

Third Grade Overview

	First Semester	Second Semester
Language Arts	<ul style="list-style-type: none"> • Sentence composition • Paragraph composition • Memorization and recitation • Suffixes • Parts of speech • Punctuation and capitalization 	<ul style="list-style-type: none"> • Spelling rules • Folk talks and classic literature • Cursive handwriting • Reading aloud with fluency
	<ul style="list-style-type: none"> • Syllabication • Poetry and classic literature • Cursive handwriting • Reading aloud with fluency • Story summaries 	<ul style="list-style-type: none"> • Vowel-consonant combinations • Journaling • Correcting faulty sentences • Parts of speech • Poetry, folk tales, and classic literature
Social Studies	<p><i>HISTORY</i></p> <ul style="list-style-type: none"> • Ancient cultures • Ancient writing systems • Native American creation stories • American Frontier 	<p><i>GEOGRAPHY</i></p> <ul style="list-style-type: none"> • Latitude and longitude • Mapping skills • Continents and oceans • Ancestry
	<p><i>ECONOMICS</i></p> <ul style="list-style-type: none"> • Interdependence of resources • Traditional jobs • Specialization and trade 	<p><i>CIVICS</i></p> <ul style="list-style-type: none"> • Forms of government • Laws and community rules
Science	<ul style="list-style-type: none"> • Movements of Earth and moon • Gravity • Decomposition • Photosynthesis • The water cycle 	<ul style="list-style-type: none"> • Weather patterns and phenomena • Seasonal changes • Global climate zones
	<ul style="list-style-type: none"> • Seasonal weather cycles • Biomes • Earthquakes and volcanoes • Erosion and weathering 	<ul style="list-style-type: none"> • Rock cycle • Geology • Extinct and endangered species
Math	<ul style="list-style-type: none"> • Commutative and associative properties • Borrowing and carrying • Ordinal numbers 	<ul style="list-style-type: none"> • Telling time • Weights and measures • Money math • Zeros in multiplication
	<ul style="list-style-type: none"> • Form drawing • Geometry • Division with remainders 	<ul style="list-style-type: none"> • Roman numerals • Multistep mental math • Temperature measurements
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.	
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 the 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 3

Coursebook



Oak Meadow

Oak Meadow, Inc.

Post Office Box 615

Putney, Vermont 05346

oakmeadow.com



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Introduction

Welcome to Oak Meadow third grade! This coursebook has all the lesson plans and assignment instructions you will need for a full year of learning activities. *Oak Meadow Grade 3 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.

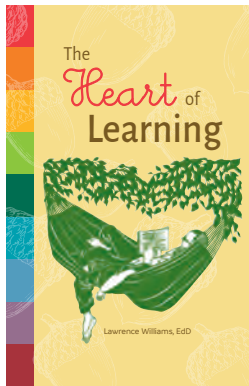
The *Oak Meadow Grade 3 Resource Book* is designed to be used with the *Oak Meadow Grade 3 Coursebook*. In the resource book, you will find detailed information on teaching all the subjects in third grade. In addition, *Oak Meadow Grade 3 Resource Book* contains all the stories you need to teach the Oak Meadow third grade social studies 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. The resource book also contains word lists for you to use in spelling and reading work, and recipes used in some of the lessons.

Oak Meadow Grade 3 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 third grade program has a different focus and purpose:

Oak Meadow Grade 3 Coursebook: The coursebook (this book) 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 3 Resource Book: The resource book is used in conjunction with the lessons in the coursebook. It includes tips on teaching each subject and gives an overview of what is covered throughout the year. It also includes math worksheets, stories, recipes, and word lists.

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

- ☐ Retell a story in sequence.
- ☐ Write a summary sentence in cursive.
- ☐ Begin reading a classic story.

Social Studies

- ☐ Recall and write about an ancient Hebrew story.
- ☐ Compare Hebrew alphabet to English.
- ☐ Say and write words in Hebrew.
- ☐ Play “Find Your People.”

Math

- ☐ Review the four operations with mental math.
- ☐ Use commutative and associative properties of addition and multiplication.
- ☐ Complete practice problems.
- ☐ Activity: Around the World

Science

- ☐ Demonstrate how the Earth revolves around the sun.
- ☐ Simulate the Earth’s rotations and revolutions.
- ☐ Describe the Earth’s movements.

Arts & Crafts

- ☐ Begin learning to cook.
- ☐ Make a treasure box.
- ☐ Build a sukkah.

Music

- ☐ Review notes G through D on the recorder and learn “Ode to Joy.”
- ☐ Sing songs on a regular basis.

Health

- ☐ Complete an activity related to natural body changes.

Materials Still Needed

Notes



Grade

3

Lesson 1

Welcome to third grade! If you homeschooled last year, 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 "Introduction to the Subjects" in the *Grade 3 Resource Book*. Whether you are a new or experienced homeschooler, 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.

Throughout these lessons, we hope one message comes through: **The joy of learning is the most important aspect of schooling in the early years.** When children are given the opportunity to learn in a joyful manner, they become lifelong learners. 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.

MATERIALS

Math: Around the World

index cards

Science: Earth's Movements

beanbag or small squishy

ball

string

ball

lamp

Arts & Crafts: Treasure Box

cardboard box, medium to

large

poster paints

paintbrushes

(to cover painting surface)

Arts & Crafts: Sukkah

garden trellis (4)

hinges (6)

wood screws

bamboo sticks

twine

leafy stalks, fruits, gourds,
items of the harvest, etc.

- Each week, you'll choose one or two songs and verses. Feel free to include fingerplays, as well, especially if you have younger children.
- Try to find songs and verses that relate to what your child is learning. Learn these ahead of time so you can recite them with enthusiasm. Add movement and/or act them out. Don't be afraid to be silly! Once your child is familiar with a verse, feel free to vary the way it is done, speeding it up or slowing it down, or doing it loud and then soft.
- You will find a wide selection of songs and verses in *Oak Meadow Guide to Teaching the Early Grades*.
- Recite a closing verse with accompanying gestures or movements. You can use your hands or your whole body, whatever feels right to you:

Guide my hands, left and right,
As I work with all my might.

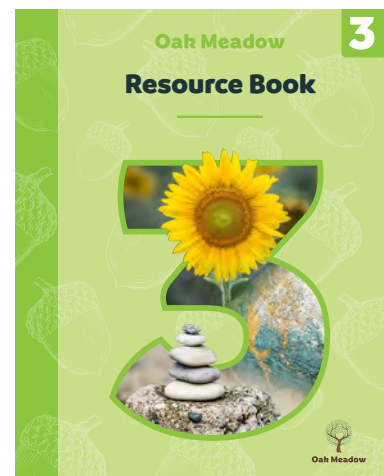


Language Arts

We begin the year by introducing cursive handwriting. If you haven't already read the language arts section in the *Grade 3 Resource Book*, please do so now. It provides important tips for teaching cursive writing.

While many adults today question the benefits of knowing how to write in cursive, the process of learning to write in a flowing script is just as important as the end result (knowing how to read and write in cursive). New cognitive connections develop as the writer learns to form each letter and join it to the next one in a different way with each word. The connective gesture of cursive writing mirrors how we form letters and sounds into words in our thoughts and speech. It also reflects how our eyes distinguish words on a page, as one single entity rather than a disconnected set of shapes. Because of this, learning to write with the flowing movements of cursive may help children become more fluent in speaking and reading as well.

As you work together on cursive writing, you are encouraged to express an attitude of artistry toward writing. Rather than just doing it as quickly as possible, focus on forming each letter and word as you would a lovely drawing. There is something soothing about forming a flowing, looping line into a recognizable word. Slow down and enjoy the process with your child!



The following classics in children's literature are suggested with this curriculum:

- *The Wind in the Willows*
- *Where the Mountain Meets the Moon*
- *The Velveteen Rabbit*
- *Charlotte's Web*
- *Winnie-the-Pooh*
- *Wishtree*

Your child can take as long as needed to read these books. Some children will require less time and should go ahead and read other books of their choice. Others may need more time, and some may need these books read aloud to them. (If your child is still a beginning reader, you will need to find books to read that are an appropriate level to challenge, but not overwhelm them.)

Reading

Begin reading *The Wind in the Willows*, reading a little each night. You might also like to read from a book of folk tales from around the world. Since these stories are rich in detail and underlying themes, children often enjoy hearing them repeatedly. You might also like to intersperse other stories of your choosing. For ideas on choosing and telling stories, refer to *Oak Meadow Guide for Teaching the Early Grades*.

Assignments

1. Three days this week, ask your child to paraphrase the story from the night before. Help your child retell an accurate version of the story, with specific story details and events in chronological order.

Afterward, write a simple sentence about the story in cursive. Below the cursive writing, repeat the sentence using print writing. Write the cursive sentence in such a way that your child can easily distinguish the different letters of each word (writing in large script on a chalkboard works well). Go over what you have written with your child, pointing out any letters that may look very different from the printed letters.

Ask your child to practice writing the cursive sentence on scrap paper. When they are ready, have your child copy the cursive sentence into the main lesson book (MLB) and then read it aloud. Encourage your child to decorate the page, using form drawings as well as crayon drawings.

If you have read the same story all week, simply have your child focus on different scenes from the story with each writing and drawing session.

2. Together with your child, begin reading one of the classic stories suggested for this curriculum (or a book appropriate to your child's reading level). Your child should read aloud to you each day. The emphasis should be on improving fluency and expressiveness. Help your child learn to use contextual clues, phonetics, and structural analysis to determine the meaning of words that they do not know. If your child is unable to determine the meaning of a word, explain what the unfamiliar word means. If your child does not understand the content or the reading material, discuss it together.

Further Study

When introducing your child to cursive writing, allow plenty of time for writing on practice paper. You may have to remind your child that anytime we learn something new, we have to slow down at first. This may be frustrating for your child, who perhaps has developed the ability to print words very fast. Slowing down to learn how to form words in cursive writing will once again focus your child's attention on the shape and artistry of writing.

If your child is particularly challenged by learning to form the cursive letters, use the exercises discussed in earlier grades. First, have your child write the cursive words in the air with broad strokes. Next, have your child write the words on the ground with their feet. These exercises allow for gross motor movement to which many children, particularly those who learn kinesthetically, respond well. Finger painting is another way to begin cursive writing that allows for broader strokes. Encourage your child to continue these exercises until they feel more confident with the fine motor skill of cursive writing.

Remember, children at this developmental stage vary greatly in their ability to read and write. Some children at this age are completely fluent and accurate in their reading; others continue to struggle with even the simplest phonetic awareness. Make sure to provide your child with books of the appropriate reading level. The beauty and gift of homeschooling is that you may vary your child's lesson work to meet their individual needs.

Very often children struggle until something clicks inwardly, and then they are off! In addition, children learn in different ways. Some children respond better to auditory stimuli, while others learn best visually. There are many resources that explore various learning styles, and you will find this topic addressed extensively in *The Heart of Learning*. We have also posted some recommended links at oakmeadow.com/printed-links. Check them out and tailor lessons to what works best for your child!

Social Studies

Third grade social studies will begin with a nine-lesson history block. Our movement through history includes exploration of various cultures, primarily through the use of stories. In this way, your child is encouraged to understand the lives and thinking of the people we study. In addition, your child will learn games, develop art projects, and move through a variety of experiential exercises to stimulate

learning at many levels. For the next three lessons, your child will hear stories of the ancient Hebrews and be introduced to the Hebrew alphabet.

Reading

Read or memorize and tell “The Tower of Babel” to your child (found in *Oak Meadow Grade 3 Resource Book*). If you haven’t yet done so, please read the social studies introduction in the resource book and read about storytelling in the *Oak Meadow Guide to Teaching the Early Grades*. It is most beneficial to tell the story, rather than read it, to your child. Of course, you aren’t expected to memorize the story word for word and recite it verbatim. Rather, simply imagine the story as you speak and tell your child the essential themes and story events. As always, feel free to embellish!

