

Second Grade Overview

	First Semester	Second Semester
Language Arts	<ul style="list-style-type: none"> • Independent reading • Writing short paragraphs • Consonant blends and word families • Poetry • Fables and other classic stories • Summarizing stories • Descriptive writing • Memorization and recitation • Sight words 	<ul style="list-style-type: none"> • Animal stories and fables • Dramatic storytelling • Independent reading • Summarizing stories • Vowel combinations • Vowel/consonant combinations • Creative writing • Comparison writing
Social Studies	<p><i>HISTORY</i></p> <ul style="list-style-type: none"> • Folklore of Ancient China • Ancient Mali and Sundiata • Ancient Celts • Family customs and traditions <p><i>GEOGRAPHY</i></p> <ul style="list-style-type: none"> • Cardinal and ordinal directions • Map reading and using a globe • Climate regions • Continents and oceans 	<p><i>ECONOMICS</i></p> <ul style="list-style-type: none"> • Natural, human, and capital resources • Money and economic transactions • Scarcity and abundance <p><i>CIVICS</i></p> <ul style="list-style-type: none"> • Kindness and reciprocity • Honesty and tall tales • Qualities of good leadership
Science	<ul style="list-style-type: none"> • Animal observation and research • Charting data • Interdependence in nature • Sorting and classifying • Animal habits and habitats 	<ul style="list-style-type: none"> • Vertebrates and invertebrates • Warm and cold-blooded animals • Food chain • Carnivores, herbivores, and omnivores • Animal behavior and communication • Animal classification • Life of a frog
Math	<ul style="list-style-type: none"> • Four processes • Vertical and horizontal equations • Missing numbers • Writing numbers in expanded forms • Carrying in addition • Place value • Number patterns • Form drawing • Mental math 	<ul style="list-style-type: none"> • Times table up to 12 • Borrowing in subtraction • Greater than / less than • Number bonds to 20 • Multistep problems • Multistep mental math
Art	Students explore color through watercolor painting and crayon drawing as they illustrate the many stories and poems presented in language arts.	
Music	Students continue to develop their recorder playing skills by learning several new notes and mastering simple songs. Focus on breath control, tonality, and technique help enhance the student's musical abilities.	
Crafts	Students engage in various hands-on activities that help develop fine-motor coordination and focus. Highlights include crocheting a scarf, working with clay, and completing crafts from Oak Meadow's <i>Crafts for Early Grades</i> .	
Health	The book <i>Healthy Living from the Start</i> 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 2

Coursebook



Oak Meadow

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Introduction

Welcome to Oak Meadow second grade! This coursebook has all the lesson plans and assignment instructions you will need for a full year of learning activities. *Oak Meadow Grade 2 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.

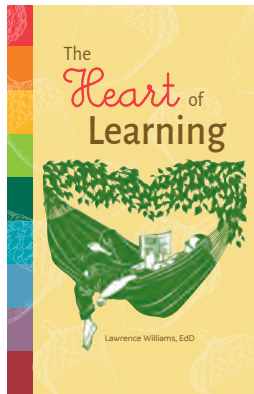
The *Oak Meadow Grade 2 Resource Book* is designed to be used with the *Oak Meadow Grade 2 Coursebook*. In the resource book, you will find detailed information on teaching all the subjects in second grade. In addition, *Oak Meadow Grade 2 Resource Book* contains all the stories you need to teach the Oak Meadow second grade curriculum. 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 2 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 second grade program has a different focus and purpose:

Oak Meadow Grade 2 Coursebook: The coursebook has all the lesson plans for the full year of study in all the subjects. It has detailed instructions for each assignment. You will use this book every day in your teaching.

Oak Meadow Grade 2 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	Health
	3/week	3/week	3/week	2/week	CHOOSE: 1–2/DAY = 3/week		
D A Y 1							
D A Y 2							
D A Y 3							
D A Y 4							
D A Y 5							
D A Y 6							
D A Y 7							

Weekly Planner—Lesson 1

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Write a story summary.
- ☐ Practice reading aloud.
- ☐ Review word families.

Social Studies

- ☐ Reflect and write about story themes.
- ☐ Experiment with tangrams.
- ☐ Explore mask making.

Math

- ☐ Play math games.
- ☐ Use math in daily household activities.

Science

- ☐ Play games that involve the senses.
- ☐ Learn about how animals use senses.
- ☐ Explore the concept of territory.

Arts & Crafts

- ☐ Create a seasonal table.
- ☐ Make a treasure box.
- ☐ Begin crocheting a scarf.

Music

- ☐ Learn the F note on the recorder.
- ☐ Sing a variety of songs.

Health

- ☐ Complete an activity on body differences.

Materials Still Needed

Notes



Grade

2

Lesson 1

Welcome to second grade! If you homeschooled in first grade, you and your child will probably have a good school routine that works for you. If this is your first year of homeschooling, congratulations! You may be feeling a mixture of excitement and trepidation, and your child may be feeling the same thing! If you haven't already done so, please read the introduction in the *Oak Meadow Grade 2 Resource Book*. You will find lots of tips and ideas for getting your homeschooling year off to a good start. This Oak Meadow curriculum gives you all the tools you need to lay down a solid educational foundation while nurturing your child's sense of adventure, curiosity, and fun. We hope you and your child enjoy learning together!

Morning Circle

- Recite an opening verse. After several days, your child will join you as the verse becomes familiar. Here is a lovely verse with which to begin your day:

Morning has come,
Night is away.
We rise with the sun
To welcome the day.

The opening and closing verses offered here are the same that are found in kindergarten through third grade; this should help families with multiple children create a more cohesive circle time.

- Each week, you'll choose one or two songs, verses, or fingerplays. Try to find ones that relate to what your child is learning. Learn these ahead of time so you

MATERIALS

Social Studies: Tangram

colored construction paper
scissors
cardboard (optional)
glue (optional)

Social Studies: Mask Making

1–2 rolls of plaster impregnated
bandage (gauze with plaster in it,
found in most art stores)
petroleum jelly
tissues
old clothes
warm water in plastic cup or bowl
scissors
hot glue gun (for adult use)
paint, feathers, flowers, and jewels, etc.

Science: Pin the Tail on the Donkey

large drawing paper
construction paper
tape
scissors

Arts & Crafts: Treasure Box

cardboard box, medium to large
poster paints
paintbrushes
newspaper (to cover painting surface)

Arts & Crafts: Crocheting

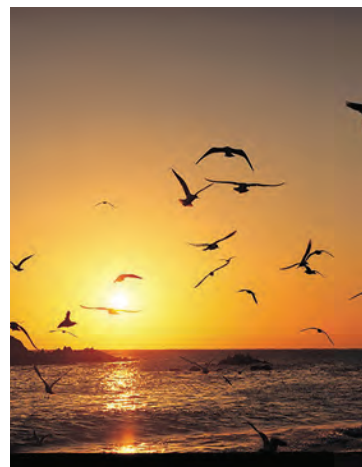
crochet hook
yarn

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.

“Kookaburra” and “Good Morning, Dear Earth” are two verses that will work well for this week’s activities (found in the *Oak Meadow Guide to Teaching the Early Grades*). You might want to make a note in your weekly planner about which songs you use.

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

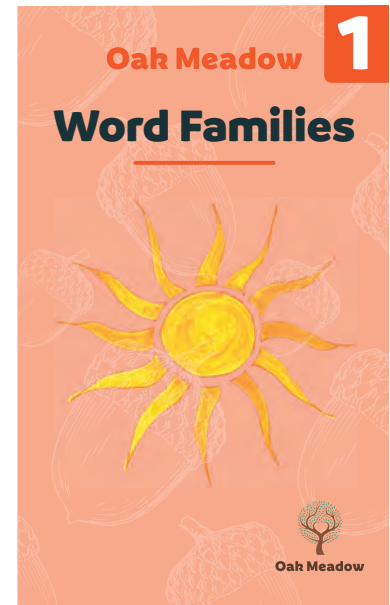
At bedtime, read “The Tale of Jolly Robin” (found in *Tuck-Me-In Tales & Other Stories*). There are 22 chapters in “The Tale of Jolly Robin.” Read one per night, and have your child recall and retell the story the following day two days this week. This book will be the focal point for language arts and this will be the pattern throughout the year.

Assignments

1. You will be reading “The Tale of Jolly Robin” from *Tuck-Me-In Tales* at bedtime. Two days this week, ask your child to recall story events and details in order of occurrence. You may need to prompt your child with words such as “then,” “next,” etc. Together, compose two or three sentences that relate to part of the story that was read. Write them out neatly and correctly for your child to see, and ask your child to copy them with colored pencils in the main lesson book (MLB). (Instructions for the creation of a main lesson book are found in the “How to Begin” section of the *Grade 2 Resource Book*—if you haven’t read this section yet, please do so now.) Once your child has written the story summary in the MLB, ask them to read it back aloud.
2. Have your child read to you from a printed reader (any book that is an appropriate reading level for your child) at least three times a week. Two readers (*Ben and Meg* and *Four Fun Friends* are included with the course materials. These may be read at any time. Refer to the introduction of the resource book for reading instructions. If your child is not yet able to read at this level, substitute more appropriate reading books.
3. Review the 40 word families listed in the *Grade 2 Resource Book*. These should be very familiar from first grade. (If they are not, you may want to work with word families using *Oak Meadow*

Word Families or beginning readers from the library.) Have fun with these words. You can make up sentences or stories using as many words in a particular word family as you can. Play games with the words by encouraging your child to rapidly fire rhyming words back at you. For example, you may say “at,” and have your child then call out all the words they can think of that are in the “at” family. (For example, *fat, bat, sat*, etc.) Take turns and see how fast you can recall and say the words. Nonsense words only enhance the fun!

Another way to review word families is to read *Oak Meadow Word Families*. At the end of each page, ask your child to think up more words for each word family.



Further Study

Children begin to read by decoding the words on a page. Part of this process involves distinguishing the sounds of letters phonetically and recognizing sight words. Eventually children establish an understanding of the rules of language and the ability to glean information out of the context of a sentence on top of phonetic awareness, and then they are reading! This is quite an amazing process, and many things are happening at once as a child looks at words and sentences and begins to understand their meaning. Decoding is something of a miracle in thinking. Once the child begins to decode fairly consistently, the next step is to become fast and automatic with these processes. Work with word families helps train the mind to recognize these letter groupings and sounds quickly.

Children learn in many different ways. If your child is struggling with the sounds of letters and words, try working with the “feel” of language, or focusing on how sounds feel in your mouth as you speak them. What is happening with your mouth when you speak these letters? There are many wonderful programs that address various forms of reading integration styles. Lindamood-Bell, for example, has an effective program that works particularly well with children who struggle with phonetics.

As you work with language arts this year, you may find it helpful to refer to the word lists in the appendix. There you will find lists of word families, consonant blends and digraphs, and long and short vowel sounds.

