Lesson 105

Skills:

- Demonstrate evidence of literal and inferential comprehension.
- Use a dictionary, and define words.
- Understand the meaning of idioms.
- Multiply three-digit numbers.
- Identify parallel lines.
- Draw vertical, horizontal, and congruent line segments.
- Create a mosaic.

Materials:

- Geoboard and rubber bands
- Dried rice, peas, beans, and corn
- Heavy cardboard or scrap piece of plywood
- *The Enormouse Pearl Heist,* by Geronimo Stilton
- *Runaway Ralph,* by Beverly Cleary
- Worksheets 105, 105a

Calendar:

- Continue routine activities.
- Read *The Enormouse Pearl Heist*, chapters "Hisssss!" "A Gift for Me?" "I'm Ready" "Is This Yours?" "An Alarming Pilot," "The Provolone Family."

Language Arts/Social Studies:

- Read *Runaway Ralph*, chapters 1-3. 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:
  - Who gave Ralph his motorcycle? (*A boy named Keith, a former guest at the Mountain View Inn, gave the motorcycle to Ralph.*)
  - What were Ralph's safety precautions for riding his motorcycle? (*He wore a crash helmet, and he made sure his tail didn't get caught in the spokes.*)
  - How did he make his motorcycle go? (*He inhaled deeply and exhaled with a pb-pb-b-b-b sound.*)
  - Why did Ralph's siblings rarely venture into the lobby? (*They were afraid of the stuffed animals.*) Explain to the child that the stuffed deer head and the stuffed owl aren't like toy stuffed animals. These animals are made using taxidermy: the art of preparing, stuffing, and mounting the skins of animals with a lifelike effect.
  - Why did Uncle Lester want to talk to Ralph? (*He was concerned about Ralph's lifestyle. He thought Ralph was not being responsible. He thought Ralph was getting fat from eating peanuts. He wanted Ralph to move into the mouse nest and help collect supplies for the lean months.*) Do you think Uncle Lester was being reasonable?
  - Why would hotel mice be safe from people who are snoring? (*If they are snoring, they are asleep. People who are asleep can't catch and hurt mice.*)
  - Do you think Ralph was being selfish with his motorcycle?
  - Why do you think Ralph didn't realize some of the mice had multiple turns on the motorcycle? (*He was having a pity party and feeling sorry for himself. He wasn't paying attention to who rode.*)
  - Why did Ralph decide to run away? (*He didn't want to live in the safe mouse nest. He wanted to be free and independent. He wanted a life of speed and danger and excitement.*)
  - Which humans were able to communicate with Ralph? (*Humans who loved speed and motorcycles were able to communicate with Ralph.*)

- Why wouldn't Matt help Ralph get his motorcycle down the stairs? (*He didn't want Ralph to be dependent on him. If Ralph wanted to run away and be independent, he needed to figure things out himself.*) Do you think this was a valid response?
- What was Ralph's solution to his problem? (*He would ride down a ramp into a soft shrub.*)
- How did his plan go wrong? (*His motorcycle went too quickly down the ramp, and he flew into the air. He landed upside down in the shrub, which had spiky twigs under the soft leaves.*)
- How did Ralph use his mouse skills to retrieve his motorcycle? (*He chewed it out of the shrub.*)
- Do you think Matt was worried about Ralph? (*Answers may vary, but he probably was. He came out to look for Ralph. When he didn't find a broken motorcycle he said, "Now maybe I can get some sleep."*)
- What common dislike did Ralph and Sam share? (*Neither of them liked kittens.*)
- What saved Ralph when he ran away from Sam? (*A gopher's hole saved Ralph.*)
- Why did the gopher want Ralph to leave his tunnel? (*He didn't want it all cluttered. He said that when mice move in they take over.*)
- Describe what Ralph saw and heard as he emerged from the tunnel. (*He saw a stray chicken wandering across the lawn. He heard a horse whinny. He heard laughter and chatter of boys and girls.*)
- How was Ralph rescued from the cats? (*The boy, Garf, from the Mountain View Inn scooped him up in a butterfly net.*)
- Garf appeared to be angry and mean. Why? (*He didn't participate in activities at camp. This was his first time away from home, and he probably felt lonely.*)
- Have you ever been to camp? How did you feel about being away from home?

❖ Discuss elements of the story with the child.

- What was the initial setting of the story? (*The setting was the Mountain View Inn in the Sierra Nevada Mountains.*) Have the child locate the Sierra Nevada Mountains on a map.
- How did the setting change? (*Ralph ran away, and the rest of the story took place at Happy Acres Camp.*)
- Who is the main character of the story? (*Ralph*) Name some other characters in the story. (*Ralph's family, Garf, Matt, Aunt Jill, Sam, the campers*)
- The conflict of a story is the problem that the main character faces. What was Ralph's conflict? (*He wanted to be independent and free. He was dissatisfied with his life.*)
- Who is the author of the story? (*Beverly Cleary*)

❖ Idioms are phrases that do not mean exactly what they say. Which idiom would you say to Ralph when he was trapped in the gopher hole?

