



Candice
A. Marschke

Publishing Curriculum for k-12

Cover Design & Book Formatting
By Candice A. Marschke

The Problem – Curriculum outdated hard to source and expensive.



Declining Market

Curriculum Resources are outdated and difficult to find.



Financial

Keeping up with new editions and classroom needs costly.



Trust

A commitment to curriculum resources offering students a rigorous education.



Cost

Company would maintain updates and manage costs for printing and distribution.



Margins

After the initial investment the organization would increase their revenue by 30% annually.



Prioritize

Phase 1

Sell to existing (25) member schools all over the world.



Authorize

Phase 2

Open up distribution to public via AWS, Print on Demand services.



Monetize

30 % Revenue increase annually after first year of publication.



Solution

Develop, Print and Distribute proprietary curriculum.

Phase 1 sell to existing schools, Phase 2 sell to public.



Unique

Proprietary Curriculum developed by organization experts.



First to Market

Competitors are limited for the subjects / philosophy of education.



Tested

Scientifically proven techniques to develop mastery of subject(s).



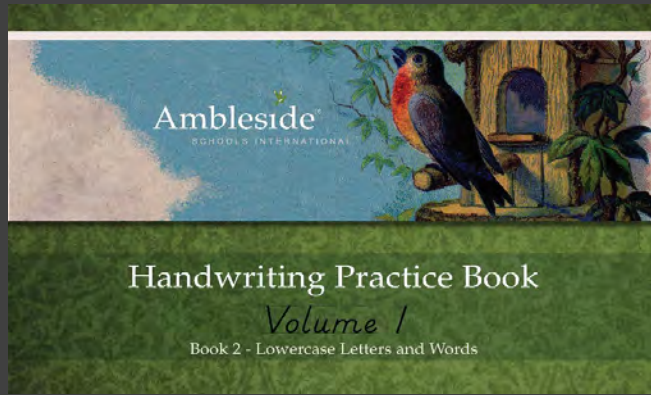
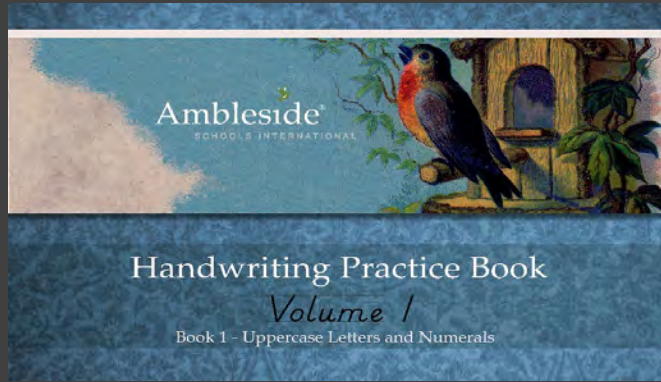
Authentic

Curriculum to engage students to achieve real world application.

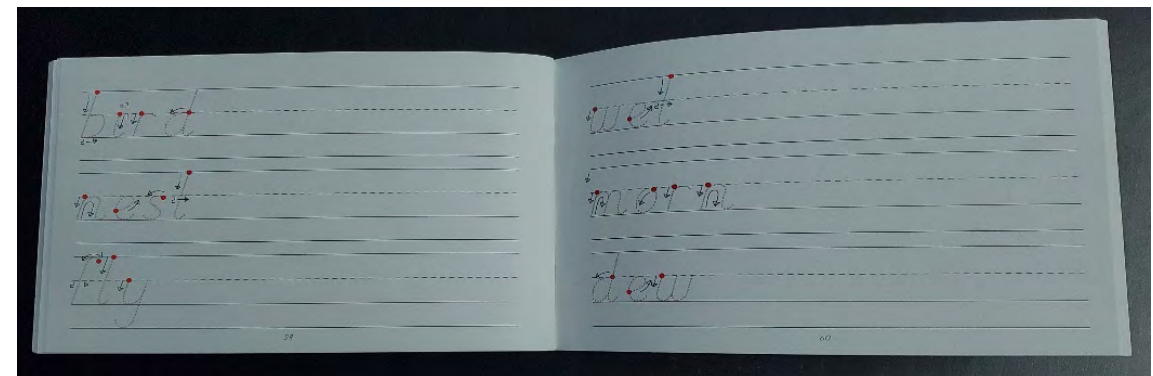
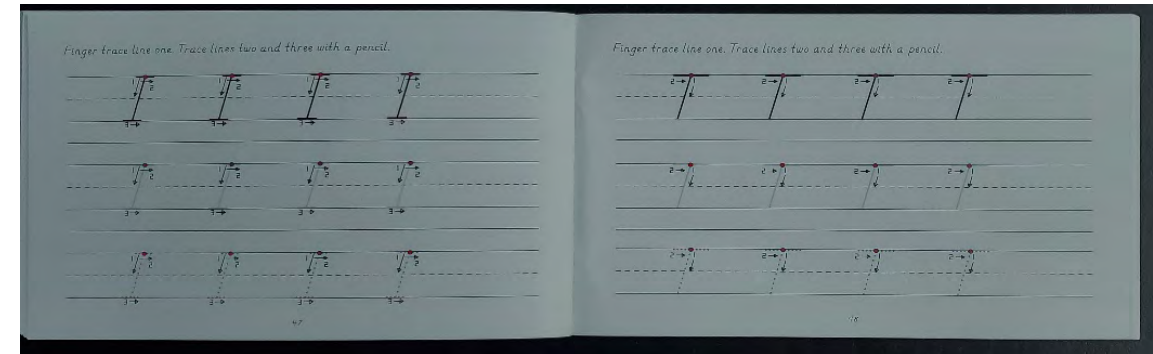
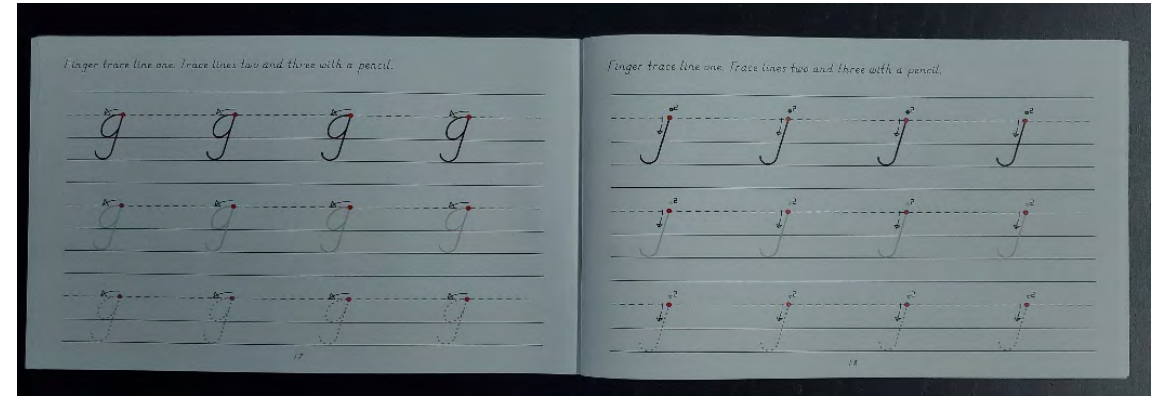


