

**SECOND EDITION**



WRITTEN BY JENNY PHILLIPS

©2017 JENNY PHILLIPS | [WWW.JENNYPHILLIPS.COM](http://WWW.JENNYPHILLIPS.COM)

All rights reserved. This document may be copied for use within your own family. This document may not be shared electronically in any way.

# LEVEL 5—AT-A-GLANCE

## ART

- art appreciation
- art in the Middle Ages
- color theory
- comparing and contrasting artwork
- nature appreciation
- painting clouds
- painting objects
- the art of illumination
- artists studied: Edward Fanshawe, Ferdinand Hodler, Frederic Edwin Church, Giotto, Raphael
- watercolor instruction and practice

## GEOGRAPHY

- biomes, deserts, alpine tundras, arctic tundras, grasslands, temperate forests, cool forests, temperate rainforests, tropical rainforests, ecosystems, rural, urban, suburbs, equator, hemispheres, compass rose, political map, land mass, latitude, longitude, prime meridian, swamps
- geography flashcards: oceans, continents, states and capitals, countries
- geography of Maryland; geography of South America (countries, climate, culture, Andes Mountains, Amazon River, Patagonia, etc.)
- U.S. state capitals

## GRAMMAR, USAGE, & PUNCTUATION

- antonyms & synonyms
- apostrophes
- avoiding shifts in verb tense
- capitalization rules: family relationships
- capitalization rules: proper nouns
- capitalization rules: titles
- commas and coordinating conjunctions
- commas in a series
- commas in dates
- comma splices

- commas with dependent clauses
- commonly confused words: than/then, desert/dessert, lose/loose
- compound subjects, verbs, and direct objects
- editing
- helping verbs
- homophones: side/sighed, bridal/bridle, seam/seem, very/vary, weight/wait, weigh/way, mail/male, through/threw, bury/berry, Mary/merry/marry, there/their/they're, groan/grown, course/coarse, there's/theirs, accept/except, it's/its, scene/seen, stake/steak
- identifying main ideas
- idioms
- implied subjects in imperative sentences
- independent and dependent clauses
- interjections
- irregular plural nouns
- linking verbs
- parts of speech
- perfect and progressive tenses
- predicate adjectives
- prepositional phrases and commas
- quotation punctuation
- run-on sentences
- semicolons
- sentence diagramming
- sentence structures
- sentence types
- spelling rules
- subject and predicate
- subordinating conjunctions
- suffixes
- verb phrases
- vocabulary

## READING, WRITING, & LITERATURE

- appreciating and using sensory language
- challenging reading practice
- creating emotion rather than stating facts
- descriptive language
- genres
- identifying main ideas
- literary analysis
- literary devices: simile, metaphor, hyperbole, alliteration, personification
- literature reading: fiction, historical fiction, poetry, biography, and nonfiction
- mood and tone
- poetry appreciation
- poetry memorization
- poetry meter and rhythm
- poetry reading practice
- point of view
- prewriting techniques
- recognizing and choosing literature with high moral and literary value
- using strong verbs
- using transitions
- writing body paragraphs
- writing conclusions
- writing dialogue
- writing fiction
- writing nonfiction
- writing opening paragraphs
- writing outlines
- writing persuasive essays
- writing poetry
- writing thesis statements
- writing topic sentences



## ABOUT THIS COURSE

This course is designed to teach high academics and foster a true love of learning by exposing children to and helping them love the good and the beautiful: God, family, nature, and high moral principles.

### Items Included in the Course Set

- *Level 5 Language Arts & Literature Course Book*
- *Level 5 Course Companion*
- Geography & Grammar Flashcards (for Levels 4–7)
- *Level 5 Shared Reader*
- *Level 5 Personal Reader*
- *Daily Checklist*

### Subjects Covered in the Course

- Literature
- Writing
- Grammar and Usage
- Punctuation
- Spelling
- Vocabulary
- Geography
- Art

A The Good & the Beautiful handwriting course should be used 3–4 days per week in conjunction with this course, or another handwriting program should be used.

### Principles Behind the Course

- This course is **very strong academically while incorporating the beauty and joy of learning**.
- This course is **partially student-directed**, helping children learn self-governing skills. Each day, the parent or teacher helps the child with spelling dictation and reads a short section in the *Level 5 Shared Reader* with the child. The child does the course book on his or her own. An answer key in the *Course Companion* allows parents and teachers to check the child's work.
- The course takes **small incremental steps** so that students can learn complex concepts without becoming overwhelmed or confused.
- This course is **faith based** (geared toward Christians of all faiths) with the goal of producing not only intelligent minds but also high character.
- The Level 5 course places a strong emphasis on writing. Children are taught “good and beautiful” style writing—writing that is effective and engaging while having high literary and moral value.

### Additional Materials Needed

Gather the following items before the course is started:

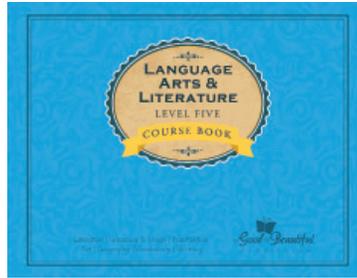
- **A large index card** (for use with the ladders in the *Course Companion*)
- **A timer** (child will time himself/herself periodically throughout the course)
- **A watercolor set** (dry cakes—not tubes)  
*Suggestions: Hobbylobby.com (search for 106740), Amazon.com (search for B018ZY494A)*
- **Paintbrushes and palette** (or a white plate)
- **Watercolor paper** (9" x 12", at least 140 lb paper, at least 16 sheets)
- **A blank notebook with lined paper** (to be used as the child's "Writer's Notebook."

## Items In the Course Set

The course set comes with the following items:

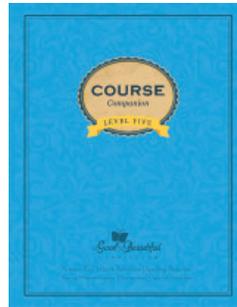
### Level 5 Language Arts & Literature Course Book

This 11" x 8.5", 241-page, spiral-bound, full-color, consumable course book is self-directed, meaning the child does the lessons on his or her own. The child should complete one lesson in this course book each day (four days a week) to finish in one school year. An answer key is included in the *Course Companion*. The parent or teacher should check the child's work each day and help the child when needed.



### Level 5 Course Companion

This 8.5" x 11", black-and-white, 147-page companion to the course book is spiral bound and includes an answer key for all work in the course book, a quick reference section, states and capitals ladders, poetry memorization, spelling dictation, and selected readings for use with the course book.



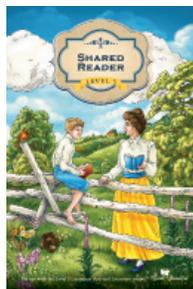
### Geography & Grammar Cards

124 double-sided, full-color flashcards come on high-quality, coated card stock. No cutting is required. The same set of flashcards is used for Levels 4–7. Once the child has mastered all of the cards, they should be reviewed once a week through Level 7.



### Level 5 Shared Reader

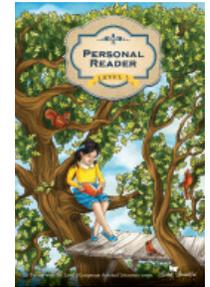
Each day, the child reads one section in the shared reader WITH a parent or teacher, switching off each paragraph. This 6" x 9", 336-page reader is integrated with the course and is a necessary part of the course. The shared reader is broken down into lesson numbers that correspond to the lesson



numbers in the course book. Each lesson requires an average of 2.75 pages to be read. The shared reader helps the child increase his or her reading level, learn difficult vocabulary, and become used to reading more complex and challenging literature without being overwhelmed. Four wonderful, full-length, out-of-print classic are included in the reader: *Gabriel and the Hour Book*; *The Christmas Porringer*; *Vinzi, a Story of the Swiss Alps*; and *Rescue Dog of the High Pass*.

### Level 5 Personal Reader

The Level 5 Personal Reader comes with the physical course set but not the free PDF download. It is not integrated with the course. It is highly recommended, but optional. The reader includes carefully selected, high-value, engaging literature that covers multiple genres: poetry, fiction, historical fiction, biography, and nonfiction—all on the right level for personal reading.



Lessons 9–62 in the course book include two full-length books right in the course book: *Hans and Frieda of the Swiss Mountains* and *Johnny of Johnnycake*. Starting in Lesson 63, the end of each lesson in the course book includes the following instructions:

Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

**Thus, it is recommended that the child does not start the personal reader until Lesson 63.**

If you choose not to purchase the *Level 5 Personal Reader*, it is important to make sure your child is reading a lot of high-quality literature that covers the genres of poetry, fiction, historical fiction, biography, and nonfiction.

### Daily Checklist Notepad

This 25-page, 8.5" x 11", black-and-white notepad is used daily as the child proceeds through the course.

**Note:** If you are not purchasing the course set, you will need to print and assemble all of the items. Physical items are offered for the following reasons:

1. Purchasing the course set is usually less expensive than having the materials printed on your own. We print in large quantities and are able to keep the prices very low.
2. The quality of the printed course set is very high, which is especially important for the artwork.
3. The readers are formatted for 6" x 9" printing to feel more like reading books. 6" x 9" books are harder to print at home.

## How the Course Works

Each day the child will mark off a daily checklist with the following items:

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- One lesson in the course book
- Personal Reading: \_\_\_\_\_ minutes

Instructions for sentence dictation, ladders, and poetry memorization are given in the *Course Companion*.

### The parent or teacher must do the following each school day:

- Dictate 4–5 spelling sentences.
- Read one section (average of 2.75 pages) with the child in the *Level 5 Shared Reader*, alternating each paragraph.
- Check the child’s work using the answer key.

### The following items can be done solely by the student or with help from a parent or teacher, according to the child’s needs:

- Ladders and poetry memorization
- Geography and grammar cards
- Course book

No matter what level the child is on, the parent or teacher should check the child’s work on a daily basis, giving feedback. When needed,

adjust the level of parental involvement. The parent or teacher should also occasionally quiz the child on grammar and geography flashcards to assess progress.

It is suggested that, outside of the assigned readings done as part of daily coursework (such as a reading assignment in the readers or *Course Companion*), and outside of the personal reader, the child read at least 20–30 minutes a day.

## Make Sure the Child Reads and Understands the Following Instructions:

1. Each day, simply follow the instructions in the course book. Mark the check boxes when you have completed a section to keep track of what you have already completed within a lesson. Mark the check box in the upper right-hand corner of a page when you have completed all of the work on a page. You should complete one lesson each day, but you can do more than one lesson if desired.
2. Go through the lessons in order. Lessons build on each other, and some lessons include a review of principles. However, if you are stuck in a particular place and your parent or teacher is not immediately available to help you, move on to the next section or lesson and come back to where you were when possible.
3. Refer to the Quick Reference section in the *Course Companion* whenever needed. Take a look at this section before starting the course so you are aware of what is included. If you cannot figure something out after using the Quick Reference section, ask your parent or teacher for help. Learn to communicate well. If you are feeling overwhelmed or confused, ask for help rather than sitting and doing nothing.
4. If you are partway through an exercise and are unsure if you are doing it right, ask your parent or teacher to use the answer key and check the answers you have completed. That way, the exercise will be much more effective.

**Note:** When the Bible is quoted, the King James Version of the Bible is used.

## Spelling

After years of study and testing, the creators of The Good & the Beautiful curriculum have determined that an effective way to improve spelling skills for Levels 4 and above is by consistently doing the following:

1. Reading large amounts of high quality literature
2. Learning and applying basic spelling rules\*
3. Practicing spelling patterns and targeted words (rule breakers and commonly misspelled words) with repetition

\*Many spelling rules are so complex and/or have so many exceptions that they tend to not be helpful, so they are not included in this course.

Sentence dictation exercises are a vital part of the course and have been carefully designed to target the following items:

1. Spelling rules and patterns
2. A list of words that are rule breakers and commonly misspelled words
3. Grammar and punctuation rules
4. Commonly confused word pairs

The creators of The Good & the Beautiful curriculum also found that having students utilize and process grammar skills through sentence dictation more effectively helps students understand and retain grammar skills than worksheets and exercises alone.

Sentence dictation is an important part of the course and should not be skipped.

The sentence dictation section is in the *Course Companion* and gives more detailed instructions.

## Course Level

You may start any of the courses at any time of the year. If the course is not finished by the end of the school year, do not skip to the next course level. Continue the current course where it ended so no foundational learning is skipped. If the child finishes the course before the school year has ended, that is wonderful; he or she can move on to the Level 6 course.

## Writing

Learning to write well is an important skill that will impact many areas of a child's life—now and in his or her future adult life. This course strives to develop excellent writing skills by having the child read high-quality literature; practice specific skills in writing effective sentences, paragraphs, and complete compositions; and analyze and model the writing of master authors.

Children can become overwhelmed with large writing projects. This course breaks writing into small assignments, making writing achievable and enjoyable.

Writing instruction and assignments are integrated into most daily lessons, connecting writing with the other learning taking place in the course book, such as geography, art, and literature.

## Answer Key

The answer key is in the last section of the *Course Companion*. It includes **only pages that contain non-subjective answers** (answers that are not the child's own opinions or thoughts).

## Geography and Grammar Cards

Each day, the child should practice either the geography or grammar cards for 5–6 minutes. It is recommended that children have all of the geography and grammar cards mastered by the end of Level 7. However, some children master all of them much earlier. As soon as the child masters all of the cards, have the child review them weekly.

## Grammar Cards

1. Store the cards in three different Ziploc bags titled: LEARNING, MASTERED, and NOT LEARNED.
2. Have the child practice 5–10 cards at a time (which are stored as LEARNING).
3. Once the child has mastered a card (can say the answer without hesitation the first time), store the card as MASTERED. Review the mastered cards once every 1–2 weeks.

## Geography Cards

1. Store the cards in three different Ziploc bags titled: LEARNING, MASTERED, and NOT LEARNED.
2. Have the child practice 5–10 cards at a time (which are stored as LEARNING).
3. Once the child has mastered a card (can say the answer without hesitation the first time), store the card as MASTERED. Review the mastered cards once every 1–2 weeks.

## Art

Hands-on art projects are included in the course, focusing mainly on watercolor skills. Watercolor is the only paint medium used in this course, and the child will need the watercolor supplies listed on the first page of this section. You will see this symbol by the lesson heading if the lesson requires watercolor supplies: 

## A Note About Typing

Children should be learning typing skills at this age. The Level 6 course has children complete most of their writing assignments on a computer, so it will be helpful for the child to have strong typing skills by the time he or she completes this Level 5 course.

## A Note About Online Research

This course directs the child to do some online research for a few lessons. Please talk with the child before starting the course about the

rules they should follow for researching online. Or, you may choose to have the child do only off-line research, utilizing your home library and/or local library.

## Length of Daily Work/Length of Course

The length needed to complete coursework each day will vary according to child. Here is a sample schedule:

### With Parent or Teacher

|             |                              |
|-------------|------------------------------|
| 10 minutes: | Sentence Dictation           |
| 7 minutes:  | <i>Level 5 Shared Reader</i> |

### Self-Directed by Student

|                 |   |
|-----------------|---|
| 5 minutes:      | Ladders or Poetry Memorization (alternate days)                                       |
| 5 minutes:      | Geography or Grammar Cards (alternate days)   |
| 30 minutes:     | Course Book   |
| 15–20 minutes+: | Personal Reading (outside of course readings and the <i>Level 5 Personal Reader</i> ) |

### TOTAL=About 75 minutes

This course includes 120 lessons. If the child completes one lesson four days a week, the child will finish the course in one average school year. This allows for six weeks of vacation days and/or sick days in addition to regular breaks (Thanksgiving, Christmas, spring break, summer break).

In addition to the items above, it is suggested that the child work on handwriting and typing on a daily basis.

Remember that the subjects of writing and reading are important foundational subjects to which a large amount of time should be devoted each day. Also remember that this course covers several subjects.

## Sentence Diagramming

If the child has little or no experience with sentence diagramming, he or she can watch step-by-step videos on <http://www.jennyphillips.com/> videos to learn the basic steps.

## LESSON 2

- Read Lesson 2 in the *Level 5 Shared Reader* with your parent or teacher.

### *Gabriel and the Hour Book: Introduction*

- Read:

This illustration is from the first printing of *Gabriel and the Hour Book*, which was published in 1906.



Gabriel, as you might be able to tell from the illustration, does not live in the modern day. He lived in the Middle Ages in a land called Normandy, which is now part of France.

In the Middle Ages, the printing press had not yet been invented, so all books had to be made by hand. This took a very long time. Thus, books were rare and expensive

and usually a luxury item for the wealthy. Most books were made carefully and beautifully. Books that contained artistic decorations were called illuminated manuscripts. Each page or chapter usually started with an illuminated letter, such as the one on this page.

The artists who created illuminated books were often monks who had assistants who prepared colors. Artists could not just go to the store to buy paint—it had to be created. To do this, items such as dried plants, seeds, roots, rocks, and gold were ground into powder. When the artist

was ready for the paint, egg whites, glue, or even honey was added to the powder.

In *Gabriel and the Hour Book*, Gabriel works as a color grinder at the monastery by his village. This touching tale has wonderful messages about friendship, faith, and kindness.

- Read and complete:

Below are passages that explain terms from *Gabriel and the Hour Book*. Read the sentences below and then fill in the correct word for each definition.

1. These monks, or brothers, as they were often called, lived in monasteries and abbeys and were men who banded themselves together in brotherhoods. They took solemn vows never to have homes of their own or to mingle in the daily lives of others, but to devote their lives to religion.
2. This was a room the brothers had kept for years as a meeting place, when they and the abbot, who governed them all, wished to talk over the affairs of the abbey.

\_\_\_\_\_ : places of residence occupied by a community of persons, especially monks, living in seclusion

\_\_\_\_\_ : serious, sacred

\_\_\_\_\_ : a monastery under the supervision of an abbot

\_\_\_\_\_ : members of a religious community of men typically living under vows of poverty, chastity, and obedience

\_\_\_\_\_ : a man who is the head of a monastery or abbey



## LESSON 4

- Read Lesson 4 in the *Level 5 Shared Reader* with your parent or teacher.
- Read the following words and their definitions:

**perplexing:** completely baffling or puzzling

**relent:** to soften, to let up or slow, to give in

**vaguely:** in a way that is not clear or certain

**penitent:** repentant

- Draw a line from the blank to the word that fits best.

|  |  |
|--|--|
| <p>The ____ child apologized sincerely.</p> <p>You look ____ familiar.</p> <p>The rain does not look like it is going to ____.</p> <p>His actions are ____; I don't understand what he is doing.</p> | <p><b>perplexing</b></p> <p><b>relent</b></p> <p><b>vaguely</b></p> <p><b>penitent</b></p> |
|--|--|

- Read:

In *Gabriel and the Hour Book*, Gabriel refers to “the most beautiful initial I have ever seen.” An initial letter is a letter at the beginning of a word, a chapter, or a paragraph that is larger than the rest of the text. In books from the Middle Ages, initials were sometimes decorated ornately, such as the example shown on this page.

An illuminated manuscript is a book or other written work that contains decorative initials, borders, and/or miniature illustrations.

In the box on this page, use a pencil to draw the first initial of your name. Then, using colored pencils, decorate the initial with flowers or designs.



### *Noun or Verb?*

- Some words can be a noun or a verb depending on how they are used in the sentence. Is the underlined word used as a verb or noun? Underline the correct answer.
1. Love is good. NOUN | VERB
  2. I love cherries. NOUN | VERB
  3. I feel hope. NOUN | VERB
  4. I hope we eat crab apples. NOUN | VERB
  5. I have work to do. NOUN | VERB
  6. We work hard. NOUN | VERB
  7. Please crack the egg. NOUN | VERB
  8. I see a crack in the wall. NOUN | VERB

## Writing with Sensory Details

### Read:

If you can imagine being in a scene without emotions, sounds, colors, textures, and smells, then you get an idea of what writing is like without sensory details.

Smells, sights, sounds, tastes, and feelings bring writing to life, helping readers experience sensations and emotions as they engage in a story. An author who can skillfully appeal to her reader's senses will create impressive and appealing writing.

To illustrate this concept, let's look at some passages that Evaleen Stein wrote in her book *The Little Count of Normandy*. Underline the words in these passages that use sensory language dealing with sound.

They heard no sound save the rustling of the leaves or the snapping of a twig in the light summer wind; for the spot was very lonely.

"Hark!" whispered Count Robert, and pausing, they all listened breathlessly; but heard nothing more save the sighing of the wind that moaned through the old tower close by with a sound curiously like some ghostly wail.

As they still listened, they all began to think it was the wind which they had mistaken for the call of a horse, and were slowly pacing on again, when all at once they heard a second time a low, distinct whinny.

About the middle of the morning, in through the gateway came a shaggy Normandy horse and clattering at his heels, a high cart painted blue and with broad, heavy wheels. Around the neck of the horse was a wooden collar, and on top of it rose a little arch of wood in which hung a small bell which tinkled gaily as the horse stepped across the paving stones.

Amid a great clattering of hoofs and happy shouts of

childish laughter, two riders dashed across the drawbridge of the Norman castle of Bellaire, and cantering down the steep road beyond the castle moat, frisked off along a narrow bridle path leading across some open fields.

One of the horsemen was a tall, graceful youth who wore the doublet of a young squire. On his right wrist perched a beautiful falcon, the little bells fastened to its feet jingling merrily.

As the sky grew lighter and lighter, a low sweet twittering began to steal through the air; and in another moment, all of the birds were wide awake; and from all of the tall poplar trees along the roadside came the cheeping and chirping of the nestlings and the joyous rippling songs of robins and wrens, of thrushes and meadowlarks, so lovely that Raoul, with glistening eyes, fairly held his breath to listen, and even peasant Jacques forgot his cares for a moment as he lifted his head and drank in that happy music.

### WRITER'S NOTEBOOK ASSIGNMENT

Set your timer for eight minutes. In that time, write as many sentences or paragraphs as you can that describe the way things sound. If desired, use one or more of the topics and any of the words suggested below. Keep writing for at least eight minutes.

- a waterfall  
roar, rumble, rushing, splash, thunder, loud, pounding
- inside a cottage  
creaking (of a door), crackling and popping (of a fire), laughter, giggles, silence, ticking, sizzle, hum
- a walk in the forest  
whisper (wind), rustle, crunch, chirp, hum, gurgle (stream), quiet, melodious

## Sentence Diagramming

- Open the *Course Companion* to page 17 titled "Sentence Diagramming." Refer to this section when needed for this lesson and any future lessons on sentence diagramming. Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. This lesson uses sentence diagramming steps 1–5.

Kate quietly watches the lovely birds.



They cheerfully wash the dirty dishes.



Mom washes the windows thoroughly.



## Geography: South America

You will be studying the geography of South America in this course. First, become familiar with the countries in South America.

- Label the countries of South America (except for the countries with an X). Use the map on page 13 of the *Course Companion* as a reference if needed. Remember that specific names of places, including countries, towns, and cities, are proper nouns and are capitalized.



## LESSON 8

- Read Lesson 8 in the *Level 5 Shared Reader* with your parent or teacher.

### *Working with Watercolors*

- Read and complete:

Watercolors can come moist in a tube or dry in cakes. In this course, you will use dry watercolors. Watercolors come in their full strength. Usually you will tone the strength of the watercolor by mixing it with water. The more water you mix with a color, the lighter it will become.



Fill in the blank. To make a color lighter, mix it with

---



---



---

You will need a palette on which you can make different shades of a color or mix different colors. If you do not have a palette, you can use something white that doesn't soak through, such as a plastic lid or white dinner plate.

Keep water next to you in a glass or jar. Also, keep a scrap of paper by you to test the colors you are mixing.

Here are the steps for mixing watercolors:

1. Dip your brush in the water.
2. Make a little puddle of water on your palette.
3. Stroke your wet brush across a watercolor cake.
4. Mix the color on your brush into the water on your palette.
5. Add more color for a darker shade or more water for a lighter shade.

#### To Add Another Color

6. Do not dip your brush back in the water. Just slide your brush

against the rim of the jar or glass to get rid of the extra water.

7. Stroke your brush across the watercolor you want to add, and mix it into your puddle. Add more color until you get the desired color.
- ART ACTIVITY:** Practice mixing watercolors by completing the following steps. Use dry watercolors and paint on watercolor paper.
1. Follow steps 1–7 (that you just read) to create three different shades of blue by varying the amounts of color and water. (Do not mix in any other colors.) Paint a circle with each shade of blue.
  2. Make the color pink by adding white to red. Make a dark pink shade and a light pink shade. Paint a heart with each shade of pink.
  3. Make two different shades of green by adjusting the amount of color versus water. (Do not mix in any other colors.) Then, make two more shades of green by adding in another color such as brown, blue, or white. Paint a leaf using the different shades of green.

### *Commas in a Series*

- Read and complete:

When a sentence contains a series of three or more words or phrases, separate the words or phrases in the series with commas.

Fill in the blank. When a sentence contains a series of \_\_\_\_\_ or more \_\_\_\_\_ or \_\_\_\_\_,

separate the words or phrases in the series with \_\_\_\_\_.

Underline the correct answer: If a sentence contains a series of TWO words or phrases, do you separate the words with commas? **YES** **NO**

## LESSON 9

- Read Lesson 9 in the *Level 5 Shared Reader* with your parent or teacher.
- Let's review vocabulary from *Gabriel and the Hour Book*. Read the following words and their definitions out loud.

**perplexing:** completely baffling or puzzling

**relent:** to soften, to let up or slow, to give in

**vaguely:** in a way that is not clear or certain

**penitent:** repentant

**brood:** to think or worry persistently or moodily

**unruly:** disorderly and disruptive

**compelled:** forced or driven

- Draw a line from the blank to the word that fits best.

The \_\_\_\_ child apologized sincerely.

The \_\_\_\_ child would not obey.

I felt \_\_\_\_ to finish the project quickly.

Do not \_\_\_\_ about your past mistakes.

You look \_\_\_\_ familiar.

The rain does not look like it is going to \_\_\_\_.

His actions are \_\_\_\_; I don't understand what he is doing.

**perplexing**

**relent**

**vaguely**

**penitent**

**brood**

**unruly**

**compelled**

- ▼ Digging Deeper**

The **protagonist** is the central person in a story and is often referred to as the story's main character. Evaleen Stein creates the personality of Gabriel, the protagonist in this book, by describing his actions, words, and thoughts. Write a short summary of Gabriel's personality in your notebook.

### WRITER'S NOTEBOOK ASSIGNMENT

In your Writer's Notebook, title a page "Possible Protagonists." Then, imagine characters who could be protagonists in a story you would like to write. Write a short summary of these protagonists and their personalities.

### *Apostrophes*

Open the *Course Companion* to page 19, titled "Apostrophes," and read the information before completing the exercise below.

- Insert missing apostrophes.
1. I couldnt see the two birds nests.
  2. Jakes friend wont share the cookies he made.
  3. Helens and Kims parents are coming with us. (*They have different parents.*)
  4. All of the soldiers families came to visit.
  5. Mrs. Jones mother isnt feeling well today.
  6. Both of the monkeys tails are long.
  7. The three hikers backpacks are very light.

Read:

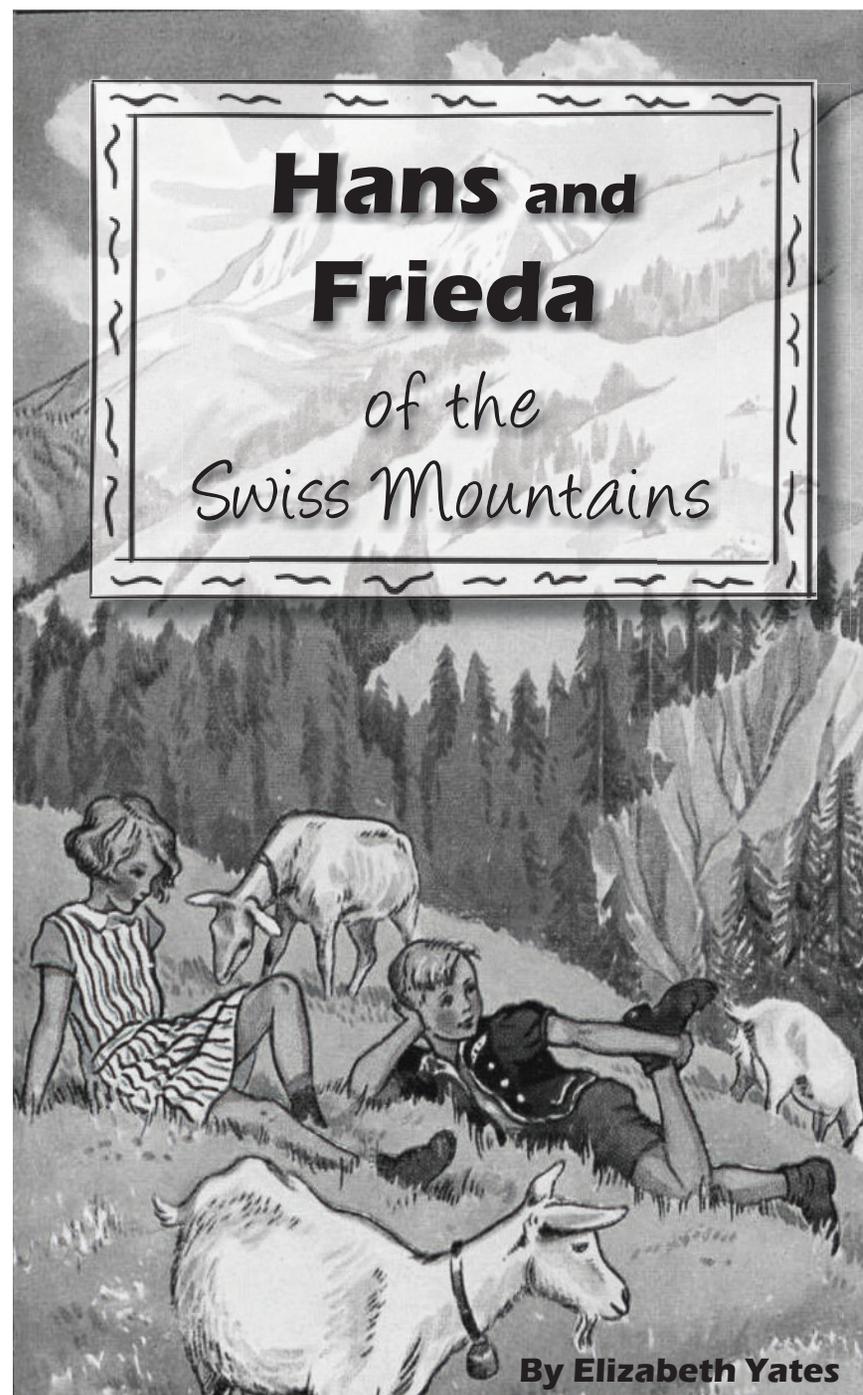
You are going to read a book called *Hans and Frieda of the Swiss Mountains* by the author Elizabeth Yates. Elizabeth was a Christian author who wrote more than 50 books. She may be known best for the biographical novel *Amos Fortune, Free Man*, winner of the 1951 Newbury Medal. Elizabeth's books are wonderful examples of good and beautiful literature. Her stories are not only filled with beautiful writing, but also beautiful messages. She wrote: "A deep conviction of the enduring nature of good has been my mainstay. Looking for it in people and in situations has given me that upon which I can build. As a person, I want to put myself on the side of good, no matter how small my service, and so make my life count."

## A Note from Jenny Phillips

Elizabeth Yates is one of my all-time favorite authors. Her stories are beautifully written and so uplifting. I always feel good after reading one of her books. To me, that is one of the best ways to judge a book: how does it leave you feeling?

If you like *Hans and Frieda*, you might like these other "good and beautiful" books by Elizabeth Yates:

- ~ Mountain Born
- ~ Amos Fortune, Free Man
- ~ A Place for Peter
- ~ Carolina's Courage
- ~ The Next Fine Day
- ~ Iceland Adventure
- ~ Swiss Holiday
- ~ Sam's Secret Journal



- Read Chapter 1 of *Hans and Frieda of the Swiss Mountains*.

## Chapter 1

### Off to the Mountains

Frieda and Granny walked through the Cathedral Square at Berne on their way to the station. Few people were stirring so early in the morning, and the Square looked big and lonely; the world seemed big that day to Frieda, for she was soon to leave on a journey out into it, but she was far from lonely.

At the station Granny put Frieda in the train and went outside to wave. When the train began to pull slowly away, Frieda, with her nose pressed flat against the window, waved until she could not see Granny anymore. Then with a little sigh, half excitement, half bewilderment, she sat down on the seat. The conductor came by and looked at her in a kindly way, for he had been asked to watch over her on her journey to the mountains.

Once Frieda gave him her ticket, she felt she had really left Berne and was going to a strange new world— a world of mountains, cows, and goats, of a little boy cousin and Aunt and Uncle Zingre.

The train went on. The flat countryside began to grow into little hills, and the hills stretched up into mountains. Soon the conductor helped Frieda change from the big electric line that went to Italy to one much smaller, which would take her into the very heart of those great

shadowy mountains, which he said were the Bernese Oberland. Frieda felt like a very little girl, and the world seemed very big.

On a Saanen hillside lay Hans Zingre. His eyes were on his goats, but his thoughts were far down in the valley where the railway track ran like a ribbon tying the villages together. The warm April sun beat down on him, the young green grass was soft beneath him, and the song of a pair of birds building their home in a nearby tree filled the air with merriment. Hans had no time for any of these things, however. He was thinking of what Papa had said that morning about his cousin who was coming from Berne to stay with them. Papa had said it would be nice for Frieda and Hans to play together.

Hans wanted someone to play with. The long hours spent with his goats on the hillside would be less long with someone to talk to. He began to think of the good times they might have together—exploring the river and making hay, but then he stopped. Frieda was a girl, and girls didn't do things like that, especially girls who lived in cities. Disgusted, Hans rolled over in the grass and buried his head; he was tired of being alone always. It might be different when he started going to school, but that would not be until next autumn, a long time away. Far down in the valley, a train was passing, but Hans would not look at it—what if it were bringing his cousin?

Suddenly, Hans sat up. It was not the sound of the train that had roused him, but the sharp, pitiful bleat of a goat in distress. Running up the hillside, he looked quickly about him. He could see none of his goats anywhere; only the little sad crying rang through the air, bringing with it a thousand reminders of all Papa had told him about

the importance of watching the goats every minute. Without the goats there would be no milk to drink, as the cows' milk was sold. Hans remembered the little girl cousin would want milk to drink, too.

Running higher up the hill where he could see more, he cupped his hands to his lips and called. Then he saw the goats. Bini, the littlest one, had climbed half up into a tree to nibble some new green leaves and could not get down. Hans ran to them, telling himself all of the way that he would never again let the goats out of his sight.

During dinner that day Papa said, "Hans, you may tie the goats this afternoon. Show Frieda about."

Hans, who had said nothing all through the meal, looked up over his bowl of pudding. "Yes, Papa."

Frieda, who had said nothing ever since Uncle Zingre met her at the station except polite, "Yes, please," and "No, thank you," looked over her bowl at Hans. He was bigger than she. He was brown and sturdy looking, and his sandy hair looked as if he didn't like to brush it. She felt uncomfortable. He would probably jump up into high places like one of his goats, and then laugh at her because she couldn't follow. A big lump rose in her throat. She put down her spoon. She wouldn't eat any more, and she would run away to Granny tomorrow.

Chairs were being pushed back from the table, so Frieda pushed hers back and stood uncertainly beside it. Hans brushed past her, murmuring that he was going to tie the goats. Mama said briskly, "Come, Frieda, carry the dishes into the kitchen for me."

Soon Hans was back. "Shall we go now, Frieda?"

She looked at Aunt Zingre, who nodded "yes," then the two cousins left the brown chalet.

"That's the barn," Hans gestured. "Those are the pastures and there are the hayfields."

Frieda followed his quick movements as he pointed up the hill, then down to the rich green meadows near the river.

"Now what shall we do?" the boy asked. At Frieda's silence, he answered his own question, "Let's go to the river."

"Do you go to school, Hans?" Frieda ventured as they started walking down the road.

"No. Do you?"

"Yes," Frieda replied, and somehow there seemed nothing more to say after that.

Frieda saw the river ahead, and, after a few moments, asked Hans if he could swim. He replied that he could, but that it was too cold now. "Last summer I made a dam with some stones and a good pool, but it's gone now. The high water washed it away this spring."

"Hans," Frieda began timidly, "would you show me how to swim?"

Hans looked at her. Frieda might really be fun after all. "Perhaps," he answered guardedly.

They walked on in silence until they reached the river. "That's our river," Hans said, pointing to the rushing water. Frieda followed his finger, fascinated by this live thing that was their river. Rushing out of the dark pines ahead, it narrowed quickly into a hollow gorge, where the water steamed and foamed, then widened into a pool, soon

tumbling over rocks in its race past them.

“It’s high now,” Hans explained. “The snows are melting up in the mountains and running into it. Sometimes it brings trees and brush and all sorts of things down with it, and it carries stones, too. Listen!”

Frieda did, and under the roar of the river she could hear the dull thumping of boulders being moved along the bed.

“In the summer the river all goes away, then it’s just a little stream that scarcely makes a whisper. We go along it then and gather bits of wood and branches it has brought down for our winter fuel,” Hans said.

Carefully, they walked along the noisy river’s bank. Sometimes birds flew overhead or a cart passed on the road through the pines, but the river carried all such sounds along with it, and nothing could be heard except the rushing of the water and the tumbling of the stones.

“Look here, do you want to play my game with me?” Hans demanded suddenly.

“Of course I do,” Frieda answered stoutly.

Hans told her then of how he liked to jump along the rocks at the edge of the river, and every time a false step was made and he got a wet foot, it counted against him. “Shall we go?”

Frieda nodded, and Hans led the way, jumping like a goat from one rock to another, forgetful of the swift whirling water.

“Here’s a big one,” Hans called, “watch out,” but as he spoke, he slipped. “O-o-oh, it’s cold,” he said, dragging his stockingless leg ruefully out of the water.

Frieda jumped; light as a deer she landed on the rock with Hans.

For a long time they went jumping up the river until they came to a wide, quiet pool where the sun shining on the water turned it to gold. Hans sat down and nursed two wet feet under him, while Frieda knelt and watched the water hurry by.

“You’ve won today, Frieda,” Hans smiled.

“You’d better go home and change your shoes.”

He laughed. “Oh, they don’t matter now because I’m going to have a new pair when we go to Saanen market.”

They talked together for a while on the rocks in the river; then they walked home along the road through the pines. Just before they reached the brown chalet, Frieda looked at Hans and said, “Please, Hans, will you let me do everything that you do every day? Please, I want to so much.”

“Well, I might,” Hans said carefully, thinking to himself that just because Frieda could jump over rocks did not mean she could look after goats. The goat pasture would soon tell that.

## LESSON 10

- Read Lesson 10 in the *Level 5 Shared Reader* with your parent or teacher.
- Read the following words and definitions.

**industrious:** hard working      **lustrous:** shining or splendid  
**immense:** very large or great      **apt:** likely to do something or appropriate  
**amethyst:** a purple or violet quartz, used as a gem

- Draw a line from the blank to the word that fits best.

Her \_\_\_ bracelet flashed in the sun.

He had an \_\_\_\_\_ appetite.

Our \_\_\_ neighbor painted his barn and  
planted a field of corn yesterday.

We are all \_\_\_ to make mistakes at times!

The \_\_\_ was very expensive.

**industrious**

**lustrous**

**immense**

**amethyst**

**apt**

### *Art: Edward Fanshawe Part 1*

- Read:

Edward Fanshawe was a royal navy officer from the United Kingdom who died over 100 years ago. He traveled around the world for his job and on holidays with his family, and as he did so, he created drawings and paintings of what he saw.

We know nothing of Edward's training in art. Perhaps he had no formal training. Although his art is held in a museum now, he was not a known artist in his lifetime. It seems he painted just to capture the beauty of what he saw as he traveled around the world. There are many different ways to capture beauty: painting, drawing,

writing music, photography, and many more. Edward Fanshawe chose to capture beauty through art.

The painting on this page depicts a scene in Panama that Edward saw one morning from the back window of a place where he was staying. As we learned in a previous lesson, artists are often inspired to paint something because it strikes them as beautiful in some way.

- What do you think is beautiful about this painting? Set a timer for 60 seconds and think about the following questions while you study the painting:
  1. How did Edward use light in this painting?
  2. There are three main colors used in the painting. What are they? What items in white stand out against the colors?
  3. This scene is in the middle of a big city. How does the painting show both the beauty of nature and the beauty of the city?



## *Irregular Plural Nouns*

- Make each word plural. (When you make a word plural that ends with F or FE, usually drop the F or FE and add VES.)

calf \_\_\_\_\_ knife \_\_\_\_\_

elf \_\_\_\_\_ loaf \_\_\_\_\_

- Read Chapter 2 of *Hans and Frieda of the Swiss Mountains*.

### Chapter 2

### Market Day

A succession of rainy days followed, during which the goats did not go to pasture, but ate greedily the big armfuls of hay Hans gave them. Sunday brought the rainy days to an end. The clouds, gathered together by the strong north wind, were driven over the mountains, and the sun came out splendidly just before it set, saying to all in Saanenland that it would be fine tomorrow. And that was all that anyone cared about, for tomorrow would be market day.

Everyone at the brown chalet was up early, and as soon as breakfast had been eaten and the cows and goats given enough hay to munch until evening, Suki, the black mare, was led from her stall and hitched to the high-wheeled cart. She had been brushed so much during the past few days that her coat gleamed soft and satiny, while the brass plates on her harness had been polished so that they shone like gold.

Papa helped Mama into the front seat beside him as the children scrambled up behind, then he flicked the reins over Suki's back and they were off. Soon the long hill into the valley was behind them, Suki had swung into a trot, and the bright yellow wheels of the cart flashed gaily

along the road to Saanen.

The countryside on that first day of May was bright with flowers. The leaves were big enough to throw small patches of shade on the grass. The fields were turning green, and green was crowding up the hillsides. The sun had been at work melting snow on the mountains, and now great dark peaks stood out where white had gleamed. But the first day of May meant only one thing to the Zingre family and to every other family in the neighborhood—it was market day in Saanen, and market days came only twice a year.

The road was a busy one. There were peasants with rucksacks on their backs; boys and girls on bicycles or on foot, some drawing little carts, others pushing empty carriages—all prepared to come away laden with items—while down the roads and paths from the mountains that led into the valley came farmers on horseback, or in high carts with their families behind them.

“Oh, everyone in the world is going to the fair,” Frieda sang out as the yellow wheels crunched over the stones.

Saanen's winding street was narrow, and since stalls for wares of every description had been built along it, and crowds of people were surging through it, Suki had a hard time making her way to the shed near the Post Hotel. When she reached it, and they had all got out of the cart, Mama and Frieda patted the creases from the crisp clean frocks while Hans and Papa unharnessed Suki and led her into the barn. A long day's rest awaited her with plenty of hay and water, while a neighing welcome promised company. The yellow-wheeled cart was pushed back into a row with all of the other carts, a hundred or more, that had brought families down from the mountains. The shafts were thrown back, and yellow wheels were left with red and blue and green, all with tales to tell of their different journeyings.

“Papa, Papa,” Hans cried as he took his father’s hand, “may we get the bells and my shoes right away?”

Papa shook his head. “That’s not the way to go to market, Hans. We must first walk up the street and look at every stall. Then we will decide where the best shoes and the best bells are. After that we will buy.”

Hans walked along patiently until he and Frieda spied a toy stall under a bundle of colored balloons. Papa and Mama had stopped to chat with some friends, so the children ran ahead. Windmills spun in the breeze, bright flags tugged for freedom, and a man made noises on a little shiny pipe. Frieda saw a doll in a bright blue dress and longed for it, but when Hans said to her, “What would you choose?” she hesitated for a moment and then answered bravely, “I think I would choose some of those round candy balls. They would last so long.”

“I would like to have that whistle,” Hans said, adding determinedly, “I should like to make music.” But as he could not have it, the best thing to do was to turn away from it. Frieda followed him. Soon they found Mama and Papa and wound their way down the crowded street.

They passed cheeses—huge round ones, little fat ones, and lumps of any size sold by weight. They passed fruits and vegetables, then materials for clothes—gay dotted silks and cheap dull calicoes—then stockings, the soaps and dishes, and so many other things that by the time they reached the end of the street, Frieda was so bewildered that she did not know how anyone ever bought anything, there was so much to choose from! But Mama evidently knew very well, and so did Papa. Now they separated. Hans went back with Papa along the busy street while Frieda went with Mama.

Papa was going to the bell stall, for though everything else might be neglected, five new cow bells must be taken home that night. He had that number of new cows in his herd, lovely toffee-colored cows,

and when they were driven up to the high pastures to graze during the summer they must be belled, so if they wandered off they could be found again.

