

Grade 6

Oak Meadow Teacher Manual

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Grade 6



Sentence Structures

Grammar Instruction

- Paragraphing Forms
- Sentence Types
- Subjects and Predicates
- Sentence Structure

Assignments

1. Each week you will work with a list of vocabulary and spelling words. Vocabulary words will usually relate to the material you are studying in social studies. In addition, you will often be asked to choose additional words to add as spelling words. Spelling words can include words that you have difficulty spelling or words that have unusual spellings. The vocabulary words and spelling words are combined into a single list of about ten words. To make it easy, we'll just refer to this list as your vocabulary list, even though it has spelling words in it, too.

Here are your vocabulary words for this week. Try to think about these words in the context of your ancient civilizations studies.

mammoth spear bola
archeology thong prehistoric

Add a few more spelling words to this list.

Please define each of the six vocabulary words above without using the root word or a related word. Use a dictionary to look up each word, but try to write the definition in your own words. (Please refer to “Using a Dictionary” in the English manual if you find it challenging to look up words.)

ASSIGNMENT SUMMARY

- Read Sentence types, Subjects and Predicates, Sentence Structures, and Paragraph Forms in the English manual. Page numbers for these sections can be found in the appendix beginning on page 239.
- Define each vocabulary word and use it in a sentence.
- Take a spelling quiz.
- Write examples of different types of sentences.
- Identify subjects and predicates in sentences.
- Write sentences with compound subjects and predicates.

Sentence Structures

(continued)

Finally, use each word in a sentence in a way that shows you understand the meaning. Underline each vocabulary word. Here is an example of a sentence that shows the meaning of the word:

On his last archeological dig, my brother found an ivory tusk that belonged to a baby mammoth.

Each week, your student will be alphabetizing and defining vocabulary words, and creating original sentences. Encourage your student to write definitions in his or her own words, but understand that this is difficult (try it yourself, if you'd like!). The main goal is for your child to learn to look up words in the dictionary or online, and then write a definition based on what he or she has learned, rather than to copy a definition word for word.

Check that the words have been put into alphabetical order and underlined. When writing original sentences, encourage your child to add enough detail to provide a relevant context for the word.

archeology: The scientific study of the material remains of past human life and activities, such as fossil relics, artifacts, and monuments. *Archeology provides us with useful information about life lived thousands of years ago.*

bola: A missile weapon consisting of balls of stone or iron attached to the ends of a thong or cord, used for hurling at and entangling an animal. *Hunters who used bolas to kill animals needed a strong throwing arm.*

mammoth: Large extinct elephant-type animal with large curving tusks and a thick, woolly coat. *Early Stone Age people used the tusks, bones, and skin of the mammoth for tools and shelter.*

prehistoric: Pertaining to, or existing in the period before written history. *Fossils that are thought to be about 100,000 years old show Neanderthal Man lived during prehistoric times.*

spear: A weapon with a long shaft and sharp head for thrusting or throwing. *Flint was useful for making tips for spears because it chips off in thin flakes and makes sharp edges.*

thong: A strap or strip of leather. *Thongs and pieces of stone were used to make bolas.*

Sentence Structures

(continued)

- Print the word on a piece of paper and then cut it into letters. Scramble the letters and then see how fast you can recreate the word. Do this with several words at once for a real challenge.

At the end of the week, have your parent give you a spelling quiz. If you misspell any words on your quiz, you can add them to the list for next week.

Note the variety of ways suggested above for your child to work with the vocabulary words each week. Encourage your child to continually try new ways to work with the words. This will help with memory retention and keep the work fresh and lively.

3. After reading “Sentence Types” and “Sentence Structures” in the English manual, write one example of each of the following:

Examples of each sentence type and structure are below. Student sentences will vary but should show an understanding of each of these sentences.

- a. Declarative sentence *We are going to the fair today.*
- b. Interrogative sentence *Would you like to come with us?*
- c. Exclamatory sentence *The roller coaster always makes me scream!*
- d. Imperative sentence *Please buy me some popcorn when we get there.*
- e. Simple sentence *The Cheshire County fair runs for three consecutive days.*
- f. Compound sentence *The fair runs for three days, but I am only going for one day.*
- g. Complex sentence *Even though I am only going for one day, I plan to make the most of it.*

Try to make your sentences interesting! They can be about any topic you like.