- It's raining cats and dogs.
- Now you're in a real pickle.
- Don't let the cat out of the bag.
- *Answer: Now you're in a real pickle.* (*It means he's in a difficult situation or a mess.*)

❖ Teach the child punctuation rules for direct quotations.

- Quotation marks go around the words that someone is speaking.
- When the speaker's name is written before the quotation, write a comma and then the quotation mark. The period or question mark at the end of the quotation always goes inside the quotation marks.
  - ✦ The mother cat instructed, "Children, forget the butterfly and watch closely."
  - ✦ The woman asked, "You caught a mouse inside a butterfly net?"
- When the speaker's name is written after a quotation that is a statement, put a quotation mark before the direct quote. Then write a comma and the closing quotation mark. Write the speaker's name, and end the sentence with a period.
  - ✦ "Garf stays to himself," said the girl.

- When the speaker's name is written after a quotation that is a question, put a quotation mark before the direct quote. Then write a question mark and the closing quotation mark. Write the speaker's name, and end the sentence with a period.
  - "Do I have to?" pleaded Ralph.
- Sometimes a speaker's name is written between two direct quotations. Follow the rules for a quotation coming before the speaker's name. Then put quotation marks around the second quotation.
  - "I know you mice," answered the gopher. "You are little and you look helpless, but when you move in you take over."

- Worksheet 105, part A: Have the child write the words using cursive handwriting. Note: The last word is written in print. This will allow the child to make the transition between reading print and writing in cursive.
- Worksheet 105, part B: Have the child read the words aloud. Help him divide the words into syllables as needed. Then have him use a dictionary and define the words.

  Answers:

  1. *miniature: little, tiny*
  2. *perilously: in a way full of danger or risks*
  3. *quivered: trembled or shuddered*
  4. *amuse: entertain*
  5. *bewildered: puzzled or confused*
  6. *destination: stopping place, end of a journey*
  7. *clutching: grasping something tightly*
  8. *ferocious: fierce, cruel, or violent*
  9. *ignominiously: causing public disgrace or shame*
  10. *rummaged: to search unsystematically or in a random way*
- Worksheet 105, part C: Have the child read about *too*, *two*, and *to*. Then use the correct word in each sentence.

  Answers:

  1. *to*
  2. *to*
  3. *too*
  4. *two*
  5. *to, too*
  6. *to*
  7. *too, to*
  8. *two*
  9. *to*
  10. *two, too*
- Worksheet 105, part D: Have the child write what each idiom means.

  Answers:

  1. *Add fuel to the fire – To add more to an existing problem*
  2. *Have second thoughts – Have doubts*
  3. *As easy as ABC – Something is very easy*
  4. *Call it a day – Time to quit*
  5. *Miss the boat – you missed your chance*
  6. *Cool as a cucumber – To be very calm under stress*
  7. *Crack a book – Open up a book and study*
  8. *Draw a blank – Can't remember*
  9. *Cat got your tongue? - Why aren't you talking?*
  10. *Doggy bag - A bag to take home leftovers from a restaurant*

- Worksheet 105, part E: Have the child write true or false next to each statement.

  Answers:

  1. *true*
  2. *false*
  3. *true*
  4. *false*
  5. *true*
  6. *true*
  7. *false*

- Worksheet 105, part F: Have the child write quotation marks to show the direct quotations.

  Answers:

  1. *Uncle Lester said, "Ralph, it is time we had a talk."*
  2. *Matt asked, "Just where do you think you're going?"*
  3. *"I'm running away," answered Ralph.*
  4. *"I'm the watchdog of Happy Acres Camp," said Sam.*
  5. *"Why are you in my tunnel?" asked the gopher.*
  6. *"A live mouse is an interesting and instructive plaything," said the mother cat to her kittens.*
  7. *"He's trying to play dead," explained the tomcat. "But I can feel his heart beating beneath my paw."*
  8. *"The mouse belongs to Garfield," said Aunt Jill. "He gets to feed his own mouse."*

Math:

