grade 3


5 times/week 10 min *  | GRADE(S): 3

Each term, recite from memory or read beautifully 1 Hymn, 1 Old Testament passage, 1 New Testament passage, 1 Psalm, and 1 Poem.

- ⌘ Except for some Bible passages, recitation selections are shared with Grades 1–2.

Geography


Geography: Grade 3 (U.S.)

2 times/week 20 min *  | GRADE(S): 3

Join the Page family as they travel from California to Washington, D.C. While this story is set in the U.S.A., the point of the book is really to explore basic geography concepts such as landforms, water bodies, maps, and regions, so it is suitable for students from any nation. Students use the globe, atlases, and models. Students also make models and draw maps of places important to them such as their neighborhood.

- ⌘ This course progresses chronologically over two years. Students who did not take Geography Foundations may wish to incorporate those lessons into the afternoons. This course is intended to follow Grade 2; however, the levels may be reversed in order to combine students.

Geography: Grade 3 (Canada)

2 times/week 20 min *  | GRADE(S): 3

Explore each region of Canada, its geological features, cultural geography, symbols, and varied ecosystems. Along the way, students practice their mapping skills by making models and drawing places local to them, such as their neighborhood.

- ☞ This course progresses chronologically over two years (Grades 2 and 3), studying half of Canada's provinces and territories each year. This course is intended to follow Grade 2; however, the levels may be reversed in order to combine students. Students who did not take Geography Foundations may wish to incorporate those lessons into the afternoons.

History

History: Grades 2-3 (U.S.)

1 time/week 20 min * ☐ | GRADE(S): 2-3

Read United States history stories from the current history cycle (1800-1900). View images and reference atlases and maps to set the people and events in their time and place. Update History Charts as appropriate for student level.

- ☞ History courses are on a four-year rotation. Students should follow the current Alveary rotation.

History: Grades 2-3 (Canada)

GRADE(S): 2-3

↔ Canadian History: Grades 2-4

1 time/week 20 min * ☐ | GRADE(S): 2-4

Read Canadian history stories from the current history cycle (1800-1900). View images and reference atlases and maps to set the people and events in their time and place. Update History Charts as appropriate for student level.

- ☞ History courses are on a four-year rotation. Students should follow the current Alveary rotation. Students in grades 2-4 will take the same course.

Life Skills

Sloyd: Level 2

1 time/week 20 min * ☐ | GRADE(S): 3+

Complete assigned models, focusing on craftsmanship. 2nd-Year Models include more complex envelopes and boxes.

- ☞ Grade 3 students who are new to sloyd should take Sloyd: Intro and then continue the courses in sequence.


Prerequisite: Sloyd: Level 1

↔ Handicrafts


1 time/week 20 min * ☐ (Grades 2-3) | GRADE(S): 2-12
1 time/week 30 min _ ☐ (Grades 4-12)

We follow Mason’s model and do clay modeling every year for one term. We are revamping our clay modeling program with a focus on one hand-building technique per year for younger and inexperienced students and more connections across the curriculum in observation and narration assignments. During the second term, students will learn how to do Sashiko work as they did in Japan and Redwork as was done in the United States and Europe. These are hand-stitching techniques that incorporate different stitches to create beautiful patterns. For the 3rd term, students will learn the art of cloisonné, which regained popularity in the West during that time. Cloisonné is an enameling technique that uses metal strips to create delicate designs.

Sewing: Level 1

1 time/week 20 min *  | GRADE(S): 1-3

Learn basic sewing skills. Choose at least two projects per term. Make gifts.


 Beginners complete Lessons 1-12, which teach basic skills needed for projects.

Literature


Literature: Grade 3

GRADE(S): 3

Lit./Mythology: Grade 3

1 time/week 15 min *  | GRADE(S): 3


Continue to expose students to rich stories with either Pilgrim's Progress or classic Greek myths.

