

Oak Meadow Kindergarten

COURSEBOOK

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Grade



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Grade k



Lesson

Welcome to your first day of kindergarten! You may be feeling great excitement and a little apprehension on your first day. Your child may be feeling the same thing. If you have already read the “How To Begin” section in *Oak Meadow Kindergarten Resource Book*, hopefully you are feeling prepared for the day. (If not, now is a good time to go back and read it.) Read on for more tips on getting your homeschooling adventure off to a good start.

MATERIALS

Arts & Crafts:
Autumn Seasonal Table
Natural materials for
seasonal table

Starting Your Day

Each morning before beginning your circle and main lesson activities, take time to “clear your space.” Mentally and physically, set aside the tasks that await you later in the day. Clear off the table and arrange your materials neatly. Organizing your psychological and physical space is an important part of teaching good study habits. Have a snack ready for any younger children who may have trouble waiting until you are finished with your kindergartner, and bring out supplies (blocks, crayons, picture books, etc.) for these younger children so they can enjoy a quiet time while you are focusing with their sibling.

These first few lessons contain an overview of the basic elements of the day to help you with your planning. Please refer to *Oak Meadow Kindergarten Resource Book* for a more complete explanation of the daily schedule.

A Review of the Daily Schedule

Morning Circle

- Recite an opening verse.
- Sing or say one or two songs, verses, or fingerplays. It’s best for you to choose these ahead of time and to learn them yourself. Add movement and/or act them out.
- Recite a closing verse with accompanying gestures or movements.

A Review of the Daily Schedule

(continued)

Repeat the songs and fingerplays several times so your child can learn them. Use the same verses a week or more so they become very familiar.

While as adults we may feel that we need to move on to a new activity each week or each day, children of this age love repetition. Just think of how many times your child has asked that the same book be read to him. By using the power of repetition, children are able to integrate the concepts of the activity into their whole body and you will have less preparation time! It is important to do the gestures with the verses or songs. Children of this age learn very much through their body, so any activity that can integrate a concept with physical movement is helpful in this learning process. Either use the gestures indicated or make up your own to go with a verse or song.

As the year progresses, you may find that your morning circle evolves into something quite different than what we have described here. We encourage you to create new elements, introduce different opening and closing verses, and to invite your child to contribute ideas. We have included many songs, verses, and fingerplays in the *Oak Meadow Guide to Teaching the Early Grades* and you can find many good books in the library as well. Space has been provided in the weekly planner at the start of this lesson to help you keep track of your ideas for morning circle. Write down which verses you used, and put a star by ones that were particularly enjoyed—you may want to revisit them later in the year. Use the assignment summary found at the beginning of each lesson to check off activities as you complete them.

Morning Main Lesson

The morning main lesson time consists of 45–60 minutes devoted to language arts/social studies 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. For instance, you might do a language arts and social studies main lesson on Monday, Wednesday, and Friday, and a math main lesson on Tuesday and Thursday. On some days you will no doubt need less time, and on others, more. Use the weekly planner provided at the start of the lesson to help you plan your daily activities for each morning main lesson this week.

Each week for three weeks, one uppercase letter of the alphabet will be presented, followed by a week of review. This pattern will be continued throughout the year, with two final review weeks at the end. Important information about Oak Meadow's method of presenting the alphabet is found in *Oak Meadow Kindergarten Resource Book*.

Alternate days so your child has plenty of time to explore the subject matter at hand on any given day.

There are several activities suggested each week to help you explore the letters with your child. Spread these activities out over the course of the week (and feel free to supplement with activities of your own) to allow your child to truly integrate the new information. A materials list for each subject is provided at the start of each lesson as well as in the appendix of this coursebook.

In addition to the bedtime story for the presentation of letters, we suggest that you read to your child daily. **Reading aloud** to young children is known to be one of the best reading readiness activities there is and lends a cozy closeness to your time together. You can read outside in a hammock, or under the table in a makeshift fort, or in a tree house. You can sit on the steps and read while your children are eating their snack. You can read anywhere, anytime. Read when your children are a bit too wild and need settling down, or when they are tired and just want to relax. Choose books that have themes your children are interested in and choose books that expose them to things they might not otherwise experience—the Iditarod, a trans-Atlantic voyage, life on a New Zealand sheep ranch, or pioneer life on the prairie. Reading classic tales you remember from your childhood is a wonderful experience and often exposes children to language that has richness and depth that modern literature often lacks. Folktales (found in the 398 section of any public library) are an excellent source of entertaining stories.

Afternoon Hour

The afternoon hour will be devoted to science two afternoons a week, and to arts and crafts, music and movement, and health three afternoons a week. Please use the weekly planner provided at the start of the lesson to help you plan how you will spend the afternoon session each day this week. You can always vary your plan to take advantage of unexpected opportunities, but you will appreciate having the plan to refer to when you need structure.

Bedtime Routine

You will be reading or telling a series of stories to your child at bedtime in preparation for presenting the uppercase letters of the alphabet. The alphabet stories are located in *Oak Meadow Kindergarten Resource Book*. We also encourage you to read about storytelling in *Oak Meadow Guide to Teaching the Early Grades*.

This week, you will be reading “The Tale of Peter Rabbit” to your child at bedtime, in preparation for introducing the letter **A**.

A Review of the Daily Schedule

(continued)

Reading aloud to young children is known to be one of the best reading readiness activities there is.

