



# ShillerMath

## Language Arts Book 2

### Sample Lessons

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## LESSON 2-2: INTRODUCING ONESELF



Lesson Objective: Making a proper introduction using the student's name

- A. "Today we will practice introducing ourselves. Let's say we don't know each other and are meeting for the first time."
- B. "Common courtesy says to greet someone standing up."
- C. Stand up, face the student directly, smile, put out your right hand, and say, "Good morning (or afternoon or evening, depending on the time of day), \_\_\_\_\_, my name is \_\_\_\_\_. It's nice to meet you." Replace the blanks as appropriate.
- D. "I just introduced myself to you. Now you may introduce yourself to me."
- E. If the student does not smile, "You may smile before offering me your hand because people usually react well to a warm welcome."
- F. If the student does not face you directly, including having their body and feet squarely facing you too, "You may face me squarely with your face, feet, and body."
- G. If the student does not shake your hand, "You may shake my hand firmly."
- H. If the student does not repeat the gist of what you said with both names, "You may address me and also let me know who you are."
- I. Repeat steps C through H until the student has competence and closure.
- J. "Now you will introduce yourself to someone you have met but don't know well."
- K. Stand up, face the other person directly, smile, put out your right hand, and say, "Hello Ebenezer [you may make up a silly name], It has been too long. How are you?"
- L. "Now you may try. You may make up a name for me, too."
- M. Repeat steps J through L until the student has competence and closure.

## LESSON 2-10: RETELLING A STORY

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Lesson Objective: Develop recall and speaking skills

- A. “You may retell me The Tale of Peter Rabbit, which is what I just read, in your own words.”  
If the student cannot recall the story, “Would you like me to read it again?”

Notes:

- 1) A student may ask to have the story re-read several times. This is OK: Lots of things are happening in the student’s brain and the student is achieving closure. To keep yourself from getting bored or frustrated, you may observe how the student’s listening skills change each time.
  - 2) The story doesn’t have to be exactly the same: The student may embellish or even change important parts of the story, as long as the student is aware that he or she made those changes.
- B. Ask questions about the story, including how the student’s story may have been different from The Tale of Peter Rabbit.
- C. “Do you think the questions I’ve been asking are helping you to become a better storyteller?” Note: This question is designed to help the student develop self-awareness of what makes a better speaker.

## LESSON 2-22: PARTS OF SPEECH: VERB

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**Lesson Objective:** Recognize a verb

- A. "Today you will learn the part of speech called a *verb*. Say with me: *verb*."
- B. "*Run* is a word. *I run*. is a sentence using the word run."
- C. "The sentence *I run* says that I am doing something. What is it that I am doing?" Answer: run or running
- D. "*Dig* is a word"
- E. "*I dig for clams*" is a sentence using the word dig.
- F. "The sentence *I dig for clams* says that I am doing something. What is it that I am doing?" Answer: dig or digging
- G. "*Run* and *dig* are words that tell you something is happening. These words are called verbs. Say with me: *verbs*. Verbs are action words!"
- H. "Now I am going to read some words. You may tell me which is a verb." If the student says, for example, "Eat is a verb," which is correct, say, "Yes, eat is a verb." If the student says, for example, "Cat is a verb," which is incorrect, say, "Cat is a word but it is not a verb because we just know that it's a cat, not what it's doing. Scratch is a verb because a cat does scratch."
  - a. Eat
  - b. Cat
  - c. Run
  - d. Breakfast
  - e. Fun
  - f. Jump
  - g. Twist
  - h. Mommy
  - i. Drive
  - j. Car
  - k. The
  - l. Mommy
  - m. And
  - n. Cloudy
  - o. Fall
  - p. Take

- I. “For each word you identified correctly as a verb, you may act out what that verb means.”
- J. Make up or find a short story in this book, in the Mother Goose Rhymes book, or somewhere else. “I’m going to read a short story. You may interrupt me and say, ‘Verb!’ every time I say a verb.”
- K. “Now you test me! Say something and I’ll try to tell you if it’s a verb.” You may also ask if the student would like you to act out the verb. On occasion, give the wrong answer without giving away with voice tone, facial expression or body language that your answer is incorrect. Observe how the student responds to an incorrect answer but do not correct the student for an occasional mistake. If mistakes occur often, go back to step A. The goal is for the student to recognize – and correct – his or her own mistakes.

