Grade 4

Coursebook

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ASSIGNMENT SUMMARY

LANGUAGE ARTS
☐ Begin reading Stuart Little.
☐ Identify nouns and verbs.
☐ Correct errors in punctuation and capitalization.
☐ Memorize spelling words and take a quiz.
☐ Begin writing in a journal.

SOCIAL STUDIES
☐ Imagine and draw a very old tree.
☐ Make a list of 10 things your tree has seen.
☐ Begin making a landscape model.
☐ Activity: Local Topography Project: Choosing a Site

SCIENCE
☐ Draw observations of different fruits and vegetables.
☐ Write a description of the form and quality of the fruit.
☐ Draw a cross section of the fruit.

ART
☐ Become familiar with the seven laws of perspective.
☐ Draw no-outline circles.

MUSIC
☐ Choose a duet to begin learning.

MATERIALS
☐ Language Arts: Journal
  journal or notebook (a small one is easy to carry around)
☐ Social Studies: Topography Project
  notebook or sketch pad and pencil
  containers for collecting samples
  masking tape (to identify samples)
☐ Science: Geometry in Nature
  several different kinds of fruit or vegetables
☐ Art: Sketches
  sketchbook
  graphite and colored pencils
Language Arts

Each week in language arts, you will be asked to do a little reading, some writing, and usually some grammar. These activities will help you become a better reader and writer, and you will get a closer look at how the English language works.

This year, you are going to continue learning about the structure of the English language. Here are the four parts of speech you should already know:

- nouns (name words)
- verbs (doing words)
- adjectives (picture words)
- adverbs (how words)

You also know that a sentence always starts with a capital letter and ends with a punctuation mark, and that every sentence must have a noun and a verb. Sentences do not have to have adjectives or adverbs, but these words make sentences more interesting and informative. We’ll begin the year with a review of these rules and parts of speech.

Reading

Throughout the year, you will be asked to read several chapter books. You will read a few chapters each week and at the end of each book, you will be asked to complete a project about the book. This will give you an opportunity to think about the whole book and some of its themes. Please do some of the reading silently, and some of it aloud with a parent. It might be tempting to read the whole book to yourself, but it is important that you do some reading aloud because this will allow the adult to see how your reading is going and to ask you questions about the book.

If you find that the books that we’ve selected are too difficult for you, feel free to choose books that are at your reading level. Make sure you discuss this decision with a parent and that you get some help choosing an appropriate replacement book. If you end up reading books that are different from the ones we’ve selected, work with a parent to change the assignments so that they fit the books you’ve chosen.

This week, begin reading Stuart Little by E. B. White. Read a little bit every day. Make sure you alternate between reading silently to yourself and reading aloud with a parent. Keep track of words and ideas you don’t understand. Ask a parent to explain things that are confusing to you. You should aim to finish the book in three weeks. You will be asked to write about it in lesson 3.
Assignments

1. To begin reviewing nouns and verbs, write in your main lesson book 10 to 12 short sentences about various animals and what they do. Here are some examples:

   The fish swims.
   The bird flies.
   The lion roars.
   The owl hoots.

   Make sure that each sentence has just one noun and one verb, and that each sentence starts with a capital letter and ends with a punctuation mark. Keep the sentences simple! Once you are done, go through and circle the nouns in blue and the verbs in red. Note: The word the is not a noun; it's a “helping word.”

2. The next day, recall the sentences you wrote and see how many sentences you can remember without looking at your main lesson book. After recalling as many of the sentences as possible, open your main lesson book and read the sentences aloud.

   Next, review the four things that every sentence must have:

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

   Ask your parent to write in your main lesson book a short paragraph of simple sentences with no punctuation or capitalization. Using a colored pencil, you will correct the paragraph, dividing it into complete sentences by adding punctuation and capitalization. Here is an example of the kind of paragraph your parent might write:

   the dog ran away the girl cried sadly the boy ran after the dog the orange cat mewed the old man slept the moon rose slowly

3. Ask a parent to help you create a list of five to ten spelling words, either from the list in the appendix or from your written work or reading. Practice the words from Monday through Wednesday. Use the creative suggestions in the appendix for your spelling practice. On Thursday, test yourself to see how well you are remembering your spelling words. If you make some mistakes, review those words before the quiz on Friday. Words you have not mastered by the end of Friday can be added to next week’s list.

   You may want to keep lists of your spelling words in your main lesson book, or in a separate spelling notebook.
Lesson 1: Social Studies

4. Begin keeping a journal. Your journal can be a binder, notebook, sketchbook, or any other kind of book that works for you. Get into the habit of writing in your journal at least three times a week (perhaps every other day). You can write about anything you like! You might write about what you experienced the day before, or about something that happened to you years ago. You can invent stories and write letters. Make sure you date each journal entry.

Writing in a journal (or journaling) lets you write informally, away from the constraints of an assignment. Journaling has its own kind of freedom, and writing in it regularly will improve both your ability and your confidence as a writer. We will provide some suggestions for writing topics because we know that sometimes it's difficult to come up with ideas, but we encourage you to come up with ideas of your own.

Use your journal to practice your cursive writing. Start paying attention to your handwriting. Make sure letters following o's and v's come off the top of the o and v, that lowercase m's have three humps and n's have two. The lowercase q should be distinguished from a g, just as the lowercase u and v need to be clearly different from each other.

The goal is to learn how to write beautifully and quickly. In order to find the right balance, you will sometimes have to focus on the form of the writing and at other times you will have to focus on speed. If it takes all morning to write two sentences, you are going too slowly. However, if you finish your page in one minute, with writing that no one can read, then you are defeating the purpose of learning to write fluidly. If you find writing in cursive very challenging, alternate the days you use it. With regular practice, you will find that cursive writing gets easier and easier.

Social Studies

This year in social studies, you will learn about the area in which you live. You will start by studying the landscape around you, and as time goes on, you will gradually expand your study to include your state and its history. The material you will study will vary depending on where you live. Students who live in cities will gather different information than students who live in rural areas. Students who live in the Eastern United States will learn a different history than those who live in the West. In learning about the area in which you live, you will study what it’s like today, and also what it was like many years ago.

The Story of a Very Old Tree

In order to help you keep track of all the changes that have occurred in your home area, we would like you to begin thinking like a very old tree that has lived in your area for hundreds of years. This can be a real tree or an imaginary tree. Why a tree? Because trees can live for a long time and some of the really old ones have lived through the periods in history that you will study this year.
Have you ever seen what a tree looks like when it has been cut? Inside the trunk of a tree are many rings nestled inside one another. Each ring represents a year of the tree's life. A 30-year-old tree will have 30 rings. The ring on the outside is the newest ring and the ones in the middle are the oldest. As the tree gets bigger and older, more rings will be added to the outside.

The photo above shows the trunk of a tree that has been cut in half. Can you guess how old this tree is? Which rings are the oldest rings? Which rings are the newest?

If you guessed that the tree is 16 years old, you guessed correctly. Each of the rings shows a year of the tree's life. New rings form just under the bark, so the oldest rings are the ones in the center.

Now, imagine a very old tree. Choose a species of tree that is common in your area. Possible examples include maple, oak, aspen, juniper, birch, apple, pine, and spruce. Picture your tree in your mind, and imagine what it would look like if it were really, really old. Some old trees grow wide and some grow tall. Some get very rough and gnarled bark, others get very heavy limbs. From now on, we will call this tree "your" tree. If you have a real tree in your area that you'd like to use for your tree, that's fine, or you can just imagine your tree.

Assignments

1. Take some time to imagine your tree in great detail. Remember, your tree is very old. How tall is it? Do the branches start low to the ground or does the trunk rise up straight and tall before the first branches begin? When you have a strong image of your tree, draw a picture of it in your social studies main lesson book. Try to make your drawing as detailed as possible.

   When you have completed your drawing, take a few minutes to appreciate it. Imagine that this tree has been growing for hundreds of years and that it has witnessed all of the events that have happened near your home since it was a tiny little sapling growing out of the ground.

2. On the next page of your main lesson book, make a list of about ten things that your tree has seen in its lifetime. See how far back you can go. Start with events that have happened in your lifetime and work backward. It's all right if you can't come up with a lot of events. Title this page "Events My Tree Has Seen" and leave the rest of the page blank.

