

WEEK 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<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><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"/> 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.</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><b>PHONICS</b></p>	<p><input type="checkbox"/> Basic consonant sound introduction/review <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>SRA Phonics</i> p. 19 <input type="checkbox"/> Read and discuss "M is for Manatee" (Lesson 13) in <i>Christian Liberty Nature Reader, Book K</i>.</p>	<p><input type="checkbox"/> <i>SRA Phonics</i> p. 43</p>	<p><input type="checkbox"/> <i>SRA Phonics</i> p. 44</p>	<p><input type="checkbox"/> Review Mm sound and practice writing Mm correctly <input type="checkbox"/> Discuss and color M animals in <i>Animal Alphabet</i> book.</p>
<p><b>MATH</b></p>	<p><input type="checkbox"/> <i>Arithmetic 1: Lesson 1, p. 7</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>Counting With Numbers</i> p. 52 (top half) *You will want to familiarize yourself with the teaching instructions in the back of <i>Counting With Numbers</i>.</p>	<p><input type="checkbox"/> <i>Arithmetic 1: Lesson 1, p. 8</i></p>	<p><input type="checkbox"/> Compare zero items to more than zero <input type="checkbox"/> <i>Rod &amp; Staff Blacklines: Writing Practice #1</i> (p. 377) *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>.</p>	<p><input type="checkbox"/> Practice counting items *include counting with zero sometimes, such as temperature, money, measurements in cooking, etc.</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. <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. <input type="checkbox"/> Home address including city, state, country</p>	<p><input type="checkbox"/> Using blank lined page from back of copybook, practice writing Mm and first name. <input type="checkbox"/> Telephone number with area code</p>	<p><input type="checkbox"/> <i>Rod &amp; Staff Blacklines Writing Practice #1</i> p. 377 <input type="checkbox"/> Telephone number with area code</p>	<p><input type="checkbox"/> Perfect writing first name, Mm, and 0 <input type="checkbox"/> Recite home address and telephone number</p>
<p><b>LITERATURE &amp; ENRICHMENT</b></p>	<p><b>Read-Aloud Book for the Week:</b> <input type="checkbox"/> <i>A Tree is Nice</i> by Janice May Udry  *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. *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> <input type="checkbox"/> "Radetzky March" by Johann Strauss  <b>Art for the Week:</b> <input type="checkbox"/> <i>In Central Park New York</i> by Maurice Prendergast  *Familiarize yourself with the Music and Art Study Guidelines in the front of this curriculum manual, and use them in your discussions each week. *Consider posting the art in a prominent place for the week and turning on the music during seatwork or transition times daily.</p>	<p><b>Poetry for the Week:</b> <input type="checkbox"/> "I'm Glad" (<i>A Child's Book of Poems</i>, p. 110)  *Using the Poetry Guidelines in the introduction to this curriculum manual, complete your study of the poem. *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. *If you wish to memorize poetry, consider using the "disappearing line" technique discussed in <i>Copybook</i>.</p>	<p><b>Social Studies:</b> <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.  *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> <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>The Tree Book</i> by Gina Ingoglia (Memoria Press Sixth Grade Curriculum) <i>Trees, Leaves and Bark</i> (Take-Along Guide)</p>

