

6. Find opportunities this week for your child to match objects and spot the object that is different. Socks provide a wonderful opportunity for this game—give your child all of the family’s socks to match up each laundry day. Perhaps your child can sort silverware or a bag of mixed nuts. Any exercise of this sort helps develop visual discrimination.

Further Study

Children at this age continue to learn readily through rhythm and repetition. When doing circle activities, look for rhymes to reinforce the sounds of the letters they are learning. There are many wonderful resources for rhymes, such as *Verses, Poems, and Stories to Tell* by Dorothy Harrer.

Audrey McAllen, author of *Teaching Children Handwriting*, provides wonderful insights into the process that is going on within the child as he or she learns to write. This book is an invaluable resource as it offers exercises, positioning suggestions, and much more as your child begins the journey toward literacy.

Social Studies

Assignments

1. Continue working with daily and monthly rhythms on the calendar. Help your child create a simple chart that shows several daily or weekly activities (library, gymnastics, dance class, playdate, etc.) or responsibilities (brush teeth, set table, walk the dog, etc.). You may want to design your chart with checkboxes that your child can check off as things happen each week or each day.

Another way to do it is to create simple picture cards with your child (index cards work well) that show different activities, and each morning your child can find the cards that correspond to the day’s activities. These cards can be taped up or posted on a bulletin board labeled “Today.”

2. Continue reading fairy tales and other classics to your child. It is often best to read stories all the way through without interruption, but afterwards (later in the day, when in the car, when preparing dinner, etc.) you can talk about what happened in the story.

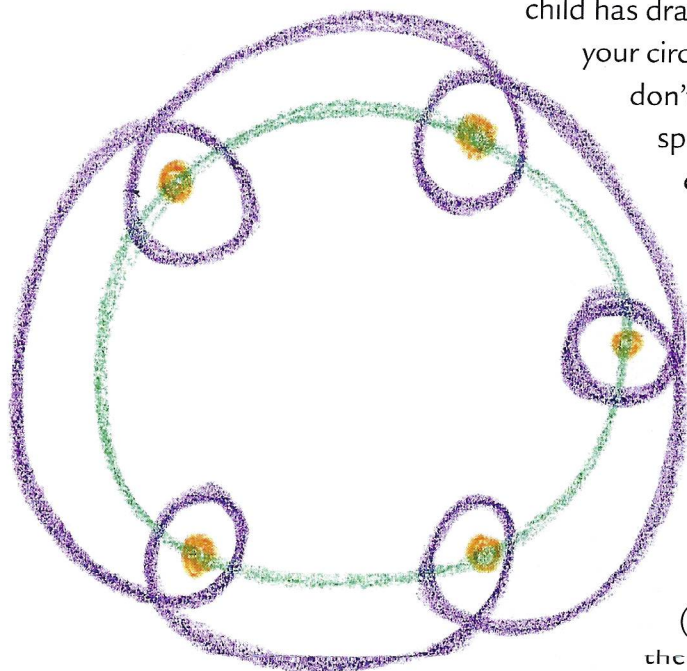
Language Arts

(continued)

Math

Assignments

1. This week your child will work with geometric drawings. The focus will be on circular enclosed forms. Begin by drawing a circle for your child. Do this slowly and carefully to model good working habits. First draw the circle in the air over your paper or chalkboard. Slowly lower your hand and lightly draw the form of a circle on the paper. Go over the circle a few times to smooth out any parts that need it. Do not take your pencil off the paper and go back to fix just one part. The important element of this lesson, and all the geometric drawing lessons, is to move the form, so the movement of the circle is more important than the exact details of the drawn circle.



Ask your child to copy your movement and drawing. Once your child has drawn a suitable circle, mark five equidistant points on your circle and have your child do the same on her circle. (You don't have to measure to make sure the points are equally spaced, just use your eye to judge the distance.) Tell your child a little story about how the circle is a nest and the dots are baby robins in the nest (or whatever bird lives in your area). The mama bird goes to collect worms and then flies around the nest, dropping worms into the waiting mouths of the baby birds. As you tell the story, show the path the mama bird takes, drawing a line from point to point on your circle, using a different color crayon than you used for the circle.

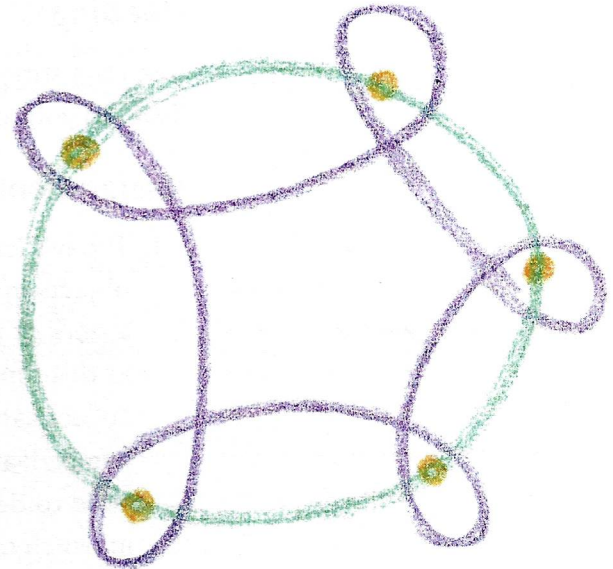
Have your child do a few movement exercises (see lesson 2) to trace the path of the mama bird, and then have your child copy the form on practice paper.

