

Oak Meadow

Grade 3

COURSEBOOK

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Grade 3



Lesson

Morning Circle

Continue circle time each day throughout the year.

Language Arts

Reading

Read a story from *Folk Tales* to your child at bedtime.

Continue having your child read aloud from one of the classics. The emphasis should be on improving fluency and expressiveness. You may wish to alternate reading with your child so you can model this. In addition, your child should read silently each day for a brief period. As usual, review the previous day's work before moving ahead.

Assignments

1. Two days this week, have your child write a paragraph in cursive about the story. Help your child use the paragraph format.
2. This week, you will begin introducing grammar and spelling rules. Refer to the language arts section of the introduction for instructions.

Begin by explaining to your child what each sentence must have.

Write down the following:

Every sentence should have:

1. A capital (uppercase) letter at the beginning
2. A noun (a name word)
3. A verb (a doing word)
4. A punctuation mark at the end

MATERIALS

Math: Sand Clock

2 bottles or jars of the same size
Stiff paper (an index card will work well)
Duct tape (masking or packing tape will also work)
Hole punch (optional)
Clock or stop watch

Math: Sundial

Large piece of cardboard or wood (2–3 feet square)
Dowel or stick, 6–12 inches long
Marker

Language Arts

(continued)

Look back in the main lesson book sentences and help your child see that this is true. Have your child copy this rule into the MLB, using cursive writing.

3. Introduce a list of spelling words for your child to practice this week. Select five to ten words that your child uses and reads regularly. Begin with fairly simple words, but provide two or three that your child may find challenging. You will find lists of spelling words in *Oak Meadow Grade 3 Resource Book*.



Write the list of words on your chalkboard or on a piece of paper. Read the words aloud together with your child, and point out any potential letter combinations to remember. Have your child copy this list into a small spelling notebook (or into the MLB).

4. Play this spelling game. Use this game often throughout the year in your spelling practice—it will help keep the learning of spelling words fun and lively.

Here's how to play. Ask your child to write the spelling word at one end of the room, and then your child should "travel" to the other end of the room and say and spell the word aloud. The fun part of the game is finding lots of different ways to write each word, and lots of different ways to travel to the other side of the room.

Here are some writing ideas:

- On paper
- On a chalk board
- On a cookie sheet in salt
- Using toothpicks or spaghetti
- Using letters made of beeswax, clay, or refrigerator magnets
- Into clay

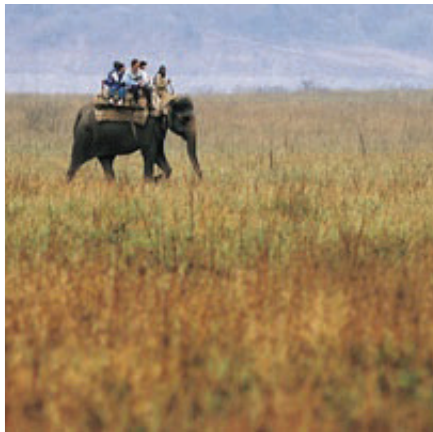
Be creative; how else can you write the word?

Here are some "travel" ideas:

- Crawl

- Balance beam
- Obstacle course, over and under things
- Hop or skip
- Crab walk
- Walk backward
- Frog leap
- Walk on tiptoes or heel to toe
- Roll

Be creative! How else can you travel?



Social Studies

The Kush civilization is a fascinating one. Imagine an ancient African civilization that, because royal lineage was passed on through the mother, was often ruled by women. The great Roman Empire was challenged by an African Kush Queen, Candace Amanirenas, who rode into battle on elephants!

Reading

Tell the story of “Ahnat of Kush: A Child of Ancient Kush.”

Assignments

1. Ask your child to retell the story of Ahnat, paying attention to details of daily life in ancient Napata. What was happening in the story? Why was Ahnat's brother leaving? What was Ahnat looking forward to in her future? What was her brother going to do in Egypt? What happened the night before? (There was a festival in honor of the new king.) Who chose the new king?

Have your child draw a picture of Ahnat's daily life. Her home was most likely a four-room structure built of white clay, with open win-

Language Arts

(continued)



Social Studies

(continued)

dows and doorways. Palm trees probably grew nearby and the sun was bright! Together with your child compose a paragraph about the story. Here is an example (you can use this if you'd like):

Ahnat lived in the city of Napata, in the Kush Empire. Along with other wealthy sons of the city, her brother left to study in Pharaoh's palace in Egypt. He traveled on the Nile River to Egypt. Ahnat planned to marry soon, and go to live in Egypt also.

2. Kush writing was similar to that of Egyptian hieroglyphics, which isn't surprising since they were neighbors. Ancient Egyptians used thousands of characters in their writing—some stood for letters, some stood for words—as compared to the 26 letters we use in English, or the 22 Hebrew letters. It is likely that ancient Kushites also had hundreds of characters in their pictorial writing. (Eventually, they developed an alphabetic writing system with 23 characters.) Hieroglyphs were written in rows, the way we write, or in columns, and could go from left to right, or right to left. It sounds very confusing, but the symbols representing animals or humans always faced toward the beginning of the line so you could tell which way to read.

Study the accompanying chart of Egyptian hieroglyphs and then have your child write his or her name and a few words using hieroglyphs. Of course, Kush and Egyptian people would not have been writing English words, but we can experiment by taking our language and writing it in hieroglyphs.

3. Your child will probably notice that drawing pictures for every letter (in the style of hieroglyphs) is beautiful, but very difficult to write quickly. Have your child write print his or her name in English, and then write the name in cursive, and finally write it in hieroglyphs. Have your child reflect on the experience. Which one was quicker? Which looks better? Which is easiest to read?
4. The Kush Empire was primarily located in what is now the Sudan in Africa, which was called Nubia in ancient times. Many Kush were of Egyptian descent; as a result their culture remained much like Egypt's own. They did worship some gods of their own, however, and enjoyed great festivals. The Kush people loved collective or group dancing, rather than individualized. They performed on tambourines, put their hands on each other's shoulders and danced in circles. It was a rousing activity!

Let us try our own version of Nubian dance. With drums and tambourines, establish a strong beat of your own, or find African drumming music (check online or at your local library). Now, with hands on one another's shoulders, spin and twirl to the beat. Feel free to add shouts of joy and celebration!

Further Study

For some extra fun, check out the hieroglyphic typewriter on this website:

www.eyelid.co.uk/hieroglyphic-typewriter.html

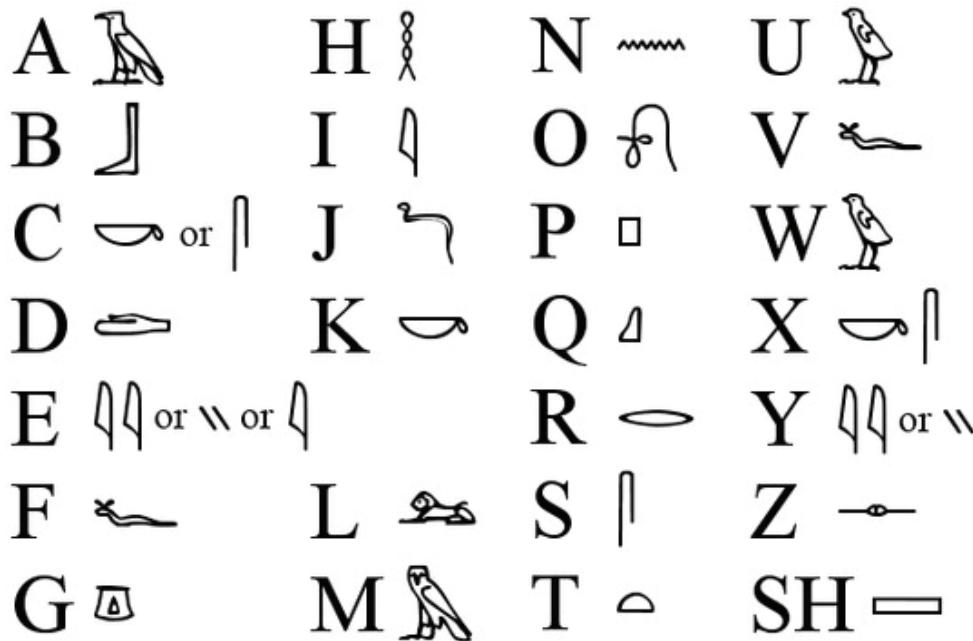


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Social Studies

(continued)