   As the year progresses, you will be adding many things to this list. Your knowledge of your area and its history will increase and you will have a much better sense of the events that your tree has witnessed. Every few weeks we will ask you to add new things to this list. In the meantime, feel free to give your tree a special name, and think about it from time to time as you learn about the area around you.

3. This week you will begin making a miniature landscape model based on the topography of your local area. Topography is the shape and features of the land. The first step is to choose a site for your landscape model. You might have to make several excursions to find a suitable place. See the activity section below for instructions on how to get started. Read through them with a parent and make sure you understand all of the different steps before you get started.
In your main lesson book, keep track of the work you accomplish on each excursion, including the following:

- **Sketches:** Sketches of the site don’t have to be elaborate but they should contain specific observations of the area. Label items in the sketches for future reference.

- **Written observations:** Write notes of your observations of the area (you don’t have to write in complete sentences). Include specific details. Record smells and sounds as well as sights and textures.

- **Short summary of the day’s work:** Write down any discoveries you made and describe how the day went. Think about what was easy and what was more difficult. Explain any problems you encountered and ideas for how you could avoid them in the future.

**Activity**

**Local Topography Project: Choosing a Site**

**Choosing a Site:** Before you start building your landscape, you must familiarize yourself with the land around you. Spend this week walking around outside looking for a good site to use as the basis for your model landscape. If you live in an urban or suburban area, you might have to go to a park or natural spot outside of your city. Look for an area that is habitable (not too steep or swampy, for instance), and that has some access to water (a spring, creek, river, etc.).

**Making Observations:** If possible, climb to a high place where you can look out over the land. Then go to a low spot and see what the land looks like from below. Bring a notebook or sketch pad, and make several sketches from different vantage points, but most of all try to remember how the ground looked, and where the grass, trees, and bushes were located. Try to picture your area as it was before any buildings or roads were built. Look at the shape of the land, the type of soil, the trees, bushes, grass, gullies, washes, and natural marks left on the land by the forces of nature. Observe rocks and other natural formations, including their colors and patterns, and any other interesting details. While picturing it as an undeveloped yet habitable landscape, observe the relationship between the landforms and soil, water resources, and the natural vegetation.

**Collecting Samples:** As you observe the area you will use as your model, begin collecting samples of rocks, sand, and soil. You might want to bring some containers along to help you organize your samples. You can use masking tape to label your containers. Be sure that as you gather materials, you do not harm or disturb the environment. Take only the samples you really need.
Science

This year in science you are going to focus on developing your observation skills. Making careful observations simply means to see things as they are, with freshness, curiosity, and a sense of wonder. You will begin by taking a very close look at the natural world.

Geometry and Patterns in Nature

At any minute of the day we can observe the fantastic patterns and geometry in nature. Keeping your mind open when you make observations is important because it allows you to see things from different viewpoints and to see beneath the surface of what seems obvious. Too often we are like the old story of the three blind men describing an elephant:

Once three blind men were brought before an elephant and told to describe it. The hands of the first one were placed on the ears of the elephant, the hands of the second were placed on the leg, and the tail was placed in the hands of the third.

The first blind man said, after feeling very carefully, “An elephant is like a great leaf. It is large, flat, coarse, and floppy.”

The second man objected vigorously. “No, an elephant is nothing like that,” he cried. “Obviously, an elephant is like the trunk of a tree—strong, solid, thick, and firm.”

“No, no!” shouted the third blind man. “You two are being ridiculous! An elephant is long and thin. Anyone can tell that it is much like a length of rope.”

Sometimes we are just like the blind men in this story. We fail to see the entire picture because we do not have the objectivity or independence to see other points of view.

Using just one viewpoint is quite limiting. For example, if someone asked you what an elephant looked like, and you were shown a picture of one from only one point of view, the picture would not be complete:

Is this really an accurate picture? Is it complete? Really, one should have another viewpoint in order to see a little more of what an elephant is.

Now the viewer has at least a somewhat more complete picture!

In this first lesson, you will be using a piece of fruit to do a detailed observation and drawing. In doing so, you will discover that there are many
structures in nature that reveal beautiful geometric forms. The entire “geometry in nature” study is full of opportunities for creative expression through drawings. Don’t worry if you feel like you aren’t a very good artist—throughout the year, you will be learning techniques that artists use that will help your drawings to be more realistic and expressive.

You can find many excellent resources for projects related to geometry. Here are a few to look for in your local library (or ask your librarian for books like these):

- **Frank Lloyd Wright for Kids** by Kathleen Thorne-Thomsen
- **Quick and Easy Origami** by Toshie Takahama
- **Fun with Pattern** by Fifi Weinert
- **Shape Me a Rhyme: Nature’s Forms in Poetry** by Jane Yolen
- **Echoes for the Eye: Poems to Celebrate Patterns in Nature** by Barbara Juster Esbensen
- **Growing Patterns: Fibonacci Numbers in Nature** by Sarah C. Campbell

You can also experiment with geometric forms on your own. If you like to sew, quilting provides lots of opportunities to create beautiful geometric designs. If you like to tie knots, you can learn how to make a macramé friendship bracelet (you can find directions in the library or online). See if you can find a way to explore geometry on your own!

**Assignments**

1. Your first observation will be of several different kinds of fruit. Choose two or three fruits (or vegetables) to explore on one day, and two or three others to do on another day. Remember, many so-called “vegetables” are really fruits because they contain seeds on the inside: tomatoes, cucumbers, squash, pumpkins, etc. Explore some of them too!

   You will examine each piece thoroughly and try to experience it with all the senses. After a period of examination, carefully draw the fruit in the science main lesson book. You will make two drawings of each piece of fruit, using two different viewpoints.

   These drawings should not just be casual sketches. Make each drawing carefully, using colored pencils to portray what you see as clearly as possible.

   All of these drawings should not be made in one day. Take time with your drawings. Make them different sizes, from small to large. Expand tiny things into large pictures, and shrink large items into tiny pictures. Consider doing huge paintings of things that are actually very small. Let yourself experience all these wonders of nature in a new way. Enjoy yourself, and allow yourself to become truly involved in the discovery of the hidden world of geometry all around you.

2. After drawing each piece of fruit, you will write a written description in the science main lesson book. First describe its form and then describe its quality. The form is the fruit’s outward appearance—what everyone can see. Words that describe its shape, size, and color are good
for describing form. The fruit’s *quality* is how you experience it personally. Words that express opinions are good for describing quality. The words *delicious* and *beautiful* express quality.

When you are satisfied with your descriptions, read aloud your description of the form (shape) to a friend or family member who does not know what fruit is being described (make sure you don’t say the name of the fruit in your description!). Have that person try to draw it from the description. If the person cannot guess what the item is from the description of its form, read the description of the qualities of the fruit. This can be a good test of communication skills.

3. After you have drawn the whole piece of fruit from two points of view and have written a description of both its outer form and its quality, you are ready for the next step. Ask a parent to help you cut the fruit in a cross section as in the following examples:

(Note: When cutting fruit with hard pits in the center, such as peaches or plums, it’s easier if you score around the pit and then separate the two halves, leaving the pit in one side.)

Now draw the fruit from the top, showing the pattern of the cross section. (This will be your third perspective of that fruit.) See how your picture changes and your knowledge increases? What new qualities are you aware of when you cut the fruit? Does the cut fruit reveal some unexpected pattern? You will probably notice that the fruit’s scent is released when you cut it, which may give a new dimension to your knowledge.

When you finish observing and drawing the cross sections of the fruit, use it to make a fruit salad!

**Art**

As you begin the year in art, here are some tips to keep in mind:

- It is very important that you practice your new art skills regularly (at least three or four times per week). Frequent practice is necessary if you want to make real progress as an artist.

This does not mean that you have to spend a lot of time drawing every day, or that you have to complete a drawing every time you sit down to your sketchbook. The goal is to experience the world as an artist a little bit every day.

- It is important to draw from nature and not from pictures.
In this age of high-quality photographs and computer art, it is very easy to compare your work with these high-tech images. You may desire to draw from photographs or slick drawings to achieve a “professional” look. However, nature is not glossy like this. It is always changing. By observing nature, we can recognize patterns and rhythms, and as we observe these rhythms we can see a connection to ourselves. This is one way we can begin to experience the world as an artist.

If you have an art museum or gallery in your area, make some time at different points in the year to visit. Go with a friend and discuss what you see. Bring your sketchbook and copy some of the paintings and drawings you find there. Periodically throughout the year, we will ask you to find examples of art in books and magazines, but seeing original art in person is the best way to understand how artists work and what techniques they use.

