

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

Weekly Planner—Lesson 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.

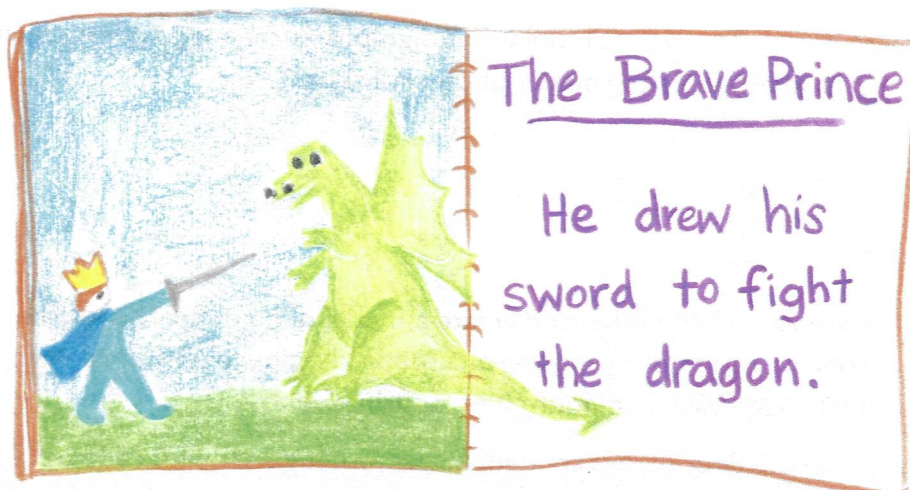
Reading

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.



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 child 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.

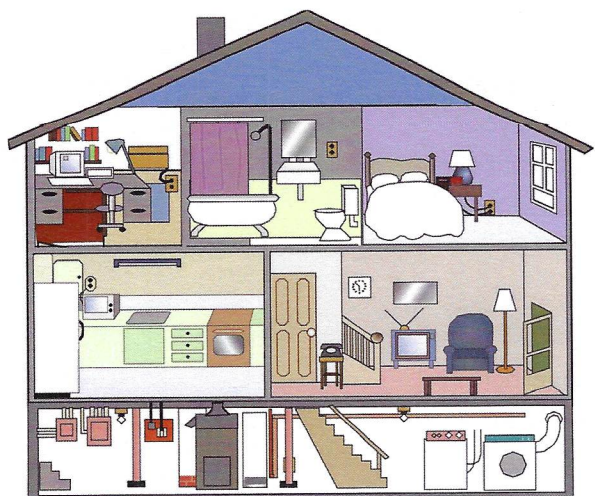
Social Studies

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 stripe.

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		

Weekly Planner—Lesson 27

Date _____

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

Weekly Planner—Lesson 27

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Introduce the CL and CR consonant blends.
- ☐ Write a brief story summary.
- ☐ Read from the MLB or an early reader.

Social Studies

- ☐ Create a marketplace to buy and sell.

Math

- ☐ Explore the connection between addition and subtraction.
- ☐ Work with oral and written problems in story and numeric formats.
- ☐ Solve four-step mental math problems.

Science

- ☐ Learn about forest life.
- ☐ Compare and contrast forest and pond habitats.
- ☐ Create a forest model.

Arts & Crafts

- ☐ Continue the potholder knitting project.

Music & Movement

- ☐ Learn “Night Is Falling” on the recorder.
- ☐ Play games with a bouncing ball.

Health

- ☐ Complete an activity related to staying safe in public places.

Materials Still Needed

Notes

Grade



Lesson 27

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.

Language Arts

Assignments

1. Introduce the following consonant blends to your child one at a time this week:

CL: *clear, climb, clap, clock, close, clarinet*, etc.

CR: *crack, crash, crawl, create, crib, crumb, cry*, etc.

Your child might like to play “I Spy” using only words with these consonant clusters. On another day, you might like to create a silly puppet play that features many of these words. Perhaps one puppet can act out the words while the other puppet has to guess what the word is.

