



Language Arts: It's All Here!

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

ShillerMath
Language Arts 5

© ShillerMath

All Rights Reserved

TABLE OF CONTENTS

Educator Guide	1
Lesson 1 Goals	3
Lesson 2 Introduction to the Circle Kit	4
Lesson 3 Spelling Two-Letter Words	5
Lesson 4 Patterns	6
Lesson 5 Song for ABC Hoe Down	9
Lesson 6 Uppercase and Lowercase Letters: Recognition	10
Lesson 7 Question Mark	11
Lesson 8 Typing Introduction/Review	13
Lesson 9 Parts of Speech: Verb	15
Lesson 10 Parts of Speech: Verb	17
Lesson 11 Exclamation Point	18
Lesson 12 Parts of Speech: Noun	19
Lesson 13 Sentences and Paragraphs	21
Lesson 14 Parts of Speech: Noun Grammar Symbol	22
Lesson 15 Typing: The Enter Key	25
Lesson 16 Script Letters	26
Lesson 17 Short a	29
Lesson 18 Long a; Silent e	31
Lesson 19 Reading Practice	33
Lesson 20 Diacritical Marks	34
Lesson 21 Diphthongs	36
Lesson 22 Diphthongs: ai	37
Lesson 23 Other Languages: Spanish	38
Lesson 24 Character Analysis	39
Lesson 25 Diagramming Parts of Speech: Verb	40
Lesson 26 Nouns: Person, Place or Thing	42
Lesson 27 Song for Nouns	43
Lesson 28 Nonfiction vs. Fiction	44
Lesson 29 Introduction to Syllables	45
Lesson 30 Song for How Many Parts? (Syllables)	46
Lesson 31 Letter-Writing Practice – Introduction with a	47
Lesson 32 Vowels and Consonants Review	48
Lesson 33 Song for Vowels and Consonants	49
Lesson 34 Diagramming Parts of Speech: Noun	50
Lesson 35 How to Tell a Story: Act with Confidence	53
Lesson 36 Nouns: Common and Proper	54
Lesson 37 Diphthongs: oo	55
Lesson 38 Uppercase Letters: Start of Sentences	56
Lesson 39 Letter-Writing Practice - b	60
Lesson 40 Simple CVC (Consonant Vowel Consonant) Words	61
Lesson 41 Song for Crazy Day	62
Lesson 42 How to Tell a Story: With Rhyme	63
Lesson 43 Letter-Writing Practice - c	65
Lesson 44 Touch Typing: The Shift Key	66
Lesson 45 Reading Practice	68
Lesson 46 Letter-Writing Practice - d	69

Lesson 47	Consonant Blends: /ch/	70
Lesson 48	Parts of Speech: Article	71
Lesson 49	Parts of Speech: Article	72
Lesson 50	Parts of Speech: Article	74
Lesson 51	Parts of Speech: Article Grammar Symbol	75
Lesson 52	Asking for What You Want	76
Lesson 53	Letter-Writing Practice - e	77
Lesson 54	Consonant-Vowel Spelling: ee	78
Lesson 55	Diagramming Parts of Speech: Article	80
Lesson 56	Consonant Blends: /sh/	84
Lesson 57	When Not to Ask for What You Want	85
Lesson 58	Letter-Writing Practice - f	87
Lesson 59	Consonant Blends: /th/	88
Lesson 60	Diacritical Mark Practice	89
Lesson 61	How to Tell a Story: Suspense	91
Lesson 62	Letter-Writing Practice - g	92
Lesson 63	Book Report	93
Lesson 64	Keeping the Eyes and Head Still	94
Lesson 65	Reading Practice	95
Lesson 66	Short-Term Memory Practice	96
Lesson 67	Letter-Writing Practice - h	97
Lesson 68	Song for The Pirate Sound /ar/	98
Lesson 69	Recognizing Sounds: /ar/	99
Lesson 70	Short e	100
Lesson 71	Long e; Silent e	102
Lesson 72	Diacritical Mark Practice	104
Lesson 73	Diphthongs: ee	105
Lesson 74	Recognizing Sounds: /er/	106
Lesson 75	Letter-Writing Practice - i	107
Lesson 76	Naming the Continents	108
Lesson 77	Story: Beginning, Middle, End	109
Lesson 78	Letter-Writing Practice - j	110
Lesson 79	Diphthongs: oy	111
Lesson 80	How to Tell a Story: Volume	113
Lesson 81	Identifying Continents	116
Lesson 82	Letter-Writing Practice - k	117
Lesson 83	Reading Practice	118
Lesson 84	Different Ways to Communicate in Writing	119
Lesson 85	Book Report	120
Lesson 86	Review Test	121
Concept Index		129
Materials Index		130

