

# 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.

# Grade 1

## Coursebook



**Oak Meadow**

**Oak Meadow, Inc.**

Post Office Box 615

Putney, Vermont 05346

[oakmeadow.com](http://oakmeadow.com)



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# Introduction

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Welcome to Oak Meadow first grade! This coursebook has all the lesson plans and assignment instructions you will need for a full year of learning activities. *Oak Meadow Grade 1 Coursebook* is written especially for the homeschooling parent to help your teaching and learning experience be effective and enjoyable for the whole family. These lessons will guide you as you and your child share your love of learning and the joy of discovery.

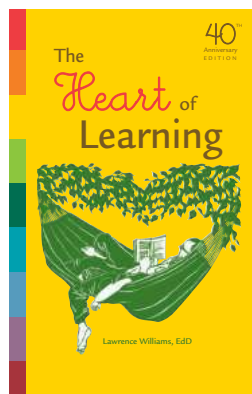
The *Oak Meadow Grade 1 Resource Book* is designed to be used with the *Oak Meadow Grade 1 Coursebook*. In the resource book, you will find detailed information on teaching all the subjects in first grade. In addition, *Oak Meadow Grade 1 Resource Book* contains all the stories you need to teach the Oak Meadow first grade curriculum. Each story has been specially chosen, written, or adapted for first grade use. These engaging, timeless stories will provide a language-rich environment in which your child can learn and make connections with the subject material and with the world all around.

*Oak Meadow Grade 1 Resource Book*, along with *Oak Meadow Guide to Teaching the Early Grades* and *The Heart of Learning*, offers you the support and guidance to create a well-rounded, effective educational environment. Each of these books in the first grade program has a different focus and purpose:

***Oak Meadow Grade 1 Coursebook:*** The coursebook has all the lesson plans for the full year of first grade in all the subjects. It has detailed instructions for each assignment. You will use this book every day in your teaching.

***Oak Meadow Grade 1 Resource Book:*** This book is used in conjunction with the lessons in the coursebook as it contains stories that help you teach different concepts and introduce new ideas. In addition, it includes tips on teaching each subject and gives an overview of what is covered throughout the year.

***Oak Meadow Guide to Teaching the Early Grades:*** We recommend reading this book before you begin homeschooling, if possible, as it will support and guide your teaching. It provides information on the learning process and how to teach through stories, as well as detailed instructions for art, music, and handcrafts. It also includes an extensive list of songs, verses, fingerplays, poems, and tongue twisters, which you will use on a daily basis in your teaching.

***The Heart of Learning***

is a series of essays on the educational philosophy and learning principles behind the early grades of Oak Meadow.

***The Heart of Learning***: This book shares Oak Meadow’s foundational philosophy of learning and teaching. With inspiring anecdotes, opportunities for reflection, and practical advice, it provides the guidance and encouragement you need to understand and fully engage in the teaching/learning process.

All of these materials are rich in ideas, inspiration, and support, and each book is meant to be used repeatedly throughout your homeschooling journey. As you gain experience, you will find additional ways to use the information provided. Homeschooling is a journey for the whole family—enjoy the adventure!

# Weekly Planner—Lesson 1

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							

# Weekly Planner—Lesson 1

Date \_\_\_\_\_

## ASSIGNMENT SUMMARY

### Language Arts

- ☐ Hear and retell “The Magic Spindle.”
- ☐ Draw letter A in picture form.
- ☐ Hear and retell “The Bear’s Child.”
- ☐ Draw letter B in picture form.
- ☐ Explore the short and long A sounds.
- ☐ Recite tongue twisters.
- ☐ Practice writing letters A and B.

### Social Studies

- ☐ Create a calendar.

### Math

- ☐ Play games involving numbers.
- ☐ Count to 30 forward and backward.
- ☐ Count and sort in daily life.

### Science

- ☐ Observe and record moon phases.
- ☐ Recall summertime experiences.
- ☐ Collect and press plants and flowers.
- ☐ Identify and record plant names.

### Arts & Crafts

- ☐ Begin learning to knit.
- ☐ Create a seasonal table.
- ☐ Make a treasure box.

### Music & Movement

- ☐ Learn note B on the recorder.
- ☐ Sing and make up songs.
- ☐ Perform balancing exercises.

### Health

- ☐ Learn about the growing body.

## Materials Still Needed

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## Notes

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Grade

1

# Lesson 1

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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 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 time 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 schoolwork, 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.

## MATERIALS

### Social Studies: Calendar

large drawing paper  
crayons  
ruler

### Science: Pressed Flowers

fresh flowers  
scissors  
corrugated cardboard  
blotting paper or several  
layers of newspaper  
bricks or heavy object

### 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  
paintbrushes  
newspaper (to cover  
painting surface)

# A Review of the Daily Schedule

## Morning Circle

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

Each day, repeat the songs and fingerplays several times so your child can learn them. Use the same verses for 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, 2 (or sometimes 3) 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), 2 or 3 word families will be introduced each week, and in the final 12 weeks, we will focus on developing reading and writing skills. Important 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 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 that doing music & movement after the 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 can be found 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.



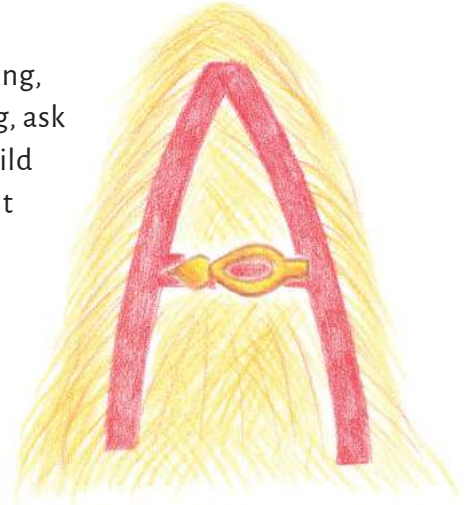
## Assignments

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 uppercase 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. 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.

3. 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 them retell the story in the correct sequence.
4. 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.

5. 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	

6. 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 them 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 uppercase 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 their 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 they are comfortable with writing the letters independently on paper. This process is particularly helpful for kinesthetic learners for whom gross motor movement is important.

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 them 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

### Assignment

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 them 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 mathematics in the resource book, 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 begin with a start point and an end point. From there create a series of lines (curved or straight) that lead from the start point to the end point. Then create the distractions, or ways in the maze that lead to dead ends. Maze books can also be bought at most bookstores or downloaded online.

