

Oak Meadow

Grade 3

COURSEBOOK

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Grade 3



Lesson

Welcome to third grade! If you homeschooled last year, 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. Whether you are a new or experienced homeschooler, 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.

Throughout these lessons, we hope one message comes through: **The joy of learning is the most important aspect of schooling in the early years.** When children are given the opportunity to learn in a joyful manner, they become lifelong learners. We hope you and your child enjoy learning together!

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.

MATERIALS

Math: Around the World

Index cards

Science: Earth's Movements

Beanbag or small squishy ball

String

Ball

Lamp

Arts & Crafts: Treasure Box

Cardboard box, medium to large

Poster paints

Paint brushes

Newspaper (to cover painting surface)

Arts & Crafts: Sukkah

Garden trellis (4)

Hinges (6)

Wood screws

Bamboo sticks

Twine

Leafy stalks, fruits, gourds, items of the harvest, etc., to decorate



Morning Circle

(continued)

- Each week, you'll choose one or two songs and verses. Feel free to include fingerplays, as well, especially if you have younger children.
- Try to find songs and verses 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. Don't be afraid to be silly! Once your child is familiar with a verse, feel free to vary the way it is done, speeding it up or slowing it down, or doing it loud and then soft.
- You will find a wide selection of songs and verses in *Oak Meadow Guide to Teaching the Early Grades*.
- 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

We begin the year by introducing cursive handwriting. If you haven't already read the language arts section of the introduction, please do so now. It provides important tips for teaching cursive writing.

While many adults today question the benefits of knowing how to write in cursive, the process of learning to write in a flowing script is just as important as the end result (knowing how to read and write in cursive). New cognitive connections develop as the writer learns to form each letter and join it to the next one in a different way with each word. The connective gesture of cursive writing mirrors how we form letters and sounds into words in our thoughts and speech. It also reflects how our eyes distinguish words on a page, as one single entity rather than a disconnected set of shapes. Because of this, learning to write with the flowing movements of cursive may help children become more fluent in speaking and reading as well.

As you work together on cursive writing, you are encouraged to express an attitude of artistry toward writing. Rather than just doing it as quickly as possible, focus on forming each letter and word as you would a lovely drawing. There is something soothing about forming a flowing, looping line into a recognizable word. Slow down and enjoy the process with your child!

The following classics in children's literature are suggested with this curriculum:

- *The Wizard of Oz*
- *The Velveteen Rabbit*
- *Charlotte's Web*
- *Pippi Longstocking*
- *Winnie the Pooh*
- *Little House in the Big Woods*

Your child can take as long as needed to read these books. Some children will require less time and should go ahead and read other books of their choice. Others may need more time, and some may need these books read aloud to them. (If your child is still a beginning reader, you will need to find books to read that are an appropriate level to challenge, but not overwhelm.)

Reading

Read a story from *Folk Tales: An Oak Meadow Collection* to your child at bedtime. There are 41 traditional folk tales in this book, so you can read one each night until the book is finished, and then read it again. Alternately, you might like to read the same story each night for a week. Since stories are rich in detail and underlying themes, children often enjoy hearing them repeatedly. You might also like to intersperse other stories of your choosing. For ideas on choosing and telling stories, refer to *Oak Meadow Guide for Teaching the Early Grades*.

Assignments

1. Three days this week, ask your child to paraphrase the story from the night before. Help your child retell an accurate version of the story, with specific story details and events in chronological order.

Afterwards write a simple sentence about the story in cursive. Below the cursive writing, repeat the sentence using print writing. Write the cursive sentence in such a way that your child can easily distinguish the different letters of each word (writing in large script on a chalkboard works well). Go over what you have written



Language Arts

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with your child, pointing out any letters that may look very different from the printed letters.

Ask your child to practice writing the cursive sentence on scrap paper. When he or she is ready, have your child copy the cursive sentence into the main lesson book (MLB) and then read it aloud. Encourage your child to decorate the page, using form drawings as well as crayon drawings.

If you have read the same story all week, simply have your child focus on different scenes from the story with each writing and drawing session.

2. Together with your child, begin reading one of the classic stories suggested for this curriculum (or a book appropriate to your child's reading level). Your child should read aloud to you each day. The emphasis should be on improving fluency and expressiveness. Help your child learn to use contextual clues, phonetics, and structural analysis to determine the meaning of words that he or she does not know. If your child is unable to determine the meaning of a word, explain what the unfamiliar word means. If your child does not understand the content or the reading material, discuss it together.

Further Study

When introducing your child to cursive writing, allow plenty of time for writing on practice paper. You may have to remind your child that anytime we learn something new, we have to slow down at first. This may be frustrating for your child, who perhaps has developed the ability to print words very fast. Slowing down to learn how to form words in cursive writing will once again focus your child's attention on the shape and artistry of writing.

If your child is particularly challenged by learning to form the cursive letters, use the exercises discussed in earlier grades. First, have your child write the cursive words in the air with broad strokes. Next have your child write the words on the ground with the feet. These exercises allow for gross motor movement to which many children, particularly those who learn kinesthetically, respond well. Finger painting is another way to begin cursive writing that allows for broader strokes. Encourage your child to

continue these exercises until he or she feels more confident with the fine motor skill of cursive writing.

Remember, children at this developmental stage vary greatly in their ability to read and write. Some children at this age are completely fluent and accurate in their reading; others continue to struggle with even the simplest phonetic awareness. Make sure to provide your child with books of the appropriate reading level. The beauty and gift of homeschooling is that you may vary your child's lesson work to meet his or her individual needs.

