



Language Arts: It's All Here!

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

ShillerMath
Language Arts 6

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LESSON 1 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 30 seconds) and closure.
- D. “In a moment, you will look at the green dot without peeking at that words to the right or left of the green dot.” Cover the words in step E to the left and right of the green dot with your thumbs or index cards.
- E. “OK, you may look now:”

The green man in ● the blue house was

- F. “Look at the green dot, and keep looking at it, keeping your head and eyes still, even as I start to show words. As I show the words, tell me what words you see using only your peripheral vision. It’s hard, but the goal is for you to keep looking at the green dot and not move your head or eyes, even when words start to come into view. In other words, try to recognize the words with your peripheral vision only.”
- G. As you look at the student’s eyes, gradually expose words on both sides of the green dot.
- a. If you see the student’s head move, stop: “I see you head moving!” and go back to F.
 - b. If you see the student’s eyes move, stop: “I see your eyes moving!” and go back to F.
- H. “You may say a word as soon as you know it.”
- I. Repeat for the following until the student has competence and closure.

Today my Mom got ● me a dog named Go

The snow blew so ● hard my hat flew!

Is lunch ready? I am ● so hungry, aren’t you?

LESSON 11 SHAKESPEARE SONNET #18

Lesson Objective: Learn how William Shakespeare wrote his sonnets

- A. “In Language Arts Foundations, you learned about William Shakespeare, 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 or syllables that have emphasis, which are words that are pronounced with more weight. Say with me: *emphasis*.”

Note: Emphasized syllables are shown in green.

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 a pattern?”
C. “How many green words or syllables are there on each line?”
D. “Does the first word in a line ever appear in green?”
E. “Does every final word or syllable in a line always appear in green?”
F. “Would you like to say the sonnet with me? You may use a louder voice when saying the words or syllables in green.” **Note:** Point to and read each word individually. This does not require the student to read.

LESSON 15 OTHER FORMS OF COMMUNICATION

Lesson Objective: Contrast writing with other forms of communication

- A. “Language Arts – what you are learning now – is more than just writing. It’s about using language to communicate.”
- B. “No matter where in the world they are from, people communicate in many ways besides writing. For example, people make certain sounds to express thoughts and feelings. We call these sounds speech.”
- C. “People may speak to themselves, to one other person, and to small or large groups of people.”
- D. “People also make other sounds called music. People often use music to express feelings, usually love but also painful emotions.”
- E. “People also communicate through body language. Did you ever talk with someone and see them folds their hands in front of their chest like this?”



“That is a sign that the other person is either not really listening to or interested in hearing what you have to say. It’s as though they are using their arms to protect themselves from your speech!”

- F. “Besides writing, what other ways do humans communicate, both with others and themselves?”
- G. “Think of a need to communicate, whether in real life or made up. For example, you may want to express your feelings. Or ask where the bathroom is. Or ask for directions.”
- H. “What do you think is a good way to communicate that?”
- I. Repeat steps G and H until the student has competence and closure.

LESSON 34 PARTS OF SPEECH: ADJECTIVE

Lesson Objective: Practice differentiating between *a/an* and *the* using adjectives

A. "You may read these two words:"

the flower

B. "Now you may select a flower:"



C. "That is a nice flower, but it is not the flower I would like. I need to give you more information about the flower I want."

D. "You may select another flower."

E. "That is a nice flower, but it is not the flower I would like. I need to give you more information about the flower I want."

F. "You may read these words and select the flower."

the yellow flower

G. "Yes: That's the flower! You needed more information about the flower I wanted. The adjective *yellow* provided more information about the noun *flower*."

H. "You may read these words and select the flower."

the red flower

LESSON 48 LONG *U*; SILENT *E*

Lesson Objective: Learn what makes a word have a silent *u*; learn diacritical marks

A. "This is the word *tub*. Say with me: *tub*."

tub

B. "When you add the letter *e* to the end, it makes the word *tube*. Say with me: *tube*."

tube

- C. "What is the vowel sound for *tub*?"
- D. "What is the vowel sound for *tube*?"
- E. "The vowel sound in *robe* is called a *long u*. Say with me: *long u*."
- F. "How many syllables does *tub* have?" Answer: 1
- G. "How many syllables does *tube* have?" Answer: 1
- H. "Do you pronounce the *e* at the end of *tube* as a separate syllable?" Answer: No
- I. "The *e* at the end of *tube* is called a *silent e*, because it is not pronounced as its own syllable. Say with me: *silent e*."
- J. "Can you think of words that have an *s* and a silent *e*?" Answer: exude, cute, rude, dude
- K. "When learning a new word, it is often helpful to put a mark above a vowel to say what sound that vowel makes. This mark says that the vowel is a *long* vowel."

