

## Learning Assessment

MATH (CONTINUED)	Not yet evident	Developing	Consistent	Notes
Demonstrates skip counting by tens				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				

SCIENCE	Not yet evident	Developing	Consistent	Notes
Performs calculations related to thunder and lightning				
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 awareness of media influence		



# Weekly Planner—Lesson 30

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

- ☐ Introduce the PL and PR consonant blends.
- ☐ Read from an early reader.
- ☐ Write a brief story summary.

- ☐ Discuss an underlying story theme.
- ☐ Make up a story about shirking responsibilities.

- ☐ Translate multistep problems into written form.
- ☐ Play board games and card games.

- ☐ Observe sounds in nature.
- ☐ Create a puppet play about animal communication.
- ☐ Identify and imitate animal sounds.

☐ Make a Puppet Stage.

- ☐ Learn “Shepherd’s Hay” on the recorder.
- ☐ Perform large and small muscle movements.

☐ Review activities related to self and community.

## Notes



## Grade



# Lesson 30

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## Morning Circle

- Recite the opening and closing verses. Revisit favorite songs and verses from earlier in the year.

## Language Arts

### Assignments

1. Introduce the following consonant blends:

**PL**: *plan, pledge, plate, plea, plant, play, plight, plow, etc.*

**PR**: *prompt, pry, prow, practice, prince(ss), prance, prop, etc.*

Have your child enter two pictures into the main lesson book. The first should be a picture of an object that begins with the PL blend; the other should begin with the blend PR.

2. Have your child continue reading aloud from a reader.
3. Two days this week, write a few sentences about the bedtime stories for your child to copy into the main lesson book.

### Further Study

On index cards, draw pictures of objects that begin with various consonant blends. With each drawing, write the consonant blend that begins it on a separate card. Shuffle all the cards and lay them on the ground face down in a neat grid. Play a memory game with your child by taking turns turning over two cards at a time. See if you can find the consonant blend that matches each picture. You may keep the pair only if you find the right match. The one with the most pairs wins!

### MATERIALS

#### Arts & Crafts: Puppet Stage

Large cardboard box  
(appliance size)  
Scissors or utility knife  
Towel or fabric for curtains  
Dowel

## Social Studies

### Reading

Tell or retell the story of “Mother Holle” to your child (found with the language arts letter stories in *Oak Meadow Grade 1 Resource Book*).

### Assignments

1. Let the story rest overnight. In the morning, have your child retell the story to you. Ask your child to tell you the differences between the girl and her cousin. Why did Mother Holle reward the first daughter and not the second girl? What would your child have done if he or she were Mother Holle? On Earth, it snowed when the girls fluffed the comforter. What do you think happened when the cousin failed to do her work?

Your child might like to draw a picture from the story.

2. Discuss the jobs in your family. How do the jobs that each one has help the family as a whole? What would happen if we did not do our work? What happens if we all work hard and do our best?

Have your child make up a story about a day when everyone decided to be lazy and no one did their work at home. No cooking, no dish washing, no caring for pets, no picking up toys, no showering or teeth brushing. You can help by adding funny details that show the chaos that might ensue. Feel free to be silly! Write down the story in the MLB and have your child add a picture (or your child might like to write the story, copying it from words you have written).

## Math

### Assignments

1. In this lesson, you will focus on oral and written missing number problems with the four operations. Throughout the week, pose a variety of problems, in story form as well as numeric form. Here are a few examples:

I had 12 buttons on my jacket. When I got home from a walk and was taking off my jacket, I counted only 8 buttons. How many buttons did I lose?



As you tell this story, write out the problem for your child.

$$12 - \underline{\quad} = 8$$

Have your child fill in the missing number.

Jack was collecting seashells. He wanted to collect 18 seashells. He found 4 oyster shells, 7 clamshells, and 2 snail shells. How many more shells does he need to get to 18?

Write out the problem as you tell the story. Alternatively, if your child is able, have your child write out the problem, putting a blank for the unknown value:

$$18 = 4 + 7 + 2 + \underline{\hspace{2cm}}$$

Have your child fill in the missing number. You might notice that the sum is written on the left hand side for this problem. You can talk with your child about how the problem and sum can be written on either side; the important thing is that the problem balances, just like the scale the king gave the merchants (see “The King and the Merchants”). From now on, write problems with the sum on different sides of the equation.

Siena had 24 hair clips and a jewelry box with six drawers. She wanted to put the same number of hair clips in each drawer. How many hair clips will she place in each drawer?

$$24 = 6 \times \underline{\quad}$$

Grandma baked 32 cookies. She had just enough to give two cookies to each child who was visiting her. How many children did Grandma give cookies to?

$$\underline{\quad} = 32 \div 2$$

Make up other missing number problems for your child using the four operations.