Assignments

1. After telling the story of “The Tower of Babel,” have your child retell it to you the next morning. Work together to recall specific details and to get the story events in the correct order. Retelling stories at this age includes some deeper thinking and story exploration. Why did the people build the Tower of Babel? Why did God spread the people around the world? What problems might arise when people do not understand one another’s language?

In the main lesson book (MLB), have your child draw a pictorial representation of the story. On the facing page, have your child write these words (or similar ones you come up with):

The people decided to build a mighty tower to show their power. They called it the Tower of Babel. To teach them a lesson, God took away their ability to understand one another. The people were spread to all the corners of the Earth.

Have your child practice writing this in pencil first on a separate piece of paper to become familiar with any new words, and to practice which words to capitalize. Afterward, have your child carefully transcribe it into the MLB, using their very best writing.

Your child can print this or, if cursive writing lessons are going well, they may want to write it in cursive. You will have to write it first so your child has a good model to copy. This is a six-sentence paragraph, so it may be too long for your child to write in cursive. Over the course of the year we will work up to writing longer paragraphs in cursive, but when your child is just learning, reverting back to printing to write longer passages is perfectly acceptable. The main goal, in all MLB work, is that your child takes the time to do their very best work.

2. As cursive writing is introduced, it can be fun for your child to explore other ways of writing. Spend a few minutes looking at the modern Hebrew alphabet with your child (see the chart). The word “alphabet” comes from the first two letters of the Greek alphabet: alpha and beta. The first two letters of the Hebrew alphabet are *aleph* and *bet*, so we call it the “aleph-bet.” Hebrew is read from right to left, so the aleph-bet is written from right to left. That may be challenging for your child to remember!

One advantage to Hebrew is that the sound for each letter remains the same, unlike English where there are many variations, as seen in the word “circus” where one *c* is pronounced like an *s* and the other like a *k*.

Recite the Hebrew aleph-bet aloud, either together or by having your child repeat after you. You might want to make up a tune together and sing the aleph-bet. (You can find some fun aleph-bet songs online.) Discuss which letters sound similar to their English counterparts, such as “mem” and *m*, or “pey” and *p*. Which ones sound very different?

3. Pronounce the following Hebrew words and have your child repeat them. Talk about the different sounds that make up each word. How are these words similar to the English pronunciations? For instance, “aba” sounds a lot like “papa.”

shalom (sha-LOME): hello, goodbye, peace

ש ל ו ם

ima (E-ma): mother

א מ א

aba (AH-bah): father

א ב א

todah (toh-DAH): thank you

ת ו ד ה

ahava (ah-ha-VAH): love

א ה ב ה

Help your child copy these letters into the MLB or you can write the letters and then have your child trace each word using a pencil. Your child can add the English translation underneath each word. In the examples above, the first letter of the word is on the far right so that’s the first letter you start with, and work your way to the left as you write.

4. If you have a group of six or more people, play “Find Your People.” This game is a lot of fun for large groups of people—the more the better! Give the instruction that no one is to speak. We cannot speak because we can no longer understand one another’s language. All our “people” are lost. In order to find each other again, we must locate them by the sounds they make or the actions they show. Each child (or adult) is given a piece of paper or index card with a picture of an animal on it. (There should be two of each animal.) Each person can only express sounds or actions that this animal would make. In this manner, everyone tries to locate their “people” by finding others who speak their language.

LETTER*	NAME	SOUND
א	Aleph (pronounced "AH-lef")	silent, like the H in honest or the K in knife
ב or בּ	Bet/Vet (rhymes with "met")	dotted sounds like the B and undotted sounds like V
ג or גּ	Gimel (pronounced "GIM-mel")	dotted is a hard G (girl) and the undotted is a soft G (giraffe)
ד or דּ	Dalet (pronounced "DAH-let")	dotted is pronounced D (day) and undotted sounds like TH in the
ה	Hey (pronounced "hay")	sounds like the H in hello
ו	Vav (pronounced "vahv")	sounds like the V in vase
ז	Zayin (pronounced "ZAH-yeen")	sounds like the Z in zebra
ח	Het (rhymes with "met")	sounds like the guttural CH in Bach
ט	Tet (rhymes with "met")	sounds like the T in tell
י	Yod (rhymes with "good")	sounds like the Y in yes
כ or כּ or ך	Kaf (rhymes with "off")	dotted sounds like the K in kettle and undotted is CH sound (chair).
ל	Lamed (pronounced "LAH-med")	sounds like the L in like
מ or מּ or ם	Mem (rhymes with "them")	sounds like the M in mouse
נ or נּ or ן	Nun (pronounced "noon")	sounds like the N in nice
ס	Samekh (pronounced "SAH-mek")	sounds like the S in soon
ע	Ayin (pronounced "AH-yeen")	hard to pronounce, like a gulping sound
פ or פּ or ף	Pey (rhymes with "hay")	dotted sounds like the P in penny and undotted sounds like F in funny
צ or צּ or ץ	Tsade (pronounced "TSAH-dee")	sounds like the TS in nuts
ק	Qof (pronounced "cough")	sounds like the Q in quick
ר	Resh (pronounced "raysh")	sounds like the R in run
ש or שׂ	Sin/Shin (rhymes with "win")	dot over the left pronounced S (sun) and dot over the right pronounced SH (shine)
ת or תּ	Tav (rhymes with "suave")	dotted sounds like T and undotted sounds like TH

*The form on the right is used when this letter is at the end of a word.

Further Study

Hebrew civilization has influenced our modern world greatly, and Ancient Hebrew stories provide a wonderful view of this culture and civilization. Visit a neighborhood temple to see Hebrew culture in action, or speak to friends and family who are Jewish or familiar with Jewish traditions to learn more. This week in arts and crafts, you'll find instructions for how to build a traditional harvest hut called a *sukkah*.

Your child might enjoy creating a dioramic version of the Tower of Babel. This structure could be made with building blocks, modeling clay or recycled materials. Encourage your child to be creative with the diorama by including scale-model-sized people and animals that might have lived in the time of the ancient Hebrews. You and your child can also pretend to speak different languages to each other while the model is being constructed, or even make up your own new language.

Math

You will begin this year with a review of the four operations: addition, subtraction, multiplication, and division. If you used Oak Meadow in first and second grade, return to your main lesson books to review these topics. You will also go over the commutative and associative properties of addition and multiplication, and review place value to 12 digits.

If you don't already have a collection of coins, begin collecting change for the activities with money in lesson 13.

Encourage your child to talk about the math process when solving problems. Remember that the *how* in math is as important (and sometimes more important) than the final answer. Make these math talks an essential element of your work together this year.

In addition, incorporate mental math into your daily routine, and make a point of asking your child to solve math problems that are part of everyday life.

Assignments

1. Have your child explain to you what the symbols $+$, $-$, \times , and \div mean. Have a conversation regarding these operations and how they relate to one another. Ask your child how to solve problems with missing numbers ($5 + \underline{\quad} = 11$) for all four operations. Do this orally by asking, "Five plus what equals eleven?" Your child might like to pose oral problems for you to solve as well. They have to know the answer in order to make sure your answer is correct!
2. Review (or introduce) the commutative and associative properties. These are important for your child to be able to understand and apply. The **commutative property** of addition and multiplication states that you can add or multiply the digits in any order. So, if you have 9×5 , you can also compute 5×9 : the answer is the same. That means, you can use the 9 times table or the 5 times table to figure your answer, whichever one is easier for you. Try this with your child a few times to help your child understand. You can also tell your child this is a "fast trick" to help them

become speedy with the times tables (use whichever times table you remember the quickest). The same is true for addition so $3 + 8 = 8 + 3$. Try this a few times with addition as well.

The **associative property** is also valid for addition and multiplication. This property states that you can group numbers in a problem in any order. So if you have $9 + 8 + 1 + 2$ you can do $9 + 1$ and then $8 + 2$ finally adding $10 + 10$ to get 20. This also works for multiplication: if you have $2 \times 9 \times 5$ you could do 2×5 and then multiply that by 9 to get 90, or you can do 9×5 and multiply that by 2 to get 90. As you do math talks, show your child how these “fast tricks” can help when solving problems.

3. Go through each of the practice problems on Practice Set 1 with your child (you’ll find all the practice set pages in the *Oak Meadow Grade 3 Resource Book*). Have your child explain the process in arriving at each answer. You may want to spread these problems out over the course of the week rather than do them all at once.

The practice pages in the appendix of the resource book are included to offer your child practice with the mathematical operations and concepts being studied. The idea is to provide enough repetition to help the skills become internalized without presenting so many that the work becomes dull and boring. You’ll find different practice sets recommended in most lessons, but your child may need more or fewer practice problems in order to support their learning. Please feel free to adapt the use of these practice sheets in whatever way works best for your family.

Math practice sheets are not a requirement of the course. Ideally, students will have plenty of opportunities to work and play with numbers in the real world. Of course, every child is different: some really enjoy doing worksheets, some benefit from the formal written practice of worksheets, and others will master concepts primarily by doing math in the course of everyday living. You can use the practice sheets to monitor your student’s understanding of the concepts, and you should feel free to skip them in favor of making problems out of stories in real life. Or you can save the worksheets for only those skills that need extra practice. (For those enrolled in Oak Meadow School, ask your teacher whether or not you should send completed worksheets with your monthly submission of work.)

Activity

Around the World

Around the World is a great game to play to practice math facts. Have your child create index cards for each of the multiplication and division problems from 0 to 12 (0×5 , 1×5 , 2×5 , etc.). The problem is written on the front of the card and the answer is written on the back. Create a second set of cards with addition and subtraction problems from 0 to 20. (Alternately, you can purchase a set of math facts for each of the four operations.)

To play Around the World, you will set up stations around the house; each station has a stack of math cards. Beginning at the “start station,” show your child a card. When your child gives a correct answer, move to the next station where a new card is waiting. Depending on your child’s math abilities at this

point, you can provide more of a challenge by having your child draw two cards at each station, making a multistep process for your child (for instance, your child can perform each operation separately and then add the answers together).

The final station can be in the same location as the first station to complete the “around the world” journey. At the final station, your child might enjoy finding a simple treat, such as a favorite snack or a sticker. If your child enjoys this game, you can create a little passport booklet and have a passport stamp or sticker at each station.

When your game is done, save the cards. You will be using them again.

Science

The movements of the Earth and moon give us ideas about time. The amount of time it takes Earth to spin on its axis is 24 hours, and we call this a day. The amount of time it takes the moon to circle the Earth is called a month. The amount of time it takes the Earth to move around the sun is called a year.

Give your child a small notebook that can easily be carried around, and encourage your child to record nature observations in this notebook. A small spiral notebook works well since the spiral binding provides a good spot to store a pencil or pen so one is always handy. This will become your child’s science journal.

Assignments

1. Explain to your child that the sun is much bigger than the Earth. The Earth spins, or revolves, in a circle around the sun. To illustrate this, tie a beanbag or small squishy ball on a string and have your child swing it around in a circle. Once it has some momentum going, it is easy to keep it going in a circle, just as the Earth circles endlessly around the sun.
2. Here is a simple project to help your child understand how the Earth travels around the sun.

You will need a ball (to represent the Earth), a table, and a lamp (to represent the sun). Place the lamp, without a shade, in the middle of the table. Show your child how to spin the ball on their palm so that first one side and then the other faces the sun. The Earth makes one complete turn every day, so as you turn the ball in your child’s hand, show how a particular place on the ball is in the light for a while (day), and then in the darkness for a while (night). The sun lights up half of the Earth at a time. While one half of the Earth is having night, the other half is having day.