Very often children struggle until something clicks inwardly, and then they are off! In addition, children learn in different ways. Some children respond better to auditory stimuli, while others learn best visually. There are many resources that explore various learning styles. and you will find this topic addressed extensively in *Oak Meadow's Heart of Learning*. We have also posted some recommended links at oakmeadow.com/printed-links. Check them out and tailor lessons to what works best for your child!

Social Studies

Third grade social studies will begin with a nine-lesson history block. Our movement through history includes exploration of various cultures, primarily through the use of stories. In this way, your child is encouraged to live deeply into the very lives and thinking of the people we study. In addition, your child will learn games, develop art projects, and move through a variety of experiential exercises to stimulate learning at many levels. For the next three lessons, your child will hear stories of the ancient Hebrews and be introduced to the Hebrew alphabet.

Reading

Read or memorize and tell “The Tower of Babel” (based on Genesis 11:1-9) to your child (found in *Oak Meadow Grade 3 Resource Book*). If you haven’t yet done so, please read the social studies introduction in this coursebook and read about storytelling in the *Oak Meadow Guide to Teaching the Early Grades*. It is most beneficial to tell the story, rather than read it, to your child. Of course, you aren’t expected to memorize the story word for word and recite it verbatim. Rather, simply imagine the story as you speak and tell your child the essential themes and story events. As always, feel free to embellish!

Language Arts

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Social Studies Assignments

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1. After telling the story of “The Tower of Babel,” have your child retell it to you the next morning. Work together to recall specific details and to get the story events in the correct order. Retelling stories at this age includes some deeper thinking and story exploration. Why did the people build the Tower of Babel? Why did Yahweh confuse them? What was the result of Yahweh’s actions? Could he have done something else? What?

In the main lesson book (MLB), have your child draw a pictorial representation of the story. On the facing page, have your child write these words (or similar ones you come up with):

The people decided to build a mighty tower. They called it the Tower of Babel. From it, they would defeat Yahweh. Yahweh came and confused the people. They could no longer understand one another. The people were spread to all the corners of the Earth.

Have your child practice writing this in pencil first on a separate piece of paper to become familiar with any new words, and to practice which words to capitalize. Afterwards, have your child carefully transcribe it into the MLB, using his or her very best writing.

Your child can print this or, if cursive writing lessons are going well, he or she may want to write it in cursive. You will have to write it first so your child has a good model to copy. This is a six-sentence paragraph, so it may be too long for your child to write in cursive. Over the course of the year we will work up to writing longer paragraphs in cursive, but when your child is just learning, reverting back to printing to write longer passages is perfectly acceptable. The main goal, in all MLB work, is that your child takes the time to do his or her very best work.

2. As cursive writing is introduced, it can be fun for your child to explore other ways of writing. Spend a few minutes looking at the modern Hebrew alphabet with your child (see the chart). The word “alphabet” comes from the first two letters of the Greek alphabet: alpha and beta. The first two letters of the Hebrew alphabet are *aleph* and *bet*, so we call it the “aleph-bet.” Hebrew is read from right to left, so the aleph-bet is written from right to left. That may be challenging for your child to remember!

One advantage to Hebrew is that the sound for each letter remains the same, unlike English where there are many variations, as seen in the word “circus” where one C is pronounced like an S and the other like a K.

Recite the Hebrew aleph-bet aloud, either together or by having your child repeat after you. You might want to make up a tune together and sing the aleph-bet. (You can find some fun aleph-bet songs online.) Discuss which letters sound similar to their English counterparts, such as “mem” and M, or “pey” and P. Which ones sound very different?

3. Pronounce the following Hebrew words and have your child repeat them. Talk about the different sounds that make up each word. How are these words similar to the English pronunciations? For instance, “aba” sounds a lot like “papa.”

shalom (sha-LOME): hello, goodbye, peace

ש ל ם

ima (E-ma): mother

אמא

aba (AH-bah): father

א.ב.א.

terima kasih (toh-DAH): thank you

תורה

ahava (ah-ha-VAH): love

אֵלֶּה בָּהֶן

Help your child copy these letters into the MLB or you can write the letters and then have your child trace each word using a pencil. Your child can add the English translation underneath each word. In the examples above, the first letter of the word is on the far right so that's the first letter you start with, and work your way to the left as you write.

4. If you have a group of six or more people, play “Find Your People.” This game is a lot of fun for large groups of people—the more the better! Give the instruction that no one is to speak. We cannot speak because we can no longer understand one another’s language. All our “people” are lost. In order to find each other again, we must locate them by the sounds they make or the actions they show. Each child (or adult) is given a piece of paper or index card with a picture of an

Social Studies

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animal on it. (There should be two of each animal.) Each person can only express sounds or actions that this animal would make. In this manner, everyone tries to locate their “people” by trying others who speak their language.

