

Oak Meadow

Grade 2

COURSEBOOK

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Grade



Contents

Introduction.....	1
<hr/>	
Lesson 1	3
<hr/>	
Language Arts: Word Families	6
Social Studies: Ancient China.....	8
Math: Math games	11
Science: Sensory awareness.....	13
Arts & Crafts: Seasonal table; treasure box.....	16
Music: Recorder, note F	17
Health: Body differences	18
Learning Assessment	19
<hr/>	
Lesson 2.....	23
<hr/>	
Language Arts: Consonant blend PL; long and short vowels.....	25
Social Studies: Ancient China.....	28
Math: Form drawing	30
Science: Ant observations	32
Arts & Crafts: Watercolor painting; crochet.....	33
Music: Recorder, “Raindrops”	34
Health: Anatomy	34
Learning Assessment	34

Lesson 3.....	39
<hr/>	
Language Arts: Consonant blends CH and CL	41
Social Studies: Ancient Mali; storytelling	43
Math: Mirrored forms	45
Science: Bird observations	47
Arts & Crafts: Grapefruit Birdfeeder; crochet	48
Music: Recorder, “Merrily We Roll Along”	48
Health: Disease prevention	49
Learning Assessment	49
Lesson 4.....	53
<hr/>	
Language Arts: Consonant blends CR and DR.....	55
Social Studies: Anansi stories.....	57
Math: Mirror images	59
Science: Animal research	60
Arts & Crafts: Watercolor painting; crochet.....	62
Music: Recorder, “Skipping Along”	62
Health: Illness and home care	63
Learning Assessment	63
Lesson 5.....	67
<hr/>	
Language Arts: Consonant blends FL and BR	69
Social Studies: Family stories	70
Math: Horizontal mirrored forms	72
Science: Cooperation in nature	73
Arts & Crafts: Everlasting Calendar; Ribbon Bookmark	76
Music: Recorder, “Scale Exercises”	77
Health: Medical supplies	77
Learning Assessment	77

Lesson 6	81
Language Arts: Consonant blends FR and FL; poetry.....	83
Social Studies: Ancient Celts; creating a language	84
Math: Four processes; vertical and horizontal equations	86
Science: Recording data on a chart	90
Arts & Crafts: Watercolor painting; crochet.....	91
Music: Recorder, “Exercise for E”	91
Health: Unit I review.....	91
Learning Assessment	92
Lesson 7	97
Language Arts: Consonant blends GR and BL.....	99
Social Studies: Ancient Celts.....	101
Math: 2 times table; 4 times table	102
Science: Rhythms in plants and animals	105
Arts & Crafts: Bridget doll.....	107
Music: Recorder, “Lazy Mary”	108
Health: Personal safety	108
Learning Assessment	108
Lesson 8	113
Language Arts: Poetry recitation; making a book	115
Social Studies: Ancient Celts; connections to nature.....	116
Math: 5 times table; 10 times table	118
Science: Sorting and classifying.....	121
Arts & Crafts: Handcrafted paper	122
Music: Recorder, “It’s Raining, It’s Pouring”	124
Health: Community safety	124
Learning Assessment	124

Lesson 9.....	129
Language Arts: Consonant blends SH and SL; fables	131
Social Studies: Family rhythms; family stories	132
Math: 3 times table; 6 times table	134
Science: Plant growth experiment	135
Arts & Crafts: Watercolor painting	136
Music: Recorder, "This is My Cat"	136
Health: Trusted people.....	137
Learning Assessment	137
Lesson 10.....	143
Language Arts: Fables; descriptive writing	145
Social Studies: Cardinal directions; map legends	146
Math: Patterning block.....	147
Science: Recording data; interactions in nature.....	150
Arts & Crafts: Craft project	151
Music: Recorder, "My Birthday Party"	151
Health: Keeping a clean room	152
Learning Assessment	152
Lesson 11	157
Language Arts: Fables; opinion writing	159
Social Studies: Cardinal and ordinal directions; using a globe... ..	161
Math: Place value; counting by 100	162
Science: Garden design	163
Arts & Crafts: Puppets and puppet theater.....	164
Music: Recorder, "Swimming"; handclapping games	164
Health: EMTs and paramedics	166
Learning Assessment	166

Lesson 12.....	171
Language Arts: Consonant blends SW and TH	173
Social Studies: Africa	175
Math: Writing numbers in expanded form; place value to 6 digits ...	176
Science: Squirrel observations.....	178
Arts & Crafts: Seasonal table	180
Music: Recorder, “Lindy Loo”	180
Health: Review Unit II	180
Learning Assessment	180
Lesson 13.....	185
Language Arts: Consonant blends TR and TW.....	187
Social Studies: Climate regions.....	188
Math: Place value to 9 digits	189
Science: Animal habits and habitats	191
Arts & Crafts: Calendar; clay project.....	193
Music: Recorder, “Exercise for D”	194
Health: Essential nutrients	194
Learning Assessment	194
Lesson 14.....	199
Language Arts: Word families; writing in verse.....	201
Social Studies: Continents and oceans	202
Math: Carrying in addition	204
Science: Animal similarities and differences.....	206
Arts & Crafts: Calendar; clay project.....	208
Music: Recorder, “Hush Little Baby”	208
Health: Eating habits	208
Learning Assessment	208

Lesson 15 213

Language Arts: Acting out a story; descriptive writing..... 215

Social Studies: United Kingdom and Ireland 216

Math: Zero as a digit in large numbers 217

Science: Honeybees..... 219

Arts & Crafts: Calendar; clay project..... 220

Music: Recorder, “The Mulberry Bush” 220

Health: Cooking and kitchen safety 221

Learning Assessment..... 221

Lesson 16 227

Language Arts: Creative writing; word building 229

Social Studies: Tracing a route on a map 230

Math: Number bonds..... 231

Science: Animal homes 234

Arts & Crafts: Calendar; clay project..... 235

Music: Recorder, “Old King Cole” 236

Health: Exercise and sleep..... 236

Learning Assessment..... 236

Lesson 17 241

Language Arts: Poetry; memorization 243

Social Studies: Regional maps; local climate 244

Math: Classifying and sorting 244

Science: Spiders 246

Arts & Crafts: Calendar; clay project..... 247

Music: Recorder, “Old MacDonald” 247

Health: Relaxation techniques..... 248

Learning Assessment..... 248

Lesson 18.....	253
Language Arts: Story summary; sight words.....	255
Social Studies: Ancestry.....	257
Math: Review of first semester.....	258
Science: Nesting behaviors.....	258
Arts & Crafts: Calendar; clay project.....	259
Music: Recorder, “Itsy Bitsy Spider”.....	259
Health: Review Unit III	259
Learning Assessment	259
Lesson 19.....	263
Language Arts: Recitation skills; short and long A	268
Social Studies: Ancient Ireland; natural resources	269
Math: Review of first semester.....	270
Science: Bird observations; weaving	271
Arts & Crafts: Calendar; free-choice projects.....	273
Music: Recorder, “Exercise for C”.....	273
Health: Good sportsmanship.....	273
Learning Assessment	273
Lesson 20.....	279
Language Arts: Poetry recitation; short and long E	281
Social Studies: Ancient China; human resources	282
Math: Horizontal and vertical mirrored forms	283
Science: Swiftlets and barn swallows	284
Arts & Crafts: Calendar; free-choice projects.....	285
Music: Recorder, “Scale Exercise”	285
Health: Individuality	285
Learning Assessment	285

