

# Oak Meadow Grade 1 COURSEBOOK

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Grade



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Grade



# Introduction

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

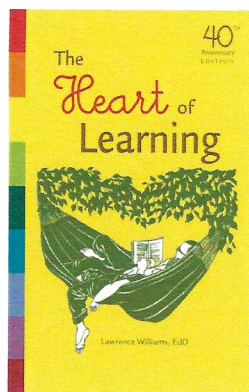
The *Oak Meadow Grade 1 Resource Book* is designed to be used with the *Oak Meadow Grade 1 Coursebook*. In the resource book, you will find detailed information on teaching all the subjects in first grade. In addition, *Oak Meadow Grade 1 Resource Book* contains all the stories you need to teach the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

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

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

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

Oak Meadow curriculum responds to growing intellectual development as the grades progress.



### ***The Heart of Learning***

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

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

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



# Weekly Planner—Lesson 1

Date \_\_\_\_\_

	Language Arts	Social Studies	Math	Science	Arts & Crafts	Music & Movement	Health
	3/week	3/week	3/week	2/week	Choose : 1-2/day = 3/week		
D A Y 1							
D A Y 2							
D A Y 3							
D A Y 4							
D A Y 5							
D A Y 6							
D A Y 7							

## ASSIGNMENT SUMMARY

## Language Arts

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

## Social Studies

- Create a calendar.

## Math

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

## Science

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

## Arts & Crafts

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

## Music & Movement

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

## Health

- ☐ Learn about the growing body.

### Materials Still Needed

## Notes



## Grade



# Lesson 1

---

Welcome to first grade! This is a very exciting time for your child, and you may be feeling a mixture of excitement and trepidation. Your child may be feeling the same thing. If you haven't already done so, please read the introduction to first grade in *Oak Meadow Grade 1 Resource Book*. You will find lots of tips and ideas for getting your homeschooling year off to a good start. This year is all about laying down a solid educational foundation while nurturing your child's sense of adventure, curiosity, and fun. We hope you enjoy learning together!

## Starting Your Day

Each morning before beginning your circle and main lesson activities, take time to "clear your space." Mentally and physically, set aside the tasks that you can do later in the day. Clear off the table and arrange your materials neatly. Organizing your psychological and physical space is an important part of teaching good study habits. Have a snack ready for any younger children who may have trouble waiting until you are finished with the morning's school work, and bring out supplies (blocks, crayons, picture books, etc.) for these younger children so they can enjoy a quiet time while you are focusing on first grade lessons.

These first few lessons contain an overview of the basic elements of the day to help you with your planning. Please refer to *Oak Meadow Grade 1 Resource Book* for a more complete explanation of the daily schedule.

## A Review of the Daily Schedule

### Morning Circle

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

### MATERIALS

#### Social Studies: Calendar

Large drawing paper  
Crayons  
Ruler

#### Science:

##### Pressed Flowers

Fresh flowers or plants  
Scissors  
Cardboard  
Blotting paper or newspaper  
Bricks or heavy objects

#### Arts & Crafts: Knitting

Knitting needles, two sets  
(thick needles are best for beginners)  
Yarn, two balls (thick yarn works well)

#### Arts & Crafts:

##### Treasure Box

Cardboard box, medium to large  
Poster paints  
Paint brushes  
Newspaper (to cover painting surface)

## A Review of the Daily Schedule

(continued)

- Recite a closing verse with accompanying gestures or movements.

Each day, repeat the songs and fingerplays several times so your child can learn them. Use the same verses a week or more so they become very familiar. While as adults we may feel that we need to move on to a new activity each week or each day, children of this age love repetition. Just think of how many times your child has asked that the same book be read aloud. By using the power of repetition, children are able to integrate the concepts of the activity into their whole body (plus, you will need less preparation time!).

It is important to do gestures with verses or songs whenever possible. Children of this age learn very much through their bodies, so any activity that can integrate a concept with physical movement is helpful in the learning process. Either use the gestures indicated or make up your own to go with a verse or song.