2. Two days this week, ask your child to write one or two sentences about a story in the main lesson book. You can help your child craft these sentences so that they don’t contain words that are too long or too difficult to write and read.
3. Have your child continue reading, either from the MLB or a printed reader.

Further Study

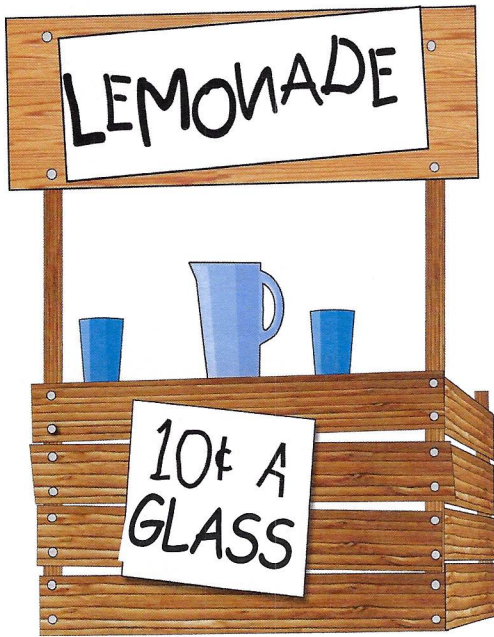
Play a game with your child. Think of a word that begins with one of the consonant blends we have studied. Call out the end of the word to your child and have him or her guess the consonant blend or digraph that begins the word. For example, you might call out “ACK.” Your child may guess CL for *clack*, BL for *black*, CR for *crack*, etc. See how many words you can make together!

MATERIALS

Science: Forest Diorama
Cardboard or shoe box
Small twigs, pine needles,
rocks, dried leaves, bits of
moss, samples of plants,
etc.
Clay

Social Studies

Assignments



Help your child create a marketplace with a variety of “shops.” Place items “For Sale” and indicate the cost of each item. You can set a limit of, say, two dollars and help your child set the prices accordingly. Buyers might use real money or pretend money.

Your child may wish to make things to sell—wonderful! Craft items and baked goods are terrific marketplace items. You may wish to consider setting up a stand for “services” such as a Laundromat or a barbershop.

Play or encourage others to play “marketplace” with your child. Buyers may begin with two dollars, including one dollar bill and change. Trade places and have fun!

Marketplace play can go on all week as your child develops new stores, makes signs, and invites others to make stores or shop in the marketplace.

Further Study

The marketplace activity should be playful and fun! Encourage your child to think about the kinds of things people need and include those items in the shops. Perhaps you can pretend to be a farmer who supplies vegetables to the store or a seamstress who provides clothing to sell. As shopkeeper, your child will have to pay you for these items in order to have them to sell in the store. Don’t be afraid to be silly, particularly with the items you buy and sell. This is a simple lesson in economics and math, not an attempt to promote consumerism.

Math

This week your child will focus on the interrelationship of the operations of addition and subtraction. Addition and subtractions are inverse operations just as multiplication and division. These two operations will be used in algebra to check answers. Again, we set the foundations of algebra right here in first grade.

Assignments

1. Ask your child to solve the following problems using manipulatives:

A squirrel (or an other animal that lives in your area) had three acorns and was given two more. How many acorns did the squirrel have?

If a squirrel had five acorns and gave away two, how many acorns would the squirrel have?

Have your child write these number sentences in the main lesson book and illustrate each with the appropriate picture of squirrel and acorns.

Have your child solve the following problems using manipulatives:

I have six sunflower seeds (or whatever seeds grow in your area) and was given four more. How many sunflower seeds do I have?

If I have ten sunflower seeds and give four to my sister, how many sunflower seeds do I have?

Have your child translate these oral problems into horizontal number sentences in the main lesson book with accompanying illustrations of sunflower seeds.

See if your child can make the connection between the two operations. If not, explain how the two operations are the opposite of each other.

This week, make up more problems showing the inverse of addition and subtraction and ask your child to solve them. Include both story and written arithmetic problems this week.

