



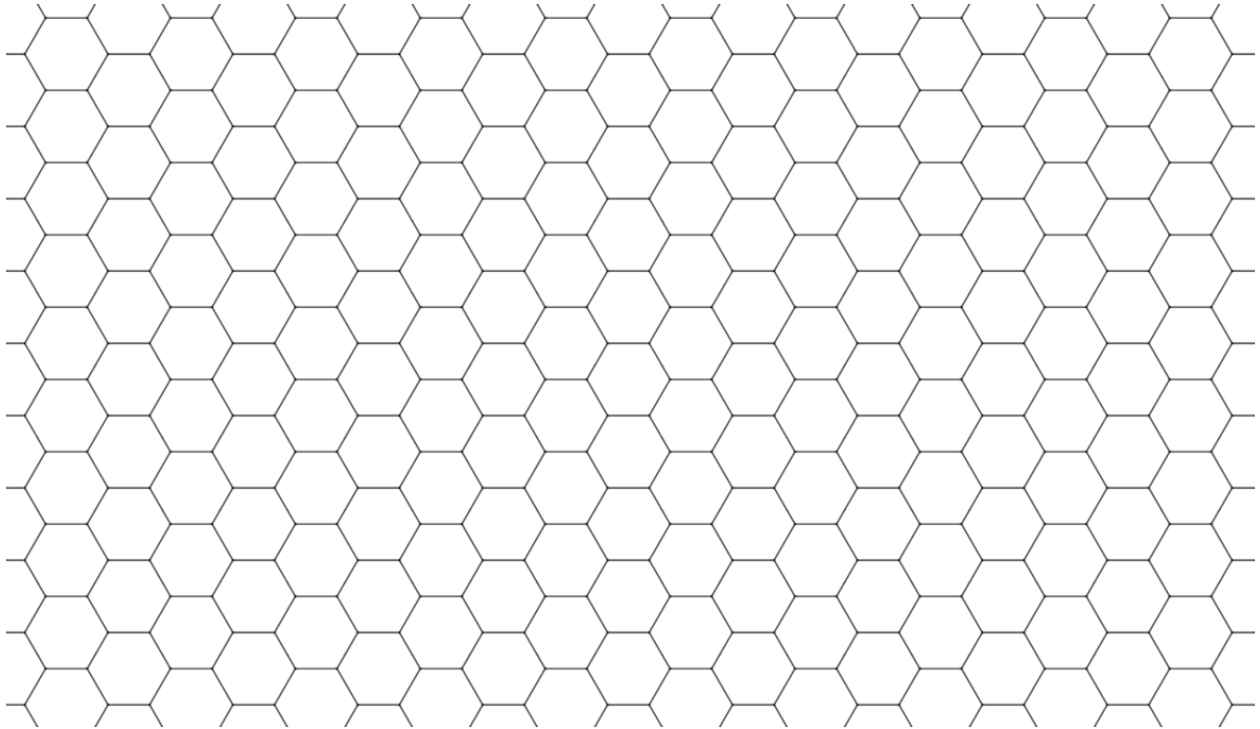
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LESSON 5-4 PATTERNS

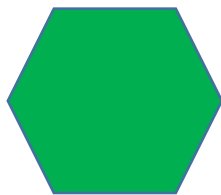
Lesson Objective: Learn the meaning of and recognize a pattern