LETTER*	NAME	SOUND
א	Aleph (pronounced “AH-lef”)	silent, like the H in honest or the K in knife
ב or בּ	Bet/Vet (rhymes with “met”)	dotted sounds like the B and undotted sounds like V
ג or גּ	Gimel (pronounced “GIM-mel”)	dotted is a hard G (girl) and the undotted is a soft G (giraffe)
ד or דּ	Dalet (pronounced “DAH-let”)	dotted is pronounced D (day) and undotted sounds like TH in the
ה	Hey (pronounced “hay”)	sounds like the H in hello
ו	Vav (pronounced “vahv”)	sounds like the V in vase
ז	Zayin (pronounced “ZAH-yeen”)	sounds like the Z in zebra
ח	Het (rhymes with “met”)	sounds like the guttural CH in Bach
ט	Tet (rhymes with “met”)	sounds like the T in tell
י	Yod (rhymes with “good”)	sounds like the Y in yes
כ or כּ or ך	Kaf (rhymes with “off”)	dotted sounds like the K in kettle and undotted is CH sound (chair).
ל	Lamed (pronounced “LAH-med”)	sounds like the L in like
מ or מּ or ם	Mem (rhymes with “them”)	sounds like the M in mouse
נ or נּ or ן	Nun (pronounced “noon”)	sounds like the N in nice
ס	Samekh (pronounced “SAH-mek”)	sounds like the S in soon
ע	Ayin (pronounced “AH-yeen”)	hard to pronounce, like a gulping sound
פ or פּ or ף	Pey (rhymes with “hay”)	dotted sounds like the P in penny and undotted sounds like F in funny
צ or צּ or ץ	Tsade (pronounced “TSAH-dee”)	sounds like the TS in nuts
ק	Qof (pronounced “cough”)	sounds like the Q in quick
ר	Resh (pronounced “raysh”)	sounds like the R in run
ש or שׂ	Sin/Shin (rhymes with “win”)	dot over the left pronounced S (sun) and dot over the right pronounced SH (shine)
ת or תּ	Tav (rhymes with “suave”)	dotted sounds like T and undotted sounds like TH

*The form on the right is used when this letter is at the end of a word.

Further Study

Hebrew civilization has influenced our modern world greatly, and Ancient Hebrew stories provide a wonderful view of this culture and civilization. Visit a neighborhood temple to see Hebrew culture in action, or speak to friends and family who are Jewish or familiar with Jewish traditions to learn more. This week in arts and crafts, you'll find instructions for how to build a traditional harvest hut called a sukkah.

Your child might enjoy creating a dioramic version of the Tower of Babel. This structure could be made with building blocks, modeling clay or recycled materials. Encourage your child to be creative with the diorama by including scale-model-sized people and animals that might have lived in the time of the ancient Hebrews. You and your child can also pretend to speak different languages to each other while the model is being constructed, or even make up your own new language.

Math

You will begin this year with a review of the four operations: addition, subtraction, multiplication, and division. If you used Oak Meadow in first and second grade, return to your main lesson books to review these topics. You will also go over the commutative and associative properties of addition and multiplication, and review place value to 12 digits.

If you don't already have a collection of coins, begin collecting change for the activities with money in lesson 13.

Encourage your child to talk about the math process when solving problems. Remember that the how in math is as important (and sometimes more important) than the final answer. Make these math talks an essential element of your work together this year.

In addition, incorporate mental math into your daily routine, and make a point of asking your child to solve math problems that are part of everyday life.

Assignments

1. Have your child explain to you what the symbols $+$, $-$, \times , and \div mean. Have a conversation regarding these operations and how they relate to one another. Ask your child how to solve problems with missing numbers ($5 + \underline{\quad} = 11$) for all four operations. Do this orally by asking, “Five plus what equals eleven?” Your child might like to pose oral

Social Studies

(continued)

Math*(continued)*

problems for you to solve as well. He or she has to know the answer in order to make sure your answer is correct!

2. Review (or introduce) the commutative and associative properties. These are important for your child to be able to understand and apply.

The commutative property of addition and multiplication states that you can add or multiply the digits in any order. So, if you have 9×5 , you can also compute 5×9 : the answer is the same. That means, you can use the 9 times table or the 5 times table to figure your answer, whichever one is easier for you. Try this with your child a few times to help your child understand. You can also tell your child this is a “fast trick” to help him or her become speedy with the times tables (use whichever times table you remember the quickest). The same is true for addition so $3 + 8 = 8 + 3$. Try this a few times with addition as well.

The **associative property** is also valid for addition and multiplication. This property states that you can group numbers in a problem in any order. So if you have $9 + 8 + 1 + 2$ you can do $9 + 1$ and then $8 + 2$ finally adding $10 + 10$ to get 20. This also works for multiplication: if you have $2 \times 9 \times 5$ you could do 2×5 and then multiply that by 9 to get 90, or you can do 9×5 and multiply that by 2 to get 90. As you do math talks, show your child how these “fast tricks” can help when solving problems.

3. Go through each of the practice problems on Practice Set 1 with your child (You’ll find all the practice set pages in the *Oak Meadow Grade 3 Resource Book*). Have your child explain the process in arriving at each answer. You may want to spread these problems out over the course of the week rather than do them all at once.

The practice pages in the appendix are included to offer your child practice with the mathematical operations and concepts being studied. The idea is to provide enough repetition to help the skills become internalized without presenting so many that the work becomes dull and boring. You’ll find different practice sets recommended in most lessons, but your child may need more or fewer practice problems in order to support his or her learning. Please feel free to adapt the use of these practice sheets in whatever way works best for your family.

