



# ShillerMath Language Arts A Sample Lessons

© ShillerMath

All Rights Reserved

[shillermath.com](http://shillermath.com)

Language Arts A



## LESSON 1-1 WHY LANGUAGE ARTS?

**Lesson Objective:** What the student will learn – and why that’s worth learning

Note: If the student answers “No” to any question, ask, “What is the reason?”

- A. “Communicating means being able to speak, listen, read, and write well.”
- B. “In life, we get more of what we want and need when we communicate well with others. Do you want to be able to communicate well with others?”
- C. “Do you think it will help you in life if you are able to speak, listen, read, and write well?”
- D. “Will this book help you speak well?”
- E. “Will this book help you listen well?”
- F. “Will this book help you read well?”
- G. “Will this book help you write well?”



- H. “What is the girl doing?”
- I. “Yes, the girl is speaking.”
- J. “What is the boy doing?”
- K. “Yes, the boy is listening.”
- L. “What is the bee doing?”
- M. “Yes, the bee is reading.”
- N. “What is the man doing?”
- O. “Yes, the man is writing”
- P. “Is the man writing with his right hand or his left hand?”
- Q. “The man is writing with his left hand.”
- R. “In this book, you will be learning the alphabet, how to introduce yourself, the four seasons, telling the difference between loud and soft in your and others voices, and more. You’ll be doing a lot of moving, singing, listening, and speaking. And whenever you like, I will read you a Mother Goose story. Are you ready?”

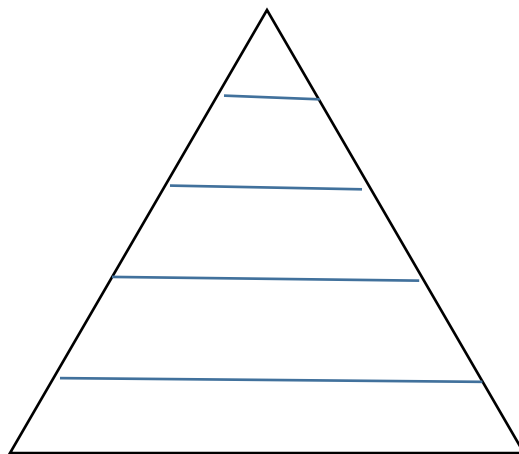
## LESSON 1-27: MONTESSORI SHAPES - TRIANGLE

---

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

**Materials:** Montessori Shapes; Play-Doh; Crayons; Blank paper

- A. "You may bring me the Montessori Shapes and place them on the mat."
- B. Hold up the triangle shape by its knob.
- C. "This shape is called a triangle. Say with me: *triangle*."
- D. Hold up the shape that the triangle fits into.
- E. "The triangle shape fits into this triangular frame. Say with me: *triangular frame*."
- F. "You may bring me the crayons."
- G. Place the triangular 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 triangle from edge to edge [point at the left and right edges as you say this] until the triangle 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.
- L. "You may try to make this shape using the Play-Doh." When the student has finished his or her work, "You may put the Play-Doh back into its container."

## LESSON 1-28: SOUNDING THE LETTER *D*

---

**Lesson Objective:** Recognize the sound the letter *d* makes

- A. "The letter *d* makes a *duh* sound."
- B. "Say with me: *duh duh duh duh duh*. Do, date, dead, diver, and drive all start with the letter *d* and they all start with the *duh* sound."
- C. "Which letter makes a *duh* sound?" Answer: The letter *d*
- D. "Do the words for any of these things have a *duh* sound?"



dance



dog



dinosaur

- E. "You may say some words – real ones or made up ones – that have a *duh* sound."

## LESSON 1-29 THE LETTER *D*

---

**Lesson Objective:** Recognize the letter *d*

**Materials:** Play-Doh; Grain; Movable Alphabet

A. Put the Play-Doh, Movable Alphabet, and grain nearby. Leave the grain in its package. Bring a shallow soup or cereal bowl to hold the grain.

A. "This is the letter *d*:"

d

"Say with me: *d*."

B. "You may point to the letter *d* here – you do not need to know any other letters:"

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

C. Dump out the Movable Alphabet on the mat. "Find me the letter *d*."

D. Find a clear 10' x 10' area – inside or out – where the student can move around freely. Show the student this page and point to *d* above. "You may make the letter *d* with your feet as if you were to make the letter *d* in the snow covering the ground."