A. “Describe what you see:”



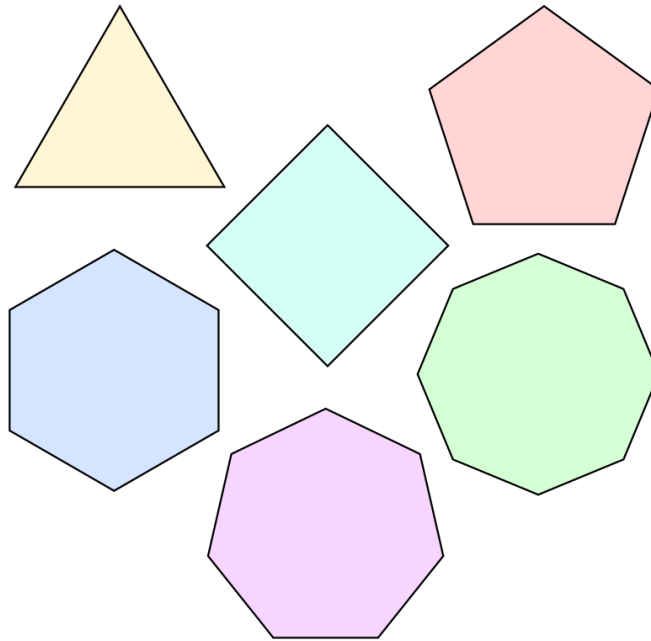
B. “This is called a pattern, because it has many of the same things fitting together in the same way.”

C. “This shape:”

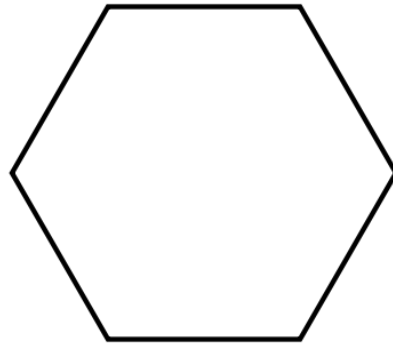


“is called a *hexagon*. Say with me: *hexagon*. How many sides does a hexagon have?”

D. "You may show me the hexagon:"



E. "What's this shape called?"

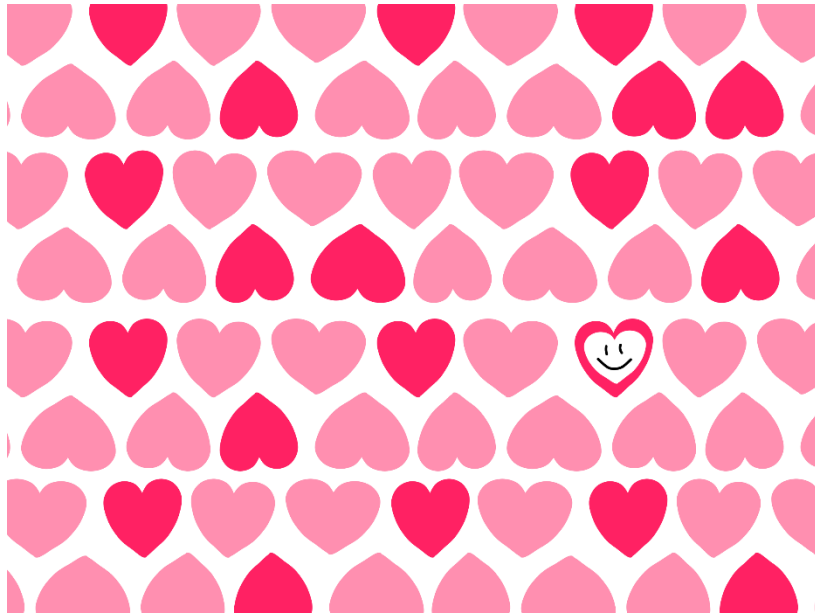


F. "The pattern of hexagons in step A is called a *honeycomb*. Say with me: *honeycomb*. Bees make honey in a honeycomb."

G. "Things that have other things in common have a *pattern*."

H. You identified a *pattern*. Say with me: *pattern*."

I. "Let's look at other patterns. Tell me what you see:"



- J. "This is also called a pattern, because it has a lot of hearts that pretty much look the same. You could call this a heart pattern."
- K. "Are all the hearts the same?"
- L. "Even though one of the hearts is different from the others, it's still a pattern, because it's still a bunch of hearts."
- M. You identified a *pattern*. Say with me: *pattern*."
- N. "Things that have other things in common have a *pattern*."
- O. "Here's another pattern, this time a pattern of how people act:"



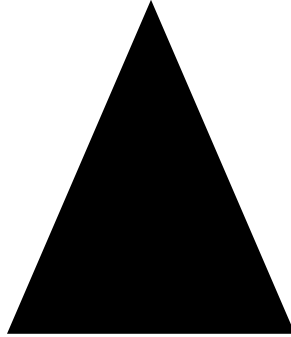
- P. "These two students are both doing what?"
- Q. "What do you think happened just before they raised their hands?"
- R. "Teachers have patterns, too: They ask questions!"