Math

Last week you focused on the larger passing of time of the seasons and the year. This week we will explore shorter durations of time. Long ago, crews on sailing vessels in the oceans marked the passage of the sun, studied the phases of the moon, and charted the movement of the stars in the sky to tell time. Since they were moving, they also needed a way to tell time that was more exact than that, and the sand clock or hourglass was well suited to the task. It didn't rely on sun and wasn't affected by the motion of the waves.

Math*(continued)*

The sand clock (also called a sand glass) was a glass container with a top bulb and a bottom bulb (the classic hourglass shape). Sand was filled to a standard measure and each time the sand emptied from the top bulb to the bottom bulb a set measure of time had passed. A crewmember was responsible for turning the sand clock at the exact moment it emptied. This was a very important job because a reliable measurement of time was needed in order to calculate the distance traveled.

Assignments

1. Use the months to explore ordinal numbers (first, second, third, etc.) this week. Here are some sample questions to ask your child:
 - What is the first month in the year?
 - What is the fifth month?
 - What month is August? (Answer: the eighth month)
2. Do some mental math exercises using the four operations (addition, subtraction, multiplication, and division) and play some verbal skip counting games (see lesson 3 for ideas).
3. Make a sand clock with your child (using the instructions below) and then use it to measure different activities. For instance, you might use the sand clock to time teeth brushing or boiling eggs, or your child might try to “beat the clock” and assemble a puzzle or recite the times tables before the sand runs out. In the main lesson book, have your child draw a picture of the sand clock and write a few sentences about making and using the sand clock.
4. Complete Practice Set 7.

Sand Clock Instructions

1. Take two bottles or jars of the same size, and fill one with a measure of sand.
2. Turn the other bottle upside down on a piece of stiff paper and draw the circumference of the opening.
3. Cut out the circle and poke a hole in the center using a hole punch or sharp object.
4. Place the two bottles on top of each other with the paper in between the mouths of the bottles. Securely tape the two bottles together.
5. Use a clock or stop watch to time how long it takes for the sand to move from one bottle to the other. Experiment with using more or less sand to measure different amounts of time.

Activity

Sundial

Through the ages people have used the sun not only to mark the passing of days but also the passing of smaller increments of time. Follow the instructions below to make a sundial and use it to measure time. Place the sundial outside in an area that gets full sun, and wait for a sunny day to do your initial measurements.

Sundial Instructions

You will need:

Large piece of cardboard or wood (2–3 feet square)

Dowel or stick, 6–12 inches long

Marker

1. Drill or poke a hole in the center of a piece of cardboard or wood large enough for your dowel or stick.
2. Wedge the 6–12 inch dowel or stick in the hole so that it is standing upright.
3. At the top of each hour, make a line on the cardboard or wood to show where the shadow of the stick falls. Add the number corresponding to the hour (1, 2, 3, etc.).
4. Set a timer for one hour and continue to add marks and numbers for each hour over the course of one day. (Depending on the time of year, you may want to mark the shadow placement over the course of four or five hours in the middle of the day, rather than a full 12 hour cycle.)

The next day, go outside and have your child determine the time by looking at the shadow made by the sundial and reading the markings. (Make sure to do this when you know the shadows are within the markings you made.) Have your child check the time several different times of the day on consecutive days this week (or whenever the sun cooperates).

Math

(continued)

Science

Our sun is a ball of gas which produces intense heat and light. The energy from the sun makes life on Earth possible. Plants store energy, animals eat plants, and people eat both plants and animals. The energy from these plants and animals—which came from the sun—is what keeps us alive.

Assignments

1. Plants and trees are quite remarkable in that they can make their own food. This is something that animals or humans cannot do. Humans must rely upon animals and plants for their food. Here is one way you might explain this incredible process to your child:

The sun shines down on the plant and gives it energy. The green leaves use this energy to absorb air. They take something called carbon dioxide from the air and use it to make food for themselves. At the same time, the roots take in water and nutrients from the soil, and the stem or trunk carries the water throughout the plant to the leaves. Food for the plant is made in the leaves using the water and minerals from the soil, carbon dioxide from the air, and sunlight. In the process of making its own food, the plant releases oxygen back into the air. Oxygen is the part of air that animals and humans need in order to breathe. It's wonderful the way nature works in this way! By making their own food, plants help themselves and other living things.

In the science MLB, have your child draw a simple illustration of this process. Have your child label what is happening in the drawing, and use arrows to show sunlight and carbon dioxide being absorbed into the plant, water and nutrients being drawn from the soil, and the oxygen being released back into the air. (This process is called photosynthesis, a term which your child will become familiar with at a later time. At this stage, an understanding of the process is more important than being able to say, spell, or define the term.)

2. Plants are colorful and provide us with abundant beauty as well as food to eat. When plants die, they are still helping us. The Earth's soil is made up of rocks as well as plants and animals that have died. These plants and animals decompose and go back into the ground to make the soil rich in minerals so that a new plant or tree can grow. Nature has a wonderful plan in which everything is dependent upon everything else.



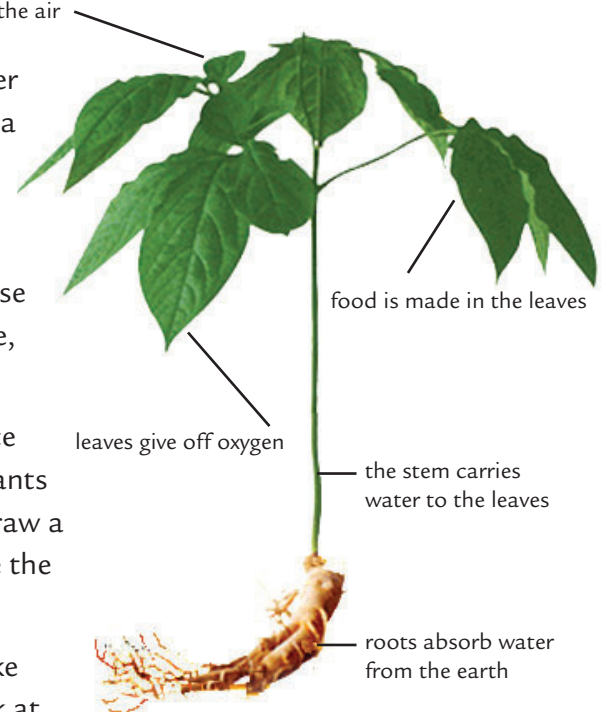
carbon dioxide enters the leaves from the air

Take a walk in nature with your child and have him or her use a stick to turn over the layer of dead leaves beneath a tree. Talk about how you can see these leaves decomposing and turning back into soil. If you have a compost pile in your garden, that's another good place to observe the slow, steady process of decomposition. These decomposed plants help to make our soil nutrient-dense, making plants grow and thrive.

