

WEEK 1	MONDAY	TUESDAY
<p><b>OPENING RECITATION</b></p>	<p><input type="checkbox"/> Recitation for Week 1. *The Recitation schedule is in Appendix. You will need to refer to it each week.</p>	<p><input type="checkbox"/> Arts Recitation. *This time should be used for showing students the paintings learned cumulatively up to, and including, the current week. It isn't necessary for students to memorize the title of the work and the artist each week. That is a matter of personal preference.</p>
<p><b>PHONICS</b></p>	<p><input type="checkbox"/> Basic consonant sound introduction/review</p> <p><input type="checkbox"/> <i>First Start Reading Book A</i> pp. 4-5 (Mm) *You will want to familiarize yourself with the Phonics Teaching Guide in the front of <i>FSR Book A</i>. Also, it would be helpful to read through the 'Suggestions to Teachers' on pp. 120-124 of <i>Classical Phonics</i>.</p>	<p><input type="checkbox"/> <i>Core Skills Phonics</i></p> <p><input type="checkbox"/> K - p. 25</p> <p><input type="checkbox"/> 1 - p. 18</p> <p><input type="checkbox"/> Read and discuss "M is for Manatee" (Lesson 13) in <i>Christian Liberty Nature Reader, Book K</i>.</p>
<p><b>MATH</b></p>	<p><input type="checkbox"/> <i>Arithmetic 1: Lesson 1</i> *You will want to familiarize yourself with the Course Overview in the <i>Rod &amp; Staff Teacher's Manual</i> beginning on p. 6.</p>	<p><input type="checkbox"/> <i>Numbers Book, Part 1: p. 3</i></p>
<p><b>COPYBOOK/MEMORY</b></p>	<p><input type="checkbox"/> Learn pencil grip. Talk about Student Guidelines on p. 9 of <i>Copybook I</i> using a blank lined page from back of copybook.</p> <p><input type="checkbox"/> Home address including city, state, country</p>	<p><input type="checkbox"/> Practice writing first name correctly using a blank lined page from back of copybook.</p> <p><input type="checkbox"/> Home address including city, state, country</p>
<p><b>LITERATURE &amp; ENRICHMENT</b></p>	<p><b>Read-Aloud Book for the Week:</b></p> <p><input type="checkbox"/> <i>A Tree is Nice</i> by Janice May Udry</p> <p>*Introduce each week with an initial reading of the book for the week. Then, refer to the book throughout the week, preferably with a re-reading each day.</p> <p>*Familiarize yourself with the Literature Guidelines in the front of this curriculum manual and use them in your discussions each week.</p>	<p><b>Music for the Week:</b></p> <p><input type="checkbox"/> "Radetzky March" by Johann Strauss</p> <p><b>Art for the Week:</b></p> <p><input type="checkbox"/> <i>Birch Forest</i> by Gustav Klimt</p> <p>*Familiarize yourself with the Music and Art Study Guidelines in the front of this curriculum manual, and use them in your discussions each week.</p> <p>*Consider posting the art in a prominent place for the week and turning on the music during seatwork or transition times daily.</p>

WEDNESDAY	THURSDAY	FRIDAY
<input type="checkbox"/> Recitation for Week 1. *The Recitation schedule is in Appendix. You will need to refer to it each week.	<input type="checkbox"/> Poetry Recitation. *This time is used to review poetry learned up to, and including, this week. If the student has memorized the poems, give a few words of the beginning of a poem, and have the student complete the poem.	<input type="checkbox"/> Recitation for Week 1. *The Recitation schedule is in Appendix. You will need to refer to it each week.
<input type="checkbox"/> <i>Core Skills Phonics</i> <input type="checkbox"/> K - pp. 26, 3-5	<input type="checkbox"/> <i>Core Skills Phonics</i> <input type="checkbox"/> K - p. 27	<input type="checkbox"/> Review <b>Mm</b> sound and practice writing <b>Mm</b> correctly <input type="checkbox"/> Discuss and color <b>M</b> animals in <i>Animal Alphabet</i> book.
