

	<input type="checkbox"/> <i>Memoria Press Junior Kindergarten Curriculum Manual</i>
<b>ALPHABET &amp; FINE-MOTOR</b>	<input type="checkbox"/> <i>Alphabet Book, Part I</i> <input type="checkbox"/> <i>Alphabet Book, Part II</i> <input type="checkbox"/> <i>Manuscript Wall Charts</i> <input type="checkbox"/> <i>Alphabet Coloring Book</i> <input type="checkbox"/> <i>Alphabet Flashcards</i> <input type="checkbox"/> <i>My Very Own Scissors Book</i>
<b>MATH</b>	<input type="checkbox"/> <i>Counting With Numbers</i> <input type="checkbox"/> <i>Numbers &amp; Colors Book</i> <input type="checkbox"/> <i>Numbers Coloring Book</i>
<b>LITERATURE &amp; POETRY</b>	<input type="checkbox"/> <i>Supplemental Read-Aloud Picture Books Set (optional)</i> <input type="checkbox"/> <i>Richard Scarry's Mother Goose</i> <input type="checkbox"/> <i>Hailstones and Halibut Bones</i> by Mary O'Neill <input type="checkbox"/> <i>Book of Crafts</i>
<b>PRAYERS &amp; DEVOTIONS</b>	<input type="checkbox"/> <i>Prayers for Children</i> , ill. by Eloise Wilkin <input type="checkbox"/> <i>Big Thoughts for Little People</i> , by Kenneth N. Taylor
<b>OPTIONAL</b>	<input type="checkbox"/> <i>Myself and Others, Book One</i> <input type="checkbox"/> <i>Myself and Others, Book Two</i>

# STOP!

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**WEEK 1 - DAY 1**

<p><b>PRAYER (*10 MIN)</b></p>	<p><input type="checkbox"/> <i>Prayers for Children - "Morning Prayer," Stanza 1</i></p>
<p><b>DEVOTION (15 MIN)</b></p>	<p><input type="checkbox"/> Begins in Week 2</p>
<p><b>RECITATION (10-15 MIN)</b></p>	<p><input type="checkbox"/> Recitation Week 1 (See Appendix)</p>
<p><b>CALENDAR** (15 MIN)</b></p>	<p><input type="checkbox"/> Calendar</p> <ul style="list-style-type: none"> <li>• What day is it?</li> <li>• What month?</li> <li>• What year?</li> <li>• What is the date today?</li> <li>• What is the date tomorrow?</li> <li>• What was the date yesterday?</li> </ul> <p><input type="checkbox"/> Time</p> <ul style="list-style-type: none"> <li>• What time of day is it? (morning, afternoon, evening, night)</li> <li>• What time is it? (look at clock - big hand, little hand, second hand)</li> <li>• Is it a.m. or p.m.?</li> </ul> <p><input type="checkbox"/> Weather</p> <ul style="list-style-type: none"> <li>• What is the weather today? (sunny, cloudy, rainy, snowy, windy)</li> <li>• What is the temperature? (class thermometer, a craft or toy that can be manipulated)</li> <li>• What season? What weather is common for this season?</li> <li>• What is the landscape like during this season?</li> </ul> <p><input type="checkbox"/> Holidays/Birthdays</p> <ul style="list-style-type: none"> <li>• Are there any holidays or birthdays this week?</li> <li>• If a holiday, what is important about the day? Why do we celebrate?</li> </ul>
<p><b>ALPHABET LESSON/ WRITING (20 MIN)</b></p>	<p><input type="checkbox"/> Introduce Pencil Grip</p> <p><input type="checkbox"/> Introduce the word "name." Have student write first name on paper with pencil over a yellow highlighted model. Do this modeling for student until he can write his name independently. Use reproducible name worksheets in Appendix. *This may be too challenging for some students. Omit if that is the case.</p> <p><input type="checkbox"/> Practice pencil grip and tracing, using common stroke worksheet in Appendix.</p> <p><input type="checkbox"/> <i>My Very Own Scissors Book</i> pp. 7, 11</p>
<p><b>SHOW AND TELL (20 MIN)</b></p>	<p><input type="checkbox"/> Interview with student - record (with video camera, if possible, to save for the end of the year) or take notes. Ask questions like how many siblings, how tall, favorite activity, favorite foods, favorite book, favorite toy, how old, when is birthday, what do you want to be when you grow up. (Ask same questions on Week 33, and see if anything has changed.)</p>
<p><b>NUMBER LESSON (20 MIN)</b></p>	<p><input type="checkbox"/> Introduce number 1</p> <p><input type="checkbox"/> <i>Counting With Numbers</i> - p. 2</p> <p><input type="checkbox"/> Look around the room for things that appear in the <i>quantity</i> of one.</p> <p><input type="checkbox"/> Look around the room for items that appear in the <i>shape</i> of one (straight line).</p>
<p><b>ACTIVITY/CRAFT (15 MIN)</b></p>	<p><input type="checkbox"/> Talk about good eating habits and introduce the food groups. Make a food pyramid or a poster of the food groups. Have students cut pictures of a variety of foods and place them in the correct category.</p>

