

LESSON 4: NAME-WORDS • OBJECTS WITH TWO FEET**FIRST BOOK IN LANGUAGE****PART 1.1 READ AND DISCUSS • THE TWO-FOOTED RIDDLE****CHARLOTTE MASON GAME****a boy****a girl****a duck****a hen****a robin****a baby**

- Think of some object with two feet. Is it alive? Is it covered with feathers?
- How many toes are there on each foot? What are on the ends of the toes? Can it fly? Can it swim?
- Does it wear clothes? What does it wear on its head? What does it wear on its feet? What can it do?

PART 1.2 Memorize: A word that tells the name of any person, animal, or object is a name-word.**PART 2.1 Practice Work — Complete the mystery story:**

Think of a boy, girl, duck, or bird

• TWO-FOOTED COMPARISON •

1. I thought of a _____ .

2. _____ alive.

3. _____ covered with feathers.

4. There are _____ toes on each foot.

5. There are _____ on the ends of the toes.

6. _____ fly.

7. _____ swim.

8. _____ like to swim.

9. _____ wear clothes.

10. _____ wears _____ on _____ head.

11. _____ wears _____ on _____ feet.

**A Person (Boy / Girl)****2 Feet**

- **Skin:** No feathers; clothes
- **Toes:** 5 toes each foot; nails
- **Head:** Wears a hat or cap
- **Feet:** Wears shoes & stockings
- **Action:** Walk, run, and swim

**A Bird (Duck / Hen)****2 Feet**

- **Covering:** Warm feathers
- **Toes:** 3 or 4 toes each foot
- **Ends:** Claws or webbed skin
- **Clothes:** Wears no clothes
- **Action:** Fly in air or swim

Riddle Rule: Do not reveal the name! Fill in all 11 lines, then read your story aloud and let your friends guess!

PART 2.2

Telling (Riddle Game): Read your 11 sentences aloud clearly. Ask your teacher or friends: "What object with two feet did I think of?"

THE SOCRATIC GUESSING GAME • INDUCTIVE GRAMMAR METHOD

- **Charlotte Mason Principle:** Children learn the functional power of language through playful discovery. By describing an object without naming it, the child experiences how attributes (actions, coverings, parts) define identity.
- **Classroom Procedure (p. 15 Note):** Select one pupil to think of an object silently. Let him/her answer all 11 prompts in complete sentences. Then invite classmates to guess and give evidence ("I think it is a boy because he wears shoes on his feet!").

PART 2.1: MULTI-OBJECT SOLUTION MATRIX (COMPARATIVE PATHS)

#	Sentence Prompt Frame	Path A: Human (Boy / Girl)	Path B: Water Bird (Duck)
1	I thought of a ____.	boy (or girl, man)	duck (or goose)
2	____ alive.	He is (or It is)	It is
3	____ covered with feathers.	He is not (or It is not)	It is
4	There are ____ toes on each foot.	five	four
5	There are ____ on the ends of the toes.	nails (or toenails)	webs (and claws)
6	____ fly.	He cannot (or It cannot)	It can
7	____ swim.	He can	It can
8	____ like to swim.	He does (or does not)	It does
9	____ wear clothes.	He does	It does not
10	____ wears ____ on ____ head.	He wears a hat on his head.	It wears nothing on its head.
11	____ wears ____ on ____ feet.	He wears shoes on his feet.	It wears nothing on its feet.

PEDAGOGICAL & ORAL LANGUAGE GOALS

- **Grammar Reinforcement:** *Boy, duck, head, feet, toes, hat, shoes, feathers* are all **name-words**.
- **Pronoun & Verb Agreement:** Guide students when to use *He is / It is* and *can / cannot*.
- **Discourse Fluency:** Have the child read all 11 statements as a continuous, coherent descriptive paragraph.

ASSESSMENT RUBRIC (PRIMER ELA • CCSS)

- 4 • Advanced** All 11 clues completed logically; neat letter formation; fluent oral recital.
- 3 • Proficient** 9-10 clues accurate; clear handwriting; confident riddle presentation.
- 2 • Developing** 6-8 clues accurate; occasional assistance needed with pronouns (he/it).
- 1 • Beginning** Requires 1-on-1 scaffolding to formulate complete sentences.