

Weekly Planner—Lesson 17

Date _____

	Language Arts	Social Studies	Math	Science	Arts & Crafts	Music & Movement	Health
	3/week	1/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							

Materials Still Needed

- ☐ Identify and write ED words.
- ☐ Identify and write EN words.
- ☐ Identify and write ELL words.
- ☐ Identify and write EW words.

- ☐ Locate places on a world globe.
- ☐ Draw a world globe.

- ☐ Sort and classify a number of objects.
- ☐ Practice skip counting by 2s, 5s, and 10s.

- ☐ Learn about and identify erosion.
- ☐ Draw examples of erosion.

☐ Create an Everlasting Calendar.

- ☐ Learn the C note on the recorder.
- ☐ Experiment with different beats for hands and feet.

☐ Complete an activity related to causes of stress.

Notes

Grade



Lesson 17

Morning Circle

- Recite the opening and closing verses. Revisit favorite songs and verses from earlier in the year.
- “Pop Goes the Weasel” is a verse that goes well with this week’s language arts lessons.

Language Arts

Reading

Continue to read to your child at bedtime to give your child the opportunity to hear the rich vocabulary and cadence of the English language.

Assignments

As you continue to introduce word families in the coming weeks, use a variety of activities. Include the ones presented in the last several weeks and make up new ways to explore the word families. If your child likes to use the word family slider, make a new one for each new word family. If your child is eager to write, you can use the word family sentences and poems you make up to create your own word family book. Your child might like to make mini books for each word family.

You might find the alphabet wall frieze created in lesson 12 to be helpful, or you may want to create a small alphabet strip that can be placed on the table above the MLB as your child works. This may help your child find letters that can be used to make words with the different word families.

1. Introduce the **ED** word family. After reading the story, cut out a rectangle (sled shape) on red cloth or construction paper to make a red bed like the one in the story. Ask your child to write the ED words on the red bed. This can then be glued into the main lesson book.
2. Introduce the **EN** family. Have your child hard boil several eggs. Make little bands to fit around each of the eggs. Write one of the EN

MATERIALS

Language Arts:

Pop Up Box

Cardboard box, large enough for your child to climb into

Construction paper
Scissors

Arts & Crafts:

Everlasting Calendar

Paper (study drawing paper will work best)

Scissors

Glue

Ruler

Hole punch

String

Language Arts

(continued)

words on each of the bands. Scotch® tape the ends together so that each band fits nicely around an egg. Your child can then make a pen with a cozy den and place the eggs inside. Later, include your child in turning the hard boiled eggs into a meal for the family.

3. Introduce the **ELL** word family. Get a box large enough for your child to hide inside. Have your child cut out several little cards of construction paper and write each of the four ELL words on a card (your child might like to cut these into the shape of a bell). Then place the cards into the box. Your child can then play a “pop-up” game. Tell your child to climb into the box and choose a card. When he or she recognizes the word on the card, your child can pop up and say the word and pop back down into the box. If your child doesn’t know the word, he or she must hop out of the box and come to you to ask what the word is. Whisper the word in your child’s ear. Then your child can hop back in the box, place the card with the others, and draw a new card to guess all over again.
4. Introduce the **EW** word family, using several different activities. Ask your child to write the EW words in the MLB and to decorate the borders of the paper with a straight line running form.

Further Study

Some children tire quickly when working with language, while others can go forever! Move at your child’s pace. If you sense boredom or frustration, take a break and do some of the physical exercises from previous weeks. The best rhythm for learning is one where more sedentary, focused academic activities are well balanced with movement and free flow! You can always return to more challenging work when your child (and you!) feels refreshed.

Social Studies

Assignments

1. Look at a world globe with your child. What is there more of, land or water? Point out the equator, saying that this is the hottest area on the Earth. Point out the north and south poles, saying that these are the coldest places on Earth.

You need not give the scientific explanation at this point. Our goal in first grade is to gently awaken the intellect at this stage of the child’s development, so we paint such pictures to explain concepts. For instance, you might use pictorial language such as, “Mother Earth’s

round belly finds its way to the warmth of the sun. The sun cannot get to where Mother Earth keeps her hat and shoes quite as well.”