<b>LITERATURE</b> (30 MIN)	<input type="checkbox"/> <i>Green Eggs and Ham</i> by Dr. Seuss - Read <p>*This book is not difficult, nor vocabulary advanced. Its great benefit for pre-school students comes from the rhyme and rhythm. Throughout the book, pause for the rhymes to see if students can finish the phrases.</p> <p><b>Before you read:</b></p> <ul style="list-style-type: none"> <li>• Read the title. What do you think the book is about?</li> <li>• Who is the author/illustrator? Do you know of any other works by him/her? (Dr. Seuss)</li> <li>• What is the copyright date? How do you think this will affect the story? (1960)</li> <li>• Look at the cover illustration. Does it give you any clues about the story or characters?</li> <li>• What is the illustration style of this book? (Pen and paper, black and white, watercolor, photography, paper mache, etc.)</li> <li>• Are there any other important components? (dedication, prologue, note from author, etc.)</li> </ul> <p><b>As you read:</b></p> <ul style="list-style-type: none"> <li>• Pause as you read to define new vocabulary words.</li> <li>• Discuss the illustration on each page.</li> <li>• Identify recurring lines or processes.</li> <li>• See if children can remember the steps or process as the story progresses, and ask them if they can guess what will happen next.</li> </ul>
<b>MUSIC</b> (15 MIN)	<input type="checkbox"/> "ABC Song" (Make sure students separate letters L, M, N, O, P) * Can you think of another song with this tune? ("Twinkle, Twinkle Little Star")
<b>POETRY</b> (15 MIN)	<input type="checkbox"/> "Jack Sprat could eat no fat," <i>Richard Scarry's Mother Goose</i> , p. 52 (Use poetry guidelines in Appendix.)
<b>TRADITIONAL GAMES</b> (20 MIN)	<input type="checkbox"/> Select a traditional game from the list in the Appendix.
<b>ENRICHMENT</b>	<input type="checkbox"/> Talk about foods you didn't think you'd like that you ended up liking.* * Enrichment activities are suggestions for families to do with free time during the week
<b>CLOSING PRAYER</b>	<input type="checkbox"/> <i>Prayers for Children</i> - "I Thank Thee, Lord"

\*Suggested time for each activity

\*\*Teachers are encouraged to have a large wall calendar that students can look at while discussing (see p. 7).

