

cator in the sentence. For instance, “Mother, may I hop forward five times on my right foot? Mother, may I spin to the left three times.” You may have to model this first by having your child be “mother” while you ask the questions.

- Play follow the leader, calling out each action with a right/left direction, such as “Shake your right arm! Touch your left hand to your right ear! Jump to the right!” Take turns being leader.

Notice if your child is mixing up the left and right when performing the activities or giving directions. If so, repeat these left/right games throughout the week and find instances throughout the day to refer to left and right.

3. Do your child’s favorite movement games and exercises this week. See if you can find a new way to do the exercises. For instance, if your child wants to do balance beam exercises, after doing them in familiar ways, see if your child can crawl across the balance beam forward and backwards (start with it on the ground first, and then raise it up on the bricks). If your child wants to do another obstacle course this week, get out a timer and see how quickly you both can run the course.

## Health

### Assignments

Complete lesson 12 in *Healthy Living from the Start*. This review lesson gives you the opportunity to expand on favorite topics, explore new activities, or go over the material presented in Unit II: Personal Safety.

Perhaps there is something from these lessons that you might like to add to your child’s treasure box.

### FOR ENROLLED STUDENTS

It is time to send the third batch of work to your Oak Meadow teacher. Include a sample of work from lessons 9–12, along with your weekly planner, assignment checklists, and learning assessment forms. This documentation, along with any other notes you might include, helps give your teacher a complete picture of your child’s progress.

## Music & Movement

(continued)



## 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 Y sound in words				
Identifies the Z sound in words				
Draws uppercase and lowercase letter Y in picture form				
Draws uppercase and lowercase letter Z in picture form				
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
Determines directions using a compass				
Navigates using a compass				
Draws a simple floor plan with relative accuracy				
Draws a map using cardinal directions				
Navigates based on a simple map				

MATH	Not yet evident	Developing	Consistent	Notes
Uses objects to demonstrate story problems				
Expresses equations in picture form				
Articulates how a problem was solved				
Solves addition problems with manipulatives				
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Solves division 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
Identifies human and nature interactions				
Identifies animal interactions with nature				
Shows awareness of seasonal changes				
Shows knowledge of animal habits and habitats				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes on the recorder using notes B, A, 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 personal safety		



# Weekly Planner—Lesson 13

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							



### Materials Still Needed

- ☐ Identify and write AD words.
- ☐ Identify and write AN words.
- ☐ Make up a poem or song.

- ☐ Explore the local neighborhood.
- ☐ Draw a map of the neighborhood.
- ☐ Describe how to navigate various routes.

- ☐ Express an equation in picture form.
- ☐ Review the four operations.
- ☐ Identify missing numbers in a sequence.

- ☐ Compare seasonal differences.
- ☐ Draw pictures of winter.
- ☐ Learn about snowflakes.

☐ Make paper snowflakes.

- ☐ Learn “The Light of the Moon” on the recorder.
- ☐ Experiment with a balance yoke.
- ☐ Practice different ways of moving.

☐ Complete an activity about a balanced diet.

## Notes



## Grade



# Lesson 13

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## Morning Circle

- If you'd like, this is a good time to start a new opening and closing verse (which you will use for the next twelve weeks). Verses are offered here, or you may have others you'd like to use. Many wonderful examples can be found online by searching for "Waldorf opening and closing verses."

- Opening verse:

The sun is in my heart  
It warms me with its power  
And wakens life and love  
In bird and beast and flower.

- Closing verse:

Here we are with joyful hearts  
Working well and working hard  
Helping gladly, quick and bold  
Bringing joy to young and old.

- Continue to add new songs, verses, and fingerplays, and repeat familiar ones with fun variations. Remember to incorporate movement whenever possible.
- "How Far Is It to Babylon?" and "Chubby Little Snowman" are verses that go well with this week's social studies and science lessons.

## MATERIALS

### Arts & Crafts:

#### Paper Snowflakes

Paper, lightweight  
Scissors  
String or dental floss for hanging  
Sparkles, paint, or salt (optional)

### Movement: Balance Yoke

Pole or sturdy stick  
Buckets or baskets, two  
String or twine

## Language Arts

### Reading

At bedtime, read a story of your choice or an old favorite.



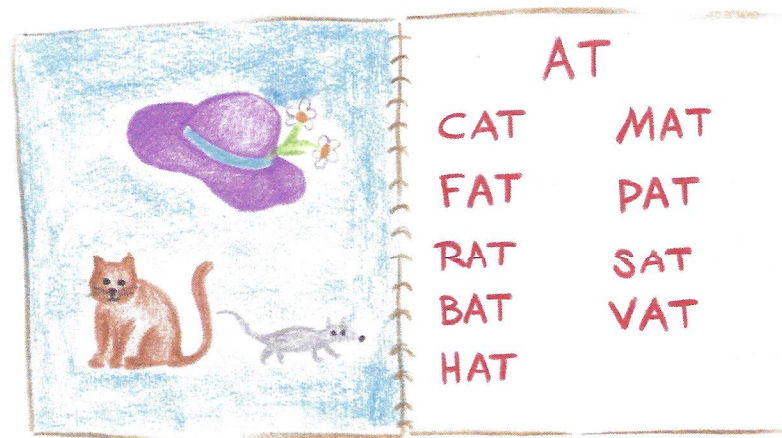
## Language Arts Assignments

(continued)

Now that you have reviewed the entire alphabet, it is time to begin introducing word families to your child. This marks the beginning of reading and writing for your child as he or she will write a set of words and then read them. It is a very exciting time for many parents (as well as children!) and you are encouraged not to rush forward too eagerly. Decoding the symbols and sounds of the English language and attributing meaning to groups of letters and sounds is a complex process. Watch your child for signs of fatigue or stress, and take breaks as needed.

Working with word families help develop the ability to recognize patterns of similar sounds in groupings of letters. There are 40 word families to be covered in the next three months. You will be using *Oak Meadow Word Families* to introduce these word families; the book may also become your child's first reader as he or she learns to recognize letter combinations and attach sounds to them.

Read a word family story to your child. You might like to point to the target words as you say them, and then have your child point to them. Eventually you will be able to read until you get to a target word, and then have your child read the word to you. Each time your child learns a new word family, have your child list the words in the main lesson book. Encourage him or her to draw a picture as well. After the story has been told, the drawing finished, and the words in the family listed, the book might look something like this:



In *Oak Meadow Word Families*, word families are listed in alphabetical order to make them easy to find. However, in this coursebook, we will group the word families according to sound so that your child can more easily experience patterns and connections between them. Some weeks there will



be four different word families introduced, and other weeks there will be three. This lesson includes just two so that your child can become comfortable with the new concept or word families. Always try to introduce the word families separately, on different days, so that your child has plenty of time to absorb the new patterns of letters and sounds (called rimes or phonograms—you'll find more about this in the forward to *Oak Meadow Word Families*). As your child learns new letter combinations and words, this new information will be integrated into the patterns and knowledge your child already has.

1. Introduce the AD word family by recalling the short A sound, and then finding words that end in AD. You and your child might come up with quite a few. Read the AD story in *Oak Meadow Word Families*, and then write a list of five or six of these words. For now, stick to single-syllable words, which are made by changing the beginning consonant letter/sound. Your list might include *lad*, *Dad*, *pad*, *sad*, *tad* or *glad*.