<input type="checkbox"/> <i>Arithmetic 1: Lesson 1</i>	<input type="checkbox"/> Compare zero items to more than zero <input type="checkbox"/> <i>Arithmetic 1 Practice Sheets: Writing Practice #1 (L. 1)</i> *Our lesson plans include the Blacklines worksheets that we feel best fit the lessons, but you can supplement with additional worksheets as time permits. Familiarize yourself with the directions for using the Blacklines on p. 7 of your <i>Teacher Manual</i> .	<input type="checkbox"/> Practice counting items *include counting with zero sometimes, such as temperature, money, measurements in cooking, etc.
<input type="checkbox"/> Using blank lined page from back of copybook, practice writing <b>Mm</b> and first name. <input type="checkbox"/> Telephone number with area code	<input type="checkbox"/> <i>Arithmetic 1 Practice Sheets Writing Practice #1 (L. 1)</i> <input type="checkbox"/> Telephone number with area code	<input type="checkbox"/> Perfect writing first name, <b>Mm</b> , and <b>0</b> <input type="checkbox"/> Recite home address and telephone number
<p><b>Poetry for the Week:</b></p> <input type="checkbox"/> "I'm Glad" <i>(A Child's Book of Poems, p. 110)</i> <p>*Using the Poetry Guidelines in the introduction to this curriculum manual, complete your study of the poem.</p> <p>*It would be ideal to read through the poetry on Mon. and again on Tues. before delving into an actual discussion of the poetry on Wed.</p> <p>*If you wish to memorize poetry, consider using the "disappearing line" technique discussed in <i>Copybook</i>.</p>	<p><b>History &amp; Culture:</b></p> <input type="checkbox"/> Look at a city map. Find streets with which you are familiar. Introduce the idea of landmarks. Draw a simple map of your neighborhood. Use your map when you go on your Science walk. <p>*Familiarize yourself with the Nature Study Guidelines on pp. 13-14 of this curriculum manual, and use them as needed for your science projects each week. Your <i>Composition and Sketchbook</i> can be used each week as needed to complete your science projects.</p>	<p><b>Science:</b></p> <input type="checkbox"/> Take a neighborhood walk. Identify trees indigenous to your area, including your yard. Notice the shape, leaves, and bark of these trees. *Use the Nature Study Guidelines to discuss. <input type="checkbox"/> Use watercolors or tempera to paint a favorite tree or one that you can observe while painting. Discuss the lines in the tree trunk, branches, and limbs. Discuss shape while painting the leaves, emphasizing that trees are not always "fluffy" at the top as we usually draw them! <b>Resources:</b> <i>I Can Name 50 Trees Today!</i> (The Cat in the Hat's Learning Library) <i>A Tree Is a Plant</i> (Let's Read and Find Out)

WEEK 2	MONDAY	TUESDAY
<p><b>OPENING RECITATION</b></p>	<input type="checkbox"/> Recitation through Week 2.	<input type="checkbox"/> Arts Recitation. *In addition to reviewing paintings, this is also a good time to have students listen to the music from previous weeks and see if they recognize it.
<p><b>PHONICS</b></p>	<input type="checkbox"/> <i>First Start Reading Book A</i> pp. 6-7 (Aa) <input type="checkbox"/> Discuss and color <b>A</b> animals in <i>Animal Alphabet</i> book.	<input type="checkbox"/> <i>Core Skills Phonics</i> <input type="checkbox"/> K - p. 97 <input type="checkbox"/> 1 - pp. 56-57 <input type="checkbox"/> Read and discuss "A is for Alligator" (Lesson 1) in <i>Christian Liberty Nature Reader, Book K</i> . <b>Optional Resources:</b> <i>All About Alligators</i> by Jim Arnosky <i>Miles and Miles of Reptiles</i> (The Cat in the Hat Learning Library)
<p><b>MATH</b></p>	<input type="checkbox"/> <i>Arithmetic 1: Lesson 2</i>	<input type="checkbox"/> <i>Numbers Book, Part 1: pp. 4-5</i>
<p><b>COPYBOOK/MEMORY</b></p>	<input type="checkbox"/> Practice writing first name and <b>Aa</b> <input type="checkbox"/> Morning Prayer Part 1 (or another favorite prayer) <i>Now, before I run to play            Let me not forget to pray            To God who kept me through the night            And waked me with the morning light.</i>	<input type="checkbox"/> <i>Arithmetic 1 Practice Sheets Writing Practice #2 (L. 2)</i> <input type="checkbox"/> Morning Prayer Part 1 (or another favorite prayer)
<p><b>LITERATURE &amp; ENRICHMENT</b></p>	<p><b>Read-Aloud Book for the Week:</b></p> <input type="checkbox"/> <i>How to Make an Apple Pie and See the World</i> by Marjorie Priceman	<p><b>Music for the Week:</b></p> <input type="checkbox"/> "The Star Spangled Banner" by Francis Scott Key <input type="checkbox"/> Discuss etiquette: stand, right hand over heart (called salute), face flag, no hats for gentlemen (hold hat in right hand so it rests on left shoulder), no eating, no chewing gum, no talking.  <p><b>Art for the Week:</b></p> <input type="checkbox"/> <i>Still Life With Apples</i> by Vincent Van Gogh

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<input type="checkbox"/> Recitation through Week 2.	<input type="checkbox"/> Poetry Recitation.	<input type="checkbox"/> Recitation through Week 2.
