

Kindergarten Overview

Language Arts / Social Studies

First Semester

- Uppercase letters A–I
- Letter sounds and shapes
- Stories, poetry, and songs
- Uppercase letters J–R
- Letter sounds and shapes

Second Semester

- Stories, poetry, and songs
- Family history
- Uppercase letters S–Z
- Letter sounds and shapes
- Emotions
- Local community

Science

- Nature through the five senses
- Falling leaves and special trees
- Animals: similarities and differences
- Plant growth: seeds and sprouts
- Weather: seasonal changes

- Stars and constellations
- Animal behavior
- Pet/animal care
- Plant growth
- Weather: seasonal activites

Math

- Numbers 1-6
- Geometric shapes
- Pattern recognition
- Opposites
- Comparing quantities

- Numbers 7-10
- Sorting and grouping
- Sequencing and counting
- Geometric shapes
- Comparisons and patterns

Arts and Crafts

Throughout the year, students engage in a multitude of art and craft activities including crayon drawing, watercolor painting, sewing, baking, nature crafts, collage, crafts from recycled materials, carpentry, model building, and working with clay.

Music and Movement

Over the course of the year, students participate in activities that help develop musical ability, bilateral awareness, rhythm, hand-eye coordination, and dexterity. Sample activities include making and playing homemade musical instruments, reciting poetry, singing and finger plays, dancing, and playing catch and other kinesthetic games.

Health

The book *Healthy Living from the Start* provides the basis for a year-long health course. Families explore topics relevant to their child's growth and development including nutrition, the growing body, hygiene, community, emotions, and safety.



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Introduction

Welcome to Oak Meadow kindergarten! This coursebook has all the lesson plans and assignment instructions you will need for a full year of learning activities. *Oak Meadow Kindergarten Coursebook* is written especially for the homeschooling parent to help your teaching and learning experience be effective and enjoyable for the whole family. These lessons will guide you as you and your child share your love of learning and the joy of discovery.

The *Oak Meadow Kindergarten Resource Book* is designed to be used with the *Oak Meadow Kindergarten Coursebook*. In the resource book, you will find detailed information on teaching all the subjects in kindergarten. In addition, *Oak Meadow Kindergarten Resource Book* contains the recipes that are used in some assignments as well as all the stories you need to teach the Oak Meadow kindergarten curriculum. Each story has been specially chosen, written, or adapted for kindergarten use. These engaging, timeless stories will provide a language-rich environment in which your child can learn and make connections with the subject material and with the world all around.

Oak Meadow Kindergarten Resource Book, along with *Oak Meadow Guide to Teaching the Early Grades* and *The Heart of Learning*, offers you the support and guidance needed to create a well-rounded, effective educational environment. Each of these books in the kindergarten program has a different focus and purpose:

***Oak Meadow Kindergarten Coursebook*:** The coursebook has all the lesson plans for the full year of kindergarten in all the subjects. It has detailed instructions for each assignment. You will use this book every day in your teaching.

***Oak Meadow Kindergarten Resource Book*:** This book is used in conjunction with the lessons in the coursebook. It contains stories that help you teach different concepts and introduce new ideas. In addition, it includes tips on teaching each subject and gives an overview of what is covered throughout the year.

***Oak Meadow Guide to Teaching the Early Grades*:** We recommend reading this book before you begin homeschooling, if possible, as it will support and guide your teaching. It provides information on the learning process, explains how to teach through stories, and contains detailed instructions for art, music, and handcrafts. It also includes an extensive list of songs, verses, fingerplays, poems, and tongue twisters, which you will use on a daily basis in your teaching.

The Heart of Learning: This book shares Oak Meadow’s foundational philosophy of learning and teaching. With inspiring anecdotes, opportunities for reflection, and practical advice, it provides the guidance and encouragement you need to understand and fully engage in the teaching/learning process.

All of these materials are rich in ideas, inspiration, and support, and each book is meant to be used repeatedly throughout your homeschooling journey. As you gain experience, you will find additional ways to use the information provided. Homeschooling is a journey for the whole family—enjoy the adventure!

Weekly Planner—Lesson 1

Date _____

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

Weekly Planner—Lesson 1

Date _____

ASSIGNMENT SUMMARY

Language Arts/Social Studies

- Draw the uppercase letter A in picture form.
 - Recite a tongue twister using long A sounds.
 - Make the letter A using a variety of materials.
 - Practice walking and running the letter A.

Math

- Play games that involve math.
 - Use math in daily household activities.

Science

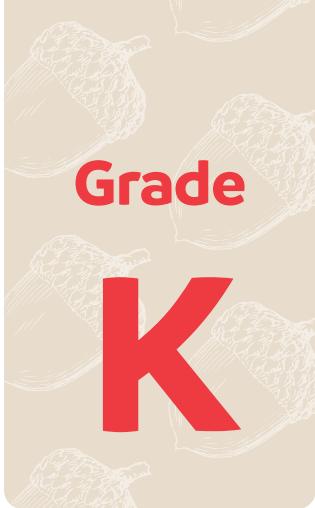
- Recall details of the past season.

Arts & Crafts

- Set up a seasonal table.
 - Organize a space for craft supplies.

Materials Still Needed

Notes



Lesson 1

Welcome to your first day of kindergarten! You may be feeling great excitement and a little apprehension on your first day. Your child may be feeling the same thing. If you have already read the How to Begin section in *Oak Meadow Kindergarten Resource Book*, hopefully you are feeling prepared for the day. (If not, now is a good time to go back and read it.) Read on for more tips on getting your homeschooling adventure off to a good start.

Starting Your Day

Each morning before beginning your circle and main lesson activities, take time to “clear your space.” Mentally and physically, set aside the tasks that await you later in the day. Clear off the table and arrange your materials neatly. Organizing your psychological and physical space is an important part of teaching good study habits. Have a snack ready for any younger children who may have trouble waiting until you are finished with your kindergartner, and bring out supplies (blocks, crayons, picture books, etc.) for these younger children so they can enjoy a quiet time while you are focusing on their sibling.

These first few lessons contain an overview of the basic elements of the day to help you with your planning. Please refer to *Oak Meadow Kindergarten Resource Book* for a more complete explanation of the daily schedule.

A Review of the Daily Schedule

Morning Circle

- Recite an opening verse.
- Sing or say one or two songs, verses, or fingerplays. It’s best for you to choose these ahead of time and to learn them yourself. Add movement and/or act them out.
- Recite a closing verse with accompanying gestures or movements.

Repeat the songs and fingerplays several times so your child can learn them. Use the same verses for a week or more so they become very familiar.

While as adults we may feel that we need to move on to a new activity each week or each day, children of this age love repetition. Just think of how many times your child has asked that the same book be read to them. By using the power of repetition, children are able to integrate the concepts of the activity into their whole body, and you will have less preparation time! It is important to do the gestures with the verses or songs. Children of this age learn very much through their body, so any activity that can integrate a concept with physical movement is helpful in this learning process. Either use the gestures indicated or make up your own to go with a verse or song.

As the year progresses, you may find that your morning circle evolves into something quite different than what we have described here. We encourage you to create new elements, introduce different opening and closing verses, and to invite your child to contribute ideas. We have included many songs, verses, and fingerplays in *Oak Meadow Guide to Teaching the Early Grades*, and you can find many good books in the library as well. Space has been provided in the weekly planner at the start of this lesson to help you keep track of your ideas for morning circle. Write down which verses you used, and put a star by ones that were particularly enjoyed—you may want to revisit them later in the year. Use the assignment summary found at the beginning of each lesson to check off activities as you complete them.

Morning Main Lesson

The morning main lesson time consists of 45–60 minutes devoted to language arts/social studies or math. We suggest you alternate days so your child has plenty of time to explore the subject matter at hand on any given day. For instance, you might do a language arts/social studies main lesson on Monday, Wednesday, and Friday, and a math main lesson on Tuesday and Thursday. On some days, you will no doubt need less time, and on other days, you will need more time. Use the weekly planner provided at the start of the lesson to help you plan your daily activities for each morning main lesson this week.

For three weeks, one uppercase letter of the alphabet will be presented each week, followed by a week of review. This pattern will be continued throughout the year, with two final review weeks at the end. Important information about Oak Meadow’s method of presenting the alphabet is found in *Oak Meadow Kindergarten Resource Book*.

There are several suggested activities to help you explore the letters with your child. Spread out these activities over the course of the week (and feel free to supplement them with activities of your own) to allow your child to truly integrate the new information. A materials list for each subject is provided at the start of each lesson as well as in the appendix of this coursebook.

In addition to the bedtime story for the presentation of letters, we suggest that you read to your child daily. Reading aloud to young children is known to be one of the best reading readiness activities there is, and it lends a cozy closeness to your time together. You can read outside in a hammock, or under

the table in a makeshift fort, or in a tree house. You can sit on the steps and read while your children are eating their snack. You can read anywhere, anytime. Read when your children are a bit too wild and need settling down or when they are tired and just want to relax. Choose books that have themes your children are interested in and choose books that expose them to things they might not otherwise experience—the Iditarod, a trans-Atlantic voyage, life on a New Zealand sheep ranch, or pioneer life on the prairie. Reading classic tales you remember from your childhood is a wonderful experience and often exposes children to language that has richness and depth that modern literature often lacks. Folktales (found in the 398 section of any public library) are an excellent source of entertaining stories.

Afternoon Hour

The afternoon hour will be devoted to science two afternoons a week and to arts & crafts, music & movement, and health three afternoons a week. Please use the weekly planner provided at the start of the lesson to help you plan how you will spend the afternoon session each day this week. You can always vary your plan to take advantage of unexpected opportunities, but you will appreciate having the plan to refer to when you need structure.

Bedtime Routine

You will be reading or telling a series of stories to your child at bedtime in preparation for presenting the uppercase letters of the alphabet. The alphabet stories can be found in *Oak Meadow Kindergarten Resource Book*. We also encourage you to read about storytelling in *Oak Meadow Guide to Teaching the Early Grades*.

This week, you will be reading “The Tale of Peter Rabbit” to your child at bedtime in preparation for introducing the letter A.

Morning Circle

- Recite an opening verse. After several days, your child will join you as the verse becomes familiar. Here is a lovely verse with which to begin your day:

Morning has come,

Night is away.

We rise with the sun

To welcome the day.

- The opening and closing verses offered here are the same ones found in grades 1 through 3; this should help families with multiple children create a more cohesive circle time.



- Sing or say one or two songs, verses, or fingerplays (see *Oak Meadow Guide to Teaching the Early Grades*). Learn these ahead of time so you can recite them with enthusiasm! Add movement and/or act them out.
- “Clap with Me, One, Two, Three” and “The Little Rabbit” are two verses that will work well for this week’s activities (found in *Oak Meadow Guide to Teaching the Early Grades*).
- Repeat each song or verse several times. Feel free to vary the way the verse is performed, such as speeding it up or slowing it down, or saying it loud and then soft.
- Recite a closing verse with accompanying gestures or movements. You can use your hands or your whole body, whatever feels right to you. (Don’t worry about your child getting left and right correct for now—do the motions while standing side by side and your child will imitate.)

Guide my hands, left and right,

As I work with all my might.

