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 • Cummulative 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

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Introduction

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.

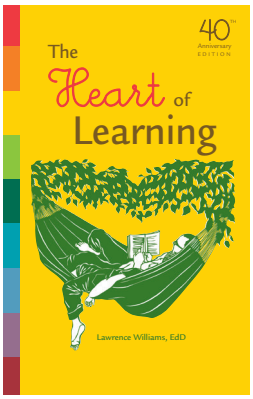
The *Oak Meadow Grade 1 Resource Book* is designed to be used with the *Oak Meadow Grade 1 Coursebook*. In the resource book, you will find detailed information on teaching all the subjects in first grade. In addition, *Oak Meadow Grade 1 Resource Book* contains all the stories you need to teach the 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		
DAY 1							
DAY 2							
DAY 3							
DAY 4							
DAY 5							
DAY 6							
DAY 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

Notes

Grade

1

Lesson 1

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.

- "Aiken Drum" and "I See the Moon" are two verses that will work well for this week's langauge 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.

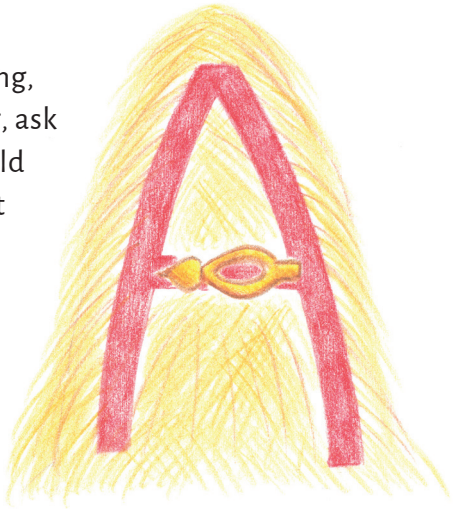
Language Arts

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.

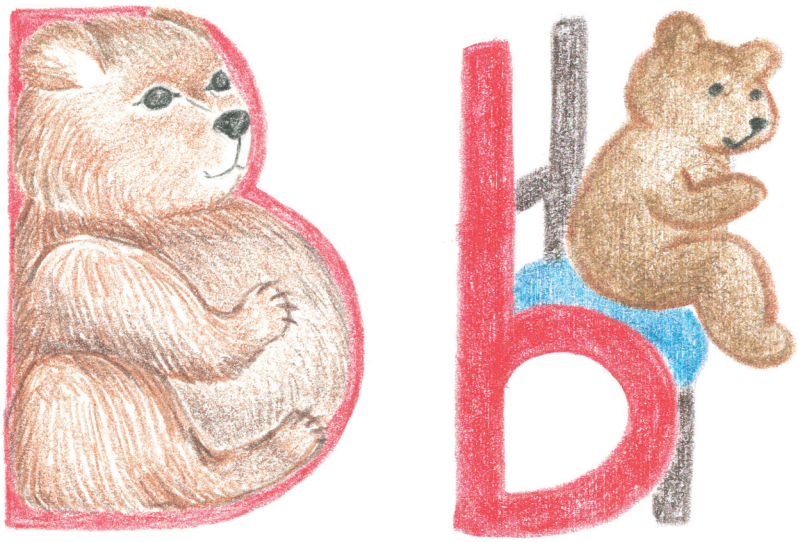
2. Draw a picture to demonstrate how the uppercase and lowercase letter A may be drawn from the story. (Refer to the *Oak Meadow Guide to Teaching the Early Grades* for crayon drawing instructions.)

   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.

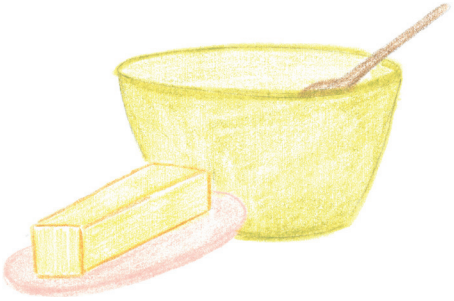
So she bought a bit of butter

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 (*continued*)	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		
DAY 1							
DAY 2							
DAY 3							
DAY 4							
DAY 5							
DAY 6							
DAY 7							

Weekly Planner—Lesson 2

Date _____

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

Notes

Grade 1

Lesson 2

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

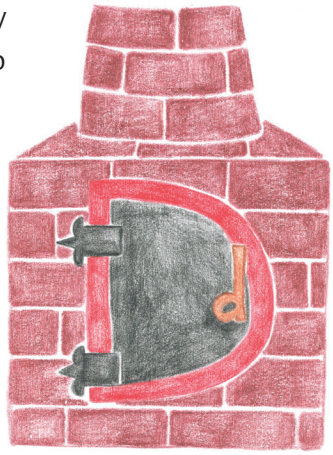
Reading

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.

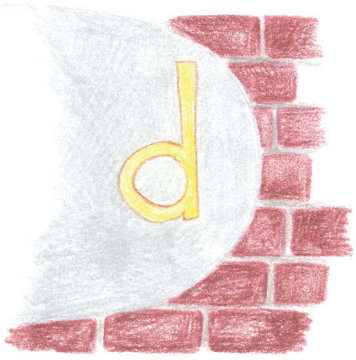
   Next, demonstrate how the uppercase and lowercase letter C may be drawn from the story. The cat curled up in the queen's lap forms the uppercase letter C, and a little cat shows the lowercase letter.



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. Social studies is all about people, which is why this assignment focuses on the human form. If your student or someone close to them is formed differently, students are welcome to reflect that in their drawing, if they desire.

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.

   This body tracing activity helps develop spatial awareness, which is an element of mapmaking; students will be making maps in later social studies lessons. In math, students are doing form drawings, and drawing the human form and then tracing the student's own form are related to

that. Body tracing is also a way to firmly place the child in the center of their education and help support and validate their sense of self. In health, they are learning about the physical body, so it ties into that as well.

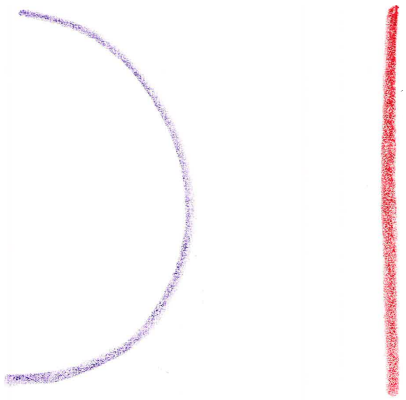
3. Continue to discuss daily, weekly, and seasonal cycles in your household and community. Your child should be able to understand the terms *yesterday*, *today*, *tomorrow*, *week*, and *month*. Give examples of events that happened yesterday, talk about what is happening today, and plan for tomorrow. 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

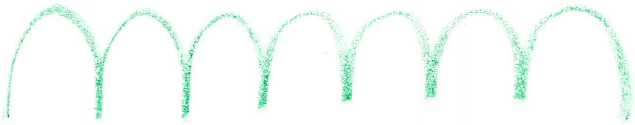
perfect, but you want your form to show careful, consistent lines and curves. As you show care in creating a lovely balanced form, your child will strive to imitate it.