2. Pose mental arithmetic problems using all four operations, and continue working with mental arithmetic problems with four steps. You can present four-step challenges by saying that each step is a trial that must be conquered in order to reach the goal, like a prince or princess who has to go through a water trial (jumping over a river), an earth trial (climbing over a rock face), an air trial (blown in the wind), and a fire trial (jumping through flames) in order to get home to the castle at the top of the mountain. Sometimes having a pictorial image like this helps children to push through challenging problems and not get bored with repetitive arithmetic problems.

Math

(continued)

Science

Reading

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

Assignments

1. Take a walk in the forest and collect small twigs, pine needles, rocks, dried leaves, bits of moss, and samples of plants. You may want to bring a pair of clippers to snip off bits of branches and leaves. Make sure to only take a small portion of a plant so that the plant will continue to live. Beware of poisonous plants or plants like poison oak or poison ivy. If you are not sure a plant is safe, leave it alone.

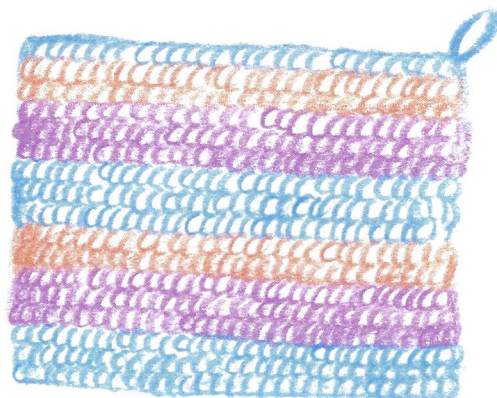
Take note of the plants and animal life in the forest. How is it different from life in a pond environment? How is it the same? When you get home, ask your child to record in the MLB many of the observations of forest life.

2. Use the samples you collected from the forest to create a model or diorama of a forest habitat. You can do this on a flat piece of cardboard or in a shoe box. Begin by sprinkling dried leaves or pine needles for the “forest floor.” Then, place the rocks and moss. Perhaps a pile of small sticks can become a home for an animal. Poke twigs or short sections of pine boughs into soft clay so they will stand up straight, like a tall tree in the forest. Be creative! Your child may want to collect more materials for the forest diorama another day and add to it.

Arts & Crafts

Assignments

Continue with the potholder knitting project.



Music & Movement

Assignments

1. Now that your child has learned all the notes presented in this course, it is time to move on to Part 2: Songs Using All the Notes You Have Learned in *Beginning Recorder*.

Learn “Night Is Falling,” and pay particular attention to how your child moves between the notes. If you notice undue tension in the shoulders, neck, arms, hands, fingers, or face, you can have your child take a break to stretch and relax these parts of the body. Take some deep breaths and then slowly lift the recorder and begin again. The goal is effortless, relaxed playing, so take the time now to help your child develop a style that allows the breath to flow freely and the muscles to move with flexibility and grace.

2. Have your child practice throwing a ball in the air and catching it him- or herself. Try to get to five catches without missing, then ten, and then fifteen.

Get a ball that bounces well (something about the size of a basketball but softer), and have your child practice throwing the ball up in the air and catching it after one bounce. Then practice dribbling the ball, bouncing a ball with one or both hands as long as possible without losing control of the ball.

Health

Assignments

Complete lesson 27 in *Healthy Living from the Start*. How to stay safe in public gatherings is the subject of this lesson on public safety.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of the next lesson.

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 CL consonant blend				
Identifies CR 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 marketplace				
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 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				
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				
Compares and contrasts different habitats				
Shows awareness of seasonal changes				
Shows knowledge of animal habits and habitats				
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 staying safe in public places		

Weekly Planner—Lesson 28

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
DAY 1							
DAY 2							
DAY 3							
DAY 4							
DAY 5							
DAY 6							
DAY 7							

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Introduce the DR, FL, and FR consonant blends.
- ☐ Make a collage related to consonant blends.
- ☐ Read from the MLB or an early reader.
- ☐ Write a brief story summary.