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

2. Count from 1 to 30 while throwing a soft ball or beanbag. Use an underhand throw so the activity doesn't become too wild. Do this while counting forward, and then do it while counting backward. Count together the first time, and then alternate counting. You say, "One!" and your child says, "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 their 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.)

### Further Study

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 their 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 them 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.





# 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!

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 and 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 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 their 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 include 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 each other)

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.

# Health

## Assignment

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.

LANGUAGE ARTS	Developing	Consistent	Competent	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				



LANGUAGE ARTS ( <i>continued</i> )	Developing	Consistent	Competent	Notes
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	Developing	Consistent	Competent	Notes
Demonstrates familiarity with days, weeks, and months				
Identifies significant family and seasonal events				

MATH	Developing	Consistent	Competent	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	Developing	Consistent	Competent	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							

## ASSIGNMENT SUMMARY

### Language Arts

- ☐ 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.

### Social Studies

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

### Math

- ☐ Identify geometric forms in the environment.
- ☐ Draw straight and curved lines.

- ☐ Experience form drawings with movement.
- ☐ Draw form drawings.

### Science

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

### Arts & Crafts

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

### Music & Movement

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

### Health

- ☐ Learn about internal organs and body systems.

## Materials Still Needed

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## Notes

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Grade

1

## Lesson 2

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### 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

## Afternoon Hour

Spend about an hour exploring math three afternoons and science two afternoons a week. Add activities in arts & crafts, music & movement, and health each day after the 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 “The 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 them 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



4. One morning this week, ask your child to practice printing both uppercase and lowercase letters C and D in the main lesson book (MLB). They 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 if they get 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 their body using a marker. 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 mark your calendar each day, 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.

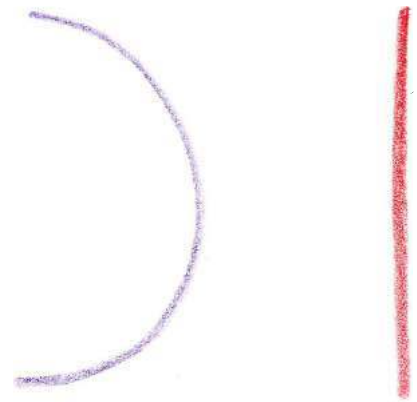
## Math

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.

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 them draw the lines 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.

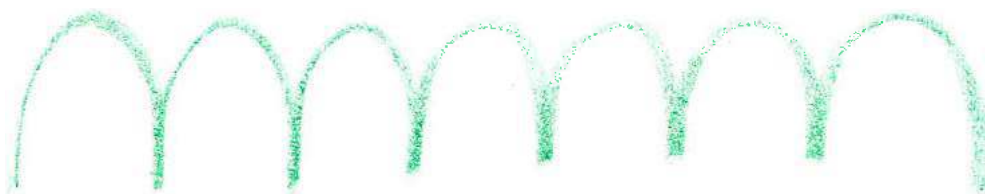
Once you have drawn the form, noting as you do a simple image to match the form ("This looks like a slithering snake"), begin to experience the form physically with your child, using a variety of the movement activities listed below. It is important for children of this age to do academic lessons with 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.

## Further Study

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 can see from your home or can visit often, perhaps a deciduous tree (one that drops its leaves each year) 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 project 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 they remember happening in nature in 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.)

Your 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, they might enjoy knitting while you read aloud, or perhaps they prefer 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 they are 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 finger knit 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*.

## Music & Movement

### Assignments

1. Learn exercise #2: Exercise for B in the *Beginning Recorder* book. Continue to practice exercise #1 and 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 move on to another song, encourage them 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 each other.



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 backward, using this verse or a new one, first moving at a normal pace, then slowly, then running backward (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, exercise the body and develop greater physical control and balance, and have fun!

# Health

## Assignment

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

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Identifies the hard C sound in words				
Identifies the D sound in words				

LANGUAGE ARTS ( <i>continued</i> )	Developing	Consistent	Competent	Notes
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	Developing	Consistent	Competent	Notes
Draws the human form				
Demonstrates knowledge of concepts of time				
Shows awareness of social relationships				
Demonstrates familiarity with days, weeks, and months				

MATH	Developing	Consistent	Competent	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	Developing	Consistent	Competent	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		



# Weekly Planner—Lesson 5

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							

## ASSIGNMENT SUMMARY

### Language Arts

- ☐ Hear and retell “Prince Ivan.”
- ☐ Hear and retell “Jack and the Beanstalk.”
- ☐ Draw letters I and J in picture form.
- ☐ Identify words with long and short I sounds.
- ☐ Identify words with the J sound.
- ☐ Practice writing letters I and J.

### Social Studies

- ☐ Discuss early memories and family stories.
- ☐ Learn concepts of time measurement.
- ☐ Discuss social relationships.

### Math

- ☐ Draw running geometric forms.
- ☐ Transform a curved form into straight lines.

- ☐ Count forward and backward from 1 to 100.
- ☐ Perform a marching pattern.

### Science

- ☐ Observe and trace animal tracks.
- ☐ Identify and compare animal tracks.

### Arts & Crafts

- ☐ Continue the knitting project or begin a new one.
- ☐ Create Forest Art.

### Music & Movement

- ☐ Practice the notes B and A on the recorder.
- ☐ Experiment with obstacles courses.

### Health

- ☐ Learn about how to care for broken bones.

## Materials Still Needed

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## Notes

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Grade

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# Lesson 5

## Morning Circle

- Recite the opening and closing verses.
- Add one or two new songs, verses, and fingerplays, and have fun repeating familiar ones. Vary the way well-known songs and verses are done and incorporate large and small body movements.
- “Jack and Jill” and “Friends” are two verses that go well with this week’s language arts and math lessons.

## Language Arts

### Reading

At bedtime, read “Prince Ivan” and “Jack and the Beanstalk,” as well as classic stories and fairy tales.

### Assignments

1. After reading “Prince Ivan” at bedtime, ask your child to retell the story the next day. Show how the uppercase and lowercase letter **I** may be found in the tall straight prince and the little boy throwing a ball over his head. Ask your child to use crayons to draw the pictures and letters in the main lesson book.