Point to your continent, and then your country. See if your child can indicate the general location of your state. Can he or she point to the area of your state where you live? Find where friends and family far away live. Discuss what the weather is like where you live. What might the weather be like in different parts of the world?

2. Have your child draw a rudimentary picture of the globe in the main lesson book. Title it, “The World.” Because the globe is three dimensional, your child may want to draw more than one picture to show different areas of the globe.

Further Study

Astronauts have taken beautiful pictures of the Earth as seen from outer space. Have a look! Take note of your child’s reaction. Ask, “Does the world look like you thought it would? What do you think those white things are?”

If your child is intrigued with the globe, you can extend the learning in many different ways. Your child may want to add to his or her drawing of the globe, putting name labels on continents or countries, and oceans, as well as indicating major mountain ranges, lakes, and rivers. Here are a few other ideas:

- Spin the globe and point to a spot at random. Learn more about the closest country. Look at pictures and discuss the climate, geography, and animal life.
- If you have ancestors who came from another country, help your child find on the globe the places they came from, and tell family stories (if you know them) of this land.
- Look for indications of mountain ranges or prominent rivers on the globe and have your child trace a finger along them.

Math

Assignments

This week your child will focus on sorting and classifying as well as beginning mental-math story problems. Sorting and classifying are important mathematical capacities that must be trained and developed. Hopefully,

Social Studies

(continued)

Math*(continued)*

your child has been doing sorting and classifying through practical activities: sorting socks, putting away laundry, putting away dishes, cleaning up toys and returning all the like toys to the correct bins. Continue these activities throughout first grade, as they not only develop important capacities but also train your child in accomplishing everyday chores.

This week, make available a box, bag, or basket of many objects. These could be blocks, stones, seashells, coins, different types of dried beans, beads, nuts, buttons, paperclips (small & large), or whatever you have on hand. We'll use coins as an example, but any set of objects can be used.

1. Pour out the coins onto the table. See if your child can tell you what is the same and what is different about these coins. If your child is stuck, you can ask questions about color, size, appearance (what pictures are on each coin?). Then put one quarter, one dime, one nickel, and one penny in different piles on the table. Ask your child to sort all of the coins into the respective piles.

As your child is sorting the coins you can explain that a quarter is 25 cents, a dime is 10 cents, a nickel is 5 cents and a penny is 1 cent. You can take the pile of nickels and count by 5s and use the pile of dimes to count by 10s.

There is no need to go any further with money for now. In third grade we will work intensively with money and monetary values.

2. On another day, use another set of objects and have your child sort and classify them. Have your child sort the items by shape, then by size, and then by color (or whatever criteria will work best for that object). This shows that it is possible to sort a set of objects in a variety of ways. This becomes an important idea when working with research and statistics in later years—the foundation is set here in first grade.

Sort and classify as many sets of objects as you can this week. Have your child do at least one drawing of a sorted set of objects in the MLB. Encourage your child to explain how the items are sorted and classified and to find alternate ways they could be sorted.

Further Study

Have your child create repeating patterns with the sorted objects. The pattern can be pasted onto a piece of paper, left on the counter as a decoration, or strung onto yarn for jewelry, a book mark, or a hanging ornament. If it is holiday time in your house, this is a great way for your child to make gifts for others. For instance, stringing graduated sizes of

acorns onto a string (going from small to large and back to small again) can make a nice necklace for a sibling, cousin, or friend. In addition to the gift, have your child create cards using geometric drawings to accompany the gift, and perhaps make up a short poem or rhyming verse to write on the card.

Science

Reading

Read “Bobbie’s Big Adventure” to your child (found in *Oak Meadow Grade 1 Resource Book*).

Assignments

1. Go on a hike with your child, if possible. Can you find examples of erosion in nature? Where? How do you think it happened?
2. Have your child draw a picture depicting an example of erosion in the main lesson book. He or she can draw images from the story or examples that you have observed in nature.

Further Study

This lesson provides a nice opportunity to canoe or raft, if the weather and your local environment support it, or you might go ice skating down a river! Children learn best when they can live fully into the lessons they are studying. Learning what happens outside is often particularly memorable. Whenever possible, reinforce lessons with experiential (hands-on) exercises and expeditionary activities (going on an “expedition” or a field trip) that bring your child into the event they are studying. This will present more opportunities for learning touch points. Besides, you’ll have fun together!