Social Studies

- ☐ Discuss an underlying story theme.
- ☐ Project the outcome of a social situation.
- ☐ Discuss the concept of fair play.

Math

- ☐ Introduce addition and subtraction in vertical format.
- ☐ Introduce multiplication and division in vertical format.
- ☐ Work with written problems in vertical and horizontal formats.
- ☐ Solve multistep mental math problems.
- ☐ Review number bonds and times tables.

Science

- ☐ Observe bird activity and record data.
- ☐ Make leaf rubbings.

Arts & Crafts

- Make a Lemon Pin Cushion.

Music & Movement

- ☐ Learn “Wee Son Jon” on the recorder.
- ☐ Practice jumping rope.

Health

- Complete an activity related to fire safety.

Materials Still Needed

Notes

Grade



Lesson 28

Morning Circle

- Recite the opening and closing verses. Revisit favorite songs and verses from earlier in the year.
- “Two Little Blackbirds” is a song that goes well with this week’s science lessons.

Language Arts

Assignments

1. Introduce the following consonant blends this week:

DR: drag, drink, draw, dress, drive, drip, dreary, etc.

FL: flute, flash, fly, fling, flaw, flea, float, etc.

FR: free, fresh, Friday, frank, freeze, frantic, friend, etc.

Make up sentences together that use as many of these words as possible. Have your child write one sentence for each consonant blend in the MLB and underline or circle the target words in another color.

2. Have your child look through magazines and cut out pictures of objects that begin with the DR blend. Tell your child that he or she may draw pictures instead of cutting them out. Have your child draw or glue these pictures on the left side of a main lesson book page. On the right side, divide the page in half, and do the same thing with pictures of objects that begin with the blends FL and FR.
3. Continue reading, using readers from the library, *Oak Meadow Word Families* or the MLB. This is a good time to form the habit of a regular reading time, perhaps after lunch. As your child becomes more comfortable with reading, the reading time can stretch, but to begin with, just ten or 15 minutes is probably plenty. Reading is hard work at first! Support your child’s literacy learning by reading aloud together,

MATERIALS

Arts & Crafts:

Lemon Pin Cushion

Scissors

Small saucer

Pencil

Pieces of yellow and green felt

Needle and thread

Pillow stuffing

Language Arts

(continued)

taking turns reading one page each, or helping your child sound out unfamiliar words.

- Two days this week, have your child summarize the bedtime story, and then write one to three sentences about it in the MLB. Drawing a picture on the opposite page is a great way to help your child focus on story details.

Further Study

There are many games that you and your child can play together that will enhance the learning of consonant blends. For example, cut out pictures of objects that begin with any of the blends we have covered. Put the pictures in a hat. Have your child choose a picture from the hat and see if he or she can identify the blend that begins the name of that object. For a greater challenge, try objects that begin with blends we have not yet covered.



Social Studies

This week begins our nine-week exploration into the civics block of first grade social studies. Each week we will look at various characteristics of good citizenship through story and activities.

Reading

Tell your child the story of “The Goose Girl” (found with the language arts letter stories in *Oak Meadow Grade 1 Resource Book*). If you have already read it, either review or retell it.

Assignments

- Let the story of “The Goose Girl” rest overnight. In the morning, have your child review the details of the story. This week we are looking at the quality of “fair play.” Ask your child who in this story did and did not play fair. Even though the goose girl played fair (meaning she behaved truthfully), her life was not easy. The Lady-in-Waiting, however, seemed to benefit by lying. What does your child think of this? Are people always rewarded for fair play? In the end, however, the truth wins out and the false Lady-in-Waiting pays the price for her deceit. What is the cost of cheating and lying? How would the Lady-in-Waiting’s life have been had she been honest and a true friend to the princess?

2. Give your child this situation: There are four friends playing a game together. They are having lots of fun. One friend is afraid he or she might lose, so this friend cheats. The friend is caught cheating. Ask your child, what might happen next?

