

TALINO

CHARLOTTE MASON CURRICULUM

A FULL OPEN AND GO LESSON GUIDE

FORM 2 SET B

ONE WHOLE YEAR OF LESSONS FOR
STUDENTS IN GRADES 4 TO 6

WRITTEN BY

YEN CABAG

*The first complete CM curriculum created
specifically for Filipino students*

TALINO

Charlotte-Mecklenburg Curriculum

Form 2 Set B

One Whole Year of Lessons for

Students in Grades 4 to 6

Talino Charlotte Mason Curriculum

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SAMPLE

WELCOME

Thank you for purchasing the Talino Charlotte Mason Curriculum. We look forward to journeying with you into finding beauty and creating beauty through the Charlotte Mason method of homeschooling.

Our goals for producing these materials include:

- To help parents to teach their children using the CM method with minimal preparation work
- To have everything on-hand and ready for students to begin as soon as possible
- To raise up readers and learners for life through the use of excellent-quality materials

The Talino Curriculum Guide covers lessons for the main subjects: Literature, Social Studies, Science, Filipino. In each Week's lessons, we have put a reminder box for doing your Riches, using our separate [Tahúm Family Riches Guide](#) or a collection of your choice. You will also pick your own Math curriculum depending on your child's age.

HOW TO USE THIS GUIDE

The Charlotte Mason method of education is unlike most of what we grew up thinking about education. Because we follow principles that the British educator-reformer researched and concluded in the 1800s, it requires a lot of unlearning and re-learning. But I assure you, the effort will be worth it, as we will no longer be tossed to and fro by the wind, and instead become equipped in a time-tested and proven way of educating children in a way that awakens their minds and their full potential.

This is why, in this curriculum guide, we hope to help you, as the parent-teacher, to unlearn some of our old mindsets in education, and embrace new ones based on Charlotte Mason's philosophy, one little step at a time.

GRADE LEVELS

We have created the guides following the way that Charlotte Mason categorized students:

- Students between the ages of 6 to 8, and sometimes 9, are considered Form 1
- From age 9 to 12, and sometimes over 12, the students are considered Form 2.
- From the ages of 12 to 15, they are considered Form 3.

So for Talino CM Curriculum, the rough division of grade levels can be:

Form 1 (Sets A, B, and C)

If your child is in Grades 1 to 3, pick one of these guides. We recommend starting with Set A in your first year, then move on to B and C.

If your child is in Grade 3 this year, you can do Set A, then move on to Form 2 next year.

Form 2 (Sets A, B, and C)

Form 2 is for children in Grade 4 to 6. Again, start with Set A in your first year of homeschooling in this age group.

Form 3 or High School (Sets A, B, C, and D)

Our High School guides are for Grades 7 to 10. We include suggested books to add for use by older students.

Why use the same books for different grade levels?

Perhaps you are wondering why we use the same books for a student in Grade 4 and a student in Grade 6. In the Charlotte Mason method, we believe that children are born persons, and that they have the capacity to assimilate what speaks to them. This means that, even if we use the same books, a child in Grade 4 may appreciate different things that another child in Grade 6 may find interesting.

Additionally, this allows families who have kids in the same Form to homeschool them together, making for more lively discussions and shared experiences, while also maximizing the parents' time.

A note on reading level

Also, in the CM method, we believe that children are able to understand excellently-written literature. However, their mechanical skills of reading may not necessarily be at a level where they are able to read their school books on their own yet.

For Form 2, or Grades 4 to 6, the curriculum is designed for the child to be already reading independently.

Do note that unless your child has already had experience reading classic books for long periods of time, it is unlikely that he will be able to read all his school lessons himself. If you assess that your Grade 4 child is not yet strong enough to read these books on his own, we recommend you to “scaffold” the lessons for him by alternating you reading aloud and him reading aloud, perhaps over the first few weeks.

One suggestion is you may read a page, then alternate with your child. Or, pick a few books for him to read aloud, and others for you to read aloud, slowly turning over the books to him, while you still listen to him read the books aloud.

OUTLINE OF WEEKLY LESSONS

Here we outline the contents of each Week of lessons:

Invitation to Parents

At the start of each Week, we have prepared a short invitation to ponder on a certain aspect of Charlotte Mason's principles.