Arts & Crafts

Assignments

Create an Everlasting Calendar. An everlasting calendar is also called a perpetual calendar (you can search online for examples). This is just a calendar that doesn't include Monday/Tuesday/Wednesday, etc., but only shows the month and day, so it can be used year after year. This way, it will never go out of date!

Hang this in a place where your child can see it, and use it to remind yourselves when the birthday of a loved one is approaching. Have your child create a birthday card with a drawing, and a short message or poem. Watercolor paintings, cut into a small rectangle and folded in half, also make beautiful cards. (You can also look at a map or globe together to find where each person lives before sending the card.)

Music & Movement

Assignments

1. Introduce the note C, and learn exercise #10: Exercise for C. Continue playing familiar songs, singing along and clapping or marching in rhythm.
2. Try these exercises in using different beats for hands and feet.
 - Begin by marching with a steady four-beat, counting aloud "One, two, three, four" until your child has established a strong rhythm.
 - Clap to the four-beat rhythm, and then change to clapping on every other beat (on beats one and three). Switch to clapping on beats two and four.
 - Next, clap double time while the march remains a steady four-beat rhythm. Your hands will be clapping eight times in one four-beat marching phrase.
 - When your child is comfortable with that, begin varying the clapping rhythm, skipping beats or adding additional beats in simple four-beat patterns.
 - See if your child can maintain a regular four-beat march while singing or clapping the rhythm of a familiar song. For instance, begin marching and counting "One, two, three, four" until your child has established a strong beat with the feet. Then begin clapping and singing the words to "Pat-a-cake." The feet will keep

marching even when the hands and voice may hold a long note or a rest or have multiple half- or quarter-beats or notes.

Health

Assignments

Complete lesson 17 in *Healthy Living from the Start*. This lesson focuses on stress management, a topic of importance to everyone, regardless of age. In this lesson, your child will examine what triggers stress in his or her life.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 20. Continue to use the weekly planner, assignment checklist, and learning assessment form to help you organize your lessons and track your child's progress.

Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Identifies ED words				
Identifies EN words				
Identifies ELL words				
Identifies EW words				
Memorizes and recites verses				
Writes uppercase and lowercase letters A through Z				
Identifies sounds for letters A through Z				

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
Identifies location on a world globe				
Draws a simple world globe				
Articulates how to navigate various routes				
Traces a route on a map				
Shows familiarity with a map legend				
Navigates based on a simple map				

MATH	Not yet evident	Developing	Consistent	Notes
Names ordinal numbers up to 20th				
Writes ordinal numbers in numeric form				
Demonstrates skip counting by twos				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Sorts and classifies objects in multiple ways				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				
Solves addition problems with manipulatives				
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Solves division problems with manipulatives				
Uses math in the context of daily activities				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Identifies signs of erosion				
Compares seasonal differences				
Shows awareness of seasonal changes				
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, G, and C		
Uses varied tempos while playing familiar songs on recorder		
Maintains a steady march while handclapping various rhythms		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of causes of stress		

Weekly Planner—Lesson 18

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 18

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Identify and write ENT words.
- ☐ Identify and write EST words.
- ☐ Identify and write EED words.
- ☐ Review previous word families.

Social Studies

- ☐ Identify characteristics of different climate regions.
- ☐ Compare lifestyles in different climate regions.
- ☐ Draw detailed pictures of life in other regions.

Math

- ☐ Review the first semester.
- ☐ Practice skip counting by 2s, 5s, and 10s.
- ☐ Identify missing numbers in a sequence.

Science

- ☐ Learn about constellations.
- ☐ Draw a picture of the night sky.

Arts & Crafts

- ☐ Create an Ice Sculpture.

Music & Movement

- ☐ Practice exercises on the recorder.
- ☐ Play relay races and chase games.

Health

- ☐ Review activities related to healthy habits.

Materials Still Needed

Notes

Grade



Lesson 18

This lesson marks the halfway point in your school year! Congratulations! This is an excellent time to review all the lovely main lesson book work with your child, and reminisce about all the things you've seen and done, and all the explorations you've shared.

