

WEEK 1	MONDAY	TUESDAY
RECITATION	<input type="checkbox"/> Recitation for Week 1 *The Recitation schedule is in Appendix. You will need to refer to it each week. <input type="checkbox"/> Mathematics Enrichment* *See the Appendix of this Curriculum Manual for directions and plug into curriculum where it best fits your day.	<input type="checkbox"/> Arts Recitation *This time should be used for showing students the paintings learned cumulatively up to, and including, the current week. It isn't necessary for students to memorize the title of the work and the artist each week. That is a matter of personal preference.
CHRISTIAN STUDIES	<input type="checkbox"/> <i>The Story Bible</i> <input type="checkbox"/> The Birth of John Foretold, The Birth of Jesus Foretold, & Mary Visits Elizabeth (pp. 266-274)	<input type="checkbox"/> <i>Christian Studies Enrichment</i> Second Grade, Week 1
SPELLING	<input type="checkbox"/> <i>Traditional Spelling II: Lesson 1</i> <input type="checkbox"/> Day One <input type="checkbox"/> <i>Spelling Practice Sheets: Lesson 1</i> <input type="checkbox"/> Column 1 (pencil)* *For instructions on using the <i>Spelling Practice Sheets</i> , see the General Lesson Overview in the front of the <i>Traditional Spelling II Teacher Manual</i> (Day One: Guided Student Work).	<input type="checkbox"/> <i>Traditional Spelling II: Lesson 1</i> <input type="checkbox"/> Day Two <input type="checkbox"/> <i>Spelling Practice Sheets: Lesson 1</i> <input type="checkbox"/> Column 1 (colored pencil)
LATIN & GRAMMAR	<input type="checkbox"/> <i>Prima Latina: Lesson 1</i> <input type="checkbox"/> Teach lesson.* <input type="checkbox"/> Vocabulary Drill (box 1), <i>Prima Latina Teacher Manual</i> , p. 139 *See Latin Teaching Guidelines in front of this guide.	<input type="checkbox"/> <i>Prima Latina: Lesson 1</i> <input type="checkbox"/> Review new lesson* <input type="checkbox"/> Teach derivatives <input type="checkbox"/> Vocabulary Drill (box 2)
READING	<input type="checkbox"/> <i>Prairie School Study Guide, Chapter 1</i> <input type="checkbox"/> Teacher: Pre-Reading Day 1 <input type="checkbox"/> Student: Pronounce and Spell <input type="checkbox"/> Student: Vocabulary <input type="checkbox"/> <i>Prairie School</i> <input type="checkbox"/> Read Chapter 1	<input type="checkbox"/> <i>Prairie School Study Guide, Chapter 1</i> <input type="checkbox"/> Teacher: Post-Reading Day 1 <input type="checkbox"/> Student: Comprehension Questions <input type="checkbox"/> Student: Discussion <input type="checkbox"/> <i>Prairie School</i> <input type="checkbox"/> Reread Chapter 1
MATH	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2:</i> Lesson 1 pp. 7 (three of each) and 9 <input type="checkbox"/> Review addition families 1-5 <input type="checkbox"/> Lesson 2 pp. 11 (three of each), 12 (every other row), 13 <input type="checkbox"/> Lesson 3 pp. 15 (three of each) and 16 (every other row)	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2</i> , L 3 p. 17 <input type="checkbox"/> Review addition families 1-6 <input type="checkbox"/> Lesson 4, pp. 19 (three of each), 20 (every other row), 21 <input type="checkbox"/> Lesson 5, pp. 23 (three of each), 24 (every other row), 25 <input type="checkbox"/> L. 6, pp. 27 (3 of each), 28 (every other row) <input type="checkbox"/> Review place values
COPYBOOK/ MEMORY	<input type="checkbox"/> <i>The Story Bible</i> (Copybook Cursive Step 1) <input type="checkbox"/> God Creates the World (pp. 21-23) *Familiarize yourself with the Teaching Guidelines in the front of <i>Copybook Cursive</i> .	<input type="checkbox"/> <i>Copybook Cursive: Genesis 1:1-5</i> (part 1) Step 2 (Language Lesson)
CURSIVE	<input type="checkbox"/> <i>New American Cursive 2: pp. 13-14</i>	<input type="checkbox"/> <i>New American Cursive 2: pp. 10-12</i>
LITERATURE & ENRICHMENT	Read-Aloud Book for the Week: <input type="checkbox"/> <i>Johnny Appleseed</i> by Reeve Lindbergh *Introduce each week with an initial reading of the book for the week. Then, refer to the book throughout the week (preferably with a rereading each day). *Familiarize yourself with the Literature Guidelines in the front of this curriculum manual.	Music Enrichment Guide: <input type="checkbox"/> Biography: Aaron Copland <input type="checkbox"/> "Hoe-Down" from <i>Rodeo</i> Art for the Week: <input type="checkbox"/> <i>Apfelbaum I</i> by Gustav Klimt

WEDNESDAY	THURSDAY	FRIDAY
<input type="checkbox"/> Recitation for Week 1 *The Recitation schedule is in Appendix. You will need to refer to it each week.	<input type="checkbox"/> Scripture / Poetry Recitation *This time is used to review Scripture and poetry learned up to, and including, each week. Give a few words of the beginning of a verse or poem, and have the student complete from memory.	<input type="checkbox"/> Recitation for Week 1 *The Recitation schedule is in Appendix. You will need to refer to it each week.
