

# First Grade Overview

## First Semester

## Second Semester

### Language Arts

- Upper- and lowercase letters A-Z
- Long and short vowel sounds
- Fairy tales and poetry
- Word families
- Printing words
- Phonics

- Fairy Tales
- Form drawing
- Printing words
- Independent reading
- Writing out sentences
- Consonant blends
- Word games

### Social Studies

- HISTORY**
  - Classic fairy tales
  - Daily and monthly cycles
  - Yearly calendar
- GEOGRAPHY**
  - Navigating with a compass
  - Mapmaking and reading maps
  - Using a globe

- ECONOMICS**
  - Goods and services
  - Marketplace exchanges
  - Saving and spending
- CIVICS**
  - Rules and playing fair
  - Family jobs
  - Respect
  - Diversity

### Science

- Phases of the moon
- Constellations
- Life cycle of the seed
- Animal observations
- Weather and cloud formations
- Seasonal animal behavior, tracks, and hibernation
- Deciduous and coniferous trees

- Diurnal and nocturnal animals
- Forms of matter
- Pond and forest life
- Seed dispersal
- Pollination and bees
- Planting and charting plant growth
- Scientific inquiry
- Life cycle of a butterfly

### Math

- Four processes
- Ordinal numbers
- 2, 5, 10 times tables
- Translating story problems into equations
- Missing numbers
- Mental Math
- Counting/Sorting
- Form drawing

- Odd and even
- Number bonds
- Multistep problems
- 3 times tables
- Mental math
- Relationships between math processes
- Equations in vertical format
- Cumulative property of addition

### Arts & Crafts

Throughout the year, students engage in a variety of arts and crafts activities. Fine-motor dexterity and focus are developed through learning to knit, which benefits the child's developing writing skills. Highlights include making a bird feeder and nesting supply box, maintaining a seasonal display, wet paper watercolor painting, nature crafts, and creative sand and water play.

### Music & Movement

In addition to regular singing exercises, students learn how to play the recorder. Instructions and simple songs are included in Oak Meadow's *Beginning Recorder* book. Movement activities focus on balance, coordination, directional awareness, and rhythmic movements such as jumping rope.

### Health

The book *Healthy Living from the Start* provides the basis for a yearlong health course. Families explore topics relevant to their child's growth and development including nutrition, the growing body, hygiene, community, emotions, and safety.

# Oak Meadow Grade 1

COURSEBOOK

**Oak Meadow, Inc.**  
Post Office Box 1346  
Brattleboro, Vermont 05302-1346  
[oakmeadow.com](http://oakmeadow.com)

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## Grade 1



# Lesson

Welcome to first grade! This is a very exciting time for your child, and you may be feeling a mixture of excitement and trepidation. Your child may be feeling the same thing. If you haven't already done so, please read the introduction to first grade in *Oak Meadow Grade 1 Resource Book*. You will find lots of tips and ideas for getting your homeschooling year off to a good start. This year is all about laying down a solid educational foundation while nurturing your child's sense of adventure, curiosity, and fun. We hope you enjoy learning together!

## Starting Your Day

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

These first few lessons contain an overview of the basic elements of the day to help you with your planning. Please refer to *Oak Meadow Grade 1 Resource Book* for a more complete explanation of the daily schedule.

## A Review of the Daily Schedule

### Morning Circle

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

### MATERIALS

#### Social Studies: Calendar

Large drawing paper  
Crayons  
Ruler

#### Science:

##### Pressed Flowers

Fresh flowers or plants  
Scissors  
Cardboard  
Blotting paper or newspaper  
Bricks or heavy objects

#### Arts & Crafts: Knitting

Knitting needles,  
two sets (thick  
needles are best for  
beginners)  
Yarn, two balls (thick  
yarn works well)

#### Arts & Crafts:

##### Treasure Box

Cardboard box,  
medium to large  
Poster paints  
Paint brushes  
Newspaper (to cover  
painting surface)

## A Review of the Daily Schedule

(continued)

- Recite a closing verse with accompanying gestures or movements.

Each day, repeat the songs and fingerplays several times so your child can learn them. Use the same verses a week or more so they become very familiar. While as adults we may feel that we need to move on to a new activity each week or each day, children of this age love repetition. Just think of how many times your child has asked that the same book be read aloud. By using the power of repetition, children are able to integrate the concepts of the activity into their whole body (plus, you will need less preparation time!).

It is important to do gestures with verses or songs whenever possible. Children of this age learn very much through their bodies, so any activity that can integrate a concept with physical movement is helpful in the learning process. Either use the gestures indicated or make up your own to go with a verse or song.

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

### Morning Main Lesson

The morning main lesson time consists of 45–60 minutes devoted to language arts and social studies. On some days you will no doubt need less than one hour to complete the assignments, and on other days, more time may be needed. Use the weekly planner provided to help you plan your daily activities for each morning main lesson throughout the week. Use the assignment summary found at the beginning of each lesson to check off activities as you complete them.

In the first 12 weeks, two (or sometimes three) letters of the alphabet will be presented each week in uppercase and lowercase form, along with long and short vowel sounds. In the second 12 weeks (lessons 13 through 24), two or three word families will be introduced each week, and in the final 12 weeks, we will focus on developing reading and writing skills. Import-



ant information about Oak Meadow’s method of presenting the alphabet is found in the introduction.

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

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

## Afternoon Hour

The afternoon hour will be devoted to math three times a week and science two afternoons a week. We suggest you alternate days so your child has plenty of time to explore the subject matter at hand on any given day. For instance, you might do math on Monday, Wednesday, and Friday, and science on Tuesday and Thursday. Please use the weekly planner provided at the start of the lesson to help you plan how you will spend the afternoon session each day this week. You can always vary your plan to take advantage of unexpected opportunities, but you will appreciate having the plan to refer to when you need structure.

Arts & Crafts, Music & Movement, and health activities can take place each day after the morning main lesson or afternoon hour, depending on your family's schedule and your child's energy. For instance, you may find

## A Review of the Daily Schedule

(continued)

## A Review of the Daily Schedule

(continued)

that doing Music & Movement after morning main lesson works well, and doing Arts & Crafts after your math or science time is a good balance. The health activities can be done one or two times a week, either morning or afternoon. The important thing to remember is that you don't have to do every subject every day!

### Bedtime Routine

In the beginning of the year, you will be reading or telling stories to your child at bedtime in preparation for working with the letters of the alphabet. All the alphabet stories are located in *Oak Meadow Grade 1 Resource Book*. As the year progresses, you are encouraged to continue to read to your child at bedtime. You may want to choose stories that relate to the curriculum, or stories that relate to your child's interest, or any other stories that strike your fancy. The *Oak Meadow Guide to Teaching the Early Grades* contains useful information about storytelling, and we encourage you to read it.

### 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.

- Sing or say one or two songs, verses, or fingerplays. 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 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.
- "Baa Baa Black Sheep" and "I See the Moon" are two verses that will work well for this week's language arts and science activities (found in the *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 (don't worry about your child getting left and right correct for now—do the motions while standing side by side and your child will imitate):

Guide my hands, left and right,

As I work with all my might.

# Language Arts

Your child will begin the journey into language arts with a review of the uppercase letters presented in kindergarten and a presentation of lowercase letters.