As your child turns the ball slowly in their hand, have them begin moving in a wide circle around the lamp. Remember that it takes one year for the Earth to revolve around the sun, so move slowly, maybe taking tiny baby steps. Keep turning the ball: day, night, day, night, over and over. During all this turning, you have only moved a tiny bit of the distance around the sun. Mention that Earth will spin around 365 times in the time it takes to make one complete circle around the sun.

You can explain that the Earth spins or rotates once every day (or 24 hours) and that is called the Earth's rotation. The Earth revolves around the sun once every year (or 365 days) and that is called the Earth's revolution.

Later in the year, we'll look at how this movement of the Earth relates to the seasons. For now, it is enough for your child to experience the difference between the Earth's rotation on its axis and its revolutions around the sun.

3. Have your child illustrate these concepts of the Earth's daily rotations and yearly revolutions, and then write a simple description of what they have learned. Your child may need you to write the words on a separate piece of paper first so that they can copy what you have written into the science main lesson book.

Further Study

We will explore the seasons and the moon's interaction with the sun and Earth at a later point. However, this lesson may stimulate further questioning on your child's part. Go with it! Observe the sun's movement across the sky during the day, for example. Discuss how warm or cool it feels relative to where the sun is in the sky.

Arts & Crafts

Assignments

1. This year, your child will explore the art of cooking! Oak Meadow offers a children's cookbook for your child to use (or you can find a variety of children's cookbooks at the library). Proceed through this cookbook, trying one recipe a week. Help your child learn how to follow instructions and coordinate activities so they can successfully make the recipes without your assistance. Once your child becomes more familiar with cooking, have fun experimenting with variations on favorite recipes or creating new recipes.
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. A sukkah is a traditional hut built to celebrate the harvest holiday of Sukkot (pronounced sue-COAT) and to commemorate the temporary dwellings the Jews lived in during the 40 years they wandered in the desert. Today, Jewish people often enjoy spending time in their sukkah, eating meals and sometimes even sleeping in it, weather permitting, during the seven days of Sukkot. Instructions for building your own sukkah follow. You might want to take two or three weeks to complete this project so it doesn't feel overwhelming.



Sukkah

Materials:

- 2 pair hinged-together trellises; or 4 pieces garden trellis with 6 hinges and associated wood screws
- 2–3 long (2 meter) bamboo sticks
- roll of garden twine
- leafy stalks, fruits, gourds, items of the harvest, etc., to decorate

Steps:

1. If you have hinged trellises then lay them aside. Otherwise, lay trellis out in 2 side-by-side pairs with vertical slats uppermost. Join members of each pair with 2 hinges. (They should then be able to fold over on each other.)
2. Take each pair of trellises and unfold it to an L shape.
3. Put them together to make 2 adjacent corners of a square. Where they abut, overlap them.
4. Use twine to bind them together at top, middle, and bottom.
5. Lay bamboo poles across top. Tie tightly into position with twine.
6. Cover roof with leafy stalks, grape vines, etc.
7. Thread leaves through walls, hang fruit, gourds, or items of the harvest to decorate.

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, *Oak Meadow Advanced Recorder* will be your music text this year. This week, review notes G through D with “Ode to Joy” from Beethoven’s 9th Symphony (this and all songs can be found in *Advanced Recorder*).

There are 38 songs in *Advanced Recorder* so you will present one or two new songs on the recorder each week. 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.

If your child is already familiar with playing music, you may want to move more quickly through *Advanced Recorder*, but there is no reason to rush. The pace of these music lessons is designed intentionally to allow your child plenty of time to develop proper breath control, tone, and musicality. The goal is not to learn songs quickly in order to progress to the next level, but rather to enjoy playing music and to develop an ear for tonality and a solid sense of rhythm. As you add new songs, you will continue to practice the ones that you’ve already learned, so take your time in the beginning to establish good habits.

If your child is just starting with the recorder, please use *Oak Meadow Beginning Recorder*. Your child may be studying a different musical instrument in addition to, or instead of, the recorder. Feel free to substitute any music lessons for the recorder lessons in this coursebook.

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.

Continue to incorporate singing into your lessons on a regular basis throughout the year.

Health

Assignment

Complete lesson 1 in *Healthy Living from the Start*. Health studies begins 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 natural body changes.

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. You can use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your child's progress. You will be sending this documentation to your teacher every four weeks (with each submission of student work).

Learning Assessment

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

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Retells story events in sequence				
Draws story scene showing specific details				
Reads aloud with confidence				
Recognizes a variety of words on sight				
Prints legibly				
Writes in cursive				

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. 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 they write a practice copy first, to which the parent made corrections before your child 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 story themes				
Indicates cultural and historical details in writing and drawing				
Relates story themes to daily life				
Shows familiarity with Hebrew alphabet				
Compares two writing systems				

MATH	Developing	Consistent	Competent	Notes
Solves mental math problems using the four processes				
Solves missing-number problems				
Demonstrates carrying in addition				
Demonstrates borrowing in subtraction				

MATH <i>(continued)</i>	Developing	Consistent	Competent	Notes
Demonstrates carrying in multiplication				
Demonstrates knowledge of times tables				
Uses commutative property of addition and multiplication				
Uses associative property of addition and multiplication				

SCIENCE	Developing	Consistent	Competent	Notes
Differentiates between Earth's rotation and revolution				
Simulates Earth's movements				
Draws and labels detailed sketches				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Demonstrates cooking skills		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Demonstrates knowledge related to body changes		

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							

ASSIGNMENT SUMMARY

Language Arts

- ☐ Retell a story in sequence.
- ☐ Write a story summary in cursive.
- ☐ Read aloud from a classic story.

Social Studies

- ☐ Recall and write about an ancient Hebrew story.
- ☐ Illustrate specific story details.
- ☐ Reflect on dreams.
- ☐ Make a coat of many colors.

Math

- ☐ Practice carrying and borrowing.
- ☐ Identify place value to 12 digits.
- ☐ Write numbers in expanded form.
- ☐ Complete practice problems.
- ☐ Activity: Lucky Number

Science

- ☐ Demonstrate the phases of the moon.
- ☐ Draw a diagram of the moon's phases.
- ☐ Record data on the moon for one month.
- ☐ Observe how animal behavior is affected by the sun and moon.

Arts & Crafts

- ☐ Continue learning to cook.
- ☐ Choose a craft.

Music

- ☐ Learn “Morris Dance” and “Silent, Silent” on the recorder.

Health

- ☐ Complete an activity related to privacy.

Materials Still Needed

Notes

Grade

3

Lesson 2

Morning Circle

- Recite an opening verse. It is suggested that you continue using the same opening and closing verse for 12 weeks (new verses will be introduced in lessons 13 and 25).

Morning has come,

Night is away.

We rise with the sun

To welcome the day.

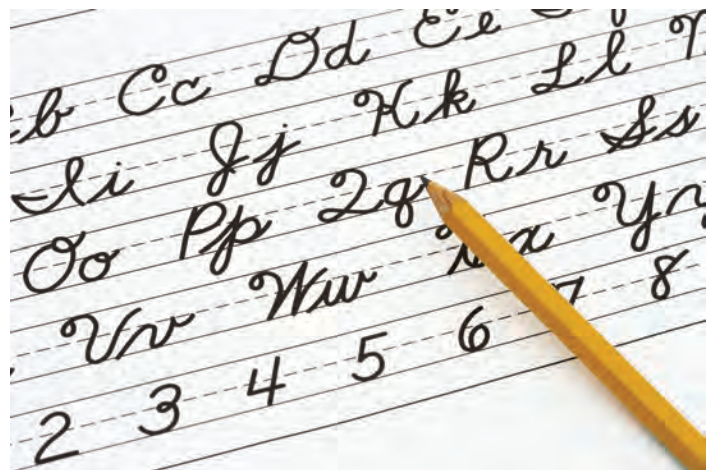
- Repeat one or two familiar songs and verses from last week, and add one or two new ones. Recite them with enthusiasm, and add movement and/or act them out. Feel free to vary the way the verse is done, speeding it up or slowing it down, or doing it loud and then soft.
- Recite a closing verse with accompanying gestures or movements:

Guide my hands, left and right,

As I work with all my might.

Language Arts

Continue practicing cursive handwriting daily as your child writes in the main lesson book. To support your child's learning, you may want to create an alphabet wall frieze showing the cursive letters and post it on the wall near your child's writing desk or work table. This will give your child a guide to consult when uncertain about the formation of a particular letter.



MATERIALS

Math: Lucky Number
deck of cards

Continue to work with cursive in the context of writing words, rather than practicing the letters from A to Z. However, if one particular letter is challenging for your child to form correctly, encourage practice with that one letter so that your child can become comfortable with its form. You can also have your child practice the letter by writing it with one finger in a dish of sand or flour, or outside in the dirt using a stick.

Reading

Continue reading *The Wind in the Willows* or a book of folk tales to your child at bedtime.

Assignments

1. Three days this week, have your child retell a story read from the bedtime reading, and together compose one or two simple sentences. Write the sentences in cursive for your child to copy. You may want to include the printed words beneath the cursive again this week, depending on how well your child is able to decipher the cursive writing.

Allow your child time to practice the writing before entering it into the main lesson book. Ask your child to include artwork that shows specific details of the story (such as the color of a cap, a tree with a crooked branch, etc.).

2. Continue reading one of the classics. Before beginning the new material for the day, review what was read previously. Encourage your child to give a story recap to refresh your memories about what was happening in the story. This is also a great time to discuss story events or feelings the story brings up. Was that part funny? Or sad? What do you think will happen next based on how the previous scene or chapter ended?

Your child should read to you each day, with an emphasis on improving fluency and expressiveness. You may wish to alternate reading with your child, you reading one page and then your child reading the next. In addition, dedicate a special time each day when your child can read silently.

Further Study

In third grade, we begin working with the large pencil as our primary means of writing. This will lead into use of the pen at a later time. Many art stores carry different types of grips that you may place on the pencil to encourage your child to hold the pencil correctly. If your child struggles with handwriting, one of these pencil grips may prove very useful. Oftentimes, beautiful handwriting is simply a matter of correct placement of the writing tool.

There are many different methods of teaching cursive writing. One method many schools use is the D'Nealian method. If your child is struggling with writing, we suggest you look into various teaching methods. Some children respond favorably to repetitive writing of letters in script; others prefer connecting letters into words right away. See what works for your child and use it. Encourage regular practice with cursive writing—practice makes permanent!

Social Studies

Reading

Read or memorize and tell “Joseph and the Many-Colored Coat” (found in *Oak Meadow Grade 3 Resource Book*) to your child.

Assignments

1. Let the story rest overnight. In the morning, have your child retell it to you. Help with the details and explore the basic themes in the story. What did the brothers do to Joseph? Why? Why did Jacob favor Joseph? What happened to Joseph? Why was he spared a life of slavery? What did he do? What happened when he prophesied for Pharaoh? What happened when he saw his brothers again? Why did he forgive them?

In your child’s MLB, have your child draw a pictorial representation of the story. Give your child time to practice writing the following paragraph, and then have them copy it carefully into the MLB on the page facing the illustration. Feel free to change the sentences to better reflect what your child has chosen to draw.

Joseph was Jacob’s most beloved son. He gave him a coat of many colors. His brothers were angry and sold Joseph into slavery. Joseph understood Pharaoh’s dreams and saved all of Egypt from famine. He forgave his brothers and they lived in peace.