**WEEK 1 - DAY 2**

<b>PRAYER</b>	<input type="checkbox"/> <i>Prayers for Children</i> - "Morning Prayer," Stanza 1
<b>DEVOTION</b>	<input type="checkbox"/> Begins in Week 2
<b>RECITATION</b>	<input type="checkbox"/> Recitation Week 1 (See Appendix)
<b>CALENDAR</b>	<input type="checkbox"/> Calendar <ul style="list-style-type: none"> <li>• What day is it?</li> <li>• What month?</li> <li>• What year?</li> <li>• What is the date today?</li> <li>• What is the date tomorrow?</li> <li>• What was the date yesterday?</li> </ul> <input type="checkbox"/> Time <ul style="list-style-type: none"> <li>• What time of day is it? (morning, afternoon, evening, night)</li> <li>• What time is it? (look at clock - big hand, little hand, second hand)</li> <li>• Is it a.m. or p.m.?</li> </ul> <input type="checkbox"/> Weather <ul style="list-style-type: none"> <li>• What is the weather today? (sunny, cloudy, rainy, snowy, windy)</li> <li>• What is the temperature? (class thermometer, a craft or toy that can be manipulated)</li> <li>• What season? What weather is common for this season?</li> <li>• What is the landscape like during this season?</li> </ul> <input type="checkbox"/> Holidays/Birthdays <ul style="list-style-type: none"> <li>• Are there any holidays or birthdays this week?</li> <li>• If a holiday, what is important about the day? Why do we celebrate?</li> </ul>
<b>ALPHABET LESSON/ WRITING</b>	<input type="checkbox"/> Review Name, Pencil Grip <input type="checkbox"/> Practice horizontal and vertical strokes (See Appendix) <input type="checkbox"/> <i>My Very Own Scissors Book</i> pp. 9, 13
<b>SHOW AND TELL</b>	<input type="checkbox"/> Continue interviews or have student introduce himself using self-portrait.
<b>NUMBER LESSON</b>	<input type="checkbox"/> Review number 1 <input type="checkbox"/> <i>Counting With Numbers</i> - p. 3 <input type="checkbox"/> Talk about words related to the number 1. Introduce the prefix "uni." Explain words like <i>unicycle</i> , <i>unicorn</i> , <i>universe</i> as they relate to the number 1. Talk about the word <i>unique</i> - Have child describe things that are unique to him and make him special. <input type="checkbox"/> <i>Numbers Coloring Book</i> - pp. 6-7
<b>ACTIVITY/CRAFT</b>	<input type="checkbox"/> Talk about good eating habits and introduce the food groups. Make a food pyramid or a poster of the food groups. Have students cut pictures of a variety of foods from child-appropriate magazines and place them in the correct category. <input type="checkbox"/> <i>Green Eggs and Ham</i> craft

<b>LITERATURE</b>	<input type="checkbox"/> <i>Green Eggs and Ham</i> - Reread <b>Picture Review and Comprehension Questions</b> <ol style="list-style-type: none"> <li>1. Talk about word order in the sentence "Sam I Am." What other word order could be used that is also correct (and more common)? ("I am Sam.")</li> <li>2. Identify Sam-I-am.</li> <li>3. Describe the difference between here and there.</li> <li>4. How is Sam pestering his friend? (wants him to eat green eggs and ham)</li> <li>5. List the ways Sam has offered the green eggs and ham so far.</li> <li>6. What different modes of transportation has Sam offered? (car, train, boat)</li> <li>7. What does "let me be" mean? (leave me alone)</li> <li>8. Why does his friend finally agree to try the green eggs and ham? (to get Sam-I-am to leave him alone)</li> <li>9. What does he think of green eggs and ham? (He likes them.)</li> <li>10. Have you ever been reluctant to try a food only to discover that you really like it?</li> </ol> <b>After you read:</b> <ul style="list-style-type: none"> <li>• What was the main topic of the book?</li> <li>• Who was the main character?</li> <li>• What did you learn?</li> <li>• Do you remember any new words?</li> <li>• Did you like this book? Why, or why not?</li> <li>• Offer more books like this one, either by author, illustrator, or theme.</li> <li>• Reread the book with your student, seeking new layers of understanding.</li> </ul>
<b>MUSIC</b>	<input type="checkbox"/> "ABC Song" (Make sure students separate L, M, N, O, P)
<b>POETRY</b>	<input type="checkbox"/> "Jack Sprat could eat no fat," <i>Richard Scarry's Mother Goose</i> , p. 52 (Use poetry guidelines in Appendix.) Recite, if memorized.
<b>TRADITIONAL GAMES</b>	<input type="checkbox"/> Select a traditional game from the list in the Appendix.
<b>ENRICHMENT</b>	<input type="checkbox"/> Talk about foods you didn't think you'd like that you ended up liking.
<b>CLOSING PRAYER</b>	<input type="checkbox"/> <i>Prayers for Children</i> - "I Thank Thee, Lord"