Bells were made in Saanen, and Papa had many to choose from. He sounded them all very carefully, then selected a great iron one as large as a kitchen cauldron with a deep boom to it for his leader, and four others growing smaller in size with different tones. While he did this, Hans took from his pocket some coins he had saved in his money box and bought three tiny tinkling bells for his goats.

The crowds of happy people pressed so thickly on all sides that Hans wondered how they would find Mama and Frieda again. Then they spied them coming away from the weaver’s stall. Jostling toward each other, they met in the center of the street, and Frieda showed the new candy-stripe apron she was carrying under her arm, while Mama unfolded the gay cloth with its yellow and blue and green border she had bought for their dinner table.

Then Mama must get a hat! It made no difference that the hat stall provided no mirror, she knew the way it should fit, and Frieda was beside her to say which one looked best. After spending a long time trying on a great many, Mama was pleased enough by a brown straw with a green feather to buy it. Then Hans needed shoes. So off were kicked his worn old ones, while Papa steadied him as he stood first on one foot, then the other, to try on the new pair.

It was past noon. A baker’s stall reminded them that they were hungry, so bread and cakes were bought, and gingerbread men with tufts of feathers coming out of their heads, while across the way a milk shop supplied them with plenty of milk and cheese.

“Did anything ever taste so good?” Frieda asked Hans between mouthfuls of gingerbread.

He shook his head. But one couldn't take much time for eating on a day like this, so off they went again to buy lettuce and cabbage plants for the garden; some fruit at a stall where a busy little man smiled at them with white flashing teeth; a rake for Hans, for no one is ever too young to help in the fields with the hay; and some china to take the place of things broken during the winter. And now—had they everything? Better think carefully and look sharply, for there would not be another market until the autumn.

Just then, Papa reached down into his pocket and brought out two fifty-cent pieces, as if he had not known they were there. He gave one to Hans and one to Frieda and told them they might buy something for themselves.

In a flash they raced off to the toy stall. There were still many things there, and they looked quite as wonderful as they had in the morning. Even the pretty blue-dressed doll was there. Frieda looked at her lovingly.

“Shall you buy those candy balls?” Hans was saying. “You can get twenty-five of them for your fifty cents.”

“Ye-es,” Frieda answered slowly.

The man shoveled them into a bag, counting them carefully as he did so. Frieda held out her money. The man took it, then smiled and dropped in another ball. Frieda thanked him excitedly—twenty-six candy balls was a great many.

Nowhere could Hans see the little shiny pipe that had made such gay music that morning, and when he asked for it, the man said, a bit sadly, that it had been sold. It was not easy for Hans to make a second choice, for his heart had been set on the pipe, but he finally selected a red top, and put it in his pocket quickly. Frieda offered him a sweet as

they walked back to join Mama and Papa, but Hans refused, and said he would rather wait and take one every day to the goat pasture. “They will last us for thirteen days if we eat them that way,” he said.

Now they must start for home. The sun had already gone behind the high peaks in the west, and though it would be light for a long time, it would be dark when they reached the brown chalet. Suki was led out from the barn and hitched to the high cart. Frieda was lifted up because she was so tired, and Hans because his new shoes were stiff. Then Mama got in, and with a last look at the bundles piled high at their feet, Papa jumped up and flicked the reins over Suki's back. The street was not so crowded now, only villagers and peasants who lived nearby remained, for the mountain families had all started for home.

“Goodbye, goodbye,” the children cried as they waved their hands to the people and the little town.

One by one the stars came out over the mountains as Suki pulled the cart slowly up the long hill, while Mama nodded and Papa smiled every time the cart jolted and his new bells gave out their tones.

Frieda slept most of the way, but when they reached the brown chalet, she rubbed her eyes and said, “When will there be another market in Saanen?”

“In October,” Hans answered.

“Oh, I can hardly wait for it, can you?”

Then she remembered that she had come to the mountains only for a visit, and that by October she would be back in Berne.

“Aunt Zingre,” she said, “may I stay with you always? Until there is another market day?”

Aunt Zingre smiled and told her to hurry up to bed.

## LESSON 11

- Read Lesson 11 in the *Level 5 Shared Reader* with your parent or teacher.

### *Irregular Plural Nouns*

- Make each word plural.

tomato \_\_\_\_\_ potato \_\_\_\_\_

wife \_\_\_\_\_ mosquito \_\_\_\_\_

shelf \_\_\_\_\_ ox \_\_\_\_\_

### *They're / Their / There*

- THEY'RE: a contraction of the words THEY ARE (They're ready to go.)
- THEIR: "belonging to them" (Their kitten is cute.)
- THERE: "in or at the place" (There is no excuse. | The cat is over there.)

**Write a short sentence that uses each word correctly.**

they're \_\_\_\_\_

their \_\_\_\_\_

there \_\_\_\_\_

### *Art: Edward Fanshawe Part 2*

- Read:

One thing I noticed as I studied the paintings of Edward Fanshawe is that he almost always included people somewhere in each painting. To me, this shows that he not only appreciated the beauty in the landscapes he saw, but he also appreciated the beauty of the people he met and learned about from many different cultures. ~Jenny Phillips

- Identify the people in each of the paintings on this page and the next page. Study each painting and try to determine what Edward Fanshawe thought was so beautiful about the scene that he wanted to paint it.





Ireland

*Ancient Tower at Cloyne. July, 1856.*

[PAI 4679]



Greece

21 July 1857

Crete (a Greek Island)



Switzerland

## Independent and Dependent Clauses

Open the *Course Companion* to page 27 titled “Independent and Dependent Clauses.” Refer to the page when needed.

**Exercise 1: Fill in the blank:**

Both independent and dependent clauses contain a SUBJECT and a VERB.

However, a \_\_\_\_\_ clause does not contain a complete thought because it indicates more to come.

**Exercise 2: Underline all of the dependent clauses in the sentences below.**

When Father puts me to bed, he always tells me a story. His stories do not make me tired because they are so funny. After I listen to his stories, he calms me down by singing songs. Sometimes I fall asleep while he sings.

**Exercise 3: In the box before each example, write a “D” if it is a dependent clause (sentence fragment) or an “I” if it is an independent clause (complete sentence).**

|    |  |  |
|----|--|--|
| 1  |  | John ran                                     |
| 2  |  | I will come tomorrow                         |
| 3  |  | When you are ready                           |
| 4  |  | Because you are only fifteen years old       |
| 5  |  | I was reading my favorite book all afternoon |
| 6  |  | If you help Mom with the dishes              |
| 7  |  | I see clouds floating by                     |
| 8  |  | The sky was incredibly blue today            |
| 9  |  | When I entered the forest                    |
| 10 |  | Flowers dotted the hillside                  |
| 11 |  | Although I am late                           |
| 12 |  | Dan shoveled the dirt all morning            |
| 13 |  | Since you have no way to pay for the damage  |
| 14 |  | I am ready                                   |
| 15 |  | The lion sleeps behind the bushes            |

**Read Chapter 3 of *Hans and Frieda of the Swiss Mountains*.**

## Chapter 3

### Making Friends

Hans was about early the next morning, putting the bells he had bought on the goats.

“Now, Bini,” he said to the littlest one, “next time you climb a tree, you shan’t quite fool me so, for I shall hear you.”

Bini pushed her nose into Hans’s face and then into his pocket, for pockets are more interesting to goats than faces.

“No, Bini,” he laughed, “I haven’t even a carrot for you this morning. You won’t find anything in my pocket that you would like!”

Bini looked at Hans with her yellow eyes as much as to say, “Oh, won’t I?” and turning back, poked her nose again into the pocket.

“Bini, what are you doing?” Hans cried as he saw the last of his blue handkerchief disappearing.

Bini shook her head. “Thank you very much, I like a good handkerchief now and then,” she seemed to say, then trotted off to nibble some grass.

“What will Mama say?” Hans murmured as he looked at his empty pocket.

Then Frieda came around the corner of the barn. She had on her new candy-stripe apron and was ready to go with Hans to help him herd the goats. It was her first time in the goat pasture, and she was very excited. Hans called to the goats, who came quickly. They were always

eager and obedient when they knew they were to go up on the hill where the grass was so much greener and sweeter.

“You know, Frieda,” Hans explained as they walked along behind the little herd, “goats are always up to something, and you must never take your eyes off them. Even if you are a whole day long alone with them, you must always watch them.”

Frieda looked at Hans wonderingly. She would not doubt him for anything, but she questioned whether goats could really be so troublesome as Hans made them out to be.

“They are so greedy,” Hans went on. “They are always wanting to eat. They go wherever their silly tongues take them, even up trees and under fences into gardens. And if you should fall asleep, those goats might start eating your dress.”

“Oh, Hans—not my new apron!” Frieda cried.

“Yes, your new apron, and just to prove it to you, that Bini ate my blue handkerchief this morning—and liked it!”

Frieda’s eyes opened wide. “Why, I don’t believe even our bears at Berne would do that. They eat only the bread and carrots and things that people give them.”

Hans did not know about bears, but he did know about goats. “All of the same,” he continued, “goats are very important to us, Frieda. The cows go away in the summer, and the only milk we have is from the goats. So you must watch them carefully, not let them get away into dangerous places, nor chase them or anything like that—but let them all just eat and eat, and then perhaps Mama will show you how to milk them when you bring them in one night.”

They walked on in silence. Then, topping the crest of a hill, Hans

halted. “Now, here we are,” he said. “This is the pasture. You watch the goats a bit while I look across the valley to see if there is anything interesting in the mountains.”

The goats were very good that morning. They were so hungry after the long rainy days in the barn, and so delicious did the young new grass taste, that they seemed content just to nibble and nibble. Frieda began to think that Hans had told her such strange things just in fun. Bini, the littlest one, she had loved from the start, and when Bini moved away from the others, Frieda followed, thinking perhaps they could make friends more easily if Bini were not quite so near her mother and cousin.

Frieda looked back and saw Hans idly watching the two older goats, so she went on following Bini down the hill toward the fence that divided off a neighbor’s garden. But Hans was not thinking very much about goats. He was wondering what Ruedi and Jacob and his friends who lived in the chalets dotting the hillside would think of him playing with a girl all summer. He remembered, too, that when Frieda first came, he had decided not to be too friendly with her until he saw how she was with the goats. Lazily, Hans threw himself down on the grass.

Frieda, after following the little goat halfway across the pasture for the sake of friendship, decided on a drastic course. She took her candy ball from her pocket, unwrapped it carefully from the folds on her handkerchief, and offered it to Bini.

It disappeared in a moment, and two yellow eyes looked gratefully at her, then a nose snuggled into her hand and the quick licking of an impatient tongue assured her that they were friends. Frieda turned and started back to Hans. Bini turned too, following hopefully. Suddenly Frieda began running up the hill.

“Hans, Hans, where are the goats?” she called.

Hans jumped to his feet in time to see them trotting down the hilly pasture toward an unclosed gate into a neighbor’s new garden. “Quick, quick,” he cried as he ran down the hill after the goats. “Stop them, they’ll eat all of the new plants!” But pursuit only excited the goats, and, with Hans after them, they ran all of the faster.

Frieda, bewildered for a moment, stood still, watching Hans and the goats racing toward the open gate. Then she realized that Hans could not possibly reach the gate before the goats. Turning swiftly, she ran to the fence at the back of the garden near where she had been standing and half climbing, half falling, tumbled over it. Filled with excitement and the need for haste, she ran along the edge of the lettuce and cabbage plants laid out so neatly. Waving her arms and shouting as she had seen Hans do, she reached the gate just in time to turn the goats back.

Frieda swung the gate shut as Hans came up. She was panting and breathless, and when he said, “You’ve torn your new apron,” she could say nothing in reply.

Very sedately now, as if they were out for a Sunday walk, the two goats started up the hill while the children followed. Reaching the top where Bini was patiently waiting, they sat down on the grass. Hans did not say anything to Frieda, but she knew he was glad she had been there to help. When he looked at her, it seemed to be in a much more friendly way. Frieda was happy. She felt that she had made two friends that day, one at the cost of a precious candy ball, the other at the cost of a tear in a candy-stripe apron.

Day after day the children tended the goats on the hillside while

Frieda learned all that Hans could teach her about his craft. She was very careful, especially after the lesson she had learned on her first day, but in a short while, she knew that it was not really necessary to hold the goats or watch them all of the time as long as they were near, and the bells told her when they were not.

Frieda and Hans often made up stories for each other to pass the long hours. He told her about mountain life, and she told him about the big city she had always lived in. Sometimes Hans sat and whistled tunes through his fingers, trying to imitate the sounds from the little shiny pipe he had loved so much, while Frieda wound chains of flowers. The fields were full now of tall white flowers and small purple flowers, and along the brooks and streams the lovely yellow globe-flowers were beginning to bud. Every day, as the spring advanced and the sun grew higher and stronger, there were more flowers in the fields.

Hans and Frieda were not always with the goats on the hillside, as there were many other things to do. When Mama made her garden, they helped her plant seeds and stand up poles for peas and beans to climb on. Sometimes they spent an afternoon gathering pine cones for Mama to burn in the tiled stove, and one day they helped Papa prepare the cows for their journey to the high mountain pastures.

Spring days were flying into summer, and Frieda was becoming part of the mountain life, loving its every moment and all-important tasks so much that on Sundays, when she wrote her letters to Granny, she always asked if she might stay up in the mountains just a little while longer, and on Thursdays, when Granny wrote back, it was always to say that she could.

## LESSON 14

- Read Lesson 14 in the *Level 5 Shared Reader* with your parent or teacher.

### *Capitalization Rule #6: Titles*

Open the *Course Companion* to page 21 titled “Capitalization Rules 5–7.” Refer to Rule #6 when needed.

- Write the title of each book with correct capitalization. These are other books by Evaleen Stein.

1. the christmas porringer

---



---



---

2. our little norman cousin of long ago

---



---



---

3. child songs of cheer

---



---



---

4. among the trees again

---



---



---

5. our little frankish cousin of long ago

---



---



---

### *Writing an Effective Book Summary*

- Read and complete:

A summary is a condensed description of a text. A summary is composed of facts, so it differs from a review in that it does not contain your opinion of the text.

A summary should clearly identify the title, the author, and the genre. A summary of narrative writing should also contain the setting, the main character, and the most important plot details. A summary may also

explain the theme or central message of the text.

Fill in the blank. A summary is a \_\_\_\_\_

---



---



---

- Read the example summary below. Then underline the correct answers.

- Does the example summary identify the type of work, the author, and the title of the book? **YES NO**
- Does the example summary give personal opinions about the book? **YES NO**

EXAMPLE SUMMARY

WHEN THE SOLDIERS WERE GONE

*When the Soldiers Were Gone* by Vera W. Propp is a historical fiction book that takes place during World War II. Henk, a young Jewish boy, is taken to a farm in the country to hide from the Nazis. Henk's parents have to flee, and the farmer and his wife raise Henk as their own child. After the war, Henk's birth parents show up, but Henk does not remember them or even recall that he had other parents. When Henk's parents take him away from the farm, Henk struggles to adjust to a new home and a new life. After spending some time with his parents, Henk starts to remember them and the life he had before he was taken to the farm. He begins to feel happy and comfortable in his new life.

*Change ATE to ACY*

The suffixes ATE and ACY both mean "the state or quality of."

- Exercise 1:** Rewrite each word, changing the suffix from ATE to ACY.

Example: candidate - candidacy

1. private \_\_\_\_\_
2. inadequate \_\_\_\_\_
3. accurate \_\_\_\_\_
4. immediate \_\_\_\_\_

- Complete:**

*Homophones*

- **MARY:** Give the book to Mary.
- **MERRY:** He has a merry voice.
- **MARRY:** Jane is going to marry John.

**Circle the correct word for each sentence.**

1. **Mary** | **merry** has such a **marry** | **merry** attitude.
2. He is going to ask Jennifer to **marry** | **merry** him.
3. Jack would like to **marry** | **merry** | **Mary** | **merry**.
4. The man whistled a **merry** | **Mary** | **marry** tune.
5. The widow served her neighbor with a **merry** | **Mary** | **marry** heart.
6. You should **merry** | **Mary** | **marry** someone who loves the Lord.
7. The **merry** | **Mary** | **marry** child skipped down the street.

- Read Chapter 6 of *Hans and Frieda of the Swiss Mountains*.**

## Chapter 6

## Harvesting

Hay making days were soon upon them. Papa came down from the alp and stayed in the brown chalet until his hay was cut and dried and safely stored in the barn. Everyone was out from daybreak to dusk working with the hay, and one of the best helpers was the weather. Day after day, the July sun rose over the mountains and poured its heat on the open fields; night after night, a gentle dew fell with its promise of another dry day.

Early in the morning Papa would go out into the sloping fields, green and daisied, with their tall burden of hay. There, swinging his scythe back and forth, stopping every little while to sharpen it with the stone he wore at his belt, he cut the hay in long arcs across the field. When it had been drying for a few hours, Mama and the children would come out with their rakes, and, working together in a row, turn and turn the hay as they moved slowly along.

In the evening they gathered the hay into little piles that looked like a hundred small houses dotted over the field, so that dew would not wet it, or if rain came, most of it would still keep dry. At night the sweet heavy smell of the hay crept in at the windows of the brown chalet, and in the morning, the family were all out working again, spreading the hay to dry as Papa cut more and more, until it was all cut and the first field was smooth and trim.

When the hay was thoroughly dry, it was raked into big piles. Then Papa put a cord round it, threw a cloth over his head, and kneeling

down, took the enormous bundle on his head and shoulders. Carrying it off to the barn, he looked like a mountain of hay moving on two legs. Frieda would go up to the chalet in the late afternoon to help Mama get supper, while Hans and Papa were left alone in the fields; they came later, Papa with a load of hay on his head and Hans following with his rake.

One day, when all but a small corner of the hay had been stored in the barn, Papa said at breakfast that he thought the good weather would not last much longer. The children ran out on the balcony to see. To their surprise, the sky, which had been clear for several days, was blue no longer—a haze had spread over it, and the sun was covered by a white film. A slight wind was blowing the dust of the lower road in little whirling gusts. Hans looked off to the Wildhorn, the great clumsy peak which reared itself up against the sky; there were clouds massing behind it, big and thunderous looking.

“That’s where storms are made, Papa says, back in all those snows!” Hans pointed to the mountain, then ran quickly back into the house, Frieda following.

“Papa, Papa, the Wildhorn’s got his cap on! Shall we ever get the hay in?” Hans cried excitedly.

“We shall if we all work hard,” Papa answered, rising quickly, leaving his breakfast unfinished.

The children ran for their rakes and followed Papa into the field. All morning they worked, gathering the dry hay into piles to be taken to the barn. At noon Frieda put down her rake.

“Oh, Hans, I’m so hot, and I don’t really think it’s going to rain at all now. Look at the sun!”

Hans did look, glad enough for the opportunity to rest a moment. The sun was shining, it was true, but the clouds had come nearer and nearer, and now seemed to rest almost on the goat pasture.

“Frieda, it’s only a trick the sun is playing. We’ve got to work more quickly than ever.”

Papa stood beside them. He looked hot, too.

“Hurry, my children. This is the last load, but rake the bits together and carry them after me,” he said, kneeling on the ground to take the hay mountain on his head. “We’ll do well if we get this in,” he added, but his voice could scarcely be heard. Staggering up under his load, he started off to the barn.

The children gathered the last bits of hay in their arms and ran after him. As they did so, a dull rumble of thunder came over the hills.

“Run, Frieda, run,” Hans shouted, as raindrops, big as cherries, pattered over them.

Papa threw his load on the floor of the barn, the children added theirs, and Frieda sank down wearily on the prickly bed; but she was soon up again. Thunder crackled, then boomed. Lightning loosed the clouds and torrents of rain fell, which the dry earth drank thirstily. Papa and the children stood in the doorway and watched the storm. Then Papa looked at his hayfields—trim and clean and bare with not so much as a wisp of hay left on them.

“Well done, my little ones,” he said, looking at the children proudly.

Just before supper, when the rain had gone down to a gentle pattering, and the whole world breathed out a damp, rich fragrance of

refreshment, Hans and Frieda went down to the village to get bread for Mama, laughing and chattering.

“I wish I could stay in Saanenland for ever and ever,” Frieda exclaimed suddenly.

“And never go back to the city?” Hans asked, pretending that he didn’t care what Frieda did, but deep down inside him wishing that she might stay on. Since she had come he had never been lonely, and it seemed to him now, as he thought back on all of the time before her visit, that he had always been lonely.

“No, never, really never,” Frieda insisted, then added, “but I would want Granny to be here, too.” She looked up at the mountains about them, feeling that Uncle Zingre’s fields, locked among those silent hills, were more to be desired than all of the cities in the world.

“Soon it will be the first of August, then that’s only a month to September, and you will have to go back to Berne to school,” Hans said teasingly, wondering to himself why Frieda’s Granny couldn’t come to live in Saanenland, too.

Frieda turned to Hans quickly. “But the first of August is a holiday!”

“Of course it is, and a very important one.”

“Do you know why?”

“Not exactly, but we’ll ask Mama.”

Quickening their steps they splashed on through the puddles to get their loaf of bread.

After supper was over and Frieda had gone out to the barn to say goodnight to Bini with a carrot, Hans sat down beside Mama and said

he had something to ask her. “But we must whisper it, Mama, for it is a very secret thing, and I do not want Frieda to hear.”

Mama bent her head toward Hans. When he told her his secret, her rosy face smiled all over.

“If only I could write a letter,” Hans exclaimed aloud, for the first time in his life wishing he had been to school—as Frieda had—and glad that this autumn he would start.

“I shall write it for you,” Mama replied gaily, “and Papa will give it to the postman tomorrow before he starts for the alp.”

“What shall I do?” asked Papa, coming in at that moment and hearing his name.

So the whispering began again.

When Frieda returned from the barn she saw three heads nodding together over a piece of paper. Her first thought was that they were playing a new kind of game.

“What is it?” she cried, running to the table.

But the sheet of paper was folded quickly and tucked into an envelope. Mama caught Frieda in her arms and said it was time for bed. Papa said he must go to the village to get something for his cows, and Hans said nothing, but his eyes were dancing.

It was not until Frieda had been tucked under her feather quilt that she remembered they had been going to ask Mama to tell them about the Swiss holiday. She called across the room softly to Hans so that if he were not awake she should not wake him; but Hans had gone to sleep, taking his secret with him.

# LESSON 15

Read Lesson 15 in the *Level 5 Shared Reader* with your parent or teacher.

## Beauty in Art



Some people can see beauty almost everywhere; they are conscious of beauty all day long. They want to surround themselves with beauty, to make all of their acts beautiful, and to shed beauty all about them. Those are the really artistic souls.

Artistic souls see \_\_\_\_\_ almost everywhere; they are conscious of beauty \_\_\_\_\_. They want to surround themselves with \_\_\_\_\_.

Artists are people who have acquired the power to see beauty in what they look at, and then to set it down on paper or canvas, or in some other material, so that other people can see it too.

Artists are people who have acquired the power to \_\_\_\_\_ see \_\_\_\_\_ in what they look at and then set it down so that other people can \_\_\_\_\_

Read and write the answers to the questions:

You are going to read some excerpts from an old book titled *The Book of Art for Young People* by Agnes Ethel Conway.

We can't possibly paint every detail of everything that comes into the picture. We must make a choice, and, of course, we choose the features and details that please us best. Now, the purpose of painting anything at all is to paint the beauty of the thing. If you see something that strikes you as ugly, you don't instinctively want to paint it; but when you see an effect of beauty, you feel that it would be very nice indeed to have a picture showing that beauty.

Fill in the blank. The purpose of painting anything at all is to

\_\_\_\_\_

\_\_\_\_\_

Read and complete:

**Rural** areas are areas outside of major cities and big towns. Rural areas do not have a lot of people living close together. We use the word **urban** to describe places where a lot of people live, like cities. **Suburbs** are areas right outside of major cities. Underline the correct answer. The paintings on this page are examples of **URBAN** | **RURAL** areas.

## Geography

## Sentence Diagramming

- Open the *Course Companion* to page 17 titled “Sentence Diagramming.” Refer to this section when needed for this lesson and future lessons on sentence diagramming. Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. This lesson uses sentence diagramming steps 1–5.

The cute hedgehog holds the apple tightly.



The clever fox sits patiently.



The colorful bird skillfully builds a nest.



- Read Chapter 7 of *Hans and Frieda of the Swiss Mountains*.

## Chapter 7

### The Great Day

Now, every day that passed brought them one day nearer to the first of August, which this year fell on a Monday. Added to their usual duties, the children spent many hours preparing for the great day, helping the villagers collect piles of brush to build their fires on the mountains. In the evenings, Frieda taught Hans the verses of the national song that she had learned at school. Once, while humming them together, Hans exclaimed that he wished he had a way of making music.

Frieda remembered the little shiny pipe they had seen and heard at Saanen market and how Hans had talked for weeks afterwards about the gay sounds the man had made through it. Then and there, Frieda resolved to have a secret of her own—to get a music-making pipe for Hans; how, she did not know, but somehow she was certain.

She began smiling to herself such a wide pleased smile that Hans asked her whatever was the matter.

“I have a secret,” she said.

“With whom?”

“Nobody—just myself.”

“But you must have a secret with someone,” Hans insisted.

“Then I shall have it with Bini,” Frieda laughed, knowing that a

secret might be the one thing left safely with a goat.

Tuesday, Wednesday, Thursday, Friday, and Saturday passed slowly. It did not seem possible that Sunday would ever come. But it did. Papa came down from the mountains, Hans fastened the goats safely in the barn, Frieda dried the supper dishes; and when the children went to bed, they had only to think of a few more hours until Monday—Swiss Day.

Mama tucked them in their beds, and then, sitting beside Frieda, told them the story of the great holiday.

“Almost seven hundred years ago,” Mama began, “the men of the three forest cantons—Uri, Schwyz, and Unterwalden—signed a pact which was to unite them forever. Linked for defense though they were, they did not fear the intrusion of an enemy on their lands so much as on their form of government. These people of lake and mountain and forest were proud of the fact that they could rule themselves without the hand of kings or princes, and they wanted to protect their independent government for all time.

“Peasants and noblemen, town, and country, knights and guilds, German, French, Italian—they set their seals in witness on a parchment, vowing to stand shoulder to shoulder in emergency and common daily affairs. Theirs was a state bound by goodwill and opposed to oppression of any kind, and that was the beginning of Switzerland. Vowing with their whole hearts to help and assist each other, and saying, ‘As God will, the confederation shall last forever,’ they signed their names and affixed their seals.

“This parchment is very old,” Mama went on with her story, “but it

is still carefully preserved at Schwyz under the shadow of the banners the nobles carried in their wars for independence. They are worn and tattered, those banners, and most of them very plain—so different from the gay silks of their rich and powerful enemies—but they speak to us still of the bravery of our ancestors.”

Hans smiled proudly, and Frieda’s eyes were wide open. Mama took a deep breath and went on.

“We have held our own as a free people,” she continued, “since the time in 1291 when the first confederation was formed and the perpetual pact signed, and if we remember that freedom is in self-government and service to each other, we shall always hold our own. It is to remind us of this that the bells ring and the flags fly, and fires are lit on the mountains on the first of August.”

Mama then bade the children goodnight. They lay silently thinking of the great day at whose threshold they were.

Quite suddenly it was morning and Hans was sitting up in the bed blinking as he watched the sun on the distant peaks, wondering why the world was so much more golden than it had ever been before. Then he remembered that it was a holiday.

“Come along, Frieda, you must get up,” he called across the room as he pushed his great feather quilt off and climbed out of the high bed.

Frieda sat up and rubbed her eyes, then she remembered what day it was and quickly jumped out of bed.

There was a race to see who would be dressed first, but Hans won, as he always did, for just when Frieda would have won, she had to find

Mama and ask her to button the back of the dress.

Walking to the village that morning, the children felt as if they were in a new world. The familiar houses were covered with flags, and the familiar people were all dressed in costume. Everyone in the village seemed to be out, busily handing lanterns down the street or putting candles in windows. But no celebration would take place for some hours yet.

In the late afternoon Hans sat in the kitchen window with Frieda beside him. There they could watch the sun go down and darkness creep over the mountains; but not until night came would festivities begin. When Papa at last called them, they ran to him, and walked behind him and Mama on the road to the village.

There, the quiet street had suddenly become gay with holiday; colored lanterns swung to and fro, fireworks flared through the air, and at the sports ground the children from the village and all of the neighboring chalets were forming for parade. Hans and Frieda ran ahead to take their places, fortunate in getting into the second row. Papa brought them lanterns with candles glowing in them, and when the music started playing, the children started walking, swinging their lanterns and singing as they marched to the far end of the village and turned to march back again. Of all of the hours in the year, this one belonged to the children. In every village in Switzerland they were marching through the streets together, swinging their colored lanterns.

After the parade there were fireworks and speeches, and a wonderful performance by acrobats dressed in white; standing on each other's backs, they formed a pyramid so that one of their number might

climb to the top and wave the Swiss flag—the white cross on a brilliant red background. Then there was silence. The acrobats jumped down from their platform, and the fireworks ceased.

“I wonder what’s going to happen now,” Frieda murmured.

“So do I,” Hans whispered.

Then Papa put his finger to his lips, and as he did so, the slow impressive strains of the Swiss national anthem filled the air. Papa took off his hat, Mama bowed her head, and all who could joined in singing the many long verses as the band played.

As the last strains died away, a cry went up from the crowd, “Fire! Fire on the mountains!”

Everyone looked up, looked around, and wherever one looked flames danced against the sky, flames poured out of the mountain tops—hundreds of flames, hundreds of fires.

The brush and logs that had been dragged and carried to the tops of the mountains and hills during the past week had been built into huge fires. Lit at a given signal, they all blazed forth together, today’s tribute to the ancient valor of the Swiss, today’s challenge to keep faith with the Swiss ideal—loyalty to each other and freedom of government.

Late that night, after the children had gone to bed, Frieda could see from their window the red embers still glowing high against the sky.

# LESSON 16

- Read Lesson 16 in the *Level 5 Shared Reader* with your parent or teacher.

## Sentence Diagramming

- Diagram the sentences below. Refer to steps 1–5 on page 17 in the *Course Companion* if needed. Add the letters AJ under adjectives and the letters AV under adverbs.

Paul rides the expensive horse skillfully.



The young man hikes slowly.



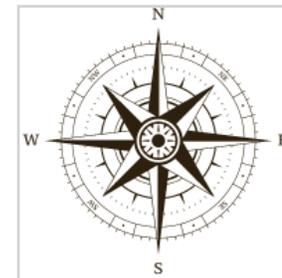
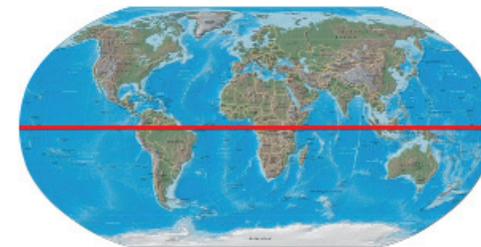
Dan barely caught the ball.



## Geography

- Read and complete:

Let's review some terms learned in previous courses. The **equator** is an imaginary line drawn around the planet that divides the planet into two halves: the **Northern Hemisphere** and the **Southern Hemisphere**.



A **compass rose** is a design on a map that shows directions: north, east, south, and west. It is easy to remember this order if you go clockwise and say Never (for north), Eat (for east), Soggy (for south), Waffles (for west).

- Explain the following terms to your parent or teacher:

**Equator | Northern and Southern Hemispheres | Compass Rose**

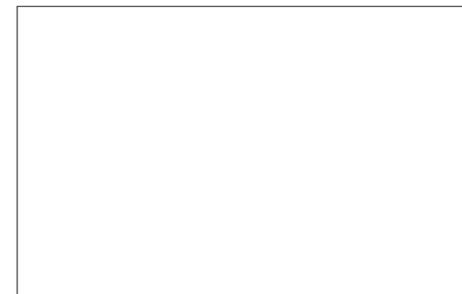
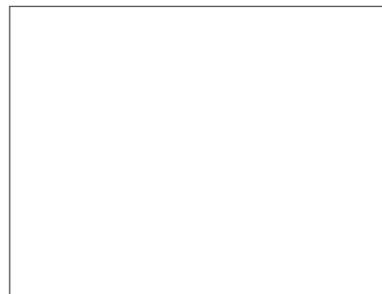
- Read and complete:

Author Evaleen Stein was from Indiana. On page 12 of the *Course Companion*, find the state of Indiana on the map of the United States. Research the following information online and complete the following:

State Abbreviation: \_\_\_\_\_ State Capital: \_\_\_\_\_

Draw the state bird.

Draw the state flag.



## Alliteration

Alliteration is when words that are next to each other or close together have the same beginning sound. Look at the title on this page for Chapter 8 of *Hans and Frieda of the Swiss Mountains*; it uses alliteration. Look at the alliteration in this sentence: "I love the soft sound of sighing wind."

- In the following poems by Evaleen Stein, circle uses of alliteration.

### *The Firefly*

Flash and flicker and fly away,  
Trailing light as you flutter far,  
Are you a lamp for little children, say?  
Or a flake of fire from a falling star?

### *The Bird's Bath*

In our garden we have made  
Such a pretty little pool,  
Lined with pebbles neatly laid,  
Filled with water clean and cool.

When the sun shines warm and high  
Robins cluster round its brink,  
Never one comes flying by  
But will flutter down to drink.

Then they splash and splash and splash,  
Spattering little showers bright  
All around, till off they flash  
Singing sweetly their delight.

- Read Chapter 8 of *Hans and Frieda of the Swiss Mountains*.

## Chapter 8

### Cabbage and Courage

Of all of the good things in Mama's garden, the cabbages were the best. They had already grown full and hard with wide flapping outside leaves, and they promised much to the Zingre family during the winter days when there would be no other green things to eat. The cabbages had become Hans' special care. Every evening he went out to inspect them, and after a rain, he sallied forth with a bucket to take the slugs off them.

This was one task that Frieda could not and would not do. Out to the garden she would go, standing beside Hans and watching with fascinated eyes as he took the slugs from the cabbage leaves and put them in his small bucket, but help him she would not. Sometimes he asked her to, but whether in fun or tauntingly, his words never moved her. Frieda shuddered and shook her head, and Hans went on with his work alone.

Frieda often wondered how such creepy-crawly things as slugs and snails could move as quickly as they did, for whenever it rained, they came—whole armies of them—straight from their holes in the earth to Mama's fine green cabbages.

"Look how many I've got, Frieda—12!" Hans said as he bent over the cabbages one evening. "Mama says we must find them all because they're eating the garden dreadfully."

“They have big appetites for such tiny things,” Frieda commented, looking at the holes in the cabbage leaves. “If every hole is a meal enjoyed by a slug, I should say they’d had a great many.”

Hans worked quietly for a few moments, deftly finding one slug after another, and wrapping them in a big leaf until he could take them to the pail of salt water. Frieda walked beside him gingerly.

“Oh,” she sighed, “cabbages seem to be nearly as important as goats, and I don’t like them at all.”

“You didn’t like goat milk either when you came, and now you do,” Hans reminded her. “And when the winter comes and we start eating cabbages, you may not like them, but you’ll have them so often that you’ll soon get to like them.”

At the word “winter” Frieda stood still and looked at Hans. “But, Hans, I won’t be here in the winter! I shall have to go back to Berne. Granny will want me.”

Hans was silent for a moment, then he said quickly, “Oh, but Frieda, you must be here. I want to show you how to ski, and—and—well, what will the goats do without you? They’re much better with you now than they are with me!”

Hans hesitated, then he thought of another argument. “Mama would like to have you here always; she told me so the other day.”

Frieda sighed and Hans turned quickly back to his work, for as much as he wanted to have Frieda stay on with them, he had never said anything quite so final as that. He smiled broadly as he bent over the cabbage leaves, almost anything wonderful might happen between now and the time when Frieda thought she had to go back to Berne.

Frieda looked away from the cabbages to the mountains, full of longing thoughts. The nearer the summer drew to its end, the more she wanted to stay at the brown chalet, that is—as long as she didn’t have to take slugs off cabbages.

One day when Hans was busy in the garden, Aunt Zingre sent Frieda into the village to get some sugar. Frieda walked slowly along the road through the pines. It was a warm, lazy, August day. Everything seemed very still—even the noisy river was hushed to a mere trickling stream. Then, unmistakably through the stillness, Frieda heard a sound that made her forget everything else. It was the merest bit of melody, but it came from a little shiny pipe such as she had heard at Saanen market.

Quickly she turned off the road, crossed the river, and went up the hillside in the direction of the sound.

Hot and excited, she approached a chalet with a large garden at one side. She stopped at the gate and looked over. A boy was sitting on the grass, a bucket beside him. At his lips was pressed the shiny pipe. He did not make nearly such gay sounds with it as the man had at the market; still, they were very good.

“Hello,” Frieda said.

He turned quickly, then, seeing Frieda, nodded a greeting.

“Did you get that at Saanen market?”

The boy looked very surprised. “Yes. How did you know?”

“I saw it there,” Frieda answered. “I know a boy who wanted it, too.”

The boy turned the pipe in his hands. “I’d much rather have a

mouth organ.”

Frieda let herself in at the gate and sat down on the grass beside her new friend. She looked around the garden appraisingly.

“You don’t take very good care of your cabbages.”

“Don’t I? How would you like to try looking after them for me?”

Frieda shuddered, as she had with Hans when he asked her the same question.

“I get a whole franc every time I find a hundred slugs,” the boy laughed, “and I’ve never found more than twenty!”

Frieda opened her eyes wide.

“I’ve almost enough francs saved to buy a mouth organ with, too,” the boy went on. “I’d like to earn just one more.”

In a very small voice Frieda pointed to his little shiny pipe and asked how much it had cost.

“I don’t know,” he said carelessly, “but anyone who has a franc can have it. I want to get a mouth organ.”

Frieda hardly knew what she was saying, but she saw her opportunity to get a little pipe for Hans, and such a longing desire filled her that it seemed the only thing she could think of. “If I find a hundred slugs and put them in a bucket for you, will you let me have your shiny pipe?” she asked.

The boy smiled. “That’s fair enough, but—”

Frieda would say no more. Instead, she raced down the hill, across the river to the village for the sugar, then back to the brown chalet. She

could scarcely realize what she had said she would do, of one thing only was she sure—that she wanted to give Hans the little shiny pipe he had so longed to have.

Early in the morning now, when dew was still heavy, or on rainy days, or sometimes in the evenings, Frieda raced off to her task in the garden on the hillside. That she had a secret was certain to everyone in the brown chalet, but that it was safe with Bini was also certain.

Her friend was generally in the garden and watched her at her task, little realizing that the quick motions she used were not a matter of deftness but a horror of slippery things cloaked in a desire to give Hans joy.

At last the bucket held its hundred, the boy went proudly off for his franc, and in return, gave the pipe to Frieda. She could not speak for joy; then holding it tight in her hands, she ran all of the way down to the brown chalet. No one was in the house, so she hid the pipe in the drawer with her dresses and went out to the barn to talk with Bini.

Just as she was leaving the chalet, the postman pushed the front gate open.

“It’s a letter from Berne,” he said, waving it.

“Oh! Oh! Oh!” Frieda cried, skipping down the path.

“But it’s not for you,” he said as he handed it to her.

Frieda saw, with eyes opening wider at every word, that though it was a letter from Granny, it was addressed to Hans.

“Thank you,” she murmured, and taking it into the house, he laid it on the kitchen table.

## LESSON 17

- Read Lesson 17 in the *Level 5 Shared Reader* with your parent or teacher.

### Color Theory

- Read and complete:

Understanding color theory can help in many forms of art, including painting, ceramics, quilting, and cake decorating. The primary colors are red, yellow, and blue. These are the basic colors. You cannot mix any other colors together to make these colors. Primary colors are the root of every other hue imaginable.

What are the primary colors?

.....  
 .....

Circle the right answer: Can you mix any colors together to create red, yellow, or blue? **YES NO**

Secondary colors can be created by mixing two primary colors. There are three secondary colors: orange, green, and violet. Blue + yellow=green, yellow + red=orange, and red + blue=violet.

You create a secondary color by mixing two

.....  
 .....

Tertiary colors are made by combining equal parts of a primary color and a secondary color. There are six tertiary colors:

Yellow + Orange = YELLOW-ORANGE

Red + Orange = RED-ORANGE

Red + Violet = RED-VIOLET

Blue + Violet = BLUE-VIOLET

Blue + Green = BLUE-GREEN

Yellow + Green = YELLOW-GREEN

Primary, secondary, and tertiary colors make up the 12 colors of the color wheel, but there are endless possibilities of hues when you combine different amounts of different colors.

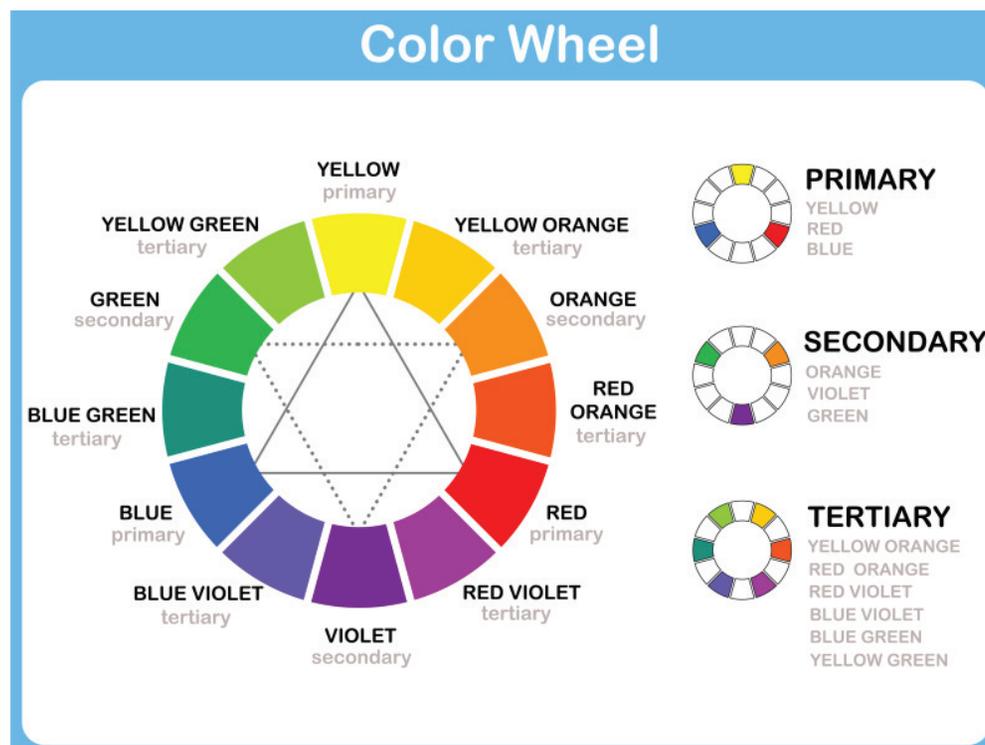
- Read and complete:

Complementary colors are exact opposites from each other on the color wheel. They can look striking together and make a good pair. Write the complimentary color for each of the following colors:

Yellow \_\_\_\_\_ Red \_\_\_\_\_

Blue \_\_\_\_\_

- On a piece of watercolor paper, create a color wheel with watercolors.



*It's/Its*

**IT'S:** a contraction of the words IT IS (It's raining.)

**ITS:** IT used as a possessive (The cat licked its paws.)

*An apostrophe is usually used to show possession, but not with ITS.*

**Write the correct word, "it's" or "its" on each blank.**

The cat licked \_\_\_\_\_ paws. \_\_\_\_\_ important to be kind.

[Read Chapter 9 of \*Hans and Frieda of the Swiss Mountains\*.](#)

*Chapter 9**Autumn Appetites*

As the days began to grow shorter and the evenings cooler, Mama needed more and more wood for the tiled stove. Papa was still up in the high pastures making cheese, so she chopped the wood herself.

Hans had never chopped wood, but watching Mama one morning, he felt he should try it sometime to help Mama. His chance came sooner than he had expected, when a neighbor passing by stopped at the gate of the brown chalet and Mama left her chopping for a chat.

“Quick, Frieda,” Hans whispered, “you get the basket and fill it with these pieces. I’ll chop more.”

Frieda hurried. Kneeling, she filled her apron with Mama’s nicely chopped wood, while Hans grasped the hatchet which was embedded in the chopping block. But the hatchet was in to stay, and the combined strength of the children could not budge it. Hans was disappointed. He had wanted to surprise Mama by chopping all her wood. Mama was

surprised enough when she came around the corner of the house and found the two children at the wood block. In a moment she saw what was wrong.

