child has many friends whom he or she helps; perhaps your child has been involved in a building project, or a beach clean-up activity.

Social Studies

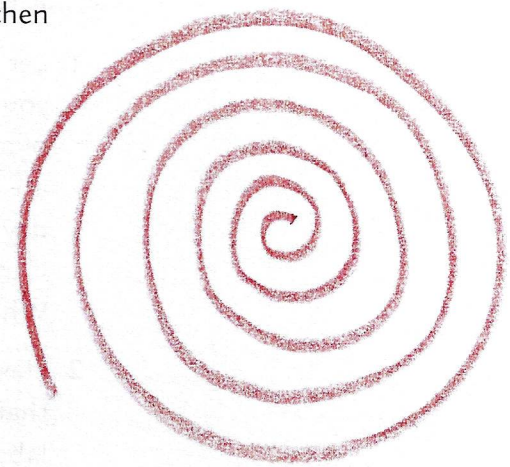
(continued)

Further Study

This is a fine opportunity to explore your community and the organizations that are available to care for others. Church groups provide many opportunities for outreach, as do soup kitchens, and other community-spirited groups. These programs keep us connected to each other!

Math

This week your child will work with spirals in geometric drawing. Spirals are great forms to do large. If you live by a beach or have snow on the ground or on a large paved area, draw large spirals on the ground. You can then walk the spiral path (the space between the lines) in and then out. This is a very calming and soothing activity to do together.



Assignments

1. Draw a spiral for your child and tell a story of a snail or a pathway in the sand.

   Have your child perform movement exercises for this spiral (see lesson 2 for a refresher).

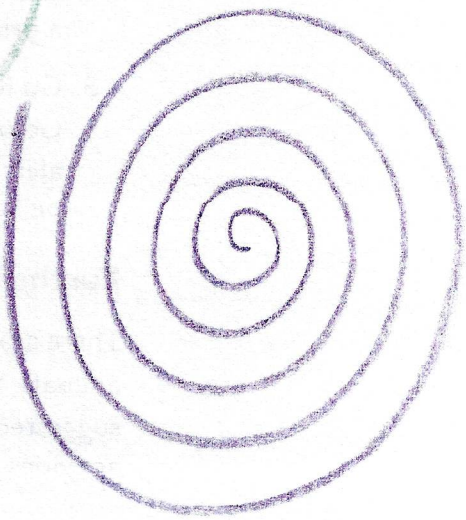
   Try a spiral drawn the opposite way.

   Do the movement exercises for this spiral.

   You can also do a double spiral like this:

   This spiral has one path going in and another path coming out (this is also called a labyrinth).

   Have your child do movement exercises for each spiral before drawing it in the MLB.



2. Have fun this week with spirals. See if you can find spirals in the world around you. Spirals can often be found in the nature world.

Math

(continued)

Spirals can be used as borders or corner decorations for main lesson book pages.

3. Continue to present math activities in the context of daily life. Sometimes you might present oral problems ("If eight people will be at dinner and we want two rolls for each person, how many rolls do we need to bake?"). Other times, you can play games that use dice, cards, etc., or do jumping, handclapping, or ball games that use skip counting.

Science

Reading

Read "Moonlight Flight."

Assignments

1. Let the story "Moonlight Flight" rest overnight. In the morning, have your child retell it to you. This story highlights the lives of many kinds of animals. Some are *diurnal*, which means they sleep at night and are active during the day, and some are *nocturnal*, sleeping during the day and awake at night. Discuss the different animals in the story. Can you name some animals that are diurnal? How about nocturnal? Which are you?

2. Have your child choose two animals, one that is diurnal and one that is nocturnal. Divide two main lesson book pages in half, and label one "Day" and the other "Night." Draw a picture of each animal during the day (what might it be doing? where would it be?) and during the night (where will it sleep? does it sleep alone or curled up with others?). Label each picture with the animal name and perhaps a brief description of the picture.

3. Go for a walk outside. Notice which animals are alert during the day. Go outside at night, if possible, and try to notice which animals are alert at night. You may only hear the nocturnal animals since they will be hard to see in the dark.

Further Study

There are many resources to further explore diurnal and nocturnal animals. Your local library is a good place to start. We provide a few suggested bookmarks at oakmeadow.com/printed-links/ with fun activities to enhance this topic.

Arts & Crafts

Assignments

Practice weaving by making a God's Eye. Your child might wish to make several in different colors to hang as decorations or give as gifts.

Music & Movement

Assignments

1. Learn "Bells of Michelmas" on the recorder.
2. Try these small motor activities with your child.
    - Have your child rapidly touch thumb to fingertips, moving in sequence from index to little finger, for five sequences with one hand. Switch to the other hand and repeat.
    - Have your child hold a stick vertically with the fingertips and thumb. By manipulating the thumb and all fingers, slide the stick up and down the palm of the hand. Use the thumb to twist the stick in one direction and then the next. How many other ways can you move the stick using one hand only? Repeat with the other hand.