### MATERIALS

#### Science: Animal Tracks

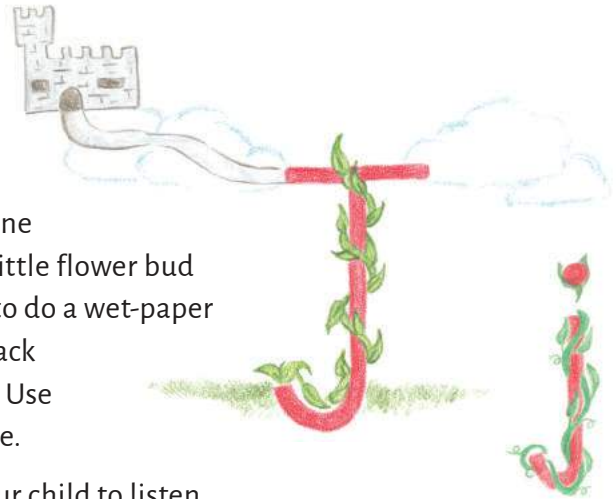
magnifying glass  
tracing paper  
pencil

#### Arts & Crafts: Forest Art

moss  
small twigs  
pinecones and pinecone  
scales  
nuts, seeds, or other natural  
objects  
cotton ball  
scissors  
glue

2. On another day, have your child retell the story of “Jack and the Beanstalk.” Look for detailed descriptions and a chronological sequence of events. Demonstrate how the letter **J** is found in the shape of the beanstalk.

The road leading to the giant’s house forms the line above the uppercase J, and the beanstalk with a little flower bud on top forms the lowercase letter. Ask your child to do a wet-paper painting of Jack’s beanstalks, the big one, which Jack climbed up, and the baby one that grew beside it. Use another color to bring out the letters in the picture.



3. Introduce the following rhyme for letter I. Ask your child to listen for the long and short I sounds in “Simple Simon.” Emphasize the I sound as you say the verse. Explain that letter I has two sounds: long I as in *bite* and short I as in *bit*.

**I**

Simple Simon met a pieman going to the fair.

Says Simple Simon to the pieman, “Let me taste your ware.”

Says the pieman to Simple Simon, “Show me first your penny.”

Says Simple Simon to the pieman, “Indeed I have not any.”

Simple Simon went a-fishing for to catch a whale;

All the water he had got was in his mother’s pail.

Make sure to notice words with the long I and short I sounds this week. You can play a game of taking turns saying and making up rhyming words using first the long I sound (*ivy, lively; live, dive, five; sigh, lie, pie, etc.*) and then the short I sound (*it, pit, sit, mitt, kit; bin, kin, pin, skin, etc.*). You might find words that use letter Y for the long I sound will come up during your rhyming game (*cry, fly, my*)—you can explain that letter I is another letter that has two different sounds, and that different letters can make the long I sound.



4. On another day, introduce the following J rhyme. Emphasize the sound of J as you recite “Jack and Jill.”

## J

Jack and Jill went up the hill,

To fetch a pail of water.

Jack fell down,

And broke his crown,

And Jill came tumbling after.



Your child can act out the story of Jack and Jill while saying the verse. Make sure to find a good space for a nice rolling tumble!

5. One morning this week, ask your child to practice printing uppercase and lowercase letters I and J on unlined paper and then put a neat line of letters in the MLB.

## Further Study

Pay particular attention to differentiating between short and long vowel sounds (such as the short and long I in *bit* and *bite*). Have your child say many words that use each sound, e.g., *pit*, *sit*, *fit*, *kit*, *wit*, etc., and *kite*, *fight*, *might*, *right*, etc. Do this for the long and short A sounds as well, periodically reviewing them. See if you can make silly rhymes together with these words. Nonsense words are fine. What is important is to distinguish the sounds from one another. Do this for the consonants learned so far as well.

Another fun activity to help with these vowel sounds is to call out words (nonsense or otherwise) to each other as you toss a ball back and forth. Begin by calling out words with the short vowel sound, and then call out words with the long vowel sound. You can use this activity to solidify the learning of all the letters if you wish, both consonants and vowels. Learning is engaged at a deeper level when children incorporate physical activity with the cerebral. Here, the child is engaged intellectually in catching the ball; remembering the different letter sounds then becomes second nature.

## Social Studies

### Assignments

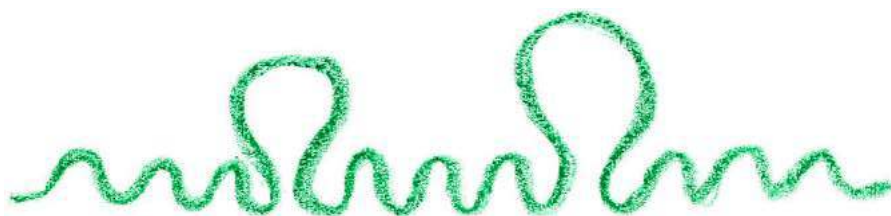
1. Talk to your child about your earliest memories, or tell family stories from when you were young. Ask your child to describe their early memories, and perhaps draw an illustration of one in the MLB. You can write a caption beneath it.
2. For the rest of the year, continue to periodically recite the days of the week, months of the year (in order), and current date. You can ask your child what will be the day tomorrow, what day was yesterday, what year will it be next year, and other time-related questions.

3. Continue reading classic stories and fairy tales and finding ways to talk about how people treat one another.

## Math

### Assignments

1. We begin this week with curved running geometric drawing. Tell your child a little story pertaining to the form. You could say there is a snake slithering along the grass. When the snake comes to a rock it slithers around it, then continues on its way. A bit later the snake comes to another rock and slithers all the way around.



Demonstrate the form for your child on a chalkboard or large drawing paper. Model good working habits and care in your work. Have them do some or all of the movement exercises with this form before practicing it on paper. Once your child is ready, they can draw a final copy of the form in the main lesson book.

2. The next form can be seen as more of a conversation. You can make up a story of your own to go with this form or use the one below. If you are interested in creating your own story, it is a good way to address something that has happened with your child during the week. Perhaps your child was upset about something or was proud of something they did. The brief stories you use to accompany the geometric drawings can address a challenge or accomplishment without being pedantic about it. Your child will know what you're talking about without having to address the issue directly.



This form could be a conversation between two good friends. One friend speaks, then the other has a turn, then one friend speaks, then the other has a turn. Draw the form as your telling the little story. Have your child do the movement exercises before drawing a final copy in the main lesson book.

3. The next form for this week is a transformation of the previous form. Ask your child to look at the conversation form and then try to draw a similar form using only straight lines. Let your child think for a minute to try to come up with a solution and then draw it.

Check to see that the form follows the instructions (mirrors the original form but uses straight instead of curved lines). If it isn't true to the instructions, look together at how you can change it. There are many ways this form could look; below is one possibility.



Have your child trace the new form in the air or on the ground before practicing it and drawing it in the MLB.

If your child is interested in an additional challenge, see if they can translate the snake form (from assignment #1) into a straight line form.