Next, ask your child to draw a picture in the MLB of one or more of the words, perhaps a picture of a dad, or a picture of a sad face, and then write the list of words beneath it. Read the list of words together.

2. On another day, introduce the AN word family. Brainstorm AN words together, and then write down the list. Read the AN story from *Oak Meadow Word Families*. If you'd like, add additional words to your list, and then have your child copy it into the MLB, along with a related drawing. Have your child read the list of words to you.
3. Together, make up a song, poem, or story using words from both of this week's word families. You can print this poem or story in the MLB and have your child illustrate it. When it is complete, read the story to your child.

### Further Study

Like most things, at this age children learn best through rhythm and repetition. Play games with these word families. Sing nonsense songs that use them together. Pick a word from the word family and see how many other words your child can come up with. Race for time. Jump rope and chant the word families together as the rope falls. All of these exercises help integrate the sounds into your child's formal understanding of language and lay the foundation for future skills.

### Language Arts

(continued)



## Language Arts

(continued)

If you are looking for good lists of phonograms (word families), illustrator Jan Brett has created a beautiful set of phonogram cards, found at the following website: [http://www.janbrett.com/phonograms/phonograms\\_main.htm](http://www.janbrett.com/phonograms/phonograms_main.htm)

## Social Studies

### Assignments

1. Take a walk around your neighborhood (or the area closely surrounding your home). This should not be a great distance as we will be looking at the configuration of your town (or larger surrounding area) next week. Notice where your neighbors' houses are. Who lives closest to you? How might you get there? Staying on the road (or path, or local waterway, or whatever applies to your area), what is the most direct route? Where does your child play most frequently? What is the route to the park or a friend's house from your house? Make note of obvious landmarks in your neighborhood as well. Landmarks can be manmade (a stop sign at a T, a town hall, a red barn) as well as natural (a lake, a large boulder in someone's front yard, a tall pine tree).

Encourage your child to describe routes and locations in terms of the cardinal and left/right directions as well as landmarks.

2. On a separate piece of paper, help your child draw a simple map of this area. Encourage your child to begin with a compass rose and to orient the map appropriately, but don't worry if the curvy roads are not accurately placed—this exercise is more about orienteering by landmarks than using the cardinal directions. Have your child note major landmarks as well as streets and houses around your home. Keep the map very basic. Name major streets (there should only be a few at most). As many children are not writing consistently at this point, you may have to write in street names and the address of your home for them.

Have your child transcribe the finished map into the main lesson book.

3. On another day, point to a location on the map. Using the map as a guide, have your child describe how to get there from your home. Encourage him or her to use specific landmarks and directions in the explanation, rather than just tracing the route with a finger and saying, "You go here, and then you turn here."



Switch places and have your child point to a spot and you describe the route in specific detail. Then, switch again and have your child describe another route. See if he or she is able to give a more detailed description after hearing you do it.

## Social Studies

(continued)

## Further Study

There are many maps that do not include street names at all. These are topographic maps that only describe the landscape, such as mountains, rivers, and elevations. Take a look at some local topographical maps with your child and point out the symbols and features. What does the topical map tell you about your area?

## Math

### Reading

Tell the story of “The Merchant and the King” (see *Oak Meadow Grade 1 Resource Book*).

### Assignments

This week you will focus on introducing the equals sign. The equals sign is an essential component of any arithmetic operation. The equals sign will be introduced pictorially, through the image of a balance or scale. This is setting the foundation for algebra in middle school, where the idea of balancing an equation comes in. The introduction of the pictorial representation of the abstract concept of the equals sign is a precursor to this work of algebra.

If you have a balance scale to use, all the better. Let your child experiment with the scale, adding amounts to one side to equal a quantity on another. Make sure to use items of equal weight so that they really do balance.

1. Tell the story of “The Merchant and the King.” On another day, have your child retell the story. Draw a picture of the balance with the equals sign in the main lesson book. Put some combination of objects in each side.

2. Tell a story of two sets of objects where one adds up to the other. Here is an example:

Mama bird brought one worm to her baby and then two more. How many worms did mama bird bring to her baby? Draw one worm + two worms (on one side of the scale) = three worms (on the other side of the scale).



## Math

(continued)

Make up stories like this and draw the pictures using the equal sign. We will begin with written number sentences next week, but for now continue using pictorial representations. Be sure to do problems involving all four operations.

2. Go back to the pictures of King Divide, Queen Minus, Sir Plus and Jester Times and write their names underneath each one (you can write the words on a piece of paper or chalkboard for your child to copy, or you can write the words), and have your child draw in the symbol for each next to the name to help make the connections between these characters, the operations, and the mathematical symbols.

Your child might enjoy acting out one or more stories from the Kingdom of Mathematics, demonstrating the math problems in a full body, physical way.

3. Write a sequence of numbers between one and 25 in the main lesson book or on a chalkboard, but leave several numbers out (leave just a blank space for that number). Have your child fill in the missing numbers. Repeat the process with a descending sequence, from 25 to one, leaving more spaces blank this time. Have your child fill in the missing numbers.

## Further Study

Build a simple balance scale with your child and experiment with getting

sets of objects to balance. (You can do an online search for “build a balance scale” and see lots of ideas and images.) Keep in mind that to use the balance scale to represent numeric equations, you have to use objects of the same weight. Your child can also experiment with finding different objects to balance, such as one teddy bear and two apples. Obviously, one does not equal two, and you can point out that in this case, the scale is balancing weight, not quantity.

## Science

If you began this curriculum in the fall, at this time winter is approaching. Winter brings with it a variety of experiences, depending on where you live. Whether or not it snows in your area, snow is certainly a phenomenon many associate with the winter months. This week your child will take a look at winter and the activities it brings, both to your family and to people around the world.



## Assignments

1. Get some story books from the library that have a winter setting and read them together. One excellent book is *Ollie's Ski Trip* by Elsa Beskow. Talk about ways in which the seasons have changed in your area. Predict how it will be as the season progresses, and recall the previous season. How does winter show itself in your area? What things does your child enjoy during the winter? What are the animals around your home doing during the winter months? Compare the differences between seasons and seasonal activities, both your own family and community activities and activities in nature.

For much of the world, winter is a time when the Earth sleeps; however, winter looks quite different around the world. What does winter look like in other areas of the world? Do you know anyone who lives far away, or has your family visited faraway places during the winter? How is it different?

2. Have your child draw two pictures in the MLB. In the first, have your child draw a picture of him- or herself busy performing a favorite winter activity. In the other, have your child draw someone experiencing a very different kind of winter (a typical winter activity in another climate region). Label the pictures describing where each takes place (you can write the caption or have your child write it).
3. Your child may be very familiar with snow, or may never have seen snow in nature. Either way, explain how snow is made in very simple terms: "When the weather gets very cold, the water up in the clouds turns from rain into tiny crystals of ice. These crystals join together and form snowflakes. When the clouds are full of snowflakes, they begin to fall to the earth and we have snow!"

If it snows where you live, catch some snowflakes on a dark piece of cloth and look at them under a magnifying glass. Point out that every snowflake is different.