Before you get started on your first art assignment, please look over the following information. You will spend a lot of time getting to know the seven laws of drawing perspective, so take a moment to familiarize yourself with them now.

**The Seven Laws of Drawing Perspective**

Using *perspective* in drawing means creating three-dimensional objects and scenes on a flat surface. Most adults learned perspective by choosing a point on the horizon and drawing straight lines that eventually meet at that point, such as in this example of railroad tracks or trees receding in a straight line into the distance:

![Diagram of perspective drawing](image.png)

Although this example shows perspective, it more clearly shows how to line items up. What if we have a rock in the picture? In order to show the rock in relation to the trees we would have to make more lines converging on the vanishing point. As you can see, this would shortly become very complicated as we drew new lines for every object we wanted to draw in the picture.

There is an easier way! If we break down perspective into seven laws, we can draw anything in a three-dimensional fashion. These laws are as follows:

1. **Surface:** An item drawn near the bottom of the page looks closer than an item drawn near the top of the page.
2. **Size:** Objects drawn larger look closer than smaller ones.
3. **Surface Lines**: Lines that curve to “wrap around” an item give it the appearance of moving away or coming closer.

4. **Shading**: Adding shading to an object creates the appearance of volume and depth.

5. **Overlapping**: An object that overlaps another object looks like the closer of the two objects. An object that has another object overlapping it appears to be farther away.

6. **Density**: An object drawn darker and with more detail appears closer. An object drawn lighter looks more distant.

7. **Foreshortening**: The effect of turning a circle into an oval gives the appearance of depth in a drawing. This can be clearly seen by placing a coin near the edge of a table. If you crouch down until your eyes are nearly level with the tabletop, the coin appears to be oval.

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**Using Tone in “No-Outline” Drawings**

The term *tone* refers to small changes in darkness and color in a drawing. Through the careful use of color, it is possible to create a “living” form. We will be using tone throughout the year.

In the following exercises you will learn how to draw without outside “contour” lines. (A contour line is the outline of an object.) You will draw objects and create forms that look three-dimensional with tone alone. This will give you a finished product that seems to be more alive. Using tone in this way will enable you to give dimension to any form, and it will help you develop mastery over your colored pencil or crayon as you practice different ways of using the tool. This in turn will bring about an increase in your confidence level. We will refer to this type of drawing as “no-outline drawing” throughout this coursebook.

**Holding Your Pencil or Crayon**

There is a certain way that most people learn to hold their pencils for writing. Drawing requires a much looser grip to give us more freedom of movement. Begin by holding your pencil as you would for writing, and then lift your wrist off the table. This lets you move your arm and not just your fingers.
Sometimes an artist will straighten the thumb and fingers a bit so the pencil is laying flatter against them. This lets the point of the pencil move across the paper at an angle, which produces a softer line.

Once your pencil is in position, try a few strokes. Move your hand in a circular pattern, using your whole arm as a unit. Naturally there will be detail work where you want more control over your lines, and it is fine to switch to your handwriting position for these moments. For starting out, however, and getting the general shapes on your paper, freedom of movement from the whole arm is wonderful. It can take some getting used to, so be patient with yourself as you experiment.

**Assignment**

Create a no-outline circle. Using a colored pencil or crayon, create a circle without first drawing an outside contour line. This is most easily done by making repeated light strokes, never heavy or dark, on a diagonal. The form should be darker toward the center and lighter at the edges through repeated pencil or crayon strokes. Try working from the center out or the edges in, whichever seems most natural. The edges should appear to merge with the paper. As you draw each stroke, think of the motion as breathing, in and out; in this way the creative process becomes connected to the natural pattern of nature.

You may want to make several of these tonal circles, in different sizes and colors, to give you more practice. Try using colored pencils, graphite (“regular”) pencils, and crayons and see how each one gives you a different line and different possibilities in your art.
Music

The focus in music this year will be on playing duets. Duets are a fun and challenging way to expand your musical skills and share a love of music with someone else. If you have worked with the Oak Meadow curriculum in first through third grade, you may have been playing the recorder. If you have already learned the songs in Oak Meadow's Advanced Recorder, this year you will be using Oak Meadow’s Recorder Duets. This book has 13 duets in it, which you can learn throughout the year. You are also encouraged to find additional duets to play. This week, choose a duet to begin learning with a partner.

If you have been playing another instrument, you may be ready to play duets on that instrument, if your parent or a friend can play with you.

If you do not yet play a musical instrument, or are not ready to play duets, simply work each week at your own pace, building musical skills through regular practice. (If you want to learn the recorder, Oak Meadow’s Recording Playing Series offers Beginning Recorder, Intermediate Recorder, and Advanced Recorder.)

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.
# Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.

## LANGUAGE ARTS

<table>
<thead>
<tr>
<th></th>
<th>Developing</th>
<th>Consistent</th>
<th>Competent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Reads aloud with confidence and expression</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Writes legibly in cursive</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prints legibly</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Identifies nouns, verbs, adjectives, and adverbs</td>
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<td></td>
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<tr>
<td>Corrects errors in capitalization and punctuation</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorizes spelling words</td>
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</tr>
</tbody>
</table>

## LITERATURE

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<thead>
<tr>
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<th>Read aloud by adult</th>
<th>Read by child, in progress</th>
<th>Read by child, completed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Stuart Little</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free choice book:</td>
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<tr>
<td>Free choice book:</td>
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<tr>
<td>Free choice book:</td>
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</tr>
</tbody>
</table>

## SPELLING TEST

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<thead>
<tr>
<th></th>
<th>Score # correct/total #</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SOCIAL STUDIES

<table>
<thead>
<tr>
<th></th>
<th>Developing</th>
<th>Consistent</th>
<th>Competent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of past events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describes local geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SCIENCE

<table>
<thead>
<tr>
<th></th>
<th>Developing</th>
<th>Consistent</th>
<th>Competent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates focused observational skills</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Describes observations in writing</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Records observations in detailed illustrations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows ability to draw from varying perspectives</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies geometric forms in nature</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Lesson 2

ASSIGNMENT SUMMARY

LANGUAGE ARTS
☐ Continue reading *Stuart Little*.
☐ Play a game making up sentences with nouns and verbs.
☐ Write several sentences identifying nouns and verbs.
☐ Practice 5–10 spelling words, and take a spelling quiz.
☐ Compose journal entries in cursive.

SOCIAL STUDIES
☐ Begin building landscape model.
☐ Identify and collect different types of soil.
☐ Begin layering and sculpting the soil.
☐ Activity: Building Your Landscape Model

SCIENCE
☐ Observe and sketch natural items under magnification.
☐ Describe observations of patterns and shapes in nature.

☐ Identify similarities between historical artifacts and patterns in nature.

ART
☐ Use tonal technique to create simple geometric shapes.

MUSIC
☐ Continue working on a duet.
☐ Work on maintaining a consistent tempo.

MATERIALS
☐ **Language Arts: Nouns and Verbs**
  colored index cards or construction paper

☐ **Social Studies: Landscape Model**
  wooden box, plastic tub, or other large, shallow container (optional)
  paraffin or candle wax (optional)
  soil
  natural materials

☐ **Science: Nature Observations**
  jeweler’s loupes (2) or magnifying glass
Language Arts

Sentence Building with Nouns and Verbs

You will need to think of an experience you’ve had recently to help you complete this activity. Perhaps you went to the park and you saw other children running around, or maybe you visited a museum or went for a walk in the woods. Try to remember what you did during this experience and list the nouns and verbs that come to mind. Put the nouns and their corresponding verbs in two separate columns. For example:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>play</td>
</tr>
<tr>
<td>dogs</td>
<td>bark</td>
</tr>
<tr>
<td>moms</td>
<td>talk</td>
</tr>
<tr>
<td>boys</td>
<td>swing</td>
</tr>
<tr>
<td>girls</td>
<td>run</td>
</tr>
<tr>
<td>ball</td>
<td>rolls</td>
</tr>
</tbody>
</table>

Once you have done this, you can assign new actions to the nouns. For instance, instead of children play, you might write children sing. You’ll also assign new nouns to the verbs (for example, instead of dogs bark, you might change it to coyotes bark). You can use the same nouns and verbs you used before, but reassign them to make new pairs. You can also add a few new nouns and verbs. For example:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>sing</td>
</tr>
<tr>
<td>dogs</td>
<td>play</td>
</tr>
<tr>
<td>coyotes</td>
<td>bark</td>
</tr>
<tr>
<td>moms</td>
<td>laugh</td>
</tr>
<tr>
<td>boys</td>
<td>eat</td>
</tr>
<tr>
<td>girls</td>
<td>jump</td>
</tr>
<tr>
<td>waves</td>
<td>roll</td>
</tr>
<tr>
<td>balls</td>
<td>bounce</td>
</tr>
</tbody>
</table>

Write down each word from your lists of nouns and verbs on a strip of colored paper: nouns are blue and verbs are red. An easy way to do this is to use colored index cards or construction paper (you can cut them into strips).