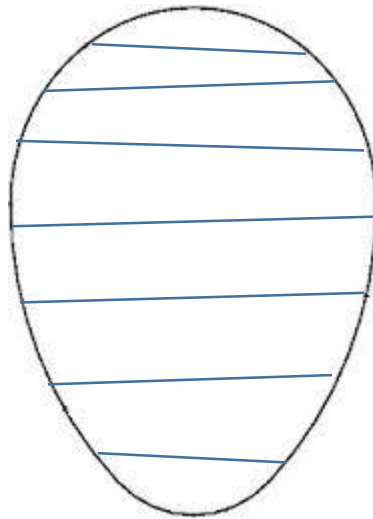
## LESSON 2-23: MONTESSORI SHAPES - OVAL

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**Lesson Objective:** Develop fine motor skills in preparation for writing; shapes names

**Materials:** Montessori Shapes; Crayons; Blank paper

- A. "You may bring me the Montessori Shapes and place them on the mat."
- B. Hold up the oval shape by its knob.
- C. "This shape is called an oval. An egg has an oval shape. Say with me: *oval*."
- D. Hold up the shape that the oval fits into.
- E. "The oval shape fits into this ovalur frame. Say with me: *ovular frame*."
- F. "You may bring me the crayons."
- G. Place the ovalur frame on a blank sheet of paper.
- H. "Using any color you choose, you may draw lines like this:" Demonstrate drawing lines from left to right here:



- I. "You may fill the oval from edge to edge [point at the left and right edges as you say this] until the oval is filled. You may use more than one crayon if you like."
- J. Repeat steps H and I, using as many sheets of blank paper as required until the student has closure.
- K. Repeat steps G through J with lines that go vertically from top to bottom.

## LESSON 2-51: HOLDING THE PENCIL: TRIPOD GRIP

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**Lesson Objective:** Know what good looks like when holding a pencil

**Materials:** Pencil; Blank paper

- A. "Today you will learn good ways to hold a pencil."
- B. "You may bring me a pencil and some blank paper."
- C. "When you use a pencil, there are a few ways for you to know that you're holding it – that is, gripping it – in a good way."
  - a. "If you are gripping hard, that's not good. A good pencil grip is using just enough of the muscles in your fingers to keep the pencil where you want it."
  - b. "If you are pressing hard, that's not good either. The pencil wants to write: Let gravity be your friend. Press just hard enough to transfer the pencil lead to paper."
  - c. "If you are not sitting straight, that's not good. Good posture helps make good pencil holders and writers."
  - d. "Keep the paper on which you are writing in front of you and turned slightly to the left." If the student writes left-handed, "Keep the paper on which you are writing in front of you and turned slightly to the right."
- D. "There are many ways to hold or grip a pencil. One grip that, when used correctly, lets you not grip too hard, lets you not press too hard, and makes it easy to use with good posture, is called the tripod grip. Say with me: *tripod grip*."



"This is a picture of a tripod. It has three legs and is used to keep a camera still."

- E. "It's called a tripod grip because you use three fingers: your thumb, index finger, and middle finger, to hold the pencil."



- F. "You may now hold the pencil."  
G. "Is your grip just enough to hold the pencil?"  
H. "Loosen your grip until the pencil falls from your hand."  
I. "Your grip should be *almost* but not quite that loose!"  
J. "You may write anything you like on a blank sheet of paper."  
K. "Loosen your grip just a little. Can you still write? Then that's a better grip."  
L. "As you write, try to press less hard. Does the pencil still make a mark? Keep pressing less hard until the pencil no longer makes a mark. When you can press just hard enough to make a mark, that's a good way to press."  
M. "The best grip is one that lets you write for a long period of time without getting tired."



## LESSON 2-59: THE DAYS OF THE WEEK



Lesson Objective: Learn the names and order of the days of the week

A. "Each week has seven days. Say the days with me:" Point to each day as you speak it.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

B. "Do you have a favorite day?"

Note: Steps C and D build additional connections in the brain:

C. "Let's say the days of the week together. But this time, hold up 1 finger for Monday, 2 fingers for Tuesday, and so on."

D. "Let's say the days of the week together one more time. But this time, jump up and down once for Monday, twice for Tuesday, and so on."

E. "What day comes right after Monday?"

F. "What day comes right before Sunday?"

G. "What day is today?"

H. "Tomorrow is the day after today. What day is tomorrow?"

I. "Yesterday is the day before today. What day is yesterday?"

J. "Look at the words for the days of the week. What do you see in common in all seven words?" Answer: Each ends in the same three letters: "day"

## LESSON 2-69: PATTERN PRACTICE

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**Lesson Objective:** Develop writing control

**Materials:** Pencil

- A. "Today you will practice writing with a pencil."
- B. "You may bring me a pencil."
- C. Note: The student may draw both lines starting from the top. "You may draw evenly-spaced X's like these:"

