

Here Comes the Principal, Part 1

208 – Lessons 3, 4

LESSON 3 (Pages 5, 6)

LESSON 3 OVERVIEW

(122)

p. 5: Working with words from the story; plurals that don't end in s or es

SR: Assign after p. 5.

p. 6: Sounds of ph, ch, chr, sch; understanding how Ronnie felt; following directions

Page 5

Purpose:

- to teach some words from the story
- to call attention to examples of plurals that do not end in -s or -es

Words From the Story

Have the dictionary pronunciations read by pupils, having them use the words in original sentences.

Plurals With Different Endings

Assign the page to be done as independent seat work.

When checking the students' work, observe which children failed to underline the plural twice. If there were any such mistakes, count them wrong and mention it in class (without saying who failed to follow the directions).

Lesson 3

Here Comes the Principal, Part 1

Words From the Story

Find these words in the story and write their correct spellings.

- ik • sĕpt except 3. ä • fĕs office
- prĭn • sĕ • pəl principal 4. wĕr • ĕ worry

Plural Nouns With Different Endings

Circle three plurals that end in s or es. Put two lines under eight plurals that do not end in s or es.

- The principal said the children should go to the office after washing the (chalkboards).
- All the women except Grandma ate three fish.
- What would you do without (hands) or feet?
- The men began to worry when (wolves) howled on the hill.
- He drove the cattle and six sheep into the barn.
- Sam brushed his teeth and washed his face.

Write two words you underlined that could be plural or singular.

- fish sheep



Read Part 1 of "Here Comes the Principal."

Reiterate that every assignment is also a test of how well they follow directions, whether written or oral. Learning to pay attention to directions and follow them perfectly is far more important than finding the right words in sentences. After the children complete the page they may read the story silently.

Silent Reading

Remind the children to be on the lookout for the four words they worked with on page 5. You may assign page 6 to be completed after they have read the story.

Page 6

Purpose:

- to foster auditory discrimination of some irregular consonants
- to stimulate pupil comprehension of a story character’s feelings
- to encourage the students to trust in God when they are afraid

Sounds of *ph, ch, chr, sch*

Explain that the boldfaced letters do not have the sounds that they learned for them in first grade. Encourage them to listen closely to the sounds, rather than thinking about what letter they see.

How Did Ronnie Feel?


Understanding what a story character says shows one level of comprehension. Inferring the feeling behind the words calls for a higher level of comprehension. Encourage the class to put themselves in Ronnie’s place and try to imagine how he felt—even if they think Ronnie had no reason to be afraid.

You may have the five words read to make sure all pupils know them.

The verses that result when the blanks are filled in tell who Ronnie should have trusted.


Here Comes the Principal, Part 1 Lesson 3

Sounds of *ph, ch, chr, sch*


 Read the words below. Write the sound of the boldfaced letters.

12. paragraph f	16. scheme sk	20. schedule sk
13. chorister k	17. orphan f	21. phonics f
14. chrysalis kr	18. chorus k	22. Christ kr
15. character k	19. chrome kr	23. school sk

How Did Ronnie Feel?

 Circle two words that tell how Ronnie felt.

24. cross nervous excited lazy afraid

 Write the letters of the words you circled in order in the blanks below. Read the verses.

25. “In the is my t rust; lea ve no t my sou l de stitute” (Psalm 141:8).

26. “Ye th at f ear the Lo rd, trust in the Lord: he is their help and the ir shiel d” (Psalm 115:11).

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LESSON 4 (Pages 7, 8)**LESSON 4 OVERVIEW****(123)****p. 7:** *Answering questions using clues from the story; scanning***OR:** Discuss answers to **p. 7.****p. 8:** *Learning and thinking about the Story Verse***Page 7****Purpose:**

–to provide practice in scanning for answers to questions
 –to foster skill in forming logical conjectures from given information

You Decide: Yes or No

Training children to think logically is a basic goal of the *Reading to Learn* program. This exercise gives your students excellent practice in analyzing information and making legitimate assumptions.

Explain to the class that they will not find direct answers to the questions. However, they can easily figure out the answers if they think carefully about what the story says.