Health

Assignments

Complete lesson 20 in *Healthy Living from the Start*. Social skills are developed as you and your child explore the concept of personal space.

FOR ENROLLED STUDENTS

Please send the next sample of work to your Oak Meadow teacher at the end of this lesson. Include assignments from lessons 17–20 along with your weekly documentation and any additional notes.

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 ING words				
Identifies IP words				
Identifies ICK words				
Identifies INK words				
Demonstrates oral spelling and word recognition				
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 cultural similarities and differences				
Demonstrates awareness of community involvement				
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
Draws spiral-form drawings				
Demonstrates skip counting by twos				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Translates story problems into equations				
Identifies missing numbers in a sequence				
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
Differentiates between diurnal and nocturnal animals				
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 personal space		

	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							

Date _____

Weekly Planner—Lesson 21

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Identify and write INE words.
- ☐ Identify and write IGHT words.
- ☐ Identify and write OUT words.
- ☐ Practice oral spelling and word identification.

Social Studies

- ☐ Explore cultural exchanges.
- ☐ Draw historical items of trade.

Math

- ☐ Draw graduated nesting forms.
- ☐ Search for nesting forms in the environment.
- ☐ Draw and cut out lily pads.

Science

- ☐ Describe sensory impressions.
- ☐ Distinguish between gas, liquid, and solid.
- ☐ Observe matter changing forms.
- ☐ Draw an example of different forms of matter.

Arts & Crafts

- ☐ Make a Twig Raft.

Music & Movement

- ☐ Learn the D note on the recorder.
- ☐ Explore favorite movement exercises.

Health

- ☐ Complete an activity about listening.

Materials Still Needed

Notes

Grade 1

Lesson 21

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.
- "Over the River" is a song that goes well with this week's social studies and science lessons.

Language Arts

Assignments

1. Introduce the **INE** word family. Have your child draw a line of nine pine trees from the *Oak Meadow Word Families* story and put an INE word on the trunk of as many trees as possible.
2. Introduce the **IGHT** word family. Have fun making up a new story about the knight. You may want to write this story down in the MLB and have your child illustrate it. On the opposite page, your child can make a list of IGHT words.
3. Introduce the **OUT** word family. You make play a "Shout Out" game. Stand as far apart as possible (outside is best for this game!) and take turns shouting out a word family and then coming up with as many words as possible before introducing a new word family. A fun variation on this game is to start out close together, speaking in a normal volume, and each time you say a new word, you take a step backward. The farther you go, the louder you'll have to shout to be heard.
4. Make a deck of cards on which you write all the I-based word families. (You can cut them into the shape of fish, if you like.) Put a paper clip on each card and put all the cards into a paper bag. You can pretend it is a deep fishing hole.

MATERIALS

Language Arts: Fishing Game
Construction paper or index cards
Paper clips
Stick
String
Magnet

Math: Lily Pads
Construction paper
Scissors

Science: Melting Ice
Pie pan or shallow dish

Arts & Crafts: Twig Raft
Twigs
Garden clippers (to cut twigs)
Twine
Scissors
Construction paper or felt (for sail)

Language Arts

(continued)

Take turns catching the fish with a stick "fishing pole" with a magnet tied on the end of a string. When a fish is caught, the one who caught it spells the word and the other person has to say the word aloud (without seeing it first).

Further Study

Make a Word Family word chart! On a large piece of construction paper, chart the word families we have covered—or perhaps just the ones that are most challenging for your child. Under the Word Family heading (such as "INE"), help your child write a list of all the appropriate words they can think of. Do the same with each word family. Leave space to add to the chart. If you wish, you can add new charts and keep track of many of the new words your child is learning. Decorate the chart with color and crafts to create an artistic representation of language!

For children who are eager for more practice with I-based word families, here are more you might like to work with: *-ice, -id, -ide, -ig, -ile, -im,* and *-ix.*

Social Studies

This week, we will look at the seafaring world of early explorers. Your child will look at trade and the exchange of goods from afar.

Reading

Read "Martin Alonso: Sailor of the Santa Maria" (found in *Oak Meadow Grade 1 Resource Book*).

Assignments

1. Read the story of Martin Alonso, and the next morning, ask your child to retell it to you. Discuss the items that Christopher Columbus and his men traded with the native people of this "new" land, what was later found to be the islands of the Bahamas, just south of Florida.

   How do you think these people's lives were different because of the things Columbus and his men brought? Discuss with your child other things these men brought with them, like a completely new way of speaking (Spanish), and different ways of acting. What might the inhabitants of the islands have shared with or taught the voyagers?

Can your child think of a friend who speaks a different language or comes from a different cultural heritage? Has this friend taught your child something new?

2. Have your child draw pictures of the items of trade in the main lesson book. You can help label the items.

Further Study

When people consider trade, they often forget the strong influences people of different beliefs and cultures bring. Historically, it was trade routes that brought different cultures together and transformed the world map. Consider how people of your community influence one another. How diverse is it where your child lives? This is a nice opportunity to explore different cultures in your community.

