Math

Assignments

1. This week your child will review the quality of numbers. While the first grade arithmetic curriculum focuses on the four operations, the quality of numbers forms the foundation of all math work. This week, help your child notice in what form each quantity of number appears, and this often suggests the quality of the number. For instance, the quality of one is unity, and this can be seen in one tree that is home to many animals or has many branches and leaves; the quality of two is seen in the balance of day and night, sun and moon, light and dark. You might ask your child, "Where do you find three?" You might be surprised with the answers your child comes up with: two parents and a child; three children holding hands in a circle; three trees in a park, or three sides of a triangle.

   Here are some examples of how to frame thinking about the qualities of numbers and where you might find examples of these qualities in the world:

   One: a unity, many branches one tree

   Two: polarity, dark/light

   Three: a balance point between two polarities; a triangle

   Four: the four directions; the solid foundation of a square

   Five : the four limbs and head of a human being; star

   Six: two sets of three (a six-pointed star is two triangles inverted); a hexagon

   Seven: the colors of the rainbow; the combination of triangle and square, as in a simple drawing of a house

   Eight: two sets of four; a spider's eight legs

   Nine: three sets of three

   Ten: two sets of five; ten fingers, or ten toes

   Help your child notice instances of number qualities and quantities in the environment throughout the week.

2. Have your child write the numbers one through ten in the math MLB. For each number, your child can draw a grouping of objects (for instance, one tree, two boots, three kittens, etc.).

Math

(continued)

If your child is reversing any numbers (drawing the two or five backwards, for instance), this is a good time to gently draw attention to the correct way to form the number. Don't worry if your child continues to reverse it for a while; just continue to reinforce the correct form of the number with tactile experiences, such as forming the number out of clay or dough, drawing the number in sand or flour on a tray, and walking the form on the ground.

3. Give your child a large quantity of small objects (such as a pile of small stones, acorns, wooden beads, dried beans, etc.) and have him or her make groupings of each quantity. Line up the piles in ascending order (one through ten) and then make one big pile again. Name a number—for instance, seven—and have your child make several piles with seven objects in each pile. Have your child find different ways to group each pile. One pile might be divided into three piles of three, two, and two; another pile might be divided into one group of five and one group of three. Encourage your child to experiment with these different groupings on his or her own. There's no need to point out that three plus four equals seven—that will come later. For now, you want to let your child just explore the number quantities and qualities. Once one quantity has been experienced in a variety of ways, push all the items back into the pile and name a new number to explore.
4. With your child, count from 1–100 while throwing or bouncing a ball back and forth. You can start with "One!" and your child then says, "Two!" The next time you do it, have your child start the game. Another time, begin at 100 and count backwards. Try starting with a number other than one and continue to count forwards or backwards.

Science

Assignments

1. Bird activity is a prime indicator in many regions at the change of seasons. Many birds migrate in the fall to warmer places where food is plentiful. Go outside with your child this week and observe the birds that live in your area. What are they doing at this time of year? Are they migrating (flying south—or north, if you live in the southern hemisphere)? Are they building nests? Gathering food? Calling for mates?
2. Go to your local library or a website and learn about the birds that live in your area.

When you look outside again, see if you can identify any of these birds and predict what they are doing. If it is spring, they may be looking for mates. In fall, they may be migrating to or from your area. Is your area home to many birds in the winter? Where do they nest?

3. In the science MLB, have your child draw one (or more) bird(s) that you have seen this week. Ask your child to draw the bird participating in an activity that he or she has observed.
4. On another day, have your child draw the same bird in a different season. What might the bird be doing at that point in the year? For example, one page may have the bird flying south in a V-formation for winter; the next page may show the bird in its nest feeding young. Encourage your child to indicate in this drawing what season it is. For example, he or she may wish to put in a tree with colored leaves for the fall and a bright sunny day for spring. It might help to discuss these seasonal details ahead of time to help your child identify different indicators of the yearly cycle.

Further Study

This is a nice opportunity to visit your local Audubon society, if you have one, or a nature conservatory. There you will learn more about local birds in action.

Arts & Crafts

Assignments

1. Continue the knitting project.
2. Build a Bird Feeder (instructions found in *Oak Meadow Crafts for the Early Grades*). Hang it by string from branches where you can see it from your window so your child can observe the birds coming and going. The more bird feeders you make, the more birds will come!

Music & Movement

Assignments

1. Learn exercise #6: Exercise for B and A (this, and all recorder exercises and songs are found in *Beginning Recorder*).

   At this point your child should be getting more comfortable with playing the recorder. Depending on your child's ability, it might be fun

Science

(continued)

Music & Movement

(continued)

to vary the tempo of the pieces your child knows, playing it slower and faster than usual. This also helps your child to pay attention to the rhythm and the time value of each note.

If you find your child struggles with the rhythm of the notes, begin each new piece by using hands to clap out the rhythm before you pick up the recorder to play the notes.

2. Here is an exercise designed to help your child increase awareness of the major parts of the body (ears, shoulders, head, wrists, waist, hips, ankles, etc.), and to coordinate movements of these parts. There are many variations to this exercise:

   a. You can play "Simon Says." For example, if you say, "Simon says touch your right elbow to your left knee," your child should do that, and stay in that position until you give the next command. However, if you don't say "Simon says" before your command, then the child should not do what the command says. If he or she does the movement without the "Simon says" command, then you switch places and start over.

   b. Mirror imagery games are fun. Stand opposite one another, and move a body part while your child copies you in mirror image. For instance, if you raise you left hand up in the air, your child should raise the right hand up. Take turns being the leader.

   c. Try movement exercises with eyes closed. Have one partner close his or her eyes and the other (with eyes open) say what to do, such as, "Touch your left ankle with your left hand." The goal is to move the body parts smoothly and accurately without having to feel around to find each part.

   d. Pretend to be sculptors. One partner is the sculptor, and moves the other partner (the clay) into various positions. With each move, the sculptor has to say the parts being moved and tell how it was moved. For instance, you might move your child's body and say, "The right elbow goes by the ear and the fingers wrap around the neck."

Further Study

There are many exercises for children of this age to work on large motor skills. Marching, running, jumping, skipping, and hopping are all great large motor activities. This might be a good time for your child to learn to

ride a bike, or to swim (many families that live in cold climates enjoy indoor swimming during the winter months of the year).

It is particularly important to combine activities that emphasize the use of fine motor skills, like writing, drawing, or knitting, with periods of large motor activity. In this way, children are encouraged to use their whole bodies and those that find fine motor activities challenging will not tire as quickly.

Music & Movement

(continued)

Health

Assignments

Complete lesson 6 in *Healthy Living from the Start*. This is your first review lesson of the year in health (there will be one every six weeks). This review lesson provides an opportunity to go over the information and activities that were covered in Unit I: Physical Body.

FOR ENROLLED STUDENTS

A sample of work from this lesson will be sent to your Oak Meadow teacher at the end of lesson 8. 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. Remember to use your child's treasure box to collect examples of projects and other samples of work that don't fit into the main lesson book.

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Identifies the K sound in words				
Identifies the L sound in words				
Draws uppercase and lowercase letter K in picture form				
Draws uppercase and lowercase letter L in picture form				
Writes uppercase and lowercase letters A through K				
Identifies sounds for letters A through K				

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
Uses calendar to note special events				
Shows familiarity with family heritage				
Demonstrates knowledge of days of the week				
Demonstrates knowledge of months of the year				
Shows awareness of concepts of time				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Identifies examples of numbers 1–10 in environment				
Writes numbers 1–10 accurately				
Displays different arrangements of quantities up to 10				
Shows symmetry in form drawings				
Counts from 1–100 in sequence, ascending				
Counts from 1–100 in sequence, descending				
Counts from 1–100 from a midpoint in the sequence, ascending and descending				
Sorts, measures, counts, and categorizes in the context of daily activities				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Observes seasonal changes				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				
Observes and draws bird behavior				
Identifies local bird species				
Predicts animal behavior based on knowledge of seasons				
Sorts items according to different classifications				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes using B and A notes on the recorder		
Uses varied tempos while playing familiar songs on recorder		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of physical body		

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

Date _____

Weekly Planner—Lesson 7

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Hear and retell "The Princess on the Glass Mountain."
- ☐ Hear and retell "The Nail."
- ☐ Draw letters M and N in picture form.
- ☐ Hammer nails into the N shape.
- ☐ Identify words that have the M sound.
- ☐ Identify words that have the N sound.
- ☐ Practice writing letters M and N.