If you don't have snow in your area, you can still learn about snowflakes. Read the book *Snowflake Bentley* by Jaqueline Briggs Martin (and beautifully illustrated by Mary Azarian) and look at the beautiful snowflake designs.

## Science

(continued)





## Science Further Study

(continued)

Children are quite egocentric at this age, so it is fun and often surprising to discover that others do not experience the world the same way they do! Spin the globe together and talk about how people living in different places might spend the winter months.

## Arts & Crafts

### Assignments

By this point, your child should be very comfortable with knitting. Now, we'll shift our focus to a variety of different crafts related to the curriculum. If your child enjoys knitting and wants to continue, this is highly recommended. Knitting can be a very calming, grounding activity as well as a wonderful way to develop your child's fine motor skills, which in turn may help him or her be more comfortable with the physical act of writing.

Make Paper Snowflakes (*Oak Meadow Crafts for the Early Grades*). You may want to make many, of all different sizes, to hang in your windows.

## Music & Movement

### Assignments

1. Learn "The Light of the Moon" and continue practicing other songs on the recorder.
2. Create a simple balance yoke for your child to experience the feel of balancing two weights. You can use a long sturdy stick, or a pole (some mops have a long handle that unscrews from the base—this makes an excellent yoke). Just make sure the yoke is not too heavy for your child. Using string or handles, hang a bucket or basket on each end of the yoke. Don't worry if things are not precisely balanced. By wearing the yoke, your child will automatically shift it to make it balance.

Go outside where there is a good amount of space, and have your child put the yoke across his or her shoulders (you might want to demonstrate this first). Put small items into the buckets carefully, allowing your child to adjust to the weight so that the pole doesn't slide off the shoulders. See if your child can carry things in this way for a short distance. (To avoid strain on your child's neck, shoulders, and back, be careful not to let your child do this too long or with heavy objects.) Ex-



periment with putting items of different weight on each side and have your child tell you which item weighs more and which one weighs less.

3. Locomotion is a child's ability to move skillfully and freely in any direction in all areas of movement in an efficient and effective manner.

Try these activities:

- Have your child crawl in all directions (on all fours), forward, backward, sideways; to the left, to the right, over objects, and into and through a confined area.
- Perform various animal walks. Walk like a bear, like a seal, like a crab or lobster. Do calm animal walks (like a deer picking its way through the forest) and wild ones (like a rabbit dashing in a zig-zag). Make up some silly ones!

## Health

### Assignments

Complete lesson 13 in *Healthy Living from the Start*. This lesson begins the third unit of health, which focuses on healthy habits. You'll begin with the topic of nutrition as your child explores the elements of a balanced diet.

#### FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 16. Continue to use the weekly planner, assignment checklist, and learning assessment form to help you organize your lessons and track your child's progress.

## Music & Movement

(continued)



## Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Identifies AD words				
Identifies AN words				
Memorizes and recites verses				
Writes uppercase and lowercase letters A through Z				
Identifies sounds for letters A through Z				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes



## Learning Assessment

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Creates a map using landmarks				
Articulates how to navigate various routes				
Navigates using a compass				
Draws a map using cardinal directions				
Navigates based on a simple map				

MATH	Not yet evident	Developing	Consistent	Notes
Identifies missing numbers in a sequence				
Uses objects to demonstrate story problems				
Expresses equations in picture form				
Articulates how a problem was solved				
Solves addition problems with manipulatives				
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Solves division 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
Compares seasonal differences				
Shows awareness of seasonal changes				
Shows knowledge of animal habits and habitats				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no		Notes
Knits independently			
Plays tunes on the recorder using notes B, A, 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 a balanced diet			



# Weekly Planner—Lesson 14

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							



Date \_\_\_\_\_

## ASSIGNMENT SUMMARY

## Language Arts

- ☐ Identify and write AM words.
- ☐ Identify and write AR words.
- ☐ Identify and write AP words.

## Social Studies

- ☐ Explore the local town.
- ☐ Identify a route on a local map.
- ☐ Travel the chosen route.
- ☐ Draw a map legend.

## Math

- ☐ Express equations in picture form.
- ☐ Translate story problems into number sentences.
- ☐ Identify missing numbers in a sequence.
- ☐ Practice skip counting by twos with movement.

## Science

- ☐ Identify deciduous and coniferous trees.
- ☐ Compare and sort different types of leaves.
- ☐ Draw deciduous trees and conifers.

## Arts & Crafts

- ☐ Make potpourri.

## Music & Movement

- ☐ Learn “Rock-a-Bye Baby” on the recorder.
- ☐ Experiment with locomotion exercises.

## Health

- ☐ Complete an activity about healthy eating habits.

### Materials Still Needed

## Notes



## Grade



# Lesson 14

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## Morning Circle

- Recite an opening and closing verse. Here are the new ones presented in the last lesson:

- Opening verse:

The sun is in my heart

It warms me with its power

And wakens life and love

In bird and beast and flower.

- Closing verse:

Here we are with joyful hearts

Working well and working hard

Helping gladly, quick and bold

Bringing joy to young and old.

- Continue to add new songs, verses, and fingerplays, and repeat familiar ones with fun variations. Remember to incorporate movement whenever possible.
- “Skip to My Lou” and “Oats, Peas, Beans” are verses that go well with this week’s movement and health lessons.

## MATERIALS

**Language Arts: Letter Cards**  
Construction paper or index cards  
Scissors

**Arts & Crafts: Potpourri**  
Leaves, dried flowers, herbs, etc. (see the instructions)  
Fabric (optional)  
Ribbon (optional)

## Language Arts

### Reading

At bedtime, read a story of your choice or an old favorite.

### Assignments

1. Introduce the **AM** word family, and ask your child to write a list of AM words in the MLB. As your child reads the AM story in *Oak Meadow*



## Language Arts

(continued)

*Word Families*, you can tell him or her the words that are not in the AM family. Do not try to teach additional words at this point, but just allow your child to focus on becoming familiar with the sight and sound of AM words.

2. Introduce the **AR** word family by playing an AR rhyming game, seeing how many words you can think of. Ask your child to list the AR words in the main lesson book and to draw a picture of a car. Have your child read the list (or read it together).

3. Introduce the **AP** word family by making a set of letter cards. Cut construction paper into little cards approximately 4" x 3" (or cut index cards in half). You will need 15 cards. Using a crayon, write AP on eight of the cards. Then write the following letters, each on a separate card: M, L, N, S, C, T, Z (if you already have a set of letter cards, have your child select these eight letters and put the rest of the deck aside).

Spread the AP cards out on the table, face up, with one card at the top and seven in a row beneath it. Hold the deck of consonants in your hands. Tell your child that you are going to play a guessing game using the AP family. Ask your child what sound letter M makes, and then place the M in front of the first AP card in the row of seven (the top card will stand alone as AP). Then ask your child what sound is made by placing the M in front of AP. Help your child sound out the word if necessary. Then proceed to another consonant, first showing the card, having your child identify the sound, and then putting the card down by the next AP to make a word. (As you work with word families, you may want to create word family cards for each one.)

Have your child write several AP words in the MLB and read the list together.