Social Studies

Your child will begin social studies with a historical exploration of ancient China. We will use the stories, fables, and folklore to gain insight into the life and culture of the lands we study. Early Chinese cultures put community and family above the individual, and, as such, we can learn much from them about cooperative living.



This week your child will hear a story from the Xia era (10,000 BCE–1500 BCE). There are no written records of this period in Chinese history; much of what we know from the Xia times is derived from legends and folklore passed down through the oral tradition of storytelling. The people of the Xia period were primarily farmers who harvested silk. Their homes, built from dried clay bricks, were remarkably strong.

The Xia people had a powerful sense of community. Their culture cele-

brated many colorful festivals, as described in the story in this lesson. Over the next two weeks, your child will design and decorate a mask similar to the ones that may have been used in Chinese festivals.

Reading

Read “Loawnu and the Fallen Sky: A Tale of Ancient China” (found in *Oak Meadow Grade 2 Resource Book*).

Assignments

1. Read or memorize and tell “Loawnu and the Fallen Sky: A Tale of Ancient China” to your child. When memorizing the story, we recommend you read the story once or twice to yourself. Then, rather than trying to recite the story word for word, picture the story inwardly as you tell it. Don’t worry so much about the details of the story, but focus instead on expressing the general story line and important themes or ideas expressed within. Feel free to embellish!

Let the story rest overnight. In the morning, have your child retell it to you. Help them with any missing details, but pay attention to particular themes. Ask questions that will prompt your child to elaborate on story themes. Why were the children concerned? Who was Loawnu? What did she do to relieve their fear?

Have your child draw a pictorial representation of the story in the main lesson book (MLB). On the facing page, or underneath the drawing, have your child write a simple description of the story, such as this:

The children saw that the sky had fallen. Loawnu put lights in the sky where the holes had been.

Feel free to substitute different words that you or your child feel better reflect the drawing. Depending on your child’s comfort and confidence with writing, they may want to practice writing the sentences on a separate piece of paper first. Encourage your child to write slowly and with

care, especially when writing in the MLB. Watch how your child forms letters. You may want to model carefully for your child. This process is the first step to fine penmanship!

Many children find writing challenging at this stage. If your child needs extra support in this area, you may want to write the words yourself in the MLB and have your child trace your writing. It can also help for your child to explore the letters and words in a whole body way. Kinesthetic learners will particularly benefit from this approach. Encourage your child to draw words in the air with a finger before writing words on paper. They can also draw words and letters on the ground with a toe (in the sand or dirt), and make three dimensional letters and words with clay or macaroni. Once your child has the chance to explore these methods of expression, they may find writing on paper a more comfortable process.

2. Many Chinese folktales express a theme of wholeness, or bringing wholeness together from its parts. This is reflected in the Chinese game of Tangrams. These seven simple geometric pieces that assemble into a square can be arranged to be any number of recognizable things. Try it by tracing this pattern and cutting out the shapes (you can make them any color you like). Begin by rearranging the shapes into a square to get a feel for it. Then arrange the pieces into different shapes: a bird, a duck, whatever you and your child want to do. Have fun—there are more than 1,600 shapes to be made!



If you'd like to make a more permanent version, cut the pieces out of cardboard by drawing the tangram pattern of shapes on the cardboard (you can make it as large as you want). Cut out the pieces and glue construction paper shapes to each piece. Trim the construction paper with scissors to fit the cardboard piece without hanging over the edge—this will make it easier for your child to fit the pieces neatly together.

3. Begin the mask-making project by making the base this week. It needs to dry completely before decorating.

Mask Making

Materials:

- 1–2 rolls of plaster impregnated bandage (gauze with plaster in it—you can find in most art stores)
- petroleum jelly
- tissues
- old clothes
- warm water in plastic cup or bowl
- scissors
- hot glue gun (for adult use)
- paint, feathers, flowers, and jewels—whatever you wish to decorate your mask!

To make the base:

This can be done either on a face or on a doll if your child is uncomfortable with the process. Also, if you can find a volunteer, you can make a mask on them!

1. Cut bandages into strips approximately 4 cm long.
2. If you are making the mask on someone's face, tie back their hair and generously coat their face with petroleum jelly. Have them lie comfortably on the floor. If you are using a doll, do the same thing!
3. Cover eyelids, eyelashes, and eyebrows with tissues using petroleum jelly to stick them on.
4. Dip one piece of bandage at a time in the water and place it on the face, overlapping the edges slightly as you go.
5. Avoid nostrils, mouth, and eyes. You can choose to do a half-face mask if you wish. In this case, begin at the top of the face and work down, stopping just below the cheekbones.
6. Continue the plastering process, overlapping each bandage piece until the face is well covered.
7. Strengthen the mask by adding another layer of plaster bandages in a crosswise direction to the previous layer.
8. Mask will begin to harden in 20–30 minutes.

To remove the mask:

1. The mask can be removed by having the person move their face beneath the mask (tell them to make silly faces), until it comes loose from the skin easily.
2. Gently lift the edges to break suction.
3. Trim uneven edges and let the mask dry completely.

Decorate as you wish!

Further Study

Ancient Chinese cultures were truly fascinating. These early civilizations brought us silk, coined money, cast iron, and an eventual rudimentary form of writing in characters found on oracle bones. Because ancient civilizations were often geographically isolated from other cultures, the Chinese culture was quite unique and flourished with an identity that defines them even today. You may want to find additional stories and artwork from ancient China to enhance your studies.

Your child might enjoy using mud to make a model of a dried clay brick structure, like the homes of the Xia. You can experiment with mixing dried grass with the mud to make it easier to form. Let the mud structure dry in the sun and see how sturdy it is!

Math

Second grade math will begin with a week of playing games that use math capacities (counting, dice, cards, mazes, puzzles, etc.) and establishing new routines that allow your child to use math in daily life. If you haven't read the introduction to mathematics in the resource book, please do that now. Making these activities part of your regular daily and weekly schedule integrates mathematics into everyday life.

You may also see your child use mathematics in their play. Imaginative play is a vital time and should be left free and uninterrupted, but you can notice how your child uses numbers in playtime and put a note on your assessment form (found at the end of each lesson) or your weekly planner (found at the beginning of each lesson).

Assignments

1. Do puzzles, mazes, and games with your child this week. These activities should continue throughout the year. The more experience your child has with numbers, the four operations, and spatial orientation through a variety of activities, the more integrated their sense of geometry, numeracy, and arithmetic will become.

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. This year, look for more ways to involve your child's math skills in daily household chores. Now that your child is a bit older, they can take more responsibility with chores. For instance, you

might put your child in charge of setting the table and counting out the requisite number of plates, forks, spoons, etc. Or your child might be in charge of clearing the table and putting away the clean dishes. Sorting and ordering is another essential mathematical capacity. Sorting can come into many of the household chores. Laundry needs to be sorted when put into the washing machine, and when it's time to fold and put away, there's more sorting. These are important capacities for your child to develop both for life skills and mathematical skills. And as your child gets older it will help the family tremendously with housework!

If you have animals, it can be your child's chore to feed them. This entails knowing how many scoops of food to give and how much water. If you have chickens, your child can collect and count the eggs. The care of animals is an excellent way for children to develop dedication to doing a chore every day, even if they don't feel like doing it. This steadfast caring and empathy are great qualities to foster in your child.

Encourage your child to talk through any daily math activities, such as sorting ("Books go in this basket, blocks go there"), measuring ("My finger knitting is 10 inches long, but it needs to be 14 inches for my project, so I have 4 more inches to go."), and calculating ("If three friends come over and we want them each to have two muffins, we'll need six for them, plus two more for me and two more for you. That makes ten muffins in all.").

Cooking is another fun way to work on math. Have your child count out the correct number of ingredients and measure out what is needed. You can articulate what you are doing and how you figure out problems too. For example, if you have too much of something say, "We need three eggs but I got out four. That's one too many. We'll put back one egg for later." Or if you're measuring and you need four cups of flour say, "one cup, two cups, we need four cups in all, that's two more to go, three cups, four cups."

These "math talks" will become more complex as the year goes on. For instance, you could be doubling a recipe and ask your child what amount of ingredients you need. Ask, "How many more do we need?" or "How can we divide this evenly?" Strive to make these conversations real and relevant; don't overstretch the exercise just to create math problems. Talking about math together is an important skill for your child to develop. The flexibility of thinking when working with numbers and searching for solutions to problems is an essential skill that your child will be working on throughout the year. Provide many opportunities to work on these skills in real world contexts.

Science

We will begin our exploration in science by focusing on our senses and learning about how animals use their keen senses in a variety of ways.



Assignments

1. Spend some time this week playing the following games with your child that involve the senses. This will help your child gain an appreciation of the part senses play in helping both animals and humans feel properly oriented in the world.

Game 1: Pin the Tail on the Donkey: This game, an old favorite for many, can be creatively presented using any animal, such as “Pin the Antennae on the Ant,” or object, such as “Pin the Flag on the Flagpole.”

Begin by drawing a picture of a donkey (or another animal or object) on a large sheet of paper and hanging it on the wall. Then you will need to draw a tail on a piece of construction paper. Cut the tail out and put a piece of tape on the back of the tail. You will need at least one tail for each person playing the game (more if players want to have two turns). Write the player’s name on the tail before handing it to them.

Next, stand about six feet away from the donkey picture and blindfold your child’s eyes. Hand your child the tail, and then spin them around so that the sense of orientation in space is confused. Now ask your child to walk forward and “pin” the tail on the donkey. If your child starts walking very crooked, you can help by saying, “you are getting warm” when they are heading in the right direction, and “you’re getting cold” when going in the wrong direction. Your voice will help to orient your child because we locate things in space through hearing as well as sight and touch. We depend on all of our senses, and when we eliminate one of them (in this case sight), we can appreciate how much the remaining senses contribute. Take turns playing this game together.

Game 2: Here’s another game that helps us appreciate how much we rely on our eyes for our spatial orientation. Blindfold your child and have them stand still while you walk quietly in any direction. Now clap your hands and ask your child where you are in the room. After your child has had several opportunities to locate you in the room, switch places and have your child walk away and clap.

After you have played this game, you can explain how the owl can catch its prey on a moonless night because its ears can determine the spot where a mouse is just as accurately as we could by seeing the mouse with our eyes. Many animals have heightened senses. The ability of whales and dolphins to navigate and communicate by sound is phenomenal. Whales can send messages to each other over hundreds of miles, and can find one another in the open sea by swimming toward each other’s sounds. While swimming at top speed, dolphins estimate the speed and location of moving objects according to the sounds they make and the way these sounds are reflected.