“Hans, put your hand at the end of the hatchet!” Quickly she loosened it for him. “Now, slant it so it will get into the grain. No, no—don’t put your other hand on the wood; let it be free. Come away, Frieda, in case some bits fly.” Taking Frieda’s hand, she stepped back.

Hans, holding the hatchet in the new way, raised it high and sent it into the wood. There was a sharp splitting sound, then the wood dropped to the ground in two clean pieces. Hans smiled proudly.

“I’ll have to make you apple pudding if you chop my wood for me,” Mama smiled back.

At the sound of “apple pudding,” Hans laid the hatchet down. “Oh, Mama, make us some today,” he begged.

“But we’ve no apples. They’re not ripe yet.”

“Oh, yes they are, Mama,” Hans replied. “The ones on the littlest tree are quite ripe.”

Mama looked at him for a moment as if she could not really believe him, though she wanted to. “All right,” she said slowly, “if you can find me ten nice big ones that have fallen, we’ll have apple pudding for our supper.”

Off the children went to the littlest apple tree, but no matter how hard or how far they looked in the grass near the tree, they could not find more than six, and even those were not very big.

“But I think some will fall next time there is a wind,” Hans said, looking up at the tree.

“Then let’s shake the tree the way the wind does and see if they won’t

fall now,” Frieda suggested.

Hans felt as if that was rather daring, but then he did love apple pudding, and he had not had any for so long. He put his hands against the tree to shake it while Frieda held her skirt out to catch. The apples were not eager to come, preferring their life on a tree to that in a pudding, but after several shakings, there were finally another six in Frieda’s apron, which the children carried back to the brown chalet to show Mama.

“They are only just getting red, Hans,” she said.

“But I’m sure they’ll make very good pudding, Mama,” he said, looking up at her.

Frieda saw laughter in the corners of her eyes, and added roguishly, “Oh, I’m sure they will, Aunt Zingre.”

Mama looked down at them both. She suspected that the apples had not been lying long on the grass, but she said nothing, for she dearly loved apple pudding, too.

Frieda tried to get Hans to tell her what Granny’s letter had been about, but Hans only smiled and said nothing, or else something tantalizing like, “Some day you’ll know.” Then he would remember that Frieda had a secret which she kept with Bini, so Hans would turn the questions on her and try to find out what she had been up to. But if Hans could be firm, so could Frieda, and neither found out the other’s secret. In fact, they were beginning to wonder if they would ever find them out, for the mountain summer was drawing to a close.

September had come. Uncle Zingre was down with Suki and the cows from the mountains. For days, the lower road had echoed with the bells of the herds passing slowly along, returning from their high

pastures to the valley lands. All about Saanenland the fields that had been so quiet were noisy with cattle.

There were signs of autumn everywhere. The bright green grass, which had crept up the mountains in the springtime until it spread like a green fire over the land, was creeping down again. Every day the green line seemed farther down, until soon the valleys would be the last outposts of green. There was new snow on the tips of the mountains. Frost had touched and turned the trees.

The pines that had marched bravely up to the sky looked darker than ever, for the larches in among them were no longer green but had turned a rusty gold. Even the goats felt the change. Now they ate busily and hurriedly wherever they were, wasting no time in finding choice places. With the first snow they knew they would be locked in the barn for the winter, and as every day seemed their last chance at the growing grass, they ate greedily. Bini, the littlest one, was now quite as big as the other two and no longer pushed her nose into Frieda’s hand in search of sweets or play, for she had become a grown-up goat whose one interest in life was grass.

There was only one thought in Frieda’s mind—that soon she would be saying goodbye to the busy beautiful mountain world. But she would wait until the very last day before she gave Hans the little shiny pipe.

There were several jumbled thoughts in Hans’s mind—all jumbled happily together with secrets and surprises that could not be told in any other way than smiles escaping from his lips and laughter shining in his eyes.

“You’ll know soon now, Frieda,” he whispered across the dark room after Mama had tucked their feather quilts over them on that last night of Frieda’s stay in Saanenland.

## LESSON 18

- Read Lesson 18 in the *Level 5 Shared Reader* with your parent or teacher.

### *Messages in Hans and Frieda*

- Study the painting of the Swiss Alps on the next page for 60 seconds. Observe the artist's use of color, shade, shadow, light, texture, and perspective.

- Read:

*Hans and Frieda* by Elizabeth Yates not only paints a beautiful portrait of life in the Swiss mountains, it also shares some beautiful messages. For instance, Frieda learns to find joy in nature, animals, and hard work. Also, the way the characters treat the orphaned boy Kobi teaches kindness and compassion. The way Frieda works hard at something she hates—pulling slugs off cabbages—in order to earn money for Hans' whistle, shows sacrifice and selflessness. In addition, the book in general encourages cheerfulness, gratitude, respectful behavior, and strong family relationships. I love how the beauty of the setting and the beauty of the messages go hand in hand in this book.

### *Writing an Effective Paragraph*

- Read:

Paragraphs in essays should achieve the following items:

1. Begin with a topic sentence, which tells the reader what the paragraph will be about.
2. Explain the ideas in the topic sentence, but stick to only the ideas in the topic sentence.
3. End with a closing paragraph, which 1) summarizes the main idea 2) gives final thoughts or opinions OR transitions to the next paragraph.

## WRITER'S NOTEBOOK ASSIGNMENT

In your *Writer's Notebook*, title a page or section "Writing an Effective Paragraph." Then, copy the numbered list (in green) on the left-hand column.

### *Effective Paragraph Example*

- Read:

Let's analyze a paragraph you read in this lesson. Read the paragraph below again, noting that the topic sentence is in pink; the body of the paragraph is in orange and sticks to the ideas in the topic sentence; and the closing sentence is in blue.

*Hans and Frieda* by Elizabeth Yates not only paints a beautiful portrait of life in the Swiss mountains, it also shares some beautiful messages. For instance, Frieda learns to find joy in nature, animals, and hard work. Also, the way the characters treat the orphaned boy Kobi teaches kindness and compassion. The way Frieda works hard at something she hates—pulling slugs off of cabbages—in order to earn money for Hans's whistle shows sacrifice and selflessness. In addition, the book in general encourages cheerfulness, gratitude, respectful behavior, and strong family relationships. I love how the beauty of the setting and the beauty of the messages go hand in hand in this book.

### *Apostrophes*

If needed, refer to page 19 titled "Apostrophes" in your *Course Companion*.

- Insert missing apostrophes.

1. The boys father wouldnt cheat, and you shouldnt either. (one boy)
2. There are three blue eggs in the birds nest. (one bird)
3. All of the teachers rooms have been cleaned. (four teachers)



August Wilhelm Leu (1818 –1897)

## LESSON 21

- Read Lesson 21 in the *Level 5 Shared Reader* with your parent or teacher.

### *Book Summary: Gabriel and the Hour Book*

- On a separate sheet of paper, write a summary of *Gabriel and the Hour Book*. Include the main details of the story, but do not include your opinions. Start your summary by clearly identifying the genre (historical fiction), title, and author (Eveleen Stein). Make the first letter of your summary a decorated initial. Then, draw and color an ornate border around your summary.



## LESSON 22

### *Genres*

- With your parent or teacher, read the information below, and then find at least four different genres of books in your home.

Literary genres fall under two categories: fiction (writing is nonfactual) and nonfiction (writing is factual). Following are some of the most common genres:

|                      |                    |                   |
|----------------------|--------------------|-------------------|
| Autobiography        | Historical Fiction | Poetry            |
| Biography            | History            | Realistic Fiction |
| Diaries and Journals | How-to             | Religious         |
| Drama                | Informational      | Science           |
| Essay                | Inspirational      | Science Fiction   |
| Fairy Tale           | Mystery            | Scripture         |
| Fantasy              | Philosophy         | Travel            |

*Gabriel and the Hour Book* is historical fiction. This genre is fiction based on true historical events, time periods, or people. Although facts about historical figures and that time period are true, most of the plot or the characters are fictitious.



Historical fiction is a wonderful genre! Historical fiction can bring history to life in a way that helps us really gain an understanding of historical time periods and events. For example, you probably did not know how much you were learning about the Middle Ages as you read *Gabriel and the Hour Book*, but you learned about the feudal system, life in a monastery, the art of illumination, Norman Christmas traditions in the Middle Ages, and much more.

- Discuss your favorite genres with your parent or teacher.

### *Quotation Punctuation*

**Read:** Place periods inside quotation marks. Separate quoted material with a comma.

#### Examples

Correct: David cried, "Follow me." Incorrect: David cried "Follow me".

**Insert commas where needed. Insert periods where needed.**

1. My mother smiled and said "I think that is a wonderful idea"
2. Aunt Jane said "You will feel much better if you forgive your friend"
3. The man shouted "Stop walking! There are snakes over there"

### *Plural Nouns*

**Make each word plural.** (Drop the Y and add IES if a word ends with a consonant + Y.)

*memory* \_\_\_\_\_

*library* \_\_\_\_\_

## LESSON 26

- Read Lesson 26 in the *Level 5 Shared Reader* with your parent or teacher.

### *Writing Like the Masters: Personification*

- Read and complete:

Personification is when non-living things are given human features—for example, “the wind whispered” and “the sun yawned.”

Eveleen Stein was a master at using personification. Find and underline all of the uses of personification in the passages below, which were written by Stein.

Before long a light wind chased away the last wracks of cloud. And then a wonderful rose-colored glow crept up the eastern sky.

Soon, the moon came riding up over the mountain.

Pilgrims had to be most careful to choose a time when the ocean was sleeping and the sands were bare.

I saw the sea that was still sleeping far off on the dim horizon, but that by and by, before the hush of midnight, would suddenly awaken and sweep around the rocky isle in a wild riot of gleaming, foam-capped waves.

### WRITER'S NOTEBOOK ASSIGNMENT

*Later in this course, you are going to learn about the Andes Mountains in South America. The photo on this page shows a portion of the Andes Mountains. Set your timer for 10 minutes, study the photo, and write as many lines as you can that describe the photo using personification. Don't worry if you don't write a lot. It can take time to form skillful sentences.*



- Read and complete:

Underline instances of personification in the poem below.

### *Evening*

by Abbie Farwell Brown

How good to lie a little while  
And look up through the tree!  
The Sky is like a kind big smile  
Bent sweetly over me.

The Sunshine flickers through the lace  
Of leaves above my head,  
And kisses me upon the face  
Like Mother before bed.

The Wind comes stealing on the grass  
To whisper pretty things;  
And though I cannot see him pass,  
I feel his careful wings.

## LESSON 27

- Read Lesson 27 in the *Level 5 Shared Reader* with your parent or teacher.

### Commas in a Series

- Determine if the commas in each sentence are separating words or phrases and underline the correct answer.

- I ate lunch, brushed my teeth, and made my bed.      **Words | Phrases**
- I saw squirrels, mice, eagles, and frogs.              **Words | Phrases**
- I love to read, to swim, and to sing.                      **Words | Phrases**
- I sat under a tree, on the beach, or beside a stream.      **Words | Phrases**

- Observe the details of the painting on this page for 30 seconds.



Peder Mørk Mønsted (1859–1941)

- Write a sentence about the painting on this page that uses commas to separate a series of words.

---



---



---



---

- Write a sentence about the painting on this page that uses commas to separate a series of phrases.

---



---



---



---

- Read:

Use commas in a series of three or more words or phrases unless all items are joined by OR, AND, or NOR.

*Examples: (Both sentences are correct.)*

*I bought a cow and a pig and a duck. | I bought a cow, a pig, and a duck.*

- Insert commas where needed:

- The bird eats seeds and worms and berries.
- The bird eats seeds worms and berries.
- Does the bird have one or two babies?
- I do not see a green or white or red bird.
- I see a hummingbird a robin and a dove.



### WRITER'S NOTEBOOK ASSIGNMENT

*Practice writing a short, but effective paragraph explaining what you like about homeschool.*

- Start with a topic sentence that lets your reader know what the paragraph will be about.*
- Explain your topic sentence, giving the reasons you like homeschool.*
- End with a concluding sentence that summarizes the idea of the paragraph or gives your final thoughts.*

## Editing

## Edit the Article



### Read and complete:

Editing is an important skill that you will use your entire life! In this course, you will edit many short articles. Not only will these articles give you editing practice, but they will also teach you more about topics you are learning about in the course.

Turn to the page titled “Editing Symbols” on page 48 of the *Course Companion*. You will also use the symbols below to complete your editing exercises. Write the symbol for each of the following:

Add a comma



Add a period



Make a word lowercase



Capitalize



Turn to the page titled “Editing Explanations” on page 49 of the *Course Companion*. The answer key for each “Edit the Article” exercise will not only show you the mistakes, but most mistakes will have a number by them. The number corresponds to an explanation of the mistake and how to fix it. If you are not sure why something is a mistake, look up the number in this section for more information.

Each “Edit the Article” tells you the number of mistakes that need to be found. Try hard to find all of the mistakes. If you cannot find all of the mistakes, check the answer key and make sure you understand the mistakes you missed and why they should be corrected.

Remember, if you are not sure why something is a mistake, read more about it in the “Editing Explanations” section of the *Course Companion*. This will help you to become an excellent editor!

There are 19 mistakes.

### My Visit to South America

My dad and i visited several countries in South america last year. It is the fourth largest continent in the world. The Atlantic ocean borders the east side of the continent. The pacific ocean borders the west side of the continent. The major biomes found in south america are rainforest savanna and grassland.

My dad and I first visited the Amazon river in Brazil. We slept in jungle lodges ate interesting food and saw many amazing things. The most fascinating thing I saw was a electric eel.

Next, we visited machu picchu in peru. I saw ruins, and terraced land, and a tropical mountain forest.

My dad and i had an amazing time together!

## LESSON 28

- Read Lesson 28 in the *Level 5 Shared Reader* with your parent or teacher.

### *The Christmas Porringer: Introduction*

- Read and complete:

You just started reading *The Christmas Porringer* by Evaleen Stein (in your *Level 5 Shared Reader*). In this lesson, you are going to be introduced to the setting of the book.

*The Christmas Porringer* is set hundreds of years ago in Flanders, which is the Dutch-speaking, northern portion of Belgium. Belgium is shown in red on the map below.



Fill in the blanks. (Use the map on page 15 of the *Course Companion* if needed.) The four countries that border Belgium are: \_\_\_\_\_

- Write two questions you would like to have answered about Belgium.

1. \_\_\_\_\_

2. \_\_\_\_\_

- Research the questions online and tell your parent, teacher, and/or class the answers you found for each question.

- Read:

Karen and her grandmother, the main characters in the book, live in the city of Bruges, which is in northern Belgium.



Belgium is divided into 10 provinces. Bruges is the capital city of the West Flanders province. The city is located by the sea and has many water channels that were built in medieval times to prevent flooding.



By the 1200s, Bruges became the center of Europe’s textile [cloth, fabric] trade. In the 1500s, the city of Bruges developed a tradition of weaving lace in many patterns. Many of the lace makers made bobbin lace, which is also known as pillow lace. Bobbin lace is made by weaving threads held on bobbins and pinning them in a pattern on a pillow.



The website [www.ba-bamail.com](http://www.ba-bamail.com) describes Bruges today: “All throughout Bruges you can find little shops selling intricate lace items. The shops are usually run by 50–90 year-old women, who continue to weave lace by the traditional bobbin method. These artisans preserve the centuries-old tradition and produce quality lace items of various fabrics, colors and patterns. Belgium’s entire lace weaving industry is comprised of about 1,000 weavers that produce everything manually, without any motorized machines or other technological aids. The country doesn’t even have a single lace factory because it honors the ancient tradition of weaving and

wishes to keep it alive.”

Karen’s grandmother in *The Christmas Porringer* is a bobbin lace maker. She is a widow, and, as lace makers did not make a lot of money, she struggles to provide for herself and Karen.

**Read:**

You may have already asked yourself, “What is a porringer?” It was a shallow bowl, used especially in medieval Europe. Porringers were made from wood, ceramic, pewter [an inexpensive metal made mainly from tin], or silver. Porringers were used to serve soup or porridge.

## Edit the Article

*There are eight mistakes.*

### Belgium

Belgium is a small country It is about the size of maryland. This beautiful country is known for its rich history, chocolate castles and art.

The country is divided into three very different regions. Dutch is spoken in Flanders French is spoken in Wallonia, and both languages are spoken in Brussels. Because of the different cultures in these regions there is a formal border between them. These regions even have different forms of government.

Belgium is world-famous for chocolate and it is the worlds number one exporter of chocolate.

## LESSON 29

- Read Lesson 29 in the *Level 5 Shared Reader* with your parent or teacher.

### Semicolons

- Open the *Course Companion* to the page titled “Semicolons” (page 32). Study the page and then complete the exercises below.

**Exercise 1:** Write “Y” in the box before each sentence if the semicolon is used correctly. Write “N” if the semicolon is used incorrectly.

|   |  |   |
|---|--|---|
| 1 |  | He appeared nonchalant; yet I know that he cares about the issue deeply.                |
| 2 |  | You seemed nonchalant about losing the game; but I was very frustrated and angry.       |
| 3 |  | He always seems so nonchalant; he did not even get angry when someone hit his car.      |
| 4 |  | Trials can be helpful; they help build fortitude.                                       |
| 5 |  | I am impressed by your fortitude; even in difficult times.                              |
| 6 |  | I displayed faintheartedness; you displayed fortitude.                                  |
| 7 |  | Trials can be for our good; they can augment our fortitude.                             |
| 8 |  | The youth conference was amazing; my testimony was augmented with deeper understanding. |
| 9 |  | I love to read biographies; because they augment my knowledge of history and people.    |

**Exercise 2:** After evaluating the following words in context of the sentences above, choose the correct meaning for each of the words.

Nonchalant: A) calm, casual B) hopeful C) considerate

Fortitude: A) passion B) mental and emotional strength C) reliability

Augment: A) increase B) give credit to C) solidify, to set

**Exercise 3:** Rewrite the following sentences, combining each pair of sentences into one sentence using a semicolon.

1. Mom is steadfast. I can always count on her.
- 

2. I like the rolls. They are so soft.
- 

3. Life is not easy. It’s not meant to be.
- 

### Art: Watercolor Practice

- Read:**

You may find yourself wondering where the white watercolor paint is. In watercolor, the white in watercolor painting is often the paper.

- Practice painting the watermelon on this page using the following steps.**

1. On watercolor paper, use a pencil to lightly sketch the piece of watermelon.
2. Use a light red and green color first. Leave space for the white part and the parts where you will paint seeds. (If paint spreads into the white area, carefully blot it off with a dry paintbrush.)
3. Let dry.
4. Use darker colors to finish the painting.



## LESSON 30

- Read Lesson 30 in the *Level 5 Shared Reader* with your parent or teacher.

### *Introduction to Essay Writing*

- Read:

During your life, you will be required to write many different kinds of essays, papers, talks, speeches, letters, or other non-fiction writings. Learning to organize information and write well are skills that will bless your life.

#### INTRODUCTORY PARAGRAPHS

First impressions are important. You do not want to start an essay by flatly stating what you are going to be writing about. Think of your first sentence as a hook that grabs your reader's attention and interest. Be creative and show your personal style.

#### Eight Ways to Start an Introductory Paragraph

An introduction could include any of the following items:

- 1. An interesting fact or surprising statistic**  
*In 2007, almost 30 million Americans participated in hiking.*
- 2. A thought-provoking question**  
*Would you like to improve your health, sleep better at night, and experience something beautiful?*  
Note: Avoid cliché phrases such as "Did you know . . ."
- 3. A short personal experience**  
*Last summer my friend invited me to go hiking . . .*
- 4. A short but interesting and applicable quote**  
*Margaret Young said, "Climbing is as close as we can come to flying."*
- 5. An attention-grabbing statement**  
*If I could be anywhere in the world, I would be on a mountain.*

#### 6. A short but interesting story

*After his wife died, Paul Stutzma took a remarkable 2,176-mile hike in search of peace.*

#### 7. Historical background

*The idea of taking a walk through the countryside for pleasure developed in the 18th century.*

#### 8. Vivid description

*The 15,781-foot, snow-peaked mountain looms above as the trail dips down into the green valley.*



#### WRITER'S NOTEBOOK ASSIGNMENT

*In your Writer's Notebook, copy the eight ways to start an introductory paragraph.*

#### *Poetry Reading Practice*

- Read the following poem several times. Then, read it out loud to your parent or teacher using expression and confidence.

#### *A Fine Day*

By Michael Drayton

Clear had the day been from the dawn,  
All checkered was the sky,  
Thin clouds like scarfs of cobweb lawn  
Veiled heaven's most glorious eye.  
The wind had no more strength than this,  
That leisurely it blew,  
To make one leaf the next to kiss  
That closely by it grew.

## Writing Like the Masters

### Read and complete:

Let's study a brilliant passage written by Evaleen Stein from her book *The Little Count of Normandy*.

Read this passage:

Then there were great masses of curious seaweeds; long branches of kelp, brown and crimson; trailing, tangled grasses; water plants with lush green leaves spangled all over with flecks of silver; now and then a starfish with gleaming purple or orange rays, or a round sea urchin bristling with angry spines.

What is so brilliant about this passage—can you tell?

First, list all of the colors Stein uses in the passage:

---



---



---



---

These colors help paint a vivid picture of the scene.

Next, list all of the adjectives (other than colors) that Stein uses in the passage:

---



---



---



---

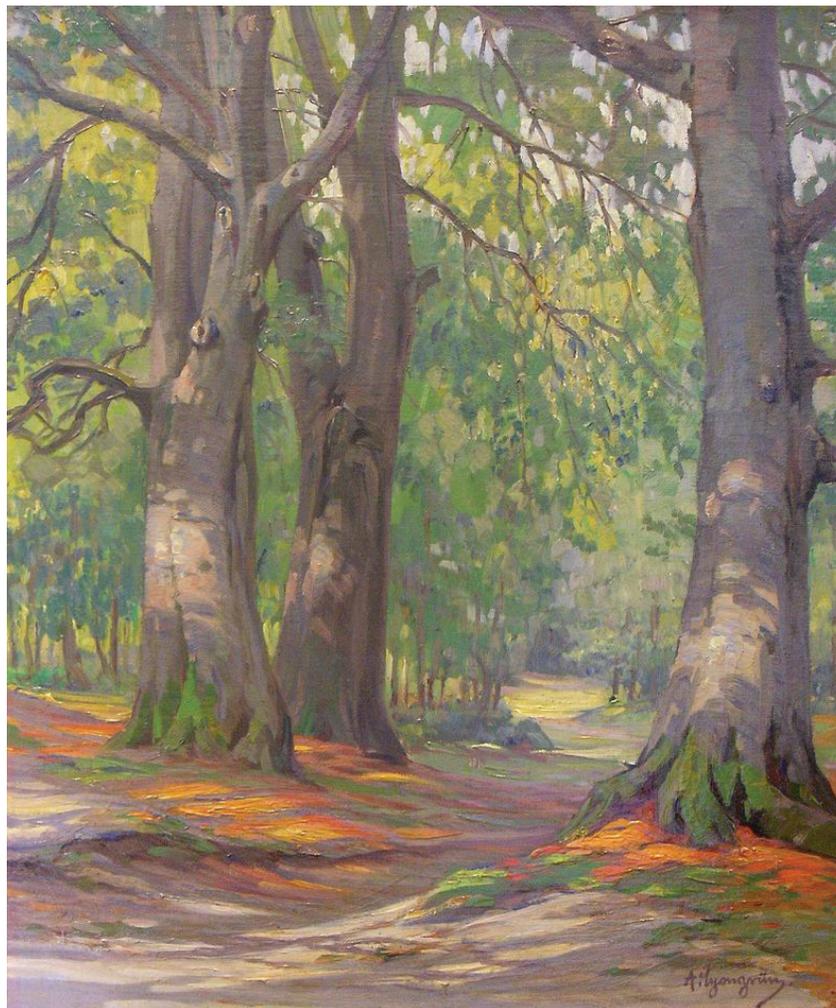
Read the list of adjectives out loud. Can you see how each of these words evokes images and emotions?

Now, read the entire passage out loud. Next, cross out all of the adjectives in the passage, and read it without the adjectives. Did the writing lose a lot of its power and beauty?

### WRITER'S NOTEBOOK ASSIGNMENT

In your *Writer's Notebook*, title a page "Colors." Set your timer for 10 minutes and write little phrases about as many colors as you can. Use your imagination and the painting on this page to spark ideas. Here are some examples for the color pink.

*Pink: wild pink, deep pink, bright pink, light pink, pretty pink, vivid pink, brilliant pink, strong pink, rose, pale pink, sunset pink*



Arnold Lyongrün (1871–1935)

## LESSON 32

- Read Lesson 32 in the *Level 5 Shared Reader* with your parent or teacher.

### *Optimism Essay: Opening Paragraphs*

- You are going to write an essay on optimism (looking for the best in a situation) during the next several lessons. Read the information about optimism below and then write the opening sentence for an essay on optimism by using a thought-provoking question.

The simple act of smiling releases feel-good chemicals in the brain. Even a “pretend” smile releases these chemicals.

Studies show that pessimists (those who look for the worst in every situation) are more likely to develop chronic illnesses later on in life than optimists.

Studies show that optimistic people are less likely to have emotional problems, depression, problems with theft, antisocial behaviors, and bad health.

Finish your opening paragraph by transitioning to your thesis statement. You may use this thesis statement: “Being optimistic impacts your physical health and your happiness.” Keep this paper for use in a future lesson.

## LESSON 33

- Read Lesson 33 in the *Level 5 Shared Reader* with your parent or teacher.

### *Painting Clouds*

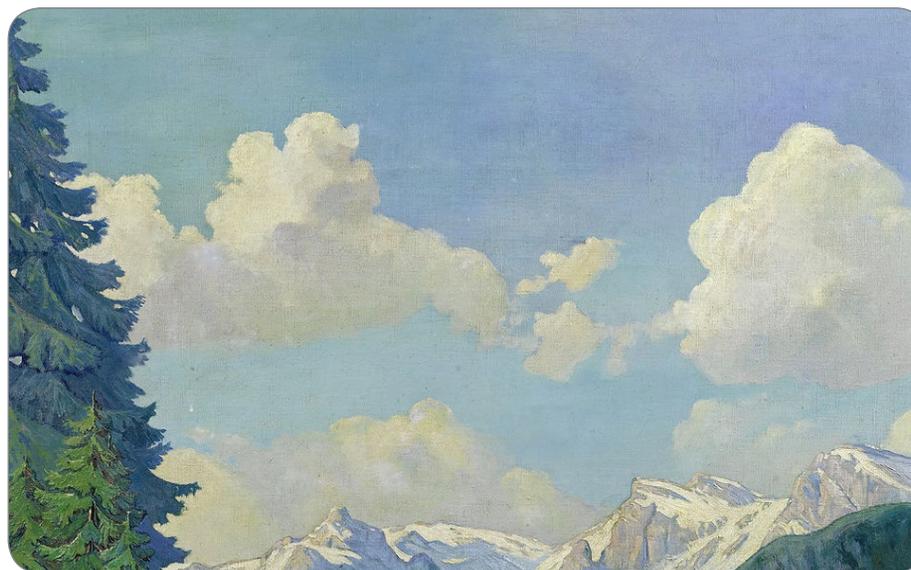
- Read:** You get to do some practice with watercolors!

One of the great ways to become a better artist is to watch others and see how they do it. If desired, to increase your knowledge and skills, watch some videos. Search for “how to paint clouds in watercolor” online

and find a good video or two to watch.

- Practice painting clouds by completing the following steps:

1. On watercolor paper, use a clean wet brush to make the paper evenly damp (just lightly damp; don’t flood it). This will help the color to go on more evenly and smoothly.
2. Make a light blue color by mixing blue paint with water. Mix more than you think you need; you don’t have time to mix extra paint in the middle of painting.
3. Start from the top of the paper and lightly cover the page with blue paint. It does not have to be solid and dark. The blue can look light and thin in places. Generally the sky is darker at the top.
4. Before the paint dries, use a sponge; a piece of paper towel; or a clean, damp brush to blot off the paint where you want the clouds to be.
5. Make a gray-blue color by mixing a little black into the blue.
6. With the gray-blue color, add some highlights and shadow on the clouds. To create a shadow, paint lightly at the bottom and side of a cloud. If you add too much, just blot it off.
7. If desired, lightly blend the gray-blue color with a clean, damp brush.



Emil Cardinaux (1877–1936)

## Sentence Diagramming

- Open the *Course Companion* to page 17 titled “Sentence Diagramming.” Refer to this section when needed for this lesson and future lessons on sentence diagramming. Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. This lesson focuses on Step 6 (imperative sentences).

Carefully choose a big, orange pumpkin.



Eat the healthy, fresh carrots.



Gently pick the ripe corn.



## LESSON 34

- Read Lesson 34 in the *Level 5 Shared Reader* with your parent or teacher.

### Optimism Essay: Research

- Research facts online about the two points below and write 3–4 facts about each point. You will use this information in upcoming lessons.

#### How Optimism Affects Physical Health

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### How Optimism Affects Happiness

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Conjunctions

### Read and complete.

There are seven **coordinating conjunctions**: FOR, AND, NOR, BUT, OR, YET, SO. The acronym for remembering coordinating conjunctions is FANBOYS. A coordinating conjunction joins together two independent clauses. An independent clause can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

Fill in the blank. Coordinating conjunctions can join together two \_\_\_\_\_ clauses.

Underline the independent clauses and circle the coordinating conjunctions in the following sentences.

- The bird is nice, so I sat by him.
- I caught a fish, but the bird ate it.
- I sat patiently, and I finally caught a fish.



Circle the correct answer. In the sentences above, does an independent clause come on each side of each coordinating conjunction? **YES NO**

### Read and complete.

A **subordinating conjunction** joins an independent clause and a dependent clause together. There are only seven coordinating conjunctions, but there are many subordinating conjunctions. A subordinating conjunction always comes at the beginning of a dependent clause. Following are some of the most common subordinating conjunctions:

**because although when while after before**

Underline the dependent clauses and circle the subordinating conjunctions in the following sentences.

- When the bees came, Dave ran.
- Dave ran when the bees came.
- Although Dave ran fast, a bee stung him.



## LESSON 35

- Read Lesson 35 in the *Level 5 Shared Reader* with your parent or teacher.

### Independent and Dependent Clauses

A dependent clause always starts with a subordinating conjunction. If you remove the subordinating conjunction, you are left with an independent clause.

- Exercise:** Write a dependent clause that starts with each of the following subordinating conjunctions. Remember that a dependent clause always starts with a subordinating conjunction and that it has a subject and a verb. **NOTE:** Some subordinating conjunctions are more than one word, such as **IN CASE, EVEN THOUGH, and EVEN IF.**

- AFTER

- BEFORE

- WHILE

- AS SOON AS

- EVEN IF

## Body Paragraphs

### Read and complete:

The body of an essay consists of the paragraphs that come between the opening and closing paragraphs. Each paragraph in the body of your essay should be limited to one main idea that supports your thesis. However, one main idea may be explored in more than one paragraph if needed. The format for body paragraphs usually follows this sequence:

1. **Introduce the main idea of the paragraph in a topic sentence.**
2. **Provide supporting evidence.** Evidence may be quotes, statistics, personal examples, or facts.
3. **Discuss or analyze your evidence.**
4. **Close by reinforcing the main idea of the paragraph.**

### WRITER'S NOTEBOOK ASSIGNMENT

*In your Writer's Notebook, title a page "The Format for Body Paragraphs." Then write the four steps above.*

## Topic Sentences

Body paragraphs in formal essays usually include a topic sentence that defines the main idea of the paragraph. Just as a thesis statement keeps the main ideas focused throughout the essay, a topic sentence helps a paragraph stay focused on the main idea of the paragraph.

Fill in the blanks. A topic sentence defines the

\_\_\_\_\_ of the paragraph.

A topic sentence helps a \_\_\_\_\_ stay focused on the \_\_\_\_\_ of the paragraph.

Topic sentences are usually placed at the beginning of the paragraph, but sometimes a transitional sentence or two will come before a topic sentence.

Fill in the blank. A topic sentence is usually placed at the

\_\_\_\_\_ of the paragraph.

### Below is a sample essay. Complete the following:

1. Put a box around the body paragraphs.
2. Underline the thesis statement.
3. In each body paragraph, double underline the topic sentence.

### ***Learning a Musical Instrument***

You sit down at the piano, open your music book, and begin to practice. It is not easy, and you make a lot of mistakes. You wonder, "Is it worth the effort to learn a musical instrument?" The answer is, "Yes!" Learning to play a musical instrument can positively impact your brain and your character.

Learning to play a musical instrument makes you smarter. Studies have shown that playing an instrument improves your memory and helps you do better at other subjects such as math. These benefits alone make practicing an instrument worthwhile.

What's more, playing an instrument can do great things for your character. As you are practicing, you are learning important character traits such as responsibility, discipline, confidence, and perseverance. Gaining these traits will positively affect many areas of your life.

Practicing an instrument may not be easy. However, when it gets hard, remember that you are doing more than just learning to play an instrument—you're also increasing your brain power and improving your character.

## Sentence Diagramming

- Open the *Course Companion* to page 17 titled “Sentence Diagramming.” Refer to this section when needed for this lesson and any future lessons on sentence diagramming. Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. *This lesson focuses on Step 6.*

Practice the scales slowly.



Practice the piano patiently.



Carry the heavy bucket carefully.



## Poetry & Art

- Read the poem “Up Little Ones” by Evaleen Stein.

### *Up Little Ones*

A robin redbreast, fluting there  
Upon the apple bough,  
Is telling all of the world how fair  
Are apple-blossoms now;  
The honey-dew its sweetness spills  
From cuckoo-cups, and all  
The crocuses and daffodils  
Are dressed for festival!

Such pretty things are to be seen,  
Such pleasant things to do,  
The April earth it is so green,  
The April sky so blue,  
The path from dawn to even-song  
So joyous is today,  
Up, little ones! Dance along  
The lilac scented way!



- Complete the painting project below, painting the bird on the upper right-hand corner of the paper. Then write the poem “Up Little Ones” beside your painted bird, using cursive, OR, write your own poem about a robin, in cursive, on your paper.

- On watercolor paper, use a pencil to lightly sketch the bird above.
- Paint the lighter colors first.
- Let dry.
- Use darker colors to finish the painting.

## LESSON 42

☆ Complete this page with your parent or teacher.

*Art: Raphael*

- With your parent or teacher, read Part 1 of the story written by Amy Steedman about the Renaissance painter Raphael.

### *Raphael: Part 1*

We know but little of the everyday life of the great artist Raphael. When we hear his name, it is of his different pictures that we think at once, for they are world famous. We almost forget the man as we gaze at his work.

It was in the little village of Urbino in Italy that Raphael was born. His father was a painter called Giovanni Santi, and from him Raphael inherited his love of art. His mother, Magia, was a sweet, gracious woman, and the little Raphael was like her in character and beauty. It seemed as if the boy had received every good gift that nature could bestow. He had a lovely oval face, and soft dark eyes that told of a soul that was as pure and lovely as his face. Above all, he had the gift of making everyone love him, so that his should have been a happy, sunshiny life.

But no one can ever escape trouble, and when Raphael was only eight years old, the first cloud overspread his sky. His mother died, and soon after his father married again.

The new mother was very young and did not care much for children, but Raphael did not mind that as long as he could be with his father. But three years later, a blacker cloud arose and blotted out the sunshine from his life, for his father, too, died and left him all alone.

The boy had loved his father dearly, and it had been his great delight to be with him in the studio, to learn to grind and mix the colors and watch those wonderful pictures grow from day to day.

But now all was changed. The quiet studio rang with angry voices, and

the once peaceful home was the scene of continual quarreling. Who was to have the money, and how were the Santi estates to be divided? Stepmother and uncle wrangled from morning until night, and no one gave a thought to the child Raphael. It was only the money that mattered.

Then, when it seemed that the boy's training was going to be totally neglected, kindly help arrived. Simone di Ciarla, brother of Raphael's own mother, came to look after his little nephew, and ere long carried him off from the noisy, quarrelsome household, and took him to Perugia.

"Thou shalt have the best teaching in all Italy," said Simone as they walked through the streets of the town. "The great master to whose studio we go can hold his own even among the artists of Florence. See that thou art diligent to learn all that he can teach thee, so that thou mayest become as great a painter as thy father."

"Am I to be the pupil of the great Perugino?" asked Raphael, his eyes shining with pleasure. "I have often heard my father speak of his marvelous pictures."

"We will see if he can take thee," answered his uncle.

The boy's heart sank. What if the master refused to take him as a pupil? Must he return to idleness and the place that was no longer home?

But soon his fears were set at rest. Perugino, like everyone else, felt the charm of that beautiful face and gentle manner, and when he had seen some drawings that the boy had done, he agreed readily that Raphael should enter the studio and become his pupil.



## Edit the Article

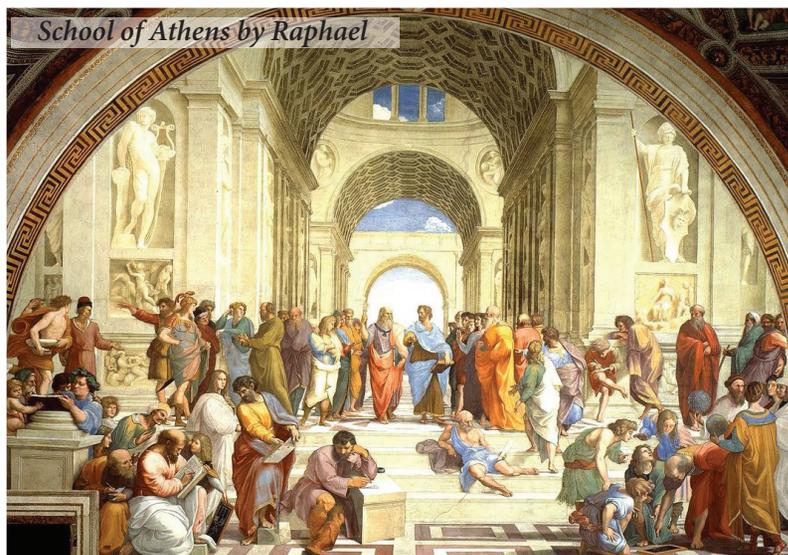
There are eight mistakes.

### Raphael

Raphael was a master painter during the renaissance. His father was a painter and a poet. When he was a boy Raphael learned the basics of painting from his father.

Raphael had many interests in addition to painting. He studied archaeology poetry architecture and history.

One of Raphaels most famous works was a mural called “school of athens.” It was painted on the wall of the library in the palace of the pope. The painting depicts many philosophers of Ancient Greece, including Aristotle, Plato, and Socrates.



## Outlining an Essay

- Read:** Creating an outline is an important step in creating an effective essay. For a simple essay, an outline might look like this:

I. Opening Paragraph

II. Main Idea #1 (e.g., good nutrition affects your health)

III. Main Idea #2 (e.g., good nutrition affects your mood)

IV. Closing Paragraph

- Read the short essay below (repeated from lesson 35). Then, fill in the outline for the essay.**

### ***Learning a Musical Instrument***

You sit down at the piano, open your music book, and begin to practice. It is not easy, and you make a lot of mistakes. You wonder, “Is it worth the effort to learn a musical instrument?” The answer is, “Yes!” Learning to play a musical instrument can positively impact your brain and your character.

Learning to play a musical instrument makes you smarter. Studies have shown that playing an instrument improves your memory and helps you do better at other subjects such as math. These benefits alone make practicing an instrument worthwhile.

What’s more, playing an instrument can do great things for your character. As you are practicing, you are learning important character traits such as responsibility, discipline, confidence, and perseverance. Gaining these traits will positively affect many areas of your life.

Practicing an instrument may not be easy. However, when it gets hard, remember that you are doing more than just learning to play an instrument: you’re increasing your brain power and improving your character.

I. Opening Paragraph

II. \_\_\_\_\_

III. \_\_\_\_\_

IV. Closing Paragraph

## LESSON 43

☆ Complete this page with your parent or teacher.

*Art: Raphael*

- With your parent or teacher, read Part 2 of the story written by Amy Steedman about the Renaissance painter Raphael. While you take turns reading, enjoy looking at the artwork of Raphael.

### *Raphael: Part 2*

Of all his pupils, Perugino loved the young Raphael best. He saw at once that this was no ordinary boy.

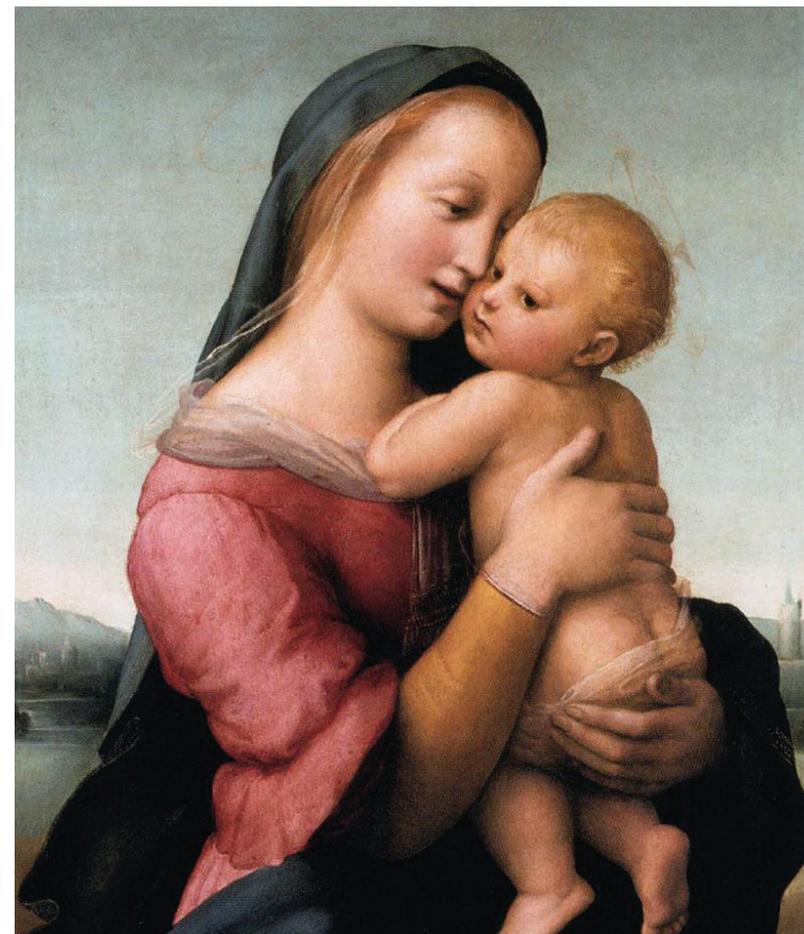
“He is my pupil now, but soon he will be my master,” he used to say as he watched the boy at work.

So he taught him with all possible carefulness and was never tired of giving him good advice.

“Learn first of all to draw,” he would say, when Raphael looked with longing eyes at the colors and brushes of the master. “Draw everything you see, no matter what it is, but always draw and draw again. The rest will follow, but if the knowledge of drawing be lacking, nothing will afterwards succeed. Keep always at hand a sketch book, and draw therein carefully every manner of thing that meets thy eye.”

Raphael never forgot the good advice of his master. He was never without a sketchbook, and his drawings now are almost as interesting as his great pictures, for they show the first thought that came into his mind before the picture was composed.

So the years passed on, and Raphael learned all that the master could teach him. At first his pictures were so like Perugino’s that it was difficult to know whether they were the work of the master or the pupil.



But the quiet days at Perugia soon came to an end, and Perugino went back to Florence. For some time Raphael worked at different places near Perugia, and then followed his master to the City of Lilies, where every artist longed to go. Though he was still but a young man, the world had already begun to notice his work, and Florence gladly welcomed a new artist.

It was just at that time that Leonardo da Vinci’s fame was at its height, and when Raphael was shown some of the great man’s work, he was filled with awe and wonder. The genius of Leonardo held him spellbound.

Read and complete with your parent or teacher:

Compare the paintings of Giotto and Raphael on this page. They died 180 years apart. Can you see that painting progressed a lot from Giotto's time to Raphael's time? Also, Giotto's paintings, like other painters of his time, were all religious subjects. Raphael did religious subjects but also painted portraits of people and other scenes.

Do you agree with the following points? Discuss them with your parent or teacher.

- The background scenes in Raphael's paintings are much more detailed than Giotto's paintings.
- The colors are more vivid in Raphael's paintings.
- Giotto's paintings use less shadow and light, making them look less realistic.
- Raphael's painting include more fine details such as wrinkles in clothing, little strands of the woman's hair flying out, more detailed clothing, fingernails on the fingers, and so on.



## LESSON 45

- Read Lesson 45 in the *Level 5 Shared Reader* with your parent or teacher.

### Vocabulary

- Read the following words, definitions, and example sentences from *The Christmas Porringer*. Write a sentence that uses each word.