 Lit/Mythology selections are continued from Grade 2. Students can jump in at the current rotation or use Grade 2 lessons if you prefer to start from the beginning. Students in Grades 1-3 can be combined for these lessons.

General Lit.: Grade 3

1 time/week 15 min *  | GRADE(S): 3

Accessible texts such as Charlotte's Web help students grow the delight of reading for themselves.

 Selections in General Literature are chosen to allow students to begin taking turns reading with their teacher and/or entirely by themselves (depending on reading level). If combining with younger students, make sure emerging readers still have space to practice reading somewhere in their lessons.

↔ Community Read Alouds: Grades 1-12

1 time/week 20 min+ _  | GRADE(S): 1-12

This is meant to be a read-aloud for all ages to enjoy together in the afternoon at least 1 time a week. We encourage you to choose a book that is specific to your region. However, we will offer some suggestions in the Grades 1-3 Literature lessons and Grades 4+ Citizenship lessons. The suggested book titles will be available June 1st in the lesson plans.

Poetry: Grades 1-4

5 times/week 5 min *  | GRADE(S): 1-4


Students learn to love the sight and sound of words through daily poetry reading covering a wide variety of poems. They also enjoy short picture book biographies and accessible poems corresponding to the historical time period as relevant, and lesson plans occasionally point out interesting poetic features.

Math


Mathematics: Grade 3

GRADE(S): 3

Math Lessons: Grade 3

5 times/week 20 min *  | GRADE(S): 3

Discover mathematical concepts using manipulatives. Learn strategies and build agility through mental math. RightStart C Primary Skill Focus: Addition, Subtraction, Place Value

 Students who are new to RightStart Math should take the placement test on the RightStart website (rightstartmath.com).
Prerequisite: RightStart B or appropriate skill proficiency



↔ Math Games: Grades 1-8

3 times/week 15 min+ _  | GRADE(S): 1-8

Practice and learn math facts through games.


Modern Language

Lower French: Grades 1-6

3 times/week 20 min *  (Grades 1-3) | GRADE(S): 1-6
5 times/week 20 min *  (Grades 4-6)

Alveary Modern Language Lessons are designed to mirror the way children acquire their first language, using methods like gestures, picture recognition, songs, repeated phrases, and storytelling to create meaningful connections and context. These foundational approaches are seamlessly adapted to teach school-age children a second language.

The lessons are designed to be open-and-go with optional video/audio file support. They do not require any background in the target language for the parent/teacher or students. They only take about 15-20 min a day and can be easily adjusted to meet a variety of grade ranges from 1st to 6th grades.

 Three lessons each week are shared between Grades 1-6, but students in Grades 4-6 add two additional grammar lessons. This course is on a six-year rotation of lessons, so it is suitable for students who took Lower French last year or students just starting their studies.

Lower Spanish: Grades 1-6

3 times/week 20 min * ☐ (Grades 1-3)
5 times/week 20 min * ☐ (Grades 4-6)

GRADE(S): 1-6

Alveary Modern Language Lessons are designed to mirror the way children acquire their first language, using methods like gestures, picture recognition, songs, repeated phrases, and storytelling to create meaningful connections and context. These foundational approaches are seamlessly adapted to teach school-age children a second language.

The lessons are designed to be open-and-go with optional video/audio file support. They do not require any background in the target language for the parent/teacher or students. They only take about 15-20 min a day and can be easily adjusted to meet a variety of grade ranges from 1st to 6th grades.

- ☞ Three lessons each week are shared between Grades 1-6, but students in Grades 4-6 add two additional extension day lessons. This course is on a six-year rotation of lessons, so it is suitable for students who took Lower Spanish last year or students just starting their studies.

Students in grades 4+ who feel anxious about speaking a new language may benefit from taking a year without the added extension days. This approach allows them to build confidence and comfort before focusing on speaking and writing.