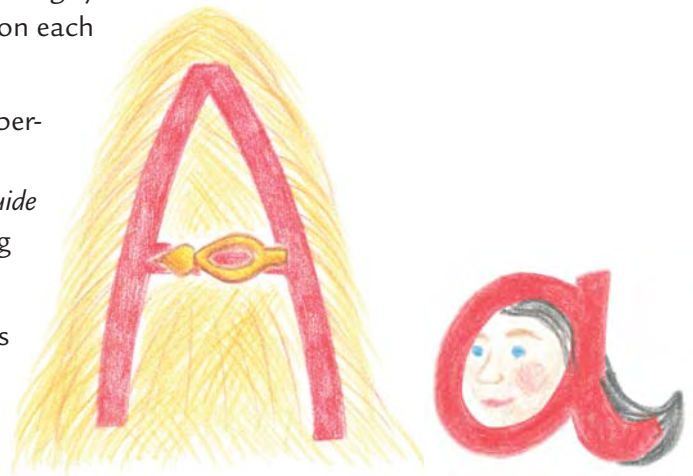
## Reading

At bedtime this week, read “The Magic Spindle” (letter A) and “The Bear’s Child” (letter B). Both stories are found in *Oak Meadow Grade 1 Resource Book*. You don’t have to read both at once, but you’ll want to read each one before you work with the associated letters. Feel free to read each story on multiple nights this week, or to choose other stories to include. We recommend you use bedtimes stories that are rich in archetypal characters and themes.

## Assignments

1. After reading “The Magic Spindle” at bedtime, the next morning, ask your child to retell the story. If your child needs prompting, ask questions such as, “What happened next?” Encourage your child to relate specific details and to touch on each main story event in sequence.
2. Draw a picture to demonstrate how the upper-case and lowercase letter **A** may be drawn from the story. (Refer to the *Oak Meadow Guide to Teaching the Early Grades* for crayon drawing instructions.)

As you draw, explain how the haystack in this story looks like the uppercase letter A, and a little girl's head with her hair curling up in the back looks like a lowercase letter A.



## A Review of the Daily Schedule

(continued)

## Language Arts

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You can talk about details from the story (such as the haystack or how the little girl finds the magic spindle) as you draw.

Ask your child to use crayons to draw the pictures in the main lesson book.

- On another day, ask your child to retell the story of “The Bear’s Child.” Prompt your child, if necessary, to include specific details of the story, and help him or her retell the story in the correct sequence.



- Demonstrate how the uppercase and lowercase letter **B** may be drawn from the story. The uppercase letter B looks like the bear’s head and big belly, and the lowercase letter B can be found in the bear’s chair with a big seat cushion and a tall, straight back.

Ask your child to use crayons to draw the pictures in the main lesson book.

- One day this week, introduce the long and short vowel sounds for A (the long A is heard in *play* and the short A is heard in *hat*). You can play a game in which you both see how many words you can think of that use the long A and short A sounds. It will be easiest if you stick to the one-syllable “ay” and “at” word families:

|      |      |      |      |     |      |
|------|------|------|------|-----|------|
| bay  | hay  | pay  | bat  | hat | sat  |
| hay  | clay | say  | cat  | mat | scat |
| gay  | lay  | stay | fat  | pat | vat  |
| gray | may  | way  | flat | rat |      |

- Have fun reciting these tongue twisters that use A and B sounds. To begin with, have your child repeat each line after you, and then as it becomes more familiar, have your child repeat two lines at a time, and then four. Eventually, your child may memorize the whole thing. Feel free to act it out and make faces when reciting the “bitter butter” verse!



A

My dame hath a lame tame crane.  
My dame hath a crane that is lame.  
Pray, gentle Jane,  
Do you have the same  
As my dame's lame crane that is tame?

## B

Betty Botter bought some butter  
But, she said, the butter's bitter.  
If I put it in my batter,  
It will make my batter bitter.  
But a bit of better butter,  
That would make my batter better  
So she bought a bit of butter  
And she put it in her batter  
And the batter was not bitter.  
So 'twas better Betty Botter  
Bought a bit of better butter.



7. One day this week, ask your child to practice printing both upper and lowercase letters A and B, first on unlined scrap paper (if necessary) and then in the main lesson book. Encourage your child to work carefully and not rush the forming of each letter.

## Further Study

Writing can be a challenge for young children. Begin by having your child express writing by using one finger to trace the shape in the air. Then, have your child write with using feet in the dirt or sand. You may then move into writing the letters yourself and having the child trace your lettering. Repeat this process until your child is comfortable with writing the letters independently on paper. This process is particularly helpful for kinesthetic learners for whom gross motor movement is important.

## Language Arts

(continued)

## Language Arts

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Some children have difficulty with writing as a result of poor handling of the writing utensil. Check your child's grip on the crayon. If it appears too tight or awkward, help your child find a more comfortable position. It may help to encourage your child to draw flowing lines and loops when adjusting to a new writing grip—forming letters can follow after the new position is comfortable.

## Social Studies

### Assignments

1. Help your child make a calendar using 12 big pieces of drawing paper. Leave space at the top for your child to draw a seasonal picture. You will need to draw the lines and then have your child write the numbers in each square. Each month, help your child add the following information with a small picture or a few words:

- Holidays you celebrate
- Birthdays of important people in your child's life
- Special events in your family's life
- The moon phases (your child should draw them as they are observed, rather than filling them in ahead of time)
- Note the day the leaves begin to fall in autumn (your child might want to draw leaves)
- Mark the day you see birds beginning to migrate south (your child might want to draw birds)



## Math

If you haven't read the introduction to the mathematics, please do so before you begin.

### Assignments

1. This week, do jigsaw puzzles, mazes, and games with your child.

These activities should continue throughout the year. The more experience your child has with numbers and spatial orientation through a variety of activities, the more integrated the sense of geometry, numeracy, and arithmetic will be.

It's fun to make your own mazes for your child. Simply start 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. Count from 1–30 while throwing a soft ball or beanbag. Use an underhand throw so the activity doesn't become too wild. Do this while counting forwards, and then do it while counting backwards. Count together the first time, and then alternate counting. You say, "One!" and your child saying "Two!" and so on. Repeat this activity on another day and have your child begin with one. There's no need to talk about odd and even numbers at this time; simply allow your child to experience them naturally. You can vary the game by saying your numbers in a whisper and your child saying his or her numbers in a shout.
3. Have your child help with household chores that involve counting and sorting, such as setting the table, folding laundry, and collecting and sorting toys at cleanup time. (See *Oak Meadow Grade 1 Resource Book* for more ideas of integrating mathematics into daily life.)



## Math Further Study

(continued)

Have your child practice reciting the days of the week, and the months of the year. Each morning, have your child note the day, month, and year. Have this information written somewhere in the house for your child to see. See if your child knows his or her birth date (year as well as month and day), and your address and phone number.

## Science

Your child will begin the study of nature with a look at the phases of the moon, and an exploration of the seasons.

## Assignments

1. Go outside at night and observe the moon. Have your child draw a picture of the moon phase in the calendar for this month. Continue to record the moon phase about once a week throughout the month. Discuss how to tell if the moon is waxing (moving toward fullness) or waning (moving toward the new moon) as you observe the phases of the moon in the night sky. Here's one way to remember: if the moon looks like the letter D, it is "developing" or moving toward the full moon); if it looks like a C, it will look smaller and smaller each night until we reach the new moon phase (when the moon is dark in the sky).
2. Briefly recall summer experiences with your child. Ask your child to recall sounds, smells, sights, and flavors of summer. As most children at this stage cannot write, you may write words that they associate with the summer season and have your child draw a picture in the science main lesson book (MLB) next to each word.

3. Take a walk outside and see how many plants you recognize. Your child may surprise you by being able to recall the names of certain plants and flowers. As you explore your environment, collect plant and flower specimens (you may want to bring along a basket for this).





Show your child how to make Pressed Flowers (instructions are found in *Oak Meadow Crafts for the Early Grades*), using both flowers and plants that you've collected. Once these are pressed, gently glue the plants and flowers into the main lesson book (MLB).

4. Together, find the names for the plants you have chosen (just the common names are fine). You can get a plant book from the library or search online for photographs to help identify each plant. Talk about the ways in which the plants are similar and the ways in which they are different. Encourage your child to describe each plant, noting the shape and number of leaves or petals, the color, texture, etc.

