

# Lesson 5

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## Skills:

- ❖ Use a graphic organizer to organize ideas and supporting details.
- ❖ Correctly identify and use verbs.
- ❖ Identify types of sentences.
- ❖ Understand story elements.
- ❖ Write contractions.
- ❖ Identify and avoid double negatives in writing.
- ❖ Read a clock to the hour.
- ❖ Identify a number that comes before or after a number.

## Materials:

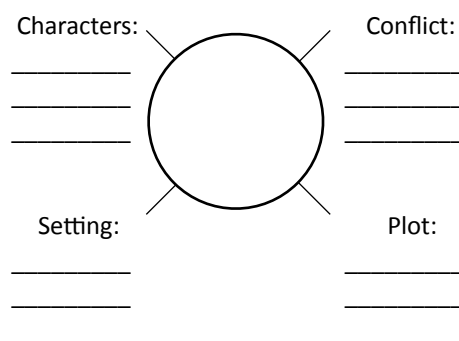
- ❖ Plastic clock or a homemade clock (paper plate, brass fastener, plastic or cut-out paper clock hands)
- ❖ Oil pastels
- ❖ Watercolor paints
- ❖ Paintbrush
- ❖ Hundred chart
- ❖ *The Year of Miss Agnes*, by Kirkpatrick Hill
- ❖ Worksheets 5, 5a

## Language Arts/Social Studies/Bible:

- ❖ Ask the child, “What part of speech is the action word in a sentence?” (*verb*) It tells what something or someone is doing. Have the child name three verbs. For example: jump, eat, and clapped are verbs. Ask the child, “What is the verb in this sentence? *The two men climbed the mountain.*” (*climbed*)
  - Have the child use the verbs in sentences: sings, runs, builds, travels.
- ❖ Review types of sentences. Ask the child, “What is a statement?” (*It is a sentence that tells something. It can also be called a declarative sentence.*) “What punctuation mark is at the end of a statement?” (*a period*) “What is a question?” (*It is a sentence that asks something. It can also be called an interrogative sentence.*) “What punctuation mark is at the end of a question?” (*a question mark*) “What is an exclamation?” (*It is a sentence that shows strong feeling. It can also be called an exclamatory sentence.*) “What punctuation mark is at the end of an exclamation?” (*an exclamation mark*) “What is a command?” (*A command is a sentence that gives an order. It can also be called an imperative sentence.*) “What punctuation mark is at the end of a command?” (*usually a period, but sometimes an exclamation mark*)
  - Have the child say two statements. (His voice should drop at the end of the sentence.)
  - Have the child ask two questions. (His voice should rise at the end of the sentence.)
  - Have the child say two exclamations. (His voice should show strong feeling or excitement.)
  - Have the child give two commands. (His voice should be firm.)
- ❖ Have the child read chapters 13-15 of *The Year of Miss Agnes*.
- ❖ Discuss the story with your child.
  - What are some of your Christmas traditions? Look at Christmas pictures from past years.
  - Miss Agnes told each of the children one of their strengths. Tell your child one of his strengths. Ask him to tell you one of yours. Ephesians 4:29 says, “*Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.*” How can helpful words benefit others?
  - Fred didn’t know that people like her could learn enough to be a doctor. Do you believe that you can learn whatever you need to become whatever you want to be?

- ❖ Have the child prepare to write an imaginative story.
  - Miss Agnes said that writing was reading backwards. Fred enjoyed making up pretend stories. All stories have four basic components:
    - ◆ Characters: the people or animals in the story
    - ◆ Setting: the time and place the story happens
      - The setting can change during the story.
    - ◆ Conflict: a problem or challenge the characters face
    - ◆ Plot: what happens in the story
      - The beginning introduces the characters, setting, and the conflict.
      - The rising action tells about problems that occur during the story. It leads to the most exciting part of the story.
      - The high point is the most exciting part of the story.
      - The ending tells how the conflict is resolved and how the story concludes.
  - Prewriting: Have the child use a graphic organizer to organize his ideas and communicate more effectively. He may use a chart, web, or any other format he chooses.