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 (*continued*)	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 6

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		
DAY 1							
DAY 2							
DAY 3							
DAY 4							
DAY 5							
DAY 6							
DAY 7							

Weekly Planner—Lesson 6

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Hear and retell "Prince Darling."
- ☐ Hear and retell "Stone Soup."
- ☐ Draw letters K and L in picture form.
- ☐ Identify words with the K sound.
- ☐ Identify words with the L sound.
- ☐ Practice writing letters A through L.

Social Studies

- ☐ Mark special events on the calendar.
- ☐ Find family-related locations on a map or globe.

Math

- ☐ Find examples of numbers 1 to 10.
- ☐ Write numbers 1 to 10.
- ☐ Arrange objects in a variety of ways.
- ☐ Count 1 to 100, ascending and descending.

Science

- ☐ Observe bird behavior.
- ☐ Identify local bird species.
- ☐ Draw illustrations of bird observations.
- ☐ Predict bird behavior.

Arts & Crafts

- ☐ Continue the knitting project.
- ☐ Make a Bird Feeder.

Music & Movement

- ☐ Practice the recorder at varied tempos.
- ☐ Do coordination exercises.

Health

- ☐ Review activities related to the physical body.

Materials Still Needed

Notes

Grade 1

Lesson 6

Morning Circle

- Recite the opening and closing verses, and add one or two new songs, verses, and fingerplays. Repeat and vary familiar ones, incorporating large and small body movements and different tempos. Experiment with funny voices, for example, singing in a squeaky mouse voice or buzzing the entire tune like a bee.
- "Lucy Locket" and "This Old Man" are two verses that go well with this week's language arts and math lessons.

MATERIALS

Arts & Crafts: Bird Feeder
string
large pinecone
spoon
peanut butter
birdseed
pie plate
newspaper

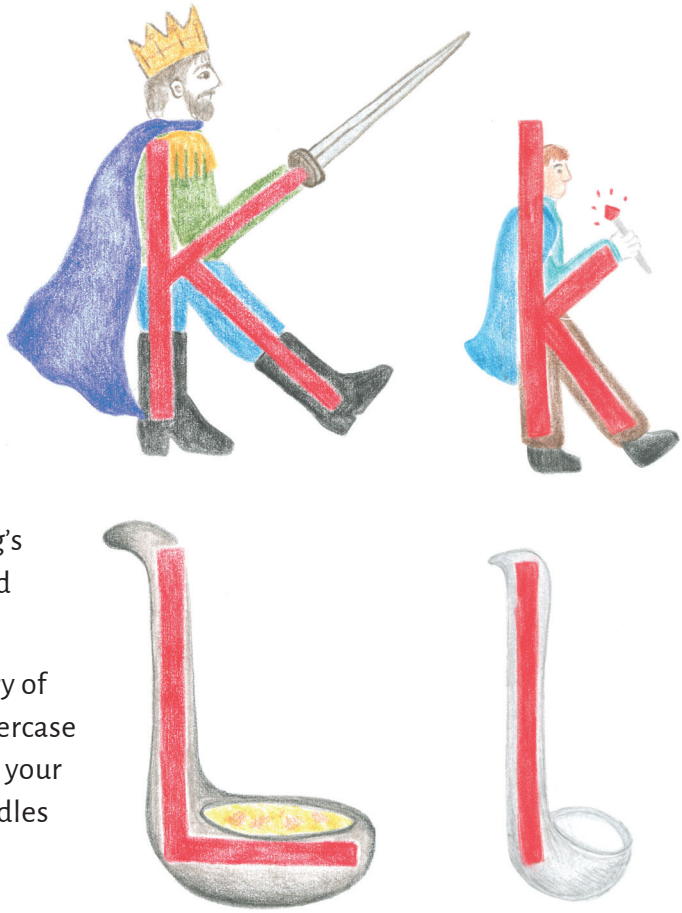
Language Arts

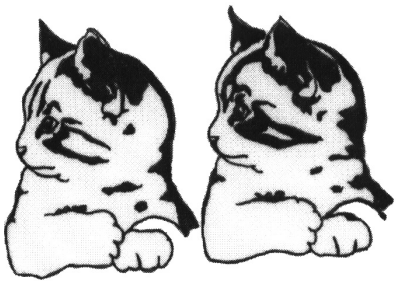
Reading

At bedtime, read "Prince Darling" and "Stone Soup." Continue throughout the year to supplement these stories with other classic tales.

Assignments

1. One morning, ask your child to retell "Prince Darling." Demonstrate how the uppercase and lowercase letter K can be found in the shape of the king and the king's son. Ask your child to draw the pictures and letters in the MLB.
2. Another day, have your child recall the story of "Stone Soup." Show the uppercase and lowercase letter L found in the ladles, and then have your child create a watercolor painting of the ladles and the letters.





3. Read the verse of "Three Little Kittens" to your child (found in the *Oak Meadow Guide to Teaching the Early Grades*) and have them act it out with you. Help them memorize the verse by practicing two lines at a time until your child knows the whole poem. Reciting it together every day will help them learn the whole thing very quickly.

   Emphasize the K sound in *kittens*, and have fun thinking up other words that have a K sound at the beginning (*key*, *kite*, *kettle*) or in the middle of the word (*like*, *pike*, *pickle*).

4. Practice the following alliterative phrases using the L sound:

   Little lumpy lizards love little leaps.

   Leopards and lions love licking lollipops.

   Lulu and Lolly love laughing, la, la, la!

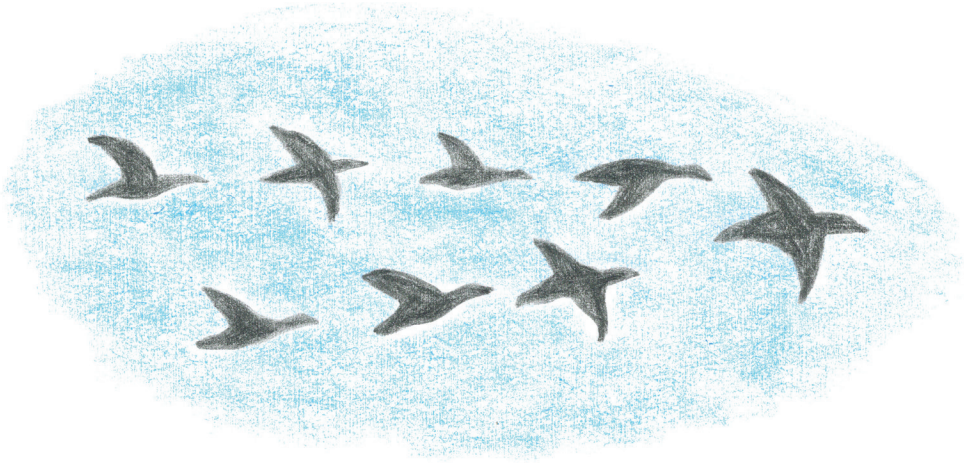
   Try to make up more of your own!

