Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Demonstrates knowledge of seed requirements for growth				
Monitors and nurtures plant growth over time				
Shows awareness of seasonal changes				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes on the recorder using notes B, A, G, C, and D		
Uses varied tempos while playing familiar songs on recorder		
Maintains a steady march while handclapping various rhythms		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		
Demonstrates vocabulary of emotions		

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 24

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Identify and write UG words.
- ☐ Identify and write UM words.
- ☐ Identify and write UN words.
- ☐ Put words in alphabetical order.

Social Studies

- ☐ Reflect on story events.
- ☐ Create a story based on a real life event.
- ☐ Identify goods and services in the community.

Math

- ☐ Explore number bonds up to 10.
- ☐ Find a missing number in an equation.
- ☐ Identify number bonds for 1–9.
- ☐ Solve mental math problems.

Science

- ☐ Form hypotheses and test them.
- ☐ Record experiment data in a chart.

Arts & Crafts

- ☐ Make a Homemade Bird Wreath.

Music & Movement

- ☐ Learn "A Happy Song" on the recorder.
- ☐ Create an obstacle course.

Health

- ☐ Review activities related to self-esteem.

Materials Still Needed

Notes

Grade 1

Lesson 24

Morning Circle

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

Language Arts

Assignments

1. Introduce the **UG** word family. Your child may want to draw a bug and a slug in a snug hole in the ground. Perhaps other holes can be "dug" to put in various UG words.
2. Introduce the **UM** word family. This is a great time to bring out a drum and play a word game while marching around to the beat. Try to say one word from a particular word family each time the drum beats.

   Ask your child to write the UM words in the MLB and draw a picture.
3. Introduce the **UN** word family.

   Make a deck of cards on which you write each of the UN words. Make two cards for each UN word. Turn all the cards face down. Play "Memory Concentration" as follows: on your turn, you may turn any two cards over. Read the cards aloud, and remove them from the field of play only if the two cards match. If they don't, turn them face down, and the play passes to the other person.

   This is a good game to use as a review for previous word families learned. Simply make two cards for each word, and play the game with as many different word cards as your child can handle.

MATERIALS

Science:
Flotation Experiment
Pot of water
Variety of objects of different sizes and densities (feather, rock, Ping-Pong ball, bar of soap, button, etc.)

Arts & Crafts:
Homemade Bird Wreath
Bread dough
Egg
Bird seed
Sesame seeds and sunflower seeds (optional)

Language Arts

(continued)

4. Together with your child, go over the past word family lists and have your child point out different words that he or she likes. Perhaps it is a word that is fun to say, or that reminds your child of something he or she likes, or one that looks particularly pleasing to your child. Write down each favorite word on a piece of paper or index card.

   Give your child the stack of cards and ask him or her to lay them out in order based on the first letter of each word. This is a new skill, but your child should be very familiar with the order of the alphabet by now, and be able to do this with a little help from you. You may want to begin with four or five cards, have your child alphabetize those, and then add more cards, a few at a time, to be incorporated in alphabetic order. If your child gets stuck, simply recite the alphabet together to help your child remember the order of the letters.

   Once your child has them all laid out in order, have him or her read the list of words.

   To add a challenge to this activity, you can trade places, and your child will give you a set of cards to alphabetize. Then your child has to see if your order is correct and make any necessary adjustments. You may want to intentionally put one or more cards out of order to give your child something to fix.

Further Study

Here is another way to reinforce the learning from previous weeks. Write various words from previous word families. Place all the cards in a hat and have your child draw one at random. See if your child can read the word, and then put the card down and spell the word without looking at the card. This game provides a good tool to observe how well your child is retaining what has been learned.

Social Studies

Reading

Read "Clara Barton and Her Work with Those in Need" to your child.

Assignments

1. Let the story rest overnight. In the morning have your child retell it to you. Discuss the story together. What did Clara Barton do? Do you think her job was difficult? Why? What did she need to do her

job well? What were the "goods" in the story? What service did Clara provide?

2. Help your child remember a time when he or she, or someone you know, did something especially kind or helpful. Have your child take this experience and make it into a short story. You will write the story down as your child tells it, and then you can read it back to your child. If you'd like, this story can be added to the MLB.