Morning Circle

- Recite an opening verse. After several days, your child will join you as the verse becomes familiar. Here is a lovely verse with which to begin your day:

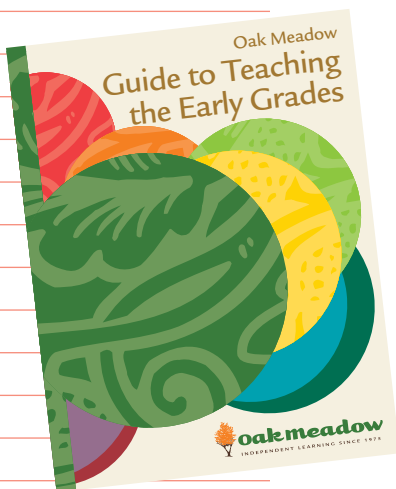
Morning has come,

Night is away.

We rise with the sun

To welcome the day.

- The opening and closing verses offered here are the same that are found in grades one through three; this should help families with multiple children create a more cohesive circle time.
- Sing or say one or two songs, verses, or fingerplays (see the *Oak Meadow Guide to Teaching the Early Grades*). Learn these ahead of time so you can recite them with enthusiasm! Add movement and/or act them out.



- “Clap With Me, One Two Three” and “The Little Rabbit” are two verses that will work well for this week’s activities (found in the *Oak Meadow Guide to Teaching the Early Grades*).
- Do each song or verse several times. Feel free to vary way the verse if done, speeding it up or slowing it down, or doing it loud and then soft.
- Recite a closing verse with accompanying gestures or movements. You can use your hands or your whole body, whatever feels right to you (don’t worry about your child getting left and right correct for now—do the motions while standing side by side and your child will imitate):

Guide my hands, left and right,

As I work with all my might.

Language Arts/Social Studies

Reading

At bedtime, read “The Tale of Peter Rabbit” (found in *Oak Meadow Kindergarten Resource Book*).

This first week, the letter being presented is “A.” As a bedtime story early in the week, read or tell “The Tale of Peter Rabbit” to your child. To begin the main lesson time the next morning, ask your child to recall the story, telling the events in the order in which they occurred. You may need to prompt your child by asking, “What happened when Mr. McGregor caught sight of Peter?” or “What did Peter do when he saw the cat?”

Next, remind your child how Peter had to squeeze under the garden gate in order to get home. Tell your child that the first letter you are going to learn is A, and that you can hear the sound of the A in the word *gate*.

Assignments

1. Show your child how to draw a large A on a plain piece of paper and allow plenty of time for practice, if necessary. Then, ask your child to use crayons to draw a picture of a garden gate and the letter A in the main lesson book. Refer to the *Oak Meadow Guide to Teaching the Early Grades* for crayon drawing instructions and use the sample drawing here as a guideline. Create your own drawing alongside your child (you might do this on a chalkboard, a piece of paper, or in your own main lesson book). Take your time to make your drawing with beautiful colors and careful shapes; this will encourage



Language Arts/ Social Studies

(continued)

your child to treat each letter drawing as special and put extra effort into it, and into any drawing that goes into the main lesson book.

2. Say the following tongue twister several times and ask your child to listen for the A sound. Repeat the tongue twister many times throughout the week so your child can learn it naturally. You might also want to include it in your morning circle time. Enunciate clearly; children learn by imitating, and in order to develop clear speech patterns, they need to hear words pronounced clearly.

My dame hath a lame tame crane,

My dame hath a crane that is lame.

Pray, gentle Jane,

Do you have the same

As my dame's lame crane who is tame?

3. Explore the letter A in a variety of ways, choosing from the following ideas or coming up with your own. Even children who are already familiar with their letters find activities such as these to be fun. Letter explorations give children the opportunity to internalize the shape, sound, and quality of each letter. You are encouraged to participate in the activities since children are more likely to become eagerly involved with the activities if they see you eager and involved.

Take your time with these activities and spread them out over the course of the week. If you find that you do not have time to complete all of them, select the ones that you think your child will enjoy the most. You can revisit the ones you skipped when you are conducting a review of the letters in later lessons.

- Gather sticks to form the letter A in different sizes.
- Find tree branches that fork and tie a piece of yarn between the forks to form the letter A.
- Help your child to notice the letter A in signs and other places in your environment.
- Draw an A in the air. Draw it again very small, and then draw it very large. Trace the shape of an A on your belly. Trace an A with your finger on the palm of someone's hand. Tell the person to close their eyes and see if they can figure out what letter you are drawing.

- Draw the letter A with a stick in the dirt or mud, or draw with chalk on the sidewalk or paved driveway.
 - Make bread dough (you'll find a recipe for delicious whole wheat bread in *Oak Meadow Kindergarten Resource Book*), and let your child roll out "snakes" and shape them into many sizes of the letter A. Enjoy eating them for snack or lunch.
4. Experiment with walking and running the letters, as described below. You will be doing this exercise periodically throughout the year to deepen your child's physical awareness of both letters and numbers. As always, you are encouraged to participate along with your child.

Walking and Running the Letters

1. Draw the shape of a very large A with a stick in the dirt, or sprinkle flour on the grass in a large A shape. Walk along the lines of the letter to get the feel of the angles of the letter.
2. Walk the shape of the letter while facing in one direction the entire time. Step forward, backward, right and left, depending on the shape of the letter, but always facing the same direction, in order to experience the form and the orientation of the letter in space.
3. Walk the shape of the letter without drawing it on the ground, doing both the methods described above. If the surface is dirt or sand, drag your feet so you can see the letter shape when you are done.
4. Do the exercises listed above, but this time run instead of walk.