Illustrate as follows. Suppose the question is: *Was it hot that day?* You read the story but it says nothing about the day being hot or cold. How can you answer the question? If a sentence in the story said it was snowing, would that give you the answer? If there were a picture that showed children with coats, caps, and gloves, would that give you the answer? If the story said the thermometer stood at ninety-five degrees, would that give you the answer? In the same way, they should look for things that help them know the answer to the question even though the answer is not stated directly.

Assign the page to be completed before oral reading class.

Lesson 4**You Decide: Yes or No**

Scan the story for sentences that help you know the answers to the questions below. Write *yes* or *no*. Write the page number. Underline top half or bottom half.

- Did last year's principal walk fast?
Answer: no Page: 148 Top half Bottom half
- Did the upper-grade boy tell what Mr. Dickon did to him?
Answer: no Page: 149 Top half Bottom half
- Did Ronnie talk to Daddy right after school?
Answer: no Page: 150 Top half Bottom half
- Did Ronnie agree with Daddy about not worrying?
Answer: no Page: 151 Top half Bottom half
- Did Ronnie tell Ted before school what Daddy had said?
Answer: yes Page: 152 Top half Bottom half
- Did Justin wait for everyone to leave the bus?
Answer: no Page: 154 Top half Bottom half
- Was Mr. Dickon a strong man?
Answer: yes Page: 154 Top half Bottom half
- Was the weather nice that day?
Answer: yes Page: 154 Top half Bottom half

Oral Reading

Work through page 7 before reading the story aloud in class.

One way to use the page is to assign each question to a student. Pupils should then locate the answer as they have indicated on their paper and be ready to read it when you call on them.

The student should also be ready to explain how the sentence he read answers the question. You may want to use the first question as an example. The sentence at the bottom of page 148 gives the answer to that one: “He walked as if he were tired all the time.” The logic is that people who walk as if they are tired do not walk fast. Therefore the correct answer is: No, last year’s principal did not walk fast.

If a student has selected an incorrect sentence, he may realize it when he tries to explain how it answers the question. Help him to understand why the sentence does not answer the question and let him look for another one that does provide the answer.

Read the story aloud, giving slower readers frequent opportunity to read short passages.

To further encourage logical thinking, ask these questions:

1. *The new principal was quite different from last year’s. Was that a real reason to be afraid of him?*
Encourage the children to suggest reasons why or why not.
2. *Why did Daddy say it was good that the upper-grade boys would have to walk the chalk line?*
3. *Do you think Ronnie was correct when he said Mr. Dickon never smiled? Why or why not?*
4. *Did Ted agree with the way Ronnie felt about the new principal? Entirely, partly, or not at all? What hints does the story give to make you think so?*
5. *Call for answers to the story question. Let pupils volunteer reasons why or why not.*

Page 8

Purpose:

- to teach the Story Verse and its meaning
- to help make applications of the verse to everyday life

The Story Verse


Can You Tell Why?

Teach the verse, letting each pupil recite it. Clarify the meaning of *rulers*, *terror*, and *good works*.

In the story, Daddy was right when he said Ronnie did not need to be afraid of the new principal if he obeyed the school rules. People who disobey ought to be afraid.


Here Comes the Principal, Part 1 Lesson 4

The Story Verse

 **For rulers are not a terror to good works.** Romans 13:3

God has given us rulers so that His people can live safe and happy lives. God wants us to obey our rulers.


It is a part of rulers’ jobs to punish those who do not obey the laws. That is the only way a country can be kept safe and happy for everyone.

 **Everyone obeys someone. Write three people God wants you to obey.**

△ 9. Teacher 11. Check

△10. _____

Can You Tell Why?

 **Underline sentences that give reasons why Joe and Sara may have been afraid.**

12. Joe was afraid when he saw Daddy coming home early.

- a. He was not feeding the hens as he should have been doing.
- b. He was cleaning out the shop without being told.
- c. He was using the drill without permission.

13. Sara was afraid when Mother opened the door.

- a. She was reading a book Mother told her not to read.
- b. She was reading a book instead of cleaning her room.
- c. She was reading a book instead of a story.