Math practice sheets are not a requirement of the course. Ideally, students will have plenty of opportunities to work and play with numbers in the real world. Of course, every child is different: some really enjoy doing worksheets, some benefit from the formal written

practice of worksheets, and others will master concepts primarily by doing math in the course of everyday living. You can use the practice sheets to monitor your student's understanding of the concepts, and you should feel free to skip them in favor of making problems out of stories in real life. Or you can save the worksheets for only those skills that need extra practice. (For those enrolled in Oak Meadow School, ask your teacher whether or not you should send completed worksheets with your monthly submission of work.)

Activity

Around the World

Around the World is a great game to play to practice math facts. Have your child create index cards for each of the multiplication and division problems from 0–12 (0×5 , 1×5 , 2×5 , etc.). The problem is written on the front of the card and the answer is written on the back. Create a second set of cards with addition and subtraction problems from 0–20. (Alternately, you can purchase a set of math facts for each of the four operations.)

To play Around the World, you will set up stations around the house; each station has a stack of math cards. Beginning at the “start station,” show your child a card. When your child gives a correct answer, move to the next station where a new card is waiting. Depending on your child’s math abilities at this point, you can provide more challenge by having your child draw two cards at each station, making a multistep process for your child (for instance, your child can perform each operation separately and then add the answers together).

The final station can be in the same location as the first station to complete the “around the world” journey. At the final station, your child might enjoy finding a simple treat, such as a favorite snack or a sticker. If your child enjoys this game, you can create a little passport booklet and have a passport stamp or sticker at each station.

When your game is done, save the cards. You will be using them again.

Science

The movements of the Earth and moon give us ideas about time. The amount of time it takes Earth to spin on its axis is 24 hours, and we call this a day. The amount of time it takes the moon to circle the Earth is

Math

(continued)

Science

(continued)

called a month. The amount of time it takes the Earth to move around the sun is called a year.

Give your child a small notebook that can easily be carried around, and encourage your child to record nature observations in this notebook. A small spiral notebook works well since the spiral binding provides a good spot to store a pencil or pen so one is always handy. This will become your child's science journal.

Assignments

1. Explain to your child that the sun is much bigger than the Earth. The Earth spins, or revolves, in a circle around the sun. To illustrate this, tie a beanbag or small squishy ball on a string and have your child swing it around in a circle. Once it has some momentum going, it is easy to keep it going in a circle, just as the Earth circles endlessly around the sun.
2. Here is a simple project to help your child understand how the Earth travels around the sun.

You will need a ball (to represent the Earth), a table, and a lamp (to represent the sun). Place the lamp, without a shade, in the middle of the table. Show your child how to spin the ball on his or her palm so that first one side and then the other faces the sun. The Earth makes one complete turn every day, so as you turn the ball in your child's hand, show how a particular place on the ball is in the light for a while (day), and then in the darkness for a while (night). The sun lights up half of the Earth at a time. While one half of the Earth is having night, the other half is having day.

As your child turns the ball slowly in his or her hand, have your child begin moving in a wide circle around the lamp. Remember that it takes one year for the Earth to revolve around the sun, so move slowly, maybe taking tiny baby steps. Keep turning the ball: day, night, day, night, over and over. During all this turning, you have only moved a tiny bit of the distance around the sun. Mention that Earth will spin around 365 times in the time it takes to make one complete circle around the sun.

You can explain that the Earth spins or rotates once every day (or 24 hours) and that is called the Earth's rotation. The Earth revolves around the sun once every year (or 365 days) and that is called the Earth's revolution.

Later in the year, we'll look at how this movement of the Earth relates to the seasons. For now, it is enough for your child to experience the difference between the Earth's rotation on its axis and its revolutions around the sun.

3. Have your child illustrate these concepts of the Earth's daily rotations and yearly revolutions, and then write a simple description of what he or she has learned. Your child may need you to write the words on a separate piece of paper first so that he or she can copy what you have written into the science main lesson book.

Further Study

We will explore the seasons and the moon's interaction with the sun and Earth at a later point. However, this lesson may stimulate further questioning on your child's part. Go with it! Observe the sun's movement across the sky during the day, for example. Discuss how warm or cool it feels relative to where the sun is in the sky.

Arts & Crafts

Assignments

1. This year, your child will explore the art of cooking! Oak Meadow offers the *First Cookbook* for your child to use (or you can find a variety of children's cookbooks in the library). Proceed through this cookbook, trying one recipe a week. Help your child learn how to follow instructions and coordinate activities so that he or she can successfully make the recipes without your assistance. Once your child becomes more familiar with cooking, have fun experimenting with variations on favorite recipes or creating new recipes.
2. Make a treasure box. This treasure box will be used to hold all your child's "treasures" throughout the year. These treasures can be any special projects, arts and crafts, or other creations that don't fit into 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.

Science

(continued)

Arts & Crafts

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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. A sukkah is a traditional hut built to celebrate the harvest holiday of Sukkot (pronounced sue-COAT) and to commemorate the temporary dwellings the Jews lived in during the 40 years they wandered in the desert. Today, Jewish people often enjoy spending time in their sukkah, eating meals and sometimes even sleeping in it, weather permitting, during the seven days of Sukkot. Instructions for building your own sukkah follow. You might want to take two or three weeks to complete this project so it doesn't feel overwhelming.