LESSON 5-14 PARTS OF SPEECH: NOUN GRAMMAR SYMBOL

Lesson Objective: Recognize and use the noun grammar symbol

Materials: Montessori Grammar Symbols

A. "This black triangle is the grammar symbol for a noun:"



B. "As you learn each part of speech, you will also learn its grammar symbol."

C. Point at the Montessori Grammar Symbols that come with the kit for this book. If the student has not yet cut them from the sheets, he or she may do so now. "Can you show me the grammar symbol for a noun?"

D. Give the grammar symbol for a noun to the student and let the student inspect it. "What is this called?"

E. "In the following sentences, you may place the grammar symbol for a noun above each word that is a noun:"

I sat on a cat.

Bill ran home without shoes.

Alice had an adventure.

Do you think with logic?

Today is a sunny day.

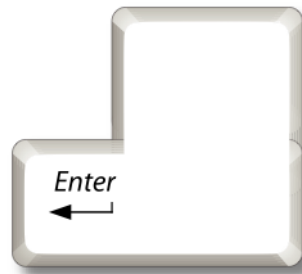
Did you run a mile?

I drank the water.

LESSON 5-15 TYPING: THE ENTER KEY

Lesson Objective: Learn the placement and function of the Enter key

- A. "Now let's practice using the Enter key."
- B. Point at the large key labeled "enter" or "return" to the right of the right pinky. "This is the Enter key."



- C. "Whenever you want to start a new line, you press this key with your right pinky. Some keyboards have more than one Enter key: Use the one that is closest to your right pinky."
- D. "Type the letter f. Then press the Enter key with your right pinky. Then type another letter, say, g, with your left hand."
- E. "Now see if you can type the Enter key by stretching your right pinky out and by moving your right hand as little as possible."
- F. Repeat steps D and E with letters typed by the right hand, for example, j, h, k, l, and so on. Let the student play with the Enter key and other keys until the student has closure. If the student leaves the home position, gently correct: "I see that one or both of your hands have left the home position. It is hard to keep your hands in the home position but you will be a much faster and more accurate typist when you are able to keep your hands in the home position."

LESSON 5-60 KEEPING THE EYES AND HEAD STILL

Lesson Objective: Build important reading muscle by practicing peripheral vision

- A. “Today we will work to improve your peripheral vision. Say with me: *peripheral vision*. Peripheral vision refers to what you can see that you are not looking directly at. Practicing peripheral vision helps your eyes to read better. Look at this red dot:”



- B. “Let’s find out how long can you keep looking at the dot without moving your eyes away and keeping your head still too. Ready? Go!” Time the student by counting out loud or using a timer or smart phone. Watch the student’s eyes and stop counting when his or her eyes move.
- C. Repeat step B until the student has competence (at least 15 seconds) and closure.
- D. Cover the D with your left thumb and the O with your right thumb.

D



O

- E. “Look at the green dot, and keep looking at it, keeping your head and eyes still, even as I move my thumbs.”
- F. “I’m going to move my left thumb and you will try to guess the letter you see with your peripheral vision. It’s hard, but can you keep looking at the green dot and not move your head or eyes, even when I move my thumb?”
- G. “In other words, try to recognize the letter with your peripheral vision.”
- H. As you look at the student’s eyes, gradually move your left thumb to the left, exposing the letter D.
- If you see the student’s head move, stop: “I see you head moving!” and go back to E.
 - If you see the student’s eyes move, stop: “I see your eyes moving!” and go back to E.
- I. “You may say the letter as soon as you know it.”
- J. Repeat steps D through I with the right thumb and the letter O.