## Further Study

Flash cards can be fun for many children and frustrating for others. Some children prefer the auditory cues of calling out words and letters rather than reading them off of cards. If your child struggles with this task, try combining the two and see how they respond.

Your child might want to play with the word families introduced so far by experimenting with other letters and sounding out the nonsense words they create. Having a set of word family cards can make this kind of experimenting easier.



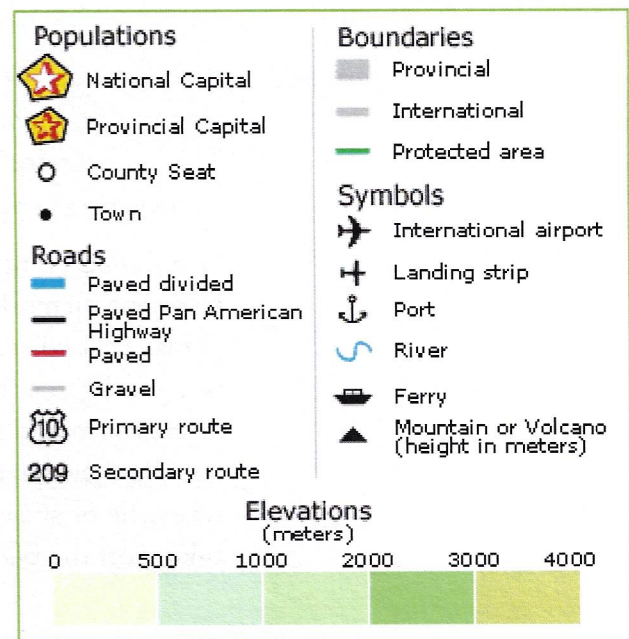
# Social Studies

## Assignments

1. Go for a walk, or a drive, around your town. If you have it available, you may want to take a trip on public transportation. Explore your hometown. Make note of public landmarks, like the town hall and library. Where do you shop for groceries? Where do friends live?

Make copies of your local town map. You can find a town map at your local library, town hall, or police station, or you can visit [oakmeadow.com/printed-links/](http://oakmeadow.com/printed-links/) and navigate to first grade social studies, lesson 14 for recommended map sites.

2. Take some time to study the map together. Help your child find your home on the map and mark it. Have your child choose another location on the map. It could be town hall, a friend's house, or a park, for example. Staying on the roads, have your child draw a line from your home to that location. Is there only one route? If there are many, use different colored pencils or crayons to indicate different routes. Which seems to be the best way to get there? Why? Your child may want to perform this exercise for several different locations.
3. Go outside together and follow the route your child has chosen. You may walk, bike, or drive; any way you choose to get there is fine!  
  
Now that you have traveled the route, does it still seem like the best way? Discuss other ways to get there. Could you have found another route that was better? Perhaps another route would be shorter, or less busy, or more scenic, or have fewer hills.  
  
Glue a copy of your town map with the route you traveled into your child's MLB.
4. Study a simple map legend together. What do these symbols mean? See if your child can find examples of each symbol on the map itself. Look at another map and compare its legend with the first map. Do they have the same features? Do they use the same symbols or different ones? Have your child draw a simple map legend into the main lesson book.





## Social Studies Further Study

(continued)

Before roads, hiking trails and waterways were the primary travel routes. Can you find a route to a location using one of these methods of travel? This is a wonderful time to take a canoe ride or follow a cross-country ski or hiking trail together.

Some children have a wonderful sense of direction while others struggle to orient themselves. If your child is challenged in this way, try playing games that will reinforce an inner sense of direction. "Blind Man's Bluff" is a good game for this purpose. Blindfold your child. Have people scatter in the room and see if your child can find them by listening to the quiet sounds they make. Once your child finds someone, have your child guess where he or she is in the room (near the couch? by the window?) before taking off the blindfold.

## Math

### Assignments

This week we will begin horizontally written number sentences. (Vertical written number sentences will be introduced later in the year.) Horizontal number sentences are more easily represented physically and pictorially and help the child to create the connection from the concrete (manipulatives) to the pictorial (drawings) to the abstract symbols (numeric equations).

While we will be working with number sentences, these number equations are really the final stage of the process. It is important to continue using manipulatives, whole body experiences (such as the balance scale or acting out a story problem), and talking through how problems are being solved. One goal of this math program is for your child to be able to solve written problems by the end of the year, but it is even more important that your child develop the capacity to find solutions to unknowns. Expressing and explaining a problem and solution in multiple ways continues to be of great value. This week, we will work with translating the story problems to manipulatives, into pictures, and finally to number sentences.

1. Review with your child the drawings from the equals sign problems from last week. Show how you can take one of those problems, and if you take away the drawing of the balance, you are left with a number sentence: just numbers and symbols. Have your child write the number sentence under or above the picture.

Tell your child this story:



A farmer had two cows in one field and three cows in another field.  
How many cows did the farmer have?

Have your child do this problem with manipulatives and explain the process as he or she finds the solution. Then have your child draw a picture of the problem in the MLB. Finally, have your child write the number sentence for this problem beneath (or above) the picture.

An example of a picture for the above story problem could be a picture of a farmer with two fields. A field could be a square box on the page and then draw two cows in one field and three cows in the other field. Then a plus sign can be drawn between the two fields and an equals sign to the right. The number 5 can be drawn to show there are five cows all together.

This week tell many story problems and repeat these steps:

- Tell the story.
- Have your child solve the problem with manipulatives.
- Have your child explain the process.
- Have your child draw a picture of the problem.
- Have your child write a number sentence (equation).

Use all four operations in story problems this week. Since you've been preparing with story problems in the preceding weeks, now is your chance to make up your own story problems. Make sure to include problems for each operation and have your child work them out. Be patient while your child works and only offer help if asked. If your child arrives at an incorrect answer, simply review the portion of the problem where the error occurred, and then see if your child can work it out from there.

You can do problems that only utilize parts of the five steps above but make sure you do enough problems that your child begins to become flexible with all steps of the process. Not all problems need to be drawn and written into the main lesson book but at least one problem for each operation this week should be recorded in the MLB.

2. Write a sequence of numbers between 25 and 50 in the main lesson book or on a chalkboard, but leave several numbers out (leave just a blank space for that number). Have your child fill in the missing numbers. Repeat the process with a descending sequence, from 50 to 25, leaving more spaces blank this time. Have your child fill in the missing numbers.

## Math

(continued)



**Math***(continued)*

- Count by twos while tossing a beanbag, jump roping, skipping, stomping, or stepping.

