

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Forms a hypothesis				
Performs an experiment and draws conclusions				
Records observation data				
Reads a thermometer				
Shows awareness of seasonal changes				
Monitors and nurtures plant growth over time				
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 knowledge of handling success and failure		

Weekly Planner—Lesson 26

Date _____

	Language Arts 3/week	Social Studies 3/week	Math 3/week	Science 2/week	Arts & Crafts	Music & Movement Choose : 1–2/day = 3/week	Health
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 26

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Write a brief story summary.
- ☐ Introduce the BL and BR consonant blends.
- ☐ Put letters in alphabetical order.

Social Studies

- ☐ Design and build a model of a house.
- ☐ Differentiate between needs and wants.
- ☐ Discuss the concepts of scarcity and adaptation.

Math

- ☐ Explore the connection between multiplication and division.
- ☐ Work with oral and written problems in story and numeric formats.
- ☐ Review the 2, 3, 5, and 10 times tables.
- ☐ Solve four-step mental math problems.

Science

- ☐ Learn about pond life.
- ☐ Differentiate between living and nonliving things.
- ☐ Experiment with buoyancy and density.

Arts & Crafts

- ☐ Paint a pond scene.
- ☐ Begin knitting a potholder.

Music & Movement

- ☐ Learn “Oats, Peas, Beans, and Barley Grow” on the recorder.
- ☐ Play a catch game.

Health

- ☐ Complete an activity related to decision making.

Materials Still Needed

Notes

Grade



Lesson 26

Morning Circle

- Recite the opening and closing verses.

- Opening verse:

With joy we greet the morning sun

Shining light on everyone

It shines in the sky, on land and sea,

And fills me with light when it shines on me.

- Closing verse:

We are truthful, and helpful, and loving in trust

For our heart's inner sun glows brightly in us.

We will open our hearts to the sunbeams so bright

And we'll fill all the world with our heart's inner light.

- Enjoy favorite songs, verses, and fingerplays, and add new ones to keep circle time fresh and lively. Incorporate movement whenever possible.
- "Five Speckled Frogs" is a song that goes well with this week's science lessons.

Language Arts

Now that you have explored all the word families, your child will create a book and read from it. When your child is able to read comfortably, begin working with the readers that are included in Oak Meadow's first grade package, or go to the library and find appropriate books (your librarian will be able to help).

Because of the many different reading levels of children at this age, you are the best person to determine where to begin. There are various ways to assess where your child's reading level is. Based on your work with word

MATERIALS

Arts & Crafts:

Knitted Potholder

Yarn in two or more colors
Knitting needles
Felted wool or cotton
batting for stuffing (or an old towel)

Music & Movement:

Throw and Catch

Plastic milk jug (gallon or half-gallon)
Tennis ball or beanbag

Language Arts*(continued)*

families over the past three months, you probably have a pretty good idea. Unless you see striking reasons for concern, keep in mind that children read at widely different paces, particularly at the first grade level. If your child seems to have trouble sounding out words or recognizing sight words, keep working on it in a relaxed, game-based way—a little time may be all that is required!

When your child is ready to begin reading independently, based on your knowledge of your child's abilities and interests, choose the appropriate book for your child to begin and proceed through the readers. It does not matter if your child is not able to read independently this year, but you will want to provide plenty of opportunities when he or she is ready to read. As your child becomes accustomed to reading, remember to proceed at a comfortable pace. Please do not push your child or worry about the speed of his or her progress.