2. If you haven't done so recently, spend this week playing board games and card games with your child. Refer to lesson 1 for game suggestions. These games present many opportunities for mental math.

## Math

(continued)

## Science

Spring is such a wonderful time for sounds. Tiny peepers sing at dusk. Frogs can be heard almost a mile away. The birds have their own unique sounds. If you have a tape recorder, you might try to record some of these sounds.

### Assignments

1. Spend this week listening to the sounds in nature and see how many you can identify. Help your child to identify loud and soft sounds as well as high-or low-pitched sounds.

Discuss the sounds you hear. Why do you think the animals make the sounds they do? Imagine what they might be communicating.

2. Have your child choose one of the animals they heard this week, and create a puppet play around what the animal might “say” to another animal. Use both dialogue and animal sounds in the play.
3. Play a sound game with your child. Make various animal sounds and ask your child to name the animal. Can you stump each other? Afterward, have your child make a list of the animals you used in your game.

### Further Study

Many web sites provide resources to expose your child to the many sounds of nature. Check <http://oakmeadow.com/printed-links/> and navigate to first grade science, lesson 30 for suggestions.

## Arts & Crafts

### Assignments

Make a Puppet Stage for the play you’ll do this week for science. (If you made a puppet theater in kindergarten, this is a good time to freshen it up with new paint or curtains.)

## Music & Movement

### Assignments

1. Learn “Shepherd’s Hay” on the recorder. Practice varying the tempo with songs that your child knows well.
2. Do the following exercise with your child this week.



**Eye Movement:** Have your child sit in a chair, holding the body straight. Have your child focus upon a location on the wall, then ask your child to slowly turn his or her eyes right, then back to the location, then to the left, and back. Do this several times and try to achieve smooth movement of the eyes.

**Fine motor finger movement:** Ask your child to use his or her fingers to replicate the motions in the following rhyme:

Slowly, slowly, creeps the garden snail

Slowly, slowly, up the garden rail

Quickly, quickly, runs the little mouse

Quickly, quickly, all around the house!

**Large motor movement:** Have your child act out the rhyme above, creeping along on his or her belly like a snail, and then running on all fours like a mouse.

## Music & Movement

(continued)

## Health

### Assignments

Complete lesson 30 in *Healthy Living from the Start*. This review lesson gives you the opportunity to reexamine topics related to Unit V: Self and Community.

#### FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 32. 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 PL consonant blend				
Identifies PR 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
Projects the outcome of a social situation				
Demonstrates understanding of the value of work				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Uses vertical format in addition and subtraction				
Uses vertical format in multiplication and division				
Identifies addition number bonds up to 20				
Identifies multiplication number bonds up to 20				
Demonstrates the interrelationship between addition and subtraction				
Demonstrates the interrelationship between addition and multiplication				
Demonstrates the interrelationship between multiplication and division				
Solves mental math problems				
Solves multistep problems involving all four processes				
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				

## Learning Assessment

MATH (CONTINUED)	Not yet evident	Developing	Consistent	Notes
Translates multistep story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				

SCIENCE	Not yet evident	Developing	Consistent	Notes
Observes and identifies animal sounds				
Demonstrates focused observation skills				
Monitors and nurtures plant growth over time				
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		



# Weekly Planner—Lesson 31

Date \_\_\_\_\_

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

## ASSIGNMENT SUMMARY

- ☐ Introduce the SC and SCR consonant blends.
- ☐ Read from an early reader.
- ☐ Practice oral spelling.
- ☐ Write a brief story summary.

- ☐ Discuss an underlying story theme.
- ☐ Discuss taking responsibility for your actions.

- ☐ Play dice games with the four operations.
- ☐ Add multiple numbers using the commutative property.
- ☐ Work with two-digit number bonds.

- ☐ Observe nesting behavior in birds.
- ☐ Learn about different types of nests.
- ☐ Plant seeds for a garden.

☐ Make a Gourd Bird Feeder.

- ☐ Learn “Lullaby” on the recorder.
- ☐ Perform calisthenics.
- ☐ Do an endurance exercise.

☐ Complete an activity related to an active lifestyle.

## Notes



## Grade



# Lesson 31

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## Morning Circle

- Recite the opening and closing verses. Revisit favorite songs and verses from earlier in the year.
- “Farmer Plants the Seeds” is a song that goes well with this week’s language arts and math lessons.

## Language Arts

### Assignments

1. Introduce the following consonant blends to your child. Find ways to incorporate words with these letter sounds into your week (bounce a ball back and forth calling out words, make up silly alliterations, etc.). It’s a great week to make scones! Write a list of words into the MLB:  
**SC**: *scout, scamper, scuttle, scalawag, scan, scary, scatter, scone, scoop, school, etc.*  
**SCR**: *scratch, scream, scrawl, screw, scrap, scrape, scam, screen, scrub, etc.*
2. Have your child continue reading. The next time you go to the library, have your child choose a new selection of early reader books to read. Make sure to keep track of some of the books your child reads each week on the learning assessment form.
3. Help your child practice oral spelling and word recognition by spelling words aloud throughout the day. You might say, “Please take the G-L-A-S-S to the table.” Give your child time to work out what the word is; give hints if necessary. Encourage your child to spell words aloud in the context of conversation.
4. Two days this week, print a few sentences about the bedtime story for your child to copy into the MLB.

