

# Lesson 12

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## Skills:

- ☐ Identify a helping verb.
- ☐ Properly write contractions.
- ☐ Identify types of sentences.
- ☐ Understand that God created each of us uniquely.
- ☐ Read and write numbers from the hundred millions place through the thousandths place.
- ☐ Write the value of a set of coins as a fraction of a dollar and as a decimal number.
- ☐ Recognize a quarter note and quarter rest, and clap a rhythm.

## Materials:

- ❖ Brown lunch bag
- ❖ 99 pennies
- ❖ 19 nickels
- ❖ Three dice
- ❖ 30 index cards
- ❖ Dime
- ❖ *Farmer Boy*, by Laura Ingalls Wilder
- ❖ Worksheets 12, 12a, 12b

## Language Arts/Social Studies/Bible:

- ❖ A helping verb is a type of verb that helps the main verb in a sentence. It can help an action verb show present, past, or future tenses. Review the helping verbs. They can be sung to the tune of “Jingle Bells.”  
Helping verbs, helping verbs, there are twenty-three.  
*Am, is, are, was and were, be, being, and been,*  
*Have, has, had, do, does, did, will, could, should, and would,*  
There are five more helping verbs: *shall, can, may, might, must!*
- ❖ If your child has not mastered the skill of forming contractions, review the procedure. Ask the child, “What is a contraction? (A *contraction* is a word made by combining two words and leaving out some of the letters.) Ask the child, “What takes the place of letters that are removed to make a contraction?” (an *apostrophe*)
  - Have the child make contractions with the word *will*. Dictate two words, and have the child write them on a sheet of paper. Then have him write the contraction. He should remove the correct letters and insert an apostrophe to make the contraction.
    - ♦ it will: it’ll
    - ♦ she will: she’ll
    - ♦ we will: we’ll
    - ♦ Ask him to remove the apostrophe from we’ll. What word does he have now? (*well*) Discuss the importance of the apostrophe.
  - Have the child make contractions with the word *not*.
    - ♦ do not: don’t
    - ♦ is not: isn’t
    - ♦ has not: hasn’t
  - Have the child make contractions with the word *is*.
    - ♦ who is: who’s
    - ♦ what is: what’s
    - ♦ he is: he’s

- Have the child make contractions with the word *has*. Note the contraction is the same as the one with *is*. The contractions are read the same but represent present tense or past tense when used in a sentence.
  - ♦ he has: he's
  - ♦ who has: who's
  - ♦ it has: it's
- Have the child make contractions with the word *had*.
  - ♦ she had: she'd
  - ♦ we had: we'd
  - ♦ they had: they'd
- Have the child make contractions with the word *would*. Note the contraction is the same as one with *had*. The contractions are read the same, but its meaning depends upon its use in a sentence.
  - ♦ they would: they'd
  - ♦ he would: he'd
  - ♦ you would: you'd

❖ Worksheet 12, part A: Have the child write the common helping verbs.

*Answers: am, is, are, was, were, be, being, been, have, has, had, do, does, did, will, could, should, would, shall, can, may, might, must*

- Have the child **circle** the helping verbs in each sentence and underline the main verbs.

*Answers:*

- 1) **could have** helped
- 2) **did** tell
- 3) **shall** travel
- 4) **is** asking
- 5) **were** sitting
- 6) **should have** guessed
- 7) **Does** have
- 8) **has** attended
- 9) **would** eat
- 10) **had** husked
- 11) **are** ripping
- 12) **were** split, **would** fit
- 13) **have** packed
- 14) **has been** cooking
- 15) **should have been** boiling
- 16) **was** worried, **had** arrived

❖ Worksheet 12, part B: A contraction is a word made by combining two words and leaving out some of the letters.

- What takes the place of letters that are removed to make a contraction? (*an apostrophe*)
- Have the child write the contractions.