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208 – 4: *Here Comes the Principal, Part 1*

Another dimension of the verse is that rulers do not criticize or punish people for kindness and good deeds to others. Neither do parents or teachers.

In the child’s world, “rulers” would be all those who have authority over him—parents, teachers, and civil authorities. Make plain that this includes obeying signs—*Stop, Do Not Enter, Stay Off the Grass, No Admittance, Do Not Litter*. Point out that this is another area where we follow written directions.

Let the children volunteer experiences they have had where they felt good or guilty because of what they had done. Explain that guilty feelings are not pleasant, but they are good for us. That is the way God helps us to know when we have done wrong. The Bible tells us a very simple way to avoid being afraid of parents, teachers, policemen, and anyone else in authority. If we always do what we know is right, we need never be afraid of them.

The children should do the page as seat work after the discussion.

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Write the verse for the next story on the board:

“Wilt thou then not be afraid of the power? Do that which is good” (Romans 13:3).

Here Comes the Principal, Part 2

208 – Lessons 5, 6

LESSON 5 (PAGES 9, 10)

LESSON 5 OVERVIEW

(124)

p. 9: Finding short words in long ones; forming compounds

SR: Assign after p. 9.

p. 10: Counting syllables; compound words; writing a title for the story

Page 9

Purpose:

–to give practice in seeing small words in large ones
–to give practice in forming compound words

Short Words in Long Ones

Write the word *understanding* on the board. Under it write the little words the children see in it. They should spot *understand*, *standing*, *under*, *stand*, *ding*, *and*, *an*, *tan*, and *in*. This will prime them for doing the exercise.

None of the words in the exercise have that many little words in them, but all have at least three.

Long Words From Short Ones

Students may write additional words on other paper. In class, you could list on the board all the words from the students' papers.

Lesson 5

Here Comes the Principal, Part 2 Short Words in Long Ones

Write three short words you find in these words from the story.

- supposed up sup suppose pose(d)
- everything ever(y) thin(g) in very eve
- picking pick in kin king
- someone some one me so on
- whispered whisper his is red hi

Long Words From Short Ones

Write ten compound words using the following words.

butter	wash	cup	dish	paste	bird
pan	milk	water	black	sand	melon
tooth	line	fall	paper	box	cloth

- | | |
|-------------------------|-----------------------|
| ○ 6. <u>buttercup</u> | 11. <u>blackbird</u> |
| ○ 7. <u>dishpan</u> | 12. <u>washcloth</u> |
| ○ 8. <u>sandbox</u> | 13. <u>sandpaper</u> |
| ○ 9. <u>toothpaste</u> | 14. <u>buttermilk</u> |
| ○ 10. <u>watermelon</u> | 15. <u>waterfall</u> |
| | washline |



Read Part 2 of "Here Comes the Principal."

Silent Reading

When the children have completed page 9, they should read Part 2 of “Here Comes the Principal” for enjoyment, and then do page 10.

Page 10

Purpose:

- to give practice in hearing and indicating the number of syllables in words
- to check pupil comprehension of two-syllable words vs. compound words
- to test ability to suggest another suitable title for a story

How Many Syllables?

Spend a minute or two tapping the syllables of various words into your palm. Be alert for students who have trouble doing this.

Determining the syllables of words is an auditory skill that can aid in correct pronunciation and word recognition.

Two Syllables or Compound?

To clarify the directions, let the class read them silently, then ask a pupil to tell in his own words which words they are to leave unmarked.

What Would You Call It?

“Irmgard’s Cow” was the original title of “Cow With a Secret.” To stimulate your pupils’ imaginations, let them suggest other titles to that story. Here are a few you could offer if the students are slow in thinking of any: “Summer Surprise,” “The New Calf,” “Irmgard’s Surprise,” “A Gift From Forget-Me-Not,” “A Gift for Irmgard,” “Forget-Me-Not’s Surprise.”

Most of these are not particularly good, but they do fit the story events. Unless a child’s suggestion has no connection with the story, make no comment on whether it is a good title or not.

Tell the class to write several different titles on a piece of paper, then select the best one.

Here Comes the Principal, Part 2 Lesson 5

How Many Syllables?