Math

Assignments

1. Demonstrate for your child how to draw a square in the center of a page (or chalkboard). Then draw larger, evenly spaced square around the original square. Draw one or more additional squares, each one larger than the last. Try to make the distance between the lines consistent so each square is incrementally larger, in proportion with the others.

   Have your child perform some of the movement exercises with this form before drawing it in the MLB. Your child might wish to color the shapes with a pattern of colors.

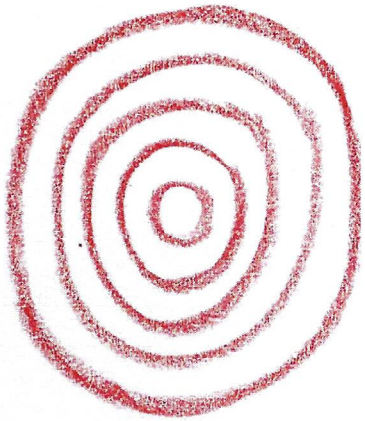
2. Over the course of the week, repeat this procedure with a circle, a rectangle, and an oval.

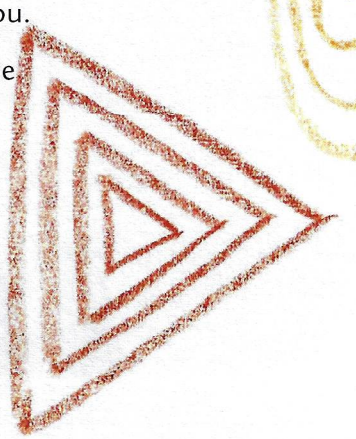
   Try to find similar nested shapes in the environment around you.

3. Have your child draw and cut out round lily pads and write one number on each pad from 1 through 36. These will be used next week with the times tables. Your child can color the lily pads or cut them out of construction paper.

Social Studies

(continued)





Science

This week your child will explore various kinds of matter (liquids, solids, and gases) and look for examples in nature.

Assignments

1. Go for a walk with your child. Explain that you both will try to remember as much as you can of the things you see, feel, smell, or hear on your walk.

   When you return, sit with your child and make a list of things your senses perceived. What did you see? Hear? Did you feel warm or cold air? What about smell? Recall and identify as many sensory impressions as you can.

2. Explain to your child that all things consist of matter of one form or another, and all matter can change form. Some are gas, like air. Gas is often invisible and spreads out to fill the space as much as possible. You might describe this in an imaginative way by saying, "Gas is a merry substance. It moves far and wide, and loves to fill spaces."

   Liquid takes the form of whatever container it is in, like water in a glass. Pour the same water from a glass to a bowl and see how the same liquid changes shape to fit its container. Unlike gas, it only fills from the bottom of the container and doesn't spread out to fill the whole space like gas does. Liquids will change to fit the container that holds them. You could say they are a bit shy and wish to please.

   A solid does not change its form on its own. Notice a book or a block: these are solid and they do not change unless something works on them, like a page is torn out or a block is chipped when it is dropped on the hard floor. You might say solids are more stubborn matter than a liquid or a gas; they must be convinced to change.

Look at the list you made together from your walk today. What did you experience today that was solid? Liquid? Gas?

Science

(continued)

3. Remind your child that all matter can change form, even solids. Freeze a pie plate with water in it, and then take your plate of ice and place it on a warm window ledge or on a warm stovetop. Observe how the ice changes into a liquid as the warmth coaxes it to transform.
4. Have your child draw one example of each form of matter in the science MLB. Help them label the objects and indicate whether it is gas, liquid, or solid.

Further Study

If you have a science museum in your neighborhood, you may wish to visit. They often have experiments involving matter for younger children. They can be quite interesting and reinforce much of what your child has learned this week.

Arts & Crafts

Assignments

Make a Twig Raft. Your child can test the raft's seaworthiness when the pan of water from your science project melts (see the science assignment), or sail the raft in the bathtub or kitchen sink. Blow gently on the sail to make it move.

After your child is finished playing with the twig raft, you may want to tuck it into the treasure box. This will keep it safe and, when you and your child explore the treasure box at your year-end celebration, your child will probably be delighted to see it again. Hopefully it will still be seaworthy!

Music & Movement

Assignments

1. Introduce the note D with exercise #12: Exercise for D. This is the final note that we will present this year. Continue to practice songs previously learned.
2. This week, revisit some of your child's favorite locomotion and agility exercises.

