

WEEK 1	MONDAY	TUESDAY
<p><b>OPENING &amp; RECITATION</b></p>	<input type="checkbox"/> Opening Prayer <input type="checkbox"/> Recitation (see Appendix)	<input type="checkbox"/> Opening Prayer <input type="checkbox"/> Recitation
<p><b>PHONICS, READING, &amp; SPELLING</b>  <small>*If teaching <i>First Start Reading, Book E</i>, prepare <i>Phonics Flashcards</i> now. Cards #93-111, #127-142 will correspond to <i>FSR, Book E</i>, Weeks 1-8. See Teacher Notes for the Alternate Phonics/Reading Plan for Weeks 1-8 if your student has already covered <i>FSR, Book E</i>.</small></p>	<input type="checkbox"/> <i>Phonics Flashcards</i> <input type="checkbox"/> Introduce <b>ai</b> and <b>ay</b> (#93 & 95) <input type="checkbox"/> <i>First Start Reading, Book E</i> , Lesson 1 <input type="checkbox"/> pp. 8-10 <input type="checkbox"/> Teach <i>could, would, should</i> as words that do not follow the phonetic patterns. <input type="checkbox"/> <i>SC Spelling 2, Week 1</i> <input type="checkbox"/> Memorize Monday (See Spelling book for day-by-day instructions. Follow these each day of each week.)	<input type="checkbox"/> <i>Phonics Flashcards</i> <input type="checkbox"/> Review <b>ai</b> and <b>ay</b> (#93 & 95) <input type="checkbox"/> <i>FSR, Book E</i> , Lesson 1 <input type="checkbox"/> Reread words from pp. 8-9. <input type="checkbox"/> Read story on p. 11. <input type="checkbox"/> <i>SC Spelling 2, Week 1</i> <input type="checkbox"/> Sound Boxes & Tracing Tuesday
<p><b>LITERATURE, COMPOSITION, &amp; GRAMMAR</b></p>	<input type="checkbox"/> <i>SC Writing 2, Week 1</i> <input type="checkbox"/> Read the story. Teach <b>A</b> .	<input type="checkbox"/> <i>SC Writing 2, Week 1</i> <input type="checkbox"/> Reread the story. Teach <b>B</b> .
<p><b>ARITHMETIC</b></p>	<input type="checkbox"/> <b>Arithmetic Read-Aloud:</b> <i>Anno's Counting Book</i> <input type="checkbox"/> Before reading the book, find 12 pebbles. Then read "About Numbers" on the last page. (Substitute "the time before numbers were invented" for "the Stone Age," if desired.) Use pebbles to illustrate the examples. Then read the book and have the student point to one example of each number per page. <input type="checkbox"/> Introduce the <i>R&amp;S</i> books to the student. Allow him to write his name in his workbooks and look through them. <input type="checkbox"/> Prep all <i>R&amp;S 2</i> visual aids.	<input type="checkbox"/> <b>Arithmetic Read-Aloud:</b> <i>Anno's Counting Book</i> <input type="checkbox"/> Before reading the book, display 12 pebbles: Then read "About Numbers" on the last page. (Substitute "the time before numbers were invented" for "the Stone Age," if desired.) Use pebbles to illustrate examples. Then read the book and have the student point to three examples of each number per page. Gather 12 pebbles or gems. Have the student start with 0 and add one pebble to 12. <input type="checkbox"/> Prep all <i>R&amp;S 2</i> visual aids.
<p><b>COPYBOOK, BIBLE, &amp; MEMORY</b>  <small>*<i>The Story Bible</i>: As reader (guided reading, alternating side-by-side reading, or independent reading) – discuss vocabulary first for all.</small></p>	<input type="checkbox"/> <i>The Story Bible</i> <input type="checkbox"/> Read pp. 8-12 before beginning. Select your desired level. Move toward "Hear Me Read" (p. 12). <input type="checkbox"/> This week read pp. 13-14 aloud. Review: Old Testament (covenant), New Testament (covenant in Christ) <input type="checkbox"/> <i>SC Copybook Cursive 3</i> , 2 Timothy 3:16 <input type="checkbox"/> Read the verse together. Repeat. Write the verse on the board. Discuss any new or difficult words. Discuss the meaning of the verse. <input type="checkbox"/> <b>Church:</b> Latin Prep, The Lord's Prayer (See Teacher Notes, p. 11)	<input type="checkbox"/> <i>The Story Bible</i> , pp. 16-22 <input type="checkbox"/> <b>Sacred Art:</b> <i>The Creation of Adam</i> (1st Grade Art Card) <input type="checkbox"/> <i>SC Copybook Cursive 3</i> , 2 Timothy 3:16 <input type="checkbox"/> Using the verse on the board, recite the verse together.
<p><b>CURSIVE</b>  <small>*While <i>Start Write/NAC</i> is not necessary for teaching <i>SC Level 3</i>, you might find the software useful for creating your own spelling lists or cursive practice sheets.</small></p>	<input type="checkbox"/> <i>New American Cursive 2</i> <input type="checkbox"/> <b>Teacher:</b> Read pp. 1-8. Teach pp. 11, 13, 14 (orally only today).	<input type="checkbox"/> <i>NAC 2</i> <input type="checkbox"/> Have students complete p. 10. <input type="checkbox"/> Reread pp. 13-14. Help the student complete p. 12 in cursive.
