



# ShillerMath

## Language Arts Book 4

### Sample Lessons

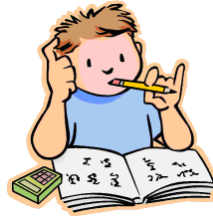
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## LESSON 4-13: TELLING A STORY

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**Lesson Objective:** Develop speaking skills and awareness

- A. “Now you may tell me your own short story using one or more of these pictures – and then you may ask me questions about your story.”



- B. After the student tells the story, “OK, now you may ask me questions about your story.” If the student has difficulty, “You may ask me some of the same kind of questions I asked you. For example, you might ask me, ‘What was the story about?’”
- C. “Do you think the questions you’ve asked helped me to become a better listener?” Yes! This is the educator asking the student. The goal is for the student to become more self-aware and to think about how others may be thinking, struggling, and/or learning.
- D. “If you told the story again, would you do it any differently?” This question prompts the student to self-reflect on how the story could be improved.
- E. “Would you like to tell me the story again? I’d be happy to hear the new version.” It’s OK if the student chooses not to. It’s also OK if the student wishes to tell the story over and over.

## LESSON 4-20: COMPARATIVES

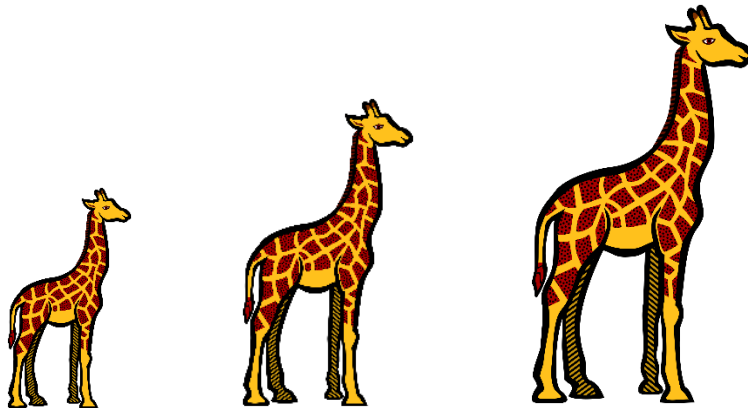
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Lesson Objective: Learn comparative terminology

A. "Here are three line segments."



- B. "The top one is longer than the other two. When there are three or more things, the one that has the greatest length is the longest. Say with me: *longest*."
- C. "Show me the longest line segment."
- D. "The bottom one is shorter than the other two. When there are three or more things, the one that has the shortest length is the shortest. Say with me: *shortest*."
- E. "Show me the shortest line segment."
- F. Point at the shortest line segment. "Is this the longest or shortest?"
- G. Point at the longer line segment. "Is this the longest or shortest?"
- H. "Here are three giraffes."



- I. "The giraffe on the left [point] is smaller than the other two giraffes to its right [point]."
- J. "Show me which giraffe is smallest."
- K. "The one on the right [point] is larger than the other two giraffes to its left [point]."
- L. "Show me which giraffe is largest."

## LESSON 4-28: IDENTIFYING UNKNOWN THINGS

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**Lesson Objective:** Build vocabulary

Note: This lesson is one that a student may repeat as often as desired at any time.

- A. “No one in the world can name everything they see, hear or touch. Today you will learn the names of some things you don’t know.”
- B. “Is there anything you see for which you do not know the name?” If the student does not identify anything, say, “May I ask you the names of things? I hope I can find something for which you don’t know the name so you – and maybe I – can learn it.”
- C. If you also don’t know the name of something, that’s OK! Just take a picture of it and look it up on Google: “I don’t know the name of that thing either! I would like to learn what it is called. Shall we look it up? We can learn together.”

Note: In D through G the blanks are replaced with the name of the thing from B and/or C.

- D. “Would you like to draw \_\_\_\_\_?” If the student answers yes, he or she may draw it on this page or on a separate sheet of paper.
- E. “Tell about \_\_\_\_\_.” This builds descriptive muscle.
- F. “Can you show me how you would act if you were \_\_\_\_\_?” This introduces a kinesthetic activity. If the student does not know what to do, “What would you do with your arms? Your feet? Your eyes?”
- G. “What kind of sound would you make if you were \_\_\_\_\_?” This introduces an auditory activity. If the student does not know what to do, “Would you sing? Speak words? Growl? Hum? Whistle? Clap?”
- H. Repeat naming unknown things until the student has closure on all learning styles.