Morning Circle

- Recite the opening and closing verses. Enjoy favorite songs, verses, and fingerplays, and add new ones to keep circle time fresh and lively. Incorporate movement whenever possible.
- “She’ll Be Coming ’Round the Mountain” is a song that goes well with this week’s science lessons. After you study different regions, you can change the words: “She’ll be coming down the river when she comes/ She’ll be paddling a kayak when she comes” or “She’ll be coming across the ice when she comes/She’ll be riding on a dog sled when she comes” (or on a snowmobile).

Language Arts

Assignments

1. Introduce the **ENT** word family. Ask your child to write the ENT words in the MLB and to decorate the border of the pages with triangles (tents). Explore this new word family in a variety of ways, based on the activities in previous lessons.
2. Introduce the **EST** word family. Have your child draw a picture of a nest, and cut eggs out of construction paper. On each egg, write one EST word, and then glue the eggs into the nest. Remember to have your child read the list of words.
3. Introduce the **EED** family. Ask your child to do a watercolor painting of green fields (“weeds”) with a horse (a “steed”) running

MATERIALS

Science: Night Sky

Black construction paper
Chalk

Arts & Crafts: Ice Sculpture

Ice (freeze water in a bowl)
Salt
Food coloring (red, yellow,
and blue)
Baking dish or pie plate
Spoon

Language Arts

(continued)

across the field. When the painting dries, your child can write the EED word family in crayon on the side or bottom of the painting.

4. Continue to review the word families your child has already learned. Go back over the lists in the MLB and have your child read the words to you. Review the stories in *Oak Meadow Word Families*—you may be surprised how many words your child is beginning to recognize!

Further Study

For children who are eager for more practice with E-based word families, here are more you might like to work with: *-eat, -eel, -eep, -eet, -eg, -end, and -et.*

Social Studies

The focus in social studies will now shift to how location, climate, and physical surroundings affect the way people live in terms of food, clothing, shelter, transportation, and recreation. This will lead into a look at economics (goods, services, bartering, etc.) in the coming weeks.

Assignments

1. Look at the globe again. Point to an area on the equator. Talk to your child about how it might be to live in the warmth of the tropics. Discuss how people who live there might dress. What might they eat? How might they get around that is different or similar to how you get around? For instance, they might use kayaks on the sea or bicycles in the warm weather. What might they do for fun? What might their houses look like? You may simply talk about these things or actually look up the information. The library has many books about different areas of the world.

Have your child draw a picture of someone living in the tropics. Label it “The Tropics.”

2. Now, point to an area close to one of the poles. Here it is very cold most of the time. How might these people live differently? How might they dress? Ask the same questions as above.

Have your child draw a picture of someone living in arctic conditions. Label it “The Arctic.”

3. Choose a final, very different location. If the area is mountainous, how might it be to live there? What would it be like to live in the desert, or in a rainforest? Explore the climate and accompanying lifestyle of the people in the area you choose.

- Have your child draw a picture of someone living in this area. Label it.
4. Finally, have your child draw a picture of him- or herself in your home. How is your life different from those people in the other pictures they have drawn? What is the climate like where you live? Encourage your child to include details that differentiate his or her life from what it would be like to live in a different climate region.

Point out that the Earth is home to all of these people, including your child. Everyone in your town, in your state, in your country, and in this world calls Mother Earth their home.

Further Study

This is a nice segue into topics related to caring for the Earth. There are many programs that describe ways children can participate in the health of our environment, and children are often eager to get involved. Keep it simple, on a first grader's level, perhaps with caring for plants, animals, and environments in the local area.

Also, now might be a fine time to explore other cultures and the different ways people live. If you have family or friends from other cultures, have your child check in with them to learn more about their lifestyle!

Math

Assignments

1. Take some time this week to review the work from the first semester. Look over your child's main lesson book, recall the stories told, and revisit some favorite activities from the semester.
2. Practice skip counting by twos, fives, and tens, incorporating different types of movement (hopping, jumping rope, skipping, hand clapping, etc.).
3. Write a sequence of numbers between 75 and 100 in the main lesson book or on a chalkboard, but leave blanks for several numbers. Have your child fill in the missing numbers. Repeat the process from 100 to 75 in descending sequence.