## MATERIALS

**Arts & Crafts:**  
**Gourd Bird Feeder**  
Gourd seeds  
Hammer  
Nail  
Floor wax (find a  
nontoxic type)  
Knife  
String  
Birdseed

## Language Arts Further Study

(continued)

Several online resources provide games and activities to support your child on their journey into independent reading. Visit [www.oakmeadow.com/printed-links/](http://www.oakmeadow.com/printed-links/) for suggestions. You can use these websites as resources for game ideas that you can develop for your child.

## Social Studies

### Reading

Read “Young George and the Cherry Tree.”

### Assignments

1. This week we are focusing on the need to take responsibility for one’s actions. Read the story of Young George. Let the story rest overnight. In the morning have your child retell it to you. How did George do that? Was it hard? What happened? Why does your child think George’s father responded the way he did? Why was he no longer angry?

Your child may want to draw a picture from the story in the MLB.

2. Discuss with your child a time when you or your child did something because it was the “right thing to do,” even though it was difficult. Perhaps you apologized for something you had done or admitted to a task you forgot to do, for example. How did it feel afterward? How do you think George felt after he admitted to what he had done?

## Math

### Assignments

1. Spend some time this week focusing on written arithmetic problems. Use both the vertical and horizontal formats. A fun way to write problems is with the use of math dice. Math dice can be found online or at gaming stores. There are many different kinds of math dice. Look for ones that have the four operations or you can assign an operation to each color on a die. You can make your own math dice by taping over the numbers on a die and adding the four operations (two operations will be written twice on a six-side die).



Have your child roll two or more dice as well as the die with the operations. Have your child write down the problem and then solve it. The division operation will not always be possible since your child will only be able to do division problems that result in whole numbers. Use your discretion as to what level of problems your child is ready for. You might want to try playing with math dice on your own first before having your child work with them.

If any challenges emerge regarding any of the operations, use this time to review what each operation means and how to solve those problems.

2. When working with addition, you can use multiple dice to write a long string of numbers to be solved. For example, if you roll five dice, you might come up with this:

3

2

5

6

+4

This is a great time to work with the commutative property to show your child quick tricks to solving arithmetic problems. For example, with the problem above, show your child how you can add the 6 and 4 first (that equals 10). Next, add  $3 + 2$  (which is 5) and add that to the 5, which makes another 10. Finally, add  $10 + 10$  to get the final answer of twenty.

Do the problem the long way, counting up each number, to check your answer. Your child might be amazed that this works!

3. While you are working with addition this week, bring attention to common number bonds with two digits adding up to 10. These are:

$$1 + 9$$

$$2 + 8$$

$$3 + 7$$

$$4 + 6$$

$$5 + 5$$

$$10 + 0$$

## Math

(continued)

**Math***(continued)*

Emphasize that these number bonds can also be written in reverse, for example  $2 + 8$  can be  $8 + 2$ . Also work with the common two-digit number bonds adding to 5:

$$1 + 4$$

$$2 + 3$$

$$5 + 0$$

You can use dice to practice number bonds. Throw two dice (with numbers 1–6 on each) and have your child add them aloud, saying the numbers and then the answer, such as, “Six plus three equals nine.”

An understanding of these number bonds becomes very handy as the problems begin to get more complex in second grade. Throughout the week, see how many times you can work with these number bonds. The more practice and experience with these number bonds, the quicker your child will commit them to memory. Remember, memory often comes quickest through hands-on experiences (like dice games!), and fun, relevant, and repetitive activities.

**Science**

In this lesson, you will help your child begin planting a garden. The size of your garden depends upon your personal situation. If you live on several acres of land, you may already have a large garden. If, instead, you live in a small house on a small lot, you may only be able to set aside a tiny patch to plant a few seeds. Or you may live on the fourth floor of an apartment in a big city and can only make a window box to plant a row of seeds. The size of the plot is not important for our purposes; the most important reason for having a garden is to put your child into contact with growing things and help develop a greater awareness of the cycles of nature.

In regard to the actual techniques involved in creating a garden, you should check your local bookstore for a book appropriate to your particular region. We recommend, however, that you follow organic gardening techniques, such as composting and companion planting, rather than relying on chemical fertilizers. The organic methods not only create strong, healthy plants, but also replenish the soil and sustain the balance of nature. In addition, it is best for your child to develop an understanding of the laws of nature, so that he or she becomes a responsible adult who works with, and not against, Mother Nature.