## LESSON 4-33: THE MONTHS OF THE YEAR

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**Lesson Objective:** Learn the names and order of the months of the year

A. “Each year has 12 months. Say the months with me:” Point to each day as you speak it.

January

February

March

April

May

June

July

August

September

October

November

December

B. “Do you have a favorite month?”

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

C. “Let’s say the months of the year together. But this time hold up 1 finger for January, 2 fingers for February, and so on.” For November and December, flash our ten fingers first.

D. “Let’s say the months of the year together one more time. But this time jump up and down once for January, twice for February, and so on.”

E. “What month comes right after October?”

F. “What month is it today?”

G. “Look at the words for the months of the year. What do you see in common in the:

a. “First two months?” Answer: Each month ends in *ry*

b. “Last four months” Answer: Each month ends in *ber*

## LESSON 4-44: TOUCH TYPING: NO PEEKING!

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**Lesson Objective:** Type without looking at the keyboard

- A. Find a keyboard. It could be attached to or part of a laptop, desktop, tablet or smart phone.
- B. “If you have to look at the keyboard while you’re typing it means you can’t look elsewhere, say at printed text, your phone, or the person or people you’re talking to.”
- C. “Today you will learn how to type on the keyboard without looking.”
- D. “Some keyboards have something a little different on the F and J keys.”
- E. “Let’s take a look at your keyboard to see if there is anything different for F and J.” Note: Possibilities include different texture, a bump, or a depression. If the F and J keys are have a distinguishing tactile feature, “With your index fingers, feel how the F and J keys are different.”
- F. “Close your eyes and place your hands on the keyboard in the home position, with your left index finger on the F and your right index finger on the J. No peeking until you think you are in the home position! But you can feel around the keyboard any way you like to find the home position.”
- G. “OK, you may now open your eyes.”
- H. “Are your hands in the correct home position?” Note: If the F and J keys do not have any distinguishing tactile feature, which will of course be the case if you’re using a virtual keyboard unless it has tactile feedback for those keys, additional practice will likely be required.
- I. “Now give your hands a good shake in the air.” This keeps the muscles loose and also gets the hands off the keyboard.
- J. Repeat steps F through I until the student has competence and closure.

## LESSON 4-45: GEOGRAPHY: ETYMOLOGY

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**Lesson Objective:** Learn the word geography and its origins

- A. “Today we start the study of geography. Geography is a Greek word. In Greek ‘geo’ means Earth and ‘graphy’ means to write. So geography is a way to write the Earth!
- B. “Geography describes the land and water features on Earth, which by and large is land and water.”
- C. “Say with me: *geography*”
- D. “Geography describes Earth’s land and water.”
- E. “What does geography describe?”

F. “The Earth is in the shape of a globe. Say with me: *globe*”

G. Hold up an orange or another spherical object. “An orange is a globe, too.”

H. “When you look at an orange or any globe, can you see all of it?” If the student answers, “Yes,” turn the orange around and ask, “Can you see both sides at once or do I have to turn the orange or have you move so you can see the other side?”

Note: That there are two ways to see the other side of the orange: either it turns or the observer moves, helps students to recognize perspectives other than their own.

I. “The Earth is the same. When a person or telescope looks at Earth from space, only one side is visible:”



J. “Whatever is looking at the Earth has to move – or the Earth has to turn – for the other side to be seen.”

## LESSON 4-52: PARTS OF SPEECH: ADJECTIVE

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**Lesson Objective:** Recognize an adjective

- A. "Today you will learn another part of speech: adjective. Say with me: *adjective*."
- B. "Adjectives describe nouns. For example, chair is a noun. Red chair tells us more about the chair. Red describes the chair; it tells us something more about the chair. So *red* is an adjective."
- C. "Any word that describes a noun is an adjective."
- D. "In each of the following, you may tell me which word is the adjective:"
  - a. Big hair
  - b. Small house
  - c. Yellow pot
  - d. Soft pillow
  - e. Crunchy potato
  - f. Loud mouth
- E. "In the sentence, *The hairy cat curled up on the couch*, what part of speech is *hairy*?"
- F. Select a Mother Goose Rhyme. "Let's read a Mother Goose Rhyme together. You may clap each time you hear an adjective. Then I'll stop and you say the adjective." You may point at the words as you read.

Note: You may read Mother Goose Rhymes at any time to the student. See the book *Language Arts: Mother Goose Rhymes*, which comes with the Language Arts Kit I and is also available separately.
- G. If the student claps, ask, "What noun does your adjective describe?" If the student has difficulty, go back to step B.