5. Ask your child to practice printing the uppercase and lowercase letters K and L on unlined paper. In the MLB, write these letters, and then (perhaps on another day) write the alphabet from A through L in uppercase and lowercase form.

Social Studies

Assignments

1. Continue to mark special events on the calendar. Have you noticed birds migrating lately, perhaps a flock of geese heading south? If so, have your child draw a picture of birds on the calendar.



2. Take out old family photos—the older, the better—and tell stories about the people in them. Perhaps your grandparents came from another country. If so, it can be fun to look at a world map or globe and locate where they came from and where they moved to. Have you moved around in your lifetime? Has your child? Use a national or world map to track where you have lived in your lifetime, and where your child has lived or traveled.

Math

Assignments

1. This week, your child will review the quality of numbers. While the first grade arithmetic curriculum focuses on the four operations, the quality of numbers forms the foundation of all math work. This week, help your child notice in what form each quantity of number appears; this often suggests the quality of the number. For instance, the quality of one is unity, and this can be seen in one tree that is home to many animals or has many branches and leaves; the quality of two is seen in the balance of day and night, sun and moon, light and dark. You might ask your child, "Where do you find three?" You might be surprised with the answers your child comes up with: two parents and a child; three children holding hands in a circle; three trees in a park; or three sides of a triangle.

   Here are some examples of how to frame thinking about the qualities of numbers and where you might find examples of these qualities in the world.

   One: a unity; many branches on one tree

   Two: polarity; dark/light

   Three: a balance point between two polarities; a triangle

   Four: the four directions; the solid foundation of a square

   Five: the four limbs and head of a human being; star

   Six: two sets of three (a six-pointed star is two triangles inverted); a hexagon

   Seven: the colors of the rainbow; the combination of triangle and square, as in a simple drawing of a house

   Eight: two sets of four; a spider's eight legs

   Nine: three sets of three

   Ten: two sets of five; ten fingers, or ten toes

   Help your child notice instances of number qualities and quantities in the environment throughout the week.

2. Have your child write the numbers one through ten in the math MLB. For each number, your child can draw a grouping of objects (for instance, one tree, two boots, three kittens, etc.).

If they are reversing any numbers (drawing the two or five backward, for instance), this is a good time to gently draw attention to the correct way to form the number. Don't worry if your child continues to reverse it for a while; just continue to reinforce the correct form of the number with tactile experiences, such as forming the number out of clay or dough, drawing the number in sand or flour on a tray, and walking the form on the ground.

3. Give your child a large quantity of small objects (such as a pile of small stones, acorns, wooden beads, dried beans, etc.) and have them make groupings of each quantity. Line up the piles in ascending order (one through ten), and then make one big pile again. Name a number—for instance, seven—and have your child make several piles with seven objects in each pile. Have them find different ways to group each pile. One pile might be divided into three piles: three, two, and two; another pile might be divided into one group of four and one group of three. Encourage your child to experiment with these different groupings on their own. There's no need to point out that three plus four equals seven—that will come later. For now, you want to let your child just explore the number quantities and qualities. Once one quantity has been experienced in a variety of ways, push all the items back into the pile, and name a new number to explore.
4. With your child, count from 1 to 100 while throwing or bouncing a ball back and forth. You can start with "One!" and your child then says, "Two!" The next time you do it, have them start the game. Another time, begin at 100 and count backward. Try starting with a number other than one and continue to count forward or backward.

Science

Assignments

1. Bird activity is a prime indicator in many regions of the change of seasons. Many birds migrate in the fall to warmer places where food is plentiful. Go outside with your child this week and observe the birds that live in your area. What are they doing at this time of year? Are they migrating (flying south—or north, if you live in the Southern Hemisphere)? Are they building nests? Gathering food? Calling for mates?
2. Go to your local library or check online to learn about the birds that live in your area.

   When you look outside again, see if you can identify any of these birds and predict what they are doing. If it is spring, they may be looking for mates. In fall, they may be migrating to or from your area. Is your area home to many birds in the winter? Where do they nest?
3. In the science MLB, have your child draw one (or more) bird(s) that you have seen this week. Ask your child to draw the bird participating in an activity that they have observed.
4. On another day, have your child draw the same bird in a different season. What might the bird be doing at that point in the year? For example, one page may have the bird flying south with its flock in a V-formation for winter; the next page may show the bird in its nest feeding young. Encourage your child to indicate in this drawing what season it is. For example, they may wish to put in a tree

with colored leaves for the fall and a bright sunny day for spring. It might help to discuss these seasonal details ahead of time to help them identify different indicators of the yearly cycle.

Further Study

This is a nice opportunity to visit your local Audubon Society, if you have one, or a nature conservatory. There you will learn more about local birds in action.

Arts & Crafts

Assignments

1. Continue the knitting project.
2. Build a Bird Feeder (instructions found in *Oak Meadow Crafts for the Early Grades*). Hang it by string from a branch where you can see it from your window so your child can observe the birds coming and going. The more bird feeders you make, the more birds will come!

Music & Movement

Assignments

1. Learn exercise #6: Exercise for B and A (this, and all recorder exercises and songs are found in *Beginning Recorder*).

   At this point your child should be getting more comfortable with playing the recorder. Depending on their ability, it might be fun to vary the tempo of the pieces your child knows, playing it slower and faster than usual. This also helps them pay attention to the rhythm and the time value of each note.

   If you find your child struggles with the rhythm of the notes, begin each new piece by using hands to clap out the rhythm before you pick up the recorder to play the notes.

2. Here is an exercise designed to help your child increase awareness of the major parts of the body (ears, shoulders, head, wrists, waist, hips, ankles, etc.), and to coordinate movements of these parts. There are many variations to this exercise:

   a. You can play "Simon Says." For example, if you say, "Simon says touch your right elbow to your left knee," your child should do that, and stay in that position until you give the next command. However, if you don't say "Simon says" before your command, then the child should not do what the command says. If they do the movement without the "Simon says" command, then you switch places and start over.

   b. Mirror imagery games are fun. Stand opposite each other, and move a body part while your child copies you in mirror image. For instance, if you raise your left hand up in the air, they should raise their right hand up. Take turns being the leader.

c. Try movement exercises with eyes closed. Have one partner close their eyes and the other (with eyes open) say what to do, such as, "Touch your left ankle with your left hand." The goal is to move the body parts smoothly and accurately without having to feel around to find each part.

d. Pretend to be sculptors. One partner is the sculptor and moves the other partner (the clay) into various positions. With each move, the sculptor has to say the parts being moved and tell how it was moved. For instance, you might move your child's body and say, "The right elbow goes by the ear and the fingers wrap around the neck."