## Reading

Read “The Life Cycle of a Seed” to your child (this is the story you first read in lesson 4).

## Assignments

1. At this time of year, most trees are alive with birds building nests and laying eggs. Go for a nature walk with your child. Take note of any nesting behavior you see. If you find a nest, it is exciting for a child to check frequently to see if the baby birds have hatched. You can listen for the chirping sounds of baby birds. In addition, the mother bird will be busily bringing food back to the nests for her babies and leaving to get more food. As the babies get a little older, their little heads will be visible in the nests as they sit with their mouths perched open waiting for the mother bird to drop in an insect or a worm. Explain to your child that you are just looking—do not interfere with the nest!

If you have a camera, this would be a wonderful picture for your child’s MLB. If not, have your child draw a picture of a bird’s nest with a mother bird and eggs or baby birds.

2. Go to your local library and look at pictures of different birds in their nests. Discuss with your child the many different kinds of nests that birds make. Some nest in trees while others nest on the ground or in caves. Some birds use no nests at all, but live in holes in trees. Some birds make nests that are very small, and others create huge nests that cover entire treetops!

Have your child choose a bird and draw a picture of that bird in its nest in the science main lesson book.

3. Depending on your geographic region, this may be an excellent time to plant seeds directly in the ground for a summer garden. If you have already started tomato seeds or other plants in pots indoors (lesson 23), you can transplant them now, if you haven’t already. Let your child have a small plot to plant whatever he or she wishes, and help your child water and maintain the seedlings as they grow. Choose some seeds that will sprout and grow quickly, such as radishes, sunflowers, and peas. It’s nice to grow a combination of edible plants and flowers.

## Science

(continued)



## Science

(continued)

Even if you don't have a garden plot, you can still have your child experience the fun of growing plants (and eating what you grow!). You can have a potted garden on a porch or window sill—almost everything you can grow in a garden will also grow in a pot.

## Further Study

You can see pictures of a wide variety of birds and their (sometimes surprising) nests online. Visit [oakmeadow.com/printed-links/](http://oakmeadow.com/printed-links/) for an excellent source.

## Arts & Crafts

### Assignments

Plant seeds to make a Gourd Bird Feeder. This project takes a long time, as any growing project does. In addition to starting seeds now, you may wish to purchase a gourd to make a bird feeder now. When your gourds are ripe and ready, you can make more bird feeders.

## Music & Movement

### Assignments

1. Learn “Lullaby” on the recorder.
2. Do calisthenics this week to work on strength, endurance, and flexibility. Calisthenics refer to many types of vigorous exercise, most of which you can do without any equipment. You can make up your own exercises routines, or make a game of “Follow the Leader,” doing an action that the other person has to imitate. Here are just a few of the many types of exercise you might include:
  - push ups
  - jumping jacks
  - arm circles
  - touch your toes
  - sit ups



- superman (lying on your stomach and holding arms and legs off the ground)
- frog leaps
- high knees

3. Time your child in running over a course that is too long to run at top speed all the way. It doesn't have to be a long distance (400 yards is plenty), but enough to enable your child to develop a feeling of how to maintain a pace for longer runs. If you jog regularly, take your child along, and explain about the rhythm of jogging and the need to pace yourself.

## Music & Movement

(continued)

## Health

### Assignments

Complete lesson 31 in *Healthy Living from the Start*. The last unit of our health course focuses on whole health—physical, mental, and spiritual. In this lesson, you and your child will explore the benefits of an active lifestyle with activities related to developing a healthy heart and lungs.

#### FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of the next lesson. 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 SC consonant blend				
Identifies SCR 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

### WRITING: STORY-SUMMARY SENTENCES

Please describe how your child created the story-summary sentences this week. Use this space to clarify what (if any) assistance was necessary.



## Learning Assessment

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Projects the outcome of a social situation				
Demonstrates understanding of taking responsibility for actions				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Adds multiple numbers				
Identifies addition number bonds up to 20				
Identifies multiplication number bonds up to 20				
Solves mental math problems				
Solves multistep problems involving all four processes				
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 multistep 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
Demonstrates knowledge of nesting behavior				
Demonstrates focused observation skills				
Demonstrates knowledge of plant needs				
Monitors and nurtures plant growth over time				
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 an active lifestyle		



# Weekly Planner—Lesson 32

Date \_\_\_\_\_

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

## ASSIGNMENT SUMMARY

- ☐ Introduce the SL, SM, and SN consonant blends.
- ☐ Read from an early reader.
- ☐ Write a brief story summary.
- ☐ Play charades.

- ☐ Discuss an underlying story theme.
- ☐ Play “Tall, Tall Tale or True, True Story.”

- ☐ Introduce odd and even numbers.
- ☐ Identify odd and even numbers.
- ☐ Work with the 2, 3, 5, and 10 times tables.
- ☐ Do mental math.