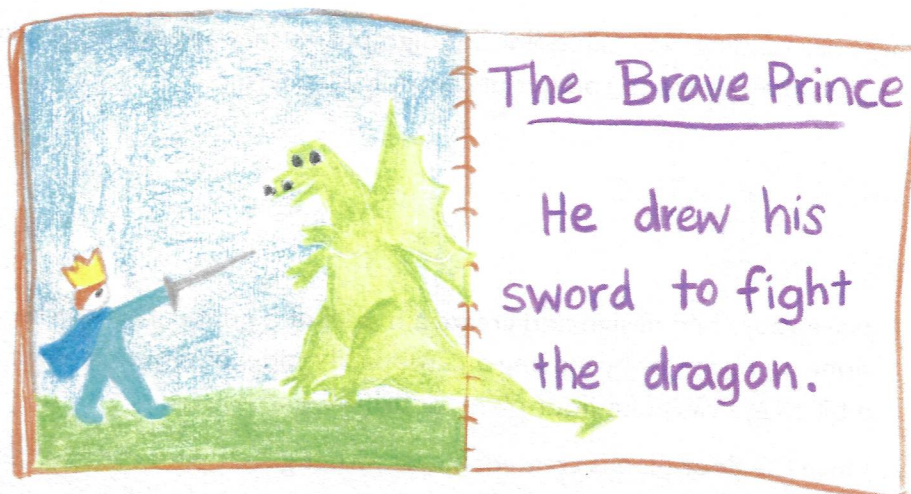
Reading

Continue using bedtime reading for books that you read aloud, rather than easy readers from which your child might be reading. Bedtime is a time for your child to relax after the hard work of the day. The bedtime story should be a more complex tale, with rich language and archetypal themes.

Assignments

1. It is time to introduce writing sentences, in the context of creating a book about the stories you read to your child. One format that works well is to tell your child a bedtime story. Then the next morning, you can recall the story together, and then you write one or two sentences summarizing the story for your child to copy into the MLB. If your child is a good reader and also enjoys writing, you can write more difficult sentences. If your child is a beginning reader, or finds writing difficult, make the sentences very simple.

Each week, your child should write a few sentences summarizing a story (or story scenes, if it is a longer story that isn't read all at once). Choose the bedtime stories that your child particularly likes, and at least two days a week, neatly print a few sentences about the story. Ask your child to copy these sentences into the main lesson book, and then read them aloud. As your child's ability to write improves, increase the number of sentences. At the end of the week, have your child read aloud what was written this week.



The Brave Prince

He drew his
sword to fight
the dragon.

Language Arts

(continued)

2. Now that we've completed work with word families, it's time to turn our attention to consonant blends. Introduce the following consonant blends (on separate days) and have your child enter them into the main lesson book:

BL: blank, blow, block, bloom, blue, blush, etc.

BR: brave, branch, break, braid, breathe, bring, etc.

You can present these consonant blends in much the same way you worked with word families: present the blend, review the letter sounds, brainstorm words, and "play" with the sound in a variety of ways. Adding a physical element to these word exercises provides an extra benefit both physically and mentally.

3. Take out your set of alphabet letters (clay or beeswax, or any three-dimensional form) and put them in a pile. Ask your child to order them alphabetically from A to Z. Touch and say each letter as you "check" the order (making any necessary adjustments). Next, pile the letters again, and have your child order them from Z to A.

On another day, put all the letters in a bag, and have your child reach in without looking and pull out a letter. With eyes closed, have your child identify the letter by touch. You can then look to see if the answer is correct, and then say what sound(s) the letter makes. You can take turns doing this.

Further Study

Some consonant clusters are digraphs, two letters that blend together to make one sound, such as *ph* or *th*. These are different from consonant blends in which both letters can be distinctly heard. As your child gains

experience reading, you can point out digraphs as they appear, especially if your child attempts to sound out the individual letters.

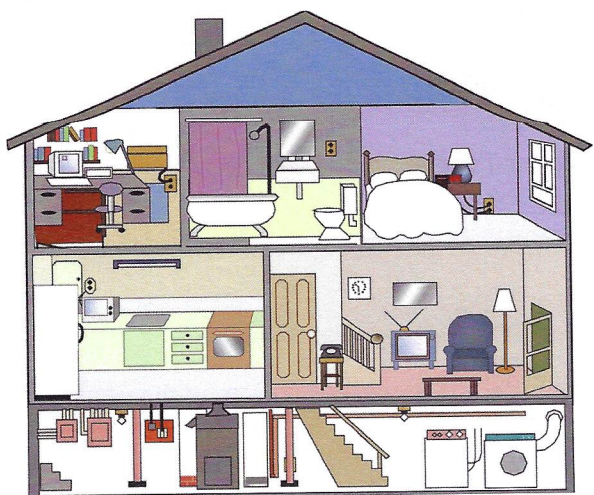
Social Studies

Assignments

1. Have your child design and create a model of a house. This can be done on paper, or by making a cardboard model or diorama (such as a bird's eye view of a floor plan), or using wood.
2. Once the floor plan is created, discuss what goods your child would like to have in this house. Ask him or her to draw or build these things as well.

