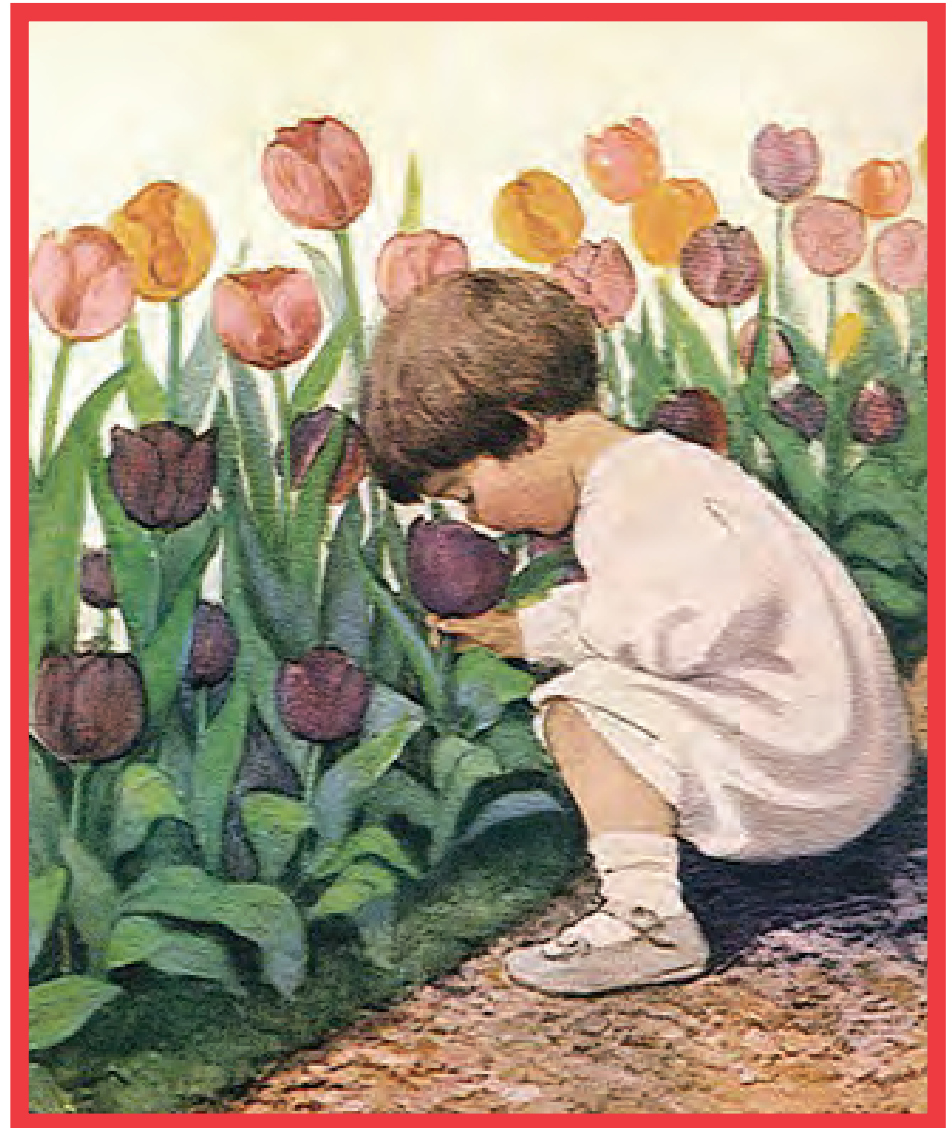


# KINDERGARTEN

## Curriculum Overview

## Sample Lessons

Oak Meadow  
Curriculum & School



Thank you for your interest in Oak Meadow. Since 1975, we have been supporting homeschooling families and students, both through our creative curriculum and our internationally-accredited distance learning school.

While reading through the complete sample lessons in this curriculum overview, you can begin to imagine what a typical homeschooling week might be like with Oak Meadow. We hope these materials give you a clear sense of the style, content, and scope of our curriculum, and help you decide if Oak Meadow is right for your family.