Social Studies

- ☐ Identify ways in which people help one another.

Math

- ☐ Introduce the four operations in story form.
- ☐ Illustrate the four characters.

Science

- ☐ Draw a bird based on observations.
- ☐ Observe animals in nature.
- ☐ Illustrate how an animal's needs are met.
- ☐ Take care of a pet's needs.

Arts and Crafts

- ☐ Continue the knitting project.
- ☐ Build a Bird Nest Supply Box.

Music and Movement

- ☐ Learn "The Fork and the Spoon" on the recorder
- ☐ Give a music recital.

Health

- ☐ Become aware of the surroundings.

Materials Still Needed

Notes

Grade 1

Lesson 7

Morning Circle

- Recite the opening and closing verses, and add one or two new songs, verses, and fingerplays. Continue to vary well-known songs and verses.
- "The Cobbler and the Mouse" and "Here We Go 'Round the Mulberry Bush" are verses that go well with this week's social studies lessons.

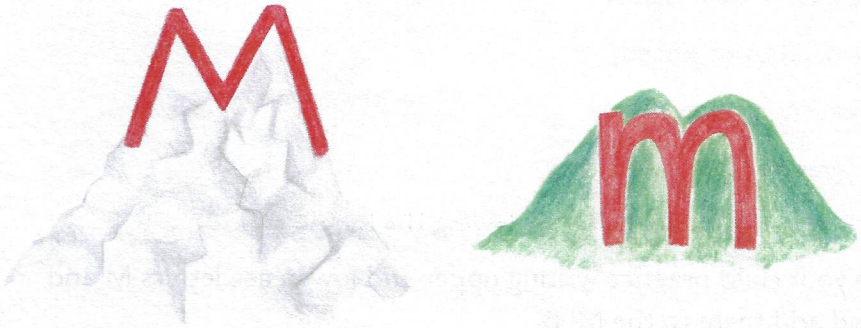
Language Arts

Reading

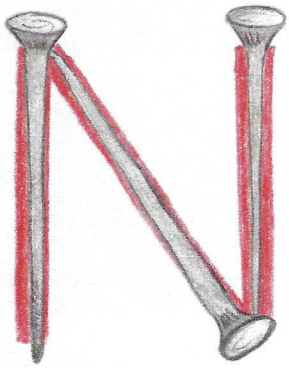
At bedtime, read "The Princess on the Glass Mountain" and "The Nail."

Assignments

1. After reading "The Princess on the Glass Mountain," have your child retell the story. Together you can explore how the uppercase and lowercase letter M is found in the mountains. Ask your child to do a watercolor painting of the mountains showing an uppercase and lowercase M.



2. Have your child recall the story of "The Nail" and then show how the uppercase N is formed by a drawing of three nails. Show how a lowercase N can look like a nail that was heated until it could be bent. Ask your child to use crayons to draw the pictures in the MLB.



MATERIALS

Language Arts: Nails for Letter N
Hammer
Nails
Wood
Toothpicks (optional)

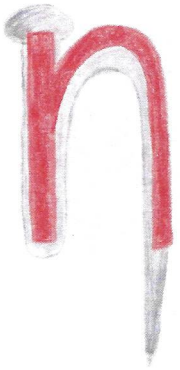
Science: Bird Nest Supply Box
Milk carton
String
Scissors
Ruler
Hole punch
Twig (about 12 inches long)
Dried grasses, pet hair, dryer lint, pieces of yarn, etc.

Movement & Movement: Balance Beam
Wooden plank, 4 inches wide and eight to ten feet long

Language Arts

(continued)

3. Hammer nails into a board in the shape of the letter N. Alternately, your child can use three nails lying flat to form the uppercase N, or use toothpicks.



   You can use bread dough, beeswax, or clay to let your child explore how a hot nail could be bent to form the lowercase N.

4. Make up alliterative sentences for M words, such as these:

   Miss Moppet meowed at the miniature mouse.

   Many mumbling mice make midnight music merrily.

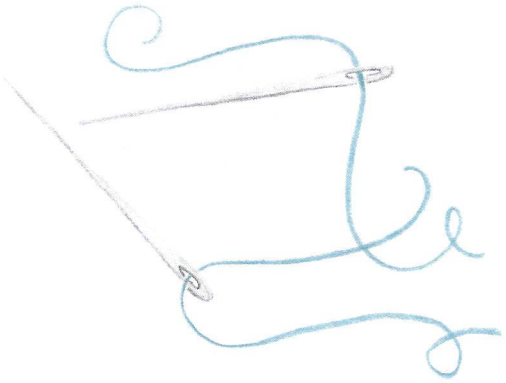
   Millions of marvelous men marched up the mighty, misty mountain.

   Look around the house to find M words or play "I Spy" with M words.

5. Teach your child the following rhyme for N. First, read the verse aloud, and then read it again, having your child repeat each line after you. Over the course of the week, help your child learn two lines at a time until it is memorized.

N

I need not your needles,
They're needless to me,
For needing of needles
Were needless, you see.
But did my neat trousers
But need to be kneed,
I then should have need
Of your needles indeed.



   This is also a great verse for reviewing the long E sound.

6. Have your child practice writing upper and lowercase letters M and N, and add them to the MLB.

Further Study

Your child may want to work further with the letters you are exploring. Your child can form the letters in beeswax or clay, or create a representation of the letters with paper cut-outs, beans, or macaroni. Drawing letters in the dirt or sand is a wonderful way to engage the whole body in the art of writing!

If you don't already have a set of letters made of air-dried or baked clay or beeswax, this is a good time to create one. You can add to it as more letters are presented. Shaping the letters in three-dimensional form is a fun activity and helps your child solidify the shape of the letter in his or her body and mind.

Social Studies

Assignments

Continue reading classic stories and fairy tales. Use these stories to discuss the concept of helpfulness. Point out to your child ways that family members are helpful to others, and ways friends and neighbors are helpful to your family. Notice if your child finds new ways to be helpful over the course of the week, and make sure to show your appreciation.

Math

This week your child will be introduced to the four operations. The four operations—addition, subtraction, multiplication and division—are interrelated operations. An important goal of this math curriculum is to help students develop the flexibility to creatively solve any math problem or situation. The four operations are presented in unison to encourage children from a young age to figure out what operation is needed.

Math problems in the early grades are couched in stories or situations. This allows the child's imagination to be engaged so that mathematics becomes a rich and lively exploration, rather than a dry and abstract subject. The imaginative quality of the math stories also allows for contextualization. Putting numeracy and the four operations in a practical context helps children more easily make sense of them. Rather than asking a child "What is four plus two?", you might ask your child to pick four lilies and two daisies, and you can ask "How many flowers do we have to put on the dinner table?" This imaginative contextualization engages the child in

Math

(continued)

a way that sparks creativity and the capacity to think a problem through and not just memorize math facts.

The four operations will be introduced through a story, "The Kingdom of Mathematics." We also offer an alternative story about a gnome kingdom (both stories are found in *Oak Meadow Grade 1 Resource Book*). You may also want to make up one of your own.

Regardless of the story you choose, you are encouraged to personalize the story. You might want it to reflect the climate and landscape of your location. Feel free to add details relevant to your home surroundings. The story can take place in a city, or in the desert, in the mountains, or by the sea. You can also choose to pick a setting for this story that is different from your home surroundings to expand the horizons of your child's imagination.

Reading

Read "The Kingdom of Mathematics."

Assignments

1. Early in the week, tell the math story, and then let it rest. There is no need to moralize; children intuitively understand meaning couched in stories and telling the "moral of the story" spoils the mood for the children.

   On another day, have your child re-tell the story. If necessary, help your child recall the story events in proper sequence. Sequencing is an essential capacity that must be developed; it is the beginning of logic and mathematical proofs that will come in middle school. If a part is left out or misplaced, gently correct it by saying, "We forgot about the part where..." This models for the child that it's ok to make mistakes, but it's also important to correct mistakes.

   Have your child illustrate a favorite part of the story.

2. On another day, divide a main lesson book page into four quadrants. Show your child how to make a drawing of the four characters in the story.

   Tell your child that these characters are named King Divide, Queen Minus, Sir Plus, and Jester Times. You can draw the symbols beside each character, or incorporate it into his or her costume or hat. There is no need to go into detail about what each symbols means—we will introduce the nature and character of each operation in the coming weeks.

Science

Assignments

1. Ask your child to draw a picture in the MLB of one of the birds observed at your feeder. Now that the bird feeder has been out for a while, can you notice the same birds returning to it repeatedly?