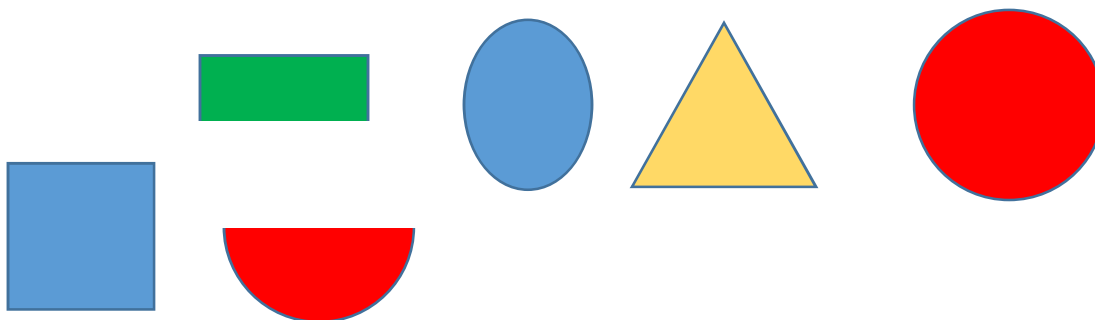
LESSON 2 INTRODUCTION TO THE CIRCLE KIT

Lesson Objective: Learn what the Circle Kit is and how to use it

Materials: Circle Kit (Circles and letter pad)

Note: Tape, markers, and scissors are not supplied but are required when using the Circle Kit.

- A. Bring the Circle Kit and the work mat to a work space.
- B. “This is the Circle Kit. Say with me: *Circle Kit*.”
- C. “It’s called a kit because it has a few things in it that are all there to help you learn words. Several things, when they serve a common goal, may be called a kit.”
- D. “Can you think of other kits?” **Answer:** Knitting or sewing, shoe, first aid, emergency
- E. “In *semicircle*, *semi* comes before the word *circle*. It means *half*. Say with me: *semi*. Many words have semi: semi-final, semi-tractor, semiannual, semiformal, semiconductor.”
- F. “You know what a circle is. And now you know that *semi* means half. Which one of these do you think is a semicircle?”



- G. “Let’s see what’s in our Circle Kit. It has [point] circles, [point] tape, [point] a marker, [point] scissors, and [point] a letter pad for you to write letters.”
- H. “You will often use the Circle Kit as you learn and spell new words.”
- I. “Let’s try it!”
 - a. “You may draw the letter *a* on the letter pad.” Any *a*, uppercase or lowercase, block or script, is acceptable.
 - b. “You may use the scissors to cut out the letter *a*.”
 - c. “Using the tape, you may put the letter *a* onto the circle.”
 - d. “Now you may put your circle anywhere you like – on the top or side of the desk or table, or anywhere else”

Repeat this step with different letters until the student has competence and closure.

- J. “Great job! you will be using the Circle Kit to learn many new words.”

LESSON 8 TYPING INTRODUCTION/REVIEW

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. First let's go over how the fingers are named."



- C. Repeat the following sub-steps for each finger, starting with the thumb:
 - a. Point at the thumb. "This is a thumb. Can you show me your thumb on your left hand? That's called your left thumb. Your right hand? That's called your right thumb."
 - b. Point at the word for thumb below. "This is the word for *thumb*. It's spelled t-h-u-m-b."
 - c. Point at or hold up your right thumb. "What's this finger called?" **Answer:** thumb or right thumb
 - d. Point at or hold up your left thumb. "What's this finger called?" **Answer:** thumb or left thumb
- D. "For our typing, would you rather start with your right hand or left hand?"

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."

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.

Note: At some point, the student will observe that the right pinky rests on the Semicolon key (";"). When this happens:

- a. Point at the Semicolon key. "This is the Semicolon key. We'll see later what that means and when you may use the Semicolon."
 - b. "Can you show me the Semicolon key?"
 - c. Point again at the Semicolon key. "What is this key called?"
- K. Point at one of the student's fingers. "Which letter is under this finger? You may peek if you like." Repeat this step until the student has competence and closure.

LESSON 10 PARTS OF SPEECH: VERB

Lesson Objective: Recognize a verb and how it is an action word

Materials: Household objects [supplied by educator]

A. "You may name these objects." **Answer:** spoon, napkin, rose



B. "Can you match this word to an object?"

spoon

C. "Can you match this word to an object?"

napkin

D. "Can you match this word to an object?"

rose

E. "This is the word *walk*:"

walk

F. "Can you match *walk* to any object above?" **Answer:** no

G. "Does it make sense to say *the spoon walks*? You may try making sentences pairing walk to the other objects."

H. "*Walk* is an action word; it is a verb. It is not an object."

I. Repeat steps F through H for the following verbs until the student has competence and closure:

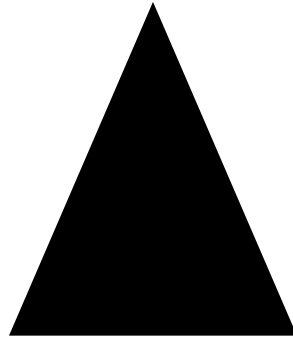
hop sit eat chew

LESSON 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.