Don't be surprised if he or she isn't able to do it the first time—that's why we practice! Have your child practice the form until comfortable with it, then a final drawing can be made in the main lesson book. Have your child use colored crayons to make the path of mama bird stand out.

2. On another day this week, have your child practice drawing a circle. Draw your own circle so that your child can copy your form. Once again, mark out five equidistant points on the circle. Now tell your child that Mama Robin is teaching the baby robins to fly. She does this by

(continued)

3. Count from 1–50 while throwing a ball. Count together, and take turns counting. Do this exercise while counting forwards and counting backwards, and then try starting at a number other than 1 or 50 and count up and down from there. Use the ball (or another rhythmic activity such as marching) to maintain a steady rhythm while counting.



If you'd like to introduce another element into your form drawing this week, you can show your child how to connect the inner points of the five loops with straight lines. Doing this, you will get the form of a pentagon. (Do this freehand, without using a ruler to make straight lines.) Your child can color the pentagon a different color.

As Plato said, geometric forms live in the ideal. As human beings, we are only able to reach the perfection of a geometric form in our thinking. Once we put pencil to paper, we can only approximate the perfection of geometry in our drawings. Allow your child to create the best representation of the form that he or she is able to at this time. With practice through the years, your child will become more adept at freehand geometric drawings. In the middle school grades, students have the opportunity to use instruments to strive for precision of geometric drawings (compass, straight edge, and protractor). Before learning to use these instruments, it's important that your child develops the capacities of inner poise and balance that the freehand drawings encourages.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery. There is no handwriting or other markings on the page.

might want to start with a steady four-beat rhythm, providing three beats of silence while the next person thinks up a new word. If this is too challenging, you might have your child keep up a beat while you think up words to say. Or you can put aside the drum and do it as a word game in which you each jump into the air or touch the ground when you say a word. Be flexible and have fun with it!

Health

Assignments

Complete lesson 3 in *Healthy Living from the Start*. Learning how to properly care for your body is the health topic of this lesson. You and your child will look at teeth and how to keep them healthy.

FOR ENROLLED STUDENTS

At the end of the next lesson, you will be submitting work to your Oak Meadow teacher for the first time. You are welcome to contact your teacher in between work submissions, or anytime questions arise.

Learning Assessment

Use these assessment rubrics to help you track your child's progress. Make notes about the learning your child demonstrates or skills that need work.

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Identifies the long E sound in words				
Identifies the short E sound in words				
Identifies the F sound in words				
Draws uppercase and lowercase letter E in picture form				
Draws uppercase and lowercase letter F in picture form				
Writes uppercase and lowercase letters A through F				

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

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Remembers regular daily and weekly activities				
Demonstrates knowledge of concepts of time				
Shows awareness of social relationships				

Learning Assessment

MATH	Not yet evident	Developing	Consistent	Notes
Identifies geometric forms in environment				
Draws enclosed circular forms				
Shows symmetry in form drawings				
Counts from 1–50 in sequence, ascending				
Counts from 1–50 in sequence, descending				
Counts from 1–50 from a midpoint in the sequence, ascending and descending				
Sorts, measures, counts, and categorizes in the context of daily activities				

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Observes seasonal changes				
Creates detailed drawings of observations				
Identifies similarities and differences between plants				
Describes plant observations				
Sorts items according to different classifications				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes using B and A notes on the recorder		
Demonstrates good balance in positions and movements		
Shows ability to move smoothly around the axis of the body		
Moves rhythmically at varying tempos		
Demonstrates knowledge of how to care for teeth		

Weekly Planner—Lesson 4

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

Materials Still Needed

Notes

- ☐ Draw growing and diminishing forms.
- ☐ Draw geometric forms with straight lines.
- ☐ Create a form with unconnected lines.

- ☐ Illustrate the parts of a plant.
- ☐ Collect seeds and seed pods.
- ☐ Collect, identify, and save seeds.

- ☐ Continue the knitting project.
- ☐ Make Pinecone Critters.

- ☐ Practice the notes B and A on the recorder.
- ☐ Experiment with sound recognition.
- ☐ Play a handclapping game.

- ☐ Learn about home care during illness.

Grade



Lesson 4

You have now completed the first three lessons of first grade and you have most likely settled into a daily and a weekly rhythm that works well for you and your child. For that reason, we will no longer include a review of the daily schedule with each lesson. We encourage you to continue to develop routines that meet the individual needs of your family, and to move at a pace that feels right. Children tend to thrive with consistent, regular routines that they can count on. Giving a clear structure to your day and week will allow your child to settle into the work more quickly and be more ready to learn.