**sullen:** gloomily silent

*He is in a sullen mood and does not want to talk to anyone.*

**deliberately:** on purpose or in a careful, unhurried way

*The fire was started deliberately.*

*He spoke slowly and deliberately so that we would not misunderstand.*

**impudent:** very rude

*The impudent child had not been taught any manners.*

- Read the following words, definitions, and example sentences:

**heartily:** enthusiastically, fully | I heartily recommend this book.

**moor:** to secure (a ship or boat) | John will moor the ship to the dock.

**forlorn:** sad | He looks so forlorn; I wish I could cheer him up.

- Fill in the blanks with the correct words from the list above.

1. She laughed \_\_\_\_\_.
2. Don't get off until we \_\_\_\_\_ the boat.
3. Why do you look so \_\_\_\_\_; is everything all right?

- Read and complete:

Some words can function as more than one part of speech. For example, the word CLAMOR can function as a noun or a verb.

**Clamor (noun):** a loud, continued noise

**Clamor (verb):** to make a loud, continued noise.

For each sentence, determine if the word CLAMOR is used as a noun or verb and underline the correct choice.

1. I heard the CLAMOR of the large crowd. **NOUN** | **VERB**
2. He CLAMORED all day for justice. **NOUN** | **VERB**
3. Their voices rose to a CLAMOR. **NOUN** | **VERB**

### Comma Rule 4

- Open the *Course Companion* to page 24 titled "Comma Rules 1–4." Study Rule 4. Then complete the exercise.

**Exercise:** For each sentence, enter any missing commas.

|   |   |
|---|---|
| 1 | We were both born on April 1 1998.              |
| 2 | The book releases on Monday February 26th.      |
| 3 | The chess match is on Friday December 9th.      |
| 4 | We will leave for Spain on October 9th.         |
| 5 | Can you believe it is already January 1st?      |
| 6 | The house sold on April 29th of last year.      |
| 7 | George Washington was born on February 22 1732. |
| 8 | The monument was created in May 1787.           |
| 9 | My mother's birthday is on January 17th.        |

# Johnny of Johnnycake

by KATHARINE CARTER



illustrated by HOWARD SIMON

## Reading Assignment

### Chapter 1

#### Johnny Makes a Promise

Even though the winter wind stung his cheeks and ears, Johnny Jenkins whistled merrily. He was leading his new dog by a stout string along the Johnnycake Road toward home.

“Come on,” he said. “It is a long way, but we’re almost there now.”

The black-and-tan spotted hound wagged his tail. He tugged at the string around his neck. Then he pawed Johnny’s buckskin breeches.

Johnny smiled as he stopped and stroked the dog’s head. “Perhaps you’re tired. I’ll carry you for a while.” He took the lanky pup in his arms and hurried on.

As he passed the Maryland farms, he tried to think of a name for the pup. Near his father’s small patch of land, he put down the dog and pulled his coonskin cap over his ears.

“If only Pa could be home! He’d like you, I know,” Johnny told the hound. “You and I are going to have good times. We’ll play in the woods every day!”

The dog wagged his tail happily.

“You understand what I say, don’t you?” said Johnny with delight. He buttoned his homemade jacket at the neck. “Wonder what Ma



will say when she sees you?” Then he snapped his fingers. “Chirpin’ crickets! I forgot to bring in the wood!”

He darted across the frozen field, his long legs carrying him swiftly. The pup raced beside him.

At the door of his small, rough wooden home, Johnny stopped. Puffing for breath, he picked up the dog again and said, “Now you behave yourself!” He slowly pushed open the heavy door and called, “Ma, I’m back! I’ll get the wood.”

“Come on in, Johnny,” Mrs. Jenkins answered, stepping to the door. “I’ve already brought in the wood for the night.”

Johnny eased into the plain kitchen, his brown eyes smiling impishly.

The dog wiggled and jumped to the floor.

“Oh! Where did you come from?” asked Mrs. Jenkins. She backed away and lifted her long skirt as the hound pawed at her.

“Down, down!” Johnny ordered.

The dog turned to him.

Johnny leaned over and patted the pup tenderly. “He’s a nice dog, Ma,” he said pleadingly. “I traded Zeke Bailey a bow and arrow for him. Now we won’t be so lonely with Pa gone all winter.”

Mary, Johnny’s two-year-old sister, slid down from the couch beside the fireplace. “Doggie, doggie,” she said as she toddled across the room.

The hound stretched out on the scrubbed, bare wood floor.

Mary squatted beside him, her long blue dress encircling her feet. She gingerly rubbed the dog’s soft, silky ears.

Mrs. Jenkins sat down wearily in the rocker in front of the fire.

She shook her head and said, “Dogs are a load of trouble. How are we going to feed him?”

“I’ll find a way, honest I will,” Johnny said earnestly. He hung his coat and cap on a wall peg near the door.

The pup scrambled to his feet and sniffed around the room. Then he lay down by the hearth.

Johnny and Mary sat down on the floor beside him. They patted him gently.

Mrs. Jenkins sighed. “Where will you get the food? A hound can eat as much as a man, and that poor critter is just skin and bones. He needs a lot of food.” She rose quickly and hurried to the homemade kitchen table, as though she had just remembered her cooking.

“I’ll work and get it,” Johnny promised with all his heart. His chin quivered. “I’ve always wished for a dog.”

“That’s just the trouble, Johnny,” his mother broke in. “You’re always wishing. One day you wish for this. The next day you wish for that.”

He looked at her sadly. “Please, please let him stay. He will keep us from being so lonely with Pa gone all winter. And Pa would like to have a hunting dog.”

“You know Pa’s scarcely ever home at hunting time,” Mrs. Jenkins reminded her son. She took a steaming iron teakettle off the fireplace crane. As she poured hot water from it into a bowl of corn meal, she went on, “I don’t even have a mite of meal to spare for a dog.”

Johnny didn’t know what to say. He knew she spoke the truth.

“No wonder you were gone all afternoon!” his mother continued. “All of the way to Zeke’s!”

Johnny got up slowly from his place near the fire and sighed heavily. “Nobody my size lives nearby.”

Mrs. Jenkins nodded. “I know you’re lonely,” she said. She finished mixing the johnnycake dough and spread it on the baking board. Then she propped the board with a brick in front of the smoldering coals.

“There must be a way Pa could make shoes right here!” Johnny declared. He shoved his fists down into his pockets. “And it certainly would be easier on him. He wouldn’t have to traipse from one plantation to another.” Johnny sat down on the bench.

“I wish he could; everything would be better,” Mrs. Jenkins said with concern. “But how would he get preorders?” She tucked a wisp of blond hair behind her ear. “You know your father has tried to figure out a way to work at home. But it seems best for him to travel. All of the shoemakers do.”

Mary jumped up and tugged at her mother’s apron string.

Mrs. Jenkins brushed the little girl’s soft golden curls back from her forehead. “Mary scarcely knows her Pa,” she said gravely. She sat down beside Johnny and reached over and felt of the dog’s thin body. “He’s so puny.” She sighed and took Mary on her lap.

“I know. I think he’s lonely, too.” Johnny knelt and rubbed his face against the hound’s floppy ears. Then he looked up at his mother. He noticed that her shoulders were bent, and her thin face looked tired. “I’m sorry I forgot to bring in the wood,” he told her earnestly.

“All right. Just don’t forget tomorrow.”

The wind whistled and moaned around the two-room house. It made a screeching sound as it blew through the crack under the door.

The dog looked at Johnny with mournful eyes. He licked the lad’s

hand, as if he were trying to tell him that he didn’t like the dreary winter either.

Johnny hugged the skinny hound. Then he took a deep breath and said, “Ma, please let me keep him. I’ll get his victuals somehow. I won’t forget to do the tasks either.” His big brown eyes begged. “Please, Ma. Who knows, if we give him a home, something real good might happen. Pa might even be able to stay home all of the time! And he likes dogs.”

Mrs. Jenkins patted Johnny on the shoulder. With a smile, she said, “Perhaps, son. We’ll trust that the good Lord will make a way. You can keep that poor critter, but you’ll have to busy yourself.”

“Oh, I will! I promise I will!” Johnny shouted. He bounced up so full of happiness that he wanted to whistle and sing and dance. “I’ll even start the garden! How long is it before planting time?”

His mother laughed. “Goodness, Johnny! That’s almost two months away.”

Grabbing the almanac off the mantel, he turned the pages to January 1870. He put his finger on the twentieth and counted the weeks until spring. “About six or seven more weeks, if the weather is good,” he said. “I can do it, Ma. I’m big enough!”

Mary slipped down from her mother’s lap and petted the dog.

“Yes, you are big enough, son.” Mrs. Jenkins agreed, straightening her white apron. “You’re almost twelve. And you’re tall and strong like your father. Remember, before he left in October, he asked you to be the man around here while he is away.”

Johnny also remembered talking to him. Pa had said he hoped Johnny would get over his wishing and dreaming! And stop roaming the woods . . . and playing . . . and forgetting to help his Ma. His words

still stung Johnny. He felt his face redden and hung his head.

Mrs. Jenkins lifted three ironstone plates from the shelf on the wall opposite the door. From a drawer under the shelf, she took three pewter spoons and two wooden-handled knives. She carefully set three places on the bare table. Turning toward Johnny, she said gently, as if reading his thoughts, “Pa didn’t like being sharp with you. But he doesn’t understand how a boy can wander off and forget to help when he is needed.”

Johnny shifted uneasily. “I just like to play in the woods. I don’t mean to forget.” He clenched his fists in his pockets. “If Pa would stay home, I’d show him I can work!”

“I know you can, son,” his mother said patiently. “But when Pa isn’t home, he wants to be able to depend on you to take care of things.”

“I’ll do better. I promise I will,” Johnny said earnestly. “I’ll go feed the chickens right now.”

Mrs. Jenkins stepped over beside him and ruffled his curly hair. “I fed them before you came home. You go fasten the coops.”

He pulled on his jacket and hurried outdoors, the dog following.

While Johnny closed the coops, the hound ran about the yard. Then, suddenly, he dashed after a rabbit. Up the road and across a field, through a gate and into Mr. Lige Digges’ barnyard he went before Johnny could find his voice.

Johnny ran after him. “Come back! Come back!” he yelled.

The dog raced on. He darted across Mr. Lige’s field. He knocked over a heap of cornstalks.

“Come back! Come back!” screamed Johnny. He tripped on corn stubble and sprawled headlong on the ground.

## LESSON 46

- Read Lesson 46 in the *Level 5 Shared Reader* with your parent or teacher.

### *Narrative Writing*

- Read and complete:

Narrative writing is writing that tells a story—true or imaginary. Narrative writing is a wonderful way to teach and inspire. When Christ was on the earth, He often used narrative stories to teach a message. Here is one narrative story that Christ told:

### *The Prodigal Son*

A certain man had two sons, and the younger of them said to his father, “Father, give me the portion of thy wealth that would fall to me at thy death.” He did so, and a few days after, the younger son gathered all his wealth together and journeyed into a far country. There he met with evil companions and wasted his money in riotous living. When he had spent all, there arose a mighty famine in that land, and he began to be in want of bread to eat. So he went and hired himself to a man of that country, who sent him into the fields to feed the pigs. And he was so hungry that he would have been glad to have eaten the coarse food such as the swine ate; but no one gave it to him.

His sufferings brought him to his senses, and he thought how foolish he had been, for he remembered that his father’s servants had food enough and to spare, whilst his father’s son was perishing with hunger. He said, “I will leave this land and go to my father and tell him how I have sinned against heaven and him. I will tell him I am no longer worthy to be called his son, and will implore him to make me one of his hired servants.” And he arose and went toward his father’s house, but when he was still a great way off, his father saw him, and was sorry for him, and ran and embraced him. Then he told his father how he had sinned and had lost his title to be called the old man’s son, but the father was so glad to have his son come back repentant that he told his servants to bring the best

## LESSON 47

### Story Conflicts

#### Read and complete:

Narrative stories usually have a **conflict**, which is a struggle between two forces in a story. Read about some types of story conflicts:

#### Person Against Nature

The main character struggles to overcome forces of nature, such as a sickness, injury, snowstorm, getting lost in the wilderness, climbing a mountain, crossing a desert, surviving a storm on the sea, and so on.

#### Person Against Person or Society

The main character struggles to overcome a conflict with another person, such as a bully, a grumpy neighbor, a villain, and so on. This category can also apply to the main character dealing with things in society, such as moving to a new neighborhood, standing up for his or her beliefs, or trying to raise enough money to buy something important.

#### Person Against Self

The main character struggles to overcome his or her own doubts, fears, or character flaws such as jealousy, selfishness, laziness, and so on.

Often, a story will have more than one type of story conflict going on at the same time. For example, in *Johnny of Johnnycake*, Johnny struggles to overcome his weakness of forgetting his responsibilities (person against self) while also trying to find a permanent way to be able to keep his new dog and help his father stay at home more (person against society).

In every type of story conflict, the main character can change, grow, and learn important lessons. The best books and stories don't just entertain—they teach and inspire while entertaining.

### WRITER'S NOTEBOOK ASSIGNMENT

*In preparation for writing a narrative story, set your timer for three minutes. For each type of story conflict listed on this page—person against nature, person against person or society, person against self—write story ideas that come to mind.*

*Include ideas for main characters and settings.*

*When you are done, choose one of the ideas to write a story about. You will begin writing the story in the next lesson.*

### Reading Assignment

#### Chapter 2 - Part 2

#### Troubles

The next morning Johnny was up early. As soon as breakfast was over, he hurried to the backyard. He chopped wood and carried big armfuls into the kitchen. The hound followed him back and forth for a while, then stretched out beside the woodpile.

After Johnny had pulled up a bucket of water from the well, he went to feed the chickens. They flocked around him, clucking and chattering. He shooed them out of his way so that he could pour the grain into their wooden feed trough.

All of the while, he was thinking about the trouble he'd had at Mr. Lige's. And he was still trying to make up his mind about a name for the hound. He had almost decided on Hero. He was sure the dog would grow to be strong and brave. Pouring fresh water for the hens, Johnny said, "There, that's done. Now I'll go see if Ma needs something."

The spotted hound pulled himself up lazily and followed his master indoors.

Mrs. Jenkins was boiling roots in a clay crock for dye.

"I'll stir it," Johnny offered, pulling off his cap.

"Thank you, son," his mother said. "I'll be getting the strips ready for dyeing." She pulled an old tan skirt from a drawer of the pine chest. "I want to work on my rug tonight. Watch Mary, please. Don't let her get near the dye crock."

Johnny knew that his mother hoped to trade the rug she was hooking for wool to weave into cloth to make a coat for Mary.

The hound flopped down on the hearth near Johnny.

Mary stooped and patted him, and Mrs. Jenkins smiled at the sight of them.

"I told you he would keep us from being so lonely," Johnny said gaily.

"Perhaps," his mother said doubtfully. She tore apart the patched skirt. "But don't forget you must provide his food. He ate all of the johnnycake left from last night's supper. He needs meat, too. I can't spare much of it."

"I know. I'll find a way to get it." Johnny felt uneasy, but he tried to sound very sure. He had tried and tried to think of some way to get the food. He would—he just had to. He kept on stirring the pokeberry roots. As he watched the water turn a purplish red, he asked, "Do you

think Hero is a good name for my dog?"

R-rrr-rip, went a piece of the skirt. "He's nothing but skin and bones. I'd name him Bones if he were mine!" Mrs. Jenkins chuckled.

Johnny burst out laughing. "Bones! That's what I'm going to call him!"

Mrs. Jenkins laughed too. Then she examined the dye. "Don't stir it anymore, just let it boil."

He sniffed. "Ph-eew, it smells terrible! Believe I'll go for a walk."

"Don't go too far," she warned. "Look for some moss if you go in the woods. I need it for green dye."

Mary dropped her cornhusk doll and tugged at his pants. She wanted to go with him, but their mother said it was too cold.

Johnny shoved his fur cap down on his head. "Come on, Bones," he said with a giggle. He tied a heavy string around the dog's neck. "Bones! That's your name. Do you understand?"

The hound jumped against Johnny and licked his hand.

"Look, Ma! He knows what I say to him!" Johnny said proudly. He led the dog to the door, telling Mary he would play with her when he came back.

Outside, Bones tried to run. Johnny held the string short. After a half mile of yanking and tugging, the hound gave up and walked quietly beside his master.

At a turn in the rough dirt road, Johnny stopped. The path to Zeke's seemed to say, "Come on." Johnny wanted to go and play with his friend. But something inside him kept saying, "Mr. Lige, Mr. Lige . . ." He shoved his free hand down into his pants pocket and clenched his fist. He

turned around and hurried back up the road.

In the shed in his backyard, he picked up his father's ax and two nails. Nails were precious, Johnny knew. But he felt sure Pa would say for him to use them. "I'm going to fix that gate," he told the dog, leading him out to the road again. The skinny hound walked by his side.

Johnny let go of the string, hoping Bones would stay close. Bones dashed ahead.

Johnny's heart skipped a beat. For a second, he was angry. Then he felt sorry for the dog. He was such a young pup and had so many things to learn. He gave a shrill whistle.

Bones halted, startled. He ran back to Johnny and pawed him.

"Good dog," said Johnny, giving him a pat. "You're smart, too! You must always come when I whistle."

The hound's tail swung back and forth, as if he were promising to obey.

As they neared Mr. Lige's two-story frame house, Johnny had a sinking feeling. He wondered if the old man would yell at him again. He sighed with worry as he tied the dog to Mr. Lige's fence.

Then Johnny lifted the gate into place. Holding the leather hinge and the nail with one hand, he banged and banged. The post was hard.

"Bang, bang, bang," went the head of the ax. He hit his thumb and yelped, "Ouch!"

Bones barked.

Out came Mr. Lige. "What are you doing?" the man shouted. He turned his cape collar up around his neck. "I told you to get and stay get!"



"I-I'm tr-trying to fix this gate," Johnny said, his voice trembling. "S-so my dog can't run all over your place again." He kept on banging.

"Humph!" said Mr. Lige. "Well, I know it needs to be fixed. But keep that hound tied. I don't want him romping over things."

"Y-yes sir." Johnny breathed with relief. "Is there anything else I can fix while I'm here?"

"Humph," Mr. Lige mumbled. "I'll think about it a minute." He watched as Johnny pounded in the second nail. "Appears like you're

right smart. I always thought you were lazy. Never seen you do anything but traipse down the road.”

The lad gave both nails a final bang. His face felt as red as the dye his mother was making. He didn’t know what to say.

The gray-haired man tugged at his collar again. “Where’s your Pa these days?”

“He’s off making shoes for the plantation folks. He won’t be home until planting time.” Johnny made sure Bones was tied; then he said, “I’ll go rake up the cornstalks my dog knocked over.”

He started toward a small, rough board building in the back of the house.

“That’s the smokehouse. I don’t use it anymore,” Mr. Lige called after him. “The rake’s in the woodshed.” He pointed to another small building.

Johnny found the three-pronged wooden hay fork in a corner. After he had all of the stacks back on the pile, he returned the rake to the shed.

“Much obliged,” the man said, rubbing his knobby fingers. “I’d have fixed that gate, but my hands are too stiff. Can’t do much of anything anymore. Got rheumatism in my fingers and arms and knees too.”

“Doesn’t rubbing help them?” Johnny asked, picking up the ax.

“I don’t know; it might. I don’t have anything to rub with.”

Johnny remembered that his father rubbed mutton tallow on his chest when he had a cold. His mother used it on Mary, too.

“I’ll ask my mother to let me have some mutton tallow for you. Perhaps it will help.”

“I’m willing to try it,” Mr. Lige muttered.

“I’d better get along. I’ve got to scare up food for my dog,” Johnny declared. He untied Bones. “Ma says I’ve got to find his food if I want to keep him.”

Mr. Lige stepped closer to the hound. He looked at him thoughtfully. “I need to get some corn ground, but I don’t feel like walking to the mill. If you want to work, I’ll make a bargain with you. If you’ll lug the corn to the mill, I’ll give you some of the meal. That’ll help fill this skinny critter.”

“Chirpin’ crickets! Yes siree-ee, I’ll fetch it!” exclaimed Johnny. His worries were going to end. Mr. Lige hadn’t scolded him, and now he would have food for his dog, and Ma couldn’t complain.

He gladly followed the man to the barn and helped fill a gunny sack with ears of yellow corn. Slingsing the bag over his shoulder, Johnny said, “I’ll be back before dark.”

He took hold of Bones’ string and hurried out the gate.

**✓ Reading Check:** Underline the correct answer.

**1. From the descriptions in the book, you can tell that Johnny’s family is wealthy.**

TRUE | FALSE

**2. Where did Mrs. Jenkins get the dye to color the rug she was making?**

- A. She traded cornmeal for it.
- B. She bought it with some money Pa had saved for them.
- C. She made it from colorful plants like pokeberry roots and moss.

with Bones. They raced him around trees, through the underbrush, and out to the road.

“Look who’s coming!” Johnny yelled, as he pointed ahead of them.

### *Adjectives and Adverbs*

Adjectives describe nouns. Adverbs describe verbs (He walked QUICKLY.), adjectives (The cat is SO soft.), or other adverbs (I ate TOO quickly).

- Exercise 1:** Underline all of the adjectives in the following paragraphs, and circle the adverbs.

“I don’t know where Pa is now,” he said gloomily. “And I wish the peddler would come by! I want to trade him toys for a new comb for Ma. Tomorrow is her birthday.” He filled his arms with wood.

“Peddlers might be along any time,” Zeke said brightly.

Bones wagged his brown tail, then sauntered lazily beside the boys. Johnny’s happiness melted.

- Exercise 2:** The adverb in each sentence below is underlined. Is the adverb describing a verb, adjective, or another adverb? Circle the correct answer.

1. My Mom is always kind.      **VERB | ADJECTIVE | ADVERB**
2. He is whistling merrily.      **VERB | ADJECTIVE | ADVERB**
3. Please walk very slowly.      **VERB | ADJECTIVE | ADVERB**
4. Your dog is so cute.      **VERB | ADJECTIVE | ADVERB**
5. The windows are so clean.      **VERB | ADJECTIVE | ADVERB**
6. I walked really quickly.      **VERB | ADJECTIVE | ADVERB**
7. The box is very big.      **VERB | ADJECTIVE | ADVERB**

## LESSON 56

- Read Lesson 56 in the *Level 5 Shared Reader* with your parent or teacher.

### *Reading Assignment*

## Chapter 8

### A Message

In the distance, a short, stocky man trudged slowly along the rutted road, a large black tin trunk strapped to his back. The boys ran to meet him. Bones ran, too, his long pink tongue hanging out.

“Good day,” the man called as the boys got closer to him.

Johnny yelled back, and Zeke said, “It is Mr. Schwartz, the peddler!”

They stopped short in front of the shabby man. “Am I glad to see you!” Johnny panted. “I’ve been hoping and hoping you’d come this week!”

The German peddler slipped the trunk strap from around his neck. He leaned sideways, and the trunk slid to the ground. “I was going to hunt for you,” he told Johnny. When the man smiled, his weather-beaten face creased with lines like a walnut. “I have a message from your father. He says to tell you he will be home soon. He is going to the Carrollton place next week, then he will come home.”

“Jiminy, now we can go!” Zeke shouted. “We’re going to meet his Pa at the plantation! But we feared we wouldn’t know when he

would be there.” Zeke’s words bubbled over like hot soapsuds.

“I want a comb for my mother,” Johnny said breathlessly. “Will you trade me one for some toys I’ve made?”

Mr. Schwartz scratched his ear. He thought a moment. “Let me see what you have first. We’ll let your Ma pick one out.” As he reached for the trunk strap, Zeke said, “We’ll tote it.”

He and Johnny carried the trunk between them, each holding the leather strap which was fastened to both ends of the trunk. The tired, dusty peddler jogged behind them.

As they reached the kitchen door, Mrs. Jenkins came out of the hen house, carrying a basket of eggs.

“Ma, Mr. Schwartz is here!” Johnny cried. “He says Pa will be at Doughoregan in another week—then he’s coming home!”

He and Zeke set the trunk on the doorstep. “I’m trading some toys for a comb! It is your birthday present!” Johnny went on, excitedly.

“So many blessings at once” said Mrs. Jenkins, her thin face brightening. “To hear from Pa and a birthday present, too!”

She carefully set the basket on the ground by the step. “But son, won’t you be needing the toys to take to Mr. Carroll’s?”

“I have plenty, I think. Anyway, I’ll make more before we go. I found some holly this morning” Johnny told her, as Bones pawed at the trunk. “Get down,” said Johnny.

As Johnny tied the hound to the magnolia tree, the peddler joined them.

“Good day, ma’am. Besides a pretty comb, is there anything else you need?” He opened the tin trunk and then leaned against the house.



Mrs. Jenkins, Johnny, and Zeke looked into the trunk.

There were small copper bowls, pewter plates, cups, and brass candlesticks. Johnny picked up a fancy breast pin. “Would you rather have this, Ma? It has red stones in it!”

His mother smiled at him. “No, I need a comb more,” she said. She took a light brown horn comb in her hand and looked at it carefully, feeling its long teeth.

Johnny stepped around the trunk and hurried into the kitchen.

Mary was stretched out on the couch, fast asleep. Johnny chose three tops and four toy dishes from the mantel and tiptoed out the door. Handing them to the peddler, he asked, “Will these do?”

Mr. Schwartz ran his stubby fingers over the dishes. Then he looked at the tops. “They are pretty good. What else do you have? They are not enough for a fine comb!”

Johnny’s spirits sank a little. How many would he have to give the man? He knew all peddlers were sharp bargainers. “Will a big spoon be enough?” the lad asked.

“I’ll look at it,” Mr. Schwartz said, rubbing his ear.

Johnny fetched the wooden spoon and showed it to the man.

“Good work—smooth and even,” said the peddler, sliding his fingers over the slick handle. “I’ll take it and them.” He nodded toward the toys beside the trunk.

“All right,” Johnny said. He was so glad that the man had come that it didn’t really matter how much it took for the trade. To his mother, he said, “Do you like that comb, Ma?”

Mrs. Jenkins tucked the comb into the back of her soft blond hair. “Oh, yes, Johnny! And I need it so—I could scarcely keep my hair up since my old one broke.”

Zeke was still looking at the breast pins. “My mother would like this,” he said, holding up one with blue stones. “Sure wish I had something to trade.”

“Why don’t you make things, like Johnny?” the peddler asked.

“I don’t know how,” said Zeke, laying the pin in the trunk.

“Get busy, and you can learn. Next time I come by, you can get a pretty pin!” Mr. Schwartz looked at Mrs. Jenkins. “Is there something else today?”

“I’d like to have some little straight pins. Will you trade some eggs for them?”

“Yes ma’am, three dozen eggs for one dozen pins.” He reached into the trunk and took out a box. He counted out twelve pins and folded them inside a scrap of newspaper.

Mrs. Jenkins and the boys wrapped each egg in pieces of the paper. Then the peddler placed them on an old shirt and wrapped it around and around the eggs. Putting them in the trunk, he said, “Well, I will be getting along. Hope you boys have a good time at the Carrollton place.”

He lifted the trunk onto his back and slipped the strap over his head.

“Yes siree, we certainly will!” said Johnny and Zeke, their faces wreathed in smiles.

Mr. Schwartz, his shoulders stooped, shook his head.

“There isn’t anything like being young.” He dragged his feet out to the road.

“Come back again,” Johnny called after him.

The peddler waved his hand.

## Nonfiction, Poetry, & Art

Dandelions, those common flowers that are often considered pesky weeds that like to take over lawns, are actually quite fascinating. You will usually find that anything in nature you study can be interesting to learn about—even weeds!

- Read the following facts about dandelions.

### Interesting Facts About Dandelions

- The dandelion flower opens to greet the morning and closes in the evening.
- Dandelions can be used for food, medicine, and dye for coloring. Every part of the dandelion is useful: root, leaves, and a flower.
- The flower of a dandelion turns into a puff ball with seeds like little parachutes that fly away in the wind.
- Seeds are often carried as many as five miles away.
- Dandelion is a rich source of vitamins A, K, and C. It also contains high levels of iron, potassium, and calcium, among other nutrients.
- Dandelion is used in Asian food, often as an ingredient of salads and sandwiches.
- Juice from dandelion leaves has been used to get rid of warts, heal blisters, and soothe bee stings.
- Early colonists recognized the medicinal and nutritional benefits of the dandelion and brought it with them to North America.



- Read the poem by Edith King:

### *Dandelion Down*

The silken dandelion down  
Sails off like a balloon;  
I wish that I could mount on it  
This breezy afternoon.

For it will glide o'er hedge and brook  
Where I can never stray,  
And then will anchor soft as dreams  
In meadows far away.

- Paint a copy of the dandelions below by following these instructions:

1. On watercolor paper, use a pencil to lightly sketch the flower.
2. Paint the yellow flowers, using light yellow first, and then adding the dark yellow parts on top.
3. Paint the green parts, using light green first, and then adding dark green parts on top.
4. Paint the brown parts and any other parts.



Pa make heels, and he hoped these would be done well enough for his father to use. If they were, he could help Pa make shoes at home.

When Johnny got into bed, he was too excited to sleep. He stretched his long body out straight, his feet sticking out over the foot of the mattress. As he began thinking about all of the things he wanted to tell his father, Johnny curled up on his side.

Bones leaped onto the bed and lay in the bend of his master's knees.

Johnny reached down and patted his dog. Then he went on thinking about tomorrow. He hoped Mrs. Carroll would want Ma's rug. Would he get wheat seeds? And the potatoes for Mr. Lige? Perhaps Pa would... Johnny was so tired that, in spite of his excitement, he fell asleep.

- ✓ Reading Check:** Underline the correct answer.

**After a long day of plowing, Zeke and Johnny “dragged themselves home—tired, dirty, and hungry. But their spirits were as bright as the golden-red sunset.” What is it that makes the boys so happy?**

- A. They found a rusty box full of gold coins in the field they plowed.  
B. Working hard by their own choice makes them feel good.

### *It's/Its*

**IT'S:** a contraction of the words IT IS (It's raining.)

**ITS:** IT used as a possessive (The cat licked its paws.)

**Write the correct word, "it's" or "its" on each blank.**

- The bird fed \_\_\_\_\_ babies.
- \_\_\_\_\_ getting late.
- The horse shook \_\_\_\_\_ mane.
- \_\_\_\_\_ never too late to repent.

## LESSON 58

- Read Lesson 58 in the *Level 5 Shared Reader* with your parent or teacher.

### *Nonfiction & Art*

- Read and complete:

In the book *Johnny of Johnnycake*, Johnny's father is a shoemaker. This book takes place in 1790 in Maryland, United States. At this time and place, shoes were not mass-produced. In fact, it could take a cobbler (shoemaker) up to 10 hours to make a single pair of shoes. Today, shoes for the left and right feet are different, but in early America the left and right shoes were exactly the same.

As is shown in *Johnny of Johnnycake*, in Early America, cobblers often had to travel with their tools and supplies from home to home to find those who needed shoes. While cobblers might have some pre-made shoes, they usually made shoes right at the homes of those who wanted them, usually sleeping at their homes until the shoes were completed.

Cobblers usually whittled a mold for shoes out of a wood block; the mold would match the measurements taken from the customer's feet. The cobbler made the shoe around this mold. Adults would usually keep these molds so that they could be used the next time they needed shoes made. Shoes were mainly made of leather. If the shoe had a heel, it was usually made from wood.

- ✓ Reading Check:** Underline the correct answer.

**Cobblers in Early America often traveled to homes where they custom made shoes for those who needed them.**

TRUE | FALSE

In this lesson, you will study a painting created by Swiss artist Ferdinand Hodler. The painting shows a cobbler at work in his shop.

Set your timer for 30 seconds and study the painting on the next page.

"The Shoemaker" by Ferdinand Hodler (1853–1918)



## Reading Assignment

### Chapter 9 - Part 2

#### Busy Days

The next morning, Johnny jumped out of bed as fast as a jackrabbit, and he was soon ready to start his journey. His mother smiled bravely as she handed him his lunch. “Do take care, Son,” she said, her lips trembling. “It is such a long way for a boy.”

For a second, he felt a little weak inside. He had never before been away from home for even one night. Perhaps he shouldn’t leave Ma and Mary alone.

Bones jumped up from the hearth and pawed at Johnny. His woebegone face made Johnny feel even weaker. He smoothed the dog’s ears. “I’ll be back in a few days. You take care of Ma and Mary for me.”

Mrs. Jenkins chuckled. “We will probably have to look after him!” She patted Johnny on the shoulder. “Go along; have a good visit with Pa. Be sure to tell him I’m expecting him home soon!”

Johnny felt better. “I’ll tell him, all right! And perhaps he can stay home all of the time!” He hugged his mother, and then slung his bundle of clothes, the rug, and the toys on his back.

At a bend in the road, he looked back over his shoulder. His mother was standing in the doorway, waving her white apron.

Johnny waved his hand and hurried on briskly, anxious to get to the woods road where Zeke was to meet him. Soon he began to whistle. As he passed a huge old oak, he heard a tapping on a limb. A little farther on, he noticed a robin flitting in and out of a dogwood

tree. Even the birds were busy this fresh, sunny March morning.

Rounding a curve in Johnnycake Road, he saw Zeke sitting on a stump. “Come on! We’ve got a long way to go!” Zeke yelled. He, too, carried his clothes in a bundle slung over his shoulders.

“We sure have,” Johnny agreed.

“Did you bring my bow and arrow?” Zeke asked.

“It’s in here.” Johnny twisted his shoulder, causing the bundle to sway from side to side.

On Fredrick Road, they met two wagons going toward Baltimore Town. The wagons were piled high with yellow corn. The harness bells tinkled merrily as the horses ambled along.

At Ellicott Mills, the boys caught up with a wagon going west. They gladly squeezed down between the fat pillows of meal. They were delighted to get a ride to Doughoregan and were soon rested from their long walk.

The wagon creaked and groaned as it rolled slowly over the bumpy road.

Johnny and Zeke became impatient.

“Wish the horses would trot,” whispered Johnny.

Zeke wiggled his shoulders against a sack of meal. “Jiminy, yes! I can walk faster than this!”

“Well, this is better than walking.” Johnny stretched his legs out over the top of a bag. “But I certainly wish he’d hurry.”

From up front, they heard, “Giddap,” as if in answer to their wish. The four horses strained forward. The wheels turned a little faster.

More than an hour, and many bumps later, they heard, “Whoa, whoa! Here you are, boys!”

## Homophones

- **WAY:** Bill was in the way.
  - **WEIGH:** I don't know how much I weigh.
  - **BRIDAL:** The bridal party was ready for pictures.
  - **BRIDLE:** I held the horse's bridle. | Bridle your anger.
- Exercise 1:** Circle the correct word for each sentence.
1. Her favorite **bridle** | **bridal** was made from soft leather.
  2. Joe needed to **way** | **weigh** the pros and cons.
  3. The horse's **bridle** | **bridal** was in the barn.
  4. They were on their **weigh** | **way** to dinner.
  5. Sarah was ready for her **bridle** | **bridal** shower.
  6. I stood out of the **weigh** | **way** of the runners.
    - **BEAT:** She beat the rug with a broom.
    - **BEET:** I pulled the beet from the ground.
    - **BUY:** Where did you buy your shirt?
    - **BY:** Haydon lifted his bike by the handlebars.
- Exercise 2:** Circle the correct word for each sentence.
1. Sandy sat **by** | **buy** the stream and read a book.
  2. I need to **by** | **buy** you some new shoes.
  3. She likes to eat goat cheese with her **beets** | **beats**.
  4. Roman can dance to the **beet** | **beat**.
  5. I really want to **beat** | **beet** her in the next competition.
  6. They were surprised at how red the **beat** | **beet** was inside.

## LESSON 59

- Read Lesson 59 in the *Level 5 Shared Reader* with your parent or teacher.

### Comma Splices

- Open your course book to page 26 titled “Comma Splices.” Study this page and then complete the exercises below.

**Exercise 1:** Underline the sentences that contain comma splices. Remember that dependent clauses at the beginning of sentences are set off with commas. A comma splice is when a comma with no coordinating conjunction comes between two independent clauses.

1. Mom is cheerful, she always brightens my day.
2. I like the cookies, they are moist.
3. It started to rain, so I closed the windows.
4. Because the windows were dirty, I cleaned them.
5. The sunset was beautiful, but it disappeared quickly.
6. The clouds are white, the sky is deep blue.
7. When Grandma comes to visit, we like to do crafts.
8. My brother loves to wash the dog, I do not.
9. Listen to the birds, they sound so beautiful today.
10. The wheat waves in the wind, I love to watch it.

**Exercise 2:** Fix each comma splice with a period.

1. Be careful, don't spill the food.
- 

2. Look at the sky, it is so blue.
-

## Irregular Plural Nouns

- Make each word plural.

shelf \_\_\_\_\_ wife \_\_\_\_\_

loaf \_\_\_\_\_ wolf \_\_\_\_\_

potato \_\_\_\_\_ tomato \_\_\_\_\_

half \_\_\_\_\_ calf \_\_\_\_\_

## Poetry Reading Practice

- Read through the following poem several times. Then read it out loud to your parent or teacher using expression and confidence.

### Wild Geese

By Celia Thaxter

The wind blows, the sun shines, the birds sing loud,  
The blue, blue sky is flecked with fleecy dappled cloud,  
Over earth's rejoicing fields the children dance and sing,  
And the frogs pipe in chorus, "It is spring! It is spring!"

The grass comes, the flower laughs where lately lay the snow,  
O'er the breezy hill-top hoarsely calls the crow,  
By the flowing river the alder catkins swing,  
And the sweet song-sparrow cries, "Spring! It is spring!"

Hark, what a clamor goes winging through the sky!  
Look, children! Listen to the sound so wild and high!  
Like a peal of broken bells,—kling, klang, kling,—  
Far and high the wild geese cry, "Spring! It is spring!"

## Reading Assignment

### Chapter 10

### Visiting Pa at the Manor

Johnny and Zeke scrambled to their feet, grabbed their bundles, and jumped out of the wagon. "Thank you, mister!"

"You're right welcome," the driver said, and clucked to the horses.

The boys stood stock-still for a moment and gaped at the huge manor house. It was built of red brick with wings at each end. A cupola, a small dome, stood in the center of the roof, which had a railed walk around it. Big white columns framed the front door. The lawn was shaded by great elms.

"Jiminy, did you ever see such a



blue apron. “Mrs. Caton is here. She’s always had a couple of them in her bedroom. And I heard her telling a lady that she wanted some.” She picked up the basket in which she had brought the hot pans of food. Motioning to Johnny, she said, “You come along back with me, and I’ll try to find out.”

Johnny hurried into the little bedroom beside the workroom and was back in an instant with the rug under his arm.

“I certainly hope she wants it,” said Zeke.

## LESSON 60

Read Lesson 60 in the *Level 5 Shared Reader* with your parent or teacher.

Read and complete:

*Johnny of Johnnycake* takes place in the state of Maryland.

Use the map of Maryland on this page to fill out the following information.

### Maryland

#### Surrounding States

To the North of Maryland:

\_\_\_\_\_

To the South of Maryland:

\_\_\_\_\_

\_\_\_\_\_

To the East of Maryland:

\_\_\_\_\_

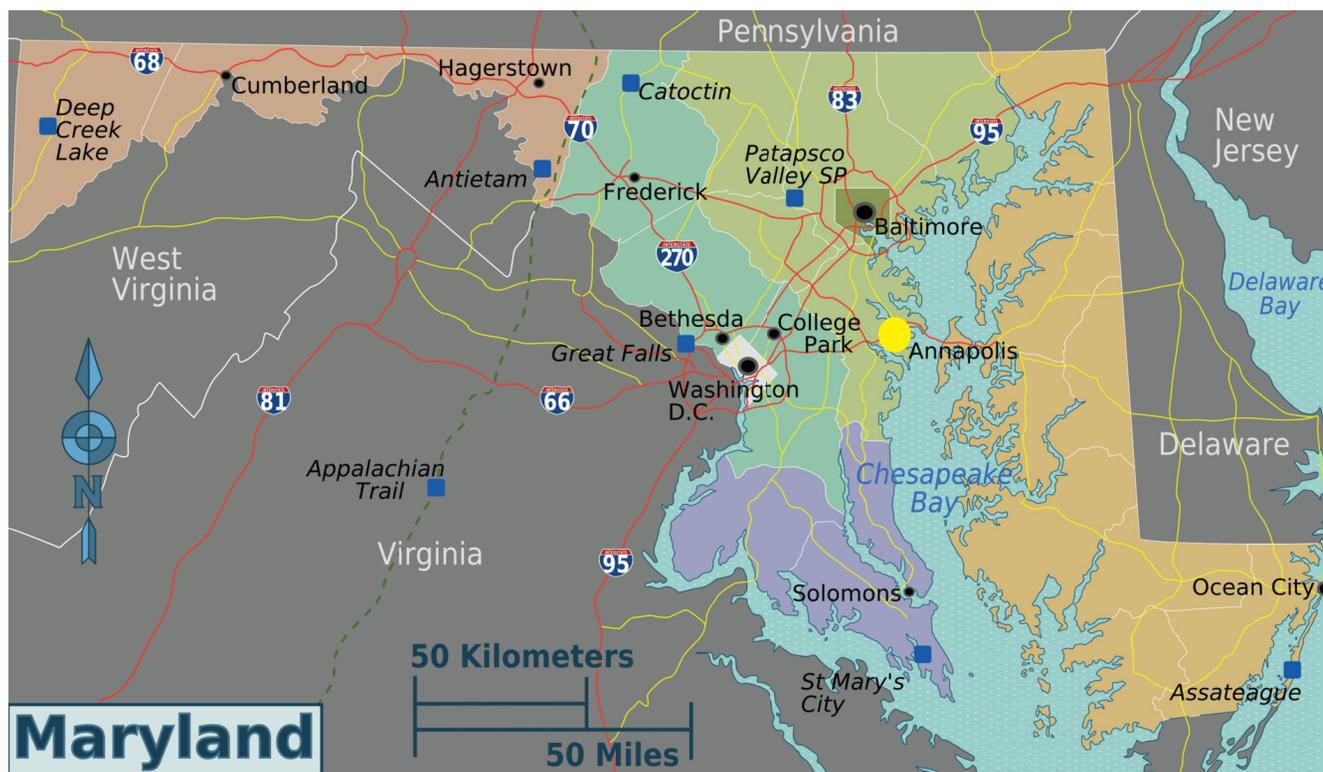
\_\_\_\_\_

The capital city of Maryland (indicated with a yellow dot)

\_\_\_\_\_

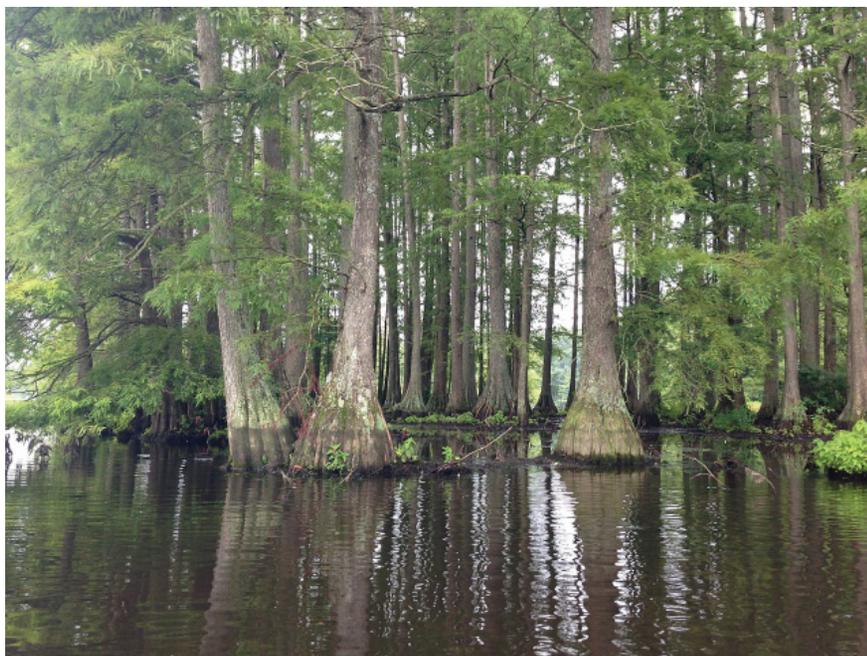
The map on this page shows Chesapeake Bay. A **bay** is a body of water forming an indentation of the shoreline. Over 150 major rivers and streams flow into Chesapeake Bay. What is the name of the other bay on this map (that does not border Maryland)?

\_\_\_\_\_



Read and complete:

This picture is of the Great Cypress Swamp in Maryland.



A **swamp** is an area of land that is permanently wet and spongy or filled with shallow water. Swamps can be very small or very large and are found on every continent except for Antarctica. The biggest swamp is in South America and is 54,000 square miles; that's over three times the size of Denmark! About 6% of the earth's surface is swamp areas.