- Review polygons. Ask, "What is a polygon?" (*It is a plane figure, flat shape, with at least three straight sides and angles*.) "What is a regular polygon?" (All the side lengths are equal.) "If the side lengths are not equal, what is the shape called?" (*It is an irregular polygon*.)
  - Have the child use the geoboard to show the following polygons:
    - a four-sided, irregular polygon
    - a three-sided, regular polygon
    - a seven-sided, irregular polygon
    - a four-sided, regular polygon
    - Continue with other polygons.
  - Have the child use the geoboard to show the following:
    - a vertical line segment
    - a horizontal line segment
    - two parallel line segments
    - two perpendicular line segments
  - Have the child use the geoboard to show the following angles:
    - a right angle
    - an acute angle
    - an obtuse angle
  - Have the child make a design of his choice.
- Show the child how to multiply a three-digit number with regrouping on paper. Use the problem on worksheet 105a, part A.
  - Remind the child that when multiplying a three-digit number, we multiply from the bottom number to the top.
  - Begin in the ones place, and multiply three times six. Write an 8 in the ones column under the equals line.
  - Ten ones regroup as one ten. Show this by writing a 1 above the tens column.
  - Multiply the tens place: three times eight equals twenty-four. Now add the one regrouped ten to this answer: twenty-four plus one equals twenty-five. Write a 5 in the tens column under the equals line. Note: The multiplication must be done prior to adding the regrouped number. What value does the 25 represent? (*250*)

- Twenty tens regroup as two hundreds. Show this by writing a 2 above the hundreds column.
- Multiply the hundreds place: three times four equals twelve. Add the regrouped hundred: twelve plus two equals fourteen. What value does the 14 represent? (*1,400*)
- There isn't a number in the thousands column to multiply, so write a 1 in the thousands column under the equals line.
- Ask the child, "How do you remember the order of operations in math? (*You can remember it by the initials PEMDAS or the phrase, "Please excuse my dear Aunt Sally."*) "What do the letters stand for?" (*The letters stand for parentheses, exponents, multiplication, division, addition, subtraction*.) "Explain the rule." (*The rule says a calculation inside parentheses or a number with an exponent is done first, then any multiplication or division, and lastly the addition and subtraction. So when multiplying a place value that has a regrouped number above it, multiply first, then add the regrouped number*.)

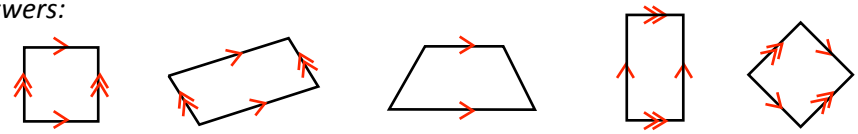
❖ Have the child now multiply the three-digit numbers on worksheet 105a, part A.

Answers:

1. 2,388 2. 5,817 3. 2,288 4. 6,152 5. 2,135
6. 210 7. 8,676 8. 825 9. 4,060 10. 5,224

❖ Worksheet 105a, part B: Have the child use arrows to mark the sets of parallel lines.

Answers:



❖ Worksheet 105a, part C: Have the child follow the instructions and answer the questions.

Answers:

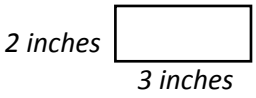
1.

2. P Q

3. octagon

4. C D Y Z (The line segments should be the same length.)

5.



Perimeter = 3+2+3+2 = 10 inches

Art:

❖ At Happy Acres Camp, the campers make a mosaic. A mosaic is a type of art that uses small pieces of different materials. The materials are glued onto a base to create an overall design. They glue dried rice, peas, beans, and corn to scraps of plywood.

❖ Use a piece of plywood or heavy cardboard to make a mosaic.

name _____

Part A: Write the words using cursive handwriting.

Ralph

Garf

Beverly Cleary

mouse

Part B: Use a dictionary, and define the words.

1. miniature: _____
2. perilously: _____
3. quivered: _____
4. amuse: _____
5. bewildered: _____
6. destination: _____
7. clutching: _____
8. ferocious: _____
9. ignominiously: _____
10. rummaged: _____

Part C: Read about too, two, and to. Use the correct word in each sentence.

Too means also or more than enough. For example: The girls are going swimming too.

Two means the number 2. For example: Ralph's motorcycle has two wheels.

To can be a preposition or can change a verb tense. For example: Ralph wanted to go to the camp.

1. Keith gave the red motorcycle _____ Ralph.
2. This is the first year Garf has gone _____ camp.
3. Chum crammed _____ many sunflower seeds into his cheek.
4. Ralph's motorcycle has _____ wheels.
5. Did Lara go _____ Happy Acres Camp last year _____?
6. Ralph went _____ sleep in the soft leaves.
7. Ralph was _____ scared _____ move when Catso appeared.
8. There were _____ animals in cages in the craft shop.

9. No one came _____ the rescue of the small mouse behind the bamboo.
10. _____ close escapes are _____ many in one day.

Part D: Write what each idiom means.

1. Add fuel to the fire: _____
2. Have second thoughts: _____
3. As easy as ABC: _____
4. Call it a day: _____
5. Miss the boat: _____
6. Cool as a cucumber: _____
7. Crack a book: _____
8. Draw a blank: _____
9. Cat got your tongue: _____
10. Doggy bag: _____

Part E: Write true or false next to each statement.