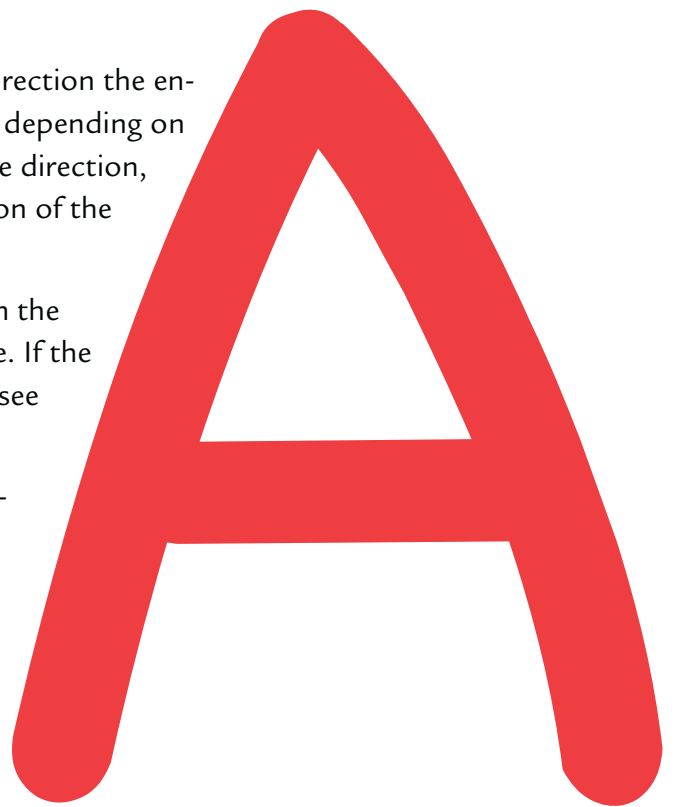
Math

Assignments

If you have not yet read the Introduction to Mathematics in *Oak Meadow Kindergarten Resource Book*, please do so now. In kindergarten, it is not necessary to do a formal math lesson each day; rather, look for opportunities to let your exploration of numbers arise naturally from the daily activities of your day. It is sufficient to focus on math two to three days a week with your kindergartener.

Language Arts/ Social Studies

(continued)



Math

(continued)

1. This week, enjoy playing with puzzles, games, and mazes with your child. Puzzles can be found in most libraries and taken home for a time just as you borrow books. You can find books of mazes or you can make up your own (make sure they are not too challenging for your kindergartener). There are many options for games to play with your kindergartener, such as Shoots and Ladders, Candy Land, Uno, and Go Fish. Any game with counting, cards, dice, or matching skills develop essential mathematical abilities. You can also make up your own game board and pieces and play your own games. These activities should continue throughout the year, as they help your child develop important discrimination skills that are necessary for success in math, reading, and writing.
2. Other important foundational activities that your child can help with are daily household activities that involve measuring, sorting, categorizing, and counting. These daily activities might include sorting laundry, cooking with you, feeding animals (one scoop or two of food), counting silverware and dishes to set the table, putting away silverware and dishes (sorting is an essential mathematical capacity). You can verbalize as you count or figure problems to demonstrate daily use of numbers. The expectation is not that the child will immediately be able to do this on his or her own, but rather eventually will be able to imitate you and then come to an independent understanding.

Science

Please read the Introduction to Science in *Oak Meadow Kindergarten Resource Book* for information on how science is presented in kindergarten.

Note: The next twelve science lessons are designed to be completed during the fall season. If you are beginning during another season, or if you live in a climate where the fall season does not match what is described here, please choose the season that is most appropriate for you now and return to these lessons at a later time.

Assignments

1. This week help your child recall summer memories. Ask your child to remember the sounds, smells, and beauty of summer. Together discuss the events of the summer and share memories. Afterward, ask your child to draw a picture of summer in the main lesson book

Music & Movement

(continued)

2. Sing “Head, Shoulders, Knees and Toes,” touching each body part as it is named:

Head, shoulders, knees and toes, knees and toes

Head, shoulders, knees and toes, knees and toes

And eyes, and ears, and mouth and nose,

Head, shoulders, knees and toes, knees and toes.

After you have sung the song a few times, you can have fun with it by singing it faster and faster, then singing it very slow, moving in slow motion. For a silly variation, use a stuffed animal or doll and move the animal’s or doll’s arms as you sing, having it touch its own head, shoulders, knees, and toes.

Health

Assignment

Complete lesson 1 in *Healthy Living from the Start: A Health Curriculum for Grades K–3*. We begin health studies this year with a unit on the physical body. In this lesson, you’ll examine human growth and development, and introduce your child to the wonder of the growing body.

For Enrolled Students

You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 4. In the meantime, feel free to contact your teacher if you have any questions about the assignments or the learning process. Use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your son’s or daughter’s progress. You will be sending this documentation to your teacher every four weeks (with each submission of student work).

Learning Assessment

These assessment rubrics are intended to help you track progress throughout the year. Please remember that these skills continue to develop over time. Use this space to make notes about the learning your child demonstrates or skills that need work.