Swamps are usually filled with trees and plants and are often named for the type of tree that grows in them, such as hardwood swamps or cypress swamps.

A swamp is part of a wetland ecosystem. An **ecosystem** is a community of living organisms (plants, animals, and microbes) at a particular place or area.

There are two main types of swamps: freshwater swamps and saltwater swamps.

National Geographic explains: "Swamps are among the most valuable ecosystems on Earth. They act like giant sponges or reservoirs. When heavy rains cause flooding, swamps and other wetlands absorb excess water, moderating the effects of flooding. The swamp ecosystem also acts as a water treatment plant, filtering wastes and purifying water naturally." (<http://www.nationalgeographic.org/>)

✓ **Reading Check:** Underline the correct answer.

1. The main purpose of this article is to

- A. warn people to avoid swamps since they are filled with mosquitoes.
- B. teach general facts about swamps.
- C. inspire people to conserve swamps.

### *Reading Assignment*

## Chapter 11 - Part 1

### Johnny Does Some Trading

While the girl went to find her mistress, Johnny sat on the edge of a slat-backed chair in the big kitchen. The room was filled with a tempting, spicy odor and the clatter of pans and dishes.

A servant woman protected her hand with the hem of her big apron as she pulled a pan of golden-brown bread from the oven. Another servant girl took a piece of roasting meat from the fireplace spit. A door on the opposite side of the room opened. Through it came a gray-haired man carrying a silver tray filled with glassware. He wore a long-tailed black coat and knee breeches. On his red vest were gold buttons.

But Johnny couldn't keep his mind on the kitchen doings. He was too concerned about the rug. Would Mrs. Caton like it? He would hate mighty bad to have to take it back to Ma—she'd be so disappointed. And Mary needed a coat for next winter.

At last, the door leading to the main part of the house opened slowly. A silk skirt swished as a young, pleasant-faced lady came into the kitchen. "Good evening," she said gently. "Dudie tells me you have brought a rug your mother made."

Johnny stood and answered shyly. "Y-yes ma'am." He unrolled the rug and spread it on the floor at the lady's feet.



Mrs. Caton's purple skirt rustled again as she stooped to look at the rug. "How lovely, and what beautiful colors!" She ran her slender fingers over the border. "Your mother does good work—every stitch is perfectly even."

Johnny held his breath.

"What do you want in trade?" Mrs. Caton asked.

"Ma wants some wool. She needs it to make a coat for my sister."

Mrs. Caton stepped back and looked at the rug again.

Johnny hoped and hoped. His heart skipped a beat. He said a little prayer.

"I'll be delighted to have it," said the fine lady. "I will tell Mr. Denton to give you the wool tomorrow." She bent over, as if to pick up the rug.

"Oh, thank you!" Johnny said, quickly rolling up the rug. He beamed as he handed it to her.

With a kind smile, Mrs. Caton said, "You are quite welcome." She opened the door to leave, then turned back. "Tell your mother I would like to have another one whenever she has time to hook it. You could bring it over, couldn't you?"

"Oh, yes, ma'am!" said Johnny. "And I know Ma will be glad to make you another one."

He whistled gaily as he hurried back to the shop to tell his father and Zeke the good news.

"I'm glad, too. It'll make your ma real happy," Mr. Jenkins said. "Now, sit down and eat your supper."

"And I'm glad, too," said Zeke.

“Thank you!” Johnny called. “I hope so, too!”

Willie came, lugging the potatoes.

Johnny stuffed the bag of wheat seeds inside his shirt front and slung the potatoes over his shoulder. With the bag of wool in the other hand, he went whistling back to the shop.

Mr. Jenkins looked up from his work and smiled as Johnny came through the door. Zeke was busy whittling an arrow. He took time to say he knew Mr. Lige would be glad to get the potatoes. He then went on shaving the stick with his knife.

Johnny slipped quickly into the bedroom and hid the wheat seeds inside his clothing. He felt so good he decided to ask his father about making shoes at home. Back in the workroom, he said, “Couldn’t you stay home if you had preorders, Pa?”

His father chuckled. “If I had plenty of them!” Then his face looked troubled. “But it would take so much time to fetch them to folks, Son.”

“I could do that!” Johnny’s words rushed out.

Mr. Jenkins’ brow puckered thoughtfully. He fixed his eyes on Johnny. “Yes, I believe you could. You’ve grown up a lot this winter. You scarcely seem like the same lad.”

Johnny shivered from head to foot to hear his Pa say such things about him.

Mr. Jenkins began cutting a sole for a man’s shoe with a sharp-pointed knife. “To think you have done the tasks for a neighbor and at the inn besides helping your Ma! I’m pleased with you—you’ve quit your idle ways.”

Johnny was so happy he couldn’t talk for a moment. When he

got his voice back, he said, “I’ve had a good time. I like helping Mr. Lige and Tom and Ma. The winter certainly went fast.”

“I wish so much that I could be home with you,” Mr. Jenkins said huskily. He cleared his throat, then went on, “But there’s another thing—no shop to work in.” He looked at the tools, scraps of leather, and unfinished shoes. He shook his head. “It wouldn’t do very well to have to use the kitchen for all this.”

Johnny’s spirits plunged down to his bare toes. He tried to talk about other things, but his heart ached. What could he do? He wondered over and over.

He helped Zeke finish the arrow, but he didn’t feel like doing it. It was miserable all of the rest of the day. His mother needed Pa home. And thinking of her made him also think about Bones. Was he getting into trouble? Ma would be awfully cross if he was.

✓ **Reading Check:** Underline the correct answers.

- Other than having enough shoe orders, what is the problem that makes it difficult for Mr. Jenkins to work from home?**
  - He doesn’t have a shop to work in.
  - Mr. Jenkins likes being away from home.
  - Bones will get in the way.
- Mrs. Caton likes Mrs. Jenkins’ rug so much that she wants her to make another one.**

True | False
- What does Johnny trade his toys for?**
  - candies and sweets
  - money
  - seed potatoes and wheat seeds

## LESSON 61

- Read Lesson 61 in the *Level 5 Shared Reader* with your parent or teacher.

### *Commas with Dependent Clauses*

When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma. (A dependent clause has a subject and a verb but is not a full sentence because it indicates more to come and does not express a complete thought.)

Examples:        When you finish the book, we will go to the park.  
                       We will go to the park when you finish the book.

- Underline the dependent clauses and insert commas where needed.

1. Although the sun is shining I am cold.
2. I am cold although the sun is shining.
3. When I say my prayers I am strengthened.
4. I am strengthened when I say my prayers.
5. In case you get cold I brought your coat.
6. I brought your coat in case you get cold.
7. Whenever I feel discouraged you cheer me up.
8. You cheer me up whenever I feel discouraged.
9. After the sun set we roasted hot dogs.
10. We roasted hot dogs after the sun set.
11. Even if I make a mistake you still love me.

12. You still love me even if I make a mistake.
13. Because the mountain is steep it took a long time to climb.
14. It took a long time to climb the mountain because it is so steep.

### *Reading Assignment*

#### *Chapter 11 - Part 2*

#### *Johnny Does Some Trading*

When Willie Denton came into the shop the next morning, he mentioned that a wagon was going to Castle Thunder that afternoon, and Johnny and Zeke decided to go home. Johnny had so many things to carry that he was glad to take the offer of a ride. Zeke didn't want to walk either.

Johnny didn't feel like talking. He sat alone in the back of the wagon while Zeke sat with the driver. As they rumbled over the ruts in the road, Johnny thought about the trades he had made. Ma would be happy about the wool, and Mr. Lige would be glad to get the potatoes.

The days at the plantation had been the most thrilling of Johnny's life, but now he wanted to be home. The closer he got, the more he wanted to be there. He could hardly wait to see Ma and Mary and Bones.

At Castle Thunder, the boys climbed out of the wagon. Zeke was in high spirits. His face glowed. As he helped Johnny lug the bags home, he said, "I've certainly had a great time!"

"I did, too," Johnny told him, trying to be cheerful.

"You're taken aback because your Pa says he needs a shop, aren't

you?”

“Uh-huh.” Johnny’s face drooped like Bones’ ears. “If I could get boards and nails, I’d build one.”

“Jiminy, you couldn’t do that!”

Johnny sighed. “I know it,” he said gravely. “Come on, let’s hurry. Bones will be glad to see me.” Again, he wondered if the hound had caused trouble.

As he drew near the house, Johnny saw the kitchen door opening. His mother waved joyfully. Bones leaped out the door and bounded up the road to meet the boys.

Johnny and Zeke set their bundles and sacks on the ground. The dog pounced against Johnny. His body quivered. His tail swished happily. Johnny hugged his pet around the neck. “You’re glad I’m home, aren’t you?” He patted the dog and asked, “Did you behave yourself?”

Bones pawed Johnny’s legs. His tail wagged faster. He looked at his master with happy eyes, licked his hand, and then dashed back to the house.

Mrs. Jenkins and Mary came outside to meet them.

“I’m so glad you’re back,” Johnny’s mother said. “How is Pa—will he be home soon?”

Seeing her happy made Johnny feel better. “Pa’s fine, and he’s coming home in about a week,” he said, as Mary tugged at his arm. He hugged her quickly, then picked up the sack of potatoes.

“Did you have a good visit? How did you enjoy it, Zeke?” Mrs. Jenkins asked.

“We certainly did!” both boys declared. Then Zeke said, “I’m going

home. I want to tell my mother all about it. I’ll be over tomorrow, Johnny.” He took off down the road.

As he walked, he breathed in the fresh air and sent a prayer up to heaven, thanking God for all things that He had blessed him with.

Johnny dragged the potatoes to the woodshed. In the kitchen, he dropped the bundle of clothes on a bench and handed his mother the bag of wool.

She opened it and cried, “Oh, Son, you got it!” A smile of relief spread over her face. “Now I’ll spin and weave, and Mary will have a coat for next winter!”

He told her about Mrs. Caton wanting another rug. Then he looked around the cozy room. A low fire burned in the fireplace, and johnnycakes were baking on the ashes. The odor coming from the iron pot on the crane made him hungry. This was the best place of all, he thought, as he sat down on the couch.

“That’s right,” his mother said. “Rest while I fix supper. You must be all tuckered out.”

Mary crawled up on the seat beside him. Bones lay down on the floor, his head on his master’s foot.

Looking at his dog, Johnny asked, “Did Bones cause you any trouble?” If there was bad news, Johnny wanted to get it over with now.

“Oh, no, Son. He was a help to me.” Mrs. Jenkins went on preparing the meal as she told Johnny what the dog had done. The first night the lad was away, she had heard the chickens squawking. She hurried out to the coops and took Bones with her. He ran back and forth around the coops, sniffing and barking. A weasel ran out and across the field. Bones raced after it. He came back panting and tired. She didn’t know

whether he caught the weasel, but he had saved their chickens!

The hound seemed to know he was being praised. His tail thumped contentedly.

Johnny was delighted. “Good Bones! I knew you’d be a help to us!” He lay down on the floor and rubbed his face against the dog’s soft ears. Smoothing the hound’s body, he said, “Some of the dye is going away. You will soon be pretty again.”

Bones licked his master’s hand, turned over, and went to sleep.

Mrs. Jenkins smiled. “And he’s right smart, too. We’d miss him if he wasn’t around—he’s one of the family now.”

The rest of the evening was spent telling about all of the wonderful things Johnny had seen and done.

When he spoke of his father needing a shop in order to work at home, Mrs. Jenkins nodded in agreement. She sighed, then said, “Do not fret, Johnny. Things will work out all right.”

“There must be some way . . .”

“Just keep on doing what you can,” she said softly, rocking Mary to sleep.

But Johnny did worry. He even dreamed about Pa and shoes and shops that night.

\* \* \* \*

Mr. Lige was in his garden when Johnny took the potatoes to him the next day.

“Well, well, you’re back,” said the old man.

Johnny lugged over the sack. “I brought you something!”

“Humph, what in thunderation have you got there?”

“It is just what you need!”

Mr. Lige looked into the bag. “Seed potatoes, well, I’ll declare! What did you trade for them—did you get them at Doughoregan?”

“Yes sir. I traded some of the toys I whittled.”

The man shook his head with amazement. Then he chuckled. “You’re really a mighty fine feller, Johnny.” He shook his head again. “To think you traded your things to help me. Did you have to tote them all of the way from there?”

“We got a ride to Castle Thunder. Zeke helped me the rest of the way.” Johnny took a potato out of the bag. He turned it over in his hand and asked, “Want to start cutting them? I’ll help you.”

“Yes, indeed,” Mr. Lige said, overjoyed. He hustled to the barn and came back with a wooden tub in his hands. “Let’s sit right here in the shade of this oak.”

“I’ll get something to sit on.” Johnny ran toward the woodshed.

“Look in the smokehouse. I think there are some kegs in there,” Mr. Lige called after him.

Johnny unlatched the door and went inside. An old, smoke-dried odor filled his nostrils. Fastened to the overhead beam was a pole with iron hooks hanging from it. He knew they had been used to hold the meat while it was being smoked. The rough board walls were smudged with soot. In one corner, there was a butcher’s block and a wooden salt trough. In another corner, he saw two small, sturdy kegs.

He took a keg in each hand and carried them out under the tree. He and Mr. Lige sat on them and began working. They cut each potato

into small wedges, making sure each wedge had an eye, so that it could grow a sprout.

As Johnny worked, he kept thinking about the smokehouse. It was just the right size for a shop. Would Mr. Lige let Pa use it?

Suddenly, the old man chuckled. “You’re a mighty fine fellow, Johnny. To think you traded your own things to help me!” He put down his knife and tugged at his ear as if he were thinking. “Humph, humm-ph,” he mumbled. “You know, I missed you while you were gone.”

Johnny smiled. He was glad the old man liked him.

Mr. Lige picked up the knife and began cutting more potatoes. “I’ll be planting these tomorrow, if the weather holds out.”

“I’ll help you. I got the wheat seeds, too. I’m going to get the bed started.”

“Well, I’ll declare!” said Mr. Lige. “You’re going to be a real farmer.”

“Pa’s coming home in about a week.”

“Did you tell him about the preorders?”

“No sir, but I kind of sounded him out.” Johnny sighed heavily. “I asked him if he did get orders if he would stay home.”

Mr. Lige cut another potato. “What did he say?”

Johnny’s shoulders slumped. His words came slowly. “Pa said he’d need a place for a shop.”

“Humph,” Mr. Lige grunted.

The potatoes slipped swiftly from Johnny’s knife. Plop, plop, plop, they fell into the tub.

After a few minutes, Mr. Lige said, “Do you reckon your Pa could use my old smokehouse? It is no use to me anymore.”

“Do you mean it, Mr. Lige?” Johnny jumped up so quickly he almost upset the tub of potatoes. “I’ve been sitting here wondering if . . .”

“He can put a pipe through the wall,” Mr. Lige went on. “Then the brick kiln will be the same as a fireplace. That is all that will be needed.”

“It will be easy to fix,” Johnny agreed. He would scrub and clean the place. Wouldn’t Pa really be surprised!

When the last potato was cut, Johnny thanked his friend over and over. Then he ran home as fast as his long legs would carry him. Panting for breath, he told his mother what had happened.

Her eyes glistened, too. “Oh, Son, I think Pa will like that little house for a shop!”

And from that moment, Johnny was busier than ever. He did the tasks for his mother. He helped Mr. Lige plant the potatoes and the vegetable garden. Then Johnny made the bed for the wheat seeds. He burned the field and got it ready for planting.

At the inn, he asked visitors if they wanted shoes. He was promised several more orders. And in between times, he worked in the smokehouse. He moved the block and trough into the shed and then he scrubbed the ceiling. His mother helped him wash the walls.

Bones lay on the floor watching them. His tail tapped the floor briskly, sounding a little like Pa’s hammer. Johnny decided his dog knew why they were so busy and was happy about it.

\* \* \* \*

After a week had passed, Johnny began to watch the road for his father.

Late one afternoon, he finished scrubbing the smokehouse floor. Backing out the door, he looked proudly at the clean little building. His body ached, but his heart throbbed with joy. It was just right for a shop, he thought.

And when Johnny turned into his yard, there were his mother and father looking at the garden! Pa was carrying Mary piggy-back.

“Pa!” Johnny squealed. “You’re home!”

“And mighty glad about it!” Mr. Jenkins answered, his brown eyes crinkling with pleasure. “The garden’s all planted! What a surprise you gave me!” He patted Johnny on the shoulder while Bones barked and pawed at Mr. Jenkins’ leg.

“And this is Bones! I’ll wager you’re a good rabbit hound.”

Mrs. Jenkins smiled at them.

“Did-did you tell him about the preorders, Ma? And the smokehouse?” Johnny blurted out.

“No, Son,” Mrs. Jenkins said softly. “It is for you to tell.”

Johnny grabbed his father’s hand. “Come on over to Mr. Lige’s. I’ve got something to show you.”

“I reckon you have!” Mr. Jenkins declared. “We’ll all go.”

On the way, Johnny told his father about the preorders and about helping Mr. Lige with the planting. In front of the smokehouse, he said, “This is for you if you can use it.”

Mr. Jenkins opened the door. “Cornpone and molasses!” he cried.

Johnny tingled with delight. When his father said, “Cornpone and molasses,” he knew he was pleased.

“You like it?” Johnny breathed. “You’ll stay home now?”

“With all those preorders, you to fetch them, and this shop to work in, I certainly will!”

Mr. Jenkins looked at his son with love and pride. Johnny wanted to shout and dance, but he wouldn’t let himself do it. He had to act like grown-up folks!

Mrs. Jenkins put her arm around Johnny’s waist. “How glad I am; how glad I am.” Her eyes brimmed with tears of joy.

Bones pawed Johnny’s breeches. Johnny laughed and patted him. “And you started it all! You’re a good dog, yes, you are.”

“You worked to make the good things happen,” Mrs. Jenkins reminded her son earnestly.

“And now we’ve got another man around the place,” Mr. Jenkins said contentedly. “Because of you, Son, I’ve got the first shoemaker’s shop in these parts!” He smiled as he ruffled Johnny’s hair.

## THE END

**✓ Reading Check:** Underline the correct answer.

### 1. Which sentence is true?

- A. After seeing the Doughoregan plantation, it made Johnny never want to go back home. His home would never compare.
- B. Johnny had a great time at the plantation, but he was excited to be home. His home was the best place of all.

### 2. Why did Johnny’s wishes come true?

- A. because he wished upon a magic star
- B. because he never stopped wishing and daydreaming
- C. because he worked hard to make them happen

## LESSON 62

- Read Lesson 62 in the *Level 5 Shared Reader* with your parent or teacher.

### *Johnny of Johnnycake*

- ▼ Digging Deeper:** Read and complete:

Jenny Phillips wrote: "I love how *Johnny of Johnnycake* not only entertains, but it also teaches and uplifts. It is a book that left me feeling that I was a better person for having read it. I gained knowledge about another time period, and I was inspired by the messages woven throughout the book: hard work, loving families, kindness, obedience, persistence, positive attitude, sacrifice, gratitude, friendship, respectful behavior, thoughtfulness, gentleness, and honesty.

"Good and beautiful books, like *Johnny of Johnnycake*, are books that are clean and worthy, as is described in Philippians 4:8:

Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

"In *Johnny of Johnnycake*, the main character, Johnny, doesn't need fast-paced thrill and entertainment to be happy. He finds joy in simple things such as hard work, helping others, and just being at home with his family."

Choose and complete one of the following writing activities:

**#1:** Johnny learned to be a friend to Mr. Lige. They were not the same age, yet they built a friendship. Johnny also learned to work. Choose either the topic of work or friendship and describe what this book teaches about that topic.

**#2:** Johnny finds great happiness in the simple pleasure of home: the cozy fire, the smells of cooking food, and the love of his family. Write a poem or a descriptive paragraph that describes what home feels like.

## LESSON 63

- Read Lesson 63 in the *Level 5 Shared Reader* with your parent or teacher.

### *Run-On Sentences*

- Open the *Course Companion* to the page titled "Run-On Sentences" (page 31). Study the page. Then complete the exercises on this page.

**Exercise 1:** Correct the following run-on sentence by rewriting it using a semicolon.

1. Please sit down you should rest.

---

**Exercise 2:** Correct the following run-on sentence by rewriting it using a period.

1. I love that bird it's so lovely.

---

**Exercise 3:** Correct the following run-on sentences by rewriting them using a comma and a conjunction.

1. It is cold bring your coat.

---

2. It looks easy it is not.

---

- Observe the overall beauty and the small details of the painting on this page for 30 seconds.



Johann Georg Meyer (1813-1886)

#### Exercise 4

Write a sentence about the painting that is a run-on sentence.

---



---



---

Fix the run-on sentence.

---



---



---

### Capitalization: Family Relationships

- Open the *Course Companion* to page 21 (Capitalization Rules 5–7) and study Rule 5. Then complete the following exercises.

**Exercise 1:** For each sentence, underline the correct word choice.

1. The **Mother** | **mother** smiles at her baby.
2. Look at **Mother** | **mother**. She is so gentle with my baby brother.
3. Jane loves sitting next to her **Mother** | **mother** and baby brother.
4. I love the way **Mother** | **mother** smiles at little Hans.
5. I love to watch **Mother** | **mother** with her sweet baby.
6. Soon, the children's **Father** | **father** will be home.
7. My **Mother** | **mother** is a very patient woman.

**Exercise 2:** Read the following poem couplets out loud. Then, edit the poems by placing 3 underlines ≡ under letters that should be capitalized and *lc* next to letters that should be lower cased.

#### *Mother Poem Couplets*

#1

Oh, dear mother, my friend so dear,  
You warm my heart with your gentle cheer.

#2

Out in the woods, just my Mother and me,  
Picking flowers beneath the trees.

#3

You, mother, are like the rising sun each day;  
Without fail you shine your love and guide me on my way.

- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 64

- Read Lesson 64 in the *Level 5 Shared Reader* with your parent or teacher.

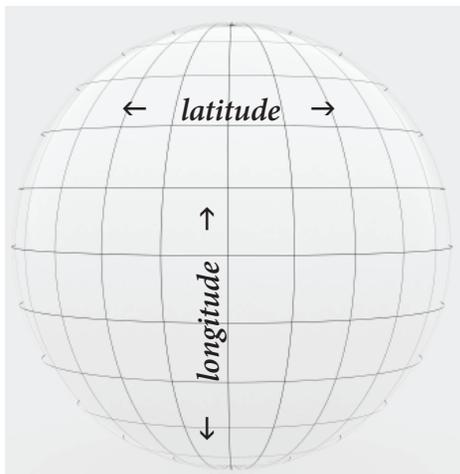
### *Geography: Longitude and Latitude*

- Read:

Lines of **latitude** are imaginary lines that circle the globe from east to west.

The equator is the latitude line that divides the earth into two hemispheres: the Northern Hemisphere and the Southern Hemisphere. The equator is the 0° point of latitude.

Lines of **longitude** are imaginary lines that run up and down the globe. The 0° point of longitude is called the **prime meridian**.



Longitude and latitude lines can help people locate places on a map more easily.

- Answer the questions. Remove the next page so that you can look at the map while you complete the exercise.

1. What is the 0° latitude line called? \_\_\_\_\_
2. Which country is at 10° S latitude and 60° W longitude? \_\_\_\_\_
3. Which river crosses 60° W longitude? \_\_\_\_\_
4. Which capital city is closest to 20° S latitude and 70° W longitude?  
\_\_\_\_\_

5. The coordinates 0° latitude and 40° W longitude are in which ocean?  
\_\_\_\_\_

### *Apostrophes*

- Open the *Course Companion* to page 19 titled “Apostrophes.” Refer to this section when needed as you complete the exercise.

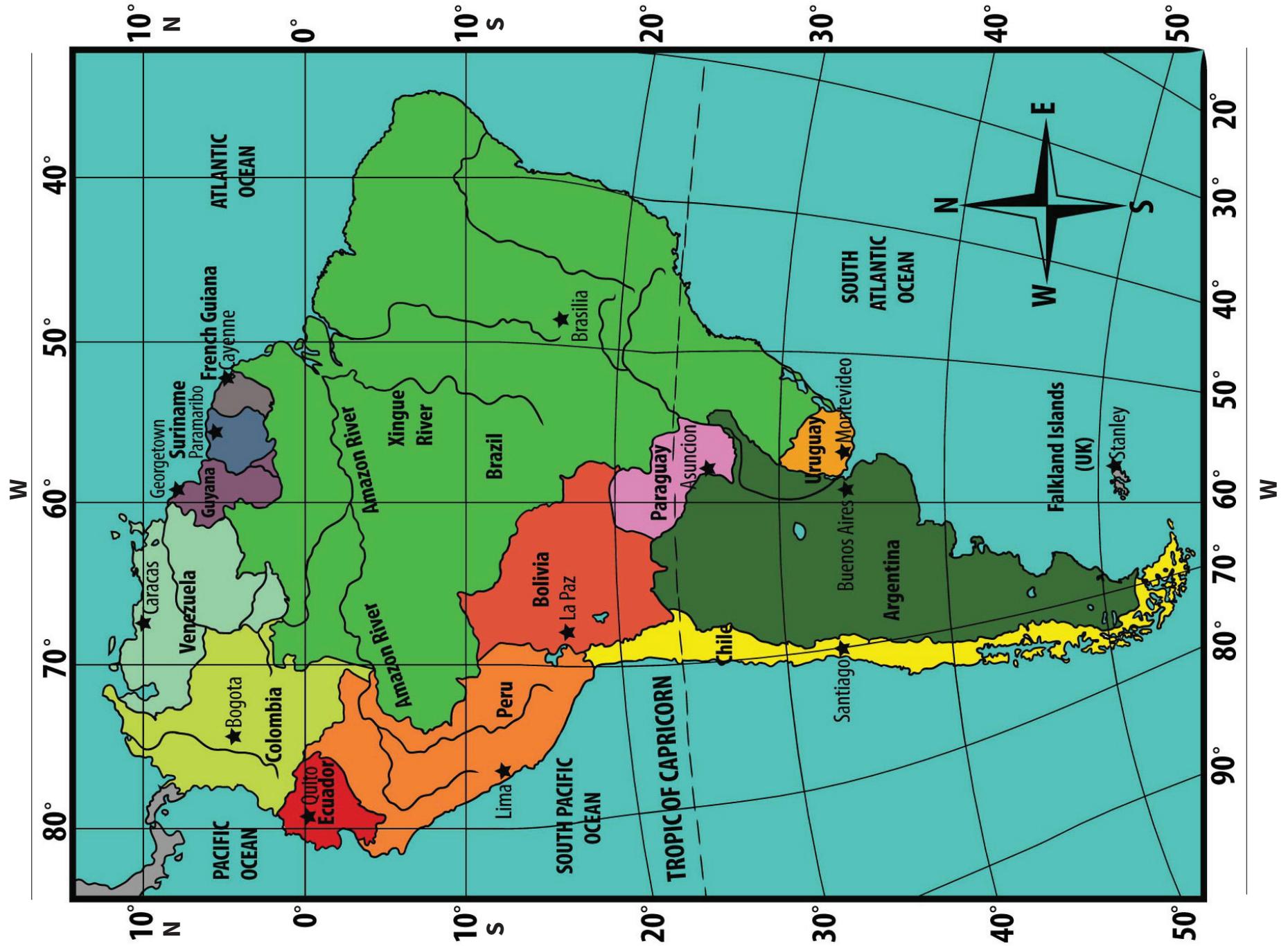
**Exercise:** If the sentence contains an error pertaining to an apostrophe, rewrite the underlined word correctly.

|    |  |
|----|--|
| 1  | <u>Theyr'e</u> happy to help. _____  |
| 2  | My <u>mothers</u> faith is inspiring. _____  |
| 3  | Mrs. <u>Whites'</u> enthusiasm is contagious. _____<br>(Her name is Mrs. White.)                 |
| 4  | <u>Wer'e</u> ready to take the test. _____   |
| 5  | My <u>teachers'</u> affable personality is nice. _____<br>(This sentence refers to one teacher.) |
| 6  | The <u>children's</u> party starts now. _____  |
| 7  | <u>Daxton</u> and Brayden's dad came. _____<br>(Daxton and Brayden are brothers.)                |
| 8  | <u>Jane's</u> and Ellen's teams lost. _____<br>(Jane and Ellen are on different teams.)          |
| 9  | The <u>librarie's</u> parking lots are being prepared.<br>_____                                  |
|    | (There are three libraries.)   |
| 10 | <u>Dad's</u> and Mom's rules are helpful. _____  |
| 11 | The <u>lions'</u> roars were very loud. _____<br>(This sentence refers to two lions.)            |

In the Eastern Hemisphere, the longitude is given in degrees east, and in the Western Hemisphere, it is given in degrees west.

In the Northern Hemisphere, the latitude is always given in degrees north, and in the Southern Hemisphere, it is given in degrees south.

Completed



## Sensory Language: Sound

### Read:

Louisa May Alcott wrote many good and beautiful books in the 1800s. There is a reason that her books are still in print and read by many people 150 years after she first published them—she was a master writer.

Let's read some passages from Alcott's book *Under the Lilacs* that use description of sound to create emotion and bring the story to life. Underline words in these passages that use language dealing with sound.

"Oh, do call him in and make him dance," cried the girls, all chirping at once, till it sounded as if a flock of sparrows had taken possession of the shed.

Wednesday afternoon was the sewing time; so the two little girls worked busily at a pair of shirt-sleeves, sitting on their bench in the doorway, while the rusty needles creaked in and out, and the childish voices sang school-songs, with frequent stoppages for lively chatter.

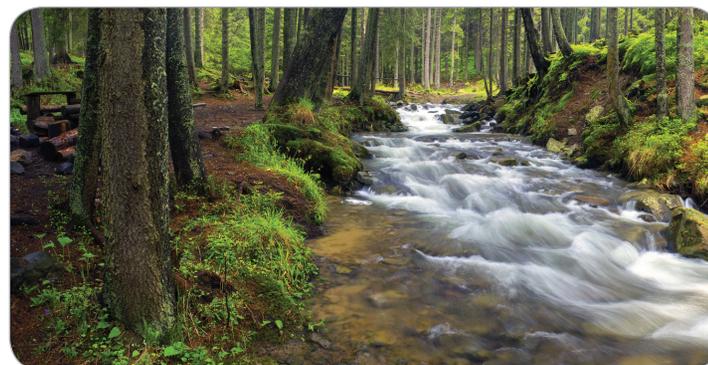
For a minute nothing was heard but the loud tick of the old clock and a mournful whine from Sancho, shut up in the shed lest he should go to church without an invitation.

Sam began to shout for aid in every key possible to the human voice. Such hoots and howls, whistles and roars, never woke the echoes of the lonely marsh before . . . He hardly expected any reply but the astonished "caw" of the crow, who sat upon a fence watching him with gloomy interest; and when a cheerful "Hullo, there!" sounded from the lane, he was so grateful that tears of joy rolled down his fat cheeks.

### Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## WRITER'S NOTEBOOK ASSIGNMENT

Set your timer for six minutes. In that time, write as many sentences or paragraphs as you can that describe the way things shown in one or more of the photos on this page might sound. You don't have to write about just what you see in the scene; use your imagination.



## LESSON 65

- Read Lesson 65 in the *Level 5 Shared Reader* with your parent or teacher.

### *Geography: South America*

- Read and complete:

You are going to study some maps of South America in preparation for reading literature about and from South America later in the course.

**Map #1** is a **political map**: a map that shows man-made boundaries such as countries and states. Detailed political maps may also show the locations of cities and towns. This map also shows the **equator**: an imaginary line drawn around the planet that divides the planet into two halves: the **Northern Hemisphere** (north of the equator) and the **Southern Hemisphere** (south of the equator). Use Map #1 to answer these questions:

- Which country has the largest land mass?  
\_\_\_\_\_
- Which countries are landlocked (surrounded by land)?  
\_\_\_\_\_
- Which country is connected to Central America?  
\_\_\_\_\_
- Which South American countries are crossed by the equator?  
\_\_\_\_\_
- Which country has the most coastline on the Pacific Ocean?  
\_\_\_\_\_

- On a blank sheet of white paper, draw (or trace) Map #1. Include the equator, compass rose, and names of countries.



Read and complete:

**Map #2** is a *physical map*: a map that shows natural features such as mountains, rivers, and lakes. On these types of maps, green indicates areas with a lot of **vegetation**. Vegetation is plant life such as forests, bushes, grass, and so on. The green areas receive more rain—that is why the areas have more vegetation. Brown/yellow areas are drier. The crinkly brown areas on a map indicate mountains. White indicates ice, and blue indicates water (oceans, lakes, rivers).

Use Map #2 to complete the following.

1. The long, thin mountain range on the map is named the Andes. On which side of the continent is the Andes located—the east or the west?  


---



---
2. Name three countries in South America in which the Andes Mountains are not located. Use Map #1 and Map #2 to answer the question.  


---



---



*Prepositional Phrases and Commas*

Open the *Course Companion* to page 29 titled “Prepositions and Prepositional Phrases.” Study the page. Then, underline all of the prepositional phrases in the following sentences. Some sentences have more than one prepositional phrase.

1. I was heading toward the kitchen when I tripped over the rug.
2. I left the camera on the counter.
3. The new girl sits across from me.
4. The car came speeding around the corner and almost hit the cat.
5. I thought I heard a bear near our campground, so I climbed up a tree.
6. I stayed outside until sunset, and I watched the sun sink behind the mountains.

Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.





## LESSON 70

- Read Lesson 70 in the *Level 5 Shared Reader* with your parent or teacher.

### *South American Country Article: Outline*

- Using the research you have completed, write the outline for your article on a South American country. You determine how many sections you want in your essay. First, look at the example outline to get ideas, and then write your outline in the box below.

**Section 1:** Opening paragraph

**Section 2:** The land in general

**Section 3:** A famous landmark or region

**Section 4:** Plant and animal life

**Section 5:** Natural resources

**Section 6:** Closing paragraph

### *Homophones*

- **BORED:** A book will keep you from being bored.
- **BOARD:** I hammered a nail into the board.
- **WEATHER:** Did you check the weather forecast today?
- **WHETHER:** I don't know whether she is coming.

#### Circle the correct word for each sentence.

1. Spring **whether** | **weather** varies a lot.
2. Do you know **whether** | **weather** the test is today?
3. They prefer cooler **whether** | **weather**.
4. He tripped over the **board** | **bored** in the garage.
5. When should I paint the **board** | **bored**?
6. If you are **bored** | **board**, then you should go outside.

- **GRATE:** I asked him to grate the cheese.
- **GREAT:** They are great friends.
- **HERD:** The herd of cattle was grazing in the field.
- **HEARD:** I heard a beautiful song today.

#### Circle the correct word for each sentence.

1. The cowboy moved his **herd** | **heard** to another pasture.
2. The **herd** | **heard** moved slowly through the grass.
3. We **herd** | **heard** the birds chirping as we walked through the forest.
4. James was a **great** | **grate** reader.
5. Can you help me **great** | **grate** this Mozzarella cheese?
6. We had a **grate** | **great** time at the concert.

## Sentence Diagramming

- Open the *Course Companion* to page 17 titled “Sentence Diagramming.” Refer to this section when needed for this lesson and future lessons on sentence diagramming. Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. This lesson uses sentence diagramming steps 1–5.

Crystal quietly watches the colorful bird.



The rabbit hungrily nibbles the crunchy carrot.



Fortunately, my little brother found his hedgehog.



## Geography: South America

- Label the countries of South America (except for the countries with an X). Use the map on page 13 of the *Course Companion* as a reference if needed. Remember that specific names of places, including countries, towns, and cities, are proper nouns and are capitalized.



- Write the countries you labeled on the map in alphabetical order.

---



---



---



---



---



---



---



---

- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 75

- Read Lesson 75 in the *Level 5 Shared Reader* with your parent or teacher.

### *Run-On Sentences*

- Open the *Course Companion* to the page titled “Run-On Sentences” (page 31). Study the page. Then complete the exercises on this page.

**Exercise 1:** Correct the following sentence by rewriting it using a semicolon.

I paid for the ticket please let me in.

---

**Exercise 2:** Correct the following sentence by rewriting it using a period.

Don't come with me you might fall.

---

**Exercise 3:** Correct the following sentences by rewriting them using a comma and a coordinating conjunction.

The clouds are very dark the wind is blowing.

---

I know the way you should come with me.

---

- Observe the overall beauty and the small details of the painting on this page for 30 seconds.

- Exercise 4**

Write a short sentence about the painting that is a run-on sentence.

---



---



---

Fix the run-on sentence.

---



---



---

Hans Gude (1825–1903)



### *Poetry Reading Practice*

- Read through the following poem several times. Then read it out loud to your parent or teacher using expression and emotion.

#### *Evening*

Elizabeth Follen

How beautiful the setting sun!  
The clouds how bright and gay!  
The stars, appearing one by one,  
How beautiful are they!  
And when the moon climbs up the sky,  
And sheds her gentle light,  
And hangs her crystal lamp on high,  
How beautiful is night!

And can it be I am possessed  
Of something brighter far?  
Glow there a light within this breast  
Outshining every star?  
Yes; should the sun and stars turn pale,  
The mountains melt away,  
This flame within shall never fail,  
But live in endless day.  
This is the soul that God has given,  
Sin may its luster dim;  
While goodness bears it up to heaven,  
And leads it back to him.

- Read for at least 15 minutes in your *Level 5 Personal Reader*.

## LESSON 76

- Read Lesson 76 in the *Level 5 Shared Reader* with your parent or teacher.

### Geography: Biomes

- Read:

A **biome** is a large region of Earth with a specific climate and specific types of plants and animals. Major biomes include forests, deserts, tundras, and grasslands.

In this course, you will study different types of forest biomes in detail. First, let's take a quick look at some of the other major biomes.

**Deserts:** Deserts are areas that receive little rain, generally 10 inches or less a year. There are both hot and cold deserts. Antarctica is the largest cold desert in the world, while the Sahara in Africa is the largest hot desert. About 1/5 of the world is covered with deserts. South America has several large deserts, with the Atacama Desert being the largest.

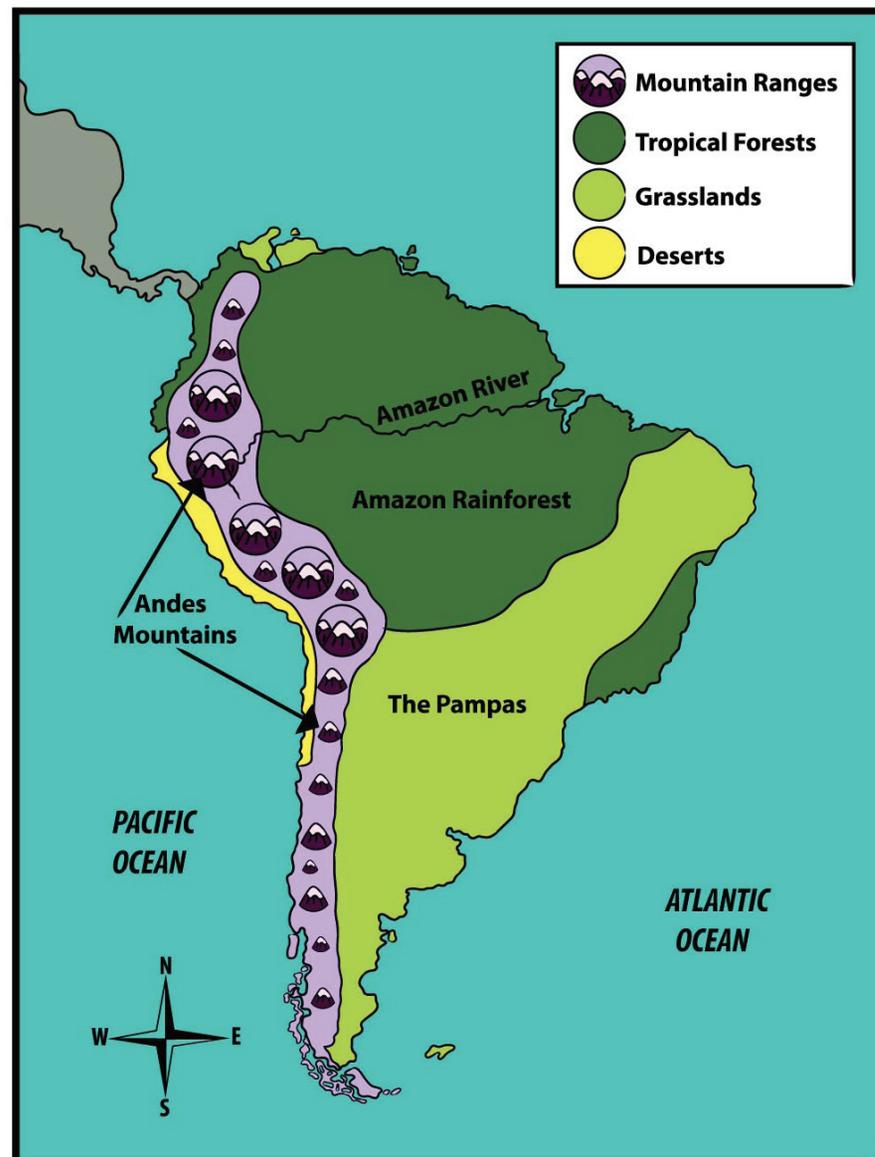
**Tundras:** Tundras are cold and treeless areas. There are two types of tundra biomes. **Alpine tundras** are so high in the mountains that the air is too thin and conditions too harsh for trees to grow. **Arctic tundras** have permanently frozen ground. The Arctic tundra is located far north in the Northern Hemisphere.

**Grasslands:** Grasslands are dominated by grasses rather than large shrubs or trees. Prairies, steppes, and plains are all names that describe this biome.

- Once you have studied the information above well enough, in your own words, explain to your parent or teacher the following terms:

biome | desert | tundra | alpine tundra | arctic tundra | grassland

- Study the map on this page and answer these questions in your mind. What biome is most of Brazil? What biome is most of Argentina?



## A Tip for Determining Sentence Structures More Easily

- Read:** In order to more clearly identify sentence structures, you can cross out phrases (such as prepositional phrases), which do not help determine the sentence structure. (Example: ~~On the old wooden bridge~~, we sat and talked ~~until dinner time~~.) If you evaluate only what is not crossed out, it can be easier to identify the sentence structure.
  - For each sentence, cross out the prepositional phrase or phrases and then underline the type of sentence structure. If needed, refer to page 33 titled “Sentence Structures” in the *Course Companion*.
1. Under the tent blanket in the family room, Dad and I read a book until 8:00 pm.  
*simple | compound | complex*
  2. When I was reading a book under the old wooden bridge behind my grandfather’s farm, I saw some new baby ducks behind some bushes.  
*simple | compound | complex*
  3. Because the kite got caught in the huge, old oak tree near the cemetery, we had to climb up the tree very carefully.  
*simple | compound | complex*
  4. Outside the garage in our backyard, the ants were having a jolly time because I left a sandwich in the middle of the patio.  
*simple | compound | complex*
  5. I like to look for butterflies in the large forest behind my home, but I never catch them in a net.  
*simple | compound | complex*
  6. Across the wide, meandering river next to our camp, a family was fishing in a canoe with a really big fishing pole.  
*simple | compound | complex*
- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 78

- Read Lesson 78 in the *Level 5 Shared Reader* with your parent or teacher.

### WRITER’S NOTEBOOK ASSIGNMENT

You are going to write an article trying to persuade people to go on vacation to Patagonia. For this article, use this outline:

1. Opening Paragraph
2. Reason #1 to Visit Patagonia: The Stunning Scenery
3. Reason #2 to Visit Patagonia: Animal Life
4. Closing Paragraph

Use the facts on the next page for your article. For your article, you have permission to copy some of the exact phrases because you are just learning to write, and modeling good writing is helpful. However, be aware that copying writing without permission is called **plagiarism** and is not allowed. You cannot use all of the information, so choose the information that works the best for your essay.

For this lesson, you will write the opening paragraph. Use one of the following techniques for creating a catchy opening line.

1. An interesting fact or surprising statistic
2. A thought-provoking question
3. A short personal experience
4. A short but interesting and applicable quote
5. An attention-grabbing statement
6. A short but interesting story
7. Historical background
8. Vivid description

- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## FACTS ABOUT PATAGONIA

### Quotes and Attention-Grabbing Statements

*(Use the quotes directly, or just use information from the quotes in your own words.)*

- Imaginetravel.com wrote: “There is no adjective that can best describe how awe-inspiring it is here. It is a vast and remote wilderness bursting with jagged mountains, emerald forests, snow-capped peaks, luminous lakes, and ice fields.”
- With its jagged snow-capped peaks and majestic scenery, it would be hard to imagine a more wild and magnificent location than Patagonia.
- Hellomagazine.com wrote: “The unspoiled, unfamiliar, and foreign lands of Patagonia boast some of the most dramatic and mesmerizing landscapes on earth.”
- At the southern tip of South America lies a land untouched by human hands but incredibly beautiful to the human eye.
- The beauty and awe of Patagonia may be one of the best-kept secrets of amazing vacation destinations.
- Hellomagazine.com wrote: “Surrounded by solitude and peace, myth and mystery, mountain ranges, rivers, and valley forms, Patagonia or ‘the uttermost part of the earth’ is quite possibly one of the most exquisite locations in the world.”