2. In ancient times, people viewed dreams as prophecies of events to come. Indeed, many people today hold dreams to be significant. This week, talk with your child about dreams. In a very relaxed manner, perhaps share some of your own dreams. Explore how different dreams seem in the daytime, and how sometimes they seem silly, but at night they often feel very real. Does your child remember or think about a particular dream? What do you think ancient peoples may have believed about the dreams? You can discuss this over time, checking in together as you wake.
3. To create a Coat of Many Colors of your own, cut a neck hole in the bottom of a brown paper grocery bag. Cut an arm hole on each side. With tempera paints and a roller, roll lines of various colors vertically along the bag until the entire bag is covered. Let dry. If you choose, you may also cut out strips of cloth and glue them to the bag until it is covered.

Math

Review borrowing and carrying, using large numbers to practice. Continue to encourage your child to talk about the math process when solving problems.

Assignments

1. Practice place value mentally by presenting oral problems that require your child to mentally carry to the next place value. Here are some examples:

$$999 + 1$$

$$1,990 + 10$$

$$12,298 + 2$$

Depending on your child, you may want to add complexity, like this:

$$999 + 12$$

$$1,990 + 18$$

$$12,250 + 65$$

If your child's mental math abilities are strong, feel free to pose subtraction problems that require borrowing.

2. To review place value with your child, write down some large numbers and have your child read them and tell you what each place is called (for instance, hundred billions, ten billions, billions; hundred millions, ten millions, millions; hundred thousands, ten thousands, thousands; hundreds, tens, ones).

Point to one of the large numbers and ask your child to identify the value of a certain digit. For example, if you write 426,157,893 your child can tell you that the 5 stands for 50,000. Do this with other places and numerals.

Give your child a few large numbers to write in expanded form, such as the following (the first one is done as an example):

$$4,524 = 4,000 + 500 + 20 + 4$$

$$32,865$$

$$468,902,311$$

If your child needs help (particularly with the 0 digit in the last number), talk through each place value and write down the value of each digit together.

3. In the MLB, have your child write large numbers from hearing you say them aloud. First, have your child write the number in numeric form, and then use words. You might have to help your child with some of the spelling, and remind your child to write each "block" of numbers as its own

3-digit number (426 or 157, for example), and then put the comma after each unit label (such as millions or thousands). You can point out that the comma is placed just where the comma is placed in the number. Here is an example:

426,157,893

Four hundred twenty-six million, one hundred fifty-seven thousand, eight hundred ninety-three

TIP: If your child is having difficulty keeping numbers lined up when solving problems in vertical format, graph paper may help. Get graph paper with large squares and have your child write the arithmetic problems, one numeral in each square. Show your child how to line up the ones column, tens column, hundreds column, etc. Then show your child where to write the answer to each of the problems.

4. Go over Practice Sets 2 and 3 with your child. Take turns explaining how you arrived at your answer.

Activity

Lucky Number

Use a deck of cards to build big numbers in this simple game about place value.

Each player has a piece of paper and a pencil. Draw five blank lines on your piece of paper, representing values up to the ten thousands place, with a comma between the hundreds and thousands place, like this:

PLAYER 1 ____ ____, ____ ____, ____

PLAYER 2 ____ ____, ____ ____, ____

(You can begin with four places, or with six or more places, depending on your child's familiarity with place value.)

Remove all the tens, face cards, and jokers from a deck of cards, but keep the aces (which count as 1). Shuffle the deck and place it facedown. You and your child will take turns drawing cards from the pile. Each time you draw a card, you record the number in one of the digit positions on your paper. The goal is to end up with the largest number possible.

Continue drawing cards until all five blanks have been filled in. Each player reads their number aloud. Whoever has the largest number gets a point. The first player to get ten points wins the game.

Once your child is familiar with the game, you can discuss strategy. What place value position determines the largest (or smallest) number? Which are the best numbers to record in the ten thousands place? In the ones place? Experiment with trying to create the smallest number.

(Adapted from an activity from *education.com*.)

Science

This week, we look closely at the moon's phases. Animals (and humans!) are profoundly affected by the rhythms of day and night, full moon and new moon, tidal rhythms and seasonal rhythms.

Our tides are a result of the moon's strong attractive force. The seas respond to the moon's pull. Twice a day we have high tide, and twice a day we have low tide. If you live near the ocean, take your child to the ocean at high tide. Or, if you take a vacation to the ocean, be sure to point out the changing tides to your child.

Assignments

1. This week we will begin our study of the moon. Remind your child how Earth revolves around the sun. Explain that the moon, which is much smaller than Earth, travels around Earth just as Earth travels around the sun.

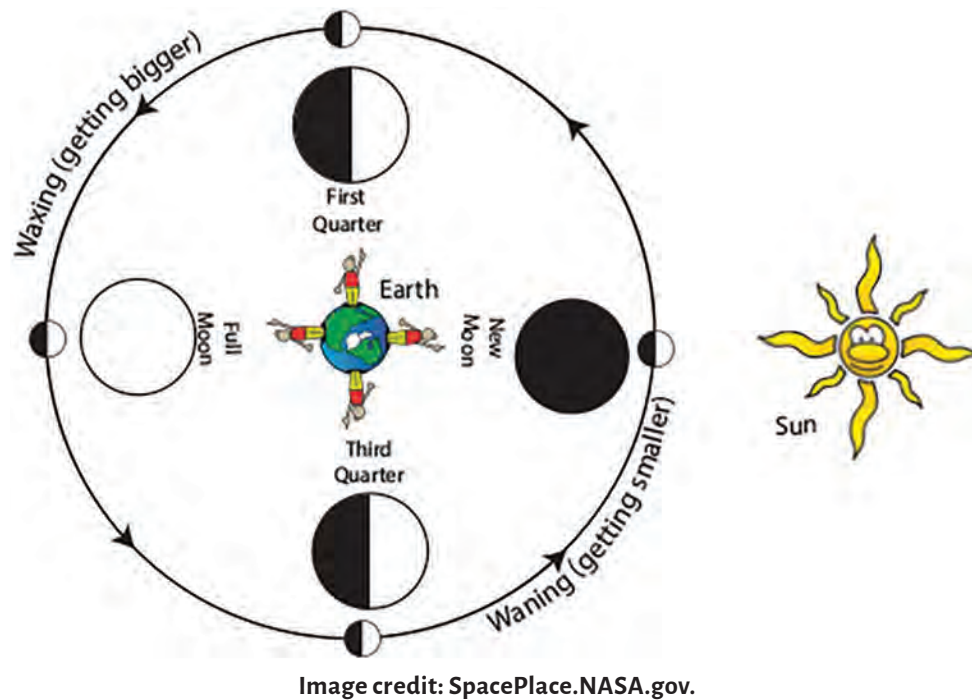
Look at the picture of the moon's phases and talk to your child about how the moon reflects the light of the sun as it orbits Earth. The moon doesn't have light of its own—moonlight is really sunlight bouncing off the moon's surface!

The way the moon looks to us changes as the moon makes its circle, or revolution, around us. Standing on Earth as the moon revolves around our planet, we see only the lit portions of the moon, the part of the moon that is facing the sun.

Just as Earth spins (rotates) on its axis each day as it revolves around the sun, the moon rotates on its axis as it revolves around the Earth. But the moon spins very slowly as it revolves around our planet, so one side of the moon always faces Earth, and one side always faces away from Earth.

Try this simple activity to experience the moon's movement. Stand in front of a window, and place a chair or other large object between you and the window, which is the "sun." The chair is Earth, and you are the moon. Begin slowly walking around the chair just as the moon circles Earth. But as you walk, slowly turn so you are always facing the chair. Different sides of you will be facing the far away sun as you slowly spin, but only your front will face the chair. If someone were to sit on "Earth," they would see only the front of you. That is what is happening with the moon. On Earth, we only see the near side of the moon as it slowly rotates on its axis while revolving around Earth.

2. Ask your child to copy the illustration below into the science main lesson book, or draw something similar, labeling the phases of the moon.



For the next month, have your child draw the moon's phases on a calendar. Try to observe the moon each evening and help your child record what you see.

3. Butterflies, birds, and bees are active during the day, but at night the butterflies fold their wings and cling to leaves or trees, bumblebees climb into flowers, and birds settle down for the night on branches, in nests, or on the ground. On the other hand, mosquitoes begin to bite at night, moths become active, and bats emerge from their hiding places. Look for opportunities to observe some of these animals and their daily rhythms. It is always helpful when children can directly observe what they are learning.

There are many ways that animals are affected by the moon and/or the tides (which are influenced by the moon). Palolo worms swarm to the surface of the ocean when the moon is in its last quarter in October and November. In southern California, the grunion, a small silvery fish, comes ashore to lay its eggs in moist sand from March through August on three or four nights following the full or new moon. On these nights, when the tide has reached its highest point and has begun to ebb, thousands of grunion swim in on top of a wave. The tides affect oysters, mussels, and clams too. They open their shells for feeding when the water covers them at high tide, and close when the tide is low.

This month, ask your child to observe the animals in your environment at the time of the full moon and discover if there is any change in their behavior. Do dogs bark more at the time of the full moon? Are they more restless? Have your child record these observations in the science journal.

Further Study

If you have a telescope, this is a wonderful opportunity to observe the moon up close. In addition, many observatories offer programs and simulations of various astronomical events. Go out at night and observe the full moon in all its splendor!



Arts & Crafts

Assignments

1. Try a new recipe this week.
2. Choose a craft to do this week. *Oak Meadow Crafts for the Early Grades* provides a large selection of crafts that work well for children of this age.

Music

Assignment

Learn “Morris Dance” and “Silent, Silent” in *Advanced Recorder*. Continue to practice the song 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, you and your child will consider the topic of personal privacy.

FOR ENROLLED STUDENTS

Feel free to contact your teacher if you have any questions about the assignments or the learning process. You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 4. Continue documenting your child's progress with the assignment summary checklist, weekly planner, and the learning assessment form.

Learning Assessment

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

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Retells story events in sequence				
Draws story scene showing specific details				
Reads aloud with confidence				
Recognizes a variety of words on sight				
Prints legibly				
Writes in cursive				

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. 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 they write a practice copy first, to which the parent made corrections before your child 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 story themes				
Indicates cultural and historical details in writing and drawing				
Relates story themes to daily life				
Shows familiarity with Hebrew alphabet				
Compares two writing systems				

MATH	Developing	Consistent	Competent	Notes
Solves mental math problems using the four processes				
Solves missing-number problems				
Demonstrates carrying in addition				
Demonstrates borrowing in subtraction				
Demonstrates carrying in multiplication				
Demonstrates knowledge of times tables				
Uses commutative property of addition and multiplication				
Uses associative property of addition and multiplication				
Identifies place value to 12 digits				
Writes numbers in expanded form				

SCIENCE	Developing	Consistent	Competent	Notes
Differentiates between Earth's rotation and revolution				
Differentiates between movements of Earth and moon				
Simulates moon's movements				
Draws and labels detailed sketches				
Records data over time				
Demonstrates focused observation skills				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Demonstrates cooking skills		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Demonstrates knowledge related to personal privacy		

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

- ☐ Compose a three- to five-sentence paragraph.
- ☐ Check writing for proper sentence composition.
- ☐ Practice and record spelling words.
- ☐ Write sentences with different ending punctuation.
- ☐ Play a punctuation identification game.

Social Studies

- ☐ Reflect on a Cherokee creation story.
- ☐ Practice oral storytelling.
- ☐ Reflect story in clay form.

Math

- ☐ Solve verbal problems related to time.
- ☐ Practice telling time and writing time.
- ☐ Draw clocks and identify the time each shows.

- ☐ Complete practice problems.

- ☐ Activity: Build a Clock

Science

- ☐ Learn about how water changes to water vapor.
- ☐ Conduct an evaporation experiment.
- ☐ Record experiment data on a chart.

Arts & Crafts

- ☐ Make a corn husk doll.
- ☐ Draw an illustration of the doll.
- ☐ Experiment with new cooking recipes.

Music

- ☐ Learn “Joy to the World” on the recorder.

Health

- ☐ Review activities from Unit I: Physical Body.