After your cards are ready, mix them all up. Choose one blue card and one red card, and create a sentence using them. It is fine if you end up with some nonsense sentences. Your purpose is simply to get
a strong sense of what nouns and verbs “feel” like so that you will easily recognize when a sentence has both.

Note: Keep these cards handy, as they will be used again later.

**Reading**

Continue reading *Stuart Little*. Remember to alternate between reading some of it silently and some of it out loud with a parent.

**Assignments**

1. Use your noun and verb cards to create a variety of sentences. Play this sentence-building game several times this week. Add new nouns and verbs to your collection throughout the week.

   Two days this week, write down several of the sentences you created. Circle or shade the nouns in blue and the verbs in red. Be sure that each sentence begins with a capital letter and ends with a punctuation mark.

2. Write in your journal every other day (or more often, if you’d like!). Date each journal entry so you know when you wrote it.

   If you are having a difficult time coming up with something to write about, here are two ideas:

   - Write about one of your favorite places to visit.
   - What would be the best thing about being tiny like Stuart Little?

3. Ask a parent to help you choose five to ten spelling words to learn this week. Remember to add the words you missed on last week’s quiz so you have a little more time to memorize them. Learn both the spelling and the meaning of each word. Try a different practice technique from the one you used last week. On Thursday, take a practice test to see which words you still need to work on. On Friday, take a spelling quiz.

**Social Studies**

Now that you have chosen a site to use as the idea for your landscape model, you are ready to begin building. You will have two weeks in which to complete this project.

Read the activity section carefully for detailed instructions on building your landscape model. Follow the steps shown on the following pages for making your landscape.

**Assignments**

1. Begin building your landscape by constructing a box or preparing the area where it will be built.

2. Collect different types of soil for your landscape: topsoil, stones and pebbles, and subsoil.

3. Begin layering and sculpting the soil into the shapes you want.
Activity

Building Your Landscape Model

Many things can be used to contain your miniature landscape model. It can be built in a large box, wood frame, tabletop, washtub, child’s swimming pool, or directly on the ground in your yard. If you build your landscape directly on the ground, you will have to be able to shelter it from rain and running water so it does not get destroyed in a storm.

If you want to be able to move your model, a sturdy wooden box is desirable. It should be at least $30' \times 30'$ so that you will not have to crowd all the things you want to include in the model. Line the box with plastic to keep dampness from seeping. (You can also use a plastic tub like those used for cat litter, if you do, you don’t need to line it with plastic.)

If you choose to make a box, you will need material for the bottom of the box. You can use any sturdy wood, at least $\frac{1}{2}$ to $\frac{3}{4}$ of an inch thick. This could be plywood, scrap wood, old pickets from a fence, etc. Build a frame for the box using $\frac{1}{2}$ to $\frac{3}{4}$ inch wood about 30 inches in length (to make a square box $30' \times 30'$) and at least 4 inches high. This will keep the soil in place as you layer and sculpt it.

The Layers of Your Landscape

After you build your box or prepare your landscape site, you will collect soil to use. When you were scouting around different landscape sites last week, you might have noticed different types of dirt in different places. In reality, soil is layered, and every layer has its own character. As you build up your model, you will be layering it to match the earth’s layers.

When you begin to collect soil, the first thing you will see is the topsoil. When you scrape that away, you will find the subsoil.

**Topsoil:** Usually crumbly with organic matter mixed in (grass, roots, dead leaves, etc.). The topmost layer contains living organisms, both plants and animals. The topsoil will be used for the surface of the landscape.

**Subsoil:** Usually hard sand, rocks, or clay. The subsoil will be used for building up the landscape, and creating the different shapes of the land. The harder subsoil will make a strong foundation, as it will not crumble easily.
Collecting Soil

Much of the soil can come from your own yard, or you can collect it from vacant lots or fields. If possible, dampen the soil before you collect it. Soil should not be muddy, but slightly damp, so it sticks together a bit.

Scrape off the topsoil and try to keep it intact. If there are a lot of large, dry weeds or other growth, trim with grass shears, but leave the stubble in the soil so it will lend more reality to your model. Try to remove the topsoil in chunks to keep it looking realistic; even tiny, living plants or insects can remain. A twig caught in the grass can become a fallen tree in your model. Remove whole leaves, however, as they will be out of scale.

While the topsoil is the “icing on the cake,” adding stones and pebbles will give your landscape character. Collect stones and pebbles with a purpose, keeping in mind the part they are to play in the model. A small pebble could become a boulder in your model, so you’ll need to experiment to discover how to put everything together so that it looks realistic.

Remember, you are carefully building a scale model of an authentic landscape, not just throwing dirt haphazardly into a box. Therefore, you should have a plan to follow based on the sketches you made from observations. As the model develops, you may need to adjust your original plan. Also, depending on how firm your subsoil is, rocks, cardboard, or other sturdy material can be used underneath to support your landforms. The important thing is that on the surface it should look authentic.

When you collect soil for your model, use separate containers for rocks, topsoil, sand, clays, and other natural materials. Also, you will want to collect dried plants, twigs, and other such items to use for the vegetation of your landscape. Your stones should be of many sizes and types in order to be representative of different sizes of rocks in nature, including pebbles, gravel, rocks, and boulders.

Building Landforms

Start your model by putting down a layer of subsoil. If you want a rise or small hill, make one part slightly higher. If there is to be a creek, river, or lake in your miniature landscape, leave a hollow spot for it. Line this area with sand, silt, gravel, and/or pebbles so it looks like the bed of a real body of water. To make water, pour melted paraffin, candle wax, or bits of old crayons into the bed that you made.
Lesson 2: Science

How to melt wax safely: Fill a one-pound metal coffee can two-thirds full of pieces of paraffin wax. Boil water in a pan and then turn the burner to a low setting. Put on oven mitts and carefully set the can of wax into the pan to melt, keeping an eye on it until it is entirely melted. You might want to mix blue-green food coloring with the wax to give it a more realistic water appearance, or use blue and green candle scraps or crayon shavings.

If you want reeds or plants in your “water,” you can stick dry grass, straw, or twigs into the wax before it hardens. You can also make ripples, rapids, or waterfalls by shaping the wax before it hardens.

Here is how your landscape might look with wax “water” in place, reeds, additional rocks, and a hill built up of additional subsoil.

At this point, your model is ready for a covering of topsoil and placement of trees and shrubbery. Before putting down topsoil, all subsoil that will be covered should be scratched with a fork so the surface is rough. Next, spray the subsoil with a mist sprayer filled with water. Lay down the topsoil, pressing it firmly with the flat of your hand so it fuses with the subsoil.

In making this model, you should become aware of the effects of running water on the landscape. When applying the topsoil, leave it off in the places where it would normally have been eroded away. Do you remember seeing any evidence of erosion when you were looking at landscape sites? Natural drainage patterns should be sculpted into the landscape, as you see in the illustration above.

Science

Shapes Found in Nature

The next observation exercises can be done during nature walks, in a vacant lot, or in a garden. You will be using jeweler's loupes to do close-up observations to discover natural patterns and geometry.

To use the jeweler’s loupes, place the wide end of the first one up to the eye, nestling it up against the upper cheekbones and side of the nose, completely covering the eye. It’s best to close the other eye. One loup gives you five times (5x) magnification. Stacking the second one in the first provides 10x magnification. (If your loup needs cleaning, use a soft cloth rather than using tissue, as the wood pulp in the tissue can scratch the lens. You may use a small amount of rubbing alcohol, if necessary.)
Assignments

1. Using jeweler’s loupes (or a magnifying glass), closely examine a variety of items in nature. For instance, you might look at a spider’s web, flower petals, seedpods, moss, tree bark, etc. See if you can discover natural patterns of geometric shapes. In your science main lesson book, make some sketches of what you see.