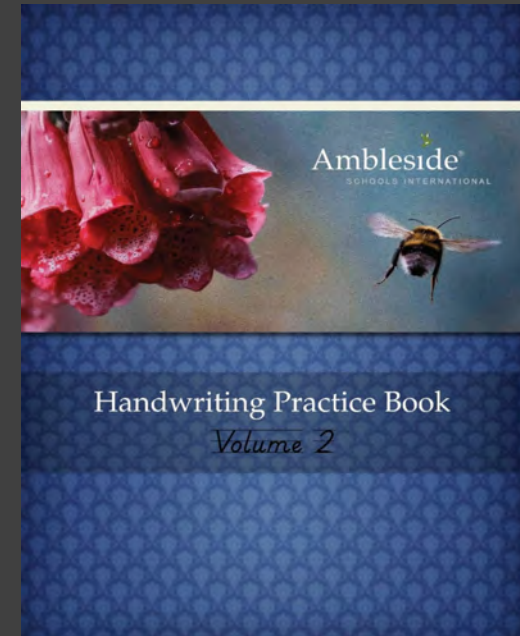
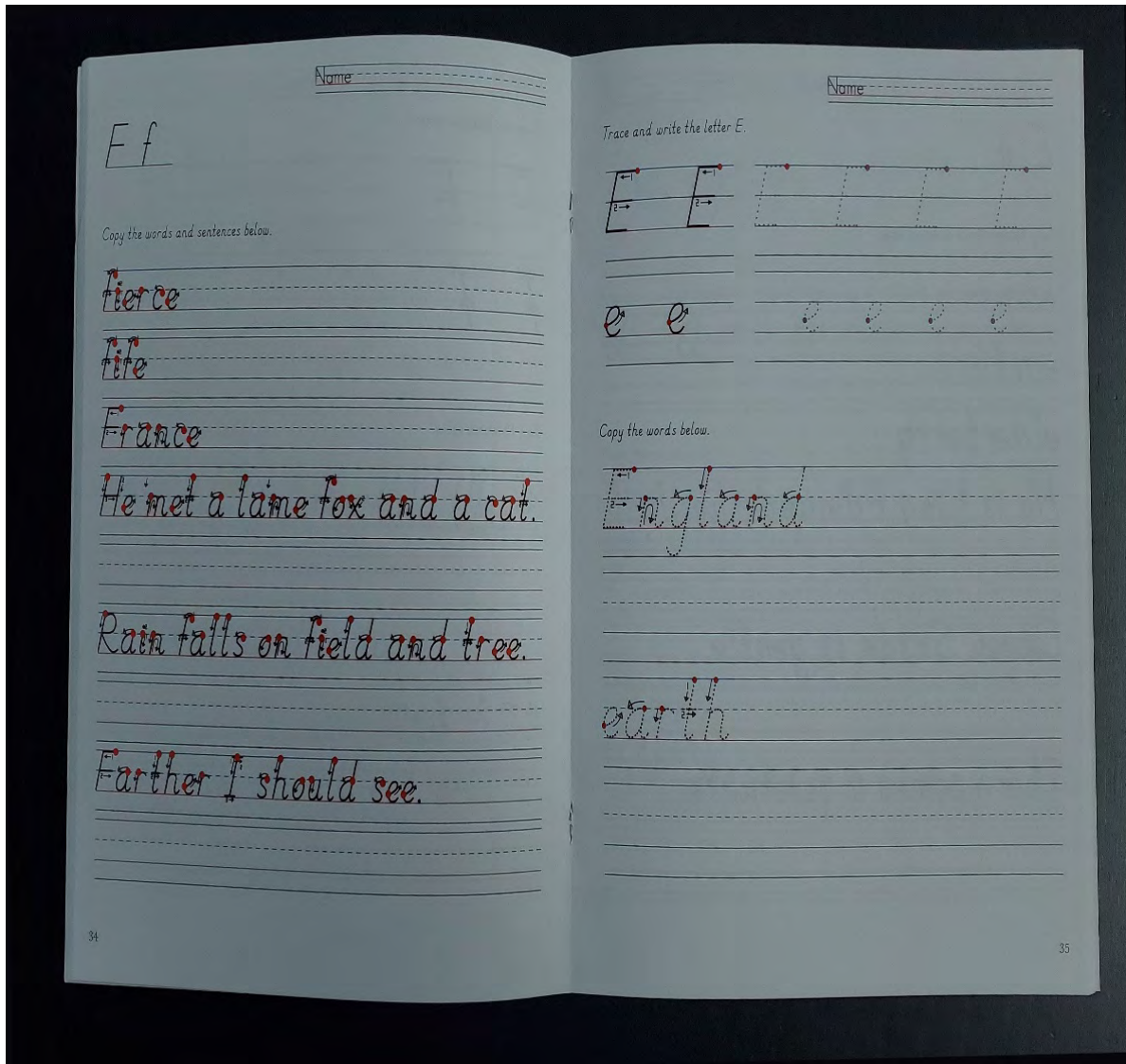
Product