Game 3: This game involves the sense of touch. Choose five different items and put them in the center of a table. Blindfold your child, and take their finger and put it on an object. Do not allow your child to move the finger around to feel the object or use more than one finger or the palm. Ask your child to try to guess the object or what it is made of. Most likely, your child will not be able to gather much information with just one finger in one spot. Next, try again, only this time tell your child to move the one finger slowly over the surface. Can the object be identified? If not,

have your child use multiple fingers at once (still not picking up the object). Finally, your child can pick up the object, gathering more information that way. Each step of the process, have your child describe the information that their senses are conveying. After all the objects have been identified, it is your turn to play the game.

You can explain to your child that some animals are dependent on touch for getting around in space. For example, rats and cats rely heavily on their whiskers while hunting and moving around. Moles are nearly blind, yet easily feel their way through underground tunnels and passages.

Game 4: The sense of smell is the focus of this game. Set five containers on a table. Place the following in these containers: vinegar, vanilla, cinnamon, garlic powder, and oregano (or similar items that have distinct, strong smells). Now blindfold your child and ask them to identify each of the smells.

After you have played this game, tell your child that dogs have a very keen sense of smell. Some dogs are able to sniff a piece of clothing that an individual has worn and follow the trail of that person, leading to their whereabouts.

If you have a dog, you might want to play a game with it. Pick up a stick and place a mark on the stick to distinguish it from other sticks. Now throw the stick into a pile of other sticks and ask your dog to fetch it. If your dog has been trained to fetch, most likely it will come back with the same stick that you threw. This is because your scent is on the stick.

2. Explore the concept of territory. In addition to understanding the importance of the senses in our study of animals, it is also important to understand the territorial nature of both humans and animals. This activity involves identifying how each member of the family defines their territory. For example, does each family member have a particular chair at the family table? Does each use a particular hook in the bathroom to hang a towel or a particular spot to put shoes or a jacket? Perhaps everyone has a favorite cup or plate to use. Discuss how it would feel to give up your territory. Perhaps you might even want to trade territories for the day so that your child has a real experience of the security of known territory.

After you have helped your child become aware of the importance of territory for human beings, you can observe the animals in your environment. If you have a dog or cat, does it prefer to lie in a certain spot? How would your dog or cat react if another animal tried to take its favorite spot? Does your dog bark if somebody enters its territory? Where does its territory end? Have your child draw a picture in the MLB that depicts an animal or human sense of territory.



Further Study

Observation is one of the most important tools a scientist uses. Good observation skills require using all the senses, and learning to attend to even the most subtle stimuli in the environment. In these days of constant stimulation, many children find it difficult to sit quietly and focus on sensory input. Do not lose hope! For most, this struggle is quite normal. There is so much going on in our world that, often-times, children become quite overstimulated and distracted. It may be that your child simply needs a bit of practice to reawaken the senses of sound, taste, touch, smell, and sight. Performing sensory exercises, such as the ones in this lesson, will help.

Try whispering in your home for the day, instead of speaking aloud. How does just that slight difference in volume change the way you use your sense of hearing? You may find that physical activity slows down when we whisper, as we must quiet ourselves inwardly in order to hear what is going on outside ourselves.

Turn off the radio or television and notice what sounds you hear. Practice listening. When you go for a walk, look for four-leaf clovers or count the stars at night. When you eat, see if you can taste all the different foods that have gone into your sandwich! Put your hands in cold water and then warm them in a towel fresh out of the dryer. How does that feel? Encourage your child's sensory awareness by noticing and describing sensory experiences. Encourage your child to find the words to describe what their senses are picking up on.

Arts & Crafts

Arts and crafts will be used in conjunction with the core academic subjects (language arts, social studies, math, and science) throughout the year. In addition, your child will have the opportunity to explore other projects that use a variety of media. These projects will help develop creativity as well as artistic and crafting skills.

Assignments

1. Create a seasonal table using natural materials you have collected. Encourage your child to artfully arrange the items on your seasonal table. Refer to the introduction in the *Grade 2 Resource Book* for more details.
2. Make a treasure box. This treasure box will be used to hold all your child's "treasures" throughout the year. These treasures can be any special projects, arts and crafts, or other creations that don't fit into the MLB. These are fun to collect for sentimental reasons but they are also good examples of your child's creativity or academic progress. As an added bonus, having one place to put all those extra creations can help you control the clutter that so often accumulates in a busy, active household. While not everything your child creates will (or can be) saved, you will probably be able to identify favorites that you want to keep around.

To make your treasure box, find a good sized cardboard box. Don't worry if you outgrow it over the year—you can always make a second one! Cover your work surface with newspaper, and then help your child paint the box. Any type of color or design that your child likes is just fine. You might want to paint "Treasure Box" in bold letters on the side.

Once the paint on your treasure box has dried, keep the box in a handy spot. This will help you remember to use it to store all your child's wonderful treasures.

3. Begin crocheting a scarf. Refer to the instructions in the *Oak Meadow Guide to Teaching the Early Grades*.

Music

Assignments

1. Begin your music lessons this year by reviewing some of the songs and musical activities you did last year. If you began studying the recorder in first grade, the *Intermediate Recorder* book will be your music text for second grade. If your child is just starting with the recorder, please use *Beginning Recorder*. If your child is studying a different musical instrument, you may substitute those lessons for the recorder lessons in this coursebook.

Introduce the note F and practice "Exercise for F" in *Intermediate Recorder*. 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 *Intermediate 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 during circle time, and sing them throughout the week. Throughout the day, make up songs together about what you are doing or what you see. Songs can be used for mnemonics to help your child remember important facts, and songs can be sung just for fun.

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 body differences and diversity.

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 your child's work).

Learning Assessment

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

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Retells story events in sequence				
Writes a story summary of one or more sentences				
Reads aloud with confidence				
Demonstrates familiarity with word families				
Recognizes a variety of one-syllable words on sight				
Prints legibly				
Differentiates between uppercase and lowercase letters and uses them consistently				
Draws story scene showing specific details				
Memorizes and recites verses				

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

WRITING: STORY-SUMMARY SENTENCES

Please describe how your child created the story-summary sentences in the assignments this week. For instance, did your child copy sentences composed by you, dictate sentences for you to write and then copy them, or write original text? Did your child write a practice copy first, to which you made corrections before they wrote the sentences in the MLB? There are so many options for supporting children in their writing. Please use this space to clarify what (if any) assistance was necessary for the final draft.

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Demonstrates awareness of social or cultural details of story				
Makes connections between story themes and real life				

MATH	Developing	Consistent	Competent	Notes
Shows facility with counting in games				
Uses simple addition and subtraction in the context of daily life				
Uses simple multiplication and division in the context of daily life				
Sorts, measures, counts, and categorizes in the context of daily activities				

SCIENCE	Developing	Consistent	Competent	Notes
Demonstrates sensory awareness				
Describes sensory impressions				
Shows familiarity with how animals use senses				
Demonstrates understanding of concept of territorial behavior				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Begins crocheting		
Creates seasonal table		
Plays tunes on the recorder using F note		
Demonstrates awareness of body differences and diversity		

Weekly Planner—Lesson 2

Date _____

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

Weekly Planner—Lesson 2

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Write a story summary.
- ☐ Review PL consonant blend.
- ☐ Differentiate between consonant blends.
- ☐ Review short and long vowel sounds.
- ☐ Practice reading aloud.

Social Studies

- ☐ Reflect and write about story themes.
- ☐ Play a coin-toss game.
- ☐ Use mask to act out story.

Math

- ☐ Identify straight and curved forms.
- ☐ Explore form drawing.

Science

- ☐ Observe and write about ants.

Arts & Crafts

- ☐ Do a watercolor painting.
- ☐ Continue crocheting a scarf.

Music

- ☐ Learn “Raindrops” on the recorder.
- ☐ Sing a variety of songs.

Health

- ☐ Complete an activity on anatomy.

Materials Still Needed

Notes

Lesson 2

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.
- “Ants Go Marching” is a song that goes well with this week’s science activities (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

Throughout the year, you will be working with consonant blends (two consonant sounds that blend together) and digraphs (two letters that combine to form a new sound, such as TH). There are many fun ways to work with these concepts. Many ideas are found in the lessons that follow, and you are encouraged to expand on them and come up with your own. In the appendix, you will find lists of words containing consonant blends, digraphs, and long and short vowel sounds. You may find these

MATERIALS

Social Studies: Coin Toss
basket

pennies (or other small objects)

Social Studies: Chinese Festival

silk play scarves (or other silky material)

lists helpful as you play word games in this coursebook and make up new ones. They can also be good for sight reading practice.

Reading

At bedtime, read more chapters from “The Tale of Jolly Robin,” one per night. Two days this week, have your child retell the story and compose a story summary.

Assignments

1. Have your child retell the story from “The Tale of Jolly Robin” and then compose two or three sentences about the story. Have your child write the sentences on scrap paper first, if necessary, in order to get the spelling correct, and then copy the sentences neatly in the main lesson book. On the facing page, draw a related picture. Do this two times this week.

2. Review the consonant blend **PL**. Begin by brainstorming PL words together, and then writing them on strips of paper. For instance, you might write *plan*, *pledge*, *plead*, *plant*, *play*, *plight*, *plow*, etc. Make sure your child is familiar with each word and its meaning. Next, fold the pieces of paper and place them in a hat. Taking turns, you will each draw two words from the hat and try to make up a sentence using both words. For instance, you might draw *plea* and *plow*, and then say “I plead with you to plow the field.” Make these sentences as funny as you want! When your turn is over, put the words back in the hat for the next person’s turn.

To make the game more challenging, draw three or more words at a time, or write a rhyming verse using the PL words, or write a short story that uses all the words at once.

3. Because consonant blend sounds can be subtle, children can often either confuse them or not hear them at all. Here’s another game to help your child learn to differentiate the sounds. Say a single-syllable word without a blend (such as *say* or *fat*) and then your child must add a blend to it—it can be any blend. You can take turns adding blends to the word: *say* becomes *stay*, *gray*, *stray*, *bray*, etc; *fat* becomes *flat*, *drat*, *chat*, *that*, etc.

It can be fun to use nonsense words in this game, or you might want to stick to real words. For example, you say “fat,” and they may respond with “flat.” Together you then make the sound “fl.”

4. Review short and long vowel sounds. You might want to first ask your child what sound each vowel makes in its long and short form, and then you can give a word with, say, a short A sound, like *cat*. Ask your child to name three more words with short A sounds. Next, give a word with a long A sound, like *stay*, and ask your child to give three more words with long A sounds. If this



seems too easy, ask your child to spell each word aloud. Or you can simply give a word and ask your child to tell you whether it uses a short or long vowel sound and to identify the vowel.

5. Throughout the year, your child will be reading from a printed reader as part of every lesson's work. Hopefully your child will be reading independently for at least 15 minutes each day, and it is recommended that your child read aloud to you at least three times a week. Hearing your child read aloud will help you determine if they need help with particular words, sounds, letters, or with understanding what is read (reading comprehension).

We won't continue to list reading from a printed reader in the assignment section of each lesson but it will be mentioned occasionally as a reminder. However, the expectation and assumption is that this independent reading time will be part of your language arts work each week (and ideally, each day).