**Science****Assignments**

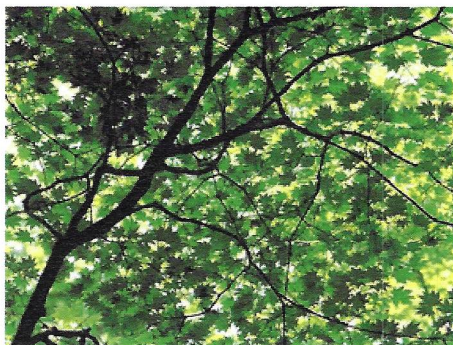
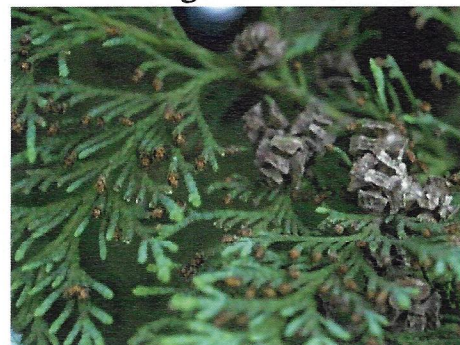
- Go on a nature walk in your area to a location where your child can see examples of both deciduous trees (those that lose their leaves in winter and grow new ones in spring) and evergreens (those with needle clusters and/or “leaves” that remain year-round). If the deciduous trees are bare at this time of year, you can often find a few leaves clinging to a branch, or lying on the ground (perhaps under the snow!).

Try to find several examples of these two types of trees. Ask your child to feel the bark on each tree. Crush a leaf and smell the scent. Feel the small branches. Does one type break more easily than the other? Lie on the ground and look up. What do you see?

- Have your child bring home leaf samples from each tree. You may also want to collect some objects for your nature table. (If you can’t collect leaf samples, find pictures of different types of trees and their leaves.) Observe the leaves closely. How are they different? How are they the same? Ask your child to sort the leaves according to size, and then according to type, and maybe according to color or some other criteria.

Afterward, have your child draw examples of the leaves in the main lesson book and/or glue the leaves to the page. Your child may want to arrange the leaves in a particular way before gluing them.

- Ask your child to draw a picture of a deciduous tree and a coniferous (cone-bearing evergreen) tree in the MLB. Either label them for your child or write the words down for your child to copy.

**deciduous leaves****evergreen leaves**



## Further Study

This lesson may be challenging depending on where you live. If these kinds of trees are not native to your area, try a nature conservancy or a botanical park, where many different types of trees may be imported. Another idea is to contact friends and family who live in different regions and ask them to send photographs of trees and leaves in their area.

## Arts & Crafts

### Assignments

If you collected pine needles and bark this week, use it to make a woody potpourri (see Potpourri instructions in *Oak Meadow Crafts for the Early Grades*), or you can make a floral, spicy, or minty potpourri.

## Music & Movement

### Assignments

1. Learn “Rock-a-Bye Baby” on the recorder, singing it first, then clapping out the rhythm, and finally learning the notes.
2. Do the following locomotion exercises with your child this week: hop, run, gallop, skip, slide, leap, and dodge.
  - Hop on one foot. Take off and land on the same foot. Land lightly on toes. Bend ankles, knees, and hips, with body relaxed to absorb shock and maintain balance. Have your child hop forward, backward, and sideways. Hopscotch is an excellent game to give practice with this.
  - Run! Every child knows how to run, but if you live in certain environments your child may not have an opportunity to really run at full speed. If this is the case, look for a playground, a beach, a meadow, a park, or some other place where your child can run unobstructed at full speed. Have races together. Can your child run in a zig zag pattern without running into anyone? Try running as if you were happy, sad, angry, tired?
  - Gallop like a horse. Show your child how to do a rapid step-together-step with one foot in front of the other, in an uneven rhythm. The quality of a gallop is choppy, up and down. Gallop-

## Science

(continued)



## Music & Movement

(continued)

ing is usually done moving forward. Alternate the forward foot occasionally. Pretend to be horses!

- Skip together. Teach your child the rapid step-hop of a skipping rhythm. The lead foot changes with each step-hop. The quality of a skip is up and down, usually very lively. Try clapping hands in a rhythm while skipping, or holding hands while skipping.
- Slide to the side. Do a rapid step-close-step to the side. The feet stay close to the ground. First slide to the right and then to the left. Try sliding forward and backward.
- Leap into the air. Leap from one foot to the other foot, covering as much ground as possible with each leap. Both feet are off the ground at the same time when leaping. Combine leaps with other movements, or practice leaping over something. Try having your child leap and turn at the same time.
- Dodge and weave. Ask your child to walk or run like a rabbit zig-zagging through a field, dodging left and right as it goes. Demonstrate by bending your knees and taking small steps one way and then another, as though trying to dodge around someone in a basketball game. Stay on your toes to be ready to change directions quickly! Playing dodge ball with a big, soft beach ball provides excellent practice in dodging.

## Health

### Assignments

Complete lesson 14 in *Healthy Living from the Start*. Your child will explore different types of food pyramids in this lesson as you look at ways to develop healthy eating habits.

#### FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 16. Contact your teacher any time you have a question about the curriculum or your child's development.



## Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Identifies AM words				
Identifies AR words				
Identifies AP words				
Memorizes and recites verses				
Writes uppercase and lowercase letters A through Z				
Identifies sounds for letters A through Z				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes



## Learning Assessment

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Creates a map using landmarks				
Articulates how to navigate various routes				
Traces a route on a map				
Shows familiarity with a map legend				
Draws a map using cardinal directions				
Navigates based on a simple map				

MATH	Not yet evident	Developing	Consistent	Notes
Translates story problems into equations				
Identifies missing numbers in a sequence				
Uses objects to demonstrate story problems				
Articulates how a problem was solved				
Solves addition problems with manipulatives				
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Solves division 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
Identifies deciduous and coniferous trees				
Compares and sorts leaves				
Compares seasonal differences				
Shows awareness of seasonal changes				
Shows knowledge of animal habits and habitats				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes on the recorder using notes B, A, 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 healthy eating habits		







# Weekly Planner—Lesson 15

Date \_\_\_\_\_

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



## ASSIGNMENT SUMMARY

- ☐ Identify and write AT words.
- ☐ Identify and write ACK words.
- ☐ Identify and write ANK words.

- ☐ Study a state map.
- ☐ Draw a state map.

- ☐ Count multiples of five.
- ☐ Practice skip counting by fives with movement.
- ☐ Draw a representation of counting by fives.
- ☐ Draw and count multiples of ten.
- ☐ Practice skip counting by tens with movement.

- ☐ Learn how animals adapt to the seasons.
- ☐ Discuss how humans adapt to the seasons.
- ☐ Make a seasonal collage.

☐ Make a Sewing Book.

- ☐ Learn “Pat-a-Cake” on the recorder.
- ☐ Practice jumping rope.

☐ Complete a baking activity.

## Notes



## Grade



# Lesson 15

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## Morning Circle

- Recite the opening and closing verses. Enjoy favorite songs, verses, and fingerplays. Add new ones to keep circle time fresh and lively.
- “Over in the Meadow” and “Ants Go Marching” are verses that go well with this week’s language arts and math lessons.

## Language Arts

### Reading

At bedtime, read a story of your choice or an old favorite.

### Assignments

You will introduce your child to three new word families this week using *Oak Meadow Word Families*. Throughout the week, play word games with these word families, making up sentences, stories, poems, and songs. Use the alphabet letters and the alphabet flash cards to work with the letter sounds, word family phonics, and sight reading (recognizing words on sight rather than having to sound them out each time). Periodically review earlier word family lists that your child has written.

Remember, the skill of reading is a complex one and there is no reason to rush through it. Give your child all the time he or she needs to grasp these new concepts and become comfortable and confident with reading.

1. Present the **AT** word family using one or more of the activities already presented. Your child might also have fun playing “Pin the Tail on the Cat” using AT words.

