

Sloyd

Life Skills

Level 6

Sloyd

Sloyd serves many purposes. It is an opportunity for children to develop their fine motor skills, it is a rich supplement to the study of mathematics, and it is excellent training in the habits of precision and following directions. Students visualize a model, build it, and then practice making more of the same model (which may be given as gifts). Tutorial videos are provided for models in the lower levels, not only to demonstrate how to construct each model, but also to scaffold students so they learn to visualize the steps for themselves.

Sloyd: Level 6

Complete assigned models for term, focusing on craftsmanship.

Cardboard Work: 3-dimensional geometric shapes.

Assigned Grades & Scheduling

Students or Groups Enrolled by Form or Grade

Grade(s) 7 (suitable 8)

FORM	MIN.	xWK	MORN.	TEACH.	ACT.
F3	45	1	—	—	∞

Placement Tips

Grade 7 students who are new to Sloyd should begin with Sloyd: Level 1 and then continue courses in sequence.

Prerequisite: Sloyd: Level 5

Course Notes

Course Text: *Sloyd* by Everett Schwartz

Students should make each model more than once. Lesson plans are paced out accordingly. The first time will give them a chance to explore the pattern, while subsequent times can allow them to make gifts for others. Using different colors and styles of paper can add variation.

Sloyd requires many different skills working together, so it is normal for students to have a difficult time at first, while they develop the muscles and skills needed to do these models well. Students should focus on good craftsmanship. Math is exact, and making mistakes or struggling through models will help students discover this idea. Prepare students beforehand that their models are not going to turn out perfectly every time, and that's ok, as long as they give their work full attention and best effort. For students who are especially struggling, it is fine to give them time to grow and revisit this course later. During their time away, they may take a break completely, or they may enjoy doing fun paper folding projects.

Extra Helpings Page: The Extra Helpings page is usually the last page you will see in each lesson plan set. You will want to have a look at these pages prior to beginning your year to give you ideas for field trips and projects, but for the most part this section is provided for students who are showing a high level of interest in the course. The page contains lesson extensions, links to videos, books for free reading, games you can play, and more.

Planning & Prep

- ALERT: Preview Links. The final responsibility for previewing any and all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by using the "contact us" link on the website.
- Allow time for loading and viewing videos. We recommend teachers preview tutorials and work a model before teaching it.
- Purchase supplies and introduce students to their Sloyd tools (talk about their care and safe use). Organize them where easily accessed.

Term 1

- Gather supplies for projects.

Term 2

- Replenish supplies as needed.

Term 3

- Replenish supplies as needed.

Lesson Plan Key

	The "P" stands for "Prep." This means there is something you need to do prior to teaching this lesson. This may include reading something, cutting out word cards, gathering supplies, etc.
ALERT: Sensitive Content	This tells you that you need to preview the page(s) indicated. We flag things that are of concern to diverse people, such as sensual/suggestive material, racially insensitive language, violence, and age of the earth issues. We leave it to our members to decide how to handle such content.
	The arrow marks the "blocks," or steps, of a lesson.
RN&D	Stands for "Read, Narrate, & Discuss." You will see this in just about all the lessons. This section tells you the book title, chapter or page numbers, and the beginning and ending phrases of the day's passage.
	The black star indicates that there is a link you need to access from the Links page.
	The white star indicates that you need something outside of the ordinary for this lesson, such as a supply or a book from another course.

Art Instruction

Sloyd: Level 6

Estimated Total for Course: \$168.45

Books & Resources

RESOURCE INFORMATION



Sloyd by Everett Schwartz
ISBN/ASIN B0088EQHCU
→ RATIONALE: This book contains models of geometric solids that support the study of geometry.
NOTE: This level is intended to be used independently by the student with no video lessons.