Learning Assessment

LANGUAGE ARTS/SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Retells story events in sequence				
Identifies the long A sound in words				
Writes uppercase letter A in picture form				
Recognizes the uppercase letter A in the environment				
Memorizes and recites verses				

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

WRITING: STORY SUMMARY SENTENCES

Please describe how your child created the story summary sentences in the assignments this week. For instance, did he or she copy sentences composed by an adult, dictate sentences for the adult to write and then copy them, or write original text? Did your child write a practice copy first, to which you made corrections before your child wrote the sentences in the MLB? There are so many options for supporting students in their writing. Please use this space to clarify what (if any) assistance was necessary for the final draft.

Learning Assessment

MATH	Not yet evident	Developing	Consistent	Notes
Shows familiarity with counting in games				
Sorts, measures, counts, and categorizes in the context of daily activities				

SCIENCE	Not yet evident	Developing	Consistent	Notes
Recalls details from events from the past season				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Creates seasonal table		
Helps organize art and craft supplies		
Sings songs with accompanying movements		
Demonstrates knowledge of the growing body		



Starting Your Day

Before you begin your day, remember to assemble all your materials, clear your space physically and mentally, and have snacks and activities available to keep younger siblings busy. Use your weekly planner to keep track of the songs, verses, activities, and projects you will be doing this week. Use the assignment summary to check off activities as you complete them, and make notes on the learning assessment form about the skills your child demonstrates or needs to work on.

A Review of the Daily Schedule

Morning Circle

- Recite an opening verse. You will use the same opening and closing verses for several weeks, or even months. This establishes a clear beginning and end to your circle time and provides a comfortable, consistent routine to your day.
- Sing or say one or two songs, verses, or fingerplays. It's best for you to choose these ahead of time and to learn them yourself. Add movement and or act them out.
- Recite a closing verse with accompanying gestures or movements.

Morning Main Lesson

Use the morning main lesson time each day to spend 45–60 minutes focusing on language arts/social studies or math. You do not have to do each subject each day. It often works best to alternate days (doing two to three mornings of language arts/social studies and two to three days of math) so your child has plenty of time to explore the subject matter at hand. On some days, you may find your child eager for more and able to do a bit of work in each subject, and other days, it works best to focus on

MATERIALS

Math: Form Drawing
Chalk board or large drawing paper
Chalk or stick crayons

Arts & Crafts:

Clothespin Butterfly

Colored tissue paper
Pipe cleaner
Slotted (old fashioned) clothespin
Pieces of old crayons or colored candles (optional)
Waxed paper (optional)

Arts & Crafts: Leaf Stencils

Newspaper
Paintbrush
Poster paints
Paper glue
Sponge
Paper plates
White drawing paper
Tree leaves

A Review of the Daily Schedule

(continued)

a single subject. Write notes in your weekly planner to help you keep track of your daily activities for each morning main lesson this week.

Afternoon Hour

Spend about an hour each afternoon exploring science two afternoons a week, arts and crafts, music and movement, and health three afternoons a week. Remember to write notes in your weekly planner about what you plan to do, and about what went well. Include ideas for follow-up activities or things you'd like to try in the future.

Bedtime Routine

You will be reading or telling a series of stories to your child at bedtime in preparation for presenting the upper case letters of the alphabet. The alphabet stories are located in *Oak Meadow Kindergarten Resource Book*. This week, read your child the story of "Goldilocks and the Three Bears" at bedtime, as an introduction to the letter B.

Morning Circle

- Recite an opening verse. After several days, your child will join you as the verse becomes familiar.

Morning has come,

Night is away.

We rise with the sun

To welcome the day.

- Repeat one or two familiar songs, verses, or fingerplays from last week, and add one or two new ones that you have learned ahead of time (see the *Oak Meadow Guide to Teaching the Early Grades*). Recite them with enthusiasm, and add movement and/or act them out.
- "Itsy Bitsy Spider," "The Whirling Leaves," and "Hands on Shoulders, Hands on Knees" are verses that go well with this week's science and health activities (found in the *Oak Meadow Guide to Teaching the Early Grades*).
- Do each song or verse several times. Feel free to vary the way the verse is done, speeding it up or slowing it down, or doing it loud and then soft.

- Recite a closing verse with accompanying gestures or movements (you can use your hands or your whole body, whatever feels right to you):

Guide my hands, left and right,

As I work with all my might.

Morning Circle

(continued)

Language Arts/Social Studies

Reading

At bedtime, read “Goldilocks and the Three Bears” (found in *Oak Meadow Kindergarten Resource Book*) or tell the story from memory, embellishing it with detail.

Assignments

This week you will present the uppercase letter **B** to your child. A number of activities is suggested. Spread them out through the week so your child can absorb the material a little at a time.

1. Begin by reading or telling “Goldilocks and the Three Bears” to your child at bedtime. The next morning, after circle, ask your child to recall the story events in sequence. Prompt with questions if necessary, and encourage your child to provide specific details of the story.
2. Next, show your child how to make a beautiful uppercase B. On a chalkboard, a separate piece of paper, or your own main lesson book (MLB), draw an example to copy. Ask your child to use crayons to draw a picture of B and a bear in the main lesson book. Take your time with your drawing to encourage your child to put careful effort into the drawing. Feel free to decorate the borders of the MLB page and add colorful little details.
3. Spread out the following activities over the course of the week to help further your child’s exploration of the letter B. Have fun with these activities! Take part in them yourself, repeat favorite letter activities from last week, and add new ideas of your own.