Once you have identified your plants, write the name under each plant in the MLB. Depending on your child's writing ability, you can write the names yourself, or write them on a piece of paper or chalkboard and have your child copy them under each picture.

## Science

(continued)

## Arts & Crafts

### Assignments

1. Begin teaching your child to knit. Refer to *Oak Meadow Guide to Teaching the Early Grades* for detailed instructions. For your child's first project, it is recommended that you begin with relatively few stitches (you will cast on for your child, so you can decide how many stitches). If you have thick yarn and fat needles, casting on between 12 and 20 stitches will give your child plenty to work with, but few enough stitches that each row can be completed easily.

If you do not yet know how to knit, find someone who can teach you, if at all possible. It is infinitely easier to learn from watching someone do it and imitating them rather than looking at pictures. Once you are familiar with knitting, you can teach your child, using this simple rhyme to help remember each step of the knit stitch:

In through the front door

Once around back

Peek through the window

And off jumps Jack!

## Arts & Crafts

(continued)

2. Make a seasonal table (see the instructions in *Oak Meadow Grade 1 Resource Book*). Take nature walks several times this week to find natural items to add to your seasonal display.
3. 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 & Crafts, or other creations that don't fit into the main lesson book (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.

## Music & Movement

### Assignments

1. Begin recorder playing using the *Beginning Recorder* book. Introduce the note B and practice exercise #1: Exercise for B. 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 *Beginning Recorder*, but there is no reason to rush. The pace of these music lessons is intentionally slow 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 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.

2. Learn one or more new songs this week, and sing them throughout the day. Make up songs together about what you are doing or what you see. Don't worry if you can't think up rhyming words—silly songs with nonsense words are always fun!
3. Throughout the week, complete the following exercises, which focus on balance and movements that rotate around the axis of the body.

Balance exercises develop the child's ability to maintain control of the body using both body sides simultaneously, independently, or alternately. Balance movements can be dynamic (moving) or static (standing). Axial movements are performed around the axis or center "pole" of the body. They include all movements that can be executed while the body remains in one place. Axial movements are comprised of a variety of swings, bends, twists, rotations, and stretches at different levels, tempos, intensities, and all in various directions.

Complete these exercises, combining them or doing them in sequence:

- Squatting
- Crouching
- Kneeling
- Leaning
- Stooping
- Bending
- Stretching
- Swinging/swaying
- Twisting
- Shaking
- Pushing/pulling (linking your hands together or pushing against one another)

You can make a game out of calling out two different actions and making up ways to put them together, such as leaning and twisting, or kneeling and shaking.

## Music & Movement

(continued)

# Health

## Assignments

Complete lesson 1 in *Healthy Living from the Start*. Health studies begin 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 the way we grow.

### For Enrolled Students

You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 4. In the meantime, feel free to contact your teacher if you have any questions about the assignments or the learning process. Use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your 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 the following pages to make 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                       |                 |            |            |       |
| Identifies the long A sound in words                   |                 |            |            |       |
| Identifies the short A sound in words                  |                 |            |            |       |
| Draws uppercase and lowercase letter A in picture form |                 |            |            |       |
| Draws uppercase and lowercase letter B in picture form |                 |            |            |       |
| Writes uppercase and lowercase letter A                |                 |            |            |       |
| Writes uppercase and lowercase letter B                |                 |            |            |       |
| Memorizes and recites verses                           |                 |            |            |       |

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

| SOCIAL STUDIES  | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Demonstrates familiarity with days, weeks, and months |                 |            |            |       |
| Identifies significant family and seasonal events     |                 |            |            |       |

## Learning Assessment

| MATH  | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Shows familiarity with counting in games                                    |                 |            |            |       |
| Counts to 30 rhythmically in ascending order                                |                 |            |            |       |
| Counts to 30 rhythmically in descending order                               |                 |            |            |       |
| Sorts, measures, counts, and categorizes in the context of daily activities |                 |            |            |       |

| SCIENCE  | Not yet evident | Developing | Consistent | Notes |
|--|-----------------|------------|------------|-------|
| Observes and draws phases of the moon                  |                 |            |            |       |
| Recalls details from events from the past season       |                 |            |            |       |
| Identifies similarities and differences between plants |                 |            |            |       |
| Describes plant observations                           |                 |            |            |       |

| ART/CRAFTS/MUSIC/HEALTH                                    | Presented yes/no | Notes |
|--|------------------|-------|
| Begins learning to knit                                    |                  |       |
| Creates seasonal table                                     |                  |       |
| Plays tunes using B note on the recorder                   |                  |       |
| Demonstrates good balance in a variety of positions        |                  |       |
| Shows ability to move smoothly around the axis of the body |                  |       |
| Demonstrates knowledge of the growing body                 |                  |       |

# Weekly Planner—Lesson 2

Date \_\_\_\_\_

|         | Language Arts | Social Studies | Math    | Science | Arts & Crafts               | Music & Movement | Health |
|---------|---------------|----------------|---------|---------|-----------------------------|------------------|--------|
|         | 3 /week       | 3 /week        | 3 /week | 2 /week | CHOOSE : 1-2 /DAY = 3 /week |                  |        |
| D A Y 1 |               |                |         |         |                             |                  |        |
| D A Y 2 |               |                |         |         |                             |                  |        |
| D A Y 3 |               |                |         |         |                             |                  |        |
| D A Y 4 |               |                |         |         |                             |                  |        |
| D A Y 5 |               |                |         |         |                             |                  |        |
| D A Y 6 |               |                |         |         |                             |                  |        |
| D A Y 7 |               |                |         |         |                             |                  |        |

## Date\_\_\_\_\_

## Materials Still Needed

- ☐ Hear and retell “Dick Whittington and His Cat.”
- ☐ Draw letter C in picture form.
- ☐ Hear and retell “Jordan and Maria.”
- ☐ Draw letter D in picture form.
- ☐ Identify words with C and D sounds.
- ☐ Practice writing letters C and D

- ☐ Draw the human form.
- ☐ Do a body tracing.
- ☐ Review concepts related to time.
- ☐ Discuss social concepts in story form.

- ☐ Identify geometric forms in the environment.
- ☐ Draw straight and curved lines.
- ☐ Experience form drawings with movement.
- ☐ Draw form drawings.

- ☐ Observe and record moon phases.
- ☐ Observe seasonal changes in nature.
- ☐ Discuss the seasons and draw illustrations.
- ☐ Identify and record plant names.

- ☐ Continue the knitting project.
- ☐ Make Leaf Print.

- Practice exercises on the recorder.
- Perform movements at varying tempos.

- Learn about internal organs and body systems.

## Notes



## Grade 1



# Lesson

## Starting Your Day

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

## A Review of the Daily Schedule

### Morning Circle

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

### Morning Main Lesson

Use the morning main lesson time each day to spend 45–60 minutes focusing on language arts and social studies. You do not have to do each subject each day. On some days, you may find your child eager for more and able to do a bit of work in each subject, and other days, it works best to focus on a single subject. Write notes in your weekly planner to help you keep track of your daily activities for each morning main lesson this week.

### MATERIALS

#### Social Studies:

##### Body Tracing

Large paper (a roll of easel paper or butcher paper works well)

Masking tape

Marker

#### Arts & Crafts: Knitting

Knitting needles

Yarn (you will continue to use these materials throughout the year)

#### Arts & Crafts:

##### Leaf Prints

Leaves

Liquid white glue

Cardboard

Poster paint

Paintbrush

White drawing paper

## A Review of the Daily Schedule

(continued)

### Afternoon Hour

Spend about an hour each afternoon exploring math three afternoons and science two afternoons a week. Add activities in Arts & Crafts, Music & Movement, and health each day after morning main lesson or the afternoon session. Remember to write notes in your weekly planner about what you plan to do, and about what went well. Include ideas for follow-up activities or things you'd like to try in the future.

