

Week 1

MONDAY

Math:

Arithmetic 2 – Lesson 1.

Poetry:

Read “The Owl and the Pussycat” by Edward Lear aloud to your child. Review the poem, “Rain” by Robert Louis Stevenson, if your child learned it in Kindergarten. Throughout this school year there will be review of all poems learned in the MODG program up to the present time. If your child hasn’t learned these before, don’t try to learn them at the pace suggested here for review, but do read the poems over to your child as they come up in the syllabus. He will pick many of them up by the end of the year just from hearing them.

It is important for intellectual development to exercise the imagination, which we do when we memorize, as well as when we observe carefully, and when we narrate and summarize. In little children the skills of memorizing, observing and sequencing (that is, retelling in the correct order, a skill which is involved in every narration) are the tools by which they order, strengthen, and make docile the imagination. It is particularly important in this earliest stage of formation that these activities be included in the curriculum.

Further, once something is memorized it should be exercised by being recalled. With prayers this is easy, as one says the prayers one knows daily, or on a regular basis, but with poetry, sometimes, one learns the poem and then, due to lack of use, forgets it. The activity of memorizing it in the first place is still a good thing to do, but it is better to exercise the intellectual habit gained by memorizing it originally, by reviewing it on a regular basis. Then the poem becomes a part of the permanent memory, able to be recalled many years later, easily.

For this reason, you will find in this syllabus regular review built into the poetry class.

Phonics:

We will be using the book *Sound Beginnings* by Julia Fogassy. This is a beginning language program that works along the same lines as *The Writing Road to Reading*. It is easy to use, and the lesson plans are set out in a clear day-to-day schedule. Today begin by turning to Page 13 of *Sound Beginnings*. There you will find the lesson plan for Day 1.

MONDAY – Continued:

Handwriting: We will be using *Introducing Printing and Handwriting* by Marie Picard for penmanship practice this year. First read the brief introduction. Note that one of the teaching techniques of this text is to draw the student's attention to differences between like letters. This will not only help with handwriting, but with general observational skills. Now, help your child write his name on the cover of the book. Today have your student pick two decorative strokes from p. iii to practice. He can write below the strokes on the paper in the text, or you can have him practice on another sheet of paper. If you do that, I suggest that you draw strokes on the paper first so that he can copy directly underneath. Note that 10 minutes is more than enough time for this. Less time might be better. Emphasize quality over quantity.

Religion: *St. Joseph's Baltimore Catechism No. 1* – Read and discuss Chapter 1.

Music: Introduce the recorder to your child. Show him how to hold it, how to blow on it, play it yourself to show him **how** it sounds. If you have it available, let him listen to some recorder music, for example Vivaldi's recorder concertos.

Listen to track 27, "O Filii", of the CD accompanying Alan Jemison's *36 Traditional Roman Catholic Hymns*. The object here is to become familiar with and actually learn to sing some of the kinds liturgical songs that the Second Vatican Council, in *The Constitution on the Sacred Liturgy*, said were "... a treasure of inestimable value, greater even than that of any other art." (Paragraph 112) Mr. Jemison even includes some Gregorian Chant, about which the same Council said, "The Church recognizes Gregorian chant as being specially suited to the Roman Liturgy, Therefore, other things being equal, it should be given pride of place in liturgical services." (Paragraph 116) These hymns are suited to different parts of the liturgical year, so those in the curriculum for this year are listed in the appropriate section of the Book and Music list for the Liturgical Year. We will learn them in the sequence presented in the text, but the Book and Music List will list them at the appropriate season of the year for you to incorporate into your liturgical observance.

TUESDAY

Math: *Arithmetic 2* – Lessons 2 and 3.

Poetry: Read "The Owl and the Pussycat" aloud again. Now have your child try to repeat the first 2 lines. Help him if he needs it. Ask him to repeat it a few times. You can bring it up at other times during the day, too. Also review "Rain" by Robert Louis Stevenson.

Phonics: See page 13, *Sound Beginnings, Day 2*.

Handwriting: Have your student pick two more decorative strokes from p. iii to practice.

TUESDAY – Continued:

- Religion:** *St. Joseph's Baltimore Catechism No.1* – Do the True and False questions and Fill in the Blanks. You can do this orally if you like, or in writing.
- Art:** Begin to teach your child to crochet. You can find easy beginner crochet books at any craft store or book store.
- Music:** Listen to track 27, "O Filii", of the CD accompanying Alan Jemison's 36 *Traditional Roman Catholic Hymns*.

WEDNESDAY

- Math:** *Arithmetic 2* – Lessons 4 and 5.
- Poetry:** Have your child recite the first 2 lines of "The Owl and the Pussycat" from memory. If he can't at first, help him. Have him repeat it until it becomes easy. Now work with him on the next 2 lines. First you say them, then ask him to repeat them. After they are familiar to him, ask him to repeat the first 2 lines and to add on the 2 new lines. Also review "Rain" by Robert Louis Stevenson.
- Phonics:** See page 13 of *Sound Beginnings, Day 3*
- Handwriting:** Have your student pick two more decorative strokes from p. iii to practice.
- Religion:** *St. Joseph's Baltimore Catechism No.1* – Do the Discussion Questions.
- Science:** *Usborne Science with Plants* – p. 1-3. Begin to keep a Nature Diary. In it your child can draw his observations and keep records of his experiments. Any notebook will suffice; it would be nice if it had some blank space for pictures.
- Music:** Listen to track 27, "O Filii", of the CD accompanying Alan Jemison's 36 *Traditional Roman Catholic Hymns*.

THURSDAY

- Math:** *Arithmetic 2* – Lesson 6 and first ½ of Lesson 7.
- Poetry:** Have your child recite the first 4 lines of "The Owl and the Pussycat". Also review "Rain".
- Phonics:** See page 13 of *Sound Beginnings, Day 4*.
- Handwriting:** Turn to p. ii. Have your student decorate the outside of this page using two of the decorative strokes he practiced this week. Then cut the page out and put it where it is available for easy reference.

THURSDAY – Continued:

Religion: *St. Joseph's Baltimore Catechism No.1* – Start memorizing this week's questions and answers. All year, when introducing new questions and answers, follow the same procedure. First read the question and the answer while the student listens, then read the question again, and have your student try to answer it. If he can, great. Do it one more time and go on to the next question. If he can't answer it, fine, just prompt him through it. Do it one more time, prompting him through it if necessary, and then go on to the next question. Resist the temptation to go over and over the new questions. Chances are good you will actually be setting up impediments to memorization by doing that.

History & Geog: Begin using states and capitals flashcards. Hold them up one at a time to see if your child knows any of them. Set aside any that he knows. Choose two or three for him to learn today. Have him repeat these a few times. Add them to the pile that he knows. Every Thursday, or more frequently if possible, review the pile that he knows and add another card or two.

Talk to your student about maps. Show him a map in an atlas or a road map. Then draw him a "bird's eye" map of your bedroom, explaining that this is generally how the map in the atlas is produced. Have him note the differences between looking at the room from up above and the ordinary perspective. Draw this map in the blank book you have for his history and geography work for this year.

Music: Listen to track 27, "O Filii", of the CD accompanying Alan Jemison's *36 Traditional Roman Catholic Hymns*.

FRIDAY

Math: *Arithmetic 2* – Second ½ of Lesson 7 and all of Lesson 8.

Reading: Read for ½ hour. Note: Child should read every day for at least half an hour. As often as possible he should also be read to by an adult or older child for the same amount of time in the evenings.