INSTRUCTIONS FOR A SIMPLE SUKKAH

Materials:

- 2 pair hinged-together trellises; or
- 4 pieces garden trellis with 6 hinges and associated wood screws
- 2–3 long (2 meter) bamboo sticks
- Roll of garden twine
- Leafy stalks, fruits, gourds, items of the harvest, etc., to decorate



Steps:

1. If you have hinged trellises then lay them aside. Otherwise, lay trellis out in 2 side-by-side pairs with vertical slats uppermost. Join members of each pair with 2 hinges. (They should then be able to fold over on each other.)
2. Take each pair of trellises and unfold it to an L shape.
3. Put them together to make 2 adjacent corners of a square. Where they abut, overlap them.
4. Use twine to bind them together at top, middle, and bottom.
5. Lay bamboo poles across top. Tie tightly into position with twine.
6. Cover roof with leafy stalks, grape vines, etc.
7. Thread leaves through walls, hang fruit, gourds, items of harvest to decorate.

Arts & Crafts*(continued)*

Music

Assignments

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 first grade, *Oak Meadow Advanced Recorder* will be your music text this year. This week, review notes G through D with “Chorale” from Beethoven’s 9th Symphony (this and all songs can be found in *Advanced Recorder*).

There are 39 songs in *Advanced Recorder* so you will present one or two new songs on the recorder each week. 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.

If your child is already familiar with playing music, you may want to move more quickly through *Advanced Recorder*, but there is no reason to rush. The pace of these music lessons is designed intentionally to allow your child plenty of time to develop proper breath control, tone, and musicality. The goal is not to learn songs quickly in order to progress to the next level, but rather to enjoy playing music and to develop an ear for tonality and a solid sense of rhythm. As you add

Music

(continued)

new songs, you will continue to practice the ones that you've already learned, so take your time in the beginning to establish good habits.

If your child is just starting with the recorder, please use *Oak Meadow Beginning Recorder*. Your child may be studying a different musical instrument in addition to, or instead of, the recorder. Feel free to substitute any music lessons for the recorder lessons in this coursebook.

2. Learn one or more new songs during circle time, and sing them throughout the week. Throughout the day, make up songs together about what you are doing or what you see. Songs can be used for mnemonics to help your child remember important facts, and songs can be sung just for fun.

Continue to incorporate singing into your lessons on a regular basis throughout the year.

Health

Assignments

Complete lesson 1 in *Healthy Living from the Start*. Health studies begins with a unit on the physical body. For the next six lessons, you'll examine human growth and development, sharing the wonder of the human body with your child as you explore activities around natural body changes.

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. You can use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your child'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 your child's 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 about skills that need work.

Learning Assessment

LANGUAGE ARTS	Not Yet Evident	Developing	Consistent	Notes
Retells story events in sequence				
Draws story scene showing specific details				
Reads aloud with confidence				
Recognizes a variety of words on sight				
Prints legibly				
Writes in cursive				

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. 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 write a practice copy first, to which the parent 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 story themes				
Indicates cultural and historical details in writing and drawing				
Relates story themes to daily life				

Learning Assessment

SOCIAL STUDIES CONTINUED	Not Yet Evident	Developing	Consistent	Notes
Shows familiarity with Hebrew alphabet				
Compares two writing systems				

MATH	Not Yet Evident	Developing	Consistent	Notes
Solves mental math problems using the four processes				
Solves missing-number problems				
Demonstrates carrying in addition				
Demonstrates borrowing in subtraction				
Demonstrates carrying in multiplication				
Demonstrates knowledge of times tables				
Uses commutative property of addition and multiplication				
Uses associative property of addition and multiplication				

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Differentiates between Earth's rotation and revolution				
Simulates Earth's movements				
Draws and labels detailed sketches				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Demonstrates cooking skills		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Demonstrates knowledge related to body changes		

Grade 3



Lesson

Morning Circle

- Recite an opening verse. It is suggested that you continue using the same opening and closing verse for 12 weeks (new verses will be introduced in lessons 13 and 25).

Morning has come,

Night is away.

We rise with the sun

To welcome the day.

- Repeat one or two familiar songs and verses from last week, and add one or two new ones. Recite them with enthusiasm, and add movement and/or act them out. 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:

Guide my hands, left and right,

As I work with all my might.

MATERIALS

Math: Lucky Number

Deck of cards

Language Arts

Continue practicing cursive handwriting daily as your child writes in the main lesson book. To support your child's learning, you may want to create an alphabet wall frieze showing the cursive letters and post it on the wall near your child's writing desk or work table. This will give your child a guide to consult when uncertain about the formation of a particular letter.

Continue to work with cursive in the context of writing words, rather than practicing the letters from A to Z. However, if one particular letter is chal-

Language Arts

(continued)

lenging for your child to form correctly, encourage practice with that one letter so that your child can become comfortable with its form. You can also have your child practice the letter by writing it with one finger in a dish of sand or flour, or outside in the dirt using a stick.



Reading

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

Assignments

1. Three days this week, have your child retell a story read from the bedtime reading, and together compose one or two simple sentences. Write the sentences in cursive for your child to copy. You may want to include the printed words beneath the cursive again this week, depending on how well your child is able to decipher the cursive writing.

Allow your child time to practice the writing before entering it into the main lesson book. Ask your child to include artwork that shows specific details of the story (such as the color of a cap, a tree with a crooked branch, etc.).

2. Continue reading one of the classics. Before beginning the new material for the day, review what was read previously. Encourage your child to give a story recap to refresh your memories about what was happening in the story. This is also a great time to discuss story events or feelings the story brings up. Was that part funny? Or sad? What do you think will happen next based on how the previous scene or chapter ended?

