

WEEK 1	MONDAY	TUESDAY
<b>OPENING &amp; RECITATION</b>	<input type="checkbox"/> Opening Prayer <input type="checkbox"/> Recitation (see Appendix)	<input type="checkbox"/> Opening Prayer <input type="checkbox"/> Recitation
<b>PHONICS, READING, &amp; SPELLING</b> <i>*If teaching First Start Reading, Book E, prepare Phonics Flashcards now. Cards #93-111, #127-142 will correspond to FSR, Book E, Weeks 1-8. See Teacher Notes for the Alternate Phonics/Reading Plan for Weeks 1-8 if your student has already covered FSR, Book E.</i>	<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, Lesson 1</i> <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>Core Skills Phonics 3, p. 1 Assessment</i>	<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, Lesson 1</i> <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"/> Tracing Tuesday <input type="checkbox"/> <i>Core Skills Phonics 3, p. 2 Assessment</i>
<b>LITERATURE, COMPOSITION, &amp; GRAMMAR</b>	<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> .
<b>ARITHMETIC</b>	<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>Arithmetic 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>Arithmetic 2</i> visual aids.
<b>COPYBOOK, BIBLE, &amp; MEMORY</b> <i>*The Story Bible: As reader (guided reading, alternating side-by-side reading, or independent reading) – discuss vocabulary first for all.</i>	<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, 2 Timothy 3:16</i> <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"/> <i>The Story Bible, pp. 13-14</i> <input type="checkbox"/> If you have a KJV Bible, read from the verse 2 Timothy 3:16. Show students the location of the verse. Explain that all Scripture, Old and New Testament, shows us the holiness of God and His love for us in Jesus Christ by the working of the Holy Spirit. Discuss God as Father, Son, and Holy Spirit. Reread 2 Timothy 3:16 and proceed to Copybook. <input type="checkbox"/> <i>SC Copybook Cursive 3, 2 Timothy 3:16</i> <input type="checkbox"/> Using the verse on the board, recite the verse together.
<b>CURSIVE</b> <i>*While Start Write/New American Cursive is not necessary for teaching SC Level 3, you might find the software useful for creating your own spelling lists or cursive practice sheets.</i>	<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>New American Cursive 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.
<b>ENRICHMENT (Am. History Read-Alouds, Art, Music, &amp; Science)</b> <i>*See SC 3 Enrichment Guide for further study.</i>	<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. 87. <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>Core Skills Phonics 3, p. 3</i>	<input type="checkbox"/> <i>SC Spelling 2, Week 1</i> <input type="checkbox"/> Thursday Quiz Day <input type="checkbox"/> <i>Core Skills Phonics 3, p. 4</i>	<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 <i>Arithmetic 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, 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 <i>Arithmetic 2</i> 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, pp. 13-14</i> <input type="checkbox"/> <i>SC Copybook Cursive 3, 2 Tim. 3:16</i> <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, pp. 13-14</i> <input type="checkbox"/> Ask, Do, Pray <input type="checkbox"/> <i>SC Copybook Cursive 3, 2 Tim. 3:16</i> <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, Review pp. 13-14</i> <input type="checkbox"/> <i>SC Copybook Cursive 3, 2 Tim. 3:16</i> <input type="checkbox"/> Review: Recite this week's verse and previous verses together. <input type="checkbox"/> Delve Deeply: Find the verse in context in Holy Scriptures, KJV, and read from 2 Timothy 3:14-16. Emphasize the words <b>from childhood</b> .
<input type="checkbox"/> <i>New American Cursive 2</i> <input type="checkbox"/> Reread p. 13. Have the student trace the letters.	<input type="checkbox"/> <i>New American Cursive 2</i> <input type="checkbox"/> Reread p. 14. Have the student trace the letters.	<input type="checkbox"/> <i>New American Cursive 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, Knowledge, &amp; Culture:</b> <input type="checkbox"/> <i>SC 3 Enrichment Guide, Week 1</i> <input type="checkbox"/> <b>Optional Resource:</b> <i>Follow the Water from Brook to Ocean</i> (sold separately in SC3: Supplemental Science & Enrichment Set)	<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> .)