Disclaimer

Although this guide includes weekly readings for parents, this is not a substitute for the parents' continual learning about the Charlotte Mason method, whether through personal research or attending trainings conducted particularly by CM homeschool providers. We encourage you to continue learning and getting involved with other CM families for training and support.

Lessons

The guide includes 36 weeks of lessons divided into 5 days per week. In the space provided at the top of each week, you can input the date that you begin that week.

The lessons are laid out in a table, and arranged in a way that adheres with CM's principle of using different parts of the brain one after the other, to keep the child's mind fresh. We have put a space in the first column for you to input your preferred time to do these lessons, but this is entirely optional. Some families do well with just checking the box as they finish the lesson.

(Also, you may opt to rearrange the order in which you do the lessons, so long as you remember to insert a different activity between reading lessons: for example, you may want to do Math, or a drawn narration, or sing a hymn and folk song in between two reading activities. But we recommend sticking to the arrangement to avoid confusion.)

Narration Prompt

Each lesson comes with a narration prompt or suggestion, to help you keep the narrations creative. Note that you can follow these suggestions as they are, or you can also feel free to switch them around.

Written narration in the CM method begins at age 10, so we have included one written narration prompt per week.

IMPORTANT: If this is your first year using the CM method, please skip the written narration for at least the first month, and concentrate on building up your child's oral narration first. Some resources recommend going even longer focusing on oral narration.

A note on comic narration: For younger students who are still new to narration, comic narration is a good way for getting them to think about the events that they read or hear from the lesson. We have included comic narration in the first few weeks of this lesson plan, and then made it "Optional" in later weeks, slowly reducing the frequency. Please use your discretion on utilizing this narration option, based on how well your child orally narrates.

Also, if your homeschool provider requires you to have plenty of written output, comic narration is a possible option to add to your portfolio, since we only require once a week written narration and do not recommend adding more throughout this year.

Mother Culture & Reflection Time

At the end of each Week, we have included a portion called "Mother Culture & Reflection Time," which can serve as a jumpstart for a regular time to cultivate your own growth as a mother, as well as a time to pause and reflect on the beauties of the previous weeks.

Exams

We have provided exam questions according to the CM method at the back of the book. Please ensure that your students do not read the exam questions before the actual exam week. In the Charlotte Mason method, exams are meant to test what the

students know, and what they don't know. The students do not review what they have learned, and instead the exams let them simply recall what they have already learned.

We recommend you to do your exams at the end of every 9 weeks, but if your provider has a different deadline for you, feel free to adjust. However, some of the exam questions may have been tailor-made to cover the topics over the set 9 weeks (Quarter 1: Weeks 1 to 9, Quarter 2: Weeks 10-18, Quarter 3: Weeks 19-27, and Quarter 4: Weeks 28-36). If you do decide to give your exams with too much difference from the recommended 9 weeks, be sure to adjust the exam questions.

Parent Quarterly Assessment

Because homeschooling is a family affair, we added a section called Parent Quarterly Assessment, where we give you guide questions to help you evaluate your progress over the past quarter.

If you are enrolled with a provider, you may consider using this template as a guide to update your family coach of your experiences over the past quarter. If you are homeschooling independently, we hope these quarterly assessments can help you decide what areas you need to work on more and set action plans to reach these goals.

BOOKS NEEDED FOR ONE YEAR OF LESSONS

In our desire to make this curriculum accessible to as many families as we can, we have opted to use public domain books where possible. These refer to books that are no longer under copyright and are therefore available for free download as Kindle books, PDF books, or to read online.

For these public domain books, you may opt to use an e-reader, print them out, or buy hard copy books as available. **We have attached the links mostly to Project Gutenberg, but many of these books are also available for free on Amazon for Kindle e-readers. Please find the ones that are \$0.00 because they are public domain; there will be options for paid versions, but the public domain ones should be free. :)**

Book titles with an asterisk (*) refer to those that need to be purchased, as they are not yet in the public domain but usually refer to locally-published books that are readily available in the Philippines.