3. Discuss with your child the difference between goods and services. Keep your explanations simple. You might say goods are those things we can touch or feel, like the bandages and medicines in the story, and services are actions we do for others, like Clara caring for the sick.

   Discuss different kinds of goods and services you and your child can think of that are available in your community. In the grocery story, for example, what is an example of goods, and what is an example of a service? What about in the post office? Name some the jobs people perform in the community to provide a service. Name some of the goods that the community offers.

   Have your child make a list and draw pictures of different goods and services in your community.

Further Study

When you shop with your child, you may point out example of each of these concepts. It is always best, at this stage, to keep explanations simple and let the situation or story speak for itself. You can also point out the services you and your family members provide within your home.

Math

This week your child will focus on the number bonds in addition and multiplication from 1–10. Number bonds are the different combinations and permutations of a particular sum or difference (in addition or subtraction) or product or quotient (in multiplication or division). Knowing the number bonds from 1–20 helps students to be more facile at mental arithmetic. Rather than having to perform each intermediate operation, the answer is immediately recognized.

This week we will focus on number bonds 1–10 and next week on 11–20. Since we use a base 10 system, the number bonds from 1–10 are the most

Social Studies

(continued)

Math

(continued)

important because their pattern then repeats throughout the rest of the system.

Assignments

1. Begin by having your child take out 10 gems and place them on the mat. Ask your child how you can make ten using addition. See what your child comes up with. Then ask your child if there is another way. See if you can find all of the ways to come to 10 using addition. Here are the different options:

   1 + 9

   2 + 8

   3 + 7

   4 + 6

   5 + 5

   6 + 4

   7 + 3

   8 + 2

   9 + 1

   0 + 10

   10 + 0

   The two bonds using zero are tricky for most children to think of because zero cannot be displayed using manipulatives. You might need to model how to show these bonds using the gems.

   These are all of the ways to get a sum of 10 using two numerals. There are also three numeral possibilities:

   1 + 1 + 8

   1 + 2 + 7

   1 + 3 + 6

   1 + 4 + 5

   1 + 5 + 4

   1 + 6 + 3

   1 + 7 + 2

1 + 8 + 1

2 + 1 + 7

etc.

And four numeral possibilities:

1 + 1 + 1 + 7

1 + 1 + 2 + 6

etc.

In addition, there are five numeral possibilities, six numerals, etc., all the way up to ten numeral possibilities:

1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1 + 1

Give your child plenty of time to explore many ways to make ten. Each child will begin at a different place, some will do ten numerals first, and some will stick to two numerals and need prompting to look at the problem in a different way. Each child is different. Have your child explain the process as you go and support your child in exploring new alternatives by saying, "I might do it this way" and demonstrate.

Next, ask your child to find all the ways to get to a product of 10 (using multiplication).

1 x 10

2 x 5

5 x 2

Once all of the options have been explored, have your child record several of the addition bonds and all of the multiplication bonds in the MLB. The title of this page can be "How to make 10."

2. This is a great time to talk about the commutative property of addition and multiplications, although you don't need to use that word with your child. Simply show the problem 4 + 6 and 6 + 4 on the mat with manipulatives. Ask your child what he or she notices about these two problems. Your child might notice that they both add to 10 or they are the opposite of each other. Explain how in addition you can start with either number, and add on the other number; you'll always get the same answer. Show this by showing four fingers on one hand and two on the other. Ask your child how many fingers you are holding up (six). Then switch hands so you have two fingers on one hand

Math

(continued)

Math

(continued)

and four on the other (opposite of before), and ask how many fingers there are. The answer is the same, regardless of how the numbers (fingers) are grouped. This principal becomes important as we begin working with more complex problems so it is good to bring your child's awareness to it now.

Try missing number problems with the answer being 10 using addition. Present some orally and some in written form. See if your child can get faster in supplying the answer to missing number problems with the sum of 10.

