

Weekly Planner—Lesson 11

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 11

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Hear and retell “The Valley of the Weavers.”
- ☐ Hear and retell “The Wreath of Birds.”
- ☐ Hear and retell “The Extraordinary Crossroads.”
- ☐ Identify words using V, W, and X.
- ☐ Create a set of alphabet cards.
- ☐ Practice writing letters V, W, and X.

Social Studies

- ☐ Determine directions inside a room.
- ☐ Create a diorama.
- ☐ Draw a map.
- ☐ Navigate based on a map.

Math

- ☐ Introduce division.
- ☐ Use manipulatives to solve division problems.
- ☐ Express an equation in picture form.
- ☐ Practice skip counting by twos.
- ☐ Use division in daily life.

Science

- ☐ Observe human and nature interactions.
- ☐ Learn about nature preservation.
- ☐ Observe animal/nature interactions.

Arts & Crafts

- ☐ Continue the knitting project.
- ☐ Make a Knitted Trivet.

Music & Movement

- ☐ Learn “Mary Had a Little Lamb” on the recorder.
- ☐ Learn pair handclapping games.

Health

- ☐ Learn about firefighters.

Materials Still Needed

Notes

Grade



Lesson 11

Morning Circle

- Recite the opening and closing verses, and add one or two new songs, verses, and fingerplays. Repeat familiar ones, varying them to incorporate large and small body movements and different tempos.
- “Wiggling and Jiggling” and “If You’re Happy and You Know It” are verses that go well with this week’s language arts, science, and movement lessons.

Language Arts

Reading

At bedtime, read “The Valley of the Weavers,” “The Wreath of Birds,” and “The Extraordinary Crossroads.”

Assignments

1. Read and have your child retell the story of “The Valley of the Weavers.” Draw an illustration of the story in the MLB, showing how the upper and lowercase letter **V** is seen in the valleys.
2. Recall the story of “The Wreath of Birds.” Have your child paint a **W** picture using watercolors. Ask your child to do a wet-paper painting of the waves. Paste it into the Main Lesson Book.
3. On another day, recall the story “The Extraordinary Crossroads.” Have your child draw the uppercase and lowercase letter **X** in a scene from the story, and then create several small chains of finger knitting. Glue them into the main lesson book over the X shapes. This makes a fun, touchable letter X.



MATERIALS

Language Arts:

Letter Cards

Index cards (or thick drawing paper cut into squares)

Social Studies:

Bedroom Diorama

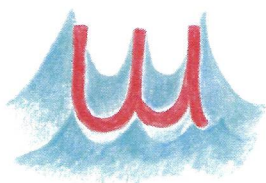
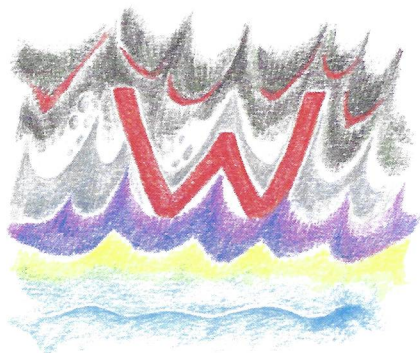
Cardboard box
Cardboard
Wooden blocks, dollhouse furniture, or any other objects of your choosing

Arts & Crafts: Knitted Trivet

Finger-knitting chain
Cardboard
Glue
Ribbon (optional)

Language Arts

(continued)



4. Make up alliterations and tongue twisters for the letters this week. Here are a few to get you started:

V

Veronica of the valley has a very vivid violet veil.

W

How much wood would a woodchuck chuck

If a woodchuck could chuck wood?

He would chuck the wood as much as he could

If a woodchuck could chuck wood.

X

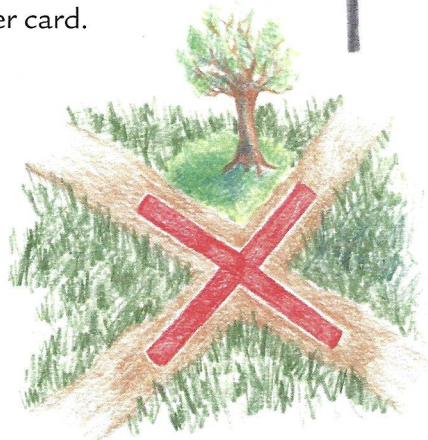
Extra exams vex and perplex extraordinary oxen.

