



# Language Arts:

# It's All Here!

✓ Reading ✓ Spelling ✓ Writing ✓ Handwriting  
✓ Phonics ✓ Speech ✓ Typing ✓ Vocabulary

## ShillerMath

## Language Arts 7

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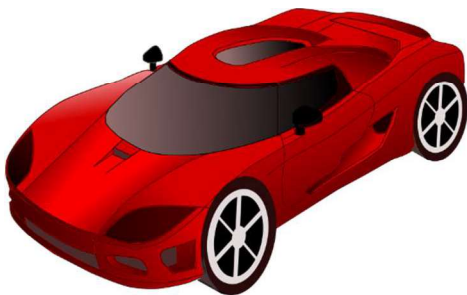
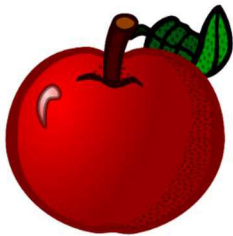
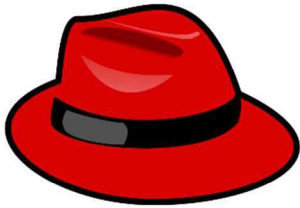
## LESSON 10 MAKING WORDS WITH A SHORT A

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Lesson Objective: Review short *a* words

Materials: Index Cards

- A. "You may say and spell the word for each picture here or on an index card. You may write the breve mark  $\text{˘}$  above the vowel."



## LESSON 23 PRINCIPLED THINKING – AN EXAMPLE

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Lesson Objective: See examples of principled thinking in history

- A. “Paul Samuelson was an economist: He studied the behavior of people in the marketplace. Say with me: *economist*.”
- B. “Samuelson won the 1970 Nobel Prize in economics and wrote a best-selling textbook. The Nobel Prize is awarded to living people who have made great accomplishments in certain areas of study. Say with me: *Nobel Prize*.”
- C. “On December 20, 1970, Samuelson was interviewed on television for *Meet the Press*. Here’s what he said with regards to inflation, which is a measure of how fast prices go up. Say with me: *inflation*.”

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*In the first edition [of my textbook] I said a five percent rate is tolerable. Then I worked it down to three percent and then down to two percent and the AP carried a wire “Author Should Make Up His Mind.” Well, when events change, I change my mind. What do you do?”*

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- “The AP is short for Associated Press, an organization that finds and publishes news. Say with me: *Associated Press*.”
- D. “Do you think it was wrong of Samuelson to change his mind on inflation?”
  - E. “Do you think it shows principled thinking when you change your mind based on new information?”
  - F. “Do you think Samuelson showed principled thinking? Why or why not?”
  - G. “Winston Churchill was Prime Minister of Great Britain during World War II. Say with me: *Winston Churchill*. Churchill supposedly told another economist, John Maynard Keynes, ‘Am coming around to your point of view.’ Keynes responded, ‘Sorry to hear it. Have started to change my mind.’”
  - H. “You may write a short story about this. You may make up things about it as you please, both before (when and where did they have the original conversation?) and after (how do you think Churchill might have responded). Be sure to include the quotes from both Churchill and Keynes.”

## LESSON 36 SONG FOR TEN TOUGH WORDS

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**Lesson Objective:** Review difficult sight words

**Materials:** Index Cards

**Note:** Customers may download this song from [shillermath.com](http://shillermath.com). After you log in, click **My Account:My Downloads**.

Ten tough words, ten tough words.

Can you read these ten tough words?

who have could why

they you some

said of was

Ten tough words, ten tough words.

Can you read these ten tough words?

who have could why

they you some

said of was

They'll help you find your way,

In reading every day.

These ten tough words are fun to read and say.

Ten tough words, ten tough words.

