Simply Classical Level 1 Book List

☐ Simply Classical Level 1 Curriculum Manual

CORE CURRICULUM

☐ *Phonics From A to Z, Third Edition*
☐ *Primary Phonics Readers Set 1* (Red)
☐ *First Start Reading Book A*
☐ *First Start Reading Book B*
☐ *First Start Reading Book C*
☐ *First Start Reading Book D, Second Edition*
☐ *Kindergarten Phonics Supplemental Workbook*
☐ *Fun in the Sun*
☐ *Soft and White*
☐ *Scamp and Tramp*
☐ *Phonics Flashcards*
☐ *Cut & Paste Book*
☐ *The Story Bible*
☐ *The Creation Story for Children*

☐ *A Child's Book of Poems*
☐ *This First Thanksgiving Day: A Counting Story*
☐ *Hailstones and Halibut Bones*
☐ *Kindergarten Art Cards*
☐ *First Grade Art Cards*
☐ *The Days Gone By CD*
☐ *Rod & Staff Math 1 Student Book, Part 1*
☐ *Rod & Staff Math 1 Flashcards*
☐ *Rod & Staff Math 1 Teacher Manual*
☐ *Rod & Staff Math 1 Practice Sheets*
☐ *100 Bugs!: A Counting Book*
☐ *My Nature Journal*
☐ *Simply Classical Copybook I*
☐ *Our World Jumbo Puzzle*

READ-ALOUD & ENRICHMENT BOOKS

Read-Alouds
☐ *The Important Book*
☐ *Ox-Cart Man*
☐ *Bread and Jam for Frances*
☐ *The Story of Ferdinand*
☐ *This Is the Feast*
☐ *A Tree Is Nice*
☐ *The Little Fir Tree*
☐ *Mr. Willowby's Christmas Tree*
☐ *The Twelve Days of Christmas*
☐ *Stopping by Woods on a Snowy Evening*
☐ *Gregory's Shadow*
☐ *Pancakes, Pancakes!*
☐ *Paddle-to-the-Sea*
☐ *Come On, Rain!*
☐ *The Seven Silly Eaters*
☐ *A House for Hermit Crab*
☐ *Owl Moon*

Science, History, Geography, & World Books
☐ *Apples*
☐ *The Vegetables We Eat*
☐ *Bugs Are Insects*
☐ *From Seed to Plant*
☐ *Hide and Seek Fog*
☐ *Follow the Dream: The Story of Christopher Columbus*
☐ *How to Make an Apple Pie and See the World*
☐ *The Big Dipper*
☐ *A Tree Is a Plant*
☐ *Where Are the Night Animals?*
☐ *Snow Is Falling*
☐ *Wonders of Nature*
☐ *All Things Bright and Beautiful*
☐ *Milk: From Cow to Carton*
☐ *From Tadpole to Frog*
☐ *From Caterpillar to Butterfly*
☐ *Owls*

8-WEEK REVIEW (sold separately)

Optional
☐ Primary Phonics Readers Set 2 (Blue)
☐ Primary Phonics Set 3 (Green)

SUPPLEMENTS (sold separately or in Level C set)

Required
☐ *First Start Reading Teacher Guide, Third Edition*
☐ *Classical Phonics, Second Edition*
☐ *Simply Classical Letters & Numbers Desk Charts*

Optional
☐ *Memoria Math Challenge: Level A Student*
☐ *Memoria Math Challenge: Level A Teacher*