WEEK 19	MONDAY	TUESDAY
<b>OPENING &amp; RECITATION</b>	<input type="checkbox"/> Opening Prayer <input type="checkbox"/> Recitation	<input type="checkbox"/> Opening Prayer <input type="checkbox"/> Recitation
<b>PHONICS, READING, &amp; SPELLING</b>	<input type="checkbox"/> <i>Core Skills Phonics 3</i> , p. 70 <input type="checkbox"/> <i>SC Spelling 2</i> , Week 19 <input type="checkbox"/> Memorize Monday	<input type="checkbox"/> <i>Core Skills Phonics 3</i> , p. 71 <input type="checkbox"/> <i>SC Spelling 2</i> , Week 19 <input type="checkbox"/> Tracing Tuesday
<b>LITERATURE, COMPOSITION, &amp; GRAMMAR</b>	<input type="checkbox"/> <i>SC Writing 2</i> , Week 19 <input type="checkbox"/> Read the story. Teach <b>A</b> . <input type="checkbox"/> <i>SC More StoryTime Treasures, Stone Soup</i> , Lesson 3 <input type="checkbox"/> Word Study (Before Reading) <input type="checkbox"/> Phonics Box <input type="checkbox"/> Special Rule to Know <input type="checkbox"/> Read from "Such a soup!" to the end.	<input type="checkbox"/> <i>SC Writing 2</i> , Week 19 <input type="checkbox"/> Reread the story. Teach <b>B</b> . <input type="checkbox"/> <i>SC More StoryTime Treasures, Stone Soup</i> , Lesson 3 <input type="checkbox"/> Review Words to Know <input type="checkbox"/> Read from "Such a soup!" to the end.
<b>LATIN</b>	<input type="checkbox"/> <i>Prima Latina</i> , Lesson 1 <input type="checkbox"/> Review pp. 10-11 <input type="checkbox"/> p. 12: Review Questions, Translation	<input type="checkbox"/> <i>Prima Latina</i> , Lesson 1 <input type="checkbox"/> Review pp. 10-11. <input type="checkbox"/> p. 12: Speaking Latin <input type="checkbox"/> p. 13: Write and Learn - Circle and do #1 and #2 only today.
<b>ARITHMETIC</b>	<input type="checkbox"/> <i>Arithmetic 2</i> , Lesson 69 <input type="checkbox"/> Demo Clock :15 digital, analog <input type="checkbox"/> Write these times on the board: 1:15, 4:15, 2:15, 8:15 <input type="checkbox"/> Have the student indicate each on his clock.	<input type="checkbox"/> <i>Arithmetic 2</i> , Lesson 70 <input type="checkbox"/> Demo Clock :15 digital, analog <input type="checkbox"/> Show these times on the clock: 12:15, 5:15, 6:15, 9:15 <input type="checkbox"/> Have the student write the correct time on the board.
<b>COPYBOOK, BIBLE, &amp; MEMORY</b>	<input type="checkbox"/> <i>The Story Bible</i> , pp. 191-195 <input type="checkbox"/> Ask, Do, Pray <input type="checkbox"/> <i>SC Copybook Cursive 3</i> , Proverbs 8:27 <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"/> <i>The Story Bible</i> , <input type="checkbox"/> Review p. 195 <input type="checkbox"/> pp. 196-198 (Ask, Do, Pray) <input type="checkbox"/> <i>SC Copybook Cursive 3</i> , Proverbs 8:27 <input type="checkbox"/> Using the verse on the board, recite the verse together.
<b>CURSIVE</b>	<input type="checkbox"/> <i>New American Cursive 2</i> <input type="checkbox"/> p. 63: "Read each rule after me." <input type="checkbox"/> <i>My Thankfulness Journal</i> , p. 12	<input type="checkbox"/> <i>New American Cursive 2</i> <input type="checkbox"/> pp. 64-65 <input type="checkbox"/> <i>My Thankfulness Journal</i> , p. 13
<b>ENRICHMENT</b>	<input type="checkbox"/> <i>Johnny Appleseed</i> <input type="checkbox"/> This is a lighter reading week. Read from the beginning through "own child." <input type="checkbox"/> <b>Art Cards:</b> <input type="checkbox"/> <i>Still Life with Apples</i> (K) <input type="checkbox"/> <i>The Lackawanna Valley</i> (1st) <input type="checkbox"/> <i>Apfelbaum I</i> (2nd)	<input type="checkbox"/> <i>Johnny Appleseed</i> <input type="checkbox"/> Read from "Young Hannah" to "country grow." Look at the illustrations on the next double page. <input type="checkbox"/> <b>Music:</b> <i>Appalachian Spring</i> : VII. Doppio movimento (Variations on a Shaker Theme) by Aaron Copland

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<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>Core Skills Phonics 3</i> , p. 72 <input type="checkbox"/> <i>SC Spelling 2</i> , Week 19 <input type="checkbox"/> Word Study & Write-High Wed.	<input type="checkbox"/> <i>Core Skills Phonics 3</i> , p. 73 <input type="checkbox"/> <i>SC Spelling 2</i> , Week 19 <input type="checkbox"/> Thursday Quiz Day	<input type="checkbox"/> <i>Core Skills Phonics 3</i> , Review pp. 70-73. <input type="checkbox"/> <i>SC Spelling 2</i> , Week 19 <input type="checkbox"/> Friday Dictation