Language Arts/Social Studies

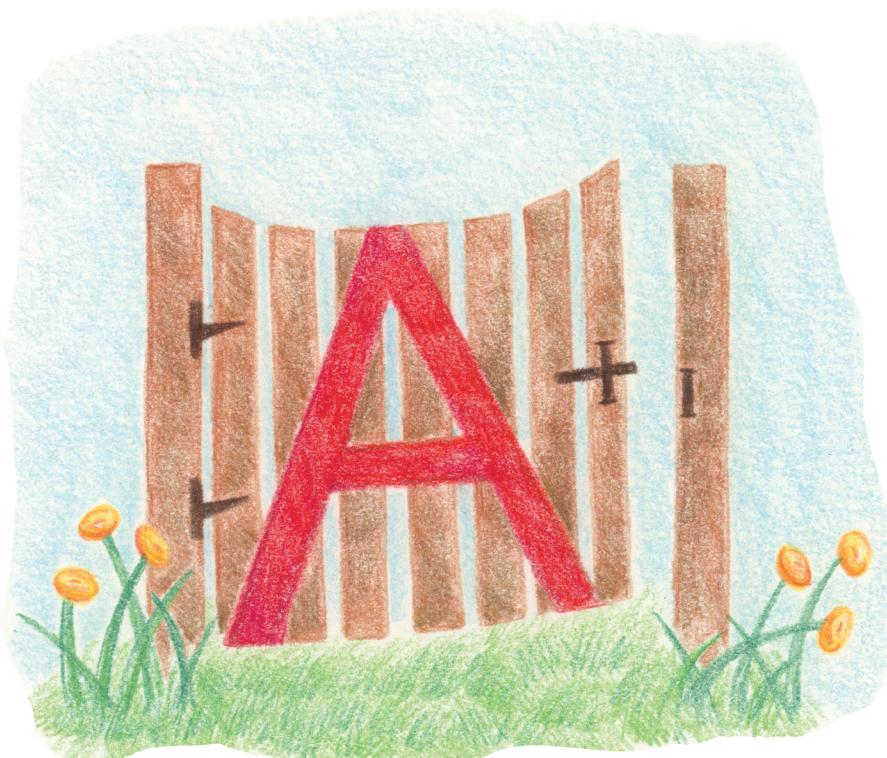
Reading

At bedtime, read “The Tale of Peter Rabbit” (found in *Oak Meadow Kindergarten Resource Book*).

In the first week, you will present the uppercase letter A. Early in the week, read or tell “The Tale of Peter Rabbit” to your child. To begin the main lesson time the next morning, ask your child to recall the story, telling the events in the order

in which they occurred. You may need to prompt your child by asking, “What happened when Mr. McGregor caught sight of Peter?” or “What did Peter do when he saw the cat?”

Next, remind your child how Peter had to squeeze under the garden gate in order to get home. Tell your child that the first letter you are going to learn is A, and that you can hear the sound of the A in the word *gate*.



Assignments

1. Show your child how to draw a large A on a plain piece of paper and allow plenty of time for practice, if necessary. Then, ask them to use crayons to draw a picture of a garden gate and the letter A in the main lesson book. Refer to *Oak Meadow Guide to Teaching the Early Grades* for crayon drawing instructions, and use the sample drawing shown there as a guideline. Create your own drawing alongside your child. (You might do this on a chalkboard, a piece of paper, or in your own main lesson book.) Take your time to make your drawing with beautiful colors and careful shapes. This will encourage your child to treat each letter drawing as special and to put extra effort into any drawing that goes into the main lesson book.
2. Say the following tongue twister several times and ask your child to listen for the A sound. Repeat the tongue twister many times throughout the week so they can learn it naturally. You might also want to include it in your morning circle time. Enunciate clearly; children learn by imitating, and in order to develop clear speech patterns, they need to hear words pronounced clearly.

My dame hath a lame tame crane,

My dame hath a crane that is lame.

Pray, gentle Jane,

Do you have the same

As my dame's lame crane who is tame?

3. Explore the letter A in a variety of ways, choosing from the following ideas or coming up with your own. Even children who are already familiar with their letters find activities such as these to be fun. Letter explorations give children the opportunity to internalize the shape, sound, and quality of each letter. You are encouraged to participate in the activities since children are more likely to become eagerly involved with the activities if they see you eager and involved.

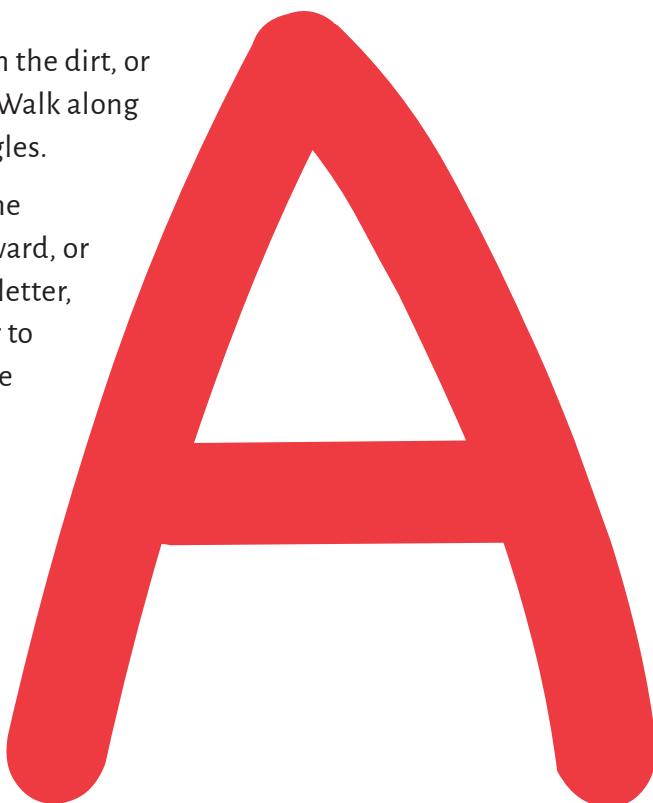
Take your time with these activities and spread them out over the course of the week. If you find that you do not have time to complete all of them, select the ones that you think your child will enjoy the most. You can revisit the ones you skip when you review the letters in later lessons.

- Gather sticks to form the letter A in different sizes.
- Find tree branches that fork and tie a piece of yarn between the forks to form the letter A.
- Help your child to notice the letter A in signs and other places in your environment.
- Draw an A in the air. Draw it again very small, and then draw it very large. Trace the shape of an A on your belly. Trace an A with your finger on the palm of someone's hand. Tell the person to close their eyes and see if they can figure out what letter you are drawing.
- Draw the letter A with a stick in the dirt or mud, or draw with chalk on the sidewalk or a paved driveway.

- Make bread dough (you'll find a recipe for delicious whole wheat bread in *Oak Meadow Kindergarten Resource Book*), and let your child roll out "snakes" and shape them into many sizes of the letter A. Enjoy eating them as a snack or for lunch.
4. Experiment with walking and running the letters, as described below. You will be doing this exercise periodically throughout the year to deepen your child's physical awareness of both letters and numbers. As always, you are encouraged to participate.

Walking and Running the Letters

1. Draw the shape of a very large A with a stick in the dirt, or sprinkle flour on the grass in a large A shape. Walk along the lines of the letter to get the feel of the angles.
2. Walk the shape of the letter while facing in one direction the entire time. Step forward, backward, or right and left, depending on the shape of the letter, but always facing the same direction, in order to experience the form and the orientation of the letter in space.
3. Walk the shape of the letter without drawing it on the ground, doing both methods described above. If the surface is dirt or sand, drag your feet so you can see the letter shape when you are done.
4. Do the exercises listed above, but this time run instead of walk.



Math

Assignments

If you have not yet read the introduction to mathematics in *Oak Meadow Kindergarten Resource Book*, please do so now. In kindergarten, it is not necessary to do a formal math lesson each day; rather, let your exploration of numbers arise naturally from the activities of your day. Focusing on math two to three days a week is sufficient.

1. This week, enjoy playing with puzzles, games, and mazes with your child. Puzzles can be found in most libraries and taken home for a time just as you borrow books. You can find books of mazes or you can make up your own. (Make sure they are not too challenging for your kindergartener.) There are many options for games to play with your kindergartener, such as Chutes and Ladders, Candy Land, Uno, and Go Fish. Any game with counting, cards, dice, or matching skills develop essential mathematical abilities. You can also make up your own game board and pieces and play your

own games. These activities should continue throughout the year, as they help your child develop important discrimination skills that are necessary for success in math, reading, and writing.

2. Other important foundational activities that your child can help with are daily household activities that involve measuring, sorting, categorizing, and counting. These daily activities might include sorting laundry, cooking with you, feeding animals (one scoop or two of food), counting silverware and dishes to set the table, and putting them away (sorting is an essential mathematical capacity). You can verbalize as you count or figure problems to demonstrate daily use of numbers. The expectation is not that your child will immediately be able to do this on their own, but that eventually they will be able to imitate you and then come to an independent understanding.

Science

Please read the introduction to science in *Oak Meadow Kindergarten Resource Book* for information on how science is presented in kindergarten.

Note: The next 12 science lessons are designed to be completed during the fall season. If you are beginning during another season, or if you live in a climate where the fall season does not match what is described here, please choose the season that is most appropriate for you now and return to these lessons at a later time.

Assignment

This week, help your child recall summer memories. Ask them to remember the sounds, smells, and beauty of summer. Discuss the events of the summer and share memories. Afterward, ask your child to draw a picture of summer in the main lesson book (MLB). You and your child may also like to gather some flowers and press them to include in the summer picture. (You will find directions for pressing flowers in *Oak Meadow Crafts for the Early Grades*.) If there are many memories of summer, draw a series of pictures to illustrate a variety of events and activities.

Arts & Crafts

Assignments

1. This week, make an autumn seasonal table as described in *Oak Meadow Kindergarten Resource Book* in "Seasons and the Seasonal Table," found in the introduction to science section. Please read the introduction to arts & crafts section in *Oak Meadow Kindergarten Resource Book* before you begin.
2. Set up an arts & crafts supply area in your home and try to make everything easy for your child to reach. Enlist their help in organizing the space so they know where everything belongs. Encourage good habits by helping them tidy up the area whenever a drawing or project has been completed.



Music & Movement

Assignments

1. Sing the song below, or choose a song and learn it with your child. Don't worry if it takes several days to learn the whole thing by heart—just enjoy the process. You may want to stick with one song for this week or begin learning several at once. For a selection of songs and fingerplays, refer to *Oak Meadow Guide to Teaching the Early Grades*.
2. Sing "Head, Shoulders, Knees, and Toes," touching each body part as it is named.

After you have sung the song a few times, you can have fun with it by singing it faster and faster, then singing it very slow, moving in slow motion. For a silly variation, use a stuffed animal or doll and move the animal's or doll's arms as you sing, having it touch its own head, shoulders, knees, and toes.

Health

Assignment

Complete lesson 1 in *Healthy Living from the Start: A Health Curriculum for Grades K–3*. We begin health studies this year with a unit on the physical body. In this lesson, you'll examine human growth and development, and introduce your child to the wonder of the growing body.

