

| WEEK 1 - DAY 1 | |
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| PRAYER (10 MIN) | <input type="checkbox"/> <i>Prayers for Children</i> - "Morning Prayer" (Stanza 1) |
| DEVOTION (15 MIN) | <input type="checkbox"/> Pray for the school year together: <i>"Bow your head. Close your eyes. Dear Father in heaven, thank you for these children and the privilege to teach them. Bless their growing and learning for your sake and in Jesus' name. Our Father, who art in heaven ..."</i> (Pray the Lord's Prayer for or with the children.) |
| RECITATION (10-15 MIN) | <input type="checkbox"/> Count to 10. <input type="checkbox"/> Genesis 1:1 <input type="checkbox"/> Say (do not sing) the alphabet. Point to each letter as you go. |
| CALENDAR (15 MIN) | <input type="checkbox"/> Calendar <ul style="list-style-type: none"> • What day is it? month? year? • What day was it yesterday? tomorrow? • What is the date today? Say it with me. <input type="checkbox"/> Weather <ul style="list-style-type: none"> • What is the weather today? (sunny, cloudy, rainy, snowy, windy) • What season? What do we know about this season? (colors, weather) |
| ALPHABET/WRITING (20 MIN) | <input type="checkbox"/> Introduce Pencil Grip <input type="checkbox"/> Practice pencil grip and tracing, using Common Stroke Worksheet 1 in Appendix each day this week. Demonstrate top to bottom on board. Explain "vertical." Demonstrate left to right. Explain "horizontal." |
| SHOW AND TELL (20 MIN) | <input type="checkbox"/> Introduction and favorite animals <input type="checkbox"/> Record on video: Ask child his name, how many pets he has, how old he is, his birthday, what he wants to be when he grows up. Ask child about his favorite animals. Ask child about animals he does not like. <input type="checkbox"/> Save recording. Ask same questions at the end of the year. Compare. |
| NUMBER LESSON (20 MIN) | <input type="checkbox"/> Writing and pencil grip – <i>Going On Eagerly</i> , p. 2 <input type="checkbox"/> Explain that in writing and reading we move from left to right. Discuss the animals on the page. Explain that we will be studying animals this year. |
| ACTIVITY/CRAFT (15 MIN) | <input type="checkbox"/> Food Groups: Talk about categories of food (dairy, eggs, meat, protein, vegetables, fruits, grains). Cut out pictures of foods from magazines. Help child glue them to pages or posterboard by category or food group. |
| LITERATURE & LANGUAGE (30 MIN) | <input type="checkbox"/> Read-Aloud: <i>Green Eggs and Ham</i> <input type="checkbox"/> Before you read <ol style="list-style-type: none"> 1. Read the title. What do you think the book will be about? 2. Who is the author/illustrator? (Dr. Seuss) 3. Explain that Sam-I-am is the name of the character. (The other character's name is never given.) <input type="checkbox"/> After you read <ol style="list-style-type: none"> 1. Find the pages where the unnamed character looks gloomy, sad, and reluctant or afraid to try the eggs. Notice the look on his face (eyes, mouth, eyebrows). Notice how he makes a "pushing away" motion. 2. Find the pages where the unnamed character discovers he likes the food. Notice how the illustrator draws his eyes this time. |
| POETRY (15 MIN) | <input type="checkbox"/> Psalm 23:1-3 |
| ENRICHMENT OR THERAPIES | <input type="checkbox"/> Organizational Skills: Establish a place for teaching, reading, learning to write. Organize books for the year. *If desired, enter here your own enrichment activities (zoo, park day, swimming) or therapy homework. <input type="checkbox"/> Therapies: |
| CLOSING PRAYER | <input type="checkbox"/> <i>Prayers for Children</i> - "A Child's Prayer" |

| WEEK 1 - DAY 2 | |
|-------------------------|--|
| PRAYER | <input type="checkbox"/> <i>Prayers for Children</i> - "Morning Prayer" (Stanza 1) |
| RECITATION | <input type="checkbox"/> Count to 10. <input type="checkbox"/> Genesis 1:1 <input type="checkbox"/> Say (do not sing) the alphabet. Point to each letter as you go. |
| CALENDAR | <div> <input type="checkbox"/> Calendar <ul style="list-style-type: none"> • What day is it? month? year? • What day was it yesterday? tomorrow? • What is the date today? Say it with me. </div> <div> <input type="checkbox"/> Weather <ul style="list-style-type: none"> • What is the weather today? (sunny, cloudy, rainy, snowy, windy) • What season? What do we know about this season? (colors, weather) </div> |
| ALPHABET/WRITING | <input type="checkbox"/> Review Pencil Grip <input type="checkbox"/> Practice pencil grip and tracing, using Common Stroke Worksheet 1 in Appendix each day this week. Demonstrate top to bottom on board. Explain "vertical." Demonstrate left to right. Explain "horizontal." |
| NUMBER LESSON | <input type="checkbox"/> <i>Going On Eagerly</i> , p. 3 <input type="checkbox"/> Explain that in writing and reading we move from the top of the page to the bottom. <input type="checkbox"/> Introduce a calendar. Use one just for school. Show how the calendar works left to right and top to bottom. |
| ACTIVITY/CRAFT | <input type="checkbox"/> <i>Simply Classical Crafts, Book Two</i> , p. 6 – <i>Green Eggs and Ham</i> |
| LITERATURE & LANGUAGE | <input type="checkbox"/> Read-Aloud: Reread <i>Green Eggs and Ham</i> <input type="checkbox"/> Oral Language <ol style="list-style-type: none"> 1. What does "let me be" mean? 2. Describe the difference between "here" and "there." 3. Find the rhyming words on the pages. Where are they often located in the sentences? 4. Name the forms of transportation mentioned. (car, train, boat) 5. Find the words that indicate position. (in, on) Note that these are called <i>prepositions</i>. |
| MUSIC | <input type="checkbox"/> "ABC Song" (slow, separating letters L, M, N, O, P) <input type="checkbox"/> "Twinkle, Twinkle, Little Star" (Note the similarity in tune.) |
| TRADITIONAL GAMES | <input type="checkbox"/> Ball Passing & Categories: Bounce a ball back and forth, naming foods by category. Example: Fruits: bananas (bounce pass), apples (bounce pass), etc. |
| ENRICHMENT OR THERAPIES | <input type="checkbox"/> Organizational Skills: Introduce "A place for everything and everything in its place." Return school supplies at the end of each day. <input type="checkbox"/> Therapies: |
| CLOSING PRAYER | <input type="checkbox"/> <i>Prayers for Children</i> - "A Child's Prayer" |