WEEK 1	MONDAY	TUESDAY
OPENING/RECITATION Teach this Opening Prayer or select your own: *All through the day, I humbly pray / Be Thou my guard and guide. / My sins forgive, And let me live, / Blest Jesus by Thy side. Amen —* From *Little Folded Hands*	☐ Opening Prayer Bow heads, close eyes, fold hands. ☐ With good posture and strong voice: 　☐ Say (do not sing) the ABC's. 　☐ Count to 15. Count backward from 10 to 0.	☐ Opening Prayer ☐ Say (do not sing) ABC's. ☐ Count to 15. Count backward from 10 to 0.
READING/PHONICS *These lesson plans go with the Second Edition of *Classical Phonics*. If you have the First Edition, contact Memoria Press.	**Teacher:** ☐ Read *First Start Reading Teacher Guide,* pp. 3-10 ☐ Read *Phonics From A to Z*, pp. 7-11 and pp. 148-151 ☐ Make or obtain tactile upper- and lowercase letters (sandpaper, Wikki Sticks, or glue). ☐ Present the alphabet desk chart. Explain that each letter represents the sounds in our words. Say the ABC's, pointing to each letter slowly.	**Teacher:** ☐ Read *First Start Reading Teacher Guide,* pp. 11-14 ☐ Read *Phonics From A to Z*, "Ten Important Research Findings," pp. 11-20 and pp. 153-156 ☐ Repeat the ABC recitation while pointing to each letter. Instruct student to focus his eyes on his letter as you say its name. ☐ Remind: Each letter represents sounds. "Which letter do you think represents /b/, the first sound in "ball"? (Yes, B!)
ARITHMETIC	**Teacher:** ☐ Read *Rod & Staff Teacher's Manual*, pp. 6-14 and pp. 362-363. ☐ Make or obtain the flashcards in all 9 categories (pp. 8-9), if you have not already done so. These will be used as visual, non-writing reinforcements of skills and concepts throughout the year.	**Teacher:** ☐ Read the *R&S Teacher's Manual*, pp. 15-27 (through Lesson 3). Create the flannel board, number line, place-value chart, and posters as described on pages 13-14 and 598-603 throughout this week. Obtain extra felt for blocks.
COPYBOOK/MEMORY *If needed, divide copybook pages into two periods in the day.	**Teacher:** ☐ Read *Simply Classical Copybook I*, pp. 3-7 　☐ Explain: "*This will become a collection of your very best writing this year. You will take your time to learn to write well.*" 　☐ Teach Student Guidelines (p. 7) 　☐ Complete pp. 8-9	☐ *Simply Classical Copybook I* 　☐ Review Student Guidelines (p. 7) 　☐ Complete pp. 10-11
CHRISTIAN STUDIES	**Teacher:** ☐ *The Story Bible*: Read pp. 8-12 beforehand. ☐ Read the 2-page introduction (pp. 13-14) to the child. Allow the student to look through the book to entice interest. Explain: *"We will read our first story tomorrow. Let's look at the pictures today."* ☐ Teach Genesis 1:1: "In the beginning God created the heaven and the earth"	[Teacher: In the margins of *The Story Bible* you will find enrichment activities for oral language, art, drama, fine-motor skills, and more.] ☐ *The Story Bible*, pp. 21-22 　☐ Vocabulary　☐ Ask 　☐ Do　　　　☐ Pray 　☐ Artwork ☐ Review Genesis 1:1
WONDER, BEAUTY, & IMAGINATION **(Literature, Science, History, World, Art, Music)** *Refer to the Art Study Questions and Music Study Questions in the Notes to the Teacher for a list of further questions to ask about each piece.		

WEDNESDAY	THURSDAY	FRIDAY
☐ Opening Prayer ☐ Say (do not sing) ABC's. ☐ Count to 15. Count backward from 10 to 0.	☐ Opening Prayer ☐ Say (do not sing) ABC's. ☐ Count to 15. Count backward from 10 to 0.	☐ Opening Prayer ☐ Say (do not sing) ABC's. ☐ Count to 15. Count backward from 10 to 0.
Teacher: ☐ Read *First Start Reading Teacher Guide*, pp. 15-19. *Note all of the visual-motor, oral, and aural [ear training] activities with each lesson. Plan to use all of these. Add to each newly introduced letter: tactile letters (ABC). See supply list for ordering or making your own. Have the student trace the sandpaper letter with his forefinger when you introduce a new letter. ☐ Read *Phonics From A to Z*, pp. 27-40 and pp. 266-268 ☐ Say ABC's, pointing to each letter.	**Teacher:** ☐ Plan a rhythm of teaching each lesson with a second reading/phonics time later. See the sample schedule at the front of the planner. With Simply Classical Level 1, you will incorporate "multisensory" teaching for special needs into a proven, researched reading program of FSR. Prepare now to spend extra time with tactile letters, sound, and word games, and extra review, so sounds and letters are learned thoroughly. Have playdough, theraputty, or clay ready, so the student can make each new letter or blend before he writes them. ☐ Also consider a bordered slate or mini whiteboard with edges to provide him with tactile feedback when he writes his letters.	**Teacher:** ☐ Read *Classical Phonics*, pp. 132-136 ☐ Look ahead to Lesson A-3 in *FSR Teacher*. Read this several times. To assist with blending, plan to make separate playdough letters and then "squish" them together slightly when a word is desired. Example: a, m, am—so the letters are touching. Explain that apart, each letter represents its own sound. Together, they become a team that spells a word! Use this squish-to-blend approach through the year. Also consider letter tiles or letter beads, as 3-D manipulatives will greatly assist learning. String letter beads when a blended word is created.
Teacher: ☐ Reread *R&S Teacher's Manual*, pp. 10-14 ☐ Practice hand signals with your student. Create a twice-daily schedule according to the instructions on p. 10, so a clear rhythm will be established for your student.	☐ *Arithmetic 1*: Teach Lesson 1 (allow 2 days) ☐ *Arithmetic 1 Practice Sheets*: Writing Practice #1 (L. 1) *On all of these, have the student trace 1, copy 1 (and no more) even though space permits, unless he loves to write.	☐ *Arithmetic 1*: Continue Lesson 1 ☐ **Movement Activity:** Using hobby-store gems or other counting objects, place 5 objects in front of the student and have him count them. Take all away. Now how many? (zero) Replace them one at a time, as the student counts.

