

WEEK 4 - DAY 1	
<b>PRAYER</b>	<input type="checkbox"/> <i>Prayers for Children</i> - "Morning Prayer," Review All
<b>DEVOTION</b>	<input type="checkbox"/> <i>Big Thoughts for Little People: ABC's to Help You Grow</i> - Letter "C"
<b>RECITATION</b>	<input type="checkbox"/> Recitation through Week 4 (See Appendix)
<b>CALENDAR</b>	<input type="checkbox"/> Calendar <ul style="list-style-type: none"> <li>• What day is it?</li> <li>• What month?</li> <li>• What year?</li> <li>• What is the date today?</li> <li>• What is the date tomorrow?</li> <li>• What was the date yesterday?</li> </ul> <input type="checkbox"/> Time <ul style="list-style-type: none"> <li>• What time of day is it? (morning, afternoon, evening, night)</li> <li>• What time is it? (look at clock - big hand, little hand, second hand)</li> <li>• Is it a.m. or p.m.?</li> </ul> <input type="checkbox"/> Weather <ul style="list-style-type: none"> <li>• What is the weather today? (sunny, cloudy, rainy, snowy, windy)</li> <li>• What is the temperature? (class thermometer)</li> <li>• What season? What weather is common for this season?</li> <li>• What is the landscape like during this season?</li> </ul> <input type="checkbox"/> Holidays/Birthdays <ul style="list-style-type: none"> <li>• Are there any holidays or birthdays this week?</li> <li>• If a holiday, what is important about the day? Why do we celebrate?</li> </ul>
<b>ALPHABET LESSON/ WRITING</b>	<input type="checkbox"/> Introduce the letter "C" – Focus words: <u>C</u> olor, <u>C</u> orn, <u>C</u> urious, <u>C</u> at, <u>C</u> ow <input type="checkbox"/> <i>Alphabet Book 1</i> – pp. 14-15
<b>SHOW AND TELL</b>	<input type="checkbox"/> Have students close their eyes and guess what is making the sound produced by teacher. Suggested sounds - book closing, pencil tapping desk, paper tearing, chalk on board, door opening ... <input type="checkbox"/> Talk about common sounds, then let students listen to the room or the outdoors quietly. Have students identify sounds that they can detect. Share.
<b>NUMBER LESSON</b>	<input type="checkbox"/> Review numbers <b>1,2,3</b> <input type="checkbox"/> Introduce number <b>4</b> <input type="checkbox"/> <i>Counting With Numbers</i> - p. 10 <input type="checkbox"/> Talk about words related to the number 4. Introduce the prefix "quart." Explain words like <i>quarter</i> , <i>quartet</i> , <i>quart</i> . Demonstrate how 4 quarts make a gallon by dividing a gallon container with quarts of water and filling it again. <input type="checkbox"/> <i>My Very Own Scissors Book</i> p. 21 <input type="checkbox"/> Discuss the attributes of the square. Count the sides before coloring and cutting.

