

WEEK 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OPENING RECITATION	<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"/> 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.	<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.
PHONICS & SPELLING	<input type="checkbox"/> SRA 2 pp. 1-3 (consonant review) <input type="checkbox"/> Ask your students to name things that begin with the consonants they are reviewing each day. <input type="checkbox"/> Introduce spelling words (see <i>Spelling List 1</i> in Appendix). *Familiarize yourself with the Teaching Guidelines for spelling in the front of this manual and with the <i>Suggestions for Studying Spelling Words</i> in the Appendix.	<input type="checkbox"/> SRA 2 pp. 5-7 (consonant review) <input type="checkbox"/> Have students write the letter for the sound they hear at the end of words you say from the SRA lesson. <input type="checkbox"/> Students write spelling words one time (using spelling list in Appendix). <input type="checkbox"/> Play a spelling game from the <i>Suggestions for Studying Spelling Words</i> in the Appendix.	<input type="checkbox"/> SRA 2 pp. 9-12 (consonant review) <input type="checkbox"/> Have students write (either on paper, a chalkboard, or a dry erase board) the letter for the sound they hear at the beginning of words that you say. For example, say girl, ball, tent , etc. Do this for the majority of consonants learned each day. <input type="checkbox"/> Students write spelling words one time (using spelling list in Appendix).	<input type="checkbox"/> SRA 2 pp. 4 and 8 (consonant review) <input type="checkbox"/> Have students write the letter for the sound they hear in the middle of words you say from the SRA lesson. <input type="checkbox"/> Review for spelling test by playing spelling games from the <i>Suggestions for Studying Spelling Words</i> in the Appendix.	<input type="checkbox"/> SRA 2 pp. 13-14 (consonant review) <input type="checkbox"/> Give the students cards that say Beginning, Middle, End . Ask students where in the word they hear the sound of a letter, and hold up the appropriate card. For example, "Where do you hear the sound of m in the word comet ?" Your student should hold up the Middle card. <input type="checkbox"/> Spelling Test 1 (dictation sentence: It is his.)
MATH	<input type="checkbox"/> <i>Rod and Staff Arithmetic 1</i> Lessons 1, 2, and 11	<input type="checkbox"/> <i>Rod and Staff Arithmetic 1</i> Lessons 3, 4 and 13	<input type="checkbox"/> <i>Rod and Staff Arithmetic 1</i> Lessons 5, 6 and 16	<input type="checkbox"/> <i>Rod and Staff Arithmetic 1</i> Lesson 18	<input type="checkbox"/> <i>Rod and Staff Arithmetic 1</i> Lesson 19
READING	<input type="checkbox"/> <i>StoryTime Treasures</i> Study Guide p. 6 <input type="checkbox"/> <i>Little Bear</i> - Read pp. 11-15	<input type="checkbox"/> <i>Little Bear</i> - Read pp. 16-21	<input type="checkbox"/> <i>StoryTime Treasures</i> Study Guide p. 7	<input type="checkbox"/> <i>Little Bear</i> - Reread pp. 11-21 <input type="checkbox"/> <i>StoryTime Treasures</i> Study Guide p. 8	<input type="checkbox"/> <i>StoryTime Treasures</i> Study Guide p. 9
COPYBOOK/ MEMORY	<input type="checkbox"/> <i>Golden Children's Bible</i> pp. 96-104 (<i>Copybook II</i> Step 1: Bible Story Time) *Familiarize yourself with the Teaching Guidelines in the front of <i>Copybook II</i> . <input type="checkbox"/> Introduce Table Blessing or favorite Bible verse	<input type="checkbox"/> Table Blessing or favorite Bible verse Step 2 (Language Lesson)	<input type="checkbox"/> <i>Copybook II</i> Practice lowercase letters, pp. 20-23 <input type="checkbox"/> Memorize Table Blessing or favorite Bible verse Step 3 (Memorization)	<input type="checkbox"/> <i>Copybook II</i> Copy Table Blessing or favorite Bible verse into blank page of <i>Copybook</i> <input type="checkbox"/> Step 4 (Copying) <input type="checkbox"/> Step 5 (Proofreading and Correction)	<input type="checkbox"/> Recite Table Blessing or favorite Bible verse
CURSIVE					
LITERATURE & ENRICHMENT	Read-Aloud Book for the Week: <input type="checkbox"/> <i>Miss Spider's Tea Party</i> by David Kirk *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 manual.	Music for the Week: <input type="checkbox"/> "Pie Jesu" from <i>Requiem in D minor, Op. 48</i> by Gabriel Fauré Art for the Week: <input type="checkbox"/> <i>Five O'Clock Tea</i> by Mary Cassatt *Familiarize yourself with the Music and Art Study Guidelines in the front of this curriculum manual, and use them in your discussions each week.	Poetry for the Week: <input type="checkbox"/> "Cricket" by Harry Behn (<i>Animals Animals</i> , p. 19) *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.	Social Studies: <input type="checkbox"/> Discuss tea parties and table manners. Talk about table settings and party etiquette. Practice writing an invitation or a thank you note to your hostess. Talk about how tea can be a part of a country's cultural identity (high tea in England, the importance of tea in China, etc.). Have a tea party, inviting your friends and family, if you wish.	Science: <input type="checkbox"/> Study tea plants. Where does tea grow best? What do the plants look like? How is tea cultivated? *Familiarize yourself with the Nature Study Guidelines in the Appendix 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 to complete your science projects.