Design, Create, Market and Distribute curriculum and training resources.

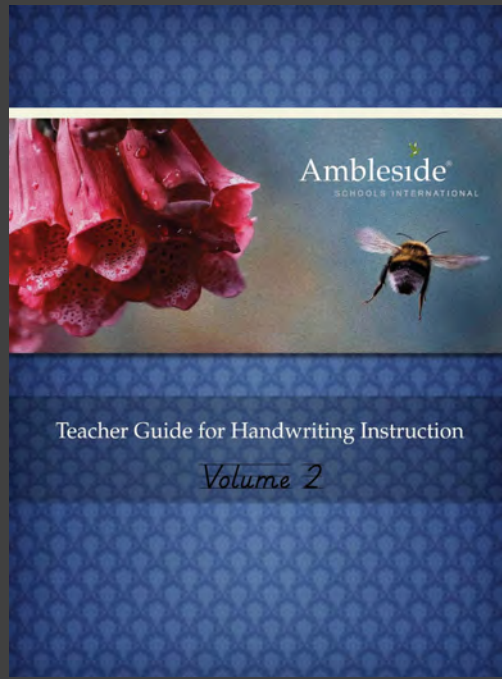


Curriculum Handwriting Student Workbooks Volume 1 & 2





Curriculum Handwriting Student Workbook



Curriculum Handwriting Teachers Manual (105 pages)

Candice
A. Marschke

5 Supporting Student Growth in Handwriting

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Teacher's Words and Behavior in Supporting Students' Work

Charlotte Mason viewed children with a mindset toward growth; she believed that each child is a person with potential and possibility for growth, maturation in skills, knowledge, and character. In the beginning days of school, teachers become aware of students' natural abilities and areas of needed growth. This holds true for handwriting as well.

We act as teachers when we see the children as they are, and leave them to *their nature*, with whatever skills or knowledge they brought into the classroom; weak students remain weak, and strong students remain strong. Students seen with this fixed mindset, with regard to their skills and knowledge, are characterized by their particular labels: messy, sloppy, neat, etc. These labels serve as limitations that take on an identity that is not consistent with growth. Without the intervention of a teacher's knowledge and support essential for continued growth (as described in the example lessons), students will approach handwriting as their nature, unformed and unsupported.

Most parents and teachers want to give support to children, but their efforts are often ineffective, over the long term, in producing in their students habits of thinking and behaving that are oriented toward growth, because as instructors they are weak, not rather than proactive. Proactive support is the most beneficial in showing up students in areas of weakness. Some students will cease mistakes until the page is torn and smudged, or scribble over their work in exasperation. Their relational circuits are turned off toward the learning, their frontal lobes darkened. This can easily be prevented by providing strength proactively by moving toward them and engaging them in active participation. After the students have been instructed in the *how* of handwriting, the teacher lends proactive support in the ways detailed in the following paragraphs.