LESSON 23 OTHER LANGUAGES: SPANISH

Lesson Objective: Expose students to other languages and sharpen their ears

- A. "English is not the only language in the world. People speak thousands of other languages! Do you know the name of another language besides English?" If the student does not know, "That's OK, we will learn one know."
- B. "Koh-mo tay Vah. That means *how are you* in Spanish. Say with me: *Koh-mo tay Vah*. This is how it is written in Spanish."

¿cómo te va?

- C. "Is this a question? How do you know?"
- D. Point at the upside-down question mark. In English, you know it's a question because there's a question mark at the end of the sentence. In Spanish, questions also begin with an upside-down question mark. That's actually helpful because the reader knows immediately that it's a question and not only after reading the whole sentence."
- E. Point at the word *cómo*. "What do you see that's different in this word?"
- F. Point at the accent over the first *ó* in *cómo*. "This mark is called an *accent*. Say with me: *accent*. English has no accents. In other languages accents may mean different things. In Spanish, accents do two things: Sometimes it can change the way a word is pronounced. However, in this case, the accent tells you that the word is different from the one without the accent: *Como* without the accent is pronounced the same but means to eat."
- G. "This is the Spanish alphabet:"

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

- H. "What is different between the Spanish alphabet and the English alphabet?"
- I. "The Spanish alphabet has all 26 letters of the English alphabet plus a new letter, called *eñe* (pronounced *EN-yay*). Say with me: *EN-yay*. Can you show me the *eñe* above?"
- J. Point at the *eñe* above. "What is this letter called?"
- K. "The word *mañana* means tomorrow. Say with me: *mañana*."

mañana

- L. "You just spoke some Spanish!"

LESSON 47 CONSONANT BLENDS: /CH/

Lesson Objective: Learn common sounds; build vocabulary

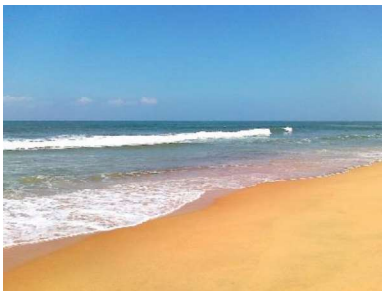
- A. “This map shows the English Channel. Say with me: *English Channel*.”

English Channel



- B. “The English Channel is a body of water between the Atlantic Ocean to the west [point to the lower left] and the North Sea to the east [point to the upper right]. To the north [point to the top] is England and to the south [point to the bottom] is France.”
- C. “A channel joins two large bodies of water. Which two large bodies of water does the English Channel join?” If the student does not know or answers incorrectly, repeat steps A and B.
- D. “The word *channel* begins with which sound? Say with me: *ch ch ch*.”
- E. “What is this a picture of?”

beach



- F. “What sound does *beach* end with?”
- G. “Can you point to or find pictures of other things that have a *ch* sound?”
- H. “When put together, the letters *c* and *h* can make the *ch* sound. You may circle those 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

- I. Using this or any other book. “Can you show me some words that have the *ch* sound spelled with the letters *ch*?”

LESSON 64 HOW TO TELL A STORY: SUSPENSE

Lesson Objective: Learn how suspense helps makes a good story

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

Sam and his father went to the grocery store for milk. "Don't get any other food or drink," Mom warned before they left.

B. "Do you have any questions about what's happening?"

C. "Right! We don't know why the mom didn't want them to get any other food or drink. If you're listening to this story, you'll probably want to hear more to find out. That's because the writer *left a hole*; the writer created suspense. Say with me: *suspense*. Suspense is when there is excitement or anxiety about what has happened or may happen."

D. "When you tell a story, do you want people to listen to every word? Or would you prefer that they listen to music or talk among themselves while you are speaking?"

E. "Of course, you are speaking for a reason and you want them to listen. Here is a little trick that will keep people interested during all of your talk: Right in or near the beginning of your talk, leave a little hole in your story."

F. "It's easy to leave a hole. Here's how:"

G. Say something that doesn't have a reason

H. But be sure it is connected somehow to the story

I. "Let's read this paragraph together:"

Sam and his father went to the grocery store for milk. "Don't get any other food or drink," Mom said before they left.

J. "What was different?"

K. "Yes! This time, Mom *said*. Before Mom *warned*. Which do you think is better and why?"

L. "*Warned* gives a heads up. It tips off the audience that they are about to learn something interesting, but what exactly is not known. Does leaving such a hole create suspense?"