<input type="checkbox"/> <i>SC Writing 2</i> , Week 19 <input type="checkbox"/> Review the story. Teach C. <input type="checkbox"/> <i>SC More StoryTime Treasures, Stone Soup</i> , Lesson 3 <input type="checkbox"/> Read from "Such a soup!" to the end for fluency. <input type="checkbox"/> Comprehension <input type="checkbox"/> Composition	<input type="checkbox"/> <i>SC Writing 2</i> , Week 19 <input type="checkbox"/> Reread the story, if needed. Teach D. <input type="checkbox"/> <i>SC More StoryTime Treasures, Stone Soup</i> , Lesson 3 <input type="checkbox"/> Appreciating Art <input type="checkbox"/> Oration	<input type="checkbox"/> <i>SC More StoryTime Treasures, Stone Soup</i> , Lesson 3 <input type="checkbox"/> Your Turn
<input type="checkbox"/> <i>Prima Latina</i> , Lesson 1 <input type="checkbox"/> Review pp. 10-11. <input type="checkbox"/> Listen to CD <input type="checkbox"/> p. 13: Write and Learn #3	<input type="checkbox"/> <i>Prima Latina</i> , Lesson 1 <input type="checkbox"/> Review pp. 10-11. <input type="checkbox"/> p. 13: Fun Practice <input type="checkbox"/> Optional: DVD Lesson 1	
<input type="checkbox"/> <i>Arithmetic 2</i> , Lesson 71 <input type="checkbox"/> Demo Clock :15 digital, analog <input type="checkbox"/> Write these times on the board: 2:15, 6:15, 7:15, 10:15 <input type="checkbox"/> Have the student indicate each on his clock.	<input type="checkbox"/> <i>Arithmetic 2</i> , Lesson 72 <input type="checkbox"/> Demo Clock :15 digital, analog <input type="checkbox"/> Show these times on the clock: 1:15, 3:15, 9:15, 11:15 <input type="checkbox"/> Have the student write the correct time on the board.	<input type="checkbox"/> <b>Movement:</b> Play What Time Is It? <input type="checkbox"/> Give the student a practice clock. Say, "What time is it, if it is a quarter past 3?" "What time is it, if it is a quarter past 12?" "What time is it, if it is four-fifteen?" "What time is it, if it is fifteen minutes past eleven?" Have the student set the clock to answer.
<input type="checkbox"/> <i>The Story Bible</i> , pp. 199-201 <input type="checkbox"/> <b>Sacred Art:</b> <i>Jonah Swallowed up by the Whale</i> by Giotto di Bondone (2nd) <input type="checkbox"/> <i>SC Copybook Cursive 3</i> , Prov. 8:27 <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> , Review pp. 191-201 <input type="checkbox"/> <i>SC Copybook Cursive 3</i> , Prov. 8:27 <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 highlights from pp. 107-201 <input type="checkbox"/> <i>SC Copybook Cursive 3</i> , Prov. 8:27 <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>New American Cursive 2</i> <input type="checkbox"/> p. 66: all <input type="checkbox"/> <i>My Thankfulness Journal</i> , p. 14	<input type="checkbox"/> <i>New American Cursive 2</i> <input type="checkbox"/> p. 67: all <input type="checkbox"/> <i>My Thankfulness Journal</i> , p. 15	<input type="checkbox"/> <i>New American Cursive 2</i> <input type="checkbox"/> Review <b>b</b> and <b>j</b> connections. <input type="checkbox"/> <i>My Thankfulness Journal</i> <input type="checkbox"/> Have the student look at all previous entries and mark with a star the one that is most beautifully written in cursive.
<input type="checkbox"/> <i>Johnny Appleseed</i> <input type="checkbox"/> Read from "Old Hannah" to "Johnny Appleseed." <input type="checkbox"/> <b>Science, Knowledge, &amp; Culture:</b> <input type="checkbox"/> <i>Enrichment Guide</i> , Week 19 <input type="checkbox"/> <b>Resource:</b> <i>How Do Apples Grow?</i>	<input type="checkbox"/> <i>Johnny Appleseed</i> <input type="checkbox"/> Read the entire poem, or read the page of notes near the end, "Johnny Appleseed." <input type="checkbox"/> <b>States and Capitals:</b> 1788 <input type="checkbox"/> Georgia – Atlanta <input type="checkbox"/> Connecticut – Hartford <input type="checkbox"/> Massachusetts – Boston	<input type="checkbox"/> <i>Johnny Appleseed</i> <input type="checkbox"/> Delve Deeply <input type="checkbox"/> <b>States &amp; Capitals:</b> Review each day with your flashcards and <i>Map of the United States Sticker Picture</i> book. See suggestions in your Teacher Notes for Enrichment.