Lesson 21	293
<hr/>	
Language Arts: Descriptive writing; short and long I	295
Social Studies: Ancient Africa; capital resources	296
Math: Form drawings.....	297
Science: Habitats.....	299
Arts & Crafts: Calendar; free-choice projects.....	300
Music: Recorder, “Pop! Goes the Weasel”	300
Health: Self-advocacy	300
Learning Assessment	300
<hr/>	
Lesson 22.....	307
<hr/>	
Language Arts: Writing a summary; long and short O	309
Social Studies: Resources in the community	309
Math: 8 times table	311
Science: Vertebrates and invertebrates.....	313
Arts & Crafts: Calendar; free-choice projects.....	314
Music: Recorder, “A Tisket, A Tasket”	314
Health: Death and dying.....	314
Learning Assessment	314
<hr/>	
Lesson 23	321
<hr/>	
Language Arts: Creative writing; long and short U	323
Social Studies: Ancient Mali; methods of trade	324
Math: 7 times table; 9 times table	325
Science: Warm- and cold-blooded animals	327
Arts & Crafts: Calendar; free-choice projects.....	328
Music: Recorder, “Twinkle, Twinkle, Little Star”	329
Health: Anger resolution	329
Learning Assessment	329

Lesson 24..... 335

Language Arts: Acting out a story; Y as a vowel..... 337

Social Studies: Ancient Ireland; early forms of money 338

Math: 11 times table; 12 times table 339

Science: Animal tracks; animal locomotion 341

Arts & Crafts: Calendar; free-choice projects..... 342

Music: Recorder, “The Heather on the Hillside” 342

Health: Review Unit IV 343

Learning Assessment..... 343

Lesson 25..... 349

Language Arts: Descriptive writing; vowel/consonant/
e combinations 351

Social Studies: Types of economic transactions 353

Math: Carrying using large numbers 353

Science: Food chain 355

Arts & Crafts: Seasonal table; free-choice projects..... 357

Music: Recorder, “Exercise for B-flat” 357

Health: Challenging yourself..... 357

Learning Assessment..... 357

Lesson 26..... 363

Language Arts: Summary writing; vowel/consonant/
e combinations 365

Social Studies: Concept of scarcity 366

Math: Borrowing in subtraction..... 367

Science: Interdependence of humans and animals 369

Arts & Crafts: Free-choice art projects..... 370

Music: Recorder, “Frère Jacques” 370

Health: Decision making	371
Learning Assessment	371
Lesson 27	377
<hr/>	
Language Arts: Dramatic storytelling; comparison writing.....	379
Social Studies: Concept of overabundance	380
Math: Math games	381
Science: Carnivores, herbivores, and omnivores	382
Arts & Crafts: Free-choice art projects.....	384
Music: Recorder, “Go In and Out the Window”	384
Health: Sharing resources	384
Learning Assessment	384
Lesson 28	391
<hr/>	
Language Arts: Vowel combinations.....	393
Social Studies: Kindness and reciprocity	395
Math: Translating story problems into numeric equations.....	395
Science: Animal behavior.....	396
Arts & Crafts: Free-choice art projects.....	398
Music: Recorder, “Skip to My Lou”	398
Health: Electrical safety.....	398
Learning Assessment	398
Lesson 29	405
<hr/>	
Language Arts: Common letter combinations.....	407
Social Studies: Concept of how to treat others.....	408
Math: Missing numbers; math games.....	409
Science: Animal communication.....	410
Arts & Crafts: Free-choice art projects.....	411

Music: Recorder, “Hickory, Dickory, Dock”	411
Health: Vision, posture, and hearing.....	412
Learning Assessment	412
Lesson 30	419
Language Arts: Original story ideas; writing poetry	421
Social Studies: Concept of honesty.....	422
Math: Times tables; number patterns.....	423
Science: Animal classification; mammals	424
Arts & Crafts: Free-choice art projects.....	426
Music: Recorder, “Clementine”	427
Health: Review Unit V	427
Learning Assessment	427
Lesson 31	435
Language Arts: Original storytelling; hard and soft C	437
Social Studies: Concept of honesty; tall tales	438
Math: Place value to 12 digits	439
Science: Aquatic habitats; birds and fish	440
Arts & Crafts: Free-choice art projects.....	441
Music: Recorder, “Baa, Baa, Black Sheep”	441
Health: Developing stamina	442
Learning Assessment	442
Lesson 32	449
Language Arts: Poetry recitation; hard and soft G	451
Social Studies: Qualities of a good leader	452
Math: Mental math; greater than/less than	453
Science: Amphibians and reptiles; life cycle of a frog	454

Arts & Crafts: Free-choice art projects.....	456
Music: Recorder, “Simple Gifts”	456
Health: Exercising	456
Learning Assessment	456
Lesson 33	463
<hr/>	
Language Arts: Descriptive writing; Y as vowel and consonant..	465
Social Studies: Rosa Parks; civil rights.....	466
Math: Odd and even numbers	467
Science: Insects and spiders; life cycle of a butterfly	468
Arts & Crafts: Watercolor painting; free-choice art projects.....	471
Music: Recorder, “London Bridge”	471
Health: Yoga and stretching	471
Learning Assessment	471
Lesson 34	479
<hr/>	
Language Arts: Free-choice writing; OW and OO sounds	481
Social Studies: Susan B. Anthony; women’s rights.....	482
Math: Review of math skills	483
Science: Animal identification chart	483
Arts & Crafts: Free-choice art projects.....	485
Music: Recorder, “Oh, How Lovely Is the Evening”	485
Health: Mind/body connection	485
Learning Assessment	485

Lesson 35..... 493

Language Arts: EA sounds; year-end assessment 496

Social Studies: Contributing to the community;
year-end assessment..... 496

Math: Year-end assessment..... 497

Science: Year-end assessment 497

Arts & Crafts: Watercolor painting 498

Music: Reviewing songs 498

Health: Mindfulness 498

Second Grade Year-End Learning Assessment 499

Lesson 36..... 509

Language Arts: Favorite story 511

Social Studies: Cultural exploration..... 512

Math: Favorite math games 512

Science: Year-end review 512

Arts & Crafts: Building with Beans 513

Music: Music recital..... 513

Health: Review Unit VI 513

Appendix..... 515

Works Cited 517

List of Materials 520

Grade 2



Lesson

Welcome to second grade! If you homeschooled in first grade, you and your child will probably have a good school routine that works for you. If this is your first year of homeschooling, congratulations! You may be feeling a mixture of excitement and trepidation, and your child may be feeling the same thing! If you haven't already done so, please read the introduction. You will find lots of tips and ideas for getting your homeschooling year off to a good start. This Oak Meadow curriculum gives you all the tools you need to lay down a solid educational foundation while nurturing your child's sense of adventure, curiosity, and fun. We hope you and your child enjoy learning together!

Complete an activity about body differences and diversity.

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 kindergarten through third grade; this should help families with multiple children create a more cohesive circle time.

- Each week, you'll choose one or two songs, verses, or fingerplays. Try to find ones that relate to what your child is learning. Learn these ahead of time so you can recite them with enthusiasm! Add movement and or act them out. Do each song or verse several times. Once your child

MATERIALS

Social Studies: Tangram

Colored construction paper
Scissors
Cardboard (optional)
Glue (optional)

Social Studies:

Mask Making

1–2 rolls of plaster impregnated bandage (gauze with plaster in it, found in most art stores)

Vaseline

Tissues

Old clothes

Warm water in plastic cup or bowl

Craft scissors

Hot glue gun (adult use)

Paint, feathers, flowers, and jewels, etc.

