

- ❖ Have your child write about any topic he chooses in his journal.

## Language Arts/Social Studies/Bible:

- ❖ Remind the child that the letters *ew* make an “oo” sound.
  - Have the child say the word *new*.
  - Place the *ew* spelling square in front of the child. Have him say the “ew” sound, as in *new*.
  - Have him spell the word *new*.
  - Can he make two other words that rhyme with *new*? (*few, dew*)
  - Have him use the blends *gr* and *dr* to make words that rhyme with *new*. (*grew, drew*)
  - Have him use *grew* and *drew* in a sentence.
  - Can he spell other words that rhyme with *new*? (*flew, brew, stew, chew, knew, blew*)
  - Have him spell *blew* and *blue*. What are these words called? (*homophones*) Tell him that *blew* is the past tense of *blow*, and *blue* is a color. Have him use the homophones in a sentence.
  - Have him spell *knew* and *new*. These are also homophones. Tell him that *knew* is the past tense of *know*, and *new* is the opposite of *old*. Have him use the homophones in a sentence.
- ❖ Dictate the following words to the child, and have him write each word on an index card. Dictate the sentences to your child, and have him write them on a sheet of paper.
  - screw
  - brewing
  - Andrew
  - pew
  - nephews
  - newsprint
  - blew
  - jewel
  - Dad needed the screwdriver to take the screw out of the wood.
  - The new Liberty Bell cracked.
  - Matthew chewed the gum until it was hard.
    - ✦ *Check for correct spelling. Check for correct punctuation and a capital letter at the beginning of each sentence. If anything is incorrect, have the child draw a line through the incorrect answer and write the correct answer above or next to it.*
- ❖ Review how to alphabetize words that begin with the same letter.
  - Ask the child, “How are words put into alphabetical order?” (*They are put into order by looking at the first letter of the word.*)
  - Ask the child, “What if two words begin with the same letter? What do we do then?” (*When the first letter is the same in more than one word we look at the second letter in each word.*)
    - ✦ Use the index cards with the dictated words.
    - ✦ Ask the child, “What is the first letter in the alphabet? (*a*) Is there a word that begins with an *a*?” (*yes-Andrew*) “It comes first in alphabetical order.”
    - ✦ Ask, “Is there a word that begins with a *b*?”
    - ✦ Ask, “What is the second letter in each of these words?” (*r* and *l*)
    - ✦ Ask, “Which comes first in the alphabet, *r* or *l*?” (*l*)
    - ✦ Say, “*Blew* comes first in alphabetical order. What word will come next?” (*brewing*)
    - ✦ Ask, “What do you do if there is not a word beginning with the letter in the alphabet? (*Skip the letter and go on to the next letter in the alphabet.*)
    - ✦ Have your child put the rest of the words in alphabetical order. He may find it easier to place the words in alphabetical order if he circles or highlights the second letter in each of the words that begin with the same letter.  
*Answers: Andrew, blew, brewing, jewel, nephews, newsprint, pew, screw*

- ❖ Have the child read the words on worksheet 1, part A. Help him divide the words into syllables and read them. These words are included in part B of the worksheet.
- ❖ Have the child read part B of the worksheet, and then answer the questions in part C.

*Answers:*

1. *The first bell was made in London, England.*
  2. *John Pass and John Stow made the second bell.*
  3. *The bell rang to summon the lawmakers to their legislative sessions. It was also used to alert the townspeople to public proclamations and meetings.*
  4. *The bell is cracked.*
  5. *Answers will vary.*
  6. *The Liberty Bell is now on display next to Independence Hall.*
  7. *Abolitionists were people who were fighting to end slavery.*
- ❖ Worksheet 1, part D: Have the child list four compound words from the story.  
*Answers: throughout, thereof, lawmakers, townspeople*
  - ❖ Worksheet 1, part E: Have the child write the Bible verse that is inscribed on the Liberty Bell.
  - ❖ Discuss the unit verse: *Proclaim liberty throughout all the land unto all the inhabitants thereof* (Leviticus 25:10). What does liberty mean? (*being free*) How are we free in our country? (*Answers will vary.*) What are inhabitants? (*the people who live in a place*) What evidence do you see that our country was founded on biblical principles? Continue to look for examples as you learn about other United States symbols in this unit.
  - ❖ Look up Roman numerals MDCCLIII, and see what each of the letters stand for.
  - ❖ Read *Saving the Liberty Bell*. Have the child answer the following questions using complete sentences as often as possible:
    - What did John Jacob and his father hide from the Redcoats? (*They hid the Great Bell, or Liberty Bell.*)
    - Why did they hide the bell? (*The British would melt it to make musket shots or cannons.*)
    - How did they hide and transport the bell? (*They hid it under straw, potato sacks, and a lady's hoop skirt, and carried it in their wagon.*)
    - When John Jacob awoke at night to the sound of hoof beats, who did he think it was? (*He thought it was the Redcoats.*)
    - Did the Redcoats find John Jacob and his father? (*No, it was George Washington and his soldiers.*)
    - Why did the Great Bell have to be transferred to another wagon? (*John Jacob's wagon broke.*)
    - Where did they hide the bell? (*They hid it under the floorboards of a church.*)

## Math:

- ❖ 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.
- ❖ Review the concept of one-half. Remind that dividing something in half gives two equal parts.
- ❖ Demonstrate the concept of one-half. Give your child a sheet of paper, and have him fold it in half. One-half is one of the two equal parts.