2. In your main lesson book, write the answers to the following questions about your nature observations:
   - What did you examine under magnification?
   - What different shapes did you find?
   - When viewed under magnification, how do these items look different from their usual appearance with the naked eye?
   - What are some of the most common shapes?
   - What function does the shape appear to serve in the overall structure? Why do you think these shapes appear?

3. On another day, look at a variety of objects from around your house. If possible, look at traditional crafts of native peoples from all continents. Traditional crafts are often made of natural materials such as mud, straw, cane, shell, gourd, wood, and stone. Pay attention to the patterns you see in these objects. Interestingly, there are often similarities between patterns made by people who never had any contact with one another.

   In your main lesson book, answer the following questions about the manmade objects you observed:
   - Are the crafts or artifacts imitating something in nature?
   - Does the pattern or quality of the material used require the craftsperson to make a certain shape?
   - What shapes or items are used to decorate the objects?
   - How do these shapes or items relate to the surrounding environment and to the overall object itself?

Art

This week, you will experiment with creating other geometric forms. To do this, start with your no-outline circle and pull the edges out. Try to make it so that you can’t see the edges of the original circle. Can you transform a circle into a triangle? Into a square? How about into a circle again? Keep in mind that each shape should stand alone without the edges of the previous shape being visible. Again, experiment with different art media (graphite pencil, colored pencil, and crayon).
Lesson 2: Music

This exercise will help you become more successful in creating the shapes that you desire. How often have you become frustrated because you can’t draw the image that you want? With the elimination of the outline, and through the gradual layering of color and tone, the edges of the drawing can easily be changed before your very eyes. You may not be able to create the exact image that’s in your head, but you may get closer to it.

Assignment

Practice drawing the geometric shapes you find in nature this week. Begin by making tonal circles and changing the shapes into ovals, droplets, and leaf shapes.

Music

Assignment

Continue working on the new duet you learned. You can use familiar tunes and old favorites to warm up each session before you begin working on new material. When playing a duet, it is essential for both players to keep the same tempo. Work with your partner to maintain a steady beat as you play.

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.
Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.

<table>
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<th>LANGUAGE ARTS</th>
<th>Developing</th>
<th>Consistent</th>
<th>Competent</th>
<th>Notes</th>
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<tr>
<td>Reads independently</td>
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<td>Reads aloud with confidence and expression</td>
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<tr>
<td>Memorizes spelling words</td>
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### SOCIAL STUDIES

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<tr>
<td>Describes local geography</td>
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<td>Demonstrates knowledge of different types of soil</td>
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<tr>
<td>Identifies evidence of erosion</td>
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### SCIENCE

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<tr>
<td>Describes observations in writing</td>
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<td>Records observations in detailed illustrations</td>
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<td>Shows ability to draw from varying perspectives</td>
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<tr>
<td>Identifies geometric forms in nature</td>
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<td>Identifies similarities between historical artifacts and patterns in nature</td>
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ASSIGNMENT SUMMARY

LANGUAGE ARTS
☐ Finish reading The Search for Delicious.
☐ Complete a project related to The Search for Delicious.
☐ Alphabetize and memorize spelling words, and take a spelling quiz.
☐ Practice using different types of ending punctuation.
☐ Write several journal entries.

SOCIAL STUDIES
☐ Create figurines of local animals.
☐ Draw an old tree surrounded by local plants and animals.
☐ Add to the list of “Events My Tree Has Seen.”

SCIENCE
☐ Examine a peanut and draw the seed.
☐ Set up a seed sprouting experiment.
☐ Predict experiment results.

ART
☐ Complete a long-range drawing using the surface law of perspective.

MUSIC
☐ Perform a small recital of music learned so far.

MATERIALS
☐ Social Studies: Local Animal Species
  clay or beeswax
☐ Science: Seed Sprouting Experiment
  raw, whole peanuts, shelled
  lentils
  brown rice
  alfalfa seeds
  dried beans of any kind
  raw, whole sunflower seeds, hulled
  whole wheat (wheat berries)
  popcorn
  polished white rice
  two small dishes
  cotton or facial tissue
  1-quart glass jar (or four small jars)
  soil to fill jar(s) three-quarters full
Language Arts

Question Marks and Exclamation Points

You should already be familiar with question marks and exclamation points, but it is a good idea to make sure you know when to use them. All questions must end in a question mark. An exclamation point is used when you want to express surprise, excitement, shock, or any strong emotion. It can also be used when you want to draw someone’s attention to the sentence. You see this use of the exclamation point frequently in advertisements: Sale today!

Look over your last few journal entries and see if you used any question marks or exclamation points. Are there places where you used a period but an exclamation point would have been more expressive? Are you remembering to put question marks at the end of questions?

Reading

Finish reading *The Search for Delicious*.

Assignments

1. When you finish reading *The Search for Delicious*, complete one of the following activities. Aim to do your best work. Make sure you write neatly and follow the instructions carefully.
   a. Write a book report (see lesson 3 for instructions).
   b. Answer the following question: Do you think it’s possible for everyone to agree on one definition of “delicious”? Why or why not? Plan to write about one page (two or three short paragraphs).
   c. Imagine a different future for Gaylen than the one described in the epilogue. Write a new epilogue for the book that contains a description of the life you have created for Gaylen. Make sure it ties into the main story somehow.
   d. Conduct your own search for delicious by polling your friends and family. Describe the experience in log entries—as though you’re a scientist gathering data—or as an adventure story with you as the main character. Feel free to invent details to make the tale more exciting.
   e. Choose a scene from the book and act it out. Gather a group of friends to help you. Write out a script and create costumes. Perform the scene for an audience.

2. Create a spelling list and practice the words this week. You should learn the meaning of each word and alphabetize the entire list in your main lesson book. Take a spelling quiz at the end of the week.

3. Write out a few sentences that can end with a period. Then ask yourself whether the same sentence could also end with a question mark or an exclamation point. Some sentences work really well:
The pizza is all gone.
The pizza is all gone?
The pizza is all gone!

Others sound a little funny as a question or an exclamation:
The pizza has cheese on it.
The pizza has cheese on it?
The pizza has cheese on it!

Try acting out the sentences for someone else, making it clear by your tone of voice and facial expression which type of sentence it is (a statement that ends in a period, a question, or an exclamation). Together, determine whether you think the sentences work well all three ways, or whether there is one punctuation mark that works best. Write the sentences out in your main lesson book.

4. Write in your journal several days this week. For two of your journal entries, reflect on your learning so far this year by answering the following questions. Do half of the questions one day, and the other half on another day.

- How is the reading going for you so far? Are you reading independently or with a parent? If you are reading with a parent, are you making time to practice reading on your own?
- How do you like the books assigned so far? Which one did you like better? Why?
- Do you feel that you have a solid understanding of the four parts of speech you’ve covered so far? Which ones do you still need to practice?
- Which subjects (language arts, social studies, science, math, art, or music) have you enjoyed most? Why? Which subjects have you enjoyed the least? Why?
- Are you satisfied with your penmanship? If not, how do you think you could improve it?
- How is the spelling going? What have been some of your hardest words?

Social Studies

Now that you have learned about the native wildlife in your area, it is time to add these creatures to your landscape model.

Since you have learned so much about the geography, plants, and animal life in your area, this is a great time to invite some of your friends or family members over for an outdoor tour. You can act as a tour guide. You might begin the tour by showing your landscape model, and then take your group outside to see the area up close and in person. As you lead the tour, describe the different natural features and plant and animal species. Here are some things you could do to make the experience more fun and interactive:
• Make a field guide with a simple map, pictures and explanations that your visitors carry with them on the tour.
• Make up a questionnaire or checklist for visitors to fill out as they listen to you speak and observe the sights.
• Create signs and plaques to place in different locations (to be removed later) that explain some of the important features.
• Devise a quiz to test your visitors on their new knowledge.

Assignments

1. Using clay or beeswax, make models of the local animals. Paint them (if necessary) and put them in appropriate places in your model landscape. If any of your animals are house or nest builders, you might also like to make models of their homes and put them in your landscape as well.

