

# Lesson 143

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## Skills:

- ❖ Use word recognition skills and strategies to read and comprehend text.
- ❖ Complete and compose an analogy.
- ❖ Write compound words.
- ❖ Differentiate between homophones and homonyms.
- ❖ Calculate the range, mode, median, and the mean of a set of data.
- ❖ Display information on a graph.
- ❖ Read directions and follow a recipe including fractions.
- ❖ Play an instrument to the rhythm of music.

## Materials:

- ❖ Flour
- ❖ Sugar
- ❖ Baking powder
- ❖ Baking soda
- ❖ Butter
- ❖ Milk
- ❖ Cookie sheet
- ❖ Rolling pin
- ❖ Large mixing bowl
- ❖ Circular cookie cutter
- ❖ Alphabet Memory game
- ❖ Flashcards: addition, subtraction, multiplication, division
- ❖ Rhythm boxes from prior music worksheets
- ❖ Instruments
- ❖ *How Much Can a Bare Bear Bear? What Are Homonyms and Homophones?* by Brian P. Cleary
- ❖ *(I Am) Harriet Tubman*, by Grace Norwich
- ❖ Worksheets 87a, 115b, 123b, 127b, 131b, 135b, 143, 143a

## Calendar:

- ❖ Continue routine activities.
- ❖ Read *(I Am) Harriet Tubman*, chapter 3.
- ❖ Have your child write about any topic he chooses in his journal.

## Language Arts/Social Studies:

- ❖ Tell the child, “We have learned about homophones this year. Homonyms are words that are pronounced the same and spelled the same but have different meanings. Look at the title of the book, *How Much Can a Bare Bear Bear?* *Bare* and *bear* are homophones. They are pronounced the same, but are spelled differently and have different meanings. *Bear* and *bear* are homonyms. They are pronounced and spelled exactly the same. In the title, what does the first *bear* mean?” (*It is a furry animal.*) “What does the second *bear* mean?” (*put up with or carry*)
- ❖ Read *How Much Can a Bare Bear Bear? What Are Homonyms and Homophones?*
  - Have the child identify the homophones and homonyms in the book.
  - Have the child choose three pairs of homophones and homonyms and use them in sentences.
- ❖ Worksheet 143, part A: Have the child read the words.

- ❖ Worksheet 143, part B: Have the child read about the Underground Railroad, then answer the questions.

*Answers:*

1. *No, it was a way slaves escaped. It referred to the people, homes, and hideouts that slaves used to escape to freedom.*
2. *The conductors were people who led the slaves along the route.*
3. *Hideouts and homes where slaves hid along the way were called stations or depots.*
4. *It was against the law to help escaped slaves. Slaves would sneak from one station to the next, hoping not to get caught.*
5. *Someone helping could be put to death by hanging.*
6. *to end*
7. *Pennsylvania was the first state to abolish slavery.*

- ❖ Worksheet 143, part C: Have the child complete the analogies. Then write his own analogy. Ask him to tell you the relationship between the words.

*Answers:*

1. *right*
2. *touch*
3. *cold*
4. *orange*
5. *fruit*
6. *hospital*
7. *cut*
8. *sleep*
9. *flower*
10. *hard*

- ❖ Worksheet 143, part D: Have the child write compound words using the words in the word box.

*Answers: moonbeams, horsefly, lifetime, nowhere, footprint*

- ❖ Play "Alphabet Go Fish."

- Use the Alphabet Memory game cards. This game can be played with two or more players.
- Each player begins with five cards, and holds them in his hand so the other players cannot see them. The remainder of the cards are placed face-down on the table.
- If any players have a match, a matching capital and lower case letter, he may put the pair face-up on the table.
- Player one asks any opponent, "Do you have a \_\_\_\_?" (*He asks for a card that matches any of the cards in his hand.*) If he receives the card he requested and a match is made, the pair is placed face-up on the table. He may play again.
- If the opponent does not have the requested card, he says, "Go fish." The player who made the request draws a card from the pile and his turn is over.
- Players continue taking turns until all of the cards have been matched. The player with the most pairs is the winner.

