

Lesson 13

Skills:

- Identify and use nouns and pronouns correctly.
- Identify the number of syllables in a word.
- Understand the mechanization of agriculture.
- Make a chart of farming equipment development.
- Create a collage in the style of Pablo Picasso.
- Say, write, and compute multi-digit numbers and decimal numbers.

Materials:

- ❖ Six dice
- ❖ *Farmer Boy*, by Laura Ingalls Wilder
- ❖ Worksheets 13, 13a

Language Arts/Social Studies:

- ❖ Have the child read chapter 25 (“Threshing”) of *Farmer Boy*. Have your child describe the threshing process. (*Father made a flail used to beat the wheat sheaves. He and Almanzo spread wheat sheaves on the floor of the barn. They beat on the sheaves to shell the grains from the husks. Then they used pitchforks to lift the straw, shake it, and toss it aside. They continued to beat the sheaves until the shelled grain was thick on the floor. Then Almanzo scraped the grain aside. At the end of the day, Father shoveled the wheat into the hopper of the fanning mill and Almanzo turned the handle. The chaff blew out the front, and the clean wheat poured out the side of the machine.*)
- ❖ Worksheet 13, part A: Have the child read the words and identify the number of syllables in each word. Your child may clap the beat of each word as it is said aloud. He may also place the top of his first two fingers under his jaw to tell how many syllables are in a word. Have him say a word. His mouth will open for every vowel sound, and his jaw will touch his fingers as he says each syllable.

Answers:

<i>inventors: 3</i>	<i>efficient: 3</i>	<i>produce: 2</i>	<i>diversify: 4</i>
<i>continued: 3</i>	<i>application: 4</i>	<i>laborious: 4</i>	<i>developed: 3</i>
<i>adoption: 3</i>	<i>mechanize: 3</i>	<i>separated: 4</i>	<i>gradually: 4</i>

- ❖ Worksheet 13, part B: Have the child read the information and then answer the questions using complete sentences.

Answers: *Your child’s answer to comprehension questions may vary slightly in wording. The answer is correct if he communicates the same idea clearly, using a complete sentence.*

- 1) *John Deere developed a plow that worked well in the sticky soil on the prairie.*
- 2) *Pioneer farmers used oxen and horses to plow their fields and harvest their crops.*
- 3) *Cyrus McCormick designed a mechanical reaper.*
- 4) *The reaper cut standing grain.*
- 5) *The cotton gin separated cottonseed from the cotton fiber.*
- 6) *A tractor has an engine that produces power. It can work faster than human or animal labor, so it can complete the same amount of work in less time.*
- 7) *Alexander Anderson created a model of a threshing machine in the United States.*
- 8) *A threshing machine was designed to remove a plant’s grain from its stalks and husks.*
- 9) *The machine could be improved to clean the wheat grains after they are separated so they could be used for making bread.*
- 10) *Father believed the threshing machine was a lazy man’s way to thresh. The machine gets the work done faster than humans, but it chews up the straw so that it is unable to be used as stock feed. It also scatters grain and wastes it. He said all it saves is time, and then they would have nothing to do on stormy winter days. Your child should give reasons why he agrees or disagrees with Father.*

- ❖ Worksheet 13, part C: A pronoun is a word used to take the place of a noun.
 - Subjective pronouns are used when the subject is replaced with a pronoun. They are often found at the beginning of a sentence.
 - Objective pronouns are the recipient of an action or motion. They come after verbs and prepositions.

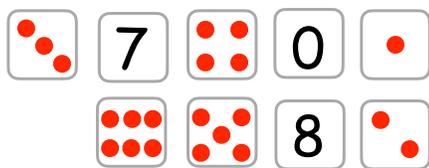
Subjective pronouns: I, you, he, she, it, we, they
 Objective pronouns: me, you, him, her, it, us, them

- When combining nouns and pronouns, the pronoun normally comes before the noun (except "I" and "me").
 - ✦ *You and Susie* should play tennis together.
 - ✦ *She and Frank* donated food to the shelter.
 - ✦ Mother sent *her and Julie* on an errand.
 - ✦ The teacher gave *him and Royal* an award.
- When you put yourself in a list with others, it's a rule of politeness to put yourself last.
 - ✦ *Alice and I* are singing.
 - ✦ Please send the package to *Sarah, Elizabeth, and me*.
- Have the child read the sentences and write the correct pronoun on the line.
Answers:
 - 1) *They*
 - 2) *We*
 - 3) *She*
 - 4) *him*
 - 5) *him, them*
 - 6) *I, We*
- ❖ Worksheet 13, part D: On a sheet of paper, have the child make a chart of farming equipment. He should record the date each piece was invented, the inventor's name, the equipment's source of power, and any changes to the equipment over the years. He should also include pictures.
- ❖ Dictate the vocabulary words from Lesson 12 to your child: whittled, deportment, awl, vise, hewed, auger, sapling, runners, veil, rasp, lasts, pliable. Have the child write each vocabulary word on an index card. Have him write the word and the definition on another index card. Allow him to use a dictionary as needed. Do not write on the other side of the index cards.
Possible answers:
 - whittled: *printed*
 - deportment: *a person's behavior or manners*
 - awl: *a small pointed tool used for piercing holes, especially in leather*
 - vise: *a metal tool with movable jaws that are used to hold an object firmly in place while work is done on it*
 - hewed: *to make or shape by cutting or chopping*
 - auger: *a tool with a helical bit for boring holes in wood*
 - sapling: *a young tree*
 - runners: *a rod, groove, or blade on which something slides*
 - veil: *something that covers or conceals*
 - rasp: *a coarse file with a roughened surface for scraping, filing, or rubbing down hard objects*
 - lasts: *a mold or pattern*
 - pliable: *easily bent; flexible*

