



Language Arts: It's All Here!

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

ShillerMath

Language Arts 8

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LESSON 1 SYNONYMS

Lesson Objective: Learn and identify synonyms

- A. “Hello there!” Wait for the student to respond.
- B. “Hi there!” Wait for the student to respond.
- C. “Is there any difference between saying *Hello* or *Hi*?”
- D. “*Hello* is a bit more formal than *Hi* but aside from that, do *Hello* and *Hi* have the same meaning, even though they are different words?”
- E. “Words that are different but mean the same thing are called *synonyms*. Say with me: *synonyms*. Are *Hi* and *Hello* synonyms? What is the reason?”
- F. “You may put a check next to the words that are synonyms:”

Word 1	Word 2	Synonyms?
great	excellent	
help	assist	
good	bad	
strange	odd	
affection	love	
mom	dad	
awful	terrible	
calm	quiet	
very	extremely	
display	show	
fashion	style	
courage	cowardice	
annoy	irritate	

- G. “For each time you did not put a check mark, you may say the reason.”
- H. “What are the words *stop* and *halt* called?”

LESSON 4 FIRST, SECOND, AND THIRD PERSON SINGULAR

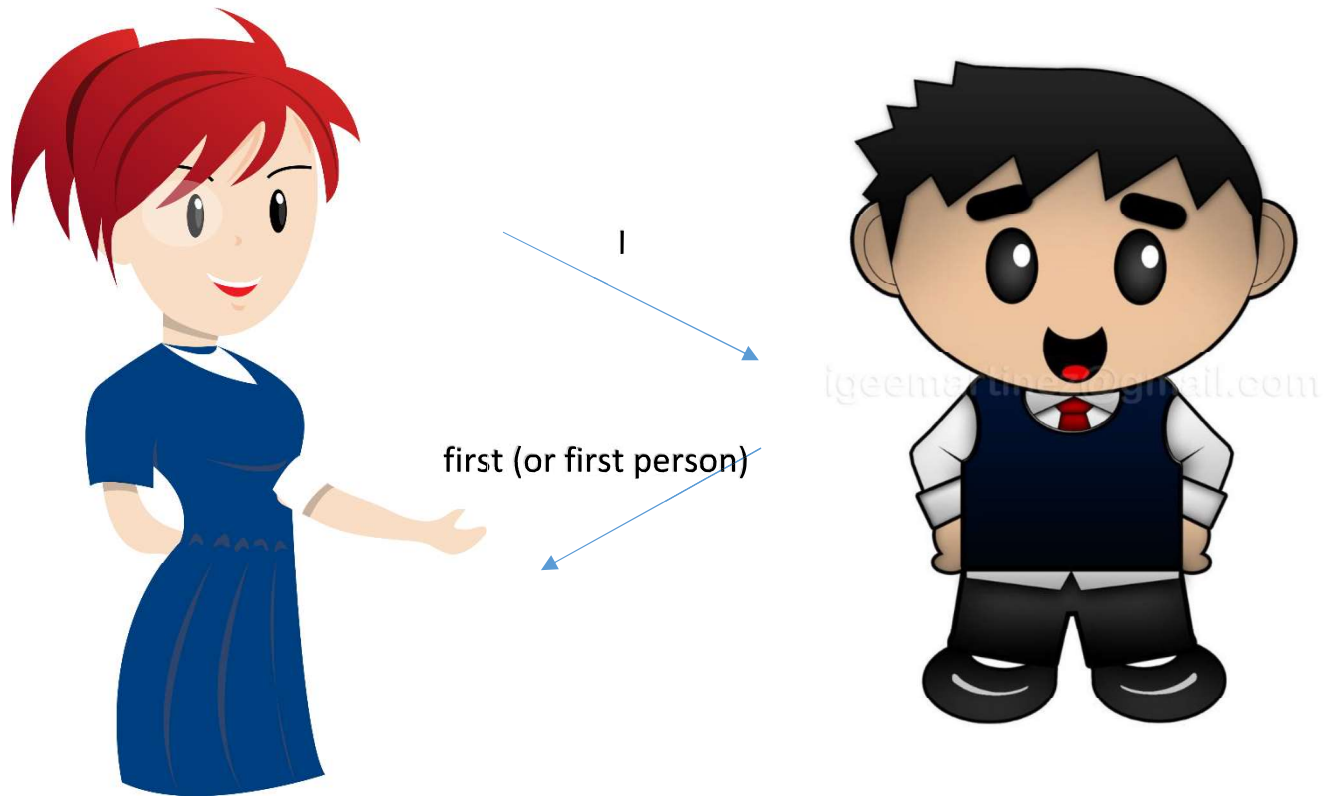
Lesson Objective: Learn the concept of first, second, and third person for regular verbs