<p><b>ENRICHMENT (Am. History Read-Alouds, Art, Music, &amp; Science)</b>  <small>*See <i>SC 3 Enrichment Guide</i> for further study.</small></p>	<input type="checkbox"/> <i>Meet Christopher Columbus</i> <input type="checkbox"/> Chapters 1-5 <input type="checkbox"/> <b>Art Cards:</b> <input type="checkbox"/> <i>Driftwood</i> (Kindergarten) <input type="checkbox"/> <i>Tree of Life</i> (1st Grade) <input type="checkbox"/> <i>Universalis Cosmographia</i> (2nd Grade)	<input type="checkbox"/> <i>Meet Christopher Columbus</i> <input type="checkbox"/> Chapters 6-9 <input type="checkbox"/> <b>Music:</b> <i>Peter and the Wolf</i> , op. 67 by Sergei Prokofiev

WEDNESDAY	THURSDAY	FRIDAY
<input type="checkbox"/> Opening Prayer <input type="checkbox"/> Recitation	<input type="checkbox"/> Opening Prayer <input type="checkbox"/> Recitation	<input type="checkbox"/> Opening Prayer <input type="checkbox"/> Recitation
<input type="checkbox"/> <i>Classical Phonics</i> <input type="checkbox"/> Read words on p. 73. <input type="checkbox"/> Write columns on board entitled <b>ai</b> and <b>ay</b> . Call a word for a student to write on the board under appropriate column. Be sure to emphasize where they hear the long <b>a</b> sound, whether at the end of the word ( <b>ay</b> ) or middle of word ( <b>ai</b> ). <input type="checkbox"/> <i>SC Spelling 2, Week 1</i> <input type="checkbox"/> Word Study & Write-High Wed.	<input type="checkbox"/> <i>SC Spelling 2, Week 1</i> <input type="checkbox"/> Thursday Quiz Day	<input type="checkbox"/> <i>FSR, Book E, Lesson 1</i> <input type="checkbox"/> Reread story from p. 11. <input type="checkbox"/> Complete Assessment 1 (pp. 12-15) <input type="checkbox"/> <i>SC Spelling 2, Week 1</i> <input type="checkbox"/> Friday Dictation
<input type="checkbox"/> <i>SC Writing 2, Week 1</i> <input type="checkbox"/> Review the story. Teach C.	<input type="checkbox"/> <i>SC Writing 2, Week 1</i> <input type="checkbox"/> Reread the story, if needed. Teach D.	<input type="checkbox"/> <i>SC Writing 2, Week 1</i> <input type="checkbox"/> Delve Deeply: Write your own story retelling a favorite story you read this week.
<input type="checkbox"/> <b>Arithmetic Read-Aloud:</b> <i>Anno's Counting Book</i> <input type="checkbox"/> Before reading, display 12 pebbles: Then read "About Numbers" on the last page. (Substitute "the time before numbers were invented" for "the Stone Age," if desired.) Have the student start with one pebble and add one for each page to equal the number shown on the page. Explain that this year the student will learn how to use numbers, so he will not need to count everything with pebbles! <input type="checkbox"/> Prep all R&S 2 visual aids.	<input type="checkbox"/> <b>Arithmetic Read-Aloud:</b> <i>Anno's Counting Book</i> <input type="checkbox"/> Before reading the book, read "About Numbers" on the last page. (Substitute "the time before numbers were invented" for "the Stone Age," if desired.) Use pebbles to illustrate examples. Find more examples of each number per page. Remind the student that this year he will learn how to use numbers, so he will not need to count everything with pebbles! He will begin his arithmetic books on Monday. <input type="checkbox"/> Prep all R&S 2 visual aids.	<input type="checkbox"/> <b>Movement</b> <input type="checkbox"/> Play Dominos-in-a-Row, Up: Shuffle dominos 0-5. Have student place in ascending order, 0-5. Leave in place for the next game. <input type="checkbox"/> Play Dice & Domino Match: Give student 5 dice. Have him match each die face to each domino 1-5. Remind the student that we use numerals "1-5" to represent these amounts.
<input type="checkbox"/> <i>The Story Bible</i> , pp. 16-22 <input type="checkbox"/> <i>SC Copybook Cursive 3</i> , 2 Tim. 3:16 <input type="checkbox"/> Recite the verse on the board. Use the disappearing line technique to learn the verse by heart.	<input type="checkbox"/> <i>The Story Bible</i> , p. 22 <input type="checkbox"/> Ask, Do, Pray <input type="checkbox"/> <i>SC Copybook Cursive 3</i> , 2 Tim. 3:16 <input type="checkbox"/> Recite the verse together from the board. Erase the verse. Have the student copy the verse into his book and then create an illustration from the story.	<input type="checkbox"/> <i>The Story Bible</i> , Review pp. 16-22 <input type="checkbox"/> <i>SC Copybook Cursive 3</i> , 2 Tim. 3:16 <input type="checkbox"/> Review: Recite this week's verse and previous verses together. <input type="checkbox"/> Delve Deeply: Find the verse in context in the Holy Scriptures (KJV for poetry). Read the passage aloud to the student.
<input type="checkbox"/> <i>NAC 2</i> <input type="checkbox"/> Reread p. 13. Have the student trace the letters.	<input type="checkbox"/> <i>NAC 2</i> <input type="checkbox"/> Reread p. 14. Have the student trace the letters.	<input type="checkbox"/> <i>NAC 2</i> <input type="checkbox"/> Review pp. 13-14. Have student write letters from pp. 11-12.
<input type="checkbox"/> <i>Meet Christopher Columbus</i> <input type="checkbox"/> Chapters 10-14 <input type="checkbox"/> <b>Science, General Knowledge, &amp; Culture (SK&amp;C): SC 3 Enrichment Guide, Week 1</b>	<input type="checkbox"/> <i>Meet Christopher Columbus</i> <input type="checkbox"/> Chapters 15-19	<input type="checkbox"/> <i>Meet Christopher Columbus</i> <input type="checkbox"/> Delve Deeply (See <i>Enrichment Guide</i> .)