<input type="checkbox"/> <i>Traditional Spelling II</i> : Lesson 1 <input type="checkbox"/> Day Three <input type="checkbox"/> <i>Spelling Practice Sheets</i> : Lesson 1 <input type="checkbox"/> Column 2 (pencil)	<input type="checkbox"/> <i>Traditional Spelling II Supplemental Workbook</i> : Lesson 1 <input type="checkbox"/> Worksheet 1* <input type="checkbox"/> <i>Traditional Spelling II</i> : Lesson 1 <input type="checkbox"/> Day Four <input type="checkbox"/> <i>Spelling Practice Sheets</i> : Lesson 1 <input type="checkbox"/> Column 2 (colored pencil) *Always complete before Dictation.	<input type="checkbox"/> <i>Traditional Spelling II Supplemental Workbook</i> : Lesson 1 <input type="checkbox"/> Worksheet 2* <input type="checkbox"/> <i>Traditional Spelling II</i> : Lesson 1 <input type="checkbox"/> Day Five *Always complete before Test.
<input type="checkbox"/> <i>Prima Latina</i> : Lesson 1 <input type="checkbox"/> Review <input type="checkbox"/> Complete first workbook page	<input type="checkbox"/> <i>Prima Latina</i> : Lesson 1 <input type="checkbox"/> Review <input type="checkbox"/> Complete second workbook page <input type="checkbox"/> <i>Prima Latina Copybook</i> , Lesson 1	<input type="checkbox"/> <i>Prima Latina</i> : Lesson 1 <input type="checkbox"/> Review games <input type="checkbox"/> Vocabulary Drill (box 3)
<input type="checkbox"/> <i>Prairie School Study Guide</i> , Chapter 2 <input type="checkbox"/> Teacher: Pre-Reading Day 1 <input type="checkbox"/> Student: Pronounce and Spell <input type="checkbox"/> Student: Vocabulary <input type="checkbox"/> <i>Prairie School</i> <input type="checkbox"/> Read Chapter 2	<input type="checkbox"/> <i>Prairie School Study Guide</i> , Chapter 2 <input type="checkbox"/> Teacher: Post-Reading Day 1 <input type="checkbox"/> Student: Comprehension Questions <input type="checkbox"/> Student: Discussion <input type="checkbox"/> <i>Prairie School</i> <input type="checkbox"/> Reread Chapter 2	<input type="checkbox"/> <i>Prairie School Study Guide</i> , Chapter 3 <input type="checkbox"/> Teacher: Pre-Reading Day 1 <input type="checkbox"/> Student: Pronounce and Spell <input type="checkbox"/> Student: Vocabulary <input type="checkbox"/> <i>Prairie School</i> <input type="checkbox"/> Read Chapter 3
<input type="checkbox"/> <i>Rod and Staff Arithmetic 2</i> : Lesson 6, pp. 29, 30 <input type="checkbox"/> Review addition families 1-7 <input type="checkbox"/> Lesson 7, pp. 31 (three of each), 32 (every other row), 33 <input type="checkbox"/> Lesson 8, pp. 35 (three of each), 36 (every other row), 37 (review key words "in all")	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2</i> : Lesson 9, pp. 40, 41	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2</i> : Lesson 10, pp. 43 (three of each), 44, 45, 46
<input type="checkbox"/> <i>Copybook Cursive</i> : Genesis 1:1-5 (part 1), Step 3 (Memorization) <input type="checkbox"/> Step 4 (Copying)	<input type="checkbox"/> <i>Copybook Cursive</i> : Genesis 1:1-15 (part 1) Step 5 (Proofreading and Correction)	<input type="checkbox"/> <i>Copybook Cursive</i> : Genesis 1:1-5 (part 1) Step 6 (Illustration)
	<input type="checkbox"/> <i>New American Cursive 2</i> : pp. 15-16	<input type="checkbox"/> NAC 2: Review