5. Create a set using index cards (or thick drawing paper cut into squares), one letter per card.

Have your child write the uppercase letter on one side and the lowercase letter on the other side. These cards will be used in a variety of games and activities throughout the year.

If you don't have a set of letter shapes made of clay or beeswax (or store-bought ones), you might like to create a set.

6. Ask your child to practice printing uppercase and lowercase letters V, W, and X, and then write them neatly in the MLB.



Further study

Learning is an organic process. Like birth, the body simply knows what to do. Generally, children adapt well to many different styles of learning, and Oak Meadow's curriculum is designed to respect and address a variety of learning approaches. As your child begins to work with the sounds of these letters, simply take note of how well he or she is able to accurately connect the letters to their appropriate sounds. Some children find phonics invaluable in their quest for reading proficiency; others are completely

confused by this process. At this point, it is helpful to quietly observe what seems to work best for your child. In this way, you will be better prepared to serve your child's particular learning style as it further reveals itself.

Social Studies

Assignments

1. Have your child walk through his or her bedroom and point to the northern, southern, eastern, and western walls. Identify the orientation of other objects in the room, pointing out which objects are facing north, south, east and west. Have your child lie down in bed and try to figure out which way his or her head and feet are pointing. Hold both hands out to the sides and figure out which way the fingers are pointing.
2. Have your child create a diorama of his or her bedroom. Ask your child to pretend to be looking down into the room as a giant might were he to take the roof off your house, or as a caterpillar sitting on the ceiling might. Have your child choose the northern, southern, eastern, and western walls. Where would the door be? How about the bed? Other objects?

Using cardboard, wooden blocks, dollhouse furniture, or any other objects of your choosing, have your child recreate the room in a small box. Perhaps a knitted square can become a rug or bedspread. Encourage your child to be colorful and creative! When the diorama is finished, your child will be looking at the room just like the giant or the caterpillar.

3. Have your child draw a simple map of the bedroom in the MLB, based on the diorama. Be sure your child includes a small compass rose depicting where north, south, east and west lie. Having the compass symbol in place first will help your child place objects accurately on the map.
4. Have your child give someone the map of the bedroom. Let the person study the map and try to memorize it. Next, blindfold the person and lead them to the bedroom doorway. Can he or she find objects in the room from recalling the map? Your child can help by calling out hints, such as, "Move two steps south, and one step east."

Social Studies Further Study

(continued)

Your child is beginning to explore the world of maps. He or she might enjoy repeating assignment #4 by having you rearrange furniture in another room and then drawing a map. See if your child can navigate the room blindfolded, based on the information in the map.

Look at town maps together. Draw lines from one location to another based on familiar routes you take. When you travel, help your child figure out where you are on a road map. Looking at a larger map, help your child draw a line between your home and the home of a friend or relative who lives in another town.

Math

Reading

Tell the story of “King Divide” (found in *Oak Meadow Grade 1 Resource Book*).

Assignments

1. This week your child will focus on the qualities and operation of division. Division is the final of the four operations that is introduced in first grade. There will be ample time in the remainder of the year to work with all four operations and their interrelationships.

We approach division as an equal way to divide among many. As division is the inverse of multiplication, we will continue working with the idea of “groups of” objects.

Begin by having your child remember King Divide from “The Kingdom of Mathematics.” Tell the story of “King Divide” (or make up your own King Divide story). Afterward, have your child set up the mat and manipulatives. Retell the problems that each character encountered and allow your child to represent each problem with the manipulatives.

2. Have your child draw a picture of King Divide cutting the muffin in two with his sword. How might you find the divide sign in a picture of King Divide cutting the muffin? Perhaps his sword is the line and two blueberries are the dots above and below!

Your child will begin working more consciously with the division sign in the lessons to come. For now, it’s enough to leave it as a pictorial image. The emphasis during this lesson is on doing the arithmetic problems rather than writing them in equation form.

Your child may also want to draw another favorite scene from the King Divide story.