4. Choose three of the sentences you composed for assignment #3, and indicate the subject and predicate of each sentence. Using colored pencils, underline or shade the **subject in blue** and the **predicate in red**. Remember, the subject includes the noun and all the words relat-

Learning Assessment

ENGLISH	Not Yet Evident	Developing	Consistent	Notes
Writes word definitions in own words				
Uses vocabulary words in sentences that convey the word meaning				
Applies spelling rules and memorizes spelling words				
Differentiates between sentence types (declarative, interrogative, exclamatory, imperative)				
Identifies simple, compound, and complex sentences				
Identifies subjects and predicates in sentences				
Composes sentences with compound subjects and predicates				
Uses a variety of sentences in writing				
Composes paragraphs with topic sentences, supporting details, and concluding sentences				
Uses paragraphs to organize ideas into topics				

LITERATURE	In Progress	Completed	Notes
Free-choice book:			
Free-choice book:			
Free-choice book:			

SPELLING QUIZ	Score # Correct/Total #	Notes
1		

Grade 6



Nouns

Grammar Instruction

- Nouns: concrete, abstract, collective, and possessive

Assignments

1. Alphabetize the vocabulary list below and then define each word without using the root word or a related word. Use each word in a sentence in a way that shows you understand the meaning of the word. Underline each vocabulary word in the sentences. (You do not need to add additional spelling words this week.)

arid	code	cuneiform	
archeologist	plains	dowel	
zodiac	wedge	bas relief	constellation

Help your student get into the habit of underlining the vocabulary words as this will help him or her attend to the word within the context of the sentence and make reviewing your student's work much easier.

archeologist: one who studies ancient cultures, especially by excavating physical remains. *An archeologist attempts to reconstruct a way of life by digging and examining the relics of a lost civilization's site.*

arid: dry, parched. *Arid regions often see only a few inches of rainfall in an entire year.*

bas-relief: carving or sculpture projecting slightly from the background. *Many metal sculptures were carved in bas-relief, adding depth and realism to the art.*

code: standard, policy, or set of guidelines. *Hammurabi is the first known king to have a recorded code of laws.*

ASSIGNMENT

SUMMARY

- Read Nouns and Possessives in the English manual.
- Alphabetize and define each vocabulary word and use it in a sentence.
- Take a spelling quiz.
- Use abstract and collective nouns in sentences.
- Use common and proper nouns in singular, plural, and possessives forms.
- Write sentences using pronouns in singular, plural, and possessives forms.

Nouns

(continued)

constellation: group of fixed stars. *Knowing the positions of the stars is important for identifying constellations.*

cuneiform: writing made up of wedge shapes. *The angular style of cuneiform writing was clearly seen on the ancient artifact.*

dowel: cylinder-shaped peg, often used for holding parts of a structure together. *Dowels were found at the joining edges in the corners of the house, keeping the structure intact for hundreds of years.*

plains: large, flat area of land, mainly grasslands. *People living on the Mesopotamian plains cultivated the fertile land.*

wedge: piece of tapering wood or metal used for forcing things apart or fixing them immovably. *Wedge-shaped characters fill ancient inscriptions of Assyria, Babylonia, and Persia.*

zodiac: section of the sky, divided into 12 equal parts by ancient astronomers, that includes all apparent positions of sun, moon, and planets. *The zodiac evolved from Sumerian and Mesopotamian interest in astronomy.*

2. Work with your vocabulary words in a variety of ways throughout the week. You may want to take a practice spelling quiz midweek to find out which words you still need to focus on. Take a spelling quiz at the end of the week.
3. Write two sentences using abstract nouns and two sentences using collective nouns. Try to come up with new examples, if you can (you can use the words on the lists if you need to). When you have written your sentences, use colored pencils to underline or shade each **noun** in blue.

Examples of abstract nouns: **freedom, honesty, abundance, fear, creativity.**

Examples of collective nouns: **herd, crowd, flock, audience, gang, crew.**

Check sentences for completeness and correct punctuation as well as for the correctly identified noun.

4. Write sentences using concrete common nouns and proper nouns in each of the following forms: singular, plural, possessive singular, and plural possessive. You will be using eight noun forms in all. You can write eight separate sentences or you can combine two or more noun forms in a single sentence, as in the following example:

Nouns

(continued)

For Enrolled Students

At the end of this lesson, you will be sending the first batch of work to your Oak Meadow teacher along with your assignment summary checklist, the weekly planner, and the learning assessment form, or any alternate form of documentation. Include any additional notes about the lesson work or anything you'd like your teacher to know. Feel free to include questions with your documentation—your teacher is eager to help.