Language Arts/ Social Studies

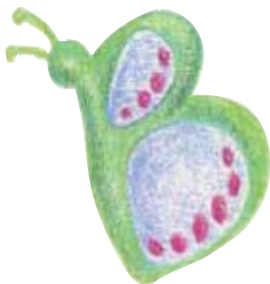
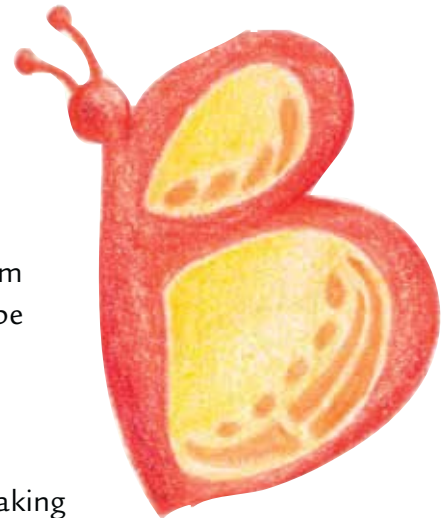
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- Read the following poem to your child. This poem may also be sung to the tune of the “ABC Song.”

B is a butterfly, big and bright,
Flies all day and flies all night.
Blown by the wind, as tired as can be,
Bumped into a beechnut tree.
Beechnut tree hugged the butterfly,
As the wind kept blowing by.
(Repeat from beginning)

(Adapted from a verse by Kathleen Post)

- Lay out simple rhythm instruments such as pots and wooden spoons, oatmeal containers, jingle bells, etc. Keep the beat together as you and your child sing the butterfly song. Then “fly” around the room or yard together, pretending to be butterflies.
- Use your rhythm instruments to make a Beat Band. Beat out a rhythm on the “drums” while making “boom-ba-ba-boom” beat sounds. Have fun making the B sound!



- Draw beautiful butterflies in the shape of a B, with the rounded portions being the delicately colored wings.
- Look for the letter B in nature, both in things that are shaped like a B and in things that have the sound of B. You may see a cloud that looks like a B on its back or perhaps see a beetle or a birch tree.
- If you have silk scarves or other “wing-like” fabric in your dress-up box, perhaps your child would enjoy pretending to be butterflies fluttering through the air waving these “wings” to the music of a classical waltz.

Math

Assignments

The first area of mathematics that we will formally introduce is geometry. Geometry is the study of form and all forms are created from some combination of the straight and curve. This week we will introduce the straight and curve with subsequent lessons using different combinations to create other forms.

The important part of these geometry lessons is the movement of the forms. The form drawn in the main lesson book is the byproduct of the activity. While the static form in the main lesson book is important, the moving of the forms is what is at the forefront of these lessons. The movement aspect of geometry will allow the child, as he or she gets older to “move” forms in geometry. For example, the 8th grader will be asked to imagine a hexahedron (cube) and transform it into an octahedron. In this process the student then comes to see the dual nature of the hexahedron and the octahedron. Without the experience of movement in geometry in early elementary education, this activity of true thinking becomes more and more challenging to the student. So, spend the time in the early years of your child’s education focusing on simple elements that will build the abilities for your child to think independently.

1. Begin by telling your child that all forms that you can find in the house, in the yard, in the woods, in the rivers, in shopping malls are all created from two simple forms: the straight and the curve. Find curved and circular forms in nature, around the house, and around town this week.
2. Slowly and carefully, in order to model careful working habits, draw a vertical straight line on a chalkboard or large drawing paper. Allow your child to watch in silence. Next to that draw a simple curve (similar to a C). Have your child practice drawing a straight line and a curved line. It is important to go slowly and feel the full length of the straight and the full curve of the C. Some children want to move quickly through the drawing, so help to slow the process down by focusing on the careful drawing of the line. This is not a race!

Math

(continued)

3. Next you will show your child how to use straight and curved lines to create “running” forms. It is important to accompany these forms with a simple image or story that the child can relate to. For instance, this form could be a slithering snake. Draw this on the chalkboard or a large piece of paper, and then have your child do the following movement activities:

- Have your child stand about ten feet back and trace the form with one finger.
- Next, trace the form using eyes only.
- Close one eye and trace it with the other, and then switch eyes.
- Close both eyes and trace the form with eyes shut.
- Run (or walk) the form on the floor or outside.
- Trace the shape of the form with your feet on the ground.

Once the form has been experienced in this full-body way, have your child first draw the form with one finger on the chalkboard and then with chalk. Practice several times until the form is straight across and consistent.

Then have your child do a final copy in the main lesson book.



For the next form, on another day, try telling of a fish who leaps out of the water and flips over. Repeat the movement suggestions from above. Talk about how the curves create circular forms, either circles or ovals.

Try this form but alternating between up and down. The fish now leaps out of the water, and then dives down in the water. Use the language up and down as you’re drawing with your child. Again, move the form with large motor movement before doing the fine motor drawing on chalkboard or paper.



Science

Assignments

This week, the focus in science is on **leaves** and on **butterflies**. Aim to complete the following activities over the course of this week. Some of the activities may be completed during the afternoon hour, whereas others may fall naturally into other parts of your day.

The focus in science is on **leaves** and on **butterflies**.