Using your weekly planner will help you keep your week organized. Continue to use the assignment summary to check off activities as you complete them, and make notes on the learning assessment form about what your child is working on or demonstrating consistently.

Morning Circle

- Recite the opening verse. You will continue to use the same opening and closing verses for the first twelve lessons.
- Sing songs and recite verses and fingerplays, combining familiar ones with one or two new ones. Recite and sing with enthusiasm, and add movement whenever possible. Repeat each new song or verse several times.
- “Two Apples” and “Bow Wow” are verses that work well for this week’s science and movement activities (these and all the suggested verses can be found in the *Oak Meadow Guide to Teaching the Early Grades*).
- Recite the closing verse.

MATERIALS

Language Arts:

H-shaped Chair

Small pieces of wood
or short planks

Saw

Hammer

Nails

Toothpicks (optional)

Arts & Crafts:

Pinecone Critters

Pinecones

Pencil

Scissors

Colored construction
paper

Crayons

Liquid white glue

String

Language Arts

Reading

At bedtime, read “The Three Dwarves” and “Mother Holle,” as well as classic fairy tales of your choice.

Assignments

1. Ask your child to retell the story of “The Three Dwarves.” Discuss details of the story, what happened and why. Then show how the uppercase and lowercase letter **G** may be drawn from the story: the

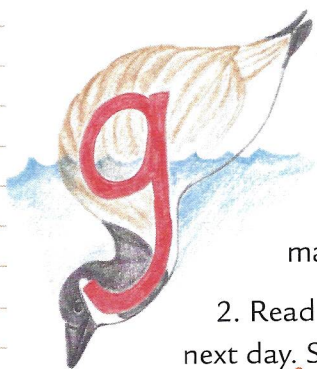
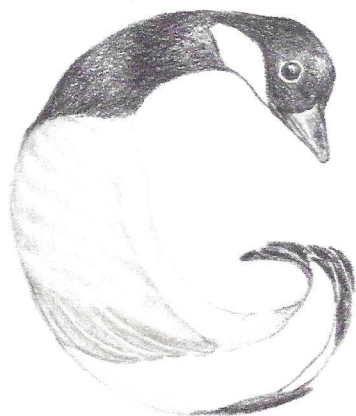
uppercase G is in the shape of the goose, and the lowercase g is seen in the goose dipping her head under water. (These letter pictures are just suggestions—you are welcome to “find” your own letter shapes in any detail from the story.) Ask your child to use crayons to draw the pictures and letters in the main lesson book.

2. Read “Mother Holle” and ask your child to retell the story the next day. Show your child how to draw the uppercase and lowercase letter **H** in an illustration of Mother Holle’s house and a little house with a tall chimney.

3. One morning this week, your child can make a chair shape from the lowercase letter H. This will be a small chair for a stuffed animal or doll. Use three small pieces of wood. Your child can saw the boards—

one long one for the chair back and two shorter ones for the chair seat and front “legs.” Help your child hammer the nails to attach the pieces together. Alternately (or in addition), your child can arrange toothpicks into H-shaped chairs and glue them into the MLB.

4. Try these fun rhymes for G and H. Remember to enunciate clearly to help your child develop good diction as well as to clearly hear the different letter sounds.



G

Two gray geese in a green field grazing.

Gray were the geese and green was the grazing.

H

Christopher Robin goes

Hoppity, hoppity,

Hoppity, hoppity, hop.

Whenever I tell him

Politely to stop it, he

Says he can't possibly stop.

That's why he always goes

Hoppity, hoppity,

Hoppity, hoppity, hop.

**Language Arts**

(continued)

Take turns thinking up as many words as possible that start with the G or H sounds, and making up little rhymes or alliterative phrases of your own. Your child might want you to write down one of these phrases in the MLB for him or her to illustrate.

5. One morning this week, ask your child to practice printing uppercase and lowercase letters G and H on unlined paper, and then to write them in the MLB.
6. Have your child practice writing all the letters learned so far in alphabetic order, in both upper and lowercase form. This not only gives your child practice with forming the different letters neatly, but also reinforces alphabetic order and gives your child a chance to review all the letter sounds. It is satisfying to see the row of letters growing longer each week, and your child can practice saying the letter sounds or saying a word that uses that sound as you point to each letter. Switch places and have your child point to a letter and you say the sound and a related word.

Further Study

If you wish, you may explore phonics further as there are many resources available. Keep in mind, however, that this is only one aspect of language integration and some children may not be adept phonetically, as it may

not suit their particular learning style. As your child's teacher, it may serve you well to research the various learning styles. As simply a matter of interest, it is fascinating to look at the varied ways that children learn!