Further Study

There are many exercises for children of this age to work on large motor skills. Marching, running, jumping, skipping, and hopping are all great large motor activities. This might be a good time for your child to learn to ride a bike, or to swim (many families that live in cold climates enjoy indoor swimming during the winter months of the year).

It is particularly important to combine activities that emphasize the use of fine motor skills, like writing, drawing, or knitting, with periods of large motor activity. In this way, children are encouraged to use their whole bodies and those that find fine motor activities challenging will not tire as quickly.

Health

Assignment

Complete lesson 6 in *Healthy Living from the Start*. This is your first review lesson of the year in health (there will be one every six weeks). This review lesson provides an opportunity to go over the information and activities that were covered in Unit I: Physical Body.

FOR ENROLLED STUDENTS

A sample of work from this lesson will be sent to your Oak Meadow teacher at the end of lesson 8. Continue to use 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. Remember to use your child's treasure box to collect examples of projects and other samples of work that don't fit into the main lesson book.

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

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				
Shows familiarity with family heritage				
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
Identifies examples of numbers 1–10 in environment				
Writes numbers 1–10 accurately				
Displays different arrangements of quantities up to 10				
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				

SCIENCE (*continued*)	Developing	Consistent	Competent	Notes
Creates detailed drawings of observations				
Observes and draws bird behavior				
Identifies local bird species				
Predicts animal behavior based on knowledge of seasons				
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		
Uses varied tempos while playing familiar songs on recorder		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of physical body		

Notes

Weekly Planner—Lesson 17

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		
DAY 1							
DAY 2							
DAY 3							
DAY 4							
DAY 5							
DAY 6							
DAY 7							

Weekly Planner—Lesson 17

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Identify and write ED words.
- ☐ Identify and write EN words.
- ☐ Identify and write ELL words.
- ☐ Identify and write EW words.

Social Studies

- ☐ Locate places on a globe.
- ☐ Draw a globe.

Math

- ☐ Sort and classify a number of objects.

Science

- ☐ Learn about and identify erosion.
- ☐ Draw examples of erosion.

Arts & Crafts

- ☐ Create an Everlasting Calendar.

Music & Movement

- ☐ Learn the C note on the recorder.
- ☐ Experiment with different beats for hands and feet.

Health

- ☐ Complete an activity related to causes of stress.

Materials Still Needed

Notes

Grade 1

Lesson 17

Morning Circle

- Recite the opening and closing verses. Revisit favorite songs and verses from earlier in the year.
- "Pop! Goes the Weasel" is a verse that goes well with this week's language arts lessons.

Language Arts

Reading

Continue to read to your child at bedtime to give them the opportunity to hear the rich vocabulary and cadence of the English language.

Assignments

As you continue to introduce word families in the coming weeks, use a variety of activities. Include the ones presented in the last several lessons, and make up new ways to explore the word families. If your child likes to use the word family slider, make one for each new word family. If your child is eager to write, you can use the word family sentences and poems you make up to create your own word family book. Your child might like to make mini-books for each word family.

MATERIALS

Language Arts: EN Eggs
eggs
paper
scissors
tape

Language Arts: Pop-Up Box
cardboard box, large enough for your child to climb into
construction paper
scissors

Arts & Crafts: Everlasting Calendar
paper (sturdy drawing paper will work best)
scissors
glue
ruler
hole punch
string

You might find the alphabet wall frieze created in lesson 12 to be helpful, or you may want to create a small alphabet strip that can be placed on the table above the MLB as your child works. This may help them find letters that can be used to make words with the different word families.

1. Introduce the ED word family. After reading the story, cut out a rectangle (sled shape) on red cloth or construction paper to make a red bed like the one in the story. Ask your child to write the ED words on the red bed. This can then be glued into the main lesson book.
2. Introduce the EN family. Have your child hard-boil several eggs. Make little bands out of strips of paper to fit around each of the eggs. Write one of the EN words on each of the bands. Tape the

ends together so each band fits nicely around an egg. Your child can then make a pen with a cozy den and place the eggs inside. Later, include your child in turning the hard-boiled eggs into a meal for the family.

3. Introduce the ELL word family. Get a box large enough for your child to hide inside. Have them cut out several little cards of construction paper and write each of the four ELL words on a card (your child might like to cut these into the shape of a bell). Then place the cards in the box. Your child can then play a pop-up game. Tell your child to climb into the box and choose a card. When they recognize the word on the card, they can pop up and say the word and pop back down into the box. If your child doesn't know the word, they must hop out of the box and come to you to ask what the word is. Whisper the word in their ear. Then they can hop back into the box, place the card with the others, and draw a new card to guess all over again.
4. Introduce the EW word family, using several different activities. Ask your child to write the EW words in the MLB and to decorate the borders of the paper with a straight line form.

Further Study

Some children tire quickly when working with language, while others can go forever! Move at your child's pace. If you sense boredom or frustration, take a break and do some of the physical exercises from previous weeks. The best rhythm for learning is one where more sedentary, focused academic activities are well balanced with movement and free flow. You can always return to more challenging work when your child (and you!) feels refreshed.

Social Studies

Assignments

1. Look at a globe with your child. What is there more of, land or water? Point out the equator, saying that this is the hottest area on Earth. Point out the north and south poles, saying that these are the coldest places on Earth.

   You need not give any scientific explanation at this point. Our goal in first grade is to gently awaken the intellect at this stage of the child's development, so we paint such pictures to explain concepts. For instance, you might use pictorial language such as, "Mother Earth's round belly finds its way to the warmth of the sun. The sun cannot get to where Mother Earth keeps her hat and shoes quite as well."

   Point to your continent, and then your country. See if your child can indicate the general location of your state. Can they point to the area of your state where you live? Find where friends and family far away live. Discuss what the weather is like where you live. What might the weather be like in different parts of the world?
2. Have your child draw a rudimentary picture of the globe in the main lesson book. Title it, "The World." Because the globe is three dimensional, your child may want to draw more than one picture to show different areas of the globe.

Further Study

Astronauts have taken beautiful pictures of the Earth as seen from outer space. Have a look! Take note of your child's reaction. Ask, "Does the world look like you thought it would? What do you think those white things are?"

If your child is intrigued with the globe, you can extend the learning in many different ways. Your child may want to add to their drawing of the globe, putting name labels on continents, countries, and oceans, as well as indicating major mountain ranges, lakes, and rivers. Here are a few other ideas:

- Spin the globe, and point to a spot at random. Learn more about the closest country. Look at pictures, and discuss the climate, geography, and animal life.
- If you have ancestors who came from another country, help your child find on the globe the places they came from, and tell family stories (if you know them) of this land.
- Look for indications of mountain ranges or prominent rivers on the globe, and have your child trace a finger along them.