Perfect Execution

After one or two lessons, you will be acquainted with the students, how they work, and where they are in need of support. If this is not natural for you, it is still important. Make a list of students' weaknesses and keep this in a confidential place. Always move toward students who are weak in skills. Ask them many questions, as questions show up weaknesses. Move to be physically close to the student, lending strength with your presence. When giving directions or admonitions, ask the student who is weak in slant to specifically remind the class what they need to remember about slant. If another student hurries and does not listen to the imperative, put

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Book Position and Tilt for Left-Handed and Right-Handed Persons

Book Position and Tilt for a Left-Handed Person

Begin with the book directly in front of the child at the edge of the desk. Move the book away from the edge of the desk and rotate clockwise (tilt to the right). The bottom corner of the book should be to the right of the child's midline (middle of the body) at a tilt of 30-45 degrees, allowing the forearms to rest naturally on the desk. The left edge of the page is parallel with the left forearm. To maintain this position throughout the handwriting, the right hand is positioned on the page and moves the book upward as the student writes.

Book Position and Tilt for a Right-Handed Person

Begin with the book directly in front of the child at the edge of the desk. Move the book away from the edge of the desk and rotate counterclockwise (tilt to the left). The bottom corner of the book should be slightly left of the child's midline (middle of the body) at a tilt of 30-45 degrees, allowing the forearms to rest naturally on the desk. The right edge of the page is parallel with the right forearm. To maintain this position throughout the handwriting, the left hand is positioned on the page and moves the book upward as the student writes.

These three parts, Pencil Grip, Sitting Position, and Book Position, comprise what is referred to as Handwriting Position. In the first weeks of instruction, inform students about the three important parts of Handwriting Position, and emphasize that each part will be practiced. Say, "Pencil Grip," and the students show the correct grip, and then, "Sitting Position," and they move into the correct position. Then, "Book Position." It is important for the teacher to make her way quickly around the room, checking every student's response to each exercise. When the individual exercises are executed perfectly, say, "Now, let's put these three parts together. We call this Handwriting Position." By the third week of school, when called to Handwriting

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Weeks 28-29 – Lesson 84-85

Reflect on the story of Squanto. When you go for a walk outside, follow Squanto's example and feel the grass underfoot, smell the leaves, and feel the cool wind against your face.

Ex. Ask the students, "What do these actions tell us about Squanto?"
"How did he behave in nature?"

Week 29 – Lessons 86

Sluggard is a lazy person.

Ex. An ant can lift twenty times its own body weight. If a first grader was as strong as an ant, he would be able to pick up a car!

Weeks 29-30 – Lessons 87-89

Balmy is pleasantly warm.

Ex. Ask the students, "Explain what John Muir tells us about spring winds and skies."
"What group of words attract your attention?"

"What are ways we can forget about ourselves and think of others first? What happens when we think only of ourselves?"

Practice the good manner of thinking of others.

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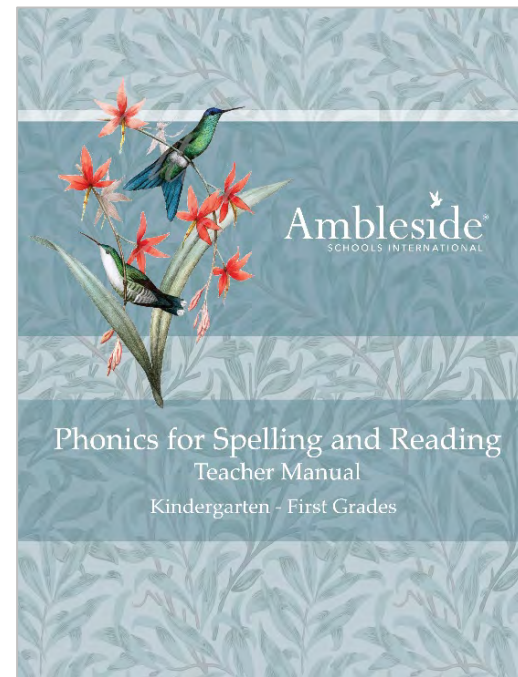
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81

Curriculum Phonics, Spelling & Reading Kindergarten – Grade One Teachers Manual (167 pages)

Candice
A. Marschke



Instructional Notes for the Teacher

The Marking System for Phonics and Spelling

An instructive key to many of the multi-sensory activities, signs, word cards, and worksheets through the use of a standard marking system during Phonics and Spelling instruction. The teacher models and prompts students' focus on the written page. Use words using multiple modalities forms: actual networks in the brain, utilizing meaning, auditory, visually and tactile skills.

Place and present students in the following, moving from left to right across the word after marking, non-syllable words:

1. A vertical slash through multi-syllable phonograms. Example: *at*, *ed*, *ing*.
2. Write a small 2 above the vowel and/or underline A, E, O, or U (underline only) if it is the first vowel in a multi-syllable word. Example: *at*, *ed*, *ing*.
3. Put a dot above any single-letter or multi-letter vowel phonogram that is a vowel sound.
4. Put a dot above the first letter of a word, syllable, or a word, and a small number (1-5) indicating which of the first five vowels applies. For words following Rule 1, put a small 2 above the vowel and/or underline the vowel. For words following Rule 2, put a small 2 above the vowel and/or underline the vowel. For words following Rule 3, put a small 2 above the vowel and/or underline the vowel.
5. Put a small number above the phonogram for any phonogram not making their first sound, indicating which of the vowels is missing. When a letter is not specifically making its first sound, put a small 2 above it such as when A and E are making separate sounds as in *rain* or *rain* from the multi-letter phonogram *ai* as in *rain*.
6. Put a small 2 above any silent letter unless they are part of a multi-letter phonogram. Also, put two small lines under any letters making sounds that are not regular basic or Advanced phonogram sounds or under any multi-letter phonograms that are not listed as Basic or Advanced Phonograms in the text.
7. Indicate every Spelling Rule that apply to the word (following the words in the following way: *eg. 1, 2*).