Health

Assignments

Complete lesson 21 in *Healthy Living from the Start*. You will introduce your child to new communication skills using activities that focus on being a good listener.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 24. 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 INE words				
Identifies IGHT words				
Identifies OUT words				
Demonstrates oral spelling and word recognition				
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 cultural similarities and differences				
Demonstrates awareness of community involvement				
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
Draws nesting-form drawings				
Demonstrates skip counting by twos				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Translates story problems into equations				
Identifies missing numbers in a sequence				
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				
Describes sensory impressions				
Distinguishes between gas, liquid, and solid				
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, C, and D		
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 listening skills		

Weekly Planner—Lesson 22

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Identify and write OW (short O) words.
- ☐ Identify and write OCK words.
- ☐ Identify and write OP words.
- ☐ Practice reading from the MLB.
- ☐ Practice oral spelling and word identification.

Social Studies

- ☐ Learn about life long ago.
- ☐ Discuss the concept of saving.

Math

- ☐ Count by twos and write the 2 times table.
- ☐ Count by threes and write the 3 times table.
- ☐ Solve mental math problems.
- ☐ Solve multistep problems.

Science

- ☐ Learn about dolphins.
- ☐ Paint a dolphin picture.

Arts & Crafts

- ☐ Make a Ribbon Bookmark.

Music & Movement

- ☐ Practice songs on the recorder.
- ☐ Do a core-balancing exercise.
- ☐ Do rhythmic activities.

Health

- ☐ Complete an activity about family and friends.

Materials Still Needed

Notes

Grade 1

Lesson 22

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.
- "Hickory Dickory Dock" is a song that goes well with this week's language arts lessons.

Language Arts

Assignments

1. Introduce the **OW** (short O, as in *cow* and *how*) word family. Your child may be surprised to learn that pigs dig with their snouts! This story is a good one to act out with puppets. Afterward, have your child write a list of OW words that use the short O sound.
2. Introduce the **OCK** word family. Have your child draw or paint a flock of birds, and then write an OCK word on each bird.
3. Introduce the **OP** word family. Do an artistic activity or game to explore these words. For instance, if you have a top, you might have your child write OP words in the bottom of a shallow cardboard box, and then spin the top in the box and see where it lands. Your child will read the word that the top is closest to (spinning the top in a box keeps it from going too far).
4. Spend some time this week going back over the word families already covered. Have your child read the lists of words to you, or "help" you read stories from *Oak Meadow Word Families*.
5. Using your alphabet letter set, flash cards, or word family slider, play a spelling game with your child. Have your child begin by making a word, which he or she will keep hidden from you (you might wear a blindfold or turn your back). You child will spell the word out loud

MATERIALS

Arts & Crafts:
Ribbon Bookmark

- Ribbon, cloth (1 inch width or whatever strikes your fancy)
- Needle and thread (or you can use a hot glue gun or fabric glue)
- Embroidery thread and needle
- Beads, buttons, charms, felt, and other materials for decoration

Language Arts

(continued)

and you have to say the word. After your child has made a variety of words from different word families, switch places. Now you make and spell words and have your child identify the word.

Further Study

Though we have been working solidly with word families, when reading these new words, the emphasis really lies in the beginning consonant. For example, when using the OT word family, one might ask, "If I have the word *got*, spelled G-O-T, how might I spell the word *tot*?" Your child will change the beginning letter to find the new word. Practice with games we have used previously, where the beginning consonant is changed randomly, and have your child determine whether the new word is "real" or "made-up."

Social Studies

Reading

1. Read "Life on the Kentucky Frontier."

Assignments

1. Have your child retell the story to you the next day. Discuss life in this time period. What might a day in Abe's young life look like? How did Abe's family find food? How did they build their home? What did Abe long for? How about his mother? How did they intend to get it?

   Have your child draw a picture of the story in the MLB.

2. The lesson Abe learned was that saving is one way to strive for something that is immediately beyond your reach. Discuss the idea of saving with your child. Is there something your child might like to save for? You can discuss saving money, but you are also encouraged to think beyond the monetary aspect of this concept. Perhaps your child would like to save pretty stones to make a border around a garden plot. Perhaps your child would like to stay up one hour later for a big event and is willing to rest extra the day before.

Further Study

Some families encourage the idea of saving by having their children open savings accounts with birthday or holiday money. This is certainly a matter of discretion, as there is a concern of teaching our children to become consumers at an early age. Another suggestion is to save up "good deeds"

for less tangible treats, such as stories at a time when you usually do not usually read with your child, or having a picnic in the park.

Math

Assignments

1. Take out the lily pads that your child made last week. Have your child mix up the numbers and then put them on the ground in order. You will probably need to snake these numbers around the house so that you have enough space to set out all the numbers in a line. (If this task seems too great, you can group the numbers, giving your child only ten numbers at a time.)

   Once all the numbers are out, have your child walk the path and count aloud by ones each time a lily pad is stepped on. Do this forward and backward.

   Then tell your child that you are going to leap like a frog, always skipping a number. Start with your feet together before the first lily pad, and leap to 2, 4, 6, 8, etc. Then try to leap backward calling out each number as you go. Have your child try to leap from lily pad to lily pad, calling out each number (each multiple of two).