Further Study

Consonant blends can be difficult to hear, and so attention to the different sounds is helpful for later writing and spelling skills. Again, feel free to play with these sounds and incorporate attention to their use into your everyday life. Exaggerate the blends you use on occasion with your child and see if they can distinguish them. For instance, you might say, "Let's skip to the mailbox" and exaggerate the SK in *skip*. Then ask, "What letters does *skip* start with?" or see if your child can spell the whole word. Then you might say, "Let's slide down the hallway" and see if your child can identify the beginning consonant blend and spell the word (then make sure you have fun sliding down the hallway!).

Social Studies

Reading

Read or tell "The Fish Basket Goddess: A Tale from Ancient China" (found in *Oak Meadow Grade 2 Resource Book*).

Assignments

1. After reading "The Fish Basket Goddess," let the story rest overnight. In the morning, have your child retell it to you. Again, help with details. Why did the River Dragon cause such trouble for the people? Who helped them? Why did she help the people?

In the main lesson book (MLB), have your child draw a picture of the story. On the facing page, ask your child to write these words, or compose original sentences about the story:

Guan Yin was sad for the people. They must cross the river to get to the city. She asked the dragon to stop making waves, but he would not. Guan Yin built a bridge for the people.



2. Play a coin-toss game. Lay a basket on the floor. Stand back and try to toss pennies into the basket. Whoever lands the most, gets to keep them! This was a game children often played at market; you can substitute stones, or anything you wish, for pennies.
3. Complete the mask-making project. This is the time to decorate your mask. You may paint it, glue jewels, feathers, or beads on it, or whatever you wish!

When the mask is complete, give your child one or more silk play scarves (or other silky, flowing fabric) and ask them to act out the story. The Chinese often used dance and movement to tell stories. Encourage your child to tell this story, or the one from last week, using movement, silks, and the mask. Explain to your child that the Chinese used masks in performance to indicate a change of character or to denote specific parts of the story. Feel free to bring in friends or other family members, and add music to the performance. It will seem as though you are at an ancient Chinese festival!

Further Study

The ancient Chinese played the qin more than any other instrument. The qin is a zither, made of special paulownia wood with seven strings of silk. Check out the music section of your library or look for a recording online to hear this fascinating instrument.

As children begin their foray into history, it serves them well to experience the cultures they study through their feelings. The more they experience the daily existence of the people they hear about, the more history resonates for them in a way that is meaningful. It is for this reason that we bring stories and folktales to the child at this age as a means to explore history. Stories provide a bridge for the children to experience history as a living art. Additionally, we strive to provide the children with varied forms of self-expression through this journey, from movement and music to drama and the use of visual arts. In this way the children feel history around them, rather than simply hear about it.



Math

This week, your child will work with simple geometry forms. While drawing forms for your child, model good working habits with attending to the work, drawing smooth lines, sitting up straight, and holding the pencil with a relaxed but firm grip. Students who have worked with form drawing in Oak Meadow first grade should feel comfortable with creating forms freehand. A few reminders should be sufficient

to help your child get back into good working habits, including supported posture, flowing movement, and the ability to focus on the task at hand.

If your child continues to have difficulty with the foundations of good work habits and posture, make sure you have plenty of movement activities prior to attempting focused book work. You might want to try some of the activities from *Take Time: Movement Exercises for Parents, Teachers and Therapists of Children with Difficulties in Speaking, Reading, Writing and Spelling* by Mary Nash-Wortham. While these activities are healthy for all children (and adults), they are invaluable for children with difficulty in focused activities.

Assignments

1. Begin your work by reminding your child that all forms found in nature, at home, in town, and in the world are created from the straight and the curve. Your child might have fun pointing out objects that prove this point, or attempt to disprove it by pointing out what seem to be exceptions to the rule. Keep a playful sense of inquiry and exploration as you and your child consider this fundamental truth.
2. Choose two or three form drawings and explore them throughout the week. Below are a few forms from *Oak Meadow Grade 1 Coursebook*.

Remember that quality is the focus of form drawing rather than quantity. The movement exercises outlined below help your child absorb the essence of the form and be better able to reproduce it on paper (plus, they are fun to do!). It is important for children in the early grades to approach academic lessons by engaging the whole body before engaging in focused, fine motor-skill activity. This allows the child to more fully integrate the lesson, and may also help to mitigate learning challenges.

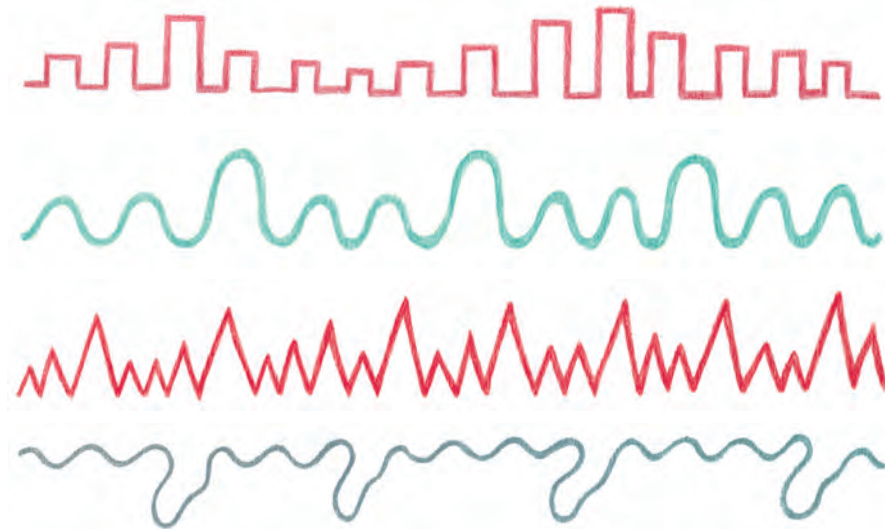
Choose some or all of the activities below for your child to do with each form before setting down to draw the form on paper. Do the movement exercises along with your child to encourage fully engaged participation.

Movement Exercises for Form Drawings

- Trace the form in the air with one finger.
- Trace the form using eyes only.
- Close one eye and trace the form with the other, and then switch eyes.
- Close both eyes and trace the form with eyes shut.
- Run (or walk) the form on the floor or outside.
- Trace the form on the ground using one foot and then using the other foot.

Once the form has been experienced in this physical way, draw the form with one finger on a chalkboard, if you have one, and then draw it with chalk. Draw the form on practice paper several

times until the form is straight across and consistent. Finally, have your child carefully draw the form in the MLB.



For geometric drawings, a fat crayon works best. Crayons are forgiving with small imperfections in the drawing and allow children who are perfectionists not to get too caught up in the details but focus on the bigger picture.

Science

The first scientific observation assignment is for you and your child to explore the life of an ant. The attention that you bring to this adventure will be of great benefit in helping your child become more focused. You can start by having your child observe for a few minutes at a time, and then slowly work to build up stamina. To follow a single ant with the eyes without losing it under a leaf or getting it confused with the other ants around it takes focused concentration. It is important to heighten the awareness of the senses at the same time as relaxing. You can model this behavior for your child.



Reading

Read “The Ant and the Cricket” to your child (found in *Oak Meadow Grade 2 Resource Book*).

Assignment

This week, you will be observing ant behavior. It is important to enter into the ant’s world. The point is not to capture an ant and observe it crawling across your kitchen table, but to observe it outside in its own habitat.

Plan your ant observations when you have a block of uninterrupted time so that your mind is entirely free to focus and experience the world of the ant. It helps to focus on three aspects of life that all animals have to deal with and organize to make their lives coherent:

- **How large is the area that the ant considers to be its world?** First spend time observing the space or world in which the ant lives. Have your child draw the ant's world in the science main lesson book.
- **What activities take place in the ant's world daily?** How do the ants work together? Have your child write a few sentences in the MLB about the ant's activities.
- **How does the ant meet its needs for survival?** What threats exist in the ant's world? How does the ant respond to these threats? Are there creatures in the ant's world that help it with its daily activities? What food does the ant eat and how does it get this food? Ask your child either to draw a picture depicting this aspect of the ant's world or to write a few additional sentences in the MLB (or do both).

Continue your ant observations every day for one week, working on these questions, sentences, and drawings. Include any relevant illustrations or information that your child would like to add. This observation exercise should help your child to become more focused, to experience another dimension of the environment that is not readily apparent, and to gain a greater understanding of the life experience of the ant.

Further Study

Ants are remarkable in that, despite their size, they can carry food and materials many times their weight. They are strong, versatile, and work beautifully together as a community. We have much to learn from these creatures!

This is a perfect time to start your own ant farm, if you wish, so that your child can better explore the lives of these truly remarkable creatures. Have your child keep a journal of the activities of the ants. How do they build their home? How much do they carry? If you were an ant, what would you be able to carry? A car? A cow?

Arts & Crafts

Assignments

1. Have your child create a watercolor painting. When it dries, paste it into the MLB. Read about how to do wet-paper watercolor painting in the *Oak Meadow Guide to Teaching the Early Grades*.



- 2. Continue crocheting a scarf. Try to have your child work on this a little each day. While you are reading a story aloud might be a good time for your child to crochet.

Music

Assignment

Learn “Raindrops” in the *Intermediate Recorder* book. Continue to practice exercise #1 from last week and to review familiar songs from last year. Play along with your child to help support the learning process.

If your child is eager to do more with the recorder, rather than moving on to another song, encourage your child to explore making up short tunes using the notes they already know. Another fun challenge is to take turns playing a series of notes and trying to imitate each other.

Health

Assignment

Complete lesson 2 in *Healthy Living from the Start*. This week, your child will continue to explore the amazing human body with a simple study of anatomy.

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

Learning Assessment

Use these assessment rubrics to track your child’s progress throughout the year. Please remember that these skills continue to develop over time. Add notes about the learning your child demonstrates or skills that need work.

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Retells story events in sequence				
Writes a story summary of one or more sentences				
Reads aloud with confidence				

LANGUAGE ARTS <i>(continued)</i>	Developing	Consistent	Competent	Notes
Differentiates between consonant blends				
Identifies consonant blends in spoken words				
Identifies short and long vowel sounds				
Demonstrates familiarity with word families				
Recognizes a variety of one-syllable words on sight				
Prints legibly				
Differentiates between uppercase and lowercase letters and uses them consistently				
Draws story scene showing specific details				
Memorizes and recites verses				

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

WRITING: STORY-SUMMARY SENTENCES

Please describe how your child created the story-summary sentences in the assignments this week. For instance, did your child copy sentences composed by you, dictate sentences for you to write and then copy them, or write original text? Did your child write a practice copy first, to which you made corrections before they wrote the sentences in the MLB? There are so many options for supporting children in their writing. Please use this space to clarify what (if any) assistance was necessary for the final draft.