Your child should read to you each day, with an emphasis on improving fluency and expressiveness. You may wish to alternate reading with your child, you reading one page and then your child reading the next. In addition, create a special time each day when your child can read silently.

Further Study

In third grade, we begin working with the large pencil as our primary means of writing. This will lead into use of the pen at a later time. Many art stores carry different types of grips that you may place on the pencil to encourage your child to hold the pencil correctly. If your child struggles with handwriting, one of these pencil grips may prove very useful. Oftentimes, beautiful handwriting is simply a matter of correct placement of the writing tool.

There are many different methods of teaching cursive writing. One method many schools use is the D’Nealian method. If your child is struggling with writing, we suggest you look into various teaching methods. Some children respond favorably to repetitive writing of letters in script; others prefer connecting letters into words right away. See what works for your child and use it, Encourage regular practice with cursive writing—practice makes permanent!

Social Studies

Reading

Read or memorize and tell “Joseph and the Many-Colored Coat” (found in *Oak Meadow Grade 3 Resource Book*) to your child.

Assignments

1. Let the story rest overnight. In the morning, have your child retell it to you. Help with the details and explore the basic themes in the story. What did the brothers do to Joseph? Why? Why did Jacob favor Joseph? What happened to Joseph? Why was he spared a life of slavery? What did he do? What happened when he prophesied for Pharaoh? What happened when he saw his brothers again? Why did he forgive them?

In your child's MLB, have your child draw a pictorial representation of the story. Give your child time to practice writing the following paragraph, and then have him or her copy it carefully into the MLB on the page facing the illustration. Feel free to change the sentences to better reflect what your child has chosen to draw.

Language Arts

(continued)

Social Studies

(continued)

Joseph was Jacob's best-beloved son. He gave him a coat of many colors. His brothers were angry and sold Joseph into slavery. Joseph understood Pharaoh's dreams and saved all of Egypt from famine. He forgave his brothers and they lived in peace.

2. In ancient times, people viewed dreams as prophecies of events to come. Indeed, many people today hold dreams to be significant. This week, talk with your child about dreams. In a very relaxed manner, perhaps share some of your own dreams. Explore how different dreams seem in the daytime, and perhaps even silly, but at night they often feel very real. Does your child remember or think about a particular dream? What do you think ancient peoples may have believed about the dreams? You can discuss this over time, checking in together as you wake.
3. To create a Coat of Many Colors of your own, cut a neck hole in the bottom of a brown paper grocery bag. Cut two arm holes on either side. With tempera paints and a roller, roll lines of various colors vertically along the bag until the entire bag is covered. Let dry. If you choose, you may also cut out strips of cloth and glue them to the bag until it is covered.

Math

Review borrowing and carrying, using large numbers with which to practice. Continue to encourage your child to talk about the math process when solving problems.

Assignments

1. Practice place value mentally by presenting oral problems that require your child to mentally carry to the next place value. Here are some examples:

$$999 + 1$$

$$1990 + 10$$

$$12,298 + 2$$

Depending on your child, you may want to add complexity, like this:

$$999 + 12$$

$$1990 + 18$$

$$12,250 + 65$$

If your child's mental math abilities are strong, feel free to pose subtraction problems that require borrowing.

2. To review place value with your child, write down some large numbers and have your child read them and tell you what each place is called (for instance, hundred billions, ten billions, billions; hundred millions, ten millions, millions; hundred thousands, ten thousands, thousands; hundreds, tens, ones).

Point to one of the large numbers and ask your child to identify the value of a certain digit. For example, if you write 426, 157, 893 your child can tell you that the 5 stands for fifty thousand. Do this with other places and numerals.

Give your child a few large numbers to write in expanded form, such as the following (the first one is done as an example):

$$4,524 = 4,000 + 500 + 20 + 4$$

$$32,865$$

$$468,902,311$$

If your child needs help (particularly with the 0 digit in the last number), talk through each place value and write down the value of each digit together.

3. In the MLB, have your child write large numbers from hearing you say them aloud. First, have your child write the number in numeric form, and then use words. You might have to help your child with some of the spelling, and remind your child to write each "block" of numbers as its own three-digit number (426 or 157, for example), and then put the comma after each unit label (such as millions or thousands). You can point out that the comma is placed just where the comma is placed in the number. Here is an example:

$$426,157,893$$

Four hundred twenty-six million, one hundred fifty-seven thousand, eight hundred ninety-three

Math

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Math

(continued)

HELPFUL TIP: If your child is having difficulty keeping numbers lined up when solving problems in vertical format, graph paper may help. Get graph paper with large squares and have your child write the arithmetic problems, one numeral in each square. Show your child how to line up the ones column, tens column, hundreds column, etc. Then show your child where to write the answer to each of the problems.

4. Go over Practice Sets 2 and 3 with your child. Take turns explaining how you arrived at your answer.

Activity

Lucky Number

Use a deck of cards to build big numbers in this simple game about place value.

Each player has a piece of paper and a pencil. Draw five blank lines on your piece of paper, representing values up to the ten thousands place, with a comma between the hundreds and thousands place, like this:

PLAYER 1 ___ ___, ___ ___ ___

PLAYER 2 ___ ___, ___ ___ ___

(You can begin with four places, or with six or more places, depending on your child's familiarity with place value.)

Remove all the tens, face cards, and jokers from a deck of cards, but keep the aces (which count as 1). Shuffle the deck and place it face down. You and your child will take turns drawing cards from the pile. Each time you draw a card, you record the number in one of the digit positions on your paper. The goal is to end up with the largest number possible.