- ☐ Observe a flowering tree.
- ☐ Learn about seed dispersal.
- ☐ Track the weather and compare seasonal differences.

☐ Make Garden Markers.

- ☐ Learn “Sweet Child” on the recorder.
- ☐ Perform child-led calisthenics.

- ☐ Complete an activity related to strength development.



## Grade



# Lesson 32

## Morning Circle

- Recite the opening and closing verses. Revisit favorite songs and verses from earlier in the year.

## Language Arts

### Assignments

1. Introduce the following consonant blends:

**SL**: *slide, slim, slow, slip, sleep, sly, slice, etc.*

**SM**: *small, smart, smoke, smooth, smog, smug, etc.*

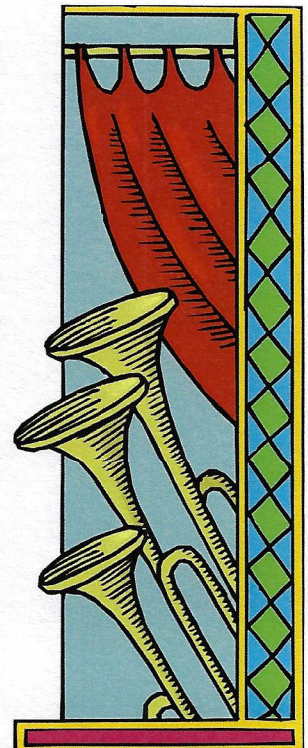
**SN**: *snail, snip, snap, snake, sneak, snow, snuggle, etc.*

2. Have your child continue reading. Remember to occasionally go back through the MLB and read what has been written.
3. Two days this week, print a few sentences about the bedtime stories and have your child copy them into the main lesson book.
4. Play a game of charades with your child using words that begin with consonant blends. On small pieces of paper, write down words with the blends you have worked on, and place them in a hat. Take turns choosing a word from the hat. Mime the word and have the other person guess what the word is and identify the consonant blend. See how well you do!

## Social Studies

### Reading

Read the story of “The Twelve Brothers,” to your child (found with the language arts letter stories, letter T).



## Social Studies Assignments

(continued)

1. This week we are focusing on the quality of truthfulness, both in self and others. After reading the story, ask your child to retell it the next day. Ask your child who they believe to be truthful and who they believe to be deceptive in this story. How hard was it for the princess to keep her promise? What was she willing to risk for her brothers? How was the princess rewarded for her truthfulness? What happened to the character who was not so honest? How did honesty and someone keeping their word help others in the story?

Ask your child to draw two pictures in the main lesson book. On one side, draw a picture of a character that was truthful in the story. On the other side, draw a picture of a character from the story who was full of deceit. What is the difference in how your child sees these two characters?

2. Play a game with your child called “Tall, Tall Tale or True, True Story.” Each person takes turns telling a story. The listener has to decide if it is a “tall, tall tale” or a “true, true story.” Feel free to make the stories as wild as you wish! Sometimes it’s hard to distinguish between what is a tale and what is true! Other times, it is very clear. You can explain to your child how we have to listen to the voice inside our hearts that helps us discern what is right or true, or ask for help from someone we trust.

## Further Study

The concepts we have been discussing over the past weeks can be challenging to the young child. When discussing them, it is best to simply let the moral questions live in the story and follow your child’s lead regarding how deeply he or she wishes to explore these ideas. Books like *The Seven Year Wonder Book* by Isabel Wyatt (Floris Books) are wonderful resources with beautiful tales that reflect moral conflict in a way that appropriately meets children of this age.

## Math

### Assignments

1. The introduction of odd and even numbers will be the focus of this lesson. This can be accomplished very easily by explaining that there are two kinds of numbers: odd and even. You can say that even numbers are numbers that can be divided evenly into two groups (that’s



why they are called even numbers.) Give a tangible demonstration. Pick an even number between ten and 20, and have your child count out that number of nuts or stones (or any manipulative). Then ask your child to divide the objects into two equal piles. When this has been accomplished, you can explain that it can be done because the number was an even number. Try it again with another number. Then give an odd number. When your child tries to divide the nuts into two piles, there will be one left over. Explain that's because the number is an odd number. Try it again with another odd number.

After trying a few odd and even numbers in this way, say that there is a secret way to tell if a number is odd or even, and if you learn that secret, you can always tell if a number is odd or even no matter how large or small the number may be. The secret is this:

If the number ends with 1, 3, 5, 7, or 9, it is an odd number. If it ends with 2, 4, 6, 8, or 0, it is an even number.

Then show your child how this works. Write a one-digit number on a piece of paper. Ask your child whether it is odd or even. (Help your child if necessary by recalling the "secret" trick.) Try again with a two-digit number. Help again, if needed. Show your child that it's the last number that tells you whether a number is odd or even.