Science: Pin the Tail on the Donkey

Large drawing paper

Construction paper

Push pin (optional)

Tape

Scissors

Arts & Crafts: Treasure Box

Cardboard box

Poster paints

Paint brushes

Newspaper (to cover painting surface)

Arts & Crafts:

Crocheting

Crochet hook

Yarn

Morning Circle

(continued)

is familiar with the verse, feel free to vary the way it is done, speeding it up or slowing it down, or doing it loud and then soft.

“Kookaburra” and “Good Morning, Dear Earth” are two verses that will work well for this week’s activities (found in the *Oak Meadow Guide to Teaching the Early Grades*). You might want to make a note in your weekly planner about which songs you use.

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.

Language Arts

Reading

At bedtime, read “The Tale of Jolly Robin” (found in *Animal Stories*). There are 22 stories (like chapters) in “The Tale of Jolly Robin.” Read one per night, and have your child recall and retell the story the following day two days this week. This book will be the focal point for language arts and this will be the pattern throughout the year.

Assignments

1. You will be reading “The Tale of Jolly Robin” from *Animal Stories* at bedtime. Two days this week, ask your child to recall story events and details in order of occurrence. You may need to prompt your child with words such as “then,” “next,” etc. Together, compose two or three sentences that relate to part of the story that was read. Write them out neatly and correctly for your child to see, and ask your child to copy them with colored pencils in the main lesson book (MLB). (Instructions for the creation of a main lesson book are found in the “How To Begin” section of the Grade 2 Resource Book—if you haven’t read this section yet, please do so now.) Once your child has written the story summary in the MLB, ask him or her to read back it aloud.
2. Have your child read to you from a printed reader at least three times a week. Refer to the introduction for reading instructions. If they are not yet able to read at this level, call the office to order the first grade readers.



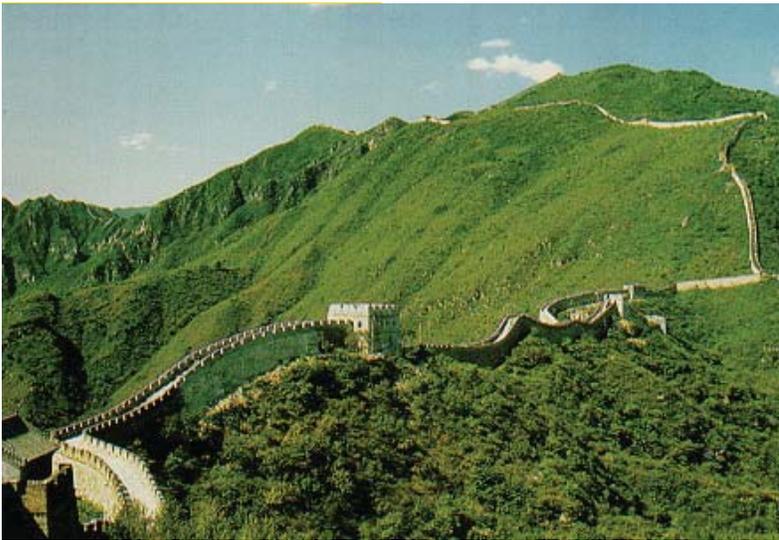
Social Studies

Your child will begin social studies with an historical exploration of ancient China. We will use the stories, fables, and folklore to gain insight into the life and culture of the lands we study. The early Chinese put community and family above the individual, and, as such, we can learn much from them about cooperative living.

This week your child will hear a story from the Xia era (10,000 BCE–1,500 BCE). There are no written records of this period in Chinese history; much

of what we know from the Xia times is derived from legends and folklore passed down through the oral tradition of story-telling. The people of the Xia period were primarily farmers who harvested silk. Their homes, built from dried clay bricks, were remarkably strong.

The Xia people had a powerful sense of community. Their culture celebrated many colorful festivals, as described in story in this lesson. Over the next two weeks, your child will design and decorate a mask similar to the ones that may have been used in Chinese festivals.



Reading

Read “Loawnu and the Fallen Sky: A Tale of Ancient China” (found in *Oak Meadow Grade 2 Resource Book*).

Assignments

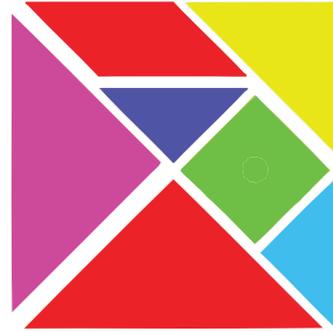
1. Read or memorize and tell “Loawnu and the Fallen Sky: A Tale of Ancient China” to your child. When memorizing the story, we recommend you read the story once or twice to yourself. Then, rather than trying to recite the story word for word, picture the story inwardly as you tell it. Don’t worry so much about the details of the story, but focus instead on expressing the general storyline and important themes or ideas expressed within. Feel free to embellish!

Social Studies

(continued)



2. Many Chinese folk tales express a theme of wholeness, or bringing wholeness together from its parts. This is reflected in the Chinese game of Tangrams. These seven simple geometric pieces that assemble into a square can be arranged to be any number of recognizable things. Try it by tracing this pattern and cutting out the shapes (you can make them any color you like). Begin by rearranging the shapes into a square to get a feel for it. Then arrange the pieces into different shapes: a bird, a duck, whatever you and your child want to do. Have fun; there are more than 1,600 shapes to be made!



If you'd like to make a more permanent version, cut the pieces out of cardboard by drawing the tangram pattern of shapes on the cardboard (you can make it as large as you want). Cut out the pieces and glue construction paper shapes to each piece. Trim the construction paper with scissors to fit the cardboard piece without hanging over the edge—this will make it easier for your child to fit the pieces neatly together.

3. Begin the mask making project by making the base this week. It needs to dry completely before decorating.

Further Study

Ancient Chinese cultures were truly fascinating. These early civilizations brought us silk, coined money, cast iron, and an eventual rudimentary form of writing in characters found on oracle bones. Because ancient civilizations were geographically isolated from other cultures, the Chinese culture was quite unique and flourished with an identity that defines them even today. You may want to find additional stories and artwork from ancient China to enhance your studies.

Your child might enjoy using mud to make a model of a dried clay brick structure, like the homes of Xia. You can experiment with mixing dried grass with the mud to make it easier to form. Let the mud structure dry in the sun and see how sturdy it is!

Mask Making

What you need

- 1-2 rolls of plaster impregnated bandage (gauze with plaster in it—you can find in most art stores)
- Vaseline
- Kleenex
- Old clothes
- Warm water in plastic cup or bowl
- Craft scissors
- Hot glue gun (be careful with this!)
- Paint, feathers, flowers, and jewels—whatever you wish to decorate your mask!

To make the base

This can be done either on a face or on a doll if your child is uncomfortable with the process. Also, if you can find a volunteer, you can make a mask on them!

1. Cut bandages into strips approximately 4 cm long.
2. If you are making the mask on someone's face, tie back their hair and generously coat their face with Vaseline. Have them lie comfortably on the floor. If you are using a doll, do the same thing!
3. Cover eyelids, eyelashes, and eyebrows with Kleenex using Vaseline to stick them on.
4. Dip one piece of bandage at a time in the water and place it on the face (human or doll), overlapping the edges slightly as you go.
5. Avoid nostrils, mouth and eyes. You can choose to do a half-face mask if you wish. In this case, begin at the top of the face and work down, stopping just below the cheekbones.
6. Continue the plastering process, overlapping each bandage piece until the face is well covered.
7. Strengthen the mask by adding another layer of plastic bandages in a crosswise direction to the previous layer.
8. Mask will warm in 20-30 minutes. Then it will harden.