E. The student may sit down or stand. "Standing or sitting, you may trace the letter *d* with your foot."

F. "Can you make the letter *d* with your hands or body?"

G. "You may try to make the letter *d* using the Play-Doh." When the student has finished his or her work, "You may put the Play-Doh back into its container."

H. "You may bring me the bowl."

I. "You may bring me the grain."

J. "You may pour the grain into the bowl." Note: This activity builds fine muscle development. Should any grain spill outside the bowl, collect the spillage and put it into the bowl while saying, "It is hard to get all the grain inside the bowl. You will get better at this over time."

K. "You may trace the letter *d* in the grain with your finger." Note: The student may use either hand and one or two fingers (index or index and middle finger).

L. "Do you wish to make another *d* in the grain?" If yes, gently shake the bowl so the grain distributes itself evenly in the bowl.

M. Repeat steps E, F, G, H, L, and M until the student has competence and closure.

N. "You may put the grain back in its bag." Note: See step K above.

O. "You may put away the Play-Doh, Movable Alphabet, bowl, and grain." Note: This helps students understand that they are in charge of their own learning and responsible for their environment.

## LESSON 1-75: VOICE VOLUME AWARENESS

---

**Lesson Objective:** Recognize different volume levels in student and in others

Note: This lesson makes a lot of noise. Only do this lesson at a time of day and in an environment that will respect your neighbors and nature.

A. "You may point at a word here:"

dough	cough	tough
lemon	women	singing
wolf	such	why

- B. Speak the word in one of three voices: Loud, Soft, or Normal.
- C. "Was my voice loud, soft, or normal?"
- D. Repeat steps A through C until the student has competence and closure.
- E. "Now you may say a word – any word – with a voice that is loud, soft, or normal. I will tell you how loud or soft or normal I think your voice is."
- F. Repeat step E until the student has competence and closure. Or you may on occasion make a deliberate mistake when answering. If the student does not catch the mistake go back to step A.

## LESSON 1-83: LIP LETTERS



**Lesson Objective:** Understand that the lips help make certain letters  
**Materials:** Movable Alphabet

- A. "Say the letter *b* with me: *b*."
- B. "Now say it again very slowly and tell me what your lips are doing to make the sound of the letter *b*."
- C. "Did you have to move your lips to make the letter *b*?"
- D. "The letter *b* is a lip letter! Say with me: *lip letter*. You may bring me the letter *b*."
- E. "Without moving your lips try to say the letter *b*. Can you do it?" Answer: No
- F. "That's how you know *b* is a lip letter: You must move your lips."
- G. "Say the letter *d* with me: *d*."
- H. "Did you have to move your lips to make the letter *d*?" Answer: No
- I. "The letter *d* is a not a lip letter."
- J. "Say the letter *c* with me: *c*."
- K. "Did you have to move your lips to make the letter *c*?" Answer: No
- L. "The letter *c* is not a lip letter."
- M. Repeat steps A through D for the letters *a*, *e*, *f*, *g*, *h*, and *i*.
- N. "For which letters did you have to move your lips?" Answer: *b*, *f*
- O. "What are these letters called?" Answer: Lip letters



## LESSON 2-25: PARTS OF SPEECH: VERB

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."

eat	drive
cat	car
run	the
breakfast	mommy
fun	and
jump	cloudy
twist	fall
mommy	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 2-40: LEFT AND RIGHT

---

Lesson Objective: Know left from right

- A. "Today you will learn which is left and which is right."
- B. Stand behind the student, and together raise your right hands.
- C. "This is your right hand." Note: The reason to stand behind, and not facing the student, is that your same hands will move together.
- D. Put your hands down, and together raise your left hands.
- E. "This is your left hand."
- F. Put your hands down but do not yet face the student.
  - a. "Show me your left hand. Good! Show me your right hand."
  - b. Point or touch the student's right hand. "Which hand is this?"
  - c. Point or touch the student's left hand. "Which hand is this?"
  - d. "Raise your right hand." If the student raises the left hand, say, "You just raised your left hand. You may raise your right hand."
  - e. "Touch your nose with your left hand."
  - f. "Lift your left leg."
  - g. "Put your right hand on your left shoulder."
- G. Repeat step F using variations until the student has competence and closure. If the student answers incorrectly, repeat steps B through E.
- H. Reverse roles: Ask the student if he or she would like to give *you* instructions. On occasion do not follow them to see if the student catches your mistake and helps you to correct it.