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Demonstrates awareness of social or cultural details of story				
Makes connections between story themes and real life				
Acts out a story				

MATH	Developing	Consistent	Competent	Notes
Draws form drawings with consistency and symmetry				
Shows facility with counting in games				
Uses simple addition and subtraction in the context of daily life				
Uses simple multiplication and division in the context of daily life				
Sorts, measures, counts, and categorizes in the context of daily activities				

SCIENCE	Developing	Consistent	Competent	Notes
Demonstrates focused observational skills				
Describes observations				
Records anecdotal observations				
Shows familiarity with how animals use senses				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knows how to crochet		
Paints with watercolors		
Plays songs on the recorder		
Demonstrates knowledge of anatomy		

Weekly Planner—Lesson 6

Date _____

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

ASSIGNMENT SUMMARY

Language Arts

- ☐ Write a story summary.
- ☐ Read and memorize poetry.
- ☐ Copy and recite a poem.
- ☐ Make up sentences with FR and GL words.

Social Studies

- ☐ Reflect and write about story themes.
- ☐ Create a new language.
- ☐ Make a quill pen and homemade ink.

Math

- ☐ Review the four processes in story form.
- ☐ Transfer story problems to numeric equations.
- ☐ Write vertical and horizontal equations.
- ☐ Solve mental math problems.

Science

- ☐ Create a chart to track daily rhythms.
- ☐ Record data over time.

Arts & Crafts

- ☐ Write a poem on a painted background.
- ☐ Complete the crocheted scarf.

Music

- ☐ Learn “Exercise for E” on the recorder.

Health

- ☐ Review activities related to Unit I: Physical Body.

Materials Still Needed

Notes

Lesson 6

Language Arts

Reading

At bedtime, continue “The Tale of Paddy Muskrat,” reading one chapter each night.

Assignments

1. One day this week, have your child write a story-summary paragraph about the Paddy Muskrat story and illustrate it in the MLB.
2. Continue reading poetry to your child this week. Help them work on memorizing the chosen poem from last week, or a new one. For longer poems, have your child work on memorizing two lines at a time.
3. Choose two poems from this week’s selection for your child to copy into the MLB. Have them draw a neat form-drawing border around each poem.

Ask your child to read the poems aloud when they are complete, standing up straight and reading in a clear voice. Just as with playing the recorder, reading aloud requires good breath control. Notice if your child breathes at the end of each line or phrase, or takes extra breaths in the middle of lines or phrases.

4. Review the consonant blends **FR** and **GL**. Have your child read the list of FR words below, and then create a poem, story, or alliterative sentence using all the words on the list. (Alliterative sentences feature several words that start with the same sound, which often gives the sentence or phrase a fun, rollicking feel that rolls off the tongue.) Feel free to add or substitute words.

FR: free fresh Friday frank freeze frantic

MATERIALS

Social Studies: Quill Pen and Ink

large feather with sturdy quill
utility knife (for adult use)
steel wool
glass jar with lid
white vinegar
water
small pot
teabags, black tea
measuring spoons
plastic or glass cup
glue
plastic spoon
paper
iron (optional)

Math: Story Problems

triangular pencil
math manipulatives (glass “gems,” small stones, dried beans, acorns, etc.)

Repeat the process with GL words.

GL: glare gleam glue glow glass glum glide

Further Study

For further word building, play games with word families and consonant blends. Using index cards or pieces of paper, write down several word families, such as OCK, ELL, AIN, UM, etc. Make another set of cards with several consonant blends. Have your child experiment with adding the consonants to the front of the word families to create new words. See what you can come up with. Nonsense words are fine!

Social Studies

Over the next three lessons your child will explore the ancient Celts through stories and legends. The Celts loved to tell stories and, like the Mali people, they passed legends of their tribes, their leaders, and gods down from one generation to the next by word of mouth. In Britain and Ireland, however, some of these stories and legends were written down after the decline of the Druids. They can still be read today.

This week, your child will hear of Columcille, born an Irish prince, who saved much of the English written language from being destroyed during the Dark Ages. Your child will have the opportunity to make paper, ink, and pens, much like those Columcille used.

Reading

Read “Columcille of Ireland” to your child.

Assignments

1. After reading the story, have your child retell it to you the next day. Why was the work Columcille did so important?

Have your child write about the story and illustrate it. Use these words or come up with your own:

Columcille loved words. He copied many books of old to help keep learning alive for people everywhere.

2. The Celts had earlier systems of writing that they used to make memorials on stones. Their writing consisted originally of a series of lines to designate various letters. Have your child design a new form of writing. Many children do this as a natural progression to writing phonetically.

Perhaps your child would like to start with designing pictures to indicate words, as the early Egyptians did. Or your child could design a new form of phonetics, assigning sounds to different shapes. If your child struggles with the written word, encourage them to design a purely oral form of language that only you two can understand—what is the word for *hello* in this new language?

What is the word for *mother* or *father*? What is the word for *hungry*? Help your child record the key to this new language in the MLB (if it is a written language) and then compose a message. See if you can communicate using the new language!

3. Have your child design a writing quill—much like the one Columcille used—and make homemade ink. To make a quill pen, you will need a feather quill (goose is best, but any will do). You can find one at a craft store, or, best of all, in nature where our feathered friends congregate!

Once you have located a quill, cut off the point at an angle with a utility knife, much like the tip of a pen. Then, make a slit in the tip. This will draw in the ink. Soon you'll be ready to write!

Follow the accompanying instructions for making ink. Once the ink and quill pen are ready, have your child practice writing with it. It takes some getting used to! When they feel confident, write a note in the MLB with the quill and ink. Perhaps this note will be about Columcille or be written in the new made-up language.



MAKING INK

Materials:

- piece of steel wool
- glass jar with lid (a jelly jar will do)
- ½ cup white vinegar
- ½ cup water
- small pot
- 2 teabags, black tea
- measuring spoons
- plastic or glass cup
- ½ tablespoon glue
- plastic spoon
- paper
- iron (optional)

Steps:

1. Place the steel wool in the jar and pour the vinegar over it. Put the lid on the jar. Allow it to sit in the sunshine (indoors or out) for at least 24 hours.
2. Boil the water in the pot, and then add the teabags. Remove from the heat and let steep for about 3 minutes. You should have a very dark, strong tea.
3. Measure 3 tablespoons of the steel wool/vinegar liquid into the cup. Add 3 tablespoons of the tea. Mix in the glue and stir well to combine.
4. Dip the quill into the ink and write on paper. The ink turns a darker color as it dries. For quick results, hold an iron a few inches above the paper on which you are writing.

Further Study

The ancient Celts were an interesting civilization. Their myths and legends, particularly those of King Arthur and the Knights of the Round Table, survived centuries thanks to the tireless efforts of Druid priests who committed themselves to preserving much of written history. Both the Greeks and the Romans wrote about their encounters with the Celts. As a result, we can be sure about many events from 300 BCE to the present. Prior to that time, however, we rely on the work of archaeologists.

The Celtic priests were known for their incredibly beautiful and detailed illuminated manuscripts. Search in the library or online for images of illuminated manuscripts and share them with your child. Imagine drawing and writing an entire book by hand!

Math

In this lesson, you will review the four processes (or operations): addition, subtraction, multiplication, and division. You will use story problems to help your child envision each process and your child will use manipulatives to demonstrate how to solve story problems.

It will be helpful for your child to have triangular pencils for writing numbers and doing arithmetic problems. As the second 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.

In each lesson, your child will be asked to enter some math problems into the main lesson book. Encourage your child to use colored pencils to make the MLB very special. Geometric drawing forms can be used to decorate the borders of the pages. Provide your child with ample practice paper and time to work with problems before copying samples into the MLB. You may want to keep these practice pages in a folder so that they may be referred to from time to time.

Assignments

1. The best way to start is with a review of the signs of the four processes: $+$, $-$, \times , \div . Then move to an exploration of the four processes using 12 objects, such as buttons, beans, glass “gems,” or acorns. Twelve is a convenient number because it can be divided into so many parts evenly.

Give your child a story problem to practice the four operations. For example, you might tell a story like this: A squirrel (feel free to name this squirrel) went about gathering nuts and buried them in 3 separate holes. In the first hole he buried 4, in the second he buried 4, and in the third hole he buried 4. (Demonstrate this activity by separating the 12 objects into 3 piles of 4.) When the squirrel had buried all of his nuts, he met an old squirrel who was too weak to gather nuts, so our friend decided to share what he had with the old squirrel. He went back and dug up all 3 holes with 4 nuts in each. How many nuts did he have in all?

Wait for your child to answer. Have your child demonstrate and explain how they arrived at the answer. For instance your child might say that 4 plus 4 plus 4 equals 12, or that 3 times 4 equals 12.

Continue with the story: The squirrel took his 12 nuts and divided them so that he and the old squirrel both had equal amounts. How many nuts did they each have? Wait for your child to figure this out, demonstrating with the manipulatives and explaining their reasoning. Your child might say 12 minus 6 is 6, or 12 divided by 2 is 6.

Similar stories can be created, which provide opportunities to experience addition, subtraction, multiplication, and division. Here is an example: Both of the squirrels ate 1 nut each, and then they buried their nuts again. How many nuts were buried this time? The next day, our squirrel friend met 3 other animals who gave nuts to him. Bear gave him 3 nuts, Fox gave him 2, and Bird gave him 4. How many nuts did the 3 animals give him in all? ($3 + 2 + 4 = 9$ nuts). Then the squirrel took these 9 nuts and gave away 5 to his friend Rabbit. How many were left? He added these nuts to the 10 nuts in the hole. How many nuts did the squirrel have stored away?

For many children, multiplication is best understood by relating it to addition. For example, if the squirrel dug 6 holes and buried 2 nuts in each hole, we can find the answer by saying $2 + 2 + 2 + 2 + 2 + 2 = 12$. If your child tends to use addition, you can show them that the fast way of doing it is by saying $6 \times 2 = 12$, or 6 holes with 2 nuts. You can show your child how to count by twos 6 times to arrive at the answer. Practice many problems using multiplication as well as addition and subtraction. Remind your child to use the math manipulatives and talk through the problem to help it make sense.

Division is best understood by telling stories that involve sharing: the squirrel had 6 nuts and wanted to share all his nuts with his friend Rabbit, so they divided the nuts equally between them. Working these problems out with real objects is a tremendous help in visualizing exactly what is happening, so that the problem has much more meaning when written down.

Throughout the week, create simple story problems for your child to solve. Multistep stories like this provide opportunities to practice the four processes in arithmetic, and at the same time they supply moral nourishment to the child by relating how wonderful it feels to give to someone who is in need, or to share with a friend. In all such examples, keep the stories fun and the means of working them out very tangible, so that your child can easily grasp what has to be done.