Poetry for the Week: <input type="checkbox"/> "Here's to Thee" (A Child's Book of Poems, p. 100) The Book of Crafts: <input type="checkbox"/> <i>Apple Pocket</i> craft, p. 6	History & Culture: <input type="checkbox"/> <i>Second Grade Enrichment Guide</i> , Week 1	Science: <input type="checkbox"/> <i>2nd Grade Enrichment Guide</i> , Wk. 1 <input type="checkbox"/> <i>Patterns of Nature</i> : Lesson 2 (Seeds) Resources: <input type="checkbox"/> <i>How Do Apples Grow?</i> by Betsy Maestro <input type="checkbox"/> <i>Apples</i> by Jacqueline Farmer <input type="checkbox"/> Optional from K: <i>Apples</i> by Gail Gibbons

WEEK 15	MONDAY	TUESDAY
RECITATION	<input type="checkbox"/> Recitation through Week 15	<input type="checkbox"/> Arts Recitation
CHRISTIAN STUDIES	<input type="checkbox"/> <i>The Story Bible</i> <input type="checkbox"/> The Beatitudes & The Sermon on the Mount (pp. 351-357)	<input type="checkbox"/> <i>Christian Studies Enrichment</i> Second Grade, Week 15
SPELLING	<input type="checkbox"/> <i>Traditional Spelling II: Lesson 15</i> <input type="checkbox"/> Day One <input type="checkbox"/> <i>Spelling Practice Sheets: Lesson 15</i> <input type="checkbox"/> Column 1 (pencil)	<input type="checkbox"/> <i>Traditional Spelling II: Lesson 15</i> <input type="checkbox"/> Day Two <input type="checkbox"/> <i>Spelling Practice Sheets: Lesson 15</i> <input type="checkbox"/> Column 1 (colored pencil)
LATIN & GRAMMAR	<input type="checkbox"/> <i>Prima Latina: Lesson 13</i> <input type="checkbox"/> Review previous lessons. <input type="checkbox"/> Teach new lesson. <input type="checkbox"/> Vocabulary Drill (box 1)	<input type="checkbox"/> <i>Prima Latina: Lesson 13</i> <input type="checkbox"/> Review new lesson* <input type="checkbox"/> Vocabulary Drill (box 2)
READING	<input type="checkbox"/> <i>The Courage of Sarah Noble Study Guide, Chapter 6</i> <input type="checkbox"/> Teacher: Pre-reading: Day 1 <input type="checkbox"/> Student: Pronounce and Spell <input type="checkbox"/> Student: Vocabulary <input type="checkbox"/> <i>The Courage of Sarah Noble</i> <input type="checkbox"/> Read Chapter 6	<input type="checkbox"/> <i>The Courage of Sarah Noble Study Guide, Chapter 6</i> <input type="checkbox"/> Teacher: Post-reading: Day 1 <input type="checkbox"/> Student: Comprehension Questions
MATH	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2: Lesson 79</i>	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2: Lesson 80</i>
COPYBOOK/ MEMORY	<input type="checkbox"/> <i>The Story Bible</i> (Copybook Cursive Step 1: Bible Story Time) <input type="checkbox"/> Jesus Feeds Five Thousand People (pp. 358-360) <input type="checkbox"/> <i>Copybook Cursive</i> Step 7 (review previous lessons)	<input type="checkbox"/> <i>Copybook Cursive: Matt. 25:35-36</i> Step 2 (Language Lesson)
CURSIVE	<input type="checkbox"/> <i>New American Cursive 2: p. 59</i>	<input type="checkbox"/> <i>New American Cursive 2: p. 60</i>
LITERATURE & ENRICHMENT	Read-Aloud Book for the Week: <input type="checkbox"/> <i>The Velveteen Rabbit</i> by Margery Williams	Music Enrichment Guide: <input type="checkbox"/> Biography: Samuel Barber <input type="checkbox"/> "Adagio for Strings" Art for the Week: <input type="checkbox"/> <i>The Flight into Egypt</i> by Annibale Carracci

WEDNESDAY	THURSDAY	FRIDAY
<input type="checkbox"/> Review "Presidents Song"	<input type="checkbox"/> Scripture / Poetry Recitation	<input type="checkbox"/> Recitation through Week 15