## LESSON 2-55: WORDS STARTING WITH *P*

---

**Lesson Objective:** Come up with words that start with *p*

- A. "The letter *p* starts many words."
- B. "Can you think of more words that start with *p*? You may say them and I'll write them down for you!" Write down each word the student says, even if the word does not start with *p*. Use all lowercase letters.


- C. "Let's go over each word."
  - a. Point at the first letter of each word. "Is that the letter *p*?"
  - b. If it is, "This word starts with the letter *p*."
  - c. If it isn't, "This word does not start with the letter *p*." If the student asks which letter it does start with, you may answer.
- D. Repeat steps B and C until the student has competence and closure.

## LESSON 2-56: SONG FOR *P*

---

**Lesson Objective:** Learn about *p* through song

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

Let's point for p.

When you hear the sound p, point your finger up to the sky.

Let's do it.

pickle pig potato buzz tan

pie poke pear get junk

people panda park pack

peanut ding point

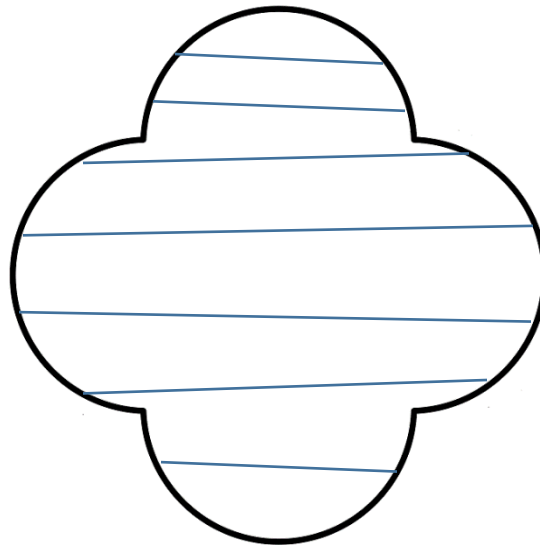
## LESSON 2-77: MONTESSORI SHAPES - QUATREFOIL

---

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

**Materials:** Montessori Shapes; Play-Doh; Crayons; Blank paper

- A. "You may bring me the Montessori Shapes and place them on the mat."
- B. Hold up the quatrefoil shape by its knob.
- C. "This shape is called a quatrefoil. An egg has a quatrefoil shape. Say with me: *quatrefoil*."
- D. Hold up the shape that the quatrefoil fits into.
- E. "The quatrefoil shape fits into this quatrefoil frame. Say with me: *quatrefoil frame*."
- F. "You may bring me the crayons."
- G. Place the quatrefoil 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 quatrefoil from edge to edge [point at the left and right edges as you say this] until the quatrefoil 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.
- L. "You may try to make this shape using the Play-Doh." When the student has finished his or her work, "You may put the Play-Doh back into its container."

## LESSON 3-2: 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 3-20: 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.”
- B. “Tell me about a time when you felt:”
  - a. Happy
  - b. Angry
  - c. Sad
  - d. Worried
- C. “Tell me what you are thinking about right now.”
- D. “Tell me what you had for breakfast today.”
- E. “What were you thinking about when you chose the clothes you are wearing now?”
- F. “What other questions do you think I could ask to get to know the real you?”

## LESSON 3-57: EMOTION WORDS

---

**Lesson Objective:** Recognize common words associated with emotions

A. "Emotions are what we feel:"



Angry



Proud



Loved



Hopeful

B. "You may show me yourself being:"

- a. Angry
- b. Proud
- c. Loved
- d. Hopeful

C. "Can you tell me a story about a time when you were:"

- a. Angry
- b. Proud
- c. Loved
- d. Hopeful



## LESSON 3-76: PERIPHERAL VISION PRACTICE

---

**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 eyes, but not one's head.

A. "Now you will learn how to position your head and move your eyes for reading. When you read you move only your eyes, not your head."

Note: Perform the following steps with the student.