<b>ACTIVITY/CRAFT</b>	<input type="checkbox"/> Talk about different kinds of hats and why each is made a certain way: baseball cap, sombrero, helmet, sun hat, hard hat, etc. What purpose does each serve? <input type="checkbox"/> Make a hat that represents you like George’s friend, the man with the yellow hat. Pick a style and make a hat, embellishing it. Use your hat as the focus of Show and Tell on Day 2. Practice the safe use of scissors, glue, and other craft materials. <input type="checkbox"/> Letter “C” craft
<b>LITERATURE</b>	<input type="checkbox"/> <i>Curious George</i> by H. A. Rey - Read <i>*Note that this is the original Curious George with illustrations by H. A. Rey. George looks different than modern Curious George books and cartoons.</i> <b>Before you read:</b> <ul style="list-style-type: none"> <li>• Read the title. What do you think the book is about?</li> <li>• Who is the author/illustrator? Do you know of any other works by him/her? (H. A. Rey)</li> <li>• What is the copyright date? How do you think this will affect the story? (1941)</li> <li>• Look at the cover illustration. Does it give you any clues about the story or characters?</li> <li>• What is the illustration style of this book? (Pen and paper, black and white, watercolor, photography, paper mache, etc.)</li> <li>• Are there any other important components? (dedication, prologue, note from author, etc.)</li> </ul> <b>As you read:</b> <ul style="list-style-type: none"> <li>• Pause as you read to define new vocabulary words. (see below)</li> <li>• Discuss the illustration on each page.</li> <li>• Identify recurring lines or processes.</li> <li>• See if children can remember the steps or process as the story progresses, and ask them if they can guess what will happen next.</li> </ul> <b>Vocabulary:</b> Watch for the following vocabulary words in the story. Definitions relate to vocabulary in context. <ol style="list-style-type: none"> <li>1. Africa - continent in Southern Hemisphere (look at map)</li> <li>2. curious - eager to learn more; inquisitive (asks questions)</li> <li>3. seagull - a mostly white aquatic bird found near coastal areas</li> <li>4. struggling - having a hard time</li> <li>5. overboard - off the side of a boat</li> <li>6. life belt - float, lifesaver</li> <li>7. fascinated - amazed, interested</li> <li>8. hook-and-ladder - a fire engine equipped with extension ladders and hooked poles</li> <li>9. naughty - bad, ill-behaved</li> <li>10. fooled - tricked</li> <li>11. watchman - guard</li> <li>12. in an instant - right away, immediately</li> <li>13. whisked - scooped up</li> <li>14. gusts - bursts</li> </ol>
<b>MUSIC</b>	<input type="checkbox"/> “Five Little Monkeys Jumping on the Bed”
<b>POETRY</b>	<input type="checkbox"/> “Georgie Porgie, pudding and pie,” <i>Richard Scarry’s Mother Goose</i> , p. 30 (Use poetry guidelines in Appendix.)
<b>TRADITIONAL GAMES</b>	<input type="checkbox"/> Select a traditional game from the list in the Appendix.
<b>ENRICHMENT</b>	<input type="checkbox"/> Visit a zoo. Pay particular attention to the monkeys. <input type="checkbox"/> Look at a map or globe. Learn more about Africa, George’s original home. What other animals are common to Africa? What is the landscape and climate of Africa?
<b>CLOSING PRAYER</b>	<input type="checkbox"/> <i>Prayers for Children</i> - “I Thank Thee, Lord”

WEEK 4 - DAY 2	
PRAYER	<input type="checkbox"/> <i>Prayers for Children</i> - "Morning Prayer," Recitation
DEVOTION	<input type="checkbox"/> <i>Big Thoughts for Little People: ABC's to Help You Grow</i> - Letter "C"
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ALPHABET LESSON/ WRITING	<input type="checkbox"/> Review the letter "C" <input type="checkbox"/> <i>Alphabet Book 1</i> – pp. 16-17 <input type="checkbox"/> Select a Letter Activity for Phonics Review from Appendix (optional) <input type="checkbox"/> <i>My Very Own Scissors Book</i> p. 31
SHOW AND TELL	<input type="checkbox"/> Focus on sound. Discuss the qualities you can learn from sound: distance, loudness, direction. <input type="checkbox"/> Discuss how emotive sounds can be. Play two or more pieces of classical music, for example, two or more pieces from the <i>Peter and the Wolf</i> soundtrack. Discuss the feelings associated.