3. Sometime this week, bake or buy pizza or pie. Cut into eight slices. If there are four members of your family, how many pieces would each one get? If each can only eat one piece of pie, how many pieces will be left over? Ask your child a variety of questions like this throughout the week, each time the opportunity presents itself. Remember, the goal is to work with division, not fractions, so make sure to ask questions that result in even amounts. For instance, if you cut something into ten pieces, you can ask questions about dividing it into two or five equal groups. If you cut something into 12 pieces, you can pose questions about dividing it into two, three, four, or six groups. For any total number of objects (or slices), you can pose simple addition and subtraction questions. Have your child use the manipulatives to demonstrate the answers and explain his or her thinking process.

Give your child many opportunities to divide objects into equal piles this week. Use a variety of objects for this so your child begins to develop a flexibility of thinking around how to divide.

4. Practice skip counting by twos, first aloud, and then by using manipulatives sorted into 12 piles of two. You can use any type of object for this: dried beans, rocks, blocks, socks, buttons, etc. Have your child write the numerals (2, 4, 6, etc.) in the MLB and draw a picture next to each one showing that number of objects.

Science

This week your child will focus on living harmoniously with nature. You will go on a nature hike and observe ways that humans and nature are interrelated.

Assignments

1. Go on a nature hike with your child and/or walk through your local area. As you walk, notice ways nature and human beings interact. For example, we make paths through forests so that we may better observe nature. Nature provides food for us in the form of nuts, roots, and berries. We often work to protect wildlife or set up animal shelters to help wounded animals. We use trees to make paper, furniture, and to build our homes. Human beings feed birds throughout the year to better ensure their survival.

Math

(continued)

Science

(continued)

Have your child choose one way each that human beings and nature help one another. Have them draw a picture of this interaction in the main lesson book.

2. Explore together ways we can help preserve nature. Do you have a litter program in your town? How about an animal shelter? Are there bat houses nearby? Or a wildlife preserve or conservation land? Do you feed the birds? Recycle? Be creative and come up with your own fantastic solutions!
3. Go on another walk with your child and encourage a deep awareness of nature all around you. Do you see signs of creatures asleep in the earth? How have they used the earth to make a home? If you pass a fallen tree or a tree stump, examine it closely for signs of life. These places often become new homes for animals. Roll over a log or turn over a pile of dead leaves and see what you find. The natural world is full of creatures of all sizes. Search for examples of ways animals interact with nature.

Further Study

There are many wonderful resources on nature survival skills, such as Tom Brown, Jr.'s Tracker School. Programs like these teach human beings to operate instinctually and respectfully in nature, much like the animals do. One of the tools they teach is the skill of "invisibility." It is a way to walk almost soundlessly and move with nature so that one remains largely unseen. Native Americans practiced this art when they would hunt. Explore with your child this practice of being "invisible" in nature. How well do you do?

There is a wonderful book entitled *The Story of the Root Children* by Sibylle Von Olfers that metaphorically describes the busy work that occurs underground while the earth above is asleep. With delightfully detailed artwork, the story paints a lovely picture of the world below our feet as thriving, cozy, and warm, with Mother Earth and her Root Children preparing the way for the world above when spring will call them forth once again. Highly recommended!

Arts & Crafts

Assignments

1. Continue the knitting project, and if there is enough material, make something with your knitting.

2. Use the long chains of finger knitting from last week to create a Knitted Trivet (see *Oak Meadow Crafts for the Early Grades*), or a tiny circular rug for the diorama in social studies.

Arts & Crafts

(continued)

Music & Movement

Assignments

1. Practice the exercises that focus on notes B, A, and G, and then learn “Mary Had a Little Lamb” on the recorder. Your child might enjoy singing it first while clapping out the beat of the notes, and then learning to play it.
2. Teach your child to play pair-style handclapping games. You can find videos and silly rhymes to use online, or you might remember some from when you were little. Start with an easy clapping pattern, such as clap hands once and then clap hands with your partner (like a double high five). Add complexity to the pattern as your child becomes more adept (double claps, touching the backs of the hands with your partner and then the palms, crossing over by clapping left hands together and then right hands together, etc.).

Here are two rhymes that are fun to do:

Miss Mary Mac

Miss Mary Mac, Mac, Mac
All dressed in black, black, black
With silver buttons, buttons, buttons
All down her back, back, back
She asked her mother, mother, mother

For fifteen cents, cents, cents
To see the elephants, elephants, elephants
Jump over the fence, fence, fence

They jumped so high, high, high
They touched the sky, sky, sky
And they never came back, back, back
'Til the fourth of July-ly-ly.