At Oak Meadow, we offer a unique curriculum that is substantively different from other educational models. The student's awakening powers of thought are encouraged with a sequence of skills and carefully chosen material which reflects the child's developmental stages and unfolding sense of self. We seek to foster a healthy balance between the realms of intellectual development, emotional engagement, and solid academic accomplishment. Our goal is to help children become intelligent, capable human beings who are able to respond sensitively and deeply to the world, and able to find meaning and relevance in their contributions to society.


Lessons in the early grades are crafted with a sense of beauty and reverence as the child's own sense of wonder leads to the foundations of essential literary and mathematical skills. As the student grows into the middle school years, our imaginative, engaging approach develops strong academic abilities, practical problem-solving skills and an ability to consider an issue or problem from many perspectives. Each year's curriculum is

structured in 36 weekly lessons, and the sample lessons in this overview are representative examples of a full year's curriculum across all subject areas.

Within the framework of Oak Meadow's integrated curriculum, you, as the Home Teacher, will be in a position to help your child make personal connections to the curriculum. Finding relevance and inter-relatedness between the material and daily living is one of the true joys of homeschooling. The Oak Meadow curriculum is designed to be used in the home environment and encourages meaningful connections and relationships with the whole family, the local geography, and the wider community.

We encourage you to visit our website ([oakmeadow.com](http://oakmeadow.com)) or call our office at 802-251-7250 to learn more about us and about what we can do to support you in your homeschooling journey.

Warmly,



Eaddy Sutton  
Executive Director



## Preface

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In addition to this syllabus, there are two essential books which must be purchased to use with the kindergarten through third grade curricula.

*The Heart of Learning* is a very important support for the Home Teacher. It is a compilation of all the principles which we have used through the years, as well as the principles Lawrence Williams learned from his years with Waldorf education. This is a rich support system which you will refer to over and over again.

*The Home Teacher's Process Manual* gives instructions for all of the processes which are done frequently in the kindergarten through third grade curricula. It will be referred to throughout this syllabus.

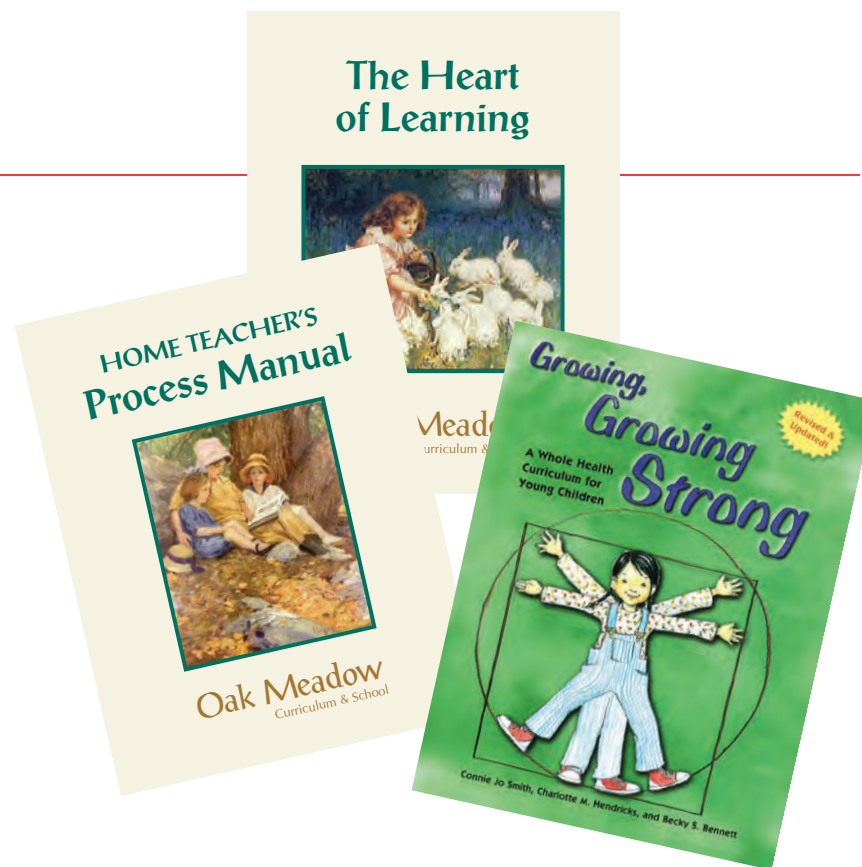
Oak Meadow offers *Growing, Growing Strong* to meet state standards for health education for grades K through 3. This book is used in K-3 and need only be purchased once.