SCOPE

BUY/FREE

Term 1: Cardboard Work 1-4
Term 2: Cardboard Work 5-8
Term 3: Cardboard Work 9,10
(Choose from Models 11-14; 15-21)

[\\$13.00](#)

Materials & Supplies

MATERIAL INFORMATION



Tagboard
PRODUCT # B0027667F2

QTY: 1 (100 sheets) ✓ SHAREABLE (up to 6 students)
→ May sub any 12" x 18" tagboard.
→ For larger projects. Also needed for drawing images before transferring them to cardboard in Cardboard Sloyd levels.
→ Levels: 1-4, 6-7

SCOPE

BUY/FREE

Term 1
Term 2
Term 3

[\\$17.00](#)



Chipboard
PRODUCT # B01CQAOJMK

QTY: 1 (15 pk) ✓ SHAREABLE (up to 4 students)
→ May sub any as long as it is 24pt (Point) 12" X 18 "(light weight).
→ Levels: 6-7 (Cardboard Sloyd)

Term 1
Term 2
Term 3

[\\$18.00](#)



Masking Tape
PRODUCT # B07Q75SZMN

QTY: 1 (3 pk) ✓ SHAREABLE (up to 6 students)
→ May sub any masking tape.
→ Used to tape down paper when measuring and laying out models on paper.
→ Levels: All

Term 1
Term 2
Term 3

[\\$7.00](#)



Tacky Glue
PRODUCT # BO1EK7LGH4

QTY: 1 (3pk)
→ May sub any kind of tacky glue.
→ Levels: 6-7 (Cardboard Sloyd)

Term 1
Term 2
Term 3

[\\$7.00](#)



18" Ruler
PRODUCT # BO1ACTF2NS

Term 1
Term 2
Term 3

[\\$5.95](#)

QTY: 1 ✓ SHAREABLE (up to 2 students)
→ May sub any 18" ruler, but metal with cork backing is helpful.
→ For making straight lines. Shared across curriculum.
→ Levels: All



T-Square
PRODUCT # BO0AOMZOAS
✓ OPTIONAL

Term 1
Term 2
Term 3

[\\$14.00](#)

QTY: 1
→ May sub any kind.
→ Optional but highly advisable.
→ Levels: All



Plastic Fold-and-Score Tool
PRODUCT # BO02PNTZDI ✓ OPTIONAL

Term 1
Term 2
Term 3

[\\$6.50](#)

QTY: 1
→ May sub any fold and score tool ("bone").
→ Levels: All



X-acto Knife
PRODUCT # BO00O0DD1N4

Term 1
Term 2
Term 3

[\\$10.00](#)

QTY: 1
→ May sub any style.
→ Used for precision cutting.
→ Levels: All (Optional for Paper Sloyd)



Cutting Mat
PRODUCT # BO75KTRM1F

Term 1
Term 2
Term 3

[\\$18.00](#)

QTY: 1 ✓ SHAREABLE (up to 6 students)
→ May sub any size.
→ Necessary when using X-acto knife.
→ Levels: All (Optional for Paper Sloyd.)



Awl
PRODUCT # BO1G9SOILM

Term 1
Term 2
Term 3

[\\$5.00](#)

QTY: 1 (2pk) ✓ SHAREABLE (up to 4 students)
→ May sub any kind/style (or use hole punch).
→ Used for scoring folds and punching holes.
→ Levels: All



Hand punch
PRODUCT # BO001DT3ZE

Term 1
Term 2
Term 3

[\\$9.00](#)

QTY: 1
→ May sub any as long as it is 1/8" (or use awl).
→ Used for punching holes.
→ Levels: All

Term 1

<p><input type="checkbox"/> 01 Model 1: Cube</p> <hr/> <p>● Gather and prepare supplies for model.</p> <p>→ VIEW: Completed model in the book. Visualize steps to work the model.</p> <p>★ Video: Cube (optional tutorial)</p> <p>→ PRACTICE: Work on the model, visualizing from diagram.</p> <p>Sloyd Cardboard Work: 3-D Geometric Shapes "No.1: Cube" p.29-32</p>	<p><input type="checkbox"/> 02 Model 1: Cube</p> <hr/> <p>● Gather and prepare supplies for model.</p> <p>→ DISCUSS: What could you do with this project to make a gift?</p> <p>→ PRACTICE: Repeat the project, make gifts.</p> <p>Sloyd Cardboard Work: 3-D Geometric Shapes "No.1: Cube" p.29-32</p>	<p><input type="checkbox"/> 03 Model 1: Cube</p> <hr/> <p>● Gather and prepare supplies for model.</p> <p>→ DISCUSS: What could you do with this project to make a gift?</p> <p>→ PRACTICE: Repeat the project, make gifts.</p> <p>Sloyd Cardboard Work: 3-D Geometric Shapes "No.1: Cube" p.29-32</p>
---	--	--