### Bedtime Routine

Cultivate a habit of reading or telling stories to your child at bedtime. These stories form the foundation for cultural (social) studies, as well as provide a wonderful ending to your busy day.

## 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.
- “Hey Diddle Diddle” and “Apple Tree” are verses that go well with this week’s language arts and science activities (these and all the recommended verses and songs are 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

## Reading

At bedtime this week, read “Dick Whittington and His Cat” and “Jordan and Maria.” Both stories are found in *Oak Meadow Grade 1 Resource Book*. You may choose to read them several nights in a row or to add other bedtime stories on other nights.

## Assignments

1. After reading “Dick Whittington and His Cat,” the next morning ask your child to retell the story. Encourage your child to use specific details and retell story events in chronological order.

Next, demonstrate how the uppercase and lowercase letter **C** may be drawn from the story. The cat curled up in the queen’s lap forms the uppercase letter C, and a little cat shows the lowercase letter.



2. Another day, after reading “Jordan and Maria,” ask your child to retell the story in sequence. Show how the uppercase and lowercase letter **D** may be drawn from the story: the uppercase letter is the shape of the door to the crone’s oven, and the lowercase letter forms the handle on the oven’s door.

Have your child do a watercolor or wet paper painting of the crone’s oven. Make the door in the shape of a D and put lowercase d for a handle. When dried, paste the painting into the main lesson book.

3. Make up rhymes, tongue twisters, or alliterative phrases (where all the words start with the same sound) for C and D letter sounds. This is a fun activity that you can do throughout the year, and your child will quickly join in. Here are two short ones to get you started:

**C**

Chris carries cute cats in a cozy carton.

Can you carry a carton of cute, cozy cats?

**D**

Daisies, daffodils, and dandelions

Dance and dip at dawn



## Language Arts

(continued)

4. One morning this week, ask your child to practice printing both upper and lowercase letters C and D in the main lesson book (MLB). He or she might also enjoy drawing C and D word pictures along the border of the page. If you are doing your own MLB, you can draw a neat border design to show your child the possibilities.

### Further Study

Phonic games are plentiful! The more your child works with the sounds they are learning, the better. Bouncing ball games are wonderful for naturally reproducing the cadence of speech. Try this simple game:

“A, my name is \_\_\_\_\_ (Alice) and I live in \_\_\_\_\_ (Alabama), and I sell \_\_\_\_\_ (apples).” Or this one: “I’m going on a trip and I’m taking an \_\_\_\_\_ (artichoke).” Bounce the ball and catch it as you fill in the blanks, going through each letter of the alphabet. You can also play this game with clapping or drumming instead. Have fun with it, and prompt your child when he or she gets stuck.

Some children have difficulty grasping letters and words phonetically. When working with the letters, encourage your child to experience the sounds “inside” their mouth. For example, what does the mouth do when it makes the B sound? How does it feel when the mouth is making that sound? This emphasis on the feeling of sounds, rather than focusing on what the child hears, is particularly helpful to the kinesthetic learner.

Alternative programs, such as Lindamood-Bell, reinforce word processing and decoding in different areas of the brain. If your child consistently displays difficulty assigning appropriate sounds to letters, this may be an avenue you may wish to explore further. Be aware, however, that many children do initially confuse their letters. Do not be alarmed! This is all part of the process of developing the very complex skill of reading.

## Social Studies

### Assignments

1. One morning this week, ask your child to draw a picture of a person containing the following parts: eyes, nose, mouth, ears, neck, trunk, arms, hands, legs, and feet. Place emphasis on the completeness of drawing and not on proportions. You can also draw incomplete figures and ask your child to draw in the missing parts.

2. Roll blank paper out on the floor and tape the edges down. Have your child lie down on the paper and trace the outline of his or her body. Have your child draw a face into the form, and add hair, clothes, or other decorations. If you want to display it, it can be hung on the door to your child's bedroom. Trade places! Have your child draw your outline and decorate it.
3. Continue to discuss daily, weekly, and seasonal cycles in your household and community. Your child should be able to understand the terms *yesterday*, *today*, *tomorrow*, *week*, and *month*. Give examples of events that happened yesterday, talk about what is happening today, and plan for tomorrow. As you daily mark your calendar, introduce each new week and month. Discuss the nature of each new month (predicted weather, holidays, etc.). Review what you have accomplished each week.
4. Continue reading fairy tales at bedtime or throughout the day. Use the stories to discuss topics that arise about friendship, fairness, helpfulness, loyalty, etc.

## Social Studies

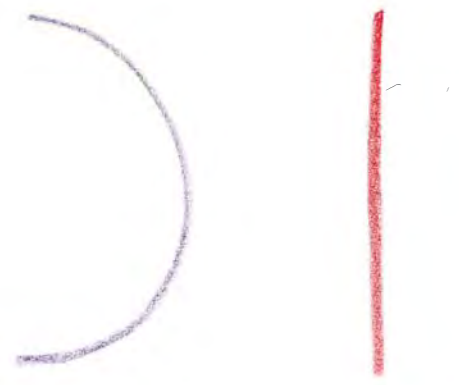
(continued)

# Math

This week your child will review geometry that was presented in Oak Meadow's kindergarten: forms involving straight and curved lines, circles, triangles, rectangles, squares, and polygons (figures with three or more sides). If these forms are unfamiliar to your child, simply use this week to explore the different shapes.

## Assignments

1. Take a walk outside in nature or in your neighborhood and look for geometric shapes. Point out circles, triangles, rectangles, squares, and other shapes. You can do this as an “I Spy” game, as well: “I spy something square” or “I spy a yellow triangle,” and have your child try to find it.
2. Begin by reminding your child that all forms they find in nature, at home, in town, and in the world are created from the straight and the curve. Slowly draw a straight line and a curved line on a chalkboard or large drawing paper. Model good working habits with attending to the work, drawing smooth lines, sitting up straight, and holding the pencil with a proper grip.



**Math***(continued)*

Have your child practice the straight and curved lines on a chalkboard or large drawing paper. Once your child has practiced with the straight and curved line, have him or her draw them in the main lesson book (MLB).

3. Choose two or three of the form drawings to work with over the course of the week. You may want to work with just one form per day. Remember that quality is the focus rather than quantity.

Choose one form to start with, drawing it carefully on a large piece of paper or chalkboard. Pay attention to the symmetry of your form as you draw—it is not necessary (or possible!) to be perfect but you want your form to show careful, consistent lines and curves. As you show care in creating a lovely balanced form, your child will strive to imitate it.

Once you have drawn the form, noting as you do a simple image to match the form (“This looks like a slithering snake”), begin to experience the form physically with your child, using a variety of the movement activities listed below. It is important for children of this age to do academic lessons with large motor skills before engaging in fine motor skill activity—you want your child to explore the form first with the whole body before drawing it on paper. This helps your child to integrate the form more fully.

You should do these movement activities along with your child.

- Have your child stand about ten feet back from the chalkboard and trace the form in the air with one finger.
- Trace the form using eyes only. First, use both eyes, and then cover one eye and trace the form with the other. Switch eyes and repeat.
- Close both eyes and trace the form mentally with eyes shut, and then using one finger in the air (eyes still shut).
- Walk the form on the floor or outside in a larger space, and then run the form.
- Draw the form on the ground (in the dirt or inside) with one foot, and then with the other foot.



This form could be a snake slithering.



This form feels like a fish that leaps out of the water and flips over.



The fish now leaps out of the water, and then dives down in the water.



Mice like to scurry in straight lines as they dart from here to there.



This pattern shows one tall tower and two small towers, like the skyline of a city.

4. Once the form has been experienced through movement, have your child first trace the form with one finger on the chalkboard or blank paper, and then draw it with chalk or crayon. Practice several times until the form is straight across and consistent. Finally, draw the form in the MLB.

Repeat the process with one or two more forms over the course of the week.