To remove the mask:

1. The mask can be removed by having the person move their face beneath the mask (tell them to make silly faces), until it comes loose from the skin easily.
2. Gently lift the edges to break suction.
3. Trim uneven edges and let the mask dry completely.

Decorate as you wish!

Math

Second grade math will begin with a week of playing games that use math capacities (counting, dice, cards, mazes, puzzles, etc.) and establishing new routines that allow your child to use math in daily life. If you haven't read the introduction to mathematics, please do that now. Making these activities part of your regular daily and weekly schedule integrates mathematics into everyday life.

You may also see your child use mathematics in his or her play. Imaginative play is a vital time and should be left free and uninterrupted, but you can notice how your child uses numbers in playtime and put a note on your assessment form (found at the end of each lesson) or your weekly planner (found at the beginning of each lesson).

Assignments

1. Do puzzles, mazes, and games with your child this week. These activities should continue throughout the year. The more experience your child has with numbers, the four operations, and spatial orientation through a variety of activities, the more integrated will become his or her sense of geometry, numeracy, and arithmetic.

It's fun to make your own mazes for your child. Simply begin with a start point and an end point. From there create a series of lines (curved or straight) that lead from the start point to the end point. Then create the distractions, or ways in the maze that lead to dead ends. Maze books can also be bought at most bookstores or downloaded online.

There are many games that encourage the development of mathematical capacities that you can play with your child, such as Chutes and Ladders, Candy Land, Uno, Go Fish, chess, backgammon, checkers, etc. Any game with counting, cards, dice, sorting, matching, classifying, and ordering will help your child develop solid mathematics skills. You can also make up your own games. Some children love making game pieces, and you can tailor your games to your family's interests.

2. This year, look for more ways to involve your child's math skills in daily household chores. Now that your child is a bit older, he or she can take more responsibility with chores. For instance, you might put your child in charge of setting the table and counting out the requisite number of

Science

(continued)

that your child will be working on throughout the year. Provide many opportunities to work on these skills in real work contexts.

Science

We will begin our exploration in science by focusing on our senses and learning about how animals use their keen senses in a variety of ways.

Assignments

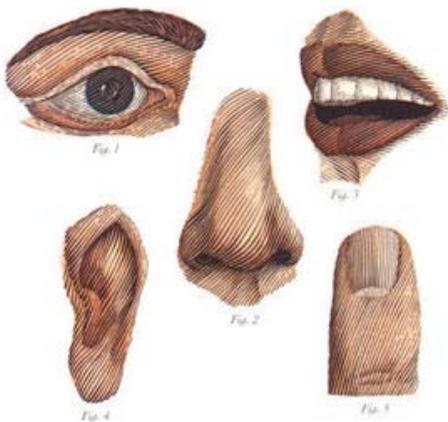
1. Spend some time this week playing the following games with your child that involve the senses. This will help your child gain an appreciation of the part senses play in helping both animals and humans feel properly oriented in the world.

Game 1: Pin the Tail on the Donkey

This game, an old favorite for many, can be creatively presented using any animal, such as “Pin the Antennae on the Ant” or object “Pin the Flag on the Flagpole.”

Begin by drawing a large picture of a donkey (or another animal or object) on a large sheet of paper and hanging it on the wall. Then you will need to draw a tail on a piece of construction paper. Cut the tail out and put a piece of tape on the back of the tail. You will need at least one tail for each person playing the game (more if players want to have two turns). Write the player’s name on the tail before handing it to him or her.

Next, stand about six feet away from the donkey picture and blindfold your child’s eyes. Hand your child the tail, and then spin him or her around so that the sense of orientation in space is confused. Now ask your child to walk forward and “pin” the tail on the donkey. If your child starts walking very crooked, you can help by saying, “You are getting warm” when he or she is heading in the right direction, and “You’re getting cold” when going in the wrong direction. Your voice will help to orient your child because we locate things in space through hearing as well as sight and touch. We depend upon all of our senses, and when we eliminate one of them (in this case sight), we can appreciate how much the remaining senses contribute. Take turns playing this game together.



Science

(continued)

Game 4: The sense of smell is the focus of this game. Set five containers on the table. Place the following in these containers: vinegar, vanilla, cinnamon, garlic powder, and oregano (or similar items that have distinct, strong smells). Now blindfold your child and ask him or her to identify each of the smells.

After you have played this game, tell your child that dogs have a very keen sense of smell. Some dogs are able to sniff a piece of clothing that an individual has worn and follow the trail of that person, leading to their whereabouts.

If you have a dog, you might want to play a game with it. Pick up a stick and place a mark on the stick to distinguish it from other sticks. Now throw the stick into a pile of other sticks and ask your dog to fetch it. If your dog has been trained to fetch, most likely he or she will come back with the same stick that you threw. This is because your scent is on the stick.

2. Explore the concept of territory. In addition to understanding the importance of the senses in our study of animals, it is also important to understand the territorial nature of both humans and animals. This activity involves identifying how each member of the family defines his or her territory. For example, does each family member have a particular chair at the family table? Does each use a particular hook in the bathroom to hang a towel or a particular spot to put shoes or a jacket? Perhaps everyone has a favorite cup or plate to use. Discuss how it would feel to give up your territory. Perhaps you might even want to trade territories for the day so that your child has a real experience of the security of known territory.

After you have helped your child become aware of the importance of territory for human beings, you can observe the animals in your environment. If you have a dog or cat, does it prefer to lie in a certain spot? How would your dog or cat react if another animal tried to take its favorite spot? Does your dog bark if somebody enters its territory? Where does its territory end? Have your child draw a picture in the MLB that depicts an animal or human sense of territory.

Further Study

Observation is one of the most important tools a scientist uses. Good observation skills require using all the senses, and learning to attend to even



Music

(continued)

the MLB. These are fun to collect for sentimental reasons but they are also good examples of your child’s creativity or academic progress. As an added bonus, having one place to put all those extra creations can help you control the clutter that so often accumulates in a busy, active household. While not everything your child creates will (or can be) saved, you will probably be able to identify favorites that you want to keep around.

To make your treasure box, find a good sized cardboard box. Don’t worry if you outgrow it over the year—you can always make a second one! Cover your work surface with newspaper, and then help your child paint the box. Any type of color or design that your child likes is just fine. You might want to paint “Treasure Box” in bold letters on the side.

Once the paint on your treasure box has dried, keep the box in a handy spot. This will help you remember to use it to store all your child’s wonderful treasures.

3. Begin crocheting a scarf. Refer to the instructions in the *Oak Meadow Guide to Teaching the Early Grades*.

Music

Assignment

1. Begin your music lessons this year by reviewing some of the songs and musical activities you did last year. If you began studying the recorder in kindergarten, the *Intermediate Recorder* book will be your music text for second grade. If your child is just starting with the recorder, please use *Oak Meadow Beginning Recorder*. If your child is studying a different musical instrument, you may substitute those lessons for the recorder lessons in this coursebook.

Introduce the note F and practice “Exercise for F” In *Intermediate Recorder*. Pay special attention to helping your child develop correct posture and fingering. Use your recorder to play along with your child and model good habits.