LESSON 5-73 HOW TO TELL A STORY: VOLUME

Lesson Objective: Learn how changing volume helps makes a good story

A. "Let's read this sentence together:"

I didn't say he stole the
dog

- B. "Let's count the number of words in this sentence." Point and count. There are seven words in all; the contraction *didn't* counts as one word.
- C. "It's a simple sentence with seven words. Would you be surprised to learn that this sentence could have seven different meanings?"
- D. "Let's say the sentence by speaking the first word loudly and the rest of the words softly:"

I didn't say he stole the
dog

- E. "What is the meaning of the sentence now?" **Answer:** I didn't say that, someone else must have.
- F. Repeat steps D and E for each of the remaining words:

I *didn't* say he stole the
dog

I said something else, I didn't say that.

I didn't *say* he stole the
dog

I was thinking that maybe but I didn't say that.

I didn't say *he* stole the
dog

Someone may have stolen the dog, but it wasn't he who stole it.

I didn't say he *stole* the
dog

Borrowed it, maybe.

I didn't say he stole *the*
dog

He's a dog stealer, but that doesn't mean he stole *that* one.

I didn't say he stole the
dog

He stole the cat, silly!

G. "Volume is how loudly or softly you speak. Say with me: *volume*."

- H. “When you change your volume, the meaning often changes. When speaking, you may use volume to change the meaning of the words you speak. You can show volume when writing, too. Look at all the large words in red. Besides being larger and in red, there’s something else that’s different, too. Can you tell me what?”
- I. “Yes, the letters are slanted: The letters are in italics. Say with me: *italics*.”
- J. “When a writer wants to give a word more volume, that word appears in *italics*.”
- K. “Which of the words in the following sentence are in italics?”

A man, a *plan*, a canal,
Panama.

- L. “When a writer wants to give a word more volume, how does the writer write that word?”
- M. “A story is much less interesting when there is no change in volume. When telling a story, sometimes speak loudly and other times speak softly: Vary your volume.”

LESSON 6-55 POSSESSIVE NOUNS

Lesson Objective: Practice using possessive nouns as adjectives

Materials: Montessori Grammar Symbols

- A. "A common pattern of words in the English language is noun – preposition – noun. As we just saw, *clothes for men* is such a pattern."



- B. "By using possessive nouns, we can make a different pattern of words with the same meaning:"



- C. "[Point at the blue triangle.] The symbol for which part of speech was used for *men's*?"

- D. "For each of the following phrases, as was done in steps A and B, rewrite the phrase using a possessive noun and diagram it:"

lunch of Debbie

classes of students

LESSON 6-73 SPELLING: SIGHT WORDS #2 OF 6

Lesson Objective: Spell, read, and write high frequency words

Materials: Index Cards

A. These letters, when put in proper order, form a sight word:

s h a

B. "You may reorder the letters so they spell a sight word. You may write the word on an Index Card."

C. "Can you make a sentence using that sight word?"

D. Repeat steps A through C for these scrambled sight words using index cards until the student has competence and closure.

yb

anc

colud

dda

od

fro

og

doog

dha

hda

LESSON 6-71 CONSONANT BLENDS: /FL/

Lesson Objective: Learn to spell, read, and write the /fl/ consonant blend

Materials: Semicircle Kit

flash

flag

floss

flat

flip

- A. "With what consonant blend sound does each of these words start?" **Answer:** *fluh*
- B. Say the word flash while dragging out the vowel sound: *flaaaaaaaaaash*. "What is the vowel sound that comes after the *fluh* sound in *flash*?" **Answer:** *ah*
- C. "What letter is that vowel?" You may point at the *a* in *flash*.
- D. "With what two letters does the word *flash* end?" **Answer:** *sh*
- E. "Good! The letters *sh* make another consonant sound. What is that sound?" **Answer:** *shuh*
- F. "The word *flash* starts with a *fluh* sound, then has an *ah* sound in the middle, and ends with a *shuh* sound."
- G. "Can you think of other words that end with the *ah* and *shuh* sounds?" Examples: *stash*, *cash*, *rash*, *brash*
- H. Repeat steps B through G for each of the remaining words.
- I. "Here are some sentences using these /fl/ words. Let's read these together:"

The picture didn't come out because the flash failed.