2. Make a new drawing of your tree in your main lesson book. This drawing should contain the tree's surrounding habitat, including the plant and animal species you have been researching these last few weeks. Include as many details as you can. You might want to label the different plants and animals in your drawing.

3. Go back to your list of “Events My Tree Has Seen” from the very first lesson. Take some time to think about some of the natural events your tree has seen over the years, based on the local plants and animals. Has your tree seen robin eggs hatch? Has your tree seen a young maple tree grow into a mature one? Has your tree seen rabbits burrowing into the ground? Add five to ten new items to this list based on the information you have learned about your area in the last few weeks.

Science

Science is the art of observation. Through careful observation, science is also the art of uncovering hidden mysteries and laws. Often, things are hidden or mysterious only because we haven’t yet tried to discover or understand them. Imagine that a rare and beautiful flower only grows at the top of a high and rocky mountain peak. That flower will remain unknown to all but those who make the effort to explore and climb that mountain to the top. Scientists are explorers, investigators, and discoverers.

In the coming weeks, we will explore, investigate, and discover seeds: seed forms, seed transportation, and seed growth. Once again, in our observations, we are more interested in how seeds are than in why seeds are. Observing how will give us ample clues to the why.

Investigation of Seeds

Seeds are the beginning of every enterprise, the beginning of every decision, the beginning of any study or creative act. What is more inspiring than a towering oak sprung from an acorn and growing
century after century? When we see an acorn, we know that an oak tree is within. When we see an infant struggle with its first steps, we wonder what paths it will walk in life. When a young person struggles with the ABCs, we can imagine what books they will read and what poems they will write.

We have all seen seeds sprout. Maybe you have planted seeds. Most seeds are planted because we want the end result: the taste of a delicious fruit or vegetable, or the sight of a beautiful flower. It takes a lot of patience to wait for the seed to do its hard work and produce the reward we’ve been waiting for. The seed is the reason that the flower blooms. It is for the seed that the fruit becomes ripe. All of nature lives and multiplies.

In autumn, the trees begin to drop their leaves, the garden has given its last summer fruit, the meadows and prairies are brown and dry, and the spring and summer wildflowers are just skeletons and empty husks. At this time, people all over the world give thanks in many solemn, colorful, and joyful harvest festivals and celebrations. As the season’s plants die, they leave behind the means for the future in their seeds. The seeds also signal the future of the people, animals, and insects, who depend on the seeds for food. Corn, pumpkins, beans, and nuts grace many happy and grateful harvest feasts. Apples, pears, grapes, and melons give their sweet and juicy seed-houses for us to eat and enjoy.

Consider a peanut. Each peanut is a seed that holds the plan for the future of the peanut. Nothing can be built without a plan. Nature makes sure that the plan is preserved in the seed. What do you think is the plan of a peanut?

Without plans, the world would be very bizarre and unpredictable. What if you planted corn seeds and got squash plants? Imagine if you planted tomatoes and got cucumbers! Why is it that if you plant two seeds of melon you get two plants of the same size, shape, and quality that bear identical fruit? Nature is very economical. It saves the key to the future in each seed. Even a tiny tomato seed will make a great vine with dozens and dozens of tomatoes for people to eat. That is its plan. A squirrel might bury a single pine nut and forget about it; if the conditions are right, it will eventually grow into a giant tree lasting hundreds of years, producing tons of pine nuts for other squirrels to eat.

Assignments

1. This week, you will set up several seed sprouting experiments. For these investigations, gather the following materials (you only need a few kernels of each type of plant):
   - raw, whole peanuts, shelled
   - lentils
   - brown rice
   - alfalfa seeds
   - dried beans of any kind
   - raw, whole sunflower seeds, hulled
   - whole wheat (wheat berries)
Lesson 6: Science

- popcorn
- polished white rice
- two small dishes
- cotton or facial tissue
- 1-quart glass jar (or four small jars)
- soil to fill jar(s) three-quarters full

Note: If you cannot find all of the seeds listed, it is fine to substitute with seeds that you have available. (A substitution for the polished rice would have to be another seed that has been degerminated.)

2. First take a raw whole peanut, remove the skin, and then gently break the nut in half along its natural division in the middle. Examine it both with your naked eye and with 5x and 10x magnification. Draw what you observe in your science main lesson book. As with your geometry in nature drawings, make this a work of art. Draw it much larger than life-size so you can easily show the details.

What was hidden inside the peanut? That which was hidden is the future of the peanut waiting to be released. When the conditions are right, it will grow.

Now closely examine the other seeds you’ve collected: lentils, brown rice, alfalfa seeds, beans, sunflower seeds, wheat berries, and popcorn. Can you find where its future plant is hidden? That point of life is often called the germ of the seed. When it awakens and begins to sprout, we say that the seed is germinating.

No matter how small the seed, each one contains its built-in plan for the future. The plant that will grow from the seed also contains the plans for creating more seeds. In addition to this future plan, each seed contains food for the future plant, along with a protective covering.

3. Place a layer of cotton or tissue in a dish. Dampen it with water. Put two peanuts, two lentils, two brown rice grains, and a few alfalfa seeds on the wet cotton or tissue, with space between them. Cover them with another layer of damp tissue and put them on a shelf or in some other out-of-the-way, but warm spot.

What do you think will happen? Remember how part of science is guessing what will happen based on your observations? Try to be as specific as you can when making predictions. How long do you think it will take for any changes to occur? What will the changes look like? How much growth will there be, if any? Make sure to write down all of your predictions in your science main lesson book.

4. In another dish, place the grains of polished white rice in a similar manner. Polished rice is rice that has had its outer protective covering (bran) and the germ removed. What do you think will happen to these grains? Write your answer in your science main lesson book and add some drawings of what your experiment looks like now that you have it all set up.
5. Finally, place damp soil in your glass jar(s). Plant two beans, two sunflower seeds, two wheat berries, and two kernels of popcorn in the jar next to the edge so you can observe them through the glass as they sprout under the soil. Plant the beans at a depth of $1\frac{1}{2}$ to 2 inches, the sunflowers and popcorn at 1 to $1\frac{1}{2}$ inches, and the wheat at $\frac{1}{2}$ to 1 inch. Keep the soil slightly damp, but not soggy.

**Art**

**Assignment**

Now that you have used tonal shading, surface law of perspective, and color to create a drawing from an insect’s point of view, you might want to create a drawing from another perspective. Consider making several drawings that have near and far subjects (objects, people, or animals that are the focus of the drawing) that require you to use the surface law. Remember to use the no-outline technique to give your subjects a solid form and substance, and think about how you can use color to give your picture a feeling or mood.

**Music**

**Assignment**

As you continue to work on your music, you may want to give a small performance for your parents or the family pet. This will help you gain experience with performance skills. You can introduce each piece of music, and then play it all the way through to the end without stopping (even if you make a mistake). Speak clearly, hold yourself straight and tall, and play with confidence. Choose pieces of music that you feel very comfortable with, and play them with feeling and energy.

This is good practice for a larger recital you will give in lesson 12.

You may want to ask a parent to record your performance on video so that you can watch it later. This will help you see ways in which your performance went well and how to improve your performance skills for next time.

**FOR ENROLLED STUDENTS**

A sample of work from this lesson will be sent to your Oak Meadow teacher at the end of lesson 8. Continue to use a weekly planner, assignment checklist, and learning assessment form to help you organize your lessons and track your student’s progress. If you recorded your child’s music recital, include it with your submission.
Learning Assessment

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work. Please remember that these skills continue to develop over time.

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
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<td>Memorizes spelling words</td>
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### LITERATURE

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<td>Identifies local animal species</td>
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<td>Identifies local tree species</td>
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<tr>
<td>Demonstrates knowledge of historical events in relation to the local area</td>
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<tr>
<td>SCIENCE</td>
<td>Developing</td>
<td>Consistent</td>
<td>Competent</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>Experiment: sets up experiment according to instructions</td>
<td></td>
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</tr>
<tr>
<td>Experiment: follows instructions accurately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment: makes predictions based on observations and knowledge</td>
<td></td>
<td></td>
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<tr>
<td>Identifies and draws the parts of a seed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Identifies connection between form and function</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates focused observational skills</td>
<td></td>
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<tr>
<td>Describes observations in writing</td>
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<tr>
<td>Records observations in detailed illustrations</td>
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<td></td>
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</tr>
<tr>
<td>Shows ability to draw from varying perspectives</td>
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<tr>
<td>Identifies geometric forms in nature</td>
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<td></td>
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<tr>
<td>Creates analogies related to natural shapes and patterns</td>
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</tbody>
</table>
ASSIGNMENT SUMMARY

LANGUAGE ARTS
☐ Read several tales from Native Legends.
☐ Learn new spelling words and take a spelling quiz.
☐ Write several journal entries.
☐ Correct errors in capitalization and punctuation.
☐ Revise paragraphs to fix errors.
☐ Practice writing three-sentence paragraphs.