2. Go outside with your child and walk through the park, forest, or beach—whatever form of nature exists in your area. What animals do you see? Where do these animals live? For example, birds live in nests in trees, and chipmunks may live in a burrow underground or may nest in bushes or hollow logs. What do these eat? How do they find their food? Where do they find water to drink? At a later time, you may want to find books in the library to do some research online to answer some of these questions.

   Point out to your child that every animal has four basic needs that must be met: food, water, air, and shelter. When you see various animals, talk about how each one gets its needs met. What do you think happens if they don't get their basic needs met? Talk about any pets you have at home. How do they meet their needs?

   Explain in simple terms that plants provide air for us to breathe. You do not need to get into a formal discussion of photosynthesis; instead you may simply state that air is the gift plants bring us. For the first grader, it is more important to instill a sense of wonder and gratitude for the natural world than to present complex scientific concepts. There will be plenty of time for that in later years.

3. Have your child choose one animal you have seen or discussed. In the science MLB, your child can draw three pictures of this animal: one showing the animal with its food source, one with its source of water, and one of the animal in its home.

4. If you have a pet at home, have your child help take care of it this week, paying special attention to how it gets its basic needs met. Discuss what it likes to eat, and how it might find its food if it lived in the wild. If your child does not have a pet, perhaps you can borrow a friend's pet for an afternoon. Or you might have your child simply choose an imaginary pet to take care of!

In telling stories to your children, the richer and more varied the details, the better your child will be able to build the imaginative pictures of the story. Sensory details help to bring the story alive. Think about what the characters are eating and describe the smell, the textures, and the warmth of the freshly baked bread. Is the wind blowing? Is the weather cold or warm? Are the leaves rustling? Does the snow underfoot crack or the mud squish? Does the horse go racing down the forest path with hooves pounding? Embellishing your story will help paint a vivid picture in your child's mind.

Science *(continued)*

Further Study

You can study the animal you have chosen in greater depth, if you wish. Where else is this animal found? What do its young look like and what are they called? Think about how your animal might live differently as different seasons approach. How might it adapt to changes in its environment? Discuss with your child ways in which humans can help protect the animal and its habitat.

Arts & Crafts

Assignments

1. Continue the knitting project.
2. Build a Bird Nest Supply Box (*Oak Meadow Crafts for the Early Grades*) and stock it with soft materials a bird might like to use for a nest. You can collect soft "fluff" from seed pods, small bits of grass, even clippings from your next haircut! Keep your eyes open when you spy nests throughout the year—do you recognize any of the materials?

Music & Movement

Assignments

1. Practice the exercises for notes B and A, and then teach your child "The Fork and the Spoon" (found in *Beginning Recorder*).

   Once your child learns this song and can play it comfortably, he or she might like to give a short recital of the exercises learned, ending with a grand finale of "The Fork and the Spoon." The recital can be for parents, grandparents, siblings, friends, or maybe a group of stuffed animals or dolls.

   If your child has been learning a different musical instrument, the music recital can be performed using his or her instrument of choice.

2. Do these balancing exercises with your child this week:

   a. Have your child stand on tip-toes, eyes open, while you count to five. Can he or she stay on tip-toes until you count to ten?

   b. Have your child walk on tip-toes, and then on heels, on inside edge of foot, and on outside edge of foot.

3. Create a simple balance beam by purchasing a 4-inch-wide plank about eight to ten feet long.

   a. Have your child learn to move from end to end, and then to walk on tip-toes, run, skip, and hop.

   b. Step sideways the length of the beam, moving to the left and then moving to the right.

   c. Walk sideways, crossing one foot over in front of the other, down the length of the beam.

   Once your child is moving across the balance beam with confidence, you can raise it slightly by putting one brick under each end of the beam. Have your child repeat the exercises above.

Music & Movement

(continued)

Health

Assignments

Complete lesson 7 in *Healthy Living from the Start*. For the next six lessons, you'll explore topics relating to personal safety. The unit begins with activities to encourage your child's awareness of the surroundings.

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 document your child's progress using the weekly planner, assignment checklist, and learning assessment form in each lesson. If you can, please record your child's music recital in audio or video form to send to your teacher next week.

Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Memorizes and recites verses				
Identifies the M sound in words				
Identifies the N sound in words				
Draws uppercase and lowercase letter M in picture form				
Draws uppercase and lowercase letter N in picture form				
Writes uppercase and lowercase letters A through N				
Identifies sounds for letters A through N				

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
Uses calendar to note special events				
Shows awareness of how people help one another				
Demonstrates knowledge of days of the week				
Demonstrates knowledge of months of the year				
Shows awareness of concepts of time				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Identifies examples of numbers 1–10 in environment				
Writes numbers 1–10 accurately				
Displays different arrangements of quantities up to 10				
Shows symmetry in form drawings				
Counts from 1–100 in sequence, ascending				
Counts from 1–100 in sequence, descending				
Counts from 1–100 from a midpoint in the sequence, ascending and descending				
Sorts, measures, counts, and categorizes in the context of daily activities				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Observes seasonal changes				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				
Observes and draws animal behavior				
Identifies local animal species				
Predicts animal behavior based on knowledge of seasons				
Sorts items according to different classifications				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes using B and A notes on the recorder		
Uses varied tempos while playing familiar songs on recorder		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of physical body		

Weekly Planner—Lesson 8

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 8

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Hear and retell "Mr. Who."
- ☐ Hear and retell "The Enchanted Pig."
- ☐ Draw letters O and P in picture form.
- ☐ Identify the long and short O sounds.
- ☐ Identify words with the P sound.
- ☐ Practice writing letters A through P.

Social Studies

- ☐ Learn about helpful people in the community.

Math

- ☐ Introduce addition.
- ☐ Use manipulatives to solve addition problems.
- ☐ Create a total quantity in multiple ways.
- ☐ Count from 1–100, ascending and descending.

Science

- ☐ Make a wind vane and determine wind direction.
- ☐ Identify cardinal directions and use a compass.
- ☐ Chart daily weather.
- ☐ Make weather predictions.

Arts & Crafts

- ☐ Continue the knitting project.
- ☐ Make a pinwheel.

Music & Movement

- ☐ Learn the note G on the recorder.
- ☐ Do balancing exercises.

Health

- ☐ Learn about playground safety.

Materials Still Needed

Notes

Grade 1

Lesson 8

Morning Circle

- Recite the opening and closing verses. Add one or two new songs, verses, and fingerplays, and have fun repeating familiar ones. Vary the way well-known songs and verses are done and incorporate large and small body movements.
- Try doing circle activities fast or slow, or loud as a lion or quiet as a mouse, or with a high voice or a low voice, or even silently while just doing the gestures while saying the words in your head.
- "Peter, Peter, Pumpkin Eater" and "Autumn" are verses that go well with this week's language arts and science lessons.

MATERIALS

Math: Manipulatives
Glass "gems," polished rocks, or any type of math manipulative
Felt pad or placemat

Science: Wind Vane
Index card
Straw
Pin (straight pin)
Pencil

Science: Cardinal Directions
Compass

Arts & Crafts: Pinwheel
Construction paper
Push pin
Stick or dowel
Scissors
Pencil
Ruler
Crayons

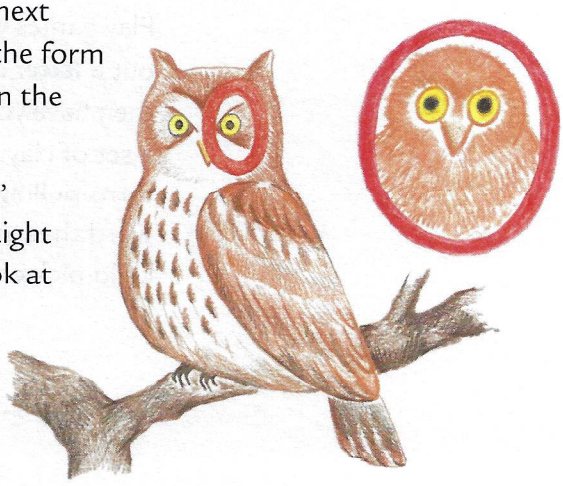
Language Arts

Reading

At bedtime, read "Mr. Who" and "The Enchanted Pig."

Assignments

1. Read "Mr. Who" and ask your child to retell the story the next morning. Draw the uppercase and lowercase letter O in the form of owls from the story. Have your child draw the pictures in the main lesson book.