During dictation of a multi-syllable word students should leave a space (the width of a single lowercase letter such as a or o) between syllables or use a vertical dash line between syllables if marking words already on a printed page. Next instruct students to follow steps 1-7 above for each syllable moving from left to right across the word, listing all the rules that apply to the word when reading left to right at the end of the word following this example: *at*, *ed*, *ing*. It is important to find every possible rule that applies, as long as the student identifies a significant rule that informs the spelling of the particular word (there is a rule that applies). On the other hand, the student's next effort is the challenge of finding every possible rule which is something to do at least on occasion if not too time consuming.

1. Look for opportunities to use the marking system during review of tracing and Phonics pages in text.
2. Use marking for *eg. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.*

Fun in the Sun – Week Four

Week Four: Continued Practice of Phonograms and Spelling Rules					
Oral Review	Temporarily (one to 10 minutes) phonogram from last week. Add V. Add body. CK, QU, TH, CVCs in 3 other (new) phonograms.				
Written Review	No new phonograms this week. Practice 10 daily from list above two or three times during the week, cycling through all listed and looking for mastery.				
Review	Spelling Rules and Words (5-10 min. daily) Rule 4 A/E/O: usually say their names (second sound) at the end of a syllable. Rule 6: When a one-syllable word ends in a single V, it says long V. New Words: by No new Spelling Rules this week. Chart 1: 10-20 words. Rule 4 Words during practice. Rule 6 Words: by, my Words using their less common third vowel sound: put, do, to				
Reading	Read: We All Can Read and Fun in the Sun (15-20 min. daily) Rule 26: CK is used only after a single vowel which says its short (first) sound. WACE: pick, kick Rule 30: We often double F, L, and S after a single, short or broad vowel at the end of a base word. Occasionally, other letters also are doubled. New Words: hill, Ann, well, kin WACE: Continue until Mastery (29, 30) then move to (32, 33).				
Warm-Up					
Stories	Practicing Words and Reading Stories				
Run, Dots, Rain	The Ox	A Nap	The Fox	Hum and Hop	A Hug and a Kiss
Pages: 51-55	36	37	38-39	40-41	42-44
Words	Dot, run, an, dot, hill	Ned	Max	Tom, Bob	bug, had, but, cut, fit, Ann, well, kin
Words and CVC	top hat, hill	Lon o if	his	Ted, Ber	
Integration of files:	Types of Sentences Review Declarative, Interrogative, Exclamatory and Imperative. Common Nouns, Proper Nouns, Pronouns (the, him), Prepositional Nouns (Ann's), and Pronouns (his). Punctuation: Periods, Commas, Question Marks, and Exclamation Marks Adding s to verbs for subject/verb agreement (sits, runs) or s to nouns to make plurals (hats).				

Sounds of the Sea – Week Two

Week Two: Sounds of the Sea				
Phonogram Review	AI, AY, OA, OE, UI, BW, EE, EI, EA, BE, DL, OW, AU, AW, AUGH, BIGH, DI GH, UK, GU, BU, JS. Rotate any of these that are mastered and add some single vowel or consonant and multi-letter consonant phonograms for review.			
Oral and/or Written	3-5 min. daily			
Spelling, Rule Review	5 min. daily			
Introduce New Phonograms / Spelling Rules	No new spelling rules or phonograms introduced this week allowing more time for the Phonogram and Rule reviews.			
Spelling Practice	EY, OY, and OE one-syllable words from Chart 1 and Chart 1a: 15-20 words daily.			
Read: We All Can Read	5 min. daily			
WACE	Practice pages 86-87 to mastery, then 93-94. Note UQP does not consider UP a phonogram but either U with a Silent Final E, Rule 12, or U with a Silent Final E, Rule 12.			
Practicing Words and Reading Stories	20 min. daily			
Words to Practice and Stories to Read	Read pages 45-50, 3-5 stories each day; each story read 3x.			
Recently Learned Phonograms	Recently Learned Phonograms	Recently Learned Phonograms	Recently Learned Phonograms	Recently Learned Phonograms
AI: chat, nail, plain, trail, said	AI: mail	AU: cause	AW: law, class	AW: draw
AE: cause	AUGH: laugh	AUGH: laugh	AY: say, says, play	AY: say, says, play
AUGH: laugh	AW: sawe	AW: sawe	AY: day, play	AY: day, play
AY: day, play	BU: build	BU: build	EA: weak, leaves, breathe, years, tears, eat, meat, mean	EA: weak, leaves, breathe, years, tears, eat, meat, mean
EA: weak, each, least, teach	EE: needs, tree, says	EE: needs, tree, says	EI: green, streets, sweet, peer	EI: green, streets, sweet, peer
EE: needs, tree, says	EE: needs, tree, says	EE: needs, tree, says	EW: grow, knew	EW: grow, knew
EW: grow, knew	EW: grow, knew	EW: grow, knew	EW: grow, knew	EW: grow, knew