Materials Still Needed

Notes

Grade

3

Lesson 6

Language Arts

Reading

Continue reading *The Wind in the Willows* or a book of folk tales to your child at bedtime.

Continue having your child read aloud and silently from one of the classics.

Assignments

1. Discuss the bedtime story, or another story your child is currently reading. Help your child write a paragraph of three to five sentences about the story in the main lesson book.

Remind your child about the things that every sentence must have:

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

After your child writes the paragraph, go over each sentence and help your child check for each of these four elements.

2. Write a spelling list of five to ten new words. Find lively, fun ways to practice spelling. One idea is to spell them out loud



MATERIALS

Social Studies: Creation Story

clay

Math: Build a Clock

wood or cardboard (for a clock face and hands)
nail or brass fastener

Science: Evaporation Experiment

pie pan or other shallow dish
tablespoon
marker
jars (2)
jar lid (1)
tape

Arts & Crafts: Corn Husk Doll

old sheet or towel
6–7 corn husks
pan of water
paper towels
scissors
raffia
spanish moss or wool
hot glue gun, glue sticks, or craft glue
corn silk, yarn, or embroidery thread

while marching, jumping rope, skipping, playing hand-clapping games, tossing beanbags, or bouncing a ball back and forth. You and your child can do this together, or can take turns spelling words. For instance, you child might march around the outside of the house saying, “W-H-A-T spells *what!*” Say each letter in rhythm with the beat. Rhythmic repetition is very beneficial at this age.

At the end of the week, enter the spelling words into the spelling notebook or MLB.

3. Review the following punctuation marks: period, question mark, exclamation point (or mark). Your child is probably very familiar with them from seeing them in print and using them in writing.

Here is a fun verse that emphasizes the role of each:

I am the period, I love to rest.
All sentences stop at my request.
I want to know, what is your name?
Where do you live? What is your fame?
The question mark, oh yes, am I,
So what is the answer? Can you tell me why?
Whoopee! Hooray! Look out! Make way!
I'm here! I'm there! I'm everywhere!
Whatever the excitement rare,
the exclamation point is there!



Have your child write one sentence in the MLB using each type of ending punctuation. Your child can write these sentences in cursive or printing.

4. Play a punctuation game with your child. Say sentences using different punctuation marks at the end. Have your child call out the punctuation mark you are using. Here are some examples:

What time is it?
I'm so glad we're going to see Grandma this weekend!
Let's go feed the dog.

Trade places and see if your child can create sentences and say them aloud in a way that makes the ending punctuation clear.

Further Study

Children often confuse the rules of grammar in the beginning. Learning new concepts is often a frustrating process. Your goal is not only to teach the rules of grammar, but to instill a love of learning and

reading, and an appreciation for the language. Play games with your child through this process as often as you can. For instance, see what happens to a sentence when you mix up the ending punctuation.

If you notice that your child is getting tired, take a break and return later when everyone is refreshed. Above all, don't force it! Every child learns at their own pace. Enjoy the journey together.

Social Studies

Reading

Read or tell “The Coming of the Corn,” a story adapted from a Cherokee creation story.

Assignments

1. Discuss the story the next day. Enjoy the images of the story together. How did the Earth begin? How were the mountains formed? What happened to those plants and animals who stayed awake for seven nights? Who were the first two humans? How did they live? What happened when the boys followed Kanati? How about when they followed Selu? What was Selu's gift?

In the MLB, have your child write the following:

In the beginning, the Earth was water and darkness. Out of the mud, Earth was formed. Buzzard's wings brought the mountains. The animals set the sun in the sky. Selu brought us crops of corn and beans.

Draw a pictorial representation of “Creation” as the Cherokee story paints it.

2. Oral storytelling is an integral part of Native American traditions. Have your child dramatically retell a story they know well, performing in the time-honored storytelling tradition. Help your child practice this oral storytelling technique by using voice, hands, and facial expressions to express the story in a lively way.

If you have a means of making a fire, either outdoors or in a fireplace or woodstove indoors, it might be fun to spread blankets around the fire to sit on and have your child tell that story at night, with just the light of the fire. Perhaps others in your family might also like to tell a story around the fire!

3. Working with clay, have your child experience “form.” Ask your child to perform this exercise in silence. Beforehand, explain the process, and tell your child you will do it at the same time. Your child can follow your lead but is free to explore in whatever way feels right.

Begin with a lump of clay. Work the clay with your hands. Feel the clay and move it about until it begins to warm in your hands. Form a ball out of the clay. Smooth the edges away. Now, out of the ball, bring forth a plant form—whatever you or your child wish. Take some time to form the simple shapes of the roots, stems, leaves, etc.

Mold the clay back into a ball, and begin to draw out an animal form. You and your child are likely to have very different ideas here, and that's fine. Take your time in gently pushing and pulling the clay to form a shape of the animal's body, head, limbs, tail, etc. You may want to smooth the edges, or use a thumbnail to score lines for wings or fur, but keep the form relatively simple. Allow plenty of time for exploration of this form, but be aware of your child's process, and stay alert to when they feel ready to move on.

Again, bring the form back into a ball. Finally, draw out a human form. Let your child know from the beginning that it is only important to make a simple form, just something that resembles a plant, animal, or a human.

Try to notice how the clay feels in each of its shapes. How do you feel when you create, and then destroy, each of your forms? How does it feel to bring form out of nothing? These are not questions you need to ask your child, but are offered for your reflection so you can be aware of what your child may be feeling. Simply allow your child to quietly experience this process of form out of nothingness.

Further Study

The Cherokee tribe, along with virtually all of the Native American tribes, has a rich oral tradition of storytelling. Their understanding of the relationships between the Earth, plants, animals, and humans is truly breathtaking in its scope and beauty. A deeper look into Native American culture, particularly ceremonial and religious practices, is highly recommended!

Math

Assignments

1. Have your child add and subtract seconds, minutes, and hours mentally. Pose questions involving time based on real or realistic scenarios. Stick to full seconds, minutes, and hours to avoid tricky fractions. Here are some examples of questions you might pose:
 - If it takes us 25 minutes to drive to Grandma's house, how long does it take us to drive there and back?
 - If you can run to the mailbox in 15 seconds, how long does it take to run there and back again? How long does it take to run there and back again twice? Three times?
 - There are 24 hours in a day. If the sun is up for 15 hours a day in the summer, how many hours are dark?
 - How many hours are there in two days? If the sun is up for 15 hours a day in the summer, how many hours are light and how many are dark over the course of two days?

Remember, mental math games can be done anytime throughout the day. They are great to play while riding in the car, waiting in line, making dinner, doing household chores, etc.

2. Begin this week with making a clock with your child (instructions are in the activity section). Once your clock is complete, put the clock hands at 12:00. Show your child how the hour hand (short hand) is pointing to the 12 so that means the hour is 12, and the minute hand (the long hand) is pointing to the 12 or top, that means zero minutes. Explain how the minute hand goes faster than the hour hand, traveling one full rotation before the hour hand can progress to the next number. Now count with your child the minute marks around the clock, touching the hash marks as you count up to 60. Next, move your finger around the clock face, counting by fives as you touch each hour number (the 1 is 5, the 2 is 10, etc.). Have your child repeat the process.

Change the clock hands to read 12:05. Show your child how the hour hand is still pointing to the 12 (so the hour is 12) and the minute hand is pointing to the 1, showing that 5 minutes have passed. Show your child how to write and say the time: “Twelve oh five” is written 12:05. Do this for several different times so your child becomes familiar with reading and writing times.

Each day this week, practice giving your child times on the clock and having them read and write the time. Switch places and have your child create times on the clock and you say and write the time. Explain *a.m.* and *p.m.* and practice writing that after the time.

If you use 24-hour time (also called international or military time), you can introduce that as well: 1:00 pm is 13:00 or “thirteen hundred” in international time, 2:25 pm is 14:25 or “fourteen twenty-five,” and so on.

3. Have your child draw several clocks in the main lesson book showing different times. Have your child record the time beneath each clock picture. If your child enjoys telling time and wants more practice, you can find simple worksheets online that have a number of blank clock faces on them. Print out a worksheet and have your child draw the clock hands and identify the time on each clock.
4. Complete Practice Set 8.

Activity

Complete this activity before doing this week’s assignments.

Build a Clock

Materials:

- wood or cardboard (for a clock face and hands)
- nail or brass fastener

Steps:

1. Take a piece of wood or sturdy cardboard large enough for a good-sized clock face.
2. Have your child draw a large circle in the center. Here’s an easy way to draw a symmetrical circle. Attach a string to a pencil, and place a pin or nail at the other end of the string. Place the pin in the center of the board, pull the string taught, and draw a circle with the pencil.

3. Have your child write 12 at the top of the circle, 6 at the bottom, 3 to the right, and 9 to the left. Evenly space out the remainder of the numerals and write them on the clock face, putting a bold hash mark at each number.
4. Make smaller hash marks for the minutes around the clock (four hash marks in between each bold mark at the clock numbers). Try to space them evenly.
5. Make the two hands of the clock out of cardboard, cutting one shorter than the other. It's helpful if the hands have a point at the end to point at the numbers on the clock. Attach the hands to the center of the clock face with a nail (for a wooden clock) or a brass fastener (for a cardboard clock).

Science

Over the next three weeks, we will look at the various steps in the water cycle: evaporation, condensation, and precipitation. Your child will conduct scientific experiments to demonstrate each of these phases in the water cycle.

Assignment

Pose this question to your child: “What do you think happens to water when we boil it?” Your child might say that it will get hot or bubble. Together, boil water in a pan with a lid on. Take the lid off once the water has boiled, and show your child how the water vapor has collected in the lid because the water became hot. Usually you can tip the lid and watch the water droplets slide off, falling like rain.

Explain that the sun heats the water on the surface of the Earth and turns the water into vapor in much the same way that the boiling water turned into the vapor that rose in the air and clung to the lid. Of course, the sun will never heat the oceans to the boiling point! But even the cool ocean water is turned into vapor by the sun. This water vapor rises and condenses into clouds, and then falls back to Earth as rain (or sometimes snow). The rain that falls back to the Earth sinks into the soil and falls on lakes and oceans, where it will eventually evaporate again.

Evaporation happens when liquid water changes into gas. Water is always evaporating from the surface of the Earth.

To help demonstrate this concept, you will conduct an experiment to observe and record the rate at which water evaporates.

Experiment

Evaporation

Start by asking your child what they think will happen when you put water into a pie pan and leave it for several days. What might happen if you leave water in a small jar without a lid? What about a small jar with a lid? Discuss these different scenarios and make predictions about what might happen. If all

three of these containers have the same amount of water in them, which one do you think will evaporate first? Making predictions is an important part of scientific inquiry.

Materials:

- pie pan or other shallow dish
- jars (2)
- tablespoon
- jar lid (1)
- marker
- tape

Steps:

1. Put two tablespoons of water in a pie pan. Trace around the puddle of water or mark it in some way.
2. Put two tablespoons of water in each jar (one with a lid and one without). Mark a line showing how high the water is in each jar. You can make the mark on a piece of tape.
3. Put the top on one of the jars. Place the jars and pie pan by a window or in a warm room.
4. Help your child create a simple chart in the MLB to keep track of the rate of evaporation in each of the three containers. Your chart might look something like this.



DATE*	PIE PAN	JAR WITHOUT LID	JAR WITH LID
October 1	water slightly inside water mark	no change	no change
October 2			

Have your child record their observations on the chart each day.

After the experiment is complete (after one or more of the amounts of water evaporates), discuss what happened. What did you find to be true about evaporation? Did the water touching the most air evaporate first?

You might want to repeat this experiment by putting one set of containers in the sun and one set in the dark.