Draw a large cat (or rat) on a big piece of paper and hang it on the wall. Cut out several tails for the cat. Ask your child to write an AT word on each tail. Then play “Pin the Tail on the Cat.” Blindfold your child, turn him or her around and face your child in the direction of the cat on the wall. Hand your child a tail with a piece of tape on it,

## MATERIALS

### Language arts: Sun Ray Picture

Yellow construction paper  
Scissors  
Glue

### Science: Seasonal Collage

Magazines (to use for cutting pictures)  
Scissors  
Glue

### Arts & Crafts: Sewing Book

Felt  
Cardboard (thin, from a cereal box)  
Embroidery thread and needle  
Needle and thread  
Straight pins (to put in the book)  
Elastic



## Language Arts

(continued)

and ask him or her to pin the tail on the cat. You may wish to take a turn pinning one of the tails on the cat. Siblings can play, too. Read each AT word aloud together after it has been pinned up.

2. Introduce the **ACK** word family. Brainstorm ACK words and then ask your child to draw a picture of Jack with his black sack, or any other picture that include ACK words.
3. Introduce the **ANK** word family. Ask your child to write the ANK words in the main lesson book and decorate the border of the page with a straight line geometrical running form drawing (perhaps reminiscent of a plank with a crank).

## Further Study

Playing games with your child is a wonderful way to reinforce learning. Skipping rope, in particular, is a helpful tool when you add the word families to the rhythm of the falling rope. Rhythm, repetition, and reinforcement—the three Rs of successful learning!

## Social Studies

### Assignments

1. Look at the map of your state with your child. Locate the northern, southern, eastern, and western parts of your state. Read the map legend together, focusing on the basic symbols. Find the symbols on the map.  
  
Look at topographical landmarks that you can see on the map. Are there any mountains? Major lakes or rivers? Coastline? (If you live on the water and are looking at a nautical map, how deep is the water where you are? How close are you to land?) If you have visited any state parks, rivers, seashore or mountain areas, point these out.  
  
Locate your child's home town. Have your child mark it on the map.
2. In the main lesson book, have your child draw a rudimentary outline of your state, and write down the name of your state under the outline. Have your child mark your home town on the map. Your child might also like to draw major landmarks, or to decorate the map's border. Include a compass rose and a simple map legend (perhaps a star for towns, a blue line for rivers, and triangles upside down Vs for mountains).



## Social Studies

Your child might enjoy adding more detail to the state map, including the state capital, major cities, large rivers and lakes, and major highways (especially ones that you travel to visit relatives or a favorite location). Feel free to include the town names of friends or relatives. You could also add state parks or significant landmarks or tourist attractions. In the border, your child might like to draw a picture of the state bird, state flower, or other state symbols.

## Assignments

1. Remember with your child the stories of Jester Times. Review the problems that Jester Times had in the previous stories. See if your child can make the connection that Jester Times almost always counts by multiples of something, rarely counting by 1, 2, 3 etc. If your child has not made this connection, you can tell your child that Jester Times likes to take the fast way to solve problems so he counts by twos or threes or fives. Sometimes he counts by 100s! Tell your child that he or she, too, will learn to count the fast way like Jester Times.

## Oak Meadow



**Math***(continued)*

Once you are done labeling each multiple of five, have your child go through the row of gems, touching each one and counting silently 1, 2, 3, 4 and then saying “Five” out loud. (You may have to demonstrate this first and then have your child imitate you.) Do this all the way up to 60 and back down to 1. On the way down, you can say “Zero” or “Done” to show you are at the end.

2. Now try walking or stomping for each number, still saying 1, 2, 3, 4 silently and then 5 out loud. Make sure your child is stomping for each number even though most of the numbers are said in his or her head. Walk or stomp backwards to count in descending order (from 60–0) using the same pattern.
3. On another day, have your child explain what you did with the gems and numbers (counting and saying only multiples of five aloud). It is important to review the previous day’s work before taking it further. This is also an opportunity for your child to share any new connections that he or she has made.

Now, have your child draw a picture of the line of gems and numbers in the main lesson book, writing just the numbers in the five times table.

4. As before, walk or stomp out the numbers forwards and backwards, only saying 5, 10, 15, 20, etc. aloud. See if your child can do it without saying the other numbers in his or her head. You might change it up a bit and have your child walk four steps and then jump on the fifth step, saying the number from the five times table aloud.

When your child seems comfortable, introduce skip counting by fives (without having pauses where the other numbers would go). You might want to make up a tune or sing-song chant for the five times tables as you walk them. You can also use beanbags to toss back and forth while skip counting by fives.

Another way to experience the times tables with the whole body is to do a hand clapping game. Facing each other, clap your hands together (like a double high five) but don’t say anything, and then clap right hands together and say, “Five!” Clap together (don’t say anything) and then clap left hands together and say, “Ten!” Continue up to 60, and then reverse the order and count down by fives to zero.

Once you have experienced the five times tables in several physical ways, have your child write the multiples of five (up to 60) in the main lesson book. This can be on the facing page of the gems or on another



page. Write “5 Times Tables” on the top of the page. Your child might want to use different colors for each number or put in a pattern.

- Repeat the exercises above for the 10 times tables. You can use the same or different manipulatives to represent the 10 times tables. Make sure you go from the concrete to the pictorial to the abstract. Allow your child plenty of time to experience skip counting by tens (up to 120, or further because it’s fun!) in a physical, movement-oriented way before settling down to write the numbers in a list.

## Math

(continued)

## Science

### Assignments

- Go on nature expeditions this week, looking at animals and discovering how they behave in this season. Animals adapt to seasonal changes in a variety of ways:

**Rabbits:** The rabbit’s soft fur is brown in the summer, but when winter comes, the fur will turn white. The white fur makes the rabbit hard to see in the snow and helps to protect it. Talk to your child about how the fur of some animals changes color during the different seasons. Visit your library and see if you can find a book about animal camouflage.

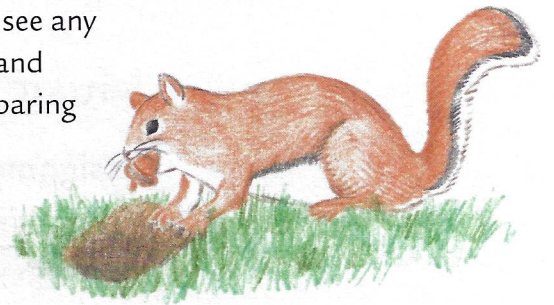
**Squirrels and chipmunks:** These animals forage for food in the fall and dig up these resources during winter months. Can you see any of this activity where you live? In the spring, these animals and many others are busy looking for food and mates, and preparing for the birth of young.

**Birds:** What is happening at your bird feeder this time of year? Winter can be a quiet time of year for birds in many areas. How about where you live?

Share your knowledge of animals as you are on your nature walks, and find books in the library to learn more.

Ask your child to draw a picture or two in the main lesson book that describes animals in your area and how they live during this time of the year.

- Ask your child to think about how your family adapts to this season of the year. Human beings adapt to changes in the weather as well. We wear different clothes, turn on the heat, and even eat differently.