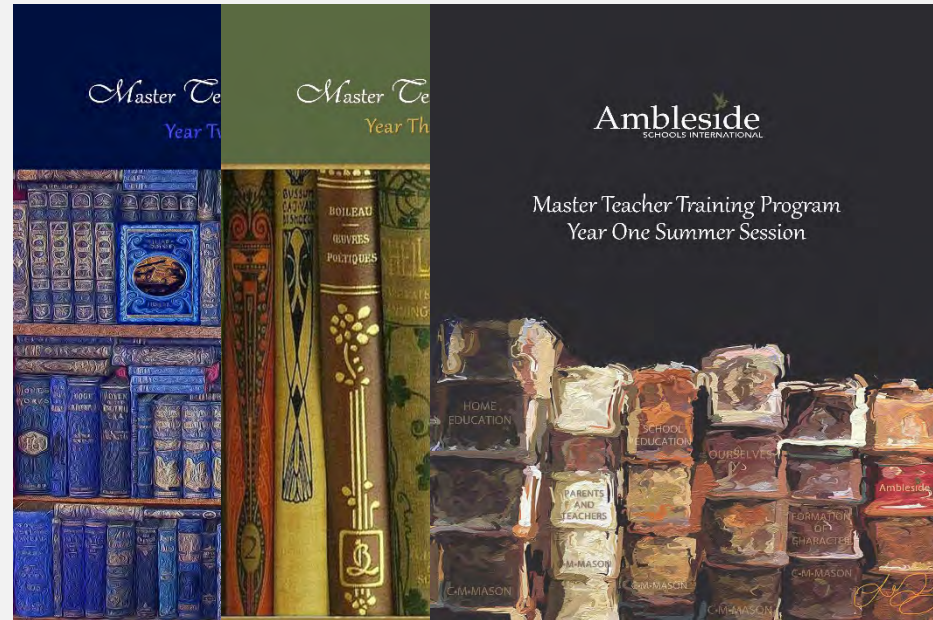
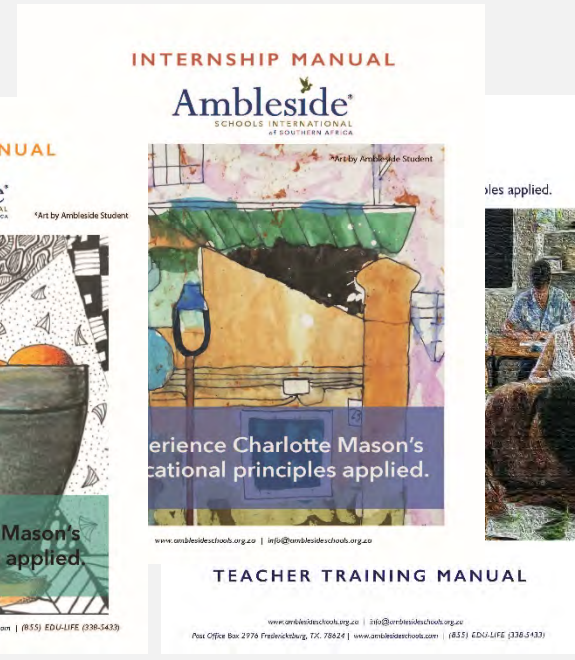
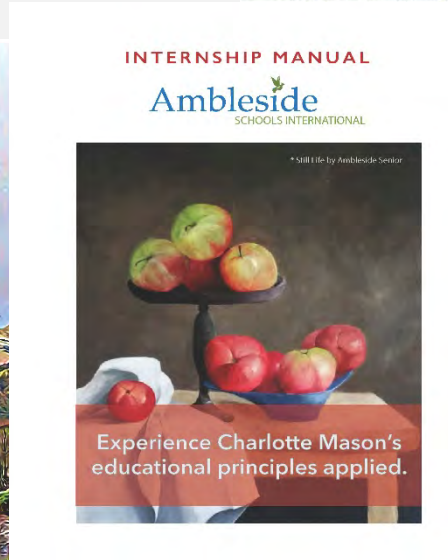
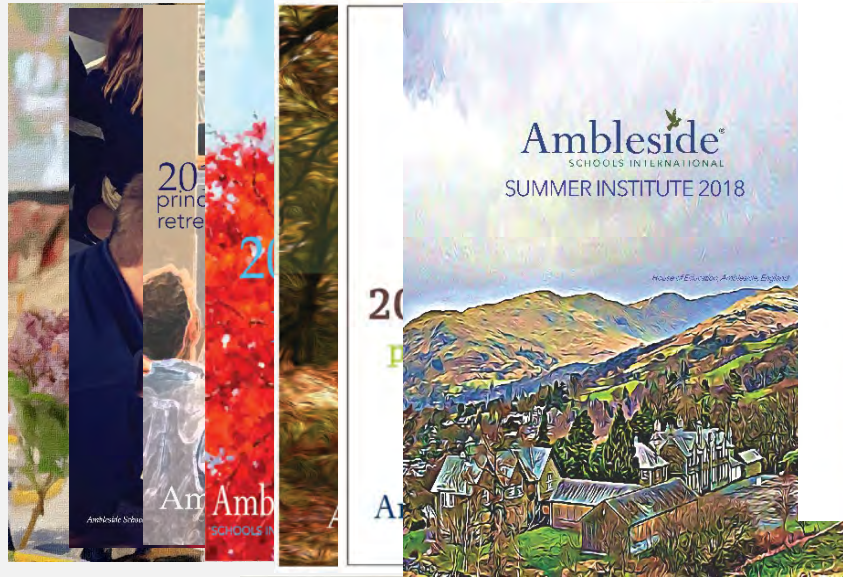