Materials: Ball

A. "Let's play a game."

- a. Throw the ball to the student while saying I, you, she, he, it, or a name.
- b. "Now you may throw the ball back to me while saying if I used first, second, or third person."

For example:



Repeat until the student has competence and closure.

LESSON 6 INFINITIVES

Lesson Objective: Review 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 21 PUNS

Lesson Objective: Learn what a pun is and how to use it

- A. "What do you call a knight who gives up a fight?"
- B. "Sir Render" Write Sir Render here:

- C. Write surrender here:

- D. "That's a pun! Say with me: *pun*. Both Sir Render [point] and surrender [point] sound similar and they make a play on words. A pun is an unexpected play on words. Say with me: *play on words*. The surprise makes it funny – or if you like, punny. Haha! I just made a pun!"
- E. "Puns often work when one word has two different meanings. For example, you may read this pun:"

The best way to communicate with a fish is to drop
them a line

- F. "The word *line* has two different meanings. You may tell me what the two meanings are."
- G. "Yes, *line* is a fishing line used to hook a fish. And *line* is an informal way of calling someone, as in, *I'll drop you a line when I'm free*."
- H. "There are basically two types of puns:"
 - a. Two different words or phrases sound the same. *Sir Render* and *surrender* are different but sound the same.
 - b. The same word has two different meanings. *Line* is repeated but has a different meaning each time.

LESSON 22 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 23 CONTRACTIONS

Lesson Objective: Learn the meaning and use of contractions

A. "Say with me: *I cannot.*"

I cannot

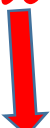
B. "This means that you are not able to do something, even if you have permission to do it. Another way to say the same thing is *I can't*. Say with me: *I can't.*"

I can't

C. "The no in cannot has been replaced with an apostrophe. Say with me: *apostrophe*. This is an apostrophe:

,

D. "The apostrophe has many uses in English. Replacing letters to make a contraction is one:"

I cannot

I can't

E. "Here the letters *no* in *I cannot* were replaced by the apostrophe, to make *I can't*. In both script and block letters, the apostrophe stands alone."

F. "You may write *I can't* here in block letters and in script:"

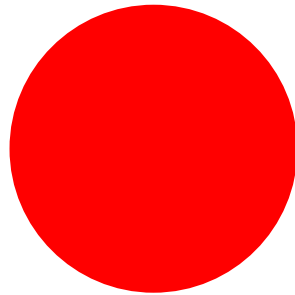
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LESSON 32 DIAGRAMMING PARTS OF SPEECH: ADVERB

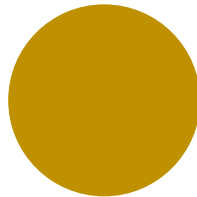
Lesson Objective: Recognize and use the adverb grammar symbol

Materials: Montessori Grammar Symbols

A. "This red circle is the grammar symbol for a verb:"



B. "This orange circle is the grammar symbol for an adverb:"



C. "You may show me the grammar symbol for a verb."

D. "You may show me the grammar symbol for an adverb."

E. Point at the grammar symbol for an adverb. "What's this called?"

F. Point at the grammar symbol for a verb. "What's this called?"

G. "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.

H. "Here is the sentence *Stan left hurriedly*. Say with me: *Stan left hurriedly*."

Stan left hurriedly.