4. On another day, count from 1 to 100 while throwing a ball back and forth, or bouncing it once on the ground between you in between each catch. Count forward and backward. On a different day, try starting with a number other than 1, and continue to count forward to 100 or backward to 1.
5. Have fun with this marching pattern and count aloud as you take each step. Step forward one step, then step or march backward two steps; take three steps forward, then four steps backward. Continue in this manner until you reach 12 steps, then reverse the process (forward 11, back 10, forward 9, back 8, etc.) See if your child can tell you which quantity is next in the series each time.

## Further Study

Geometric drawings make great borders for other main lesson book pages. Your child can also use them to create cards to send to family or friends or for birthday cards.

Some children like to go very fast with their drawings and writing. It is important to emphasize that this is not a race and that they should take care and work slowly and carefully. Sometimes when children rush through their work, it's because the work is actually very challenging for them and they want to be done with it. Taking time now when your child is young to work through these challenges helps everyone in the long run. Make sure you model careful movements while creating these geometric drawings. There should be a consistent flow in the movement both with large and fine motor activities with these drawings. You want to avoid jerky or noncontinuous motions in the drawings.

## Science

This week, nature studies will begin to focus on animals. Look for opportunities to observe animals in their natural surroundings.



## Assignments

1. Every animal leaves its footprints as it makes its way through the world, just as we do. Go on a nature hike together, and look for tracks. Notice your own footprints as well.

Using your magnifying glass, look closely at the tracks. Consider where you are and what season it is. What do you think this animal (or human) was doing here? Were they foraging for food as winter may be coming? Were they making a home? Sit down and trace the animal tracks by putting a piece of lightweight tracing paper over the track or footprint and lightly brushing across the print with a pencil until the form appears. You may also simply draw the print freehand. It does not have to be exact.

If you are unable to do this exercise in nature, find a book or website on tracking. Recommended online resources are provided on the Oak Meadow website. You may draw tracks from photographs or illustrations you find.

2. Look at your tracking resource together, and try to distinguish what made the prints you found. Was it a dog? A rabbit? If you can, look at photos or drawings of the type of animal, and look at the shape of the foot. Compare it to the track. Compare one track to another, and compare the shape of each animal's foot.

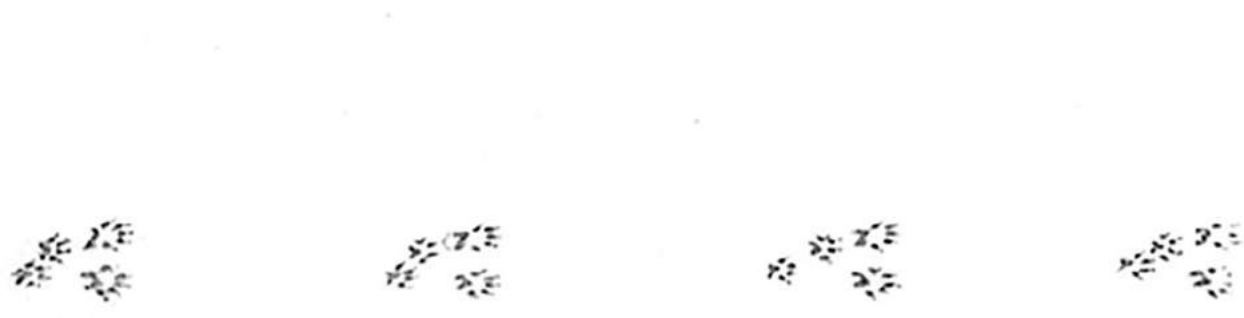
Trace your child's footprint. Compare it to the animal one you have found.

Have your child glue the animal prints into the MLB. Name the tracks you were able to identify. Your child might also like to draw a picture of the animal.

3. Take another nature walk and collect materials for the craft project, Forest Art.

## Further Study

Long ago, animal tracking was a skill that was necessary for survival. As a result, there are many resources available for discovering more about it. Research the animals in your area so you know which animals you might find when you go on your nature hikes. Practice sitting quietly in nature until the animals begin to move about. Watch and see what they do. No matter where you live, nature is active; you simply have to find it!





## Arts & Crafts

### Assignments

1. Make Forest Art using the natural materials you collected on your walk (instructions found in *Oak Meadow Crafts for the Early Grades*).
2. Continue the knitting project, or cast on stitches so your child can start a new project.

## Music & Movement

### Assignments

1. Learn exercise #5: Exercise for B and A, in *Beginning Recorder*. Continue practicing what you've already learned.

Watch your child as they play, and give simple suggestions if the recorder is being held awkwardly or gripped too tightly, or the fingers are getting confused.

2. Create an obstacle course this week. This can be done inside or outside. Use chairs, planks, tires, boxes, tables, etc., to create a course that your child will crawl and climb over, under, through, around, and between. You can do the obstacle course as well, or do it first to show your child the route to take.

Change the requirements so that your child must relate to the same obstacles in different ways. Can the course be done backward? Without touching the ground? While you and your child hold hands? On a different day, perhaps your child would like to create another obstacle course in a different location or using different obstacles.

## Health

### Assignment

Complete lesson 5 in *Healthy Living from the Start*. Basic first aid skills are explored in this lesson as your child finds out how to care for broken bones.



**FOR ENROLLED STUDENTS**

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 8. 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 your child's progress over time.

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Identifies the long I sound in words				
Identifies the short I sound in words				
Identifies the J sound in words				
Draws uppercase and lowercase letter I in picture form				
Draws uppercase and lowercase letter J in picture form				
Writes uppercase and lowercase letters A through J				
Identifies sounds for letters A through J				

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

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Recalls early memories				
Demonstrates knowledge of days of the week				
Demonstrates knowledge of months of the year				
Shows awareness of concepts of time				
Shows awareness of social relationships				

MATH	Developing	Consistent	Competent	Notes
Draws running geometric forms using curved lines				
Draws running geometric forms using straight lines				
Transforms curved line forms into straight line forms				
Shows symmetry in form drawings				
Counts from 1–100 in sequence, ascending				
Counts from 1–100 in sequence, descending				
Counts from 1–100 from a midpoint in the sequence, ascending and descending				
Sorts, measures, counts, and categorizes in the context of daily activities				

SCIENCE	Developing	Consistent	Competent	Notes
Observes seasonal changes				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

SCIENCE ( <i>continued</i> )	Developing	Consistent	Competent	Notes
Observes and draws animal tracks				
Compares animal feet to animal tracks				
Sorts items according to different classifications				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes using B and A notes on the recorder		
Negotiates obstacle course with coordination		
Shows balance while navigating obstacle course		
Moves rhythmically at varying tempos		
Demonstrates knowledge of care of broken bones		

# Weekly Planner—Lesson 9

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							

## ASSIGNMENT SUMMARY

### Language Arts

- ☐ Hear and retell “The Magic Locket.”
- ☐ Hear and retell “Rumplestiltskin.”
- ☐ Hear and retell “The Snake King.”
- ☐ Draw letters Q, R, and S in picture form.
- ☐ Identify the sounds for Q, R, and S.
- ☐ Memorize tongue twisters.