SOCIAL STUDIES
☐ Reflect on the term native.
☐ Begin researching a Native American group.
☐ Create a traditional Native American craft.

SCIENCE
☐ Create a chart and track seed growth.
☐ Compare growth within each experiment group.
☐ Compare growth between different experiment groups.
☐ Compare previous prediction to actual results.

ART
☐ Draw pictures using the surface and size law of perspective.
☐ Find examples of the size law of perspective.

MUSIC
☐ Add new songs to your repertoire.

MATERIALS
☐ Social Studies: Note-Taking index cards (optional)
☐ Art: Size Law of Perspective magazines and catalogs
Language Arts

This week in social studies, you will begin gathering research for a report on Native Americans. Before you sit down and write that report, you need to learn a little bit about writing paragraphs. We’ll also look at two types of nouns, both of which you’ll be using in your report.

Common and Proper Nouns

Up until now we have treated all nouns the same. But as you have probably figured out, there is more than just one type of noun. Some nouns we capitalize and some nouns we don’t. The nouns that we capitalize are called proper nouns, and the nouns that we don’t capitalize are called common nouns.

Common nouns refer to general categories rather than to the name of a particular person, place, or thing. Common nouns are not capitalized unless they are the first word in a sentence. Proper nouns are names of specific people, places, and things. Proper nouns are always capitalized. For example:

<table>
<thead>
<tr>
<th>Common Noun</th>
<th>Proper Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>museum</td>
<td>The Smithsonian Institute</td>
</tr>
<tr>
<td>book character</td>
<td>Stuart Little</td>
</tr>
<tr>
<td>person</td>
<td>Karen</td>
</tr>
<tr>
<td>doctor</td>
<td>Dr. Porter</td>
</tr>
<tr>
<td>state</td>
<td>California</td>
</tr>
<tr>
<td>game</td>
<td>Olympics</td>
</tr>
<tr>
<td>month</td>
<td>January</td>
</tr>
<tr>
<td>day</td>
<td>Wednesday</td>
</tr>
<tr>
<td>street</td>
<td>Park Road</td>
</tr>
<tr>
<td>language</td>
<td>English</td>
</tr>
<tr>
<td>river</td>
<td>Mississippi River</td>
</tr>
<tr>
<td>city</td>
<td>Boston</td>
</tr>
<tr>
<td>uncle</td>
<td>Uncle David</td>
</tr>
</tbody>
</table>

You might expect that the names of the seasons would be capitalized, but they’re not! They’re just winter, spring, summer, and autumn or fall.

Three-Sentence Paragraph Form

Every paragraph must have a topic. The reason we use paragraphs in the first place is to separate our thoughts into individual topics. Without paragraphs, our ideas would run into each other and our readers would get confused. As you start using paragraphs more and more in your writing, always
remember that each paragraph should have its own topic. If you're not sure what the topic of a paragraph is, stop and think about it. What is the main idea you are trying to get across? If you have too many topics for one paragraph, try to separate them.

One way to figure out if you have a clear topic for your paragraph is by writing out a topic sentence. If you can think of a complete sentence that covers the information you want to include in your paragraph, then you probably have a solid topic for your paragraph. If you have trouble coming up with just one sentence, then you probably have too many topics for your paragraph. If you can’t come up with a sentence at all, then you probably aren’t sure what your topic is.

The first paragraph type we are going to learn about is the three-sentence paragraph. These paragraphs are very straightforward because they are so short. However, that doesn’t necessarily make them easy to write. Here is the format for a three-sentence paragraph:

1. Topic sentence
2. One major detail sentence
3. Concluding sentence

Here is an example:

Beavers make their homes in large ponds. They build their homes from tree branches they cut down with their teeth. Their homes are called lodges.

What is the topic of this paragraph? The obvious answer is “beavers.” But actually, the topic is more specific than that. Look at the topic sentence. What does it tell you about beavers? It tells you where they live, and the rest of the paragraph gives you more information about that topic.

When you write your report on Native Americans for social studies, each paragraph should contain specific information about a different element of Native American life. In the next two weeks, you will learn how to write slightly longer paragraphs.

**Reading**

Read several tales from *Native Legends*. These stories should be completed by the end of lesson 9.

**Assignments**

1. Create a spelling list. Include words from your reading as well as words you have misspelled. Use at least three different methods to practice the words. Write them in alphabetical order in the main lesson book.

2. Write in your journal. A possible topic includes writing about a dream that you had recently. See how many details you can remember. Can you turn it into a story?
3. Read the following paragraph:

*do you know where my dog sandy is I’ve been looking for her for an hour i wish i could find her gosh i’m getting frustrated i’ve called to her a bunch of times but she hasn’t come back i’m starting to worry about sandy*

You’ll notice that it has no capitalization or punctuation. This makes it hard to read. With a red pencil, make corrections to the paragraph, adding the correct ending punctuation and capital letters.

4. Here are two paragraphs that are full of many different things to fix: capitalization, punctuation, and spelling. Go through and make corrections and then copy them out correctly in your main lesson book. (If these are too difficult, ask your parent to write some with fewer mistakes, or try these again in a few weeks.)

- **Paragraph #1:** I went on a walk to look for different kinds of shapes i went with aunt mary we went to middletown Park I found squares and triangles i found rectangles and circles when i went home mr Johnson was there I should him what I had collected tomorrow I am going to cut fruits opin and see what they look like enside

- **Paragraph #2:** where is johnny have you seen him I am so upset with him I could screem he took my ball and lost it have you seen my ball anywhere peter gave me that ball in june and I love it I hope it turns up I feel terrible about it geting lost

5. Here are some exercises you can complete to help you practice three-sentence paragraphs.

- choose three topics you know something about. See if you can write a three-sentence paragraph on each one.

- have a parent choose three topics. See if you can write a three-sentence paragraph on each one.

- Look through the books you’re using to research Native Americans. See if you can identify the topics of individual paragraphs by reading just the topic sentences.

As you are writing your paragraphs and doing research this week, be on the lookout for proper nouns.

**Social Studies**

Now that you have become familiar with how to conduct research, take notes, and organize your information, you will begin work on your first research report. The subject of this report is Native Americans. The next two lessons will focus on gathering information and taking notes. You will spend lessons 9 and 10 putting your research together into a cohesive report. In lesson 11, you will construct a model of a traditional Native American village.

**Native Americans**

The earliest people to live in the United States were the Native Americans (also known as the American Indians, First People, or First Nations). The term Native American includes many different groups of
people, such as Hopi, Navajo, Cherokee, Lakota, Abenaki, and many, many more. For the next few weeks you are going to learn about one Native American group that used to live (or still does live) in the area where you live now.

Consult the map above to find the names of some of the Native American groups that traditionally lived in the area where you live now. This map is by no means all-inclusive, and your area may have had groups that are not listed here. Your local library or museum may offer a wealth of useful information about them.

Many Native American groups or tribes who lived in the same general area had similar lifestyles and influenced one another, so that often you can find out about their traditional way of life by looking at a book of regional groups, such as Indians of California, Pueblo and Plains Indians, or Northeast Indians.

Once you have identified a group of Native Americans who lived in or near your area, you are going to do some research on that group. Once you have completed your research, you will write an illustrated report and add a Native American encampment or village to your landscape.

**Reseaching the Traditional Way of Life**

Search for books that focus on the group or tribe of Native Americans in your area so you can get a detailed account of their daily life in earlier times. To get information for your illustrations and for your model traditional Native American village, you will have to find some good pictures of villages, houses, utensils, clothing, and way of life.
Lesson 7: Social Studies

Read as much as you can about your chosen group, and look at plenty of pictures. During the next two weeks, take a lot of notes on your reading so you will be prepared to answer the questions that are listed below and in lesson 8. (You might want to read the questions first so you are aware of the kinds of information you’ll want to pay attention to.) Find a way to organize your notes so that you can easily keep track of them. A parent can help you with this, as well as with figuring out what kinds of information to write down in your notes. You can also begin work on your illustrations.