FOR ENROLLED STUDENTS

You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 4. In the meantime, feel free to contact your teacher if you have any questions about the assignments or the learning process. Use your assignment summary checklists, weekly planners, and the learning assessment forms to keep track of your child's progress. You will be sending this documentation to your teacher every four weeks (with each submission of student work).

Learning Assessment

These assessment rubrics are intended to help you track progress throughout the year. Please remember that these skills continue to develop over time. Use this space to write notes about the learning your child demonstrates or skills that need work.

LANGUAGE ARTS/SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Retells story events in sequence				
Identifies the long A sound in words				
Writes the uppercase letter A in picture form				
Recognizes the uppercase letter A in the environment				
Memorizes and recites verses				

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

MATH	Developing	Consistent	Competent	Notes
Shows familiarity with counting in games				
Sorts, measures, counts, and categorizes in the context of daily activities				

SCIENCE	Developing	Consistent	Competent	Notes
Recalls details of events from the past season				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Creates seasonal table		
Helps organize art and craft supplies		
Sings songs with accompanying movements		
Demonstrates knowledge of the growing body		

Weekly Planner—Lesson 2

Date _____

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

Weekly Planner—Lesson 2

Date _____

ASSIGNMENT SUMMARY

Language Arts/Social Studies

- Draw the uppercase letter B in picture form.
 - Recite a verse using B sounds.
 - Make the letter B using a variety of materials.
 - Explore the letter B with movement.

Math

- Search for straight and curved forms.
 - Practice drawing straight and curved lines.
 - Draw straight and curved line form drawings.

Science

- Locate objects hidden by leaves.
 - Play hide-and-seek in a leafy place.
 - Identify evidence of insects or animal activity.
 - Illustrate a scene from a butterfly story.

Arts & Crafts

- Make a Clothespin Butterfly.
 - Make Leaf Stencils.

Music & Movement

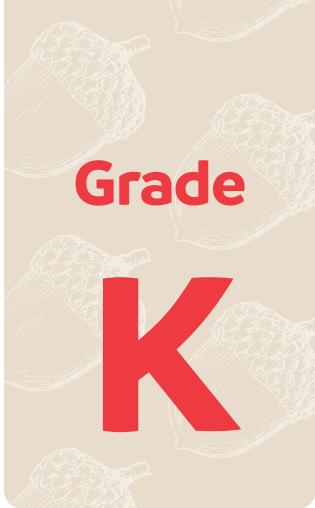
- Play a game to identify parts of the body.
 - Experiment with rhythm and rhyme.

Health

- Learn about external body parts.

Materials Still Needed

Notes



Lesson 2

Starting Your Day

Before you begin your day, remember to assemble all your materials, clear your space physically and mentally, and have snacks and activities available to keep younger siblings busy. Use your weekly planner to keep track of the songs, verses, activities, and projects you will be doing this week. Use the assignment summary to check off activities as you complete them, and write notes on the learning assessment form about the skills your child demonstrates or needs to work on.

A Review of the Daily Schedule

Morning Circle

- Recite an opening verse. You will use the same opening and closing verses for several weeks, or even months. This establishes a clear beginning and end to your circle time and provides a comfortable, consistent routine to your day.
- Sing or say one or two songs, verses, or fingerplays. It's best for you to choose these ahead of time and to learn them yourself. Add movement and/or act them out.
- Recite a closing verse with accompanying gestures or movements.

Morning Main Lesson

Use the morning main lesson time each day to spend 45–60 minutes focusing on language arts/social studies or math. You do not have to do each subject every day. It often works best to alternate days (doing two to three mornings of language arts/social studies and two to three days of math) so your child has plenty of time to explore the subject matter at hand. On some days, you may find your child willing and able to do a bit of work in each subject; on other days, it works best to focus on a single

MATERIALS

Math: Form Drawing

chalkboard or large drawing paper
chalk or stick crayons

Arts & Crafts: Clothespin Butterfly

colored tissue paper
1 pipe cleaner
1 slotted (old fashioned) clothespin
bits and pieces of old crayons or colored candles (optional)
wax paper (optional)

Arts & Crafts: Leaf Stencils

newspaper
paintbrush
poster paints
paper glue
sponge
paper plates
tree leaves
white drawing paper

subject. Write notes in your weekly planner to help you keep track of your daily activities for each morning main lesson this week.

Afternoon Hour

Spend about an hour each day exploring science two afternoons a week and arts & crafts, music & movement, and health three afternoons a week. Remember to write notes in your weekly planner about what you plan to do and what went well. Include ideas for follow-up activities or things you'd like to try in the future.

Bedtime Routine

You will be reading or telling a series of stories to your child at bedtime in preparation for presenting the uppercase letters of the alphabet. The alphabet stories are located in *Oak Meadow Kindergarten Resource Book*. This week, read your child the story of “Goldilocks and the Three Bears” at bedtime, as an introduction to the letter B.

Morning Circle

- Recite an opening verse. After several days, your child will join you as the verse becomes familiar.

Morning has come,

Night is away.

We rise with the sun

To welcome the day.

- Repeat one or two familiar songs, verses, or fingerplays from last week, and add one or two new ones that you have learned ahead of time (see *Oak Meadow Guide to Teaching the Early Grades*). Recite them with enthusiasm, and add movement and/or act them out.
- “Itsy Bitsy Spider,” “The Whirling Leaves,” and “Hands on Hips, Hands on Knees” are verses that go well with this week’s science and health activities (found in *Oak Meadow Guide to Teaching the Early Grades*).
- Repeat each song or verse several times. Feel free to vary the way the verse is performed, such as speeding it up or slowing it down, or saying it loud and then soft.
- Recite a closing verse with accompanying gestures or movements. (You can use your hands or your whole body, whatever feels right to you.)

Guide my hands, left and right,

As I work with all my might.

Language Arts/Social Studies

Reading

At bedtime, read “Goldilocks and the Three Bears” (found in *Oak Meadow Kindergarten Resource Book*) or tell the story from memory, embellishing it with detail.

Assignments

This week, you will present the uppercase letter **B** to your child.

There are several suggested activities. Spread them out throughout the week so your child can absorb the material a little at a time.

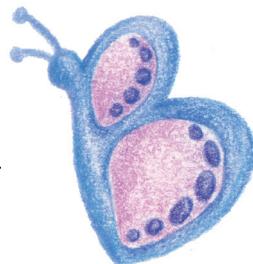
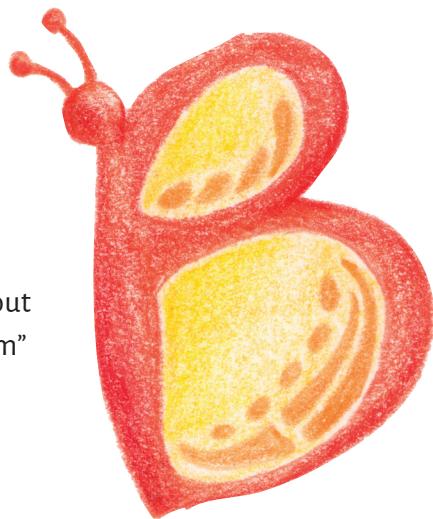
1. Begin by reading or telling “Goldilocks and the Three Bears” to your child at bedtime. The next morning, after circle, ask them to recall the story events in sequence. Prompt with questions if necessary, and encourage your child to provide specific details of the story.
2. Next, show your child how to make a beautiful uppercase B. On a chalkboard, a separate piece of paper, or your own main lesson book (MLB), draw an example to copy. Ask your child to use crayons to draw a picture of the letter B and a bear in the main lesson book. Take your time and encourage your child to put careful effort into the drawing. Feel free to decorate the borders of the MLB page and add colorful little details.
3. Spread out the following activities over the course of the week to help further your child’s exploration of the letter B. Have fun with these activities! Take part in them yourself, repeat favorite letter activities from last week, and add new ideas of your own.
 - Read the following poem to your child. This poem may also be sung to the tune of the “ABC Song.”

B is a butterfly, big and bright,
Flies all day and flies all night.
Blown by the wind, as tired as can be,
Bumped into a beechnut tree.
Beechnut tree hugged the butterfly,
As the wind kept blowing by.
(Repeat from the beginning)



(Adapted from a verse by Kathleen Post)

- Lay out simple rhythm instruments such as pots and wooden spoons, oatmeal containers, jingle bells, etc. Keep the beat together as you and your child sing the butterfly song. Then “fly” around the room or yard together, pretending to be butterflies.
- Use your rhythm instruments to make a beat band. Beat out a rhythm on the “drums” while making “boom-ba-ba-boom” beat sounds. Have fun making the B sound!
- Draw beautiful butterflies in the shape of a B, with the rounded portions as the delicately colored wings.
- Look for the letter B in nature, both in things that are shaped like a B and in things that have the B sound. You may see a cloud that looks like a B on its back or perhaps find a beetle or a birch tree.
- If you have silk scarves or other “wing-like” fabric in your dress-up box, perhaps your child would enjoy pretending to be butterflies fluttering through the air. Wave these “wings” to the music of a classical waltz.

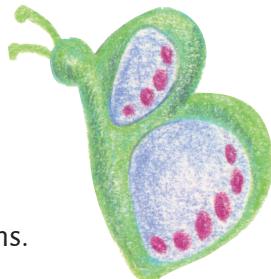


Math

Assignments

The first area of mathematics that we will formally introduce is geometry.

Geometry is the study of form, and all forms are created from some combination of straight and curved forms. This week, we will introduce straight and curved forms, with subsequent lessons using different combinations to create other forms.

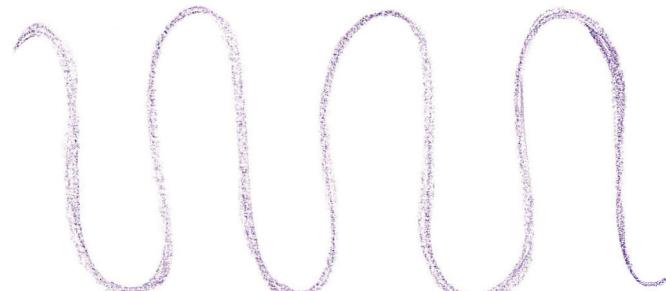


The important part of these geometry lessons is the movement of the forms. The form drawn in the main lesson book is the by-product of the activity. While the static form in the main lesson book is important, the movement of the forms is what is at the forefront of these lessons. The movement aspect of geometry will, over time, allow your child to “move” forms in geometry. For example, an eighth grader is asked to imagine a hexahedron (cube) and transform it into an octahedron. In this process, the student then comes to see the dual nature of the hexahedron and the octahedron. Without the experience of movement in geometry in early elementary education, this activity of true thinking is more challenging for the student. So, spend time in the early years of your child’s education focusing on simple elements that will enable them to think independently.

1. Begin by telling your child that all forms that you can find in the house, yard, woods, rivers, shopping malls, etc., are all created from two simple types of forms: straight and curved. Find curved forms in nature, around the house, and around town this week.