Further Study

This experiment can lead many places. You may wish to discuss the nature of clouds with your child at this point. Go for a walk and see if you can find an example of evaporation in nature. For example, you might notice a puddle that disappears overnight, or dew or frost drying up by midmorning.

Arts & Crafts

Assignments

1. Make a corn husk doll, similar to one a Cherokee child long ago might have played with (instructions are below).
2. Have your child draw an illustration of the corn husk doll that was made for this lesson. They may want to elaborate on the picture by drawing a child playing with the doll.
3. Continue exploring cooking with your child.

Corn Husk Doll

Materials:

- old sheet or towel
- 6–7 corn husks
- pan of water
- paper towels
- scissors
- several strands of raffia
- small ball of spanish moss or wool
- hot glue gun, glue sticks, or craft glue
- corn silk, yarn, or embroidery thread



Steps:

1. Cover your work area with an old sheet or towel. Soak corn husks in the water for three to four minutes. Remove them and dry on paper towels.
2. Cut a piece of corn husk about six inches long. Tie a piece of raffia in the middle of it. Cut the ends of the raffia.

3. Place the center of the tied corn husk on the top of the ball of moss or wool. Gently spread out the front and back of the husk so it completely covers the ball. Tie a long piece of raffia under the chin to make a neck. Allow the long ends of the raffia to extend out on the sides for the arms.
4. Take two or three long pieces of corn husk and fold over the narrow top ends. Place the folded edges just under the head, one in the front, one in the back, and more on the sides, if necessary. Tie the corn husks at the waist with a piece of raffia.
5. Use corn silk, yarn, or embroidery thread to make the hair. Glue it in place.

Music

Assignment

Practice “Joy to the World.” By now, you have reviewed all the notes previously learned. Depending on your child’s ability, it might be fun to vary the tempo of the pieces your child knows well, playing each piece slower or faster than usual. This also helps your child 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

Use this assessment form to track your child's progress over time. Remember to use your child's treasure box to collect examples of projects and other samples of work that don't fit into the main lesson book.

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Demonstrates knowledge of sentence construction (noun and verb)				
Uses beginning capitalization				
Uses ending punctuation				
Memorizes spelling words				
Writes paragraphs with three to five sentences				
Demonstrates paragraphing skills: Topic sentence				
Demonstrates paragraphing skills: Detail sentence(s)				
Demonstrates paragraphing skills: Concluding sentence				
Retells story events in sequence				
Draws story scene showing specific details				
Reads aloud with confidence				
Recognizes a variety of words on sight				
Prints legibly				
Writes in cursive with clearly formed letters				

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

WRITING: SENTENCES AND PARAGRAPHS

Please use this space to clarify what (if any) assistance was necessary for the written portion of the assignments this week.

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Compares modern life to ancient times				
Demonstrates awareness of story themes				
Indicates cultural and historical details in writing and drawing				
Relates story themes to daily life				
Demonstrates traditional oral storytelling techniques				

MATH	Developing	Consistent	Competent	Notes
Demonstrates how to tell time (analog clock)				
Solves verbal problems related to time				
Translates oral problems to written equations				
Solves mental math problems using the four processes				
Solves missing-number problems				
Demonstrates carrying in addition and multiplication				
Demonstrates borrowing in subtraction				
Demonstrates knowledge of times tables				
Uses commutative property of addition and multiplication				
Uses associative property of addition and multiplication				
Identifies place value to 12 digits				

SCIENCE	Developing	Consistent	Competent	Notes
Describes process of evaporation				
Shows understanding of photosynthesis				
Conducts an experiment according to directions				
Shows accuracy and organization in recording experiment data				
Demonstrates focused observation skills				
Records observations of experiment				
Draws and labels detailed sketches				
Records data over time				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Demonstrates cooking skills		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Shows ability to replicate and maintain varied rhythms		
Demonstrates knowledge related to 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

- ☐ Learn about and identify adjectives.
- ☐ Write sentences using adjectives.
- ☐ Describe things using adjectives.
- ☐ Practice and write spelling words.

Social Studies

- ☐ Locate and name seven continents and five oceans.
- ☐ Draw continents and oceans on a world map.

Math

- ☐ Review and practice math skills.
- ☐ Play math games.
- ☐ Complete practice problems.

Science

- ☐ Identify products that come from trees.

- ☐ Write a list of items produced from trees.
- ☐ Make a collage about trees as a natural resource.

Arts & Crafts

- ☐ Create marbled paper.
- ☐ Continue working with clay.

Music

- ☐ Learn “Sweet Betsy from Pike” on the recorder.
- ☐ Experiment with different beats for hands and feet.

Health

- ☐ Complete an activity related to “good” stress.

Materials Still Needed

Notes



Grade

3

Lesson 17

Language Arts

Reading

Read a story of your choice to your child at bedtime.

Continue reading one of the classics with your child. In addition, your child should read silently each day for a brief period.

Assignments

1. Review sentence structure rules learned in lesson 5.

Every sentence should have:

1. A capital (uppercase) letter at the beginning
2. A noun (a name word)
3. A verb (a doing word)
4. A punctuation mark at the end

Remind your child that this is what a sentence needs, but a sentence can have a lot more than that!

Introduce adjectives (refer to the language arts introduction in the resource book for tips). Have your child write this (or something similar) in the MLB:

Words that paint a picture are called adjectives.

Brainstorm adjectives with your child and have them write a few in the MLB.

MATERIALS

Science: Tree Collage

old magazines

scissors

glue

2. One day this week, ask your child to write five sentences in which an adjective is used for each noun in the sentence.
3. On another day, ask your child to return to a paragraph written in the MLB and point out to you each adjective. Have your child shade each adjective in the paragraph with a green colored pencil.
4. Play a game in which you see adjectives everywhere. Look around the house and find ways to describe what you see: a little picture, a tall plant, a green sweater, a yellow banana.

Next, have your child observe a small area in the room. Ask your child to leave the room and while they are gone, change some things about the room's description. For example, turn a pillow over to a red side, or put a blue blanket over something. Have your child return and ask them to use the adjective that describes what you have changed. You can play this game with something you wear as well. Trade places!

5. Create a spelling list with a variety of adjectives. Work with the words in several active ways throughout the week before having your child write them down.

Social Studies

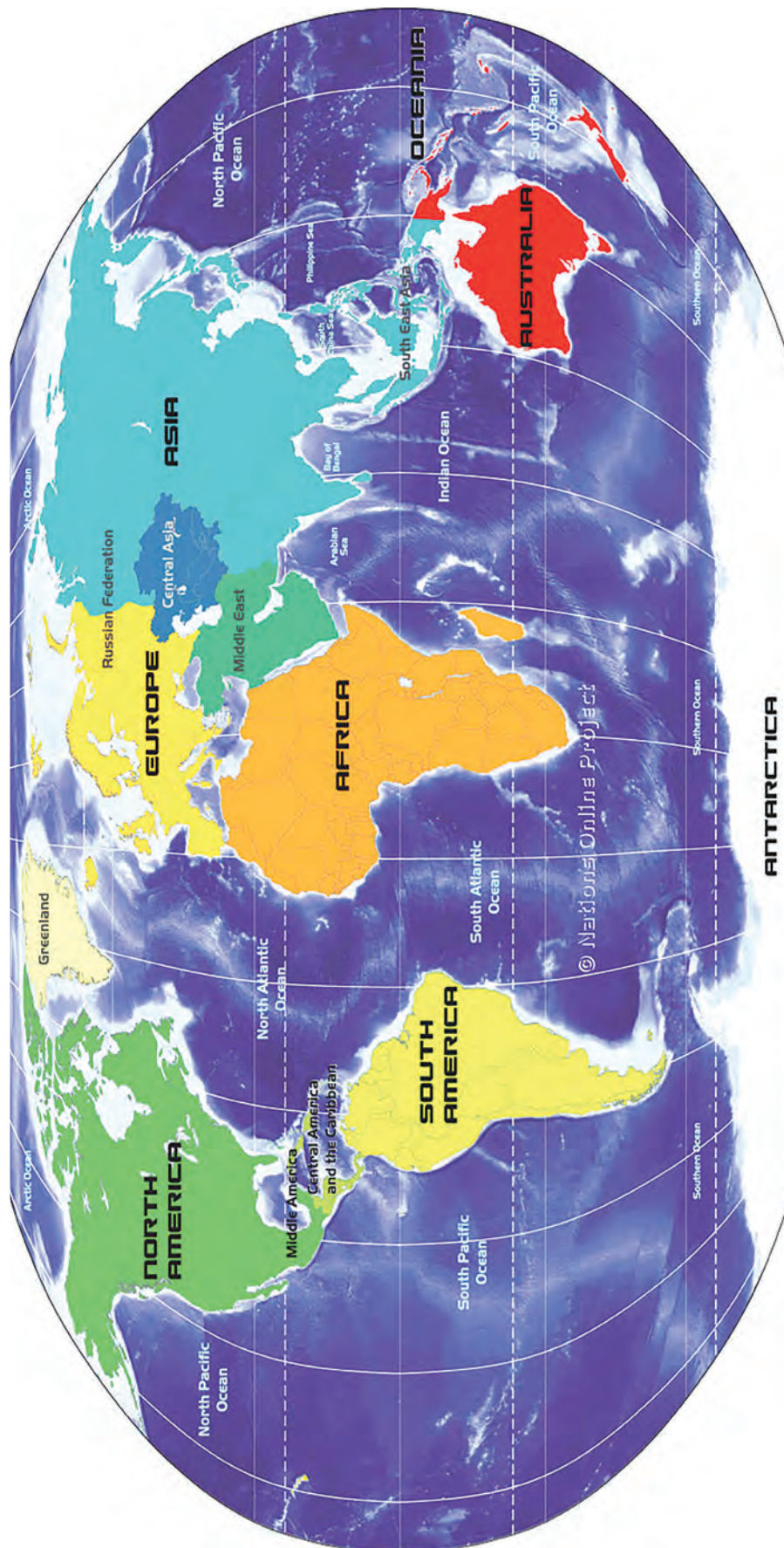
Assignments

1. Help your child locate the seven continents on both the globe and the world map: North America, South America, Europe, Africa, Asia, Australia, and Antarctica.

Next, locate the five oceans on the globe and the world map: Pacific, Atlantic, Indian, Southern, and Arctic Oceans.

2. Using the map included here as a model, have your child draw a basic outline of the world map into the main lesson book. Label the five oceans and seven continents. Draw a compass rose.

Of course, your child may color in or make the map as precise as they wish. It is only necessary at this point, however, for your child to gain an understanding of the world community as interconnected and diverse. For this reason, a simple drawing is perfectly fine.



Math

You will spend the next two weeks doing a semester review, working on skills your child particularly enjoys as well as those that need extra attention.

Assignments

1. Give your child a variety of math experiences this week, including the following:
 - Carrying and borrowing
 - Telling time
 - Weights and measures
 - Money math and making change
2. Play games involving math, such as card games, dice games, board games, puzzles, mazes, etc.
3. Complete Practice Set 21.

Science

This week we will focus on trees, and their relationship and usefulness to humankind.

Assignments

1. Trees are an important natural resource. This week, help your child identify products that have come from trees. These products are all around us! Explain that trees and other plants are critical to our survival. They make oxygen for us to breathe in, and take in and filter the carbon dioxide that we breathe out. Trees not only are beautiful, they provide homes for many animals, offer shade, and supply important raw materials for many needs of modern life.
2. In the MLB, have your child write a list of items produced from trees. Your child may like to include an illustration of a tree.
3. Using magazines, scissors, and glue, have your child make a collage of items that have originated from trees. Glue this into the MLB.





Further Study

If you have a wood mill in your area, you may wish to go and see how boards are made from trees. If there is a furniture maker, wood carver, guitar maker, or any other type of artisan that uses wood in your area, this is a wonderful time to pay them a visit.