- ❖ Play a game to review the vocabulary words and the definitions. Separate the vocabulary word cards from the definition cards. Give the child the word cards. Have the child turn the top flashcard over, and ask the child to read the word. If the word is read incorrectly, gently remind the child by reading the word. Have the child repeat the word. Then ask him to define the word. If he is correct, place the definition card and word card in front of the child. Continue until the child has correctly defined all the words and has taken all of your definition cards.
 - Reverse the game: Read a definition to the child. Have him choose the correct vocabulary word card.
 - Include vocabulary word cards from prior lessons.
 - Have the child state the number of syllables in each word.

Math:

- ❖ Practice adding and subtracting multi-digit numbers.
 - Have the child roll six dice. One of the dice should include the numerals 7, 8, 9, 0. Have him say the numbers as a six-digit number. Write the number on a sheet of paper. Have the child roll the six dice again, say the number, and write the number on the sheet of paper.
 - ✦ Add the numbers.
 - ✦ Rewrite the numbers with the larger number first, and subtract the numbers.
 - ✦ Continue to practice saying, writing, and computing six-digit numbers.
 - ✦ Have the child choose ten numbers and write them in word form.
 - Have the child roll five dice, say the number, and write the number. Have the child roll a different amount of dice and then say and write this number. For example:



$$\begin{array}{r}
 37,401 \\
 + \underline{6,582} \\
 \hline
 43,983
 \end{array}
 \qquad
 \begin{array}{r}
 37,401 \\
 - \underline{6,582} \\
 \hline
 30,819
 \end{array}$$

- ✦ Add the numbers.
- ✦ Rewrite the numbers with the larger number first, and subtract the numbers.
- ✦ Continue to practice saying, writing, and computing multi-digit numbers.
- ✦ Have the child choose ten different numbers and write them in expanded form.
- Have the child roll six dice and write a decimal number. He may include tenths, hundredths, and thousandths. For example:



Possible numbers: 40,913.6; 4,091.36; 409.136

- ✦ Have him say the decimal number.
 - 40,913.6: "Forty thousand, nine hundred thirteen and six tenths"
 - 4,091.36: "Four thousand, ninety-one and thirty-six hundredths"
 - 409.136: "Four hundred nine and one hundred thirty-six thousandths"
- Have the child roll a different amount of dice and then say and write this number. For example:



Possible numbers: 572.8; 57.28; 5.728

- ✦ Have him say the decimal number.
 - 572.8: "Five hundred seventy-two and eight tenths"
 - 57.28: "Fifty-seven and twenty-eight hundredths"
 - 5.728: "Five and seven hundred twenty-eight thousandths"
- ✦ Add the numbers. Remind the child to line up the decimal points.

$$\begin{array}{r}
 4,091.36 \\
 + \underline{572.8} \\
 \hline
 4,664.16
 \end{array}$$

- ◆ Rewrite the numbers, and subtract the numbers.

$$\begin{array}{r} 4,091.36 \\ - \quad 572.8 \\ \hline 3,518.56 \end{array}$$

- Continue to practice saying, writing, and computing decimal numbers.

Art:

- ◆ Worksheet 13a, part A: Have the child read about Pablo Picasso.
- ◆ Worksheet 13a, part B: Have the child draw and then paint a picture in the style of Pablo Picasso.

name _____



Part A: Read the words. Write the number of syllables in each word.

inventors _____ efficient _____ produce _____ diversify _____
continued _____ application _____ laborious _____ developed _____
adoption _____ mechanize _____ separated _____ gradually _____

Part B: Read the information. Then answer the questions using complete sentences.

Pioneer farmers often used oxen and horses to plow their fields and harvest their crops. Inventors continued to try new ideas and to create new tools. These inventions made the farming work easier and helped farmers to produce more crops in less time.

John Deere developed a plow that worked well in the sticky soil on the prairie. This helped farmers turn prairie land into farmland. Cyrus McCormick designed a mechanical reaper that cut standing grain. Eli Whitney invented a cotton gin that separated cottonseed from the cotton fiber. All of these inventions saved the farmers time, but much of the work was still done with human or animal labor.

Then farm machines like tractors were created. They have an engine that produces power. Farm machines are faster and more efficient than animals. This means farmers get the maximum amount of work with minimum wasted effort.