| WEEK 1 - DAY 3 | |
|-------------------------|---|
| PRAYER | <input type="checkbox"/> <i>Prayers for Children</i> - “Morning Prayer” (Stanza 1) |
| DEVOTION | <input type="checkbox"/> Repeat prayer from Day 1 or your own preferred prayer. |
| CALENDAR | <div> <input type="checkbox"/> Calendar <ul style="list-style-type: none"> • What day is it? month? year? • What day was it yesterday? tomorrow? • What is the date today? Say it with me. </div> <div> <input type="checkbox"/> Weather <ul style="list-style-type: none"> • What is the weather today? (sunny, cloudy, rainy, snowy, windy) • What season? What do we know about this season? (colors, weather) </div> |
| ALPHABET/WRITING | <input type="checkbox"/> Review Pencil Grip <input type="checkbox"/> Complete Common Stroke Worksheet 2 in Appendix. |
| SHOW AND TELL | <input type="checkbox"/> Have child draw himself outlined by sidewalk chalk or drawn on paper. <input type="checkbox"/> Have child describe himself, his features, eye color, hair color. Videorecord. Then repeat at the end of the year to note improvement in oral language. |
| NUMBER LESSON | <input type="checkbox"/> <i>Going On Eagerly</i> , p. 4 – circles only (top half of page) <input type="checkbox"/> Circle the date on the calendar. |
| LITERATURE & LANGUAGE | <input type="checkbox"/> <i>Best Mother Goose Ever</i> , p. 52 – “Jack Sprat could eat no fat” |
| POETRY | <input type="checkbox"/> Psalm 23:1-3a |
| ENRICHMENT OR THERAPIES | <input type="checkbox"/> Therapies: |
| CLOSING PRAYER | <input type="checkbox"/> <i>Prayers for Children</i> - “A Child’s Prayer” |

| WEEK 1 - DAY 4 | |
|-------------------------|---|
| PRAYER | <input type="checkbox"/> <i>Prayers for Children</i> - "Morning Prayer" (Stanza 1) |
| RECITATION | <input type="checkbox"/> Count to 10. <input type="checkbox"/> Genesis 1:1 <input type="checkbox"/> Say (do not sing) the alphabet. Point to each letter as you go. |
| CALENDAR | <div> <input type="checkbox"/> Calendar <ul style="list-style-type: none"> • What day is it? month? year? • What day was it yesterday? tomorrow? • What is the date today? Say it with me. </div> <div> <input type="checkbox"/> Weather <ul style="list-style-type: none"> • What is the weather today? (sunny, cloudy, rainy, snowy, windy) • What season? What do we know about this season? (colors, weather) </div> |
| ALPHABET/WRITING | <input type="checkbox"/> Review Pencil Grip <input type="checkbox"/> Complete Common Strokes Worksheet 2 in Appendix. |
| NUMBER LESSON | <input type="checkbox"/> <i>Going On Eagerly</i> , p. 4 – squares only (bottom half of page) <input type="checkbox"/> Circle the date on the calendar. <input type="checkbox"/> <i>Numbers Book Part One</i> , p. 3 <input type="checkbox"/> Explain the concept of zero. Begin with two objects (apples, pencils). Take them away. Now how many do I have? None! We call this "zero." Zero is a number. Explain that each number has a name. |
| ACTIVITY/CRAFT | <input type="checkbox"/> Cut out a large zero (found in <i>Numbers Book Part One</i> , p. 3 – enlarge) |
| LITERATURE & LANGUAGE | <input type="checkbox"/> <i>Best Mother Goose Ever</i> , p. 52 – "Jack Sprat could eat no fat" |
| MUSIC | <input type="checkbox"/> "ABC Song" (slow, separating letters L, M, N, O, P) <input type="checkbox"/> "Twinkle, Twinkle, Little Star" (Note the similarity in tune.) |
| TRADITIONAL GAMES | <input type="checkbox"/> Jumping Rope & Categories: Name foods while jumping OR pass a ball and name foods (bouncing, rolling, or tossing in a circle). |
| ENRICHMENT OR THERAPIES | <input type="checkbox"/> Organizational Skills <ul style="list-style-type: none"> <input type="checkbox"/> Discuss needed chores for school: reshelving books, straightening table or desk, sharpening pencils. <input type="checkbox"/> Create a weekly chore schedule for the year. <input type="checkbox"/> Therapies: |
| CLOSING PRAYER | <input type="checkbox"/> <i>Prayers for Children</i> - "A Child's Prayer" |