Math

Assignments

This week, your child will focus on sorting and classifying as well as beginning mental-math story problems. Sorting and classifying are important mathematical capacities that must be trained and developed. Hopefully, your child has been doing sorting and classifying through practical activities, such as sorting socks, putting away laundry, putting away dishes, cleaning up toys, and returning all similar toys to the correct bins. Continue these activities throughout first grade, as they not only develop important capacities but also train your child in accomplishing everyday chores.

This week, make available a box, bag, or basket of many objects. These could be blocks, stones, seashells, coins, different types of dried beans, beads, nuts, buttons, paper clips (small and large), or whatever you have on hand. We'll use coins as an example, but any set of objects can be used.

1. Pour the coins onto the table. See if your child can tell you what is the same and what is different about these coins. If they are stuck, you can ask questions about color, size, appearance (what pictures are on each coin?). Then put one quarter, one dime, one nickel, and one penny in different piles on the table. Ask your child to sort all the coins into the respective piles.

   As your child is sorting the coins, you can explain that a quarter is 25 cents, a dime is 10 cents, a nickel is 5 cents, and a penny is 1 cent. You can take the pile of nickels and count by fives and use the pile of dimes to count by tens.

   There is no need to go any further with money for now. In third grade, we will work intensively with money and monetary values.

2. On another day, use another set of objects, and have your child sort and classify them. Have them sort the items by shape, size, and color (or whatever criteria will work best for that object). This shows that it is possible to sort a set of objects in a variety of ways. This becomes an important idea when working with research and statistics in later years—the foundation is set here in first grade.

   Sort and classify as many sets of objects as you can this week. Have your child do at least one drawing of a sorted set of objects in the MLB. Encourage them to explain how the items are sorted and classified and to find alternate ways they could be sorted.

Further Study

Have your child create repeating patterns with the sorted objects. The pattern can be pasted onto a piece of paper, left on the counter as a decoration, or strung onto yarn for jewelry, a bookmark, or a hanging ornament. If it is holiday time in your house, this is a great way for your child to make gifts for others. For instance, stringing graduated sizes of acorns onto a string (going from small to large and back to small again) can make a nice necklace for a sibling, cousin, or friend. In addition to the gift, have your child create cards using geometric drawings to accompany the gift, and perhaps make up a short poem or rhyming verse to write on the card.

Science

Reading

Read "Bobbie's Big Adventure" to your child (found in *Oak Meadow Grade 1 Resource Book*).

Assignments

1. Go on a hike with your child, if possible. Can you find examples of erosion in nature? Where? How do you think it happened?
2. Have your child draw a picture depicting an example of erosion in the main lesson book. They can draw images from the story or examples that you have observed in nature.

Further Study

This lesson provides a nice opportunity to canoe or raft, if the weather and your local environment support it, or you might go ice-skating on a river. Children learn best when they can fully experience the lessons they are studying. Learning what happens outside is often particularly memorable. Whenever possible, reinforce lessons with experiential (hands-on) exercises and expeditionary activities (going on an expedition or a field trip) that bring your child into the event they are studying. This will present more opportunities for learning touch points. Besides, you'll have fun together!

Arts & Crafts

Assignment

Create an Everlasting Calendar. An everlasting calendar is also called a perpetual calendar (you can search online for examples). This is just a calendar that doesn't include Monday/Tuesday/Wednesday, etc., but only shows the month and day, so it can be used year after year. This way, it will never go out of date!

Hang this in a place where your child can see it, and use it to remind yourselves when the birthday of a loved one is approaching. Have your child create a birthday card with a drawing, and a short message or poem. Watercolor paintings, cut into a small rectangle and folded in half, also make beautiful cards. (You can also look at a map or globe together to find where each person lives before sending the card.)

Music & Movement

Assignments

1. Introduce the note C, and learn exercise #9: Exercise for C. Continue playing familiar songs, singing along and clapping or marching in rhythm.
2. Try these exercises in using different beats for hands and feet.
    - Begin by marching with a steady four-beat, counting aloud "One, two, three, four" until your child has established a strong rhythm.
    - Clap to the four-beat rhythm, and then change to clapping on every other beat (on beats one and three). Switch to clapping on beats two and four.
    - Next, clap double time while the march remains a steady four-beat rhythm. Your hands will be clapping eight times in one four-beat marching phrase.
    - When your child is comfortable with that, begin varying the clapping rhythm, skipping beats or adding additional beats in simple four-beat patterns.
    - See if your child can maintain a regular four-beat march while singing or clapping the rhythm of a familiar song. For instance, begin marching and counting "One, two, three, four" until your child has established a strong beat with the feet. Then begin clapping and singing the words to "Pat-a-Cake." The feet will keep marching even when the hands and voice may hold a long note or a rest or have multiple half- or quarter-beats or notes.

Health

Assignment

Complete lesson 17 in *Healthy Living from the Start*. This lesson focuses on stress management, a topic of importance to everyone, regardless of age. In this lesson, your child will examine what triggers stress in their life.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 20. 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
Identifies ED words				
Identifies EN words				
Identifies ELL words				
Identifies EW 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 location on a globe				
Draws a simple globe				
Articulates how to navigate various routes				
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				
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				

MATH (*continued*)	Developing	Consistent	Competent	Notes
Solves division problems with manipulatives				
Uses math in the context of daily activities				

SCIENCE	Developing	Consistent	Competent	Notes
Identifies signs of erosion				
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 causes of stress		

Weekly Planner—Lesson 23

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		
DAY 1							
DAY 2							
DAY 3							
DAY 4							
DAY 5							
DAY 6							
DAY 7							

Weekly Planner—Lesson 23

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Identify and write OT words.
- ☐ Identify and write ORE words.
- ☐ Identify and write OW (long O) words.

Social Studies

- ☐ Reflect on story events.
- ☐ Discuss the concept of choice.

Math

- ☐ Explore the connection between addition and multiplication.
- ☐ Find a missing number in an equation.
- ☐ Practice the 2, 3, 5, and 10 times tables.
- ☐ Solve mental math problems.

Science

- ☐ Learn about and plant tomato seeds.
- ☐ Plan a garden plot.

Arts & Crafts

- ☐ Make Beanbags.

Music & Movement

- ☐ Learn "A Happy Song" on the recorder.
- ☐ Play a beanbag toss game.

Health

- ☐ Complete an activity about emotions.

Materials Still Needed

Notes

Grade 1

Lesson 23

Morning Circle

- Recite the opening and closing verses. Find new ways to enjoy favorite songs, verses, and fingerplays, using different voices (What would a mouse sound like singing the song? What would a hippo sound like?).
- "One, Two, Buckle My Shoe" is a verse that goes well with this week's language arts and math lessons.