Checklist of Books We Use in This Guide:

- Bible (English Standard Version preferred but you may use any translation you prefer)
- Saints and Heroes to the End of the Middle Ages by George Hodges (<https://www.heritage-history.com/index.php?c=read&author=hodges&book=saints>)
- Missionary Heroes of Africa by James Horne Morrison (<https://archive.org/details/missionaryheroes00morrnich>)
- Black Beauty by Anna Sewell (<https://www.gutenberg.org/ebooks/271>)
- Lad: A Dog by Albert Payson Terhune (<https://www.gutenberg.org/ebooks/38777>)

- Joel: A Boy of Galilee by Annie Johnston (<https://www.gutenberg.org/ebooks/39231>)
- Otto of the Silver Hand by Howard Pyle (<https://www.gutenberg.org/ebooks/2865>)
- My First Summer in the Sierra by John Muir (<https://www.gutenberg.org/ebooks/32540>)
- William Wordsworth Poems (<https://www.gutenberg.org/ebooks/8774>)
- Robert Frost Poems (<https://www.gutenberg.org/ebooks/59824>)
- Christina Rossetti Poems (<https://www.gutenberg.org/ebooks/19188>)
- Storybook of Science by Jean Henri Fabre (<https://www.gutenberg.org/ebooks/56795>)
- Secrets of the Woods by William J. Long (<https://www.gutenberg.org/ebooks/1901>)
- Heroes and Martyrs of Invention by George Towle (<https://archive.org/details/heroesmartyrsofi00towl>)
- Barefoot in Fire by Barbara Ann Gamboa* (Tahanan Books)
- The Chinese Fairy Book Edited by Dr. Richard Wilhelm (<https://www.gutenberg.org/ebooks/29939/>)
- Mga Kuwento ni Lola Basyang ni Severino Reyes* Vol 1 (Tahanan Books)

Note: This is a collection of 12 stories. If you buy them separately, you will need 12 stories for one full school year, as we schedule each story to be read over 3 sessions (3 weeks).

- Sariling Atin (Filipino Grammar)* by CharlotteMasonPhilippines.Com

- A Midsummer Night's Dream by William Shakespeare (<https://www.gutenberg.org/ebooks/1514/>)
- The Struggle for Sea Power by MB Synge by M.B. Synge (https://www.heritage-history.com/index.php?c=read&author=synge&book=seapower&story=_front)
- A Book of Discovery by M.B. Synge (<https://www.gutenberg.org/ebooks/23107>)
- Voyages and Adventures of Magellan by George Towle (<https://www.heritage-history.com/index.php?c=read&author=towle&book=magellan>)

Optional Add-ons:

Nature study references:

- A Naturalist's Guide to the Birds of the Philippines by Maia Tañedo et. al.*
- Photographic Guide to the Birds of Negros, Panay & Cebu* (<https://haringibon.com/products/books-and-planners/birds-of-negros/>)
- Other field guides for other animals or plants*

For free reads:

These are books you and your child can read for fun. A strong reader may read these himself. If not, you may still read these aloud to your child, and enjoy the bonding time

- Little House on the Prairie Series by Laura Ingalls Wilder*
- The Chronicles of Narnia series by C.S. Lewis*
- The Borrowers series by Mary Norton*
- Roll of Thunder, Hear My Cry series by Mildred Taylor*
- Across Five Aprils by Irene Hunt*

- The Great Brain series by J.D. Fitzgerald*
- Misty of Chincoteague, Justin Morgan Had a Horse, and other Marguerite Henry books*
- Other living books good for ages 9 to 11

RESOURCES YOU NEED TO ADD ON YOUR OWN:

In this 36-week guided lessons, we have covered all the major subjects you need: Language or Literature, Social Studies (Geography, History, and Civics), Filipino, and Science.

But the Charlotte Mason method, a proponent of a rich curriculum, is not complete without what we call the “Riches.” These include Hymns, Folk Songs, Artist Study, Composer Study, and Handicraft. We offer this as a separate curriculum, called our Tahúm Family Riches Guide, because these treats can be enjoyed as a family and you will only need one even if you are homeschooling several students.

We also let parents choose their own curriculum or materials for teaching your children to read, as well as their own choice of curriculum for Math.