Each week you will present a new exercise or song on the recorder. If your child is already familiar with playing music, you may want to move more quickly through *Intermediate Recorder*, but there is no reason to

Learning Assessment

LANGUAGE ARTS	Not Yet Evident	Developing	Consistent	Notes
Retells story events in sequence				
Writes a story summary of one or more sentences				
Reads aloud with confidence				
Demonstrates familiarity with word families				
Recognizes a variety of one-syllable words on sight				
Prints legibly				
Differentiates between uppercase and lowercase letters and uses them consistently				
Draws story scene showing specific details				
Memorizes and recites verses				

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

Learning Assessment

WRITING: STORY-SUMMARY SENTENCES

Please describe how your child created the story summary sentences in the assignments this week. For instance, did your child copy sentences composed by you, dictate sentences for you to write and then copy them, or write original text? Did he or she 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 children in their writing. Please use this space to clarify what (if any) assistance was necessary for the final draft.

SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Demonstrates awareness of social or culture details of story				
Makes connections between story themes and real life				

MATH	Not Yet Evident	Developing	Consistent	Notes
Shows facility with counting in games				
Uses simple addition and subtraction in the context of daily life				
Uses simple multiplication and division in the context of daily life				
Sorts, measures, counts, and categorizes in the context of daily activities				

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Demonstrates sensory awareness				
Describes sensory impressions				
Shows familiarity with how animals use senses				
Demonstrates understanding of concept of territorial behavior				

Learning Assessment

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Begins crocheting		
Creates seasonal table		
Plays tunes on the recorder using F note		
Demonstrates awareness of body differences and diversity		

Grade 2



Lesson

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.
- “Ants Go Marching” is a song that goes well with this week’s science 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.

Language Arts

Throughout the year, you will be working with consonant blends (two consonant sounds that blend together) and digraphs (two letters that combine to form a new sound, such as TH). There are many fun ways to work with these concepts. Many ideas are found in the lessons that follow,

MATERIALS

Social Studies: Chinese Festival

Silk play scarves (or other silky material)

Social Studies: Coin Toss

Basket

Pennies (or other small objects)

Language Arts

(continued)

and you are encouraged to expand on them and come up with your own. In the appendix, you will find lists of words containing consonant blends, digraphs, and long and short vowel sounds. You may find these lists helpful as you play word games in this coursebook and make up new ones. They can also be good for sight reading practice.

Reading

At bedtime, read the second set of stories in “The Tale of Jolly Robin,” one per night. Two days this week, have your child retell the story and compose a story summary.

Assignments

1. Have your child retell the story from “The Tale of Jolly Robin” and then compose two or three sentences about the story. Have your child write the sentences on scrap paper first, if necessary, in order to get the spelling correct, and then copy the sentences neatly in the main lesson book. On the facing page, draw a related picture. Do this two times this week.

2. Review the consonant blend **PL**. Begin by brainstorming PL words together, and then writing them on strips of paper. For instance, you might write *plan, pledge, plea, plant, play, plight, plow*, etc. Make sure your child is familiar with each word and its meaning. Next, fold the pieces of paper and place them in a hat. Taking turns, you will each draw two words from the hat and try to make up a sentence using both words. For instance, you might draw *plea* and *plow*, and then say “I plea with you to plow the field.” Make these sentences as funny as you want! When your turn is over, put the words back in the hat for the next person’s turn.

To make the game more challenging, draw three or more words at a time, or write a rhyming verse using the PL words, or write a short story that uses all the words at once.

3. Because consonant blend sounds can be subtle, children can often either confuse them or not hear them at all. Here’s another game to help your child learn to differentiate the sounds. Say a single-syllable word without a blend (such as *say* or *fat*) and then your child must add a blend to it—it can be any blend. You can take turns adding

Language Arts

(continued)

everyday life. Exaggerate the blends you use on occasion with your child and see if he or she can distinguish them. For instance, you might say, “Let’s skip to the mailbox” and exaggerate the SK in *skip*. Then ask, “What letters does *skip* start with?” or see if your child can spell the whole word. Then you might say, “Let’s slide down the hallway” and see if your child can identify the beginning consonant blend and spell the word (then make sure you have fun sliding down the hallway!).

Social Studies

Reading

Read or tell “The Fish Basket Goddess: A Tale from Ancient China” (found in *Oak Meadow Grade 2 Resource Book*).

Assignments

1. After reading “The Fish Basket Goddess,” let the story rest overnight. In the morning, have your child retell it to you. Again, help with details. Why did the Dragon King cause such trouble for the people? Who helped them? Why did she help the people?

In the main lesson book (MLB), have your child draw a picture of the story. On the facing page, ask your child to write these words, or compose original sentences about the story:



Guan Yin was sad for the people. They must cross the river to get to the city. She asked the dragon to stop making waves, but he would not. Guan Yin built a bridge for the people.

2. Play a coin-toss game. Lay a basket on the floor. Stand back and try to toss pennies into the basket. Whoever lands the most, gets to keep them! This was a game children often played at market; you can substitute stones, or anything you wish, for pennies.

Math

This week, your child will work with simple geometry forms. While drawing forms for your child, model good working habits with attending to the work, drawing smooth lines, sitting up straight, and holding the pencil with a relaxed but firm grip. Students who have worked with form drawing in Oak Meadow first grade should feel comfortable with creating forms freehand. A few reminders should be sufficient to help your child get back into good working habits, including supported posture, flowing movement, and the ability to focus on the task at hand.

If your child continues to have difficulty with the foundations of good work habits and posture, make sure you have plenty of movement activities prior to attempting focused book work. You might want to try some of the activities from *Take Time: Movement Exercises for Parents, Teachers and Therapists of Children with Difficulties in Speaking, Reading, Writing and Spelling* by Mary Nash-Wortham. While these activities are healthy for all children (and adults), they are invaluable for children with difficulty in focused activities.

Assignments

1. Begin your work by reminding your child that all forms found in nature, at home, in town, and in the world are created from the straight and the curve. Your child might have fun pointing out objects that prove this point, or attempt to disprove it by pointing out what seem to be exceptions to the rule. Keep a playful sense of inquiry and exploration as you and your child consider this fundamental truth.
2. Choose two or three form drawings and explore them throughout the week. Below are a few forms from *Oak Meadow Grade 1* coursebook.

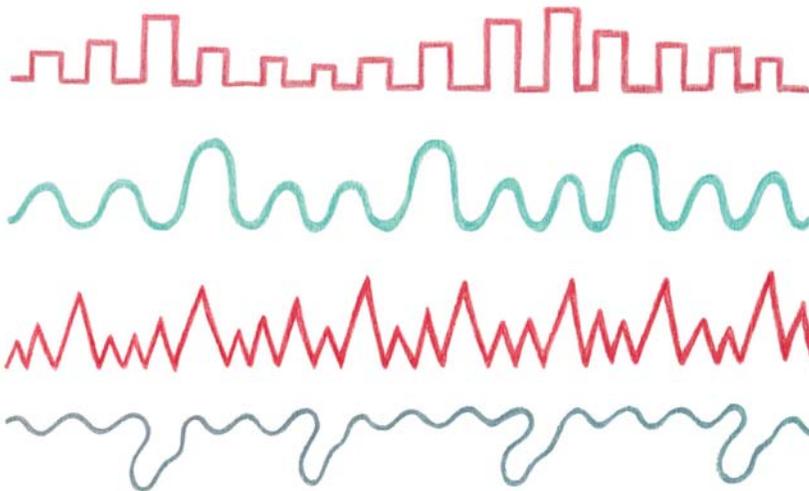
Remember that quality is the focus of form drawing rather than quantity. The movement exercises outlined below help your child absorb the essence of the form and be better able to reproduce it on paper (plus, they are fun to do!). It is important for children in the early grades to approach academic lessons by engaging the whole body before engaging in focused, fine motor-skill activity. This allows the child to more fully integrate the lesson, and may also help to mitigate learning challenges.