3. Explore how to make a number using addition and multiplication with the remaining numerals 1–9. For instance, ask, "How many ways can you make the number eight using addition?" or "How many ways can you make the number six using multiplication?" Give your child plenty of time to come to each of the combinations independently. Don't rush this process and fill in the answers too soon. The important aspect of this lesson is the discovery of the different combinations of numerals that add up to a given number, not that the combinations be memorized this week. By working with these number bonds consistently, your child will come to recognize them automatically, memorizing them through practical use rather than rote exercises.

   Try missing number problems with the sum (the answer to addition problems) being a numeral from 1–9.

   Have your child write a sample of number bonds (both addition and multiplication) and missing number problems in the main lesson book.

4. Throughout the week, practice mental arithmetic problems. Begin offering three-step mental arithmetic problems and see how your child does. Use all four operations.

Science

This week, your child will engage in scientific inquiry. You will show your child how to set up an experiment, make a hypothesis about what will happen, and then observe what really happens and record the results.

Assignments

1. Begin the experiment by filling a pot with water. Gather together a variety of objects of different sizes and densities, such as a feather, rock,

Science

(continued)

Ping-Pong ball, bar of soap, button, etc. You can use anything your child would like to experiment with.

Place the objects around the pot of water. Have your child look at the objects, and think about which ones will float and which ones will sink.

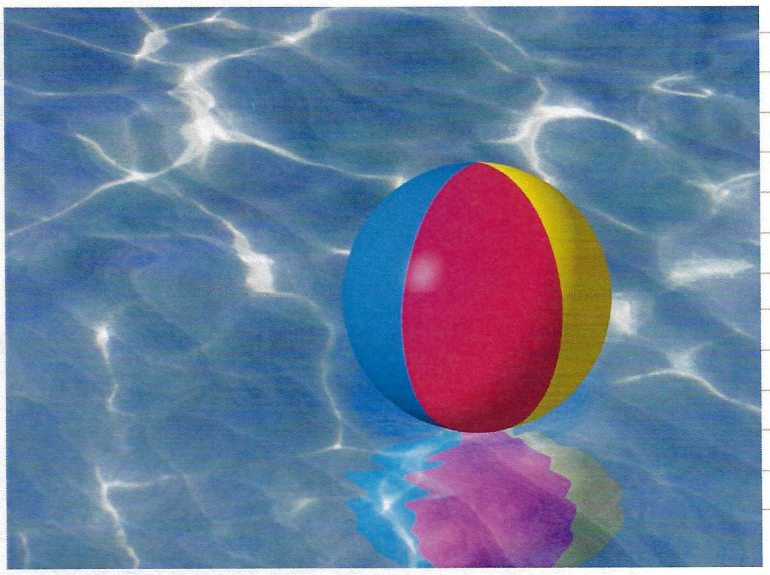
Have your child choose one object. Will it sink or float? Have your child state what he or she believes will happen. Explain that a *hypothesis* is a tentative explanation or "guess" about what will happen and why. Have your child observe place the object in the water and what happens. As you take the object out, ask your child to make a hypothesis about why the object sank or floated. With that hypothesis in mind, have your child choose another object to test. Explain that scientists test their hypotheses over and over again until they reach a conclusion.

Have your child state what he or she thinks will happen, then test it, and form a hypothesis about why the object sank or floated. Repeat this process with each of the objects.

Look for connections between your child's hypotheses. For instance, does your child think that the largest objects will sink and the smallest with float? Ask your child to explain each hypothesis, and see if the hypotheses change as more objects are tested.

2. Have your child draw a chart showing which objects sank and which floated. Help write down one or more hypotheses beneath the chart.

Reassure your child that it doesn't matter if a scientist's hypothesis is found to be correct or not. What is important is that scientists wonder about things, ask questions, make guesses, test hypotheses, make observations, record data, and try to understand!



Arts & Crafts

Assignments

Make a Homemade Bird Wreath. If the temperature is starting to warm up where you live, you may notice different birds appearing as spring unfolds. Hang this wreath in a place your child can see from a window so you can watch to see who visits it.

Your child might also like to make a bread wreath for the family to enjoy. Instead of sprinkling bird seed on the loaf, you can sprinkle sesame seeds and sunflower seeds.