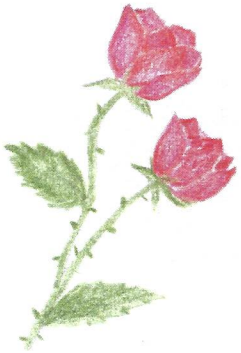
2. Have your child recall the story of "The Enchanted Pig." Draw the letter P in the shape of the pig standing straight and tall, and the princess's iron staff with a round crook at the top.

3. Read aloud the rhymes for O and P. Emphasize both the O and P sounds as you read these rhymes.

Language Arts

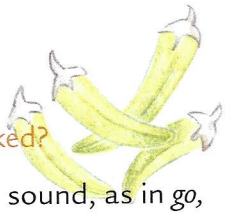
(continued)

O (long O)



Moses supposes his toeses are roses,
But Moses supposes erroneously;
For nobody's toeses are posies of roses,
As Moses supposes his toeses to be.

P



Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

4. Explain to your child that O has two sounds: the long sound, as in *go,* and the short sound, as in *stop*. See how many words you and your child can think of with the long and short O sounds. Following are some examples:

hop	mop	top
hot	pot	job
hoe	slow	low
toe	glow	flow

Play rhyming and word games this week to explore these letter sounds. You can even make up nonsense words to illustrate these sounds!

5. Ask your child to practice printing uppercase and lowercase letters O and P, and then write them in the MLB. Practice all the uppercase and lowercase letters (A through P) occasionally.

Further Study

Play games with your child involving letter and sound recognition. You call out a letter and have your child come up with a word using that sound, and then have your child call out a letter and you think up a word. If you have a set of clay or beeswax letter shapes, you can put them in a bag and take turns pulling out one letter at a time. You each have to come up with one word that uses that letter sound. Put the letters in a bag, and have your child pick one with eyes closed, and then identify the letter by touch alone.

Social Studies

Assignments

1. Talk to your child about the many helpers in the community. As you go about your daily activities, bring your child's awareness to all the people who are helpful: the postal worker brings the mail, the grocery clerk puts your groceries in your bag, and perhaps someone holds the door open for you at the library.
2. Continue reading classic stories and fairy tales to your child. You might also like to make up stories of your own, or make up stories together with your child.

Math

This week your child will focus on the qualities and operation of addition. Addition is commonly seen as one added to another, added to another, added to another. We will begin looking at addition from this commonly used perspective as well as another perspective. We will take the final amount, the wholeness of the answer, and look at what combinations combine to create that whole. This way of looking at addition combats the materialism of more added to more added to more gives you even more. It also allows for multiple answers to a given problem, instead of locking the child into the idea that there is only one correct answer. This approach to addition allows for creativity in thinking about mathematic problems and in the way a solution is found.

It is important from the beginning of arithmetic to talk with your child about how you came to a particular answer, and to encourage your child to explain his or her methods. Talking about math methods, strategies, and pathways to solutions is a very important element which, if cultivated early, leads to less frustration in middle school when problems become more complex. So, start talking about math early!

Reading

Read the story of "Sir Plus" (found in *Oak Meadow Grade 1 Resource Book*).

Assignments

1. Begin this week by remembering the character of Sir Plus from the story in the last lesson. Ask your child to recall Sir Plus and what his task is in the Kingdom of Numbers. Then tell the story of "Sir Plus."

Math

(continued)

On another day, have your child retell the story of Sir Plus. Now is a great time to introduce manipulatives to your child's math work. These can be glass "gems" or stones, dried beans, or Cuisenaire rods, whatever you have on hand. These can be kept in a small pouch and brought out for math time. It is often helpful to have a felt pad to go under the gems, as this helps to keep them quieter and gives your child a clean place to work.

Ask your child how many bags of coal Sir Plus brought to the castle. Then have your child count out 10 gems, which represent the 10 bags of coal. Next, have your child represent each trip that Sir Plus made from the coal mine to the castle with his gems. Ask your child how many trips Sir Plus had to make to get all 10 bags of coal back to the castle. Touch each pile and say, "Ten bags in all. That's 2 + 2 + 2 + 2 + 2, that's what Sir Plus did."

This is the foundation for multiplication, but you don't need to mention that now. You are setting the foundation in order to allow the possibility for your child to discover the relationship between multiplication and addition independently. The more your child can make these connections on his or her own, the deeper will become your child's understanding of arithmetic.

Have your child do a drawing of this in the MLB.

2. Have your child put the ten gems back into one pile. Then ask how else he or she can make ten. There are many possibilities for this answer. See how many you and your child can come up with. It's not important at this point to explore every possible solution. The goal is to work flexibly with arithmetic and to encourage your child to experiment with quantities.

   In the main lesson book, ask your child to draw the different ways to make ten, using pictures to represent the objects, and then writing the numbers underneath each quantity. Repeat this process (exploring the number bonds with manipulatives first and then drawing the picture, and finally writing the numbers) with one or more other numbers. Your child doesn't need to use the plus and equals signs yet—the numbers can be written beneath or beside each picture and then the total number can be written above or below the drawing.

3. Practice counting from 1–100 in a variety of ways, with movements such as marching, clapping, throwing and catching, skipping, etc.

Remember to count both forward and backward, and to start at different points in the sequence.

Math

(continued)

Further Study

You and your child can make up additional stories about Sir Plus, and your child can represent these stories with manipulatives and then with drawings.

Science

In this lesson, we shift from a study of animals and plants, to observations of the weather and an exploration of how to measure, track, and predict weather conditions.

Assignments

1. Make a wind vane that you can hold in your hand to test the wind. Make the arrow for the wind vane by taping a large square piece of card stock (an index card cut in half works well) to one end of a straw, then tape a small triangular piece of card stock to the other end of the straw. Next, push a pin through the middle of the straw, then push the pin into the eraser on a pencil. Have your child stand outside in an open place on a windy day. Hold the wind vane up and observe how the wind pushes the "tail," causing the arrow to point in the direction from which the wind is blowing.

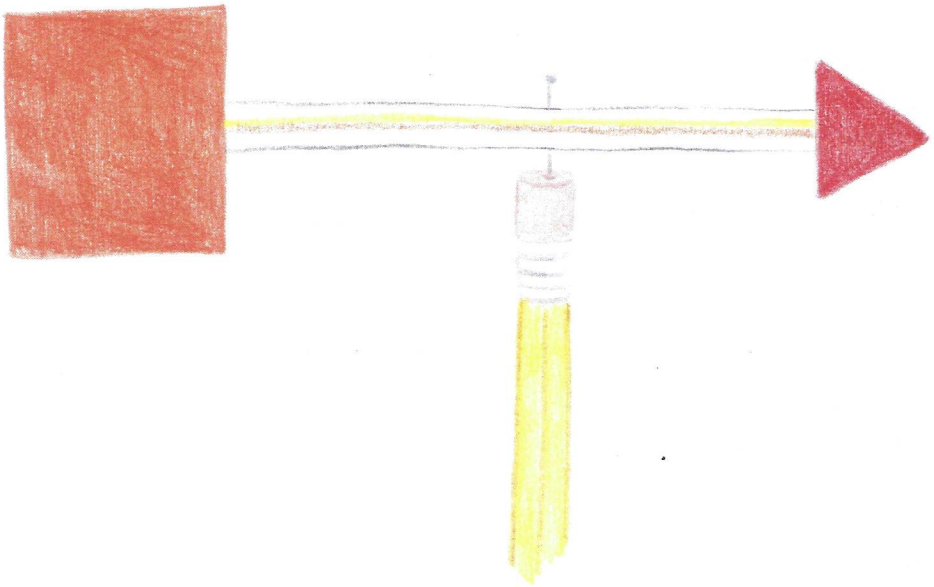
2. Have your child observe the direction of the rising and setting sun. Explain that the sun rises in the east and sets in the west. Stand with your child facing north, holding your arms out to the sides. Show how your right hand points to the east (where the sun rises) and your left hand points to the west (where the sun sets). Explain that south is at your back.

   Play games at various times of the day and in various locations, asking your child to face north. When your child is able to find north consistently, you can introduce a compass and show how it works. Show how the cardinal directions (north, south, east, and west) are indicated by the letter that starts each word. Explore using a compass by taking a walk and checking the direction on the compass against your own sense of orientation, based on where the sun rises and sets.