Vanessa saw the checkered flag as she crossed the finish line.

Do you floss every day?

We got a flat after driving over the pothole.

Flip a coin!

J. "Now you may write a sentence of your own for each word. You may write in block letters or script. See if you can write the sentences so that together they make a story."

Word	Sentence
flash	<hr/> <hr/> <hr/>
flag	<hr/> <hr/> <hr/>
floss	<hr/> <hr/> <hr/>
flat	<hr/> <hr/> <hr/>
flip	<hr/> <hr/> <hr/>

LESSON 7-22 MAKING WORDS WITH A SHORT E

Lesson Objective: Spell short e words

Materials: Index Cards

- A. "You may say and spell the word for each picture. If you like, you may write the letters of your favorite word on an index card."

LESSON 7-32 TOUCH TYPING: PRACTICE LOOKING AT THE TEXT

Lesson Objective: Reinforce importance of keeping eyes on the text and not on the keyboard

- A. “You may place your hands in the home position on a keyboard. You will type faster when you type without looking at your fingers or the keyboard: Let’s practice keeping your eyes on what you are typing.”
- B. “You may type the sentence below. You may take your time on each letter you type: Do not try to type quickly. Instead, focus on keeping your hands in position and your eyes on the text. If you can do these two things you will become an excellent typist: both fast and accurate.”
- “To help you, if I see your eyes leave the page I will clap my hands like this [clap your hands lightly]. Also, if I see your hands get out of position I will tap the table like this [tap the table gently].”

For your birthday, I baked a cake.

Watch the student’s eyes carefully. If they look anywhere outside or away from the page, clap lightly.

Watch the student’s hands carefully. If they move out of position, tap the table gently.

- C. “Now you may compare what you typed against the text. Did you make any mistakes?” If there are mistakes, “No worries. It takes time to get this right. Let’s try again.”
- D. Repeat steps A through C until the student doesn’t look away and has closure. You may select text from any source.
- E. Reverse the roles: “Now you may find a sentence for me to type. If you see me look away, you may clap lightly. If you see me move my hands out of position, you may tap the table gently.” As you type, give the student the opportunity to clap and tap at least once. When the student identifies an error, “Thank you! You have given me an opportunity to improve.”

Notes:

- 1) When students recognize errors in others, it improves the student’s ability to recognize and fix their own.
- 2) Take every opportunity to reinforce the notion that making mistakes provides opportunities for improvement because that approach builds a growth mindset.

LESSON 7-49 DOLLARS

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 7-65 WRITING SENTENCES

Lesson Objective: Read and write sentences

- A. "It is hot today."
- B. "You may write that sentence here:"

- C. "You may write that sentence in script here:"

- D. "You may type that sentence."
- E. On a separate sheet of paper, repeat steps B through D for the following sentences:

We went to the ball park

Tomorrow it will be Sunday

What is your name?

LESSON 8-4 INFINITIVES

Lesson Objective: Learn the meaning and use of infinitive verbs

- A. "I run, you run, she runs are the first, second, and third person verbs for the verb *to run*."
- B. "As you have learned, when we put the word *to* in front of a verb, that is called the *infinitive*. Say with me: *infinitive*. *To run* is the infinitive."
- C. "You may complete the missing places in the table. You may add your own verbs for the last two lines:"

Infinitive	First person I	Second person You	Third person He / She / It
to run	run	run	runs
		marry	
			pushes
	buy		
to live			
	cry		

- D. "What is the rule that tells you the infinitive if you know the first person?" **Answer:** Add the word *to*. If the first person is *I run*, the infinitive is *to run*.
- E. "Sometimes the word that follows *to* is not a verb. *I went to the store*. In the sentence, *I went to the store*, *to* is a preposition."