During your walk, have your child try to list in the science journal at least ten different types of the flowers and plants found in your immediate environment. Your child can draw a simple sketch of each one, and, if you can identify, write the name underneath.

- Plants provide both humans and animals with food. Take your child to the local supermarket or seed store to look at the many packets of vegetable seeds. These packets will have a picture of the plant on them. Help your child become familiar with a wide variety of common vegetables, such as zucchini, carrots, peas, string beans, lettuce, spinach, corn, and beets.

Children learn best at this age by doing. It would be most helpful if your child could plant several of these packets of seeds. Depending on where you live, you might be able to start some fall crops, or you might have to wait until the spring to plant seeds.



Further Study

This is a wonderful opportunity to visit working gardens in your area. Children at this age often yearn for an understanding of how things work. This is a fine time developmentally to show children how they may have an impact on their environment and vice versa. Although it may be past the busy harvest time on a working farm, there is still plenty to see as the fall crops are coming in and the garden is being prepared for the winter.

Arts & Crafts

Assignments

- Do several watercolor paintings this week.

Arts & Crafts

(continued)

2. Continue exploring cooking with your child. Is your child interested in creating some original recipes?

Music

Assignment

Learn “Minuet” in *Advanced Recorder*. This minuet was written by Leopold Mozart, the father and teacher of the very famous composer Wolfgang Amadeus Mozart. In addition to learning this new song, continue practicing together what you’ve already learned.

Watch your child as he or she plays and give simple suggestions regarding technique or posture. At this point, your child should be developing good breath control. If you notice your child taking extra breaths in the middle of measures or musical phrases, you can exaggerate your own breathing to show when there is a good spot to take a breath in a particular song. If your child is beginning to read music, you can point to the places in the music where there are rests or other indicators of when it is a good time to breathe.

Health

Assignment

Complete lesson 5 in *Healthy Living from the Start*. Activities in this lesson are aimed at helping your child explore the wide variety of medical careers.

For Enrolled Students

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 8. Continue to use the weekly planner, assignment checklist, and learning assessment form to help you organize your lessons and track your child’s progress.

Learning Assessment

Continue to track your child’s progress over time. Add additional notes about the learning your child demonstrates or skills that need work.

Learning Assessment

LANGUAGE ARTS	Not Yet Evident	Developing	Consistent	Notes
Demonstrates knowledge of sentence construction (noun and verb)				
Uses beginning capitalization				
Uses ending punctuation				
Memorizes spelling words				
Demonstrates paragraphing skills: Topic sentence				
Demonstrates paragraphing skills: Detail sentence(s)				
Demonstrates paragraphing skills: Concluding sentence				
Retells story events in sequence				
Draws story scene showing specific details				
Reads aloud with confidence				
Recognizes a variety of words on sight				
Prints legibly				
Writes in cursive with clearly formed letters				

Learning Assessment

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes

WRITING: SENTENCES AND PARAGRAPHS

Please use this space to clarify what (if any) assistance was necessary for the written portion of the assignments this week.

SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Identifies similarities and differences between ancient and modern writing systems				
Compares modern life to ancient times				
Demonstrates awareness of story themes				
Indicates cultural and historical details in writing and drawing				
Relates story themes to daily life				
Shows familiarity with Egyptian hieroglyphs				

Learning Assessment

MATH	Not Yet Evident	Developing	Consistent	Notes
Demonstrates knowledge of ordinal numbers				
Translates oral problems to written equations				
Solves mental math problems using the four processes				
Solves missing number problems				
Demonstrates carrying in addition and multiplication				
Demonstrates borrowing in subtraction				
Demonstrates knowledge of times tables				
Uses commutative property of addition and multiplication				
Uses associative property of addition and multiplication				
Identifies place value to 12 digits				

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Shows understanding of photosynthesis				
Identifies local flora				
Demonstrates focused observation skills				
Records observations of experiment				
Draws and labels detailed sketches				
Records data over time				

Learning Assessment

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Demonstrates cooking skills		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Shows ability to replicate and maintain varied rhythms		
Demonstrates knowledge related to diseases and illness prevention		

Weekly Planner—Lesson 6

Date _____

	Language Arts	Social Studies	Math	Science	Arts & Crafts	Music	Health
	5/week	2-3/week	3-4/week	3/week	3/week	3/week	1/week
D A Y 1							
D A Y 2							
D A Y 3							
D A Y 4							
D A Y 5							
D A Y 6							
D A Y 7							



Date_____

Notes

Grade 3



Lesson

Language Arts

Reading

Read a story from *Folk Tales* to your child at bedtime.

Continue having your child read aloud and silently from one of the classics.

Assignments

1. Discuss the bedtime story, or another story your child is currently reading. Help your child write a paragraph of three to five sentences about the story in the main lesson book.

Remind your child about the things that every sentence must have:

- A capital letter at the beginning
- A noun
- A verb
- A punctuation mark at the end

After your child writes the paragraph, go over each sentence and help your child check for each of these four elements.

2. Write a spelling list of five to ten new words. Find lively, fun ways to practice spelling. One idea is to spell them out loud while marching, jumping rope, skipping, playing handclapping games, tossing bean-



MATERIALS

Social Studies: Creation Story
Clay

Math: Build a Clock
Wood or cardboard
(for a clock face and hands)
Nail or brass fastener

Science: Evaporation Experiment
Pie pan or other shallow dish
Tablespoon
Marker
Jars (2)
Jar lid (1)
Tape

Arts & Crafts: Corn Husk Doll
Old sheet or towel
Cornhusks
Pan of water
Paper towels
Scissors
Raffia
Spanish moss or wool
Hot glue gun, glue sticks, or craft glue
Corn silk, yarn, or embroidery thread

Language Arts

(continued)

bags, or bouncing a ball back and forth. You and your child can do this together, or can take turns spelling words. For instance, you child might march around the outside of the house saying, “W-H-A-T spells *what!*” Say each letter in rhythm with the beat. Rhythmic repetition is very beneficial at this age.

At the end of the week, enter the spelling words into the spelling notebook or MLB.

3. Review the following punctuation marks: period, question mark, exclamation point (or mark). Your child is probably very familiar with them from seeing them in print and using them in writing.

Here is a fun verse that emphasizes the role of each:

I am the period, I love to rest.

All sentences stop at my request.

I want to know, what is your name?

Where do you live? What is your fame?

The question mark, oh yes, am I,

So what is the answer? Can you tell me why?

Whoopee! Hooray! Look out! Make way!

I’m here! I’m there! I’m everywhere!

Whatever the excitement rare,

the exclamation point is there!

Have your child write one sentence in the MLB using each type of ending punctuation. Your child can write these sentences in cursive or printing.



4. Play a punctuation game with your child. Say sentences using different punctuation marks at the end. Have your child call out the punctuation mark you are using. Here are some examples:

What time is it?

I’m so glad we’re going to see Grandma this weekend!

Let’s go feed the dog.

Trade places and see if your child can create sentences and say them aloud in a way that makes the ending punctuation clear.

Language Arts

(continued)

Further study

Children often confuse the rules of grammar in the beginning. Learning new concepts is often a frustrating process. Your goal is not only to teach the rules of grammar, but to instill a love of learning and reading, and an appreciation for the language. Play games with your child through this process as often as you can. For instance, see what happens to a sentence when you mix up the ending punctuation.