3. Have your child make a simple weather chart in the science MLB. Each day this week, your child can check the wind direction and temperature, and record this information on the chart. Feel free to add other

Science

(continued)



information, such as when the sun rises (if your family is up that early) or sets. As your child begins to notice that the time of the rising and setting of the sun changes over time, you can talk about the difference in the length of the days in summer and winter (in most places).

4. After charting the weather for a few days, see if your child can begin to predict what might happen the next day. Look at the evening or night sky; are there a great many clouds? Are the clouds gray and heavy? Is it clear? How cold is it tonight? What do you think the weather may be like tomorrow based on what we are seeing tonight? Tell your child that many years ago, sailors used to make predictions by looking up at the night sky. They believed that a ring around the moon meant snow, for example. Today we use many tools to help us predict the weather, but it's still tricky! If you'd like, you can add a prediction column to the weather chart and write down your child's weather forecast for the following day.

Further Study

This is a nice opportunity to check out a weather observatory in your area, if you have one. You can also expand your child's weather observations by adding a rain gauge, which is a simple tube with measurements marked on it that catches rainfall.

Field trips are a wonderful opportunity to take photos of your child's learning in action. You might want to collect photos throughout the year to make an end-of-year scrapbook.

Arts & Crafts

Assignments

1. Continue the knitting project. This might be a good time to start thinking about what to make with the knitting. A small piece can be sewn into a tube, and have two eyes and a mouth sewn in embroidery thread (you can do that part) to make a tiny finger puppet. A long, narrow piece can be sewn into a loop to make a headband. A larger piece of knitting can be made into a doll's blanket or a pillow.
2. Make a pinwheel (see *Oak Meadow Crafts for the Early Grades*) and use it on a windy day to experiment with "catching" the wind. It can also be used on a calm day by holding it aloft and running with it.

Music & Movement

Assignments

1. Introduce the note G, and learn exercise #7: Exercise for G. *Continue to practice the earlier exercises. Playing familiar tunes will help your child develop better breath control and tonality.*
2. Continue to explore balancing exercises with your child this week:
   a. Have your child balance on one foot, arms at sides and eyes open. Count to five slowly, and then alternate feet.
   b. Stand on one foot and swing the other leg forward and backward while maintaining a steady balance, and then try swinging it from side to side. Try this with eyes closed.
   c. Have your child jump from a platform one to two feet in height and land on both feet. (If you don't have a step or stump at home to use, most parks have climbing structures with low platforms to jump off.) Show your child how to land on the balls of the feet, with knees flexed to absorb shock.

Health

Assignments

Complete lesson 8 in *Healthy Living from the Start*. Playground safety is the topic of this week's lesson.

FOR ENROLLED STUDENTS

When this lesson is complete, assemble a representative sample of work from lessons 5–8 to send to your teacher along with your weekly planner, assignment checklist, and learning assessment form. Remember to include an audio or video recording of your child's music recital. If you are unsure how to do this, please contact your teacher. Include any additional notes you'd like your teacher to see, as well as any questions or concerns you might have.

When your child's work has been reviewed, your Oak Meadow teacher will send you detailed comments and suggestions. If there is anything in particular you would like your teacher to focus on in the lesson comments, please make a note of it when you send your work submission.

Learning Assessment

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Memorizes and recites verses				
Identifies the long O sound in words				
Identifies the short O sound in words				
Identifies the P sound in words				
Draws uppercase and lowercase letter O in picture form				
Draws uppercase and lowercase letter P in picture form				
Writes uppercase and lowercase letters A through P				
Identifies sounds for letters A through P				

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
Uses calendar to note special events				
Shows awareness of people in the community				
Demonstrates knowledge of days of the week				
Demonstrates knowledge of months of the year				
Shows awareness of concepts of time				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Uses objects to demonstrate story problems				
Writes numbers 1–10 accurately				
Displays different arrangements of quantities up to 10				
Counts from 1–100 in sequence, ascending				
Counts from 1–100 in sequence, descending				
Counts from 1–100 from a midpoint in the sequence, ascending and descending				
Sorts, measures, counts, and categorizes in the context of daily activities				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Observes weather conditions				
Measures and records weather conditions				
Collects data over time				
Predicts weather based on observations				
Demonstrates knowledge of cardinal directions				
Displays sense of orientation by locating north consistently				
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, and G		
Uses varied tempos while playing familiar songs on recorder		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of physical body		

Notes

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

Date _____

Weekly Planner—Lesson 9

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Hear and retell "The Magic Locket."
- ☐ Hear and retell "Rumplestiltskin."
- ☐ Hear and retell "The Snake King."
- ☐ Draw letters Q, R, and S in picture form.
- ☐ Identify the sounds for Q, R, and S.
- ☐ Memorize tongue twisters.
- ☐ Practice writing letters A through P.

Social Studies

- ☐ Add events to the calendar.
- ☐ Differentiate between equal and fair.

Math

- ☐ Introduce subtraction.
- ☐ Use manipulatives to solve subtraction problems.
- ☐ Express an equation in picture form.
- ☐ Use addition and subtraction in daily life.
- ☐ Create a pattern with beads.
- ☐ Count varying quantities, ascending and descending.

Science

- ☐ Learn about cloud types.
- ☐ Chart daily weather.
- ☐ Create cloud pictures.
- ☐ Determine wind direction.

Arts & Crafts

- ☐ Continue the knitting project.
- ☐ Make a Fish Windsock.

Music & Movement

- ☐ Play the recorder.
- ☐ Do favorite exercises.

Health

- ☐ Learn about sharing personal information.

Materials Still Needed

Notes

Language Arts

(continued)

3. Read and have your child retell "The Snake King." Have your child form a series of large and small **S**-shapes using bread dough, clay, or beeswax. Draw the upper and lowercase letter S in the form of a snake in the MLB.

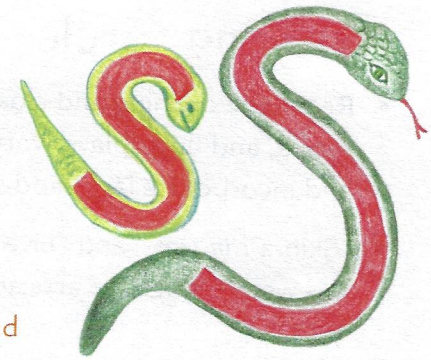
4. Introduce the rhymes for Q, R, and S. Ask your child to select one of the tongue twisters to learn. Practice it slowly at first, emphasizing clear diction. Once your child has memorized it, see how fast it can be said clearly!

Q

Quick quails quacked

Quit, quails! Quick!

Queen needs quail quills for quilting.



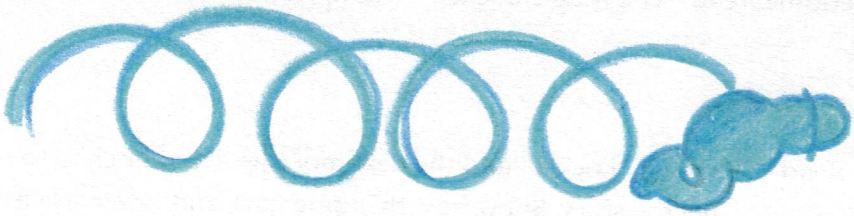
R

Robert Rowley rolled a round roll round

A round roll Robert Rowley rolled round

Where rolled the round roll

Robert Rowley rolled round?



S

Swan swam over the sea, Swim, Swan, swim!

Swan swam back again,

Well swum, Swan!

5. Ask your child to practice printing the uppercase and lowercase letters Q, R, and S, and then write them in the MLB.

Further Study

Physically, tongue twisters limber up the tongue much like warm-up exercises do for the body. If your child seems tired or inattentive in the morning, have him or her stand and together speak a tongue twister (all the tongue twisters and alliterative phrases used to practice letter sounds are

Grade 1

Lesson 9

Morning Circle

- Recite the opening and closing verses, and add one or two new songs, verses, and fingerplays. Vary how well-known songs and verses are done and incorporate large and small body movements.
- "Skin-a-ma-rink" and "Five Little Monkeys" are verses that go well with this week's language arts and math lessons.

Language Arts

Reading

At bedtime, read "The Magic Locket," "Rumplestiltskin," and "The Snake King."

Assignments

1. Read "The Magic Locket" and the next morning ask your child to re-tell the story. Show how the uppercase and lowercase letter Q is seen in the story details. Have your child do two watercolor paper paintings: one of the Queen with her long flowing robe, and one of the princess with her long flowing hair. Have your child emphasize the shapes of the letters using a different color. When the paintings are dry, they can be added to the MLB.