Choose some or all of the activities below for your child to do with each form before setting down to draw the form on paper. Do the movement exercises along with your child to encourage fully engaged participation.

Movement Exercises for Form Drawings

- Stand about 10 feet back and trace the form with one finger.
- Trace the form using eyes only.
- Close one eye and trace the form 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.
- “Draw” the form on the ground using one foot and then using the other foot.

Once the form has been experienced in this physical way, draw the form with one finger on the chalkboard, if you have one, and then draw it with chalk. Draw the form on practice paper several times until the form is straight across and consistent. Finally, have your child carefully draw the form in the MLB.



For geometric drawings, a fat crayon works best. Crayons are forgiving with small imperfections in the drawing and allow children who are perfectionists not to get too caught up in the details but focus on the bigger picture.

Math

(continued)

A series of 20 horizontal yellow lines provided for drawing practice.

Science

The first scientific observation assignment is for you and your child to explore the life of an ant. The attention that you bring to this adventure will be of great benefit in helping your child become more focused. You can start by having your child observe for a few minutes at a time, and then slowly work to build up stamina. To follow a single ant with the eyes without losing it under a leaf or getting it confused with the other ants around it takes focused concentration. It is important to heighten the awareness of the senses at the same time as relaxing. You can model this behavior for your child.



Reading

Read “The Ant and the Cricket” to your child (found in *Oak Meadow Grade 2 Resource Book*).

Assignments

1. This week, you will be observing ant behavior. It is important to enter into the ant’s world. The point is not to capture an ant and observe it crawling across your kitchen table, but to observe it outside in its own habitat.

Plan your ant observations when you have a block of uninterrupted time so that your mind is entirely free to focus and experience the world of the ant. It helps to focus upon three aspects of experience that all animals have to deal with and organize to make their lives coherent:

- **How large is the area that the ant considers to be its world?** First spend time observing the space or world in which the ant lives. Have your child draw the ant’s world in the science main lesson book.
- **What activities take place in the ant’s world daily?** How do the ants work together? Have your child write a few sentences in the MLB about the ant’s activities.
- **How does the ant meet its needs for survival?** What threats exist in the ant’s world? How does the ant respond to these

Music

Assignments

1. Learn “Raindrops” in the *Intermediate Recorder* book. Continue to practice exercise #1 from last week and to review familiar songs from last year. Play along with your child to help support the learning process.

If your child is eager to do more with the recorder, rather than moving on to another song, encourage your child to explore making up short tunes using the notes he or she already knows. Another fun challenge is to take turns playing a series of notes and trying to imitate one another.

Health

Assignment

Complete lesson 2 in *Healthy Living from the Start*. This week, your child will continue to explore the amazing human body with a simple study of anatomy.

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 student’s process with the assignment summary checklist, weekly planner, and the learning assessment form.

Learning Assessment

Use these assessment rubrics to track your child’s progress throughout the year. Please remember that these skills continue to develop 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
Retells story events in sequence				
Writes a story summary of one or more sentences				
Reads aloud with confidence				
Differentiates between consonant blends				
Identifies consonant blends in spoken words				
Identifies short and long vowel sounds				
Demonstrates familiarity with word families				
Recognizes a variety of one-syllable words on sight				
Prints legibly				
Differentiates between uppercase and lowercase letters and uses them consistently				
Draws story scene showing specific details				
Memorizes and recites verses				

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

Learning Assessment

WRITING: STORY SUMMARY SENTENCES

Please describe how your child created the story summary sentences in the assignments this week. For instance, did your child copy sentences composed by you, dictate sentences for you to write and then copy them, or write original text? Did he or she 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 children in their writing. Please use this space to clarify what (if any) assistance was necessary for the final draft.

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SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Demonstrates awareness of social or cultural details of story				
Makes connections between story themes and real life				
Acts out a story				

MATH	Not Yet Evident	Developing	Consistent	Notes
Draws form drawings with consistency and symmetry				
Shows facility with counting in games				
Uses simple addition and subtraction in the context of daily life				
Uses simple multiplication and division in the context of daily life				
Sorts, measures, counts, and categorizes in the context of daily activities				

Learning Assessment

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Demonstrates focused observational skills				
Describes observations				
Records anecdotal observations				
Shows familiarity with how animals use senses				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knows how to crochet		
Plays songs on the recorder		
Demonstrates knowledge of anatomy		

Grade 2



Lesson

Language Arts

Reading

At bedtime, begin reading “The Tale of Reddy Woodpecker” to your child (found in *Animal Stories*). There are 24 stories about Reddy Woodpecker, and you will have four weeks to read them.

Assignments

1. Ask your child to write a short summary of a tale about Reddy Woodpecker.
2. On another day, have your child write a description of a place or character in “The Tale of Reddy Woodpecker.” Help your child identify descriptive details to include. It may help your child to describe the character or place verbally first, and then decide which words to use to write a simple description. Draw a picture to accompany this description.
3. Ask your child to write about something that particularly interested him or her. This can be anything! A pet, a hobby, a favorite person, a special place, or a fun or exciting experience are all excellent topics for writing. Ask your child to write at least three sentences (a short paragraph).

As your child progresses through second grade, the goal is to encourage him or her to increase the amount of writing so that the physical, creative, and mechanical (syntax, grammar, spelling, etc.) aspects of writing become second nature. The more your child reads and writes,

MATERIALS

Social Studies: Capital Resources

Old magazines

Science: Habitat Collage

Old magazines



Language Arts

(continued)

the more confident and comfortable your child will become with expressing ideas, opinions, and emotions through the written word.

4. Review the sounds of the letter **I**:

The short I sound is heard in *skit*, *flimsy*, and *trick*.

The long I sound is heard in *ice* and *climb*, and found at the end of an open syllable in words like *spider* and *bicycle*.

Bring your child's attention to words with long and short I sounds this week.

Social Studies

Reading

Read or tell the story of "Nansa: Child of Mali" (all the social studies stories are found in *Oak Meadow Grade 2 Resource Book*).



Assignments

1. The next day, have your child retell the story of Nansa. Ask your child to recall some of the structures that Nansa and her family saw as they toured the city of Niana. How did she feel about them?

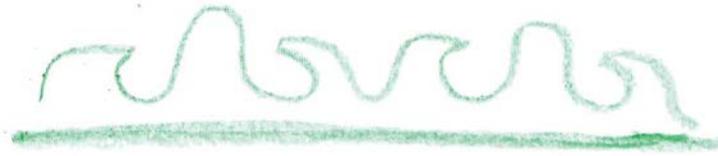
Explain to your child that "capital resources" are man-made tools, machines, or buildings we use to help produce things, as well as the goods that are produced. They are different from natural resources—gifts from nature that provide wealth—or human resources—the people who do the work. Capital resources are gifts we give to ourselves and our communities that help make our lives more comfortable and fruitful.

Help your child name some examples of capital resources from the story. For example, all the buildings, bricks, tools, and even weapons that Nansa saw are capital resources, made by humans (using natural and human resources) to benefit the community. Can your child name three human resources from the story? (Perhaps the workers, merchants, and king.) Can your child name three natural resources? (Gold, salt, rice husks, etc.)