2. Slowly and carefully, in order to model careful working habits, draw a vertical straight line on a chalkboard or large drawing paper. Then draw a simple curve (similar to a C) next to it. Have your child practice drawing a straight line and a curved line. It is important to go slowly and feel the full length of the straight line and the full curve of the C. Some children want to move quickly through the drawing, so slow the process down by focusing on carefully drawing the line. This is not a race!
3. Next, you will show your child how to use straight and curved lines to create “running” forms. It is important to accompany these forms with a simple image or story that the child can relate to. For instance, this form could be a slithering snake. Draw this form on a chalkboard or a large piece of paper, and then you and your child can do the following movement activities:

- Stand about ten feet back and trace the form with one finger.
- Next, trace the form using eyes only.
- Close one eye and trace it with the other, and then switch eyes.
- Close both eyes and trace the form with eyes shut.
- Run (or walk) the form on the floor or outside.
- Trace the shape of the form on the ground with your feet.



Once the form has been experienced in this full-body way, have your child first draw the form on the chalkboard with one finger and then with chalk. Practice several times until the form is straight across and consistent.

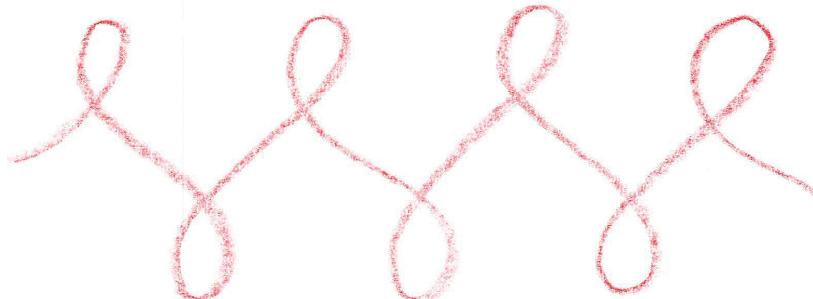
Then have your child make a final copy in the main lesson book.

For the next form, on another day, try describing a fish who leaps out of the water and flips over. Repeat the movement suggestions from above. Talk about how the curves create circular forms, either circles or ovals.



Try this form but alternating between up and down. The fish now leaps out of the water, and then dives down in the water. Use the words *up* and *down* as you’re drawing with your child. Again,

move the form with large-motor movement before doing the fine-motor drawing on chalkboard or paper.



Science

Assignments

This week, the focus in science is on leaves and butterflies. Aim to complete the following activities over the course of the week. Some of the activities may be completed during the afternoon hour, whereas others may fall naturally into other parts of your day.

1. Go outdoors and hide five objects behind leaves, hanging them on low tree branches so they are camouflaged. You can use small stuffed animals (the beanbag type of stuffed animals work well because they can drape over the branches), bits of fabric or ribbon, a candy cane, or any other small object. Ask your child to find these objects. You will play this game in lesson 10 after the leaves have fallen off the trees so your child can see how the leaves act as camouflage for animals, so if possible, hang the objects on deciduous trees that will lose their leaves.
2. Play hide-and-seek in a leafy place. You might pretend to be animals hiding from each other or shy animals hiding from humans.
3. Examine leaves to look for bugs, spiderwebs, and other evidence of animal activity, such as nibbles taken out of a leaf or cocoons on the underside. Collect a few different types of leaves for use in the art project (Leaf Stencils).



4. Tell or read “The Butterfly Story” to your child (found in *Oak Meadow Kindergarten Resource Book*). This story fits in well with the material you are doing for language arts this week. Have your child draw a picture based on the story in the main lesson book.
5. If you live where there are plenty of leaves that are starting to fall from the trees, your child might like to hide in the leaves and have you find them. Then hide yourself in the leaves and allow your child to find you. Have fun raking and playing with piles of leaves. Make leaf houses by raking hallways, rooms, and doors. Several houses can be linked together with winding pathways.
6. If apples are ripe in your area, go apple picking. Cook something delicious with the apples! Simple and tasty applesauce can be made by peeling and chopping apples and cooking them until soft (10–20 minutes) with a little cinnamon and brown sugar. If you like chunky applesauce, eat it as is; if you prefer it smoother, mash or blend the cooked apples.

Arts & Crafts

Assignments

Complete the following arts & crafts activities sometime this week. You may complete them during the afternoon hour, or you may choose to incorporate them into other parts of your day.

1. Help your child make a Clothespin Butterfly. Instructions can be found in *Oak Meadow Crafts for the Early Grades*. In addition to making clothespin butterflies, your child might enjoy making construction paper butterflies to hang in the window. Wax paper butterfly wings made with melted crayons (as described in the Clothespin Butterfly instructions) are also very pretty when hanging in the window with the sun shining through.
2. Collect leaves and make Leaf Stencils as described in *Oak Meadow Crafts for the Early Grades*.



Music & Movement

Assignments

1. This week, you will be teaching your child a song from *Oak Meadow Guide to Teaching the Early Grades* and practicing the song you learned last week, exploring new ways of acting it out. Children usually enjoy lots of repetition, so you needn’t feel you must offer something new every day or even every week.

2. Beat a drum and chant together, "We walk, we walk, we walk! We walk and then we stop!" while walking around randomly. After "Stop!" the leader calls out a body part, such as "Ears!" Each of you must then touch your ears, or whatever body part is mentioned. Next, try it with, "We hop, we hop, we hop! We hop and then we stop!" and then call out another body part.

Take turns being the leader. Try jumping, skipping, running, or moving about in some other fashion. If there are more than two players, those who are not the leader for a particular turn can touch the named body part to each other's instead of touching their own. Example: If "Nose!" is called out, the two players who are not the leader would touch noses.

3. Choose a nursery rhyme to use to do some of the fun activities below, which are designed to help develop a sense of rhythm and use the body in an active, energetic way.

- Clap the rhythm of the nursery rhyme.
- March to the rhythm of the nursery rhyme.
- Beat a drum in time to the nursery rhyme. Speed it up and slow it down. Vary the rhythm and pace. Try varying the loudness while also varying the speed: loud and fast, then quiet and slow; quiet and fast, then loud and slow.
- Act out the nursery rhyme. Don't be shy! Be dramatic or silly or energetic. Use whole body movements.
- Sing the nursery rhyme or chant it loudly and then softly.

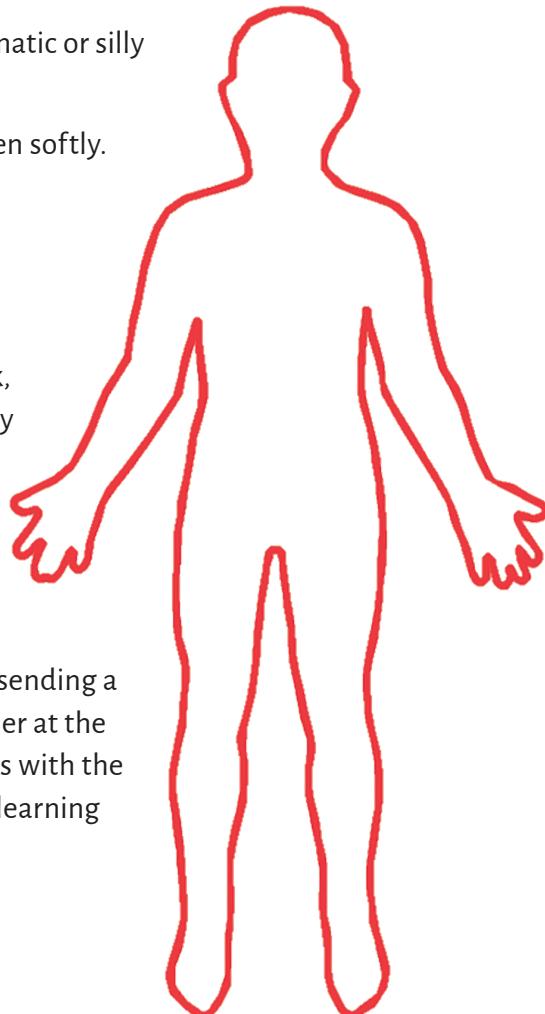
Health

Assignment

Complete lesson 2 in *Healthy Living from the Start*. This week, your child will continue to explore the amazing human body by doing body awareness exercises related to external body parts.

FOR ENROLLED STUDENTS

Feel free to contact your teacher if you have any questions about the assignments or the learning process. You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 4. Continue documenting your child's progress with the assignment summary checklists, weekly planners, and the learning assessment forms.



Learning Assessment

These assessment rubrics are intended to help you track your child's progress throughout the year. Please note that these skills continue to develop over time.

LANGUAGE ARTS/SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Retells story events in sequence				
Identifies the B sound in words				
Writes the uppercase letter B in picture form				
Recognizes the uppercase letter B in the environment				
Memorizes and recites verses				

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

MATH	Developing	Consistent	Competent	Notes
Identifies straight and curved forms in the environment				
Draws simple running form drawings using straight and curved lines				

SCIENCE	Developing	Consistent	Competent	Notes
Locates objects hidden by leaves				
Uses leafy environment for camouflage				
Identifies evidence of animal and insect activity in nature				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Makes crafts related to the curriculum		
Sings songs with accompanying movements		
Shows ability to maintain consistent rhythm		
Demonstrates knowledge of external body parts		

Weekly Planner—Lesson 6

Date _____

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

Weekly Planner—Lesson 6

Date _____

ASSIGNMENT SUMMARY

Language Arts/Social Studies

- Draw the uppercase letter E in picture form.
 - Observe different kinds of animal ears.
 - Use various objects to make the letter E.

Math

- Identify examples of the number 1.
 - Practice stringing beads.

Science

- Learn about squirrels.
 - Observe, compare, and predict the weather.
 - Observe changes in the special tree.

Arts & Crafts

- Make animal ears.
 - Do Pumpkin Painting.
 - Start a collection of recycled materials.

Music & Movement

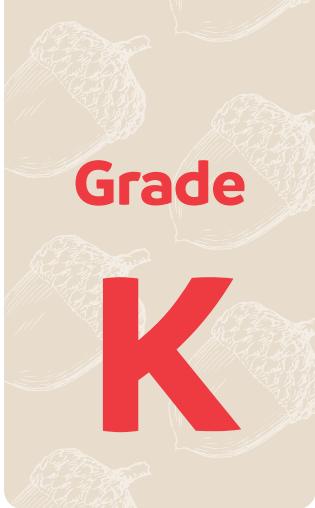
- Play a movement game.
 - Learn address and phone number.

Health

- Review activities about the physical body.

Materials Still Needed

Notes



Lesson 6

Morning Circle

- Recite the opening and closing verses, and add one or two new songs, verses, and fingerplays. Repeat and vary familiar ones, incorporating large and small body movements and different tempos. Experiment with funny voices, for example, singing in a squeaky mouse voice or buzzing the entire tune like a bee.
- “One Elephant Went Out to Play” is a verse that goes well with this week’s language arts lesson.

Language Arts/Social Studies

Reading

At bedtime, read “The Tale of the Flopsy Bunnies.”

Assignments

1. This week, you will present the uppercase letter E to your child by reading “The Tale of the Flopsy Bunnies” as a bedtime story. The next morning, ask your child to retell the story in sequence.