As the year progresses, you may find that your morning circle evolves into something quite different from what we have described here. We encourage you to create new elements and to invite your child to contribute ideas. We have included many songs, verses, and fingerplays in the *Oak Meadow Guide to Teaching the Early Grades*, and you can find many good books in the library as well. Space has been provided in the weekly planner at the start of this lesson to help you keep track of your ideas for morning circle. Write down which verses you used, and put a star by ones that were particularly enjoyed—you may want to revisit them later in the year.

## Morning Main Lesson

The morning main lesson time consists of 45–60 minutes devoted to language arts and social studies. On some days you will no doubt need less than one hour to complete the assignments, and on other days, more time may be needed. Use the weekly planner provided to help you plan your daily activities for each morning main lesson throughout the week. Use the assignment summary found at the beginning of each lesson to check off activities as you complete them.

In the first 12 weeks, two (or sometimes three) letters of the alphabet will be presented each week in uppercase and lowercase form, along with long and short vowel sounds. In the second 12 weeks (lessons 13 through 24), two or three word families will be introduced each week, and in the final 12 weeks, we will focus on developing reading and writing skills. Important information about Oak Meadow's method of presenting the alphabet is found in the introduction.



There are several activities suggested each week to help you explore language arts with your child. Spread out these activities over the course of the week (and feel free to supplement with activities of your own) to allow your child to fully integrate the new information. A materials list for each week's activities is provided at the start of each lesson as well as in the appendix of this coursebook.

In addition to the stories mentioned in the lessons, we suggest that you read to your child daily. Reading aloud to young children is one of the best reading readiness activities there is and lends a cozy closeness to your time together. You can read outside in a hammock, or under the table in a makeshift fort, or in a tree house. You can sit on the steps and read while your children are eating a snack. You can read anywhere, anytime. Read when your children are a bit too wild and need settling down, or when they are tired and just want to relax. Choose books that have themes your children are interested in and choose books that expose them to things they might not otherwise experience—the Iditarod, a trans-Atlantic voyage, life on a New Zealand sheep ranch, or pioneer life on the prairie. Reading classic tales you remember from your childhood is a wonderful experience and often exposes children to language that has richness and depth that modern literature often lacks. Folktales (found in the 398 section of any public library) are an excellent source of entertaining stories.

### Afternoon Hour

The afternoon hour will be devoted to math three times a week and science two afternoons a week. We suggest you alternate days so your child has plenty of time to explore the subject matter at hand on any given day. For instance, you might do math on Monday, Wednesday, and Friday, and science on Tuesday and Thursday. Please use the weekly planner provided at the start of the lesson to help you plan how you will spend the afternoon session each day this week. You can always vary your plan to take advantage of unexpected opportunities, but you will appreciate having the plan to refer to when you need structure.

Arts & Crafts, Music & Movement, and health activities can take place each day after the morning main lesson or afternoon hour, depending on your family's schedule and your child's energy. For instance, you may find that doing Music & Movement after morning main lesson works well, and doing Arts & Crafts after your math or science time is a good balance. The health activities can be done one or two times a week, either morning or afternoon. The important thing to remember is that you don't have to do every subject every day!

### A Review of the Daily Schedule

(continued)



## A Review of the Daily Schedule

(continued)

### Bedtime Routine

In the beginning of the year, you will be reading or telling stories to your child at bedtime in preparation for working with the letters of the alphabet. All the alphabet stories are located in *Oak Meadow Grade 1 Resource Book*. As the year progresses, you are encouraged to continue to read to your child at bedtime. You may want to choose stories that relate to the curriculum, or stories that relate to your child's interest, or any other stories that strike your fancy. The *Oak Meadow Guide to Teaching the Early Grades* contains useful information about storytelling, and we encourage you to read it.

### Morning Circle

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

Morning has come,

Night is away.

We rise with the sun

To welcome the day.

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

- Sing or say one or two songs, verses, or fingerplays. Learn these ahead of time so you can recite them with enthusiasm! Add movement and/or act them out. Do each song or verse several times. Once your child is familiar with the verse, feel free to vary the way it is done, speeding it up or slowing it down, or doing it loud and then soft.
- “Baa Baa Black Sheep” and “I See the Moon” are two verses that will work well for this week’s language arts and science activities (found in the *Oak Meadow Guide to Teaching the Early Grades*).
- Recite a closing verse with accompanying gestures or movements. You can use your hands or your whole body, whatever feels right to you (don’t worry about your child getting left and right correct for now—do the motions while standing side by side and your child will imitate):

Guide my hands, left and right,

As I work with all my might.

