

# Lesson 4

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## Skills:

- ❖ Recognize and say the sound of *chr*.
- ❖ Recognize root words and correctly add suffixes.
- ❖ Demonstrate evidence of literal and inferential comprehension.
- ❖ Learn about Massachusetts.
- ❖ Apply scripture to life situations.
- ❖ Use simple logic to develop a strategy.
- ❖ Large motor development: kicking

## Materials:

- ❖ Spelling squares
- ❖ Shape Memory game
- ❖ Nine bean bags
- ❖ *The First Step, How One Girl Put Segregation on Trial*, by Susan E. Goodman
- ❖ *Fudge-a-Mania*, by Judy Blume
- ❖ Worksheets 4, 4a

## Calendar:

- ❖ Continue routine activities.
- ❖ Read *Fudge-a-Mania*, chapters 12-14.
- ❖ Journal prompt: Tell about a memorable summer vacation.

## Language Arts/Social Studies/Bible:

- ❖ Remind the child that the letters *chr* make a “kr” sound.
  - Have the child say the word *chrome*.
  - Place the *chr* spelling square in front of the child. Have him say the “chr” sound, as in *chrome*.
  - Have him spell the word *chrome*.
  - Choose ten sight word flashcards. Have the child use the spelling squares and spell the words.
  - Review the sounds on worksheet 4, part A. Have him say a word containing each sound.
- ❖ Ask the child, “What is a root word?” (*The root word is the word before a suffix or prefix is added.*) Have the child read the words on worksheet 4, part B. Put a rectangle around the root words.

Answers:

<i>blasted</i>	<i>scrubbing</i>	<i>richer</i>	<i>stringy</i>	<i>ankles</i>	<i>stacked</i>
<i>flopped</i>	<i>huddles</i>	<i>hunted</i>	<i>mixer</i>	<i>pumping</i>	<i>lumpy</i>
<i>clumps</i>	<i>crispy</i>	<i>wishing</i>	<i>dusted</i>	<i>shifted</i>	<i>stronger</i>
- ❖ Worksheet 4, part C: Have the child add the suffix -ing to each of the words.

Answers:

  1. *voting*
  2. *shaving*
  3. *hiding*
  4. *raking*
  5. *wiping*
  6. *deleting*
  7. *exhaling*
  8. *quoting*
- ❖ Worksheet 4, part D: Have the child read the story about Plumpy the Pig.

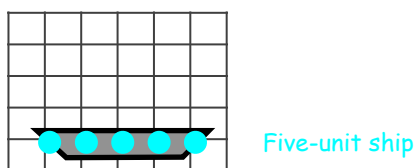
Answers:

  9. *Plumpy likes to eat corn.*
  10. *She likes to stomp in the mud and stir it with her nose. She flops in the mud and makes a big mess.*
  11. *She stopped eating as much corn. She sprinted across her pen.*
  12. *She didn't want to go to the market and become pork chops.*

- ❖ Read *The First Step, How One Girl Put Segregation on Trial*. Have the child answer the following questions using complete sentences as often as possible:
  - How old was Sarah Roberts when she started school? (*She was four years old.*)
  - Why did the policeman remove Sarah from her classroom? (*Boston had a rule that said African American children must go to a separate school. The school she was at was only for white children.*)
  - How do you think Sarah felt when he removed her? (*scared, upset, angry, confused, surprised*)
  - Sarah’s parents had to take her case to court and ask a judge to change the rule. Who did they choose to fight for her? (*They chose two lawyers: Robert Morris and Charles Sumner.*)
  - Did they win the case in court? (*no*) Did they give up? (*no*)
  - Sarah’s father asked people to sign petitions and support change. Did they? (*Yes, black and white people agreed it was time for change. In 1855, Boston was the first major city to integrate its schools.*)
  - Sarah and her family had to fight for change, but they did it peacefully. They asked people to understand and support change. Discuss this verse: *Those who promote peace have joy* (Proverbs 12:20b).
- ❖ The abbreviation for Massachusetts is MA, and it is called the Bay State. The state capital is Boston. Dunkin’ Donuts began in Massachusetts, and Dr. Seuss was born in this state. During the Boston Tea Party, Paul Revere and the Sons of Liberty dumped crates of tea into the harbor. Think of a town made of donut boxes (box-town: Boston). Dr. Seuss (sounds like Massachusetts) is walking through Boston with donuts on his head and dumping tea into the harbor. Have the child draw a picture to help remember the name of the capital: Boston, Massachusetts.

## Math:

- ❖ Play Shape Memory.
  - Lay the cards face down in even rows.
  - Player one turns over two cards.
  - If one card is a shape word and the other is the matching shape card, set them aside.
  - If the cards do not match, put them back face down.
  - Player two does the same.
  - When all of the cards have been matched, count to see which player has more matches.
- ❖ Have the child sort the shape cards and explain the sorting rule (number of edges, number of vertices, color, shapes drawn with straight lines, shapes drawn with curves, etc.).
- ❖ Use worksheet 4a, pages 1-4 to play Sink the Ship (a paper format of *Battleship*).
  - Each player use a Self and Player game grid to play the game.
  - Draw a five-unit ship, a four-unit ship, a three-unit ship, and a two-unit ship on your grid.



- Players take turns calling out coordinates.
- If a player says a coordinate where his opponent’s ship is located, the opponent says, “Hit.” If not, the opponent says, “Miss.”
- Mark your guesses on the opponent grid so you don’t repeat guesses.
- You may keep track of your opponent’s guesses on the grid with your ships.
- A ship is sunk when all of the coordinates have been hit. You must tell your opponent, “You sank my ship.”
- The player to sink all of the opponent’s ships first wins.
- Play additional games using copies of the Sink the Ship game boards in the resource pages.

## Physical Education/Social Studies:

- ❖ Have the child make a large copy of the map from worksheet 1.
- ❖ Place the map on the floor.
- ❖ Have the child call out a state, then toss the bean bag onto the corresponding state.
- ❖ Record hits and misses using tally marks (||||). Make one vertical line for each throw and make a diagonal line to record the fifth hit or miss. This makes it easy to count by groups of five.
- ❖ Variations to the activity: Have the child close his eyes and throw the bean bag; spread the sheets of paper apart on the floor; and have the child step farther away to throw.