Music & Movement

(continued)

Miss Lulu

Miss Lulu had a baby
His name was Tiny Tim
She put him in the bathtub
To see if he would swim
He drank up all the water
He ate up all the soap
He tried to eat the bathtub
But it wouldn't fit down his throat.

Health

Assignments

Complete lesson 11 in *Healthy Living from the Start*. The topic is "People Who Help," and activities focus on the good work of firefighters in their role of serving the community.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of the next lesson. Please contact your teacher if you have any questions about the assignments or your child's progress.

Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Memorizes and recites verses				
Identifies the V sound in words				
Identifies the W sound in words				
Identifies the X sound in words				
Draws uppercase and lowercase letter V in picture form				
Draws uppercase and lowercase letter W in picture form				
Draws uppercase and lowercase letter X in picture form				
Writes uppercase and lowercase letters A through X				
Identifies sounds for letters A through X				

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
Determines directions using a compass				
Navigates using a compass				
Creates a three-dimensional model using cardinal directions				
Draws a map using cardinal directions				
Navigates based on a simple map				

MATH	Not yet evident	Developing	Consistent	Notes
Uses objects to demonstrate story problems				
Expresses equations in picture form				
Solves addition problems with manipulatives				
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Solves division problems with manipulatives				
Demonstrates skip counting by twos				
Uses math in the context of daily activities				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Identifies human and nature interactions				
Identifies animal interactions with nature				
Shows awareness of nature preservation				
Shows knowledge of animal habits and habitats				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes on the recorder using notes B, A, and G		
Uses varied tempos while playing familiar songs on recorder		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of the role of firefighters		

Weekly Planner—Lesson 12

Date _____

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

Weekly Planner—Lesson 12

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Hear and retell "The Y in the Road."
- ☐ Hear and retell "The Six Sillies."
- ☐ Identify words using Y and Z.
- ☐ Practice writing letters A through Z.
- ☐ Play alphabet games.

Social Studies

- ☐ Draw a house floor plan.
- ☐ Add location of outdoor features.

Math

- ☐ Use manipulatives to solve story problems.
- ☐ Explain the solution.
- ☐ Draw the story problem and solution.
- ☐ Use math in daily life.

Science

- ☐ Observe seasonal changes in nature.
- ☐ Draw a seasonal picture.
- ☐ Choose an animal to research.

Arts & Crafts

- ☐ Continue the knitting project.
- ☐ Create a seasonal table.

Music & Movement

- ☐ Learn "Hot Cross Buns" on the recorder.
- ☐ Explore left/right direction games.

Health

- ☐ Review activities about personal safety.

Materials Still Needed

Notes

Grade



Lesson 12

Morning Circle

- Recite the opening and closing verses and add one or two new songs, verses, and fingerplays. Repeat familiar ones, varying them to incorporate large and small body movements and different tempos.
- “There Was a Crooked Man” and “Hot Cross Buns” are verses that go well with this week’s language arts and music lessons.

Language Arts

Reading

At bedtime, read “The Y in the Road,” “The Six Sillies,” and other classic stories and fairy tales.

Assignments

1. Read and have your child retell “The Y in the Road.” Explore how the uppercase and lowercase letter **Y** may be drawn from the story.
2. Read and recall “The Six Sillies.” Ask your child to do a watercolor painting of the zigzagging cider as it flows across the cellar floor, and to emphasize the letter **Z** in the painting.

When drawing lowercase letters that are in the same form as uppercase letters, you’ll want to make sure your child differentiates them by size and proportion. For instance, the lowercase letter Z is not just half the height of the uppercase Z, it is also more narrow. It is not expected that your child will be writing each letter perfectly yet, but whenever he or she writes the uppercase and lowercase alphabet, look for signs that your child understands the relative size of each letter.