MATERIALS

Language Arts: Snowy Day
cotton balls
glue

Arts & Crafts: Beanbags
felt or other sturdy fabric
needle and thread
small dried beans or lentils

Language Arts

Assignments

1. Introduce the OT word family. Ask your child to write the OT words in the main lesson book and draw a picture. Use your word family slider to make new OT words or make up a new story with OT words.
2. Introduce the ORE word family. Ask your child to do a watercolor painting of the seashore, and then when the paint has dried, use a crayon to draw several boats offshore and write ORE words on them.
3. Introduce the OW (long O, as in *show* and *glow*) word family. After reading the story, you can flip back to the story with the OW words using the short O sound and have your child read those words. If your child seems confused, you can very simply remind your child that the letter O sometimes has a short sound and sometimes has a long sound.

   To illustrate OW words with a long O sound, have your child draw a large black crow on a white background. Take a cotton ball, and show them how to gently pull it apart to make fluffy bits. Using small dabs of glue, place the cotton wisps over the crow, showing how the snow blows over the crow. Write the OW words beside the crow.

Further Study

For children who are eager for more practice with O-based word families, here are more you might like to work with: OAT, OB, OIL, OKE, OOK, OOM, OON, OR, and OM.

Depending on your child, you might want to point out that there are some words that are spelled with OW that can be pronounced either way—one way means one thing, and the other way means a different thing. These words are listed below, but don't feel you have to mention them. Your child may find the idea challenging enough without adding to it with these homographs (words that are spelled the same but have different sounds and meanings).

	short O sound meaning	long O sound meaning
BOW	verb: to bend at the waist	noun: a type of knot
	The gentleman gave a bow when he met the queen.	*The present was tied with a bow on top.*
MOW	noun: where hay is stored in a barn	verb: to cut grass
	We like to play in the hay mow.	*We need to mow the lawn today.*
ROW	noun: an argument	verb: to paddle a boat
	The neighbors got in a row over the broken fence.	*I had to row the boat the whole way to the island.*
SOW	noun: a female pig	verb: to plant seed
	The sow gave birth to 12 piglets.	*The farmer will sow the field after the ground thaws.*

Social Studies

Reading

Read "Johnny Appleseed and His Choice" to your child.

Assignments

1. Let the story rest overnight. In the morning, have your child retell it to you. Discuss the story together. Why do you think Johnny loved his trees so much? What was Johnny like? Would you like him for a friend? What was the hard choice Johnny had to make? What did he decide? Why?

What did he give up? (The trees.) What did he gain? (Wood to keep his family warm.) Do you sometimes struggle when you can't have exactly what you want?

Have your child draw a picture from the story.

2. Johnny's mother talked about receiving what we need but not always getting what we want. We make choices each day. Some are very hard. Has your child had to make some choices this week, choosing one thing over another? Discuss this together. For example, if we want to attend a friend's party but circus class is at the same time, we must choose one—and that's not always easy!

Further Study

You can play with these ideas as much, or as little, as you feel is appropriate for your child. When bringing a moral dilemma to your child at this age, it works well to bring it in story form. This way complicated ideas can live in the imagination and the child can form a picture of how the world operates. Children at this age are simply not ready developmentally to work through moral dilemmas with their intellect. Many common children's stories were designed over the ages with this in mind. For example, "The Boy Who Cried Wolf" provides a wonderful opportunity to consider truth-telling and look at the dangers of telling falsehoods. If you can, choose a story at bedtime that mirrors a dilemma you feel your child may be working out. Read the story, and then let it go. Let the story simply live in your child rather than dissecting it too much. Wait and see what questions they may bring to you!

Math

This week, your child will focus on the interrelationship of addition and multiplication. You will also introduce missing number problems in addition and multiplication.

Assignments

1. Have your child set out 5 sets of 2 gems on the mat. Then ask them to count all the gems. It's best for your child to talk through problems aloud, explaining what is being done and why. This will help you to catch mistakes and gets them in the habit of talking about math and the process, not just the final answer.

   Take note if your child counts by ones or by twos; either way is fine—it's just interesting to take note of how they are working through problems. If your child counted by twos, you can mention that this is just how Jester Times does it, and he does it faster than Sir Plus.

   Remember back to the "King Divide" story of unloading the bags of grain from the barge. Have your child represent this problem with manipulatives. If your child counted by ones, you can mention that this is just how Sir Plus does it, but there is a faster way, the way that Jester Times does it. Show your child how to count by twos, while touching each pile of 2 as you count aloud.

Touching each pile makes counting by twos more tangible for your child and some children need that tangible experience to understand the operation.

Tell your child the following problems, and ask them to solve them with manipulatives (present these problems orally):

$3 + 3 =$

$2 \times 3 =$

Your child will discover that both problems come to the same answer.

Try this one, saying it aloud:

$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 =$

$10 \times 2 =$

Now try this one:

$5 + 5 + 5 + 5 + 5 =$

$5 \times 5 =$

Once your child has heard the problems orally, solved them using manipulatives, and explained the process, have them write the problems above in the main lesson book with accompanying drawings of how the problem was solved. If your child needs help figuring out how to write the problem, demonstrate how to begin and see if they can write the remainder of the problem on the page.

On another day, make up more problems, or have your child make up problems, showing the interrelationship between addition and multiplication.

2. This week, we will also focus on missing number problems. This will help to develop flexibility in thinking in your child as well as set the stage for the introduction of algebra in middle school.

   Write out this problem for your child:

   $5 + _____ = 9$

   Tell your child you have 5 stones, but you need to have 9 to make your stone pile project, how many more stones do you need to find? Once your child has figured out the answer and told you how they solved the problem, have them write 4 in the missing place.

   Try this problem:

   $_____ \times 2 = 8$

   A story for this could be that there are 2 rosebushes in each flowerbed. If there are 8 rosebushes altogether, how many flowerbeds are there? Once your child has solved the problem and explained the process, have them write 4 in the blank space.

Here are a few more examples that you could use:

$2 + 3 + _____ = 8$ (this is an example of a multistep problem)

$_____ + 1 = 7$

$4 + _____ + 2 = 9$ (you might need to explain how you can add 4 + 2 and then figure out how many more you need to get to 9)

$3 + _____ + 4 = 12$

$_____ + _____ + 1 = 3$

$_____ \times 2 = 6$

$4 \times _____ = 12$

$_____ \times 5 = 15$

$6 \times _____ = 12$

$9 \times _____ = 18$

You can begin work with missing numbers by using story problems, and later in the week, have your child do just the arithmetic to solve the problems. (Encourage the use of manipulatives as long as they are necessary.) It is probably best at first to write down one problem at a time rather than presenting your child with several at once.

Have your child write some of the problems you do this week in the MLB. You can have them draw a border around the page using one of the geometric form drawings.