Try it with a three-digit number. Remind your child that it doesn't matter how many numbers are in front; it's the last one that tells you whether it is odd or even. Then try it with four digits, five digits, etc. Keep going until you reach very large numbers.

By this time it will have probably turned into a game that your child delights in playing. Keep making up all kinds of numbers to try to trick your child, but if he or she knows the secret, your child will "win" every time. Then you can reverse roles and have your child try it with you. In a very short time your child will have learned odd-even numbers through this fun game. After you have introduced this concept, come back to it occasionally to reinforce the concept that has been learned.

Later, have your child write down the odd/even secret in the main lesson book. Include two columns or boxes of numbers, one odd and one even, to demonstrate the rule.

2. Take out the lily pads and have your child arrange them in two rows, one of odd numbers and one of even numbers.

## Math

(continued)

**Math***(continued)*

- Put the lily pads in a long line again (in order) and walk the two times tables, stepping on only multiples of two. Your child can discover that all of the two times tables are even.

Next try this with the 3, 5, and 10 times tables, and have your child call out if the number he or she is standing on is odd or even.

- Continue with mental arithmetic problems using all four operations.

**Science****Reading**

Read “The Story of Johnny Appleseed” to your child.

**Assignments**

- If you have an apple tree near you, observe throughout this season how it grows small, closed buds with hard covers to protect them. Observe how the covers fall off and the buds slowly open. Eventually, the blossoms are full. If you don’t have an apple tree near you, observe another type of flowering tree, if possible.

Divide a MLB page into four quadrants. Have your child draw the tree you observed as it looks today. Each week for four weeks, draw the various stages through which the tree passes during the season. Encourage your child to draw a close up view of the flower, rather than a distant perspective of the entire tree.

- Discuss with your child the many ways in which seeds get from one place to another. You might observe the cocklebur as it attaches to your clothing as you walk through a field in the spring. Have your child blow the seeds off of a dandelion. Some seeds grow inside pods. When the pods open, seeds come out. Some animals carry seeds away and hide them. Water carries some seeds away.

As you prepare meals this week, have your child take note of the foods you eat that contain seeds (apples, olives, peaches, cucumbers, tomatoes, etc.). In the MLB, make a list of these foods with seeds or draw a picture of a way in which seeds travel.

- Have your child make another weather chart this week and record the wind direction and the temperature twice a day (early morning and midafternoon). Also, notice when it gets light and when it gets dark.



At the end of the week, have your child compare the current weather chart with the ones that were made in the fall and winter.

4. Continue to care for the seedlings in your garden.

## Science

(continued)

## Arts & Crafts

### Assignments

Make Garden Markers for your newly planted seedlings.

## Music & Movement

### Assignments

1. Learn "Sweet Child" on the recorder. This is the final song in *Beginning Recorder*.
2. Have your child lead you in a series of fun exercises this week. He or she may want to create an obstacle course where different types of exercises have to be done along the way.

## Health

### Assignments

Complete lesson 32 in *Healthy Living from the Start*. Developing a strong body is the topic of this lesson's fun activities.

#### FOR ENROLLED STUDENTS

Please send samples of your child's work from lessons 29 through 32. With your submission, send notes and questions about your student'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 SL consonant blend				
Identifies SM consonant blend				
Identifies SN 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

WRITING: STORY-SUMMARY SENTENCES
Please describe how your child created the story-summary sentences this week. Use this space to clarify what (if any) assistance was necessary.



## Learning Assessment

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Projects the outcome of a social situation				
Differentiates between truth and fiction				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Identifies odd and even numbers				
Adds multiple numbers				
Identifies addition number bonds up to 20				
Identifies multiplication number bonds up to 20				
Solves mental math problems				
Solves multistep problems involving all four processes				
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 multistep 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
Demonstrates knowledge of seed dispersal				
Demonstrates focused observation skills				
Monitors and nurtures plant growth over time				
Records observation data over time				
Compares and contrasts different habitats				
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 ways to develop strength		



# Weekly Planner—Lesson 33

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							

## Notes



## Grade



# Lesson 33

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## Morning Circle

- Recite the opening and closing verses. Revisit verses and songs from the beginning of the year—they will feel like old friends.
- “Kookaburra” is a fun song to learn this week.

## MATERIALS

**Arts & Crafts: Juggling Balls**  
Plastic bags  
Rice  
Balloons (water-balloon size)  
Scissors

## Language Arts

### Assignments

1. Introduce the following consonant blends:

**SP**: *sport, spy, spill, spout, sponge, spell, spirit*, etc.

**SPR**: *spruce, sprout, sprang, sprint, spring*, etc.

Have your child enter into the main lesson book an illustration of an object that begins with each of these consonant blends. Feel free to explore the consonant blends in other artistic or active ways.