Music

Music: Level 2

GRADE(S): 3+

↔ Composer Study

1 time/week 10 min * ☐ (Grades 2-4)
1 time/week 15 min * ☐ (Grades 5-12)

GRADE(S): 2-12

In this course students are immersed into the 19th century via it's composers, instruments, and musical performances. Term 1 focuses on several influential instruments/instrument families, including valved brass, the veena, and the guitar, and the musicians that made them famous. In Term 2, students will grow to know and love the Norwegian Romantic composer, Edvard Grieg. Students conclude the year in Term 3 with the comic operas of Gilbert & Sullivan and their choice between two composers who turned what they saw or heard into music: Modest Mussorgsky and Thomas ("Blind Tom") Wiggins.

- ☞ These Composer Study lessons are shared across grades 2-12 with extensions provided for older students. Students in Grades 2-3 with no classical music background may choose to take Intro to Music Appreciation first, but the composers in this rotation are particularly accessible for a wide range of ages.

↔ Hymns & Spirituals

1 time/week 10 min * ☐ | GRADE(S): 1-12


Students sing hymns and spirituals to build their faith and appreciation of God's work across time. Hymns and spirituals are connected to the historical time period as appropriate.

↔ Folk Songs

1 time/week 10 min *  | GRADE(S): 1-12


Students sing folk songs connected to the time period (1800-1900).

Sol-fa: Level 2

1 time/week 10 min *  | GRADE(S): 3+

Learn the sol-fa syllables, concepts of rhythm and meter, and how to read music. Video lessons are provided with the lesson plans.

Skills Focus: Rhythm, meter, sol-fa syllables and hand signs, ear test.

 Grade 3 students with no experience with sol-fa or sight-reading music may start with Level 1 or 2. Older students should start with Level 2.

↔ Afternoon Listening


1 time/week 10 min _  | GRADE(S): 1-12

Physical Education

PE: Grades 1-3


GRADE(S): 1-3

Playground Songs & Rhymes

1 time/week 20 min *  | GRADE(S): 1-3


Develop hand-eye coordination while playing with words and rhythm using ball-bouncing, passing, and clapping games.

Jump Rope


1 time/week 20 min *  | GRADE(S): 1-3

Using jump-rope games, students work on hand-eye coordination while playing with words and rhythm.

Free Play

2 times/week 20 min *or_  | GRADE(S): 1-3

↔ Folk Dancing

1 time/week 20 min *  | GRADE(S): 1-6

Learn basic steps for individual, couple, and/or group dances using traditional folk songs.

Science


Science: Grade 3

GRADE(S): 3

In level 3, learners are developing familiarity and friendship with Creation through a broader scope of Things, more challenging text, and more abstract concepts.


- ☞ This level 3 course is for third-grade students or possibly hungry second-graders or fourth-graders taking their time. If combining grades is desirable, it is recommended that the combined grades begin at the appropriate level and move forward together.

General Science: Grade 3

1 time/week 15 min *  | GRADE(S): 3

Students explore more complex ideas, such as ecosystems, weather and seasonal changes, water, food chains, life cycles, adaptation, and migration. Coordinating afternoon activities are provided in Outdoor Work.

Natural History: Grade 3

1 time/week 10 min *  | GRADE(S): 3

Students learn methodically about the variety of creatures around them, including insects, birds, and reptiles. Coordinating afternoon activities are provided in Outdoor Work.

Nature Notebook: Grade 3

1 time/week 10 min+ _  | GRADE(S): 3

Students spend time at least once each week recording their observations. Prompts that coordinate with curricular content can be found in Outdoor Work, if desired. This digital resource is provided with all science lessons.

- ☞ Learners may be combined and share prompts or follow their own interest. Support through varied media, scribing observations, or notebooking in tandem.

↔ Nature Walks & Scouting: Grades 1-8

1 time/week 30 min+ _  | GRADE(S): 1-8

Students spend time once each week on a longer excursion. Prompts can be found in Outdoor Work, if desired. This digital resource is provided with all science lessons.

- ☞ Learners may be combined and share prompts or follow the plan of their local scouting troop or natural history club. Support accessibility and sensory development as appropriate.