

Lesson 3

Skills:

- ❖ Recognize and say the sound of *ow*.
- ❖ Learn new sight words: *wealthy*, *beliefs*, *courage*, *religious*.
- ❖ Add a suffix to a word.
- ❖ Read to learn new information.
- ❖ Use word recognition skills and strategies to read and comprehend text.
- ❖ Plot coordinate locations on a map.
- ❖ Participate in dramatic play.

Materials:

- ❖ Sight word flashcards: *wealthy*, *beliefs*, *courage*, *religious*
- ❖ Graph paper
- ❖ Dry, stale, white bread
- ❖ White glue
- ❖ Small bowl
- ❖ Optional: Food coloring, acrylic or tempera paints
- ❖ Paintbrushes
- ❖ Oatmeal container
- ❖ Thin cloth, or cheesecloth
- ❖ Brown paper bag
- ❖ Acrylic varnish
- ❖ Large rubber band
- ❖ Spelling squares
- ❖ *A Revolutionary Field Trip, Poems of Colonial America*, by Susan Katz
- ❖ *The Colonial Caper Mystery at Williamsburg*, by Carole Marsh
- ❖ Worksheet 3

Calendar:

- ❖ Continue routine activities.
- ❖ Read a poem from *A Revolutionary Field Trip*.
- ❖ Read *The Colonial Caper Mystery at Williamsburg*, chapters 11-15.
- ❖ Have your child write about any topic he chooses in his journal.

Language Arts/Social Studies:

- ❖ Review the “ow” sound as in *cow*.
 - Have the child say the sight word *cow*.
 - Place the *ow* spelling square in front of the child. Have him say the “ow” sound, as in *cow*.
 - Notice that the “ow” sound is the same as the “ou” sound learned in lesson 1.
 - Have him spell the sight word *how*.
 - How many other words can he make that rhyme with *how*? (*bow*, *now*, *pow*, *sow*, *vow*, *wow*)
 - Have him use the blends *pl* and *br* to make words that rhyme with *how*. (*plow*, *brow*)
 - Have him spell the sight word *down*.
 - Can he make a word that rhymes with *down*? (*town*, *gown*)
 - Have him place the consonant blend *br* with *own* to spell the sight word *brown*.
 - Can he use other blends to make words that rhyme with *brown*? (*clown*, *crown*, *drown*, *frown*)

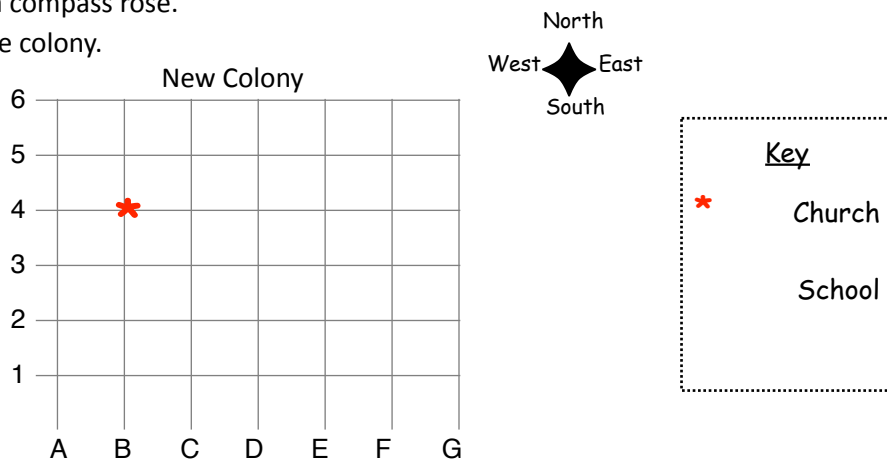
- ❖ Use flashcards to introduce the new sight words *wealthy, beliefs, courage, religious*.
- ❖ Play a recognition game. Put all of the sight word flashcards together in a pile. Turn the top flashcard over and ask the child to read the word. If it is read correctly, place the card in front of the child. If the word is unknown or read incorrectly, gently remind the child by reading the word. Have the child repeat the word before you put it back in your pile. Continue until the child has correctly read all the cards.
- ❖ Ask the child, "What is a suffix?" (*a letter or letters added to the end of a word*)
- ❖ Use worksheet 3 to teach the child the three sounds of the suffix *-ed*.
 - Read the words in part A, and have the child repeat each word. Notice the suffix *-ed* has three different sounds.
 - ✦ If the last sound to the word is "d" or "t", the *-ed* will sound like "id." (*hunted, landed*)
 - ✦ If the last sound to the word is voiced (uses some noise to make the sound), the *-ed* will sound like "d." (*trained, cleared*) (Exception: words ending in *t* or *d*)
 - ✦ If the last sound to the word is unvoiced (uses only air to make the sound), the *-ed* will sound like "t." (*missed, stuffed*) (Exception: words ending in *t* or *d*)
 - The suffix *-ed* is used to show past tense, or something that has already happened.
- ❖ Have the child say the sounds on worksheet 3, part B. Then have him read the words in part C.
- ❖ Have the child read about the colonists in part D. Then write the answers to the questions in part E on a sheet of paper.