## Introduction

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In this curriculum we have tried to provide not only an indication of what subjects the Home Teacher should be presenting, but also how these subjects can best be introduced and why we recommend they be presented in that way. We hope that this is a help to parents who are trying to increase their own understanding of education while they are also teaching their children.

The Oak Meadow School curriculum is quite different from what is usually found in most public or even private schools. Although



all the traditional subjects are studied, they are approached with an imaginative spirit that we feel is closer to the heart of a child than a more intellectual approach. Also, the timing of the subjects is different from that found in traditional schools, for we believe that it makes a great difference in the child's balanced growth if the intellect is forced into development too early. At a later stage in a child's maturation, increased development of the intellect becomes important for balanced growth, and the curriculum responds to that need.

It is in the early stages of the child's growth, from kindergarten through second grade, that we diverge most widely from traditional curricula. We do not attempt to pressure children into intellectual growth in the early years. The capital letters of the alphabet are presented in kindergarten, as well as the numbers 1 through 10. Further development of the English and math skills awaits the first grade when the child is more alert mentally and easily grasps more advanced concepts.

Parents who are eager for their children to display their mental talents should remember that a child is more than just an intellect. A brilliant intellect is useless without a focused will and is limited without a loving heart. Your child will manifest the fullness of his potential only to the extent that he is an integrated and balanced human being. Our deepest intention is to help you and your child achieve that potential.

We are not interested in creating or maintaining particular forms in education. We always encourage Home Teachers to try new approaches relevant to their individual needs, and not to feel bound by the specific forms recommended in this curriculum. However, this does not mean that we do not have guiding principles in our approach to education. We do believe that there are certain principles which are very important to the deeper unfoldment of children. As an Oak Meadow Home Teacher, you should be aware of these principles as you create the forms suited to your particular situation.

First, we believe that children should be surrounded by an archetypal view of the world. This is the reason that we use fairy tales, fables, myths, and legends so extensively in our curricula. Such stories present the fundamental issues of life in a symbolic



form which helps children develop the ability to perceive and understand the world in broad patterns rather than insignificant details. Through being immersed in such a broad view, a child's power of thought deepens and becomes more capable of reflecting the eternal values in life.

Second, children need to have opportunities for artistic expression in their lives. The form which this expression takes is not important: drawing, painting, music, pottery, woodworking, and many other activities provide this opportunity. In this curriculum we often use crayon drawing, because it is a convenient medium which can be used by children easily to express any idea. Creating books of crayoned words and drawings based upon the stories which are told is only one means of integrating these two essentials into one experience. There are undoubtedly many other means of accomplishing this, and you should be open to discovering them. The main point to keep in mind regarding artistic expression is this: the process is more important than the form. Forms that are created quickly with a minimum of inner focus are not as helpful to a child's inner growth as forms that require persistent, focused awareness.

Third, each subject should be presented in a natural, informal manner so that children do not feel forced into the activity, but rather become involved because it sparks something within them. Some children enjoy a regular period for "school" each day, and for those children it is important to maintain regular periods, but this is not necessarily the most effective way to approach home schooling for four- to six-year-olds. Particularly in regard to the

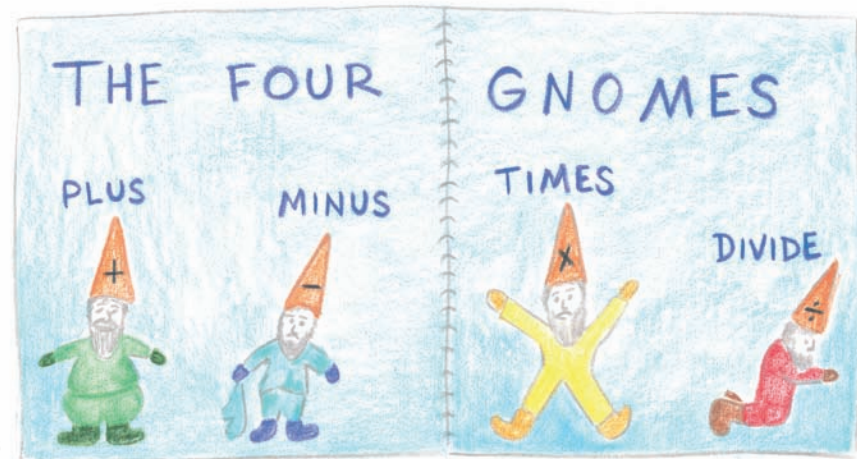
young children who would be using this kindergarten curriculum, we feel that the best approach is to integrate the recommendations concerning stories, notebooks, poems, and music into the natural flow of daily activities, so the child doesn't learn to make a distinction between "school" and "life." In this way, the child gradually develops the attitude that expanding one's knowledge and capabilities is part of the process of life, and indeed is what life is all about.