### Social Studies

- ☐ Add events to the calendar.
- ☐ Differentiate between equal and fair.

### Math

- ☐ Introduce subtraction.
- ☐ Use manipulatives to solve subtraction problems.
- ☐ Express an equation in picture form.
- ☐ Use addition and subtraction in daily life.

- ☐ Create a pattern with beads.
- ☐ Count varying quantities, ascending and descending.

### Science

- ☐ Learn about cloud types.
- ☐ Chart daily weather.
- ☐ Create cloud pictures.
- ☐ Determine wind direction.

### Arts & Crafts

- ☐ Continue the knitting project.
- ☐ Make a Fish Wind Sock.

### Music & Movement

- ☐ Play the recorder.
- ☐ Do favorite exercises.

### Health

- ☐ Learn about sharing personal information.

## Materials Still Needed

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## Notes

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# Lesson 9

## Morning Circle

- Recite the opening and closing verses, and add one or two new songs, verses, and fingerplays. Vary how well-known songs and verses are done, and incorporate large and small body movements.
- “Skin-a-ma-rink” and “Five Little Monkeys” are verses that go well with this week’s language arts and math lessons.

## Language Arts

### Reading

At bedtime, read “The Magic Locket,” “Rumplestiltskin,” and “The Snake King.”

### Assignments

1. Read “The Magic Locket.” The next morning, ask your child to retell the story. Show how the uppercase and lowercase letter **Q** is seen in the story details. Have your child do two watercolor paintings: one of the Queen with her long flowing robe, and one of the princess with her long flowing hair. Have your child emphasize the shapes of the letters using a different color. When the paintings are dry, they can be added to the MLB.



### MATERIALS

#### Language Arts: Letter S Snakes

bread dough, clay, or beeswax

#### Math: Bead Pattern

beads in a variety of colors, shapes, or sizes

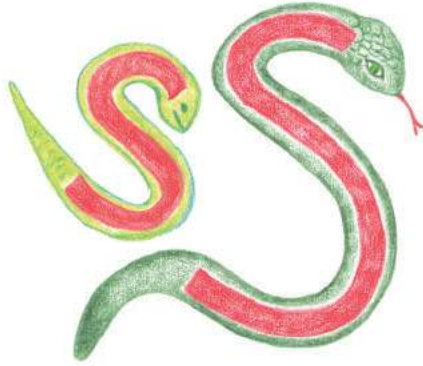
#### Science: Clouds

cotton balls  
glue  
construction paper

#### Arts & Crafts: Fish Wind Sock

heavy paper, about 16 inches wide and 24 inches long  
poster paints, crayons, or colored pencils  
plastic lid from a coffee can  
scissors  
glue  
string  
hole punch

2. On another day, recall the story of “Rumplestiltskin,” and together draw the uppercase and lowercase letter **R** in the shape of the spinning wheel and Rumplestiltskin’s walking stick.
3. Read and have your child retell “The Snake King.” Have your child form a series of large and small **S**-shapes using bread dough, clay, or beeswax. Draw the uppercase and lowercase letter **S** in the form of a snake in the MLB.



4. Introduce the rhymes for Q, R, and S. Ask your child to select one of the tongue twisters to learn. Practice it slowly at first, emphasizing clear diction. Once your child has memorized it, see how fast it can be said clearly!

## Q

Quick quails quacked

Quit, quails! Quick!

Queen needs quail quills for quilting.

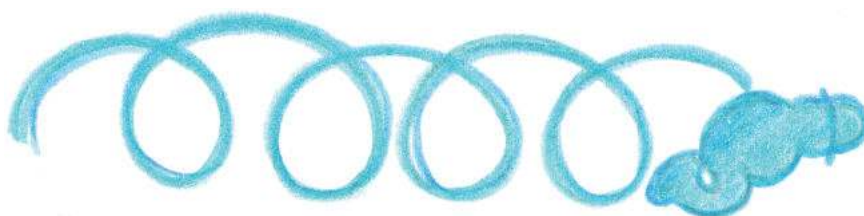
## R

Robert Rowley rolled a round roll round

A round roll Robert Rowley rolled round

Where rolled the round roll

Robert Rowley rolled round?





# S

Swan swam over the sea,

Swim, Swan, swim!

Swan swam back again,

Well swum, Swan!

5. Ask your child to practice printing the uppercase and lowercase letters Q, R, and S, and then write them in the MLB.

## Further Study

Physically, tongue twisters limber up the tongue much like warm-up exercises do for the body. If your child seems tired or inattentive in the morning, have them stand and, together, speak a tongue twister (all the tongue twisters and alliterative phrases used to practice letter sounds are found in the *Oak Meadow Guide to Teaching the Early Grades*). Ask your child to perform the tongue twister faster and faster as it becomes more familiar. These exercises help them focus as well as wake up the mind!

## Social Studies

### Assignments

1. Continue working with daily and monthly rhythms on the calendar and with the weekly activities chart you've created. Remind your child to add nature-related events to the calendar as well as family or community events.
2. As you read stories and go about your daily activities this week, look for ways to introduce the concepts of fair and equal. Many children (and adults, for that matter!) treat these words interchangeably, but they are two distinct concepts. Equal means that everyone in the family gets one piece of cake, all the same size. Fair means that the baby gets just a small bite, and the toddler gets a small piece, and the older children and adults get regular size pieces. This is fair because each person gets a piece that is right for them. Giving a toddler or baby a big piece of cake would waste food or, worse, make them sick. This is just one very simple example of fair and equal. You might find that in the course of a day, the baby needs lots of your time, but the older children still get quality one-on-one time, just in a different quantity. Each child doesn't get an equal share of your time, but your time is distributed fairly.

Equal is a concept that children may find easy to grasp because it is easy to see in a quantitative way. Fair is something that is often felt more than intellectually processed. Your child may have a very strong sense of what is fair without knowing exactly why. Take some time this week to encourage your child to explore the concept of fairness.

# Math

## Reading

Tell the story “Queen Minus” (found in *Oak Meadow Grade 1 Resource Book*).