Therefore you will need to add the following:

- Riches (You may create your own lists, or purchase our Family Riches Guide which includes hymns, folk song, artist study, composer study)
- Filipino grammar (We recommend our very own Sariling Atin, or you may use your own Filipino grammar curriculum)
- Your own math curriculum
- Your own foreign language curriculum or lessons
- Your own lessons for your chosen musical instrument
- Your own lessons for your chosen handicraft

We have prepared this table below to help you list down the materials you will choose to add to this year's lessons:

| For: | I will use: |
|--------------------|-------------|
| Riches | |
| Filipino Grammar | |
| Math | |
| Foreign Language | |
| Musical Instrument | |
| Handicraft | |

MATERIALS AND SCHOOL SUPPLIES

Here we list the materials you will need for this school year:

- A sketch notebook for narrations
- A sketch notebook or blank-sheet journal for nature journaling
- A lined notebook appropriate to your child's age for copywork
- A History Timeline, a Book of Centuries
- A large world map, globe, or atlas
- Sheets of paper or a sketch notebook for picture study (also listed in our Family Riches Guides)
- A tool for playing hymns, folk songs, and classical music (this can be a phone, a laptop, a tablet, or any other player)

WEEK 1

Invitation to Parents

The Mother is Qualified

“The mother is qualified...by the Creator Himself, to become the principal agent in the development of her child; ... and what is demanded of her is—a thinking love ... (Vol 1, page 2)

Congratulations on taking this leap to homeschool your child! Sometimes as mothers, we may feel unqualified to teach our children. After all, isn't that what we believe schools are for, where teachers are trained to teach children?

First off, I would like to share this line from Pestalozzi, one of the great names in education, which Charlotte Mason quotes in her Vol. 1, Home Education. Here he emphasizes that the mother herself is qualified. YOU are qualified to become the principal agent in the development of your child! Isn't that good news?

Then he goes on to say that what is demanded of us as mothers/parents is a thinking love. A love that's not just about emotions or feeling, but a love that thinks about what's best for our children. This is why we don't make all our decisions based on what our children like or don't like; we understand that they are young, and given to us for us to provide the necessary guidance.

Welcome to your first week of homeschooling! We are happy to journey with you!

Day 1

Week 1

Date: _____

| Time | Subject | Book | To Do | Done? |
|------|--------------------|--|--|-------|
| | Hymn | | Sing together at least once. | |
| | Bible | ESV or your preferred translation | Read: Acts 1. Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read | |
| | Copywork | | Set timer for 10 or 15 minutes. Copy one stanza of hymn neatly into lined paper or notebook. | |
| | Prepared Dictation | Copybook and Dictation book, OR you may pick your own passage. | If you are picking your own passage, choose from a reading from the week before or for this week. A good length is about 2-4 sentences, depending on the child's ability. If this is not your first year doing dictation, you may choose more sentences. Set the timer for 10 or 15 minutes. The child shall study the week's passage for dictation, to be written down on Day 5. | |
| | Math | | Do 1 lesson from your chosen Math curriculum | |
| | Literature | Black Beauty by Anna Sewell | Read: Chapter 1 Written Narration: Let child write down what he read or heard. Do not correct grammar or spelling, we deal with grammar or spelling in separate lessons. (It's OK for beginners to start with only a couple of sentences.) | |
| | Poetry | William Wordsworth Poems | Read 1 poem. | |
| | Recitation | | Choose Poem #1 to read aloud everyday. Then, also read aloud Psalm 27:1-5. | |

| | | | | |
|--|--------------------|--|--|--|
| | Social Studies | The Struggle for Sea Power by MB Synge | <p>Read: Chapter 1</p> <p>Comic Narration: Using 4 to 6 boxes, let child draw a comic strip of what he read or heard.</p> <p>Mapwork: Take out your world map, globe, or atlas and point out places mentioned in the book.</p> <p>History Timeline or Book of Centuries: Note any interesting events and add to your history timeline.</p> | |
| | Nature Study | | Observe and Draw: An insect in your yard or garden. | |
| | Musical Instrument | | Do 1 lesson for your chosen musical instrument. | |
| | Free Reading | | Allocate time for your child to read a book from Free Read pile. Half chapter or more each time, but no need to narrate. | |