<input type="checkbox"/> <i>Traditional Spelling II</i> : Lesson 15 <input type="checkbox"/> Day Three <input type="checkbox"/> <i>Spelling Practice Sheets</i> : Lesson 15 <input type="checkbox"/> Column 2 (pencil)	<input type="checkbox"/> <i>Traditional Spelling II Supplemental Workbook</i> : Lesson 15 <input type="checkbox"/> Worksheet 1 <input type="checkbox"/> <i>Traditional Spelling II</i> : Lesson 15 <input type="checkbox"/> Day Four <input type="checkbox"/> <i>Spelling Practice Sheets</i> : Lesson 15 <input type="checkbox"/> Column 2 (colored pencil)	<input type="checkbox"/> <i>Traditional Spelling II Supplemental Workbook</i> : Lesson 15 <input type="checkbox"/> Worksheet 2 <input type="checkbox"/> <i>Traditional Spelling II</i> : Lesson 15 <input type="checkbox"/> Day Five
<input type="checkbox"/> <i>Prima Latina</i> : Lesson 13 <input type="checkbox"/> Review <input type="checkbox"/> Complete first workbook page <input type="checkbox"/> <i>English Grammar Practice</i> , Week 15: Day 1	<input type="checkbox"/> <i>Prima Latina</i> : Lesson 13 <input type="checkbox"/> Review <input type="checkbox"/> Complete second workbook page <input type="checkbox"/> <i>Prima Latina Copybook</i> , Lesson 13	<input type="checkbox"/> <i>Prima Latina</i> : Lesson 13 <input type="checkbox"/> Review games <input type="checkbox"/> Vocabulary Drill (box 3) <input type="checkbox"/> <i>English Grammar Practice</i> , Week 15: Day 2
<input type="checkbox"/> <i>The Courage of Sarah Noble Study Guide</i> , Chapter 7 <input type="checkbox"/> Teacher: Pre-reading: Day 1 <input type="checkbox"/> Student: Pronounce and Spell <input type="checkbox"/> Student: Vocabulary <input type="checkbox"/> <i>The Courage of Sarah Noble</i> <input type="checkbox"/> Read Chapter 7	<input type="checkbox"/> <i>The Courage of Sarah Noble Study Guide</i> , Chapter 7 <input type="checkbox"/> Teacher: Post-reading: Day 1 <input type="checkbox"/> Student: Comprehension Questions	<input type="checkbox"/> <i>The Courage of Sarah Noble Study Guide</i> , Chapter 7 <input type="checkbox"/> Teacher: Post-reading: Day 2 <input type="checkbox"/> <i>The Courage of Sarah Noble</i> <input type="checkbox"/> Reread Chapters 6-7 <input type="checkbox"/> <i>The Courage of Sarah Noble Study Guide</i> : Chapters 6-7 <input type="checkbox"/> Activities (as time and interest permit)
<input type="checkbox"/> <i>Rod and Staff Arithmetic 2</i> : Lesson 81 <input type="checkbox"/> <i>Rod and Staff Arithmetic 1 Speed Drills</i> : Speed Drill #58	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2</i> : Lesson 82	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2</i> Blacklines Number Words #3 and 2-Place Computation #5
<input type="checkbox"/> <i>Copybook Cursive</i> : Matt. 25:35-36 Step 3 (Memorization) <input type="checkbox"/> <i>Copybook Cursive</i> : Matt. 25:35-36 Step 4 (Copying)	<input type="checkbox"/> <i>Copybook Cursive</i> : Matt. 25:35-36 Step 5 (Proofreading and Correction)	<input type="checkbox"/> <i>Copybook Cursive</i> : Matt. 25:35-36 Step 6 (Illustration)
	<input type="checkbox"/> <i>New American Cursive 2</i> : p. 61	<input type="checkbox"/> <i>New American Cursive 2</i> : Review this week's lessons
<p>Poetry for the Week:</p> <input type="checkbox"/> "Christmas Bells" by Henry Wadsworth Longfellow* <small>(A Child's Book of Poems, p. 55)</small> <small>*Tie to American Studies lesson on Longfellow.</small> <p>The Book of Crafts:</p> <input type="checkbox"/> <i>Rabbit Mobile</i> craft, p. 20	<p>History & Culture:</p> <input type="checkbox"/> <i>Second Grade Enrichment Guide</i> , Week 15 <p>American Studies:</p> <input type="checkbox"/> <i>Stories of Great Americans for Little Americans</i> <input type="checkbox"/> "Longfellow as a Boy"	<p>Science:</p> <input type="checkbox"/> <i>Second Grade Enrichment Guide</i> , Week 15 <p>Resources:</p> <input type="checkbox"/> <i>Is a Camel a Mamma?</i> (The Cat in the Hat's Learning Library) <input type="checkbox"/> <i>Rabbits, Rabbits & More Rabbits</i> by Gail Gibbons