Math

(continued)

2. You can try this form:

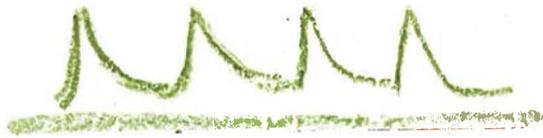


Here's another form to try:

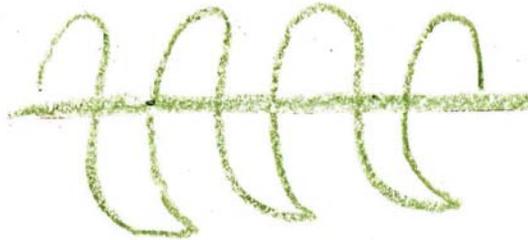


This form could be waves curving in the ocean.

Here's a form that can be crystals forming on the edge of a stream:



Here's another form to practice:



This could be an ice skater's pattern on the ice.

3. Try making up your own forms this week. Have fun with it!

Science

Reading

Read “Life in the Sahara” (found in *Oak Meadow Grade 2 Resource Book*).

Assignments

1. Go to your local library and look at books on a variety of animals in different habitats, and discuss the idea of an animal’s habitat with your child.

An animal’s living place is called its habitat. A habitat provides all the basic needs for that animal—its water, food, and shelter. There are many different kinds of habitats:

- Grassland (zebras, gazelles, and giraffes are examples of animals found there)
- Tundra (polar bears, penguins, and seals)
- Forest (deer, black bears, and chipmunks)
- Aquatic (various fish, sharks, whales, and turtles)
- Desert (snakes, dingoes, and lizards such as “the thorny devil”)

Look on a globe or world map and help your child locate an area where they might find each habitat. Discuss with your child what kinds of animals might live in each one. Find examples in your books.

In later lessons, we will learn more about individual habitats and the animals that live in them. For now, it is enough to familiarize your child with what habitats are and how they vary.

2. Have your child design a collage of the different habitats. They can color or draw pictures, or cut them out from magazines. (*National Geographic* is a great resource!) Glue one picture for each habitat into the MLB and label it.
3. Play a game with your child. Take turns acting out an animal; the other person has to guess the animal and which habitat you might find it in. Of course, many animals can be found in lots of different habitats, but this game will help your child start thinking about the connection between an animal and its habitat.



Science Further Study

(continued)

This might be a nice time to visit your local zoo or animal reserve to see some of these animals. Most modern zoos do an excellent job recreating each animal’s different habitat.

Arts & Crafts

Assignments

1. Complete the September page of the calendar.
2. Choose one craft and one clay project to work on this week.

If your child has been accumulating clay projects, you may want to tuck them into the treasure box. This will keep them safe until you explore the treasure box at your year-end celebration.

Music

Assignment

Learn “Pop! Goes the Weasel.” Continue to practice songs previously learned.

Health

Assignment

Complete lesson 21 in *Healthy Living from the Start*. You will introduce your child to self-advocacy skills using activities that focus on learning how to get the support you need.

For Enrolled Students

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 24. 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
Memorizes and recites a poem				
Writes a rhyming verse				
Demonstrates good posture and diction during recitation				
Writes an opinion paragraph				
Writes a descriptive paragraph				
Acts out a story				
Writes an original story				
Retells story events in sequence				
Writes a story summary of three or more sentences				
Reads aloud with confidence				
Identifies short and long vowel sounds in words				
Identifies consonant blends in spoken words				
Recognizes a variety of words on sight				
Prints legibly				
Differentiates between uppercase and lowercase letters and uses them consistently				
Draws story scene showing specific details				

Learning Assessment

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

WRITING: SENTENCES AND PARAGRAPHS

Please describe how your child created the written portion of the assignments this week. Use this space to clarify what (if any) assistance was necessary for the final draft.

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SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Identifies examples of capital resources				
Identifies examples of human resources				
Identifies examples of natural resources				
Shows familiarity with ancestry				
Identifies location of home on a country map				
Demonstrates knowledge of continents and oceans				

Learning Assessment

SOCIAL STUDIES (CONTINUED)	Not Yet Evident	Developing	Consistent	Notes
Locates continents and oceans on a globe and map				
Shows differences between geographic regions				
Identifies connection between lifestyle and climate region				
Locates places on a globe or world map				
Demonstrates knowledge of cardinal and ordinal directions				
Navigates using a compass				
Traces a route on a map				
Shows familiarity with map legends				

MATH	Not Yet Evident	Developing	Consistent	Notes
Sorts and classifies objects in numerous ways				
Identifies number bonds up to 20				
Identifies number bonds up to 10				
Adds and subtracts by 10				
Adds and subtracts by 20				
Uses carrying in addition				
Demonstrates knowledge of place value to 100,000,000				
Writes numbers in expanded form				

Learning Assessment

MATH (CONTINUED)	Not Yet Evident	Developing	Consistent	Notes
Demonstrates knowledge of 2 and 4 times tables				
Demonstrates knowledge of 3 and 6 times tables				
Demonstrates knowledge of 5 and 10 times tables				
Solves problems using times tables				
Solves problems in horizontal and vertical format				
Transfers story problems to numeric equations				
Solves mental math problems using the four processes				
Demonstrates symmetry in form drawing				
Uses math in the context of daily activities				

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Draws and labels detailed sketches				
Sets up and maintains an experiment over time				
Sorts objects according to varying criteria				
Records data over time				
Makes comparisons based on data				
Makes predictions based on data				
Demonstrates knowledge of animal habits and habitat				

Learning Assessment

SCIENCE (CONTINUED)	Not Yet Evident	Developing	Consistent	Notes
Demonstrates focused observational skills				
Describes observations				
Records observations in sketch and text form				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Sculpts objects with clay		
Paints with watercolors		
Creates crafts related to curriculum		
Plays songs on the recorder		
Demonstrates self-advocacy skills		

Grade 2



Lesson

Language Arts

Reading

Continue reading stories from “The Tale of Reddy Woodpecker.”

Assignments

1. Two days this week, ask your child to retell and write a story summary about one of the tales of Reddy Woodpecker. Decorate the page with form-drawing designs or drawings of story details.
2. On another day, have your child write about any subject of interest. Write at least three sentences.
3. Review the sound of the letter **O**, and look for words that use these sounds.

The short O sound is heard in *ox*, *mom*, and *flower*; a slightly different short O sound is heard in *brother*, *oven*, and *mother*. You can hear both of these short O sounds in the word *forgot*.

The long O sound is heard in *float* and *blow*, and is heard at the end of an open syllable in *pony* and *going*.

Work with your child on these sounds and see if he or she can identify words that use the different O sounds.

Social Studies

Assignments

1. Go for a walk today through your community. With your child, make note of the people at work; these are your community’s human re-

Social Studies

(continued)

sources. Ask your child to point out examples of your community's natural resources. Perhaps your community has wood production, produce from farming, honey or maple syrup. Note also the capital resources in your community, the goods produced (wooden furniture, jars of honey, or maple sugar candy, for example) and the tools, machinery, and buildings that help us produce these goods (for instance, a lumber mill, farm machinery and silos, wooden beehives, or maple sap lines or buckets and a sugaring house).

Discuss how all of these resources together help the community run smoothly. Keep it simple. Point out how, for example, the police officer helps keep the community safe, and the police car helps the officer do his or her job better. All the materials for the officer's uniform, equipment, and car originally came from the Earth in the form of natural resources!

- Ask your child to draw some examples of human, capital and natural resources from your community, showing how they each are related. A natural resource is used by a person (human resource) who uses equipment to produce or transport goods (capital resources).