Show your child how to draw a large uppercase E, and then ask them to use

MATERIALS

Language Arts: Felt Letter E

felt

glue

Math: Stringing Beads

large selection of colored beads

string or shoelace

Arts & Crafts: Animal Ears

lightweight cardboard

felt

glue

headbands (elastic or plastic, or make them out of cloth or sturdy paper)

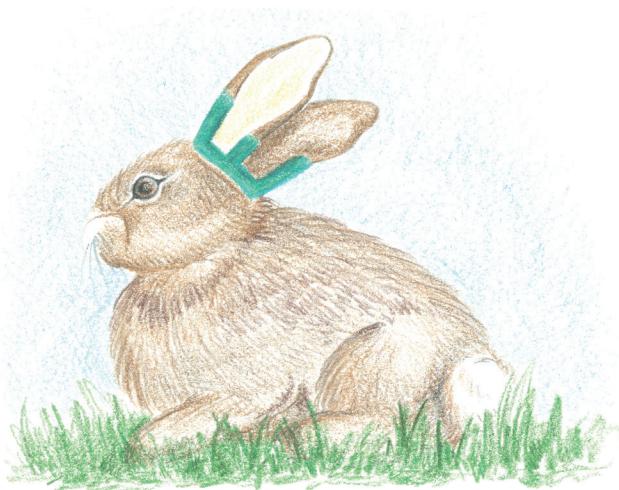
Arts & Crafts: Pumpkin Painting

pumpkins of various sizes

poster paint

paintbrushes

newspaper



crayons to draw a large E on a piece of felt. Help them cut it out and glue it into the MLB. The soft texture of the felt E will be a reminder that “E is for ears.” On the page opposite the E page, show your child how to draw a pair of long bunny ears with the letter E drawn in the ears.

2. Look at picture books of animals with your child and note the different kinds of animal ears. If you live near a nature preserve, animal farm, or zoo, take a field trip and look at many different animals and their ears.
3. With your child, collect a handful of small twigs, or use scissors to cut pieces of spaghetti into different lengths. Glue the twigs or spaghetti onto paper to make different sizes of the letter E. If you have woods nearby, you might look for some large sticks and make a giant letter E outside. Collect many sticks of different sizes and make lots of Es in the yard, sandbox, or porch.

Math

Assignments

1. Continue to explore the essence of the number 1. Discuss the quality of oneness with your child, and take the opportunity to note when there is only one of something. Is there only one red car in the parking lot? Only one clean towel left in the cupboard? Only one black sock in your child’s drawer?

Also, explore the quality of oneness as a unity of many: one box of cookies with many cookies inside; one bunch with many bananas; one bag with many grains of rice; one world with many people. What ideas does your child have about the number 1?

2. Offer a set of large beads and a string and ask your child to string together beads of different colors, sizes, and shapes. If a pattern appears, point it out. There will be more formal work with patterning later in the year; for now, you just want to allow your child to experiment with the beads. If your child enjoys this activity, you can get jewelry beads and have them make gifts of bracelets, necklaces, key chains, eyeglass holders, etc.

Science

This week, your child will spend some time learning about squirrels and squirrel behavior. You will also spend time observing the weather and visiting your special tree.



Assignments

1. Observe the squirrels in your neighborhood as they scamper about. Make up stories about their lives. Ask your child to imitate the squirrels. Read “The Tale of Three Squirrels” to your child.

2. Discuss the day's weather conditions. Compare the weather to the day before. Guess what the weather will be like tomorrow.
3. Remember to visit your special tree this week to see if it has changed since last week. You might encourage your child to make up a little tree rhyme or song while visiting the tree.

Arts & Crafts

Assignments

1. Draw several sets of ears of a size that can be cut out, glued onto light cardboard so they stand up straight, and attached to a headband. For floppy ears, use lightweight paper. You might try cat ears, bunny ears, fox ears, or donkey ears. Make several ear headbands, using different types and styles of ears made out of different materials (felt, cardboard, etc.). Your child might enjoy playing dress-up with different kinds of ears this week. Keep the ears in your dress-up box for acting out stories all year—use them often!
2. If pumpkins are in season where you live, help your child do Pumpkin Painting as described in *Oak Meadow Crafts for the Early Grades*.
3. Begin collecting materials for recycled crafts. Set aside household “junk” that you would normally throw away or recycle. Ordinary household items are wonderful resources for creating junk sculptures. Save items such as empty toilet paper and paper towel rolls, milk cartons and lids, twist ties, packing peanuts, the empty inner roll from scotch tape, etc. Keep an ongoing collection of such items, and bring them out on a rainy day or some afternoon when you and your child are in the mood for doing recycled crafts. With scissors, glue, and your collection of items, you can make amazing creations!

Music & Movement

Assignments

1. Practice right and left by playing Mother, May I? (See the box for instructions on the next page.) Take turns being “Mother” and giving the directions. Learning to listen and follow verbal directions is an excellent learning readiness task.
2. Teach your child your address and telephone number by setting this important information to a bouncy tune. Using a familiar tune, such as “Twinkle, Twinkle, Little Star” or the alphabet song, makes it easy to remember. Just fill in the tune with words that make your child’s information fit in rhythmically. Here’s one way to do it (in a way that matches “Twinkle, Twinkle, Little Star”):

I live in Phoenix, Arizona (Twinkle, twinkle, little star)

At 617 Springdale Court (How I wonder what you are)

I know my phone number, yes I do (Up above the world so high)

I can tell the numbers to you (Like a diamond in the sky)

Six-five-two-eight-three-three-nine (Twinkle, twinkle, little star)

I can sing this song just fine (How I wonder what you are)

Once you have made up your song, sing it a few times so your child can get used to it, and then you can add clapping or marching.

“Mother, May I?”

Make a starting line and a finish line, and begin with you as “Mother.” Stand at the finish line. Have your child (or children—this game works very well with several players) wait on the starting line. “Mother” gives a direction to one player, such as “Jenny, take three giant steps forward.” The player has to ask, “Mother, may I?” and wait for permission before moving. The trick with this game is that the directions should only be obeyed after asking, “Mother, may I?” If the directions are followed without asking this question, the player must go back to the starting line.

Start with very simple directions, and only add complexity when you are sure your child is ready. For instance, “Mother” might say, “Take three giant steps forward,” or “Take two baby steps forward and one giant step to the left,” or “Quack like a duck and hop once to the right, once to the left, and twice forward.” The other player must ask, “Mother, may I?” each time before performing the action and moving forward. When a player asks, “Mother, may I?” “Mother” will usually say yes, but she has the option of occasionally saying no. Then she often gives an even sillier movement to perform. Frog leaps, bunny hops, somersaults, and twirls are all fun and silly movements for “Mother” to command.

Eventually, the player will make it to the finish line. This is a fun game for learning left and right, and learning to listen to and follow directions. It can be played by a large number of participants of all ages.

Health

Assignment

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

FOR ENROLLED STUDENTS

A sample of work from this lesson will be sent to your Oak Meadow teacher at the end of lesson 8.

Continue to use the weekly planners, assignment summary checklists, and learning assessment forms to help you organize your lessons and track your child's progress.

Learning Assessment

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

LANGUAGE ARTS/SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Retells story events in sequence				
Writes the uppercase letter E shape in picture form				
Identifies the similarities and differences in animal ears				
Memorizes and recites verses				

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

MATH	Developing	Consistent	Competent	Notes
Demonstrates understanding of the number 1 in singular form				
Demonstrates understanding of the number 1 as an expression of unity				
Shows manual dexterity by putting beads on a string				

SCIENCE	Developing	Consistent	Competent	Notes
Observes squirrels				
Observes and compares weather conditions				
Observes changes in a tree				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Creates crafts related to the curriculum		
Sings songs with accompanying movements		
Differentiates between right and left		

Weekly Planner—Lesson 17

Date _____

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

Weekly Planner—Lesson 17

Date _____

ASSIGNMENT SUMMARY

Language Arts/Social Studies

- Draw the uppercase letter M in picture form.
 - Recite tongue twisters using the M sound.
 - Identify M shapes in the environment.

Math

- Find examples of the number 6.
 - Explore the number 6 with movement.
 - Shape the number 6 in three-dimensional form.
 - Match numbers with the associated quantity.

Science

- Observe and discuss weather changes.
 - Observe water freezing into ice.
 - Experiment with magnets.

Arts & Crafts

- Update the seasonal table.
 - Make Paper Snowflakes.

Music & Movement

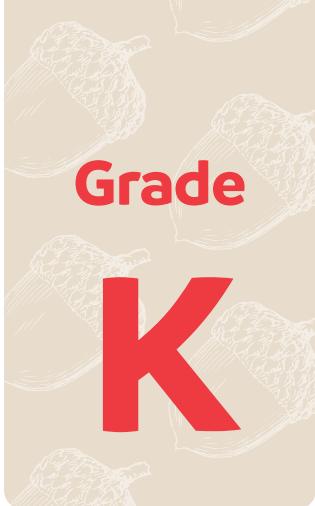
- Play a beanbag toss game while moving.
 - Balance a beanbag on your head.

Health

- Learn about releasing tension.

Materials Still Needed

Notes



Lesson 17

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.
- “Chubby Little Snowman” and “Humpty Dumpty” are verses that go well with this week’s arts & crafts and music & movement lessons. You might also want to hum songs this week as you work with the M sound.

Language Arts/Social Studies

Reading

At bedtime, read “The Story of Miss Moppet.”

Assignments

1. This week, you will present the uppercase letter M to your child. Read “The Story of Miss Moppet” to your child at bedtime, and review it together in the morning. Help your child think of other ways the clever mouse could outsmart Miss Moppet. How might Miss Moppet be able to fool the mouse?

You might want to act out a little play with your child about Miss Moppet and the mouse, perhaps using the hand puppets you made together. Show your child how to draw an M, and ask them to use crayons to draw a picture of naughty Miss Moppet in the MLB.

MATERIALS

Math: Number 6

clay or beeswax

Science: Magnet Fun

magnet (a refrigerator

magnet works well)

paper clips or other small

metal objects

paper plate or clear plastic

container

metal filings (optional)

Arts & Crafts: Paper

Snowflakes

lightweight paper

scissors

string or dental floss for

hanging

glitter, paint, or salt

(optional)



2. Introduce the following tongue twisters:

Miss Moppet meowed at the miniature mouse.

Many mumbling mice make midnight music merrily.

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

Brainstorm with your child to make up your own silly alliterative verses with the M sound.

3. Look at pictures of mountains in books or at real mountains if there are any in your area. Help your child see that a mountain can look like the letter M. Help them notice other M shapes in the world around you, such as in the branches of trees, the roofs of houses, signs, etc.



Math

Assignments

- Throughout the week, look for triangles and examples of the number 6 in your environment. Notice the triangular shape of many rooftops when seen from a certain angle. Look at street and shop signs to discover the number 6. Look for pictures of stars, and note whether they have five points or six.
- Continue with counting exercises using numbers 1 through 6. Your child can review the number shapes by writing the numbers with a finger in the air and running the shapes either in or outdoors. Take turns writing numbers on each other's backs with a finger and guessing the number.
- Help your child form the number 6 out of clay or beeswax and keep it with the other numbers made so far.
- Ask your child to lay the beeswax numbers out in ascending and then descending order. Next to each beeswax number, place a corresponding number of items. For instance, place 1 bean next to the number 1, 2 beans next to the number 2, and so on.