1. _____ The tomcat played scoop-and-toss with Ralph.
2. _____ Matt helped Ralph get his motorcycle down the steps.
3. _____ Ralph hid in a gopher's tunnel to avoid the dog.
4. _____ Garf was excited to go to camp.
5. _____ Ralph enjoyed crumbs from peanut butter and banana sandwiches.
6. _____ Hotel mice consider it safe to walk around snoring humans.
7. _____ Ralph enthusiastically gave the little mice a ride on his motorcycle.

Part F: Put quotation marks to show the direct quotations in the sentences.

1. Uncle Lester said, Ralph, it is time we had a talk.
2. Matt asked, Just where do you think you're going?
3. I'm running away, answered Ralph.
4. I'm the watchdog of Happy Acres Camp, said Sam.
5. Why are you in my tunnel? asked the gopher.
6. A live mouse is an interesting and instructive plaything, said the mother cat to her kittens.
7. He's trying to play dead, explained the tomcat. But I can feel his heart beating beneath my paw.
8. The mouse belongs to Garfield, said Aunt Jill. He gets to feed his own mouse.

name _____

Part A: Multiply three-digit numbers with regrouping.

Multiply 486x3.

Think: 486= 400+80+6.

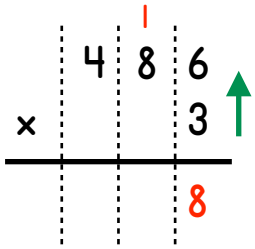
So 486x3= (400x3) +(80x3) + (6x3)

1200+240+18=1,446

$$\begin{array}{r} 486 \\ \times\ 3 \\ \hline 1{,}458 \end{array}$$

$$\begin{array}{r} 1{,}200 \\ 240 \\ +\ \ 18 \\ \hline 1{,}458 \end{array}$$

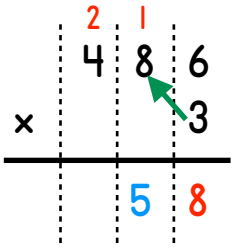
When multiplying on paper:



Multiply the ones place first: 3x6=18.

Write an 8 in the ones column under the equals line.

Ten ones regroup as one ten. Show this by writing a 1 above the tens column.



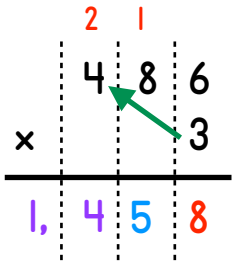
Multiply the tens place: 3x8=24.

Add the regrouped ten: 24+1=25.

What value does the 25 represent? _____

Write a 5 in the tens column under the equals line.

Twenty tens regroup as two hundreds. Show this by writing a 2 above the hundreds column.



Multiply the hundreds place: 3x4=12.

Add the regrouped hundred: 12+2=14.

What value does the 14 represent? _____

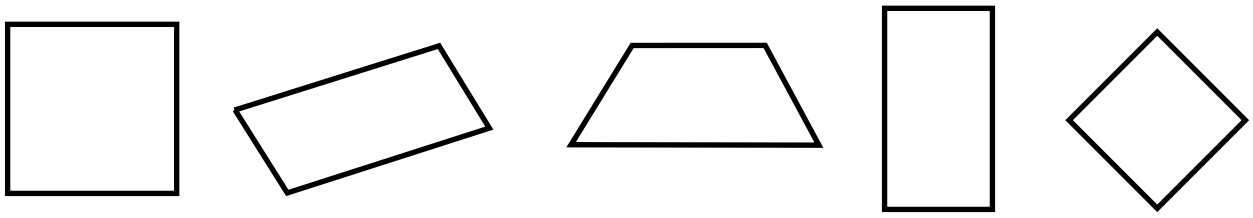
Write a 4 in the hundreds column under the equals line.

There isn't a number in the thousands column to multiply, so write a 1 in the thousands column under the equals line.

Multiply.

1. 398 × 6	2. 831 × 7	3. 572 × 4	4. 769 × 8	5. 427 × 5
6. 105 × 2	7. 964 × 9	8. 275 × 3	9. 580 × 7	10. 653 × 8

Part B: Use arrows to mark the sets of parallel lines.



Part C: Follow the instructions, and answer the questions.

1. Draw a vertical line. Name it MN.

2. Draw a horizontal line segment. Name it PQ.

3. Draw a regular polygon with eight sides. What is its name?

4. Draw two congruent line segments. Name them CD and YZ.

5. Draw a four-sided shape with two sets of congruent sides. One set of sides has a length of three inches each. The other set of sides has a length of two inches each. What is the perimeter of this shape?