

# Lesson 4

---

## Skills:

- ❖ Write dictated words and sentences.
- ❖ Identify a simile.
- ❖ Write a descriptive paragraph.
- ❖ Recognize abbreviations.
- ❖ Demonstrate evidence of literal and inferential comprehension.
- ❖ Correctly use inequality symbols.
- ❖ Tell time to one-minute increments.
- ❖ Write dictated numbers.
- ❖ Extend a pattern.
- ❖ Identify a number that comes before or after a given number.
- ❖ Order numbers from least to greatest.
- ❖ Apply scripture to daily situations.
- ❖ Large motor development: ball-handling skills
- ❖ Apply potential and kinetic energy concepts.
- ❖ Character development: honesty

## Materials:

- ❖ Three dice
- ❖ Ping pong paddles
- ❖ Ping pong ball
- ❖ Abbreviation Memory
- ❖ Flashcards: division
- ❖ *The Wildest Race Ever, The Story Of The 1904 Olympic Marathon*, by Meghan McCarthy
- ❖ *Geronimo and the Gold Medal Mystery*, by Geronimo Stilton
- ❖ Worksheet 4

## Calendar:

- ❖ Continue routine activities.
- ❖ Read *Geronimo and the Gold Medal Mystery*, chapters, “As Easy As Nibbling On Cheese!” “Not The Red Button,” “I Can’t Stand Bananas!” “Geronimo, You’re Amazing!” “Facts About The Modern Olympics.”

## Language Arts/Social Studies:

- ❖ Read *The Wildest Race Ever*. Have the child answer the following questions (orally or by writing the answers on a sheet of paper) using complete sentences as often as possible:
  - When was the first Olympic marathon held in America? (*It was held in America on August 30, 1904.*)
  - What other event was held simultaneously (at the same time)? (*The Olympics and the World’s Fair were held simultaneously.*)
  - Why did the officials have to map a new route for the marathon? (*Severe rainstorms washed away the old route.*)
  - How was the new route different than the old route? (*It was more difficult.*)
  - What was the difference between the number of runners who signed up for the race and the number of runners who actually started on the day of the race? (*41-32=9*)
  - What was the temperature on the day of the marathon? (*It was ninety degrees.*) How does this compare to the temperature at your house today? (*Answers will vary.*)

- At the beginning of the marathon, it appeared as if one runner was running to win the race. Who was that runner? (*It was Fred Lorz.*)
- Why didn't Lorz win the race? (*He had cramps, got into an automobile, and rode off. Then he appeared on the last lap of the track after passing the other runners. He was accused of cheating and was banned from competing.*)
- Leviticus 19:11 says, "Do not steal. Do not lie. Do not deceive one another." Which word in this verse is a synonym of cheat? (*deceive*) Ask the child, "What do cheat and deceive mean?" (*They mean to cause someone to believe something that is not true, typically to gain some personal advantage.*) Do you believe cheating is wrong? (*Answers may vary.*) Proverbs 26:18-20 (ERV) says, "Anyone who would trick someone and then say, 'I was only joking' is like a fool who shoots flaming arrows into the air and accidentally kills someone." Do you believe it is wrong to trick someone or to say the trick is a joke? What if the trick causes harm to someone? Deuteronomy says God detests anyone who deals dishonestly. Do you choose to be honest in all of your actions?
- What were some of the difficulties the runners encountered during the marathon? (*The dirt roads were dusty so they had trouble breathing. One runner began vomiting. Some didn't have enough water or got sick from drinking contaminated water. Some got cramps. One was distracted by gathering food along the way. One was chased off course by an angry dog. One was poisoned by trainers trying to help him.*)
- How long did it take the winning runner to complete the marathon? (*It took three hours, twenty-eight minutes, fifty-three seconds.*)
- ❖ A simile is a figure of speech used to make writing and speaking more interesting and descriptive. It compares two things using the word like or as. For example: He was as brave as a lion. The author uses similes to describe the way Lorz runs. Find the two similes. (*He took off like a bullet. He ran the last lap of the track like a steam engine.*) Have the child create three similes.
- ❖ Dictate the following words and sentences to your child. Have him write them on a sheet of paper. Ask him to choose one word and write it in a sentence. Then check for correct spelling and punctuation. If anything is incorrect, have the child draw a line through it and write it correctly above or next to it.
  - spies
  - enemies
  - countries
  - supplies
  - terrifies
  - The athletes exercised their bodies.
  - When will we hear stories about the Olympics?
  - fries
  - armies
  - candies
  - parties
  - allies
- ❖ Have the child write a paragraph about difficulties runners may experience during a marathon. They may be realistic or silly. Have him include at least three difficulties.
  - Remind him that a paragraph is made of several sentences that tell about the same subject. It has three main parts: the topic sentence, the body sentences, and the closing sentence. The topic sentence tells what the paragraph is about. The body sentences tell the details that support the topic. The closing sentence restates the topic sentence and concludes the paragraph.
  - Have the child share his thoughts first. What is the main idea? The topic sentence should introduce the paragraph in an interesting way. What details should be used in this paragraph? Help him choose descriptive words to make his paragraph interesting. Then allow him to write it.
  - Have the child read his paragraph aloud. Make sure the ideas flow logically. If any sentences are out of order, draw an arrow to the place in the paragraph where they would fit better. Then 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 error and write the correction above or next to it. Have him recopy his paragraph on another sheet of paper.
  - Have the child draw an illustration for his paragraph.