B. "As before, you may stand tall."

C. "Look straight ahead."

D. "This time, lift only your left arm and lift it not to the side, but straight in front of you. You may keep your right arm still at your side."

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

F. "In this lesson, you will not move your head; only your eyes."

G. "Look at your left thumb."

H. "Slowly move your left arm to the left, and keep your eyes looking at your left thumb by moving your eyes but not by moving your head." Note: The student will likely move his or her head the first few times. When this happens, "Did you notice that you moved your head? You may keep your head facing forward and move only your eyes. If you do not feel your head moving, you may cup your jaw with your right hand, which will help you feel if your head is moving."

I. "When you feel that you have to move your head to see your left thumb, you may stop moving your arm."

J. "Move your eyes back and look straight ahead again."

K. "Do you see your left arm and thumb?"

L. "You may put your left arm down."

M. "Whenever you read, you will only move your eyes, not your head."

N. Switching arms, repeat steps B through M.

## LESSON 4-8: TOUCH TYPING: INTRODUCTION

---

**Lesson Objective:** Learn the home position on a keyboard

- A. Find a keyboard. It could be attached to or part of a laptop, desktop, tablet or smart phone.
- B. “Today you will learn about touch typing. Would you rather start with your right hand or left hand?”
- C. If right-hand:
  - a. Hold up the index finger of your right hand. “This is the index finger of my right hand. You may show me the index finger of your right hand.”
  - b. “You may place that finger on top of the j key.”
  - c. “Put your fingers down so the middle finger is on the k key, the ring finger on the l key and the pinky to the key to the right of the l key.”
  - d. “This is the home position of your right hand on a keyboard.”
- D. If left-hand:
  - a. Hold up the index finger of your left hand. “This is the index finger of my left hand. You may show me the index finger of your left hand.”
  - b. “You may place that finger on top of the f key.”
  - c. “Put your fingers down so the middle finger is on the d key, the ring finger on the s key and the pinky on the a key.”
  - d. “This is the home position of your left hand on a keyboard.”
- E. Do the other hand so that you have completed both C and D above.
- F. “This is the home position on the keyboard. Say with me: *home position*.”
- G. “Each of your fingers rests on a key. Before you start to type, this is always the starting position.”
- H. “Clap three times.”
- I. “Now put your hands back on the keyboard in the home position.”
- J. Repeat steps H (varying the number of claps) and I until the student has competence and closure. If the student puts his or her hands in an incorrect position, repeat steps C and/or D as appropriate.
- K. Note: At some point, the student will observe that the right pinky rests on the semi-colon key (“;”). When this happens:
  - a. Point at the semi-colon key. “This is the semi-colon key. We’ll see later what that means and when you may use the semi-colon.”
  - b. “Can you show me the semi-colon key?”
  - c. Point again at the semi-colon key. “What is this key called?”
- L. Point at one of the student’s fingers. “Which letter is under this finger? You may peek if you like.”
- M. Repeat step K until the student has competence and closure.

## LESSON 4-13: PARTS OF SPEECH: ARTICLE

---

Lesson Objective: Recognize an article

- A. “Today you will learn the part of speech called an *article*. Say with me: *article*.”
- B. “*I sat on a chair.* is a sentence using the word *a*. *I sat on the chair.* is a sentence using the word *the*.”
- C. “What’s different between those two sentences?” Answer: In one sentence, you used the word *a*. In the other sentence you used the word *the*.
- D. “When one says, ‘The chair,’ it means a specific chair. When one says, ‘A chair,’ it means any chair, not a particular chair.”
- E. “In the sentence *I sat on a horse*, which word is an article?” Answer: *a*
- F. “In the sentence *I looked at the picture*, which word is an article?” Answer: *the*
- G. “You could say that the article *the* is definite and the article *a* is indefinite. Say with me: *definite*. Say with me: *indefinite*.”
- H. “In the sentence *I sat on a horse*, is the article *a* definite or indefinite?” Answer: indefinite, because it could any horse.
- I. “In the sentence *She drove the car*, is the article *the* definite or indefinite?” Answer: definite, because it sounds like it was a specific car.
- J. “Whether definite or indefinite, the part of speech used in front of a noun, is called an *article*. Say with me: *article*.”
- K. “Articles always appear in front of nouns. They usually do not appear in front of other parts of speech, say, verbs.”
- L. “There are three words that play the part of articles: *The*, *A*, and *An*.”
- M. “*The* is a definite article. *A* and *an* are indefinite articles.”
- N. “Are articles used to describe words for things you can eat?” Answer: no, those words are nouns
- O. “Are articles used to describe words for things you might do?” Answer: no: those words are verbs
- P. 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, ‘Article!’ every time I say an article. And then tell me if the article is definite or indefinite.”
- Q. “Now you test me! Say something and I’ll try to tell you if it has a definite article, an indefinite article, or no article.” 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 4-34: SHORT-TERM MEMORY PRACTICE