Characters	Setting	Conflict	Plot



- ◆ Characters: Choose the people or animals who will be characters in the story. Will there be a main character (the central character in the story)?
  - ◆ Setting: Describe the setting of the story. Will there be more than one time or place?
  - ◆ Conflict: What big problem or challenge will the characters face?
  - ◆ Plot: List events that will happen in the story.
    - How does the problem arise?
    - What creative or amazing things do the characters do?
    - Does anything go wrong?
    - Do the characters learn a lesson?
- ❖ Miss Agnes taught the children how to use “nothing” words. Fred said, “If you use too many words that mean nothing, then it means something. Instead of nothing.” We call this using double negatives. There are common negative words that we use: no, not, never, hardly, scarcely, barely, nowhere, none, no one, nothing, nobody, and contractions that use the word not.
- Read the sentences to the child. Have him identify the negative in each sentence.
    - ◆ She could barely hear him.
    - ◆ Nobody believed that he had nothing to hide.
    - ◆ They didn't invite anybody, so nobody came.
    - ◆ Hardly anyone knew their secret.
  - Only one negative should be used to express a negative idea. If two negatives are used in the same clause, they “cancel each other out” and the idea becomes positive.
    - ◆ Incorrect: Bokko never wants no help.
    - ◆ Correct: Bokko never wants help.
    - ◆ Correct: Bokko wants no help.
  - Have the child choose the correct word to complete each sentence.
    - ◆ They (could, couldn't) hardly see the trail through the woods.
    - ◆ Toby Joe doesn't want (no, any) cookies.

- ◆ Your brother isn't (nothing, anything) like mine.
- ◆ Hardly (nobody, anybody) could make it to school in the snowstorm.
- To correct a double negative, replace one of the negatives with a positive word. For example:

<u>Negative</u>	<u>Positive</u>
hardly	almost
no	any, a
nobody	anybody
nowhere	anywhere
never	ever
neither	either
none	any
no one	anyone
nothing	anything

- ❖ Worksheet 5, part A: Have the child write the contractions.

Answers:

- |                    |                      |
|--------------------|----------------------|
| 1. <i>hadn't</i>   | 9. <i>wasn't</i>     |
| 2. <i>couldn't</i> | 10. <i>mustn't</i>   |
| 3. <i>doesn't</i>  | 11. <i>hasn't</i>    |
| 4. <i>isn't</i>    | 12. <i>shouldn't</i> |
| 5. <i>aren't</i>   | 13. <i>don't</i>     |
| 6. <i>weren't</i>  | 14. <i>didn't</i>    |
| 7. <i>haven't</i>  | 15. <i>can't</i>     |
| 8. <i>wouldn't</i> | 16. <i>won't</i>     |

- ❖ Worksheet 5, part B: Have the child read the sentences and then circle each action verb in the sentences.

Answers:

1. *tripped, fell*
2. *located, chopped*
3. *found, put*
4. *ate, sipped, read*
5. *stomps, snorts*
6. *rode, swam*
7. *gave, wrote*
8. *crows, chases*
9. *traveled, built*
10. *shot, caught*

- ❖ Worksheet 5, part C: Have the child identify the type of sentence: statement, question, exclamation, or command.

Answers:

1. *question*
2. *statement*
3. *exclamation*
4. *statement*
5. *command*
6. *exclamation*
7. *question*
8. *statement*
9. *command*
10. *question*

- ❖ Worksheet 5, part D: Have the child choose the correct word to complete each sentence.

Answers:

1. *had*
2. *could*
3. *anything*
4. *ever*
5. *any, any*
6. *ever*
7. *anybody*
8. *any*
9. *can*
10. *ever*

- ❖ Worksheet 5, part E: Have the child rewrite each sentence and correct the double negative.

Answers:

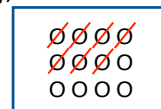
1. *The family didn't see anybody in their backyard. Or: The family saw nobody in their backyard.*
2. *Mamma didn't go to the store, so she doesn't have any eggs. Or: Mamma didn't go to the store, so she has no eggs.*
3. *I couldn't see any paw prints made by the dogs attached to the dogsled. Or: I could see no paw prints made by the dogs attached to the dogsled.*
4. *Rob didn't eat anything for breakfast because he had a headache. Or: Rob ate nothing for breakfast because he had a headache.*