*Answers:*

- |                   |                     |                   |
|-------------------|---------------------|-------------------|
| 1) <i>she's</i>   | 7) <i>it's</i>      | 13) <i>he'd</i>   |
| 2) <i>hadn't</i>  | 8) <i>you'd</i>     | 14) <i>I'd</i>    |
| 3) <i>you'll</i>  | 9) <i>we'd</i>      | 15) <i>who'll</i> |
| 4) <i>they'd</i>  | 10) <i>he's</i>     | 16) <i>here's</i> |
| 5) <i>where's</i> | 11) <i>she'll</i>   | 17) <i>she's</i>  |
| 6) <i>they'd</i>  | 12) <i>couldn't</i> | 18) <i>it'll</i>  |

- ❖ Worksheet 12, part C: Have the child read chapters 23-24 ("Cobbler" and "The Little Bobsled") of *Farmer Boy* and then answer the questions.
  - 1) What does a cobbler make? (*He makes shoes.*)
  - 2) Why was Mother upset when the cobbler had not yet arrived? (*Everyone needed new shoes. They were too small or worn out. The children had to go to Academy with old shoes.*)
  - 3) Why was the cobbler delayed? (*He was at one house for three weeks making shoes for a wedding.*)
- ✱ In *Farmer Boy* Father said, "You wouldn't find two alike in the whole world, son. Not even two blades of grass are the same." Are people unique? Psalm 139:13-14 says: *For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.* Discuss these verses.
- ❖ Worksheet 12, part D: Have the child read the words and write the correct word in each sentence.  
 Answers:
  - 1) Royal whittled a wooden owl using a pocketknife.
  - 2) The cobbler bored holes in the leather with his awl.
  - 3) The large snowflakes created a veil over the dead grass.
  - 4) Father used an elm sapling for the sled's tongue because it was pliable and easier to use than oak.
  - 5) After the wooden lasts were made in the shape of Almanzo's feet, the cobbler began to piece together Almanzo's new boots.
  - 6) Alice's lessons in deportment helped her learn to be a well-mannered young lady.
  - 7) The two crooked trees were perfect for the sled's runners.
  - 8) The cabinet maker used a rasp to smooth the edges of the new dresser.
  - 9) The leather parts of the boots were clamped tightly in a vise.
  - 10) They carefully hewed the cross-pieces of the bobsled and then bored holes in the wood using an auger.
- ❖ Worksheet 12, part E: Have the child number the steps to build a bobsled in the correct order.  
 Answers:
  - 1) Locate straight, small oak trees in the woods.
  - 2) Chop down the oak trees, and chop off all the limbs.
  - 3) Locate and chop down two similar, crooked trees.
  - 4) Hew the runners flat and smooth, and hew two beams for cross pieces.
  - 5) Attach the runners to the cross beams using pegs.
  - 6) Use a pliable elm sapling as the tongue of the bobsled, and attach it to the cross beam.
  - 7) Drive an iron spike through the tip of the tongue.
- ❖ Worksheet 12, part F: Have the child write each type of sentence using cursive handwriting: interrogative, declarative, imperative, exclamatory. Check for correct punctuation in each sentence and a capital letter at the beginning of each sentence. Also check for correct spelling. If anything is incorrect, have the child draw a line through the incorrect answer and write the correct answer above or next to it.

## Math:

- ❖ Ask, "How many cents are in one dollar?" (*one hundred*) "What fraction of a dollar would one penny represent?" (*1/100*) "One cent can also be written as a decimal number: \$0.01."
- ❖ "What fraction of a dollar would one nickel represent?" (*5/100*) "One nickel (five cents) can also be written as a decimal number: \$0.05."
- ❖ Have the child place ninety-nine pennies in a brown lunch bag. Have him reach in and pull out a handful of pennies. On a sheet of paper, have him write the number of pennies as a fraction of a dollar and as a decimal number using a dollar sign and a decimal point.
- ❖ Have the child place nineteen nickels in a brown lunch bag. Have him reach in and pull out a handful of nickels. On the same sheet of paper, have him write the number of nickels as a fraction of a dollar and as a decimal number using a dollar sign and a decimal point.