<input type="checkbox"/> <i>First Start Reading Book A</i> pp. 8-9 ( <i>I, am, I am</i> )	<input type="checkbox"/> <i>Core Skills Phonics</i> <input type="checkbox"/> K - pp. 98-99 <input type="checkbox"/> 1 - p. 58	<input type="checkbox"/> Draw an apple and ask the student what it is and what letter it begins with. Let the student print <b>Aa</b> largely on the center of the apple. Trace the <b>Aa</b> with glue and place yarn pieces over glue. <input type="checkbox"/> <i>Core Skills Phonics</i> <input type="checkbox"/> K - pp. 18-19
<input type="checkbox"/> <i>Arithmetic 1: Lesson 3</i> <input type="checkbox"/> <i>Arithmetic 1 Practice Sheets: Draw and Count #1 (L. 3)</i>	<input type="checkbox"/> <i>Numbers Book, Part 1: pp. 8-9</i> <input type="checkbox"/> <i>Arithmetic 1 Practice Sheets: Scrambled Numbers #1 (L. 3)</i>	<input type="checkbox"/> <i>Numbers Book, Part 1: pp. 6-7, 10-11</i> <input type="checkbox"/> <i>Arithmetic 1 Practice Sheets: Shapes #1 (L. 146)</i> <input type="checkbox"/> Introduce words that signify 1 - single, a/an, the, prefix uni- (unicycle, unicorn, etc.)
<input type="checkbox"/> Practice writing first name, <b>Aa</b> , and <b>Mm</b> <input type="checkbox"/> Morning Prayer Part 2 (or another favorite prayer)  <i>Help me, Lord, to love Thee more Than I ever loved before In my work and in my play Be Thou with me through the day.</i>	<input type="checkbox"/> <i>Arithmetic 1 Practice Sheets Writing Practice #3 (L. 3)</i> <input type="checkbox"/> Morning Prayer Part 2 (or another favorite prayer)	<input type="checkbox"/> Perfect writing <b>Aa</b> and <b>0</b> <input type="checkbox"/> Review writing <b>Mm</b> , <b>1</b> , and <b>2</b> <input type="checkbox"/> Recite entire Morning Prayer <input type="checkbox"/> Review address and telephone number
<p><b>Poetry for the Week:</b></p> <input type="checkbox"/> Pledge of Allegiance  <i>I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.</i>  Practice proper etiquette like you did when singing "Star Spangled Banner."	<p><b>History &amp; Culture:</b></p> <input type="checkbox"/> Introduce the concept of countries while looking at a map or globe. Locate your state, country, continent. Discuss relationship of locations, moving from large/general universe (world) to smaller and more specific (state, city, neighborhood). <input type="checkbox"/> (optional) Make an apple pie using the recipe in the book or using a favorite family recipe.	<p><b>Science:</b></p> Observe & Categorize: <input type="checkbox"/> Using several varieties of apples, make an apple chart. Include a discussion of the five senses. <input type="checkbox"/> List types of apples down side of chart and categories across top. <input type="checkbox"/> Fill in blanks with your findings for each apple tested. (ex. Taste category: sweet, sour, bitter, ...) <b>Resources:</b> <i>Apples</i> by Gail Gibbons