Music & Movement

Assignments

1. Learn "The Warbler" on the recorder.

   As you experiment with varying the tempo on songs your child knows well, make sure to slow the tempo down at times to help your child develop better breath control. You don't need to draw attention to it if your child had to take a breath in the middle of a measure, but try to model your own correct breathing so that your child can imitate it. At some point this week, record your child playing two or three of his or her favorite songs, and show some of the variations in tempo that you have been working on.

2. Set up an obstacle course this week that has elements of balancing (such as walking on a plank or stepping from rock to rock, or pillow to pillow) and locomotion on the ground (such as walking on all fours or doing a belly crawl). This can be set up indoors or outside.

Health

Assignments

Complete lesson 24 in *Healthy Living from the Start*. Review topics from the previous lessons, or explore in more depth the information and activities from Unit IV: Self-Esteem.

FOR ENROLLED STUDENTS

When lesson 24 is complete, please send a representative sample of your child's work from the last four lessons (lesson 21–24). Include your weekly planner, assignment checklists, and learning assessment forms from each lesson. Remember to include an audio or video recording of your child playing the recorder.

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 UG words				
Identifies UM words				
Identifies UN words				
Reads words aloud				
Recognizes certain words on sight				
Demonstrates oral spelling and word recognition				
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 story from real life events				
Differentiates between goods and services				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Identifies addition number bonds up to 10				
Identifies multiplication number bonds up to 10				
Demonstrates the interrelationship between addition and multiplication				
Solves mental math problems				
Solves multistep problems involving addition				
Solves multistep problems involving subtraction				
Solves multistep problems involving multiplication				
Solves multistep problems involving division				
Finds a missing number in an equation				
Demonstrates skip counting by twos				
Demonstrates skip counting by threes				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				

Learning Assessment

SCIENCE	Not yet evident	Developing	Consistent	Notes
Forms a hypothesis				
Performs an experiment and draws conclusions				
Records observation data				
Demonstrates knowledge of seed requirements for growth				
Monitors and nurtures plant growth over time				
Gives detailed descriptions of observations				
Creates detailed drawings of observations				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Knits independently		
Plays tunes on the recorder using notes B, A, G, C, and D		
Uses varied tempos while playing familiar songs on recorder		
Maintains a steady march while handclapping various rhythms		
Demonstrates coordination and balance in movement activities		
Moves rhythmically at varying tempos		

	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 25

Date _____

ASSIGNMENT SUMMARY

Language Arts

- ☐ Identify and write UCK words.
- ☐ Identify and write UNK words.
- ☐ Identify and write Y words.
- ☐ Review and read word families.

Social Studies

- ☐ Reflect on story events.
- ☐ Identify roles of individual family members.
- ☐ Compare two different scenarios.

Math

- ☐ Explore number bonds up to 20.
- ☐ Solve three-step mental math problems.
- ☐ Find a missing number in an equation.

Science

- ☐ Learn to read a thermometer.
- ☐ Record the temperature each day.
- ☐ Draw a picture of a thermometer.

Arts & Crafts

- ☐ Do a favorite craft project.

Music & Movement

- ☐ Learn "A Cradle Song" on the recorder.
- ☐ Do a body-roll ball game.

Health

- ☐ Complete an activity related to handling success and failure.

Materials Still Needed

Notes

Grade 1

Lesson 25

Morning Circle

- Recite the opening and closing verses. If you would like to introduce new ones, here are the opening and closing verses for the final twelve lessons for grades K–3:
- Opening verse:

  With joy we greet the morning sun

  Shining light on everyone

  It shines in the sky, on land and sea,

  And fills me with light when it shines on me.

- Closing verse:

  We are truthful, and helpful, and loving in trust

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

  We will open our hearts to the sunbeams so bright

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

- Enjoy favorite songs, verses, and fingerplays, and add new ones to keep circle time fresh and lively. Incorporate movement whenever possible.
- "Here We Go 'Round the Mulberry Bush" is a song that goes well with this week's social studies lessons.