WEEK 32	MONDAY	TUESDAY
RECITATION	<input type="checkbox"/> Recitation through Week 32	<input type="checkbox"/> Arts Recitation
CHRISTIAN STUDIES	<input type="checkbox"/> <i>The Story Bible</i> <input type="checkbox"/> Paul Writes and Writes, Paul Sails for Rome, & Paul and Timothy, Lois and Eunice (pp. 456-464)	<input type="checkbox"/> <i>Christian Studies Enrichment</i> Second Grade, Week 32
SPELLING	<input type="checkbox"/> <i>Traditional Spelling II: Lesson 32</i> <input type="checkbox"/> Day One <input type="checkbox"/> <i>Spelling Practice Sheets: Lesson 32</i> <input type="checkbox"/> Column 1 (pencil)	<input type="checkbox"/> <i>Traditional Spelling II: Lesson 32</i> <input type="checkbox"/> Day Two <input type="checkbox"/> <i>Spelling Practice Sheets: Lesson 32</i> <input type="checkbox"/> Column 1 (colored pencil)
LATIN & GRAMMAR	<input type="checkbox"/> Latin Review games	<input type="checkbox"/> Latin Review games
READING	<input type="checkbox"/> <i>Beatrix Potter (Tom Kitten) Study Guide</i> <input type="checkbox"/> Teacher: Pre-reading: Day 1 <input type="checkbox"/> Student: Pronounce & Spell <input type="checkbox"/> Student: Vocabulary <input type="checkbox"/> <i>The Tale of Tom Kitten</i> <input type="checkbox"/> Read pp. 7-29	<input type="checkbox"/> <i>Beatrix Potter (Tom Kitten) Study Guide</i> <input type="checkbox"/> Teacher: Pre-reading: Day 2 <input type="checkbox"/> <i>The Tale of Tom Kitten</i> <input type="checkbox"/> Read pp. 30-57 <input type="checkbox"/> <i>Beatrix Potter (Tom Kitten) Study Guide</i> <input type="checkbox"/> Student: Comprehension Questions (#1-4)
MATH	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2:</i> Lesson 157	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2:</i> Lesson 158 and Lesson 159, pp. 92-94
COPYBOOK/ MEMORY	<input type="checkbox"/> <i>Copybook Cursive: "The Flowers"</i> <input type="checkbox"/> Stanza 1: What are "Gardener's garters, Shepherd's purse, Bachelor's buttons, Lady's smock, and Lady Hollyhock? (varieties of flowers) Stanza 2: What are "fairy woods" and "tiny trees"? (flowers) Stevenson is imagining that the woods of a fairy would be flowers. What makes up the woods for people? (trees) Why would flowers make a good woods for fairies? (Since fairies are small, flowers for them would be comparable to trees for us.) <input type="checkbox"/> Step 7 (review previous lessons)	<input type="checkbox"/> <i>Copybook Cursive:</i> "The Flowers" (stanza 1) Step 3 (Memorization)
CURSIVE	<input type="checkbox"/> <i>New American Cursive 2:</i> p. 126	<input type="checkbox"/> <i>New American Cursive 2:</i> p. 127
LITERATURE & ENRICHMENT	Read-Aloud Book for the Week: <input type="checkbox"/> <i>The Fourth of July Story</i> by Alice Dalgliesh	Music Enrichment Guide: <input type="checkbox"/> Biography: George Frideric Handel <input type="checkbox"/> Water Music, Suite in D Major (HWV 349): 2. "Alla Hornpipe" Art for the Week: <input type="checkbox"/> <i>Statue of Liberty</i> by Frédéric Bartholdi

WEDNESDAY	THURSDAY	FRIDAY
<input type="checkbox"/> Recitation through Week 32	<input type="checkbox"/> Scripture / Poetry Recitation	<input type="checkbox"/> Recitation through Week 32