### Stunning Scenery

*(Use exact phrases, combine phrases from different sentences, modify the phrases, or use the information to write in your own words.)*

- Patagonia is known for its breath-taking scenery, jagged mountain peaks, and enormous glaciers.
- In this vast region, you will connect with nature and refresh your soul.
- This land, which is untouched by human hands, has obviously been formed by the almighty hands of God.
- You can experience the incredible scenery by hiking, biking, or

horseback riding.

- The legendary landscape of Patagonia boasts gorgeous mountains and placid turquoise lakes.
- Patagonia is a land of vast forests, wind-swept grasslands, jagged mountains, scenic coastlines, and monstrous glaciers.
- Famous mountain climber Yvon Chouinard said, “It is a mystical, almost imaginary place.”
- The scenery is so incredible, you may never want to leave the jagged mountains, quiet forests, and peaceful valleys.
- Everywhere you look, you may feel you are looking at the perfect scene for a postcard.

### Animal Life

*(Use exact phrases, combine phrases from different sentences, modify the phrases, or use the information to write in your own words.)*

- Do you love animals? If so, you will love the variety of wildlife in Patagonia.
- Patagonia is home to amazing and diverse wildlife.
- Who can pass up the opportunity to swim with sea lions, watch majestic whales rise out of the water, and walk with penguins?
- Patagonia offers some of the best whale watching in the world.
- Patagonia has great penguin-watching opportunities.
- You can walk in a penguin colony, coming within inches from penguins.
- The Andean condor can be found throughout Patagonia and has the largest wingspan of any land bird.
- Some of the best snorkeling in the world is in Patagonia. While snorkeling, you can see amazing fish, sea lions, dolphins, and more.
- In Patagonia you might see foxes, flamingos, penguins, condors, and pumas.

## LESSON 79

- Read Lesson 79 in the *Level 5 Shared Reader* with your parent or teacher.

### WRITER'S NOTEBOOK ASSIGNMENT

*Write the first body paragraph for your persuasive article on Patagonia.*

*Use the facts in Lesson 78 for your article. For your article, you have permission to copy some of the exact phrases. You cannot use all of the information, so choose the information that works the best for your essay.*

*Use transitions. Transitions help establish logical connections between sentences, paragraphs, and sections of your papers. Here are some transitional words and phrases you can use:*

first, second, next, finally, also, in addition, in fact,  
actually, equally as important, equally as amazing

*Remember that body paragraphs usually follow this sequence:*

- 1. Introduce the main idea of the paragraph in a topic sentence.**
- 2. Provide supporting evidence.** Evidence may be quotes, statistics, personal examples, or facts.
- 3. Discuss or analyze your evidence.**
- 4. Close by reinforcing the main idea of the paragraph.**

- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 80

- Read Lesson 80 in the *Level 5 Shared Reader* with your parent or teacher.

### WRITER'S NOTEBOOK ASSIGNMENT

*Write the second body paragraph for your persuasive article on Patagonia.*

*Use the facts in Lesson 78 for your article. For your article, you have permission to copy some of the exact phrases. You cannot use all of the information, so choose the information that works the best for your essay.*

*Use transitions. Transitions help establish logical connections between sentences, paragraphs, and sections of your papers. Here are some transitional words and phrases you can use:*

first, second, next, finally, also, in addition, in fact,  
actually, equally as important, equally as amazing

*Remember that body paragraphs usually follow this sequence:*

- 1. Introduce the main idea of the paragraph in a topic sentence.**
- 2. Provide supporting evidence.** Evidence may be quotes, statistics, personal examples, or facts.
- 3. Discuss or analyze your evidence.**
- 4. Close by reinforcing the main idea of the paragraph.**

- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 81

- Read Lesson 81 in the *Level 5 Shared Reader* with your parent or teacher.

### WRITER'S NOTEBOOK ASSIGNMENT

Write the closing paragraph for your persuasive article on Patagonia.

### *Compound Subjects, Verbs, and Direct Objects*

When there is more than one subject in a sentence, it is a **compound subject**. Example: Paul and Ryan picked strawberries.

When there is more than one verb in a sentence, it is a **compound verb**. Example: Lily cleans and sings.

When there is more than one direct object in a sentence, it is a **compound direct object**. Example: I washed the cat and the dog.

- Exercise 1:** Write a sentence that contains each of the following:

A compound subject

---



---

A compound verb

---



---

A compound direct object

---



---

- Underline the item each sentence contains: a compound subject, a compound verb, or a compound direct object.

**1. The little girl and her brother walked to the park.**

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

**2. The actress spoke clearly and sang beautifully.**

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

### *Sentence Diagramming*

- Open the *Course Companion* to page 18 titled "Sentence Diagramming" and study Step 8. Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs.

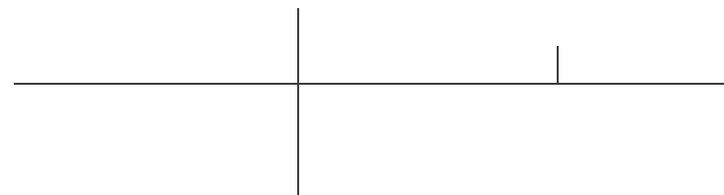
Molly and Sarah wrote a funny play.



The cute dog and the soft kitten slept peacefully.



Cheerfully, the new teacher taught a wonderful lesson.



- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 82

- Read Lesson 82 in the *Level 5 Shared Reader* with your parent or teacher.

### Edit the Article



There are seven mistakes.

### Lake Titicaca

Lake titicaca is one of the most fascinating lakes in the world. The lake is beautiful and majestic and the people living on the lake are very interesting.

Approximately 60% of the lake is in Peru, and 40% is in Bolivia. Forty-one islands rise from the lake. Many people live on these islands but other people live on man-made islands made from floating reed mats. Each floating island is about 50 feet by 50 feet, and contains several thatched houses. Even though the floating mats are 12 feet thick it still feels like you are walking on an giant sponge. The native people use a reed-like plant called totora to make the mats They also use totora to make their homes.

### Poetry Terms

- Read and complete:

All literature is either poetry or prose. **Prose** is a compilation of words organized into sentences and paragraphs. **Poetry** is a compilation of words organized into lines and stanzas. Examples of prose are essays, short stories, nonfiction, plays, and novels.

The two kinds of literature are \_\_\_\_\_

Short stories are examples of \_\_\_\_\_

A **verse** is a single line of a poem.

A **stanza** is a grouped set of lines in a poem set apart by a space.

A **refrain** is a phrase or verse that repeats in a poem.

A **couplet** is a pair of lines in a poem that contains end rhymes.

A **quatrain** is a stanza or a poem that contains four lines.

An **octave** is a stanza or a poem that contains eight lines.

On the poem below (which is composed of two stanzas that are quatrains), circle the first verse, put a box around the first stanza, and underline all of the refrains.

### Goodnight

by Rose Fyleman

The rabbits play no more,  
The little birds are weary,  
The buttercups are folded up;  
Good night, good night, my dearie.

The children in the country,  
The children in the city,  
Go to their beds with nodding heads;  
Good night, good night, my pretty.

- Writer's Notebook**

In your **Writer's Notebook**, title a page "Poetry Terms." Then, in your notebook, write all of the words on this page that are in bold italics and their definitions.

- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 83

- Read Lesson 83 in the *Level 5 Shared Reader* with your parent or teacher.

### Comma Splices

- In your *Course Companion*, study page 26 titled “Comma Splices.”

**EXERCISE 1:** Underline the sentences that contain comma splices. Remember that dependent clauses at the beginning of sentences are set off with commas. A comma splice is when a comma with no coordinating conjunction comes between two independent clauses.

- Mom is steadfast, I can always count on her.
- I like the rolls, they are so soft.
- The duck spotted a fish, so it dove under the water.
- Because the doctor is gone, I will have to help you.
- The rainbow was beautiful, but it disappeared quickly.
- The stars were bright, the moon was full.
- My dog swims in the lake, my cat will not get in.

**EXERCISE 2:** Fix the comma splice with a period.

Don't leave yet, I am coming.

**EXERCISE 3:** Fix the comma splice with a comma and coordinating conjunction.

The wind whistles, the rain pours.

**EXERCISE 4:** Fix the comma splice with a semicolon.

Dad is responsible, he's always on time.

- Set your timer for 30 seconds and observe the overall beauty and the small details of the painting on this page.

### Exercise 5

Write a short sentence about the painting that is a run-on sentence.

---



---

Fix the run-on sentence.

---



---

Grant Wood (1891–1942)



### WRITER'S NOTEBOOK ASSIGNMENT

Write a short poem that uses a refrain.

- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 84

- Read Lesson 84 in the *Level 5 Shared Reader* with your parent or teacher.

### Edit the Article



There are eight mistakes.

### Brazil

Brazil is the largest country in South America, and covers more than half the continent's landmass. Because of Brazil's beautiful scenery and diverse land, millions of tourists visit Brazil every year.

Portugal claimed the land in 1500 but Brazil became an independent country in 1822. However, the Portuguese language stayed, and remains the official language spoken in Brazil.

The climate in most of Brazil is tropical and 60% of the Amazon Rainforest is located in Brazil. Over half of the Amazon river lies within Brazil.

### Poetry: Meter and Rhythm

- Read and complete:

**Meter** is a pattern of stressed / and unstressed ∪ syllables in a poem. Stressed means emphasized. For example, in the word SUNSHINE, SUN is naturally stressed (emphasized). Some poems have a regular meter, and some do not. A regular meter gives poetry a rhythmical and melodious sound.

In poetry, a **foot** has a certain number of syllables in it, usually two or three syllables. The foot pattern is repeated throughout the poem.

There are several kinds of meters. Here are two of the most common:

**iamb** (unstressed, stressed) ∪ /

**trochee** (stressed, unstressed) / ∪

The beat pattern for the first stanza of the poem "Friends" has been given in red. Study the beats and answer the questions by underlining the correct answers.

- Does the stanza have a consistent meter? **YES** | **NO**
- Which meter does the poem use? **iamb** | **trochee**

### Friends

by Abbie Farwell Brown

How good to lie a little while  
 And look up through the tree!  
 The Sky is like a kind big smile  
 Bent sweetly over me.

## LESSON 88

- Read Lesson 88 in the *Level 5 Shared Reader* with your parent or teacher.

### *Tropical Rainforests*

- Read:** God made a world with much variety. On the continent of South America alone, the landscape, the climate, and the culture of the people differ greatly. For example, if we were to travel to all parts of South America, we would travel through many biomes, including deserts, tundras, grasslands, deciduous forests, and tropical rainforests. Today, you are going to study tropical rainforests.

#### TROPICAL RAINFORESTS

From the name “rainforest” you might guess that it rains a lot in this type of biome, and you would be right. A forest must receive at least 75 inches of rain per year to be considered a rainforest. Tropical rainforests are close to the equator where the sun is intense for most of the year. The heat makes water evaporate. As the water vapor rises into the atmosphere, it cools, forms into rain, and falls.

Consider these interesting facts about rainforests:

- Scientists estimate that more than half of all of the world’s plant and animal species live in tropical rainforests.
- A tropical rainforest has more kinds of trees than any other biome.
- There are over 2,500 different vine species in the tropical rainforest. Some are as thick as a human being!
- Tropical rainforests produce about 40% of Earth’s oxygen.
- Twenty-five percent of ingredients in medicines today come from rainforest plants.
- Most of the animals living in tropical rainforests live in the trees. There they can find all they need—food, water, and shelter—and rarely have to come down to the floor of the forest.

- Use the chart below to answer the questions.

1. Which biome receives more rain: deciduous forests or grasslands?  
\_\_\_\_\_
2. On average, how many more inches of rain per year does the Amazon Rainforest receive than Death Valley?  
\_\_\_\_\_
3. Do grasslands receive more than seven times the rain of deserts?  
\_\_\_\_\_

#### *Average Rainfall*

| <i>Biome</i>                     | <i>Location</i> | <i>Average Annual Rainfall</i> |
|----------------------------------|-----------------|--------------------------------|
| <b>Tropical Rainforest</b>       |                 |                                |
| Amazon Rainforest                | South America   | 108 inches                     |
| Santa Elena Cloud Forest Reserve | Costa Rica      | 144 inches                     |
| <b>Deciduous Forests</b>         |                 |                                |
| Uinta National Forest            | United States   | 26 inches                      |
| Gwydir Forest                    | Wales           | 65 inches                      |
| <b>Grasslands</b>                |                 |                                |
| Buffalo Gap                      | United States   | 18 inches                      |
| The Pampas                       | South America   | 15 inches                      |
| <b>Deserts</b>                   |                 |                                |
| Death Valley                     | United States   | 2 inches                       |
| Atacama Desert                   | South America   | .59 inches                     |

- Look up information online to answer the following questions:

1. In which type of biome do you live? \_\_\_\_\_
2. What is the average annual rainfall in your city? \_\_\_\_\_

## Art: Watercolor Practice

### Read:

The hot and humid climate of tropical rainforests provides ideal conditions for plant life. The Amazon Rainforest alone contains over 40,000 plant species! In this lesson, you will practice painting pictures of the kinds of leaves found in tropical rainforests.

### Practice painting two or more kinds of leaves as shown on this page by completing the following steps.

1. On watercolor paper, use a pencil to lightly sketch the leaves you have chosen.
2. Use light colors first. Make a color lighter by adding water, or blot off some of the paint from the paper.
3. Use darker colors to finish the painting.

### Read for at least 10 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.



## LESSON 90

- Read Lesson 90 in the *Level 5 Shared Reader* with your parent or teacher.

### Prewriting

- Read:

Prewriting is the first stage of the writing process. During prewriting you explore ideas for your essay or story. Following are some of the most common prewriting techniques.

#### FREE WRITING

When using the free writing technique, write down everything about your topic that comes to mind. Full sentences, correct spelling, neatness, and organization are not required. You may find it effective to set a timer for five or ten minutes while you free write on a subject.

#### BRAINSTORMING

At the top of a page, write your topic to help you focus. Then list as many ideas as you can about your topic. Brainstorming usually looks more like a list, and free writing usually looks more like unorganized paragraphs.

#### DISCUSSION

Discussing your topic with friends, classmates, or family is a great way to explore a topic. Write down the ideas that you discover.

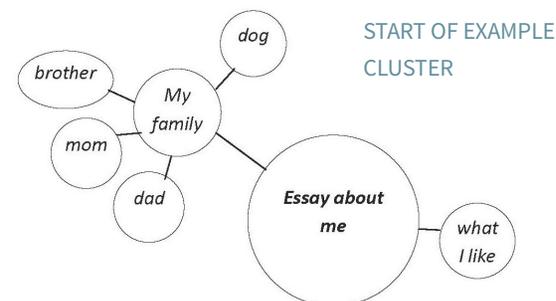
#### LISTING

Generate lists of issues, phrases, and/or sentences about your topic.

#### CLUSTERING AND MAPPING

Draw a circle in the middle of a sheet of paper. Write a word or phrase in the circle. Draw a line from that circle, and at the end of that line, draw another circle in which you write another short phrase or thought that is connected to the first thought. Similar thoughts or ideas branch

off from the same circle in another direction. Continue creating new strands and expanding your cluster. Do not think too much—just keep writing.



### WRITER'S NOTEBOOK ASSIGNMENT

Practice the free writing technique to generate fictional story ideas. Write one of the topic ideas below (or your own topic idea) at the top of a page. Then set a timer for seven minutes and free write. If you run out of ideas for one topic, start on another. Write longer than seven minutes if desired.

**Topic Ideas:** Things I love | Things I like to write about | Objects that could play an interesting part in a story

### Possessives

- Read and complete:

Possessives are words that show ownership. Add an apostrophe and an S to show possession. *Example:* This is David's dog.

**Write the possessive form of the noun that has been placed in parentheses at the end of the sentence.**

- In the forest we saw a \_\_\_\_\_ tracks. (bear)
- I saw an \_\_\_\_\_ nest. (eagle)
- We could feel \_\_\_\_\_ chill. (winter)

## Edit the Article



There are 13 mistakes.

### Easter Island

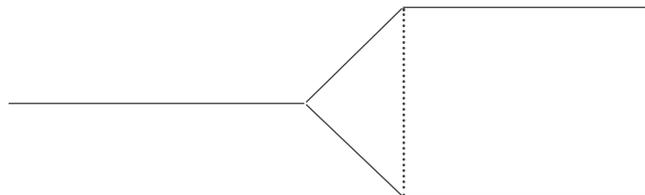
South america has many islands one of the most visited is called easter island. This island is in the Pacific ocean, and belongs to Chile.

Easter Island is well known for it's enormous stone statues. Built in ancient times there are over 800 statues scattered across the island. Many of the statues' were never finished. The average statue is 14 feet high but some statues are as large as 33 feet high! Some of the statues wear hats or crowns but most of the statues do not have hats or crowns. While different theories exist about these statues, scholars are not sure why they were created.

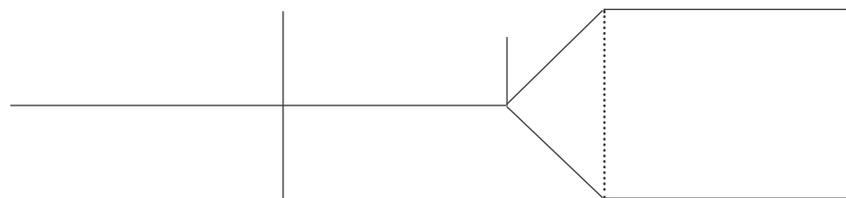
## Sentence Diagramming

- Diagram the sentences below. Refer to pages 17 and 18 in the *Course Companion* if needed.

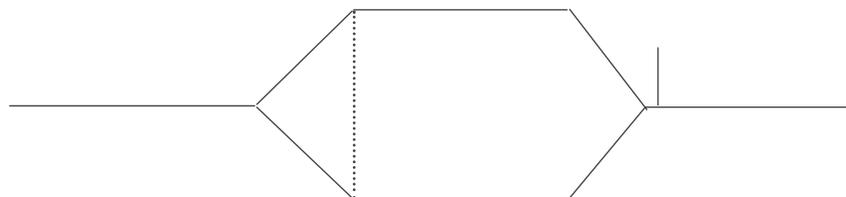
A busy bird flew quickly and worked diligently.



Hastily, the hungry hamster ate the crunchy carrots and the fresh spinach.



My amazing grandfather weeded and watered the lovely garden.



- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

**WRITER'S NOTEBOOK ASSIGNMENT** 

Work on your fictional story for at least 15 minutes.

- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

**LESSON 95**

- Read Lesson 95 in the *Level 5 Shared Reader* with your parent or teacher.

*Verb Phrases*

A verb phrase is the helping verb or verbs plus the main verb. The verb phrases are underlined in the following examples:

I have been hoping to ride a pony. | I am having a great day!

- Exercise 1:** Underline the verb phrase in each sentence.

1. I am waiting for the rain to stop.
2. He was watering Grandma's garden.
3. I had hoped for a miracle.
4. We had been sitting on the porch for an hour.
5. The student is trying his best.
6. We should help that lady.
7. The baby can crawl now.
8. They shall spend the night in a tent.
9. I might want some help.



Johan Fredrik  
Eckersberg  
(1822–1870)

- Set your timer for 30 seconds and observe the overall beauty and the small details of the painting on this page.
- Exercise 2:** Write two sentences about the painting that have verb phrases and circle the verb phrases.

---



---



---



---



---

**WRITER'S NOTEBOOK ASSIGNMENT** 

Finish your fictional story.

- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 96

- Read Lesson 96 in the *Level 5 Shared Reader* with your parent or teacher.

### Geography:

#### *The Amazon River*



- Read the nonfiction article titled “The Amazon River,” which starts on page 42 of the *Course Companion*.

- ✓ **Reading Check:** Underline the correct answer.
- All areas along the Amazon River have now been explored.  
TRUE | FALSE
  - A Spanish explorer was hoping to find cinnamon and gold when he found the Amazon River.  
TRUE | FALSE

### Capitalization: Family Relationships

- Open the *Course Companion* to page 21 (Capitalization Rules 5–7) and study Rule 5. Then complete the following exercises.

**Exercise 1:** For each sentence, underline the correct word choice.

- My **Grandfather** | **grandfather** is a writer.
- Does your **Grandfather** | **grandfather** like to garden?
- Yesterday, **Grandfather** | **grandfather** took me home.
- I really love **Grandfather’s** | **grandfather’s** advice.
- When I was ill, **Grandfather** | **grandfather** visited me.

- Dan’s **Grandfather** | **grandfather** is particularly kind.
- I love how **Grandfather** | **grandfather** is always happy.
- My **Grandfather** | **grandfather** always gives me good books.
- Please tell **Grandfather** | **grandfather** I appreciated his help.

**Exercise 2:** Write a sentence in which the word “mom” is capitalized and a sentence in which “mom” is not capitalized.

capitalized

---



---

not capitalized

---



---

### *Desert/Dessert*

- Underline the correct word choice for each sentence. Refer to page 35 in the *Course Companion* if needed.
- Grandma makes the best (desert/dessert)!
  - Utah is classified as a (desert/dessert).
  - The (desert/dessert) is a tremendously dry place to reside.
  - In cold (deserts/desserts), the main form of precipitation is fog or snow.
  - I ate so much dinner that I am not sure I have room for (desert/dessert).
  - The Atacama (Desert/Dessert) is one of the driest (deserts/desserts) in the world.
  - My favorite type of (desert/dessert) is ice cream.
  - I need to make a (desert/dessert) for the party.
  - I found an arrowhead in the (desert/dessert).
- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 97

### Sentence Diagramming

☆ Complete this page with your parent or teacher.

#### Seeking the Good & the Beautiful: Part 1

Read with your parent or teacher:

If I were to ask you why you go to school, you might say, "To learn."  
Learning is important! Abraham Lincoln said:

"Upon the subject of education . . . I can only say that I view it as the  
most important subject which we as a people may be engaged in."

But knowledge is not the only important thing to gain through an  
education. Martin Luther King, Jr. wrote:

"Intelligence plus character—that is the goal of true education."

What is character? Character is the way someone thinks, feels, and  
behaves. Someone with noble character thinks, feels, and behaves in a  
way that is kind, honest, hard-working, grateful, and so on.

It is very important to learn facts and skills such as history and writing,  
but the most important thing you can learn through your education is  
character. Being able to spell correctly and read quickly is wonderful, but  
being kind, thoughtful, and hard working is much more important. Good  
character will lead you to do your best in everything.

People with noble character have something in common—they love what  
is good and beautiful. In the Bible (Philippians 4:8), Paul taught us that  
we should think about and seek after good and beautiful things:

Finally, brethren, whatsoever things are true, whatsoever things  
are honest, whatsoever things are just, whatsoever things are pure,  
whatsoever things are lovely, whatsoever things are of good report; if  
there be any virtue, and if there be any praise, think on these things.

- Diagram the sentences below. *This lesson focuses on Step 9: Diagramming Verb Phrases.* Refer to page 18 of the *Course Companion* if needed.



Robert has sliced the red apple.



Lately, Shelly has been eating the ripe grapefruits.



The silly monkey really should have eaten the banana.



My Uncle Alberto will slowly slice the soft bread.



## Vocabulary

- Read the following vocabulary words and definitions. If you cannot pronounce a word, ask your parent or teacher for help.

**forlorn:** sad; abandoned

Many of the senior citizens looked so lonely and forlorn when we arrived at the nursing home.

**comrades:** close companions

There is a special bond between comrades returning from the horrors of war.

**antics:** playful tricks or amusing behavior

The antics of the little monkey made all of the children giggle.

**wistful:** reflecting longingly

I read each letter with a wistful expression, remembering the past as if it were only yesterday.

**bedraggled:** wet and dirty; in bad condition

My little sister's bedraggled doll was really quite a horrible sight.

**beguile:** to deceive; to fool or trick

You cannot beguile me into thinking that cheating is OK.

- Fill in the blanks with the correct word from the list above.

1. My two \_\_\_\_\_ held the rope tightly as I descended.
2. Visiting my childhood home made me feel \_\_\_\_\_.
3. He used all kinds of \_\_\_\_\_ to catch our attention.
4. Never let Satan \_\_\_\_\_ you.
5. The \_\_\_\_\_ kitten had been out in the storm.
6. Jane visits the rest home each week, hoping to cheer up \_\_\_\_\_ senior citizens.

## Comma Splices

- Open your *Course Companion* to page 26 titled "Comma Splices." Study this page and then complete the exercises below.

**Exercise 1:** Fix the comma splice with a comma and coordinating conjunction. Then, fix the sentence with a semicolon.

The wind howls, the rain pours.

---



---

**Exercise 2:** Write a sentence that contains a comma splice. Then rewrite the sentence, fixing the comma splice.

sentence with a comma splice

---

fixed sentence

---

## Change ATE to ACY

- Exercise 1:** Rewrite each word, changing the suffix from ATE to ACY.

Example: candidate - candidacy

1. private \_\_\_\_\_
2. advocate \_\_\_\_\_
3. literate \_\_\_\_\_

- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 98

- Read Lesson 98 in the *Level 5 Shared Reader* with your parent or teacher.

### Vocabulary

- Read the following vocabulary words and definitions. If you cannot pronounce a word, ask your parent or teacher for help.

**benefactor:** one who gives money or help

A gracious benefactor paid for the school to be built.

**despondent:** hopeless; inactive

The team rallied to cheer the despondent player who had been benched by an injury.

**immensely:** greatly, to a large degree

She enjoyed her dream vacation immensely.

**divulge:** to tell or make known

I will never divulge the secret.

- Write a sentence that uses the word IMMENSELY.

---



---



---



---



---

- Fill in the blanks with the correct words from the list above.

1. He has been \_\_\_\_\_ since his dog's death.
2. A kind \_\_\_\_\_ donated money to pay for my college tuition.
3. She would not \_\_\_\_\_ the news she had heard.
4. I enjoyed the musical program \_\_\_\_\_.

## WRITER'S NOTEBOOK ASSIGNMENT

Rewrite the following paragraph so that the sentences are not the same length and type and do not start with the same words. To do this, try any of the following ideas:

- Combine sentences into complex or compound sentences.
- Start a sentence with a prepositional phrase.
- Start a sentence with an introductory word or phrase.
- Add details to lengthen and add interest to some sentences.

The snow began falling fast. The wind blew. Sam could not see. Sam got lost. Sam prayed. Sam saw a light in the distance. He followed the light.

### Desert/Dessert

**Desert:** The desert is hot. (Think of one S as "one hot sun in the desert.")

**Dessert:** I eat dessert. (Think of the two Ss as "wanting two helpings of dessert.")

- Underline the correct word choice for each sentence. Refer to page 35 in the *Course Companion* if needed.

1. Did you know that Antarctica is an arctic (desert/dessert)?
2. The camels reside in the (desert/dessert).
3. My mom is teaching me how to cook my favorite (desert/dessert).
4. A rainforest is vastly different from a (desert/dessert).
5. This (desert/dessert) is too sweet.
6. My skin becomes dry when I visit the (desert/dessert).
7. The Taklamakan (Desert/Dessert) is located in Western China.

## Sentence Diagramming

- Diagram the sentences below. **This lesson focuses on Step 9: Diagramming Verb Phrases** on page 18 of the *Course Companion*. Parts of verb phrases may be in different parts of the sentence.

Have you seen the beautiful blue dragonfly?



I will just watch the green beetle.



The fragile butterfly will drink the sweet nectar.



- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 99

- ☆ Complete this page with your parent or teacher.

### *Seeking the Good & the Beautiful: Part 2*

- Read with your parent or teacher:

The Grade 2 course included a lesson on a book called *A Penny's Worth of Character* written by Jesse Stuart. This wonderful author wrote an autobiography in which he described his father. Even though his father, who lived many years ago, had no opportunity to learn to read or receive any education, he had a deep love of the good and the beautiful, and he taught that to Jesse. Let's read some excerpts from Jesse Stuart's autobiography:

Uneducated though he himself was, my father was really my first teacher. Many people thought my father was just a farmer who had never got much out of life . . . But when he was standing there seemingly just looking into space, he was actually observing a flower, plant, mushroom, or a new bug he'd discovered. And every time he looked up into a tree, he was just looking at the beauty of one of a million trees. Among the millions of trees, he always found one different enough to excite him.

I went with him to so many fields over the years and listened to him talk about the beauty and growth of plants. I remember my father unloading me from his back under a white oak tree, just beginning to get its leaves. "Look at that hill, Son," he said, gesturing broadly with a sweep of his hand. "Look up that steep hill toward that sky. See how pretty that new corn is."

Once on a rainy Sunday afternoon when we were walking between cornfields, he motioned for me to step up beside him and look. He pointed to a redbird on its nest in a locust tree. Here sat a redbird with shiny red feathers upon the dark background of a nest. It was just another bird's nest to me, until he whispered, "Ever see anything as pretty as that redbird sitting on that dark nest in the white drops of rain?" From this time on, I have liked to see birds, especially redbirds, sitting on their nests in the rain. My father was the first one ever to make me see the beauty in these little things about me.

Then there were the hundreds of times my father took me to the hills just to see the wildflowers. I thought it was silly at first, but as I continued to go with him, I learned more about wildflowers and appreciated their beauty.

So many times when I went with him, we sat on a log, maybe one covered with wild moss, looked at a wildflower for hours, listened to the wind in the leaves, and then got up from the log when the sun went down . . . He found beauty everywhere around him. He had eyes to find it. He had a mind to know it. He had a heart to appreciate it.

Jesse's father also made tremendous sacrifices to give Jesse the opportunity for an education. Jesse became one of the best-selling authors of his day, publishing over 30 books of poetry and fiction and over 460 short stories. Is it any wonder that Jesse Stuart wrote such beautiful descriptions in his writings? It is amazing that a parent can have such an influence on a child—helping him or her recognize and love what is good and beautiful.

## Vocabulary

- Read the following vocabulary words (some of which are review) and definitions. If you cannot pronounce a word, ask your parent or teacher for help.

**prudent:** careful and wise

With lightning flashing in the distance and thunderclouds rolling in, it was a prudent decision to reschedule the swimming trip.

The parents cautioned their son to be prudent and drive slowly on the snowy roads.

**benevolent:** giving benefit or good will

The benevolent old man spent all his time helping others.

**stately:** elegant and dignified

Tall, stately trees lined the walkway to the capitol building.

**capacious:** large; able to hold a lot

The capacious cave could have held 100 men.

**industrious:** hard-working

The industrious little ants worked the entire day.

- Draw a line from the blank to the word that fits best.

The mother taught her children to be \_\_\_\_\_ by giving them many chores and responsibilities.

The \_\_\_\_\_ pot held 40 servings of stew.

The \_\_\_\_\_ man seemed like someone important.

Your decision to stay here was \_\_\_\_\_; the snow is too deep to walk home.

The \_\_\_\_\_ woman sponsored the education of six orphans.

**prudent**

**benevolent**

**stately**

**capacious**

**industrious**

## LESSON 117

### Commas with Dependent Clauses

When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma. (A dependent clause has a subject and a verb but is not a full sentence because it indicates more to come and does not express a complete thought.)

Examples:        When you finish the book, we will go to the park.

                      We will go to the park when you finish the book.

**Underline the dependent clauses and insert commas where needed.**

1. When I saw Bub I knew he was the dog for me.
2. When you left Bub barked for an hour.
3. When I play with Bub I feel happy.
4. If you want to play with Bub you may.
5. Whenever Bub is around he cheers me up.
6. I'll go for a walk because Bub is restless.
7. Because Bub is restless I'll go for a walk.
8. Even though it is a lot of work I love having a dog.
9. Bub will do tricks if I give him treats.
10. If I give him treats Bub will do tricks.
11. Because Bub loves being outside I brought him on the hike.



### Dependent Clause or Prepositional Phrase?

A **dependent clause** always starts with a subordinating conjunction (*because, since, although, etc.*) and contains a subject and a verb.

A **prepositional phrase** always starts with a preposition (*above, under, before, at, of, into, etc.*) and does NOT contain both a subject and a verb.

What does a dependent clause always start with?

.....

.....

What does a prepositional phrase always start with?

.....

.....

Some words can be either a subordinating conjunction or a preposition, depending on how they are used. To tell the difference between a preposition and a subordinating conjunction, ask if there is a subject and verb following it. Look at these examples:

After the lovely dinner                      prepositional phrase (no verb)

After the lovely dinner ended            subordinating conjunction (subject and verb)

**Exercise 1: Indicate if the word in green is a subordinating conjunction or preposition by circling the correct choice.**

1. **As** Jane ran the marathon, the crowd cheered.

*subordinating conjunction / preposition*

2. **As** a science teacher, he does a good job.

*subordinating conjunction / preposition*

3. **Since** the terrible storm last week, we have been without power.

*subordinating conjunction / preposition*

4. **Since** the storm hit our town last week, we have been without power.

*subordinating conjunction / preposition*

5. **Before** the sun rose, we left for our trip.

*subordinating conjunction / preposition*

### Commas in a Series

- Determine if the commas in each sentence are separating words or phrases and underline the correct answer.
- |  |                 |
|--|-----------------|
| 1. I ate dinner, washed the dog, and read a book.  | Words   Phrases |
| 2. I saw a bear, wolf, and badger during the hike. | Words   Phrases |
| 3. He loves to draw, bake, and sing.               | Words   Phrases |
| 4. We read books, sang songs, and baked cookies.   | Words   Phrases |
- Observe the details of the painting on this page for 30 seconds.

- Write a sentence about the painting on this page that uses commas to separate a series of words.

- Write a sentence about the painting on this page that uses commas to separate a series of phrases:

### Homophones

**SAIL:** I want to sail around the world.

**SALE:** The house is for sale.

**Underline the correct word for each sentence.**

- We're getting ready for the **sail** | **sale**.
  - The **sail** | **sale** ripped.
  - How long would it take to **sail** | **sale** across the Atlantic Ocean?
  - The **sail** | **sale** ends today.
  - The **sail** | **sale** is made of nylon.
  - Are those pants on **sail** | **sale**?
  - The **sail** | **sale** filled with wind.
- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.



## LESSON 118

### *Avoid Shifts in Verb Tense*

The verbs in a sentence or section of writing should not shift verb tense. For example, a sentence in present tense should not switch to past tense partway through like this, "I liked the apples; they are crunchy."

**Exercise 1:** Cross out each sentence that does not maintain a consistent verb tense.

1. I cuddled up in the soft blanket, and I read a good book.
2. The duck dove into the water, but she does not catch the fish.
3. I think the swans are beautiful; I love their graceful necks.
4. The bear looks at us from across the river, but he did not move.

**Exercise 2:** To maintain a consistent verb tense for each pair of sentences, write the word that should replace the circled word.

1. I go on a morning walk. I saw a group of deer in the bushes.  
\_\_\_\_\_

2. I will help my mother clean. Then I practice the piano.  
\_\_\_\_\_

### *Art: Frederic Edwin Church*

**Read:**

Before airplanes were invented, traveling from the United States to South America was not an easy task, and it certainly wasn't a short journey. But one man's journey to South America made a lot of people interested in that continent. Frederic Edwin Church was an American painter (1826–1900) who traveled twice to South America, visiting Columbia and Ecuador to explore the regions and paint their majestic scenery.

After he returned from South America, some of his works went on public display and were taken on tour around the nation.



### WRITER'S NOTEBOOK ASSIGNMENT

*The painting above by Frederic Edwin Church depicts a scene in the Andes mountains. While looking at the painting on this page, describe the scene. Write whatever comes to your mind for at least six minutes.*

**TIP:** Use your imagination to describe colors, smells, sounds, or the way it feels to be in the scene. Don't worry if it is not easy to write a good description. Practice can be hard work!

Frederic Edwin Church's painting on this page depicts a scene in the tropics of South America. As we learned earlier in the course, artists are inspired to paint something because it strikes them as beautiful in some way.

- What do you think is beautiful about this painting? Set a timer for 60 seconds and think about the following questions while you study the painting:

1. How did Frederic use light in this painting? Why do you think he chose to paint the scene at this time of day?
2. What little details make it interesting and realistic?



This painting by Frederic Edwin Church is called "The Heart of the Andes" and was one of Frederic's most popular works.

Why do you think this was one of Frederic's most popular paintings? Take time to really study the painting and think about answers to the questions below.

1. Compare and contrast this painting to the one on the previous page. They are both beautiful in different ways. Do you notice how the first painting has more muted yellow and brown colors and focuses on the light? Do you notice how the painting on

this page has less focus on light but has more vibrant colors?

2. What little details make it interesting and realistic?
3. Do you feel that having the person in the painting illustrates just how vast and majestic the trees and mountains are?
4. Is this a scene in which you would like to hike with your family?



## LESSON 119

### Semicolons

- If needed, refer to page 32 of the *Course Companion* titled "Semicolons."

**Exercise 1:** Write "Y" in the box before each sentence if the semicolon is used correctly. Write "N" if the semicolon is used incorrectly.

|   |  |   |
|---|--|---|
| 1 |  | I want to grow strawberries; so I will ask Grandpa to teach me how.       |
| 2 |  | I wanted to make strawberry pie; but I did not have enough strawberries.  |
| 3 |  | Strawberries are delicious; they are my favorite fruit.                   |
| 4 |  | I love red strawberries; not green ones.                                  |
| 5 |  | I am impressed by your fortitude; even in difficult times.                |
| 6 |  | Strawberries are good for you; they are an excellent source of vitamin C. |
| 7 |  | Strawberries are low in calories; one cup has only 55 calories.           |

**Exercise 2:** Combine each pair of sentences into one sentence using a semicolon. Remember not to capitalize the first letter of the word after the semicolon (unless it is the word "I" or a proper noun).

- The strawberries are ripe. Let's pick them now.
- 

- These strawberries are sweet. That's how I like them.
- 
- 

**Exercise 3:** Write a sentence that uses a semicolon. Remember that a semicolon combines two CLOSELY RELATED sentences.

---



---

### Art: Watercolor Practice

- Study the strawberries on this page, noticing the different shades used. Practice painting the strawberries, using the following steps:

- On watercolor paper, use a pencil to lightly sketch the strawberries.
- Use light red and green colors first.
- Before the paint dries, paint the darker red on the strawberry.
- Before the paint dries, use something like a dry paintbrush with a very thin tip to remove paint for the white seeds.
- Finish the painting.



- Read for at least 15 minutes in your *Level 5 Personal Reader*, or read other books from *The Good & the Beautiful Book List*.

## LESSON 120

### Geography: Brazil



## Edit the Article



- Read the nonfiction article titled “Brilliant Brazil,” which starts on page 45 of the *Course Companion*.
  - ✓ **Reading Check:** Underline the correct answer.
1. **Brazil got its name from a**  
missionary | tree | type of rock | type of flower
  2. **Some people who live in the jungles of Brazil have no contact with the outside world.**  
TRUE | FALSE
  3. **Brazil has only one city; the rest of Brazil contains only small villages.**  
TRUE | FALSE

There are nine mistakes.

### Christ the Redeemer Statue

The 98-foot-high Christ the Redeemer statue is the largest religious statue in the world. Its pedestal alone is 28 feet high. The statue stands high above Rio de Janeiro Brazil, at the top of the Corcovado Mountain. Because the statue was so big it had to be carried up the mountain in pieces to be put together at the top. It was built as a symbol of Brazilian Christianity and it is meant to show that Christ loves all who will come unto Him. All of the money to build the expensive statue was donated by Catholics.



## LEVEL 5



© 2017 JENNY PHILLIPS | [WWW.JENNYPHILLIPS.COM](http://WWW.JENNYPHILLIPS.COM)

This book may be copied or printed once you have downloaded your own file from [www.jennyphillips.com](http://www.jennyphillips.com).

You may not share this file electronically in anyway, including emailing it or posting it on the internet.

# TABLE OF CONTENTS

|  |           |
|--|-----------|
| <b>States and Capitals Ladders .....</b> | <b>1</b>  |
| <b>Poetry Memorization .....</b>         | <b>5</b>  |
| <b>Quick Reference .....</b>             | <b>11</b> |
| <b>Course Readings .....</b>             | <b>39</b> |
| <b>Editing.....</b>                      | <b>47</b> |
| <b>Sentence Dictation .....</b>          | <b>55</b> |
| <b>Answer Key.....</b>                   | <b>77</b> |

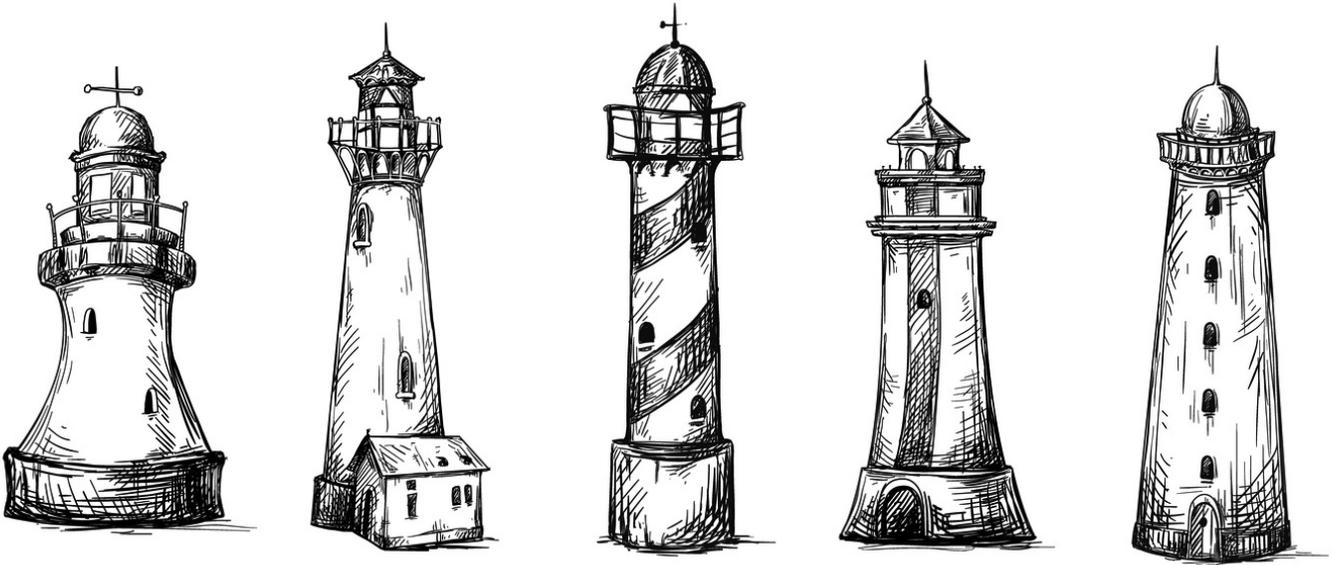
# STATES AND CAPITALS LADDERS

---

## Instructions

Work on States and Capitals Ladders for 5–10 minutes.

1. Using an index card, cover up the capital column. Say the capital for each state. Move the index card to reveal the capital and see if you are correct.
2. Using an index card, cover up the state column. Say the state for each capital. Move the index card to reveal the state and see if you are correct.
3. Once a chart is mastered, check the mastered box and color one of the lighthouses below.
4. Once all ladders have been mastered, review all the mastered ladders.





# STATES AND CAPITALS LADDERS

### Ladder #1

| CAPITAL     | STATE       |
|-------------|-------------|
| Montgomery  | Alabama     |
| Juneau      | Alaska      |
| Phoenix     | Arizona     |
| Little Rock | Arkansas    |
| Sacramento  | California  |
| Denver      | Colorado    |
| Hartford    | Connecticut |
| Dover       | Delaware    |
| Tallahassee | Florida     |
| Atlanta     | Georgia     |

Have your parent or teacher mark the box when you correctly state the capital for each state in the column while the capitals are covered. Each one must be correct on the first try.

Have your parent or teacher mark the box when you correctly state the state for each capital while the states are covered. Each one must be correct on the first try.

Mark this box when both boxes above are marked.

**Ladder Mastered!**

### Ladder #2

| CAPITAL      | STATE     |
|--------------|-----------|
| Honolulu     | Hawaii    |
| Boise        | Idaho     |
| Springfield  | Illinois  |
| Indianapolis | Indiana   |
| Des Moines   | Iowa      |
| Topeka       | Kansas    |
| Frankfort    | Kentucky  |
| Baton Rouge  | Louisiana |
| Augusta      | Maine     |
| Annapolis    | Maryland  |

Have your parent or teacher mark the box when you correctly state the capital for each state in the column while the capitals are covered. Each one must be correct on the first try.

