

WEEK 12	MONDAY	TUESDAY
<p>OPENING RECITATION</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Opening Prayer <input type="checkbox"/> Pledge of Allegiance <input type="checkbox"/> 1 Samuel 3:16 <input type="checkbox"/> What are the 5 short vowel sounds? (say while pointing to each picture) <input type="checkbox"/> The Lord's Prayer 	<ul style="list-style-type: none"> <input type="checkbox"/> Opening Prayer <input type="checkbox"/> Pledge of Allegiance <input type="checkbox"/> 1 Samuel 3:16 <input type="checkbox"/> What are the 5 short vowel sounds? (say while pointing to each picture) <input type="checkbox"/> The Lord's Prayer
<p>READING/PHONICS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce Gg. Have the student trace with his forefinger the sandpaper G and g. Discuss how g dips down very far. Some use "basement," others "underground like roots." Help the student picture dipping low in whichever way works best. <input type="checkbox"/> <i>FSR, B: pp. 16-17 (Gg)</i> <input type="checkbox"/> Movement Activity: Play catch with a ball and name words that begin with /g/. 	<ul style="list-style-type: none"> <input type="checkbox"/> Create Word Family Short Cards, if you have not yet done this. Cut index cards into pieces. On the first group, write consonants learned so far. On the next group of cards, write ending families. Add "igi," "ag," eg." Help the student create words or play matching games. <input type="checkbox"/> <i>Core Skills Phonics K, p. 34</i>
<p>ARITHMETIC</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Arithmetic 1: Lesson 25</i> <input type="checkbox"/> <i>Best Counting Book Ever:</i> This week read only the pages introducing numbers 11 and 12. <input type="checkbox"/> <i>This First Thanksgiving Day: A Counting Story:</i> Read this book with your student each day this week. Read through the first time each day for the rhyming language flow. Then reread and count the items on each page. 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Arithmetic 1 Practice Sheets: Number Order #2 (L. 25); Between Numbers #3 (L. 24)</i>
<p>COPYBOOK/MEMORY</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teach "The Lord is with thee." (2 Samuel 7:3) Have the student copy the verse. <input type="checkbox"/> <i>Simply Classical Copybook I, pp. 46-47</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Proofread. Help the student make any corrections. Teach the verse to memory.
<p>WONDER, BEAUTY, & IMAGINATION</p> <p>(Literature, Science, History, World, Art, Music)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The Story Bible, pp. 185-190</i> <input type="checkbox"/> World: Read <i>This Is the Feast</i>. Discuss unfamiliar words before reading. <input type="checkbox"/> Science: Nature Journal entry. 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The Story Bible, pp. 191-195</i> <input type="checkbox"/> World: Reread <i>This Is the Feast</i> <input type="checkbox"/> Literature: <i>A Child's Book of Poems, p. 94, "Thanksgiving Day"</i>

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<input type="checkbox"/> <i>FSR, B: pp. 18-19 (ig, as, ap, ag)</i> <input type="checkbox"/> <i>Classical Phonics, p. 38 (ig, ag)</i> <input type="checkbox"/> Movement Activity: Roll a ball back and forth naming words with the short <i>i</i> sound in the middle. Go slowly, as these are difficult! <input type="checkbox"/> <i>Red Primary Phonics Reader ("The Tin Man")</i> in two separate sessions, if needed.	<input type="checkbox"/> <i>Core Skills Phonics K, pp. 35-36</i> <input type="checkbox"/> Movement Activity: Vertical writing of <i>Gg</i> and sidewalk chalk large <i>Gg</i> . Review <i>Kk</i> and <i>Li</i> in this way. Then dictate either with vertical writing or sidewalk chalk "tin" and "pig" and "cat." <input type="checkbox"/> Reread "The Tin Man." Alternate pages for modeling.	<input type="checkbox"/> <i>FSR, B: pp. 20-21 ("Mag's Pig," "Mag's Hat")</i> <input type="checkbox"/> Movement Activity: Review 5 vowels (a, e, i, o, u) with 5 jumping jacks, saying each vowel in order per jumping jack (if easy, say entire alphabet this way for 26 jumping jacks). <input type="checkbox"/> <i>FSR: pp. 22-23 (Dictate Lesson 9 words and review words.)</i>
<input type="checkbox"/> <i>Arithmetic 1: Lesson 26</i>	<input type="checkbox"/> <i>Arithmetic 1 Practice Sheets: After Numbers #7 (L. 25); Count and Write #19 (L. 26)</i>	<input type="checkbox"/> Movement Activity: Count objects 0-12. Place all 12 in a row. Remove 1 at a time. "How many now?" If needed, place a number line by the objects as a visual reminder.
<input type="checkbox"/> Allow the student time to illustrate. If desired, play or sing "How Firm a Foundation" as he does so. "Fear not, I am with thee, O be not dismayed ..."	<input type="checkbox"/> Review the first 5 books of the Bible. If desired, teach the remainder through the Psalms. Teach in a rhythm.	<input type="checkbox"/> Review the books of the Bible from <u>Genesis</u> to the Psalms. <input type="checkbox"/> Review left hand, right hand. Print and post Mitten pages for Left/Right cues, <i>FSR, Teacher</i> , pp. 314-315.
<input type="checkbox"/> <i>The Story Bible, pp. 196-198</i> <input type="checkbox"/> World: Reread <i>This Is the Feast</i> <input type="checkbox"/> Music: "Be Present at Our Table" <input type="checkbox"/> What do you hear? Which instruments, sounds, patterns? <input type="checkbox"/> What do you feel? Calm and peaceful, excitement, beauty? <input type="checkbox"/> What is the tempo? Slow or fast? <input type="checkbox"/> Move to the music.	<input type="checkbox"/> <i>The Story Bible, pp. 199-204</i> <input type="checkbox"/> Art: <i>The Old Stagecoach</i> . Discuss the energy and play of the children. Count the number of people this artist drew. Note the detail. <input type="checkbox"/> What do you see, feel, imagine? <input type="checkbox"/> Science: New Nature Journal entry with increased detail.	<input type="checkbox"/> Literature: <i>A Child's Book of Poems</i> , p. 23, "The Kitten and the Falling Leaves," Wordsworth. p. 20, "The Sugarplum Tree," by the same poet who wrote "Wynken, Blynken, and Nod." <input type="checkbox"/> Music: <i>Days Gone By</i> : Listen to "The Sugarplum Tree" and if desired, listen again to "Wynken, Blynken, and Nod." <input type="checkbox"/> What do you hear, feel? What is the tempo? Move to the music.