**WEEK 18 - DAY 1**

<b>PRAYER</b>	<input type="checkbox"/> <i>Prayers for Children - "Table Blessing"</i>
<b>DEVOTION</b>	<input type="checkbox"/> <i>Big Thoughts for Little People: ABC's to Help You Grow - Letter "M"</i>
<b>RECITATION</b>	<input type="checkbox"/> Recitation through Week 18 (See Appendix)
<b>CALENDAR</b>	<input type="checkbox"/> <b>Calendar</b> <ul style="list-style-type: none"> <li>• What day is it?</li> <li>• What month?</li> <li>• What year?</li> <li>• What is the date today?</li> <li>• What is the date tomorrow?</li> <li>• What was the date yesterday?</li> </ul> <input type="checkbox"/> <b>Time</b> <ul style="list-style-type: none"> <li>• What time of day is it? (morning, afternoon, evening, night)</li> <li>• What time is it? (look at clock - big hand, little hand, second hand)</li> <li>• Is it a.m. or p.m.?</li> </ul> <input type="checkbox"/> <b>Weather</b> <ul style="list-style-type: none"> <li>• What is the weather today? (sunny, cloudy, rainy, snowy, windy)</li> <li>• What is the temperature? (class thermometer)</li> <li>• What season? What weather is common for this season?</li> <li>• What is the landscape like during this season?</li> </ul> <input type="checkbox"/> <b>Holidays/Birthdays</b> <ul style="list-style-type: none"> <li>• Are there any holidays or birthdays this week?</li> <li>• If a holiday, what is important about the day? Why do we celebrate?</li> </ul>
<b>ALPHABET LESSON/ WRITING</b>	<input type="checkbox"/> Introduce the letter "M" – Focus Words: <u>M</u> ilk, <u>M</u> oon, <u>M</u> orning, <u>M</u> itten, <u>M</u> adeline <input type="checkbox"/> <i>Alphabet Book 2</i> – pp. 6-7
<b>SHOW AND TELL</b>	<input type="checkbox"/> <b>Animals - Mammals:</b> Introduce general characteristics of mammals— warm-blooded, have live babies, feed babies with milk, have lungs, hair on body, etc. <input type="checkbox"/> Talk about animals that are mammals.
<b>NUMBER LESSON</b>	<input type="checkbox"/> Review numbers <b>1-10</b> <input type="checkbox"/> Review how to form the number <b>3</b> <input type="checkbox"/> Introduce the number word <b>three</b> and the <b>triangle</b> <input type="checkbox"/> <i>Numbers &amp; Colors</i> pp. 16-17
<b>ACTIVITY/CRAFT</b>	<input type="checkbox"/> Make get-well cards for someone ill, in a children's hospital, a nursing home, or homebound. Introduce basic letter writing skills: "Dear _____" "Love," and "Your Friend,". Have students decorate cards and sign names. <input type="checkbox"/> Letter "M" craft

<b>LITERATURE</b>	<input type="checkbox"/> <i>Madeline</i> by Ludwig Bemelmans - Read <b>Before you read:</b> <ul style="list-style-type: none"> <li>• Read the title. What do you think the book is about?</li> <li>• Who is the author/illustrator? Do you know of any other works by him/her? (Ludwig Bemelmans)</li> <li>• What is the copyright date? How do you think this will affect the story? (1939)</li> <li>• Look at the cover illustration. Does it give you any clues about the story or characters?</li> <li>• What is the illustration style of this book? (Pen and paper, black and white, watercolor, photography, paper mache, etc.)</li> <li>• Are there any other important components? (dedication, prologue, note from author, etc.)</li> </ul> <b>As you read:</b> <ul style="list-style-type: none"> <li>• Pause as you read to define new vocabulary words. (see below)</li> <li>• Discuss the illustration on each page.</li> <li>• Identify recurring lines or processes.</li> <li>• See if children can remember the steps or process as the story progresses, and ask them if they can guess what will happen next.</li> </ul> <b>Vocabulary:</b> Watch for the following vocabulary words in the story. Definitions relate to vocabulary in context. <ol style="list-style-type: none"> <li>1. Paris - capital of France</li> <li>2. broke their bread - ate meals</li> <li>3. frowned at the bad - displeased with bad behavior</li> <li>4. half past nine - 9:30</li> <li>5. Madeline just said "Pooh-pooh" - wasn't afraid of</li> <li>6. Appendix - part of the large intestine; located on the lower right side of the abdomen</li> <li>7. car with a red light - ambulance</li> <li>8. solemn - serious</li> <li>9. disaster - big problem</li> <li>10. troubling - worrying, upsetting</li> </ol>
<b>MUSIC</b>	<input type="checkbox"/> "Friar Jacques"
<b>POETRY</b>	<input type="checkbox"/> "I do not like thee, Doctor Fell," <i>Richard Scarry's Mother Goose</i> , p. 27 (Use poetry guidelines in Appendix.)
<b>TRADITIONAL GAMES</b>	<input type="checkbox"/> Select a traditional game from the list in the Appendix.
<b>ENRICHMENT</b>	<input type="checkbox"/> Visit the sick or homebound. Take your get-well card or plan another uplifting surprise. <input type="checkbox"/> Find France on a map or globe. Learn about the national landmarks included in the book: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>The Eiffel Tower</b> – one of the most famous landmarks and the tallest structure in Paris.</li> <li><input type="checkbox"/> <b>The Opera</b> – a grand theater. Famous landmark in Paris.</li> <li><input type="checkbox"/> <b>The Place Vendome</b> – a square in the 1st arrondissement (district) containing the recognizable Vendome Column.</li> <li><input type="checkbox"/> <b>The Hotel des Invalides</b> – meaning "national residence of invalids" - dedicated to war veterans and French military history.</li> <li><input type="checkbox"/> <b>Notre Dame</b> – meaning "our lady." Famous cathedral and architectural landmark.</li> <li><input type="checkbox"/> <b>The Gardens at the Luxembourg</b> – park of the French Senate at Luxembourg Palace. Second largest park in Paris.</li> <li><input type="checkbox"/> <b>The Church of the Sacre Coeur</b> – church</li> <li><input type="checkbox"/> <b>The Tuileries Gardens</b> – a beautiful now-public garden. Originally created in 1564.</li> <li><input type="checkbox"/> <b>The Louvre</b> – the most visited art museum in the world. Also one of the largest.</li> </ul>
<b>CLOSING PRAYER</b>	<input type="checkbox"/> <i>Prayers for Children</i> - "I Thank Thee, Lord"