Can you read these ten tough words?

who have could why

they you some

said of was

B. "As you listen to the song, you may write the ten words here or on index cards:"

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## LESSON 58 SCRIPT-WRITING YOUR NAME

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**Lesson Objective:** Write one's name in script

**Materials:** Index Cards

- A. "Today you will write your name in script."
- B. "You may write your first name on an index card, with the first letter capitalized, in block letters."
- C. "You may write your first name on an index card, with the first letter capitalized, in script."  
**Note:** If the student needs help, "You may look at *Writing the Alphabet* (which comes with Language Arts Kit B) to see how that letter is written in script." Then, let the student find the letter in the Table of Contents and turn to that page.
- D. Repeat steps B and C for the student's last name.
- E. "When you write both your first and last names together in script, that is your signature. Say with me: *signature*."
- F. "When you agree to something, people will often ask you to sign your name: they will ask for your signature. This is my signature [write your signature here]:"
  
- G. "You may write your signature here:"
  
  
  
  
  
  
  
  
  
  
- H. "A signature is also called an autograph. Say with me: *autograph*. Famous people are often asked for their autograph. May I have your autograph?"



## LESSON 61 DOLLARS

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**Lesson Objective:** Learn to read and write whole dollar money amounts with the dollar sign

A. "This is the sign for dollars:"

\$

B. "Say with me: *dollar*."

C. "Show me the sign for dollars:"

£     \$  
¥     €

D. "What is this sign called?"

\$

E. "A dollar sign says, whatever follows me is the number of dollars. The symbol:"

\$3

"means:"

three dollars

F. Point at \$3 above. "Which comes first, the dollar sign or the 3?"

G. Point at the words for three dollars. "Which comes first, the word for three or the word for dollars?"

H. "If you were to read [point] \$3 as written, what would you say?" Answer: Dollar three

I. "That would sound funny, wouldn't it? But this is incorrect:"

3\$

## LESSON 63 NONFICTION: BIOGRAPHY

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Lesson Objective: Read a biography

Materials: John Henry Haaren's *George Washington*

- A. "Many books have been written about people who made a difference in the world. Such a book is known as a biography. Say with me: *biography*."
- B. "If a writer is accurate about the people and events in his or her biography, the biography is nonfiction."
- C. "Is a biography nonfiction?"
- D. "Yes, as long as it is accurate."
- E. "Today we will read John Henry Haaren's *George Washington*. But first, let's learn about the author so we can feel comfortable that his biography about George Washington is accurate."
- F. "Can you think of a way to learn about who John Henry Haaren was?"
- G. "Yes, we can look him up on the internet. Or, we could read a biography written about him!"
- H. "The internet says that John Henry Haaren studied at Columbia University in New York in 1889-1891, and then became a teacher and Associate Superintendent of Schools in New York, where he started teaching English to foreigners. He wrote many books for children."
- I. "Do you think John Henry Haaren's biography about George Washington is likely to be accurate?"
- J. "OK, let's read it! When we are done, I will ask you to tell me about what we have read." Have the student read John Henry Haaren's *George Washington*. You may read it together if the student is not able to read on his or her own.

## LESSON 84 TOUCH TYPING: TYPING EMAILS AND PHONE NUMBERS

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### Lesson Objective: Type identifying information

- A. "John Doe's email address is [john.doe@gmail.com](mailto:john.doe@gmail.com). An email address has three parts:"
  - a. Name (john.doe)
  - b. The *at* sign (@)
  - c. The place where they get their email (gmail.com)
- B. "Show me the *at* sign on the keyboard."
- C. "The *at* sign is made by:"
  - a. Holding the Shift key with your right pinky; and
  - b. Pressing the 2 key, without moving your hands from the home position
- D. "Try it!"
- E. "Now you may type your own email address, or the email address of someone you know."
- F. "In the USA, phone numbers are often written like this:"

201-555-121

Or like this:

(201)555-1211

- G. "The dashes in the first phone number are to the right of the 0 key. You press it with your left pinky."
- H. "You may practice typing at signs and dashes while keeping your hands in the home position."
- I. "The parenthesis in the second phone number are above the 9 and 0 keys. You may practice making a left parenthesis by holding the shift key with your left pinky and pressing the 9 key:"

(

- " You may practice making a right parenthesis by holding the shift key with your left pinky and pressing the 0 key:"

)

- J. "Now you may type your home phone number."

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### Work Mat

Any lesson that needs a workspace