Social Studies

Assignments

1. Continue adding family and community events to the calendar and noting nature-related events. By this time, the moon should have been through one full cycle. How often was your child able to view it? Did you sometimes see it in the sky during the day? When the moon can't be seen at night, see if your child can figure out why. Is it time for the new moon, or are there clouds covering the moon? One night when the moonlight is bright, take a short moonlit walk so your child can experience how ordinary things look different when bathed in moonlight.

2. Teach (or review) the months of the year with this rhyme:

Thirty days hath September,
April, June, and November.
February has twenty-eight alone;
All the rest have thirty-one.
Except in Leap Year, that's the time
When February's days are twenty-nine.

You can use your calendar to help your child see the different number of days in each month. Have your child count how many days are left in the month, and then flip the calendar page to see which month is next (see if your child can tell you which month is next before looking).

3. Continue reading the classic fairy tales to your child and using them as a springboard for simple discussions about relationship, values, and character.

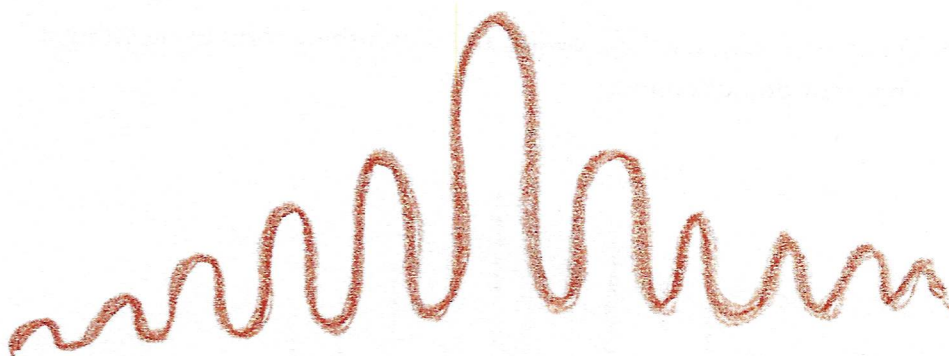
Math

Assignments

1. This week your child will work with patterns of growing and diminishing geometric forms. As always, present each form first by carefully drawing it yourself, then by having your child experience it through

Math

(continued)



physical movement before your child draws it on paper or chalkboard. Remember that experiencing these forms through movement is very important in the learning process.

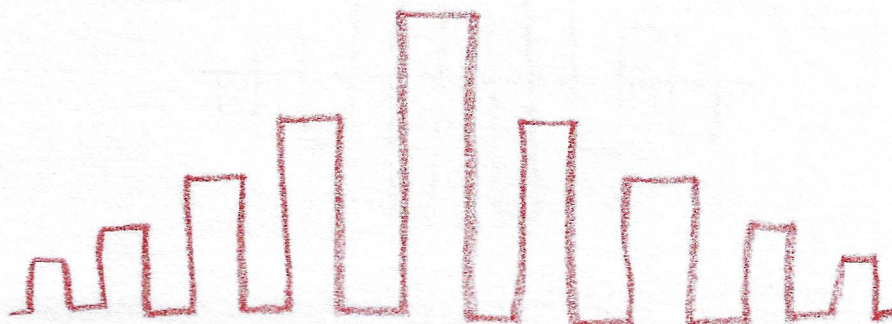
Begin with this form, which looks like small waves.

The waves get bigger and bigger until it's a large wave. Then they begin to settle down and grow smaller and smaller again. Try to have the biggest wave in the middle of the page and an equal number of smaller waves on each side. Focus on consistency and symmetry in your form. If you "make a mistake," don't go back over one part or erase it, just continue to trace the form in its correct shape until you have a solid balanced form.

Have your child do the movement exercises before practicing on a piece of paper. Once your child is able to do the form consistently and straight across the page, have him or her draw a final copy in the main lesson book.

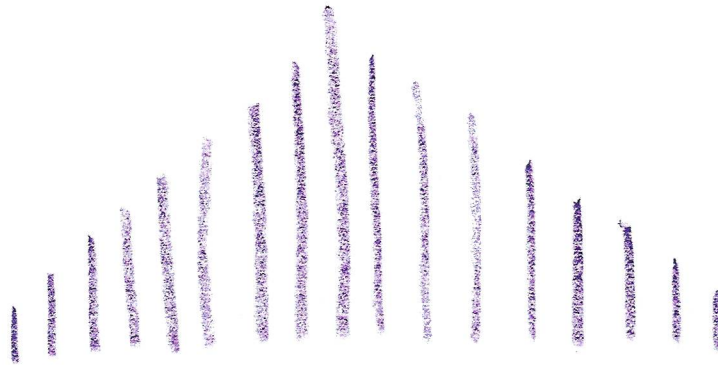
2. Translate this curved line form into some type of straight-line form. This could be using open triangular forms, or rectangular forms, or any other way you and your child want to create it. Once you establish a pattern, remember to focus on consistency and symmetry in your drawing.

Create a simple story to go with the form. Have your child do the movement exercises first and then practice the form before putting a final copy in the MLB.