If you have any questions about what to send or how to send it, please refer to your parent handbook and your teacher's welcome letter. Your teacher will respond to your submission of student work with detailed comments and individualized guidance. In the meantime, proceed to lesson 3 and continue your work.

Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.

Learning Assessment

ENGLISH	Not Yet Evident	Developing	Consistent	Notes
Alphabetizes a list of words				
Identifies abstract nouns				
Identifies collective nouns				
Uses common and proper nouns in singular, plural, and possessives forms				
Uses pronouns in singular, plural, and possessives forms				
Composes original sentences to demonstrate grammar concepts				
Uses vocabulary words in sentences that convey the word meaning				
Identifies subjects and predicates in sentences				
Uses a variety of sentences in writing				
Composes paragraphs with topic sentences, supporting details, and concluding sentences				
Uses paragraphs to organize ideas into topics				

LITERATURE	In Progress	Completed	Notes
Free-choice book:			
Free-choice book:			
Free-choice book:			

SPELLING QUIZ	Score # Correct/Total #	Notes
2		

Grade 6



The Stone Age

Reading

Read “The Stone Age” (found in Reading Selections below).

Assignments

1. Draw a large map of the outline of the continents of Africa, Asia, and Europe on a large piece of poster paper. Use a world map as a reference and try to draw continents accurately and to scale. Do not add any countries yet. You will be adding to this map all year, so you should use a very large piece of paper. Make your continents big enough that you have space to add in the countries later. You can put the North and South American continents on this map, or you can create a separate map for them (in lesson 30).

Include the following on your map (each should be labeled):

- A compass rose showing the four directions (north, south, east, west)
- Major bodies of water
- The equator

Keep this map. You will be adding to it throughout the year.

It might help if your student first draws an outline on the paper with one finger, getting a general idea of where each continent will go and how big it will be. Next, your student can use a pencil and lightly sketch the outlines, making sure that everything fits on the page in relative size and proximity before making the lines permanent.

Check that each continent and major body of water is labeled, and that the equator is clearly shown.

ASSIGNMENT

SUMMARY

- Read “The Stone Age.”
- Begin creating a world map.
- Write about a topic related to life in the Stone Age.
- Draw a representation of prehistoric art.
- Choose a project to complete.
- Activity: Stone Age Art and Tools

The Stone Age

(continued)

2. Choose one of the following topics and write one page:

- a. In what ways do you think fire was important to the Stone Age people? What do you think they used it for? What kinds of changes in their lives might have occurred after they learned to use fire?

Fire was important to Stone Age people for warmth, to light the inside of caves and other shelters, to cook meat, to keep animals away, and to provide protection from others. Your student may think of more ideas.

- b. Find out three animals that were alive at the same time as the Stone Age people. Think about the ways in which people may have used the different parts of each animal. Give specific examples and add illustrations if you'd like to.

Some animals concurrent to the Stone Age, and now extinct, are the mammoth, saber-toothed tiger, and woolly rhinoceros. Animals that are not extinct, but hunted by the cave men, include pig and wild boar, deer, caribou and reindeer, rhinoceros, fish, bison, bear, hare, and fox. Animal parts and their possible uses include the following:

- Bones were used for tools and weapons; mammoth bones were sometimes used to make the frame for a hut.
- Skins and fur were used for clothing and bedding and to carry things; thick hides were used for shelter.
- Horns, antlers, and tusks were used for tools and weapons.
- Sinew was used for tying, strapping, and sewing.
- Hoofs were used for tools.

- c. Explore your neighborhood and look for food that you think a Stone Age person might eat in your area today. (Remember, list only foods that would be naturally found in the environment.) Write a report describing the foods and why they might be edible or appealing to eat. If you like, make a colorful illustration of the nuts, berries, leaves, fruits, and roots you find.

Results will vary according to the part of the country the student lives in. *A Peterson's Field Guide* is a helpful resource.

The Stone Age

(continued)

- c. Pretend you are mysteriously transported back in time to the Stone Age, where you meet a cave man, woman, or child. List ten questions you would like to ask this person. What would you like to know about the world of the past? After listing your questions, write a dialogue between you and the Stone Age person in which he or she answers your questions and discusses what prehistoric life is like.