- ❖ Play Abbreviation Memory.
  - Lay the cards face down in even rows.
  - Player one turns over two cards. Have the child read each card.
  - If one card is an abbreviation and the other is the matching word, 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.

## Math:

- ❖ Remind the child how to compare three-digit numerals.
  - Ask the child, “How do we compare three-digit numerals?” (*We compare three-digit numerals by looking at the numeral in the hundreds place.*)
  - Have the child roll three dice. (On one of the dice, write the numerals 7, 8, 9, and 0 using a permanent marker.) Write them as a three-digit number on the sheet of paper. Roll the dice again to create another three-digit number. Write this number beside the other number on the paper. Compare the numbers, and write the correct symbol in the circle ( $<$   $>$   $=$ ). Have the child continue to roll the dice and create three-digit numbers to compare. Record the numbers and the answers on the paper.
- ❖ Ask the child, “How many minutes are between each number on a clock? What do we count by when we count around the clock?” (*Each numeral stands for five minutes. We count by fives.*)
- ❖ Ask, “What does each small line between the numerals represent?” (*Each line represents one minute.*)
- ❖ Show 3:42 on the clock. Ask the child, “What numeral has the hour hand just gone past?” (3) “Has it reached the four yet?” (*no*) Tell the child, “This means the time is past three o’clock. Where is the minute hand pointing?” (*two lines past the 8*) “Start at the 12, and count by fives to see how many minutes the 8 represents.” He should count by fives until he reaches the numeral 8. This is 40 minutes. “Count two more minutes, one for each line past the 8. What time is it?” (3:42)
- ❖ Continue to show the child other times in one-minute increments. Have him tell you the correct time.
- ❖ Now tell him a time, and have him show the correct time on the clock.
- ❖ Worksheet 4, part A: Dictate the following numbers to your child, and have him write them on the lines.  
*Answers:*  
 1. 825   2. 162   3. 459   4. 297   5. 609   6. 724   7. 305   8. 261   9. 937   10. 520
- ❖ Have the child complete worksheet 4, parts B-D independently.
  - Worksheet 4, part B: Have the child continue the patterns.  
*Answers:*  
 700, 800, 900; 1,000  
 200, 400, 600, 800  
 300, 600, 900  
 800, 700, 600, 500, 400  
 300, 400, 500, 600, 700
  - Worksheet 4, part C: Have the child write the number that comes before or after the given number.  
*Answers:*  
 825, 826   162, 163   459, 460   97, 98  
723, 724   304, 305   260, 261   936, 937  
608, 609, 610   519, 520, 521
  - Worksheet 4, part D: Have the child write the numbers from least to greatest.  
*Answers:* 123, 176, 240, 365, 431, 497, 575, 604, 760, 763, 886, 978

- ❖ Play a flashcard game to review division facts.
  - Put all of the division flashcards in a pile. Show the child a flashcard and ask him to say the quotient. If he answers correctly, place the card in front of the child. If the quotient is unknown, gently remind the child. Have the child repeat the equation before you put it back in your pile. Continue until the child has correctly named all the quotients.

## Physical Education/Science:

- ❖ Play table tennis. (If you have a ping pong table, play a game of ping pong. If not, create your own table tennis surface.)
  - Place masking tape in a line across a table.
  - You and your child will stand on opposite sides of the tape, or “net.”
  - Use ping pong paddles and a ping pong ball.
  - Serve the ball to your child. Bounce it once, then hit it over the “net.”
  - The ball may bounce once on the child’s side of the court. He will pass it back over the “net.”
  - Scoring:
    - ◆ If the ball bounces twice on one side of the “net,” the other player receives a point.
    - ◆ If a player misses the ball, the other player receives a point.
    - ◆ If the ball goes out of bounds, or is not playable, the other player receives a point.
  - Alternate turns serving. Play until one player reaches ten points.
  - Variation: Count how many times you can successfully pass the ball over the net to each other.
- ❖ Review the potential and kinetic energy of the ball.
  - Raising the ping pong ball to a higher position when passing it over the net will increase its potential energy.
  - As the ball drops, the potential energy in the ball is converted into kinetic energy.
  - Once the ball hits the ground, the kinetic energy will be converted into compressed potential energy.
  - Then the potential energy is converted back into kinetic energy as the ball bounces upwards.
  - How does passing the ball higher over the net affect a player’s ability to pass the ball back? Is it easier to pass a ball that bounces higher? Can you successfully pass the ball more times when each player passes the ball higher in the air?



name \_\_\_\_\_

Part A: Write the numbers you hear.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Part B: Continue the pattern.

1. 700, \_\_\_\_\_, 900, \_\_\_\_\_

2. 200, 400, 600, \_\_\_\_\_

3. 300, 600, \_\_\_\_\_

4. 800, 700, 600, \_\_\_\_\_, \_\_\_\_\_

5. 300, 400, \_\_\_\_\_, 600, \_\_\_\_\_

Part C: Write the number that comes before or after the given number.

825 \_\_\_\_\_

162 \_\_\_\_\_

459 \_\_\_\_\_

97 \_\_\_\_\_

\_\_\_\_\_ 724

\_\_\_\_\_ 305

\_\_\_\_\_ 261

\_\_\_\_\_ 937

\_\_\_\_\_ 609 \_\_\_\_\_

\_\_\_\_\_ 520 \_\_\_\_\_

Part D: Write the numbers from least to greatest.

431

176

886

575

763

978

240

604

365

497

123

760

---

---

---

---

---

---

---

---

---

---

---

---