A simple way to take notes is to write individual facts on index cards so each card has only a small amount of information. This way you can rearrange your notes easily as you gather more information about a particular question. It is useful to use subject headings on the top of each card to help you keep track of information you find. Here are the topics that your information will be divided into:

- Food
- Shelter and Household
- Religion
- Clothing
- Arts and Entertainment

If you have colored index cards, you can use one color for each topic (for instance, notes about traditional foods are on pink cards, notes about shelter and household are on green cards, etc.). Otherwise, just write the category on the top of each card. When your research is done and you are ready to write your report, you can bring together all the information on your cards and put it in the order in which you wish to present it. Ask your parent to help you with this.

As you gather information about the traditional lifestyle of your chosen group, consider the following questions:

**Food**
- What were the main items in their diet? How did it change during the seasons?
- How did they get them?
- How did they prepare the food? What utensils did they use?
- How dependable or plentiful was their food supply? Was this consistent through all the seasons?

**Shelter and Household**
- Did they live in a permanent village or in a temporary encampment?
- How large was a typical village?
- What materials did they use to construct their shelters?
- What were their most important tools, containers, weapons, and utensils? What were they made of?
• How did their environment provide them with all the materials that were needed to fulfill their household needs? Were there important things lacking in their environment that they had to get from somewhere else? Identify the most important materials used.

• Did they have any domestic animals? What were they and how were they used?

There is another set of questions for next week. The answers to these questions are the focus of your report so take good notes!

Assignments

1. Look up the word native in the dictionary. Write down the definition in your main lesson book. You've learned about native plants and animals. Discuss with a parent what it means for a human being to be native to a certain area. Are you native to where you live? Why or why not? Write a sentence in your main lesson book explaining your answer.

2. Begin researching the group of Native Americans that you chose for your illustrated report. Take notes on your findings and keep your notes organized by category.

3. In a few weeks, you will be adding a traditional Native American settlement to your landscape model. The making of Native American crafts, clay figures, dwellings, and all the various details for the model will give you plenty of creative opportunities. To give you ideas for projects and activities related to Native American food, games, crafts, and musical instruments, we have included a section in the appendix for Native American crafts.

This week, choose at least one traditional Native American craft to complete. You can choose one from the appendix or from another source of traditional crafts.

Science

Assignments

1. Observe your seeds and record their growth in a chart. Look carefully at your seeds every day, with the naked eye and at 5x and 10x magnifications. Keep your soil moist enough so the seeds grow but don't rot. Once they begin to sprout they will need some light.

Each day, draw the seeds, showing how they are changing. Record this in your notebook in a chart similar to the one here.

Note: You may have to wait several more days if some seeds have not sprouted enough. If you see no growth at all in seeds you think should be growing, try the experiment again with new seeds.
2. Compare the growth of the peanut, lentil, brown rice, and alfalfa seeds. How are they similar? How are they different? Compare the growth of beans, sunflower seeds, wheat, and popcorn. How are they similar? How are they different? Write a short paragraph explaining the similarities and differences within each group.

3. How does the first group differ from the second group? Draw the difference.

4. Observe what has happened to the polished rice. Describe it. Compare what actually happened to what you guessed would happen on the first day. Was your guess correct? Why do you think you got this result?

### SEED GROWTH CHART

<table>
<thead>
<tr>
<th>SEED</th>
<th>DAY 3</th>
<th>DAY 4</th>
<th>DAY 5</th>
<th>DAY 6</th>
<th>DAY 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peanut</td>
<td></td>
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<tr>
<td>Lentil</td>
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<tr>
<td>Brown rice</td>
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<tr>
<td>Alfalfa</td>
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<tr>
<td>Bean</td>
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<tr>
<td>Sunflower</td>
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<td></td>
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<tr>
<td>Wheat</td>
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<td></td>
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<tr>
<td>Corn</td>
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**Art**

This week we will study the second law of drawing, the **size law of perspective**. This law states that an object drawn larger looks closer, and an object drawn smaller looks farther away.

It can be very surprising to see the size law in effect. When drawing from life, our eyes can trick us into thinking that items are actually larger than they appear. For example, we know that a tree is larger than a flower. But if we are sitting very close to a flower, and there is a tree far in the distance, the tree will actually appear smaller than the flower. One way to check that this is true is to hold out your thumb and forefinger at arm’s length and to measure the size of objects that are at different distances from where you stand. Have you ever seen an artist holding up a pencil and squint with one eye? This is the way an artist measures the relative size of items, using the pencil as a ruler.

Try it yourself. Hold out a pencil at arm’s length as you focus on something in the distance. Close one eye as you do this. Say you are looking at a picture on the wall across the room. Put the tip of the pencil
in line with the top of the picture frame, and put your thumbnail on the pencil when the bottom of the picture frame is. This might be, say, one inch on your pencil, even though you know for sure the picture frame is two feet tall. Keep your thumb in place, marking that spot on the pencil. Next, without moving your feet or your thumb, point your pencil at something closer to you that you know is about the same size as the picture frame, perhaps a pillow on the couch. Line up the tip of the pencil with the top of the pillow. Does the bottom of the pillow end where your thumb is? No, it doesn’t! If the picture looked to be about one inch on your pencil, the couch pillow is probably two inches. That means if you were drawing these two objects using the size law of perspective, the pillow would appear twice as large as the picture frame, because it is closer to the viewer.

Assignments

1. Practice using the size law of perspective this week. Draw the same object in different sizes on the same piece of paper. For example, if you draw a small tree and a large tree, does one appear closer than the other? Now, combine the surface law with the size law. Does a small tree at the top of your paper make more sense than a small tree at the bottom? Experiment with both of these laws as you make your drawings this week.

2. Look for examples of the size law of perspective in magazines and other resources. (Catalogs with art reproductions, such as the Metropolitan Museum of Art, are wonderful resources for this.) Cut out and paste examples in your sketchbook this week, labeling the page “Size Law.”

Music

Assignment

Continue reviewing familiar material and adding new songs to your repertoire.

FOR ENROLLED STUDENTS

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

Use these assessment rubrics to track student progress and make notes about the learning the student demonstrates or skills that need work. Please remember that these skills continue to develop over time.

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
<th>Developing</th>
<th>Consistent</th>
<th>Competent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraphing skills: uses topic sentence to identify key topic</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Paragraphing skills: adds detail sentence(s) that relates to main topic</td>
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<tr>
<td>Paragraphing skills: writes concluding sentence</td>
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<tr>
<td>Demonstrates reading comprehension through related project</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reads independently</td>
<td></td>
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<tr>
<td>Reads aloud with confidence and expression</td>
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<tr>
<td>Writes legibly in print and cursive</td>
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<tr>
<td>Identifies nouns, verbs, adjectives, and adverbs</td>
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<td></td>
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<tr>
<td>Differentiates between different types of adverbs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Correctly uses nouns, verbs, adjectives, and adverbs in writing</td>
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<tr>
<td>Demonstrates correct use of different types of ending punctuation</td>
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<tr>
<td>Corrects errors in capitalization and punctuation</td>
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</tr>
<tr>
<td>Alphabetizes a list of words</td>
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<tr>
<td>Memorizes spelling words</td>
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</table>
## Literature

<table>
<thead>
<tr>
<th>LITERATURE</th>
<th>Read aloud by adult</th>
<th>Read by child, in progress</th>
<th>Read by child, completed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Legends</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The Search for Delicious</td>
<td></td>
<td></td>
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<tr>
<td>Free choice book:</td>
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<tr>
<td>Free choice book:</td>
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<td>Free choice book:</td>
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## Spelling Test

<table>
<thead>
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<th>SPELLING TEST</th>
<th>Score # correct/total #</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
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</table>

## Social Studies

<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
<th>Developing</th>
<th>Consistent</th>
<th>Competent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research skills: seeks information from multiple sources</td>
<td></td>
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<tr>
<td>Research skills: extracts pertinent information from sources</td>
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<td></td>
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<tr>
<td>Research skills: demonstrates good note-taking skills</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Research skills: records notes using organized system</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Identifies local animal species</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Creates animal species in three-dimensional form</td>
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<td></td>
</tr>
<tr>
<td>Identifies local tree species</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates knowledge of historical events in relation to the local area</td>
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