## Assignments

1. This week, your child will focus on the qualities and operation of subtraction. We will work with subtraction from two different perspectives: the whole (6), minus some ( $-2$ ), and what is left over ( $-4$ ). We will also look at what you started with (6), what is left over ( $-4$ ), and how many were lost or given away to create this situation ( $-2$ ).

Begin by recalling Queen Minus from “The Kingdom of Mathematics.” What continually happened to Queen Minus? How did she find happiness in the end? Tell the story “Queen Minus” (or make up a similar story of your own).

Have your child take out the math manipulatives (glass “gems,” dried beans, Cuisenaire rods, etc.) and mat. Using the manipulatives, have them count out 4 for the 4 loaves of bread. Recall together that the queen arrived at the castle with just 2 loaves of bread. Ask your child how many loaves of bread the queen had lost. Pause and observe how they begin to wrestle with this problem. Be patient—don’t offer suggestions or give the answers too quickly. The important element is that your child’s working to solve the problem.

Once your child gives you an answer, don’t respond right away with a yes or no. Instead, ask them to explain how they came to that answer. The thought process of the operations is just as important, if not more important, than the final answer. If the answer is correct, having them articulate how they came to that answer is good practice as it is providing a logically supported explanation. If your child came to the incorrect answer, hearing how that answer came about will better help you understand where the misunderstandings are.

You might find your child making corrections to the original process as they begin to explain it, which is excellent. Or you can help by pointing out where the mistake happened and encouraging your child to back up and work through the problem again. If they are not yet able to articulate the process of calculation, you can model your own thinking for them, explaining how you would solve the problem. This is a very helpful step for some children and will help them explain their own calculation process in the future.

Now, clear the mat and have your child put out manipulatives for the 12 toy trucks. Ask your child to recall how many toy trucks the queen had when she arrived at the village square (8) and to move that many objects to one side. Ask them how many trucks the queen lost along the way. Once again, when your child gives an answer, ask for an explanation of the thinking process before saying if it’s correct or incorrect.

Create more stories of Queen Minus, and have your child do the arithmetic problems with manipulatives.

2. Draw a picture of the 12 trucks on the top of the MLB page. On the bottom of the page, draw a picture of Queen Minus with a hole in her sack and 4 trucks on the ground. Have your child write the number 8 on the sack and the numbers 4 and 12 by the other trucks. We will introduce the equals sign in lesson 13. Until then, we will represent number sentences pictorially. This allows the child to move from the concrete (manipulatives) to the pictorial before moving on to the abstract (symbols).
3. Throughout the week, present simple word problems for your child to solve. When you're setting the table, tell them that there are 2 spoons in the dish rack and you need 4 spoons to set the table. Ask how many spoons you need to take out of the drawer. Find other opportunities to do arithmetic problems using addition and subtraction as you go through your day.

Bake bread (or choose another baking project) together. Have your child count out eggs, cups, teaspoons, etc. Talk through the arithmetic of measuring such as, "We need 6 cups of flour." (Have your child measure out each cup and count it as it is put into the bowl.) "1, 2, 3. We have 3 cups, and we need 3 more to get to 6." Have your child participate as much as possible, but don't over-tax their intellect at this point with lots of mental math. Your child will pick up much of how you work with numbers through imitation.

4. Have your child make a necklace that Queen Minus would wear using beads. Wooden beads in a variety of colors are great for creating patterns, or you can make your own beads. Have your child create a repeating pattern with the beads. This could be a pattern of shapes, colors, sizes, etc. Have them explain the pattern to you.
5. Count in groups of 10 from varying starting points. For example, start at 4, count up 10 numerals (to 14) and then count backward down to 4. You model this activity first and then invite your child to choose a numeral to start. You can take turns naming the starting number, and naming the quantity to count from there. Add a physical element to this exercise, such as bouncing a ball back and forth, or hopping forward and backward as you count forward and backward.

## Science

### Assignments

1. Go outside with your child this week, and look up at the sky. Observe the cloud formations. What shapes do you see? What do the clouds look like?

There are three basic types of clouds: cumulus, cirrus, and stratus. Because young children remember more easily picture descriptions of objects rather than scientific names, we offer descriptions below.



Fluffy clouds (cumulus) have billowy tops, which may get taller and taller, but the bottom of the cloud does not change. You may see fluffy clouds in fair weather. The weather may be sunny and warm. Sometimes rain will follow from these clouds. The rain does not last a long time. The rain may fall fast and stop suddenly. Sometimes if the clouds are large, thunder and lightning may occur, or hail may fall.

Feather clouds (cirrus) are very high in the sky where the air is cold. These clouds are made of tiny bits of ice because they are so high. Rain does not fall from these clouds. These clouds may be seen at any time of the year. In some geographical areas, they appear just before and just after periods of rain, so the sight of cirrus clouds can signal the approach of rain in one or two days, or mark the end of a rainy period and the beginning of clear skies.

Blanket clouds (stratus) are very wide and usually cover most or all of the sky, making the day seem gray. The weather is not usually sunny when we see these clouds in the sky. Rain or snow may fall for a long time.

2. Have your child create a new weather chart this week, adding space to record the cloud conditions. Make the chart large enough for room to glue a picture of cloud formations, as well as to note basic weather conditions (rainy, sunny, gray, windy, snowy), wind direction, and temperature. Leave a space to write weather predictions based on your observations. Help your child write the words to describe these conditions. It is fine if you print the words yourself; your child can trace over your writing to practice forming the words.
3. On a piece of blue construction paper, have your child use cotton balls and glue to form the clouds they see each day. Do this for one week (or more). Help them write the type of cloud under the picture and then glue it into the science MLB.

4. Review the cardinal directions: north, south, east, and west. See if your child remembers where the sun rises and sets, and how to find north. Ask them to try to discover which way the wind is moving (if the wind isn't moving enough for the weather vane to work, demonstrate how you can slowly turn your face until you feel the wind hitting you directly). Try noticing the way the trees are blowing in order to guess wind direction. Hold a sock or flag in the air. Have your child lift a wet finger into the air to try to feel the wind direction (the wet finger will feel cool where the air hits it).

Figure out what direction the wind is coming from, and then determine which way it is blowing. Once your child decides which way the wind is blowing, use your compass to check the direction. Look up at the clouds, and see if you can observe them moving. They should be moving in the direction of the wind.

Show your child how to use N, S, E, and W to indicate the four directions, and have them write the way the wind is moving under each day's cloud picture. For example, if the wind is coming from the north and blowing south, you might write "N to S."