1. Go outdoors and hide five objects behind leaves, hanging them on low tree branches so they are camouflaged. You can use small stuffed animals (the beanbag type of stuffed animals work well because they can drape over the branches), bits of fabric or ribbon, a candy cane, or any other small object. Ask your child to find these objects. You will play this game in lesson 10 after the leaves have fallen off the trees so your child can see how the leaves act as a camouflage for animals, so if possible, hang the objects on deciduous trees that will lose their leaves.
2. Play hide and seek in a leafy place. You might pretend to be animals hiding from one another or shy animals hiding from humans.
3. Examine leaves to look for bugs, spider webs, and other evidence of animal activity, such as nibbles taken out of the leaf or cocoons on the underside. Collect a few different types of leaves for use in the art project (leaf stencils).
4. Tell or read “The Butterfly Story” to your child (found in *Oak Meadow Kindergarten Resource Book*). This story fits in well with the material you are doing for language arts this week. Have your child draw a picture based on the story in the main lesson book.
5. If you live where there are plenty of leaves that are starting to fall from the trees, your child might like to hide in the leaves and have you “find” him or her. Then hide yourself in the leaves and ask your child to “find” you. Have fun raking and playing with piles of leaves. Make leaf houses by raking hallways, “rooms,” and doors. Several houses can be linked together with winding pathways.



Science

(continued)

6. If apples are ripe in your area, go apple picking. Cook something delicious with the apples! Simple and tasty applesauce can be made by peeling and chopping apples and cooking them until soft (10–20 minutes) with a little cinnamon and brown sugar. If you like chunky applesauce, eat it as is; if you prefer it smoother, mash or blend the cooked apples.

Arts & Crafts

Assignments

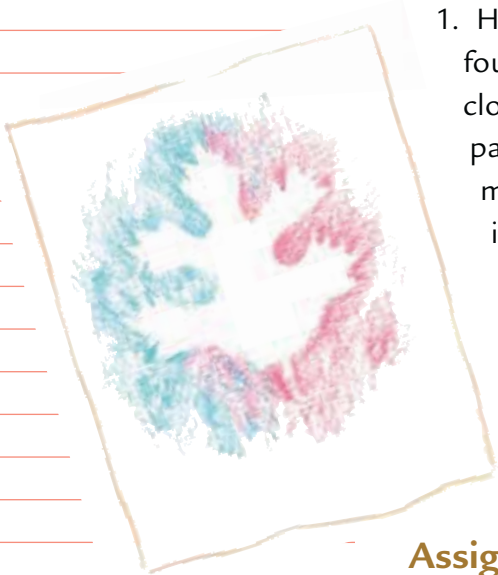
Complete the following art and craft activities sometime this week. You may complete them during the afternoon hour, or you may choose to incorporate them into other parts of your day.

1. Help your child to make a clothespin butterfly. Instructions can be found in *Oak Meadow Crafts for the Early Grades*. In addition to making clothespin butterflies, your child might enjoy making construction paper butterflies to hang in the window. Waxed paper butterfly wings made with melted crayon (as described in the “Clothespin Butterfly” instructions) are also very pretty when hanging in the window with the sun shining through.
2. Collect leaves and make leaf stencils as described in *Oak Meadow Crafts for the Early Grades*.

Music & Movement

Assignments

1. This week you will be teaching your child a song from the *Oak Meadow Guide to Teaching the Early Grades* and practicing the song you learned last week, exploring new ways of acting it out. Children usually enjoy lots of repetition, so you needn't feel you must offer something new every day or even every week.
2. Beat a drum and chant together, “We walk, we walk, we walk! We walk and then we stop!” while walking around randomly. After “Stop!” the leader calls out a body part, such as “Ears!” Each of you



must then touch your ears, or whatever body part is mentioned. Next, try it with, “We hop, we hop, we hop—we hop and then we stop!” and then call out another body part.

Take turns being the leader. Try jumping, skipping, running, or moving about in some other fashion. If there are more than two players, those who are not the leader for a particular turn can touch the named body part to each other’s bodies instead of touching their own. Example: If “Nose!” is called out, the two players who are not beating the drum would touch noses.

3. Choose a nursery rhyme to use to do some fun activities below, which are designed to help develop a sense of rhythm and use the body in an active, energetic way.

- Have your child clap the rhythm of a nursery rhyme.
- March the rhythm of the nursery rhyme.
- Beat a drum in time to the rhyme. Speed it up and slow it down. Vary the rhythm and pace. Try varying the loudness while also varying the speed: loud and fast, then quiet and slow; quiet and fast, then loud and slow.
- Act out the rhyme. Don’t be shy! Be dramatic or silly or energetic. Use whole body movements.
- Sing the rhyme or chant it loudly and then softly.

