

Lesson 6

Skills:

- ❖ Identify and use pronouns correctly.
- ❖ Make observations.
- ❖ Read *-ou* words.
- ❖ Arrange words in alphabetical order.
- ❖ Memorize and recite a Bible passage.
- ❖ Correctly write a statement and a question.
- ❖ Use word recognition skills and strategies to read and learn new information.
- ❖ Develop memory and strategy skills.
- ❖ Draw conclusions based on evidence.
- ❖ Discuss family traditions.
- ❖ Create a graph to display information.
- ❖ Calculate the perimeter of a shape.
- ❖ Use simple logic to solve a problem.
- ❖ Recall addition and subtraction facts.
- ❖ Model addition.
- ❖ Identify fact families.
- ❖ Large motor development: kicking with accuracy

Materials:

- ❖ Two 2-liter bottles
- ❖ Large rubber ball
- ❖ Index cards
- ❖ Spelling squares
- ❖ Flashcards: addition
- ❖ Alphabet Memory Game (sold separately or make your own)
- ❖ *The Carpenter's Gift, A Christmas Tale About The Rockefeller Center Tree*, by David Rubel
- ❖ *Addy's Surprise, A Christmas Story*, by Connie Porter
- ❖ Worksheets 5, 6, 6a

Calendar:

- ❖ Continue routine activities.
- ❖ Play "What Comes Before." Say a number, then have the child say the number that comes before, or is one less than the given number. Repeat with different numbers.
- ❖ Read *Addy's Surprise, A Christmas Story*, chapter 2.

Language Arts/Social Studies/Bible:

- ❖ Add verse 13 to the Christmas story: *Suddenly a great company of the heavenly host appeared with the angel, praising God and saying,*
- ❖ After introducing this verse and repeating it several times, practice verses 8-13 together. Continue practicing throughout the day: *And there were shepherds living out in the fields nearby, keeping watch over their flocks at night. An angel of the Lord appeared to them, and the glory of the Lord shone around them, and they were terrified. But the angel said to them, "Do not be afraid. I bring you good news that will cause great joy for all the people. Today in the town of David a Savior has been born to you; he is the Messiah, the Lord. This will be a sign to you: You will find a baby wrapped in cloths and lying in a manger. Suddenly a great company of the heavenly host appeared with the angel, praising God and saying,"* (Luke 2:8-14).

- ❖ Worksheet 6, part A: Have the child read the words.
 - ✦ Accommodations:
 - Beginning: Read the words, and have the child repeat each one.
 - Intermediate/Advanced levels: Have the child read the words. Then put them in alphabetical order.
 - Answers: *bout, couches, counting, fouled, found, grouchy, grounded, loudly, mouse, mouthful, nouns, ouch, our, prouder, scouring, soured, south, stout*
- ❖ Worksheet 6, part B: Have the child write each word in a sentence. Write three questions and three statements. Begin with capital letters and use the correct punctuation. Check for correct punctuation in each sentence and a capital letter at the beginning of each sentence. Also check for correct spelling. If anything is incorrect, have the child draw a line through the incorrect answer and write the correct answer above or next to it.
- ❖ Worksheet 6, part C: Have the child read about the Rockefeller Center Christmas Tree tradition. Discuss the tradition. Have you ever seen the Rockefeller Center Christmas tree? What traditions does your family have?
- ❖ Worksheet 6, part D: Ask the child, “What is a noun?” (*a person, place, thing, or idea*) Ask, “What is a pronoun?” (*A pronoun is used to take the place of a noun.*) Have the child read the pronouns in the purple box. Have the child read the sentences. Then write the correct pronoun on the line.
 - Answers:
 1. She found a new blue couch at the shop.
 2. It landed on the ground.
 3. Trish was so proud of her son when he hit a home run in baseball.
 4. We are resting at our house.
 5. They will migrate south for the winter.
 6. He went out the back door and started to count the clouds.
 7. Sarah said, “I have a mouthful of bubble gum.”
 8. They hit too many foul balls and fouled out.
- ❖ Read *The Carpenter’s Gift, A Christmas Tale about the Rockefeller Center Tree.*
- ❖ Play “Alphabet Go Fish.”
 - Use the Alphabet Memory Game cards. (Make your own by writing each capital letter on an index card and each lower case on an index card.) This game can be played with two or more players.
 - Each player begins with five cards, and holds them in his hand so the other players cannot see them. The remainder of the cards are placed face-down on the table.
 - If any players have a match, a matching capital and lower case letter, he may put the pair face-up on the table.
 - Player one asks any opponent, “Do you have a ____?” (*He asks for a card that matches any of the cards in his hand.*) If he receives the card he requested and a match is made, the pair is placed face-up on the table. He may play again.
 - If the opponent does not have the requested card, he says, “Go fish.” The player who made the request draws a card from the pile and his turn is over.
 - Players continue taking turns until all of the cards have been matched. The player with the most pairs is the winner.