Math*(continued)*

3. On another day, try the growing and diminishing form using straight lines that do not connect.

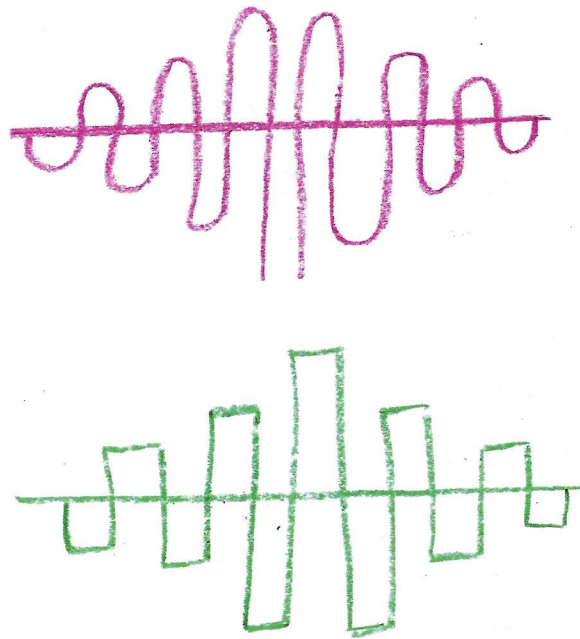


Always draw from the top to bottom—“from the sky to the earth.” Do the movement exercises before practicing on paper. Once your child is able to do this form with accuracy, have your child do a final copy in the MLB.

Further Study

If you would like to introduce a greater challenge this week, expand on one of the first two forms by going above and below the midline. The forms could look like this.

As always, create a simple story to go with the form.



While doing geometric drawings it is important for your child to develop the capacity to draw the forms straight across the page while the paper is straight on the table. If your child has difficulty holding the paper straight on the table you can use some tape on the edge to stabilize the paper. Many children will try to move the paper or twist themselves to draw the forms, and it might take some time for your child to get comfortable with writing straight across a straight paper.

Science

Reading

Read “The Life Cycle of a Seed” to your child (this, and all the science stories, are found in *Oak Meadow Grade 1 Resource Book*). You will be reading this story again in the spring.

Assignments

1. After reading the story, have your child draw a picture of a plant with roots, stem, leaves, and seeds in the science main lesson book. Explain that the plant needs food, water, air, sunlight, and a place to live. If you have plants around the house or outside, have your child observe them closely, identifying the roots (if possible), stems, and leaves. Are there any flowers or seeds on the plant?

When you cut open fruit or vegetables this week, let your child observe the seeds. Talk about what they look like, how they are arranged, whether we eat them or not, etc.

2. Now you are ready to begin your collection of the various seeds available in your area. Take a walk (bring a collecting basket or bag) and look for acorns, pinecones, holly and juniper berries, seed pods or dried flower heads, etc.

If you find evergreen cones, show your child how they are hard, in order to protect the seeds growing inside. Three kinds of evergreens that have cones are the fir, the pine, and the spruce. Some evergreens do not have cones, but instead seeds grow inside berries, such as with the holly and juniper berries. Help your child cut open a few berries to look at the seeds inside. How many seeds are there? Why are there so many seeds in one berry? Questions like these can lead to simple discussions about the way nature works. There is no need to get mired in scientific fact. The idea is to help your child gain awareness of the complexity and interrelatedness of the natural world.

When you have collected some cones and berries, ask your child to draw pictures of the cones in the science MLB, or glue individual seeds onto the page. Add labels of tree names.

3. Start a seed saving project. Seeds contain everything a plant needs to start new life. This activity will allow your child to follow the process of growth from its inception. To begin, watch the plants in your area closely as the blooms turn to seedpods. Wait until they are dry and

Note: Holly berries are mildly toxic and poisonous to dogs and cats too, so be sure your child and you wash your hands very well after coming in contact with these berries. And keep pets away from them. Juniper berries come in different varieties, so it is important that none get popped into a little mouth!

Science

(continued)

crisp, then pick a pod and open it gently. If the seeds are green and soft, wait until they are brown and dry.

Have your child spread the contents of a dried seed pod on a piece of paper and separate the seeds. Put the seeds into an envelope and write the kind of seed on it. Have your child draw a picture of the plant on the envelope (do this before putting the seeds inside). Save the seeds until it is planting time in your area. Then, plant the seeds, water them, and watch what happens! You may want to save seeds from several different kinds of plants.

Further Study

This is a perfect opportunity to visit a working orchard, if possible. Often you can take a tour and learn about the development of the orchard. Make your trip as experiential as possible—your child can do bark rubbings (instructions can be found in *Oak Meadow Crafts for the Early Grades*), collect a fallen leaf or twig, taste the fruit (such as apples or cider), smell the scents, etc. Have your child count the trees in a row or try to count the apples on a tree. Bring a sketchbook so your child can illustrate what is being observed, or he or she can draw a picture when you get home.