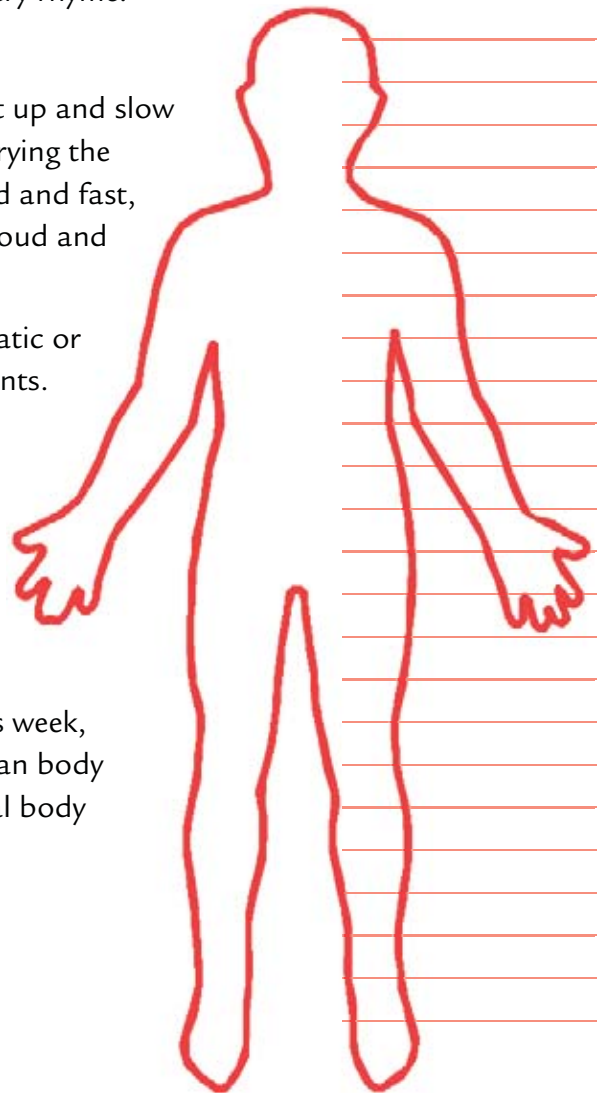
Health

Assignment

Complete lesson 2 in *Healthy Living from the Start*. This week, your child will continue to explore the amazing human body by doing body awareness exercises related to external body parts.

Music & Movement

(continued)



FOR ENROLLED STUDENTS

Feel free to contact your teacher if you have any questions about the assignments or the learning process. You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 4. Continue documenting your child's progress with the assignment summary checklist, weekly planner, and the learning assessment form.

Learning Assessment

These assessment rubrics are intended to help you track your child's progress throughout the year. Please note that these skills continue to develop over time.

Learning Assessment

LANGUAGE ARTS/SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Retells story events in sequence				
Identifies the B sound in words				
Writes uppercase letter B in picture form				
Recognizes the uppercase letter B in the environment				
Memorizes and recites verses				

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

WRITING: STORY SUMMARY SENTENCES

Please describe how your child created the story summary sentences in the assignments this week. For instance, did he or she copy sentences composed by an adult, dictate sentences for the adult to write and then copy them, or write original text? Did your child write a practice copy first, to which you made corrections before your child wrote the sentences in the MLB? There are so many options for supporting students in their writing. Please use this space to clarify what (if any) assistance was necessary for the final draft.

Learning Assessment

MATH	Not yet evident	Developing	Consistent	Notes
Identifies straight and curved forms in the environment				
Draws simple running-form drawings using straight and curved lines				

SCIENCE	Not yet evident	Developing	Consistent	Notes
Locates objects hidden by leaves				
Uses leafy environment for camouflage				
Identifies evidence of animal and insect activity in nature				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Makes crafts related to curriculum		
Sings songs with accompanying movements		
Shows ability to maintain consistent rhythm		
Demonstrates knowledge of external body parts		



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, verses, and fingerplays, and add new ones to keep circle time fresh and lively. Incorporate movement whenever possible.
- “Simple Simon” and “Daffy Down Dilly” are verses that go well with this week’s language arts and science lessons.



MATERIALS

Language Arts:

Textured Letter S

Glue
Seeds (such as sesame)

Math: Number 7

Clay or beeswax

Math: Bead Patterns

Large selection of colored beads
Shoelace or string

Music & Movement:

Bowling Alley

Empty half-gallon milk containers or dish detergent bottles
Tennis ball

Arts & Crafts: Cloud Paintings

Watercolor paint (blue)
Watercolor paper
Watercolor paintbrush
Cotton balls
Tempera paint (white)
Glue

Arts & Crafts: Spinning Snake Spiral

Thin cardboard
Scissors
Crayons or markers
Construction paper, glitter, beads, felt, etc. (for decorations)
String

Arts & Crafts: Rainbow Stick

Crepe paper or pieces of fabric in the seven colors of the rainbow
Glue or string
Long stick, dowel, or paint stirrer

Language Arts/Social Studies

Reading

At bedtime, read “The Six Swans.”

Language Arts/ Social Studies

(continued)

Assignments

1. This week you will be introducing your child to the letter S through the story of “The Six Swans.” In the morning, remember the story together. Show your child how to draw the letter S. Draw a good, strong S and a swan in the main lesson book.

If you can, take a field trip to see swans. If there are none in your area, find some nice photos of swans for your child to look at.

2. Read the following story aloud to your child. Then read it a second time, slowly, but ask your child to make the S sound every time you say an S. This will probably provoke a lot of laughter as your child listens for the hissing “ssssss.”

One springtime, a silver swan swam serenely through the shining stream carefully watching her seven cygnets who spent their days swimming in the shallow waters of the stream searching for food. Where the reeds grew, the swan family had their soft and snug nest, and when the sun went to sleep and the stars began to shine, they slept safely, snuggled together beneath the silvery, sheltering sky.

3. Ask your child to imitate a snake by slithering along the floor. Put obstacles in the way so your child will have to crawl and wiggle over objects. Have your child make an S shape with his or her body while slithering.
4. Have fun teaching your child this tongue twister:

Swan swam over the sea,

Swim, swan, swim!

Swan swam back again,

Well swum, swan!