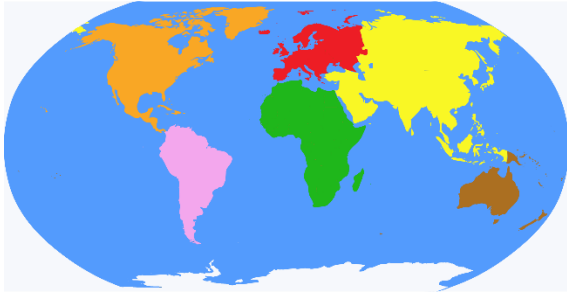
## LESSON 4-53: GEOGRAPHY: LAND AND WATER

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**Lesson Objective:** Recognize the name and features associated with physical geography

A. Note: This lesson covers the following geographical features:

- continent
- island
- ocean
- lake



Continents (all but blue)



Island



Ocean (blue)



Lake

- B. Point at each of the continents and say, “Each of these is a continent. Say with me: *continent.*”
- C. “Each continent is a large piece of land, much larger than even the town we live in. You can go for thousands of miles and still be in the same continent! This picture shows seven continents.”
- D. Point at the island. “This is an island. An island is completely surrounded by water. Say with me: *island.*”
- E. Point at the ocean. “Everything in blue is ocean. Oceans take up most of the surface of the earth. Say with me: *ocean.*”
- F. Point at the lake. “While an island is completely surrounded by water, a lake is completely surrounded by land. Say with me: *lake.*”
- G. “Can you show me a lake?”
- H. “Can you show me the ocean?”

- I. "Can you show me an island?"
- J. "Can you show me a continent?"
- K. Point at each of the four pictures. "What is this called?" If the student answers incorrectly, say, "This is a(n) \_\_\_\_\_. Can you show me a(n) \_\_\_\_\_? What is this called?"
- L. Repeat steps F through J until the student has competence and closure. You may reverse roles if the student is willing.
- M. "What is water completely surrounded by land called?"
- N. "What is land completely surrounded by water called?"
- O. "What is the water that makes up most of the surface area of the Earth called?"
- P. "What is a large body of land – that is thousands of miles long – called?"
- Q. For each of the four features, "Can you tell me about a(n) \_\_\_\_\_?" If the student cannot describe a feature, repeat the appropriate step (B, C, D or E, depending on the feature) and repeat this step.
- R. Point at one of the continents. "Which color is this continent?" The choices are orange for North America, pink for South America, red for Europe, green for Africa, yellow for Asia, brown or dark orange for Australia/Oceania, and white for Antarctica.
- B. Note: These continents will be named later. Some geographers and scientists put Europe and Asia into one continent called Eurasia; for these folks there are six continents.

## LESSON 4-60: RHYME - EE

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Lesson Objective: Recognize and create rhymes

A. "Say with me: *tree*"

# TREE

B. "Say with me: *bee*"

# BEE

- C. "TREE and BEE start with different sounds [point above at the first letters of both words] but each ends with the same EE sound [point at the EE in both words]."
- D. "They rhyme!"
- E. "When the ending of two different words sounds the same, those two words rhyme."
- F. "Do TREE and BEE rhyme?" If the student does not answer correctly repeat steps A through E.
- G. "Can you think of another word that rhymes with TREE and BEE?" Examples: fee, gee, me knee, wee, see, tea

## LESSON 4-61: INTRODUCTION TO SHAKESPEARE

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**Lesson Objective:** Introduce the student to the work of William Shakespeare

- A. “William Shakespeare was a writer who lived in the 1500s and early 1600s. Many people think that William Shakespeare was an excellent – if not the best ever– writer of plays and poems. I would like read one of his works out loud to you. It’s called *Shall I compare thee to a summer’s day*. It’s also called Sonnet #18. As I read, listen for words that rhyme.”

Shall I compare thee to a summer’s day?  
Thou art more lovely and more temperate.  
Rough winds do shake the darling buds of May,  
And summer’s lease hath all too short a date.  
Sometime too hot the eye of heaven shines,  
And often is his gold complexion dimmed;  
And ev’ry fair from fair sometime declines,  
By chance, or nature’s changing course, untrimmed;  
But thy eternal summer shall not fade,  
Nor lose possession of that fair thou ow’st,  
Nor shall death brag thou wand’rest in his shade,  
When in eternal lines to Time thou grow’st.  
So long as men can breathe, or eyes can see,  
So long lives this, and this gives life to thee.

- B. “Did you notice words that rhyme? If you like, I’ll read it again and you may stop me when you hear a rhyming word.”
- C. “In this sonnet, Shakespeare used some words that are not often heard today. I’ll read it again and you may stop me when you hear a word you do not know.”
- D. “Would you like to say the sonnet with me?” Note: Point to and read each word individually. This does not require the student to read.
- E. Repeat steps B through D until the student has competence and closure.