It is important for your child to associate a quantity with each of the numbers and a connection between the numbers. The numbers are not simply names and shapes—they represent actual quantities and are connected by the addition of one item each time.

Science

Assignments

1. Throughout the winter, continue to help your child become aware of the daily weather conditions, using terms such as hot, cold, rainy, sunny, cloudy, foggy, snowy, clear, warm, and cool. Discuss how the weather conditions compare to the day before. Recall what the weather was like at the start of the school year and consider how it has changed. Ask your child to draw a picture of the weather in the MLB.
2. Make your child aware of the fact that water can change into ice. If the weather goes below freezing in your area, find a puddle of water and watch it periodically during a 24-hour period to see if it turns to ice. Check it first thing in the morning, once during the hottest part of the day, and again at night. Have your child feel the temperature outside when the water in the puddle is still liquid. Then have them feel the temperature outside when the water has turned to ice.

If the weather doesn't get that cold where you live, you can experiment with freezing water in the freezer, taking it out periodically to check on it and feel it with a finger.

It is not necessary to explain to your child at this time that water freezes at 32° F. It is more important to allow your child to experience the change through the senses. Point out that you can see your breath when it is very cold and that your nose gets cold.

3. Have fun playing indoors with magnets. Buy several different sizes and types of magnets, or simply use a refrigerator magnet. Place some paper clips or other small metal objects on a paper plate or inside a shallow clear plastic container. Have your child hold the magnet underneath the plate or container and watch the paper clips move as the magnet is moved.

If you'd like, you can buy metal filings at the hardware store to use instead of paper clips. Your child might enjoy making interesting designs with them. If you are concerned about the iron filings being lost, use a clear plastic container with a tight-fitting lid. Another idea is to use a shallow box, like a tissue box; cut away the top and replace it with clear plastic wrap. Put the metal filings inside the box, and then seal the plastic wrap firmly with tape all around the sides. Now your child can explore the design possibilities without fear of the iron filings vanishing.

Keep in mind that, at this age, it is better not to go into a detailed explanation about the properties of magnetism. Such concepts will be covered in later years. For now, allow your child simply to enjoy playing and discovering on their own. Scientists rely greatly on their creative imaginations and their ability to explore and observe. Help these qualities thrive in your child by allowing the space and freedom to discover the world without being given unnecessary technical information.

Arts & Crafts

Assignments

1. Update your seasonal table. If you have collected anything recently that you have not yet displayed on your table, now is the time to bring it out. If you are able to take any nature walks at this time of year, you may find some interesting winter items for your table. Remember to occasionally remove items so that the new items can be properly displayed and appreciated.
2. Make Paper Snowflakes to decorate your table or to hang in a window. Directions can be found *Oak Meadow Crafts for the Early Grades*, and there are lots of great resources online.



Music & Movement

Assignments

1. Play with your recently made beanbags. Show your child how to throw a beanbag from one hand to the other and catch it, and then throw it back (right hand to left hand, left hand to right hand). This exercise can be done while sitting, standing, walking forward or backward, skipping, hopping, and jumping. Try throwing the beanbag up above head height as you toss it from one hand to the other.
2. March around the room with your child, each of you with a beanbag balanced on your head. Keep the beat on a drum. When the drum stops beating (at the discretion of the drummer), the marching stops immediately and the players quickly squat down. When one of the beanbags falls off, the drum passes to another player and the march goes on. This can also be done with the child chanting "Humpty Dumpty," and when Humpty "falls," you quickly squat down, and then jump up (still balancing the beanbag!) and march around as "all the king's men."When the game is over, you might want to see how long you can each go about your daily activities while balancing a beanbag on your head.
3. Continue singing the songs you have learned thus far. Children enjoy returning to old favorites.

Health

Assignment

Complete lesson 17 in *Healthy Living from the Start*. This lesson focuses on stress management, a topic of importance to everyone regardless of age. In this lesson, your child will explore active ways to release tension and regain focus.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of lesson 20. Continue to use the weekly planners, assignment summary checklists, and learning assessment forms to help you organize your lessons and track your child's progress.



Learning Assessment

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

LANGUAGE ARTS/SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Draws the uppercase letter M in picture form				
Recites tongue twisters using the M sound				
Identifies M shapes in the environment				

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

MATH	Developing	Consistent	Competent	Notes
Identifies examples of the number 6 in the environment				
Shapes the number 6 in three-dimensional form				
Orders numbers 1–6 sequentially				
Recognizes quantities associated with numbers 1–6				

SCIENCE	Developing	Consistent	Competent	Notes
Describes changes in weather				
Describes details of observations				
Draws details of observations				
Observes changes over time				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Creates crafts related to the curriculum		
Demonstrates ability to cross the midline of the body		
Shows ability to hop and balance on one foot		
Shows ability to hop over an obstacle with both feet together		
Demonstrates ability to throw and catch from hand to hand		
Moves while balancing a beanbag on the head		
Differentiates between right and left		
Demonstrates techniques of releasing tension		

Weekly Planner—Lesson 23

Date _____

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

Weekly Planner—Lesson 23

Date _____

ASSIGNMENT SUMMARY

Language Arts/Social Studies

- Draw the uppercase letter R in picture form.
 - Act out a story using puppets.
 - Make a Roly-Poly Pudding.
 - Identify R words.

Math

- Identify a missing number.
 - Identify a missing quantity.
 - Put together jigsaw puzzles.

Science

- Recall and compare sensory impressions.
 - Experiment with ice, icicles, and frost.
 - Navigate different walking routes close to home.

Arts & Crafts

- Make a Sock Puppet.
 - Make a jigsaw puzzle.

Music & Movement

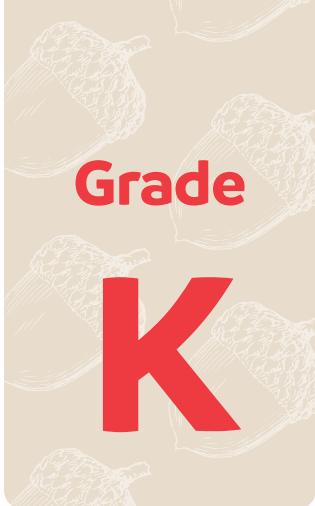
- Make jingle bracelets.
 - Experiment with different rhythms.
 - Dance to classical music.

Health

- Learn about expressing anger in an appropriate way.

Materials Still Needed

Notes



Lesson 23

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.
- “Three Young Rats” and “How Far Is It to Babylon?” are verses that go well with this week’s language arts and science lessons.

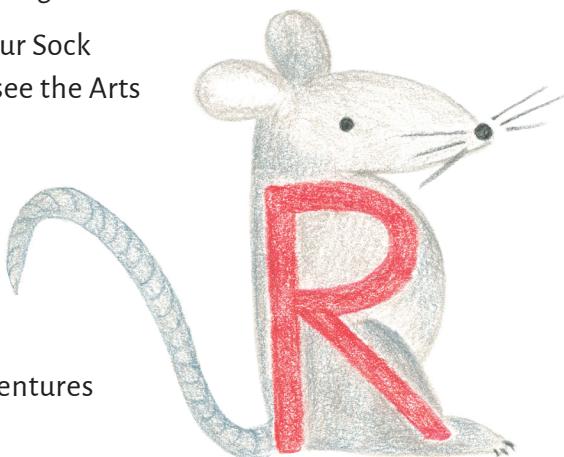
Language Arts/Social Studies

Reading

At bedtime, read “The Roly-Poly Pudding.”

Assignments

1. This week, you will present the uppercase letter **R** to your child by reading or telling “The Roly-Poly Pudding” as a bedtime story. Later, recall the story together, and then show your child how to draw a well-shaped R. Help them cut and paste a construction-paper rat with whiskers made of skinny strips of paper or string.
2. When you make your Sock Puppet this week (see the Arts & Crafts section), collect the puppets made earlier in the year and act out the story of Tom Kitten’s adventures with the rats.



MATERIALS

Arts & Crafts: Sock Puppet

clean sock
needle and thread
2 buttons
pencil
heavy yarn
scissors
white liquid glue
cardboard
colored paper

Arts & Crafts: Jigsaw Puzzle

copy of a photo or drawing
thin cardboard
glue
scissors

Music & Movement: Jingle

Bracelets
elastic bands
small jingle bells
needle and thread

3. Make a Roly-Poly Pudding (see *Oak Meadow Kindergarten Resource Book* for the recipe) by making pie crust dough and rolled up chunks of honey-sweetened apples, raisins, and cinnamon, just like Tom Kitten was rolled up in the pudding. On the crust of each one, have your child mark the shape of a large R using a toothpick to poke tiny holes. Bake your little roly-poly pudding and eat it for dessert.
4. The uppercase letter R is a fun shape to run, draw in dirt or a sand tray, or form with finger paint. Explore ways to experience the letter R, with its blend of curves and straight lines, in a variety of ways.
5. Make up alliterative sentences and phrases using the R sound, such as “Rabbits run right over rocks” or “round red rings.” Have your child illustrate one or more in the MLB.

Math

Assignments

1. Play the game Which Number Is Missing? with your child. Take out the clay or beeswax numbers you have formed so far (1–6). Place them on the table in random order, and while your child’s eyes are closed, remove one of the numbers. Ask your child to look and determine which number is missing. Switch roles with your child so you have a turn to guess which one is missing. For an extra challenge, have you or your child figure out which one is missing using touch alone without looking.
2. Make piles of small objects (such as beans, stones, pennies, etc.) in amounts of 1, 2, 3, 4, 5, or 6, randomly scattered on the table. You will have six piles, each with a different quantity. While your child’s eyes are closed, take away one pile. Have them tell you which pile is missing. Then switch roles with your child.
3. If you haven’t played with jigsaw puzzles recently, do so this week. Most libraries have puzzles you can borrow.

Jigsaw puzzles build spatial orientation and relationships and allow for the development of testing and retesting. If you pick up a puzzle piece, you look at it and make a good estimate as to its relationship to another piece. Then you test it by trying to put it in place. If it does not fit, you try to rotate it, flip it, and turn it to see if it fits in another orientation. This turning, rotating, and flipping is a geometric capacity that will be formally introduced in the middle grades.

As with all aspects of education, the more young children can experience the conceptual curriculum of later years,



the easier it will be to build the conceptual relationships in the later grades. There is no need to explain these relationships to your young child; building the conceptual framework is the work of an older child. The work of a younger child is to gain experience and find connections independently.

The testing and retesting of puzzle pieces without giving up is an essential skill in mathematical understanding as well as in life. It is important for children to have experience with failing and trying again. Puzzles are a great low-stress way to work on this capacity. Failure and perseverance are two very important capacities in problem-solving. So, when your child fails, help them try again until the solution is found. If your child can come to the solution independently, even better! You won't always be there to help your child find the solution, so starting early to develop this capacity is a gift to your child, even if your child's moments of frustration are challenging for you to experience. Give your child time to figure it out on their own, and the rewards will be abundant.