Arts & Crafts

Assignments

1. Introduce paper marbling this week. Refer to *Oak Meadow Crafts for the Early Grades* for detailed instructions and materials list for making marbled paper.
2. Continue working with clay.

Music

Assignments

1. Learn “Sweet Betsy from Pike.” Continue playing familiar songs, singing along and clapping or marching in rhythm.
2. Try these exercises in using different beats for hands and feet.

- Begin by marching with a steady four-beat, clapping along until your child has established a strong rhythm.
- Change your claps to the “off” beat, or in-between beat, what would be the “and” if you were to count “One and two and three and four and . . .” Clap this in-between beat as you continue your steady four-beat march.
- 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.
- Try this: Have your child begin a varied, syncopated hand-clapping rhythm (while you both continue marching the steady four-beat rhythm), and then you add another, different syncopated rhythm on top of your child’s pattern. You will be creating the equivalent of a drum solo with two drummers!

Health

Assignment

Complete lesson 17 in *Healthy Living from the Start*. This lesson focuses on stress management as your child has the opportunity to consider instances when stress is helpful.

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
Demonstrates creative writing (original story)				
Writes a descriptive paragraph				
Shows understanding of spelling rules				

LANGUAGE ARTS (<i>continued</i>)	Developing	Consistent	Competent	Notes
Applies spelling rules to writing				
Composes original poem				
Memorizes poetry				
Displays good posture, diction, and expression in recitations				
Corrects errors in capitalization and punctuation				
Identifies noun and verb in sentences				
Uses correct capitalization				
Uses ending punctuation				
Memorizes spelling words				
Writes paragraphs with three to five sentences				
Demonstrates paragraphing skills: Topic sentence				
Demonstrates paragraphing skills: Detail sentence(s)				
Demonstrates paragraphing skills: Concluding sentence				
Draws story scene showing specific details				
Reads aloud with confidence				
Prints legibly				
Writes in cursive with clearly formed letters				

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

WRITING: SENTENCES AND PARAGRAPHS

Please use this space to clarify what (if any) assistance was necessary for the written portion of the assignments this week.

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Locates and identifies continents and oceans				
Relates in writing details based on research				
Draws a map with map legend				
Gives directions				
Traces route on a map				
Identifies locations based on latitude and longitude				
Demonstrates knowledge of cardinal directions				
Demonstrates knowledge of ordinal directions				
Understands symbols on a map legend				

SOCIAL STUDIES (<i>continued</i>)	Developing	Consistent	Competent	Notes
Uses map legend and compass rose to interpret map				

MATH	Developing	Consistent	Competent	Notes
Solves multiplication problems involving zeros				
Translates word problems into mathematical equations				
Solves addition and subtraction problems using money				
Demonstrates how to tell time (analog clock)				
Translates oral problems to written equations				
Solves mental math problems using the four processes				
Solves missing-number problems				
Demonstrates carrying in addition and multiplication				
Demonstrates borrowing in subtraction				
Demonstrates knowledge of times tables				

SCIENCE	Developing	Consistent	Competent	Notes
Identifies items produced from trees				
Demonstrates knowledge of local geography				
Demonstrates relationship between Earth's movement and seasons				
Shows understanding of climate zones				
Organizes data in chart form				
Identifies patterns from compiled data				

SCIENCE (<i>continued</i>)	Developing	Consistent	Competent	Notes
Conducts an experiment according to directions				
Shows accuracy and organization in recording experiment data				
Demonstrates focused observation skills				
Records observations of experiment				
Draws and labels detailed sketches				
Records data over time				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Sculpts objects from clay		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Shows ability to replicate and maintain varied rhythms		
Demonstrates knowledge related to stress		

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

- ☐ Work on memorization and recitation skills.
- ☐ Identify vowel-r combination syllables.
- ☐ Practice and write spelling words.

Social Studies

- ☐ Identify job interdependence in traditional culture.
- ☐ Reflect on interdependence within the family and community.

Math

- ☐ Practice form drawing.
- ☐ Play games involving the times tables.
- ☐ Do multistep mental math.
- ☐ Complete practice problems.
- ☐ Activity: Domino Times

Science

- ☐ Consider ways to keep waterways healthy.
- ☐ Track how much trash is thrown away in a week.
- ☐ Identify ways to care for plants in the environment.
- ☐ Draw observations of the seed sprouting experiment.

Arts & Crafts

- ☐ Do a craft or clay project.

Music

- ☐ Review the songs already learned on the recorder.

Health

- ☐ Complete an activity related to de-escalation techniques.

Materials Still Needed

Notes



Grade

3

Lesson 23

Language Arts

Reading

Read aloud a story of your choice at bedtime.

Continue having your child read aloud and silently from one of the classics. Encourage expressiveness in reading aloud.

Assignments

1. Read poems to your child and work on memorizing a new poem this week.
Have your child copy a favorite poem into the MLB and add an illustration or decorative border.
2. The next syllable type we'll look at is the vowel-r combination. This syllable always has at least one vowel followed by the letter *r*. The vowel-r combinations are as follows:

ar (far)

er (terse)

ir (fir)

or (corn)

ur (urn)

ear (Earth)

Review with your child the sounds that these combinations make. See if you can come up with one or more words to fit each of the examples. Remember, it doesn't always have to come in the first syllable!

In the MLB, have your child write this sentence with the examples that follow:

The vowel-r combination syllable always has at least one vowel followed by the letter *r*.

star

born

person

turn

third

learn

MATERIALS

Math: Domino Times

dominos

3. To help your child learn to recognize the vowel-r combination words, have them write the following words and then underline the vowel-r combination in each one. You might have to remind your child to underline the whole syllable, not just the vowel-r combination.

Read the words together first so your child can sound them out and hear the syllables and the vowel-r combinations.

barley	learning
tarp	search
gather	cowgirl
father	after
horn	whirling
carport	twirl
tornado	mister
burn	

Have your child make up their own vowel-r combination words using each combination.

4. Create a spelling list that includes words with vowel-r combinations. Continually try to find new ways to work with spelling words and revisit favorite activities. At the end of the week, have your child write the words in the spelling notebook or MLB.

Social Studies

This week we will explore the nature of interdependence. This refers to specialized jobs that work together within a community.

Reading

Read or tell “Singing Deer of the Dakota Nation.”

Assignments

1. This week’s lesson focuses on the nature of interdependence. Discuss interdependence with your child. This happens when those with specialized jobs work together within a community. Singing Deer described her *tiospaye*, or tribe. Discuss some of the specialized jobs Standing Deer described. In the *tiospayes*, which consist of family, extended family, and some others who wish to live with the family, wealth is measured by the size of the community. That is because each person has a job and the community thrives as everyone pitches in. How did members of Standing Deer’s community serve one another?

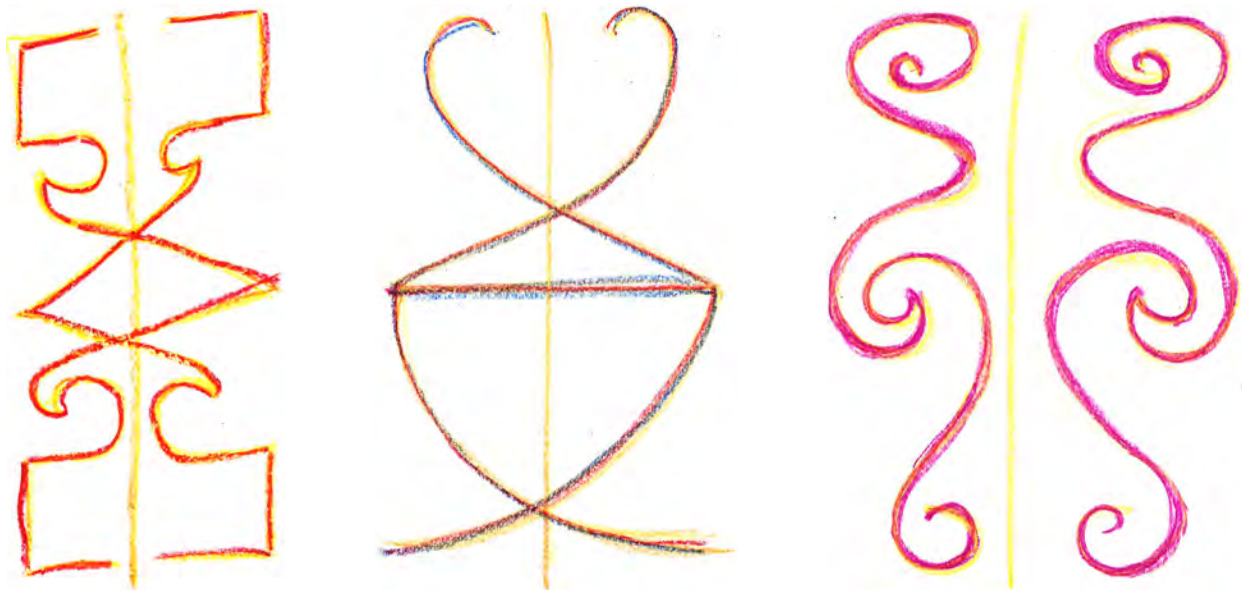
Have your child draw a picture from the story that reflects interdependence. You may have to help your child decide what to draw. For example, your child may choose to draw Standing Deer bringing herbs to the medicine woman who heals her cousin with them. Label the picture “Interdependence in the Dakota *Tiospaye*.”

2. Discuss interdependence within your own family with your child. This may include extended family and friends as well. How are family or community members interdependent? How do you help one another?

Math

Assignments

1. This is the final week for geometric form drawings. Use the forms below or make up your own. Use the movement exercises and allow plenty of practice time.



2. Play rhythmic games involving the times tables, such as skipping, jumping rope, hand clapping, ball games, etc. The goal is for your child to commit all the times tables to memory by the end of third grade. This will help immensely as your child moves up through the levels in mathematics. The more practice you can give your child in a lively, physical way, the easier it will be to solidify these times tables and make them automatic.
3. Use your child’s everyday knowledge to add interest to multistep mental math problems. For instance, include steps for which your child has to do an interim calculation before performing the main process. Here is an example:

Add the number of people in your family and the number of days in a week. Multiply this number by your age, and then divide by the number of pets in your family.

Note: When you include division, make sure that the number is easily divisible (no fractions or decimals in the answer).

Help develop your child's memory skills by presenting multiple steps at once that your child has to remember while doing calculations in their head. Build these memory skills slowly so that you don't overwhelm or frustrate your child.

Try to include mental math in your weekly routine on a regular basis. Encourage your child to turn the tables on you and pose mental math problems for you to solve. Make sure to talk through your calculations aloud so your child can hear how you go about solving the problem.

4. Complete Practice Set 28.

Activity

Domino Times

Here's a simple way to practice math facts. Spread dominoes on the table, facedown. Each player takes turns drawing two dominoes. The player has to add the two numbers on each domino first, and then multiply the two numbers together.

For instance, you might draw a domino that shows a 5 and a 3 (total 8) and a second domino that shows a 6 and a 1 (total 7). Multiply these two totals for your score: $8 \times 7 = 56$.

Have your child keep score, writing down each player's total after every turn, and keeping a running tally. The game is over when someone reaches 500 or 1,000.

You can add complexity to this game by having each player multiply the two numbers on each domino ($5 \times 3 = 15$ and $6 \times 1 = 6$) and then multiply those two numbers together: $15 \times 6 = 90$. (You can allow scratch paper for these calculations.)

Science

This week's lesson will highlight the interdependent nature of man, plants, and animals. We will discuss the environment and highlight the need to take care of it. Your child will have the opportunity to identify at least one way they may help preserve the environment in the future.