2. On another day, recall the story of "Rumplestiltskin," and together draw the upper and lowercase letter R in the shape of the spinning wheel and Rumplestiltskin's walking stick.

MATERIALS

Language Arts: Letter S Snakes
Bread dough, clay, or beeswax

Math: Bead Pattern
Beads in a variety of colors, shapes, or sizes (wooden beads work well)

Science: Clouds
Cotton balls
Glue
Construction paper

Arts & Crafts: Fish Windsock
Heavy paper
Poster paints, crayons, or colored pencils
Plastic lid (from a coffee can or other container)
Scissors
Glue
String
Hole punch

found in the *Oak Meadow Guide to Teaching the Early Grades*). Ask your child to perform the tongue twister faster and faster as it becomes more familiar. These exercises help your child focus as well as wake up the mind!

Social Studies

Assignments

1. Continue working with daily and monthly rhythms on the calendar and with the weekly activities chart you've created. Remind your child to add nature-related events to the calendar as well as family or community events.
2. As you read stories and go about your daily activities this week, look for ways to introduce the concepts of fair and equal. Many children (and adults, for that matter!) treat these words interchangeably but they are two distinct concepts. Equal means that everyone in the family gets one piece of cake, all the same size. Fair means that the baby gets just a small bite, and toddler gets a small piece, and the older children and adults get regular size pieces. This is fair because each person gets a piece that is right for them. Giving a toddler or baby a big piece of cake would waste food or, worse, make them sick. This is just one very simple example of fair and equal. You might find that in the course of a day, the baby needs lots of your time, but the older children still get quality one-on-one time, just in a different quantity. Each child doesn't get an equal share of your time, but your time is distributed fairly.

   Equal is a concept that children may find easy to grasp because it is easy to see in a quantitative way. Fair is something that is often felt more than intellectually processed. Your child may have a very strong sense of what is fair without knowing exactly why. Take some time this week to encourage your child to explore the concept of fairness.

Math

Reading

Tell the story "Queen Minus" (found in *Oak Meadow Grade 1 Resource Book*).

Math Assignments

(continued)

1. This week your child will focus on the qualities and operation of subtraction. We will work with subtraction from two different perspectives: the whole (6), minus some (– 2), and what is left over (= 4). We will also look at what you started with (6), what is left over (= 4), and how many were lost or given away to create this situation (– 2).

   Begin by recalling Queen Minus from "The Kingdom of Mathematics." What continually happened to Queen Minus? How did she find happiness in the end? Tell the story "Queen Minus" (or make up a similar story of your own).

   Have your child take out the math manipulatives (glass "gems," dried beans, Cuisenaire rods, etc.) and mat. Using the manipulatives, have your child count out four for the four loaves of bread. Recall together that the queen arrived at the castle with just two loaves of bread. Ask your child how many loaves of bread the queen had lost. Pause and observe how your child begins to wrestle with this problem. Be patient—don't offer suggestions or give the answers too quickly. The important element is that your child's working to solve the problem.

   Once your child gives you an answer, don't respond right away with a yes or no. Instead, ask your child to explain how he or she came to that answer. The thought process of the operations is just as important, if not more important, than the final answer. If the answer is correct, having your child articulate how he or she came to that answer is good practice as it is providing a logically supported explanation. If your child came to the incorrect answer, hearing how that answer came about will better help you to understand where the misunderstandings are.

   You might find your child making corrections to the original process as he or she begins to explain it, which is excellent. Or, you can help by pointing out where the mistake happened and encourage your child to back up and work through the problem again. If your child is not yet able to articulate the process of calculation, you can model your own thinking for your child, explaining how you would solve the problem. This is a very helpful step for some children and will help them to be able to explain their own calculation process in the future.

   Now, clear the board and have your child put out manipulatives for the 12 toy trucks. Ask your child to recall how many toy trucks the queen had when she arrived at the village square (8) and to move that many objects to one side. Ask your child how many trucks the queen lost along the

Math

(continued)

way. Once again, when your child gives an answer, ask for an explanation of the thinking process before saying if it's correct or incorrect.

Create more stories of Queen Minus and have your child do the arithmetic problems with manipulatives.

2. Draw a picture of the 12 trucks on the top of the MLB page. On the bottom of the page, draw a picture of Queen Minus with a hole in her sack and four trucks on the ground. Have your child write the number 8 on the sack and the numbers 4 and 12 by the other trucks. We will introduce the equal sign in lesson 13. Until then, we will represent number sentences pictorially. This allows the child to move from the concrete (manipulatives) to the pictorial before moving onto the abstract (symbols).

3. Throughout the week, present simple word problems for your child to solve. When you're setting the table, tell your child that there are two spoons in the dish rack and you need four spoons to set the table. Ask how many spoons you need to take out of the drawer. Find other opportunities to do arithmetic problems using addition and subtraction as you go through your day.

   Bake bread (or choose another baking project) together. Have your child count out eggs, cups, teaspoons, etc. Talk through the arithmetic of measuring such as, "We need six cups of flour." (Have your child measure out each cup and count it as it is put into the bowl.) "One, two, three. We have three cups, and we need three more to get to six." Have your child participate as much as possible, but don't overtax his or her intellect at this point with lots of mental math. Your child will pick up much of how you work with numbers through imitation.

4. Have your child make a necklace that Queen Minus would wear using beads. Wooden beads in a variety of colors are great for creating patterns, or you can make your own beads. Have your child create a repeating pattern with the beads. This could be a pattern of shapes, colors, sizes, etc. Have your child explain the pattern to you.

5. Count in groups of ten from varying starting points. For example, start at 4, count up 10 numerals (to 14) and then count backward down to 4. You model this activity first and then invite your child to choose a numeral to start. You can take turns naming the starting number, and naming the quantity to count from there. Add a physical element to this exercise, such as bouncing a ball back and forth, or hopping forward and backward as you count forward and backward.

Science

Assignments

1. Go outside with your child this week and look up at the sky. Observe the cloud formations. What shapes do you see? What do the clouds look like?

   There are three basic types of clouds: cumulus, cirrus and stratus. Because young children remember more easily picture descriptions of objects rather than scientific names, we offer these descriptions:

   Fluffy clouds (cumulus) have billowy tops, which may get taller and taller, but the bottom of the cloud does not change. You may see fluffy clouds in fair weather. The weather may be sunny and warm. Sometimes rain will follow from these clouds. The rain does not last a long time. The rain may fall fast and stop suddenly. Sometimes if the clouds are large, thunder and lightning may occur, or hail may fall.

   Feather clouds (cirrus) are very high in the sky where the air is cold. These clouds are made of tiny bits of ice because they are so high. Rain does not fall from these clouds. These clouds may be seen at any time of the year. In some geographical areas, they appear just before and just after periods of rain, so the sight of cirrus clouds can signal the approach of rain in one or two days, or mark the end of a rainy period and the beginning of clear skies.

   Blanket clouds (stratus) are very wide and usually cover most or all of the sky, making the day seem gray. The weather is not usually sunny when we see these clouds in the sky. Rain or snow may fall for a long time.

2. Have your child create a new weather chart this week, adding space to record the cloud conditions. Make the chart large enough for room to glue a picture of cloud formations, as well as to note basic weather conditions (rainy, sunny, gray, windy, snowy), wind direction, and temperature. Leave a space to write weather predictions based on your observations. Help your child write the words to describe these conditions. It is fine if you print the words yourself; your child can trace over your writing to practice forming the words.

3. On a piece of blue construction paper, have your child use cotton and glue to form the clouds they see each day. Do this for one week (or more). Help him or her write the type of cloud under the picture and then glue it into the science MLB.

4. Review the cardinal directions: north, south, east, and west. See if your child remembers where the sun rises and sets, and how to find north. Ask your child to try to discover which way the wind is moving (if the wind isn't moving enough for the weather vane to work, demonstrate how you can slowly turn your face until you feel the wind hitting you directly). Try noticing the way the trees are blowing in order to guess wind direction. Hold a sock or flag in the air. Have your child lift a wet finger into the air to try to feel the wind direction (the wet finger will feel cool where the air hits it).

   Figure out what direction the wind is coming from and then determine which way it is blowing. Once your child decides which way the wind is blowing, use your compass to check the direction. Look up at the clouds and see if you can observe them moving. They should be moving in the direction of the wind.

   Show your child how to use N, S, E, and W to indicate the four directions, and have him or her write the way the wind if moving under each day's cloud picture. For example, if the wind is coming from the north and blowing south, you might write "N to S".