Further Study

For a greater challenge, your child might like to write the sequence of numbers for assignment #3, leaving blank spaces for you to fill in the missing numbers.

Social Studies

(continued)

Math
(continued)

Some children enjoy the repetition of writing numbers. If your child is one, he or she can write numbers 1–100 in the MLB, or on a long, skinny piece of paper that can go underneath the alphabet wall frieze that was created in lesson 12.

Science**Reading**

Read “Stargazing” to your child (found in *Oak Meadow Grade 1 Resource Book*).

Assignments

1. Go out several evenings this week after dark and locate various constellations. If you wish, you can find references at your local library or online that will help you locate constellations in the night sky.
2. Have your child choose one favorite constellation. Draw a picture of the night sky showing your constellation by using white or light blue chalk on black construction paper. Your child might like to add the moon in one of its many phases. Glue the picture into the MLB.

Teach your child this verse to use while stargazing:

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might
Have the wish I wish tonight!

Make a wish!

Further Study

Many science museums have night sky exhibits that show what the night sky looks like in various parts of the world throughout the year. Check them out!

Arts & Crafts**Assignments**

Create an Ice Sculpture. Let your child experiment with the three primary colors (red, yellow, and blue) to make other colors. There’s no need to tell your child how to make other colors (like green, purple, or orange)—just let him or her explore and discover it independently.

Music & Movement

Assignments

1. Learn exercise #11: Exercise for C.

Continue to experiment with tempo as your child practices familiar tunes.

2. Agility is the ability to move the body or any of its parts in any direction quickly, easily, and with control. Play relay races, taking turns racing from point A to point B, and picking up or passing an object between the runners. Incorporate elements that require moving in several different patterns, and manipulating objects such as blocks or balls.

Your child might also like to play chase games this week.

Health

Assignments

1. Complete lesson 18 in *Healthy Living from the Start*. Review the topics from Unit III: Healthy Habits and answer any questions your child might have. Revisit favorite activities or try a new one.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 20. If you are enrolled in the first semester only, please send lessons 17 and 18 to your teacher at this time.

For all enrolled families, once your teacher has reviewed your child's work through lesson 18, a first semester evaluation will be written and shared with you. In the meantime, continue on to lesson 19, and as always, contact your teacher if you have any questions.

Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Identifies ENT words				
Identifies EST words				
Identifies EED words				
Memorizes and recites verses				
Writes uppercase and lowercase letters A through Z				
Identifies sounds for letters A through Z				

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
Identifies locations on a world globe				
Draws a simple world globe				
Compares characteristics of living in various climate regions				
Traces a route on a map				
Shows familiarity with a map legend				
Navigates based on a simple map				

MATH	Not yet evident	Developing	Consistent	Notes
Names ordinal numbers up to 20th				
Writes ordinal numbers in numeric form				
Demonstrates skip counting by twos				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Sorts and classifies objects in multiple ways				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				
Solves addition problems with manipulatives				
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Solves division problems with manipulatives				
Uses math in the context of daily activities				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Shows familiarity with constellations				
Compares seasonal differences				
Shows awareness of seasonal changes				
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, G, and C		
Uses varied tempos while playing familiar songs on recorder		
Maintains a steady march while handclapping various rhythms		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of healthy habits		

Weekly Planner—Lesson 19

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 19

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Identify and write IN words.
- ☐ Identify and write ILL words.
- ☐ Identify and write IT words.

Social Studies

- ☐ Learn about bartering.
- ☐ Create a store.
- ☐ Determine costs of items and a bartering system.
- ☐ Draw a picture of the store.

Math

- ☐ Review the first semester.
- ☐ Use math to solve daily problems.

Science

- ☐ Learn about animals in arctic regions.
- ☐ Conduct an experiment about blubber.
- ☐ Draw a picture from the science lessons.

Arts & Crafts

- ☐ Create a Winter Wreath.

Music & Movement

- ☐ Learn “Rain, Rain, Go Away” on the recorder.
- ☐ Experiment with different types of rolls.

Health

- ☐ Complete an activity on rules and fair play.