Answers:

1. *His birth records were destroyed in the Great Fire of London.*
2. *John Smith started the first colony in America.*
3. *Virginia was the first English colony in America.*
4. *William Penn was a Quaker.*
5. *Separatism is being separate from the Church of England.*
6. *Pocahontas begged to save John Smith's life.*
7. *Roger Williams and William Penn were born in London, England.*
8. *His father was not happy at first, but then respected William's beliefs and courage.*
9. *He came to America because he wanted to separate from the Church of England.*
10. *His last name is Penn, so it is named after his family name.*

Math/Social Studies:

- ❖ Have the child design a colony.
 - Use a piece of graph paper to plot the locations within his colony.
 - Label each side of the graph.
 - Create a key.
 - Include a compass rose.
 - Name the colony.



- List the coordinates of each location in the colony. For example; church (B4)

- ❖ Patience Wright was the first wax artist to make wax figures. As a girl she started modeling small figures using bread dough clay. As an adult she made life-size wax figures and charged people money to look at them. While she was working in London she sent messages to the colonies about the English military plans. She was our country's first woman spy.
 - Create a model of the colony using bread dough clay.
 - ✦ Tear the crusts off dry, stale white bread.
 - ✦ Break the bread into small pieces.
 - ✦ Add about 1 tablespoon of white glue for each piece of bread.
 - ✦ Mix it with a spoon, then knead it with your fingers until it is soft but not sticky.
 - ✦ Optional: Add food coloring to make colored clay. White clay may also be painted when dry.
 - ✦ Shape the buildings, and place them on waxed paper to dry.
 - ✦ Shape small figures of colonists. Use toothpicks or your fingernails to create details on the people. Place them on waxed paper to dry.
 - ✦ When they are dry, use paint or markers to decorate the pieces.
 - ✦ Place them on a large piece of sturdy cardboard. Use the map of the colony as a guide.
 - Have the child create stories of the colonists and use the figures to act out the story.

Music:

- ❖ Native Americans who lived near the colonists would sing and dance to the beat of their drums.
 - ❖ Make a Native American drum.
 - Place the oatmeal container on the sheet of brown paper. Trace around the container.
 - Lift the container from the paper. Draw another circle that is about two inches larger than the first circle. Cut out the larger circle.
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- Place the paper circle on the thin cloth. Use it as a pattern to cut a cloth circle the same size.
 - Place the paper circle on the open end of the oatmeal container. Line up the smaller circle with the circumference of the container. Fold down the two-inch border around the outside edge of the container so that it fits snugly.
 - Place the thin cloth on top of the paper, and fold down the edges. Place a thick rubber band around the edge of the container to hold both circles in place.
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- Cover the cloth and paper drumhead with two coats of acrylic varnish. Allow the varnish to dry completely between coats.
 - Paint the outside of the drum.
 - When the drumhead is completely dry, use a permanent marker to draw a design on the drumhead.
 - Play the drum with your fingertips or hand. Dance and sing along with the rhythms.

