



ShillerMath

Language Arts Book 3

Sample Lessons

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LESSON 3-11: RETELLING A STORY



Lesson Objective: Develop recall and speaking skills

- A. “You may retell me The Tale of Benjamin Bunny, 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 Benjamin Bunny.
- 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 3-18: STORY-TELLING PRACTICE

Lesson Objective: Recall and describe events

- A. “Today you will tell me about yourself: What you’ve thought, what you’ve done, what you’ve felt.”
- A. “Tell me about a time when you felt:”
 - a. Happy
 - b. Angry
 - c. Sad
 - d. Worried
- B. “Tell me what you are thinking about right now.”
- C. “Tell me what you had for breakfast today.”
- D. “What were you thinking about when you chose the clothes you are wearing now?”
- E. “What other questions do you think I could ask to get to know the real you?”

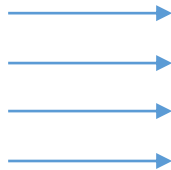
LESSON 3-43: MONTESSORI SHAPES – CIRCLE

Lesson Objective: Develop fine motor skills in preparation for writing

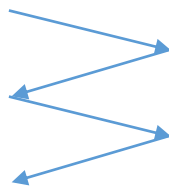
Materials: Montessori Shapes; Pencil; Blank paper

- A. "Today you will practice using a pencil so that when you begin writing letters and words you will do so easily. You may bring me a pencil and the Montessori Shapes and you may place them on the mat."
- B. "Can you show me the circle and its frame?"
- C. "You will be making different kinds of strokes inside this circle with a pencil."
- D. Place the frame on a blank sheet of paper. For steps E and F, hold the frame in place so it doesn't move.
- E. "You may trace the outside of the frame. I will hold it down so it doesn't move." Note: This always makes a square, regardless of the inside shape.
- F. "Now you may trace the inside of the frame."
- G. "Now you may remove the frame. Voila! You have a circle [point] inside a big square [point]."
- H. Repeat steps E through G until the student has closure; competence is not yet the goal.
- I. "Using the pencil, you may draw strokes that go top to bottom. Try to stay within the inside shape."
- J. Repeat steps D through H for strokes that go:

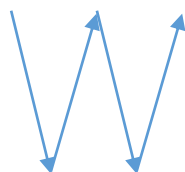
- a. Left to right



- b. Right then left



- c. Down then up

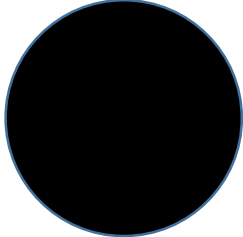
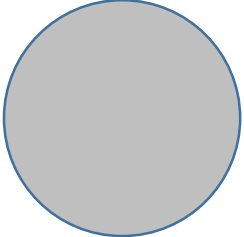
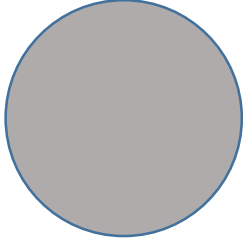
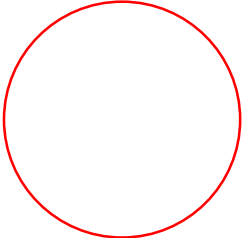
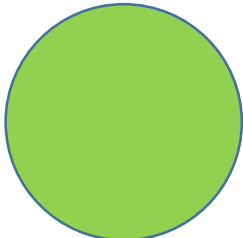
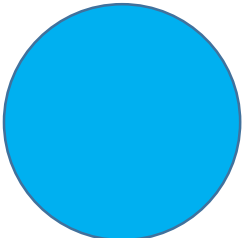


- K. In preparation for writing between the shape and the frame, do the following steps again (these are the same as D through G):
- a. Place the frame on a blank sheet of paper. For steps E and F, hold the frame in place so it doesn't move.
 - b. "You may trace the outside of the frame. I will hold it down so it doesn't move."
Note: This always makes a square, regardless of the inside shape.
 - c. "Now you may trace the inside of the frame."
 - d. "Now you may remove the frame. Voila! You have a circle [point] inside a big square [point]."
- L. "Now you may fill in the space between the shape and the big square. Try not to write within the inside shape. You may use any stroke you like."
- M. Repeat steps K and L for different strokes until the student has reasonable competence and closure.