Have your parent or teacher mark the box when you correctly state the state for each capital while the states are covered. Each one must be correct on the first try.

Mark this box when both boxes above are marked.

**Ladder Mastered!**

# POETRY MEMORIZATION

---

## Instructions

1. Read through the poems on the next few pages, and choose three poems to memorize. Write the titles of the poems here:

---

---

---

---

---

---

---

---

---

---

2. The Daily Checklist guides you to practice poetry memorization.

**Here are some tips and ideas for memorizing your poems:**

- Learn one poem at a time. Once you have mastered a poem, move on to the next poem, but still recite each poem you have already learned each time you practice poetry memorization.
  - First, spend several days reading the poem out loud over and over again. Then read a line, look away from the paper, and recite the line. Do this for all the lines.
  - Type or write the poem by hand several times. Each time, try to write more and more of it from memory.
  - Cover a line with an index card and try to say it out loud. If you can't remember the line, move the index card so you see just the first word or two, and see if you can remember the line then.
  - To remember how each stanza begins, draw a picture that reminds you of the first line of each stanza.
  - Write just the first word of each line, and try to recite the poem.
3. Once you have memorized a poem, practice reciting it with feeling and expression. Then, recite the poem for at least three people—a friend, a grandparent, a neighbor, a parent, a sibling, an aunt or uncle, and so on. Your poem is then considered mastered!
  4. When you have mastered all your poems, simply recite each of them out loud during poetry memorization time. You will keep doing this until you complete the entire course.

# I Have Memorized These Poems



#1 \_\_\_\_\_

*I recited the poem to*

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



#2 \_\_\_\_\_

*I recited the poem to*

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



#3 \_\_\_\_\_

*I recited the poem to*

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

## Why Spend Time on Poetry Memorization?

Poetry memorization is a wonderful exercise for the young, growing mind. I believe that memorization of poetry and beautiful, powerful literature is a critical part of forming intelligent minds that appreciate and recognize the good and the beautiful. Author Laura M. Berquist wrote, "Familiarity with truly good poetry will encourage children to love the good." (*The Harp and Laurel Wreath*, pg 9)

Memorization also gives confidence, increases focus and attention span, strengthens the capacity of the brain, and builds into children's minds an ability to understand and use complex language. Children learn by example, and their minds are most impressionable in the younger years. Ingraining their minds with examples of beautifully crafted language will help them build a solid foundation for life-long learning and love of the good.

## NO TIME FOR GOD

by Norman L. Trott

No time for God?  
What fools we are, to clutter up  
Our lives with common things  
And leave without heart's gate  
The Lord of Life and Life itself  
Our God.

No time for God?  
As soon to say, no time  
To eat or sleep or love or die.  
Take time for God  
Or you shall dwarf your soul,  
And when the angel death  
Comes knocking at your door,  
A poor misshapen thing you'll be  
To step into eternity.

## The Difference

Unknown

I got up early one morning  
And rushed right into the day;  
I had so much to accomplish  
That I didn't have time to pray.  
Problems just tumbled about me,  
And heavier came each task;  
"Why doesn't God help me?" I wondered.  
He answered, "You didn't ask."  
I wanted to see joy and beauty,  
But the day tolled on gray and bleak;  
I wondered why God didn't show me.  
He said, "But you didn't seek."  
I tried to come into God's presence;  
I used all my keys at the lock.  
God gently and lovingly chided,

"My child, you didn't knock."  
I woke up early this morning  
And paused before entering the day;  
I had so much to accomplish  
That I had to take time to pray.

## THE FIRST RED-BIRD

by Evaleen Stein

I heard a song at daybreak,  
So honey-sweet and clear,  
The essence of all joyous things  
Seemed mingling in its cheer.

The frosty world about me  
I searched with eager gaze,  
But all was slumber-bound and wrapped  
In violet-tinted haze.

Then suddenly a sunbeam  
Shot slanting o'er the hill,  
And once again from out the sky  
I heard that honeyed trill.

And there upon a poplar,  
Poised at its topmost height,  
I saw a little singer clad  
In scarlet plumage bright.  
The poplar branches quivered,  
By dawn winds lightly blown,  
And like a breeze-swept poppy-flower  
The red-bird rocked and shone.

The blue sky, and his feathers  
Flashed o'er by golden light,  
Oh, all my heart with rapture thrilled,  
It was so sweet a sight!



# QUICK REFERENCE

## MAP KEY—CONTINENTS AND OCEANS

---



# MAP KEY—SOUTH AMERICA

---



## Terms to Know

|                                  |  |  |
|----------------------------------|--|--|
| <b>Articles</b>                  | the, a, an   | <b>The</b> horse ate <b>an</b> apple.  |
| <b>Noun</b>                      | a word for a person, place, or thing   | The <b>sunrise</b> gives the <b>girl joy</b> .   |
| <b>Proper Noun</b>               | a specific name of a person, place, or thing   | <b>Ellen</b> lived in <b>Virginia</b> during the <b>Civil War</b> .  |
| <b>Pronoun</b>                   | a word that replaces a noun<br><i>(I, me, we, us, you, she, her, him, it, they, them)</i>  | <b>We</b> gave the book to <b>her</b> , and she loved <b>it</b> .  |
| <b>Verb</b>                      | an action or being word such as JUMP and AM<br><br><i>(A verb can be an action word or a "being" word (form of the verb "to be.")</i>  | The boy <b>jumped</b> and <b>laughed</b> .<br><br>You <b>are</b> happy, and so <b>am</b> I.  |
| <b>Subject</b>                   | who or what is doing or being<br><br><i>(The subject can be a noun or a pronoun.)</i>  | <b>Dan</b> is nice.<br>The beautiful <b>bird</b> sang a song.  |
| <b>Adjective</b>                 | a word that describes nouns  | The <b>pretty</b> bird sang.<br>The <b>kind</b> man helped me.   |
| <b>Adverb</b>                    | a word that describes verbs, adjectives, or other adverbs (not nouns)  | He ran <b>quickly</b> . <i>(describes the verb "ran")</i><br>My sock is <b>very</b> wet. <i>(describes the adjective "wet")</i><br>He ran <b>so</b> quickly. <i>(describes the adverb "quickly")</i> |
| <b>Preposition</b>               | links words in a sentence, usually by showing position in time or space<br><br><i>(Examples: of, off, at, on, by, in, out, below, from, under, into, through, during, after, inside, with)</i> | <b>After</b> lunch we walked <b>over</b> the bridge.   |
| <b>Coordinating Conjunction</b>  | a word that connects words, phrases, and clauses<br><br><i>(FANBOYS: for, and, nor, but, or, yet, so)</i>  | Dan <b>and</b> I made cookies, <b>but</b> they burned.   |
| <b>Subordinating Conjunction</b> | a connecting word that comes at the beginning of a dependent clause<br><br><i>(because, when, since, while, after, even though, + many more)</i>   | <b>After</b> the game ended, we ate dinner.<br>We ate dinner <b>after</b> the game ended.<br><b>When</b> you are ready, we will leave.   |
| <b>Interjection</b>              | a word or phrase that expresses strong emotion or surprise.<br><br><i>(help, hey, hi, wow, look, stop, great, yikes.)</i>  | <b>Help!</b> My foot is stuck.<br><b>Help,</b> my foot is stuck!   |

# Sentence Diagramming (steps 1-7)

**Note:** Sentence diagramming for the Good & Beautiful Curriculum starts in the Grade 2 course. This curriculum uses diagramming to help with the basics of grammar; highly complex diagramming is not a part of these courses. This course goes over all the steps learned in previous courses (steps 1–9) as a review and for those who have not yet learned sentence diagramming.

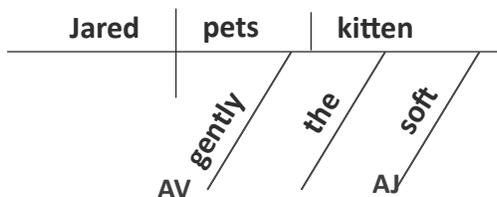
## Steps 1–4: Noun, Verb, Articles, Adjectives, Adverbs

- Start with a horizontal and vertical line.
- Write the subject (who or what is doing or being in the sentence) to the left of the vertical line.
- Write the verb to the right of the vertical line.
- Write articles (THE, A, AN), adjectives (words that describe nouns), and adverbs (words that describe verbs, adjectives, or other adverbs) on slanted lines under the words they modify.
- Write the letters AJ below adjectives and AV below adverbs.

## Step 5: Direct Objects

To diagram a direct object, draw a vertical line (that does not cross the horizontal line) after the verb, and then write the direct object after the vertical line. A direct object is the noun or pronoun that receives the action of the action verb in a sentence (e.g., We washed the CAR. We kick BALLS). Not all sentences have direct objects.

**Example:** Jared gently pets the soft kitten.

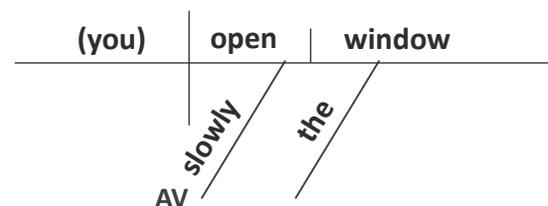


**Note:** Place possessive adjectives—my, your, his, her, its, our, your, their—under the noun they modify. Put AJ (for adjective) under possessive adjectives.

## Step 6: Commands

When we diagram sentences that are commands, we put the implied subject in parentheses.

**Example:** Open the window slowly.



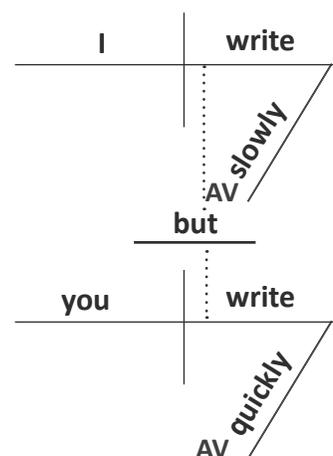
## Step 7: Compound Sentences

As we have learned in this course, a compound sentence is made of two independent clauses (clauses that could stand on their own as sentences) joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

To diagram a compound sentence, diagram the first independent clause. Then diagram the second independent clause underneath the first. Then place the coordinating conjunction between the two sentences with a dashed line connecting the two verbs.

### **Example**

I write slowly, but you write quickly.



# Capitalization Rules 1-4

## Rule 1: Proper Nouns

Always capitalize proper nouns. A noun names a person, place, or thing. A proper noun gives the *specific name* of the person, place, or thing.

|                                      |  |
|--------------------------------------|--|
| <b>People &amp; Pets</b>             | Names and initials of specific people and pets                                       |
| <b>Places &amp; Businesses</b>       | Names of specific buildings, stores, restaurants, monuments, parks, bridges, streets |
| <b>Geographical Areas</b>            | Names of continents, countries, states, cities, lakes, rivers, oceans, mountains     |
| <b>Languages &amp; Nationalities</b> | <i>Examples:</i> Spanish, British, Dutch, European, Asian, Jewish                    |
| <b>Historical Events</b>             | <i>Examples:</i> the Renaissance, the Civil War, the Great Depression                |
| <b>Holidays</b>                      | <i>Examples:</i> Christmas, President's Day  |
| <b>Religious Terms</b>               | <i>Examples:</i> Methodist, Christians, Islam, Buddha                                |
| <b>Brand Names</b>                   | <i>Examples:</i> Nike, Whirlpool, Sony   |
| <b>Organizations</b>                 | Names of schools, libraries, hospitals, foundations, clubs, sports teams             |

## Rule 2: Days of the Week, Months, and Seasons

Always capitalize days of the week and months. Do not capitalize seasons.

## Rule 3: Courtesy Titles

Capitalize the title that comes before a person's name such as Dr., Mrs., Mr., Miss.

## Rule 4: Job Titles/Formal Titles

- 1. Formal job titles** indicate authority or professional/academic position: prophet, bishop, president, mayor, senator, professor, doctor, judge, governor, pope. Formal titles are capitalized only when they come right before a name. Never capitalize a formal title that is not used with a name.

*Examples:* Today, Senator Goodman will be in town.

Today, the senator will be in town.

He stood next to the president during the speech.

He stood next to President Reagan during the speech.

- 2. Informal job titles**, those that describe a job, are never capitalized, even when coming right before a name. Most job titles are informal: teacher, astronaut, lawyer, actor, plumber.

*Examples:* The next speaker will be producer Richard Rich.

I am reading a book by author Jean Lee Latham.

# Prepositions and Prepositional Phrases

**Prepositions** link words in a sentence, usually by showing position in time or space such as ABOVE, BELOW, AFTER, and DURING. The most common prepositions are ON, OF, IN, AT, TO, BY, FOR, FROM, WITH.

## Other Common Prepositions

|            |            |              |        |            |        |
|------------|------------|--------------|--------|------------|--------|
| about      | above      | according to | across | after      | along  |
| among      | apart from | around       | as     | as well    | at     |
| because of | before     | behind       | below  | beneath    | beside |
| beyond     | by         | down         | during | except     | for    |
| from       | in         | into         | inside | instead of | like   |
| minus      | near       | next to      | of     | off        | on     |
| onto       | out        | outside      | over   | past       | plus   |
| regarding  | since      | through      | to     | toward     | under  |
| underneath | until      | unlike       | up     | upon       | with   |
| within     | without    |              |        |            |        |

The noun (or pronoun) that follows the preposition is called the object of the preposition.

Example: She walked over the bridge. (Over is the preposition; bridge is the object of the preposition.)

A prepositional phrase consists of the preposition, the object of the preposition (which can be a noun, verb, or phrase), and any words that modify the object.

Examples: We walked over the old bridge.  
I am running next to the river.  
I am late because of the accident.

## Set off introductory prepositional phrases that are four words or longer with a comma.

Use a comma to separate a prepositional phrase from the sentence when the phrase is at the beginning of the sentence AND is four words or more. (Some style books say 3+ words while others say 5+, but you get the idea—long introductory phrases should be set off from the sentence with a comma.)

Example: Beside the house she hid for hours. (Prepositional phrase is less than four words. No comma needed.)

Example: Underneath the big shade tree, I like to sit and read. (Prepositional phrase is five words; a comma is helpful.)



# **COURSE READINGS**

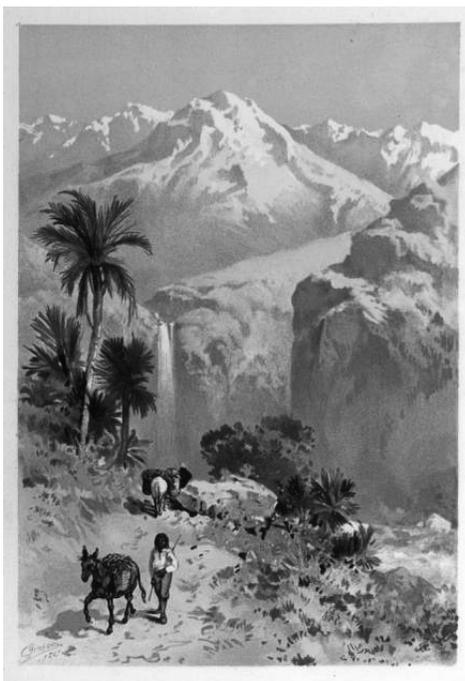
# THE INCREDIBLE ANDES

by Jennifer D. Lerud

**H**ave you ever seen the splendid majesty of a mountain range? Some people never do. They live all of their lives on flat plains or grasslands with nothing but miles of grass or wheat or corn surrounding them, and maybe an occasional hill that rises up on the horizon. They might not know there is a mountain range that spreads into seven countries along the west coast of South America from Venezuela, at the very top, all the way down to the southernmost tip, where Chile ends at the ocean. But there is! It's called the Andes mountain range, and it's the longest mountain range in the world at over 4300 miles long!

Would you like to visit the Andes? It might be hard to know what clothes to pack! Because it is so long and the heights of the mountains vary, the Andes has many climates. If you are going to visit the northern part, you'll find the mountains covered with lush green plants. It's warm and tropical there because it is near the equator. But when you get to the central part of the mountain range, it will be a moderate climate, usually not too hot or cold. And then, when you travel all the way down to the southern part of the mountain range, you'll find it is colder, sometimes freezing cold with glaciers, because it's not far from Antarctica and the South Pole!

I hope you have a good camera, because you will want to take plenty of pictures. There's so much to see in



the Andes! Maybe you'll see vast forests, scenic lakes, deep gorges, dark caves, winding rivers, or dense green jungles. Maybe you'll visit one of the seventy-four known volcanoes scattered along the Andes or the hot springs and geysers. You might even discover a new marvel yourself since the Andes hasn't been explored as well as many other areas of the world.

You might like to take pictures of the Atacama Desert that runs along the coast of Chile and is a part of the Andes Mountains. It's so dry that sometimes it goes for years without rain. But wear warm

clothes. This desert is not only dry, it is so high that the temperature ranges from 32 to 77 degrees Fahrenheit (that's 0–25 degrees Celsius). Pretty cool for a desert, isn't it? It's so cold that in the highest places, it snows instead of rains, and there are patches that never get warm enough for the snow to melt. It's really hard for anything to live in this desert, but there are plants, insects, and animals (including flocks of flamingoes that live around salty lakes), and also people who have learned how to survive there. There is even evidence that a girl died in the Atacama Desert about 800 years ago! Her mummy was so well-preserved, she still had her beautiful dark, long hair.

It's rather amazing that people have lived high up in the Andes mountains for centuries, but they have. Even though the Andes are second in height to the tallest mountain range in the world, the Himalayas, ruins of

ancient cities are everywhere! While you're there, you'll want to take pictures of places like the famous ruins of Machu Picchu in Peru.



Even today, many interesting native people live high in the mountain tops. They cultivate the steep, terraced mountainsides to have fields for food, herd their animals up higher still, and make brilliantly colored clothes—like ponchos, waistcoats, and knee-length pants—from homemade materials like llama's wool. They love hats, too! Bowler hats, sombreros, and ch'ullus (knitted hats with ear flaps) are among their favorites. They are festive and colorfully dressed people who are kind and warmhearted. Make sure you say hello for me when you see them!



If you want to explore new regions with animals that are unusual or perhaps never seen before, the Andes is perfect for you! Because navigating the rugged landscape is so difficult, it is likely there are many places that remain yet unseen, so there are a lot of things about the Andes we don't know. Just in 2000, three new lizards were discovered in the Andean rainforest, and in 2015, three new fishing snake species were discovered. Some animals seem to grow really big there, like the 20–25 pound Andean Condor, a black vulture with a fluffy white collar of tiny feathers around its neck and a wingspan that can be up to 10 feet! Some of the most life-filled places in the Andes are where the Andes mountains meet the nearby Amazonian rainforest with its bright Andean parakeets and long python snakes!

There's so much to see, so many places to visit in these 4000 miles of mountains! In Venezuela, the Andes help to create storms that cause Lake Catatumbo to have more lightning strikes per year on it than anywhere else in the world. Another lake in both Peru and Bolivia is Lake Titicaca, the largest lake in South America and the highest navigable lake in the world (navigable means large ships can cross it). Perhaps you've heard the name Copacabana before? It's a city on Lake Titicaca's shore. And deep in the lake is a submerged road that leads to an underwater temple, estimated to be between 1000 and 15000 years old!

The Andes Mountain Range is one of the incredible creations of our Heavenly Father—one of the many things we can find joy in as we study and explore the wonders of this earth.



# The Amazon River

by Jennifer D. Lerud

The Amazon River was not what Spanish explorer Don Francisco de Orellana was hoping to find. It was 1542 AD, and he and his men had spent a year crossing the mighty Andes mountains and the dangerous inland rainforests in search of vast forests of cinnamon to sell in their homeland of Spain. They had also hoped to add to their fortunes by discovering the fabled city of gold, El Dorado, which the natives of South America declared really did exist. But instead of cinnamon and gold, Orellana and his men found hardships and hunger, sickness and death, and the second longest river in the world.

Of course, there were natives who had lived in villages nestled along the river for centuries. There were even large cities near the Atlantic Ocean, so native people knew about the great Amazon River long before Orellana and his men stumbled across it. They and their ancestors had bathed and washed their clothes and fished in its waters. They'd played in it and floated up and down it in their boats. They knew about the red-bellied, flesh-eating piranha fish that lived in the water, and they had seen the dolphins and stingrays. They'd feared the giant green anaconda snakes that could swallow a goat—or an unlucky person—whole. They'd listened to the many species of frogs chirping

and bellowing away at night as they'd fallen asleep in their huts.

However, because the natives stayed fairly close to their own villages, they did not call it the Amazon (as we call it today) because it actually got its name from Don Francisco de Orellana. And they probably didn't know that the river started in the Andes mountains a mere 100 miles from the Pacific Ocean and flowed 4000 miles across the continent into the Atlantic

Ocean; or that it swept more water through it than any other river; or that when it was the rainy season, the mouth of the river was about 120 miles wide; or that it was so strong, it pushed the salt water in the Atlantic Ocean back about a hundred miles from the coast. But eventually the world would know this, thanks to Orellana and the many other explorers who continued to travel and explore and study the Amazon River for the next 500 years.

Though much has been explored, much of the river's drainage basin—the place where the waters of many smaller rivers join those of the great Amazon River—is still a mystery. It is an area that covers almost three million square miles, and it is home to the great Amazon Rainforest. Because there are places in the



# THE RUINS OF MACHU PICCHU

by Jennifer D. Lerud

To get an idea of the incredible ruins of Machu Picchu, picture a steep, green mountain with a village way up on top—2000 feet up—complete with a complex of palaces, plazas, temples, baths, storage rooms, and around 150 little thatched-roof houses; and way below is the winding, torrential Urumbaba River surrounding three out of four sides of the mountain's base. Below



the main building complex, over 700 terraces stripe the hillsides of the village where plants are grown for the people to eat. A water system provides fresh water, too. And all of the buildings, ramps, and terrace walls are carved out of the gray granite of the mountain, timeless and enduring as the mountain itself.

But was Machu Picchu, this grand place, a place where the ruling emperor might have lived? Nobody knows. We don't even know when it was built, but we do know it was abandoned in the early 1500s AD. It isn't far from the current and ancient capital city of Cusco, Peru, however, so it might have been a vacation resort or a military safe haven for the Inca's ruling family.

Machu Picchu was certainly built with enough care to suit an emperor's needs. Some of the stones used

to build the mountaintop village weigh 50 tons, and they were fitted so tightly and perfectly together that, even today, you can't shove the thin blade of a knife between the stones. To build such a place, so high, and without the use of iron or steel or mortar or wheels, seems to suggest a royal decree probably was the cause for the fortress village to be built.

However, some people think the village was used as a secret, sacred religious site. There are some good reasons to think this, too. For one thing, there are temples there. For another, Machu Picchu is part of a system of related sites and trails that align to show astronomical events. And then there's the Intihuantana Stone (try saying that fast ten times!). It is like a huge sundial made of rocks, but instead of telling the time of day, it shows quite precisely when the equinoxes are. At midday on March 21st and September 21st



# EDITING

The answer key for each “Edit the Article” exercise in your course book will not only show you the mistakes, but most mistakes will have a number by them. The number corresponds to an explanation of the mistake and how to fix it. If you are not sure why something is a mistake, look up the number in this section for more information.

Each “Edit the Article” tells you the number of mistakes that need to be found. Try hard to find all of the mistakes. If you cannot find all of the mistakes, check the answer key and make sure you understand the mistakes you missed and why they should be corrected.

Remember, if you are not sure why something is a mistake, read more about it in the “Editing Explanations” section of this Course Companion.

# EDITING SYMBOLS

---

|   |    |
|---|----|
| Capitalize  | ≡  |
| Add a Comma   | ^, |
| Add an Apostrophe   | ^, |
| Add a Question Mark   | ^? |
| Add a Period  | ^. |
| Add an Exclamation Mark   | ^! |
| Make a Word Lowercase   | lc |
| Delete a Letter or Word   | /  |
| Start a New Paragraph   | ¶  |
| Change the Order Of   | ~  |
| Cross out an incorrect word, and write the correct word above the crossed out word. |    |

9. Use commas to separate all geographical places, including cities, states, and countries.

Examples: We went to San Diego, California, for our family vacation.  
I live at 3456 Fox Drive, Hill City, Texas, United States.

---

10. Use a comma after a nonessential introductory word or phrase.

To determine if an introductory word or phrase is nonessential, remove the word or words from the sentence. If the sentence still means the same thing, the word or phrase was not essential and should be set off with commas. Common introductory words include yes, no, okay, oh, well, for example, all right, however, consequently, and sure.

Examples: Yes, I would go on the hike tomorrow morning.  
Oh dear, I am allergic to dogs.  
No, I have never traveled to Australia.

---

11. When a name is directly addressed in a sentence, use commas to set off the name.

Examples: Daniel, are you coming with us?  
Did you know, Daniel, that the history test is tomorrow?

---

12. Semicolons connect two closely related independent clauses. Do not capitalize the first word of the second independent clause. "I don't like the cookies; they taste strange." In short sentences, no coordinating conjunction is used with a semicolon.

---

13. Place an apostrophe before the "s" to show singular possession.

Example: That is my grandfather's journal.

---

14. To show possession for a plural noun, make the noun plural first, and then immediately use the apostrophe.

Examples: All of the soldiers' mail has been delivered to their captain.  
Put the children's books on their desks.  
The families' homes were destroyed.

---

15. If the possessors share the item together, use an apostrophe only with the last possessor.

Examples: Alex and Sandy's dog is cute.

If the possessors do not share the item together, use an apostrophe for each of the possessors.

Examples: I washed the cat's and the dog's paws.



# SENTENCE DICTATION

# Sentence Dictation - Instructions

## To the Parent

After years of study and testing, the creators of *The Good & the Beautiful* curriculum have determined that a successful way to improve spelling skills for upper elementary grades is through completing the following:

1. Reading large amounts of high-quality literature
2. Learning and applying basic spelling rules\*
3. Practicing spelling patterns and targeted words (rule breakers and commonly misspelled words) with repetition

\*Some spelling rules are so complex and/or have so many exceptions that they tend to not be helpful, and they are not included in this course.

Sentence dictation exercises are a vital part of the course and have been very carefully designed to target

1. Spelling rules and patterns
2. Words that are rule breakers and commonly misspelled words (listed on the next page)
3. Grammar and punctuation rules
4. Homophones
5. Commonly confused word pairs

The creators of *The Good & the Beautiful* curriculum also found that causing students to utilize and process grammar skills through sentence dictation more effectively helps students understand and retain grammar skills than worksheets and exercises alone.

Note: For practice and repetition some of the spelling pages are duplicated at a later point. Most likely, children will not remember all of the sentences and will not feel it is redundant.

## How To Complete Sentence Dictation Exercises

Dictate 4–5 sentences to child each day. Say the sentence out loud as many times as the child needs. Child writes the sentence on a personal whiteboard. Do not make any corrections until child completes the entire sentence. Have child correct all the mistakes in a sentence before dictating another sentence:

- A. Have child circle incorrectly spelled words, and then write or spell the word out loud five times.
- B. Look up and read with child the information referenced in the *Course Companion* for any missed spelling rules or grammar concepts.

If child gets the sentence completely correct, pass off the sentence and do not repeat the sentence again the next day.

If child makes any mistakes in the sentences, do not pass off the sentence, and dictate the sentence the next day. Continue this process each day until the sentence is written correctly.

*Note:* This symbol  means child should be instructed to underline a part of the sentence according to the instructions.

*Note:* All grammar and punctuation concepts, and all words and items on the following pages, are practiced repeatedly.

## Sentence Dictation—Lists

In addition to spelling rules, sentence dictation exercises practice the following:

### Rule Breakers and Commonly Misspelled Words

|          |             |            |          |            |          |
|----------|-------------|------------|----------|------------|----------|
| ancient  | captain     | excellent  | license  | quite      | square   |
| answer   | probably    | exercise   | listened | receipt    | stomach  |
| August   | certain     | February   | machine  | receive    | surface  |
| autumn   | comfortable | furious    | material | religion   | surprise |
| because  | continue    | government | measure  | restaurant | sweat    |
| belief   | cousin      | island     | mirror   | scene      | thousand |
| believe  | curious     | January    | neighbor | science    | treasure |
| breath   | distance    | journal    | physical | scientist  | welcome  |
| breathe  | elephant    | knife      | produce  | scissors   | wheel    |
| business | engine      | language   | quiet    | shouldn't  | wouldn't |
| calendar | Europe      | library    | quit     | special    | wrinkle  |

### Commonly Confused Words

|                 |                |                     |            |
|-----------------|----------------|---------------------|------------|
| capitol/capital | desert/dessert | there/their/they're | than/then  |
| accept/except   | loose/lose     | it's/its            | too/to/two |

### Spelling Patterns

|           |                     |                                  |
|-----------|---------------------|----------------------------------|
| OA        | OI and OY           | TU can say /CH/                  |
| AI        | GN                  | Two sounds of AIN                |
| EA and EE | KN                  | Silent H                         |
| IGH       | WH                  | Soft C and Soft G                |
| EI and IE | WR                  | ous, eous, ious                  |
| ARD       | MB                  |                                  |
| EY        | AU and AW           | Suffixes: ful, less, able, ible  |
| OE        | R-Controlled Vowels | Prefixes: re, un, non, de, inter |
| OO        | TION                |                                  |
| OU        | CIAN                |                                  |
| OW        | SION                |                                  |

## Sentence Dictation—Lists

### Homophones

pain /pane

ad/add

break/brake

cent/scent/sent

deer/dear

flour/flower

flu/flew

in/inn

knew/new

knight/night

meat/meet

right/write

to/too/two

weak/week

wait/weight

who's/whose

stair/stare

sleigh/slay

waste/waist

heel/heal

# Spelling Rules

1. **Double S, F, or L at the End of Words:** At the end of one syllable words, usually double the letters S, F, or L right after a vowel. The rule is the same if it is a compound word or if suffixes or prefixes are added to the one-syllable word.
2. **Double Consonants in the Middle of Words:** Usually double a consonant in the middle of a word if you need to close a syllable to keep the short vowel sound.  

When a syllable ends with a vowel, it is an open syllable, and the vowel is usually long ("says its name").  
A closed syllable ends with a consonant.
3. **K, C, or CK at the End of Words:** For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or the phonogram OO. Use C at the end of multi-syllable words. The rule is the same if it is a compound word or if suffixes or prefixes are added to the one-syllable word.
4. **K or C at the Beginning or Middle of Words:** At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.
5. **111 Rule:** If a word is 1 syllable, has only 1 vowel, and ends with just 1 consonant, then double that consonant before adding a vowel suffix. Otherwise, do not double the consonant. Note: In words with two vowels and then a consonant, do not double the consonant (e.g., cooked, heatable). In words ending with a phonogram (two letters that make one sound such as EW or OW), do not double the consonant (e.g. chewable, bowed).
6. **Plural Nouns:** We usually make a noun plural by adding S. But we add ES to words that end with SH, CH, Z, X, or S. We drop the Y and add IES to words that end with a consonant + Y.
7. **CH or TCH:** If the sound /CH/ follows a short vowel sound, usually use TCH; otherwise, use CH.
8. **DGE:** If /j/ follows a short vowel sound, it is usually spelled with DGE.
9. **Consonant + LE:** Every syllable has to have a vowel, so a silent E is added to syllables ending with a CONSONANT + L. (Example: whistle, not whistl)
10. **Drop the E Rule:** If a base word ends in final silent E, drop the E before adding a vowel suffix. (Example: bake - baking) But do not drop the E when adding ABLE to words ending in CE or GE. (Examples, change - changeable, notice - noticeable)
11. **Changing Y to I:** Words that end with CONSONANT + Y must have the Y changed to an I before adding any suffix: (Examples: happy-happiness, beauty-beautiful, plenty-plentiful)
12. **Words That End with V:** A silent E is added to words to prevent them from ending in V because English words do not end with the letter V.
13. **Singular Words That End with S:** When a word ends in S but is not plural, usually add a silent E.

## Sentence Dictation Exercises #1

|                                |                                       |
|--------------------------------|---------------------------------------|
| <b>Spelling Patterns</b>       | OA, suffixes LESS and NESS            |
| <b>Spelling Rule 1</b>         | Double S, F, or L at the end of words |
| <b>Commonly Confused Words</b> | TOO/TO/TWO                            |
| <b>Compound Words</b>          | Two words written as a single word    |

 After child has completed each sentence, have child underline the compound word in the sentence.

*Note:* Spelling Rule 1 still applies to the base word if it is a compound word or if suffixes or prefixes are added.

1. The railroad tracks are too close to the cliff.
2. The steamboat has a restless staff.
3. This raincoat is useless to me.
4. I cleaned the blackboard with eagerness.
5. Two seagulls flew in the endless blue sky.
6. The wallpaper was too wet.
7. I guess this is the ballroom.
8. The frog croaked beneath the boardwalk.
9. The baseball players moaned and groaned.
10. I found a piece of cardboard in the wilderness.
11. Do you want to wear the stiff cloak or the raincoat?
12. My father did not boast about his new sailboat.
13. The windmill on the coast is useless.
14. I have hiked to the waterfall countless times.
15. The new science book had me spellbound.
16. The handcuffs made him feel too hopeless.
17. My neighbor bought a new keyboard.
18. I drew two elephants on the blackboard.
19. I saw a lifeboat in the distance.
20. The doctor tried to fix the eyeball.
21. The cockroach was furious.
22. I made two forts with the stiff cardboard.
23. The treadmill has a wireless remote.
24. A curious seagull flew to the island.
25. With kindness they fixed my window sill.
26. The ruthless sun shone on the boardwalk.
27. I've hiked these foothills countless times.
28. I found a huge anthill in the wilderness.
29. The loss of his skateboard filled him with bitterness.
30. We missed the turnoff too.
31. A giant jellyfish stung my neighbor.
32. Can you guess what caused the uproar?
33. We roamed around the football field.
34. I found two toads in the houseboat.
35. The boardwalk was covered with roaches.
36. The bookseller gave me a receipt.
37. The fluffy goat did not have a passport.

## Sentence Dictation Exercises #2

|                                |                                 |
|--------------------------------|---------------------------------|
| <b>Spelling Rule 3</b>         | K, C, or CK at the End of Words |
| <b>Commonly Confused Words</b> | CAPITOL/CAPITAL—page 40         |
| <b>Homophones</b>              | WEAK/WEEK                       |

*Note:* Spelling Rule 3 still applies to the base word if it is a compound word or if suffixes or prefixes are added. Words where this is the case are underlined for your reference.

*Note:* When changing a multi-syllable verb ending in C to past tense, you use CK. Words where this is the case have a \* by them for your reference.

1. We had a picnic at the capitol building this week.
2. They picnicked\* every week in August.
3. I love reading historical fiction. (AL is a suffix added to HISTORIC)
4. Each line of the lyrics should start with a capital letter.
5. I will continue to raise the weak chicks.
6. This capitol building is open to the public.
7. An energetic woman plucked fruit off the tree.
8. The capital city has an aquatic center.
9. We visited historic homes in Europe.
10. The heroic captain saved the passengers.
11. Do not panic or act surprised.
12. The child panicked\* when the engine stalled.
13. Oak trees are prolific in this area.
14. I smell garlic in the kitchen.
15. His journal is so poetic.
16. Do not mimic your younger brother.
17. He should not have mimicked\* the man.
18. I knocked on the door of the clinic.
19. The fabric is too weak.
20. I will frolic on the hills of the island.
21. The frantic senator climbed the steps to the capitol.
22. I am allergic to lilacs.
23. I am too weak to unpack the suitcase. (UN is a prefix added to PACK.)
24. I frolicked in the autumn leaves.
25. We stayed at a rustic cabin last week.
26. The steps to the capitol building are wet and slick.
27. His logic is weak.
28. I found a painting of the capitol building in the attic.
29. I was patient with my greatest critic.
30. He spelled the word attic with a capital letter.
31. Traffic is slow in the capital city.
32. I picked a bouquet of lilacs this week.
33. We will continue to use the metric system.
34. The capitol building is historic.
35. Are you comfortable in that tunic?



# ANSWER KEY

## LESSON 1

- Read and complete:

You will guide yourself through this course. In this lesson, you will learn how the course works.



## Welcome to the Course

1. This course includes a Daily Checklist for you to use each day you have school. Read the instructions on the first page of the Daily Checklist with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

parent or teacher initials

2. The *Course Companion* contains a list of poems. Open the *Course Companion* to "Poetry Memorization" on page 5 and read the instructions. Then answer the questions:

Once you complete a poem and start on the next one, should you also recite the poem or poems you have already memorized each time you do poetry memorization?

yes

Once you have memorized three poems, do you still do poetry memorization by reciting the memorized poems once each day?

yes

In your *Course Companion*, choose three poems to memorize during the course and circle them.

3. The *Course Companion* contains States and Capitals Ladders beginning on page 1. Read the instructions. Then use the *Course Companion* to answer these questions:

What is the capital city of Alaska? What is the capital city of California?

Juneau

Sacramento

4. Each day your parent or teacher will dictate 4-5 sentences to you, meaning he or she will say a sentence out loud and you will write it on a white board or paper. These sentences are in the *Course Companion* and will help you practice spelling words, spelling patterns, spelling rules, commonly confused words, and grammar rules. Open the *Course Companion* to the sentence dictation instructions on page 56 and read the instructions with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

parent or teacher initials

5. To complete your writing assignments, you will need two blank notebooks with lined paper. Title one notebook "Writer's Notebook." In this book, you will complete "Writer's Notebook" assignments. Title the other notebook "Ideas and Notes." You will use this notebook to make notes and lists of ideas you will use later.

## How To Complete This Course Book

1. Each day you will complete one lesson in this course book (or more if you would like). Simply follow the instructions and mark the check box when you have completed a section. Check the box in the top corner of the page when the entire page is completed. If desired, keep a sticky note on the current lesson so you can quickly find your place each day.
2. Your parent or teacher will use the answer key in the *Course Companion* to check your work and make sure you understand what you are reading and learning.
3. If you do not understand something, look up information in the *Course Companion* or ask your parent or teacher for help. Also, if you are partway through a worksheet and you are not sure if you are doing it correctly, ask your parent or teacher to check the answer key to see if you are doing it right.

*All right, you are ready to get started!*

- Read Lesson 1 in the *Level 5 Shared Reader* with your parent or teacher.

## Parts of Speech

Open the *Course Companion* to page 16 titled "Terms to Know." Refer to this page when needed, for this lesson and future lessons.

- Exercise 1: For each sentence circle the correct part of speech for the underlined word.

1. I left my purse inside the car.  
noun verb **(preposition)** adverb adjective pronoun

2. The barn was very large.  
noun verb preposition adverb **(adjective)** pronoun

3. The barn was very large.  
noun verb preposition **(adverb)** adjective pronoun

4. Put it on the couch, please.  
noun verb preposition adverb adjective **(pronoun)**

5. Put it on the couch, please.  
noun verb **(preposition)** adverb adjective pronoun

6. She sat quietly for five minutes.  
noun verb preposition **(adverb)** adjective pronoun

7. Babies are so cute!  
noun **(verb)** preposition adverb adjective pronoun

8. Babies are so cute!  
noun verb preposition **(adverb)** adjective pronoun

9. Babies are so cute!  
noun verb preposition adverb **(adjective)** pronoun

10. The cool breeze blew very gently.  
noun verb preposition adverb **(adjective)** pronoun

11. The cool breeze blew very gently.  
**(noun)** verb preposition adverb adjective pronoun

12. The cool breeze blew very gently.  
noun **(verb)** preposition adverb adjective pronoun

13. The cool breeze blew very gently.  
noun verb preposition **(adverb)** adjective pronoun

14. The cool breeze blew very gently.  
noun verb preposition **(adverb)** adjective pronoun

15. Give the bag of apples to them.  
noun verb preposition adverb adjective **(pronoun)**

- Exercise 2: Underline all of the prepositions in the following two sentences.

1. We drove over a bridge, through a tunnel, and beside a river.

2. I saw you laughing with Grandma before the game, during the game, and after the game.

- Exercise 3: *Concrete nouns* are physical nouns you can see, hear, or touch, such as CAT, SUNSET, WIND, and BOY. *Abstract nouns* are things you cannot touch such as PEACE, HOPE, and STRENGTH. Underline all of the words below that are nouns, abstract or concrete.

pain      bitterness      wagon      kids      discuss  
slither      circus      talent      dragon      sit  
honesty      kindness      power      clean      wind  
idea      faith      sorrow      science      history





### Writing with Sensory Details

Read:

If you can imagine being in a scene without emotions, sounds, colors, textures, and smells, then you get an idea of what writing is like without sensory details.

Smells, sights, sounds, tastes, and feelings bring writing to life, helping readers experience sensations and emotions as they engage in a story. An author who can skillfully appeal to her reader's senses will create impressive and appealing writing.

To illustrate this concept, let's look at some passages that Evaleen Stein wrote in her book *The Little Count of Normandy*. Underline the words in these passages that use sensory language dealing with sound.

They heard no sound save the rustling of the leaves or the snapping of a twig in the light summer wind; for the spot was very lonely.

"Hark!" whispered Count Robert, and pausing, they all listened breathlessly; but heard nothing more save the sighing of the wind that moaned through the old tower close by with a sound curiously like some ghostly wail.

As they still listened, they all began to think it was the wind which they had mistaken for the call of a horse, and were slowly pacing on again, when all at once they heard a second time a low, distinct whinny.

About the middle of the morning, in through the gateway came a shaggy Normandy horse and clattering at his heels, a high cart painted blue and with broad, heavy wheels. Around the neck of the horse was a wooden collar, and on top of it rose a little arch of wood in which hung a small bell which tinkled gaily as the horse stepped across the paving stones.

Amid a great clattering of hoofs and happy shouts of

childish laughter, two riders dashed across the drawbridge of the Norman castle of Bellaire, and cantering down the steep road beyond the castle moat, frisked off along a narrow bridle path leading across some open fields.

One of the horsemen was a tall, graceful youth who wore the doublet of a young squire. On his right wrist perched a beautiful falcon, the little bells fastened to its feet jingling merrily.

As the sky grew lighter and lighter, a low sweet twittering began to steal through the air; and in another moment, all of the birds were wide awake; and from all of the tall poplar trees along the roadside came the cheeping and chirping of the nestlings and the joyous rippling songs of robins and wrens, of thrushes and meadowlarks, so lovely that Raoul, with glistening eyes, fairly held his breath to listen, and even peasant Jacques forgot his cares for a moment as he lifted his head and drank in that happy music.

#### WRITER'S NOTEBOOK ASSIGNMENT

Set your timer for eight minutes. In that time, write as many sentences or paragraphs as you can that describe the way things sound. If desired, use one or more of the topics and any of the words suggested below. Keep writing for at least eight minutes.

- a waterfall  
roar, rumble, rushing, splash, thunder, loud, pounding
- inside a cottage  
creaking (of a door), crackling and popping (of a fire), laughter, giggles, silence, ticking, sizzle, hum
- a walk in the forest  
whisper (wind), rustle, crunch, chirp, hum, gurgle (stream), quiet, melodious

## LESSON 5

Read Lesson 5 in the *Level 5 Shared Reader* with your parent or teacher.

Read the following words, definitions, and example sentences from Chapter 3 of *Gabriel and the Hour Book*.

**brood:** to think or worry persistently or moodily

*He brooded over his mistake all day.*

**stately:** elegant and dignified

Tall, stately trees lined the walkway to the capitol building.

**haughty:** arrogant and rude

I chose to simply ignore the girl's haughty comments.

**resentment:** bitterness or displeasure

Filled with resentment after not making the team, he quit the sport altogether.

Draw a line from the blank to the word that fits best.

|  |                   |
|--|-------------------|
| Gabe continued to _____ over his poor decision.                      | <b>brood</b>      |
| Proud and _____, the wealthy man refused to associate with the poor. | <b>stately</b>    |
| She tried not to feel _____ toward those who had wronged her.        | <b>haughty</b>    |
| The _____ mansion was adorned with twinkling lights.                 | <b>resentment</b> |

Write a sentence that uses the word STATELY and a sentence that uses the word HAUGHTY.

Answers will vary.

---



---



---

Read:

Even though she lived in the modern day, Evaleen Stein studied the art of illumination at college, and she was very good at it. Evaleen was also very interested in the Middle Ages and studied that time period. It is not a surprise that one of her children's books centers around the art of illumination during the Middle Ages. Authors often write about the things in which they are interested or which they know a lot about.

#### WRITER'S NOTEBOOK ASSIGNMENT

In your *Writer's Notebook*, title a page "Things that Interest Me." Then, write a list of things which you think are interesting and would like to write about. You can include places, time periods, hobbies, and so on.

#### Commas in a Series

Insert commas where needed. Use commas in a series of three or more words or phrases unless all items are joined by OR, AND, or NOR.