## Math

(continued)

## Math Further Study

(continued)

For geometric drawings, a fat crayon works best. Crayons are forgiving of small imperfections in the drawing and allow children who are perfectionists to avoid getting too caught up in the details, focusing instead on the bigger picture. It will be helpful for the first grade child to have triangular pencils for writing numbers and doing arithmetic problems. As the first grader's fine motor skills are still developing, a fatter, triangular pencil will assist in proper pencil grip and lead to less fatigue in writing.

Midlines are interesting elements of movement integration: being able to smoothly move between the right and left sides of the body and the spatial orientations of above and below help children with academic work. In reading and writing, this midline integration allows your eyes to track a single line of text or to write across the whole page. In math, it allows you to track a column or row of numbers. The movement exercises for form drawings are a great way to strengthen the capacity to integrate right/left and above/below.

## Science

### Assignments

1. Have your child continue observing the moon this week and making note of the phases in the calendar. You do not have to observe every night, but only as the phases begin to shift distinctly. It might be fun to show your child what a moon calendar looks like—there are many photos online that show how the moon looks each day of its cycle from new moon to full to new again.
2. Take a nature walk together and notice what is happening outside. Is anything different from last week? Are leaves falling? Is it colder? Warmer? Rainy? Look closely at natural objects that signify the season you are in: fallen leaves in autumn, shells or eggs in spring, etc. Whatever your climate or geographic region, encourage your child to develop observation skills by taking the time on your walks to stop and study things that catch your eye. Look at them from different angles, and crouch down to look underneath things.

Occasionally you will find something special to bring back and add to your seasonal table. Remember, there is no one right way to develop



your seasonal table; just design it so that it reflects what is happening in your part of the world.

3. While walking outdoors, discuss the nature of the seasons with your child. We recommend that you offer the conversation in a pictorial, or story-like, manner rather than one that is more scientific. It is important, particularly at this age, to keep learning alive in the imaginative realm.

Begin by talking to your child about how they spend part of their day asleep and part of it awake, and then point out that the Earth does the same thing. In many parts of the world, the time that the Earth is sleeping is called winter. We call the time that it is awake summer. Autumn is the time of the year when the Earth is preparing to go to sleep, and spring is the time of year when the Earth is waking up. This simple explanation will provide your child with a picture of what is happening within the Earth during the seasonal change.

While you walk with your child, talk about how the seasons are expressed in your area. One great way to do this is to choose one tree that you both can see or can visit often, either a deciduous tree (one that drops its leaves each year) or a tree that flowers or fruits each year. Talk about how the tree changes throughout the year. How does this tree look in the spring? How does it look in the winter? How does it look now? If you can, point out both deciduous and evergreen trees in your area, and compare how they look at this time of year. How are they the same? How are they different? Collect several different types of leaves and bring them home (you will use them in the craft this week).

When you get home, have your child divide one page of the science main lesson book (MLB) into four quadrants. Label them summer, autumn, winter and spring (you can label them, or have your child copy the words from a piece of paper or chalkboard). Have your child draw a picture for summer that reflects what he or she remembers happening in nature in

## Science

(continued)



## Science

(continued)

your area, and then draw a picture for autumn, showing how nature looks now. (If you are beginning this course in another season, adjust accordingly, having your child draw a picture of the last season and the current season.)

You child will add two more pictures later in the year, as the other seasons arrive.

## Further Study

We will continue to work with nature observations over the next few lessons. As you explore the world around you, it may be exciting to your child to learn not only the names of some of the plants they see, but also some interesting facts about them. For example, did you know that people use various common plants to cure headaches? Some kinds of sumac are poisonous; others have a fruit that makes a delicious drink much like lemonade! Remember to keep it light and playful at this age—you are not trying to stuff your child’s head full of facts and information, but rather to feed the natural spark of curiosity and wonder.

There are wonderful children’s stories that reflect the seasons as well. The “Brambly Hedge” series by Jill Barklem is one example of lovely seasonal storytelling.

## Arts & Crafts

### Assignments

1. Continue knitting with your child, working on it for a short time each day. If your child is doing well with knitting, he or she might enjoy knitting while you read aloud, or perhaps your child prefers to have you knit at the same time. Depending on how fast your child becomes comfortable with knitting and how much knitting is produced, you can begin to think about ways to use the knitting. It is wonderful for your child to know he or she is making “something” rather than just knitting for the sake of knitting.

There are many wonderful books in the library that show simple knitting projects for children, but these are probably better suited to later in the year. Think small at first: a square of knitting can become

a rug in a dollhouse or a soft blanket for a cat's bed. A rectangle can be easily sewn into a small pouch or purse (your child can fingerknit a long chain to use as a strap for the purse).

2. Make Leaf Prints using the leaves you have gathered during your nature walk. Instructions are found in *Oak Meadow Crafts for the Early Grades*.

## Arts & Crafts

(continued)

## Music & Movement

### Assignments

1. Learn exercise #2: Exercise for B in the *Beginning Recorder* book. Continue to practice exercise #1, and to focus on correct posture and fingering. Play along with your child to help support the learning process.

If your child is eager to do more with the recorder, rather than to move onto another song, encourage your child to have fun exploring the notes at random. You might take turns making up short tunes, or you could play a series of notes and try to imitate one another.

2. Choose a verse or rhyme that your child knows well (there are many to choose from in the *Oak Meadow Guide to Teaching the Early Grades*) and play a simple movement game. Begin by reciting the verse at a normal tempo, marching around the room or outside in rhythm. Then slow down the tempo of the verse until your march becomes very exaggerated, with knees lifting up high with each slow step. Do the verse a third time at a very brisk tempo, marching at a fast clip. You can repeat these exercises going backwards, using this verse or a new one, first moving at a normal pace, then slowly, then running backwards (make sure there is nothing to trip over!).

Throughout the year, you will be given suggestions for movement activities and games, and you are always encouraged to elaborate on them. For instance, you can do this exercise first in a march, and then on all fours, and then while doing jumping jacks or throwing a ball back and forth. The main goals of these activities are to encourage an active lifestyle, to exercise the body and develop greater physical control and balance, and to have fun!

# Health

## Assignments

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

### For Enrolled Students

Feel free to contact your teacher if you have any questions about the assignments or the learning process. You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 4.

Continue documenting your child's progress with the assignment summary checklist, weekly planner, and the learning assessment form.

## Learning Assessment

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

## Learning Assessment

| LANGUAGE ARTS  | Not yet evident | Developing | Consistent | Notes |
|--|-----------------|------------|------------|-------|
| Recalls specific story details                         |                 |            |            |       |
| Retells story events in chronological sequence         |                 |            |            |       |
| Identifies the hard C sound in words                   |                 |            |            |       |
| Identifies the D sound in words                        |                 |            |            |       |
| Draws uppercase and lowercase letter C in picture form |                 |            |            |       |
| Draws uppercase and lowercase letter D in picture form |                 |            |            |       |
| Writes uppercase and lowercase letters A through D     |                 |            |            |       |

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

| SOCIAL STUDIES  | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Draws the human form                                  |                 |            |            |       |
| Demonstrates knowledge of concepts of time            |                 |            |            |       |
| Shows awareness of social relationships               |                 |            |            |       |
| Demonstrates familiarity with days, weeks, and months |                 |            |            |       |

# Learning Assessment

| MATH  | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Identifies geometric forms in environment                                   |                 |            |            |       |
| Draws straight and curved lines   |                 |            |            |       |
| Performs form drawings in movement  |                 |            |            |       |
| Shows symmetry in form drawings   |                 |            |            |       |
| Sorts, measures, counts, and categorizes in the context of daily activities |                 |            |            |       |

| SCIENCE  | Not yet evident | Developing | Consistent | Notes |
|--|-----------------|------------|------------|-------|
| Observes seasonal changes                              |                 |            |            |       |
| Creates detailed drawings of seasonal changes          |                 |            |            |       |
| Identifies similarities and differences between plants |                 |            |            |       |
| Describes plant observations                           |                 |            |            |       |

| ART/CRAFTS/MUSIC/HEALTH                                    | Presented yes/no | Notes |
|--|------------------|-------|
| Knits independently  |                  |       |
| Plays tunes using B note on the recorder                   |                  |       |
| Demonstrates good balance in a variety of positions        |                  |       |
| Shows ability to move smoothly around the axis of the body |                  |       |
| Moves rhythmically at varying tempos                       |                  |       |
| Demonstrates knowledge of internal organs and body systems |                  |       |

## Grade 1



# Lesson

## Morning Circle

- Recite the opening and closing verses. Enjoy favorite songs, verses, and fingerplays, and add new ones to keep circle time fresh and lively. Incorporate movement whenever possible.
- “Snail Song” is a verse that goes well with this week’s math lessons.