Materials Still Needed

Notes

Grade



Lesson 19

Welcome to the second semester of first grade! If you are just starting this course, please take some time to look over the lessons in the first semester. The content and skills that were covered in the first semester will be built upon in the second semester.

If you are beginning with the second semester and you come across something that your child is unfamiliar with, simply look back at previous lessons to find where the material was covered. Explore the material with your child by doing one or two assignments, and then move forward again with your current lesson.

Another important element to include in your homeschooling preparations is the creation of a treasure box in which to keep your child's 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 and because they are good examples of your child's creativity or academic progress. (Plus, having one place to put them helps control the clutter that so often accumulates in a busy, active household!)

Morning Circle

- Recite the opening and closing verses. Revisit favorite songs and verses from earlier in the year.
- "Old Mother Hubbard" is a song that goes well with this week's social studies lessons.

Language Arts

Assignments

1. Introduce the **IN** word family using the story in *Oak Meadow Word Families*. Write a list of words in the MLB.

Cut out eight fish from construction paper. Write an IN word on each fish. Attach a paper clip to each fish. Take a stick and tie a

MATERIALS

Language Arts: Fishing Game

Construction paper
Paper clips
Stick
String
Magnet

Science:

What Does Blubber Do?

Plastic Ziploc® bags
Crisco or other shortening
Cold water and ice cubes

Arts & Crafts:

Winter Wreath

Bunt pan (or other wreath shaped mold)
Red berries, pine boughs,
and other seasonal plants

Language Arts

(continued)

string on it. Place a magnet on the string. Now your child is ready to fish! Place a blue cloth or construction paper (for the ocean) on the floor. Spread out all the fish on the picture. Your child can now fish for words. When your child catches a word, he or she must read the word before putting the fish back into the ocean. You can play, too, taking turns.

2. Introduce the **ILL** word family. Ask your child to write the ILL words in the main lesson book and to decorate the borders of the page with a curved, lined running form, like the hill on the way to the mill.

3. Introduce the **IT** word family. Ask your child to write the IT words in the main lesson book. Perhaps your child would like to finger-knit a chain to glue around the IT words.

Further Study

While we will not formally begin working on spelling rules until later years, it is important in these early years of reading readiness to be aware of phonics and the role they play in language development. When reading to your child or working with word families, be aware of the sounds of letters and combinations of letters. Vowels, in particular, make a variety of sounds when coupled with different letters. Speak distinctly and pronounce sounds as clearly and appropriately as possible. This will go a long way to ensuring your child's accuracy in phonic imitation!

Social Studies

Assignments

1. Read a story with your child involving the purchasing of goods and services. *Pelle's New Suit* by Elsa Beskow is a wonderful tale of one boy's inventiveness in the making of a new suit through the trade of goods and services. (You can find it in your local library or bookstore.)

Explore with your child the bartering system that Pelle set up in order to finally realize his desire for a brand-new suit. First, he sheared the lamb for its wool. Second, he offered his services to his grandmother to have the wool carded and spun. (This story also offers a wonderful chance to reinforce the use of ordinal numbers.)

2. Have your child create a store. First, talk about what your child would like to sell. Stuffed animals can be lined up on shelves to "sell."

Canned goods and boxes of pantry items can be collected. Perhaps your child wants to create an art store. An imaginary store is wonderful. Feel free to be as creative as you wish! You may help your child create a sign for the store.

3. Help your child create a system of costs for the store. How much does each item cost? Write price labels. Perhaps items cost a certain amount of pebbles instead of pennies, or you can create pretend money for people to spend at the store. Encourage your child to include a bartering system when buyers have no money. What are they willing to exchange for the goods or services they offer?

Have fun shopping!

4. Have your child draw a picture of the store in the main lesson book. Encourage detailed pictures and a caption that describes what the store offers.

Further Study

Children gravitate naturally to the play store! It is a staple in most classrooms, and provides tremendous opportunity to learn about the world of economics while stimulating children's imagination. Have fun with this activity! Your child may wish to engage in a variety of similar activities, such as selling cookies to the neighbors or having a yard sale. For those inclined, this is a good time to create a lemonade stand or cookie stand, or one that offers services, such as help in the garden or around the home. Discuss what your child wishes to do with the proceeds. This may be a good time to introduce the idea of saving money for something in the future, or donating a portion of the "earnings" to a charitable organization.