## Language Arts

Your child will begin the journey into language arts with a review of the uppercase letters presented in kindergarten and a presentation of lower-case letters.

### Reading

At bedtime this week, read “The Magic Spindle” (letter A) and “The Bear’s Child” (letter B). Both stories are found in *Oak Meadow Grade 1 Resource Book*. You don’t have to read both at once, but you’ll want to read each one before you work with the associated letters. Feel free to read each story on multiple nights this week, or to choose other stories to include. We recommend you use bedtimes stories that are rich in archetypal characters and themes.

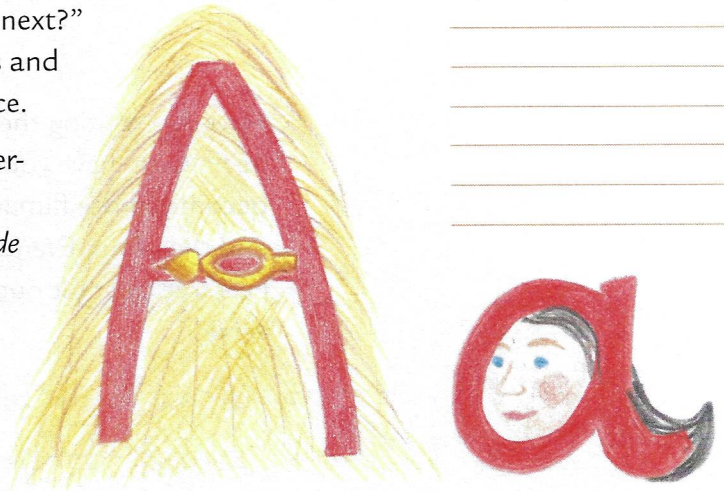
### Assignments

1. After reading “The Magic Spindle” at bedtime, the next morning, ask your child to retell the story. If your child needs prompting, ask questions such as, “What happened next?” Encourage your child to relate specific details and to touch on each main story event in sequence.
2. Draw a picture to demonstrate how the uppercase and lowercase letter **A** may be drawn from the story. (Refer to the *Oak Meadow Guide to Teaching the Early Grades* for crayon drawing instructions.)

As you draw, explain how the haystack in this story looks like the uppercase letter A, and a little girl’s head with her hair curling up in the back looks like a lowercase letter A. You can talk about details from the story (such as the haystack or how the little girl finds the magic spindle) as you draw.

Ask your child to use crayons to draw the pictures in the main lesson book.

3. On another day, ask your child to retell the story of “The Bear’s Child.” Prompt your child, if necessary, to include specific details of the story, and help him or her retell the story in the correct sequence.
4. Demonstrate how the uppercase and lowercase letter **B** may be drawn from the story. The uppercase letter B looks like the bear’s







head and big belly, and the lowercase letter B can be found in the bear's chair with a big seat cushion and a tall, straight back.

Ask your child to use crayons to draw the pictures in the main lesson book.

5. One day this week, introduce the long and short vowel sounds for A (the long A is heard in *play* and the short A is heard in *hat*). You can play a game in which you both see how many words you can think of that use the long A and short A sounds. It will be easiest if you stick to the

one-syllable "ay" and "at" word families:

bay	hay	pay	bat	hat	sat
hay	clay	say	cat	mat	scat
gay	lay	stay	fat	pat	vat
gray	may	way	flat	rat	

6. Have fun reciting these tongue twisters that use A and B sounds. To begin with, have your child repeat each line after you, and then as it becomes more familiar, have your child repeat two lines at a time, and then four. Eventually, your child may memorize the whole thing. Feel free to act it out and make faces when reciting the "bitter butter" verse!

**A**

My dame hath a lame tame crane.

My dame hath a crane that is lame.