Read the words. Tap out the syllables into your hand. Circle the number after each word.

16. doorway 1 (2) 3 4		21. nevertheless 1 2 3 (4)
17. thought (1) 2 3 4		22. any 1 (2) 3 4
18. beautiful 1 2 (3) 4		23. everybody 1 2 3 (4)
19. principal 1 2 (3) 4		24. straight (1) 2 3 4
20. closet 1 (2) 3 4		25. understanding 1 2 3 (4)

Two Syllables or Compound?

Some of these two-syllable words are compound words. Some are not. Draw a line between the two words of the compounds.

26. sunbeam	30. only	34. crying
27. pancake	31. info	35. outside
28. icing	32. wanted	36. mostly
29. sweeter	33. bigger	37. upon

What Would You Call It?

Now you have read both parts of *Here Comes the Principal*.
Can you think of another title that would fit the story?

Write your title for the story.

○ 38. Teacher Check

10

LESSON 6 (Pages 11, 12)**LESSON 6 OVERVIEW****(125)**

OR: Review the first part of the story. Ask a number of questions and discuss the answers.

p. 11: *Answering questions from the story from memory*

p. 12: *Using notes to give oral answers to questions about the story*

- Plan for a class discussion time to go over this page.

Oral Reading

Before reading the story, call for volunteers to tell what happened in Part 1. Make good use of this opportunity to teach the requirements of a good synopsis. Point out that “telling what happened so far” is different than recounting a story to give pleasure to others.

In a synopsis, the pupil should give the time and place of the story setting. He should tell who the main characters are. He should mention the main events and tell what is going on.

You may have several students contribute to the synopsis and let others add to or correct any statements that have been made.

The class has read Part 2 silently. Ask them to keep their books closed as they think about answers to the following questions:

1. Were Ted and Ronnie still afraid of the principal in the beginning of today’s story?

Call on several children to give their opinions. Ask them to tell why they think so. Do they remember anything in the story that makes them sure?

After this discussion, have them open their books and find sentences or paragraphs that verify their opinions. Call on various students to read the sentences they have chosen. Each student should explain how his sentence proves that the boys were still frightened.

Ask how the boys would have acted if they had not been frightened. Let several students suggest answers. Call on other students to agree or disagree. When all agree on the correct answer, have them close their books. Ask the next question.

2. Which of the two boys realized it was their own fault if they were afraid of Mr. Dickon?

Elicit pupil responses. Require them to tell why they chose the answer they did. Do they remember anything in the story that gave them the answer?

208 – 6: *Here Comes the Principal, Part 2*

Ask the remainder of the questions and handle each as outlined above.

3. *Which boy seemed to think it was too hard to know what they could and could not do?*
4. *Which boy was sure Mr. Dickon was not going to do anything to them for running in the building?*
5. *Which boy was determined to obey the teacher?*
6. *Did Ronnie faint or didn't he?*
7. *What kind of man was the principal?*

There is an important reason for requiring the children to keep their books closed while you conduct this type of oral reading class. When books are open, the children tend to focus on locating the answer on the printed page. That is a necessary skill, but it is not the purpose of this class period. You want to draw your pupils' attention to the meanings and implications of your questions. You want them to mentally sift through the information gained in their silent reading. You want them to analyze and evaluate what they have read, and decide on an answer to the question solely on the basis of what they remember. Only then do you let them hunt for printed verification of their opinion.

Naturally your faster readers will find the information first. However, it is not necessary that they read the answer every time just because they found it first. Let the fast students read an answer one time. If they find it first a second time, let them give the page number and approximate location on the page. Then give additional time for slower readers to find the sentences that supply the answer.

The following question is not answered in the reader. It will require your students to put themselves in Ronnie's place and try to imagine what went on in his mind. It will require them to search through the information supplied in the story for the causes of the given effect. In other words, they will have to think.

8. *Why wasn't Ronnie afraid anymore? What did he see in Mr. Dickon's eyes? What had he learned at that minute?*

In Mr. Dickon's gentleness he felt concern, sympathy, and love. He could see it in Mr. Dickon's eyes.

He could sense that being with the principal meant safety and security, rather than a threat of punishment. Mr. Dickon had not changed. Ronnie had.