Further Study

When you are going on outings this week, talk more about wind direction and the effect it has on the clouds. Do they change shape as the wind blows? Weather prediction often begins with a look at the clouds. Cumulus clouds indicate good weather and heavy cirrus clouds often indicate rain or snowfall ahead. Read a book about clouds to your child. *The Cloud Book* by Tomie de Paola is one suggestion.

Arts & Crafts

Assignments

1. Continue the knitting project.
2. Make a Fish Windsock.

Science

(continued)

Music & Movement

Assignments

1. Learn exercise #8: Exercise for B, A, and G (*Beginning Recorder) and continue* to practice the songs learned earlier. You don't have to play each song each day, but there is enough of a repertoire of exercises now for your child to use two or three each day for practice before working on the new song.
2. Review the many movement exercises your child has done, and select a few favorites to do this week.

Health

Assignments

Complete lesson 9 in *Healthy Living from the Start*. In this lesson, the topic of stranger awareness is gently introduced through activities that focus on sharing personal information.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 12. 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
Recalls specific story details				
Retells story events in chronological sequence				
Memorizes and recites verses				
Identifies the Q sound in words				
Identifies the R sound in words				
Identifies the S sound in words				
Draws uppercase and lowercase letter Q in picture form				
Draws uppercase and lowercase letter R in picture form				
Draws uppercase and lowercase letter S in picture form				
Writes uppercase and lowercase letters A through S				
Identifies sounds for letters A through S				

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
Uses calendar to note special events				
Differentiates between equal and fair				
Demonstrates knowledge of days of the week				
Demonstrates knowledge of months of the year				
Shows awareness of concepts of time				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Uses objects to demonstrate story problems				
Expresses equation in picture form				
Displays different arrangements of quantities up to 10				
Counts from 1–100 in sequence, ascending				
Counts from 1–100 in sequence, descending				
Counts a specific quantity from a midpoint in a sequence				
Uses addition and subtraction in the context of daily activities				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Observes weather conditions				
Measures and records weather conditions				
Collects data over time				
Predicts weather based on observations				
Demonstrates knowledge of cardinal directions				
Demonstrates knowledge of cloud types				
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, and G		
Uses varied tempos while playing familiar songs on recorder		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of sharing personal information		

Notes

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

Date _____

Weekly Planner—Lesson 10

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Hear and retell "The Twelve Brothers."
- ☐ Hear and retell "The Goose Girl."
- ☐ Draw letters T and U in picture form.
- ☐ Identify the letter T sound.
- ☐ Identify the long and short U sounds.
- ☐ Practice writing letters A through U.

Social Studies

- ☐ Determine directions using a compass.
- ☐ Navigate using a compass.
- ☐ Go on a treasure hunt.
- ☐ Draw a compass rose.

Math

- ☐ Introduce multiplication.
- ☐ Use manipulatives to solve multiplication problems.
- ☐ Express an equation in picture form.
- ☐ Practice skip counting by twos.
- ☐ Use multiplication in daily life.

Science

- ☐ Observe seasonal animal behavior.
- ☐ Illustrate animal habits and habitats.
- ☐ Observe and predict the weather.

Arts & Crafts

- ☐ Continue the knitting project.
- ☐ Finger knit a long chain.

Music & Movement

- ☐ Play the recorder.
- ☐ Do a marching exercise.

Health

- ☐ Learn about cleaning and tidy habits.

Materials Still Needed

Notes

Grade 1

Lesson 10

Morning Circle

- Recite the opening and closing verses, and add one or two new songs, verses, and fingerplays. Repeat familiar ones, varying them to incorporate large and small body movements and different tempos. Use puppets or stuffed animals to act out one or more songs.
- "Little Ducks" and "Little Mousie" are verses that go well with this week's social studies and science lessons.

Language Arts

Reading

At bedtime, read "The Twelve Brothers" and "Goose Girl."

Assignments

1. Have your child retell the story of "The Twelve Brothers" and then together draw pictures of uppercase and lowercase letter T in the forms of trees.
2. Retell the story of "The Goose Girl." Have your child draw umbrellas in the shape of the letter U in the MLB. You can tell your child that the queen must always have her umbrella because Q is always followed by U in the English language.
3. Recite this rhyme for T.

T

Tiny Tim's trumpet
Toots tootle tee tee
Tee tootle, tee tootle,
Toots Tim merrily!

Language Arts

(continued)

4. Explain that U has two sounds: the long sound in *cute* and the short sound in *cup*. Ask your child to listen for these sounds as you read the U story. Play rhyming and word games to think up more words with short and long U sounds. Here are some words to get you started:

long U	short U
cute	under
bugle	uncle
cube	dug
cue	bug
blue	jug
fruit	nut
ruby	rug

5. Ask your child to practice printing the uppercase and lowercase letters T and U. Write them in the MLB. If it has been awhile since your child has written the entire alphabet in order, this might be a good time. Alternately, you can have your child say the alphabet in order, and then you name a letter other than A and have your child say the alphabet in order from that point onward.

Further Study

If your child feels comfortable saying the alphabet, see if he or she can say the letters in reverse. You might have your child use alphabet letters made of clay or beeswax for this. Have your child lay them out in order, and lay them out in reverse order and touch each letter as the alphabet is recited backwards. Try starting at a midpoint in the alphabet and having your child recite the letters forward or backward from there.

If your child continues to struggle with forming letters accurately, feel free to review previous exercises designed to stimulate kinesthetic learners. Have your child write the letters in the air and then form the letters with clay or dough. Form the letters out of sticks or write them in the dirt. Play a game of forming letters with your bodies. Try to guess which letters the other person is forming!

Social Studies

We will begin a study of geography this week, expanding on the work we've done in science with the cardinal directions and using a compass.

Assignments

1. Begin by reviewing how the compass works. There's no need to describe the magnetic principles behind it, just make sure your child can decode the symbols for the directions and "read" which way the needle is pointing. Once your child can find north using the compass, play this game. Spin your child around with his or her eyes closed, and then ask your child to use the compass to find north.

   Go outside and have your child find north from many different locations. Walk around your house and point out where each direction lies. For instance, if you are facing your house when standing in your front yard and looking toward north, ask your child to find north when standing in the backyard facing the house. (At that point, north should be behind you, which may confuse some children.)

   Next, choose a room in the house. Using the compass, orient yourselves to the north, and then help your child find the northern, southern, eastern and western walls. Where do the corners lie? Introduce your child to the four combination terms, such as southwest, northeast, etc., and explain how the north/south indicator comes first and then the east/west direction.

2. Take your child on a walk in a southerly direction. Using the compass, can your child find your way home? Try walking in different directions and do the same thing. Begin with walking in familiar places, and then progress to walking in an unfamiliar place.

3. Create a treasure hunt. When your child isn't looking, bury an object in the ground—you might use a tiny wooden box and put a crystal or interesting rock inside—and then create a simple map for your child that shows where to find the treasure. Create clues using the four directions. For instance, you might write, "Go 10 steps north, 5 steps southwest, and then 15 west." Alternately, you can write the instructions more simply: 10 N, 5 SW, 15 W. Once your child finds the treasure, he or she will probably want to do another treasure hunt!

Social Studies

(continued)

Your child might like to bury a treasure and create a map for you to follow.

4. Show your child several examples of the directional compass on a map (also called the compass rose). Have your child draw one in the MLB, marking off the four cardinal directions and the four combination directions.

Further Study

In nature, there are several alternative ways to orient yourself. For example, if there is snow on the ground, in the northern hemisphere there will be more snow on a north-facing slope since the southern-facing side gets more sun (the snow melts faster). In northern climates, vegetation grows better on south slopes; in hot, dry regions, plants may grow better on the northern side of a hill. Likewise, you can closely observe the bark and foliage of older trees. In the northern hemisphere, trees tend to have more foliage on the side facing southeast, and thinner bark on that side. In some areas, moss grows better on the north side of trees. Also, if you have a large natural landmark in your area, such as a mountain or a river, once you determine the direction the landmark, you can use that to help you stay oriented outdoors. Go for a walk; see if you and your child can find your way using nature's clues!

Math

Reading

Read the story "Jester Times."

Assignments

1. This week, you will introduce multiplication, following the same progression we used with addition and subtraction, using stories and concrete manipulatives. Multiplication is introduced as groups of certain numbers of objects. For example, 3 x 4 would be three groups (three times) of four. Your child should be given ample time to enjoy exploring the concept of multiple groups or objects before we go into writing number sentences.