☐ *Simply Classical Copybook I*
  ☐ Complete p. 12
*You may find extra time during this period for reviewing all memory work, including prayers, facts, and Scripture verses.
	☐ *Simply Classical Copybook I*
	  ☐ Complete p. 13
	  ☐ Practice proper pencil grip by having the child trace lines (vertical and horizontal) on separate paper.
		☐ *Simply Classical Copybook I*
		  ☐ Complete p. 14
		  ☐ Practice proper pencil grip by writing vertical and horizontal lines on separate paper.

☐ *The Story Bible*, pp. 23-25	☐ *The Story Bible*, pp. 26-28	☐ Review Genesis 1:1. Say three times together. **Movement Activity**: As needed create hand motions. On the third attempt, all stand with good posture and all recite from memory.

☐ **Science:** Read *Apples*
  ☐ Taste several types of apples.
  ☐ Explain: Apples are fruits.
  ☐ **Movement Activity:** Bounce-pass a ball and name:
   1. types of fruits
   2. types of apples
	☐ **Art:** *The Creation of Adam*, Michelangelo
	  ☐ Explain: Michelangelo is a painter and sculptor of beautiful sacred art that helps us appreciate truth, goodness, and beauty shown to us in Christ and revealed in His Word.
	  ☐ Art Study Questions*
		☐ **Music:** "Jesu, Joy of Man's Desiring" (Music Study Q's*)
		☐ **Literature:** *The Important Book* Explain: Just as God made Adam and Eve, so He makes every living thing, every human being. God made you! God is our creator.
		☐ **Literature:** *A Child's Book of Poems*, p. 17, "In a Child's Album" - Discuss small ways your student can serve friends, neighbors, and family

WEEK 2	MONDAY	TUESDAY
OPENING/RECITATION	☐ Opening Prayer ☐ Genesis 1:1 ☐ How many letters in the alphabet? (26) (See Recitation & Memory Work list in Appendix for full recitation)	☐ Opening Prayer ☐ Genesis 1:1 ☐ How many letters in the alphabet? (26)
READING/PHONICS	☐ *Phonics From A to Z* – Throughout the week familiarize yourself with Alphabet Recognition on pp. 29-47. Incorporate a few of your favorite techniques throughout the year whenever time permits. ☐ **Orally:** Introduce the sound /m/ with *FSR Teacher*, p. 16, Ear Training exercises. ☐ **Tactile:** Allow student to trace a sandpaper *Mm* with his forefinger. ☐ *First Start Reading Book A*, pp. 4-5 (**Mm**) *Note: Say you will want 3 good letters in each row. As soon as he writes 3 good letters, he can be finished for the row. (Do this throughout FSR, unless the student enjoys completing each row or clearly benefits from doing so.) ☐ *Phonics Flashcards*: **m-man** (#13)	☐ Review *M* sound. ☐ Introduce the terms uppercase (capital) and lowercase. With playdough, make an uppercase *M and a* lowercase *m*. ☐ Trace the sandpaper *Mm*. ☐ *Kindergarten Phonics Supplemental Workbook*, p. 6 (**Mm**) ☐ Help the student write *M* and *m* vertically on a large white board or chalkboard.
ARITHMETIC	☐ *Arithmetic 1:* Lesson 2 (take 2 days) *Note to Teacher: Feel free to utilize any of the extra practice sheets where needed or desired all year.	☐ *Arithmetic 1:* Lesson 2 (take 2 days)

COPYBOOK/MEMORY	☐ *Simply Classical Copybook I*
	  ☐ Complete p. 15
	☐ **Memory:** Teach "I pledge allegiance to the flag of the United States of America"
		☐ *Simply Classical Copybook I*
		  ☐ Complete p. 16
		☐ **Memory:** Teach "I pledge allegiance to the flag of the United States of America"