   Have your child draw a picture of the lily pads from 1–24 in the main lesson book. Demonstrate how to use color to emphasize the 2 times tables in the drawing. Write "2 Times Table" at the top of the page.

   Throughout the week you can practice stomping, jumping, leaping, or tossing with the 2 times tables. See if you can create a song or rhythm unique to the 2 times tables.

   Save these lily pads; we will be using them again later in the year.

2. On another day, mix up the numbers again and have your child sort them and lay them out in order. You can ask your child to first put the lily pads in piles of 1–10, 11–20, 21–30, and 31–36, and then put them all in order on the floor.

   Tell your child that today instead of leapfrogging by twos, you're going to try leaping by threes. Show your child how to leapfrog by threes (skipping two lily pads each time and landing only on multiples of three). Have your child follow. Remember to do this forward and backward.

Math

(continued)

Have your child draw the lily pads from 1–36 in the MLB and emphasize the 3 times tables using color. Label this page "3 Times Table."

Practice throughout the week moving the three times tables forward and backward. During the week, play other movement games while skip counting by threes. Count forwards and backwards by threes while tossing a beanbag, handclapping, jumping rope, marching, etc.

3. Now that your child has had some time to explore using manipulatives to solve arithmetic story problems, you can slowly begin asking your child to do mental arithmetic, without the aid of manipulatives. Try a few story problems, and tell your child to try and figure them out in his or her head. It's okay if your child uses fingers to solve the problems.

   Here is an example of where to begin:

   - Yesterday I saw three birds flying, and then I saw two more birds. How many birds did I see?
   - I went out and picked six dandelions and gave two to my sister. How many dandelions do I have left?
   - We baked four muffins for your play date. When your friend comes over, how many muffins will each of you get?
   - We have three piles of screws. Each pile has two screws. How many screws do we have?

   Make up simple problems like the above, and slowly and gradually increase the numbers you are working with.

   From now on, start each lesson with a little mental math. A little each day is much more effective than a lot all at once. The repetition supports the development of these skills.

4. If you haven't already done so, begin to incorporate multiple steps in a single problem. By the end of the year, most children should be able to solve four-step mental arithmetic problems, either with manipulatives or through mental math. You will continue to work on this skill throughout the semester, giving your child plenty of time to practice and become comfortable and confident doing mental math and solving multistep problems. As with mental math, repetition is key, and a little each day is much more effective than a lot all at once.

Math

(continued)

When you begin working with multistep problems, have your child use manipulatives to work through the steps of the problem. Here are a few examples of multistep problems you might pose:

- Yesterday we saw 14 birds in all. Three were robins, five were wrens, and the rest were blue jays. How many blue jays did we see?
- We have two bouquets of flowers for Grandma's birthday party. Each bouquet has 12 flowers. If we take out two flowers from each bouquet, how many flowers will be left altogether?

As you begin to pose multistep problems like these, you may want to ask intermediary questions to help your child work through the steps to puzzle out the answer. Here are the questions you might ask along the way to help you child become accustomed to working through multiple steps:

- Yesterday we saw 14 birds in all. Three were robins, five were wrens, and the rest were blue jays. **How many robins and wrens were there in all?** How many blue jays did we see?
- We have two bouquets of flowers for Grandma's birthday party. Each bouquet has twelve flowers. **How many flowers are there in all?** If we take out two flowers from each bouquet, **how many flowers are left in each bouquet?** How many flowers will be left altogether?

Please remember that solving multistep problems is a skill that develops over time. There is no need to rush or push your child to learn how to do this quickly. Simply begin adding an additional step to "easy" problems that your child is doing. As your child learns to do an intermediate calculation, multistep problems will begin to make sense.

Have your child pose multistep problems for you to solve, and explain your processes as you solve each one. It will be of great benefit for your child to see you experience the enjoyment that comes from solving a tricky puzzle!

Further Study

Some children need to be taught how to count on their fingers. You can model for your child and have him or her follow along as you talk through a problem using your fingers. This modeling is the best way to show children how to count and solve problems on their fingers.

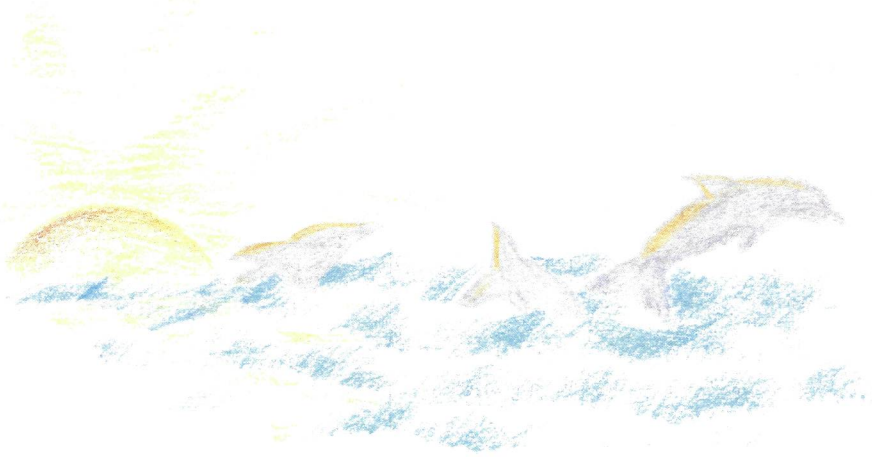
Science

Reading

Read "The Dolphins Ask" to your child.