## Math:

- ❖ Use the flashcards to have flashcard races. Use addition, subtraction, multiplication, or division.
  - Sit beside your child at the table or on the floor.
  - Put the flashcards in one pile under the table or behind your back.
  - Place one flashcard on the table, and race to say the answer.
  - The first person to say the correct answer wins the card. Place it in a pile beside the person who won it.
  - Play until the original stack of cards is gone. The player with the most cards wins.

- ❖ Worksheet 143a: Have the child use the chart in part A to complete worksheet 143a independently. Have him show his work on the problems that require calculations. Allow him to use a calculator on part C.

- Worksheet 143a, part B: Have the child round each of the numbers in the chart.

*Answers:*

52	48	61	52	59	87	75
50	50	60	50	60	90	80

- Use the rounded numbers to estimate how many slaves Harriet Tubman helped to escape. (The child should add vertically.)  
 $50+50+60+50+60+90+80= 440$  slaves
- Add to determine how many slaves Harriet Tubman actually helped to escape. (The child should add vertically.)  
 $52+48+61+52+59+87+75= 434$  slaves
- Worksheet 143a, part C: Have the child find the range, mode, median, and the mean of the set of numbers using a calculator.
  - range:  $87-48= 39$
  - mode: 52 (it is listed twice)
  - median: 59 (Put the numbers in order: 48, 52, 52, 59, 61, 75, 87. The number in the middle is 59.)
  - mean: 62 (The sum of the numbers is 434.  $434\div 7=62$ )
- Worksheet 143a, part D: Have the child make a bar or line graph to display the information in the chart. Then answer the questions.

*Answers:*

1. 27 slaves:  $75-48=27$
2. October
3. February
4. Answers will vary.

- ❖ Runaway slaves carried biscuits in their pockets so they wouldn't get too hungry while traveling. Make biscuits.

- Ingredients:
  - ✦ 2 cups flour
  - ✦ 1 tablespoon sugar
  - ✦ 2 1/2 teaspoons baking powder
  - ✦ 1/2 teaspoon baking soda
  - ✦ 1/4 cup butter
  - ✦ 3/4 cup milk
- Directions:
  - ✦ Preheat the oven to 375 degrees.
  - ✦ Mix flour, sugar, baking powder, and baking soda in a large bowl.
  - ✦ Use a fork to cut the butter into the flour mixture until it looks coarse.
  - ✦ Slowly stir in the milk to make a stiff dough.
  - ✦ Knead the dough lightly.
  - ✦ Use a rolling pin, and roll the dough to a two-inch thickness.
  - ✦ Use a circular cookie cutter or turn a glass upside down and cut biscuits.
  - ✦ Place them on a cookie sheet, and bake at 375 degrees for 20-25 minutes.

## Music:

- ❖ Use all of the rhythm boxes and worksheets to create a “song.” (worksheets 87a, 115b, 123b, 127b, 131b, 135b) Have the child choose one of the instruments he made and play the song.
- ❖ Turn on the child’s favorite song and let him play his instruments to the rhythm of the music.

name \_\_\_\_\_



### Part A: Read the words.

threat      spray      complain      shiver      concentrate      bother  
protect      produce      smuggle      torch      snatching      stranger