3. Recite and move to some or all of the 2, 3, 5, and 10 times tables: hop, skip, stomp, toss, jump, clap, etc.

4. Present your child with some mental arithmetic problems. When you are driving in the car is an excellent time to do this. If you have not already done so, try to do two-step mental arithmetic problems this week. For example, you might say, "I have 6 pumpkin seeds. Dad gave me 2 more. How many pumpkin seeds do I have?" Pause and let your child figure out this part of the problem, then continue. "I have 2 rows to plant pumpkins in, and I want to plant the same number of seeds in each row. How many of the seeds will go in each row?"

   Throughout the week, present mental math problems that use all four operations.

Further Study

We introduce multiplication as 3 × 2 reads "3 piles of 2" and 2 × 3 reads "2 piles of 3." It is important to set this foundation in the first grade so that children can have experience understanding the process of multiplication. When solving multiplication and addition problems, however, the commutative property of addition and multiplication means you can add or multiply in any order. We will look at this experientially in this and other lessons.

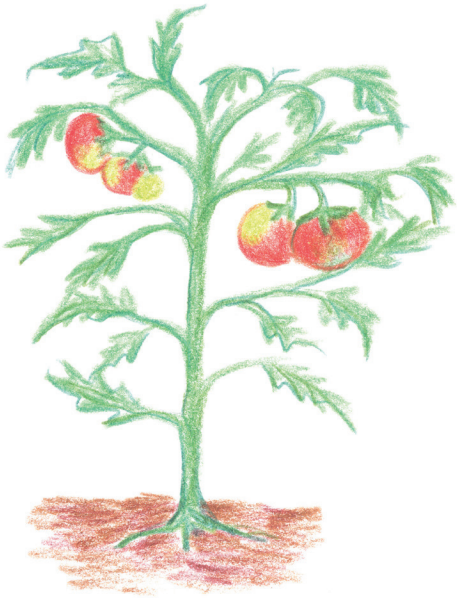
Science

This week, your child will move into the realm of plants with a story of a tomato plant and the forces that are at work to bring a plant to fruition. This is an excellent time to begin planting projects indoors or outside, depending on your climate zone.

Reading

Read "A Tomato Grows" to your child.

Assignments



1. Plant tomato seeds in pots indoors this week. Your child will continue to watch them grow, water them, and monitor their growth. Show your child how to turn the pot occasionally when the plant begins to lean toward the sunny window. Turning it regularly will encourage the plant to grow straight and strong. Talk about what the seeds need in order to grow (warmth and sun, water, and healthy soil).

   Feel free to start other seedlings indoors at this time as well!

2. Ask your child to imagine growing a garden in the spring. Perhaps your family grows a garden each year, and your child can have a small section of it to plant anything they like this year. Discuss what kinds of plants they might like to grow, and, if you know it, how big the plants can be expected to grow. How much room would they need? For food-producing plants, how much fruit or how many vegetables would each plant bear? How many plants should you plant? Which plants need the most sun? Which grow tall?

   Have your child write a garden wish list in the MLB and/or draw a map of a garden plot, showing where each type of plant would grow.

Further Study

If you have a greenhouse in your area, this is a perfect opportunity to visit and see a gardener at work!

Arts & Crafts

Assignment

Make two (or more) Beanbags (found in *Crafts for the Early Grades*), and use them with math and movement activities.

Music & Movement

Assignments

1. Learn "A Happy Song" on the recorder. Continue practicing old favorites.
2. Use your new beanbags (see the Arts & Crafts assignment) in this game of coordination and control. This game works best outdoors where you have plenty of space.

   Begin with one beanbag, and stand a few feet apart. Throw the beanbag back and forth, and each time it is caught, the person catching it takes one step back. If the beanbag drops on the ground, both players take one step closer together and begin again. See how far apart you can get.

   A challenging variation of this game uses two beanbags, with both players tossing a beanbag simultaneously. The same rules apply.

Health

Assignment

Complete lesson 23 in *Healthy Living from the Start*. Anger management is an important element of self-esteem. In this lesson's activities, your child is encouraged to identify specific feelings and create a varied vocabulary of emotions.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of the next lesson. You may want to begin gathering samples of your child's work to send.

Learning Assessment

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

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Identifies OT words				
Identifies ORE words				
Identifies OW words with long O sound				
Reads words aloud				
Recognizes certain words on sight				
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 cultural similarities and differences				
Demonstrates awareness of the concept of choice				
Shows awareness of social relationships				

MATH	Developing	Consistent	Competent	Notes
Demonstrates the interrelationship between addition and multiplication				
Solves mental math problems				
Solves multistep problems involving addition				
Solves multistep problems involving subtraction				
Solves multistep problems involving multiplication				
Solves multistep problems involving division				
Finds a missing number in an equation				
Demonstrates skip counting by twos				
Demonstrates skip counting by threes				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				

SCIENCE	Developing	Consistent	Competent	Notes
Demonstrates knowledge of seed requirements for growth				
Monitors and nurtures plant growth over time				
Shows awareness of seasonal changes				

SCIENCE (*continued*)	Developing	Consistent	Competent	Notes
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

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

Grade 1

Appendix

Materials in Alphabetical Order 419

Materials Sorted by Lesson 423

Works Cited 430

Materials in Alphabetical Order

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
Hammer
heavy paper
hole punch
Index cards
iron
Kitchen towel
knife
knitting needles
Large paper (easel paper or butcher paper)
large-eyed needle
leaves
lightweight paper
liquid white glue
Magazines
magnet
magnifying glass
marker
masking tape
milk carton
moss
Nails
needle and thread
newspaper
notepaper
nuts, seeds, or other natural objects
Paintbrushes
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
Red berries, pine boughs, and other seasonal plants
ribbon
rice
ruler
Safety 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

Tape

tennis ball or beanbag

thermometer, outdoor

toothpicks

towel or fabric for curtain

towel, old

tracing paper

twigs

twine

Utility knife

Wax 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

Yarn in several colors

Ziplock bags

Materials Sorted by Lesson

LESSON	PROJECT	MATERIALS
1	Social Studies: Calendar	large drawing paper crayons ruler
1	Science: Pressed Flowers	fresh flowers scissors corrugated cardboard blotting paper or several layers of newspaper bricks or heavy object
1	Arts & Crafts: Knitting	knitting needles, two sets yarn, two balls
1	Arts & Crafts: Treasure Box	cardboard box, medium to large poster paints paintbrushes newspaper (to cover painting surface)
2	Social Studies: Body Tracing	large paper (easel paper or butcher paper) masking tape marker
2	Arts & Crafts: Knitting	knitting needles yarn
2	Arts & Crafts: Leaf Prints	leaves liquid white glue cardboard poster paint paintbrush white drawing paper
3	Science: Plant Study	magnifying glass wax paper iron old towel
4	Language Arts: H-shaped Chair	small pieces of wood or short planks saw hammer nails toothpicks (optional)