---

**Lesson Objective:** Improve short-term memory with four words

- A. "Today you will practice building your short-term memory."
- B. "Say with me: *adult*."
- C. "Say with me: *zebra*."
- D. "Say with me: *Alice*."
- E. "Say with me: *jump*."
- F. "You may run around in circles for 15 seconds. Ready? I'll count: 1.. 2.. 3.. ... 15."
- G. "Do you remember the four words you and I spoke together before your jumping jacks?"
- H. Repeat steps B through G, using different words and physical activities until the student has competence and closure.
- I. Reverse roles:
  - a. "Now you may test my short-term memory."
  - b. "Name four things. I'll write them down for now but I won't look at them."
  - c. "Have me do some other activity."
  - d. "You may ask me if I can remember the words."
  - e. "Let's see if I remembered correctly!" Look at the words you wrote down in b.

Notes:

- 1) Words may be any part of speech including nouns, verbs, proper nouns (including names of people and places), articles, prepositions, adverbs, adjectives, interjections, etc.
- 2) For physical activities (step F), you may include other gross motor activities or drawing or other fine motor sensor work or listening or singing to a song if the student so chooses.

## LESSON 4-42: MAKING CVC WORDS WITH O

**Lesson Objective:** Make CVC (consonant-vowel-consonant) words with soft o sound

**Materials:** Movable Alphabet

- A. “Now let’s spell some words. You may bring me all the letters.”
- B. “You may put the letters on the mat in two piles like this:”

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

- C. “What are the letters on the left called [point]?” Answer: Consonants “Yes, these are consonants and this is the consonant pile.”
- D. “What are the letters on the right called [point]?” Answer: Vowels “Yes, these are vowels and this is the vowel pile.”
- E. “I will help you will make a word here [point to a place on the mat below the two piles] using consonants and a vowel.”
- F. “You may pick the letter *l* from the consonant pile and place it here [point to the same place]. *l* makes a *luh* sound. Say with me: *luh*.”

l

- G. “Now you may pick the letter *o* from the second pile [point] and place it next to the *l*. *o* makes an *aw* sound. Together, *lo* makes a *law* sound. Say with me: *law*.”

l o

- H. “Now you may pick the letter *g* from the consonant pile and place it here [point to the spot after the *lo*]. *G* makes a *guh* sound. Say with me: *guh*.”

l o g

- I. “You just put three letters together. You may pronounce the word the three letters make.”
- J. “Can you act out this word?”
- K. “You may put the letters back to the top of the mat.”
- L. Repeat steps F through K for the following words – *cod*, *doc*, *cot*, *hot*, *fog*, *top*, *lop*, *got*, *not*, *pod*, *don*, and *pot* – until the student has competence and closure. You may also say one of these words and ask if the student would like to spell it without help. It’s OK if the student wishes to make his or her own words with *o* as the vowel. The word doesn’t have to be real as long as the student pronounces it correctly.

## LESSON 4-67: INTRODUCTION TO SHAKESPEARE

---

**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.

## LESSON 4-70: THE ABC GAME

---

Lesson Objective:     Alphabet practice

- A. “Today we will play the ABC game.”
- B. “Find me the letter a. You may look anywhere you like except in any of the ShillerMath materials. Books, the refrigerator, and anywhere else is OK.”
- C. “Now find me the letter b. Again, you may look anywhere you like except in any of the ShillerMath materials.”
- D. Repeat until the students finds all the letters through z, in order.

Note: The ABC game is a wonderful diversion on the road. When more than one student is present, it makes for a constructive competition, especially when everyone who plays is rewarded with ice cream.