Pray, gentle Jane,

Do you have the same

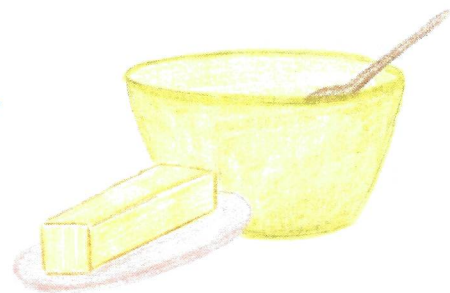
As my dame's lame crane that is tame?

**B**

Betty Botter bought some butter

But, she said, the butter's bitter.

If I put it in my batter,





It will make my batter bitter.  
But a bit of better butter,  
That would make my batter better.  
So she bought a bit of butter  
And she put it in her batter  
And the batter was not bitter.  
So 'twas better Betty Botter  
Bought a bit of better butter.



## Language Arts

(continued)

7. One day this week, ask your child to practice printing both upper and lowercase letters A and B, first on unlined scrap paper (if necessary) and then in the main lesson book. Encourage your child to work carefully and not rush the forming of each letter.

## Further Study

Writing can be a challenge for young children. Begin by having your child express writing by using one finger to trace the shape in the air. Then, have your child write with using feet in the dirt or sand. You may then move into writing the letters yourself and having the child trace your lettering. Repeat this process until your child is comfortable with writing the letters independently on paper. This process is particularly helpful for kinesthetic learners for whom gross motor movement is important.

Some children have difficulty with writing as a result of poor handling of the writing utensil. Check your child's grip on the crayon. If it appears too tight or awkward, help your child find a more comfortable position. It may help to encourage your child to draw flowing lines and loops when adjusting to a new writing grip—forming letters can follow after the new position is comfortable.

## Social Studies

### Assignments

1. Help your child make a calendar using 12 big pieces of drawing paper. Leave space at the top for your child to draw a seasonal picture. You will need to draw the lines and then have your child write the numbers in each square. Each month, help your child add the following information with a small picture or a few words:



## Social Studies

(continued)

- Holidays you celebrate
- Birthdays of important people in your child's life
- Special events in your family's life



- The moon phases (your child should draw them as they are observed, rather than filling them in ahead of time)
- Note the day the leaves begin to fall in autumn (your child might want to draw leaves)
- Mark the day you see birds beginning to migrate south (your child might want to draw birds)

## Math

If you haven't read the introduction to the mathematics, please do so before you begin.

### Assignments

1. This week, do jigsaw puzzles, mazes, and games with your child. These activities should continue throughout the year. The more experience your child has with numbers and spatial orientation through a variety of activities, the more integrated the sense of geometry, numeracy, and arithmetic will be.

It's fun to make your own mazes for your child. Simply start with a start point and an end point. From there create a series of lines (curved or straight) that lead from the start point to the end point. Then create the distractions, or ways in the maze that lead to dead ends. Maze books can also be bought at most bookstores or downloaded online.



**Math***(continued)*

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

2. Count from 1–30 while throwing a soft ball or beanbag. Use an underhand throw so the activity doesn't become too wild. Do this while counting forwards, and then do it while counting backwards. Count together the first time, and then alternate counting. You say, "One!" and your child saying "Two!" and so on. Repeat this activity on another day and have your child begin with one. There's no need to talk about odd and even numbers at this time; simply allow your child to experience them naturally. You can vary the game by saying your numbers in a whisper and your child saying his or her numbers in a shout.
3. Have your child help with household chores that involve counting and sorting, such as setting the table, folding laundry, and collecting and sorting toys at cleanup time. (See *Oak Meadow Grade 1 Resource Book* for more ideas of integrating mathematics into daily life.)

**Further Study**

Have your child practice reciting the days of the week, and the months of the year. Each morning, have your child note the day, month, and year. Have this information written somewhere in the house for your child to see. See if your child knows his or her birth date (year as well as month and day), and your address and phone number.

**Science**

Your child will begin the study of nature with a look at the phases of the moon, and an exploration of the seasons.

**Assignments**

1. Go outside at night and observe the moon. Have your child draw a picture of the moon phase in the calendar for this month. Continue to record the moon phase about once a week throughout the month. Discuss how to tell if the moon is waxing (moving toward fullness) or waning (moving toward the new moon) as you observe the phases of the moon in the night sky. Here's one way to remember: if the moon



**Science***(continued)*

looks like the letter D, it is “developing” or moving toward the full moon); if it looks like a C, it will look smaller and smaller each night until we reach the new moon phase (when the moon is dark in the sky).