### Part B: Read about the Underground Railroad.

The Underground Railroad wasn't really a railroad. It was a name given to the way that slaves escaped. The Underground Railroad ran from 1810 to the 1860s. The Underground Railroad referred to the people, homes, and hideouts that slaves used to escape to freedom. The "underground" part of the name comes from its secrecy and the "railroad" part of the name comes from the way it was used to transport people. The Underground Railroad used railroad terms. People who led the slaves along the route were called conductors. Hideouts and homes where slaves hid along the way were called stations or depots. Many people from various backgrounds worked as conductors and provided safe places for the slaves to stay along the route. Some of the conductors were former slaves such as Harriet Tubman. She escaped using the Underground Railroad and then returned to help more slaves escape. Many white people who felt that slavery was wrong also helped. They often provided hideouts in their homes, food and other supplies. Traveling on the Underground Railroad was difficult and dangerous. Slaves would often travel by foot at night. They would sneak from one station to the next, hoping not to get caught. Stations were usually around ten to twenty miles apart. Sometimes the slaves would have to wait at one station until they knew the next station was safe. It was very dangerous for the slaves who were trying to escape, and also for those helping them. It was against the law to help escaped slaves. In many southern states, conductors could be put to death by hanging. Since the slaves escaped and lived in secrecy, no one is quite sure how many escaped. The state of Pennsylvania was the first state to abolish, or end, slavery in 1780.



Harriet Tubman

1. Was the Underground Railroad a railroad with trains? \_\_\_\_\_

\_\_\_\_\_

2. Who were the conductors on the Underground Railroad? \_\_\_\_\_

\_\_\_\_\_

3. What were the hideouts on the Underground Railroad called? \_\_\_\_\_

\_\_\_\_\_

4. Why was the railroad underground and secret? \_\_\_\_\_

\_\_\_\_\_

5. What could be someone's punishment for helping a slave escape? \_\_\_\_\_

\_\_\_\_\_

6. What does abolish mean? \_\_\_\_\_

7. Which was the first state to abolish slavery? \_\_\_\_\_

\_\_\_\_\_

**Part C: Complete the analogies. Use the words in the Word Box.**

touch

cut

right

cold

hospital

sleep

orange

hard

flower

fruit

1. Up is to down as left is to \_\_\_\_\_.

2. Eye is to see as finger is to \_\_\_\_\_.

3. Summer is to hot as winter is to \_\_\_\_\_.

4. Banana is to yellow as carrot is to \_\_\_\_\_.

5. Chicken is to meat as strawberry is to \_\_\_\_\_.

6. Teacher is to school as nurse is to \_\_\_\_\_.

7. Pencil is to write as knife is to \_\_\_\_\_.

8. Hungry is to eat as tired is to \_\_\_\_\_.

9. Hammer is to tool as rose is to \_\_\_\_\_.

10. Ice is to cold as concrete is to \_\_\_\_\_.

**Write an analogy.** \_\_\_\_\_

\_\_\_\_\_

**Part D: Write compound words.**

**Use the words in the word box.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Word Box**

moon

fly

time

print

where

beams

horse

foot

no

life

name \_\_\_\_\_



Part A: We don't know how many slaves escaped on the Underground Railroad, but pretend that the chart below tells how many slaves escaped from September through March.

Months of the Year	September	October	November	December	January	February	March
Number of Escaped Slaves	52	48	61	52	59	87	75

Part B: Round each of the numbers in the chart.

Number of Escaped Slaves	52	48	61	52	59	87	75
Rounded Number							

Use the rounded numbers to estimate how many slaves escaped.

\_\_\_\_\_

Add to determine how many slaves actually escaped.

\_\_\_\_\_

Part C: Find the range, mode, median, and the mean of the set of numbers. Use a calculator.

