

Lesson 1

Skills:

- ❖ Count by fours.
- ❖ Understand how to read and make compound words.
- ❖ Learn about historical figures.
- ❖ Read orally with increased fluency and expression.
- ❖ Develop basic map skills.
- ❖ Write addition and subtraction fact families.
- ❖ Subtract two-digit numbers.
- ❖ Locate numbers on a number line.
- ❖ Learn about an artist and her works of art.
- ❖ Use different mediums to create original art.

Materials:

- ❖ Spelling squares
- ❖ Base ten counting pieces
- ❖ Place value board
- ❖ *The Mayflower Adventure*, by Colleen L. Reece
- ❖ Worksheets 1, 1a, 1b

Calendar:

- ❖ Establish routine activities.
- ❖ Count by fours from 4-100. Use the hundred chart if needed.
- ❖ Read *The Mayflower Adventure*, chapters 1-4.
- ❖ Have your child write about any topic he chooses in his journal.

Language Arts/Social Studies/Bible:

- ❖ Teach the child how to read and make compound words. A compound word is made when two words join to form a new word.
 - Have the child spell *mail* and *box* with spelling squares.
 - Push the words together, and read the compound word *mailbox*.
 - Have the child practice making compound words with the spelling squares.
 - note + book = notebook
 - bath + tub = bathtub
 - sun + shine = sunshine
 - gum + drop = gumdrop
 - some + thing = something
- ❖ Have the child read the compound words on worksheet 1, part A. If the child struggles to see the two smaller words in the compound word, draw a line to divide the word. (*May/flower*) You may also cover the second half of the compound as he reads the first word, and then uncover the second word. These are words used in the story about Pilgrims in part C of worksheet 1.
- ❖ Read the sight words in part B, and have the child repeat each word. Randomly point to each sight word, and have the child read each one. Continue until the child is comfortable reading all of them. These words are also used in the story about Pilgrims in part C of worksheet 1.
- ❖ Have the child read the information about the Pilgrims on worksheet 1, part C. Remind him to use phonics to sound out the short and long vowel words that follow the rules. Use context clues for sight words he may not recognize. Allow him to read an entire sentence before suggesting any corrections.