2. Briefly recall summer experiences with your child. Ask your child to recall sounds, smells, sights, and flavors of summer. As most children at this stage cannot write, you may write words that they associate with the summer season and have your child draw a picture in the science main lesson book (MLB) next to each word.
3. Take a walk outside and see how many plants you recognize. Your child may surprise you by being able to recall the names of certain plants and flowers. As you explore your environment, collect plant and flower specimens (you may want to bring along a basket for this).

Show your child how to make Pressed Flowers (instructions are found in *Oak Meadow Crafts for the Early Grades*), using both flowers and plants that you’ve collected. Once these are pressed, gently glue the plants and flowers into the main lesson book (MLB).

4. Together, find the names for the plants you have chosen (just the common names are fine). You can get a plant book from the library or search online for photographs to help identify each plant. Talk about the ways in which the plants are similar and the ways in which they are different. Encourage your child to describe each plant, noting the shape and number of leaves or petals, the color, texture, etc.

Once you have identified your plants, write the name under each plant in the MLB. Depending on your child’s writing ability, you can write the names yourself, or write them on a piece of paper or chalkboard and have your child copy them under each picture.





## Arts & Crafts

### Assignments

1. Begin teaching your child to knit. Refer to *Oak Meadow Guide to Teaching the Early Grades* for detailed instructions. For your child's first project, it is recommended that you begin with relatively few stitches (you will cast on for your child, so you can decide how many stitches). If you have thick yarn and fat needles, casting on between 12 and 20 stitches will give your child plenty to work with, but few enough stitches that each row can be completed easily.

If you do not yet know how to knit, find someone who can teach you, if at all possible. It is infinitely easier to learn from watching someone do it and imitating them rather than looking at pictures. Once you are familiar with knitting, you can teach your child, using this simple rhyme to help remember each step of the knit stitch:

In through the front door

Once around back

Peek through the window

And off jumps Jack!

2. Make a seasonal table (see the instructions in *Oak Meadow Grade 1 Resource Book*). Take nature walks several times this week to find natural items to add to your seasonal display.
3. Make a treasure box. This treasure box will be used to hold all your child's "treasures" throughout the year. These treasures can be any special projects, Arts & Crafts, or other creations that don't fit into the main lesson book (MLB). These are fun to collect for sentimental reasons but they are also good examples of your child's creativity or academic progress. As an added bonus, having one place to put all those extra creations can help you control the clutter that so often accumulates in a busy, active household! While not everything your child creates will (or can be) saved, you will probably be able to identify favorites that you want to keep around.

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

## Arts & Crafts

(continued)

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

## Music & Movement

### Assignments

1. Begin recorder playing using the *Beginning Recorder* book. Introduce the note B and practice exercise #1: Exercise for B. Pay special attention to helping your child develop correct posture and fingering. Use your recorder to play along with your child and model good habits.

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

2. Learn one or more new songs this week, and sing them throughout the day. Make up songs together about what you are doing or what you see. Don't worry if you can't think up rhyming words—silly songs with nonsense words are always fun!
3. Throughout the week, complete the following exercises, which focus on balance and movements that rotate around the axis of the body.

Balance exercises develop the child's ability to maintain control of the body using both body sides simultaneously, independently, or alternately. Balance movements can be dynamic (moving) or static (standing). Axial movements are performed around the axis or center "pole" of the body. They include all movements that can be executed while the body remains in one place. Axial movements are comprised of a variety of swings, bends, twists, rotations, and stretches at different levels, tempos, intensities, and all in various directions.



Complete these exercises, combining them or doing them in sequence:

- Squatting
- Crouching
- Kneeling
- Leaning
- Stooping
- Bending
- Stretching
- Swinging/swaying
- Twisting
- Shaking
- Pushing/pulling (linking your hands together or pushing against one another)

You can make a game out of calling out two different actions and making up ways to put them together, such as leaning and twisting, or kneeling and shaking.