Questions should not only ask what the Stone Age person eats or wears, but where and how they got the food or the garments. Look for details in the responses that show a clear sense of the era (even if the details are not strictly historically accurate).

Activity

Stone Age Art and Tools

Choose one of the following activities to complete:

1. Cave Painting
2. Stone Tools
3. Clay Figurine

The student may want to look at pictures on the Internet in the library to get ideas for this creative project.

For Enrolled Students

You will be sending a sample of work from this lesson to your Oak Meadow teacher at the end of lesson 2. In the meantime, feel free to contact your teacher if you have any questions about the assignments or the learning process. You can use your assignment summary checklist, weekly planner, and the learning assessment form to keep track of your student's progress. You will be sending this documentation to your teacher every two weeks (with each submission of student work).

Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or the skills that need work.

Learning Assessment

SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Demonstrates knowledge of prehistoric human culture				
Demonstrates knowledge of Stone Age tools and art				
Draws a map to scale with detail, color, and labels				

Grade 6



Ancient Mesopotamia

Reading

Read “Ancient Mesopotamia” (found in Reading Selections below).

Assignments

1. Add the Fertile Crescent to your map and name it. Make sure to include the Tigris and Euphrates rivers. Use color to make your map more interesting. Make sure your labels are clear (both legible and clearly attached to a particular feature of your map).

The Fertile Crescent includes the valleys of the Tigris and Euphrates Rivers, (Iraq) and then curves around to the west to include present day Syria and the area on the eastern shore of the Mediterranean Sea (Israel, Jordan, and Lebanon). The Arabian Desert is inside its curve.

2. Draw a picture or build a model of a ziggurat. Look at a variety of pictures first to get a good sense of how they were built.
3. How do you feel about Hammurabi’s code of laws? How do you think it would be received in your town today? Do you think you could live with it? Write at least one full paragraph. Follow the rules for paragraph writing (topic sentence, supporting details, concluding sentence, complete sentences, correct punctuation, etc.).

When you have completed your writing, choose one statement from Hammurabi’s Code and draw or paint it to accompany your paragraph. Make a border for it and illustrate it.

Students are asked to express their own feelings and ideas about Hammurabi’s laws. Hammurabi’s code of laws may evoke strong emotion in students. They may express shock at the brutality inherent in the laws, or may notice how the laws unfairly favor wealthy citizens or those of higher social rank. Encourage your student to consider how it would impact him or her personally if such a code of laws was in effect today.

ASSIGNMENT

SUMMARY

- Read “Ancient Mesopotamia.”
- Add to your world map.
- Draw or build a model of a ziggurat.
- Write about Hammurabi’s code of laws.
- Choose a project about ancient Mesopotamia.
- Activity: Life in Ancient Babylon

Ancient Mesopotamia

(continued)

Look for students to express their ideas in an organized way, writing at least one paragraph that shows thoughtful consideration of the topic.

4. Choose **one** of the following projects.

- a. The Babylonians wrote on clay tablets. Make a list of some of the ways in which we use paper today, and then describe how our culture would be different if we had to use clay tablets instead of paper. Think of as many examples as you can.

As your student goes through the day, have him or her make note of the many ways paper is used in the environment and how it would be different if we did not have paper. Consider bags, newspapers, signs, food labels, art, books, etc.

- b. Research the Sumerians and find examples of their accomplishments. List and describe what you discover.

This option is a research and writing assignment. Some accomplishments are listed below.

- Plow drawn by oxen
- Dairy processing
- Beer made from mashed barley
- Inventing the wheel, carts, and wagons
- Making metal and inventing bronze
- Trading by ship and by land with India and eastern Africa
- Building the first cities, harbors, canals, temples. and palaces
- Instituting a ruling class
- Inventing writing and record keeping

- c. Find out more about the city of Ur and why it was an important discovery. Give specific examples in your discussion.

This option is a research and writing assignment. The city of Ur (sometimes called Uruk, located in the “Land of Ur”) is considered to have the most extensive and comprehensive sources of the earliest known civilization. It has been called “the country of origin” for many of the things that we now take for granted as being a part of civilization. Some believe it was where the

Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or skills that need work.