2. Have your child continue working with early reader books. Keep a steady supply of books around the house that are appropriate to your child’s reading level. Search the library for fiction as well as nonfiction books.
3. Have your child make a mini book about a story he or she particularly likes. Each page can have one sentence written about the story and one illustration. You can make the book by folding several sheets of paper in half, or by folding them in half again (cut along the folds, as needed) to make a miniature book.

This can also be done for an original story your child makes up.

### Further Study

For more word study activities, check out the resources at <http://oakmeadow.com/printed-links/>.

## Social Studies

### Reading

Read “The Wreath of Birds” (found with the language arts letter stories, letter W).

### Assignments

1. This week we are exploring the need to be helpful and respectful of others. Read the story and let it rest overnight. In the morning, have your child retell it to you. Ask your child who was helpful and respectful in the story. How did this character help or show respect to others? What happened as a result? Ask your child who was not helpful in the story. What happened as a result of such carelessness?
2. Discuss with your child ways people in your family are helpful, both in the home and in your community. Talk about ways we show respect to others. For example, we are polite to one another, and use thoughtful words. Perhaps you have helped your neighbor with a task, or brought food when a friend was sick. Perhaps you have held the door open for people who had their hands full. Ask your child to imagine what would happen if we all stopped being helpful and kind to one another. Then ask your child ways in which he or she can show kindness and be helpful to others.

Write a list of these ideas in the MLB.



## Math

### Assignments

1. Begin presenting your child with more complex story problems, and asking your child to translate them into vertically written number sentences before solving them. Story problems connect to real world situations and give context to abstract number problems.

Have your child continue using manipulatives, if needed, or have your child solve the problems with fingers or in his or her head. Have your child articulate how each problem was solved.



If you had solved a problem in a different way, or you know a faster way, you might mention this to your child, explaining that it is interesting to know that there are multiple ways to solve problems. Or you might say, "There's a short cut for that one. Here, I'll teach you the short cut." The more children can talk about and see multiple ways of figuring out problems, the more flexibility they develop in thinking mathematically.

Record some of the story problems with illustrations, number sentences, and solutions in the main lesson book.

2. Continue to review the math skills learned this year, especially mental math, number bonds, multiples of 2, 3, 5, and 10, and missing number equations.

## Math

(continued)

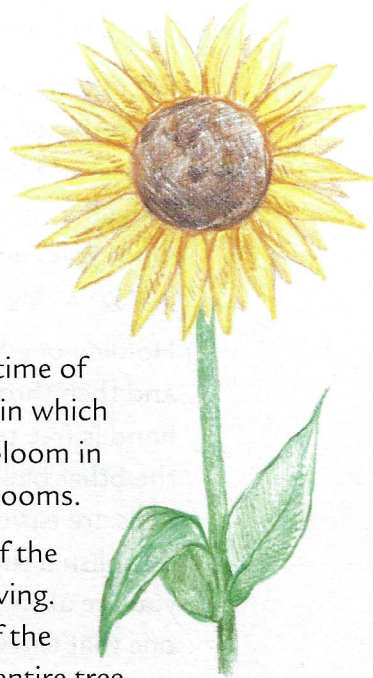
## Science

### Reading

Read "Sunflowers" to your child.

### Assignments

1. Daffodils and tulips may be popping up at this time of year. Make a chart of the flowers and the order in which you observe the different flowers beginning to bloom in your area. Draw a picture of each flower as it blooms.
2. Draw the next illustration of the development of the apple tree or other flowering tree you are observing. Encourage your child to draw a close up view of the flower, rather than a distant perspective of the entire tree.
3. Continue to care for the seedlings in your garden.



## Arts & Crafts

### Assignments

Make a set of Juggling Balls. You may want to make two sets (six balls in all) so that you and your child can juggle together.

## Music & Movement

### Assignments

1. Continue practicing favorite songs from *Beginning Recorder* and experimenting with tempo and rhythmic movement. You and your child might enjoy making up songs of your own as well.
2. Begin to teach your child to juggle. If you don't know how to juggle, this is an excellent time for you to learn! Juggling is a complex skill that a first grader is unlikely to master, but you can begin with the following pre-juggling skills, which are excellent for hand-eye coordination.

Here are basic instructions for learning to juggle:

- 1) Begin with just two balls, one held in each hand. Throw one ball up in the air and let it drop, and then throw the other ball up in the air and let it drop. The goal is to throw the ball only about as high as your forehead, where it is still easy to keep an eye on. Once you have the feel for how hard to throw to get the balls to just go as high as your forehead, you are ready for the next step.
- 2) Holding one ball in each hand, throw the left ball up in the air, and then throw the right ball immediately after so that your right hand is free to catch the ball your left hand threw in the air. Let the other ball drop. (If you practice next to a couch or bed, the balls are easier to retrieve each time they drop.) The goal is to establish a rhythm of throw-throw-catch-drop. In basic juggling, you are always catching the ball with the opposite hand than the one that threw it.
- 3) At this stage, most beginning jugglers find themselves trying to pass the ball from one hand to the other instead of throwing it up in the air. Throwing it up before catching it is the key to juggling! Continue to practice throw-throw-catch-drop until you can do it consistently. This is probably as far as your first grader will be able to go.
- 4) If you want to continue (or when your child is ready), the next step is to catch the second ball. The rhythm is throw-throw-catch-catch. Each ball is caught by the opposite hand than the one that threw it.