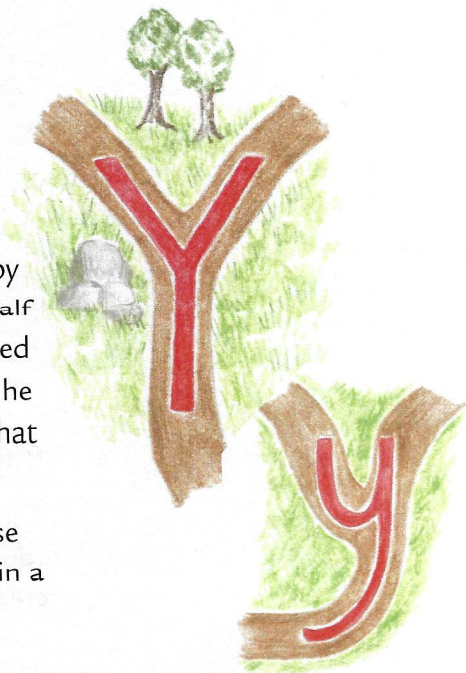
3. Learn these rhymes for Y and Z or make up ones of your own. These can be done as hand clapping games, or can be put to movement in a variety of other ways (marching, jumping, skipping rope, etc.).

MATERIALS

Language Arts: Letter Cards
Index cards (or thick drawing paper cut into squares)

Social Studies:
Bedroom Diorama
Cardboard box
Cardboard
Wooden blocks, dollhouse furniture, or any other objects of your choosing

Arts & Crafts:
Knitted Trivet
Finger-knitting chain
Cardboard
Glue
Ribbon (optional)



Language Arts

(continued)

Y

A yawning yellow yak
 Had a stripe upon his back.
 He yanked a yellow yo-yo
 And put it back into his sack.



Z

Fuzzy Wuzzy was a bear,
 Fuzzy Wuzzy had no hair,
 Fuzzy Wuzzy wasn't fuzzy, was he?



4. Ask your child to practice printing the uppercase and lowercase letters Y and Z and add them to the MLB. Have your child write the full alphabet in uppercase and lowercase letters as neatly as possible. Decorate the border with form drawings, and color it in. Alternately, you might have your child create the alphabet in wall frieze form—one long piece of paper (or lots of pieces taped together) with the alphabet in one long line. This can be decorated and then taped to the wall in your child's room (wall friezes are often used as a border near the ceiling).
5. Now that the entire alphabet has been reviewed, you can add a variety of alphabet games to your day. Using your set of clay letters or letter cards, take turns choosing one letter from the pile and coming up with a word or alliterative phrase for that letter sound. On another day, you might put this game to music and challenge yourselves to make up silly songs using each letter sound.

Another fun game to play involves making the sound of a particular letter and having your child identify the letter and then form a word from it. You can take turns with this, drawing letters without showing them to the other person, and then making the sound. Once a letter has been drawn from the pile, put it aside. In this way, you can ensure that you use all the letters in the alphabet when you play.

You can reverse the game by calling out words and have your child identify the letters at the beginnings of the words. Trade places and let your child lead the game.

Further Study

There are lots of games you can play with your child to work with the sounds of the letters. For instance, you can use randomly drawn letters to create a conversation or a story. For example, you might pick letter L from

the pile, and then say “I saw a llama today.” Your child might pick letter W, and say, “What was he wearing?” Encourage your child to exaggerate the letter sound in each word in which it appears. This game might be too challenging for your child; if so, just wait a few months until the letter sounds are more ingrained and try it again.

At this point, you may notice your child beginning to try to sound out words in books and on signs. Having this happen naturally, from the child’s own curiosity and motivation, is ideal, and by all means, feel free to encourage this inclination if it appears. However, many children will not yet be interested in decoding writing into the letters and sounds that make words. That’s okay, too, and we encourage you to be patient until this desire is more developed in your child.

Social Studies

Assignments

1. Using a compass, decide where the northern, southern, eastern, and western sides of your home are. Walk through one floor of your home. Point out where the doorways are to each room and which way they are facing. Explore the hallway—which direction does it run? Which room is in the northwest corner of the house? Which is in the southeast corner?

On a piece of poster board or a large piece of paper, have your child design a simple map showing the floor plan of the house. First, have your child draw a compass rose to indicate north, south, east, and west, and then draw an outline of the house, making sure the front door faces in the right direction. (Leave some room around the edges of the page so outdoor features can be added later.) Next, have your child talk through the floor plan of the house, tracing it with one finger on the outline of the house, planning where each room goes and where the doors and windows are. Gently make corrections if your child’s orientation is inaccurate.

