

# Lesson 19

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## Skills:

- Review the sounds of *oo*.
- Say rhyming words.
- Decode words by breaking them into syllables.
- Understand how to use proper punctuation in writing.
- Identify the adjective that describes a noun.
- Understand how to write and use possessive nouns.
- Use manipulatives to model division.
- Understand that multiplication and division are inverse operations.
- Evaluate events according to duration.
- Compare numbers and determine if one set is equal to, greater than, or less than the other set.
- Count by even and odd numbers.
- Read number words.
- Perform body movements in rhythm with music.

## Materials:

- ❖ M&M's®
- ❖ Paper clock
- ❖ Flashcards: division
- ❖ *Toward the Goal, the Kaká Story*, by Jeremy V. Jones
- ❖ Worksheets 19, 19a

## Daily Opening Routine:

- ❖ Continue routine activities.
- ❖ Read *Toward the Goal, the Kaká Story*, chapter 4.

## Language Arts:

- ❖ Ask the child, “What is a noun?” (*a person, place, thing, or idea*) “What is an adjective?” (*a word that describes a noun*) Note: articles (*a, an, the*) are considered adjectives.
  - Have the child identify the nouns in this sentence: A girl kicked the ball on the field. (*girl- a person; ball- a thing; field- a place*)
  - To make a sentence more interesting or to give the reader a better picture of what the writer is communicating, the writer can use adjectives to describe the nouns. A tall girl kicked the soccer ball on the grass field.
  - Which adjectives describe girl? (*a, tall*)
  - Which adjectives describe ball? (*the, soccer*)
  - Which adjectives describe field? (*the, grass*)
- ❖ Read the sentences to the child, and have him add an adjective to describe the underlined nouns.
  - The player wears cleats. (*Possible answer: The soccer player wears blue cleats.*)
  - The referee blew his whistle.
  - The fans stood in the stands.
- ❖ Remind the child that *oo* in a word can make two different sounds. It can make the sound in *moon* or the sound in *book*. When reading *oo* words in a sentence, use context clues to help identify the word and the correct sound of *oo*.
  - Have the child say three words that rhyme with *moon*.
  - Have the child say three words that rhyme with *book*.

- ❖ Worksheet 19, part A: Have the child use the arrows as a guideline for writing the letters and only lift the pencil at the end of the letters. The child should write all the letters in the word and then go back to cross the letter t and dot the letter i. Remind the child to use proper spacing.

- Have the child say five words that begin with the letter g.

- ❖ Worksheet 19, part B: Have the child read the sentences and write the correct punctuation mark at the end of each sentence.

Answers:

1. *The fisherman put a hook on the end of his fishing line.*
2. *Sally loves to read so she is called a bookworm.*
3. *Do we have soccer lessons this afternoon?*
4. *Watch out! The caboose came unhooked from the end of the train.or!*
5. *The weather is gloomy today.*
6. *Did the soccer player use his left foot to shoot the ball into the goal?*
7. *David enjoyed drawing cartoon characters in his notebook.*
8. *The food smelled so good that the puppy started to drool.or!*

- ❖ Worksheet 19, part C: Have the child read the words. Help him divide the words into syllables and read them. These words are included in part D of the worksheet.

- ❖ Worksheet 19, part D: Have the child read the story and then answer the questions on a sheet of paper.

Answers:

1. *David Beckham was born in London, England.*
2. *David dreamed of being a professional soccer player.*
3. *David played the position of midfielder.*
4. *The goal is a long ways away. It would be difficult to make the shot.*
5. *David made a fantastic play in a game when he decided to take a shot from midfield. He was able to bend, or curl, the soccer ball so that it would change direction in the air.*

- ❖ Worksheet 19, part E: Have the child underline the possessive noun in each sentence.

Answers:

1. *The referee's whistle broke during the game.*
2. *The players' jerseys were black and red.*
3. *The soccer ball's seam started to rip.*
4. *The stadium's benches were made of metal.*
5. *After the exciting match, the coaches' voices were hoarse.*
6. *Charles' uniform was sweaty after playing the game.*

- \* Have the child write the possessive nouns in the correct categories.

Singular possessive nouns

Plural possessive nouns

*referee's*

*players'*

*stadium's*

*balls'*

*Charles'*

*coaches'*

- ❖ Have the child read each sentence in part F and then rewrite the sentence using a possessive noun.

Possible answers:

1. *The referee's red card is in his pocket.*
2. *Coach Jones' clipboard is on the bench.*

## Math:

- ❖ Ask the child, "What is division?" (*Division is dividing, or putting, items into groups.*) Show the  $10 \div 2 =$  flashcard. Tell the child that the equation is read, "Ten divided by two equals." It means to divide ten into two groups.
  - Have the child make a group of ten M&M's®. Have the child divide the group of ten M&M's® into two equal groups.