Arts & Crafts

Assignments

1. Continue the knitting project. If there is enough knitted material to make something, cast off for your child (instructions are found in the *Oak Meadow Crafts for the Early Grades*) and then thread a fat needle with the same color or contrasting yarn and help your child sew the material into a small pouch or purse, or you can fold the material in half and sew three sides, then stuff it with batting before sewing the fourth side to make a tiny pillow. Another idea is to stuff and sew the material into a pillow shape, and then take a colored ribbon and tie it around the pillow near one end, making a little head shape. The two corners of the “head” become cat’s ears, and you add little button eyes and use a contrasting color of yarn to sew a little triangle nose and curvy mouth.

Don’t worry if your child hasn’t knitted enough to make anything yet. Some children catch onto knitting quickly and produce a lot of material, which can be used for a wide variety of projects. Other children knit more slowly and are unconcerned about making anything in par-

ticular. Your child might knit on one piece for the entire year, watching it slowly grow in size. As you sit and knit with your child, you can get a sense of what he or she might like best.

2. If you were able to collect some pinecones on your nature walk, use one or two to make Pinecone Critters (the instructions for this, and all the suggested crafts, is found in *Oak Meadow Crafts for the Early Grades*).

Arts & Crafts

(continued)

Music & Movement

Assignments

1. Continue practicing the recorder exercises you've already learned, using them as your warmup. Learn exercise #4: Exercise for A, in the *Beginning Recorder* book.
2. Experiment with sounds using the following auditory discrimination exercises.
 - Identify locations of sounds. When you hear a noise, you and your child can track it to find its source.
 - Identify high and low, loud and soft, metallic and wood, etc. Encourage your child to describe different sounds.
 - Discriminate between different familiar sounds. With eyes covered or closed, have your child guess the source of different sounds you make. You might ring a bell or timer, knock on a door and then knock on the table, have your cat jump down from your lap, crumple a piece of paper, etc. Switch places and you close your eyes and let your child find different noises to make.
3. Play a "call and response" game with handclapping rhythms. In this game, you clap out a rhythmic sequence and ask your child to reproduce it. Begin with a short, simple pattern and then add complexity as your child gets used to the game. You may be surprised at how adept your child is at this game! Create patterns that use loud and soft claps, as well as fast and slow claps.

Another fun variation on this game is to clap out the rhythm to one or two lines of a well-known song (such as "Happy Birthday" or "I've Been Working on the Railroad") and have your child repeat the pattern and then try to guess the song. If he or she can't guess, then you

clap the rhythm as you sing the words. You can take turns at this and see if your child can stump you.

Health

Assignments

Complete lesson 4 in *Healthy Living from the Start*. Recognizing symptoms of illness helps us understand how to treat it promptly and thereby regain health. This lesson introduces your child to home care during illnesses.

FOR ENROLLED STUDENTS

At the end of this lesson, you will be sending the first batch of work to your Oak Meadow teacher along with your assignment summary checklist, the weekly planner, and the learning assessment forms. Include any additional notes about the past four lessons or anything you'd like your teacher to know. Feel free to include questions with your documentation—your teacher is eager to help.

If you have any questions about what to send or how to send it, please refer to your parent handbook and your teacher's welcome letter. If you are unsure about what constitutes a representative sample of your child's work, please contact your teacher.

Your teacher will respond to your submission of your child's work with detailed comments and individualized guidance. In the meantime, proceed to lesson 5 and continue your work.

Learning Assessment

Use these assessment rubrics to track your child's. Make notes about the learning process.

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Identifies the G sound in words				
Identifies the H sound in words				
Draws uppercase and lowercase letter G in picture form				
Draws uppercase and lowercase letter H in picture form				
Writes uppercase and lowercase letters A through H				

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

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Shows familiarity with the number of days in a month				
Demonstrates knowledge of concepts of time				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Draws growing and diminishing geometric forms using curved lines				
Draws growing and diminishing geometric forms using straight lines				

Learning Assessment

MATH	Not yet evident	Developing	Consistent	Notes
Draws growing and diminishing geometric forms using unconnected lines				
Shows symmetry in form drawings				
Counts from 1–50 in sequence, ascending				
Counts from 1–50 in sequence, descending				
Counts from 1–50 from a midpoint in the sequence, ascending and descending				
Sorts, measures, counts, and categorizes in the context of daily activities				

SCIENCE	Not yet evident	Developing	Consistent	Notes
Observes seasonal changes				
Creates detailed drawings of observations				
Identifies basic parts of a plant				
Describes plant observations				
Sorts items according to different classifications				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no		Notes
Knits independently			
Plays tunes using B and A notes on the recorder			
Identifies a variety of sounds			
Replicates a rhythmic handclapping pattern			
Moves rhythmically at varying tempos			
Demonstrates knowledge of home care during illness			

Weekly Planner—Lesson 5

Date _____

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

ASSIGNMENT SUMMARY

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

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

- ☐ Draw running geometric forms.
- ☐ Transform a curved form into straight lines.
- ☐ Count forwards and backwards from 1-100.
- ☐ Perform a marching pattern.