CHRISTIAN STUDIES	☐ *The Story Bible*, pp. 29-32
	☐ Teach this week:
	  ☐ Genesis 1:1
	  ☐ Genesis 1:3
	  ☐ Genesis 1:5
		☐ *The Story Bible*, pp. 33-35

WONDER, BEAUTY, & IMAGINATION	☐ **Music:** Sing "For health and strength and daily food, we praise Thy name, O Lord." ☐ What do you hear, feel? What is the tempo? Move to the music.	☐ **Science:** Read *The Vegetables We Eat* ☐ **Movement Activity:** Bounce-pass a ball naming types of vegetables. Count as each vegetable is named. Add up the "score." Try for more tomorrow.

WEDNESDAY	THURSDAY	FRIDAY
☐ Opening Prayer ☐ Genesis 1:1 ☐ How many letters in the alphabet? (26)	☐ Opening Prayer ☐ Genesis 1:1 ☐ How many letters in the alphabet? (26)	☐ Opening Prayer ☐ Genesis 1:1 ☐ How many letters in the alphabet? (26)
☐ Review *M* sound. ☐ Use tactile tools as desired. ☐ Review proper pencil grip (taught week 1 in *Copybook I*). ☐ *Kindergarten Phonics Supplemental Workbook*, p. 7 (**Mm**) ☐ Help the student "write" *M* and *m* in the air, write vertically on a board, or with sidewalk chalk outside.	☐ Review *M* sound. Play *M* sound games. ☐ *Cut & Paste Book* (**Mm**) ☐ *Kindergarten Phonics Supplemental Workbook*, p. 8 (**Mm**) ☐ **Movement Activity:** Help the student across the <u>m</u>onkey bars to build <u>m</u>uscles! ☐ **Movement Activity:** Bounce-pass a ball or finger-tap a balloon back and forth while naming words that begin with /m/.	☐ Review *M* sound. ☐ Practice writing *Mm* correctly in any unfinished workbooks, on the board, on a slate or edged mini-board, or with sidewalk chalk. ☐ **Movement Activity:** Draw a large *M* and *m* with sidewalk chalk. Include directional arrows. Walk with the student as he "traces" the letters with his feet. ☐ *Kindergarten Phonics Supplemental Workbook*, p. 9 (**Mm**)

☐ *Arithmetic 1:* Lesson 3
☐ *Arithmetic 1 Practice Sheets:* Draw and Count #1 (L. 3)
	☐ *Arithmetic 1 Practice Sheets:* Scrambled Numbers #1 (L. 3)	☐ *Arithmetic 1 Practice Sheets:* Shapes #1 (L. 146)
		☐ Introduce words that indicate one.
		  ☐ "Uno" the card game
		  ☐ "Uni-," unicycle, unicorn, unique
		  ☐ Single, alone, only, the _____, a/an _____

☐ *Simply Classical Copybook I*
  ☐ Complete p. 17
☐ **Memory:** Repeat (or extend if ready)
	☐ *Simply Classical Copybook I*
	  ☐ Complete p. 18
	☐ **Memory:** Repeat (or extend if ready)
		☐ *Simply Classical Copybook I*
		  ☐ Complete p. 19
		☐ **Memory:** Repeat. If memory work seems difficult, consider "Wee Sing America" with patriotic pledge and songs on audio recording.

☐ *The Story Bible*, pp. 36-39	☐ *The Story Bible*, pp. 40-42	☐ Begin *The Creation Story for Children*, pp. 2-5.
		  ☐ Note the purple on opening pages.
		  ☐ Help the student hear and listen to memory verses in the readings.
		  ☐ Place a bookmark at p. 6 for a later time.

☐ **Science:** Reread *The Vegetables We Eat*
  ☐ Explain: "Let's learn even more vegetables this time."
  ☐ **Movement Activity:** Repeat ball-bouncing to attain a higher "score."
  ☐ Taste test with new vegetables from the store or garden. (Use ranch dressing for dipping if desired.)
	☐ **Science:** Teach Genesis 7:12: "And the rain was upon the earth forty days and forty nights."
	  ☐ **Movement Activity:** Go outside and take 40 giant steps. Count as you go.
	☐ **Art:** Teach "sacred art." Examine your Bible story illustrations.
	  ☐ What do you see, feel, and imagine?
		☐ **Literature:** *Hailstones and Halibut Bones*
		  ☐ Read title page and intro poem.
		  ☐ Read "What Is Purple?"