Have your child draw a picture on one half of a page in the main lesson book that describes what might happen next in that scenario (for example, the children might argue or the game might end). Now ask your child to draw a picture on the other side of the paper that shows what might have happened had all the children played fairly (for example, the children play happily together). Title that page “Fair Play.”

3. Ask your child to explain what fair play means. Is it easy to have fun when someone decides to cheat or disrespect others? Why not?

Social Studies

(continued)

Math

Reading

Tell the story “Mother Squirrel and the Tree” (found in *Oak Meadow Grade 1 Resource Book*).

Assignments

1. This week your child will focus on writing and solving vertically written number sentences. Present the vertical form of solving addition and subtraction problems using the approach in the story. Be careful, however, not to use numbers that require carrying or borrowing—that will be introduced in second grade along with the concept of place value. For now, use only the following kinds of problems.

One digit numbers:

$$\begin{array}{r} 6 \\ + 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$$

Columns of one digit:

$$\begin{array}{r} 2 \\ 1 \\ 3 \\ + 4 \\ \hline 10 \end{array}$$

Math

(continued)

Two digits and one digit:

$$\begin{array}{r} 21 \\ + 5 \\ \hline 26 \end{array} \quad \begin{array}{r} 19 \\ - 3 \\ \hline 16 \end{array}$$

Two digits and two digits (no carrying or borrowing):

$$\begin{array}{r} 23 \\ + 34 \\ \hline 57 \end{array} \quad \begin{array}{r} 24 \\ - 13 \\ \hline 11 \end{array}$$

Have your child record a sample problem of branches and roots in the main lesson book. Draw the branches and roots on the top of the page, and the accompanying number problem on the bottom of the page. This helps to make the connection between the concrete and abstract.

Create several simple vertical addition and subtraction problems for your child to solve in numeric form.

2. On another day, introduce vertical format of multiplication and division. Show your child how these problems are set up and talk through how to solve them.

Problems should be written like this:

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \div 3 \\ \hline \end{array}$$

Give your child a few simple multiplication and division problems to solve in vertical format. Use story problems to accompany these problems if your child needs to put the work into context. Encourage the use of manipulatives to help your child arrive at the correct answer before writing it down.

3. Continue to practice mental arithmetic problems with multiple steps (recalling the challenges each step of the way in getting to the castle, as introduced in the last lesson). Also practice a few missing number equations, the times tables already introduced (2, 3, 5, and 10), and

number bonds for addition and multiplication (up to 20). Look for ways to incorporate these exercises into your day in small, consistent ways.

Remember to use games whenever possible to reinforce math use. For instance, you can make up simple cards games that require the quick use of addition number bonds. Here's one idea: Take the face cards out of a deck of cards. The aces count as one and everything else is face value. Shuffle the deck and divide it in half (your child can do that part). Each player has a stack of cards face down. Both players turn over one card at a time and put it in the center. You have to add up the value of the pair of cards. Pairs that equal ten or less get put to one side; pairs that equal 11–20 get put on the other side. As the game proceeds, show your child how to stack the pairs on each side so that they can be easily counted at the end of the game (a neat overlapping zigzag pattern is fun to make). Tell your child that the goal is to get through the deck as fast as possible, so your child should call out the total amount of the pair of cards as soon as the numbers pops into his or her head. Try to go faster and faster so that your child begins to give the answer automatically. Of course, if the answer is incorrect, you can say the right answer, and then slow down the game a little so your child gets the answers correct.

When the deck is finished, tell your child the under 10 pairs are worth ten points each, and have your child count up the total, first by counting by tens, and then by counting the number of pairs and multiplying. Have your child write down the total using a multiplication equation. The over 11 pairs are worth five points each. Have your child count and then multiply for that number. Add the two numbers together using the vertical format.

Math

(continued)

Science

Reading

Read “Little Maple Leaf” to your child.



Science Assignments

(continued)

1. If you started this course in the autumn, at this time of year, the birds should be returning. Spend this week observing and recording the different types of birds as they return to your area. New birds might be seen at your birdfeeder each day. You will want to review the information that you learned during the fall about the migrating birds.