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

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

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

- ☐ Learn about how to care for broken bones.

Notes

Grade



Lesson 5

Morning Circle

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

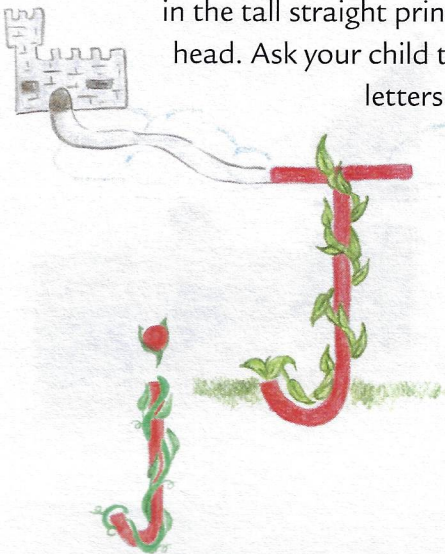
Language Arts

Reading

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

Assignments

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



2. On another day, have your child retell the story of “Jack and the Beanstalk.” Look for detailed descriptions and a chronological sequence of events. Demonstrate how the letter **J** is found in the shape of the beanstalk: the road leading to the giant’s house forms the line above the uppercase J, and the beanstalk with a little flower bud on top forms the lowercase

MATERIALS

Science: Animal Tracks

Magnifying glass
Tracing paper
Pencil

Science: Forest Art

Moss, small twigs, and bark
Pinecones and pinecone scales
Nuts, seeds, or other natural objects
Cotton ball
Scissors
Glue



Language Arts

(continued)



letter. Ask your child to do a wet-paper painting of Jack's beanstalks, the big one, which Jack climbed up, and the baby one that grew beside it. Use another color to bring out the letters in the picture.

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

I

Simple Simon met a pieman going to the fair;
Says Simple Simon to the pieman, "Let me taste your ware."
Says the pieman to Simple Simon, "Show me first your penny;"
Says Simple Simon to the pieman, "Indeed I have not any."
Simple Simon went a-fishing for to catch a whale;
All the water he had got was in his mother's pail.

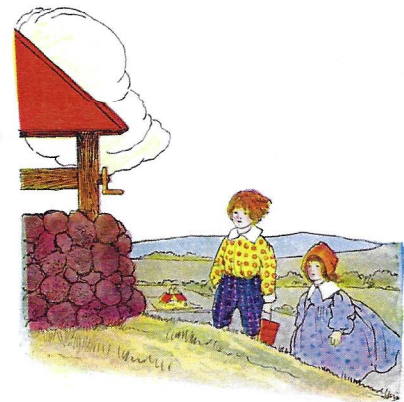
Make sure to notice words with the long I and short I sounds this week. You can play a game of taking turns saying and making up rhyming words using first the long I sound (ivy, lively; live, dive, five; sigh, lie, pie, etc.) and then the short I sound (it, pit, sit, mitt, kit; bin, kin, pin, skin, etc.).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

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

J

Jack and Jill went up the hill,
To fetch a pail of water; Jack fell down,
And broke his crown,
And Jill came tumbling after.

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



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

Language Arts

(continued)

Further Study

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

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

Social Studies

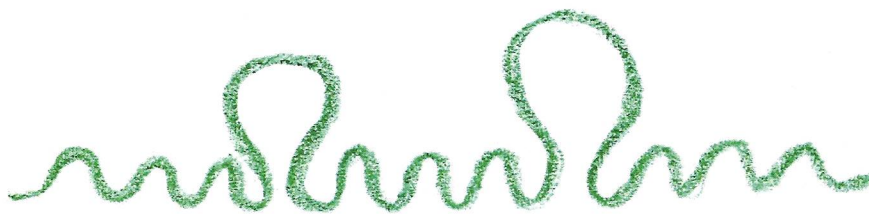
Assignments

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

Math

Assignments

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



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

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



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

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

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



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

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

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

Further Study

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

Some children like to go very fast with their drawings and writing. It is important to emphasize that this is not a race and that it's important to take care and work slowly and carefully. Sometimes when children rush

Math

(continued)

through their work, it's because the work is actually very challenging for them and they want to be done with it. Taking time now when your child is young to work through these challenges helps everyone in the long run. Make sure you model careful movements while creating these geometric drawings. There should be a consistent flow in the movement both with large-and fine-motor activities with these drawings. You want to avoid jerky or noncontinuous motions in the drawings.

Science

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

Assignments

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

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

If you are unable to do this exercise in nature, find a book or website on tracking. Recommended online resources are provided at <http://oakmeadow.com/printed-links/>. Navigate to the first grade page, and then search for science, lesson 5. You may draw tracks from photographs or illustrations you find.