If you notice that your child is getting tired, take a break and return later when everyone is refreshed. Above all, don't force it! Every child learns at his or her own pace. Enjoy the journey together.

Social Studies

Reading

Read or tell "The Coming of the Corn," a story adapted from a Cherokee Nation creation story.

Assignments

1. Discuss the story the next day. Enjoy the images of the story together. How did the Earth begin? How were the mountains formed? What happened to those plants and animals who stayed awake for seven nights? Who were the first two humans? How did they live? What happened when the boys followed Kanati? How about when they followed Selu? What was Selu's gift?

In the MLB, have your child write the following:

In the beginning, the Earth was water and darkness. Out of the mud, Earth was formed. Buz-zard's wings brought the mountains. The animals set the sun in the sky. Selu brought us crops of corn and beans.

Draw a pictorial representation of "Creation" as the Cherokee story paints it.



Social Studies

(continued)

2. Oral storytelling is an integral part of Native American traditions.

Have your child dramatically retell a story he or she knows well, performing in the time-honored storytelling tradition. Help your child practice this oral storytelling technique by using voice, hands, and facial expressions to express the story in a lively way.

If you have a means of making a fire, either outdoors or in a fireplace or wood stove indoors, it might be fun to spread blankets around the fire to sit on and have your child tell that story at night, with just the light of the fire. Perhaps others in your family might also like to tell a story around the fire!

3. Working with clay, have your child experience “form.” Ask your child to perform this exercise in silence. Beforehand, explain the process, and tell your child you will do it at the same time. Your child can follow your lead but is free to explore in whatever way feels right.

Begin with a lump of clay. Work the clay with your hands. Feel the clay and move it about until it begins to warm in your hands. Form a ball out of the clay. Smooth the edges away. Now, out of the ball, bring forth a plant form—whatever you or your child wish. Take some time to form the simple shapes of the roots, stems, leaves, etc.

Bring the plant back into a ball again, and begin to draw out an animal form. You and your child are likely to have very different ideas here, and that’s fine. Take your time in gently pushing and pulling the clay to form a shape of the animal’s body, head, limbs, tail, etc. You may want to smooth the edges, or use a thumbnail to score lines for wings or fur, but keep the form relatively simple. Allow plenty of time for exploration of this form, but be aware of your child’s process, and stay alert to when he or she feels ready to move on.

Again, bring the form back into a ball. Finally, draw out a human form. Let your child know from the beginning that it is only important to make a simple form, just something that resembles a plant, animal, or a human.

Try to notice how the clay feels in each of its shapes. How do you feel when you create, and then destroy, each of your forms? How does it feel to bring form out of nothing? These are not questions you need to ask your child, but are offered for your reflection so you can be

aware of what your child may be feeling. Simply allow your child to quietly experience this process of form out of nothingness.

Further Study

The Cherokee tribe, along with virtually all of the Native American tribes, has a rich oral tradition of storytelling. Their understanding of the relationships between the Earth, plants, animals, and humans is truly breathtaking in its scope and beauty. A deeper look into Native American culture, particularly ceremonial and religious practices, is highly recommended!

Math

Assignments

1. Have your child add and subtract seconds, minutes, and hours mentally. Pose questions involving time based on real or realistic scenarios. Stick to full seconds, minutes, and hours to avoid tricky fractions. Here are some examples of questions you might pose:
 - If it takes us 25 minutes to drive to Grandma's house, how long does it take us to drive there and back?
 - If you can run to the mailbox in 15 seconds, how long does it take to run there and back again? How long does it take to run there and back again twice? Three times?
 - There are 24 hours in a day. If the sun is up for 15 hours a day in the summer, how many hours are dark?
 - How many hours are there in two days? If the sun is up for 15 hours a day in the summer, how many hours are light and how many are dark over the course of two days?

Remember, mental math games can be done any time throughout the day. They are great to play while riding in the car, waiting in line, making dinner, doing household chores, etc.

2. Begin this week with making a clock with your child (instructions are in the activity section). Once your clock is complete, put the clock hands at 12:00. Show your child how the hour hand (short hand) is pointing to the 12 so that means the hour is 12, and the minute hand (the long hand) is pointing to the 12 or top, that means zero minutes.

Social Studies

(continued)

Math

(continued)

Explain how the minute hand goes faster than the hour hand, traveling one full rotation before the hour hand can progress to the next number. Now count with your child the minute marks around the clock, touching the hash marks as you count up to 60. Next, move your finger around the clock face, counting by fives as you touch each hour number (the 1 is 5, the 2 is 10, etc.). Have your child repeat the process.

Change the clock hands to read 12:05. Show your child how the hour hand is still pointing to the 12 (so the hour is 12) and the minute hand is pointing to the 1, showing that five minutes have passed. Show your child how to write and say the time: “Twelve oh five” is written 12:05. Do this for several different times so your child becomes familiar with reading and writing times.

Each day this week practice giving your child times on the clock and having him or her read and write the time. Switch places and have your child create times on the clock and you say and write the time. Explain *am* and *pm* and practice writing that after the time.

If you use 24-hour time (also called international or military time), you can introduce that as well: 1:00 PM is 13:00 or “thirteen hundred” in international time, 2:25 PM is 14:25 or “fourteen twenty-five,” and so on.

3. Have your child draw several clocks in the main lesson book showing different times. Have your child record the time beneath each clock picture. If your child enjoys telling time and wants more practice, you can find simple worksheets online that have a number of blank clock faces on them. Print out a worksheet and have your child draw the clock hands and identify the time on each clock.

4. Complete Practice Set 8.

Activity

Complete this activity before doing this week’s assignments.

Build a Clock

You will need:

Wood or cardboard (for a clock face and hands)

Nail or brass fastener

1. Take a piece of wood or sturdy cardboard large enough for a good-sized clock face.
2. Have your child draw a large circle in the center. Here's an easy way to draw a symmetrical circle. Attach a string to a pencil, and place a pin or nail at the other end of the string. Place the pin in the center of the board, pull the string taught, and draw a circle with the pencil.
3. Have your child write 12 at the top of the circle, 6 at the bottom, 3 to the right, and 9 to the left. Evenly space out the remainder of the numerals and write them on the clock face, putting a bold hash mark at each number.
4. Make smaller hash marks for the minutes around the clock (four hash marks in between each bold mark at the clock numbers). Try to space them evenly.
5. Make the two hands of the clock out of cardboard, cutting one shorter than the other. It's helpful if the hands have a point at the end to point at the numbers on the clock. Attach the hands to the center of the clock face with a nail (for a wooden clock) or a brass fastener (for a cardboard clock).

Math

(continued)

Science

Over the next three weeks, we will look at the various steps in the water cycle: evaporation, condensation, and precipitation. Your child will conduct scientific experiments to demonstrate each of these phases in the water cycle.

Assignments

1. Pose this question to your child: "What do you think happens to the water when we boil it?" Your child might say that it will get hot or bubble. Together, boil water in a pan with a lid on. Take the lid off once the water has boiled, and show your child how the water vapor has collected in the lid because the water became hot. Usually you can tip the lid and watch the water droplets slide off, falling like rain. Explain that the sun heats the ocean water and turns the water into vapor in much the same way that the boiling water turned to the vapor that rose in the air and clung to the lid. Of course, the sun will

Science

(continued)

never heat the oceans to the boiling point! But even the cool ocean water is turned into vapor by the sun. This water vapor rises and condenses into clouds, and then falls back to Earth as rain (or sometimes snow). The rain that falls back to the Earth sinks into the soil and falls on lakes and oceans, where it will eventually evaporate again.