Have your child create a chart in the MLB that has space for the date, the type of bird (its name, if you know it, or a description, if you don't), and a small illustration of the bird. Fill in information on this chart at least three times this week.

If you don't have a place at home to bird watch, go to a nearby park once or twice this week to observe bird activity and record data.

2. If you can, collect some leaves and do leaf rubbings (similar to tree bark rubbings—see *Oak Meadow Crafts for the Early Grades* for details). Compare how different types of leaves are similar and different. Glue these into the MLB. Another option is to draw a picture of one or more types of leaves.

Further Study

You may need to refurbish birdfeeders. Go for a walk and collect a few pinecones. Roll pinecones in peanut butter. Then roll the pinecones in birdseed. The seed will stick to the peanut butter. Hang your feeder near a window so you can easily watch the birds at work. Many local hardware stores carry hummingbird feeders, which require just a bit of sweetened water.

Arts & Crafts

Assignments

1. Make a Lemon Pin Cushion with your child.
2. If your child has finished with the knitting potholder, he or she may want to do another one. They make great gifts!



Music & Movement

Assignments

1. Learn “Wee Son Jon” on the recorder. Have your child play this song and several others in a recital for stuffed animals, family, or friends. Record the recital, if possible. (If your child is learning another musical instrument, have him or her perform a music recital on the instrument of choice.)
2. Practice jumping rope, using individual ropes, and a long rope between two people, if possible. If your child has difficulty doing this, start with a rope that is swinging slowly back and forth, but not going over his or her head. If you have enough people, it’s fun to skip rope together while two people turn the ends of the rope. Try holding hands while you jump together!

Health

Assignments

1. Complete lesson 28 in *Healthy Living from the Start*. In this lesson, you’ll help your child learn about fire safety.

FOR ENROLLED STUDENTS

When this lesson is complete, please send a sample of your child’s work from lesson 25 through 28 to your Oak Meadow teacher. Include notes on your child’s progress, along with any questions or concerns you might have. Remember to send an audio or video recording of your child’s music recital.

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 DR consonant blend				
Identifies FL consonant blend				
Identifies FR 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

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.

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Projects the outcome of a social situation				
Demonstrates understanding of fair play				
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				

Learning Assessment

MATH (CONTINUED)	Not yet evident	Developing	Consistent	Notes
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				

SCIENCE	Not yet evident	Developing	Consistent	Notes
Forms a hypothesis				
Performs an experiment and draws conclusions				
Records observation data				
Compares and contrasts different habitats				
Shows awareness of seasonal changes				
Shows knowledge of animal habits and habitats				
Monitors and nurtures plant growth over time				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

Learning Assessment

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 fire safety		

Weekly Planner—Lesson 29

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 29

Morning Circle

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

Language Arts

Assignments

1. Introduce the following consonant blends. Complete a word game, movement activity, or artistic activity with these words, and then have your child write them in the main lesson book:

GL: *glare, gleam, glue, glow, glass, glum, glide, etc.*

GR: *growl, grease, grasp, grind, groan, green, etc.*

2. Make a random list of words that your child is familiar with (your child can write the list or you can). Use words from multiple word families and consonant blends, as well as words from stories your child has read. Read the list aloud together. Cut the list so that each word is on a separate strip of paper. Ask your child to organize the list in alphabetical order according to the first letter in each word. You may want to give your child just a few words at a time.

Don’t worry about fully alphabetizing the list—just ordering it by the first letter is a big enough challenge for now. If your child gets stuck, simply recite the alphabet together to help your child remember the order of the letters. After the list is alphabetized, have your child read it aloud.

3. Continue reading together from beginning readers, having your child read aloud to you. When your child gains skills and confidence with reading, he or she may want to begin reading silently as well.

MATERIALS

Math: *Lily Pads*

Construction paper
Scissors

Science:

Spatter-Paint Fireworks

Poster paint
Black construction paper
Paintbrush
Cardboard box
Smock or large old tee-shirt
(optional)
Newspapers (optional)

Language Arts

(continued)

4. Two days this week, write a few sentences about the bedtime stories and ask your child to enter them into the main lesson book. Occasionally take time to go back over what has already been written, having your child read the pages aloud to you or to another family member.