NUMBER LESSON	<input type="checkbox"/> Review number 4 <input type="checkbox"/> <i>Counting With Numbers</i> - p. 11 <input type="checkbox"/> Play "Bank." Explain that 4 quarters = 1 dollar. Place a pile of quarters on the table and have students count stacks of 4. The students can then go to the "bank" and exchange four quarters for a dollar bill. Look at the dollar bill. How many corners are there? What number is in each corner? What shape is the dollar bill? (rectangle) What shape has four equal sides? (square)
ACTIVITY/CRAFT	<input type="checkbox"/> Continue working on your hats. When finished, model your hat and explain why you designed your hat as you did. <input type="checkbox"/> <i>Curious George</i> craft

<p style="text-align: center;"><b>LITERATURE</b></p>	<p><input type="checkbox"/> <i>Curious George</i> - Reread</p> <p><b>Picture Review and Comprehension Questions</b></p> <ol style="list-style-type: none"> <li>Describe George as he swings. (happy, content)</li> <li>How did the man with the yellow hat get George to come down from the tree? (He put his hat on the ground.)</li> <li>How did the man with the yellow hat catch George? (He put him in a bag when George had the hat on and couldn't see.)</li> <li>Why do you think the man with the yellow hat and George took a small boat to get to the big boat? What are the two kinds of boats? (row boat with paddles, ship/cruiser)</li> <li>Describe the man's cabin. (trunk, bunk beds, porthole, binoculars, camera)</li> <li>How did George's curiosity toward the seagulls get him into trouble? (The seagulls made him want to fly, and when he tried, he fell overboard.)</li> <li>Who rescued George? (sailors) What special device did they use to rescue him? (life preserver)</li> <li>Describe the various sailing jobs being done as George and his friend docked. (tying up to anchor ship, porter carrying luggage, captain greeting travelers)</li> <li>Why are there two small boats on the deck of the boat? (row boats to ferry passengers to shore)</li> <li>Why are the windows on the ship (also called portholes) round? (because they can withstand heavy seas better than square windows)</li> <li>What did George do when he arrived home? (ate a big meal, etc., fell asleep)</li> <li>What was the item the man used that George was curious about? (telephone)</li> <li>How did his phone call cause trouble? (He called the fire station.)</li> <li>How did the fire department find George? (looked for his signal on a map)</li> <li>Describe all the vehicles that came to "rescue" George. (motorcycle, ambulance, hook- and-ladder, engine, fire truck with hose)</li> <li>What happened to George when he was caught? (taken to jail)</li> <li>How did George escape jail? (tricked guard, ran out the door, walked across telephone wires)</li> <li>What was the next thing George was curious about? (balloons)</li> <li>How did the balloons get him into trouble? (He took the whole bunch, which pulled him up into the air.)</li> <li>Describe the city scenes below George in detail. Why is everything so small? (Everything is so small because the farther away from an object you go, the smaller it appears.)</li> <li>Who rescued George? How did George get down? (The man with the yellow hat rescued him. George slid down the post.)</li> <li>Where did George finally end up? (the zoo)</li> <li>Describe the zoo. Name the animals. (elephants, giraffes, penguins, flamingos, zebras, lions, ostriches, camels, turtles, bears, rhinos, etc.)</li> </ol> <p><b>After you read:</b></p> <ul style="list-style-type: none"> <li>What was the main topic of the book?</li> <li>Who was the main character?</li> <li>What did you learn?</li> <li>Do you remember any new words?</li> <li>Did you like this book? Why, or why not?</li> <li>Offer more books like this one, either by author, illustrator, or theme.</li> <li>Reread the book with your student, seeking new layers of understanding.</li> </ul>
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<p style="text-align: center;"><b>POETRY</b></p>	<p><input type="checkbox"/> "Georgie Porgie, pudding and pie," <i>Richard Scarry's Mother Goose</i>, p. 30 (Use poetry guidelines in Appendix.) Recite, if memorized.</p>
<p style="text-align: center;"><b>TRADITIONAL GAMES</b></p>	<p><input type="checkbox"/> Select a traditional game from the list in the Appendix.</p>
<p style="text-align: center;"><b>ENRICHMENT</b></p>	<p><input type="checkbox"/> Visit a zoo. Pay particular attention to the monkeys.</p> <p><input type="checkbox"/> Look at a map or globe. Locate Africa, Curious George's original home. What other animals are common to Africa? What is the landscape and climate of Africa?</p>
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