### MATERIALS

#### Arts & Crafts:

God’s Eye

Sticks

Yarn in several colors

## Language Arts

### Assignments

1. Introduce the **ING** word family. Have your child draw a bird with a red wing from the story in *Oak Meadow Word Families*, and list the ING words under it.
2. Introduce the **IP** word family. Write the IP words in the main lesson book and draw a picture related to the IP story.
3. Introduce the **ICK** word family. Draw a picture of a chick in the MLB, and have your child cut out several strips of paper to use as “sticks.” Write an ICK word onto each stick and glue them around the chick.
4. Introduce the **INK** word family. Brainstorm as many INK words as you can think of, and have your child write them down on a piece of paper. Take turns coming up with sentences that use as many INK words as possible—the sentences have to make sense! Write down your favorite sentences in the MLB.
5. Play a beanbag toss game to practice the word family words. Throw a beanbag back and forth a few times to establish a steady rhythm, and then speak in time with the rhythm of each catch, saying, “R—I—N—G spells...” and your child can call out the word: “Ring!” Try to stay with the beat of the beanbag toss. Give your child lots of words from different words families, and then switch places and have your child spell out words and you call out the name of the words.

## Language Arts

(continued)

## Further Study

There are many different ways to learn, and not all children learn in the same manner. Some absorb written material easily, others prefer auditory stimulation, and still others retain material best with tactile or physical activities. When working with word families or other repetitive concepts, such as multiplication tables or counting, it is helpful to include movement with your lessons. Marching is wonderful, as is skipping rope. Have fun and you may be surprised how quickly your child will internalize the material!

## Social Studies

### Reading

Read “Nagamo: A Day in the Life of an Algonquin Girl” (found in *Oak Meadow Grade 1 Resource Book*).

### Assignments

1. Read the story of Nagamo. Let the story rest overnight with your child. In the morning, review the story together. The Powhatan tribe had no grocery stores. How did they get their food? What did they eat? What might life have been like for a child in the Powhatan tribe? How were their lives different from ours? How were they the same?

In the main lesson book, have your child draw a line down the center of the page. Ask your child to draw a picture of him- or herself doing something in your daily life on one side, and then draw Nagamo in her daily life on the other.

2. Discuss with your child the choices that a family in the Powhatan tribe might have to make. What happens if they do not bring meat home for their family? How does the tribe take care of each other? How does your family take care of each other?
3. Have your child describe the members of your family and the jobs each does that help the group. In Nagamo’s life, she helped with chores and the harvest for the entire village. Her mother traded skins for extra food and other goods. Each member of the tribe helped both their own family and the whole tribe.



How does your family interact with the community as a whole? Do you recycle? Care for other friends when they are in need? Discuss with your child the role he or she plays in the community as well. Perhaps your child has many friends whom he or she helps; perhaps your child has been involved in a building project, or a beach clean-up activity.

## Social Studies

(continued)

## Further Study

This is a fine opportunity to explore your community and the organizations that are available to care for others. Church groups provide many opportunities for outreach, as do soup kitchens, and other community-spirited groups. These programs keep us connected to each other!

## Math

This week your child will work with spirals in geometric drawing. Spirals are great forms to do large. If you live by a beach or have snow on the ground or on a large paved area, draw large spirals on the ground. You can then walk the spiral path (the space between the lines) in and then out. This is a very calming and soothing activity to do together.

## Assignments

1. Draw a spiral for your child and tell a story of a snail or a pathway in the sand.

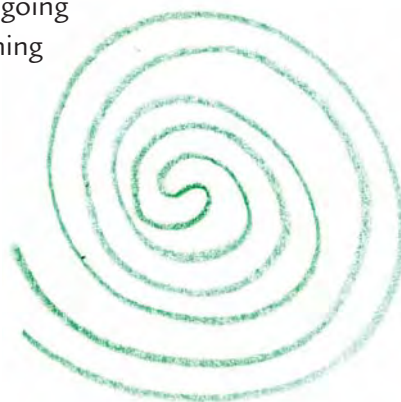
Have your child perform movement exercises for this spiral (see lesson 2 for a refresher).

Try a spiral drawn the opposite way.

Do the movement exercises for this spiral.

You can also do a double spiral like this:

This spiral has one path going in and another path coming out (this is also called a labyrinth).



## Math

(continued)

Have your child do movement exercises for each spiral before drawing it in the MLB.

2. Have fun this week with spirals. See if you can find spirals in the world around you. Spirals can often be found in the nature world.

Spirals can be used as borders or corner decorations for main lesson book pages.

3. Continue to present math activities in the context of daily life. Sometimes you might present oral problems (“If eight people will be at dinner and we want two rolls for each person, how many rolls do we need to bake?”). Other times, you can play games that use dice, cards, etc., or do jumping, handclapping, or ball games that use skip counting.

## Science

### Reading

Read “Moonlight Flight.”

### Assignments

1. Let the story “Moonlight Flight” rest overnight. In the morning, have your child retell it to you. This story highlights the lives of many kinds of animals. Some are *diurnal*, which means they sleep at night and are active during the day, and some are *nocturnal*, sleeping during the day and awake at night. Discuss the different animals in the story. Can you name some animals that are diurnal? How about nocturnal? Which are you?
2. Have your child choose two animals, one that is diurnal and one that is nocturnal. Divide two main lesson book pages in half, and label one “Day” and the other “Night.” Draw a picture of each animal during the day (what might it be doing? where would it be?) and during the night (where will it sleep? does it sleep alone or curled up with others?). Label each picture with the animal name and perhaps a brief description of the picture.
3. Go for a walk outside. Notice which animals are alert during the day. Go outside at night, if possible, and try to notice which animals are alert at night. You may only hear the nocturnal animals since they will be hard to see in the dark.



## For Enrolled Students

Please send the next sample of work to your Oak Meadow teacher at the end of this lesson. Include assignments from lessons 17–20 along with your weekly documentation and any additional notes.