## Further Study

When you are going on outings this week, talk more about wind direction and the effect it has on the clouds. Do they change shape as the wind blows? Weather prediction often begins with a look at the clouds. Cumulus clouds indicate good weather and heavy cirrus clouds often indicate rain or snowfall ahead. Read a book about clouds to your child. *The Cloud Book* by Tomie dePaola is one suggestion.

## Arts & Crafts

### Assignments

1. Continue the knitting project.
2. Make a Fish Wind Sock.

## Music & Movement

### Assignments

1. Learn exercise #8: Exercise for B, A, and G (*Beginning Recorder*) and continue to practice the songs learned earlier. You don't have to play each song each day, but there is enough of a repertoire of exercises now for your child to use two or three each day for practice before working on the new song.
2. Review the many movement exercises your child has done, and select a few favorites to do this week.

# Health

## Assignment

Complete lesson 9 in *Healthy Living from the Start*. In this lesson, the topic of stranger awareness is gently introduced through activities that focus on sharing personal information.

### FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 12.

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.

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Memorizes and recites verses				
Identifies the Q sound in words				
Identifies the R sound in words				
Identifies the S sound in words				
Draws uppercase and lowercase letter Q in picture form				
Draws uppercase and lowercase letter R in picture form				
Draws uppercase and lowercase letter S in picture form				
Writes uppercase and lowercase letters A through S				
Identifies sounds for letters A through S				

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

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Uses calendar to note special events				
Differentiates between equal and fair				
Demonstrates knowledge of days of the week				
Demonstrates knowledge of months of the year				
Shows awareness of concepts of time				
Shows awareness of social relationships				

MATH	Developing	Consistent	Competent	Notes
Uses objects to demonstrate story problems				
Expresses equation in picture form				
Displays different arrangements of quantities up to 10				
Counts from 1–100 in sequence, ascending				
Counts from 1–100 in sequence, descending				

MATH <i>(continued)</i>	Developing	Consistent	Competent	Notes
Counts a specific quantity from a midpoint in a sequence				
Uses addition and subtraction in the context of daily activities				

SCIENCE	Developing	Consistent	Competent	Notes
Observes weather conditions				
Measures and records weather conditions				
Collects data over time				
Predicts weather based on observations				
Demonstrates knowledge of cardinal directions				
Demonstrates knowledge of cloud types				
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, and G		
Uses varied tempos while playing familiar songs on recorder		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of sharing personal information		



# Weekly Planner—Lesson 18

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							

# Weekly Planner—Lesson 18

Date \_\_\_\_\_

## ASSIGNMENT SUMMARY

### Language Arts

- ☐ Identify and write ENT words.
- ☐ Identify and write EST words.
- ☐ Identify and write EED words.
- ☐ Review previous word families.

### Social Studies

- ☐ Identify characteristics of different climate regions.
- ☐ Compare lifestyles in different climate regions.
- ☐ Draw detailed pictures of life in other regions.

### Math

- ☐ Review the first semester.
- ☐ Practice skip counting by twos, fives, and tens.
- ☐ Identify missing numbers in a sequence.

### Science

- ☐ Learn about constellations.
- ☐ Draw a picture of the night sky.

### Arts & Crafts

- ☐ Create an Ice Sculpture.

### Music & Movement

- ☐ Practice exercises on the recorder.
- ☐ Play relay races and chase games.

### Health

- ☐ Review activities related to healthy habits.

## Materials Still Needed

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## Notes

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Grade

1

# Lesson 18

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This lesson marks the halfway point in your school year! Congratulations! This is an excellent time to review all the lovely main lesson book work with your child, and reminisce about all the things you've seen and done and all the explorations you've shared.

## 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.
- “She’ll Be Coming ‘Round the Mountain” is a song that goes well with this week’s science lessons. After you study different regions, you can change the words: “She’ll be coming down the river when she comes/ She’ll be paddling a kayak when she comes” or “She’ll be coming across the ice when she comes/ She’ll be riding on a dogsled when she comes” (or on a snowmobile).

## Language Arts

### Assignments

1. Introduce the **ENT** word family. Ask your child to write the ENT words in the MLB and to decorate the border of the pages with triangles (tents). Explore this new word family in a variety of ways, based on the activities in previous lessons.
2. Introduce the **EST** word family. Have your child draw a picture of a nest, and cut eggs out of construction paper. On each egg, write one EST word, and then glue the eggs into the nest. Remember to have your child read the list of words.
3. Introduce the **EED** family. Ask your child to do a watercolor painting of green fields (weeds) with a horse (steed) running across the field. When the painting dries, they can write the EED word family in crayon on the side or bottom of the painting.

### MATERIALS

#### Science: Night Sky

black construction paper  
chalk

#### Arts & Crafts: Ice Sculpture

large chunk of ice (put water  
in a bowl and place in  
freezer overnight)

salt

food coloring

warm water

baking pan or pie plate  
spoon

4. Continue to review the word families your child has already learned. Go back over the lists in the MLB and have them read the words to you. Review the stories in *Oak Meadow Word Families*—you may be surprised how many words your child is beginning to recognize!

## Further Study

For children who are eager for more practice with E-based word families, here are more you might like to work with: EAT, EEL, EEP, EET, EG, END, and ET.

# Social Studies

The focus in social studies will now shift to how location, climate, and physical surroundings affect the way people live in terms of food, clothing, shelter, transportation, and recreation. This will lead into a look at economics (goods, services, bartering, etc.) in the coming weeks.

## Assignments

1. Look at the globe again. Point to an area on the equator. Talk to your child about how it might be to live in the warmth of the tropics. Discuss how people who live there might dress. What might they eat? How might they get around that is different or similar to how you get around? For instance, they might use kayaks on the sea or bicycles in the warm weather. What might they do for fun? What might their houses look like? You may simply talk about these things or actually look up the information. The library has many books about different areas of the world.

Have your child draw a picture of someone living in the tropics. Label it “The Tropics.”

2. Now, point to an area close to one of the poles. Here it is very cold most of the time. How might these people live differently? How might they dress? Ask the same questions as above.

Have your child draw a picture of someone living in arctic conditions. Label it “The Arctic.”

3. Choose a final, very different location. If the area is mountainous, how might it be to live there? What would it be like to live in the desert, or in a rain forest? Explore the climate and accompanying lifestyle of the people in the area you choose.

Have your child draw a picture of someone living in this area. Label it.

4. Finally, have your child draw a picture of themselves in your home. How is your life different from those people in the other pictures they have drawn? What is the climate like where you live? Encourage your child to include details that differentiate their life from what it would be like to live in a different climate region.

Point out that the Earth is home to all these people, including your child. Everyone in your town, state, country, and the world calls Earth their home.