Finally, we believe that as a Home Teacher you should be continually striving to unfold the potential within yourself so you can respond more deeply and spontaneously to your children. In working with children, it is never the techniques you have learned through the years

that cause your children to develop their capabilities. Rather, it is the strength of your being, the light of your understanding, and the love you have for them that draws the latent spark of individuality within them into active manifestation. It is this that makes teaching such a difficult endeavor. To be an effective teacher, you must persistently seek to unfold and refine your own strengths before you can ever hope to unfold and refine the strengths in your children. Helping Home Teachers in this process is the purpose of Oak Meadow and the reason why we are unique among home study schools. We are not interested in filling children with facts, but in helping teachers and children become intelligent human beings, able to respond sensitively and deeply to the world in which they live.

## The Main Lesson Book

As you proceed through this curriculum, you will see mention of a Main Lesson Book. The Main Lesson Book is simply a small, bound, blank paper book. Main Lesson Books may be purchased through Oak Meadow. You can start with one Main Lesson Book for each of the three quarters of the year, but your child may need more. The Main Lesson Book serves as a way to collect all your child's work in one place. In this book your child will write and draw his lessons in Language Arts, Mathematics, Social Studies, and Science. Using rubber cement, you can glue in photos of larger projects, individual papers, and anything else you would like to include in this special book. By the end of each quarter, it will be filled with written and artistic expressions of daily events in your child's life. As your child's writing skills develop, it will contain letters, drawings, short sentences, math



practice, stories, poems, and more. A Main Lesson Book takes on a marvelous personality during the course of the quarter and becomes a living treasure of your child's expression.

KINDERGARTEN  
Fairy TalesOak Me  
CurriculumKINDERGARTEN  
SyllabusMeadow  
Curriculum & SchoolFirst Book  
of CraftsOak Meadow  
Curriculum & School

“Having a child experience his/her ‘firsts’ while learning at home, being able to witness every one of them, and to be the one helping and learning alongside him—this is the ultimate in parenthood.”

# Kindergarten Curriculum

Oak Meadow’s Kindergarten curriculum reflects the openhearted and imaginative way that young children meet the world.



A rich tradition of oral language and classic stories provides the backdrop for your child’s first exploration into the world of literacy. Each week students are immersed in a language-rich environment as they listen to stories, recite poetry, and learn new songs. Familiarity with individual letters is achieved through activities that engage the student artistically, physically, and musically. Emphasis is placed on integrating the sounds and shapes of each letter in preparation for First Grade.

In Math, students are gently introduced to the world of numbers through play-based activities, crafts, and storytelling. Math skills are fostered through working with patterns, grouping and sorting, and learning to draw geometric shapes.

Science, Arts & Crafts, Music & Movement, and Health round out the Kindergarten experience. Each week students participate in nature walks, watercolor painting, puppetry, storytelling, circle songs and games, cooking, gardening, movement activities, and imitative games.

A healthy, nurturing rhythm of learning is established that will serve you and your child for years to come.

## Projects, Crafts, & Activities

- Leaf prints
- Flower pressing
- Sewing hand puppets
- Baking bread
- Making musical instruments
- Finger knitting
- Alphabet board
- Beeswax numbers

## Curriculum Materials

Kindergarten Syllabus; Fairy Tales; First Book of Crafts; *WeeSing* CD; *Growing, Growing Strong*

Teacher Manuals and Craft Kit are also available for purchase.