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Other Publications & Digital Marketing

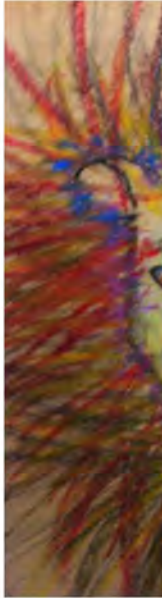
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Training Manuals



Grade Level Manuals

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✿ AMI
✿ AMBI
✿ AME
✿ AMBI
✿ AMBL
✿ AMBLESIDE®
 Schools International



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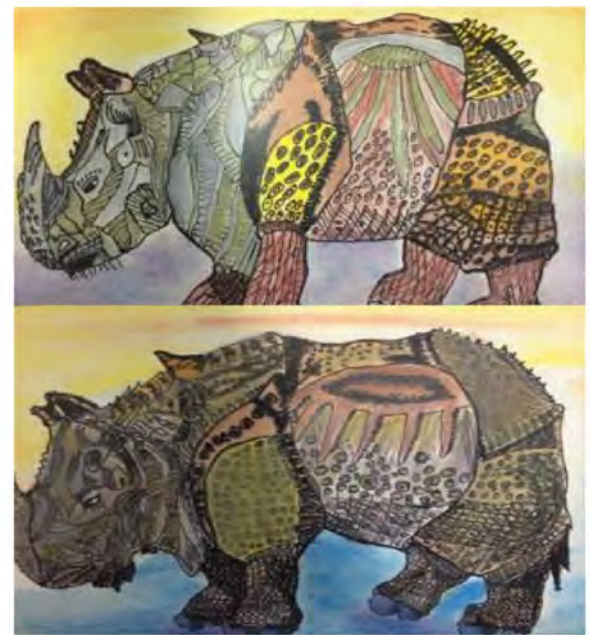
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Brochures & Social Media

The collage features several items:

- 3 DAY CHARLOTTE MASON TRAINING** brochure with a decorative border.
- EXPERIENCE EDUCATION** brochure with a green and orange design.
- Podcasts:** "Ambleside Flourish" (Podbean.com) and "Scripture in Community Method Part 2" (Podbean.com).
- Social Media Posts:** Facebook posts from Ambleside Schools International (A Charlotte Mason Education) with engagement metrics like "628 People Reached" and "3,117 People Reached".
- Newsletters:** "Flourish at Ambleside" newsletters, including "Flourish Vol 5 | Ambleside Schools International".
- Articles:** "All education is self education" and "Ambleside Flourish" articles.
- Podcasts:** "Child Gymnasium or That children should be..." and "Ambleside Flourish" (Podbean.com).

Flyers



Books, Podcast and more.



Ambleside Flourish Podcast
<https://www.amblesideflourish.com/feed.xml>

Instructing in the Beauty Sense
 June 29, 2020
 3:03 / 3:03

Last time, we spoke of the Beauty Sense, a formative force rarely considered in its potent ability to shape the character of children. The Beautiful, together with the Good and the True are servants to one another, each drawing to the others, as it draws us to itself. Charlotte Mason speaks of imagination with the trained eye and ear, as central to the perception of beauty. read more