- Ask the child, "How many are in each group?" (*five*)
  - Show the  $12 \div 3 =$  flashcard. Ask the child, "How many groups would we make?" (*three*) "How many would be in each group?" (*four*)
- ❖ Ask the child, "What is the answer to a multiplication equation called?" (*product*) Ask the child, "What is the answer to a division equation called?" (*quotient*)
- ❖ The child should also memorize the division facts. While learning the facts some children may show the whole group and count one item at a time into smaller groups, like with fraction problems.
- ❖ Show the  $10 \div 5 =$  flashcard. Divide ten M&M's® into five groups. How many are in each group? (*two*)
- ❖ Compare  $10 \div 5 = 2$  flashcard and the  $10 \div 2 = 5$  flashcard. Ask the child what he notices about the equations. (*The numbers are the same in both equations. The numbers are in a different order.*) Explain that the equations are part of the fact family.
- ❖ Teach the child that multiplication and division are inverse operations. This means they undo each other. Multiplication can be used to check a division equation, and division can be used to check a multiplication equation.  $10 \div 5 = 2$ , then  $2 \times 5 = 10$ .
- ❖ Have the child choose ten flashcards and continue to model each equation using the M&M's®. Have the child read each equation and say the quotient.
- ❖ Ask the child, "If Sam and Victoria each get six cookies, how many cookies are there in all?" (*twelve*) Ask the child to write a math equation to represent this problem. For example,  $2 \times 6 = 12$  or  $6 + 6 = 12$ .
- ❖ If there are twelve cookies and two children will share them, how many cookies will each child receive? (*six*) Ask the child to write a math equation to represent this problem. ( $12 \div 2 = 6$ )
- ❖ Worksheet 19a, part A: Have the child use his paper clock to answer the questions.

Answers:

1. 10:00 a.m.
2. 4:30 p.m.      4:10 p.m.
3. 40 minutes
4. 5:00 p.m.
5. 6:30 p.m.
6. 3 hours
7. 9:00 a.m.
8. one hour and 45 minutes      8:45 p.m.

- ❖ Worksheet 19a, part B: Have the child fill in the correct symbol ( $>$   $<$   $=$ ).

Answers:

1.  $>$
2.  $<$
3.  $=$
4.  $>$
5.  $<$
6.  $>$
7.  $=$
8.  $>$

- ❖ Worksheet 19a, part C: Have the child count by even numbers.

Answers:

1. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24
2. 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50

- ❖ Worksheet 19a, part D: Have the child count by odd numbers.

*Answers:*

1. 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35
2. 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89, 91

- ❖ Worksheet 19a, part E: Have the child draw a line to match the numeral with the correct number word.

*Answers: The lines should be drawn to connect these pairs.*

- 46 forty-six
- 12 twelve
- 82 eighty-two
- 37 thirty-seven
- 90 ninety
- 15 fifteen
- 28 twenty-eight
- 74 seventy-four
- 53 fifty-three
- 100 one hundred
- 13 thirteen
- 5 five
- 89 eighty-nine
- 30 thirty

## Music:

- ❖ Sing the “Hokey Pokey” song.

You put your right hand in,  
You put your right hand out,  
You put your right hand in,  
And you shake it all about.

You do the hokey pokey,  
and you turn yourself around.  
That’s what it’s all about.

Additional verses: You put your....

- left hand
- right foot
- left foot
- head
- back side
- whole self

name \_\_\_\_\_



Part A: Write the letters.

g g

get

lag

mug

grow

big

Part B: Read the sentences. Write the correct punctuation mark at the end of each sentence (. ? !).

1. The fisherman put a hook on the end of his fishing line \_\_\_\_
2. Sally loves to read so she is called a bookworm \_\_\_\_
3. Do we have soccer lessons this afternoon \_\_\_\_
4. Watch out \_\_\_\_ The caboose came unhooked from the end of the train \_\_\_\_
5. The weather is gloomy today \_\_\_\_
6. Did the soccer player use his left foot to shoot the ball into the goal \_\_\_\_
7. David enjoyed drawing cartoon characters in his notebook \_\_\_\_
8. The food smelled so good that the puppy started to drool \_\_\_\_

Part C: Read the words.

legend      interested      direction      typically      dreamed      endurance  
professional      decided      fantastic      moment      outstanding      reality

Part D: Read the story. Then answer the questions on a sheet of paper.

David Beckham was born in London, England and is known as a legend in soccer. As a young boy, David dreamed of being a professional soccer player. He even told his friends that someday he would play for Manchester United, a professional soccer team in England. His dreams became reality. After one of his youth games, a Manchester United scout told David they were interested in having him play on their team. He received an offer to play on the youth team and later played on the professional team.

David played the position of midfielder. Midfielders play between the forwards and the defenders. Midfielders run more than other positions and must have great endurance. They don't typically shoot the soccer ball from the middle of the soccer field. But David made a fantastic play in a game when he decided to take a shot from midfield. The goal keeper was playing a long way out of the goal, and David's shot caught him by surprise. The ball sailed into the net, and David scored the point. That moment was the start of David's fame. He said, "When my foot struck that ball, it kicked open the door to the rest of my life."

His shot was so outstanding that he became famous for it. He was able to bend, or curl, the soccer ball so that it would change direction in the air. He struck the ball with the inside of his right foot with his body leaning to the left. Kick a soccer ball and see if you can "bend it like Beckham."

1. Where was David Beckham born?
2. What job did David dream of having?
3. What soccer position did David play?
4. Why do you think soccer players don't typically shoot a goal from the middle of the soccer field?
5. What made David famous?

**Part E: Underline the possessive noun in each sentence.**

1. The referee's whistle broke during the game.
2. The players' jerseys were black and red.
3. The soccer balls' seams started to rip.
4. The stadium's benches were made of metal.
5. After the exciting match, the coaches' voices were hoarse.
6. Charles' uniform was sweaty after playing the game.

**\* Write the possessive nouns in the correct category.**

Singular possessive nouns	Plural possessive nouns

**Part F: Read each sentence. Then rewrite it using a possessive noun.**

1. The referee has a red card in his pocket.

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2. Coach Jones has a clipboard on the bench.

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name \_\_\_\_\_



### Part A: Use your paper clock to answer the questions.

1. It is 9:45 a.m. The soccer game starts in fifteen minutes. What time does the game start? \_\_\_\_\_
2. The team is to be at the field thirty minutes prior to game time. During this time the players will warm up. If the game is scheduled to begin at 5:00 p.m., what time should the players arrive at the field? \_\_\_\_\_  
Danny lives twenty minutes away from the soccer field. What time does he need to leave his house? \_\_\_\_\_
3. Each half of the youth soccer game will be twenty minutes long. How long is the entire game? \_\_\_\_\_
4. Samuel started his soccer practice at 3:00 p.m. He practiced for two hours. What time did he finish his practice? \_\_\_\_\_
5. Kate should practice her dribbling for one-half hour each day. If she starts to practice at 6:00 p.m., what time will she be done practicing? \_\_\_\_\_
6. Paul leaves to shop for soccer cleats at 9:00 a.m. He gets home at 12:00 p.m. How long did he shop? \_\_\_\_\_
7. Amy is baking cookies as a treat for the soccer players. She needs two hours to make them and allow them to cool completely. If she wants to deliver them to the field at 11:00 a.m., what time should she start making cookies? \_\_\_\_\_
8. Each half of a professional soccer match is 45 minutes long. There is a half-time of 15 minutes. If there is no penalty time added at the end of the match, how long will the match last? \_\_\_\_\_ If it begins at 7:00 p.m., what time will it end?  
\_\_\_\_\_

### Part B: Fill in the correct symbol: > < =

1. 73 \_\_\_ 25
2. 47 \_\_\_ 71
3. 58 \_\_\_ 58
4. 26 \_\_\_ 24
5. 56 \_\_\_ 57
6. 66 \_\_\_ 60
7. 99 \_\_\_ 99
8. 975 \_\_\_ 799

### Part C: Count by even numbers.

1. 2, \_\_\_\_, 6, \_\_\_\_, \_\_\_\_, 12, 14, \_\_\_\_, \_\_\_\_, 20, \_\_\_\_, 24
2. \_\_\_\_, \_\_\_\_, 32, 34, \_\_\_\_, 38, \_\_\_\_, 42, 44, \_\_\_\_, 48, \_\_\_\_

Part D: Count by odd numbers.

1. 13, \_\_\_\_\_, 17, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 25, \_\_\_\_\_, \_\_\_\_\_, 31, \_\_\_\_\_, 35

2. \_\_\_\_\_, 67, \_\_\_\_\_, 71, 73, \_\_\_\_\_, 77, \_\_\_\_\_, \_\_\_\_\_, 83, 85, \_\_\_\_\_, 89, \_\_\_\_\_

Part E: Draw a line to match the numeral with the correct number word.

46	one hundred
12	thirteen
82	ninety
37	eighty-two
90	fifty-three
15	five
28	seventy-four
74	eighty-nine
53	forty-six
100	thirty
13	fifteen
5	thirty-seven
89	twelve
30	twenty-eight