Many people cannot afford all the things they would like to have. Have your child choose the things he or she could do without. Have your child make a list of these items next to the picture or remove these things from the house.

3. Many people have very few material possessions; in fact, some have nothing at all and yet they are happy. Discuss with your child what it would be like to live very simply. Could you still play if you had no toys? Could you still hear stories if you had no books? Talk about different ways people might obtain the things they need if they didn't have them. You might talk about how to get food and water, or how to get clothing, books, furniture, etc. You might pose the question, "What would we want to get if we built a new house and we didn't have anything to put in it? Where would we get those things?" In a very simple way, talk about the difference between needs and wants.



Further Study

There are many fairy tales that address issues such as scarcity and adaptation in ways that are meaningful to young children. Many of these stories have the hero who subscribes to the notion of "less is more." *The Princess in the Forest* by Sibylle von Olfers is one such story about a princess who lives a very simple but fulfilling life; she is guarded and tended by the creatures of the forest.

Here are more suggestions:

Stone Soup

The Gigantic Turnip

Giant Jam Sandwich

The Three Bears

The Little Red Hen

The Water Princess by Susan Verde

A Chair for My Mother by Vera B Williams

The Good Garden: How One Family Went from Hunger to Having Enough by Katie Smith Milway

Wangari's Trees of Peace: A True Story from Africa by Jeanette Winter

Math

In this lesson, your child will focus on the interrelationship of multiplication and division. Multiplication and division are inverse operations in the same way addition and subtraction are. In algebra, your child will be asked to check work using the inverse operation. We will set the stage for that this week in our math lessons.

Assignments

1. With manipulatives, have your child figure out the following problem:

If there were five lily pads and there were two frogs on each lily pad, how many frogs were there all together?

Ask your child to explain how he or she came to that answer.

Now, pose this question:

If there were 10 frogs and five lily pads, how many frogs would be on each lily pad?

Even if your child can do this problem mentally, have him or her demonstrate it with manipulatives.

Have your child write out each of these problems in the main lesson book.

If your child sees the connection between these problems, then you can talk about how multiplication and division are like opposites. If the connection has not yet been made, keep going with examples until your child begins to recognize how multiplication and division are related.

Math*(continued)*

Here are more problems to work with:

There are eight cookies and four children. How many cookies could each child get?

Then:

If there are four children and each child has two cookies, how many cookies are there all together?

Record these problems in the main lesson book with illustrations. See if your child can figure out how to write these problems in numeric form; if not, demonstrate it the first time, and then see if your child can figure it out independently with the next set of inverse operations problems.

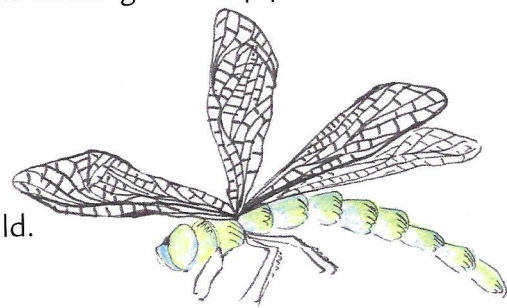
2. This week, make up multiplication and division problems, in both story form and in the form of arithmetic problems. Present some problems in oral form only (and ask your child to say how the equation would look in written form and to solve it mentally), and present other problems on paper in horizontal format. Use manipulatives whenever necessary. In written form, include some missing number problems with multiplication and division.
3. Continue to occasionally recite and move the 2, 3, 5, and 10 times tables (hop, skip, stomp, toss, jump, clap, etc.)
4. Introduce four-step mental arithmetic problems. If your child has difficulty with two- or three-step problems, continue with those for another few weeks before introducing four-step problems.