Science

Assignments

1. Using the five senses, discuss how winter looks, smells, feels, sounds, and tastes. This exercise is best done outdoors. Compare these sense impressions to the sights, smells, sounds, textures, and tastes of fall.
2. Explore ice with your child. If it is cold enough in your area, you might take a dish of water outside in the evening and bring it in again in the morning to see if it has frozen. (If it's not cold enough, you could simply place a dish in the freezer.) How long does it take the ice to thaw? If there are icicles, bring some inside and put them where you can watch them as they drip and melt. If there is frost on your windows or your car windshield, draw pictures in the frost.
3. As you did in lesson 9, use your daily walks to explore various routes to get to a familiar place near your home. Pick a new place. How many routes can you figure out? Try them all. Discuss what things are the same or what is different about the various routes. Do you pass any landmarks that are familiar from last time? Do any of the landmarks look different from the way they did in the fall?

Arts & Crafts

Assignments

1. Help your child make a Sock Puppet. Add gray felt ears and black threads for whiskers to make a rat, and act out the story "The Roly-Poly Pudding."
2. Make a jigsaw puzzle from a favorite animal photo or drawing. Copy and enlarge the picture, if necessary,



and then glue it to a piece of thin cardboard. On the back of the cardboard, draw a series of interconnecting geometrical shapes. For instance, you might start with triangles in the four corners, and then draw in squares, rectangles, and other polygons until all the space is filled. Aim for about a dozen pieces—remember, they won't interlock like a regular puzzle, so you don't want too many pieces since they will easily slide apart.

Cut out the pieces, turn them faceup, and mix them up. Have your child put together the puzzle with or without your help.

Music & Movement

Assignments

1. Make jingle bracelets to add to your collection of rhythm instruments. Attach small bells to wide strips of elastic that can be worn on the wrists or ankles. If you have already done some sewing with your child, they may be able to sew on the bells with some assistance. (Both bells and elastic can be found at a sewing or crafts store.)
2. Explore rhythms together using the various drums, shakers, and other rhythm instruments you have made or used this year, your hands and feet, and your voices. You may just want to make interesting sounds and not create a tune at all. What kinds of movements do various drum sounds and rhythms call forth? Marching, jumping, skipping, or tiptoeing? Take turns creating sounds and beats for each other to act out.
3. Put on classical music, perhaps a waltz or a glorious explosion of sound, such as Tchaikovsky's "1812 Overture," and dance expressively, waving scarves or pieces of ribbon in the air while swaying or leaping about.

Health

Assignment

Complete lesson 23 in *Healthy Living from the Start*. Anger management is an important element of self-esteem. In this lesson, you and your child will look at different ways to express anger in a healthy and effective manner.

FOR ENROLLED STUDENTS

You will be sending the next batch of work to your Oak Meadow teacher at the end of the next lesson. You may want to begin gathering samples of your child's work to send.

Learning Assessment

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

LANGUAGE ARTS/SOCIAL STUDIES	Developing	Consistent	Competent	Notes
Writes the uppercase letter R in picture form				
Identifies words that begin with the R sound				
Sorts letters alphabetically in ascending order				
Sorts letters alphabetically in descending order				
Acts out a story in sequence				

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

MATH	Developing	Consistent	Competent	Notes
Recites numbers sequentially in ascending order				
Recites numbers sequentially in descending order				
Identifies geometric shapes (triangle, circle, square, and rectangle)				
Determines the missing number in a group of numerals or objects				
Solves age-appropriate jigsaw puzzles				

SCIENCE	Developing	Consistent	Competent	Notes
Describes changes in the weather				
Describes details of observations				
Draws details of observations				
Observes changes over time				
Describes and compares sensory experiences				
Navigates various routes close to home				

ART/CRAFTS/MUSIC/HEALTH	Presented yes/no	Notes
Creates crafts related to the curriculum		
Demonstrates ability to move in time to rhythmic beats at varying speeds		
Shows spatial orientation when moving according to various shapes		
Shows ability to hop on one foot and with two feet together		
Demonstrates ability to throw and catch from hand to hand		
Performs patterns of rhythmic movements		
Differentiates between right and left		
Demonstrates social skills regarding expressing anger		



Appendix

Materials in Alphabetical Order

A cetate paper	cereal boxes, empty	D owel or stick
apple or potato	chalk or stick crayons	dried beans or lentils
B aking sheet	chalkboard or large drawing paper	E gg
balloons	chiffon fabric (or other light, flowing material)	egg carton
balls in a variety of sizes (beach ball, large foam ball, tennis ball, etc.)	charcoal	elastic, wide
beads	cinnamon	embroidery thread
beanbag	clay	F abric, silk, chiffon, or other lightweight, flowing fabric
beeswax	clothespin, old-fashioned, slotted	fabric, textured
bell pepper	cloves	family photos and memorabilia
birdseed	colander	feather
blotting paper	construction paper	felt
bric-a-brac or trim	cookie cutters	finger paint
bricks or heavy object	cord	finger-painting paper
bubble-blowing wand	cotton balls	foam rubber or batting
buttons	cotton batting	food coloring or liquid paint
C ake pan, 9-inch round	craft sticks	fork
cardboard	crayon pieces or candle pieces	G litter
cardboard boxes (large and medium)	crepe paper or fabric streamers	gloves
casserole dish or shallow baking tray with sides		glue
		green tape

H ammer	paper clips	sandpaper
headbands (elastic or plastic)	paper plates	scissors
hole punch	paper towel or paper napkin	screen sieve
I ndex cards	peanut butter	seeds, bean, pea, or lentil seeds
Ivory soap flakes	peat pot or pot and soil	seeds, flower
J ars with openings of various sizes	peppercorns or cloves	seeds, grass, alfalfa, chia seeds
jingle bells	pie plate	seeds, sesame
K itchen sponges	pipe cleaners	seeds, sunflower or scarlet runner beans
knife or corer	plants, small	shoebox
L arge ball (like an exercise ball)	plastic cups and containers	shoelace
light-blue cellophane	plastic dishpan or kitty litter tray	soap-bubble solution
M agazines	plastic wrap or bag	sock
magnet	plywood or other display board	soda cans or plastic yogurt containers, empty
magnifying glass	poles, long	soil
maple syrup	poster board	spatula
masking tape	poster paints	sponge
metal filings	potato	spoon
milk containers or dish detergent bottles, empty	pumpkins of various sizes	stapler
N ails	pushpin	string
needle and thread	R ibbon	sweet potato or avocado pit
newspaper	rope	T ape
O ilcloth	round cardboard container (like an oatmeal box)	tempera paint
orange	rubber band	tennis ball
P aintbrushes	ruler	tennis racket
paint-stirring stick	S afety pin	thumbtacks
pant leg from adult-sized pants	salt, flour, cornmeal, or sand	tissue paper
	sand	toilet paper or paper towel rolls

toothbrush (old)	watercolor paper	
toothpicks	watercolor paints	Yarn
towel	wax paper	
Velcro	wires or thin dowels	
Walnut shell halves	wooden board	
watercolor brushes	wooden rolling pin	

Materials (Sorted by Lesson)

LESSON	PROJECT	MATERIALS
2	Math: Form Drawing	chalkboard or large drawing paper chalk or stick crayons
2	Arts & Crafts: Clothespin Butterfly	colored tissue paper 1 pipe cleaner 1 slotted (old fashioned) clothespin bits and pieces of old crayons or colored candles (optional) wax paper (optional)
2	Arts & Crafts: Leaf Stencils	newspaper paintbrush poster paints paper glue sponge paper plates tree leaves white drawing paper
3	Math: Form Drawing	chalkboard or large drawing paper chalk or stick crayons
3	Math: Geometry Memory Game	index cards
3	Arts & Crafts: Building with Beans	$\frac{1}{2}$ cup of dried beans (lima, pinto, kidney, etc.) bowl of water colander wooden toothpicks (round ones work best)
4	Language Arts: Letters	clay, beeswax, or dough
4	Language Arts: Letter Collage	poster board or sturdy paper or cardboard colored construction paper scissors glue small items to glue (such as toothpicks, beads, craft scraps, fabric scraps, etc.)
4	Math: Form Drawing	chalkboard or large drawing paper chalk or stick crayons
4	Arts & Crafts: Nature Silhouettes	tempera paint old toothbrush screen sieve shoebox paper collection of leaves, flowers, pine branches, etc. newspaper

LESSON	PROJECT	MATERIALS
4	Arts & Crafts: Pinwheel	5-inch square of construction paper pushpin stick or dowel about $\frac{1}{2}$ " thick and 12 to 18 inches long scissors pencil ruler crayons
5	Math: Number 1	beeswax, clay, or dough
5	Arts & Crafts: Watercolor Painting	watercolor paints (yellow and red) watercolor paper watercolor brushes
5	Arts & Crafts: Imprinting	fresh leaves fresh flowers white fabric or heavy white paper hammer wooden board thumbtacks
6	Language Arts: Felt Letter E	felt glue
6	Math: Stringing Beads	large selection of colored beads string or shoelace
6	Arts & Crafts: Animal Ears	lightweight cardboard felt glue headbands (elastic or plastic, or make them out of cloth or sturdy paper)
6	Arts & Crafts: Pumpkin Painting	pumpkins of various sizes poster paint paintbrushes newspaper
7	Arts & Crafts: Watercolor Painting	watercolor paints (yellow, red, and blue) watercolor paper watercolor brushes
7	Arts & Crafts: Fish Kite	very lightweight colored paper such as tissue paper glue pipe cleaner or insulated wire string
8	Language Arts: Letters	clay, beeswax, or dough
8	Language Arts: Fishing Pond	construction paper paper clips stick or dowel string magnet
8	Math: Number 2	clay or beeswax

LESSON	PROJECT	MATERIALS
8	Arts & Crafts: Underwater Scene	medium cardboard box scissors light-blue cellophane construction paper thin string or dental floss
8	Arts & Crafts: Pinecone Critters	pinecones in different shapes pencil scissors colored construction paper crayons liquid white glue string
8	Music & Movement: Balloon Game	several balloons
9	Math: Triangle in Primary Colors	watercolor paints (red, yellow, and blue) watercolor paper watercolor brushes
9	Science: Nature Observations	magnifying glass
9	Arts & Crafts: Triangles	construction paper scissors glue
9	Arts & Crafts: Homemade Wings and Tails	chiffon fabric (or other light, flowing material) scissors needle and thread wide elastic
10	Language Arts: Box House	large cardboard box (appliance size, if possible) scissors
10	Math: Number 3	clay or beeswax
10	Math: Bead Patterns	large selection of colored beads string or shoelace
10	Math: Number Painting	large paper paints (tempera or watercolor) large paintbrush
10	Arts & Crafts: Walnut Shell Critters	walnut shell halves poster paints paintbrush pipe cleaners or string newspaper pencil scissors liquid white glue colored construction paper or felt