<input type="checkbox"/> <i>Traditional Spelling II: Lesson 32</i> <input type="checkbox"/> Day Three <input type="checkbox"/> <i>Spelling Practice Sheets: Lesson 32</i> <input type="checkbox"/> Column 2 (pencil)	<input type="checkbox"/> <i>Traditional Spelling II Supplemental Workbook: Lesson 32</i> <input type="checkbox"/> Worksheet 1 <input type="checkbox"/> <i>Traditional Spelling II: Lesson 32</i> <input type="checkbox"/> Day Four <input type="checkbox"/> <i>Spelling Practice Sheets: Lesson 32</i> <input type="checkbox"/> Column 2 (colored pencil)	<input type="checkbox"/> <i>Traditional Spelling II Supplemental Workbook: Lesson 32</i> <input type="checkbox"/> Worksheet 2 <input type="checkbox"/> <i>Traditional Spelling II: Lesson 32</i> <input type="checkbox"/> Day Five
<input type="checkbox"/> Latin Review games <input type="checkbox"/> <i>English Grammar Practice, Week 32: Day 1</i>	<input type="checkbox"/> Latin Review games	<input type="checkbox"/> Latin Review games <input type="checkbox"/> <i>English Grammar Practice, Week 32: Day 2</i>
<input type="checkbox"/> <i>Beatrix Potter (Tom Kitten) Study Guide</i> <input type="checkbox"/> Teacher: Post-reading: Day 1 <input type="checkbox"/> Student: Comprehension Questions (#5-7) <input type="checkbox"/> Student: Language Lesson	<input type="checkbox"/> <i>Beatrix Potter (Tom Kitten) Study Guide</i> <input type="checkbox"/> Teacher: Post-reading: Day 2 <input type="checkbox"/> <i>The Tale of Tom Kitten</i> <input type="checkbox"/> Reread all <input type="checkbox"/> <i>Beatrix Potter (Tom Kitten) Study Guide</i> <input type="checkbox"/> Student: Life Lesson	<input type="checkbox"/> <i>Beatrix Potter (Tom Kitten) Study Guide</i> <input type="checkbox"/> Teacher: Post-reading: Day 3 <input type="checkbox"/> <i>Beatrix Potter (Tom Kitten) Study Guide</i> <input type="checkbox"/> Student: Activity (as time and interest permit)
<input type="checkbox"/> <i>Rod and Staff Arithmetic 2: Lesson 160</i>	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2: Lesson 161</i>	<input type="checkbox"/> <i>Rod and Staff Arithmetic 2: Lesson 162</i>
<input type="checkbox"/> <i>Copybook Cursive: "The Flowers" (stanza 2) Step 3 (Memorization)</i> <input type="checkbox"/> <i>Copybook Cursive: "The Flowers" (stanzas 1-2) Step 4 (Copying)</i>	<input type="checkbox"/> <i>Copybook Cursive: "The Flowers" (stanzas 1-2) Step 5 (Proofreading and Correction)</i>	<input type="checkbox"/> <i>Copybook Cursive: "The Flowers" Step 6 (Illustration)</i>
	<input type="checkbox"/> <i>New American Cursive 2: p. 128</i>	<input type="checkbox"/> <i>New American Cursive 2: Review this week's lessons</i>
<p>Poetry for the Week:</p> <input type="checkbox"/> "Summer Sun" by Robert Louis Stevenson <i>(A Child's Book of Poems, p. 15)</i> <p>The Book of Crafts:</p> <input type="checkbox"/> <i>Windcatcher</i> craft, p. 37	<p>History & Culture:</p> <input type="checkbox"/> <i>Second Grade Enrichment Guide, Week 32</i> <p>American Studies:</p> <input type="checkbox"/> <i>Stories of Great Americans for Little Americans</i> <input type="checkbox"/> "Quicksilver Bob"	<p>Science:</p> <input type="checkbox"/> <i>Second Grade Enrichment Guide, Week 32</i> <input type="checkbox"/> <i>Patterns of Nature: Lessons 19 (Ten Common Insects) & 20 (The Life Story of an Insect)</i> <p>Resource:</p> <input type="checkbox"/> <i>How to Draw Insects</i> by Barbara Soloff Levy