## Science

(continued)

Some people find they feel sad without the sun; others love the feeling of nestling in during the dark, cold days and nights that winter often brings. How about you? Do certain seasons make you feel differently? Discuss this with your child. We are all subject to the rhythms of nature, human and animal alike! What do you do differently in the winter, spring, summer, and fall?

3. Have your child create a seasonal collage by cutting out pictures of activities and experiences that remind him or her of the different seasons. Glue the pictures into the MLB and write a short caption. Your child might want to divide the page into four quadrants and label each one with a season, or choose one season as the focus of the collage.

## Arts & Crafts

### Assignments

Make a Sewing Book. Using the instructions and illustrations in *Oak Meadow Crafts for the Early Grades*, create a small sewing book to hold pins, needles, and thread for your child's sewing projects. Once the book is finished, show your child how to line up straight pins by carefully pushing them through the pages of the book. You can also coil up short lengths of embroidery thread and it will "stick" to the felt pages, ready for the next project.

## Music & Movement

### Assignments

1. Learn "Pat-a-Cake" on the recorder, and continue playing the other songs you know.

As your child becomes more and more relaxed with the posture, fingering, and breath control required, you can begin adding other elements to your practice. For example, you might experiment with marching while playing a song, or take turns with one of you playing on the recorder while the other sings the words (or makes up funny words). However, if your child is still working hard to master playing the notes or maintaining the rhythm, it's best to keep the lesson very simple. You can add movement and other variations later in the year.



2. Introduce skipping rope, if you haven't already done so. If you have two jump ropes, you can jump at the same time, demonstrating how to do it. If you have one long rope, you can teach your child how to jump rope while someone else turns the rope (if you don't have another person to help you turn the rope, simply tie one end to a tree and turn it by yourself from the other end).

Once your child begins to jump consistently, introduce jumping rhymes, such as "Teddy Bear, Teddy Bear, Turn Around" (found in the *Oak Meadow Guide to Teaching the Early Grades*). Also, practice skip counting while jumping rope.

## Health

### Assignments

Complete lesson 15 in *Healthy Living from the Start*. In this lesson, your child has the chance to enjoy a simple baking project.

#### FOR ENROLLED STUDENTS

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

## Music & Movement

(continued)



## Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Identifies AT words				
Identifies ACK words				
Identifies ANK words				
Memorizes and recites verses				
Writes uppercase and lower case letters A through Z				
Identifies sounds for letters A through Z				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes



## Learning Assessment

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Identifies locations on a state map				
Articulates how to navigate various routes				
Traces a route on a map				
Shows familiarity with a map legend				
Draws a simple state map				
Navigates based on a simple map				

MATH	Not yet evident	Developing	Consistent	Notes
Demonstrates skip counting by twos				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				
Solves addition problems with manipulatives				
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Solves division problems with manipulatives				
Uses math in the context of daily activities				



## Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Demonstrates knowledge of how animals adapt to seasonal changes				
Demonstrates knowledge of how humans adapt to seasonal changes				
Compares seasonal differences				
Shows awareness of seasonal changes				
Shows knowledge of animal habits and habitats				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes on the recorder using notes B, A, and G		
Uses varied tempos while playing familiar songs on recorder		
Demonstrates ability to jump rope		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Participates in baking project		



Weekly Planner—Lesson 16

Date \_\_\_\_\_

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



## ASSIGNMENT SUMMARY

- ☐ Identify and write AY words.
- ☐ Identify and write AIL words.
- ☐ Identify and write AIN words.
- ☐ Make word family sliders.

- ☐ Study a U.S. map.
- ☐ Draw a U.S. map.
- ☐ Describe the local climate.

- ☐ Count using ordinal numbers.
- ☐ Write ordinal numbers in numeric form.
- ☐ Practice skip counting by 2s, 5s, and 10s.
- ☐ Identify missing numbers in a sequence.

- ☐ Learn about animals that hibernate.
- ☐ Compare human and animal needs for food and shelter.

☐ Make Felt Hand Puppet.

- ☐ Learn “Fireflies” on the recorder.
- ☐ Practice frog leaping.

- Complete an activity related to exercise.

## Notes



## Grade



# Lesson 16

## 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.
- “Old Mother Hubbard” is a verse that goes well with this week’s math lessons.

## Language Arts

### Reading

Throughout the rest of the year, continue to read aloud to your child at bedtime. Choose stories that have rich language and archetypal characters and themes.

### Assignments

1. Introduce the **AY** word family. Read the story in *Oak Meadow Word Families*. Brainstorm AY words and then ask your child to draw a picture of a sunny day with a big, bright sun in the MLB. Then have your child cut out bright sun rays. An AY word can be written on each ray and pasted around the larger sun.
2. Introduce the **AIL** word family. Take out your set of alphabet letters and have your child write the letters AIL on a piece of paper or on the rug with chalk. Ask your child to draw the letters at random (you can take turns doing this) and put the letter in front of the AIL. Sound out the word and see if it makes a real word or a nonsense word. If it makes a real word, have your child write down this word on a piece of paper.

Go through the entire alphabet (you may want to remove the vowels to make the game a little easier) and then have your child copy the list of AIL words into the main lesson book.

## MATERIALS

### Language Arts: Word Family Sliders

Index cards  
Utility knife  
Paper  
Scissors

### Arts & Crafts: Felt Hand Puppet

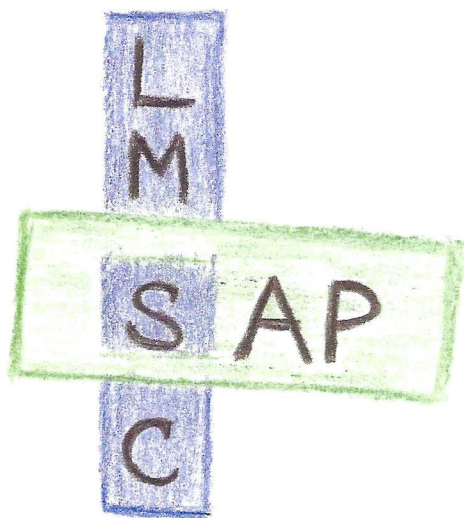
Felt  
Scissors  
Glue  
Needle and thread  
Embroidery thread and  
needle (one with a large  
enough eye for the  
embroidery thread)



## Language Arts

(continued)

3. Introduce the **AIN** family. Read the story, make up new sentences, and have fun playing with the AIN word family. Perhaps you could point out where Spain is on a world globe.
4. Make one or more word family sliders to help your child's learning. You may want to make these yourself so the printing is of uniform size. Your child can help you figure out which letters go on the sliding strip and can help decorate the word family card.



To make a word family slider, take an index card and write the two letters of the word family on it in lowercase letters. Leave space at the beginning of the word for the sliding strip. On a strip of paper, write the consonants that work with this word family (in lowercase letters). For instance, for the AY family, you might add *p*, *s*, and *g* to the letter strip to create *pay*, *say*, and *gay*. Leave a blank space at the top and bottom of the letter strip so it is easy to move the strip up and down.

Using a utility knife, cut two small horizontal slits in the word family card, just large enough for the letter strip to thread through. Once the letter strip is in place, just one letter should show at a time, and it should appear in front of the word family. Have your child experiment with the word family slider, reading each word as it appears.