Further Study

Here's another game to play with your child. In one bag, place pieces of paper with various simple actions written on them (for example, hop, skip, jumping jacks, twirl, jump up and down, etc.). In the other, place pieces of paper with various consonant blends that are familiar to your child. Have your child (you can try too!) pull out an action and a blend. Your child must start the action that is on the paper and cannot stop until he or she calls out a word that begins with the blend. To make the game harder, your child must call out three words before stopping.

Social Studies

Reading

Read "The Kingdom of Light" to your child.

Assignments

1. Let the story rest overnight. In the morning, have your child retell it to you. This week our discussion is the purpose of rules. What happened when the people were blinded? What did they do when they forgot "their neighbors' faces?" Did they remember the laws and the rules that showed them how to treat one another? What did they do? How was the people's sight restored? How did they feel?
2. Play a game of cards with your child. You can choose any game the two of you know. Tell your child that the game is different today. There are no set rules. You can each change the rules any way you want to as you play. (Continue to randomly change the rules as you go.) How long does this last? Is the game fun after a while? No one really wins in the end because no one understands the game to begin with!

Now play the game as you usually do. Does your child notice the difference? Which does he or she prefer? Why?

3. Talk about the rules in your own home. What kinds of rules do you have, and how do these rules help the whole family? What would we have if we each did whatever we wanted? What do we do instead?

Have your child write a short list of family rules in the MLB.

Social Studies

(continued)

Math

Assignments

1. This week your child will focus on counting and writing numbers to 100, as well as creating patterns.

Take out the 36 lily pads that you have already made (see lesson 21). Make sure they are in order and count them out. Begin to make the remainder of lily pads needed to get to 100. You may want to help your child by cutting multiple lily pads at a time (you can put several pieces of paper together to cut at once). Have your child write large numbers on each one (37–100).

Once all of the lily pads are numbered, lay them in order throughout the house. Have your child begin at the beginning and count from 1–100 while stepping on each lily pad. If your child is stuck on a number, say the number and let your child keep going. As the numbers get higher, you might need to accompany your child in the counting. Then turn around, and step from 100–1.

Ask your child to start at the number 20 and count up 10 numbers (to 30). You can put one finger up for each pad your child steps on to help keep track. Then have your child start at 35 and step up 5 pads; again, use your own fingers or ask your child to use fingers to keep track of how many steps have been taken. Do this from several other numbers, asking your child to count up a specific number. Before moving, see if your child can guess which number he or she will end up on. It's okay if your child can't yet do this mental math; more experience with moving the numbers will help. Try some numbers going backwards (subtraction problems).

2. Have your child start at 1 and step on each lily pad counting only in his or her head. Then when you say stop, your child stops on a lily pad and says what the next number will be. Try this game with counting by twos or threes. For example, your child steps on every second (or third) lily pad, silently counting only the multiples of two (or three). When you say stop, your child calls out the next multiple.

Math*(continued)*

Play this game going backward, as well. Switch roles and have your child be the one to call stop and you call out the next number—maybe you can step wide enough to count by fives!

Next, start at a number while your child is watching. Tell your child that you will be counting and stepping, but you will skip certain numbers. It's his or her job to tell you which number you skipped. Start stepping by ones and occasionally skip a number. Wait for your child to tell you the number you skipped. Then move onto stepping and counting by twos and then threes.

3. In the main lesson book have your child write the numbers 1–100. First, draw a grid with the block crayons (laying down fat stripes of color) or a ruler so that there are squares for 10 numbers across and 10 down (10 columns and 10 rows). If using block crayons, alternate colors so the grid shows clearly. Do this yourself first to show your child how to set up the page—equal spacing is critical for this exercise, so that the numbers and multiples of numbers will show up in a neat pattern.