When your child seems to have a good sense of direction regarding the floor plan, have him or her begin to sketch them in. When placing rooms on the floor plan, take particular care in designating where doors and windows are in relation to the cardinal direction as well as in relation to other features in the house (such as a closet or hallway).

Once the drawing is complete, your child might wish to design a more detailed plan by adding furniture in the rooms or coloring it.

Language Arts

(continued)

Social Studies

(continued)

2. Have your child go outside. What lies outside the home near the front door? What features are near the back door? Perhaps you have a porch, trees, a treehouse, a stream, or a garden. Where is the driveway? Have your child add these features to the map in the appropriate places.
3. Have your child draw a copy of the house and yard maps into the MLB, making sure to include a compass drawing noting the four directions. If your child has worked very hard on the large map, you might prefer to copy, scan, or photograph it and glue it into the MLB.

Further Study

Long ago there were few written maps because much of the landscape was undocumented, either unexplored or explored experientially but not formally. In those days, people found their way around through descriptions of landmarks. Direct your child to an area near your home (or on your property) using only landmarks and the four directions. For example, you might say, “Go north at the big oak in the front yard until you reach the rock that looks like a whale. Then walk east, cross over the stream, and continue until you reach the chalky cliff.” See if your child can find the way! Trade places, and see if you can follow similar directions based on landmarks.

Math

This week your child will focus on solving story problems using all four operations. You will find examples of story problems below, and you are encouraged to create your own story problems as well. These stories can be made-up situations or real situations that you encounter throughout the day.

The stories can also be used as an aid in addressing a conflict or challenge that your child is encountering. For example, if your children have been arguing over toys or not able to work together, you can tell a story of two little bunnies who could not share their carrots, and in the end lost them all, or have one bunny realize the value of sharing with the other bunny and how they can play together a totally new game, rather than the ones each had imagined. Embed an arithmetic problem in the story and you have addressed both a social and a mathematical problem in one story. Or, if your child is having a bout of shyness, you might tell a story about a shy squirrel (children love when you use animals in stories) and have the outcome what you would wish for your child to be able to accomplish. There is no need to moralize these stories—children get the point without telling or asking what the story means. If you embed an arithmetic prob-

lem in the story, your child can focus on solving the story problem while letting the social aspect of the tale sink in quietly.

Math

(continued)

Assignments

1. Have your child take out the manipulatives and set up the mat. You can have your child put the manipulatives in a pile on the top right of the mat; this leaves the center of the mat clear. Children sometimes get confused with which manipulatives they are working with and which ones are extra for that problem. If you always have the extras in the top right corner, this becomes less of an issue. Some children are naturally organized and others are not. For those who are organized, they like to know that everything has a place; for those who are not naturally organized, it is helpful to have the extra manipulatives in the same place every time you work with them. This repetition helps them to develop more order and neatness.

Tell your child the following story:

Once a little girl was sent to market by her mother to buy six oranges. She skipped along the path with her basket. Once at the market, she went to the orange seller and bought six oranges. She skipped all the way home. But once she unpacked her basket, she counted one, two, three, four. There were only four oranges in her basket! She needed to go back and find the others she had lost. How many will she need to find?

Have your child work out the problem with manipulatives. Remember to have your child explain why and how he or she came to the answer. If the answer is incorrect, work through the problem together.

Here is another story:

There was once a family of squirrels. They were collecting acorns and storing them away for the long winter. One squirrel brought back three acorns, one squirrel brought back two acorns, one squirrel brought back five acorns, and one squirrel brought back one acorn. How many acorns did the squirrels bring back?

Have your child work this problem out with manipulatives and talk you through the process.

Tell this story:

There was once a farmer who had eight sheep and four fields. She wanted to put the same number of sheep in each field so that everyone would have enough to eat. How many sheep will go in each field?

Math*(continued)*

Make sure to give your child enough time to figure this one out. There are many different ways to solve this problem, let your child tell you how he or she figures it out. If your child is stuck, begin modeling a solution and see if your child catches on and can complete it.

Here's another story:

The baker baked cookies today. He has six bags of cookies and each bag has two cookies in it. How many cookies did the baker bake today?

When you work with your child, you can show your child that this can be $2 + 2 + 2 + 2 + 2 + 2$ or we can do it the fast way like Sir Times and have 6 groups of 2 (or 6×2) and we can get to the total number of cookies by counting by twos 6 times: 2, 4, 6, 8, 10, 12.