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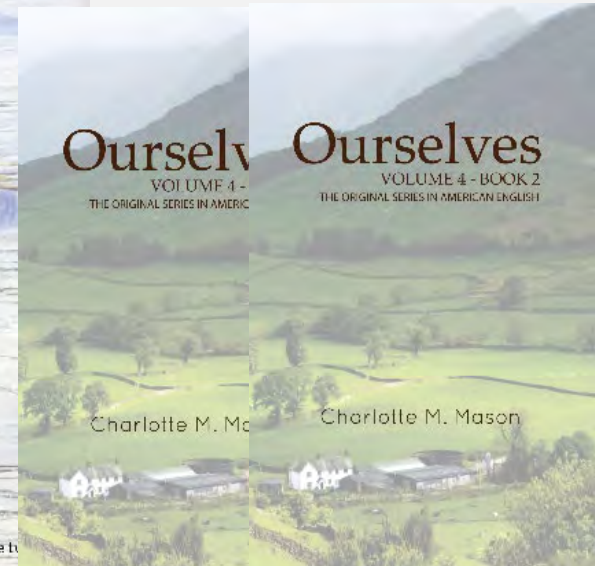
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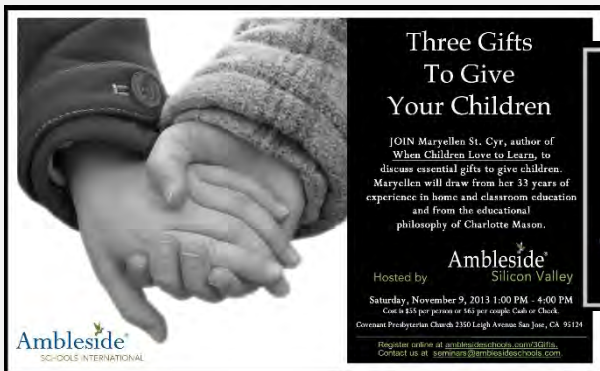
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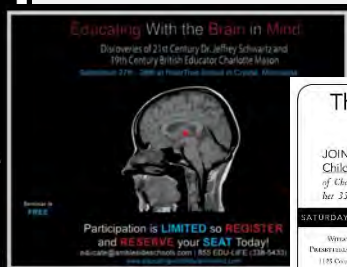
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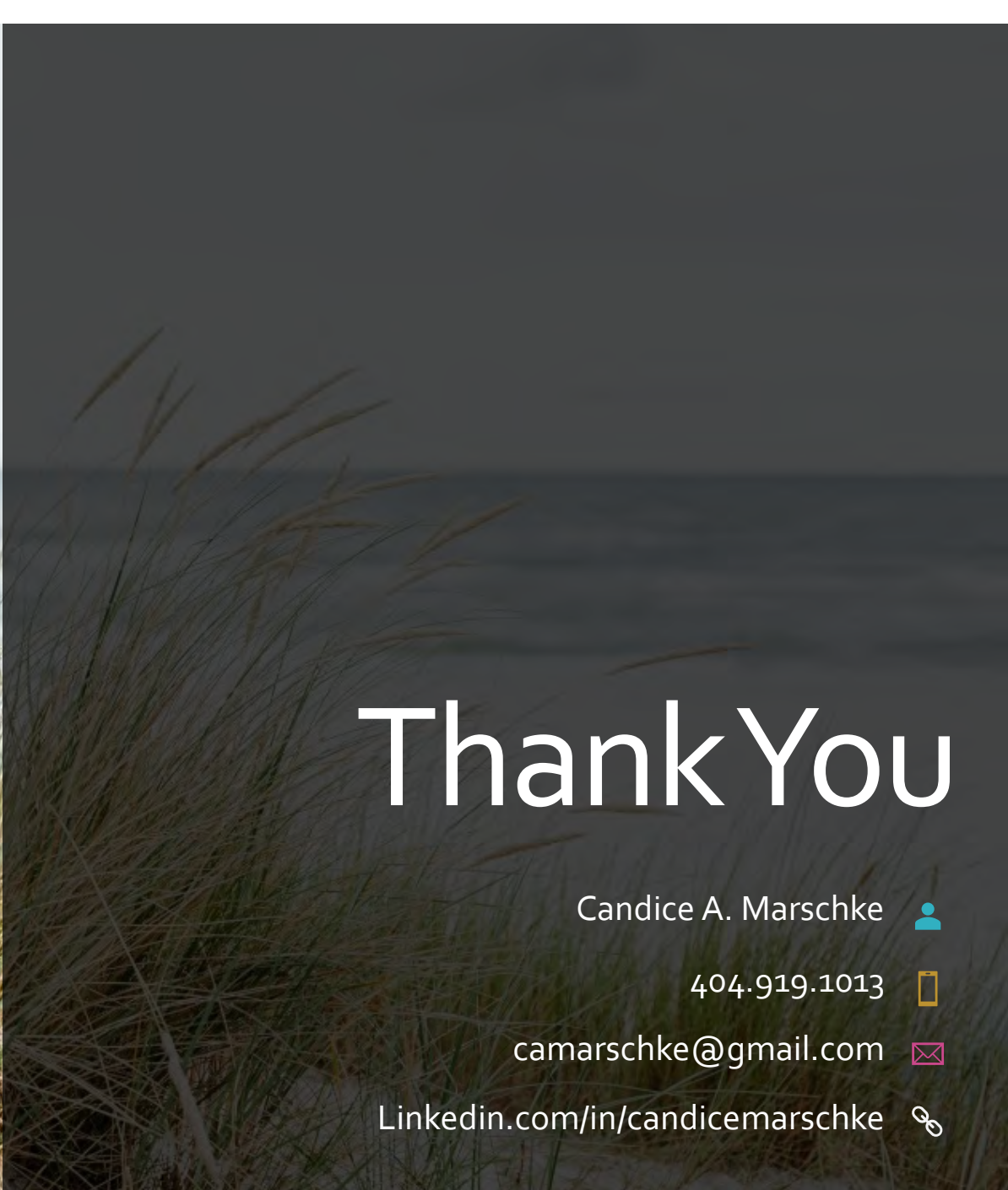
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