# Kindergarten Overview

	First Trimester	Second Trimester	Third Trimester
Language Arts/ Social Studies	<ul style="list-style-type: none"> <li>• Uppercase letters A-I</li> <li>• Letter sounds and shapes</li> <li>• Stories, poetry, and songs</li> </ul>	<ul style="list-style-type: none"> <li>• Uppercase letters J-R</li> <li>• Letter sounds and shapes</li> <li>• Stories, poetry, and songs</li> <li>• Family history</li> </ul>	<ul style="list-style-type: none"> <li>• Uppercase letters S-Z</li> <li>• Letter sounds and shapes</li> <li>• Emotions</li> <li>• Local community</li> </ul>
Science	<p><b>AUTUMN</b></p> <ul style="list-style-type: none"> <li>• Nature through the five senses</li> <li>• Falling leaves</li> <li>• Deer</li> <li>• Squirrels</li> </ul>	<p><b>WINTER</b></p> <ul style="list-style-type: none"> <li>• Seeds and sprouts</li> <li>• Indoor plants</li> <li>• Goldfish</li> <li>• Ice formation</li> <li>• Magnet play</li> </ul>	<p><b>SPRING</b></p> <ul style="list-style-type: none"> <li>• Weather patterns</li> <li>• Clouds</li> <li>• Rainbows</li> <li>• Maple trees</li> <li>• Sprouts</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Numbers 1-5</li> <li>• Pattern recognition</li> <li>• Opposites</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 6-10</li> <li>• Ordinal positions</li> <li>• Greater than and less than</li> <li>• Geometric shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Review of numbers 1-10</li> <li>• Length and height</li> <li>• Sorting</li> <li>• Geometric shapes</li> <li>• Size/volume relationship</li> </ul>
Arts & Crafts	<p>Throughout the year students engage in a multitude of art and craft activities including crayon drawing, watercolor painting, sewing, baking, nature crafts, collage, crafts from recycled materials, carpentry, model building, and working with clay.</p>		
Music & Movement	<p>Over the course of the year students participate in activities that help develop musical ability, bilateral awareness, rhythm, hand-eye coordination, and dexterity. Sample activities include making and playing homemade musical instruments, reciting poetry, singing and fingerplays, dancing, and playing catch and other kinesthetic games.</p>		
Health	<p>The book <i>Growing, Growing Strong</i> provides the basis for a yearlong health course. Families choose topics relevant to their child's growth and development. Topics include nutrition, the growing body, hygiene, community, emotions, and safety.</p>		





## Kindergarten ~~~~~ Lesson 4

### *CIRCLE TIME*

### *MORNING MAIN LESSON*

The Morning Main Lesson time consists of about 45 - 60 minutes devoted to Language Arts/Social Studies activities or Math. We suggest you alternate days so your child has plenty of time to explore the subject matter at hand on any given day. On some days you will no doubt spend less time, and on others, need more. Some days will also be devoted to taking special field trips.

Your child has been introduced to the first three letters of the uppercase alphabet. This week is devoted to reviewing their sounds and shapes and to printing these three letters clearly on unlined paper in your child's Main Lesson Book. Refer to the Introduction to Language Arts for a discussion about writing on unlined paper.

If your child can experience each letter through several different senses - seeing, hearing, and touching - he will be more likely to remember their shapes and sounds. The many activities presented in this syllabus will allow children of all learning styles to establish a relationship with the letters and to build an understanding that will make all the difference when it comes to learning to read and write.

Together, remember the stories you used to present the first three letters. Review the sounds that the letters A, B and C make and the images used in the stories to present each letter.

Help your child notice A, B and C in her environment, both as letters on signs and in books or magazines, and as shapes, such as "C" being seen as the crescent moon, or "A" being seen as the way a roof angles. Can all these shapes be found in items in your home? Try to cultivate a creative eye for such things - you might be surprised to find the shapes of the letters all around you!

This week, help your child make A, B and C out of semi-permanent clay. (You can use a regular potter's clay, or a commercial modeling compound that can be baked in the oven, or a homemade dough - although the homemade variety is less likely to hold up for the entire year.) These will be used throughout the year as part of periodic alphabet reviews, so keep them in a safe place. The letters can easily be made by rolling clay out into "snakes" which are then formed into the letter shape and hardened according to the directions for the particular clay or modeling compound used.