LESSON	PROJECT	MATERIALS
4	Arts & Crafts: Pinecone Critters	pinecones in different shapes pencil scissors colored construction paper crayons liquid white glue string
5	Science: Animal Tracks	magnifying glass tracing paper pencil
5	Arts & Crafts: Forest Art	moss small twigs pinecones and pinecone scales nuts, seeds, or other natural objects cotton ball scissors glue
6	Arts & Crafts: Bird Feeder	string large pinecone spoon peanut butter birdseed pie plate newspaper
7	Language Arts: Nails for Letter N	hammer nails wood toothpicks (optional)
7	Arts & Crafts: Bird Nest Supply Box	half-gallon milk carton, rinsed and dried heavy string scissors ruler hole punch dryer lint, pet hair, pieces of yarn and string twig, at least 8 inches long
7	Music & Movement: Balance Beam	wooden plank, 4 inches wide and 8 to 10 feet long bricks
8	Math: Manipulatives	glass “gems,” polished rocks, or any type of math manipulative felt pad or place mat
8	Science: Wind Vane	index card tape straw straight pin pencil

LESSON	PROJECT	MATERIALS
8	Science: Cardinal Directions	compass
8	Arts & Crafts: Pinwheel	5-inch square of construction paper pushpin stick or dowel about ½" thick and 12 to 18 inches long scissors pencil ruler crayons
9	Language Arts: Letter S Snakes	bread dough, clay, or beeswax
9	Math: Bead Pattern	beads in a variety of colors, shapes, or sizes
9	Science: Clouds	cotton balls glue construction paper
9	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
11	Language Arts: Letter Cards	index cards
11	Social Studies: Bedroom Diorama	cardboard box cardboard wooden blocks, dollhouse furniture, or any other objects of your choosing
11	Arts & Crafts: Knitted Trivets	finger knitting cardboard glue ribbon (optional)
13	Arts & Crafts: Paper Snowflakes	paper, lightweight scissors string or dental floss for hanging glitter, paint, or salt (optional)
13	Music & Movement: Balance Yoke	pole or sturdy stick 2 buckets or baskets string or twine
14	Language Arts: Letter Cards	construction paper or index cards scissors
14	Arts & Crafts: Potpourri	pine needles, bark, herbs, etc. fabric (optional) ribbon (optional)

LESSON	PROJECT	MATERIALS
15	Language Arts: Pin the Tail on the Cat	large paper scissors blindfold tape
15	Science: Seasonal Collage	magazines scissors glue
15	Arts & Crafts: Sewing Book	felt cardboard (thin, from a cereal box) embroidery thread and needle needle and thread assortment of safety pins, straight pins, and sewing needles elastic
16	Language Arts: Sun Ray Picture	yellow construction paper scissors glue
16	Language Arts: Word Family Sliders	index cards utility knife (for adult use) paper scissors
16	Arts & Crafts: Felt Hand Puppet	felt, enough for tracing an adult hand twice scissors glue needle and thread embroidery thread
17	Language Arts: EN Eggs	eggs paper scissors tape
17	Language Arts: Pop-Up Box	cardboard box, large enough for your child to climb into construction paper scissors
17	Arts & Crafts: Everlasting Calendar	paper (sturdy drawing paper will work best) scissors glue ruler hole punch string
18	Science: Night Sky	black construction paper chalk

LESSON	PROJECT	MATERIALS
18	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
19	Language Arts: Fishing Game	construction paper paper clips stick string tape magnet
19	Science: What Does Blubber Do?	2 ziplock bags Crisco or other shortening cold water and ice cubes
19	Arts & Crafts: Winter Wreath	bundt pan (or other wreath shaped mold) red berries, pine boughs, and other seasonal plants
20	Arts & Crafts: God's Eye	2 sticks yarn in several colors
21	Language Arts: Fishing Game	construction paper paper clips paper bag stick string tape magnet
21	Math: Lily Pads	construction paper scissors
21	Science: Melting Ice	pie pan or shallow dish
21	Arts & Crafts: Twig Raft	twigs garden clippers twine scissors construction paper or felt
22	Arts & Crafts: Ribbon Bookmark	cloth ribbon, 7 to 9 inches long (1-inch width) needle and thread embroidery thread beads, buttons, charms, felt, etc.
23	Language Arts: Snowy Day	cotton balls glue
23	Arts & Crafts: Bean Bags	felt or other sturdy fabric needle and thread small dried beans or lentils

LESSON	PROJECT	MATERIALS
24	Science: Flotation Experiment	pot of water variety of objects of different sizes and densities (feather, rock, ping-pong ball, bar of soap, button, etc.)
24	Arts & Crafts: Homemade Bird Wreath	bread dough for 1 loaf or 1 lb frozen bread dough 9-inch round cake pan baking sheet kitchen towel 1 egg ½ cup wild birdseed or sesame seeds
25	Language Arts: Junk Trunk	paper scissors shoebox tape (wide tape works best, such as duct, masking, or packing tape) poster paint (optional)
25	Science: Temperature Readings	outdoor thermometer
25	Music & Movement: Body Roll	ball, medium size (approximately 7 inches)
26	Arts & Crafts: Knitted Pot Holder	yarn in two or more colors knitting needles felted wool or cotton batting for stuffing (or an old towel)
26	Music & Movement: Throw and Catch	plastic milk jug (gallon or half-gallon) tennis ball or beanbag
27	Science: Forest Diorama	cardboard or shoebox small twigs, pine needles, rocks, dried leaves, bits of moss, samples of plants, etc. clay
28	Science: Leaf Rubbings	variety of leaves paper colored chalk, charcoal, or large crayons masking tape
28	Arts & Crafts: Lemon Pin Cushion	scissors small saucer pencil pieces of yellow and green felt needle and thread pillow stuffing
29	Math: Lily Pads	construction paper scissors
29	Science: Spatter-Paint Fireworks	poster paint black construction paper paintbrush cardboard box smock or large old T-shirt (optional) newspaper (optional)

LESSON	PROJECT	MATERIALS
29	Art & Crafts: Circle Weaving	paper plate yarn, different colors and sizes scissors large-eyed needle
30	Arts & Crafts: Puppet Theater	large cardboard box (appliance boxes are great!) scissors or utility knife towel or fabric for curtain dowel
31	Arts & Crafts: Gourd Bird Feeder	gourd seeds hammer nail floor wax (find a nontoxic type) knife string birdseed
32	Art & Crafts: Garden Markers	gallon plastic milk jugs scissors permanent markers
33	Arts & Crafts: Juggling Balls	plastic bags (like grocery store produce bags) rice balloons (water balloon size) scissors
34	Language Arts: Go Fish	index cards
34	Arts & Crafts: Flower Stationery	flowers or leaves wax paper something flat, such as cardboard or a wooden board stack of books or other flat, heavy object notepaper glue stick
35	Social Studies: Culture Collage	magazines scissors glue