Evaporation happens when liquid water changes into gas. Water is always evaporating from the surface of the Earth.

To help demonstrate this concept, you will conduct an experiment to observe and record the rate at which water evaporates.

Experiment

Evaporation

Start by asking your child what he or she thinks will happen when you put water into a pie pan and leave it for several days. What might happen if you leave water in a small jar without a lid? What about a small jar with a lid? Discuss these different scenarios and make predictions about what might happen. If all three of these containers have the same amount of water in them, which one do you think will evaporate first? Making predictions is an important part of scientific inquiry.

You will need:

Pie pan or other shallow dish
 Tablespoon
 Marker
 Jars (2)
 Jar lid (1)
 Tape

Help your child follow these steps:

- Put two tablespoons of water in a pie pan. Trace around the puddle of water or mark it in some way.
- Put two tablespoons of water in each jar (one with a lid and one without). Mark a line showing how high the water is in each jar. You can make the mark on a piece of tape.
- Put the top on one of the jars. Place the jars and pie pan by a window or in a warm room.

- d. Help your child create a simple chart in the MLB to keep track of the rate of evaporation in each of the three containers. Your chart might look something like this.

DATE*	FLAT PAN	JAR WITHOUT LID	JAR WITH LID
October 1	water slightly inside water mark	no change	no change
October 2			

Have your child record his or her observations on the chart each day.

After the experiment is complete (after one or more of the amounts of water evaporates), discuss what happened. What did you find to be true about evaporation? Did the water touching the most air evaporate first?

You might want to repeat this experiment by putting one set of containers in the sun and one set in the dark.

Further Study

This experiment can lead many places. You may wish to discuss the nature of clouds with your child at this point. Go for a walk and see if you can find an example of evaporation in nature. For example, you might notice a puddle that disappears overnight, dew, or frost drying up by midmorning.

Arts & Crafts

Assignments

1. Make a corn husk doll, such a Cherokee child long ago might have played with (instructions are below).
2. Have your child draw an illustration of the corn husk doll that was made for this lesson. He or she may want to elaborate on the picture to draw a child playing with the doll.
3. Continue exploring cooking with your child.

Science

(continued)

Arts & Crafts Corn Husk Doll

(continued)



Materials:

- Old sheet or towel
- 6–7 cornhusks
- Pan of water
- Paper towels
- Scissors
- Several strands of raffia
- Small ball of Spanish moss or wool
- Hot glue gun, glue sticks, or craft glue
- Corn silk, yarn, or embroidery thread

Steps:

1. Cover your work area with old sheet or towel. Soak cornhusks in the water for three to four minutes. Remove them and dry on paper towels.
2. Cut a piece of corn husk about six inches long. Tie a piece of raffia in the middle of it. Cut the ends of the raffia.
3. Place the center of the tied corn husk on the top of the ball of moss or wool. Gently spread out the front and back of the husk so it completely covers the ball. Tie a long piece of raffia under the chin to make a neck. Allow the long ends of the raffia to extend out on the sides for the arms.
4. Take two or three long pieces of cornhusk and fold over the narrow top ends. Place the folded edges just under the head, one in the front, one in the back, and more on the sides, if necessary. Tie the corn husks at the waist with a piece of raffia.
5. Cut wings from another piece of cornhusk. Glue in place on the back. Use corn silk, yarn, or embroidery thread to make the hair. Glue it in place.

Music

Assignment

Practice “Joy to the World.” By now, you have reviewed all the notes previously learned. Depending on your child’s ability, it might be fun to vary the tempo of the pieces your child knows well, playing each piece slower or faster than usual. This also helps your child to pay attention to the rhythm and the time value of each note.

If you find your child struggles with the rhythm of the notes, begin each new piece by using hands to clap out the rhythm before you pick up the recorder to play the notes.

Health

Assignment

Complete lesson 6 in *Healthy Living from the Start*. This is your first review lesson of the year in health (there will be one every six weeks). This review lesson provides an opportunity to go over the information and activities that were covered in Unit I: Physical Body.

For Enrolled Students

A sample of work from this lesson will be sent to your Oak Meadow teacher at the end of lesson 8. Continue to use the weekly planner, assignment checklist, and learning assessment form to help you organize your lessons and track your child’s progress.

Learning Assessment

Use this assessment form to track your child’s progress over time. Remember to use your child’s treasure box to collect examples of projects and other samples of work that don’t fit into the main lesson book.

Learning Assessment

LANGUAGE ARTS	Not Yet Evident	Developing	Consistent	Notes
Demonstrates knowledge of sentence construction (noun and verb)				
Uses beginning capitalization				
Uses ending punctuation				
Memorizes spelling words				
Writes paragraphs with three to five sentences				
Demonstrates paragraphing skills: Topic sentence				
Demonstrates paragraphing skills: Detail sentence(s)				
Demonstrates paragraphing skills: Concluding sentence				
Retells story events in sequence				
Draws story scene showing specific details				
Reads aloud with confidence				
Recognizes a variety of words on sight				
Prints legibly				
Writes in cursive with clearly formed letters				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes

Learning Assessment

WRITING: SENTENCES AND PARAGRAPHS

Please use this space to clarify what (if any) assistance was necessary for the written portion of the assignments this week.

SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Compares modern life to ancient times				
Demonstrates awareness of story themes				
Indicates cultural and historical details in writing and drawing				
Relates story themes to daily life				
Demonstrates traditional oral storytelling techniques				

MATH	Not Yet Evident	Developing	Consistent	Notes
Demonstrates how to tell time (analog clock)				
Solves verbal problems related to time				
Translates oral problems to written equations				
Solves mental math problems using the four processes				
Solves missing-number problems				
Demonstrates carrying in addition and multiplication				
Demonstrates borrowing in subtraction				
Demonstrates knowledge of times tables				

Learning Assessment

MATH (CONTINUED)	Not Yet Evident	Developing	Consistent	Notes
Uses commutative property of addition and multiplication				
Uses associative property of addition and multiplication				
Identifies place value to 12 digits				

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Describes process of evaporation				
Shows understanding of photosynthesis				
Conducts an experiment according to directions				
Shows accuracy and organization in recording experiment data				
Demonstrates focused observation skills				
Records observations of experiment				
Draws and labels detailed sketches				
Records data over time				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Demonstrates cooking skills		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Shows ability to replicate and maintain varied rhythms		
Demonstrates knowledge related to physical body		

Grade 3



Lesson

Language Arts

Reading

At bedtime, read a story of your choice.

Have your child read both silently and aloud each day. As your child becomes more comfortable with reading and more fluent with reading aloud, you may want to decrease the amount of read-aloud time and increase the amount of silent reading time.