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

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

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

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

Further Study

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

Arts & Crafts

Assignments

1. Make Forest Art using the natural materials you collected on your walk.
2. Continue the knitting project, or cast on stitches so your child can start a new project.



Science

(continued)

Music & Movement

Assignments

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

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

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

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

Health

Assignments

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

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 8. Continue to use the weekly planner, assignment checklist, and learning assessment form to help you organize your lessons and track your child's progress.

Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Identifies the long l sound in words				
Identifies the short l sound in words				
Identifies the j sound in words				
Draws uppercase and lowercase letter l in picture form				
Draws uppercase and lowercase letter j in picture form				
Writes uppercase and lowercase letters A through J				
Identifies sounds for letters A through J				

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

Learning Assessment

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Recalls early memories				
Demonstrates knowledge of days of the week				
Demonstrates knowledge of months of the year				
Shows awareness of concepts of time				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Draws running geometric forms using curved lines				
Draws running geometric forms using straight lines				
Transforms curved-line forms into straight-line forms				
Shows symmetry in form drawings				
Counts from 1–100 in sequence, ascending				
Counts from 1–100 in sequence, descending				
Counts from 1–100 from a midpoint in the sequence, ascending and descending				
Sorts, measures, counts, and categorizes in the context of daily activities				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Observes seasonal changes				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				
Observes and draws animal tracks				
Compares animal feet to animal tracks				
Sorts items according to different classifications				

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

Notes

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

Weekly Planner—Lesson 6

Date _____

	Language Arts	Social Studies	Math	Science	Arts & Crafts	Music & Movement	Health
	3/week	3/week	3/week	2/week	Choose : 1-2/day = 3/week		
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 6

Date _____

ASSIGNMENT SUMMARY

Language Arts

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

Social Studies

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

Math

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

Science

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

Arts & Crafts

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

Music and Movement

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

Health

- ☐ Review activities related to the physical body.

Materials Still Needed

Notes

Grade



Lesson 6

Morning Circle

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

MATERIALS

Arts & Crafts: Bird Feeder

String
Large pinecone
Spoon
Peanut butter
Birdseed
Pie plate
Newspaper

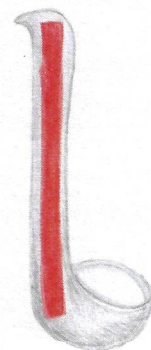
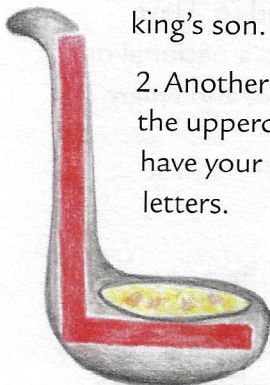
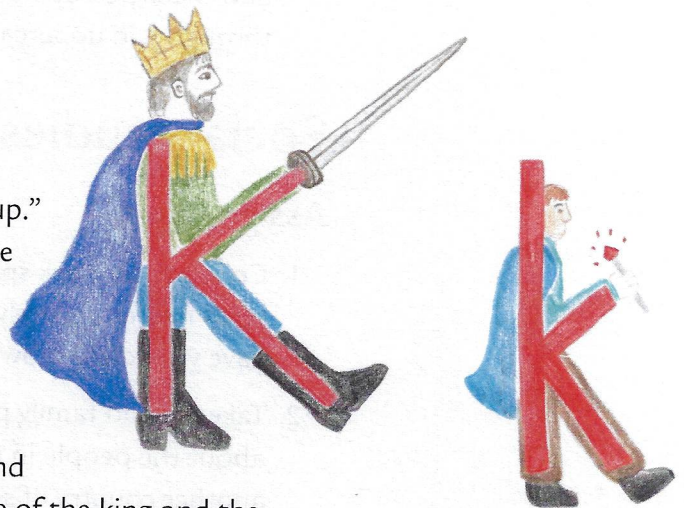
Language Arts

Reading

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

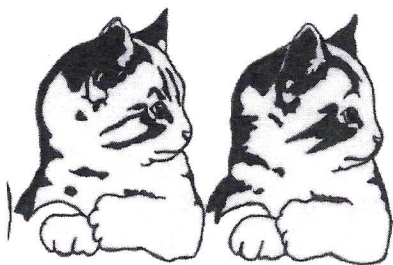
Assignments

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



Language Arts

(continued)



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

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

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

Little lumpy lizards love little leaps.

Leopards and lions love licking lollipops.

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

Try to make up more of your own!

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

Social Studies

Assignments

1. Continue to mark special events on the calendar. Have you noticed birds migrating lately, perhaps a flock of geese heading south? If so, have your child draw a picture of birds on the calendar.
2. Take out old family photos—the older, the better—and tell stories about the people in them. Perhaps your grandparents came from another country. If so, it can be fun to look at a world map or globe and locate where they came from and where they moved to. Have you moved around in your lifetime? Has your child? Use a national or world map to track where you have lived in your lifetime, and where your child has lived or traveled.