## Math:

- ❖ Play "What Comes Next?" Say a number between one and one hundred, and then have the child say the number that comes next, or is one more than the given number. Repeat with different numbers. Use the hundred chart as needed. Say a number between one and one thousand, and then have the child say the number that comes next, or is one more than the given number. Challenge your child and have him say a number that is ten more or one hundred more than the given number.
- ❖ Play "What Comes Before?" Say a number between one and one hundred, and then have the child say the number that comes before, or is one less than the given number. Repeat with different numbers. Say a number between one and one thousand, and then have the child say the number that comes before, or is one less than the given number. Challenge your child and have him say a number that is ten less or one hundred less than the given number.
- ❖ Review the concept of reading a clock to the hour. Use a plastic clock or make a practice clock using a paper plate, brass fastener, and two paper or plastic clock hands. Poke a hole in the middle of the plate. Put the brass fastener through the end of both clock hands. Poke the fastener through the hole, and fasten it underneath the plate. Number the clock from 1-12.
  - Ask the child, "Which hand is the hour hand?" (*the short hand*)
  - "Which hand is the minute hand?" (*the long hand*)
    - ◆ When the clock is on the hour, the long hand points straight up at the 12.
    - ◆ The short hand points to the exact hour. When the hour hand points to the 8, it is eight o'clock.
  - Put the minute hand on the 12, and move the hour hand to the 4. Tell the child that it is now four o'clock.
  - Move the hour hand to the 11. Ask the child, "What time is it now?" (*eleven o'clock*)
  - Continue for different hours on the clock.
  - Now tell the child a time, and have him put the hour hand in the correct place.
- ❖ Explain that clocks can be analog or digital. Analog clocks have hands, and digital clocks have digits (or numerals). Have the child look around the house and find examples of analog and digital clocks. On a digital clock, "2 o'clock" is shown as "2:00."

- ❖ Ask the child, "What is a variable in math?" (*In math, a variable refers to a letter or symbol that may take on different values. It's a symbol for a number we don't know yet, and it is usually a letter.*) Variables can also be used in subtraction equations.

- Have the child look at worksheet 5a, part A. Read the problem: "Twelve minus blank/something equals five." Say, "Instead of putting a blank, we can use a variable to represent the number we are looking for. Let's use z. The problem would say,  $12 - z = 5$ ."
- Have the child mark the picture to show the subtraction equation. Say, "Mark off circles until there are five left. How many did you mark off?" (*seven*) "So  $z = 7$ ."



- Have the child mark the picture and solve problem 2. He may use any letter as the variable. ( $b = 5$ )
- ❖ Worksheet 5a, part B: Have the child write each equation using a variable. He may use any letter as the variable. Allow him to draw a picture to represent the equation if needed. Solve the equations.

Answers:

1.  $14 - y = 5$

$y = 9$

2.  $9 - x = 4$

$x = 5$

3.  $12 - z = 8$

$z = 4$

4.  $15 - w = 9$

$w = 6$

5.  $13 - p = 5$

$p = 8$

6.  $15 - a = 8$

$a = 7$

7.  $10 - b = 7$

$b = 3$

8.  $11 - c = 5$

$c = 6$

9.  $9 - d = 6$

$d = 3$

10.  $12 - h = 6$

$h = 6$

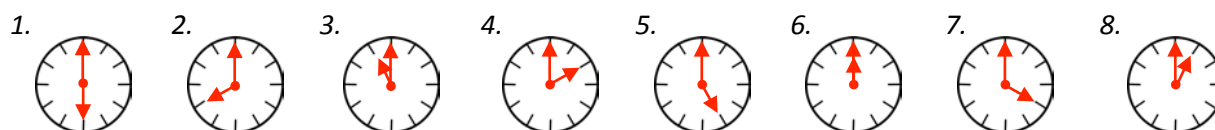
- ❖ Worksheet 5a, part C: Have the child read the time on the clock and write the correct time on the line.

Answers:

1. seven o'clock    2. nine o'clock    3. four o'clock    4. ten o'clock    5. 7:00    6. 9:00    7. 4:00    8. 10:00

- ❖ Worksheet 5a, part D: Have the child read the time and draw the hands in the correct place on the clock.

Answers:



- ❖ Worksheet 5a, part E: Have the child read the the word problems and write the answer.

Answers: 9. four hours    10. one o'clock

## Art:

- ❖ Make a watercolor-resist painting of a Christmas tree.
  - Outline the Christmas tree using oil pastels or crayons.
  - Color decorations on the tree. Color thick and heavy. Do not color the tree.
  - Paint a dark green watercolor over the oil pastels and fill in the tree. This creates a watercolor-resist painting.
  - Additional: Follow the same procedure to include a setting for the Christmas tree. Draw objects in the background, and then paint over them with watercolors.