Math/Science:

- ❖ Have your child use his sense of sight to play a memory game.
 - Use the shapes from worksheet 5.
 - Place five shape flashcards on a tray.
 - Allow your child to look at the shapes.
 - Hide the tray, and remove one flashcard.
 - Place the tray in front of your child again.
 - Ask your child to name the shape that is missing.
 - Continue removing additional flashcards.

- Repeat the activity, and use different shape flashcards.
- Challenge your child by using more than five flashcards.
- ❖ Have your child go on a shape hunt around the house or neighborhood.
 - On a sheet of paper have the child write a list of shapes, or draw pictures of the shapes (circle, cross, diamond, heart, hexagon, octagon, oval, parallelogram, pentagon, rectangle, square, star, trapezoid, triangle).
 - During the hunt, have the child put a tally mark next to each shape on the list every time he sees an object of that shape. For example, he may see a clock and put a tally next to the circle. A rug or towel are in the shape of a rectangle, and a bar of soap is an oval.
 - At the end of the hunt, ask the child to count the number of tally marks for each item.
 - Then ask him to count how many tally marks he has in all.
 - Additional activity: Create a graph to display the number of shapes found on the hunt.
- ❖ Ask the child, "What is the perimeter of a shape?" (*The perimeter of a shape is the distance around it.*)
- ❖ Have the child read the information at the top of worksheet 6a. Then have him find the perimeter of the shapes. Measure in inches.

Answers:

1. $4+4+2+2= 12$ inches
2. square; $1+1+1+1= 4$ inches
3. triangle; $2+2+2= 6$ inches
4. hexagon; $1+1+1+1+1+1= 6$ inches

- ❖ Worksheet 6a, part B: Circle the expression that describes the model.

Answers:

1. $3 + 4$
2. $5 + 4 + 4$

- * Accommodations:

Intermediate/Advanced levels: Have the child write the expressions as equations.

Answers:

1. $3 + 4 = 7$
2. $5 + 4 + 4 = 13$

- ❖ Worksheet 6a, part C: Have the child subtract. Let him time himself.

Answers:

1. 4 2. 2 3. 4 4. 1 5. 4
6. 1 7. 2 8. 11 9. 10 10. 2
11. 4 12. 8 13. 3 14. 5 15. 7

- * Accommodations:

Beginning: Allow the child to use manipulatives to subtract.

Intermediate/Advanced levels: Have the child write the other equations in each fact family.

Answers:

1. $7-4=3, 3+4=7, 4+3=7$
2. $6-2=4, 4+2=6, 2+4=6$
3. $9-4=5, 4+5=9, 5+4=9$
4. $4-1=3, 1+3=4, 3+1=4$
5. $5-4=1, 4+1=5, 1+4=5$
6. $3-1=2, 1+2=3, 2+1=3$
7. $8-2=6, 6+2=8, 2+6=8$
8. $11-11=0, 11+0=11, 0+11=11$
9. $12-10=2, 10+2=12, 2+10=12$
10. $7-2=5, 5+2=7, 2+5=7$
11. $11-4=7, 4+7=11, 7+4=11$
12. $12-8=4, 4+8=12, 8+4=12$
13. $8-3=5, 3+5=8, 5+3=8$

14. $14-5=9$, $5+9=14$, $9+5=14$

15. $15-7=8$, $7+8=15$, $8+7=15$

❖ Play “War” with addition fact flashcards.

- Divide the flashcard pile in half so that each player has the same amount of cards.
- Each player takes one card from the top of the stack, turns it over, says the sum, and compares its value to the other player’s card.
- The higher numbered card wins and takes both cards. Place these in a pile beside the person who won them.
- Play until the original stack of cards is gone. Then each player shuffles the cards in his winning pile. Continue playing until one player has lost all cards. The player with all of the cards wins.
- NOTE: in case of a tie, place a second card down. The winner takes all four cards.

Physical Education:

- ❖ Set two 2-liter bottles about three feet apart, creating a “soccer” goal. Have the child step back about five feet from the goal, and practice kicking a ball in between the two bottles. See how many goals he can score in ten kicks. Then move back a few feet and try again.