LESSON 8-17 CAN VS. MAY

Lesson Objective: Learn the difference between can and may

A. "Say with me: *You can.*"

You can

B. "This means that you are able to do something, even if you don't have permission to do so. If you had permission, the correct phrase would be: *You may.* Say with me: *You may.*"

You may

C. "Which is correct: *You can* eat dog food or *You may* eat dog food?"

D. "You are certainly capable of eating dog food. But you probably do not have permission: you may not eat dog food."

E. "It's possible to be given permission for something you are not capable of doing. For example, you may jump from the ground to the top of the mountain without help. That's simply something you cannot physically do!"

F. "List three things you do not have permission to do:"

G. "For each item in F, say *I can* _____ *but I may not* _____."

LESSON 8-22 FOOD GROUPS

Lesson Objective: Build vocabulary

Materials: Ball

- A. "People eat many types of things, and those things may be grouped. Here are common ways to group food:"

Group	Example Foods
Vegetables	Garlic; Celery; Broccoli; Cauliflower; Beet; Cucumber; Spinach; Leek; Pumpkin; Artichoke; Onion; Kale; Asparagus; Carrot; Radish; Squash; Endive
Fruits	Apple; Pear; Orange; Banana; Mango; Apricot; Avocado; Blueberry; Coconut; Lime; Kiwi; Fig
Grains	Barley; Oat; Millet; Rye; Farro; Quinoa; Buckwheat; Maize; Rice; Wheat; Freekeh; Bulgur
Meat	Cow; Chicken; Duck; Goose; Rabbit; Eel; Fish; Snail; Seafood (lobster; shrimp; scallop)
Dairy	Egg; Milk; Butter; Cream; Cheese
Nuts and Seeds	Almond; Cashew; Sunflower; Peanut; Walnut
Beans	Navy; Pinto; Kidney; Soybean; Mung; Adzuki; Black; Cannellini; Chickpea
Insects	Locust; Mealworm; Beetle; Grasshopper; Caterpillar; Butterfly; Bee; Ant; Stinkbug






- B. "Are you surprised that people eat insects? The FAO, or Food and Agricultural Organization of the United Nations, estimates that approximately two billion people eat insects as part of their regular diet. Insects may be ground into a paste or powder and added into food, which is beneficial because they are plentiful and high in minerals, fat, and protein."
- C. Throw the ball to the student while saying a food. The student names the group while returning the ball. For example, egg / dairy.
- D. "You may write a short story about food." If the student has difficulty:
- "Is there any food you or someone you know doesn't like?"
 - "Is there a story behind why they don't like it?"
 - "Did you ever eat something you didn't think you would like but did?"
 - "Is there a food you will never eat?"
 - "Do you think more people will eventually start eating insects to save money and have a healthier diet?"

LESSON 8-23 CONSONANT BLENDS: /SW/

Lesson Objective: Learn to spell, read, and write the /sw/ consonant blend

Materials: Semicircle Kit

- A. "The /sw/ consonant sound makes a *swuh* sound. Say with me: *swuh*."
- B. "Here are five words, with pictures that describe them, that start with /sw/ and so they start with the *swuh* sound:"

swift	
swing	
swim	
swan	
swamp	

- C. Point at the list of five words. “What two letters does each word start with? You may circle these letters here:

a b c d e f g h i j k l m n o p q r s t u v w x y z

- D. Point at the picture for *swift*. “This is a picture for *swift*. Say with me: *swift*. What sound does the word for *swift* start with?”
- E. “Show me the picture for *swift*. Show me the word for *swift*. What letters start the word *swift*?”
- F. “Point at the picture for *swift*. What word is this a picture for?”
- G. “Point at the word for *swift*. What is this word?”
- H. “Can you show or tell me other things that have a *swift*?”
- I. “You may write the word *swift* in lowercase block letters here:”

- J. “You may write the word *Swift* in block letters with the first letter capitalized here:”

- K. “You may write the word *swift* all lowercase in script here:

- L. “You may write the word *Swift* in script with the first letter capitalized here:”

- M. Repeat steps D through L for of each of the remaining words in step B.