—

L. "The sound for a long *u* is written like this:"

ū

M. “Another way to introduce the word *tube* so that you know how to pronounce it is like so:”

tūbe

N. “The long vowel mark ¯ is called a *macron*. Say with me: *macron*. In the Greek language, the word for long is *makrón*.”

O. “Any kind of mark that tells you how to pronounce a letter is called a *diacritical mark*. Say with me: *diacritical mark*. What is this diacritical mark called?”

—

P. “Which diacritical mark is present above the *u* here?”

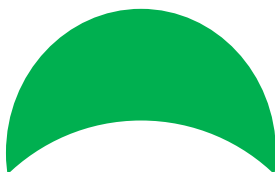
rūde

LESSON 63 DIAGRAMMING PARTS OF SPEECH: PREPOSITION

Lesson Objective: Recognize and use the preposition grammar symbol

Materials: Montessori Grammar Symbols

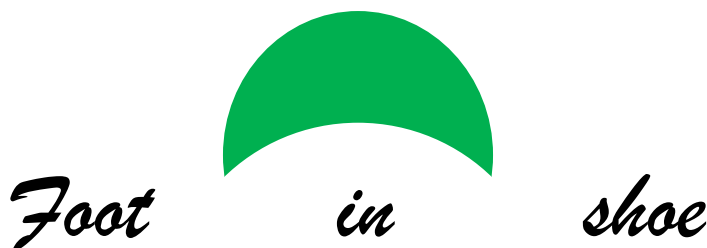
A. "This green crescent is the grammar symbol for a preposition:"



B. Point at the grammar symbol for a preposition. "What's this called?"

C. "You may bring the Montessori Grammar Symbols." If the student has not yet cut them from the sheets, he or she may do so now.

D. "This phrase has been diagrammed as noun-preposition-noun:"



E. "You may place grammar symbols for this phrase:"

Coffee cup on the kitchen table

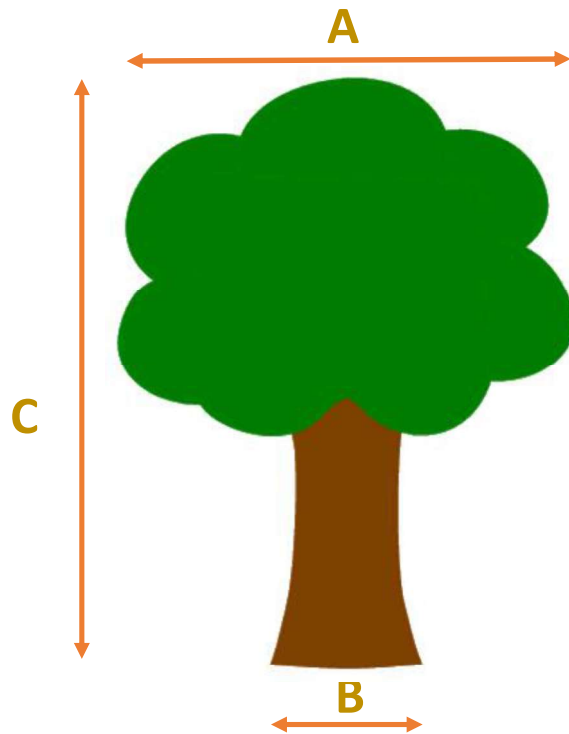
F. "Can you give me a sentence to diagram?" Let the student say or write a sentence. It may have parts of speech other than nouns, verbs, adjectives, articles, and prepositions. This is OK: When you diagram the parts of speech and come to one not yet covered, "This is a part of speech we'll cover later so I'll leave it unlabeled for now."

LESSON 87 TREES AND MEASUREMENT

Lesson Objective: Build vocabulary

Materials: Measuring tape [to be supplied by the educator]

- A. "A tree a woody plant with above-ground branches that lives for more than a year. A tree must have a diameter of at least 3 inches or about 8 centimeters and must be at least 13 feet or about 4 meters tall."
- B. "The diameter is the thickness of the tree, or how wide the tree is. Say with me: *diameter*. Which is the diameter of this tree, A, B, or C?"



- C. "Height is how high above the ground the tree is. Say with me: *height*. Which is the height of the tree above, A, B, or C?"
- D. "Width is how wide something is. A tree's diameter is the width of its trunk. The green part of the tree is its foliage. Say with me: *foliage*. Which is the width of the tree's foliage, A, B, or C?"
- E. If you have trees nearby, "Let's measure the diameter of a tree!"

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Work Mat

Any lesson that has a workspace