Have your child draw one or more story problems in the main lesson book. For example, you could have a drawing of a baker with six bags (signified by circles) and two cookies in each bag. Write the numbers above each representation of acorns, sheep, cookies, etc.

Next week, we will do the equals sign and then begin writing number sentences. Until then, continue representing arithmetic problems pictorially.

2. As your child becomes more adept at solving story problems, you can add multiple steps and multiple operations. Here are a few examples:

When I was walking in the field the other day, I saw four deer. Then two more came out of the forest. How many deer did I see? Three of the deer scared and ran away, how many deer were left?

At lunch there were eight rolls. There are four people in my family. How many rolls did each person get? Now mom and dad ate both of their rolls, and brother and I only ate one roll each. How many rolls are left over? Grandma and Grandpa came later in the day. How many rolls could each of them get? Grandpa wasn't hungry so he gave his roll to Grandma. How many rolls did Grandma eat?

Spend the week making up story problems for your child to solve. Take care to have your child articulate the process as you go. These problems can be tailored to the specific level and needs of your child.

Further Study

If your child is able to hear a problem, figure out the operation and articulate the process, and solve these problems, easily you can begin to do two-step story problems. If your child needs more of a challenge, use multistep story problems and have your child solve them. In multistep

problems, you present a question that requires your child to perform two or more operations in order to arrive at the answer. For instance, I had ten shells in my basket and I found six more. I want to give them to four friends. How many shells will each friend get?

Science

Assignments

1. Go on a nature walk with your child. You may wish to go to a familiar place or try somewhere new today. What animals do you see? What are they doing? What do the trees look like? Do they look different than they did last week, or last month? See if you can notice signs in nature that help you determine the cardinal directions.
2. What is the weather like where you live? Are the seasons shifting at all? Discuss what the different seasons look like in your area with your child. If there are few seasonal differences where you live, you may choose an area where someone you know lives and explore the seasons that they experience. It may be time for your child to add another picture to the four seasons drawing started at the beginning of the year (see lesson 2 for details).
3. Have your child choose an animal to learn more about. It can be one you have observed or one your child is interested in. Begin by asking questions about the animal and encouraging your child to do the same. Where does the animal live? How many young does it usually have? What does it eat? How does this animal live differently from season to season? For example, many animals hibernate in winter and search for mates in spring and bear young in the spring.

Find some books in the library to read together about the animal, preferably ones with good photographs. Have your child draw pictures in the main lesson book that show the animal in the various seasons. You can write captions beneath each picture that tell a bit about what the animal is doing. (When you write, use careful, large printing so your child can easily distinguish the different letters you are using.)

If your child is very interested in this animal research project, you might want to help him or her create a little book about the



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(continued)

animal. You can take a few pieces of paper and fold them into booklet form (staple the center fold to hold the book together). Have your child decide what to draw and what you will write about each picture. Have your child create a nice cover for the book, and give it a title. You can use a piece of cardboard covered in construction paper to make the book cover more sturdy.

Further Study

If you have a local zoo, animal shelter, science museum, or nature center, the people there may provide information about the daily lives of animals native to your area.

Have your child feed the birds consistently throughout the year. Watch who comes and when. You may find you have some frequent visitors in the fall who then leave during the winter, only to return again when spring arrives!

Arts & Crafts

Assignments

1. Continue the knitting project or start a new one.
2. Make a seasonal table for winter. Refer to *Oak Meadow Grade 1 Resource Book* for suggestions.

Music & Movement

Assignments

1. Practice “The Fork and the Spoon” and “Mary Had a Little Lamb” this week for your warm-up, and then learn “Hot Cross Buns” (this song and all the songs and exercises are found in *Beginning Recorder*). *Clap out the rhythm together first, singing along, before learning the notes on the recorder.*
2. Play a game using left and right directions. There are lots of options (or you can make up your own). If your child has difficulty distinguishing right from left, you can stand side by side while you do these games to help model the correct hand or foot to use. Here are a few ideas:
 - Play “Simon Says” using left/right directions, such as “Simon says raise your right hand. Simon says stamp your right foot three times.”
 - Play “Mother, May I?” using left/right directions. Each time your child asks “Mother, may I...” there has to be a right or left indi-