Do not feel that it is necessary for your child to memorize this tongue twister (or any other tongue twisters) at this time. You can come back to it later on in the year or when your child is older.

5. Have your child spread glue in the shape of an S and sprinkle seeds (such as sesame seeds) onto it to make a textured S.

Math

Assignments

1. Continue to explore the quality and quantity of seven. Make a drawing of a house using a square or rectangle as the bottom and a triangle as the roof.
2. Practice writing the numbers 1–7 in ascending order. Then write them in descending order (7, 6, 5, 4, 3, 2, 1).
3. Have your child work with beads on a string. Present a pattern of beads and see if your child can copy it. Allow plenty of time for your child to play with the beads and make his or her own creations.
4. Collect seven stones on a walk this week. Have your child arrange these seven stones into different piles. See how many different arrangements can be made with seven stones. For example:
 - one pile of 7 stones
 - seven piles of 1 stone
 - one pile of 5 stones & one pile of 2 stones
 - one pile of 2 stones, two piles of 1 stone, one pile of 3 stones

Arranging a set of objects into different arrays, or arrangements, is an important capacity for arithmetic. Knowing that 7 is one pile of 5 and one pile of 2 makes the problem $5 + 2$ easier to solve. Instead of memorizing $5 + 2 = 7$, the problem could instantly be recognized and reframed as $5 + 2$. This capacity to think flexibly about mathematics is an essential focus of the Oak Meadow curriculum. The kindergarten curriculum builds these underlying capacities so that when arithmetic is formally introduced in first grade the student is well prepared.

Science

The next 12 assignments are designed to be completed in the spring. If you are beginning during another season, please turn to the relevant section's assignments now and return to these assignments in the spring.



Science Assignments

(continued)

1. Read “Little Cloud” to your child (found in *Oak Meadow Kindergarten Resource Book*).

This week, go out each day and look for images in the clouds. Perhaps you will see sheep, whales, mountains, or faces. This is a wonderful way to develop the imagination. It also evokes a sense of wonder in the young child.

2. On another day, ask your child to describe the clouds in terms of comparing attributes: large/small, big/little, dense/ fluffy, dark/light, etc. Think of other ways to contrast them.

3. As you are walking, begin looking for signs of spring. There are several types of flowers that bloom very early in the season, even if snow is still on the ground. Look for signs of tiny buds on trees, or little green shoots. If it is too early for this, that’s okay. You can still have a conversation about which signs of spring might be expected soon.

Arts & Crafts

Assignments

1. After observing clouds, create a sky-scape by making a wet paper painting with blue paint only, to show the sky. Let that dry completely, and then add clouds using cotton balls dipped in white tempera paint instead of using a paintbrush. Show your child how to dab the cotton ball gently on the sky painting, creating clouds with a dotting motion. Experiment with wispy clouds and thick clouds, long clouds and tall clouds. Your child may want to make several blue-sky paintings in order to have room for adding lots of different kinds of clouds.
2. On another day, your child might like to make a tactile cloud picture by gluing cotton balls or woolen clouds to a blue-sky painting.
3. Make a Spinning Snake Spiral with your child to reinforce the letter S.
4. Make a Rainbow Stick. Help your child put the colors of the rainbow in the correct order.

Music & Movement

Assignments

1. Do a jumping exercise by making up different styles of jumping related to different animals. Try jumping to different rhythms, jumping different heights, different lengths, and in different styles as you create elephant jumps, mouse jumps, grasshopper jumps, frog jumps, rabbit jumps, etc.
2. Listen to your child's favorite music this week, and create dances to illustrate the feeling or beat of the music. Would any of your rhythm instruments be suitable for helping to keep the beat of the music or to include in the creative expression of the dance? What about strips of silky or gauze-like material attached to the wrists?
3. Make a miniature bowling alley in a hallway. Pins are easily made from empty half-gallon milk cartons or empty dish detergent bottles. A tennis ball or other slightly heavy ball works well for knocking them down. This is great practice for your child's aim!

Health

Assignment

Complete lesson 25 in *Healthy Living from the Start*. For the next six lessons, you'll explore topics related to self and community. This lesson looks at the benefits of challenging yourself and the value of perseverance.

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 submit the next batch of lessons at the end of lesson 28.

Learning Assessment

LANGUAGE ARTS/SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Draws letter S in picture form				
Identifies A through S letter sounds				
Sorts letters alphabetically in ascending order				
Sorts letters alphabetically in descending order				

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

MATH	Not yet evident	Developing	Consistent	Notes
Recites numbers sequentially, ascending				
Recites numbers sequentially, descending				
Identifies geometric shapes: triangle, circle, square, and rectangle				
Follows an established pattern using beads				
Identifies multiple arrays of 7 objects				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Describes changes in weather				
Describes details of observations				
Draws details of observations				
Observes changes over time				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Creates crafts related to the curriculum		
Demonstrates ability to move in time to rhythmic beat at varying speeds		
Shows spatial orientation in moving according to various shapes		
Shows ability to hop on one foot and with two feet together		
Demonstrates ability to throw and catch from hand to hand		
Performs patterns of rhythmic movements		
Differentiates between right and left		
Performs movements crossing the midline of the body		
Demonstrates attribute of perseverance		

Oak Meadow Kindergarten

RESOURCE BOOK

Oak Meadow, Inc.

Post Office Box 1346 Brattleboro, Vermont 05302-1346
oakmeadow.com

Item #b000012

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