Bartering can be further explored within the family unit. Discuss what each family member does to help keep the home functioning well. What "services" do your family members trade each day? For example, while a parent mends a torn stuffed animal, the child returns the favor by rolling a new skein of yarn into a ball.

Social Studies

(continued)



Math

Assignments

1. Spend this week reviewing the curriculum from last semester. It is important to take this time at the beginning of the second semester to see what capacities your child has strongly developed and what capacities need more attention. Have your child trace the geometric drawings with one finger, review the four operations using familiar and new story problems, review the equals sign and writing horizontal arithmetic problems, count by two, five, and ten with accompanying movement, and sort and classify sets of objects.

Using your weekly planner and learning assessment form, make notes of the successes and challenges and where your child is in mathematical capacities.

2. Continue to integrate math problems and skills into your daily activities. The four operations of mathematics will become much more meaningful if your child understands what part they play in life. Be aware of problems that you solve quickly and almost unconsciously, and give them to your child to solve. Then when your child has found the answer, show your appreciation for the help. At other times, have your child use manipulatives to show how a problem is solved and explain his or her thinking.

Science

In this lesson, we return to the study of animals with a look at animals that live in arctic regions.

Reading

Read "Harpo Is Almost Grown Up."

Assignments

1. On the globe or world map, help your child locate the Arctic and Antarctic regions. Discuss what life is like in these areas. Point out that even though it is very cold in these regions, many animals live there. Penguins, polar bears, seals, and whales live there year round.
2. Go to your local library and look at picture books depicting life in arctic regions. How do you think these animals stay warm? The water in these regions is icy cold, even frozen on top. Animals swim in these

waters anyway and the water doesn't seem to bother them; in fact, they like it that way! Explain that many of these animals, such as whales, walruses, and polar bears, have a protective coat of fat around them called blubber. It keeps them warm and they don't feel the icy cold of the waters they swim in.

3. Try the experiment "What Does Blubber Do?" so your child can feel the insulating properties of fat. Treat this experiment as an exploratory experience; there is no need to go into detail about the scientific properties of fat or how fat works in the human body.

What Does Blubber Do?

You will need:

Two Ziploc® plastic bags

1 cup Crisco or other shortening

Bowl of cold water with ice cubes floating in it

1. In one Ziploc® bag, place at least a cup of Crisco or other shortening.
2. Turn the other Ziploc® bag inside out and place your child's hand inside it.
3. Have your child put this covered hand inside the bag with the shortening (the shortening won't touch your child's hand but he or she will be able to feel it). Squish the hand around until the shortening is surrounding it.
4. Zip the two plastic bags together. Your child's hand should now be covered by the shortening, front and back, but not touching it.
5. Have your child feel the icy water first with the uncovered hand. The hand gets freezing cold very quickly! Now have your child place the covered hand in the icy water. What is the difference? What did the "blubber" do?

4. Have your child draw a picture in the science main lesson book. Your child may choose to draw a scene from the Arctic or Antarctic regions, one of the animals you talked about, or the experiment you performed.

Further Study

This is an excellent time to visit your nearby zoo. There your child may see many of these animals up close!

Arts & Crafts

Assignments

Create a Winter Wreath using materials you have collected from nature.

Music & Movement

Assignments

1. Learn “Rain, Rain, Go Away” on the recorder, and continue playing and singing familiar songs.
2. Practice rolling this week. Have your child do forward rolls and backward rolls. Roll to the side. Do several rolls in succession. Lie flat on the floor, and do “barrel rolls,” rolling sideways with the body flat. Take turns giving one another instructions for movement combinations, such as “Do three barrel rolls to the right, and then do two frog leaps backwards!”

Health

Assignments

Complete lesson 19 in *Healthy Living from the Start*. The next unit of this health course centers on self-esteem. The topic of rules and fair play is the focus of this lesson.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of the next lesson. Make sure to note in your weekly planner or learning assessment form if there are specific areas you have questions about or would like help with.

Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Identifies IN words				
Identifies ILL words				
Identifies IT words				
Memorizes and recites verses				
Writes uppercase and lowercase letters A through Z				
Identifies sounds for letters A through Z				

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
Shows familiarity with bartering system				
Identifies locations on a world globe				
Draws a simple world globe				
Compares characteristics of living in various climate regions				
Traces a route on a map				
Shows familiarity with a map legend				
Navigates based on a simple map				

MATH	Not yet evident	Developing	Consistent	Notes
Names ordinal numbers up to 20th				
Writes ordinal numbers in numeric form				
Demonstrates skip counting by twos				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Sorts and classifies objects in multiple ways				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Uses objects to demonstrate story problems				
Expresses equations in picture form				
Articulates how a problem was solved				
Solves addition problems with manipulatives				

Learning Assessment

MATH (CONTINUED)	Not yet evident	Developing	Consistent	Notes
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Solves division problems with manipulatives				
Uses math in the context of daily activities				

SCIENCE	Not yet evident	Developing	Consistent	Notes
Performs an experiment and draws conclusions				
Compares different geographical regions				
Shows awareness of seasonal changes				
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, G, and C		
Uses varied tempos while playing familiar songs on recorder		
Maintains a steady march while handclapping various rhythms		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of fair play		

Notes

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

Weekly Planner—Lesson 20

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						

ASSIGNMENT SUMMARY

- ☐ Identify and write ING words.
- ☐ Identify and write IP words.
- ☐ Identify and write ICK words.
- ☐ Identify and write INK words.
- ☐ Practice oral spelling and word identification.

- ☐ Explore cultural similarities and differences.
- ☐ Identify ways to help family members.
- ☐ Discuss community involvement.

- ☐ Explore spiral form drawings.
- ☐ Search for spiral shapes in the environment.
- ☐ Use math to solve daily problems.

- ☐ Learn about diurnal and nocturnal animals.
- ☐ Illustrate the habits of diurnal and nocturnal animals.
- ☐ Observe animals in nature in day and night.

☐ Make a God's Eye.

- ☐ Learn “The Bells of Michelmas” on the recorder.
- ☐ Experiment with finger exercises.

□ Complete an activity about personal space.

Notes

Grade



Lesson 20

Morning Circle

- Recite the opening and closing verses. Enjoy favorite songs, verses, and fingerplays, and add new ones to keep circle time fresh and lively. Incorporate movement whenever possible.
- “Snail Song” is a verse that goes well with this week’s math lessons.

MATERIALS

Arts & Crafts:

God’s Eye

Sticks

Yarn in several colors

Language Arts

Assignments

1. Introduce the **ING** word family. Have your child draw a bird with a red wing from the story in *Oak Meadow Word Families*, and list the ING words under it.
2. Introduce the **IP** word family. Write the IP words in the main lesson book and draw a picture related to the IP story.
3. Introduce the **ICK** word family. Draw a picture of a chick in the MLB, and have your child cut out several strips of paper to use as “sticks.” Write an ICK word onto each stick and glue them around the chick.

4. Introduce the **INK** word family. Brainstorm as many INK words as you can think of, and have your child write them down on a piece

Language Arts Further Study

(continued)

There are many different ways to learn, and not all children learn in the same manner. Some absorb written material easily, others prefer auditory stimulation, and still others retain material best with tactile or physical activities. When working with word families or other repetitive concepts, such as multiplication tables or counting, it is helpful to include movement with your lessons. Marching is wonderful, as is skipping rope. Have fun and you may be surprised how quickly your child will internalize the material!

Social Studies

Reading

Read "Nagamo: A Day in the Life of an Algonquin Girl" (found in *Oak Meadow Grade 1 Resource Book*).

Assignments

1. Read the story of Nagamo. Let the story rest overnight with your child. In the morning, review the story together. The Powhatan tribe had no grocery stores. How did they get their food? What did they eat? What might life have been like for a child in the Powhatan tribe? How were their lives different from ours? How were they the same?

In the main lesson book, have your child draw a line down the center of the page. Ask your child to draw a picture of him- or herself doing something in your daily life on one side, and then draw Nagamo in

her daily life on the other.

2. Discuss with your child the choices that a family in the Powhatan

tribe might have to make. What happens if they do not bring meat home for their family? How does the tribe take care of each other?