2. As you work with story problems, help your child as needed, and then have them translate the story problem into a numeric equation, based on how they solved it (using addition or multiplication, and subtraction or division). Ask your child to write the equations in the math main lesson book. Your child might also like to draw a picture of a squirrel and nuts, showing the 3 piles of 4 nuts, or the 12 nuts divided in 2, for example.
3. After a little review of working with the four processes with manipulatives, ask your child to transfer the problems to paper by writing the numbers and symbols down. Let them use the counting objects (math manipulatives) for as long as necessary. As your child becomes more familiar with each of the four processes, they will gradually stop using the objects, but there is no harm in using them as long as your child wishes.

Review the horizontal and vertical formats for addition and subtraction problems, as follows:

Vertical Format

$$\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$$

Horizontal Format

$$2 + 3 = 5$$

(Both horizontal and vertical format equations were introduced in Oak Meadow's first grade course, but if the vertical format is new to your child, you may want to take your time introducing it.) This year, we will focus on the vertical format because it simplifies solving more complex problems involving place value, carrying, and borrowing that your child will be working with in the future.

Each math session, give your child several problems, in story form, to practice each of the four processes. Have your child write the equations in vertical format, and explain how the problem was solved.

4. When all four processes have been worked with on paper and your child has a firm grasp on how to transfer a spoken problem into writing, try mental math. Ask your child to work out the problem in their head, without using paper or manipulatives. Begin with easy questions related to what you are doing, such as "There are 24 pieces to this game, but I can only find 20. How many are missing?" or "We'll double the recipe for muffins. If it says 4 eggs, how many will we need to double the recipe?" As your child gets used to doing mental math, you can introduce more complex, multistep story problems. You can practice mental math problems anytime—when you are riding in the car, preparing dinner, or taking a walk, it's easy to pose a question for your child to solve.

Some children find mental math very difficult, and others feel that it is easy. Eventually the capacity to solve problems mentally will need to be developed, but if it causes too much conflict at this point, don't be concerned; try again in a few weeks. As the year progresses, your child will have stronger capacities and more confidence in their math ability.

Science

This week your child will explore the idea of natural rhythms. Plants and animals, as well as human beings, have a natural rhythm. Our biological clock tells us when it is time to wake up. Our stomachs often tell us when it is time to eat, and there are periods of the day when our energy ebbs. Studies show that morning tends to be the best time for most children academically. In our fast-paced world, many of us have lost touch with that part of ourselves that knows what we need and tells us when we need it. This week, your child will chart their daily rhythms, including sleep habits, energy levels, and eating practices.

Assignment

Help your child set up a chart to track daily rhythms. On the top of the paper, make three columns titled Wake Up Time, Hunger, and Energy Level. Show your child how to create seven rows beneath, one for each day of the week (or you can do five rows, and take the weekend off).

Each day, have your child document when they awoke (in the column labeled Wake Up Time). You can help write the time, since many children of this age have not yet mastered the ability to tell and write the time. Do the same thing with the other columns, writing down the time when your child gets hungry. Have your child note when during the day they experience lots of energy, and when they feel out of energy. Keep checking in with your child and giving reminders to write data on the chart. Most children are not used to noticing when they are hungry or tired.

Continue documenting daily rhythms on this chart throughout the week. When you have finished, discuss the findings with your child. Have your child point out when they seem most active during the day. Does your child get hungry at the same times each day? Do they wake up at the same time each day? Your child might be interested in having you chart your own rhythms so that you two can compare them.

Further Study

This activity may be challenging at first. As we have stated, our world often demands much of us during the day and it is difficult to pay attention to what our body is telling us. Many people find themselves eating whether they are hungry or not, and functioning with too little sleep. Take note of how different it feels to slow down and listen to your body's signs! When you really pay attention to your body, do you operate differently? Do you need to eat less or more? Do you sleep less or more?

Arts & Crafts

Assignments

1. Have your child paint a watercolor painting in light colors. When it dries, your child can choose a poem to write on the painting using the feather quill and ink. The quill and ink create a fine line, so you might encourage your child to choose a short poem and write the poem in one corner of the painting. Your child might like to use a favorite poem or compose a new one.
2. Complete the crocheted scarf.

Music

Assignment

Introduce the E note and then teach your child "Exercise for E" (found in *Intermediate Recorder*).

By now your child should be getting more comfortable with playing the recorder. Depending on your child's ability, it might be fun to vary the tempo of the pieces they know, playing each piece slower and

faster than usual. This also helps your child to 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.

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

Continue to track your child’s progress over time. Add notes about the learning your child demonstrates or skills that need work. 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
Memorizes and recites a poem				
Retells story events in sequence				
Writes a story summary of two or more sentences				
Reads aloud with confidence				
Differentiates between consonant blends				
Identifies consonant blends in spoken words				
Identifies short and long vowel sounds				
Demonstrates familiarity with word families				

LANGUAGE ARTS (<i>continued</i>)	Developing	Consistent	Competent	Notes
Recognizes a variety of one-syllable words on sight				
Prints legibly				
Differentiates between uppercase and lowercase letters and uses them consistently				
Draws story scene showing specific details				

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

WRITING: STORY-SUMMARY SENTENCES

Please describe how your child created the story-summary sentences this week. Use this space to clarify what (if any) assistance was necessary.

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Creates an original language				
Demonstrates awareness of social or cultural details of story				
Makes connections between story themes and real life				
Acts out a story				
Shows familiarity with family history				
Demonstrates oral storytelling				

MATH	Developing	Consistent	Competent	Notes
Solves addition and subtraction problems in vertical format				
Solves multiplication problems in vertical format				
Solves division problems				
Transfers story problems to numeric equations				
Solves mental math problems using the four processes				
Demonstrates symmetry in form drawing				
Uses math in the context of daily activities				

SCIENCE	Developing	Consistent	Competent	Notes
Records data over time				
Demonstrates knowledge of animal habits and habitat				
Demonstrates focused observational skills				
Describes observations				

SCIENCE (<i>continued</i>)	Developing	Consistent	Competent	Notes
Records observations in sketch and text form				
Draws details of observations				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Crochets		
Paints with watercolors		
Creates crafts related to curriculum		
Plays songs on the recorder		
Demonstrates knowledge of the physical body		

Weekly Planner—Lesson 17

Date _____

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

ASSIGNMENT SUMMARY

Language Arts

- ☐ Begin memorizing a poem.
- ☐ Copy poems and add an artistic element.
- ☐ Write a story summary.

Social Studies

- ☐ Examine details on a regional map.
- ☐ Describe the local climate.
- ☐ Illustrate a favorite time of year.

Math

- ☐ Classify and sort similar objects.
- ☐ Classify and sort objects in different ways.
- ☐ Create a series of paintings to classify.

Science

- ☐ Observe a spider's web.
- ☐ Draw a picture of a spider web.
- ☐ Make a God's Eye.

Arts & Crafts

- ☐ Add May page to calendar.
- ☐ Choose two clay projects.

Music

- ☐ Learn "Old MacDonald" on the recorder.
- ☐ Experiment with using different beats for hands and feet.

Health

- ☐ Complete an activity about relaxation techniques.

Materials Still Needed

Notes

Lesson 17

Language Arts

Reading

At bedtime, begin reading *Old Mother West Wind* to your child. You will be reading chapters from this book over the next 4 weeks.

Assignments

1. Read poems to your child this week. Choose from the poems included in the *Oak Meadow Guide to Teaching the Early Grades* or a children's poetry book of your own choosing. You and your child will select one of these poems to memorize over the next four-week period.

Memorizing poems is to the mind what aerobics are to the body! Memorization and recitation are wonderful for increasing mental agility and acuity. Remember, when working with either poetry or dramatic material, pronunciation is important. As you are working with the material, it can be fun to over-emphasize the vowels and consonants together as a way to encourage phonic resonance.

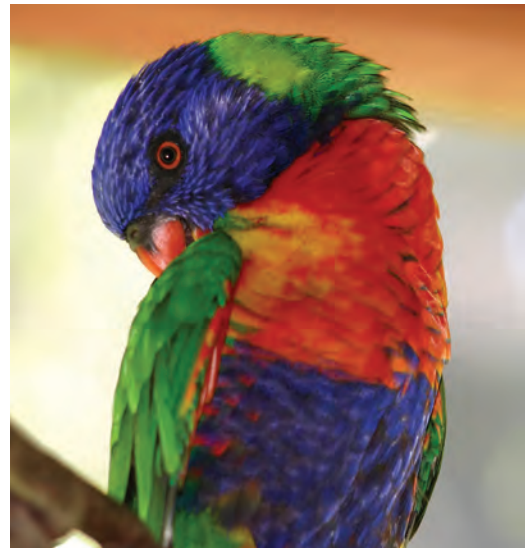
2. Two days this week, have your child copy a poem into the MLB and add artwork, a decorative border, or other artistic embellishments.
3. One day this week, ask your child to retell one of the adventures from *Old Mother West Wind*, and then create a summary paragraph of the story so far. Include an illustration that shows some particular detail from the story.

MATERIALS

Science: God's Eye

2 sticks

yarn in several colors



Social Studies

Assignments

1. Have your child locate where you live on both the world map and the globe.

Next, have your child locate where you live on a map of the country in which you live. How closely can they identify your current location?

Have your child locate mountain ranges, rivers, lakes, and other significant landmarks near or in your area.

2. Discuss the climate where you live. Do you have four seasons? See if your child can describe what each season is like. What is their favorite time of year? Why?
3. Have your child draw a picture showing what they like to do outside during their favorite time of year.



Further Study

Where we live dictates so much of what we do, from what clothes we wear to the houses we build, to the manner in which we travel. Look at the United States. Note how differently people live in the Northeast from those in the Southwest.

Math

Comparing and ordering are important mathematical capacities that must be trained and developed. Your child has been comparing and ordering through practical activities, such as sorting socks, putting away laundry, putting away dishes, cleaning up toys, and returning all the similar toys to the correct bins. Continue these activities throughout second grade, as they not only develop important capacity but also train your child in accomplishing everyday chores.

Assignments

1. This week, have a box, bag, or basket of many objects (blocks, stones, seashells, coins, beans and seeds, beads, acorns, pieces of fabric, buttons, pens and pencils, toys, or whatever you have on hand). We'll use coins as the example, but any set of objects can be used.

Dump the coins out on the table. See if your child can tell you what is the same and what is different about these coins. If your child is stuck, model how to do that.

Then have your child pick out one of each type of item (help with this, if necessary). 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.

Next, take the pile of nickels and count by fives. Take the pile of dimes to count by tens.

In third grade we will work intensively with money and monetary values, but this is enough of working with money for now. Your child might like to help roll the coins and take them to the bank.

2. On another day, use another set of objects and have your child sort and classify them. You could use a set of blocks that are different shapes, sizes, and colors. Have your child sort them by shape, then by size, and then by color. This shows that it is possible to sort a set of objects in a variety of ways.

Ask your child to explain how the objects are sorted and classified and why they chose that method. Then ask if there is another way the objects could be sorted. This becomes an important idea when working with research and statistics when your child is older, but the foundation is set here in second 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 main lesson book.