MATERIALS

Language Arts: Junk Trunk
Construction paper
Scissors
Shoe box
Tape (wide tape works best, such as duct, masking, or packing tape)
Poster paint (optional)

Science: Temperature Readings
Outdoor thermometer

Music & Movement: Body Roll
Ball, medium size (approximately 7 inches)

Language Arts

This week we will complete our introduction to word families.

Assignments

1. Introduce the **UCK** word family. The UCK story in the *Oak Meadow Word Families* is a great one to act out! Afterwards, have your child draw a picture and list the words in the MLB.

Language Arts

(continued)

2. Introduce the UNK word family. Read the story and then have your child cut out pieces of paper in random sizes ("junk"). Write an UNK word on each piece of paper. Make a trunk out of a shoebox by taping the lid on one side. The lid should now open and close like a trunk lid. Your child may want to paint the box. (If you have a small trunk, you can use that instead.) Have your child put all the UNK words in the trunk, and then you can take turns pulling them out one by one. One person reads the word aloud and the other spells the word (without looking at the paper).

   When you are done, have your child write the UNK words in the MLB.

3. Introduce the Y word family. Your child will probably note right away that this word family is different from all the rest (if he or she doesn't notice, you might ask, "How is this word family different?"). The Y word family uses the Y as a vowel (you don't have to point that out). Almost all the words are made by placing two consonants in front of the Y.

   Explore the Y word family in an artistic way or with a word game activity, and then write the words in the MLB.

4. Review all the word families through games, reading stories, and making up sentences. Read the MLB pages, and/or *Oak Meadow Word Families* stories.

Further Study

For children who are eager for more practice with U-based word families, here are more you might like to work with: *-ub, -ump, -up,* and *-ut*.

Social Studies

This week you'll introduce your child to the idea of hard work as valuable and necessary for the good of the community as a whole.

Reading

1. Read "George and the Big Storm" to your child.

Assignments

1. Let the story rest overnight. In the morning have your child retell it. Discuss the events together. What happened the night of the storm? What did George do when he saw the storm coming? Did he let others do the work? What happened when he worked with his people? How did the people of the plantation feel after their days of hard work?
2. Discuss with your child the work that each member of the family does that keeps the home running well. Each member performs his or her own jobs—even toddlers are often asked to pick up toys or put books back into a basket. What happens when we all work together? What might happen if we didn't?
3. Have your child draw two pictures in the main lesson book. One picture will show your home when everyone is working hard together. For the second picture, have your child draw a picture of what your home might look like if everyone decided not to help at all.

Math

Assignments

1. This week your child will focus on number bonds in addition and multiplication from 11–20. Use the activities from the previous lesson as a basis for this week's explorations.

   Ask your child to come up with various ways to add and multiply to produce sums and products from 11–20. If your child is stuck with products of multiplication, ask if there is a way to make even piles of two to get to a certain number (this will be possible for all even numbers). Is there a way to create even piles of three? Of four, five, etc.?

   It's good for your child to see that for some numbers, there is no way for a whole number to multiply to that product (such as 11), and for other numbers, there are many different ways to multiply two numbers to get to a product (such as 12). It is important to help your child become aware of these special numbers, but there's no need to go into further detail (about prime numbers or numbers with many factors).

   Have your child record some of this work in the main lesson book.

Social Studies

(continued)

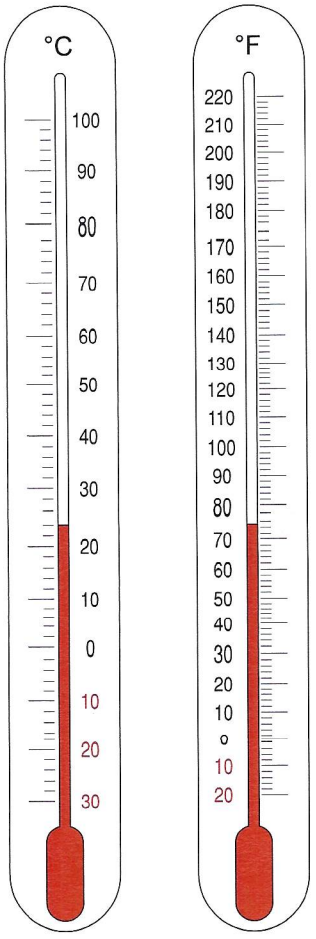
Math

(continued)

2. Present mental arithmetic problems at different times throughout the week. Continue to do three-step mental arithmetic problems using all four processes.
3. Make up missing number problems for your child. Make sure to vary where the blank occurs in the equation, and to vary the order of number bonds to help your child become comfortable with the commutative property of addition and multiplication. For instance, if you pose a problem that uses 4 + 6, make sure to pose 6 + 4 at another time.