Assignments

1. This is the final week of poetry for a while. We will revisit poetry once more before the end of the year. This week, read poems to your child and have your child recite one or more of the poems that have been memorized. Record at least one of these recitations in video or audio form.
2. Help your child compose an original poem based on a nature theme. If the weather is cooperative, spend some time outside in a natural place before sitting down to write this poem. Talk to your child about the things you saw, heard, smelled, and felt in nature. Using sensory impression is a wonderful way to help a poem come alive. Encourage your child to use these impressions when composing the poem.
3. The last type of syllable we'll talk about is the consonant-le syllable. This one always comes at the end of a word, and the final E in this syllable is always silent. The consonant-le syllables are as follows:

ble (scramble)	ple (simple)
dle (waddle)	tle (little)
fle (shuffle)	zle (sizzle)
gle (wiggle)	stle (bristle)
kle (wrinkle)	

MATERIALS

Science: Terrarium

Large glass jar with lid
Small rocks
Sand
Soil
Shell or cap (for water)
Small plant

Language Arts

(continued)

Have your child copy examples of words with consonant-le syllables at the end and divide the syllables to make the consonant-le syllable clear. Have your child try to figure out how to divide the syllables by clapping them first—provide help if necessary, but give your child time to work it out first).

Here are some more examples, with syllables divided:

bub/ble	bu/gle	bot/tle
can/dle	pic/kle	puz/zle
raf/fle	ap/ple	ca/stle

Let your child know that one trick to finding the consonant-le syllable at the end of the word is to count back three letters and draw a line. This almost always works (see if your child can figure out when it doesn't!).

Also, remind your child that if the first syllable ends with a consonant, it is closed and the vowel (or “singing letter”) has a short sound. If the first syllable ends with a “singing letter,” it is an open syllable and the vowel sound is often long — that is, it “says its name!” Can your child discover which of the above words begins with a closed syllable and which begin with an open syllable?

4. In the MLB, have your child write this:

The consonant-le syllable always comes at the end of a word. The final e in this syllable is always silent.

Include some examples.

5. Create a spelling list that includes words with consonant-le syllables. Play with the spelling words throughout the week and then have your child write the words in the spelling notebook or MLB.

Social Studies

Reading

Read or tell “The Birth of a New Member of the Hopi Clan.”

Assignments

1. This week we once again look at specialization and interdependence, this time focusing on the Hopi clans. Hopi clans are similar to the

Sioux *tiospaye* in that they contain many members of a family, usually from the mother's line, living close together in a community. Many clans live together in one Hopi village. Like the Sioux, each member of the clan has a specific job (specialization) that they perform in order to support the clan. The clan relies heavily on each member to do his or her job in order to survive and thrive (interdependence).

This story spoke of the birth of a child. Have your child identify some of the specific jobs Hopi family members have that help bring forth the newest member of the tribe. How do they help each other?

Have your child draw a picture in the main lesson book that reflects ideas of specialization and interdependence from the story. For example, your child might wish to draw a picture of the naming ceremony or the family caring for the child as others cook food.

Social Studies

(continued)

Math

Assignments

1. Give your child some horizontal division problems to solve, such as these:

$$12 \div 4 =$$

$$49 \div 7 =$$

$$25 \div 5 =$$

$$81 \div 9 =$$

$$36 \div 6 =$$

$$63 \div 7 =$$

Then show your child that you can write these problems in a different way, putting them in a "house."

$$\begin{array}{r} 4 \overline{)12} \end{array}$$

$$\begin{array}{r} 6 \overline{)36} \end{array}$$

$$\begin{array}{r} 9 \overline{)81} \end{array}$$

$$\begin{array}{r} 5 \overline{)25} \end{array}$$

$$\begin{array}{r} 7 \overline{)49} \end{array}$$

$$\begin{array}{r} 7 \overline{)63} \end{array}$$

Show your child where to write the answer in this new format.

$$\begin{array}{r} 9 \\ 7 \overline{)63} \end{array}$$

Math

(continued)

Make it clear that the place value columns have to line up whenever one number gets put on top of another. It might help to put these problems on graph paper if your child tends to get place value columns misaligned or confused.

In the MLB, have your child write each of the above problems, putting them in horizontal format on the left of the page and using the long division sign (the “house”) on the right.

- Using simple division problems, introduce your child to the basic process of long division. We are just introducing it in third grade—don’t expect your child to master it quickly. In fourth grade, we work extensively with long division. This is just a simple introduction to help your child build a foundation for next year’s work.

Using the long division sign, write this problem: $24 \div 2$

$$\begin{array}{r} 12 \\ 2 \overline{)24} \\ \underline{2} \\ 04 \end{array}$$

Although your child can probably give you this answer more easily, explain that you are going to show an easy way to find the answer if someone doesn’t know it. Use your finger to cover up the 4, and ask “How many times does two go into two?” When your child answers “One,” write a 1 in the answer (above the 2 in 24). Then move your finger and ask, “How many times does two go into four?” When your child answers “Two,” write a 2 in the answer. Your child may be amazed to see the correct answer (12) appear.

Do this with several more very simple problems (examples are below) and see if your child can figure out how to figure and write the answers. If not, help your child by talking through the process.

$$36 \div 3$$

$$55 \div 5$$

$$48 \div 2$$

$$88 \div 4$$

Remind your child that the numbers in the answer must be placed in the correct place value columns. For instance, in the answer 12, the one really stands for 10, and must be placed in the tens column.

- Complete Practice Set 29.

Science

Assignments

1. Review the water cycle with your child, using simple terms so your child can easily relate it to his or her experience. Talk about how rain covers the land and seas. Much of the water that falls on land drains into a body of water (stream, lake, river, swamp, etc.) and eventually finds its way to the sea. (Some of the water, as we already learned, gets absorbed into the roots of plants and eventually is released into the air through transpiration.) Some of this water evaporates (remember the evaporation experiment in lesson 6?). Since the seas are so large, there is a very wide surface area for the water to evaporate and transform into water vapor. This water vapor forms clouds that float over the Earth. The clouds drop their rain over land and sea and the cycle begins again!

Have your child draw a simple picture of the cycle in the science MLB, this time emphasizing how water flows through waterways and empties into the sea as part of the water cycle.

2. Set up a terrarium so your child can watch the water cycle in action! Take a large clear jar. Place a layer of small rocks on the bottom. Lay sand on top of the rock layer, and layer soil on top of the sand. Place a cap or shell full of water on the soil. On one side of the jar, place a small plant into the soil. Close the lid and place the container on a sunny windowsill.

Over the next week, have your child record simple entries into the science journal of what he or she observes. For example, do you see condensation or “fog” on the sides of the jar? What has happened to the water in the shell? Keep in mind there are no wrong observations! The science journal is a good place for your child to not only record observations but predict outcomes and pose questions for future investigation.

3. Record observations for the fourth and final week of the seed-sprouting experiment. Are you surprised by how much it has grown? You may want to keep nurturing the plant indoors and then plant it outside in the spring.



Science

Further Study

(continued)

Several websites provide fun activities and information to supplement your study of the water cycle. Check oakmeadow.com/printed-links/ for suggestions.

Arts & Crafts

Assignment

Choose a craft project to complete this week or continue working with clay.

Music

Assignment

Learn “Chatskele” on the recorder. Introduce the key signature and together with your child, look at the key signature of this piece. See if your child can figure out what the key signature is telling you.

Health

Assignment

Complete lesson 24 in *Healthy Living from the Start*. Review topics from the previous lessons, or explore in more depth the information and activities from Unit IV: Self-Esteem.

For Enrolled Students

When lesson 24 is complete, please send a representative sample of your child’s work from the last four lessons (lesson 21–24). Include a monthly activity sheet or notes from your weekly planner, assignment checklists, and learning assessment forms. Remember to include an audio or video recording of your child playing the recorder.

Learning Assessment

Use this assessment form to track your child’s progress over time.