Day 2

Week 1

Date: _____

| Time | Subject | Book | To Do | Done? |
|------|----------------|---|--|-------|
| | Folk Song | | Sing together once. | |
| | Copywork | | Set timer for 10 or 15 minutes. Copy first paragraph of Acts 1 neatly into lined paper or notebook. | |
| | Social Studies | Barefoot in Fire by Barbara Ann Gamboa-Lewis | <p>Read: Chapter 1, first half or whole chapter.</p> <p>Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read</p> <p>Mapwork: Take out your Philippine map and point out places mentioned in the book.</p> <p>History Timeline or Book of Centuries: Input anything relevant.</p> | |
| | Math | | Do 1 lesson from your chosen Math curriculum | |
| | Literature | Joel: A Boy of Galilee by Annie Johnston | <p>Read: Chapter 1, first half; mark where you stop.</p> <p>Comic Narration: Using 4 to 6 boxes, let child draw a comic strip of what he read or heard.</p> | |
| | Poetry | William Wordsworth Poems | Read 1 poem. | |
| | Recitation | | Choose Poem #1 to read aloud everyday. Then, also read aloud Psalm 27:1-5. | |
| | Filipino | Mga Kuwento ni Lola Basyang, Volume 1 (Tahanan Books) | <p>Basahin: Kuwento #1, 1/3. Tandaan kung saan huminto.</p> <p>Isalaysay ang nangyari. Mas mabuti kung gamitin ang wikang Filipino.</p> | |
| | Science | Storybook of Science by Jean Henri Fabre | <p>Read: Chapter 1</p> <p>Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read.</p> | |

| | | | | |
|--|--------------|--|--|--|
| | Biography | My First Summer in the Sierra by John Muir | Read: Chapter 1, first one-third of chapter. Mark where you stop. Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read. | |
| | Free Reading | | Allocate time for your child to read a book from Free Read pile. Half chapter or more each time, but no need to narrate. | |

Day 3

Week 1

Date: _____

| Time | Subject | Book | To Do | Done? |
|------|--------------------|--|---|-------|
| | Picture Study | | Observe: 1 painting for 3 minutes. Cover the painting and tell what you remember | |
| | Bible | ESV or your chosen translation | Read: 1 Samuel Chapter 1 Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read. | |
| | Copywork | | Set timer for 10 or 15 minutes. Copy first stanza of one of the poems read this week into lined paper or notebook. | |
| | Prepared Dictation | Copybook and Dictation book, OR you may pick your own passage. | Set the timer for 10 or 15 minutes. The child shall study the week's passage for dictation, to be written down on Day 5. Write down any words with difficult spellings on a white board or a white sheet of papers. Let your child "take a picture" of the word with their eyes, and then closing their eyes and visualizing the word. | |
| | Literature | Black Beauty by Anna Sewell | Read: Chapter 2 Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read. | |
| | Math | | Do 1 lesson from your chosen Math curriculum | |
| | Literature | A Midsummer Night's Dream by William Shakespeare | Optional: Read: A Midsummer Night's Dream from Beautiful Stories of Shakespeare by E. Nesbit (review) OR no lesson yet for today. Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read. | |
| | Poetry | William Wordsworth Poems | Read 1 poem. | |

| | | | | |
|--|-------------------|--|---|--|
| | Recitation | | Choose Poem #1 to read aloud everyday. Then, also read aloud Psalm 27:1-5. | |
| | Social Studies | The Chinese Fairy Book Edited by Dr. Richard Wilhelm | Read: Chapter 1 Comic Narration: Using 4 to 6 boxes, let child draw a comic strip of what he read or heard. | |
| | Science Biography | Heroes and Martyrs of Invention by George Towle | Read: Chapter 1, first half or whole chapter Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read. | |
| | Free Reading | | Allocate time for your child to read a book from Free Read pile. Half chapter or more each time, but no need to narrate. | |

Day 4

Week 1

Date: _____

| Time | Subject | Book | To Do | Done? |
|------|--------------------|--|---|-------|
| | Hymn & Folk Song | | Sing: Hymn and Folk Song for the month | |
| | Biography | Saints and Heroes to the Middle Ages by George Hodges | Read: Chapter 1 Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read. | |
| | Copywork | | Set timer for 10 or 15 minutes. Copy one paragraph from Filipino book neatly onto lined paper or notebook. | |
| | Literature | Joel: A Boy of Galilee by Annie Johnston | Read: Chapter 1, second half Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read. | |
| | Math | | Do 1 lesson from your chosen Math curriculum | |
| | Filipino | Sariling Atin OR your chosen Filipino grammar curriculum | Aralin 1 | |
| | Poetry | William Wordsworth Poems | Read 1 poem. | |
| | Recitation | | Choose Poem #1 to read aloud everyday. Then, also read aloud Psalm 27:1-5. | |
| | Social Studies | The Struggle for Sea Power by MB Synge | Read: Chapter 2 Comic Narration: Using 4 to 6 boxes, let child draw a comic strip of what he read or heard. Mapwork: Take out your world map, globe, or atlas and point out places mentioned in the book. History Timeline or Book of Centuries: Note any interesting events and add to your history timeline. | |
| | Musical Instrument | | Review and do next lesson | |