Additionally, make bread with your child this week. Form As, Bs, and Cs out of dough, and cook and eat them for lunch.

As you have previously walked some letter shapes with your child, walk A's, Bs, and Cs this week. Begin by "following your nose" in the letter shape, and move on to walking the shape while facing one direction the entire time, moving forward, back, and to the sides in the shape of the letter. (See Lesson 1 for a complete description of this exercise.)

If your child has struggled with any of these letter shapes, take extra time to make their experience more physical. Do the following art project devoted to a particular letter your child may be struggling with.

### **Letter Collage**

Materials:

- Posterboard
- Colored construction paper
- Scissors
- Glue
- Toothpicks, beads, rice, lentils, tiny pasta
- Arts and crafts scraps, fabric scraps

Choose a letter to work on. Help your child draw and cut out this letter from posterboard, making it very large. Then help her cut out a series of smaller letters (all the same letter) from colorful construction paper.

Gather tooth picks, beads, rice, and whatever little craft or fabric scraps you might have in your home. Any small glueable item will work.

Collage the posterboard letter by covering it with numerous smaller letters formed out of a wide variety of textures and materials. Glue on the construction paper letters, some of which have been left plain, others of which have been covered with the collage materials.

While working with your child on this project, occasionally mention the name of the letter and discuss words that start with this sound, or review the image in the story that was used to present the letter. When completed, display the collage in a prominent place to remind your child of the activity and the letter.

## **MATHEMATICS**

This week you will explore the quality of “2.” To illustrate the essence of “2,” you might take one stick (dead, dry, and not too thick) and speak to your child about all the tiny cracks in it. Together, examine the chips of bark, the fibers, the worm holes—in spite of all these things that are a part of it, it is still very clearly “1” stick. Then ask your child to be very still while you do something magical. Hold the stick in front of you, one hand on either end, and break it in half. The shattering sound of that stick breaking and the sight of two sticks present where moments before there had been only one presents a graphic (and strangely sad) understanding of the nature of “2.”

After introducing “2” we can go on to explore ways in which it is seen in nature—day and night, sun and moon, up and down, left and right, mother and father, boys and girls. Each of these pairs leads into the idea of opposites, which can be explored in depth. Explain that neither is “better” than the other, but that both are needed to make up a world.

Eventually, this understanding of “two-ness” can be put on paper in the form of a drawing of sun and moon, or a painting of light and dark, or some other expression of opposites or pairs. In subsequent days, this understanding of “two-ness” can be related to the symbol we use when we write: 2.



Stories containing the essence of “two” usually express a battle of good and evil. Following is just such a story.

### **Princess Daylight**

Adapted from a story in  
*At The Back of the North Wind*  
by George MacDonald

*Once upon a time a queen gives birth to a baby girl. She names the princess Daylight. Many fairies come to the baby's christening, bearing wonderful gifts.*

*One of the guests is a wicked fairy who says that Daylight shall sleep all day and shall never see the sun. Luckily there is still one good fairy who has not yet given her gift. This good fairy gives the princess the gift of being able to stay awake all night, so she will at least see the moon. The wicked fairy demands another chance to give something, and says that if Daylight is to be awake at night, she shall be just like the moon, being strong when the moon is growing bigger or is strong and full, and weak when the moon is growing smaller or is only a sliver. Fortunately, there is yet one more good fairy waiting, and she adds that the spell shall last only until a prince kisses Daylight without knowing that he has kissed a princess.*

*And so as the princess grows, she is healthy and happy during the full moon, but is weak and sad during the shrinking moon, is awake throughout the night, and asleep at the first hint of dawn. She never sees the sun at all, and though she becomes more and more beautiful as she grows up, no king wants his son to marry her, because of the spell.*

*Then, in a nearby kingdom, a young prince sets out to seek adventure, disguised as a peasant. He wishes to prove to himself that he can get along just as well as other people do. One day he comes upon a house where lives a kind old woman who is actually a good fairy. She recognizes him as a prince, but does and says nothing about it. She welcomes him, giving him food and a bed for the night.*