range \_\_\_\_\_

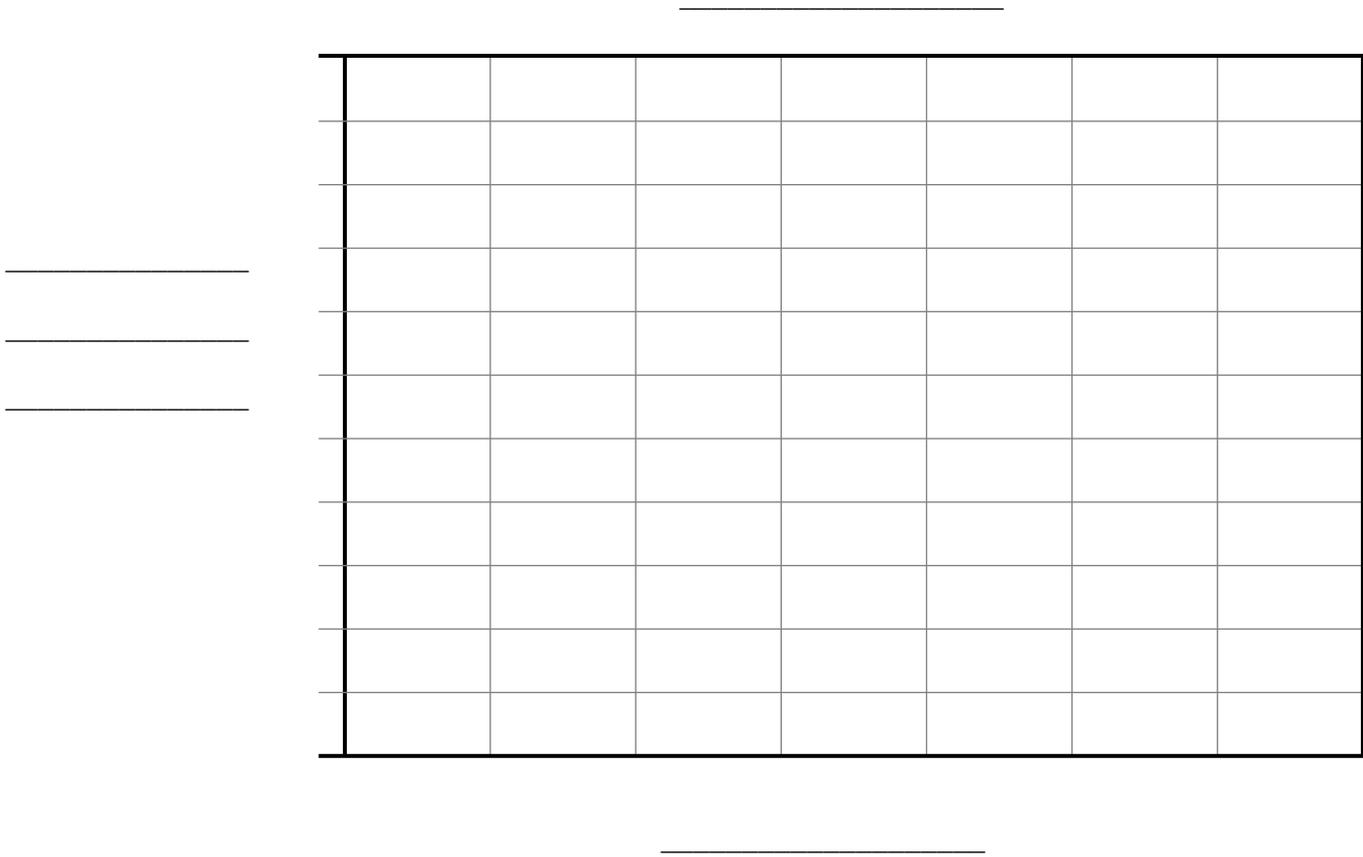
mode \_\_\_\_\_

median \_\_\_\_\_

mean \_\_\_\_\_

Part D: Make a bar or line graph to display the information in the chart.

Months of the Year	September	October	November	December	January	February	March
Number of Escaped Slaves	52	48	61	52	59	87	75



Answer the questions.

1. How many more slaves escaped in March than in October? \_\_\_\_\_
2. In which month did the least number of slaves escape? \_\_\_\_\_
3. In which month did the most number of slaves escape? \_\_\_\_\_
4. Write a question about your graph. Ask someone to answer it. \_\_\_\_\_