Assignments

1. Go to the library this week and borrow books about dolphins. Imagine what it would be like to live in the ocean.
2. Have your child paint a watercolor picture of a dolphin. Include this picture in the science MLB.



Arts & Crafts

Assignments

Make a Ribbon Bookmark. If your child has begun exploring early reader books, this bookmark can mark his or her progress or hold the place.

Music & Movement

Assignments

1. Continue practicing with the note D with exercise #13: Exercise for C and D.
2. Practice balancing on your stomach on a low stool, without touching the ground with your arms or legs. (Put a pillow on the stool to make it more comfortable.) See how long you can maintain your balance.

Pretend you are swimming in the sea (with the dolphin!) by kicking your feet and doing the breast stroke with your arms.

3. Practice jumping rope and handclapping games, using the two, three, five, and ten times tables.

Health

Assignments

Complete lesson 22 in *Healthy Living from the Start*. In this lesson, you'll bring your child's awareness to family and friends as you celebrate your own circle of support.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 24. 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 OW words with short O sound				
Identifies OCK words				
Identifies OP words				
Reads words aloud				
Demonstrates oral spelling and word recognition				
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 cultural similarities and differences				
Demonstrates awareness of community involvement				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Solves mental math problems				
Solves multistep problems involving addition				
Solves multistep problems involving subtraction				
Solves multistep problems involving multiplication				
Solves multistep problems involving division				
Demonstrates skip counting by twos				
Demonstrates skip counting by threes				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
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, C, and D		
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 listening skills		

	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							

Date _____

Weekly Planner—Lesson 23

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Identify and write OT words.
- ☐ Identify and write ORE words.
- ☐ Identify and write OW (long O) words.

Social Studies

- ☐ Reflect on story events.
- ☐ Discuss the concept of choice.

Math

- ☐ Explore the connection between addition and multiplication.
- ☐ Find a missing number in an equation.
- ☐ Practice the 2, 3, 5, and 10 times tables.
- ☐ Solve mental math problems.

Science

- ☐ Learn about and plant tomato seeds.
- ☐ Plan a garden plot.

Arts & Crafts

- ☐ Make Beanbags.

Music & Movement

- ☐ Learn "A Happy Song" on the recorder.
- ☐ Play a beanbag toss game.

Health

- ☐ Complete an activity about emotions.

Materials Still Needed

Notes

Grade 1

Lesson 23

Morning Circle

- Recite the opening and closing verses. Find new ways to enjoy favorite songs, verses, and fingerplays, using different voices (what would a mouse sound like singing the song? What would a hippo sound like?).
- "One, Two, Buckle My Shoe" is a song that goes well with this week's language arts and math lessons.

MATERIALS

Language Arts: Snowy Day
Cotton balls
Glue

Arts & Crafts: Beanbags
Felt or other sturdy fabric
Needle and thread
Small dried beans, lentils, or rice

Language Arts

Assignments

1. Introduce the **OT** word family. Ask your child to write the OT words in the main lesson book and draw a picture. Use your word family slider to make new OT words or make up a new story with OT words.
2. Introduce the **ORE** word family. Ask your child to do a watercolor painting of the seashore, and then when the paint has dried, use a crayon to draw several boats offshore and write ORE words on them.
3. Introduce the **OW** (long O, as in *show* and *glow*) word family. After reading the story, you can flip back to the story with the OW words using the short O sound and have your child read those words. If your child seems confused, you can very simply remind your child that the letter O sometimes has a short sound and sometimes has a long sound.

   To illustrate OW words with a long O sound, have your child draw a large black crow on a white background. Take a cotton ball and show your child how to gently pull it apart to make fluffy bits. Using small dabs of glue, place the cotton wisps over the crow, showing how the snow blows over the crow. Write the OW words beside the crow.

Language Arts

(continued)

Further Study

For children who are eager for more practice with O-based word families, here are more you might like to work with: *-oat, -ob, -oil, -oke, -ook, -oom, -oon, -or,* and *-orn*.