## WEEK 18 - DAY 2

<b>PRAYER</b>	<input type="checkbox"/> <i>Prayers for Children - "Table Blessing"</i>
<b>DEVOTION</b>	<input type="checkbox"/> <i>Big Thoughts for Little People: ABC's to Help You Grow - Letter "M"</i>
<b>RECITATION</b>	<input type="checkbox"/> Recitation through Week 18 (See Appendix)
<b>CALENDAR</b>	<input type="checkbox"/> Calendar <ul style="list-style-type: none"> <li>• What day is it?</li> <li>• What month?</li> <li>• What year?</li> <li>• What is the date today?</li> <li>• What is the date tomorrow?</li> <li>• What was the date yesterday?</li> </ul> <input type="checkbox"/> Time <ul style="list-style-type: none"> <li>• What time of day is it? (morning, afternoon, evening, night)</li> <li>• What time is it? (look at clock - big hand, little hand, second hand)</li> <li>• Is it a.m. or p.m.?</li> </ul> <input type="checkbox"/> Weather <ul style="list-style-type: none"> <li>• What is the weather today? (sunny, cloudy, rainy, snowy, windy)</li> <li>• What is the temperature? (class thermometer)</li> <li>• What season? What weather is common for this season?</li> <li>• What is the landscape like during this season?</li> </ul> <input type="checkbox"/> Holidays/Birthdays <ul style="list-style-type: none"> <li>• Are there any holidays or birthdays this week?</li> <li>• If a holiday, what is important about the day? Why do we celebrate?</li> </ul>
<b>ALPHABET LESSON/ WRITING</b>	<input type="checkbox"/> Review the letter "M" <input type="checkbox"/> <i>Alphabet Book 2 - pp. 8-9</i> <input type="checkbox"/> Select a Letter Activity for Phonics Review from Appendix (optional) <input type="checkbox"/> <i>Alphabet Coloring Book - pp. 28-29</i>
<b>SHOW AND TELL</b>	<input type="checkbox"/> Animals - Mammals: Have students bring in a picture or toy animal that is a mammal. Students should share more about the animal they selected.
<b>NUMBER LESSON</b>	<input type="checkbox"/> Review numbers <b>1-10</b> <input type="checkbox"/> Review <ul style="list-style-type: none"> <li><input type="checkbox"/> How to form the number <b>3</b></li> <li><input type="checkbox"/> Number words <b>one, two, three</b></li> <li><input type="checkbox"/> Color words <b>red, yellow</b></li> <li><input type="checkbox"/> Shapes <b>circle, square, diamond, triangle</b></li> </ul> <input type="checkbox"/> Introduce color word <b>blue</b> <input type="checkbox"/> <i>Numbers &amp; Colors pp. 18-19</i> <input type="checkbox"/> <i>Numbers Coloring Book - pp. 36-37</i>
<b>ACTIVITY/CRAFT</b>	<input type="checkbox"/> Prepare to mail get-well cards, if doing so. <input type="checkbox"/> Explain the elements of an addressed envelope and how the postman uses the information to deliver mail. Cover address, return address, stamp, etc. <input type="checkbox"/> <i>Madeline</i> craft