LESSON	PROJECT	MATERIALS
10	Arts & Crafts: Tree Bark Rubbings	variety of trees with different bark paper colored chalk, charcoal, or large crayons masking tape
11	Arts & Crafts: Felt Hand Puppets	felt, enough for tracing an adult hand twice scissors glue needle and thread (also embroidery thread)
11	Music & Movement: Hammering Project	wooden board hammer short nails with large flat heads (such as roofing nails) stiff paper or lightweight cardboard
12	Language Arts: Letters	clay or beeswax
12	Math: Number 4	clay or beeswax
12	Arts & Crafts: Puppet Theater	large cardboard box (appliance boxes are great!) towel or fabric for curtain dowel
12	Music & Movement: Hopscotch	sidewalk chalk
13	Language Arts: Letter J	yarn
13	Math: Collage of Squares	construction paper
13	Science: Plant Growth	sweet potato or avocado pit nails glass with water
13	Arts & Crafts: Wind Waver	round cardboard container (like an oatmeal box) construction paper glue crepe paper or fabric streamers scissors hole punch string crayons
13	Music & Movement: Rope River	2 short lengths of rope
14	Language Arts: Letter K	magazines scissors glue
14	Science: Terrarium	wide-mouth jar rubber band plastic wrap or bag mix of soil, sand, and charcoal small plants

LESSON	PROJECT	MATERIALS
14	Arts & Crafts: Star Collage	black construction paper white paper crayons scissors tape or string
14	Arts & Crafts: Magic Wand	paint-stirring stick or a dowel, 18 to 24 inches long poster board crepe paper or fabric for colorful streamers gold bric-a-brac, ribbon, or other trim sparkles or glitter as desired glue
14	Music & Movement: Indoor Bowling	empty soda cans or plastic yogurt containers (or other similarly shaped containers) sand and tape (optional) tennis ball or other small ball
15	Language Arts: Letter L	felt
15	Math: Number 5	clay or beeswax
15	Science: Seed Sprouting	glass or jar cotton balls paper towel or paper napkin water seeds for sprouting (bean, pea, and lentil seeds work very well)
15	Arts & Crafts: Bean Bags	felt or other sturdy fabric needle and thread small dried beans or lentils
16	Language Arts: Letters	clay or beeswax
16	Math: Six-Pointed Stars	colored construction paper
16	Arts & Crafts: Finger Knitting	chunky (thick) yarn
17	Math: Number 6	clay or beeswax
17	Science: Magnet Fun	magnet (a refrigerator magnet works well) paper clips or other small metal object paper plate or clear plastic container metal filings (optional)
17	Arts & Crafts: Paper Snowflakes	lightweight paper scissors string or dental floss for hanging glitter, paint, or salt (optional)
18	Language Arts: Fences	craft sticks toothpicks glue

LESSON	PROJECT	MATERIALS
18	Math: Number Fun	large ball (like an exercise ball) chalk glue sand
18	Arts & Crafts: Sand Village	sand sticks, rocks, or small branches plastic cups, containers, or boxes water
18	Music & Movement: Hammering Project	wooden board hammer short nails with large flat heads (such as roofing nails) stiff paper or lightweight cardboard
18	Music & Movement: Tennis Toss	tennis racket beanbag
19	Language Arts: Bubbles	soap-bubble solution bubble-blowing wand
19	Arts & Crafts: Bird Feeder	string large pinecone spoon peanut butter birdseed pie plate newspaper
19	Arts & Crafts: Paper Chain	construction paper glue
20	Language Arts: Letter Shapes	clay or beeswax
20	Math: Polygons	salt, flour, cornmeal, or sand casserole dish or shallow baking tray with sides
20	Arts & Crafts: Finger Knitting	yarn (thick yarn is best)
20	Arts & Crafts: Bubble Painting	Ivory soap flakes food coloring or liquid paint (such as tempera) water
21	Language Arts: Pig	pink construction paper pink felt glue
21	Science: Animal Pairs Memory Game	index cards
21	Arts & Crafts: Pig Puppets	sturdy paper plates pink construction paper and/or felt cups from an egg carton buttons paint-stirring stick glue paint

LESSON	PROJECT	MATERIALS
21	Arts & Crafts: Knitted Trivets	finger knitting cardboard glue ribbon (optional)
22	Language Arts: Family History	family photos and memorabilia
22	Math: Bubbles	soap-bubble solution bubble-blowing wand
22	Math: Geometry Memory Game	index cards
22	Science: Homemade Bird Wreath	homemade bread dough for 1 loaf or 1 lb frozen bread dough 9-inch round cake pan baking sheet kitchen towel 1 egg $\frac{1}{2}$ cup wild birdseed or sesame seeds
22	Arts & Crafts: Fork Weaving	clean fork pieces of different colored yarn
22	Arts & Crafts: Rhythm Shakers	empty toilet paper and/or paper towel rolls stapler strong tape dried beans or rice fabric, yarn, or streamers paint
23	Arts & Crafts: Sock Puppet	clean sock needle and thread 2 buttons pencil heavy yarn scissors white liquid glue cardboard colored paper
23	Arts & Crafts: Jigsaw Puzzle	copy of a photo or drawing thin cardboard glue scissors
23	Music & Movement: Jingle Bracelets	elastic bands small jingle bells needle and thread
24	Language Arts: Letter Shapes	clay, beeswax, or dough
24	Language Arts: Knitted Letters	yarn glue

LESSON	PROJECT	MATERIALS
24	Math: Number 7	clay or beeswax
24	Science: Sound Shakers	small empty plastic containers with lids variety of small objects
24	Arts & Crafts: Paper Flowers	tissue paper in many colors scissors glue small paint brush small container in which to mix glue with water wires or thin dowels green tape something to cut wire or dowel to desired length
24	Music & Movement: Feather Game	small lightweight feather or cotton ball
24	Music & Movement: Clothespin Drop	10 clothespins jars with openings of various sizes
25	Language Arts: Textured Letter S	glue seeds (such as sesame)
25	Math: Bead Patterns	large selection of colored beads string or shoelace
25	Arts & Crafts: Cloud Paintings	watercolor paint (blue) watercolor paper watercolor brush cotton balls tempera paint (white) glue
25	Arts & Crafts: Spinning Snake Spiral	thin cardboard scissors crayons or markers decorations such as colored construction paper, glitter, beads, felt, etc. string
25	Arts & Crafts: Rainbow Stick	crepe paper or pieces of colorful fabric glue or string long stick, dowel, or paint stirrer
25	Music & Movement: Bowling Alley	empty half-gallon milk containers or dish detergent bottles tennis ball
26	Language Arts: Letter T	two short pieces of wood nails hammer
26	Arts & Crafts: Finger Puppets	apple or potato knife or corer toothpicks cloves or small pieces of carrots, olives, etc.
26	Arts & Crafts: Torn-Paper Picture	construction paper glue

LESSON	PROJECT	MATERIALS
26	Music & Movement: Lying Down Games	beanbags balloon beach ball
27	Math: Number 8	clay or beeswax
27	Science: Maple Tree Story	maple syrup
27	Arts & Crafts: Orange Pomander Ball	whole cloves orange cinnamon plastic bag ribbon or netting
27	Arts & Crafts: Love Collage	construction paper scissors magazines glue sturdy art paper or poster board ribbon (optional)
27	Music & Movement: Leaping Game	construction paper or several washcloths
28	Language Arts: Letter Shapes	clay or beeswax pipe cleaners
28	Science: Flower Plants	flower seeds peat pot or pot and soil for indoor plants (optional)
28	Arts & Crafts: Glove Puppets	gloves (old worn gloves or inexpensive canvas gardening gloves) velcro felt bits of fabric, beads, etc. cotton batting
28	Music & Movement: Balancing Exercise	wood plank or plywood (approximately 4 inches wide and 8 feet long)
29	Language Arts: Letter V	watercolor paints watercolor paper watercolor brushes
29	Arts & Crafts: Wind Chime Mobile	buttons, pieces of rough wood, or pieces of bamboo sandpaper string scissors dowel or stick
29	Arts & Crafts: Art Project Options	colored chalk bell pepper paint (tempera) colored construction paper scissors

LESSON	PROJECT	MATERIALS
29	Music & Movement: Homemade Punching Bag	pant leg from adult-sized pants foam rubber or batting needle and thread (or sewing machine)
30	Math: Number 9	clay or beeswax
30	Science: Growing Potato Hair	potato cotton ball seeds (grass, birdseed, alfalfa, chia, etc.) toothpicks (optional) peppercorns or cloves (optional)
30	Arts & Crafts: Leaf Print Tiles	air-dry clay sheet of acetate from an art supply store or wax paper oilcloth 2 pieces of wood, 18 inches long by $\frac{1}{2}$ inch thick wooden rolling pin assortment of leaves with interesting shapes and vein patterns ruler table knife spatula cardboard covered with foil
30	Arts & Crafts: Walnut Shell Ships	clay (non-hardening) walnut shell halves scissors colored construction paper crayons liquid white glue toothpicks (flat ones work best)
31	Arts & Crafts: Sponge Prints	inexpensive kitchen sponges scissors small dishes liquid paint water heavyweight paper
31	Arts & Crafts: Egg Carton Caterpillar	egg carton pipe cleaners scissors paint, beads, and felt for decoration
31	Music & Movement: Bead Patterns	large selection of colored beads shoelace or string
32	Language Arts: Letter Shapes	clay or beeswax
32	Math: Number 10	clay or beeswax
32	Arts & Crafts: Flower Chains	scissors freshly picked flowers
33	Math: Number Painting	finger paint finger-painting paper

LESSON	PROJECT	MATERIALS
33	Science: God's Eye	2 sticks yarn in several colors
33	Arts & Crafts: Cereal Box Puppets	empty cereal boxes, any size glue and/or tape scissors and/or knife construction paper felt, lace, feathers, ribbons, yard, buttons, etc.
33	Music & Movement: Playing Catch	several balls in a variety of sizes (beach ball, large foam ball, tennis ball, etc.)
34	Language Arts: Letter Shapes	clay or beeswax
34	Math: Bird Painting	watercolor paints watercolor paper watercolor brushes
34	Arts & Crafts: Cupcake Faces	simple cupcake recipe frosting decorations: raisins, sunflower seeds, nuts, coconut, etc.
34	Arts & Crafts: Wax-Resist Picture	beeswax crayons watercolor paints watercolor paper watercolor brushes
35	Language Arts: Alphabet Board	large piece of plywood or other display board nails or tacks poster board textured fabrics and materials of different kinds (velvet, corduroy, wool, felt, sandpaper, bubble wrap, etc.) scissors glue
35	Language Arts: Initial Flowers	fast-growing flower seeds
35	Math: Painted Numbers	watercolor or tempera paint painting paper paintbrush
35	Arts & Crafts: Pressed Flowers	fresh flowers scissors corrugated cardboard blotting paper or several layers of newspaper bricks or heavy object
35	Arts & Crafts: Potato Prints	potatoes knife cookie cutters liquid paint paper towels or pie plate various types of paper

LESSON	PROJECT	MATERIALS
36	Math: Number Board	large piece of plywood or other display board nails or tacks poster board textured fabrics and materials of different kinds (velvet, corduroy, wool, felt, sandpaper, bubble wrap, etc.) scissors glue
36	Science: Summer House	sunflower seeds or scarlet runner bean seeds three long poles (optional)
36	Arts & Crafts: Magical Cape	washable fabric 25 × 50 inches or 30 × 50 inches thread, either matching or contrasting color scissors cord, about 48 inches long (or a rope of finger knitting) fabric in contrasting colors safety pin