SOCIAL STUDIES	Not Yet Evident	Developing	Consistent	Notes
Demonstrates knowledge of cuneiform and early systems of writing				
Compares historical culture to modern day				
Demonstrates knowledge of Sumerian and Babylonian cultures				
Identifies locations on a map				
Draws a map to scale with detail, color, and labels				

Grade 6



Science and the Scientific Method

Key Concepts

- Scientific method
 - Question
 - Hypothesis
 - Procedure
 - Observations (results)
 - Conclusions
- Controlled Experiments and Variables
- Sample Experiment: The Effects of Caffeine on Sleep Patterns

ASSIGNMENT SUMMARY

- Analyze caffeine experiment.
- Test your powers of observation.
- Choice assignment
- Complete lesson 1 test.

Your Thoughts

What is the variable in this caffeine experiment? Remember, the variable is the part of the experiment that changes while everything else stays the same, or is controlled. Discuss your ideas with a parent or friend.

All experiments in this course should be written up using the scientific method format. Please refer to this lesson for guidance when completing assignments in future lessons.

Science and
the Scientific
Method

(continued)



Assignments

1. Analyze the caffeine experiment. Use the four questions below to assess the caffeine experiment described in the last section. Think carefully about aspects of the experiment that could be more controlled or where errors might arise. Write a few sentences in response to each question.
 - a. Did the experiment really do what it was intended to do?
 - b. Could the method be improved so that it would have better results? How?
 - c. Does the experiment suggest other experiments that might be undertaken? What are they?
 - d. How can the information or process apply to personal life or experiences? This would answer the questions: “What does it all mean?” or “So what?”

This beginning lesson is challenging because it requires developing a scientific way of thinking. Encourage the student as he or she grapples with what may be a new skill.

2. Test your power of observation. Go outside and collect 13 to 20 rocks, sticks, leaves, or other items that can be easily collected. Don't look at them too carefully. Place them in a box or basket and cover the opening. When you have paper and a pencil at your side and are ready to make your observations, take off the covering and reveal the objects. Give yourself one minute to carefully observe as much as you can about the objects and their placement using only your sight, but don't write down anything yet. When the minute is up, cover the items again and give yourself three minutes to write as much as you can remember about what you observed. How many objects did you remember? Could you remember very many details about them? Did some objects remain in your memory more vividly than others?

Now try this again with the same or a different set of items. Give yourself only a minute again, but this time touch the items in addition to looking at them. At the end of the minute, write or draw (or

Science and the Scientific Method

(continued)

correct assumptions. Example: “My dog likes to eat when my family eats,” or “My cat only plays with yarn when someone is moving it.” Do not try experiments that could hurt the animal or make it uncomfortable. Use the five components of the scientific method to describe your informal experiment and its outcomes: Question, Hypothesis, Procedure, Observations, and Conclusion.



Lesson 1 Test Questions

1. What is controlled in a controlled experiment? Provide an example. In a controlled experiment, all the variables but the one being tested are controlled. This means they are made consistent in every trial. Variables in a plant experiment might include the amount of sunlight, temperature, amount of water, size of pot, or soil composition.

2. Come up with three questions that could lead to a scientific experiment.

Answers will vary. Students are encouraged to think broadly about any topic of interest. They may come up with questions about animal behavior, plant growth, nutrition, bike safety, or any other aspect of their lives. Science is everywhere!

3. Come up with a hypothesis to test each of the three questions you posed in the last question (2).

The hypotheses should be in statement form, expressing an idea that is testable. For instance, a hypothesis such as “My dog likes me better than my sister because I’m the one who feeds him,” is not testable, but “My dog will come when I call more frequently than when my sister calls” is a testable hypothesis. Here are other examples of testable hypotheses:

- A sunflower seed planted in a large pot will grow taller than one planted in a small pot.
- It is easier to focus on a task after eating a snack than when hungry.
- A bicycle is easier to maneuver with a heavy load if the load is carried in a bicycle basket rather than in a backpack worn by the cyclist.

Learning Assessment

These assessment rubrics are intended to help track student progress throughout the year. Please remember that these skills continue to develop over time. Parents and teachers can use this space to make notes about the learning the student demonstrates or any skills that might need work.

SCIENCE	Not Yet Evident	Developing	Consistent	Notes
Displays focused observation skills				
Demonstrates knowledge of the scientific method				
Shows understanding of controlled experiments and variables				
Forms a hypothesis based on previous knowledge				
Explains the steps of the scientific method				
Reflects on experiment process and ways to gain more accurate results				

Grade 6



The Environment

Key Concepts

- Environment
- Observation and Change

ASSIGNMENT SUMMARY

- Record your observation-specific environments.
- Choice Assignment
- Complete lesson 2 test.