Depending on your child, you might want to point out that there are some words that are spelled with OW that can be pronounced either way—one way means one thing, and the other way means a different thing. These words are listed below, but don't feel you have to mention them; your child may find the idea challenging enough without adding to it with these homographs (words that are spelled the same but have different sounds and meanings).

	short O sound meaning	long O sound meaning
BOW	verb: to bend at the waist	noun: a type of knot
	The gentleman gave a bow when he met the queen.	*The present was tied with a bow on top.*
MOW	noun: where hay is stored in a barn	verb: to cut grass
	We like to play in the hay mow.	*We need to mow the lawn today.*
ROW	noun: an argument	verb: to paddle a boat
	The neighbors got in a row over the broken fence.	*I had to row the boat the whole way to the island.*
SOW	noun: a female pig	verb: to plant seed
	The sow gave birth to 12 piglets.	*The farmer will sow the field after the ground thaws.*

Social Studies

Reading

Read "Johnny Appleseed and His Choice" to your child.

Assignments

1. Let the story rest overnight. In the morning, have your child retell it to you. Discuss the story together. Why do you think Johnny loved his trees so much? What was Johnny like? Would you like him for a friend? What was the hard choice Johnny had to make? What did he decide? Why? What did he give up? (The trees.) What did he gain?

(Wood to keep his family warm.) Do you sometimes struggle when you can't have exactly what you want?

Have your child draw a picture from the story.

2. Johnny's mother talked about receiving what we need but not always getting what we want. We make choices each day. Some are very hard. Has your child had to make some choices this week, choosing one thing over another? Discuss this together. For example, if we want to attend a friend's party but circus class is at the same time, we must choose one—and that's not always easy!

Further Study

You can play with these ideas as much, or as little, as you feel is appropriate for your child. When bringing a moral dilemma to your child at this age, it works well to bring it in story form. This way complicated ideas can live in the imagination and the child can form a picture of how the world operates. Children at this age are simply not ready developmentally to work through moral dilemmas with their intellect. Many common children's stories were designed over the ages with this in mind. For example, "The Boy Who Cried Wolf" provides a wonderful opportunity to consider truth-telling and look at the dangers of telling falsehoods. If you can, choose a story at bedtime that mirrors a dilemma you feel your child may be working out. Read the story and then let it go. Let the story simply live in your child rather than dissecting it too much. Wait and see what questions your child may bring to you!

Math

This week your child will focus on the interrelationship of addition and multiplication. You will also introduce missing number problems in addition and multiplication.

Assignments

1. Have your child set out five sets of two gems on the mat. Then ask your child to count all of the gems. It's best for your child to talk through problems aloud, explaining what is being done and why. This will help you to catch mistakes and gets your child in the habit of talking about math and the process, not just the final answer.

   Take note if your child counts by ones or by twos; either way is fine, it's just interesting to take note of how your child is working through

Social Studies

(continued)

Math

(continued)

problems. If your child counted by twos, you can mention that this is just how Jester Times does it, and he does it faster than Sir Plus.

Remember back to the "King Divide" story of unloading the bags of grain from the barge. Have your child represent this problem with manipulatives. If your child counted by ones, you can mention that this is just how Sir Plus does it, but there is a faster way, the way that Jester Times does it. Show your child how to count by twos, while touching each pile of two as you count aloud. Touching each pile makes counting by twos more tangible for your child and some children need that tangible experience to understand the operation.

Tell your child the following problems and with manipulatives, ask your child to solve them (present this problem orally):

3 + 3 =

2 x 3 =

Your child will discover that both problems come to the same answer.

Try this one, saying it aloud:

2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 =

10 x 2 =

Now try this one:

5 + 5 + 5 + 5 + 5 =

5 x 5 =

Once your child has heard the problems orally, solved them using manipulatives, and explained the process, have your child write the problems above in the main lesson book with accompanying drawings of how the problem was solved. If your child needs help figuring out how to write the problem, demonstrate how to begin and see if he or she can write the remainder of the problem on the page.

On another day, make up more problems, or have your child make up problems, showing the interrelationship between addition and multiplication.

2. This week, we will also focus on missing number problems. This will help to develop flexibility in thinking in your child as well as set the stage for the introduction of algebra in middle school.

Math

(continued)

Write out this problem for your child:

5 + _____ = 9

Tell your child you have 5 stones, but you need to have 9 to make your stone pile project, how many more stones do you need to find? Once your child has figured out the answer and told you how he or she figured out the problem, have your child write 4 in the missing place.

Try this problem:

_____ x 2 = 8

A story for this could be that there are two rose bushes in each flowerbed. If there are eight rose bushes altogether, how many flowerbeds are there? Once your child has solved the problem and explained the process, have your child write 4 in the blank space.

Here are a few more examples that you could use:

2 + 3 + _____ = 8 (this is an example of a multistep problem)

_____ + 1 = 7

4 + ____ + 2 = 9 (you might need to explain how you can add 4 + 2 and then figure out how many more you need to get to 9)

3 + _____ + 4 = 12

___ + ____ + 1 = 3

____ x 2 = 6

4 x ____ = 12

____ x 5 = 15

6 x ____ = 12

9 x ____ = 18

You can begin work with missing numbers by using story problems, and later in the week, have your child do just the arithmetic to solve the problems. (Encourage the use of manipulatives as long as they are necessary.) It is probably best at first to write down one problem at a time rather than presenting your child with several at once.