- N. “Can you think of other words that start with /sw/?”

Note: One variation is to play the *I Spy* game: “I spy with my eye something (or a person’s name) that begins with /sw/.”

LESSON 8-38 PARTS OF SPEECH REVIEW

Lesson Objective: Review parts of speech learned so far

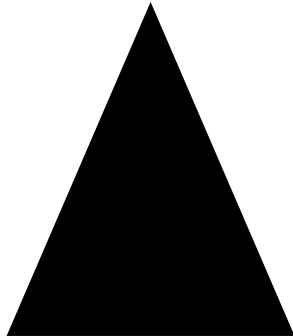
Materials: Montessori Grammar Symbols

A. "You may bring me the grammar symbol for each of the following words:"

<i>happy</i>	<i>in</i>	<i>father</i>	<i>ran</i>
<i>blue</i>	<i>fence</i>	<i>sturdy</i>	<i>evenly</i>
<i>honest</i>	<i>honesty</i>	<i>honestly</i>	<i>the</i>

If the student has difficulty:

"This is the grammar symbol for a noun:"

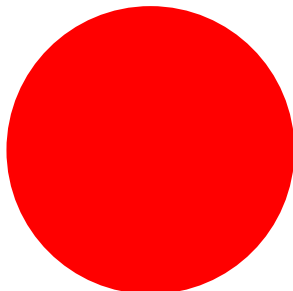


"If it's a noun, then the word will make sense if you put it in a phrase like this:"

Tall _____

"For example, *tall happy* doesn't make sense, so *happy* is not a noun."

"This is the grammar symbol for a verb:"

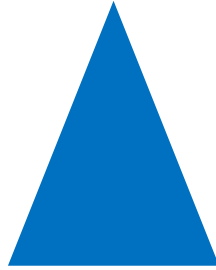


“If it’s a verb, then the word will make sense if you put it in a phrase like this:”

I _____

“For example, *I happy* doesn’t make sense, so happy is not a verb.”

“This is the grammar symbol for an adjective:”

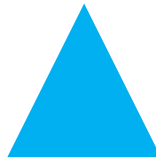


“If it’s an adjective, then the word will make sense if you put it in a phrase like this:”

She had a _____ *face*

“For example, *She had a happy face* makes sense, so happy is an adjective.”

“This is the grammar symbol for an article:”

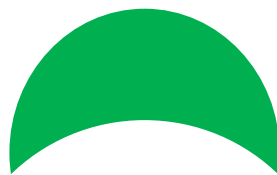


“If it’s an article, then the word will make sense if you put it in a sentence like this:”

_____ *tree is tall.*

“For example, *happy tree is tall* doesn’t make sense, so happy is not an article.”

“This is the grammar symbol for a preposition:”

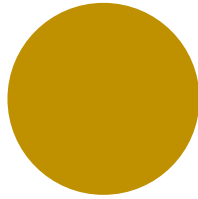


“If it’s a preposition, then the word will make sense if you put it in a sentence like this:”

The ball went _____ the house.

“For example, *The ball went happy the house* doesn’t make sense, so happy is not an preposition.”

“This is the grammar symbol for an adverb:”



“If it’s an adverb, then the word will make sense if you put it in a sentence like this:”

They walked _____.

“For example, *They walked happy* doesn’t make sense, so happy is not an adverb.”