- ❖ Review place value. Have the child make a chart with twelve columns on a sheet of paper. Make the top row three inches wide and the remaining rows one inch wide. Write a decimal point after the ninth box from the left.
- Place values to the left of the decimal are whole numbers. From right to left, have the child name nine place values: ones, tens, hundreds, (one) thousands, ten thousands, hundred thousands, (one) millions, ten millions, hundred millions. Have him write the place value names on the chart.

hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones			

- Place values to the right of the decimal point are parts of a whole number. The first place value to the right of the decimal is the tenths place. The second place value to the right of the decimal is the hundredths place. The third place value to the right of the decimal is the thousandths place. Have him write the place value names on the chart.

hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones	tenths	hundredths	thousandths

- Notice that decimal place values end in “ths.” When decimal numbers are written or spoken, this helps to distinguish between the place values. The decimal is read as the word “and.” The number 4,731,892.756 is read as “four million, seven hundred thirty-one thousand, eight hundred ninety-two and seven hundred fifty-six thousandths.” Decimal place values are given the label of the last place value to the right.
- Have the child write a comma on his chart between the hundreds and the thousands place and between the hundred thousands and the millions place.
- To make numbers easier to read, commas are used when writing numbers with four or more digits. Starting at the decimal, count digits from the right to the left and insert a comma after every three digits or period (4,731,892.756).

hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	ones	tenths	hundredths	thousandths
		4	7	3	1	8	9	2	7	5	6

- ❖ Have the child roll three dice. One of the dice should include the numerals 7, 8, 9, 0. Have the child write the three numbers on an index card as a three-digit number. Continue to roll the dice and write three-digit numbers on twenty-nine more index cards.
- ❖ Play Place Value Tic Tac Toe.
  - Player one tosses a penny onto a section of the game board on worksheet 12a. Use the thirty index cards to make numbers.
  - If he correctly follows the instructions in the section, he may leave his penny on the board. (Player two checks the answer for accuracy.) If he does not correctly follow the instructions, he removes his penny.
  - Player two tosses a dime onto a section of the game board. If he correctly follows the instructions in the section, he may leave his dime on the board. (Player one checks the answer for accuracy.) If he does not correctly follow the instructions, he removes his dime.
  - Players take turns tossing a coin onto the board and following the instructions until one person has three coins in a row.

## Music:

- ❖ Have the child cut apart the boxes on worksheet 12b.
- ❖ Teach the symbols to the child.



This symbol is a quarter note. It equals one beat.



This symbol is a quarter rest. It equals one resting beat.

- ❖ Show this rhythm pattern:



- The child should clap on each beat (clap, clap, clap, clap).

- ❖ Show this rhythm pattern:



- The child should clap, rest, clap, rest.

- ❖ Show the other rhythm patterns, and have the child clap or rest on each beat.
- ❖ Place the rhythm boxes in a row. Play the rhythms as a “song.” Rearrange the rhythm boxes and play a different “song.”
- ❖ Create rhythm patterns of your own.

name \_\_\_\_\_



Part A: A helping verb is a type of verb that helps the main verb in a sentence. It can help an action verb show present, past, or future tenses. Write the common helping verbs.

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Circle the helping verbs in each sentence. Underline the main verbs.

- 1) "I could have helped you with the dishes," she said.
- 2) What did he tell you?
- 3) Tomorrow I shall travel to the city.
- 4) Alice is asking a question.
- 5) The children were sitting in the wagon.
- 6) We should have guessed the surprise.
- 7) Does the cobbler have the correct measurements?
- 8) Royal has attended the Academy in the past.
- 9) The young animals would eat the leaves on the ground.
- 10) Father and Almanzo had husked all the corn.
- 11) Eliza Jane and Alice are ripping apart their old dresses.
- 12) Royal's boots were split so that his feet would fit inside.
- 13) They have packed their suitcases for the trip.
- 14) Mother has been cooking in the kitchen all morning.
- 15) The water in the pot should have been boiling already.
- 16) Mother was worried because the cobbler had not arrived.