The threshing machine was developed in the 1780s. The first threshing machine was invented by the Scottish engineer Andrew Meikle. In the United States, Alexander Anderson created a model. Since Thomas Jefferson and George Washington owned farms and planned to diversify and plant wheat, threshing machines were an interest to both of them. Together they went to see a new machine in action in August 1791. The threshing machine was designed to remove a plant's grain from its stalks and husks. Early threshing machines stripped grain and chaff from the straw, but left a still-unfinished product that needed further cleaning before it could be used for making bread.

The application of technology and the adoption of farm machines made farming less laborious and gradually became widespread as farmers chose to mechanize agriculture.

- 1) What tool did John Deere develop? _____

- 2) How did pioneer farmers plow their fields and harvest their crops? _____

- 3) Who designed a mechanical reaper? _____

- 4) What did the reaper cut? _____

- 5) How was Eli Whitney's cotton gin helpful to farmers? _____

- 6) Why is a tractor more efficient than animal labor? _____

- 7) Who created a model of a threshing machine in the United States? _____

- 8) What was a threshing machine designed to do? _____

9) What improvements needed to be made to the threshing machine invention? _____

10) Father did not want to use a threshing machine. What was his reasoning? Do you agree or disagree?

Part C: A pronoun is a word used to take the place of a noun.

- Subjective pronouns are used when the subject is replaced with a pronoun. They are often found at the beginning of a sentence.
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 - ✦ She and Frank donated food to the shelter.
 - ✦ Mother sent her and Julie on an errand.
 - ✦ The teacher gave him and Royal an award.
- When you put yourself in a list with others, it's a rule of politeness to put yourself last.
 - ✦ Alice and I are singing.
 - ✦ Please send the package to Sarah, Elizabeth, and me.

Write the correct pronoun on the line.

1) Royal, Almanzo, and Father worked diligently to bring in the wheat.

_____ worked diligently to bring in the wheat.

2) Francis, Trudy, and I put our soccer equipment in the storage container.

_____ put our soccer equipment in the storage container.

3) Mother cooked ham, potatoes, green beans, and apple pie for dinner.

_____ cooked ham, potatoes, green beans, and apple pie for dinner.

4) The frolicking colts made Almanzo laugh.

The frolicking colts made _____ laugh.

5) The flails help Father and Almanzo separate the wheat grains from the husks.

The flails help _____ and Almanzo separate the wheat grains from the husks.

The flails help _____ separate the wheat grains from the husks.

6) Eliza Jane said, "Mother and Eliza Jane will mend your shirts tonight."

Eliza Jane said, "Mother and _____ will mend your shirts tonight."

Eliza Jane said, "_____ will mend your shirts tonight."

Part D: On a sheet of paper, make a chart of farming equipment. Record the date each piece was invented, the inventor's name, the equipment's source of power, and any changes to the equipment over the years. Include pictures.

name _____



Part A: Read about Pablo Picasso.

Pablo Picasso, a famous artist, was born in 1881 in Malaga, Spain. Pablo's father was also a painter. When Pablo was age seven, his father gave him art classes in figure drawing and oil painting. Later on, Pablo studied art in Madrid and then relocated to Paris. In 1900, Paris was called the art capital of Europe. Pablo was well-known for his distinct style and eye for artistic creation. No other artists, prior to Picasso, had such an impact on the art world as he did. He is recognized as one of the most influential and celebrated artists of the twentieth century.

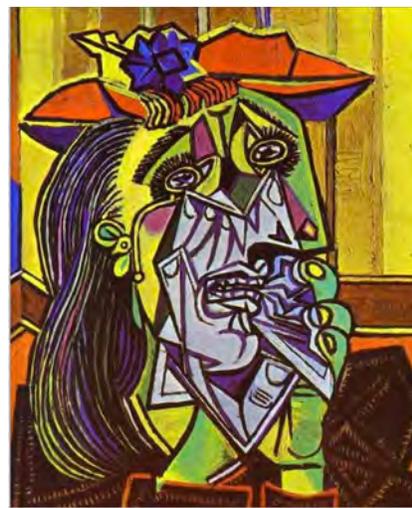
He and another artist, Georges Braque, invented Cubism, which is a style of painting that uses simple shapes. Subjects and objects in Cubism are broken up into pieces and rearranged in an abstract form. He also began to create collages.

Picasso's work is divided into periods. The Blue Period was a somber period when he experienced poverty and was unhappy. He used mostly blue tones in his paintings, and the pictures conveyed sadness. The Rose Period was characterized by a happier painting style utilizing red, orange, and pink colors. Picasso painted more playful subjects like the circus and jesters. The Cubism Period was when he invented a new style of painting. He thought of parts of the picture he wanted to paint. Then he put the parts together in his mind and painted them from different angles. Color is important in the objects' shapes because they appear larger and more decorative.

He said, "I paint objects as I think them, not as I see them."



Three Musicians, Courtesy of PabloPicasso.org



The Weeping Woman, Courtesy of PabloPicasso.org

Can you see how his picture has parts?
Do you see the shapes he uses to make the subjects of the picture?

Part B: Draw and then paint a picture in the style of Pablo Picasso.