Have your child divide a MLB page into three vertical sections. Label each section: natural resource, human resource, and capital resource. Then have your child draw a picture that would associate all three. If possible, help your child choose examples that are relevant to your life or community. Here are some examples:

NATURAL RESOURCES	HUMAN RESOURCES	CAPTIAL RESOURCES
trees	lumberjack	log house
soil, water, seeds, and sun	gardener or farmer	farm stand or grocery store
sugar maple trees	sap collector	maple sugaring equipment
trees	toymaker	wooden toy

Math*(continued)*

2. With the patterning board you created in lesson 10, have your child wrap string around nails to find the pattern for the 8 times table. Look for the patterning in the 8 times table: numbers end with the digits 8, 6, 4, 2, 0, and then repeat.

Do a drawing of the 8 times table pattern, based on the patterning board, in the main lesson book. Use a geometric drawing as the border on this page.

3. Create a Star Chart to track progress with mastering the times tables. Make a chart with your child's name on the left and the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 on the top.

Each day allow your child to do one of the times tables with you. Do it with a two-person clapping pattern of clap your own hands together, clap right hands, clap your own hands together, clap left hands, etc. As you do this, each time you clap right hands or left hands, have your child say the next number in the times table.

If your child is able to go forward while clapping and staying in rhythm, allow your child to put one star on the star chart for that times table. If your child is able to recite the times table backward while clapping and staying in rhythm, allow your child to add another star.

It's recommended to practice one table a day. This way, you encourage a steady progress with the tables. If your child isn't able to accomplish the table chosen for a day, be specific about what your child needs to work on, such as, "You did very well all the way up, but still need practice on the way down." The next day practice again and allow your child to choose a table to try for the star chart.

This year, the goal is to take the 1, 2, 3, 4, 5, and 10 times tables to mastery. If your child goes further, that's fine. If your child hasn't mastered these tables by the end of second grade, there will be time in third grade to work to mastery.

Science

(continued)

Bill Nye, the Science Guy, has two great videos on vertebrates and invertebrates. Look for them in the library or online.

Arts & Crafts

Assignments

1. Complete the October page of the calendar.
2. Choose two projects (craft or clay) to work on this week.



Music

Assignment

Continue practicing previous songs and learn “A Tisket, A Tasket.”

Health

Assignment

Complete lesson 22 in *Healthy Living from the Start*. In this lesson, you’ll help your child understand what happens when someone in the family or community dies.

For Enrolled Students

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 24. 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
Memorizes and recites a poem				
Writes a rhyming verse				
Demonstrates good posture and diction during recitation				
Writes an opinion paragraph				
Writes a descriptive paragraph				
Acts out a story				
Writes an original story				
Retells story events in sequence				
Writes a story summary of three or more sentences				
Reads aloud with confidence				
Identifies short and long vowel sounds in words				
Identifies consonant blends in spoken words				
Recognizes a variety of words on sight				
Prints legibly				
Differentiates between uppercase and lowercase letters and uses them consistently				
Draws story scene showing specific details				

Learning Assessment

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

WRITING: SENTENCES AND PARAGRAPHS

Please describe how your child created the written portion of the assignments this week. Use this space to clarify what (if any) assistance was necessary for the final draft.

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SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Identifies connections between natural, human, and capital resources				
Demonstrates knowledge of continents and oceans				
Locates continents and oceans on a globe and map				
Shows differences between geographic regions				
Identifies connection between lifestyle and climate region				
Locates places on a globe or world map				

Learning Assessment

SOCIAL STUDIES (CONTINUED)	Not Yet Evident	Developing	Consistent	Notes
Demonstrates knowledge of cardinal and ordinal directions				
Navigates using a compass				
Traces a route on a map				
Shows familiarity with map legends				

MATH	Not Yet Evident	Developing	Consistent	Notes
Sorts and classifies objects in numerous ways				
Identifies number bonds up to 20				
Identifies number bonds up to 10				
Adds and subtracts by 10				
Adds and subtracts by 20				
Uses carrying in addition				
Demonstrates knowledge of place value to 100,000,000				
Writes numbers in expanded form				
Demonstrates knowledge of 2 and 4 times tables				
Demonstrates knowledge of 3 and 6 times tables				
Demonstrates knowledge of 5 and 10 times tables				
Demonstrates knowledge of 8 times table				

Learning Assessment

MATH (CONTINUED)	Not Yet Evident	Developing	Consistent	Notes
Solves problems using times tables				
Solves problems in horizontal and vertical format				
Transfers story problems to numeric equations				
Solves mental math problems using the four processes				
Demonstrates symmetry in form drawing				
Uses math in the context of daily activities				

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Differentiates between vertebrates and invertebrates				
Draws and labels detailed sketches				
Sets up and maintains an experiment over time				
Sorts objects according to varying criteria				
Records data over time				
Makes comparisons based on data				
Makes predictions based on data				
Demonstrates knowledge of animal habits and habitat				
Demonstrates focused observational skills				
Describes observations				
Records observations in sketch and text form				

Learning Assessment

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Sculpts objects with clay		
Paints with watercolors		
Creates crafts related to curriculum		
Plays songs on the recorder		
Demonstrates knowledge of death and dying		

Oak Meadow Grade 2

RESOURCE BOOK

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Grade 2 Contents

Introduction.....	1
Course Materials	2
How the Course Is Set Up	4
How to Begin	6
Creating a Daily Structure and Rhythm	9
Creating a Supportive Homeschooling Environment	12
Nurturing a Healthy Imagination	15
Introduction to the Subjects	18
Language Arts	18
Social Studies	24
Mathematics	26
Science	28
Arts & Crafts	29
Music	34
Health	38
Assessment Measures in Second Grade.....	39
Information for Students Enrolled in Oak Meadow School	41
Language Arts Resources	
Word Families	43
Consonant Blends and Digraphs.....	45
Short and Long Vowel Sounds Word Lists	47

Stories 49

Social Studies

Anansi and the Firefly (lesson 4) 49

Boy Who Cried Wolf (lesson 31) 51

Bridget of Ireland (lesson 7)..... 52

Columcille of Ireland (lesson 6) 54

Deidre of Ulster: Life in Ancient Celtic Ireland (lesson 19) 56

Erin and the Ring Money (lesson 24)..... 58

Fair Exchange (lesson 8) 60

Fish Basket Goddess: A Tale from Ancient China (lesson 2) 63

Fox and the Stork (lesson 29) 65

Frogs Asking for a King (lesson 32) 66

Lion and the Mouse (lesson 28)..... 67

Loawnu and the Fallen Sky: A Tale of Ancient China (lesson 1) 68

Luoyang City: Marketplace of Dreams (lesson 20) 70

Mali Marketplace (lesson 23) 71

Mercury and the Woodsman (lesson 30)..... 73

Movement of the Lakota Sioux (lesson 26) 74

Nansa: Child of Mali (lesson 21)..... 75

Rosa Parks: Courage to Stay Seated (lesson 33)..... 76

Sundiata: Child of Mali (lesson 3)..... 78

Susan B. Anthony: A Lesson in Fair (lesson 34) 80

Tiger and the Big Wind: a Nigerian Fable (lesson 5) 81

Math

Mr. Placevalue’s Houses (lesson 11)..... 83

Mr. Placevalue’s New House (lesson 12)..... 85

Mr. Placevalue’s Millions (lesson 13)..... 87

Moving Day in Mr. Placevalue’s Houses (lesson 14) 88

Borrowing from the Neighbors (lesson 26) 90

Science

Adventures of Fuzzy Fieldmouse (lesson 30) 92

Ant and the Cricket (lesson 2) 94

Blackberry Bush (lesson 10)..... 95