Learning Assessment

LANGUAGE ARTS	Not Yet Evident	Developing	Consistent	Notes
Identifies different types of syllables				
Demonstrates creative writing (original story)				
Uses adjectives and adverbs in descriptive writing				
Applies spelling rules to writing				
Composes original poem				
Memorizes poetry				
Displays good posture, diction, and expression in recitations				
Corrects errors in capitalization and punctuation				
Uses good sentence structure and form				
Displays good paragraphing skills				
Memorizes spelling words				
Writes paragraphs with three to five sentences				
Demonstrates paragraphing skills: Topic sentence				
Demonstrates paragraphing skills: Detail sentence(s)				
Demonstrates paragraphing skills: Concluding sentence				
Reads aloud with confidence				
Prints legibly				
Writes in cursive with clearly formed letters				

Learning Assessment

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes

WRITING: SENTENCES AND PARAGRAPHS

Please use this space to clarify what (if any) assistance was necessary for the written portion of the assignments this week.

SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Identifies examples of job interdependence				
Identifies parallels between story and life				
Locates and identifies continents and oceans				
Relates in writing details based on re-search				
Draws a map with map legend				
Gives directions				
Traces route on a map				

Learning Assessment

SOCIAL STUDIES (CONTINUED)	Not Yet Evident	Developing	Consistent	Notes
Identifies locations based on latitude and longitude				
Demonstrates knowledge of cardinal directions				
Demonstrates knowledge of ordinal directions				
Understands symbols on a map legend				
Uses map legend and compass rose to interpret map				

MATH	Not Yet Evident	Developing	Consistent	Notes
Solves division in vertical format				
Shows symmetry in form drawings that cross the midline				
Translates word problems into mathematical equations				
Solves addition and subtraction problems using money				
Demonstrates how to tell time (analog clock)				
Translates oral problems to written equations				
Solves multistep mental math problems using the four processes				
Solves missing-number problems				
Demonstrates carrying in addition and multiplication				
Demonstrates borrowing in subtraction				
Demonstrates knowledge of times tables				

Learning Assessment

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Shows awareness of Earth stewardship				
Identifies relationship between plants and water cycle				
Organizes data in chart form				
Identifies patterns from compiled data				
Conducts an experiment according to directions				
Shows accuracy and organization in recording experiment data				
Demonstrates focused observation skills				
Records observations of experiment				
Draws and labels detailed sketches				
Records data over time				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Sculpts objects from clay		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Shows ability to replicate and maintain varied rhythms		
Demonstrates knowledge related to self-esteem		

Grade 3



Lesson

Morning Circle

- Recite the opening and closing verses. If you would like to introduce new ones, here are the opening and closing verses for the final 12 lessons for grades K–3:

- Opening verse:

With joy we greet the morning sun
Shining light on everyone
It shines in the sky, on land and sea,
And fills me with light when it shines on me.

- Closing verse:

We are truthful, and helpful, and loving in trust
For our heart's inner sun glows brightly in us.
We will open our hearts to the sunbeams so bright
And we'll fill all the world with our heart's inner light.

- Enjoy favorite songs and verses, and add new ones to keep circle time fresh and lively. Incorporate movement whenever possible.

Language Arts

Reading

At bedtime, continue reading from *Folk Tales*.

Continue having your child read aloud and silently from one of the classics.

MATERIALS

Math: Domino Doubles
Dominos

Language Arts Assignments

(continued)

1. Three times this week, have your child compose a paragraph about the bedtime story. Help your child continue to develop paragraphing skills by asking questions like, “What is the topic sentence in this paragraph? Do the middle sentences tell me something new or give specific details? How does the concluding sentence wrap up the paragraph?”

It may help to occasionally review the grammar skills we’ve covered this year:

- Sentences begin with a capital letter.
- Sentences end with a punctuation mark: a period, question mark, or exclamation point.
- Every sentence must have a noun and a verb.
- A noun is the name of a person, place, or thing.
- A verb shows action.
- An adjective tells something about a noun.
- An adverb tells something about a verb, and usually answers the question “How?” “When?” or “Where?”
- A person’s name always begins with a capital letter (including “I”).

Reviewing these fundamentals periodically will help your child continue to focus on sentences structure and develop strong writing skills.

2. This week we will review the six forms of syllables we have explored over previous six weeks. Begin by reviewing with your child the physical experience of the syllable. Again, feel your jaw drop as you say the syllables. Have your child clap out the syllables of words. Read a sentence together in the classic your child is reading and clap out the syllables.

Next, go over each type of syllable. Here is a recap of the information but it may help your child’s memory if together you read the rules as your child wrote them in the MLB.

- Open: ends with a vowel; the vowel has a long sound (“says its name”)

- Closed: ends with a consonant; the vowel has a short sound
- Vowel-consonant-e: the final E is silent; the silent e makes the vowel before it long
- Vowel team: two or more letters form a single vowel sound
- Vowel-r combination: has at least one vowel followed by an r
- Consonant-le: always comes at the end of a word and the final E at the end of the syllable is silent

Read these words with your child and decide which type(s) of syllable they include (cover up the answers or write the words on a separate sheet of paper):

claim (T)

chime (VCe)

pinto (CL and O)

betray (O and O)

whisker (CL and V-r combo)

pancake (CL and VCe)

ran (CL)

candle (CL & C-le)

bite (VCe)

fir (V-r combo)

defeat (O and T)

3. Create a spelling list that includes words with a variety of syllable types. Play with the spelling words throughout the week and then have your child write the words in the spelling notebook or MLB.

Language Arts

(continued)

Social Studies

This week we will revisit the frontier and address what happens when people have to make economic choices.

Reading

Read or tell “A Recording from the Journal of Sarah Whittaker.”

Assignments

1. This week our story focuses on hard choices that sometimes have to be made. We usually can’t afford all that we want to have and sometimes we have to make sacrifices, or give up things. Sarah talks

Social Studies

(continued)

about that in this story. Discuss this with your child. Can your child give examples of some of the hard choices Sarah and her family had to make? What happened when they made those choices? What did they have to give up? What did they eventually get?

Have your child draw a picture from this story. Include a simple writing like this (have your child fill in the blanks):

The Whitaker family made sacrifices to build their life in Kansas. They gave up_____ in order to someday have _____.

You may need to help your child with this. Example writing might be, “They had to give up their life in Wisconsin in order to have new land in Kansas.”

- Using sticks (or Lincoln Logs), have your child build a frontier cabin! Use mud or clay to “chink” in the gaps, just as the frontiersmen did. Have your child draw a picture of the creation in the MLB or take a picture and glue it into the MLB.

Math

Assignments

- Continue your work with division by giving your child the following problem:

$$7 \overline{)42}$$

Your child can write the answer on the top of the bar. Now write the following problem:

$$7 \overline{)23}$$

Give your child a set of manipulatives (such as stones, buttons, beans, pennies, or any other small objects you have on hand) and ask him or her to solve the problem. Your child may show you 3 groups of 7 with two left over.

Explain that when there are ones left over like this, there is a special way we can write that in our long division (vertical) form. Write a 3 on top of the division bar to show the three full groups of seven

(make sure this lines up with the ones column). Then record the remaining two by writing R2 after the 3 on top of the bar like this:

$$\begin{array}{r} 3 \text{ r}2 \\ 7 \overline{)23} \\ \underline{21} \\ 02 \end{array}$$

Tell your child that R2 means *remainder 2*, and that shows that there are 2 remaining after the problem was solved.

Give your child this problem to solve:

$$15 \div 2$$

Help your child as needed. Your child is welcome to use manipulatives to solve these remainder problems. Have your child explain the process of coming to a solution. The process is as important as the solution, and yet it is often overlooked in arithmetic.