## Further Study

This is a nice segue into topics related to caring for the Earth. There are many programs that describe ways children can participate in the health of our environment, and children are often eager to get involved. Keep it simple, on a first grader's level, perhaps with caring for plants, animals, and environments in the local area.

Also, now might be a fine time to explore other cultures and the different ways people live. If you have family or friends from other cultures, have your child check in with them to learn more about their lifestyle!

## Math

### Assignments

1. Take some time this week to review the work from the first semester. Look over your child's main lesson book, recall the stories told, and revisit some favorite activities from the semester.
2. Practice skip counting by twos, fives, and tens, incorporating different types of movement (hopping, jumping rope, skipping, hand-clapping, etc.).
3. Write a sequence of numbers between 75 and 100 in the main lesson book or on a chalkboard, but leave blanks for several numbers. Have your child fill in the missing numbers. Repeat the process from 100 to 75 in descending sequence.

## Further Study

For a greater challenge, your child might like to write the sequence of numbers for assignment #3, leaving blank spaces for you to fill in the missing numbers.

Some children enjoy the repetition of writing numbers. If your child is one, they can write numbers 1–100 in the MLB, or on a long, skinny piece of paper that can go underneath the alphabet wall frieze that was created in lesson 12.

## Science

### Reading

Read “Stargazing” to your child (found in *Oak Meadow Grade 1 Resource Book*).

### Assignments

1. Go out several evenings this week after dark and locate various constellations. If you wish, you can find references at your local library or online that will help you locate constellations in the night sky.

2. Have your child choose one favorite constellation. Draw a picture of the night sky showing your constellation by using white or light blue chalk on black construction paper. Your child might like to add the moon in one of its many phases. Glue the picture into the MLB.

Teach your child this verse to use while stargazing:

Star light, star bright,

First star I see tonight,

I wish I may, I wish I might

Have the wish I wish tonight!

Make a wish!

## Further Study

Many science museums have night sky exhibits that show what the night sky looks like in various parts of the world throughout the year. Check them out!

# Arts & Crafts

## Assignment

Create an Ice Sculpture (found in *Crafts for the Early Grades*). Let your child experiment with the three primary colors (red, yellow, and blue) to make other colors. There's no need to tell them how to make other colors (like green, purple, or orange)—just let them explore and discover it independently.

# Music & Movement

## Assignments

1. Learn exercise #10: Exercise for C. Continue to experiment with tempo as your child practices familiar tunes.
2. Agility is the ability to move the body or any of its parts in any direction quickly, easily, and with control. Play relay races, taking turns racing from point A to point B, and picking up or passing an object between the runners. Incorporate elements that require moving in several different patterns, and manipulating objects such as blocks or balls.

Your child might also like to play chase games this week.

# Health

## Assignment

Complete lesson 18 in *Healthy Living from the Start*. Review the topics from Unit III: Healthy Habits, and answer any questions your child might have. Revisit favorite activities or try a new one.

### FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 20. If you are enrolled in the first semester only, please send lessons 17 and 18 to your teacher at this time.

For all enrolled families, once your teacher has reviewed your child's work through lesson 18, a first-semester evaluation will be written and shared with you. In the meantime, continue on to lesson 19, and as always, contact your teacher if you have any questions.

## Learning Assessment

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

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Identifies ENT words				
Identifies EST words				
Identifies EED words				
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

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Identifies locations on a globe				
Draws a simple 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	Developing	Consistent	Competent	Notes
Names ordinal numbers up to 20th				
Writes ordinal numbers in numeric form				
Demonstrates skip counting by twos				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				



MATH ( <i>continued</i> )	Developing	Consistent	Competent	Notes
Sorts and classifies objects in multiple ways				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				
Solves addition problems with manipulatives				
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Solves division problems with manipulatives				
Uses math in the context of daily activities				

SCIENCE	Developing	Consistent	Competent	Notes
Shows familiarity with constellations				
Compares seasonal differences				
Shows awareness of seasonal changes				
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 hand-clapping various rhythms		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of healthy habits		



# Materials in Alphabetical Order

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## Baking pan or pie plate

baking sheet

ball, medium size (approximately 7 inches)

balloons (water balloon size)

beads, buttons, charms, felt, and other materials  
for decoration

beads in a variety of colors, shapes, or sizes

birdseed

blindfold

blotting paper

bread dough, clay, or beeswax

bricks, books, or heavy objects

buckets or baskets

bundt pan (or other wreath shaped mold)

## Cake pan, 9-inch round

cardboard box, large

cardboard box, medium

cardboard box, small

cardboard, thin (from a cereal box)

chalk

clay

cloth ribbon

colored pencils

compass

construction paper

corrugated cardboard

cotton balls

crayons

Crisco or other shortening

## Drawing paper

dowel

dryer lint, pet hair, pieces of yarn or string

## Eggs

elastic

embroidery thread and needle

## Fabric

felt

felt pad or place mat

felted wool or cotton batting for stuffing

flowers

finger knitting

floor wax (find a nontoxic type)

food coloring

## Garden clippers

glass “gems,” polished rocks, or any type of math  
manipulative

glitter, paint, or salt

glue

glue stick

gourd seeds

**H**ammer

heavy paper

hole punch

**I**ndex cards

iron

**K**itchen towel

knife

knitting needles

**L**arge paper (easel paper or butcher paper)

large-eyed needle

leaves

lightweight paper

liquid white glue

**M**agazines

magnet

magnifying glass

marker

masking tape

milk carton

moss

**N**ails

needle and thread

newspaper

notepaper

nuts, seeds, or other natural objects

**P**aintbrushes

paper bag

paper clips

paper plate

peanut butter

pencil

pie pan or shallow dish

pie plate

pillow stuffing

pinecones

pine needles, bark, herbs

plastic bags

plastic lid from a coffee can

plastic milk jug (gallon or half-gallon)

pole or sturdy stick

poster paints

pushpins

**R**ed berries, pine boughs, and other seasonal plants

ribbon

rice

ruler

**S**afety pins

salt

saucer, small

saw

scissors

shoebox

small dried beans or lentils

smock or large old T-shirt

spoon

sticks or dowel

straight pin

straw

string

string or dental floss for hanging

**T**ape

tennis ball or beanbag

thermometer, outdoor

toothpicks

towel or fabric for curtain

towel, old

tracing paper

twigs

twine

**U**tility knife

**W**ax paper

wood

wood, small pieces or short planks

wooden blocks, dollhouse furniture, or any other  
objects of your choosing

wooden plank, 4 inches wide wide and 8 to 10  
feet long

**Y**arn in several colors

**Z**iplock bags