Continue drawing cards until all five blanks have been filled in. Each player reads his or her number aloud. Whoever has the largest number gets a point. The first player to get ten points wins the game.

Once your child is familiar with the game, you can discuss strategy. What place value position determines the largest (or smallest) number? Which are the best numbers to record in the ten thousands place? In the ones place? Experiment with trying to create the smallest number.

(Adapted from an activity from *education.com*)

Science

This week, we look closely at the moon's phases. Animals (and humans!) are profoundly affected by the rhythms of day and night, full moon and new moon, tidal rhythms and seasonal rhythms.

Our tides are a result of the moon's strong attractive force. The seas respond to the moon's pull. Twice a day we have high tide, and twice a day we have low tide. If you live near the ocean, take your child to the ocean at high tide. Or, if you take a vacation to the ocean, be sure to point out the changing tides to your child.

Assignments

1. This week we will begin our study of the moon. Remind your child how Earth revolves around the sun. Explain that the moon, which is much smaller than Earth, travels around Earth just as Earth travels around the sun.

Look at the picture of the moon's phases and talk to your child about how the moon reflects the light of the sun as it orbits Earth. The moon doesn't have light of its own—moonlight is really sunlight bouncing off the moon's surface!

The way the moon looks to us changes as the moon makes its circle, or revolution, around us. Standing on Earth as the moon revolves around our planet, we see only the lit portions of the moon, the part of the moon that is facing the sun.

Just as Earth spins (rotates) on its axis each day as it revolves around the sun, the moon rotates on its axis as it revolves around the Earth. But the moon spins very slowly as it revolves around our planet, so one side of the moon always faces Earth, and one side always faces away from Earth.

Try this simple activity to experience the moon's movement. Stand in front of a window, and place a chair or other large object between you and the window, which is the "sun." The chair is Earth, and you are the moon. Begin slowly walking around the chair just as the moon circles Earth. But as you walk, slowly turn so you are always facing the chair/Earth. Different sides of you will be facing the far away sun as you slowly spin, but only your front will face Earth. If someone

Science

(continued)

were to sit on “Earth,” they would only see the front of you. That is what is happening with the moon. On Earth, we only see the near side of the moon as it slowly rotates on its axis while revolving around Earth.

2. Ask your child to copy the illustration below into the science main lesson book, or draw something similar, labeling the phases of the moon.

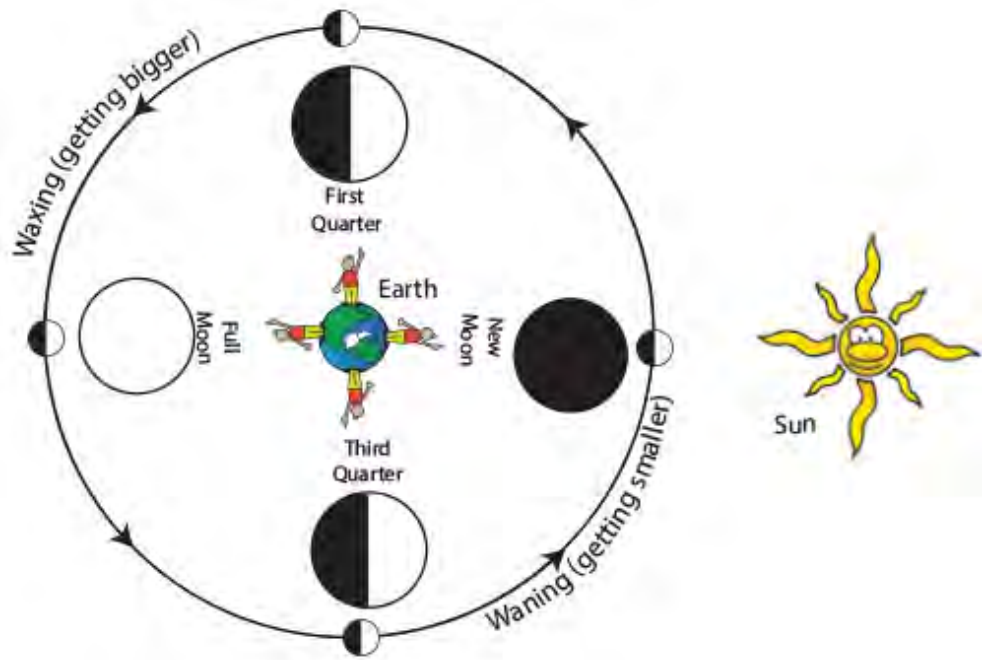


Image credit: *SpacePlace.NASA.gov*.

For the next month, have your child draw the moon's phases on a calendar. Try to observe the moon each evening and help your child record what you see.

3. Butterflies, birds, and bees are active during the day, but at night the butterflies fold their wings and cling to leaves or to trees, bumblebees climb into flowers, and birds settle down for the night on branches, in nests, or on the ground. On the other hand, mosquitoes begin to bite at night, moths become active, and bats emerge from their hiding places. Look for opportunities to observe some of these animals and their daily rhythms. It is always helpful when children can directly observe what they are learning.

