



UNIT 20

□ Lesson A: Conversation Lesson

- Review the Conversation Lesson before sitting down with your student to complete the lesson.
- Remember you are encouraged to supplement many more questions to those provided with the picture.

□ Activity A: Oral Summary

- Providing your student prompts to guide them in the process of a good summary is key. Remember, your student is primarily learning language and conversation at home. The prompts are designed to guide your child from the topic through details, from details to assessment, and from assessment to integration. All of these are skills that will be built upon as the student moves through the Elementary years. The wording was chosen carefully to provide your student with needed vocabulary and phrases for expressing ideas. Certainly, put these in your own words as you teach your student the meaning and then progress to using the phrases provided.

□ Activity B: Copywork

□ Activity C: Narration & Illustration

- Have your student narrate his/her own story based on Lesson A.
- Use the lines provided on the Narration page to write down your student's story.
- As your student narrates, encourage him or her to have a beginning, middle, and end to the story. Help your student create complex sentences by asking questions, such as where?, when?, and how? Some students have trouble saying much; while, others have trouble stopping. Just remember that narration activities are practice for compositions later, so help your student find the middle ground.
- Have your student illustrate the story on the Illustration page.

□ Parent Notes

Lesson A ~ Conversation Lesson

In Class:

- How does the sun feel during the summer time?
- What do the trees look like in winter?
- How do you know?
- What colors do you see the fall?
- What does spring smell like?
- During the winter season what do some animals do?
- Can you recognize each season by observing nature?
- Do you have a favorite season?
- Why do you enjoy that time of year?

Optional. Provide students with a hands-on experience using your senses to represent the different seasons. For example, for winter, you might choose to pass around an ice cube, pine needles, or a dead branch. For spring, you could pass around a flower, budding branch, or a bird nest. For summer, you could show students a pail of water with a boat on it or a branch with leaves. For the fall have students touch dried leaves, Indian corn, or apples. These are just some ideas to have students use their senses to guess the season.

Lesson A ~ Conversation Lesson

For Non-Writers:

Read aloud the following sentences and have the student answer aloud.

For Writers:

Copy these sentences, filling the blanks with words that answer the question, What season?

What Season?

1. In _____, the days are short and the nights are long.
2. In _____, the days are long and the nights are short.
3. The farmer sows his corn in the _____.
4. In the _____, squirrels gather nuts.
5. We skate and make snowballs in _____.
6. The birds go South in the _____; in the _____ they come back to us.

Activity A ~ Oral Summary

Steps:

1. Review Lesson A.
2. Ask students to summarize the conversation from yesterday. What was the discussion about? How would you describe each season? What signs from nature can we look for to help us understand more about the seasons?
3. Additional Conversation Prompts:
 - "Our conversation was about . . ." (Topic)
 - "In our conversation, we mentioned . . ." (Details)
 - "In addition, . . ." (Details)
 - "One of the things you said was . . ." (Details)
 - "I mentioned that . . ." (Details)
 - "What I liked the best about the topic was . . ." (Assessment)
 - "What I found most interesting was . . ." (Assessment)
 - "What I did not understand was . . ." (Assessment)
 - "What I did not like was . . ." (Assessment)
 - "I am reminded of . . ." (Integration)
 - "The moral lesson in this is . . ." (Integration)
 - "Another way to think about this topic is . . ." (Integration)

Activity B ~ Copywork

“The Moon” by Robert Louis Stevenson

The moon has a face like the
clock in the hall: she shines
on thieves on the garden
wall. On streets and fields
and harbour quays. And
birdies asleep in the forks of
the trees.

Activity C ~ Illustration