## Learning Assessment

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

# Learning Assessment

| LANGUAGE ARTS                                      | Not yet evident | Developing | Consistent | Notes |
|--|-----------------|------------|------------|-------|
| Identifies ING words                               |                 |            |            |       |
| Identifies IP words                                |                 |            |            |       |
| Identifies ICK words                               |                 |            |            |       |
| Identifies INK words                               |                 |            |            |       |
| Demonstrates oral spelling and word recognition    |                 |            |            |       |
| Memorizes and recites verses                       |                 |            |            |       |
| Writes uppercase and lowercase letters A through Z |                 |            |            |       |
| Identifies sounds for letters A through Z          |                 |            |            |       |

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

## Learning Assessment

| SOCIAL STUDIES  | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Identifies cultural similarities and differences              |                 |            |            |       |
| Demonstrates awareness of community involvement               |                 |            |            |       |
| Shows familiarity with bartering system                       |                 |            |            |       |
| Identifies locations on a world globe                         |                 |            |            |       |
| Draws a simple world globe                                    |                 |            |            |       |
| Compares characteristics of living in various climate regions |                 |            |            |       |
| Traces a route on a map                                       |                 |            |            |       |
| Shows familiarity with a map legend                           |                 |            |            |       |
| Navigates based on a simple map                               |                 |            |            |       |

| MATH  | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Draws spiral-form drawings                  |                 |            |            |       |
| Demonstrates skip counting by twos          |                 |            |            |       |
| Demonstrates skip counting by fives         |                 |            |            |       |
| Demonstrates skip counting by tens          |                 |            |            |       |
| Translates story problems into equations    |                 |            |            |       |
| Identifies missing numbers in a sequence    |                 |            |            |       |
| Articulates how a problem was solved        |                 |            |            |       |
| Solves addition problems with manipulatives |                 |            |            |       |

## Learning Assessment

| MATH (CONTINUED)                                  | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Solves subtraction problems with manipulatives    |                 |            |            |       |
| Solves multiplication problems with manipulatives |                 |            |            |       |
| Solves division problems with manipulatives       |                 |            |            |       |
| Uses math in the context of daily activities      |                 |            |            |       |

| SCIENCE  | Not yet evident | Developing | Consistent | Notes |
|--|-----------------|------------|------------|-------|
| Differentiates between diurnal and nocturnal animals |                 |            |            |       |
| Compares different geographical regions              |                 |            |            |       |
| Shows awareness of seasonal changes                  |                 |            |            |       |
| Shows knowledge of animal habits and habitats        |                 |            |            |       |
| Gives detailed descriptions of observations          |                 |            |            |       |
| Creates detailed drawings of observations            |                 |            |            |       |

| ART/CRAFTS/MUSIC/HEALTH                                      | Presented yes/no | Notes |
|--|------------------|-------|
| Knits independently  |                  |       |
| Plays tunes on the recorder using notes B, A, G, and C       |                  |       |
| Uses varied tempos while playing familiar songs on recorder  |                  |       |
| Maintains a steady march while handclapping various rhythms  |                  |       |
| Demonstrates coordination and balance in movement activities |                  |       |
| Moves rhythmically at varying tempos                         |                  |       |
| Demonstrates knowledge of personal space                     |                  |       |

## Notes



# Weekly Planner—Lesson 21

Date \_\_\_\_\_

|         | Language Arts | Social Studies | Math    | Science | Arts & Crafts               | Music & Movement | Health |
|---------|---------------|----------------|---------|---------|-----------------------------|------------------|--------|
|         | 3 /week       | 3 /week        | 3 /week | 2 /week | CHOOSE : 1-2 /DAY = 3 /week |                  |        |
| D A Y 1 |               |                |         |         |                             |                  |        |
| D A Y 2 |               |                |         |         |                             |                  |        |
| D A Y 3 |               |                |         |         |                             |                  |        |
| D A Y 4 |               |                |         |         |                             |                  |        |
| D A Y 5 |               |                |         |         |                             |                  |        |
| D A Y 6 |               |                |         |         |                             |                  |        |
| D A Y 7 |               |                |         |         |                             |                  |        |

## Date\_\_\_\_\_

### Materials Still Needed

- ☐ Identify and write INE words.
- ☐ Identify and write IGH T words.
- ☐ Identify and write OUT words.
- ☐ Practice oral spelling and word identification.

- ☐ Explore cultural exchanges.
- ☐ Draw historical items of trade.

- ☐ Draw graduated nesting forms.
- ☐ Search for nesting forms in the environment.
- ☐ Draw and cut out lily pads.

- ☐ Describe sensory impressions.
- ☐ Distinguish between gas, liquid, and solid.
- ☐ Observe matter changing forms.
- ☐ Draw an example of different forms of matter.

☐ Make a Twig Raft.

- Learn the D note on the recorder.
- Explore favorite movement exercises.

☐ Complete an activity about listening.

## Notes

## Grade 1



# Lesson

## Morning Circle

- Recite the opening and closing verses. Enjoy favorite songs, verses, and fingerplays, and add new ones to keep circle time fresh and lively. Incorporate movement whenever possible.
- “Over the River” is a song that goes well with this week’s social studies and science lessons.

## Language Arts

### Assignments

1. Introduce the **INE** word family. Have your child draw a line of nine pine trees from the *Oak Meadow Word Families* story and put an INE word on the trunk of as many trees as possible.
2. Introduce the **IGHT** word family. Have fun making up a new story about the knight. You may want to write this story down in the MLB and have your child illustrate it. On the opposite page, your child can make a list of IGH words.
3. Introduce the **OUT** word family. You make play a “Shout Out” game. Stand as far apart as possible (outside is best for this game!) and take turns shouting out a word family and then coming up with as many words as possible before introducing a new word family. A fun variation on this game is to start out close together, speaking in a normal volume, and each time you say a new word, you take a step backward. The farther you go, the louder you’ll have to shout to be heard.
4. Make a deck of cards on which you write all the I-based word families. (You can cut them into the shape of fish, if you like.) Put a paper clip on each card and put all the cards into a paper bag. You can pretend it is a deep fishing hole.

### MATERIALS

#### Language Arts: Fishing Game

Construction paper or index cards  
Paper clips  
Stick  
String  
Magnet

#### Math: Lily Pads

Construction paper  
Scissors

#### Science: Melting Ice

Pie pan or shallow dish

#### Arts & Crafts: Twig Raft

Twigs  
Garden clippers (to cut twigs)  
Twine  
Scissors  
Construction paper or felt (for sail)

## Language Arts

(continued)

Take turns catching the fish with a stick “fishing pole” with a magnet tied on the end of a string. When a fish is caught, the one who caught it spells the word and the other person has to say the word aloud (without seeing it first).

### Further Study

Make a Word Family word chart! On a large piece of construction paper, chart the word families we have covered—or perhaps just the ones that are most challenging for your child. Under the Word Family heading (such as “INE”), help your child write a list of all the appropriate words they can think of. Do the same with each word family. Leave space to add to the chart. If you wish, you can add new charts and keep track of many of the new words your child is learning. Decorate the chart with color and crafts to create an artistic representation of language!

For children who are eager for more practice with I-based word families, here are more you might like to work with: *-ice, -id, -ide, -ig, -ile, -im, and -ix.*

## Social Studies

This week, we will look at the seafaring world of early explorers. Your child will look at trade and the exchange of goods from afar.

### Reading

Read “Martin Alonso: Sailor of the Santa Maria” (found in *Oak Meadow Grade 1 Resource Book*).

### Assignments

1. Read the story of Martin Alonso, and the next morning, ask your child to retell it to you. Discuss the items that Christopher Columbus and his men traded with the native people of this “new” land, what was later found to be the islands of the Bahamas, just south of Florida.

How do you think these people’s lives were different because of the things Columbus and his men brought? Discuss with your child other things these men brought with them, like a completely new way of speaking (Spanish), and different ways of acting. What might the inhabitants of the islands have shared with or taught the voyagers?

Can your child think of a friend who speaks a different language or comes from a different cultural heritage? Has this friend taught your child something new?

2. Have your child draw pictures of the items of trade in the main lesson book. You can help label the items.

### Further Study

When people consider trade, they often forget the strong influences people of different beliefs and cultures bring. Historically, it was trade routes that brought different cultures together and transformed the world map. Consider how people of your community influence one another. How diverse is it where your child lives? This is a nice opportunity to explore different cultures in your community.