Part B: A contraction is a word made by combining two words and leaving out some of the letters.

- What takes the place of letters that are removed to make a contraction? \_\_\_\_\_

Write the contractions.

- |                     |                     |                    |
|---------------------|---------------------|--------------------|
| 1) she is _____     | 7) it has _____     | 13) he would _____ |
| 2) had not _____    | 8) you would _____  | 14) I had _____    |
| 3) you will _____   | 9) we had _____     | 15) who will _____ |
| 4) they had _____   | 10) he has _____    | 16) here is _____  |
| 5) where is _____   | 11) she will _____  | 17) she has _____  |
| 6) they would _____ | 12) could not _____ | 18) it will _____  |

Part C: Read chapters 23-24 ("Cobbler" and "The Little Bobsled") of *Farmer Boy* and then answer the questions.

- 1) What does a cobbler make?

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- 2) Why was Mother upset when the cobbler had not yet arrived?

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- 3) Why was the cobbler delayed?

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Part D: Read the words. Write the correct word in each sentence.

whittled	deportment	awl	vise	hewed	auger
sapling	runners	veil	rasp	lasts	pliable

- 1) Royal \_\_\_\_\_ a wooden owl using a pocketknife.
- 2) The cobbler bored holes in the leather with his \_\_\_\_\_.
- 3) The large snowflakes created a \_\_\_\_\_ over the dead grass.
- 4) Father used an elm \_\_\_\_\_ for the sled's tongue because it was \_\_\_\_\_ and easier to use than oak.
- 5) After the wooden \_\_\_\_\_ were made in the shape of Almanzo's feet, the cobbler began to piece together Almanzo's new boots.
- 6) Alice's lessons in \_\_\_\_\_ helped her learn to be a well-mannered young lady.
- 7) The two crooked trees were perfect for the sled's \_\_\_\_\_.
- 8) The cabinet maker used a \_\_\_\_\_ to smooth the edges of the new dresser.
- 9) The leather parts of the boots were clamped tightly in a \_\_\_\_\_.
- 10) They carefully \_\_\_\_\_ the cross-pieces of the bobsled and then bored holes in the wood using an \_\_\_\_\_.

Part E: Number the steps to build a bobsled in the correct order.

- \_\_\_\_\_ Attach the runners to the cross beams using pegs.
- \_\_\_\_\_ Locate straight, small oak trees in the woods.
- \_\_\_\_\_ Drive an iron spike through the tip of the tongue.
- \_\_\_\_\_ Locate and chop down two similar, crooked trees.
- \_\_\_\_\_ Chop down the oak trees, and chop off all the limbs.
- \_\_\_\_\_ Use a pliable elm sapling as the tongue of the bobsled, and attach it to the cross beam.
- \_\_\_\_\_ Hew the runners flat and smooth, and hew two beams for cross pieces.

Part F: Write each type of sentence. Use cursive handwriting.

Interrogative:

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Declarative:

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Imperative:

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Exclamatory:

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<p>Choose four cards. Make the largest twelve-digit number you can.</p>	<p>Choose three cards. Make a number between 175,000,000 and 650,000,000.</p>	<p>Choose two cards. Make a six-digit number. Write the number in expanded form.</p>
<p>Choose four cards. Tell the value of each eight in the number.</p>	<p>Choose three cards. Make a nine-digit number. Write the number in word form.</p>	<p>Choose two cards. Make a number less than 759,000.</p>
<p>Choose three cards. Make a number greater than 250,000,000.</p>	<p>Choose one card. Write a decimal number less than nine.</p>	<p>Choose four cards. Make the smallest twelve-digit number you can.</p>



A quarter note equals one beat.



A quarter rest equals one resting beat.



   	   
   	   
   	   
   	   