LESSON 3-58: COLOR IDENTIFICATION

Lesson Objective: Learn more colors

- 1) "Did you know most people can tell the difference in over a million colors? Today you will learn the names of some more colors." Say the text in quotes as you point at each object:

 <p>"This circle is colored black"</p>	 <p>"This circle is colored silver"</p>
 <p>"This circle is colored gray"</p>	 <p>"This circle is colored white (with a red border)"</p>
 <p>"This circle is colored lime"</p>	 <p>"This circle is colored aqua"</p>

- 2) "Show me the white circle." Repeat with different colors until the student has competence and closure. If the student points incorrectly, point at the correct circle and say, "This circle is colored aqua [or whatever the color is]. Say with me, *aqua*."
- 3) Point at any circle. "What color is this circle?" Repeat with different colors until the student has competence and closure.
- 4) Reverse roles: "Would you like to test me on the colors?"

LESSON 3-67: PERIPHERAL VISION

Lesson Objective: Build good patterns for reading and self-awareness of those patterns

Note: The best readers move their eyes, but not their head. This lesson builds awareness of what it means to move one's head.

A. "Today you will learn to be aware of when your head moves."

Note: Perform the following steps together with the student.

B. "You may stand tall."

C. "Look straight ahead."

D. "Lift your arms to make your body form the letter T." Note: Lift the arms to your sides, not in front of you.

E. "Make a fist with your thumb pointing up."

F. "Without moving any other part of your body, turn your head to the left so you are looking directly at your left thumb."

G. "Move your head back and look straight ahead again."

H. "Without moving any other part of your body, turn your head to the right so you are looking directly at your right thumb."

I. "Move your head back and look straight ahead again."

J. "You may put your arms down."

K. Repeat steps D through J until the student has competence (just the head and not any other part of the body moving) and closure.

L. "When you see things on one or both sides without looking directly at them, it is called *peripheral vision*. Say with me: *peripheral vision*."

M. With the student to your left, look straight ahead and say, "I can see you in my peripheral vision."

N. "You may look straight ahead, not at me. Can you see me in your peripheral vision?"

O. "What is it called when you can see something at which you are not looking directly?"
Answer: Peripheral vision

LESSON 3-69: SHORT-TERM MEMORY PRACTICE

Lesson Objective: Improve short-term memory

Note: Developing a good short-term memory has many advantages and is required to avoid Executive Functioning Disorder.

- A. "Today you will learn what short-term memory is, why it is good, and how to improve it."
- B. "Say with me: *jellyfish*."
- C. "Short-term memory is the ability to recall things that have happened very recently, say within the last few hours or day."
- D. "If you can tell me what you ate for breakfast today, you are using your short-term memory. Can you tell me what you ate for breakfast today?"
- E. "That means you have a good short-term memory!"
- F. "Without good short-term memory, it's hard to keep a story going. For example, when a story says how excited Jane was to walk outside, it won't make much sense why Jane was excited unless you knew that Jane previously broke her leg, got a cast, and just got the cast taken off."
- G. "When you have a good short-term memory you will be good at remembering things you just read. Without good short-term memory, you will not be able to understand the story, or reality, or even the future."
- H. "Short-term memory isn't something you are necessarily born with. It is necessary to practice regularly to keep your short-term memory sharp. Let's practice now."
- I. "When we started this lesson, you and I spoke together a word. Do you remember it?"
- J. "Say with me: *table*."
- K. "You may take 3 deep breaths."
- L. "Do you remember the word you and I just spoke together before your deep breaths?"
- M. Repeat steps J through L, using different words and physical activities until the student has competence and closure.
- N. Reverse roles:
 - a. "Now you may test my short-term memory."
 - b. "Name a thing. I'll write it down for now but I won't look at it."
 - c. "Have me do some other activity."
 - d. "You may ask me if I can remember the word."
 - e. "Let's see if I remembered correctly!" Look at the word you wrote down in b.