Art Instruction

Sloyd: Level 6

ALERT: Preview Links. The final responsibility for previewing any and all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by using the "contact us" link on the website.

O1	TERM 1	Week 1	Tutorial: Cube
O2	TERM 1	Week 2	
O3	TERM 1	Week 3	

Art Instruction

Sloyd: Level 6

Term 1

GRADE 7-8

- Share one of your projects from this term with an adult and tell about how you made it.

Art Instruction

Sloyd: Level 6

Projects & Activities

For students with a high level of interest.

Term 1

- Create your own model based on what you learned this term.
- Make models from Paper Modelling by Swannell & McGann.

Books, Games, and More

RESOURCE	INFORMATION	SCOPE	BUY/FREE
	<p>Paper Modelling by Swannell & McGann ISBN/ASIN 692075321 → For supplemental project ideas.</p>	<p>Term 1 Term 2 Term 3</p>	\$35.00

Member Tutorial

2022-23

CMI: Who We Are

The [Charlotte Mason Institute](#) (CMI) started as an annual conference in 2004 in response to a growing number of requests across the United States for Charlotte Mason training, and became an educational nonprofit in 2006. Since that time, our role has grown to include supporting researchers through the Susan Schaeffer Macaulay Scholarship, archival maintenance of original documents housed at the [Armitt Museum](#) in Ambleside, a partnership with [Redeemer University College](#) in Canada to [digitize](#) a large portion of that archive, and the development of [Charlotte Mason's Alveary](#) curriculum and training materials to support schools and homeschooled. Our organization recently entered into a formal Memorandum of Understanding with the [University of Cumbria](#) (formerly Charlotte Mason College) in Ambleside to support them in embracing their heritage as the original seat of the Charlotte Mason movement, and the university appointed four scholars from our organization to serve as [Visiting Research Fellows](#). By purchasing the Alveary curriculum, you are helping to support all of this vital work.

What We Do

Our Vision

- A relational education for all students and teachers in every setting

Our Mission

- To promote the principles and practices of Charlotte Mason's design for education

Our Values

- Charity, Fidelity, Humility

Find Out More

Visit our [website](#) and watch [this video](#) to find out more about our organization, our work, and our conference, as well as to discover ways to get involved with the Institute. You can [contact CMI](#) directly, or write to the Alveary via the [CONTACT](#) button on our website.

Part 1: Charlotte Mason's Alveary

Basic Structures

Forms & Grade Levels

Charlotte Mason used the British system of forms, which would have been familiar to her members. We use the American system of grades for ease of understanding, but still find value in using the word “forms” for developmental groupings of students in certain contexts. Here is the breakdown of forms and grade levels:

Primary School			Upper Elementary School			Middle School		High School			
Form 1			Form 2			Form 3		Form 4	Form 5	Form 6	
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th

Many times, students in the same form share courses. But that does not mean that they repeat information, because of the way we cycle through history (see below).

History Cycles

The content in Charlotte Mason's Alveary is organized around four cycles of both modern and ancient history. All students study the same history cycle at the same time. This makes combining and placing students simple.

The 2022-23 school year will focus on Cycle 3. (Only one cycle is available per year; all members should work in that cycle.) Most other subjects correlate with the time period being studied, so that each year's course of study is truly cohesive. The following year, we will all be in Cycle 4, which means that a different set of books will be used (though some carry over).

Cycle	Modern History (Grades 2+)	Ancient History (Grades 5+)
1	800-1650 A.D.	c. 3500-650 B.C.
2	1650-1800 A.D.	550-100 B.C.
3	1800-1900 A.D.	100 B.C. - 350 A.D.
4	1900 A.D. - present	350-800-A.D.