## Music & Movement

(continued)

## Health

### Assignments

Complete lesson 1 in *Healthy Living from the Start*. Health studies begin with a unit on the physical body. For the next six lessons, you'll examine human growth and development, sharing the wonder of the human body with your child as you explore activities around the way we grow.

#### FOR ENROLLED STUDENTS

You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 4. In the meantime, feel free to contact your teacher if you have any questions about the assignments or the learning process. Use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your child's progress. You will be sending this documentation to your teacher every four weeks (with each submission of student work).

## Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Retells story events in sequence				
Identifies the long A sound in words				
Identifies the short A sound in words				
Draws uppercase and lowercase letter A in picture form				
Draws uppercase and lowercase letter B in picture form				
Writes uppercase and lowercase letter A				
Writes uppercase and lowercase letter B				
Memorizes and recites verses				

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

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Demonstrates familiarity with days, weeks, and months				
Identifies significant family and seasonal events				



## Learning Assessment

MATH	Not yet evident	Developing	Consistent	Notes
Shows familiarity with counting in games				
Counts to 30 rhythmically in ascending order				
Counts to 30 rhythmically in descending order				
Sorts, measures, counts, and categorizes in the context of daily activities				

SCIENCE	Not yet evident	Developing	Consistent	Notes
Observes and draws phases of the moon				
Recalls details from events from the past season				
Identifies similarities and differences between plants				
Describes plant observations				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Begins learning to knit		
Creates seasonal table		
Plays tunes using B note on the recorder		
Demonstrates good balance in a variety of positions		
Shows ability to move smoothly around the axis of the body		
Demonstrates knowledge of the growing body		

## Notes

A series of horizontal lines for writing notes, spanning the width of the page below the 'Notes' header.



# Weekly Planner—Lesson 2

Date \_\_\_\_\_

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

## Notes



## Grade



# Lesson 2

## Starting Your Day

Before you begin your day, remember to assemble all your materials, clear your space physically and mentally, and have snacks and activities available to keep younger siblings busy. Use your weekly planner to keep track of the songs, verses, activities, and projects you will be doing this week. Use the assignment summary to check off activities as you complete them, and make notes on the learning assessment form about the skills your child demonstrates or needs to work on.

## A Review of the Daily Schedule

### Morning Circle

- Recite an opening verse. You will use the same opening and closing verses for several weeks, or even months. This establishes a clear beginning and end to your circle time, and provides a comfortable, consis-



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

### Morning Main Lesson

Use the morning main lesson time each day to spend 45–60 minutes focusing on language arts and social studies. You do not have to do each subject each day. On some days, you may find your child eager for more subjects to do a bit of work in each subject, and other days, it works best

## MATERIALS

### Social Studies:

#### Body Tracing

Large paper (a roll of easel paper or butcher paper works well)

Masking tape

Marker

### Arts & Crafts: Knitting

Knitting needles

Yarn (you will continue to use these materials throughout the year)

### Arts & Crafts:

#### Leaf Prints

Leaves

Liquid white glue

Cardboard

Poster paint

Paintbrush

White drawing paper

## Language Arts

(continued)

she might also enjoy drawing C and D word pictures along the border of the page. If you are doing your own MLB, you can draw a neat border design to show your child the possibilities.

### Further Study

Phonic games are plentiful! The more your child works with the sounds they are learning, the better. Bouncing ball games are wonderful for naturally reproducing the cadence of speech. Try this simple game:

"A, my name is \_\_\_\_\_ (Alice) and I live in \_\_\_\_\_ (Alabama), and I sell \_\_\_\_\_ (apples)." Or this one: "I'm going on a trip and I'm taking an \_\_\_\_\_ (artichoke)." Bounce the ball and catch it as you fill in the blanks, going through each letter of the alphabet. You can also play this game with clapping or drumming instead. Have fun with it, and prompt your child when he or she gets stuck.

Some children have difficulty grasping letters and words phonetically. When working with the letters, encourage your child to experience the sounds "inside" their mouth. For example, what does the mouth do when it makes the B sound? How does it feel when the mouth is making that sound? This emphasis on the feeling of sounds, rather than focusing on what the child hears, is particularly helpful to the kinesthetic learner.