Have your child write the numerals 1–10 in the first row, 11–20 in the second row, 21–30 in the third row, etc. Have your child use one color to write numbers 1–4 and 6–9, another color for 5, and a separate color for 10. Repeat this pattern in each of the rows. Once this is finished, have your child count the numbers 1–100. Help as needed.

Go back and have your child put a square around the multiples of 2: 2, 4, 6, 8, etc. Draw a triangle around the multiples of 3: 3, 6, 9, 12, etc.

Ask your child to point out the patterns of the multiples of 5 and 10. See if your child can find the patterns of 2 and 3. Look at which numbers have a lot of “friends” sitting with them and which numbers stand alone.

We will continue patterning with the multiplication tables in second grade. For now, let your child become familiar with seeing patterns in this form of numbers.

4. Continue with mental math activities and using math in daily life.

Science

This week your child will learn about thunder and lightning. If you are fortunate enough to have a thunderstorm this week, use the opportunity to teach your child about the difference between lightning and thunder, and how to tell how close or far away the lightning is. Explain that lightning is a big flash of electricity, and that thunder is the sound that the lightning

makes. Because light travels faster than sound, we see the lightning first, and we hear the thunder afterward. The longer the time between the lightning and the thunder, the farther away is the lightning. The closer the time between the two, the closer is the lightning.

You and your child can tell as the storm gets nearer because the time between the lightning and the thunder will shorten until finally they will occur simultaneously when the storm is overhead. By giving your child a focus during a storm, it helps them not to be afraid.

Hopefully you will have a rainbow in your area this week after a storm.

Reading

Read "Drums and Fireworks" to your child this week.

Assignments

1. Explain how thunder and lightning are related. You can determine how far away the lightning is by counting the seconds between seeing the lightning and hearing the thunder. The rule is this: when you see the lightning, start counting in thousands at one second intervals ("One, one thousand. Two, one thousand. Three, one thousand...") until you hear the thunder. When that happens, whatever number you are on is how far away the lightning is in thousands of feet. That is, if you stop at "Six, one thousand," then the lightning is 6,000 feet away. Since a mile is 5,280 feet, that means the lightning is a little over one mile away. (You don't need to explain all the details to your child, but for your own understanding, sound travels at 760 miles per hour, which equals about 1,100 feet per second, so counting one thousand feet each second gives a pretty good estimate of the distance.)
2. Have your child do a spatter-paint picture of fireworks. Put a black piece of paper in the bottom of a large box. (You may want to put a smock on your child and cover the floor around the box with newspaper, just in case some paint splatters escape the box.) Using one color, have your child make a dab of color on the paper, and then, while holding the brush deep in the box but not touching the page, shake the brush. The paint will splatter on the page, just the way fireworks explode in the sky. The more vigorous your child shakes the brush, the more splatters will fall on the page.

Wash off the brush and then choose another color, first dabbing a center point and then shaking color on the page. Your child can add several colorful fireworks to the night sky.

Science

(continued)

Science*(continued)*

3. Together with your child, you can perform a thunderstorm. One person can be the lightning, the other can be thunder. Use a drum to beat the thunder, and use silks to represent lightning in the sky. Take turns counting the time between the lightning and the thunder and figuring out how far away the storm is.

Arts & Crafts**Assignments**

Just as a spider weaves its web, do Circle Weaving with your child.

Music & Movement**Assignments**

1. Learn “The Flight of the Bluebird” on the recorder, and continue to practice previously learned songs.
2. Choose or set up a target in the yard and practice kicking a ball at the target. For instance, you might have a large tree or rock in your yard that can be your target. Start as close as is necessary to be successful most of the time, and then gradually move farther back. You might want to set up a “goal” by putting thick sticks on the ground in a U-shape (or using other objects) and practice accuracy by kicking the ball in to the goal.

Practice kicking the ball to a partner using a straight kick (with the toes) and a side kick (using the instep of the foot).

Health**Assignments**

Complete lesson 29 in *Healthy Living from the Start*. The influence of media on health choices will be explored in this lesson.

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 GL consonant blend				
Identifies GR 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 rules				
Identifies family rules				
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				