People, plants, and animals are very dependent on one another for their survival. Plants and trees need the air, earth, sun, and water. Humans need plants and trees for food and for purification of the air. Worms help us out by loosening the soil so that the roots of the plants can get water and air. Bees help flowers reproduce by moving pollen from one flower to another.



Crystal Russell



Animals are instinctual. Everything an animal does is useful to that animal. It helps the animal stay alive. An animal's behavior helps it find food and a safe place in which to live, and to escape danger.

Everything that a plant does is useful to the plant. Plants grow roots to help them stay firmly in the ground, and stems to carry water out of the soil and into the leaves. The food for the plant is made in the leaves, and eventually flowers appear. The seeds that ensure the continued growth of the plant are contained in the middle of the flower.

As you look at these amazing processes in the natural world, help your child develop a feeling of cooperation with the plants, animals, and other human beings on Earth. As children begin to understand the consequences of their actions, they can become more aware of the effect humans have on their environment, and thus choose to contribute to their environment in a beneficial way.

Assignments

1. One of the important issues for humans to understand is the necessity of keeping our water supply clean. Talk to your child about the consequences of industries dumping chemicals into the water. These chemicals not only kill the fish, but also have long-lasting effects on the water we drink.

Help your child see how we can help on an individual level. For instance, help your child understand why we should never throw trash into bodies of water. Perhaps you can become involved in a stream, river, or beach clean-up in your area.

2. Explain to your child why everyone should put their trash into a trash can, and not drop it on the ground. Ask your child to imagine how the streets or the local park would look if every child they knew dropped one piece of paper or trash.

Awareness is the first step to right action. Ask your child to be aware every time there is trash to be thrown away, and to make sure to put it into a proper receptacle. Perhaps your family might

want to keep a list this week of everything that you throw away. If you have a place in the corner of your yard that is out of sight, you might allow your child to just toss all of the trash there this week to see how quickly it piles up.

At the end of the week, have your child look at the pile or list of trash, and then write a paragraph in the science main lesson book about the experience of keeping track of how much trash we throw away and what a mess it would make in our environment if we carelessly tossed our trash any old place.

3. Now that your child understands how plants and trees cooperate to help purify the air and provide moisture, they can become aware of the importance of protecting the plants and trees in the environment. If your child learns to respect plants, they will not carelessly trample or destroy them.

Have your child identify one way your family can help care for the environment. Examples might be recycling in the home to cut down on trash, picking up trash in public places, or planting a tree. Ask your child to write one or two sentences about this in the MLB.

4. Have your child record observations for week three of the seed sprouting experiment. Remember to keep enough water in the glass to cover the bottom half of the seed.



Further Study

Check oakmeadow.com/printed-links for links to some online sites that provide great conservation tips for children. If you are part of a homeschooling group, you may consider deciding on an activity you can all do together—like hosting a playground clean-up and picnic!

Arts & Crafts

Assignment

Continue working with clay.

Music

Assignments

1. Review the songs already learned on the recorder.
2. As you experiment with varying the tempo on songs your child knows well, make sure to slow the tempo down at times to help your child develop better breath control. Model your own correct

breathing so that your child can imitate it. At some point this week, record your child playing two or three of their favorite songs, and show some of the variations in tempo that you have been working on.

Health

Assignment

Complete lesson 23 in *Healthy Living from the Start*. Anger management is an important element of self-esteem. De-escalation techniques are 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

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

LANGUAGE ARTS	Developing	Consistent	Competent	Notes
Identifies different types of syllables				
Demonstrates creative writing (original story)				
Uses adjectives and adverbs in descriptive writing				
Applies spelling rules to writing				
Composes original poem				
Memorizes poetry				
Displays good posture, diction, and expression in recitations				
Corrects errors in capitalization and punctuation				
Uses good sentence structure and form				
Displays good paragraphing skills				
Memorizes spelling words				

LANGUAGE ARTS <i>(continued)</i>	Developing	Consistent	Competent	Notes
Writes paragraphs with three to five sentences				
Demonstrates paragraphing skills: Topic sentence				
Demonstrates paragraphing skills: Detail sentence(s)				
Demonstrates paragraphing skills: Concluding sentence				
Reads aloud with confidence				
Prints legibly				
Writes in cursive with clearly formed letters				

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

WRITING: SENTENCES AND PARAGRAPHS

Please use this space to clarify what (if any) assistance was necessary for the written portion of the assignments this week.

SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Identifies examples of job interdependence				
Identifies parallels between story and life				
Locates and identifies continents and oceans				
Relates in writing details based on research				
Draws a map with map legend				
Gives directions				
Traces route on a map				
Identifies locations based on latitude and longitude				
Demonstrates knowledge of cardinal directions				
Demonstrates knowledge of ordinal directions				
Understands symbols on a map legend				
Uses map legend and compass rose to interpret map				

MATH	Developing	Consistent	Competent	Notes
Shows symmetry in form drawings that cross the midline				
Translates word problems into mathematical equations				
Solves addition and subtraction problems using money				
Demonstrates how to tell time (analog clock)				
Translates oral problems to written equations				
Solves multistep mental math problems using the four processes				
Solves missing-number problems				

MATH (continued)	Developing	Consistent	Competent	Notes
Demonstrates carrying in addition and multiplication				
Demonstrates borrowing in subtraction				
Demonstrates knowledge of times tables				

SCIENCE	Developing	Consistent	Competent	Notes
Shows awareness of Earth stewardship				
Identifies relationship between plants and water cycle				
Organizes data in chart form				
Identifies patterns from compiled data				
Conducts an experiment according to directions				
Shows accuracy and organization in recording experiment data				
Demonstrates focused observation skills				
Records observations of experiment				
Draws and labels detailed sketches				
Records data over time				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Sculpts objects from clay		
Creates crafts related to curriculum		
Plays songs on the recorder or other instrument		
Shows ability to replicate and maintain varied rhythms		
Demonstrates knowledge related to de-escalation techniques		



Appendix

Works Cited	469
List of Materials	471



Materials

Materials in Alphabetical Order

Avocado pit or sweet potato

Ball

balloon

bamboo sticks

beanbag or small squishy ball

bottles or jars

Camera

cardboard

cardboard box, medium to large

clay

clay, Play-Doh, or softened beeswax

clock or timer

coffee can with a plastic lid

colored pencils or markers

corn silk, yarn, or embroidery thread

corn husks

crayons

cup, pint, quart, and gallon containers

Deck of cards

dice

dominos

dowel or stick

duct tape (or masking or packing tape)

Feathers and beads

food coloring, red, yellow, and blue

Garden trellis

glass jars

glass jars with lids

glue or tape

Hammer and nail

hinges

hobby knife

hole punch

hot glue gun, glue sticks, or craft glue

Ice cubes

index cards

Jars and cans, old

Ladder

lamp

large paper

leafy stalks, fruits, gourds, items of the harvest,
etc.**M**agazines, old

marker

measuring cup

measuring spoons

microscope, magnifying glass, or jeweler's loupe

money, bills and coins of different values

Nail or brass fastener

newspaper

notebook

Paint

paintbrushes

pan, large

paper plates, small

paper towels

pencil

permanent marker

pie pan or other shallow dish

plant, small

plastic plate

pushpin or tack

Raffia

rain gauge (optional)

rocks, small

ruler or measuring tape

Sand

sandpaper

saw

scale, bathroom or kitchen

scissors

sheet or towel, old

shell or cap (for water)

small matching items (such as pencils, shoes,
pillows, etc.)

soil

spanish moss or wool

sponge, large

stapler or needle and thread

straw

string

Tape

thermometer, outdoors

tin cans

toothpicks or nails

tourist brochures, photos, magazines

twine

Wood or cardboard (for a clock face and hands)

wood screws

wooden trim, 1 inch wide

world map

Yarn or string, ball

Materials (sorted by lesson)

LESSON	PROJECT	MATERIALS
1	Math: Around the World	index cards
1	Science: Earth's Movements	beanbag or small squishy ball string ball lamp
1	Arts & Crafts: Treasure Box	cardboard box, medium to large poster paints paint brushes newspaper (to cover painting surface)
1	Arts & Crafts: Sukkah	garden trellis (4) hinges (6) wood screws bamboo sticks twine leafy stalks, fruits, gourds, items of the harvest, etc., to decorate
2	Math: Lucky Number	deck of cards
3	Social Studies: Community Connections	ball of yarn or string
3	Science: Water Clock	plastic plate large pan
3	Science: Tin Can Ladder Clock	tin cans (4) hammer and nail (to punch a hole in tin cans) ladder
4	Math: Create a Calendar	7 sheets of large paper stapler or needle and thread (for binding the calendar) ruler colored pencils or markers
5	Math: Sand Clock	2 bottles or jars of the same size stiff paper (an index card will work well) duct tape (masking or packing tape will also work) hole punch (optional) clock or stopwatch
5	Math: Sundial	large piece of cardboard or wood (2–3 feet square) dowel or stick, 6–12 inches long marker
6	Social Studies: Creation Story	clay
6	Math: Build a Clock	wood or cardboard (for a clock face and hands) nail or brass fastener

LESSON	PROJECT	MATERIALS
6	Science: Evaporation Experiment	pie pan or other shallow dish tablespoon marker jars (2) jar lid (1) tape
6	Arts & Crafts: Corn Husk Doll	old sheet or towel corn husks pan of water paper towels scissors raffia spanish moss or wool hot glue gun, glue sticks, or craft glue corn silk, yarn, or embroidery thread
7	Science: Condensation Experiment	glass jar with lid ice cubes clock or timer
7	Arts & Crafts: Dream Catcher	small paper plates yarn feathers and beads (optional) hole punch
8	Social Studies: Clay Creations	clay, Play-Doh, or softened beeswax
8	Math: Size Treasure Hunt	several sets of two identical items (such as pencils, shoes, pillows, etc.)
8	Science: Precipitation Experiment	pie pan large sponge
9	Social Studies: Folk Tradition Scrapbook	notebook pencil world map camera tourist brochures, photos, magazines glue
9	Math: Make a Ruler and a Yardstick	wooden trim, 48 inches long and approximately one inch wide saw sandpaper ruler or measuring tape marker
9	Science: Wind Vane	card stock or index card straw tape pencil pushpin or tack

LESSON	PROJECT	MATERIALS
10	Math: Weight Measurements	bathroom or kitchen scale
11	Math: Liquid Measures	cup, pint, quart, and gallon containers water
11	Science: Lightning Simulation	balloon
12	Math: One Spoonful at a Time	measuring spoons measuring cup
13	Math: Money Math	large selection of coins of different values paper money of different denominations one die (two dice can be used for a more advanced game)
13	Science: Earth's Seasons	ball lamp
14	Math: Money Math	wide variety of paper money and coins
14	Math: Coin Bank	coffee can with a plastic lid hobby knife (for adult use) cardboard permanent marker (or any pen that will write on plastic) white paper crayons glue or tape
15	Math: Shopkeeper	old jars and cans to use in a play store
15	Science: Terrain Diorama	clay tempera paints (optional)
17	Science: Tree Collage	old magazines scissors glue
20	Social Studies: Canaanite Mask	cardboard scissors clay string paint
20	Science: Seed Sprouting Experiment	avocado pit or sweet potato glass jar or container toothpicks or nails
21	Science: Water Absorption: Making a Rainbow!	6 small glass jars red, yellow, and blue food coloring paper towels
22	Science: Plant Study	microscope, magnifying glass, or jeweler's loupe
23	Math: Domino Times	dominos

LESSON	PROJECT	MATERIALS
24	Science: Terrarium	large glass jar with lid small rocks sand soil shell or cap (for water) small plant
26	Math: Dice Games	2–4 dice
26	Science: Biome Collage	old magazines
27	Math: Weather Measurements	outdoor thermometer rain gauge (optional)
30	Math: Number Matching Game	index cards