<b>LITERATURE</b>	<p><input type="checkbox"/> <i>Madeline</i> - Reread</p> <p><b>Picture Review and Comprehension Questions</b></p> <ol style="list-style-type: none"> <li>1. What famous french landmark is on the cover? (Eiffel Tower)</li> <li>2. Why do you think the girls live together? (They are possibly in boarding school.)</li> <li>3. What is the “good” the girls are smiling at? (feeding horse)</li> <li>4. Where are the girls in this picture? (The Opera)</li> <li>5. What is the “bad” the girls are frowning at? (thief who stole purse)</li> <li>6. Where are the girls in this picture? (The Place Vendome)</li> <li>7. What makes the girls very sad? (wounded war veteran)</li> <li>8. Where are the girls in this picture? (The Hotel des Invalides)</li> <li>9. Where are the girls on a rainy day? (Notre Dame)</li> <li>10. Where are they on a sunny day? (The Gardens at Luxembourg)</li> <li>11. Why is Madeline being measured? (possibly for a new uniform)</li> <li>12. What tools is the tailor using? (measuring tape, scissors, pins)</li> <li>13. What is behind the girls as they ice skate in the snow? (The Church of the Sacre Coeur)</li> <li>14. What can you determine about Madeline’s personality by now? (brave, not scared)</li> <li>15. What is Madeline doing to frighten Miss Clavel? (walking on wall above water)</li> <li>16. Describe the river scene in detail.</li> <li>17. What river is this likely to be? (Seine)</li> <li>18. What frightened Miss Clavel in the middle of the night? How did she know “something was not right”? (She was worried something was wrong with one of the girls; intuition, instinct)</li> <li>19. What was wrong with Madeline? (appendicitis - tummy pain)</li> <li>20. What was done to help Madeline? (Dr. Cohn ordered an ambulance for Madeline.)</li> <li>21. Where did Madeline wake? (hospital)</li> <li>22. Describe her room in detail.</li> <li>23. Can you detect the rabbit?</li> <li>24. What helped Madeline pass the time? (looking out the window) How long was she in the hospital? (ten days)</li> <li>25. Where is the man feeding the birds? (The Tuileries Gardens facing the Louvre)</li> <li>26. Describe what else is happening there. (girls are with Miss Clavel; gardener is trimming plants)</li> <li>27. What gift did the girls take to Madeline? (flowers)</li> <li>28. How did the girls react to seeing Madeline? (in awe of gifts and treats she received)</li> <li>29. What surprised the girls the most? (scar)</li> <li>30. What do you notice about the girls’ faces in every picture after their visit? (sad)</li> <li>31. What made Miss Clavel wake again in the night? (worried something isn't right)</li> <li>32. What was wrong with the girls? (jealous of Madeline)</li> <li>33. How did Miss Clavel respond? (“Thank the Lord you are well.”)</li> </ol> <p><b>After you read:</b></p> <ul style="list-style-type: none"> <li>• What was the main topic of the book?</li> <li>• Who was the main character?</li> <li>• What did you learn?</li> <li>• Do you remember any new words?</li> <li>• Did you like this book? Why, or why not?</li> <li>• Offer more books like this one, either by author, illustrator, or theme.</li> <li>• Reread the book with your student, seeking new layers of understanding.</li> </ul>
<b>MUSIC</b>	<p><input type="checkbox"/> “Friar Jacques”</p>
<b>POETRY</b>	<p><input type="checkbox"/> “I do not like thee, Doctor Fell,” <i>Richard Scarry’s Mother Goose</i>, p. 27 (Use poetry guidelines in Appendix.) Recite, if memorized.</p>
<b>TRADITIONAL GAMES</b>	<p><input type="checkbox"/> Select a traditional game from the list in the Appendix.</p>
<b>ENRICHMENT</b>	<p><input type="checkbox"/> Visit the sick or homebound. Take your get well card or plan another uplifting surprise.</p> <p><input type="checkbox"/> Find France on a map or globe. Learn about the national landmarks detailed in <i>Madeline</i> and discussed in the back. (See Day 1 of this week)</p>
<b>CLOSING PRAYER</b>	<p><input type="checkbox"/> <i>Prayers for Children</i> - “I Thank Thee, Lord”</p>