- 5) The final step is to introduce a third ball—when you begin, you are holding two balls in one hand and one ball in the other hand. Throw one of the balls in the hand holding two to begin your throw-throw-catch patter, but this time, in order to catch the second ball that is thrown, you have to toss the one you are holding in the air. In order to catch each ball, you have to keep tossing the one you are holding in the air.

Once you get the idea, juggling has a circular feel to it, as the balls continue to loop and cross in the air.

You will find that juggling is simple to learn but difficult to master. Like knitting, it's much easier to learn if you have someone to teach you. You might also want to watch a video online if you are just learning yourself.

Juggling is a really fun and satisfying skill to learn. Enjoy learning it, teaching it, and sharing it with your child.

## Music & Movement

(continued)

## Health

### Assignments

1. Complete lesson 33 in *Healthy Living from the Start*. Flexibility is an important component of a healthy body. Activities in this lesson focus on the mechanics and purpose behind stretching.

### FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 36. 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 SP consonant blend				
Identifies SPR 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

WRITING: STORY-SUMMARY SENTENCES
Please describe how your child created the story-summary sentences this week. Use this space to clarify what (if any) assistance was necessary.



## Learning Assessment

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Projects the outcome of a social situation				
Identifies ways to be helpful to others				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Identifies odd and even numbers				
Adds multiple numbers				
Identifies addition number bonds up to 20				
Identifies multiplication number bonds up to 20				
Solves mental math problems				
Solves multistep problems involving all four processes				
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 multistep 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
Records plant growth over time				
Demonstrates focused observation skills				
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 stretching exercises		



# Weekly Planner—Lesson 34

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							

## Notes



Grade



# Lesson 34

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## Morning Circle

- Recite the opening and closing verses. Revisit favorite songs and verses from earlier in the year.

## MATERIALS

Language Arts: Go Fish  
Index cards

## Language Arts

### Assignments

1. Introduce the following consonant blends:

**ST**: *stout, stop, stone, still, star, stay, stomp, etc.*

**STR**: *string, strong, strict, straight, strip, strap, stripe, etc.*

**SW**: *switch, swim, swarm, swallow, swift, sweep, etc.*

Have your child write a list of words for each consonant blend.

2. Continue reading to your child and having your child read to you.
3. Two days this week, print a few sentences about the bedtime stories for your child to copy into the main lesson book.
4. Play “Go Fish” with your child. On index cards, write words that begin with the consonant blends we’ve worked with so far. Write one word per card, and four “matching” cards in a particular consonant blend. For instance, four cards will have four different CL words, four cards will have STR words, and so on.

Deal seven cards to each person and place the rest of the cards face down in a pile. The goal is to make pairs of cards that share the same consonant blend. If you have any “matches” in your hand, you can lay them down. Anytime you lay down a match, you have to read both of the words on the card. The first person begins by trying to make a match by asking, for example, “Do you have any CL words?” If the person has one, he or she hands it over, reading the word on the card. If the other person does not have any, he or she says, “Go Fish!” The first

person then draws a card and it's the next person's turn. The one with the most pairs of cards laid down wins!

## Social Studies

### Reading

Read "The Fish, the Dove, and the Woodcutter's Son."

### Assignments

1. This week we are discussing the idea of compassion. Read the story and let it rest overnight. In the morning, have your child retell it to you. How did the woodcutter's son show compassion for others? What happened as a result? Who else was compassionate? (Perhaps the fish and the dove showed compassion for the lad.)

Have your child draw a picture from the story that shows an act of compassion.

2. Discuss with your child a way you both might choose to be compassionate, or showing caring for another, this week. At the end of the week, talked about what you did and how it made the other person feel. How did it make you feel?

Compassionate acts are often very much like the helpful, kind acts you talk about with your child last week. Compassion carries an element of concern and caring. The acts might look the same on the outside but have a different internal motivation. There's no need to try to make a big distinction between kindness and compassion at this point, however. Your child is just beginning to develop a vocabulary and awareness of social concepts.

## Math

### Assignments

1. As we near the end of the year, you will give your child plenty of opportunities to work with all the skills and concepts covered this year.

Continue working with all four operations in horizontal and vertical format. It's fun to have a pattern to the answers that your child discovers in each row of problems such as: