

Lesson 59

Skills:

- Understand behaviors of a good citizen.
- Apply spelling and phonics concepts through written practice.
- Demonstrate evidence of literal and inferential comprehension.
- Recall the four food groups, and evaluate diet for good nutrition.
- Differentiate between a phrase and a complete sentence.
- Arrange words in alphabetical order.
- Multiply and divide by factors of five and ten.
- Apply economic principles.
- Recognize a quarter note, quarter rest, and half note. Clap a rhythm.
- Understand a time signature.

Materials:

- ❖ Flashcards: sight words, multiplication, division
- ❖ *Ramona Quimby, Age 8*, by Beverly Cleary
- ❖ Worksheets 59, 59a, 59b

Daily Opening Routine:

- ❖ Continue routine activities.
- ❖ Have the child read *Ramona Quimby, Age 8*, chapters 5-7. Have the child practice reading the story aloud with fluency and expression.

Language Arts/Social Studies/Science/Bible:

- ❖ After reading *Ramona Quimby, Age 8*, 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:
 - Beezus and Ramona considered making something awful for dinner because they were upset about their punishment. Would this have demonstrated being good members of their family community? Why or why not? (*Answers will vary, but making something awful would have wasted food. Their family is on a tight budget and can't afford to waste food.*)
 - What do they learn from cooking dinner together? (*Answers will vary.*)
 - Beezus' teacher suggests that a cook should always check to see if all the ingredients are available before cooking. How would this have changed dinner plans if the girls had checked?
 - How were the parents gracious in the way they handled the dinner cooked by the girls? (*They ate it without complaining and pretended to enjoy it.*)
 - How did Ramona feel after smiling at her mom and forgiving her? (*She felt lighter and could be happy again.*) The Bible says: *Forgive, and you will be forgiven* (Luke 6:37). Why does it command us to forgive others? Do you find it easy or hard to forgive others?
 - How had Ramona's behavior in school changed since the egg incident? (*She was uncomfortable in school; she didn't want to be a nuisance; she stopped volunteering answers; she dreaded school.*)
 - Ramona felt that her dad was more concerned with the car than with her. Do you ever feel that way?
 - What were the symptoms of Ramona's sickness? (*Her oatmeal spoon felt heavy, and her feet felt heavier than usual. The ride to school seemed longer than usual, and she didn't feel like responding to Yard Ape. Her head felt heavy, and her fingers didn't want to move. The blue oatmeal gave her a terrible feeling when she looked at it.*) Have you ever thrown up in front of people?
 - What did Ramona and their car have in common? (*They were both sick.*)
 - How did Ramona's father show her he was thinking about her while she was sick? (*He drew her a picture.*)
 - How did Ramona's mother show her she was concerned about her while she was sick? (*She stayed home from work to take care of her.*)
 - How did Ramona's class let her know they were thinking about her? (*They wrote cards for her.*)

- ❖ Worksheet 59, part A: Have the child write the words. Remind him to write all the letters in the word before lifting the pencil to dot or cross letters.
- ❖ Worksheet 59, part B: Have the child read the words. Help him divide the unmarked words into syllables to read them. Randomly point to the words in part B, and have the child read each one. Continue until the child is comfortable reading all of them. These words are included in part C of the worksheet.
- ❖ Worksheet 59, part C: Have the child read the information. Discuss the food groups and the nutrients required to stay alive and healthy.
 - Make a food consumption chart. Track your daily intake of food for one week. When the chart is complete, analyze the chart together. Did he eat enough servings of each food group? Did he eat too many extra foods? Did he have good nutrition this week? How can he improve?

	Foods Eaten	Food Groups
Breakfast		
Snack		
Lunch		
Snack		
Dinner		

- ❖ Worksheet 59, part D: Have the child put a check mark on the line if the group of words is a complete sentence and then put a punctuation mark at the end of each sentence.

Answers:

1. ___ *When the dry spots on the concrete in front of the house*
 2. *Ramona climbed on the counter to reach the box of cornmeal.*
 3. *Mrs. Quimby was whisking around the living room.*
 4. ___ *Hoping the terrible feeling would go away*
 5. *Would the principal want to be her pal after she threw up?*
 6. ___ *If you're this grouchy at school*
 7. ___ *Ramona's name on the front with a floppy, cursive Q*
 8. *She was bored with television and cramped from lying still.*
- ❖ Ask the child to describe some behaviors of a good citizen and a bad citizen in each of the following situations:
 - Soccer players are running across the field to practice. A child falls and drops his soccer gear. What could happen next?
 - You and your friends find a wallet on the playground, and it doesn't belong to any of you. What could happen next?
 - You and your mom are in the local grocery store, and you see an elderly person trying to carry out his groceries by himself. What could happen next?
 - You and a group of friends spy a child from the neighborhood stealing some baseball cards from a local store. What could happen next?
 - You and your brother see a house in the neighborhood on fire. You heard your parents say this morning that the people who own it are out of town. What could happen next?
 - A friend doesn't understand how to make a line graph. You are great at making graphs. What could happen next?
 - You and your friend notice that a guest at church is being picked on. What could happen next?

- ❖ Read the following sentences to the child. Have him identify the word with the qu sound and then write the word correctly on a sheet of paper. Have him write the word in print and in cursive.
 - Ramona’s classroom was **quiet** during the test.
 - Willa Jean wanted to dress up as a **queen**.
 - The sandals started to **squeak** as Ramona walked.
 - Please raise your hand to ask a **question**.
 - Mr. **Quimby** quit his job so he could go back to college.
 - We learned about **squares** and circles in geometry.
- ❖ Have the child write the words in alphabetical order: *queen, question, quiet, Quimby, quit, squares, squeak*.
- ❖ Ask, “Which of the words is a proper noun?” (*Quimby*)
- ❖ Play Spelling Baseball.
 - Designate a first, second, third, and home base in the room. You may also draw a baseball diamond on a sheet of paper and use a coin to represent the player.
 - The child comes to “bat.” He advances around the bases by spelling words. Simple words earn a single base. More difficult words earn a double, triple, or home run. Divide the sight word flashcards into four categories: single, double, triple, and home run.
 - Have your child choose the number of bases he would like to earn.
 - Say a word from the corresponding category. If he spells it correctly, he advances to that base.
 - Continue to choose base hits and spell words.
 - Each time the child crosses home plate he earns a run.
 - If he is not able to spell the word correctly, he receives an “out.” After three “outs” his turn is over.
 - See how many runs the child can score before he is out.
 - Play nine innings. Keep track of his score each inning.

Math:

- ❖ Have the child count by tens from zero to one hundred. Then have him count from zero to one hundred by fives. Ask, “What coin is equal to ten cents?” (*dime*) Ask, “What coin is equal to five cents?” (*nickel*)
- ❖ Worksheet 59a, part A: Have the child read the information. Ramona’s parents were concerned about money, and they were trying to save money for Mr. Quimby to attend college. Discuss how a budget can help a family. How can a budget help your child? Does he earn money for chores? Is he responsible for spending money of his own?
- ❖ Worksheet 59a, part B: Have the child make a budget. If he does not currently earn money from an allowance or chores, choose appropriate chores for him to complete. Discuss fair payment for the chores, and help him decide how he will spend or save his money.
- ❖ Worksheet 59a, part C: Have the child multiply or divide by factors of five and ten.

Answers:

- | | | | | |
|---|--------|--------|--------|--------|
| 1. 90 | 2. 80 | 3. 45 | 4. 10 | 5. 60 |
| 6. 35 | 7. 80 | 8. 20 | 9. 15 | 10. 20 |
| 11. 0 | 12. 45 | 13. 40 | 14. 70 | 15. 50 |
| 16. 5 | 17. 6 | 18. 8 | 19. 3 | 20. 4 |
| 21. 3 | 22. 5 | 23. 10 | 24. 5 | 25. 5 |
| 26. 5 | 27. 1 | 28. 10 | 29. 5 | 30. 10 |
| 31. $8 \times 10 = 80$ <i>eighty cents</i> | | | | |
| 32. $9 \times 5 = 45$ <i>forty-five cents</i> | | | | |
| 33. <i>Jon has more money.</i> | | | | |
| 34. $80 - 45 = 35$ <i>thirty-five cents</i> | | | | |

- ❖ Sing the “Economics Song” to the tune of “London Bridge.”

Needs are things that we must have,
We must have, to survive.

Needs are things that we must have,
(Child) needs _____.

Wants are things we’d like to have,
Like to have, if we can.

Wants are things we’d like to have,
(Child) wants _____.

Choices can be hard to make,
Hard to make, there are costs.
Choices can be hard to make,
Weigh the costs and benefits.


- ❖ Use the multiplication and division flashcards to have flashcard races. (Use only the five and ten fact flashcards.)
 - Sit beside your child at the table or on the floor.
 - Hold the flashcards in your hand 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 beside the person who won it.
 - Play until the original stack of cards is gone. The player with the most cards wins.


Music:


- ❖ Use worksheet 59b to introduce an eighth note symbol.

- Have the child compare the fractions. Notice that $\frac{1}{4}$ is equal to $\frac{2}{8}$.



- Review the quarter note. It equals one beat. 

- This symbol is an eighth note. It equals one half of a beat. 

- Sometimes eighth notes are written together. 

- ❖ Review a time signature. The top number in a time signature tells how many beats are in each measure. The bottom number tells what type of note equals one beat. In a $\frac{4}{4}$ time signature, there are four beats in each measure. The bottom number shows the quarter note gets one beat. A time signature is like a fraction. When the denominator is four, the whole is divided into fourths or quarters.

- ❖ Notice the time signature is $\frac{4}{4}$.

- ❖ Have the child clap the rhythm pattern:



- Notice there are four quarter notes, and each one equals one beat.
- The child claps on each beat. (clap, clap, clap, clap)

- ❖ Show this rhythm pattern:



- Each beat is divided in half.
- The eighth note equals one half of a beat.
- Have the child clap the rhythm.
- Now, clap a steady four beats. Have the child clap the rhythm while you clap. Notice that he claps once in between each of your steady beats.
- ❖ Have the child clap the other rhythm patterns.
- ❖ Have him create rhythm patterns of his own using quarter notes and eighth notes.

name _____



Part A: Write the words.

milk

fruit

vegetable

bread

meat

Part B: Read the words.

nutrition servings repair growing yogurt examples
digest includes fiber minerals energy car-bo-hy-drate

Part C: Read the information.

Beezus was studying the food groups everyone should eat every day. Do you know the four food groups? You need to eat foods from each of the groups so your body can grow. Food gives you energy to work and play. When you get hurt or sick, good foods help you to get better. Nutrition is eating and using food in your body. If you choose good foods, you have good nutrition, and you are helping your body. The four food groups are milk, fruits and vegetables, bread and cereal, and meat. There are extra foods like cookies, cake, and candy. These are not part of a food group because they do not really help your body. Your body also needs lots of water every day.

A third grader should eat two to four servings from the milk group every day. Foods in the milk group help you to have strong teeth and bones. They also help to repair your body when it is sick or hurt so it can keep on growing. Some foods in the milk group are cheese, yogurt, ice cream, and butter.

Fruits and vegetables come from different types of plants. Most fruits have seeds, and they grow on trees or vines. Some examples are oranges, apples, and strawberries. Vegetables like carrots, celery, and lettuce are the roots, stems, and leaves of the plants. These foods give you carbohydrate energy and fiber, which keeps your body working smoothly. Fruits and vegetables also have lots of vitamins and minerals and make great snacks. A third grader should eat five or more servings from the fruit and vegetable group every day to help him grow and stay healthy.

The bread and cereal group is the biggest food group, so it is always easy to find something to eat from this group. Third graders need four servings each day. These foods are made from grains which are the seeds from grasses like wheat, oats, and rice. Some examples are bread, cereal, oatmeal, rice, and all kinds of noodles. Like fruits and vegetables, bread and cereal foods give you carbohydrate energy. This is fuel for your body to work, run, and play, just like gasoline is fuel for a car. This food group also gives you fiber to keep all of your food going smoothly through your body.

The fourth food group is the meat group. You only need one or two servings every day. This group includes chicken, beef, fish, pork, and eggs. These foods come from animals: chickens, cows, fish, and pigs. There are also meat foods that come from plants: peas, beans, and nuts. All of these foods give your body vitamins, minerals, and nutrients to build and keep a strong, healthy body.

We all need six nutrients to stay alive and healthy: vitamins, fats, protein, minerals, carbohydrates, and water. Vitamins help our bodies form strong bones, fight infection, and use our food effectively. Fats can be used as fuel, and they give the body warmth and energy. Protein helps the body build bigger muscles and organs and can help repair body parts. Minerals make the blood healthy and our bones and teeth strong. Carbohydrates give the body energy to work, run, and play. Over half of the body is made of water. Water helps to digest the food we eat and carry the waste away. Water keeps our temperature just right and carries the other nutrients around the body. It is not a food, but most all foods contain water. When we are careful to eat the right amount of food from each of the food groups, the nutrients work to keep our body alive and healthy.

The Old Testament tells a story about Daniel and his friends. King Nebuchadnezzar brought some of the Israelite boys into the palace to train them. The king only wanted healthy boys who were able to learn things quickly and easily. They would serve in his palace. King Nebuchadnezzar wanted the boys to eat special, fancy food every day. Daniel, one of the Israelites, did not want to eat the king's special food. He asked the guard for permission to eat only vegetables and drink only water. The guard agreed to test Daniel and his friends for ten days. After the ten days, Daniel and his friends looked healthier than all the young men who ate the king's special food.

Part D: Put a check mark on the line if the group of words is a complete sentence. Put a punctuation mark at the end of each sentence.

1. _____ When the dry spots on the concrete in front of the house
2. _____ Ramona climbed on the counter to reach the box of cornmeal
3. _____ Mrs. Quimby was whisking around the living room
4. _____ Hoping the terrible feeling would go away
5. _____ Would the principal want to be her pal after she threw up
6. _____ If you're this grouchy at school
7. _____ Ramona's name on the front with a floppy, cursive Q
8. _____ She was bored with television and cramped from lying still

name _____



Part A: Read the information.

Economics is the study of the way people use goods and money. Parents work hard to earn money to buy the things their families need or want. A need is something you must have to survive. This includes things like food, water, and shelter. You would die without your needs being met. A want is something you would like to have and may be able to get. It is not necessary, and you could do without it. The money parents earn is called a paycheck. Children can earn money by doing chores or jobs around the house. Sometimes children are given an allowance each week. We must choose how we spend our money and learn how to be responsible with it.

A budget is a plan for spending money. Money is a limited resource. This means that when it is gone we will not have any more. A budget can help a family to have money to meet their needs. It can help families plan to save for wants. It makes families aware of how much money they are spending.

How can a budget help a family? How can a budget help you?

Part B: Make a budget. How much do you earn each month from an allowance or chores? What things do you want to spend your money on? Do you tithe money to church?

Income	
Allowance	\$ _____
Chores	\$ _____
Gifts	\$ _____
Other	\$ _____
TOTAL INCOME \$ _____	
Expenses	
Tithe	\$ _____
Toys	\$ _____
Activities	\$ _____
Clothing	\$ _____
Gifts	\$ _____
Other	\$ _____
TOTAL EXPENSES \$ _____	
TOTAL INCOME - TOTAL EXPENSES = \$ _____	

Is there money left to save?

Part C: Multiply or divide.

$$\begin{array}{r} 1. \quad 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 1 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 8 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 10 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 10 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 15 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 30 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 40 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 30 \\ \div 10 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 20 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \quad 15 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 10 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 30 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 30 \\ \div 6 \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad 10 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 20 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 27. \quad 10 \\ \div 10 \\ \hline \end{array}$$

$$\begin{array}{r} 28. \quad 50 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 29. \quad 35 \\ \div 7 \\ \hline \end{array}$$

$$\begin{array}{r} 30. \quad 100 \\ \div 10 \\ \hline \end{array}$$

31. Jon has eight dimes in his pocket. What is the value of his coins?

32. Sally has nine nickels in her pocket. What is the value of her coins?

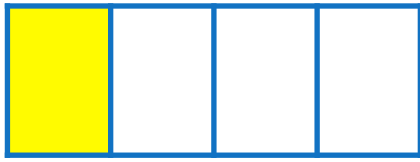
33. Who has more money? _____

34. How much more? _____

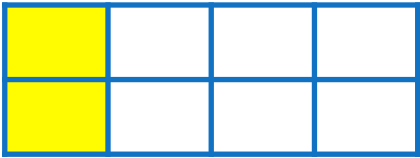
name _____



Compare the fractions.



$$\frac{1}{4} = \frac{2}{8}$$



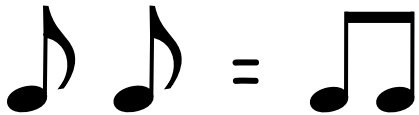
This is an eighth note.



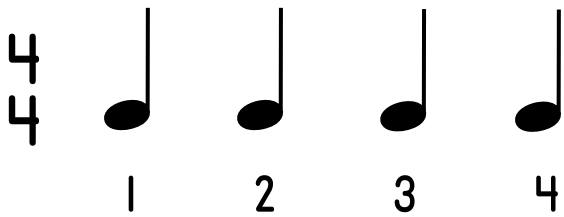
There are two eighth notes in each quarter note. Each eighth note equals one-half of a beat.



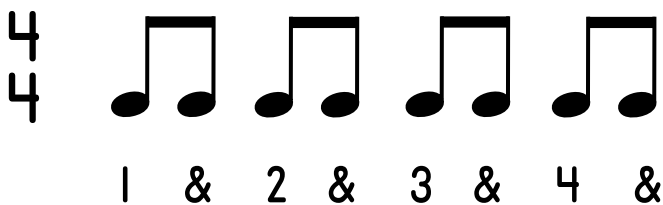
Sometimes two eighth notes are written together.



Clap this rhythm.



Clap this rhythm.



Eighth notes and quarter notes can be written together in one measure.
They must equal the total number of beats in the measure.

Clap these rhythms.

1 2 & 3 4 &

1 & 2 & 3 4 &

1 & 2 3 4 &

1 2 3 & 4 &

1 2 3 4 &