Your Thoughts

What are some parts of your environment that you know are there but that you can't see? Discuss your ideas with someone and listen to their ideas.

Lesson



Assignments

1. For this exercise you will be observing three different environments. Pick two places that are natural areas where you can be relatively close to nature. The third place can be anywhere—it's your choice. Sit quietly in each of these places for at least 15 minutes. You are to relax and observe your environment. Pay attention to what you see, hear, smell, and feel. When you are finished, record your observations about each place and what types of things you noticed happening around you. Be specific and describe as many details as you can. Be sure to include any thoughts or feelings that you had while you were

The Environment

(continued)

observing your environments. You will use these observations for an assignment in lesson 3, so keep them in a safe place.

- a. Visit one of the natural places early in the morning before the world is busy.
- b. Visit the other natural place at dusk, close to the time when the sun sets.
- c. Visit the third place at any time you choose.

Ideally, the student will have a chance to experience the environment as a whole before reflecting on the specifics. That is why we ask the student to take notes and record observations and feelings *after* the experience of being in each place, rather than during. Be sure that the student keeps a copy of this observation to use in the next lesson.



Choice Assignment Choose **one** of the following projects.

These activities will give you practice in making observations. Please choose one.

- A. **Weather Journal** Keep a weather journal for five days. In each entry, describe the cloud patterns, the times the sun and moon rose and set, the temperature, the wind patterns, and any other observations. When the five days are over, answer the following questions:
 - Was there one day that was your favorite in terms of the weather? Which day was it? What was the weather like?
 - If you had the power to make the weather patterns any way you wanted for a week, what would the days be like? Write up your dream weather report for a week's time.
- B. **Evening Observations** How often do you observe the outside environment at night? One evening, at least an hour after the sun has set, go outside without any source of light (no flashlight or candle). If you can, stay out for 20 minutes. Take notice of the changes in your eyesight as it adjusts to the dark. Do you hear different noises at night than you do during the day? Count the number of night sounds you hear or night sights you see. Any surprises? Anything new? Write down your observations when you come back inside. (If you live in a place where there are lots of lights at night, try to

find a special time to visit a very dark place at night.)

- C. **Blindfold Project** Go outside with someone you really trust who is willing to be blindfolded. Taking turns, one of you will be blindfolded and the other will act as the seeing-eye guide. The partner who can see should remain beside the blindfolded one, and the two should take five minutes to take in what is around them. The partners then can switch roles. Using your senses of hearing, feeling, tasting, and smelling, what do you observe differently when you can't see? What changes in the environment do you think you would be more aware of during the change of seasons if you were truly blind? What things are you able to notice as a seeing individual? Write two paragraphs describing your observations—one for when you were blindfolded, and one for when you could see. Write a third paragraph explaining the differences between the two ways of observing.

The Environment

(continued)



Test Questions

1. Write a definition of environment in your own words.

The environment refers to everything around us. Students will hopefully be able to convey that in their responses.

2. In what ways do YOU react to changes in your environment? List and describe at least three ways. (Example: How do changes in the weather affect you?)

Students may mention reacting to changes in the weather, in the daylight, or in the social environment (such as acting differently when playing with friends or visiting with grandparents). Students should provide specific examples with their answer.

3. Do all living things change? List changes that you have observed in three living things in your environment recently. (Example: If the season is changing, have you noticed animals around you losing or gaining their winter fur?)

The Environment

(continued)

Yes, all living things change. Examples mentioned might include seeing leaves change color and fall off trees, wildlife growing fatter in preparation for winter, children growing taller, or grass growing longer.

4. Do nonliving things change? List changes that you have observed in three nonliving things in your environment recently? (Example: How has the sky changed today?)

Nonliving things often change very slowly, but examples might include the shape of a coastline or river after a storm or rainy season, a rotting tree stump being slowly decomposed, a crack in a boulder or sidewalk widening as a plant pushes through it, or the shape of a sand dune changing over time.

For Enrolled Students

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If you have any questions about what to send or how to send it, please refer to your parent handbook and your teacher's welcome letter. Your teacher will respond to your submission of student work with detailed comments and individualized guidance. In the meantime, proceed to lesson 3 and continue your work.