Science**Reading**

Read "Beaver Pond" to your child.

Assignments

1. Find a nearby pond to visit, if you can. (If you can't, try to find a book in the library about pond life.) As you will observe, the pond is a busy world for the many plants and animals that live there. Help your child record the many interesting observations in the science MLB using words and pictures.



Make a note in your weekly planner to return to the pond several more times in the coming months to see the changes in the pond's environment as the seasons change.

2. Discuss the differences between living and nonliving things. Explain to your child that the animals and plants in the pond are living because they eat, breathe, move, grow and change, react to outer stimulation, and reproduce. For example, the plants reach up toward the sunlight, and the tadpoles develop into frogs. However, the stones around the pond are nonliving because they do not eat, breathe, move, grow, respond to outer stimulation, or reproduce. On your way to and from the pond, try to find examples of both living and nonliving things.
3. While you are at the pond, it's a good time to teach your child about properties such as buoyancy (float/sink) and density (which can be explored in terms of heavy/light at this point). Ask your child what he or she thinks will happen if you place a leaf in the water; try it and see what happens. Then ask your child to place a stone on the water, predicting what will happen. Try other objects, hypothesizing what will happen, testing your theory, and then making a new hypothesis and trying it out.

Further Study

When you visit a pond, you may want to take some frog eggs home and keep them in pond water. Include some pond plants and mud. You will need to add fresh pond water every few days. Wait for tadpoles to hatch. It is fascinating to watch the tadpoles grow legs. At that point, they will need a piece of wood to climb out of the water. You should put the tadpoles or frogs back in the pond after a while, so they don't die. Frogs need air to breathe, soil to dig in, live insects or worms to eat, and fresh water to drink.

Arts & Crafts

Assignments

1. Do a watercolor painting of a pond scene this week.
2. Begin knitting a potholder with two or more colors (see *Oak Meadow Guide to Teaching the Early Grades* for ideas about other simple knitting projects). Your child may want to draw a picture of the color pattern he or she would like to create, and then refer to it as the knitting project proceeds. Knit at least four rows in a single color before switching colors so that each color makes a clear, bold stipe.

Science

(continued)

Music & Movement

Assignments

1. Learn “Oats, Peas, Beans, and Barley Grow” on the recorder.
Continue practicing familiar songs.
2. Try this hand-eye and foot-eye coordination exercise this week.
Cut out the bottoms of gallon or half-gallon plastic milk jugs. Have your child hold the jug by its handle (like a scoop) and catch bean-bags or tennis balls tossed by a partner. Once your child gets used to using the scoop to catch, throw the ball so your child must catch in a variety of positions (overhead, below the knees, arms extended to right, etc.).

A variation on this game is to switch places and have your child throw the ball. You hold the jug in various positions and let your child try to get the ball into the scoop. You will keep the scoop still and let your child work on gauging distance and accuracy of aim.

Health

Assignments

Complete lesson 26 in *Healthy Living from the Start*. Your child will have the opportunity to consider the process of decision making with activities related to sticking with a decision and changing your mind.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 28. 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
Writes a brief story summary				
Identifies BL consonant blend				
Identifies BR consonant blend				
Reads words aloud				
Recognizes certain words on sight				
Demonstrates oral spelling and word recognition				
Puts letters in alphabetical order				
Puts words in alphabetical order				
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
Creates a model of a house				
Differentiates between needs and wants				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Identifies addition number bonds up to 20				
Identifies multiplication number bonds up to 20				
Demonstrates the interrelationship between addition and multiplication				
Demonstrates the interrelationship between multiplication and division				
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				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Forms a hypothesis				
Performs an experiment and draws conclusions				
Records observation data				
Differentiates between living and nonliving things				
Shows awareness of seasonal changes				
Monitors and nurtures plant growth over time				
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 knowledge of the decision making process		