3. Do a series of watercolor paintings that feature a single color on each painting. You may want to cut your watercolor paper in half since you will be doing many paintings, and then laying them in a line to sort them by color. Do two or three paintings of each color with your child (this will give you four to six paintings of the same color). For instance, you will have four red paintings, four blue paintings, etc. Since you are using watercolors each painting will be a slightly different color (lighter or darker). First paint a primary color series (yellow, red, and blue), and then paint a secondary color series (purple, green, and orange).

When they have dried, lay all the paintings on the floor and sort and classify these paintings according to color. Within a color series, line them up from darkest to lightest. Move the paintings around on the floor until you are both satisfied with the ordering.

Next, lay out the paintings in a way that shows the progression between colors. For example, lay the purple painting that has the most red in it to the left and the purple painting with the most blue to the right. You can do this to create a whole spectrum of colors using all or some of the paintings you did together this week.

You and your child can get creative with how you sort and display the paintings. For instance, you might try doing a grid that shows the progression from light to dark from left to right, and the progression through the colors of the rainbow from top to bottom. Have fun with it! If you come up with a particularly pleasing arrangement, take a photo and add it to the MLB.

Science

Assignments

1. Take a walk and look for a spider's web. Spiders use silk to build their webs. After the spider has spun this sticky web, it sits in the middle of the web to wait for dinner to arrive. Morning is a particularly magical time to view spiders' webs because dew clings to the strands of the web and makes it very easy to see its intricate pattern.

Bring a magnifying glass with you and look at the web close-up. Then have your child use a finger in the air to trace the strands of the web, around and around. Remind your child not to touch the web because the strands are fragile. Imagine how long it took the hardworking spider to create this web.

Try to find another spider web and compare the two. Bushes are often good places to find them. If you are lucky, you may find a web that a spider is busily constructing. Observe quietly, without interfering, to see how the spider goes about its work.

2. Have your child draw a picture of a spider's web they have seen (or read about).
3. Practice weaving by creating a God's Eye using sticks collected in nature. See *Oak Meadow Crafts for the Early Grades* for instructions. Your creation will look more like a spider's web if you use interestingly shaped sticks, so keep an eye out for them on your walk.



Further Study

Have you read *Charlotte's Web* by E. B. White? It is a wonderful story about friendship and loyalty. It is recommended reading for the whole family!

Arts & Crafts

Assignments

1. Complete the May page of the calendar.
2. Choose two clay projects from *Oak Meadow Crafts for the Early Grades* to work on this week.

Music

Assignments

1. Learn “Old MacDonald.” Continue playing familiar songs, singing along and clapping or marching in rhythm.
2. Try these exercises 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. This can be done in a call-and-response style, with each of you taking turns making up a clapping rhythm in time to the marching beat and having the other person repeat the pattern.
 - 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 their feet. Then begin clapping and singing the words to “Old MacDonald.” Their feet will keep marching even when their 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 as your child has the opportunity to experience relaxation techniques.

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 your child's progress over time.

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Memorizes and recites a poem				
Writes a rhyming verse				
Writes an opinion paragraph				
Writes a descriptive paragraph				
Acts out a story				
Writes an original story				
Retells story events in sequence				
Writes a story summary of three or more sentences				
Reads aloud with confidence				
Identifies consonant blends in spoken words				
Recognizes a variety of words on sight				
Prints legibly				
Differentiates between uppercase and lowercase letters and uses them consistently				
Draws story scene showing specific details				

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

LITERATURE (<i>continued</i>)	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes

WRITING: STORY-SUMMARY SENTENCES

Please describe how your child created the story-summary sentences this week. Use this space to clarify what (if any) assistance was necessary.

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Identifies location of home on a country map				
Demonstrates knowledge of continents and oceans				
Locates continents and oceans on a globe and map				
Shows differences between geographic regions				
Identifies connection between lifestyle and climate region				
Locates places on a globe or world map				
Demonstrates knowledge of cardinal and ordinal directions				
Navigates using a compass				
Traces a route on a map				
Shows familiarity with map legends				

MATH	Developing	Consistent	Competent	Notes
Sorts and classifies objects in numerous ways				
Identifies number bonds up to 20				
Identifies number bonds up to 10				
Adds and subtracts by 10				
Adds and subtracts by 20				
Uses carrying in addition				
Demonstrates knowledge of place value to 100,000,000				
Writes numbers in expanded form				
Demonstrates knowledge of 3 times table				
Demonstrates knowledge of 6 times table				
Demonstrates knowledge of 5 times table				
Demonstrates knowledge of 10 times table				
Demonstrates knowledge of 2 times table				
Demonstrates knowledge of 4 times table				
Solves problems using times tables				
Solves problems in horizontal and vertical format				
Transfers story problems to numeric equations				
Solves mental math problems using the four processes				
Demonstrates symmetry in form drawing				
Uses math in the context of daily activities				

SCIENCE	Developing	Consistent	Competent	Notes
Draws and labels detailed sketches				
Sets up and maintains an experiment over time				
Sorts objects according to varying criteria				
Records data over time				
Makes comparisons based on data				
Makes predictions based on data				
Demonstrates knowledge of animal habits and habitat				
Demonstrates focused observational skills				
Describes observations				
Records observations in sketch and text form				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Sculpts objects with clay		
Paints with watercolors		
Creates crafts related to curriculum		
Plays songs on the recorder		
Demonstrates knowledge of stress management		

Weekly Planner—Lesson 23

Date _____

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

ASSIGNMENT SUMMARY

Language Arts

- ☐ Act out a scene from a story.
- ☐ Write an original story.
- ☐ Identify words with long and short U sounds.

Social Studies

- ☐ Retell a story about ancient Mali.
- ☐ Explore different types of commerce.
- ☐ Experiment using the silent method of trade.
- ☐ Begin planning a market stand.

Math

- ☐ Demonstrate and draw the 9 and 7 times tables patterns.
- ☐ Say and write the 9 and 7 times tables.
- ☐ Continue using the star chart to track learning.

Science

- ☐ Learn about cold- and warm-blooded animals.
- ☐ Identify examples of cold- and warm-blooded animals.
- ☐ Conduct an experiment to prove humans are warm-blooded.

Arts & Crafts

- ☐ Add November page to calendar.
- ☐ Choose two craft or clay projects.

Music

- ☐ Learn “Twinkle, Twinkle, Little Star” on the recorder.

Health

- ☐ Complete an activity about anger resolution.

Materials Still Needed

Notes



Grade

2

Lesson 23

Language Arts

Reading

Read “The Tale of Reddy Woodpecker” to your child at bedtime.

Assignments

1. Help your child act out or perform a puppet play about Reddy Woodpecker. Afterward, write a short description of the play: How was it acted out? Who was in it? What story did you tell?
2. Have your child make up a new story about Reddy Woodpecker and his friends. This can be put into book form, or written and drawn in several panels, comic-book style. Show your child how to divide the MLB page into three to six boxes, and then write a short sentence and draw a picture in each one. Make sure the story is told sequentially in words and pictures.
3. Review the sounds of the letter **U**.

Short U: up put under

Long U: cube unicorn

The long U sound is found at the end of an open syllable in *music* and *tuba*. Both the long and short U sounds can be heard in *useful* and *beautiful*.

Have your child give examples of words in which U makes different sounds.

MATERIALS

Science: Warm-Blooded Experiment
thermometer

Social Studies

Reading

Read or memorize and tell “The Mali Marketplace.”

Assignments

1. Have your child retell the story about the Mali marketplace. What did Inan’s father do? What happened to let buyers know the merchants were ready to trade? (The “deba” drum sounded.) How did the people of Mali trade? Did they make a lot of noise like at the Chinese marketplace in

Luoyang city? What happened if a merchant was not satisfied? What was traded in this market? Why do you think salt was as valuable as gold? Is that true for us?

Asking questions like these not only helps you determine your child's comprehension of the story but also helps them learn how to identify key story details. It also helps your child recognize how the different details and events, which sometimes seem unrelated, fit together to create a cohesive whole, not only within a particular story, but across different stories and cultures. Story discussions such as these encourage students to make connections and assimilate new information, creating a deeper understanding of the topic.

2. Explain to your child that the ancient Mali people used bartering as a way of exchange. This meant that they would trade or exchange one good for another, instead of using money as we often do now. Many families, friends, and neighbors use bartering today. For instance, you might mow your neighbors' lawn in exchange for apples from their tree, or you might trade babysitting services with another family. Does your child ever use bartering? Perhaps they like to trade baseball cards or books with a friend, or trade chores with a family member.

In the MLB, have your child create a colorful border with a sentence like this:

If I could make a silent trade or barter, it would be for a(n) _____. I would trade with _____.

3. Have your child set up a market for trade, using the silent trade method of the ancient Malis. For instance, your child might have a market stall with stuffed animals to trade, and you might be a farmer, bringing a basket of apples and oranges to trade. Without using words, try to arrange a transaction.

Afterward, try trading with words. Which method do you and your child prefer? Why?

4. In lesson 25, your child will be making a lemonade stand, yard sale, or market stand. You can begin preparing now by helping them brainstorm ideas about what to sell or barter. Depending on your individual circumstances, you might open up your market to family and friends, neighbors, or the community at large. (If your child is only comfortable making transactions within your immediate family, that's fine—you can scale down the project appropriately.)

You might like to collect old books and toys and have a yard sale, or you might like to create new items for sale. Perhaps your child enjoys making knitted trivets or beaded bracelets, or perhaps your child likes to cook and wants to make cookies to sell. Your child might like to make garden markers, fairy houses, or bird feeders. (If your child enjoys making crafts, you might have fun looking for ideas in *Oak Meadow Crafts for the Early Grades*).

You can write a list of the ideas your child likes, and then help them narrow it down, based on practical considerations.

Once your child decides what kind of "market" to do, you can help create a list of goods you will need, and, if you are making things, the raw materials/ingredients you'll need. Your child can

begin gathering items or start making them. Find a good place to store the items until they are needed.

Math

This week your child will be introduced to the 7 and 9 times tables. Mastery is not expected! This is simply a first look at these tables for your child.

Assignments

1. Begin each day this week with mental math problems using all four operations.
2. Take out the patterning board and have your child explore the 9 times table. Tie the string onto the 0 nail, and then count 9 around the circle, and loop the string around that nail. Count another 9, and loop the string. As your child begins this pattern, they may be surprised to see the shape being formed in the opposite direction (counterclockwise).

9
18
27
36
45
54
63
72
81
90
99
108

Write the list of multiples of 9, as above, and see if your child can find the pattern with the 9 times table. If not, point to the ending digits (9, 8, 7, 6, 5, 4, 3, 2, 1, 0) and then the beginning digits of the two-digit numbers (1, 2, 3, 4, 5, 6, 7, 8, 9). See if you can go up to 200 or further using the pattern.