*Next, the prince discovers a beautiful young woman singing and dancing in the moonlight. He watches her for hours - until he falls asleep - and when he wakes up it is daylight and he is alone. While looking for her, he finds a little house he believes may be hers. He goes in and is generously fed by the cook. While he is there, he learns that the house is a favorite spot of the Princess Daylight - but of course he doesn't know that she is the dancer in the woods. That evening he goes back to the forest in hopes that the dancer will appear again.*

*As before, she appears with the moonrise and the prince watches her dance the whole night long. As the moon goes down she retreats into the trees until she disappears altogether. He then goes back to the old woman's cottage, where he is again given breakfast and a place to rest. Again he waits in the forest at moonrise and sees the princess dance more joyously than ever under the full moon, but suddenly clouds, thunder and lightning come and he sees the princess fall to the ground.*

*Thinking she is injured, he runs to her. She is not happy to see him, but soon they start talking. She asks him about the sun. He is surprised she has never seen it, and tells her how beautiful it is. Then she retreats to her cottage, not inviting him to follow.*

*The prince's wanderings take him into the neighborhood of the swamp fairy, who makes sure he gets lost and cannot find either the princess or the good fairy's cottage for seven days. One day towards dawn, during the time when the moon is getting smaller and smaller, he sees a person lying under a tree. She is about the size of a child, and appears to be very sick. Her eyes are closed but he does his best to revive her. When he does, she weeps and cries but won't tell him what is wrong. She seems ill and weak, and she looks quite pitiful.*

*Believing she is dying, he carries her to the princess's cottage in the woods, thinking the cook there might be able to help. When she moans and weeps, his heart is moved, and he kisses her. As he approaches the door of the cottage he realizes that he is, in fact, carrying Princess Daylight herself, who, by his kiss, is freed from the spell at last and has been restored to health. Of course he is overjoyed to see her, and before long they marry and live happily ever after.*

After telling your child this story, help him or her draw a picture of it in the Main Lesson Book. A drawing of the sun on one side of the page and the moon on the other would show "two-ness" very nicely, as would a prince and a princess standing side by side, perhaps with a sun over his head and a moon over hers.

### CREATIVE PLAY

#### SCIENCE - Week 4 of Fall Quarter

Take a walk in an area where there are different kinds of trees. Ask your child to feel the bark of the different trees with his hand. Point out that some bark feels smooth while other bark is rough, some objects in nature are hard and some are soft, some trees are large and some are small.



Fir



Birch

Gather autumn leaves, and as you do, talk about their various colors. Gather several leaves from each of the trees you discover. When you return home, ask your child to sort the leaves into piles, putting all of the leaves of the same type of tree in one pile. Ask your child to point out the biggest and smallest leaves, the longest and shortest, heaviest and lightest ones. Help him arrange the leaves in order from smallest to largest. Then rearrange them from shortest to longest. Can you think of any other ways to sort the leaves? What about color?

It is not desirable to teach your child the types of trees and leaves at this age. This requires a degree of mental focus and analytical thinking that will come easily when the child is older. There is no need to rush the development of these faculties.

After you have finished with all the sorting and arranging activities, press the leaves between pages of a book so that they may be added to your child's science scrapbook. It will take several days for them to be ready - don't forget them! If you wish to rush the process, you can iron them between sheets of waxed paper, cut out the leaf shapes with a 1/2" of waxed paper all around, and glue them in the Main Lesson Book.

After your day's adventure, discuss the weather conditions. Was it a hot, cold, rainy, sunny, cloudy, foggy, clear, warm, or cool day? Try to make your child aware of the weather each day, not in a heavy or analytical way, but simply as a discussion during or after any outdoor activities.

### **CRAFTS**

Help your child make "Nature Silhouettes" as described in the *Oak Meadow First Book of Crafts*.

Make a "Pinwheel" as described in your craft book.

### **MUSIC & MOVEMENT**

Teach your child another fingerplay. Practice all of the fingerplays he has learned so far.

Choose a poem or rhyme to use for this "Timing and Rhythm" exercise:

1. Have your child clap the rhythm of a nursery rhyme.
2. Walk the rhythm of a nursery rhyme.
3. Clap in time to a simple tune.
4. Beat a drum in time to a simple tune or rhyme.
5. March around the room in time to a tune. The whole body should be synchronized with the tune.
6. Make up a silly movement to do to the rhythm of the poem.

### **HEALTH**