M. "If you were listening to this story, would you want to know why the mom didn't want Sam and his father not to get any other food or drink?"

N. "If you are telling the story, do you think it's important to answer that question?"

O. "Can you end the suspense? That is, can you think of a reason the mom warned Sam and his father?" Possible answers: Maybe they're going on a surprise trip or maybe they're going out to dinner and the milk is for the cat.

LESSON 89 BOOK REPORT

Lesson Objective: Prepare a book report

Materials: *McGuffey's Eclectic Primer*; Book 5 Book Report

- A. Turn to Lesson XLVII in *McGuffey's Eclectic Primer*. "Today you will write a simple book report on Lesson XLVII."
- B. Help the student fill in each blank on the Book 5 Book Report:

Book Title _____

Author _____

of pages _____ Fiction or nonfiction? _____

Story summary (1 sentence)

Who was in the story (characters)?

My favorite part of the story was when

Whom do you think would enjoy this book and why?

My Rating (circle one): Great Good Fair Poor

CONCEPT INDEX

Authors & Books

5-9, 5-12, 5-24, 5-28, 5-42, 5-49, 5-80

Body, Voice, and Posture

5-7, 5-11, 5-42, 5-67, 5-84

Book Reports

5-24, 5-66, 5-89

Continents / Geography

5-79, 5-84

Diacritical Marks

5-17, 5-18, 5-19, 5-20, 5-45, 5-63, 5-68,
5-73, 5-74, 5-75, 5-87

Goals

5-1, 5-52, 5-59

Letters

Handwriting

5-7, 5-11, 5-31, 5-39, 5-43, 5-46, 5-53, 5-60, 5-65, 5-70, 5-78, 5-81, 5-86

Upper and Lower Case, Script

5-6, 5-16, 5-31, 5-38, 5-44

Other Languages

5-22, 5-23, 5-38

Memory

5-69

Patterns

5-4

Parts of Speech

Article

5-48, 5-49, 5-50, 5-51, 5-56

Verb

5-9, 5-10, 5-25

Noun

5-12, 5-14, 5-26, 5-27, 5-34, 5-36

Phonics

Consonant-Vowel(-Consonant); Vowel-Consonant

5-40, 5-48, 5-54, 5-72, 5-77

Consonants and Consonant Blends

5-3, 5-32, 5-33, 5-40, 5-47, 5-57, 5-61

Diphthongs

5-21, 5-22, 5-37, 5-76, 5-82

Vowels

5-3, 5-17, 5-18, 5-20, 5-21, 5-22, 5-32, 5-33, 5-73, 5-74

Punctuation Marks

5-7, 5-11

Rhyming

5-17, 5-29, 5-41, 5-42, 5-73

Sentences/Paragraphs

5-7, 5-9, 5-12, 5-13, 5-25, 5-34, 5-38, 5-48, 5-49, 5-51, 5-56, 5-64, 5-84, 5-89

Songs

5-5, 5-27, 5-30, 5-33, 5-41, 5-55, 5-58, 5-62, 5-71, 5-83

Spelling

5-2, 5-3, 5-8, 5-17, 5-18, 5-19, 5-20, 5-21, 5-22, 5-37, 5-45, 5-54, 5-63, 5-68, 5-73, 5-74, 5-75, 5-76, 5-82, 5-87

Story Telling

5-13, 5-24, 5-28, 5-35, 5-41, 5-42, 5-64, 5-80, 5-84, 5-88

Syllables

5-29, 5-30, 5-74, 5-79

Typing

5-8, 5-15, 5-31, 5-39, 5-43, 5-44, 5-46, 5-53, 5-60, 5-65, 5-70, 5-78, 5-81, 5-86

Vocabulary

5-8, 5-22, 5-23, 5-26, 5-37, 5-47, 5-57, 5-61, 5-72, 5-76, 5-77, 5-79, 5-82

MATERIALS INDEX

Book 5 Book Report

5-66, 5-88

Index Cards

5-20, 5-21, 5-49

McGuffey's Eclectic Primer

5-19, 5-20, 5-45, 5-66, 5-68, 5-86, 5-88

Montessori Grammar Symbols

5-14, 5-25, 5-34, 5-51, 5-56

Rudyard Kipling's *Just So Stories*

5-9, 5-12, 5-24, 5-28, 5-49, 5-80

Circle Kit

5-2, 5-3, 5-11, 5-12, 5-36, 5-38, 5-40, 5-54

Songs

5-5, 5-27, 5-30, 5-33, 5-41, 5-55, 5-58, 5-62, 5-70

Writing the Alphabet

5-31, 5-39, 5-43, 5-46, 5-53, 5-60, 5-65, 5-70, 5-78, 5-81, 5-85

Work Mat

Any lesson that has a workspace