Draw the pattern in the main lesson book. Help your child focus on drawing very round circles and taking time to create an accurate form. Watch for the secret shape that comes out of this form.

3. Do the 7 times table with the patterning board. Begin with the string tied to the 0 nail. Then have your child count 7 forward and wrap the string around that nail. Continue counting forward until you return to the 0 nail ($10 \times 7 = 70$). Watch for the secret shape that emerges!

The pattern for the 7 times table doesn't repeat until 7×10 . This makes this table trickier to memorize because you can't rely on a pattern to continue. Practice this table this week doing skip counting.

Draw the 7 times table pattern in the MLB. You can have your child color in or decorate the form.

4. Have your child write out the 7 and 9 times tables in the main lesson book. Practice reading or reciting them aloud together.
5. Practice the other times tables this week and continue to work with the star chart.

Science

Assignments

1. Another way to distinguish between types of animals is to talk about whether they are cold-blooded or warm-blooded. Cold-blooded animals depend on their environment to regulate their body temperature. They do not actually have cold blood! Instead, if a cold-blooded animal wants to get warm, it must move to a warm spot, like a sunny rock. To cool down, it must move to a cooler spot, like water. Fish, reptiles, and amphibians are all examples of cold-blooded animals.



Warm-blooded animals regulate their own body temperature. That means that they stay about the same temperature no matter where they are. Birds and mammals (like us!) are warm-blooded. We may get cold in the winter, but our temperature will only vary slightly, if at all, if we move into cooler or warmer places.

You may wish to look through some books or online for examples as you discuss warm- and cold-blooded animals.



2. Ask your child to divide an MLB page in half. Help them cut a piece of paper to the same size as half the MLB page, and label one "Warm" and the other "Cold." Tape these pieces of paper into the MLB so that the labels form a flap that hides the MLB page; you will only put tape along the top edge of the flap so that it can swing free. Your child can lift this flap and see what's underneath (there's nothing there yet!).

Underneath each flap, have your child draw or list several animals that are warm-blooded or cold-blooded. Make sure the animals go beneath the correct flap.

3. Do an experiment with your child to demonstrate that humans are warm-blooded. Have your child stand in a very warm area. Take their temperature and have them make note of it. Then ask your child to go to a much colder spot (outside, if needed) and stand there for a few minutes. Take their temperature again. Is there any difference? Point out that if you were an alligator, your temperature would change a great deal! This is why many cold-blooded animals live in warm areas.

Arts & Crafts

Assignments

1. Complete the November page of the calendar.
2. Choose two projects to work on this week (craft or clay).



Music

Assignment

Learn “Twinkle, Twinkle, Little Star” on the recorder. Continue practicing old favorites.

Health

Assignment

Complete lesson 23 in *Healthy Living from the Start*. Anger management is an important element of self-esteem. Anger resolution is the focus of this lesson’s activities.

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

Continue to track your child's progress and note skills that need work.

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Memorizes and recites a poem				
Writes a rhyming verse				
Demonstrates good posture and diction during recitation				
Writes an opinion paragraph				
Writes a descriptive paragraph				
Acts out a story				
Writes an original story				
Retells story events in sequence				
Writes a story summary of three or more sentences				
Reads aloud with confidence				
Identifies short and long vowel sounds in words				
Identifies consonant blends in spoken words				
Recognizes a variety of words on sight				
Prints legibly				
Differentiates between uppercase and lowercase letters and uses them consistently				
Draws story scene showing specific details				

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

WRITING: SENTENCES AND PARAGRAPHS

Please describe how your child created the written portion of the assignments this week. Use this space to clarify what (if any) assistance was necessary for the final draft.

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Shows knowledge of different types of commerce				
Identifies connections between natural, human, and capital resources				
Demonstrates knowledge of continents and oceans				
Locates continents and oceans on a globe and map				
Shows differences between geographic regions				
Identifies connection between lifestyle and climate region				
Locates places on a globe or world map				
Demonstrates knowledge of cardinal and ordinal directions				

SOCIAL STUDIES <i>(continued)</i>	Developing	Consistent	Competent	Notes
Navigates using a compass				
Traces a route on a map				
Shows familiarity with map legends				

MATH	Developing	Consistent	Competent	Notes
Sorts and classifies objects in numerous ways				
Identifies number bonds up to 20				
Identifies number bonds up to 10				
Adds and subtracts by 10				
Adds and subtracts by 20				
Uses carrying in addition				
Demonstrates knowledge of place value to 100,000,000				
Writes numbers in expanded form				
Demonstrates knowledge of 2 and 4 times tables				
Demonstrates knowledge of 3 and 6 times tables				
Demonstrates knowledge of 5 and 10 times tables				
Demonstrates knowledge of 7 times table				
Demonstrates knowledge of 8 times table				
Demonstrates knowledge of 9 times table				
Solves problems using times tables				

MATH <i>(continued)</i>	Developing	Consistent	Competent	Notes
Solves problems in horizontal and vertical format				
Transfers story problems to numeric equations				
Solves mental math problems using the four processes				
Demonstrates symmetry in form drawing				
Uses math in the context of daily activities				

SCIENCE	Developing	Consistent	Competent	Notes
Differentiates between cold- and warm-blooded animals				
Differentiates between vertebrates and invertebrates				
Draws and labels detailed sketches				
Sets up and maintains an experiment over time				
Sorts objects according to varying criteria				
Records data over time				
Makes comparisons based on data				
Makes predictions based on data				
Demonstrates knowledge of animal habits and habitat				
Demonstrates focused observational skills				
Describes observations				
Records observations in sketch and text form				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Sculpts objects with clay		
Paints with watercolors		
Creates crafts related to curriculum		
Plays songs on the recorder		
Demonstrates knowledge of anger resolution		



Appendix

Works Cited 453

List of Materials 455



List of Materials

Materials in alphabetical order

Bags, cloth or plastic

basket

beads

beeswax, modeling

binoculars

birdseed

board

buttons

Cardboard box, medium to large

cardboard, thin

charms

coat hanger

colored pencils

construction paper, colored

craft glue

crayon

crochet hook

Dried flowers

Embroidery thread

Fabric

feather, large with sturdy quill

feathers

felt

flour

food processor or blender

Glass jar with lid

glue

grapefruit

Hammer

hole punch

honey, in jar with a honeycomb

hot glue gun

Index cards

iron

Loom

large drawing paper

loom “loops”

Magazines

math manipulatives (glass “gems,” small stones,
dried beans, acorns, etc.)

measuring spoons

Nails

needle and thread

newspaper

Old clothes

Paintbrushes

pantyhose, old

pencil

pennies

petroleum jelly

plaster impregnated bandage (gauze with
plaster in it)

plastic cup or bowl

plastic or glass cup

plant pots, small

poster board

poster paints

potting soil

Raffia

ribbon

ribbons, cloth, 1-inch width

ruler or measuring tape

Salt

sand paper

scissors

seeds (sunflower, pea, bean, or any other fast-
growing seed)

sheet or towel, old

silk play scarves (or other silky material)

small pot

spoon, plastic

steel wool

sticks

stones or math gems

string

Tape

teabags, black tea

thermometer

tissues

triangular pencil

twine

Utility knife

Wax paper

white vinegar

wood, square block (8 inches)

Yarn

Materials (sorted by lesson)

LESSON	CRAFT	MATERIALS
1	Social Studies: Tangram	colored construction paper scissors cardboard (optional) glue (optional)
1	Social Studies: Mask Making	plaster impregnated bandage (gauze with plaster in it) petroleum jelly tissues old clothes warm water in plastic cup or bowl scissors hot glue gun paint, feathers, flowers, and jewels, etc.
1	Science: Pin the Tail on the Donkey	large drawing paper construction paper tape scissors
1	Arts & Crafts: Treasure Box	cardboard box, medium to large poster paints paintbrushes newspaper
1	Arts & Crafts: Crocheting	crochet hook yarn
2	Social Studies: Coin Toss	basket pennies (or other small objects)
2	Social Studies: Chinese Festival	silk play scarves (or other silky material)
3	Language Arts: CH Words	scissors glue magazines (optional)
3	Arts & Crafts: Grapefruit Bird Feeder	grapefruit birdseed pencil twine
4	Science: Animal Collage	scissors glue magazines (optional)
5	Social Studies: Family History Picture Book	hole punch yarn cardboard, thin (optional) glue (optional)

LESSON	CRAFT	MATERIALS
5	Arts & Crafts: Everlasting Calendar	paper (sturdy drawing paper) scissors glue ruler hole punch string
5	Arts & Crafts: Ribbon Bookmarks	various cloth ribbons, 7 to 9 inches (1-inch width) needle and thread (or hot glue gun or fabric glue) embroidery thread beads, buttons, charms, felt, and other materials for decoration
6	Social Studies: Quill Pen and Ink	large feather with sturdy quill utility knife steel wool glass jar with lid white vinegar water small pot teabags, black tea measuring spoons plastic or glass cup glue plastic spoon paper iron (optional)
6	Math: Story Problems	triangular pencil math manipulatives (glass “gems,” small stones, dried beans, acorns, etc.)
7	Arts & Crafts: Bridget Doll	old sheet or towel scissors 12–16 long strands of raffia ruler or measuring tape craft glue or hot glue gun small bundle of dried flowers
8	Science: Pressed Leaves	wax paper iron old sheet or towel
8	Arts & Crafts: Handcrafted Paper	coat hanger old pantyhose newspaper food processor or blender glue water iron
9	Math: Number Cards	index cards

LESSON	CRAFT	MATERIALS
9	Science: Plant Experiment	3 small plant pots potting soil seeds (sunflower, pea, bean, or any other fast-growing seed)
10	Math: Patterning Block	square block of wood (8 inches) sand paper nails hammer string pencil crayon stones or math gems
13	Science: Animal Cards	index cards
14	Science: Animal Book	hole punch yarn
15	Language Arts: Word Game	index cards
15	Science: Honeycomb	modeling beeswax jar of honey with a honeycomb
16	Language Arts: Word-Building Game	index cards
16	Science: Animal Homes	needle and thread flour salt water board (to use as a base)
17	Science: God's Eye	2 sticks yarn in several colors
19	Science: Birdwatching	binoculars (optional)
19	Science: Weaving	loom (optional) yarn or loom "loops" (optional) construction paper
20	Social Studies: Natural and Human Resources	magazines
21	Social Studies: Capital Resources	magazines
21	Science: Habitat Collage	magazines
23	Science: Warm-Blooded Experiment	thermometer
25	Science: Food Chain	colored construction paper
30	Science: Animal Poster	poster board (optional)

LESSON	CRAFT	MATERIALS
32	Math: Tens, Hundreds, and More	bags, cloth or plastic (10 small bags and 1 large bag) string or ribbon fabric, needle, and thread (optional)
35	Science: Animal Classification Game	index cards (optional) colored pencils