### Social Studies

(continued)

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## Math

### Assignments

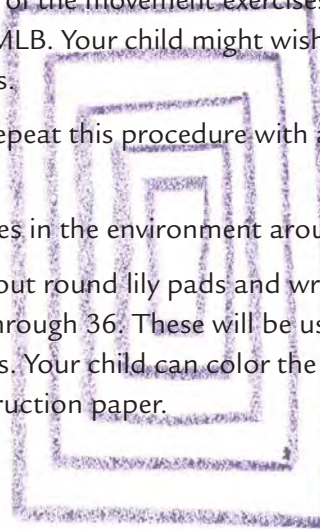
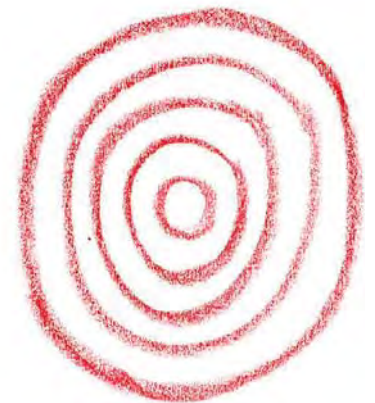
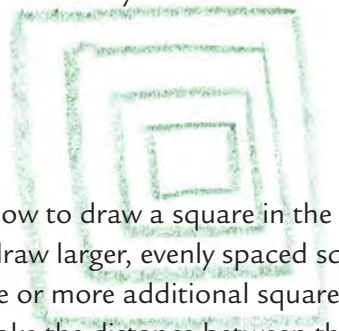
1. Demonstrate for your child how to draw a square in the center of a page (or chalkboard). Then draw larger, evenly spaced square around the original square. Draw one or more additional squares, each one larger than the last. Try to make the distance between the lines consistent so each square is incrementally larger, in proportion with the others.

Have your child perform some of the movement exercises with this form before drawing it in the MLB. Your child might wish to color the shapes with a pattern of colors.

2. Over the course of the week, repeat this procedure with a circle, a rectangle, and an oval.

Try to find similar nested shapes in the environment around you.

3. Have your child draw and cut out round lily pads and write one number on each pad from 1 through 36. These will be used next week with the times tables. Your child can color the lily pads or cut them out of construction paper.



## Science

This week your child will explore various kinds of matter (liquids, solids, and gases) and look for examples in nature.

### Assignments

1. Go for a walk with your child. Explain that you both will try to remember as much as you can of the things you see, feel, smell, or hear on your walk.

When you return, sit with your child and make a list of things your senses perceived. What did you see? Hear? Did you feel warm or cold air? What about smell? Recall and identify as many sensory impressions as you can.

2. Explain to your child that all things consist of matter of one form or another, and all matter can change form. Some are gas, like air. Gas is often invisible and spreads out to fill the space as much as possible. You might describe this in an imaginative way by saying, "Gas is a merry substance. It moves far and wide, and loves to fill spaces."

Liquid takes the form of whatever container it is in, like water in a glass. Pour the same water from a glass to a bowl and see how the same liquid changes shape to fit its container. Unlike gas, it only fills from the bottom of the container and doesn't spread out to fill the whole space like gas does. Liquids will change to fit the container that holds them. You could say they are a bit shy and wish to please.

A solid does not change its form on its own. Notice a book or a block: these are solid and they do not change unless something works on them, like a page is torn out or a block is chipped when it is dropped on the hard floor. You might say solids are more stubborn matter than a liquid or a gas; they must be convinced to change.



Look at the list you made together from your walk today. What did you experience today that was solid? Liquid? Gas?

3. Remind your child that all matter can change form, even solids. Freeze a pie plate with water in it, and then take your plate of ice and place it on a warm window ledge or on a warm stovetop. Observe how the ice changes into a liquid as the warmth coaxes it to transform.
4. Have your child draw one example of each form of matter in the science MLB. Help them label the objects and indicate whether it is gas, liquid, or solid.

## Further Study

If you have a science museum in your neighborhood, you may wish to visit. They often have experiments involving matter for younger children. They can be quite interesting and reinforce much of what your child has learned this week.

## Arts & Crafts

## Assignments

Make a Twig Raft. Your child can test the raft's seaworthiness when the pan of water from your science project melts (see the science assignment), or sail the raft in the bathtub or kitchen sink. Blow gently on the sail to make it move.

After your child is finished playing with the twig raft, you may want to tuck it into the treasure box. This will keep it safe and, when you and your child explore the treasure box at your year-end celebration, your child will probably be delighted to see it again. Hopefully it will still be seaworthy!

## Music & Movement

## Assignments

1. Introduce the note D with exercise #12: Exercise for D. This is the final note that we will present this year. Continue to practice songs previously learned.
2. This week, revisit some of your child's favorite locomotion and agility exercises.

## Science

(continued)

# Health

## Assignments

Complete lesson 21 in *Healthy Living from the Start*. You will introduce your child to new communication skills using activities that focus on being a good listener.

## 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

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



# Learning Assessment

| LANGUAGE ARTS                                      | Not yet evident | Developing | Consistent | Notes |
|--|-----------------|------------|------------|-------|
| Identifies INE words                               |                 |            |            |       |
| Identifies IGHT words                              |                 |            |            |       |
| Identifies OUT words                               |                 |            |            |       |
| Demonstrates oral spelling and word recognition    |                 |            |            |       |
| Writes uppercase and lowercase letters A through Z |                 |            |            |       |
| Identifies sounds for letters A through Z          |                 |            |            |       |

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

## Learning Assessment

| SOCIAL STUDIES  | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Identifies cultural similarities and differences              |                 |            |            |       |
| Demonstrates awareness of community involvement               |                 |            |            |       |
| Shows familiarity with bartering system                       |                 |            |            |       |
| Identifies locations on a world globe                         |                 |            |            |       |
| Draws a simple world globe                                    |                 |            |            |       |
| Compares characteristics of living in various climate regions |                 |            |            |       |
| Traces a route on a map                                       |                 |            |            |       |
| Shows familiarity with a map legend                           |                 |            |            |       |
| Navigates based on a simple map                               |                 |            |            |       |

| MATH  | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Draws nesting-form drawings                 |                 |            |            |       |
| Demonstrates skip counting by twos          |                 |            |            |       |
| Demonstrates skip counting by fives         |                 |            |            |       |
| Demonstrates skip counting by tens          |                 |            |            |       |
| Translates story problems into equations    |                 |            |            |       |
| Identifies missing numbers in a sequence    |                 |            |            |       |
| Articulates how a problem was solved        |                 |            |            |       |
| Solves addition problems with manipulatives |                 |            |            |       |

## Learning Assessment

| MATH (CONTINUED)                                  | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Solves subtraction problems with manipulatives    |                 |            |            |       |
| Solves multiplication problems with manipulatives |                 |            |            |       |
| Solves division problems with manipulatives       |                 |            |            |       |
| Uses math in the context of daily activities      |                 |            |            |       |

| SCIENCE                                       | Not yet evident | Developing | Consistent | Notes |
|---|-----------------|------------|------------|-------|
| Performs an experiment and draws conclusions  |                 |            |            |       |
| Describes sensory impressions                 |                 |            |            |       |
| Distinguishes between gas, liquid, and solid  |                 |            |            |       |
| Shows awareness of seasonal changes           |                 |            |            |       |
| Shows knowledge of animal habits and habitats |                 |            |            |       |
| Gives detailed descriptions of observations   |                 |            |            |       |
| Creates detailed drawings of observations     |                 |            |            |       |

| ART/CRAFTS/MUSIC/HEALTH                                      | Presented yes/no | Notes |
|--|------------------|-------|
| Knits independently  |                  |       |
| Plays tunes on the recorder using notes B, A, G, C, and D    |                  |       |
| Uses varied tempos while playing familiar songs on recorder  |                  |       |
| Maintains a steady march while handclapping various rhythms  |                  |       |
| Demonstrates coordination and balance in movement activities |                  |       |
| Moves rhythmically at varying tempos                         |                  |       |
| Demonstrates listening skills                                |                  |       |

# Oak Meadow Grade 1

RESOURCE BOOK

**Oak Meadow, Inc.**  
Post Office Box 1346  
Brattleboro, Vermont 05302-1346  
[oakmeadow.com](http://oakmeadow.com)

Item #b010112

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