There are many ways that animals are affected by the moon and/or the tides (which are influenced by the moon). Palolo worms swarm to

the surface of the ocean when the moon is in its last quarter in October and November. In southern California, the grunion, a small silvery fish, comes ashore to lay its eggs in moist sand from March through August on three or four nights following the full or new moon. On these nights, when the tide has reached its highest point and has begun to ebb, thousands of grunion swim in on top of a wave. The tides affect oysters, mussels, and clams, too. They open their shells for feeding when the water covers them at high tide, and close down when the tide is low.

This month, ask your child to observe the animals in your environment at the time of the full moon and discover if there is any change in their behavior. Do dogs bark more at the time of the full moon? Are they more restless? Have your child record these observations in the science journal.



Science

(continued)

Further Study

If you have a telescope, this is a wonderful opportunity to observe the moon up close. In addition, many observatories offer programs and simulations of various astronomical events. Go out at night and observe the full moon in all its splendor!

Arts & Crafts

Assignments

1. Try a new recipe this week.
2. Choose a craft to do this week. *Oak Meadow Crafts for the Early Grades* provides a large selection of crafts that work well for children of this age.

Music

Assignment

Learn “Morris Dance” and “Silent, Silent” in the *Oak Meadow Advanced Recorder* book. Continue to practice the song 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, you and your child will consider the topic of personal privacy.

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

Learning Assessment

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

Learning Assessment

LANGUAGE ARTS	Not Yet Evident	Developing	Consistent	Notes
Retells story events in sequence				
Draws story scene showing specific details				
Reads aloud with confidence				
Recognizes a variety of words on sight				
Prints legibly				
Writes in cursive				

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. 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 write a practice copy first, to which the parent 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.

Learning Assessment

SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Demonstrates awareness of story themes				
Indicates cultural and historical details in writing and drawing				
Relates story themes to daily life				
Shows familiarity with Hebrew alphabet				
Compares two writing systems				

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

Learning Assessment

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Differentiates between Earth's rotation and revolution				
Differentiates between movements of Earth and moon				
Simulates moon's movements				
Draws and labels detailed sketches				
Records data over time				
Demonstrates focused observation skills				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Demonstrates cooking skills		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Demonstrates knowledge related to personal privacy		

Grade 3



Lesson

Language Arts

Reading

At bedtime, read a story of your choice.

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

Assignments

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

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

MATERIALS

Science: Terrarium

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

Language Arts

(continued)

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

Here are some more examples, with syllables divided:

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

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

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

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

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

Include some examples.

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

Social Studies

Reading

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

Assignments

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

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

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

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

Social Studies

(continued)

Math

Assignments

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

$$12 \div 4 =$$

$$49 \div 7 =$$

$$25 \div 5 =$$

$$81 \div 9 =$$

$$36 \div 6 =$$

$$63 \div 7 =$$

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

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

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

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

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

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

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

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

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

Math

(continued)

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

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

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

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

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

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

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

$$36 \div 3$$

$$55 \div 5$$

$$48 \div 2$$

$$88 \div 4$$

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

- Complete Practice Set 29.

Science

Assignments

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

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

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

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

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



Science

(continued)

Further Study

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

Arts & Crafts

Assignment

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

Music

Assignment

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

Health

Assignment

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

For Enrolled Students

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

Learning Assessment

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

Learning Assessment

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

Learning Assessment

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

WRITING: SENTENCES AND PARAGRAPHS

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

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

Learning Assessment

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

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

Learning Assessment

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

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

Grade 3



Lesson

Morning Circle

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

- Opening verse:

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

- Closing verse:

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

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

Language Arts

Reading

At bedtime, continue reading from *Folk Tales*.

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

MATERIALS

Math: Domino Doubles
Dominos

Language Arts Assignments

(continued)

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

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

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

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

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

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

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

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

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

claim (T)

chime (VCe)

pinto (CL and O)

betray (O and O)

whisker (CL and V-r combo)

pancake (CL and VCe)

ran (CL)

candle (CL & C-le)

bite (VCe)

fir (V-r combo)

defeat (O and T)

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

Language Arts

(continued)

Social Studies

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

Reading

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

Assignments

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

Social Studies

(continued)

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

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

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

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

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

Math

Assignments

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

$$7 \overline{)42}$$

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

$$7 \overline{)23}$$

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

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

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

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

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

Give your child this problem to solve:

$$15 \div 2$$

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

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

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

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

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

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

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

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

Math

(continued)

Science

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

Assignments

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

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

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

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

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



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

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

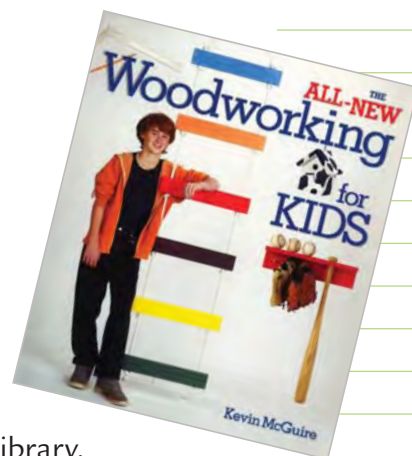
Further Study

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

Arts & Crafts

Assignments

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



Science

(continued)

Music

Assignment

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

Health

Assignment

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

For Enrolled Students

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

Learning Assessment

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

Learning Assessment

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

Learning Assessment

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

WRITING: SENTENCES AND PARAGRAPHS

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

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

Learning Assessment

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

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

Learning Assessment

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

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

Oak Meadow Grade 3

RESOURCE BOOK

Oak Meadow, Inc.

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oakmeadow.com

Item #b030112

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