Alternative programs, such as Lindamood-Bell, reinforce word processing and decoding in different areas of the brain. If your child consistently displays difficulty assigning appropriate sounds to letters, this may be an

area you may wish to explore further. Be aware, however, that many children do initially confuse their letters. Do not be alarmed! This is all part of the process of developing the very complex skill of reading.

## Social Studies

### Assignments

1. One morning this week, ask your child to draw a picture of a person containing the following parts: eyes, nose, mouth, ears, neck, trunk, arms, hands, legs, and feet. Place emphasis on the completeness of drawing and not on proportions. You can also draw incomplete figures and ask your child to draw in the missing parts.



on the door to your child's bedroom. Trade places! Have your child draw your outline and decorate it.

3. Continue to discuss daily, weekly, and seasonal cycles in your household and community. Your child should be able to understand the terms *yesterday*, *today*, *tomorrow*, *week*, and *month*. Give examples of events that happened yesterday, talk about what is happening today, and plan for tomorrow. As you daily mark your calendar, introduce each new week and month. Discuss the nature of each new month (predicted weather, holidays, etc.). Review what you have accomplished each week.
4. Continue reading fairy tales at bedtime or throughout the day. Use the stories to discuss topics that arise about friendship, fairness, helpfulness, loyalty, etc.

## Math

This week your child will review geometry that was presented in Oak Meadow's kindergarten: forms involving straight and curved lines, circles, triangles, rectangles, squares, and polygons (figures with three or more sides). If these forms are unfamiliar to your child, simply use this week to explore the different shapes.

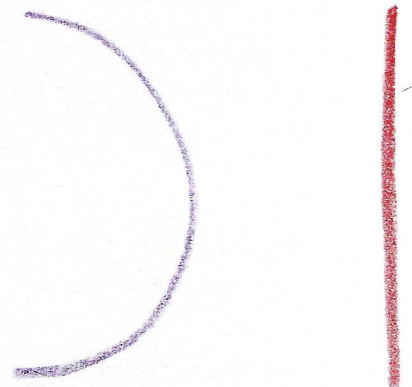
## Assignments

1. Take a walk outside in nature or in your neighborhood and look for geometric shapes. Point out circles, triangles, rectangles, squares, and other shapes. You can do this as an "I Spy" game, as well: "I spy something square" or "I spy a yellow triangle," and have your child try to find it.
2. Begin by reminding your child that all forms they find in nature, at home, in town, and in the world are created from the straight and the curve. Slowly draw a straight line and a curved line on a chalkboard or large drawing paper. Model good working habits with attending to the work, drawing smooth lines, sitting up straight, and holding the pencil with a proper grip.

Have your child practice the straight and curved lines on a chalkboard or large drawing paper. Once your child has practiced with the straight and curved line, have him or her draw them in the main lesson book (MLB).

## Social Studies

(continued)



**Math***(continued)*

3. Choose two or three of the form drawings to work with over the course of the week. You may want to work with just one form per day. Remember that quality is the focus rather than quantity.

Choose one form to start with, drawing it carefully on a large piece of paper or chalkboard. Pay attention to the symmetry of your form as you draw—it is not necessary (or possible!) to be perfect but you want your form to show careful, consistent lines and curves. As you show care in creating a lovely balanced form, your child will strive to imitate it.

Once you have drawn the form, noting as you do a simple image to match the form (“This looks like a slithering snake”), begin to experience the form physically with your child, using a variety of the movement activities listed below. It is important for children of this age to do academic lessons with large motor skills before engaging in fine motor skill activity—you want your child to explore the form first with the whole body before drawing it on paper. This helps your child to integrate the form more fully.

You should do these movement activities along with your child.

- Have your child stand about ten feet back from the chalkboard and trace the form in the air with one finger.
- Trace the form using eyes only. First, use both eyes, and then cover one eye and trace the form with the other. Switch eyes and repeat.
- Close both eyes and trace the form mentally with eyes shut, and then using one finger in the air (eyes still shut).
- Walk the form on the floor or outside in a larger space, and then run the form.
- Draw the form on the ground (in the dirt or inside) with one foot, and then with the other foot.



This form could be a snake slithering.