You can make as many word family sliders as you like, and once your child becomes more comfortable with reading words, you can add constant blends to the letter strip (for instance, for the AY family, you might add *pl*, *st*, and *gr* to the letter strip to create *play*, *stay*, and *gray*).

## Further Study

For children who are eager for more practice with A-based word families, here are more you might like to work with: *-ab*, *-ag*, *-age*, *-ake*, *-ale*, *-all*, *-ame*, *-ane*, *-ash*, *-ate*, and *-aw*.

## Social Studies

## Assignments

1. Together, look at a map of the United States. (If you live in another country, use your own country's map and adapt the lesson accordingly.) Find your state and mark it. Make note of surrounding states and the area where you live. For example, do you live in the mountains? Is your state on the West coast? In the South? Is it hot and dry where





## Social Studies

(continued)

you live? Does it snow frequently? Is there a lot of farmland, or many forests?

2. Have your child draw a rudimentary outline of the United States in the MLB, and mark approximately where your state is.
3. Write, or have your child write, a simple sentence about the climate where you live. For example, "I live in Hawaii. It is often warm and windy."

## Further Study

Your child will study your state in depth at a later date. For now, it is fine to simply make note of the variations of climate throughout the country. You do not have to go into detail as to why those differences exist. When looking at the United States, point out states where people you know live. How does their climate differ from yours?

## Math

### Assignments

In this lesson, your child will focus on ordinal numbers. Ordinal numbers is the term given to numbers as they occur in a certain order (first, second, third, fourth, etc.) as opposed to cardinal numbers, which are the "regular" numbers (one, two, three, four, etc.). For children, is it usually better to use the term **place numbers** rather than **ordinal numbers**.



**Math***(continued)*

To present the concept of ordinal numbers, approach it very informally. In all probability ordinal numbers will be learned through imitation of the speech patterns of adults, but by presenting it we can be sure that the child is aware of it.

1. Tell a story that includes ordinal numbers. Your story may be about a town where people draw their water from a well, and each morning they all gather. The first to arrive is the baker, then the tailor, then the teacher, then the grocer, then a mother, then a little boy, etc. They each take their turns, one at a time. The baker is first, the tailor is second, and so on.

You can tell any type of story in which there are many characters who will be first, second, third, etc. Perhaps you have friends at the park who are waiting in line for a turn on the slide. Or maybe there is a group of animals who arrive at a party, one by one. If you don't want to make up a story, you can read the story of "The Golden Goose" (from Grimm's fairy tales).

When your story is finished, put several objects in a line and pretend that each object is a character in the story. Explain that there is a way of naming things that come in a certain order: number one is called "first," number two is called "second," etc. You can mention that we call these place numbers. Count each object/character according to its place in order. Your child may already know how to count in this way. If not, he or she will probably learn quickly. If your child already knows ordinal numbers, see how far he or she can go, and fill in any gaps as needed.

Have your child draw a picture of the story on one page and write the ordinal numbers (in numeric form: 1st, 2nd, 3rd, 4th, etc.) up to 20th on the opposite page.

2. Throughout the week, find times to reinforce ordinal numbers, such as who is first in line at the grocery? There are three other people in front of us, so that means we are fourth in line. As you read stories this week, see if ordinal numbers come into play.

Have your child draw a line of different characters or animals in the main lesson book and label them with ordinal numbers.

3. Continue playing movement games with skip counting, counting by twos, fives, and tens.



4. Write a sequence of numbers between 50 and 75 in the main lesson book or on a chalkboard, but leave several numbers out (leave just a blank space for that number). Have your child fill in the missing numbers. Repeat the process with a descending sequence, from 75 to 50, leaving more spaces blank this time. Have your child fill in the missing numbers.

## Math

(continued)

## Science

### Reading

Read “Big Brown Bear Goes Fishing” (found in *Oak Meadow Grade 1 Resource Book*).

### Assignments

1. After you read the story, talk about animals that hibernate and where they live while hibernating. Remember, it’s okay to ask more questions than you know the answers to! That’s how we learn, by being curious and wanting to find out more. You can learn about animals that hibernate in the library or online.
2. Ask your child to describe what he or she needs to eat to stay healthy. Then talk about the clothing we wear and houses we live in that protect us from the elements. Compare how we satisfy our human needs with the way animals satisfy their needs for food and shelter.

Your child may want to create a cozy den to “hibernate” in for the afternoon. Drape a blanket over a table and let your child make it cozy inside with pillows, blankets, etc. It might be fun to share a snack in the den, or read books using a flashlight.

## Arts & Crafts

### Assignments

Make a Felt Hand Puppet (use your new sewing book!). You may want to make several puppets and use them to act out stories or have them “sing” during circle time.



## Music & Movement

### Assignments

1. Learn “Fireflies.” Your child now knows seven songs on the recorder—this might be a good time for another recital!
2. Try this frog-leaping exercise: Squat down and spring up in the air. Try jumping as high as possible, and then try jumping as far as possible. Do frog leaps forward, and then do frog leaps backwards and sideways. Try to frog leap from one room to another, or take turns calling out directions for one another to follow, such as “Do three frog leaps to the right!”

## Health

### Assignments

Complete lesson 16 in *Healthy Living from the Start*. The importance of developing a healthy habit of regular exercise is the focus of this lesson.

#### FOR ENROLLED STUDENTS

It’s time to send your next batch of lesson submissions to your Oak Meadow teacher. Include a representative sample of your child’s work from lessons 13–16, your weekly documentation, and notes on your child’s progress. Include an audio or video clip of your child’s music recital, if you can. Speak to your teacher if you are unsure of the best way to submit audio or video.



## Learning Assessment

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

LANGUAGE ARTS	Not yet evident	Developing	Consistent	Notes
Identifies AY words				
Identifies AIL words				
Identifies AIN words				
Memorizes and recites verses				
Writes uppercase and lowercase letters A through Z				
Identifies sounds for letters A through Z				

LITERATURE	Read aloud by adult	Read by child, in progress	Read by child, completed	Notes



## Learning Assessment

SOCIAL STUDIES	Not yet evident	Developing	Consistent	Notes
Identifies location of home state on a U.S. map				
Articulates how to navigate various routes				
Traces a route on a map				
Shows familiarity with a map legend				
Draws a simple U.S. map				
Navigates based on a simple map				

MATH	Not yet evident	Developing	Consistent	Notes
Names ordinal numbers up to 20th				
Writes ordinal numbers in numeric form				
Demonstrates skip counting by twos				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				
Solves addition problems with manipulatives				
Solves subtraction problems with manipulatives				
Solves multiplication problems with manipulatives				
Solves division problems with manipulatives				
Uses math in the context of daily activities				



## Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Demonstrates knowledge of how animals adapt to seasonal changes				
Compares animal and human needs				
Compares seasonal differences				
Shows awareness of seasonal changes				
Shows knowledge of animal habits and habitats				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes on the recorder using notes B, A, and G		
Uses varied tempos while playing familiar songs on recorder		
Demonstrates ability to jump rope		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Participates in regular exercise		



## Notes

A series of horizontal lines for writing notes, spanning the width of the page below the 'Notes' header.