LESSON 48 PARTS OF SPEECH: CONJUNCTION

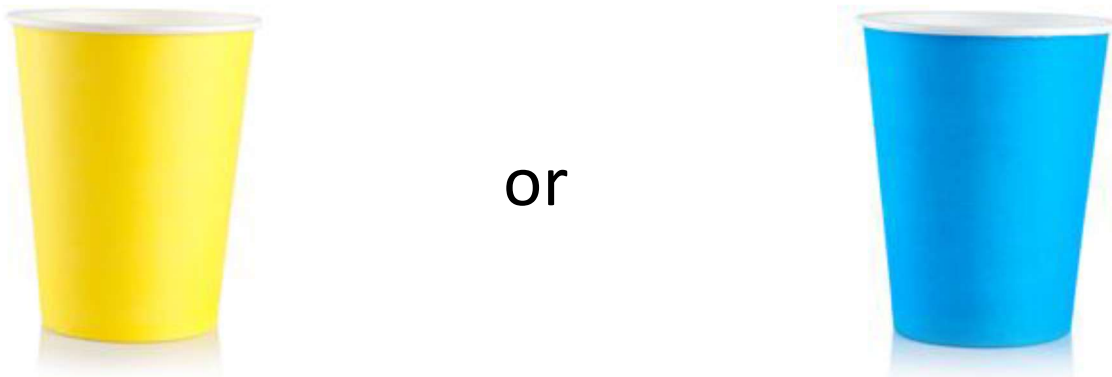
Lesson Objective: Learn what a conjunction is

Note: For the lesson, instead of or in addition to referring to the pictures, you may also use actual cups or other physical objects with different colors or sizes.

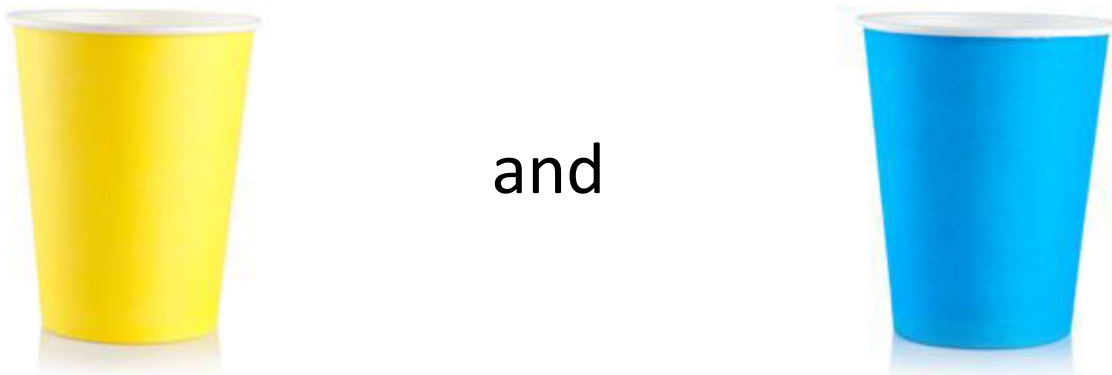
A. “You may describe the two cups below, by using color as an adjective:”



B. “I can choose from these cups one at a time. I can choose the yellow cup *or* the blue cup:”



C. “I can also choose more than one cup at a time. For example, I could choose the yellow cup *and* the blue cup:”



LESSON 54 SUBJECTS AND PREDICATES

Lesson Objective: Learn sentence structure

A. "Say this sentence with me: *I ate the dog.*"

I ate the dog

- B. "Every complete sentence has two parts: a subject and a predicate. The subject is what (or whom) the sentence is about. *I* is the subject in the sentence *I ate the dog.*"
- C. "The predicate is the verb phrase of the sentence. The predicate says something about the subject. The predicate of the sentence *I ate the dog* is *ate the dog.*"



- D. "The subject is a noun phrase, so it could be more than just one word: it could also contain an article and adjectives. In the sentence, *The white picture was hard to understand*, *The white picture* is the subject."
- E. "For each of the following sentences, show me the subject. Then show me the predicate:"
- I went to the store.
 - The dog barked.
 - The dog barked loudly.
 - The red-haired cat sat in the corner."

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