LESSON 8-39 HISTORICAL DOCUMENTS: THE US CONSTITUTION

Lesson Objective: Learn the meaning and use of the US Constitution's preamble

- A. "If you were to start your own country, do you think you'd need some rules?"
- B. "The United States of America has rules, too, in what is called the Constitution. Say with me: *Constitution.*"

Constitution

- C. "When written, is the word *Constitution* capitalized?"
- D. "This is how it starts, in a section called the preamble. Say with me: *preamble*. Let's read it together:"

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

- E. "You may look at the text above. What patterns or special things do you observe?" **Answer:** Nouns are usually capitalized; the word defence has a different spelling today (and is the only non-pronoun noun not capitalized).
- F. "How many sentences are there in the preamble?"

G. "You may write the preamble here, using today's spelling and capitalization rules. When you are done you may show me what you changed."

H. "What are the first three words of the preamble to the Constitution? This is how they look from the original document:"



I. "Why do you think those are the first three words?"

J. "Why do you think a preamble was written? What would be missing without it?"

K. "Let's say our family was to have its own Constitution."

a. "What would a good preamble look like?"

b. "What would make a preamble bad?"

- c. "Can you say what the goal of a good preamble would be?"
- L. "Let's list the things that are important for a good preamble:"

Things that make for a good preamble

1.

2.

3.

4.

5.

- M. "Let's try to write our family preamble together."

LESSON 8-48 PLAY WRITING

Lesson Objective: Learn how to write the instructions for a play

- A. “This is what William Shakespeare wrote at the beginning of The Tragedy of Hamlet, Prince of Denmark.”

ACT I

SCENE I. Elsinore. A platform before the castle.

FRANCISCO at his post. Enter to him BERNARDO

BERNARDO

Who's there?

FRANCISCO

Nay, answer me: stand, and unfold yourself.

- B. “A play has one or more *acts*. Say with me: *acts*. An act is a part of a play that tells a story. If a play has one act, the entire story is told in that one act. If a play has more than one act, each act has its own story, with the stories connecting to make the play. The first act in a play is Act I. The act is shown in red above. Show me where Shakespeare tells you the *act*.”
- C. “A scene is a part of an act: An act may have one or more scenes. Within an act, if the cast of characters changes, that usually calls for a new scene. The scene is shown in orange above. Show me where Shakespeare tells you the *scene*.”
- D. “Along with the Scene, the author describes the scene. The description may include the characters in that scene, the location of the scene, such as the city or the room, and what the characters may be doing as the scene opens. The scene details are shown in green above. Show me Shakespeare’s description for Act I Scene I.”

- E. “Now that the reader knows the act, the scene, and the scene details, it’s time for the characters to speak. In a play, this is called *dialogue*. Say with me: *dialogue*. Dialogue is spoken by a character. The first character to speak is Bernardo. The character name is shown in blue above. Show me the character who speaks first. Show me the character who speaks second.”
- F. “The character’s dialog is what the character speaks. The dialog is shown in purple above. Show me the dialogue first spoken by Bernardo. Show me the dialogue spoken by Francisco.”
- G. “Let’s be the actors! I’ll be Francisco and you can be Bernardo. According to the scene directions, what is Francisco doing?”
- H. “Yes, Francisco is at his post. I’ll make my post the kitchen table.” You may sit at the kitchen table. “OK, I’m at my post!”
- I. “You are Bernardo. What do the scene directions say about Bernardo?”
- J. “Yes, Bernardo is entering the kitchen. You may stand outside the kitchen until the scene starts.”
- K. “Now the scene is set! Since you are Bernardo, you speak first. Your line is: *Who’s there?* You may ask, *Who’s there?* as you enter the kitchen.”
- L. “Since I’m Francisco, I will speak my line: *Nay, answer me: stand, and unfold yourself.*”
- M. “Now let’s switch characters: I’ll be Bernardo and you’ll be Francisco. Since you’re Francisco, you may sit at the kitchen table and I will enter.”
- N. As you enter the kitchen, say *Who’s there?* “Now you may say your line: *Nay, answer me: stand, and unfold yourself.*”
- O. “We are acting out a Shakespeare play together!”