| | | | | |
|--|--------------|---|--|--|
| | Science | Secrets of the Woods by William J. Long | <p>Read Chapter 1, first one-third of chapter.. Mark where you stop.</p> <p>Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read.</p> <p>Comic Narration: Using 4 to 6 boxes, let child draw a comic strip of what he read or heard.</p> | |
| | Free Reading | | Allocate time for your child to read a book from Free Read pile. Half chapter or more each time, but no need to narrate. | |

Day 5

Week 1

Date: _____

| Time | Subject | Book | To Do | Done? |
|------|--------------------|--|--|-------|
| | Composer Study | | Play on chosen player: Music for the month | |
| | Bible | ESV or your chosen translation | Read: 1 Samuel Chapter 2 Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read. | |
| | Copywork | | Set timer for 10 or 15 minutes. Copy part of recitation selection or from history reading this week onto lined paper or notebook. | |
| | Math | | Do 1 lesson from your chosen Math curriculum | |
| | Poetry | William Wordsworth Poems | Read 1 poem. | |
| | Recitation | | Choose Poem #1 to read aloud everyday. Then, also read aloud Psalm 27:1-5. | |
| | Prepared Dictation | Copybook and Dictation book, OR you may pick your own passage. | Set the timer for 5 or 10 minutes. The child shall study the week's passage for dictation. Then, the parent will dictate the passage, one phrase at a time, with no repetition , while the child writes down the phrase from memory, including capitalization and punctuation marks. Whenever the child starts to write the wrong spelling, the parent automatically erases the wrong spelling, alerting the child to re-spell. After everything is written down, the child compares his work with the original to note where he missed the correct punctuation or spelling. | |
| | Grammar | A New Grammar of the English Tongue by J.M.D. Meiklejohn OR your chosen Grammar Curriculum | Lesson: The Grammar of Language Do Exercise 1 on Page 191 | |

| | | |
|------------------|--|--|
| Social Studies | Voyages and Adventures of Magellan by George Towle | <p>Read: Chapter 1, first half; mark where you stop.</p> <p>Narration: Pause every few paragraphs or about every page, and ask child to narrate, orally, what he heard or read.</p> <p>Mapwork: Take out your world map, globe, or atlas and point out places mentioned in the book.</p> <p>History Timeline or Book of Centuries: Note any interesting events and add to your history timeline.</p> |
| Foreign Language | | Do 1 lesson on your chosen foreign language. |
| Handicraft | | Do 1 lesson on chosen handicraft |
| Free Reading | | Allocate time for your child to read a book from Free Read pile. Half chapter or more each time, but no need to narrate. |

Mother Culture & Reflection Time

Congratulations for finishing Week 1, homeschool momma! We hope these end-of-the-week short readings will help remind you how important you are, as a person. We added these Mother Culture Reflections to help you focus on taking care of yourself every week, too!

=====

It is written somewhere, "A mother is only a woman, but she needs the love of Jacob, the patience of Job, the wisdom of Moses, the foresight of Joseph, and the firmness of Daniel." But a mother has not only to have all these things; she must have them all at once, often when she is quite young, and too often when she has had no previous training of any kind of the marvellously varied duties she has to perform. (Mother Culture, The Parents' Review, Volume 3, no. 2, 1892/93, pgs. 92-95)

Do you sometimes feel that so much is demanded of you? I do! And isn't it a challenge to deal with so much: a career, family life, our children's health, and finally, even their education?

Don't worry, Mamma, you're not alone. This is the purpose of these Mother Culture Reflections at the end of each week... to help you breathe in thoughts of other mothers who have gone before us, and to realign us with who we are as individuals.

Reflection:

Do I sometimes feel inadequate for all the tasks set for me?

How do I cope when things are difficult? Who or what do I turn to for support?