Ask your child to write several division problems with remainders in the MLB.

2. Play games involving math this week if you'd like to give your child a break from the practice sheets.
3. Incorporate telling time for your mental math this week. Here are some problems you might pose:

What time is it if the little hand is on the 3 and the big hand is on the 7?

How many minutes are left until noon when the big hand is on the 11 and the little hand is on the 9?

If it is 2:30 and we have to leave at 3:15, how many minutes until we leave?

If it takes three minutes to walk to the mailbox and if we leave at 3:06, when will we return home? (This one is tricky because your child has to account for the return walk, which is implied but not explicitly stated.)

It's okay if your child is looking at a clock while figuring out these problems.

Math

(continued)

Science

This week we are focusing on three biomes: the desert, rainforest, and tundra. Your child will learn their characteristics and identify different animals that live there.

Assignments

1. Look at a globe or world map with your child. Discuss the many different biomes or regions with different climates. Each region is home to many varied animals and plants that exist our world. This week we are only looking at three of these regions: the rainforest, desert, and tundra. Show your child an area where they might find each of these. For example, tundra is found in arctic regions, rainforest is found in regions of South America, and desert in the Sahara.

Beginning with the desert, talk about what your child might see there. The desert is very dry and hot during the day. At night, desert temperatures can drop very low. There are places in the so-called high desert where it snows, but overall, deserts get a very small amount of precipitation each year. Talk about some of the plant life your child might see in the desert, like cactus and sagebrush, for example. Have your child think about animals you might see there, such as lizards, scorpions, and snakes. Many of the animals in the desert live close to the ground where they can burrow in the sand. Why do you think they might have adapted that way? They protect themselves from the hot sun and wind. There is very little protection from predators in the open desert as well, so burrowing provides a means of escape.

Next, discuss the tundra, which has a very different climate than the desert. The tundra is cold and the ground is permanently frozen a few inches below the soil. Lichens, mosses, and other plants grow there, especially when the topsoil thaws each year. Many animals live there, such as wolves, foxes, caribou, rabbits, wolverines, and polar bears. Polar bears have thick, white fur. Ask your child why polar bears might have adapted this way? (For warmth from the cold and to blend in with the landscape for hunting and protection.)

The rainforest is another unique biome. It is wet, warm, and is home to a stunning array of plants and animals. If you can, look at some pictures of the flora (plants) and fauna (animals) of the rainforest.

Have your child identify some plants or animals you see. Birds, often with bright colors, abound in the rainforest, as do snakes, tree frogs, lemurs, and butterflies. Spider monkeys use their long arms to swing gracefully from tree to tree and spend most of their time in the tree tops. Ask your child to guess how that might help the monkeys in the rainforest environment. (Their food is up there and the ability to quickly move from tree to tree helps provide protection from predators.)



Over the course of this week, have your child learn about each of these three biomes. Go to the library and look at books that show pictures of these different regions and the plant and animal life within them.

2. In the science MLB, have your child create one page about each of the three biomes studied this week. Include both illustrations and writing on each page. Have your child label at least one plant and animal in each illustration.

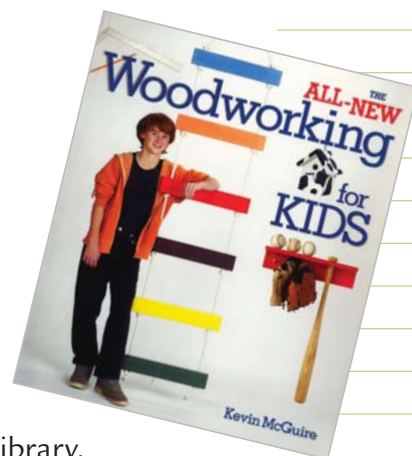
Further Study

There are many excellent online sources that can provide information and activities to supplement this week's lesson. Check oakmeadow.com/printed-links/ for recommended bookmarks. Have fun!

Arts & Crafts

Assignments

1. Help your child to make a music book following the instructions in the arts and crafts introduction of *Oak Meadow Grade 3 Resource Book*.
2. This week, begin woodworking with your child. Oak Meadow recommends *Woodworking for Kids* and you can find additional resources online or in your local library.



Science

(continued)

Music

Assignment

Take this week to review the songs you've already learned, and to practice reading music with some of the simple earlier songs. You can also use the songs in Intermediate Recorder to practice reading music.

Health

Assignment

Complete lesson 25 in *Healthy Living from the Start*. A new unit begins with topics related to self and community. In this lesson, you'll help your child consider risk taking and personal limits.

For Enrolled Students

Continue to use the weekly planner, assignment checklist, and learning assessment form as you plan your week and track your child's progress. You will be submitting the next batch of lessons at the end of lesson 28.

Learning Assessment

Use this assessment form to track your child's progress over time.

Learning Assessment

LANGUAGE ARTS	Not Yet Evident	Developing	Consistent	Notes
Identifies different types of syllables				
Demonstrates creative writing (original story)				
Uses adjectives and adverbs in descriptive writing				
Applies spelling rules to writing				
Composes original poem				
Memorizes poetry				
Displays good posture, diction, and expression in recitations				
Corrects errors in capitalization and punctuation				
Uses good sentence structure and form				
Displays good paragraphing skills				
Memorizes spelling words				
Writes paragraphs with three to five sentences				
Demonstrates paragraphing skills: Topic sentence				
Demonstrates paragraphing skills: Detail sentence(s)				
Demonstrates paragraphing skills: Concluding sentence				
Reads aloud with confidence				
Prints legibly				
Writes in cursive with clearly formed letters				

Learning Assessment

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes

WRITING: SENTENCES AND PARAGRAPHS

Please use this space to clarify what (if any) assistance was necessary for the written portion of the assignments this week.

SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Identifies parallels between story and life				
Locates and identifies continents and oceans				
Relates in writing details based on research				
Draws a map with map legend				
Gives directions				
Traces route on a map				
Identifies locations based on latitude and longitude				

Learning Assessment

SOCIAL STUDIES (CONTINUED)	Not Yet Evident	Developing	Consistent	Notes
Demonstrates knowledge of cardinal directions				
Demonstrates knowledge of ordinal directions				
Understands symbols on a map legend				
Uses map legend and compass rose to interpret map				

MATH	Not Yet Evident	Developing	Consistent	Notes
Solves division with remainders in vertical format				
Shows symmetry in form drawings that cross the midline				
Translates word problems into mathematical equations				
Solves addition and subtraction problems using money				
Demonstrates how to tell time (analog clock)				
Translates oral problems to written equations				
Solves multistep mental math problems using the four processes				
Solves missing-number problems				
Demonstrates carrying in addition and multiplication				
Demonstrates borrowing in subtraction				
Demonstrates knowledge of times tables				

Learning Assessment

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Identifies plants and animals in specific biomes				
Differentiates between different biomes				
Shows awareness of Earth stewardship				
Identifies how water moves in the water cycle				
Organizes data in chart form				
Identifies patterns from compiled data				
Conducts an experiment according to directions				
Shows accuracy and organization in recording experiment data				
Demonstrates focused observation skills				
Records observations of experiment				
Draws and labels detailed sketches				
Records data over time				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Sculpts objects from clay		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Shows ability to replicate and maintain varied rhythms		
Demonstrates knowledge related to risk taking and personal limits		

Oak Meadow Grade 3

RESOURCE BOOK

Oak Meadow, Inc.

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Item #b030112

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