Have your child write some of the problems you do this week in the MLB. You can have your child draw a border around the page using one of the geometric form drawings.

Math

(continued)

3. Recite and move some or all of the 2, 3, 5, and 10 times tables: hop, skip, stomp, toss, jump, clap, etc.

4. Present your child with some mental arithmetic problems. When you are driving in the car is an excellent time to do this. If you have not already done so, try to do two-step mental arithmetic problems this week. For example, you might say, "I have six pumpkin seeds. Dad gave me two more. How many pumpkin seeds do I have?" Pause and let your child figure out this part of the problem, then continue. "I have two rows to plant pumpkins in and I want to plant the same number of seeds in each row. How many of the seeds will go in each row?"

   Throughout the week, present mental math problems that use all four operations.

Further Study

We introduce multiplication as 3 x 2 reads "3 piles of 2" and 2 x 3 reads "2 piles of 3." It is important to set this foundation in the first grade so that children can have experience understanding the process of multiplication. When solving multiplication and addition problems, however, the commutative property of addition and multiplication means you can add or multiply in any order. We will look at this experientially in this and other lessons.

Science

This week your child will move into the realm of plants with a story of a tomato plant and the forces that are at work to bring a plant to fruition. This is an excellent time to begin planting projects indoors or outside, depending on your climate zone.

Reading

Read "A Tomato Grows" to your child.

Assignments

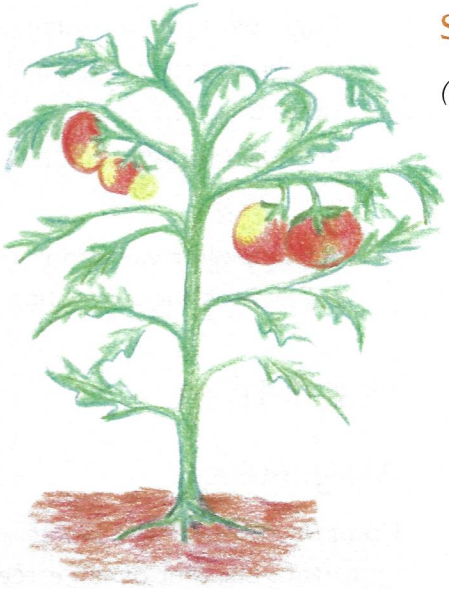
1. Plant tomato seeds in pots indoors this week. Your child will continue to watch them grow, water them, and monitor their growth. Show your child how to turn the pot occasionally when the plant begins to lean toward the sunny window. Turning it regularly will encourage the plant to grow straight and strong. Talk about what the seeds need in

Science

(continued)

order to grow (warmth and sun, water, and healthy soil).

Feel free to start other seedlings indoors at this time, as well!



2. Ask your child to imagine growing a garden in the spring. Perhaps your family grows a garden each year, and your child can have a small section of it to plant anything he or she likes this year. Discuss what kinds of plants your child might like to grow, and, if you know it, how big the plants can be expected to grow. How much room would they need? For food-producing plants, how much fruit or and how many vegetables would each plant bear? How many plants should you plant? Which plants need the most sun? Which grow tall?

   Have your child write a garden wish list in the MLB and/or draw a map of a garden plot, showing where each type of plant would grow.

Further Study

If you have a greenhouse in your area, this is a perfect opportunity to visit and see a gardener at work!

Arts & Crafts

Assignments

Make two (or more) Beanbags and use them with math and movement activities.

Music & Movement

Assignments

1. Learn "A Happy Song" on the recorder. Continue practicing old favorites.
2. Use your new beanbags (see Arts & Crafts project) in this game of coordination and control. This game works best outdoors where you have plenty of space.

Music & Movement

(continued)

Begin with one beanbag, and stand a few feet apart. Throw the beanbag back and forth, and each time it is caught, the person catching it takes one step back. If the beanbag drops on the ground, both players take one step closer together and begin again. See how far apart you can get.

A challenging variation of this game uses two beanbags, with both players tossing a beanbag simultaneously. The same rules apply.

Health

Assignments

Complete lesson 23 in *Healthy Living from the Start*. Anger management is an important element of self-esteem. In this lesson's activities, your child is encouraged to identify specific feelings and create a varied vocabulary of emotions.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of the next lesson. You may want to begin gathering samples of your child's work to send.

Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Identifies OT words				
Identifies ORE words				
Identifies OW words with long O sound				
Reads words aloud				
Recognizes certain words on sight				
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 cultural similarities and differences				
Demonstrates awareness of the concept of choice				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Demonstrates the interrelationship between addition and multiplication				
Solves mental math problems				
Solves multistep problems involving addition				
Solves multistep problems involving subtraction				
Solves multistep problems involving multiplication				
Solves multistep problems involving division				
Finds a missing number in an equation				
Demonstrates skip counting by twos				
Demonstrates skip counting by threes				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				