Science

In many areas of the world, the temperature is beginning to change as the seasons unfold. This week your child will learn to read a thermometer and see the difference between degrees Celsius and Fahrenheit. Your child will begin to chart the daily temperature on a calendar.



CELSIUS FAHRENHEIT

Assignments

1. Go for a walk today. Notice the temperature. Is it colder than usual, or does it feel like the weather may be warming up a bit? Are the seasons beginning to change in your area? How can you tell?

   Look at your outdoor thermometer. Point out where your child can read both Celsius and Fahrenheit in degrees. See how 10 degrees Celsius is approximately 50 degrees Fahrenheit? Explain that there are different ways to measure temperature, and some people use one way, while other people use another way. You could also mention that there are different ways to take other measurements as well (miles or kilometers, for instance). Either type of measurement is fine but it's good to learn both.

   See if your child can read the temperature today. What is the temperature today in Celsius? Fahrenheit?
2. Have your child write down the temperature on a calendar, and check it each day at the same time. Keep track of the temperature each day this week. Is it getting warmer?
3. Have your child draw a thermometer in the science main lesson book. Make sure to include both Celsius and Fahrenheit measurements. Have your child color in today's temperature on the picture.

Arts & Crafts

Assignments

Have your child do a favorite craft this week. Does he or she like to build things? Perhaps you can help build a bird house. Did your child enjoy making pop-up cards? Perhaps someone's birthday is coming up. Would he or she like to begin a new knitting project? Does your child enjoy cutting out pictures from magazines and creating a collage? Or perhaps you could do a baking project, making letters out of dough to eat for snack. Let your child choose what to make this week.

Music & Movement

Assignments

1. Learn "A Cradle Song" on the recorder.
2. Continue singing with your child.
3. Hand-eye and foot-eye coordination is the ability to use eyes, hands, and feet together to accomplish a task. This body roll exercise will help your child develop the ability to successfully integrate visual and motor responses into controlled, efficient, bilateral (two-sided) physical action.

   Have your child roll a ball over all parts of his or her body, calling out the names of the body parts as the ball passes them. The goal is to keep the ball moving without losing control of the ball, while keeping it in contact with the body. You can try it, too! Use hands, feet, knees, arms, chin, etc., to move the ball.

   You might want to experiment with using different types and sizes of balls to see how that changes the challenge. Try a tennis ball, Ping-Pong ball, basketball, etc.

Health

Assignments

Complete lesson 25 in *Healthy Living from the Start*. A new unit begins with topics related to self and community. In this lesson, you'll help your child explore ways to handle success and failure.

FOR ENROLLED STUDENTS

Continue to use the weekly planner, assignment checklist, and learning assessment form as you plan your week and track your child's progress. You will be submitting the next batch of lessons at the end of lesson 28.

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 UG words				
Identifies UM words				
Identifies UN words				
Reads words aloud				
Recognizes certain words on sight				
Demonstrates oral spelling and word recognition				
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 story from real life events				
Identifies roles of family members				
Shows awareness of social relationships				

MATH	Not yet evident	Developing	Consistent	Notes
Identifies addition number bonds up to 20				
Identifies multiplication number bonds up to 20				
Demonstrates the interrelationship between addition and multiplication				
Solves mental math problems				
Solves multistep problems involving addition				
Solves multistep problems involving subtraction				
Solves multistep problems involving multiplication				
Solves multistep problems involving division				
Finds a missing number in an equation				
Demonstrates skip counting by twos				
Demonstrates skip counting by threes				
Demonstrates skip counting by fives				
Demonstrates skip counting by tens				
Translates story problems into equations				
Identifies missing numbers in a sequence				
Articulates how a problem was solved				