   Ask your child to recall Jester Times from the "The Kingdom of Mathematics." Have your child take out the manipulatives and set up the mat. Together, review the jester's tricks from the story (How many diamonds were there? How many animals?) and ask your child to explain what happened using the manipulatives. You will need to clearly

articulate each story "problem." For instance, you might say, "The jester started with two diamonds, and then he had four, and then six, so on up to 12. How did he do that?"

Let your child figure out how to solve this problem. Remember to wait and watch before offering suggestions. Allowing time for your child to think about how to begin is very important.

Once your child has solved each problem and explained how the solution was found, you can expand on it. Most likely your child will solve the diamond problem with counting out each diamond one by one. You can tell your child that Jester Times can be a bit of a trickster, and that he likes to get things done fast. So, Jester Times would set out piles of two diamonds each and then count 2, 4, 6, 8, 10, 12. Isn't that tricky?

2. Read the story "Jester Times," and then have your child recall the story the next day. Make sure that your child sequences the story events chronologically, and describes as many details as possible. Have your child take out the manipulatives and mat. With a piece of chalk, have your child draw three circles on the mat for the three nests, then place three eggs in each of the three nests. Then ask your child how many eggs there were all together. Your child will most likely count each egg individually. Have your child articulate how he or she came to the answer before you say whether or not it is correct. Remind your child that Jester Times has a faster way to count, and show how he would count by threes: 3, 6, 9. Tell your child that, starting this week, you'll be showing him or her how to count like Jester Times.

   Do a drawing of Jester Times with the three nests of eggs (or birds) in the main lesson book.

3. Begin teaching your child to count like Jester Times with skip counting by twos. First count by ones to 24 and back to 0, and then count by ones but only count out loud on the multiples of 2; for each odd number (1, 3, 5 etc.), count silently in your head. We count to 24 because all the multiplication tables will be learned up to the 12 times tables (12 x 2 is 24).

   Then toss a beanbag back and forth between you, and begin counting just by twos up to 24 and then backward from 24. Do the counting yourself, saying, "Two! Four! Six!" etc. each time the beanbag is caught. After a few repetitions, your child will probably begin to say the numbers with you. The power of imitation is ripe at this age. Don't worry if your child doesn't count with you at first; you will re-

Math

(continued)

Math

(continued)

peat this and other skip counting exercises many times over the next few months, and your child will have plenty of opportunity to learn skip counting and join in.

Instead of a beanbag, you can also do this exercise while stomping or clapping. The important part is that your child's whole body is engaged in this activity, not just the intellect. When the times tables have gone deeply into the physical body, children are able to memorize them and work with the times tables adeptly.

4. While out in town or on a nature walk, count everything you can. See if your child can count all the red cars on the way to the grocery or see how many birds you spy on your nature walk. See if your child can count how many steps it takes to get from the kitchen to the bathroom; see how many steps it takes you, and compare how many more.

   Continue sorting activities with your child, putting away the dishes in the correct place, sorting laundry, and matching socks. Put away shirts in the shirt drawer, socks in the sock bin, and clean up toys to put them in their proper place. These activities are foundational mathematical skills and capacities. The more real life experience your child has with these skills the more your child will be able to use these capacities in higher mathematics in middle school, high school, and beyond.

Further Study

Make up more stories of Jester Times. Have your child do these problems with manipulatives, and draw pictures to help explain the solutions.

When your child is retelling a story, you might want to have him or her stand up. It is helpful for later public speaking to have practiced standing with both feet flat on the ground, hands by your sides (not in pockets or inside shirt sleeves), and standing straight. Most children need lots of practice standing up straight and some children need practice in speaking loud enough to be heard. Retelling of stories is a great time to practice these skills.

If your child is skipping objects when counting or double counting objects, show him or her how to touch each object as it is counted to reinforce the one-to-one correspondence. You can also show your child how to put an object to the side as it is counted to avoid double counting objects.

Science

Assignments

1. This week, observe animals in the natural environment. Talk about how the weather affects them. Where do they sleep when the weather is warm? Where do they sleep in cold weather? How do these animals get their food in warm weather and in cold weather? Does the fur of a particular animal change with the seasons? It's okay if you don't know the answers to these questions—an important part of scientific inquiry is asking the questions in the first place!

   After looking for signs of animal behavior outside, go to the library to find some books on animal habits and habitats. You may want to focus on just one or two animals that are in your area and easy to observe on a regular basis. Perhaps deer or rabbits often visit your yard, or perhaps you often see squirrels or chipmunks in the park—these would be good animals to learn more about.

2. Have your child draw pictures in the MLB of these animals and their habitats for warm weather and cold weather. Write under each picture each animal's source of food in both warm and cold seasons.

3. If your child enjoys tracking the weather, continue to use a weather chart this week. If your child found documenting daily weather conditions challenging, take a break from it, but continue to notice and discuss the weather on a regular basis. Encourage your child to predict the weather based on clouds, temperature, wind conditions, etc. Here is a fun rhyme that hints at how cloud conditions affect the weather:

   Red sky at night, sailors delight

   Red sky in the morning, sailors take warning.

Further Study

The best way to learn about nature is to observe it firsthand. Nature walks offer a wonderful opportunity to commune with the outdoors! No matter where you live, there is a world of animals thriving nearby. Find a spot where you and your child can sit and observe quietly on a regular basis. Try to find a place that is as natural as possible, but even a city park can offer many enchanting and peaceful sit spots. It's nice to have a tree or boulder to lean up against while you sit. If you can be quiet and still, you

Science *(continued)*

are often rewarded by seeing animals go about their business, gathering food, making nests, playing, or bickering.

Going back to a sit spot every week allows you to get to know one particular area well. This, in turn, allows you to see the small changes that happen continuously as the Earth moves patiently and majestically through its cycles.

Arts & Crafts

Assignments

1. Continue knitting and find ways to use the knitted material.
2. Have fun making a finger-knitted chain one day this week. Finger knitting goes very quickly (especially if using thick yarn) so it's easy to make a long chain. The chain can be made into a necklace, or a strap for a bag, or a collar for a stuffed animal.

Music & Movement

Assignments

1. Learn exercise #9: Exercise for C (*Beginning Recorder*). Continue to practice earlier exercises to warm-up each day.
2. March around the outside of the house, or the yard, or the block. Have your child count while marching, whispering the first number (one, and all subsequent odd numbers) and shout the second number (two, and all the even numbers). This will reinforce the skip counting practice, but you don't have to point that out. See how high your child can count this way. If he or she gets all the way to 100, reverse the order and count back, emphasizing each even number (each multiple of two), but this time switch legs to start with. If your child was marching so that the shouted even number came every time the right leg came down, switch so the left leg is marching with the shouted numbers. This might throw your child off at first! It is likely that the shouted number is accompanied by a stomp and the whispered number is accompanied by a lighter step, so switching feet is a good way to encourage balanced muscular development.

   Once your child gets the hang of this exercise, ask him or her to whisper quieter and quieter each time and shout louder and louder each time. Changing the dynamics to further emphasize the differences

in loudness and intensity is tricky! You should try it, too. Have fun with it.

Health

Assignments

Complete lesson 10 in *Healthy Living from the Start*. Contributing to a healthy home by developing basic cleaning skills and tidy habits is the topic of this week's lesson.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 12. Now that you have a good idea of what to send to your teacher each time you submit work, you may want to make a note in your weekly planner or on the assignment checklist when your child completes work that you feel is a good representation of his or her abilities, or would be especially helpful for your teacher to see.

Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Recalls specific story details				
Retells story events in chronological sequence				
Memorizes and recites verses				
Identifies the T sound in words				
Identifies the long U sound in words				
Identifies the short U sound in words				
Draws uppercase and lowercase letter T in picture form				
Draws uppercase and lowercase letter U in picture form				
Writes uppercase and lowercase letters A through U				
Identifies sounds for letters A through U				

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
Determines directions using a compass				
Navigates using a compass				
Follows orienteering directions				
Shows awareness of concepts of time				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Uses objects to demonstrate story problems				
Expresses equation in picture form				
Solves addition problems with manipulatives				
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Demonstrates skip counting by twos				
Uses math in the context of daily activities				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Observes weather conditions				
Measures and records weather conditions				
Collects data over time				
Predicts weather based on observations				
Observes animals in nature				
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, and G		
Uses varied tempos while playing familiar songs on recorder		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates knowledge of house cleaning and tidy habits		