Terms

Each school year is divided into three terms of 12 weeks each, for a total of 180 school days. 11 weeks of each term are for lessons, and the last week is for exams. Information on how to submit exams is included on the exam document. Submission of exams is optional. (Exams that are submitted are not assessed by the Alveary team; rather, they are used to help us evaluate the books assigned in order to aid us in decision-making. Occasionally, they may be used for research purposes. By submitting exams, you are agreeing to this. No identifying information will ever be used.)

Part 3: Subjects & Methods

This section is intended to assist you in becoming acquainted with Charlotte Mason's methods in general, and with the Alveary's translation (when needed) of them in particular, in order to help you become the very best Charlotte Mason teacher you can be. The information presented in these pages is a synthesis of Mason's original volumes, PNEU programs, *Parents' Review* articles, and, where it adds insight to Mason's ideas, current research. Each section will walk you step-by-step through the subjects and how they are taught.

Lesson plans for Grades 1-8 (Forms 1-3) are written to the teacher and are very detailed; plans for high school are written directly to the student. By high school, students should be able to look ahead, gather their own materials, and work through the lessons independently for many of the subjects. They should also have internalized the lesson arcs as habits. If your high schoolers are new to Mason, you may want to have them read and reference the arcs for a while. High school is a continuation of the lower years with more independence, growing relationships with expanding ideas and topics, and an increasing ability to communicate in both written and oral forms. The various state and college documentation requirements do not necessitate a shift in methodology. You will notice in each of the subject areas that the high school content is intended to broaden and deepen your students' already established relationships with these subjects. Continue as you have begun and watch as your students grow and develop into the unique image bearers that God has created them to be.

The General Lesson Arc

Like a great story, every great lesson has a well-thought-out beginning, middle, and end; Each one of our lesson plans follows some variation of the following general pattern:

- **Preparation:** This section tells the teacher what materials will be needed, what needs to be done beforehand, and to what ideas (if any) a teacher may want to be alerted.
- **Introduction:** Each lesson begins by connecting back to the previous lesson. Next comes a suggestion for something to pique interest and help the student recall ideas or events. Difficult words may be introduced, though this is not always necessary. Feel free to simply ask, "What was happening when we left off last time?"
- **New Content:** Once the student's mind is fully engaged, the lesson continues with the presentation of the new content. The substance of a lesson is always narrated in some way. Narrating is the mind's chief means of processing and assimilating new information into the long-term memory. Since, as Mason asserted, a student only knows what he can tell, every student should narrate every lesson in some way, and those narrations should generally not be interfered with or interrupted by the teacher.
- **Closure:** After narration, some time is given to discussion, which some call the "grand conversation." This is the point at which students may interject their thoughts, opinions, and connections. Teachers may also share during this time, but much restraint must be practiced in order to avoid taking over the conversation, influencing the student too much by telling him/her what to think about the passage, or pointing out morals. The grand conversation serves to close the lesson and transition into the next one. For students who are working independently, this may happen in their own minds as they are writing their narrations, or they might be asked to initiate a discussion at some other point in the day.

The teacher generally guides students in Grades 1-8 (Forms 1-3) through this arc, although as the habit is established, students can begin to work through it on their own.

Life Skills

In addition to providing enjoyable quiet time for contemplation, handicrafts teach such important qualities as precision, perseverance, and appreciation for form, function, and quality craftsmanship. They also support other areas of the curriculum. Students learn a variety of project skills each term and are encouraged to use these skills to create handmade gifts for others. High school students learn various skills appropriate for their age, i.e., driver's education and car maintenance.

Sloyd

These lessons will go much more smoothly if the teacher prepares thoroughly. As students gain experience and develop good fine motor skills and habits of precision, they will need less support. We provide video tutorials for most of the sloyd projects assigned in Grades 1-4. Beginning in Grade 5 projects require more independence.

Lesson Arc (may take several lessons to complete a project):