Steer the pupils' thinking into the realization that Ronnie had decided to pay attention to his teacher and the principal and the school rules, so he didn't need to fear anymore.

Page 11

Purpose:

- to check memory of story events and details
- to check pupil comprehension of sequence of story events

Do You Remember the Story?

Assign this page with page 12 as seat work.

Lesson 6

Do You Remember the Story?

Write answers to the questions below. Do not use your book.

1. What were the names of the boys in the story?
Ronnie and Ted
 2. What was the name of the principal?
Mr. Dickon
 3. What was the teacher's name?
Miss Neff
 4. What was one boy afraid of?
Mr. Dickon; the principal
 5. Write two things the boys did together.
rode the school bus; went for balls; hid in the closet
 6. Write one thing one boy did by himself.
ran across the field;
went to the principal's office
- Write 1, 2, and 3 to show which happened first, second, and third.
7. 2 Two boys went into a closet.
 - 3 A boy fell.
 - 1 School started.

11

Page 12

Purpose:

- to teach the Story Verse and its meaning
- to teach the personal everyday implication of the verse
- to give pupils practice in preparing for an oral quiz

The Story Verse

Teach the verse. Have the children say it along with the verse for Part 1 of the story.

Notes Help You Remember

This page reinforces the teaching of both verses.

The children will have used the page in preparing their notes, but they should not use it when answering. They should consult their notes only.

The questions below are not worded exactly as on the page. This is to test pupils' comprehension of the meanings of the questions.

The Story Verse

Wilt thou then not be afraid of the power?
Do that which is good.

Romans 13:3

Notes Help You Remember

- Number a paper 8 to 15. Think of answers for the questions. At each number on your paper write a word or two to help you remember your answer. Use your notes to give your answers in class.
8. In the second part of the story Ronnie was afraid of Mr. Dickon because he had disobeyed the school rules. What should he have done if he didn't want to fear the principal?
 9. Adam and Eve hid in the garden of Eden because they were afraid of God. Whose fault was that?
 10. If they didn't want to fear, what should they have done?
 11. Jonah was afraid of God too. He got into a ship and tried to run away. What should he have done?
 12. Why are we afraid when we do wrong?
 13. What is the best thing to do after we disobey?
 14. Are you ever afraid of your father, mother, or teacher? What should you do so you need not be afraid?
 15. Who can help us do that which is good?

12

208 – 6: *Here Comes the Principal, Part 2*

Ask the questions and call for oral answers. The numbers in the parentheses match those in the LightUnit.

(8). *If Ronnie disliked being afraid of the principal, what should he do?*

Discuss that this is what the Story Verse teaches. It is what Ronnie's daddy had told him. It is what his friend Ted had also said.

(9). *Adam and Eve had enjoyed God's presence in the Garden of Eden. Who was to blame for their suddenly being so afraid that they tried to hide?*

(10). *What should they have done if they wanted to continue enjoying God's presence?*

Point out that even after they had sinned, they should have immediately been sorry and gone to God and asked Him to forgive them, instead of trying to keep Him from finding out what they had done.

(11). *What could Jonah have done that would have saved him from the storm at sea and being swallowed by the whale?*

(12). *What makes us afraid when we do wrong? What are we afraid of?*

Children know all about feeling guilty, though they may not have analyzed the cause. Let several pupils explain what a guilty conscience is, and what it makes them feel like doing.

Discuss the question under the story title. Ronnie did have a reason to be afraid. What two rules had he broken? He disobeyed the first time because he forgot the rule about running in the building. He disobeyed the second time because he was afraid and decided that Miss Neff's rule didn't apply.

Discuss if these are reasons why children sometimes disobey today.

(13). *How can we get rid of a guilty conscience?*

We should confess what we did and make things right. Point out that running away and hiding didn't work for Adam and Eve or Jonah. Denying what we did may sometimes save us from punishment, but it only makes us more fearful and miserable.

(14). *What can you do to keep from being afraid of those who you need to obey?*

(15). *Who helps us remember what parents and teachers want us to do, and gives us courage to do it?*

Collect the children's note papers to get a picture of how they handled this assignment.