1. I see birds, clouds, and trees.
2. This scene looks peaceful and lovely and calm.
3. Will you look for birds or insects or animals?
4. I painted the clouds white, the trees green, and the house brown.
5. Do you like light green, dark green, or bright green best?
6. Do you like light green or dark green or bright green best?
7. The gardener will pull weeds, trim the bushes, and mow the lawn.

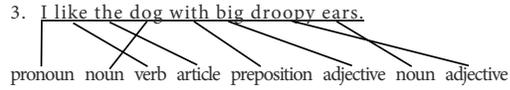
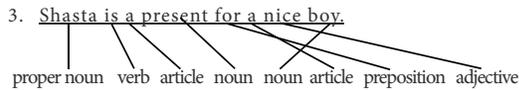
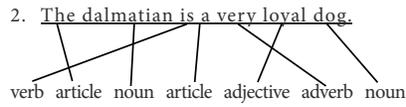
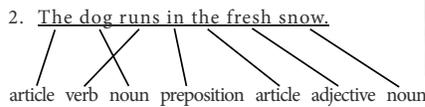
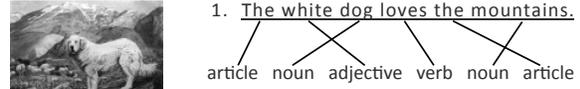
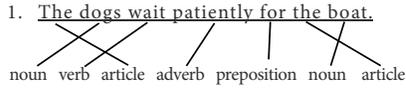
**WRITER'S NOTEBOOK ASSIGNMENT** 

While looking at the painting on the previous page, describe the scene. Write whatever comes to your mind for at least five minutes.

**TIP:** Use your imagination to describe smells, sounds, or the way it feels to be in the scene. How does the sun feel? The wind? The water? How does the breeze sound in the trees? Don't worry if your description does not sound as elegant and skillful as Evaleen Stein's description. This is practice!

*Parts of Speech*

Draw a line from each word in the sentence to its part of speech. Remember to refer to page 16 of the *Course Companion* if needed.



**LESSON 7**



Read Lesson 7 in the *Level 5 Shared Reader* with your parent or teacher.

*Introduction to Geography*

Read and complete:

Set your timer for 30 seconds and study the photo on this page, paying attention to light, shadow, shades of colors, shapes, and beauty.

This incredible landscape was designed by God, and it brings us joy to see it. But this scene may be even more interesting to us if we knew where it was, how the mountains were formed, what the climate is like, and more details about the landscape.

The more we learn about something, the more interesting it can become.

We can see the mountains, but what happens when we understand the remarkable events that created them? We appreciate them more!

We can see the canyons, but what happens when we understand the powerful process that formed them? They become even more fascinating.

**Geography** is the study of land and how God provided it for the use of His children. Geographers study physical surfaces (such as mountains, deserts, rivers, and oceans), countries, cultures, and climates. The word "geography" comes from Greek and means "to write about the earth."

Studying geography can help us more fully recognize and appreciate the wonder and beauty of the earth. Why do we want to have more gratitude? Because having gratitude brings us joy, and God wants us to have joy.

**✓ Reading Check:** Fill in the blanks.

- Geography is \_\_\_\_\_  
the study of land.
- Geographers study these four things:  
physical surfaces, countries, cultures, and climates.
- The more we learn about something, the \_\_\_\_\_  
more interesting it can become.

Read:

**Biomes** are large regions of the earth that share similar characteristics such as soils, climate, precipitation, and types of animals and plants. Biomes are sometimes referred to as **ecosystems**. Scientists do not agree on how many biomes there are, but some of the major biomes are tropical forest, temperate forest, grassland, desert, tundra, and aquatic. We will be studying different biomes in this course.

**WRITER'S NOTEBOOK ASSIGNMENT** 

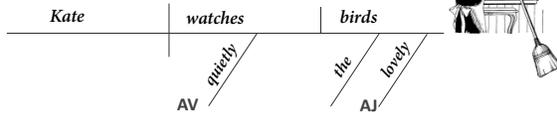
While looking at the photo on this page, describe the scene. Write whatever comes to your mind for at least five minutes.

**TIP:** Use your imagination to describe colors, smells, sounds, or the way it feels to be in the scene. How does the sun feel? The wind? The grass? How does the breeze sound in the trees? Don't worry if it is not easy to write a good description. Practice can be hard work!

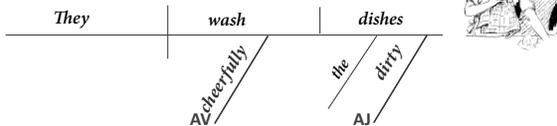
## Sentence Diagramming

- Open the *Course Companion* to page 17 titled "Sentence Diagramming." Refer to this section when needed for this lesson and any future lessons on sentence diagramming. Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. This lesson uses sentence diagramming steps 1-5.

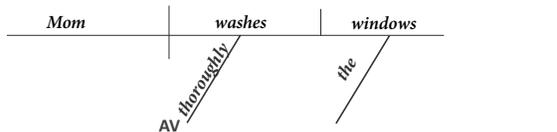
Kate quietly watches the lovely birds.



They cheerfully wash the dirty dishes.



Mom washes the windows thoroughly.



## Geography: South America

You will be studying the geography of South America in this course. First, become familiar with the countries in South America.

- Label the countries of South America (except for the countries with an X). Use the map on page 13 of the *Course Companion* as a reference if needed. Remember that specific names of places, including countries, towns, and cities, are proper nouns and are capitalized.



## LESSON 8

- Read Lesson 8 in the *Level 5 Shared Reader* with your parent or teacher.

## Working with Watercolors

- Read and complete:

Watercolors can come moist in a tube or dry in cakes. In this course, you will use dry watercolors. Watercolors come in their full strength. Usually you will tone the strength of the watercolor by mixing it with water. The more water you mix with a color, the lighter it will become.



Fill in the blank. To make a color lighter, mix it with

water

You will need a palette on which you can make different shades of a color or mix different colors. If you do not have a palette, you can use something white that doesn't soak through, such as a plastic lid or white dinner plate.

Keep water next to you in a glass or jar. Also, keep a scrap of paper by you to test the colors you are mixing.

Here are the steps for mixing watercolors:

1. Dip your brush in the water.
2. Make a little puddle of water on your palette.
3. Stroke your wet brush across a watercolor cake.
4. Mix the color on your brush into the water on your palette.
5. Add more color for a darker shade or more water for a lighter shade.

## To Add Another Color

6. Do not dip your brush back in the water. Just slide your brush

against the rim of the jar or glass to get rid of the extra water.

7. Stroke your brush across the watercolor you want to add, and mix it into your puddle. Add more color until you get the desired color.

- ART ACTIVITY:** Practice mixing watercolors by completing the following steps. Use dry watercolors and paint on watercolor paper.

1. Follow steps 1-7 (that you just read) to create three different shades of blue by varying the amounts of color and water. (Do not mix in any other colors.) Paint a circle with each shade of blue.
2. Make the color pink by adding white to red. Make a dark pink shade and a light pink shade. Paint a heart with each shade of pink.
3. Make two different shades of green by adjusting the amount of color versus water. (Do not mix in any other colors.) Then, make two more shades of green by adding in another color such as brown, blue, or white. Paint a leaf using the different shades of green.

## Commas in a Series

- Read and complete:

When a sentence contains a series of three or more words or phrases, separate the words or phrases in the series with commas.

Fill in the blank. When a sentence contains a series of three or more words or phrases,

separate the words or phrases in the series with commas.

Underline the correct answer: If a sentence contains a series of TWO words or phrases, do you separate the words with commas? **YES** **NO**

## LESSON 9

- Read Lesson 9 in the *Level 5 Shared Reader* with your parent or teacher.
- Let's review vocabulary from *Gabriel and the Hour Book*. Read the following words and their definitions out loud.

**perplexing:** completely baffling or puzzling

**relent:** to soften, to let up or slow, to give in

**vaguely:** in a way that is not clear or certain

**penitent:** repentant

**brood:** to think or worry persistently or moodily

**unruly:** disorderly and disruptive

**compelled:** forced or driven

- Draw a line from the blank to the word that fits best.

|  |                   |
|--|-------------------|
| The ____ child apologized sincerely.                       | <i>perplexing</i> |
| The ____ child would not obey.                             | <i>relent</i>     |
| I felt ____ to finish the project quickly.                 | <i>vaguely</i>    |
| Do not ____ about your past mistakes.                      | <i>penitent</i>   |
| You look ____ familiar.                                    | <i>brood</i>      |
| The rain does not look like it is going to ____.           | <i>unruly</i>     |
| His actions are ____; I don't understand what he is doing. | <i>compelled</i>  |

*The Good & the Beautiful*

21 © Jenny Phillips

Level 5

### Digging Deeper

The **protagonist** is the central person in a story and is often referred to as the story's main character. Evaleen Stein creates the personality of Gabriel, the protagonist in this book, by describing his actions, words, and thoughts. Write a short summary of Gabriel's personality.

### WRITER'S NOTEBOOK ASSIGNMENT

In your Writer's Notebook, title a page "Possible Protagonists." Then, imagine characters who could be protagonists in a story you would like to write. Write a short summary of these protagonists and their personalities.

### Apostrophes

Open the *Course Companion* to page 19 titled "Apostrophes." Refer to this section when needed as you complete these exercises.

- Insert missing apostrophes.

1. I couldnt see the two birds nests.
2. Jakes friend wont share the cookies he made.
3. Helens and Kims parents are coming with us. (*They have different parents.*)
4. All of the soldiers families came to visit.
5. Mrs. Jones mother isnt feeling well today.
6. Both of the monkeys tails are long.
7. The three hikers backpacks are very light.

Completed

## LESSON 10

- Read Lesson 10 in the *Level 5 Shared Reader* with your parent or teacher.
- Read the following words and definitions.

**industrious:** hard working      **lustrous:** shining or splendid

**immense:** very large or great      **apt:** likely to do something or appropriate

**amethyst:** a purple or violet quartz, used as a gem

- Draw a line from the blank to the word that fits best.

|   |                    |
|---|--------------------|
| Her ____ bracelet flashed in the sun.                                     | <i>industrious</i> |
| He had an ____ appetite.  | <i>lustrous</i>    |
| Our ____ neighbor painted his barn and planted a field of corn yesterday. | <i>immense</i>     |
| We are all ____ to make mistakes at times!                                | <i>amethyst</i>    |
| The ____ was very expensive.  | <i>apt</i>         |

### Art: Edward Fanshawe Part 1

- Read:

Edward Fanshawe was a royal navy officer from the United Kingdom who died over 100 years ago. He traveled around the world for his job and on holidays with his family, and as he did so, he created drawings and paintings of what he saw.

We know nothing of Edward's training in art. Perhaps he had no formal training. Although his art is held in a museum now, he was not a known artist in his lifetime. It seems he painted just to capture the beauty of what he saw as he traveled around the world. There are many different ways to capture beauty: painting, drawing,

writing music, photography, and many more. Edward Fanshawe chose to capture beauty through art.

The painting on this page depicts a scene in Panama that Edward saw one morning from the back window of a place where he was staying. As we learned in a previous lesson, artists are often inspired to paint something because it strikes them as beautiful in some way.

- What do you think is beautiful about this painting? Set a timer for 60 seconds and think about the following questions while you study the painting:

1. How did Edward use light in this painting?
2. There are three main colors used in the painting. What are they? What items in white stand out against the colors?
3. This scene is in the middle of a big city. How does the painting show both the beauty of nature and the beauty of the city?



*The Good & the Beautiful*

26 © Jenny Phillips

Level 5

*Irregular Plural Nouns*

- Make each word plural.

calf     calves                      knife     knives  
elf        elves                              loaf     loaves

- Read Chapter 2 of *Hans and Frieda of the Swiss Mountains*.

## Chapter 2

### Market Day

A succession of rainy days followed, during which the goats did not go to pasture, but ate greedily the big armfuls of hay Hans gave them. Sunday brought the rainy days to an end. The clouds, gathered together by the strong north wind, were driven over the mountains, and the sun came out splendidly just before it set, saying to all in Saanenland that it would be fine tomorrow. And that was all that anyone cared about, for tomorrow would be market day.

Everyone at the brown chalet was up early, and as soon as breakfast had been eaten and the cows and goats given enough hay to munch until evening, Suki, the black mare, was led from her stall and hitched to the high-wheeled cart. She had been brushed so much during the past few days that her coat gleamed soft and satiny, while the brass plates on her harness had been polished so that they shone like gold.

Papa helped Mama into the front seat beside him as the children scrambled up behind, then he flicked the reins over Suki's back and they were off. Soon the long hill into the valley was behind them, Suki had swung into a trot, and the bright yellow wheels of the cart flashed gaily along the road to Saanen.

The countryside on that first day of May was bright with flowers. The leaves were big enough to throw small patches of shade on the grass. The fields were turning green, and green was crowding up the hillsides. The sun had been at work melting snow on the mountains, and now great dark peaks stood out where white had gleamed. But the first day of May meant only one thing to the Zingre family and to every other family in the neighborhood—it was market day in Saanen, and market days came only twice a year.

The road was a busy one. There were peasants with rucksacks on their backs; boys and girls on bicycles or on foot, some drawing little carts, others pushing empty carriages—all prepared to come away laden with items—while down the roads and paths from the mountains that led into the valley came farmers on horseback, or in high carts with their families behind them.

"Oh, everyone in the world is going to the fair," Frieda sang out as the yellow wheels crunched over the stones.

Saanen's winding street was narrow, and since stalls for wares of every description had been built along it, and crowds of people were surging through it, Suki had a hard time making her way to the shed near the Post Hotel. When she reached it, and they had all got out of the cart, Mama and Frieda patted the creases from the crisp clean frocks while Hans and Papa unharnessed Suki and led her into the barn. A long day's rest awaited her with plenty of hay and water, while a neighing welcome promised company. The yellow-wheeled cart was pushed back into a row with all of the other carts, a hundred or more, that had brought families down from the mountains. The shafts were thrown back, and yellow wheels were left with red and blue and green, all with tales to tell of their different journeyings.

"Papa, Papa," Hans cried as he took his father's hand, "may we get the

**LESSON 11**

- Read Lesson 11 in the *Level 5 Shared Reader* with your parent or teacher.

*Irregular Plural Nouns*

- Make each word plural.

tomato     tomatoes                      potato     potatoes  
wife        wives                                      mosquito     mosquitoes  
shelf       shelves                                      ox             oxen

*They're / Their / There*

- THEY'RE: a contraction of the words they are (They're ready to go.)
- THEIR: "belonging to them" (Their kitten is cute.)
- THERE: "in or to the place" (There is no excuse. | The cat is over there.)

Write a short sentence that uses each word correctly.

they're \_\_\_\_\_

their \_\_\_\_\_

there \_\_\_\_\_

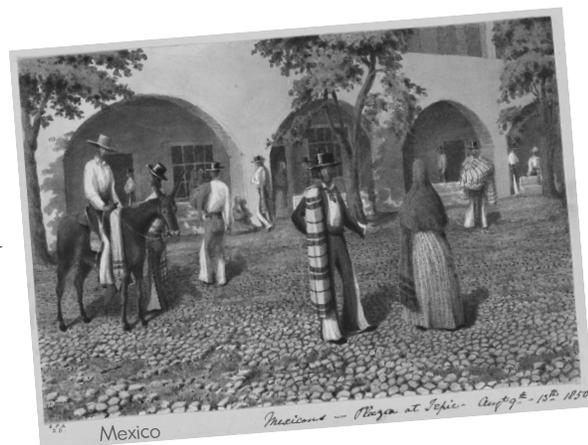
Answers will vary.

*Art: Edward Fanshawe Part 2*

- Read:

One thing I noticed as I studied the paintings of Edward Fanshawe is that he almost always included people somewhere in each painting. To me, this shows that he not only appreciated the beauty in the landscapes he saw, but he also appreciated the beauty of the people he met and learned about from many different cultures. —Jenny Phillips

- Identify the people in each of the paintings on this page and the next page. Study each painting and try to determine what Edward Fanshawe thought was so beautiful about the scene that he wanted to paint it.



## Independent and Dependent Clauses

Open the *Course Companion* to page 27 titled "Independent and Dependent Clauses." Refer to the page when needed.

Exercise 1: Fill in the blank:

Both independent and dependent clauses contain a SUBJECT and a VERB.

However, a dependent clause does not contain a complete thought because it indicates more to come.

Exercise 2: Underline all of the dependent clauses in the sentences below.

When Father puts me to bed, he always tells me a story. His stories do not make me tired because they are so funny. After I listen to his stories, he calms me down by singing songs. Sometimes I fall asleep while he sings.

Exercise 3: In the box before each example, write a "D" if it is a dependent clause (sentence fragment) or an "I" if it is an independent clause (complete sentence).

|    |   |  |
|----|---|--|
| 1  | I | John ran                                     |
| 2  | I | I will come tomorrow                         |
| 3  | D | When you are ready                           |
| 4  | D | Because you are only fifteen years old       |
| 5  | I | I was reading my favorite book all afternoon |
| 6  | D | If you help Mom with the dishes              |
| 7  | I | I see clouds floating by                     |
| 8  | I | The sky was incredibly blue today            |
| 9  | D | When I entered the forest                    |
| 10 | I | Flowers dotted the hillside                  |
| 11 | D | Although I am late                           |
| 12 | I | Dan shoveled the dirt all morning            |
| 13 | D | Since you have no way to pay for the damage  |
| 14 | I | I am ready                                   |
| 15 | I | The lion sleeps behind the bushes            |

Read Chapter 3 of *Hans and Frieda of the Swiss Mountains*.

## Chapter 3 Making Friends

Hans was about early the next morning, putting the bells he had bought on the goats.

"Now, Bini," he said to the littlest one, "next time you climb a tree, you shan't quite fool me so, for I shall hear you."

Bini pushed her nose into Hans's face and then into his pocket, for pockets are more interesting to goats than faces.

"No, Bini," he laughed, "I haven't even a carrot for you this morning. You won't find anything in my pocket that you would like!"

Bini looked at Hans with her yellow eyes as much as to say, "Oh, won't I?" and turning back, poked her nose again into the pocket.

"Bini, what are you doing?" Hans cried as he saw the last of his blue handkerchief disappearing.

Bini shook her head. "Thank you very much, I like a good handkerchief now and then," she seemed to say, then trotted off to nibble some grass.

"What will Mama say?" Hans murmured as he looked at his empty pocket.

Then Frieda came around the corner of the barn. She had on her new candy-stripe apron and was ready to go with Hans to help him herd the goats. It was her first time in the goat pasture, and she was very excited. Hans called to the goats, who came quickly. They were always

Completed 

## LESSON 12

Read Lesson 12 in the *Level 5 Shared Reader* with your parent or teacher.

### Summaries

A summary shortens a piece of writing, communicating only the essential facts. Because summaries are short, it is important to include only the main, important facts.

Circle the correct answer:

Which of the following is the best summary of the main events of Chapter 9 of *Gabriel and the Hour Book*, which you just read.

- A. While Gabriel and his family are suffering and growing more worried about their situation, a messenger from the king comes to verify Gabriel's story and deliver a message to Count Pierre. The count grudgingly obeys the king's request to release Gabriel's father and to allow King Louis to buy the cottage from Count Pierre to give back to Gabriel's family.
- B. Gabriel has to go to work for a leather maker. A king's messenger visits Brother Stephen and delivers a message to Count Pierre. Count Pierre wonders why the king cares so much about an unknown peasant.

### Writing Practice

When writing, it is good to write concisely. This means not using repetitive or unnecessary words. However, you do not need to remove effective, meaningful

description. For example, this sentence is not concise: "It was winter, and the winter moon hung in the air like a glowing lamp that was glowing gently." Instead, you could write, "The winter moon hung in the air like a gently glowing lamp."

Set your timer for 30 seconds and study the details in the painting below. Then rewrite the sentence more concisely.

In the lonely, quiet field, the windmill stood like a lonely giant, sleeping peacefully under the peaceful blue sky.

Answers will vary.

---



---



---



**#2**

What is a pronoun?

**#1**

What is a noun?

**#4**

What is a subject?

**#3**

What is a verb?

## What is a noun?

A noun is a word for a person, place, or thing.

## What is a pronoun?

A pronoun is a word that replaces a noun such as HE, SHE, WE, I, YOU, IT, THEY, THEM, HER, HIM, HIS, HER, MY, etc.

(Child needs to give at least six examples of pronouns.)

## What is a verb?

A verb is an action or being word such as JUMP and AM.

## What is a subject?

A subject is who or what is acting or being in the sentence.

**#6**

In addition to starting with a capital letter and ending with punctuation, what three things must a proper sentence have?

**#5**

1. An adjective describes \_\_\_\_\_.
2. An adverb describes \_\_\_\_\_.

**#8**

Do you capitalize north, south, east, and west?

**#7**

Do you capitalize seasons?

In addition to starting with a capital letter and ending with punctuation, what three things must a proper sentence have?

A sentence needs three things: a subject, a verb, and a complete thought.

In commands, the subject is often not stated but is understood to be "you."

1. An adjective describes a noun.

2. An adverb describes a verb, an adjective, or another adverb.

Do you capitalize north, south, east, and west?

Yes = when indicating a region

No = when indicating a direction

Do you capitalize seasons?

No.

**#18**

A dependent clause always starts  
with \_\_\_\_\_?

**#17**

What is a complex sentence?  
Give an example.

**#20**

What are the four sentence structures?

**#19**

Sing the subordinating conjunction song  
to give examples of some subordinating  
conjunctions.

## What is a complex sentence?

A complex sentence is a sentence with one independent clause and at least one dependent clause.

Example: When the birds sing, I open my window.

A dependent clause always start with  
a subordinating conjunction.

Sing the subordinating conjunction song  
to give examples of some subordinating  
conjunctions.

### To the tune of “Jingle Bells” chorus

After, as

Before, if

Until, since, although

While, when, unless, until, so that, even though, because

**Note: These are not all the subordinating conjunctions—there are over 50.**

What are the four sentence structures?  
simple, compound, complex, compound-complex

**#30**

What is an interjection?

**#29**

What is a direct object?

**#32**

What are three ways to fix a comma splice?

**#31**

What is a comma splice?

## What is a direct object?

A direct object is a noun or pronoun that receives the action of a verb in a sentence. In the sentence, "I hug Mom," MOM is the direct object.

## What is an interjection?

An interjection is a word or short phrase used in informal writing that shows a short burst of feeling. Three common interjections are "Wow!" "Hey!" and "Oh!"

## What is a comma splice?

A comma splice is the incorrect use of a comma to join together two independent clauses. An example of a comma splice is, "Mom is kind, I love her."

## What are three ways to fix a comma splice?

- #1: Use a period between the independent clauses to create two sentences. "Mom is kind. I love her."
- #2: Use a semicolon between independent clauses that contain closely related ideas. "Mom is kind; I love her."
- #3: Use a comma and a coordinating conjunction between the two clauses. "Mom is kind, and I love her."

#1



#3



#2



#4





#5



#7



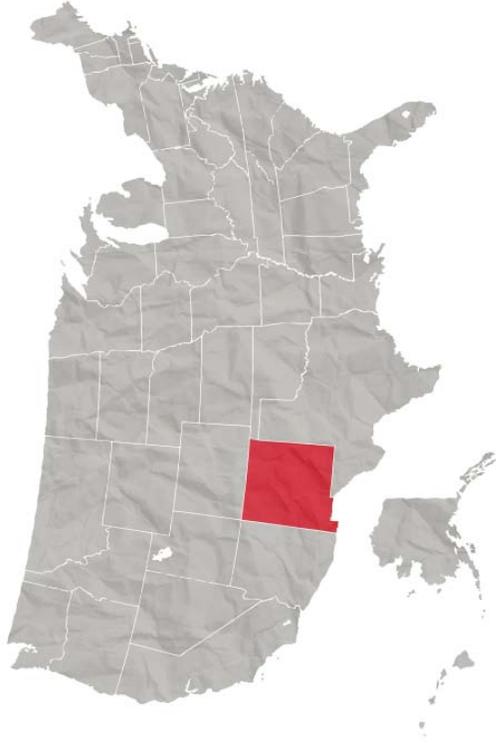
#6



#8



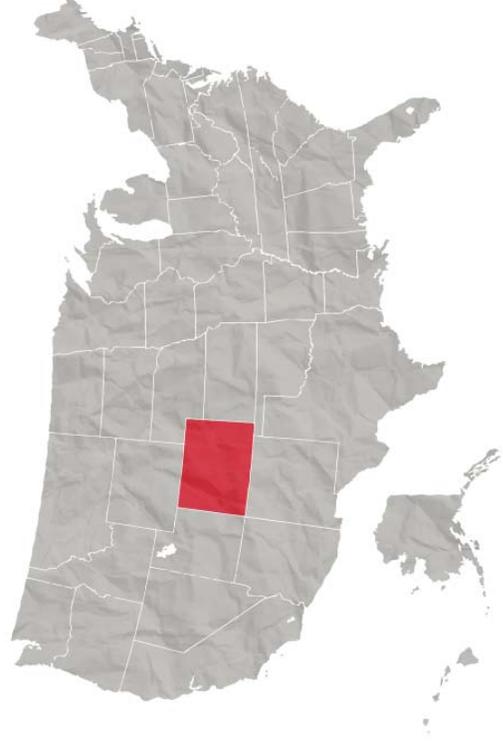
United States of America  
**New Mexico**



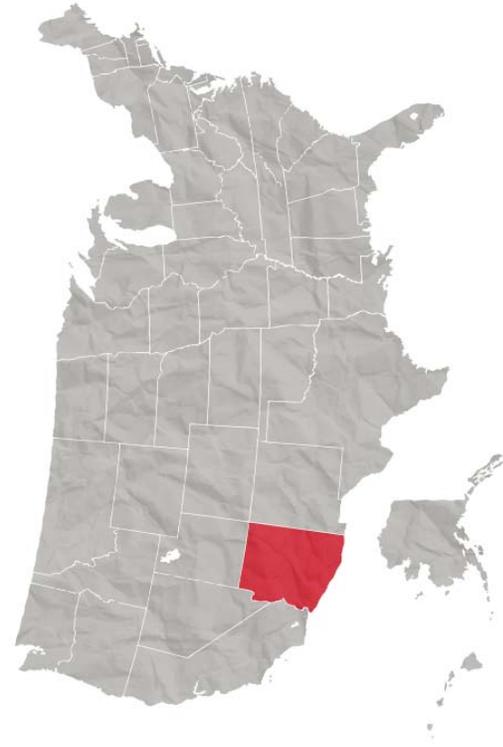
United States of America  
**Utah**



United States of America  
**Colorado**



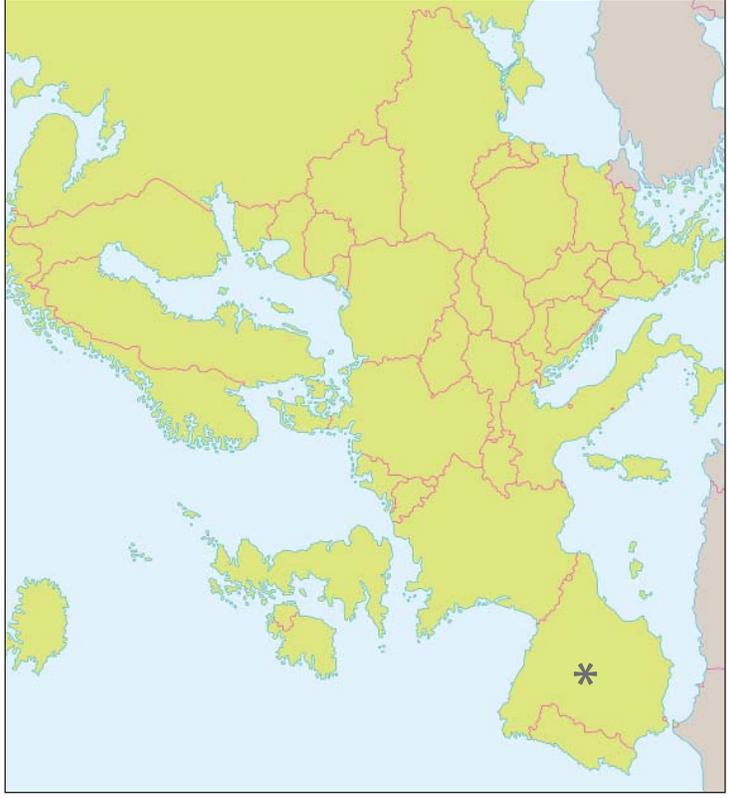
United States of America  
**Arizona**



#25



#27

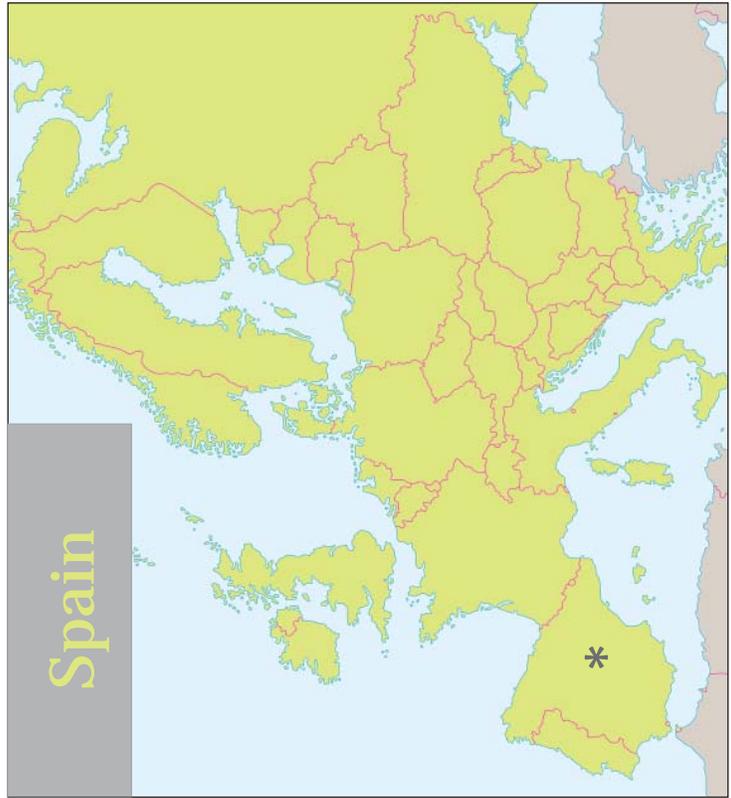
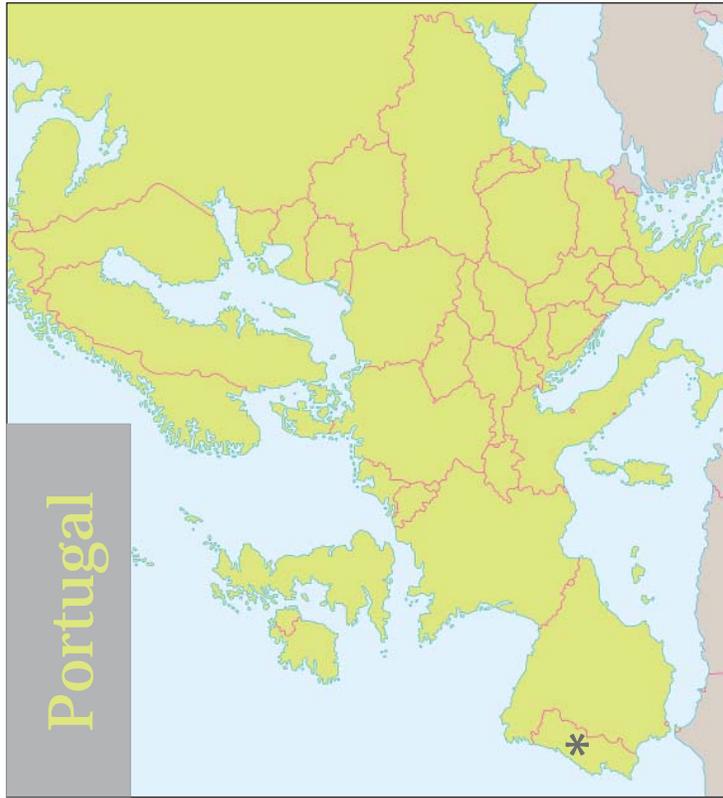
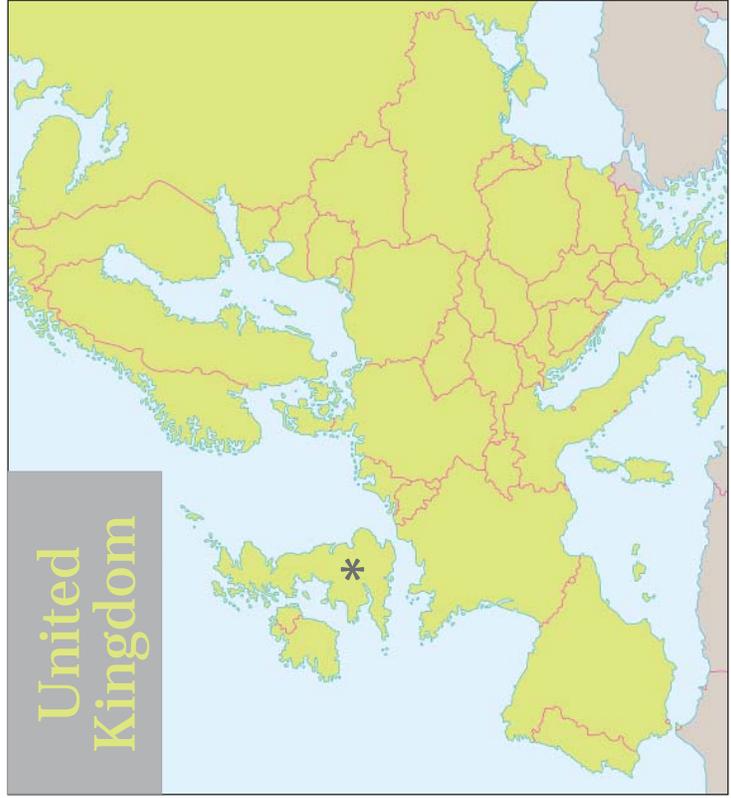


#26

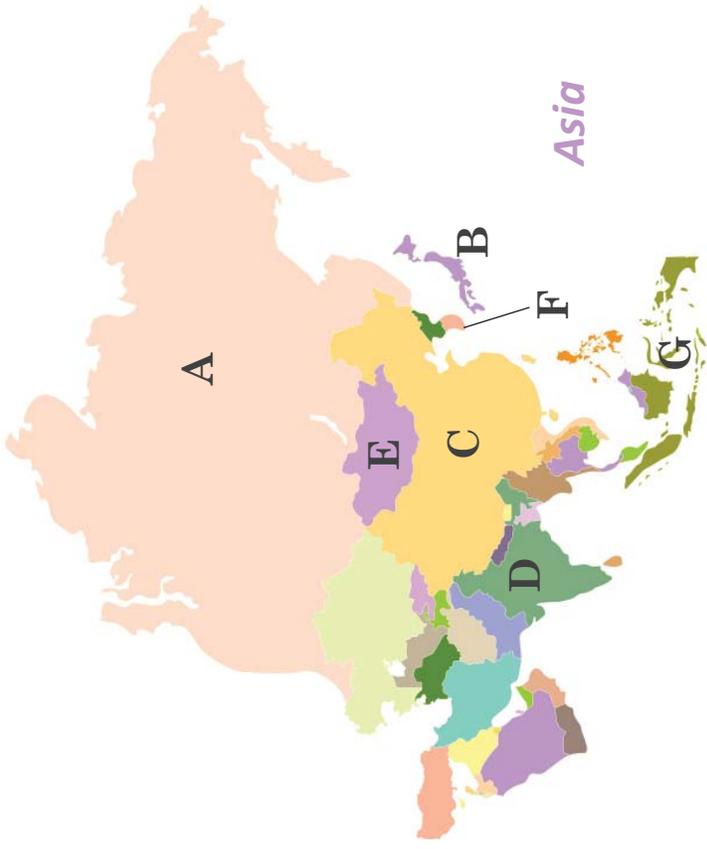


#28

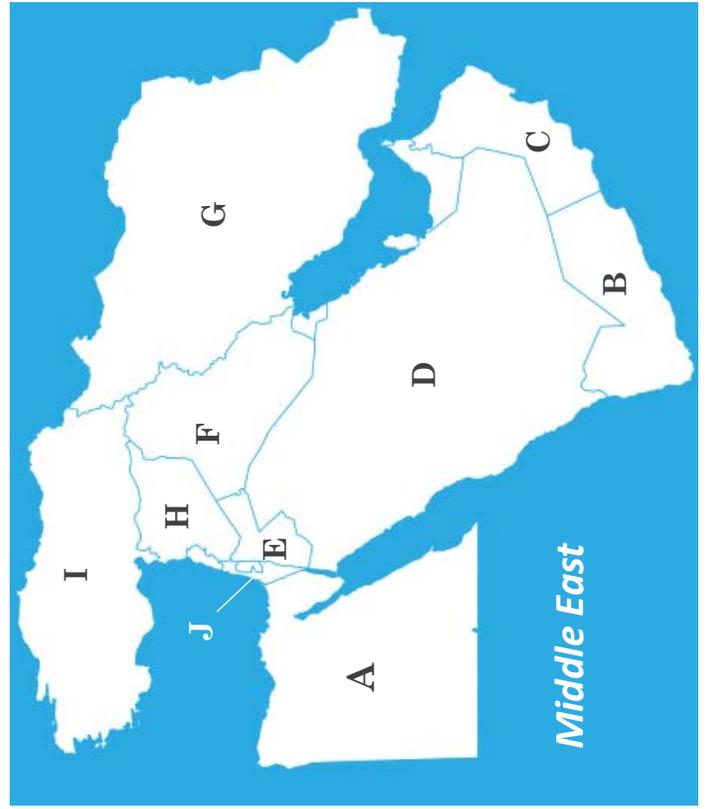




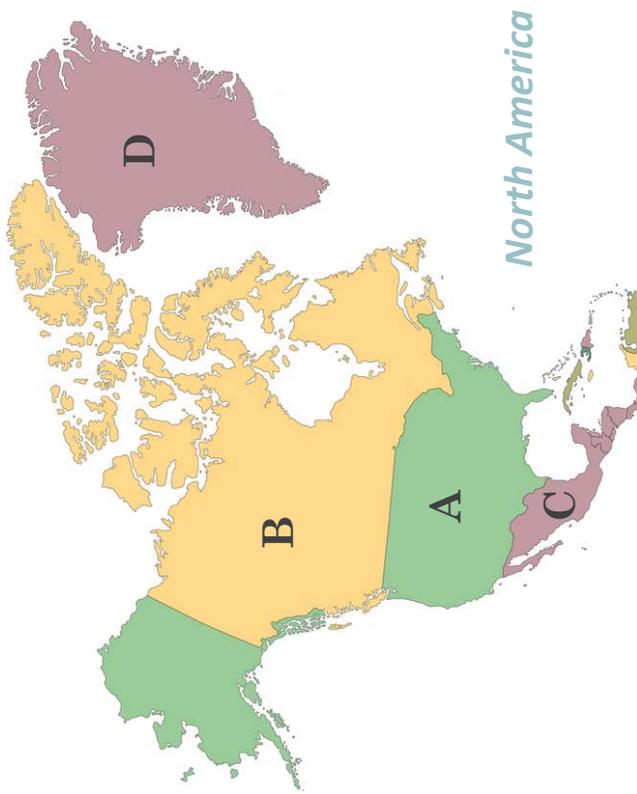
#57



#59

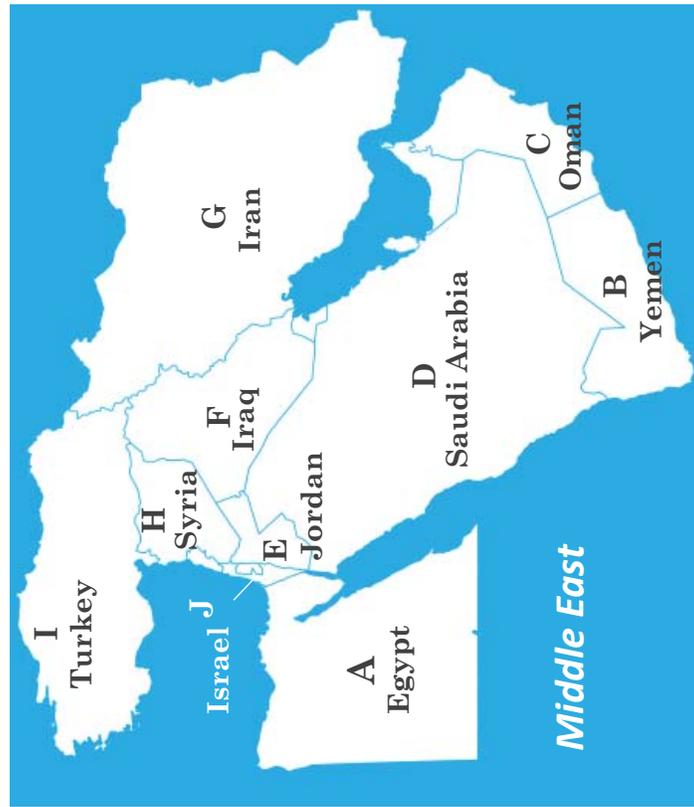
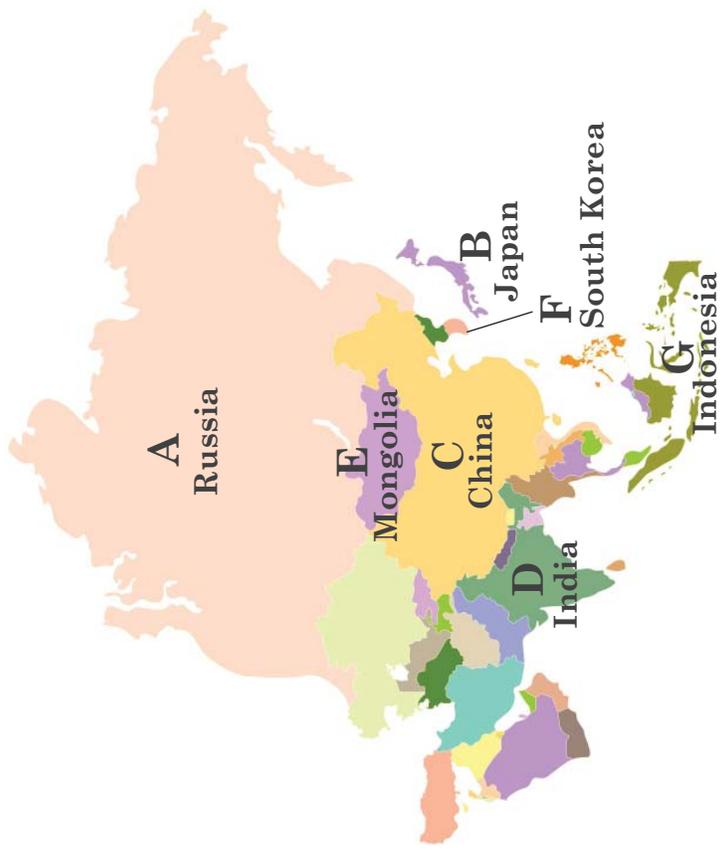
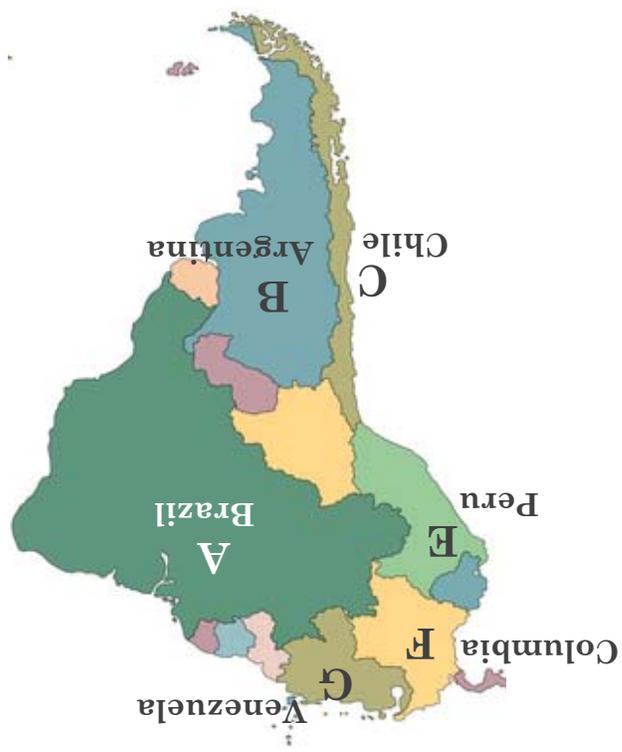
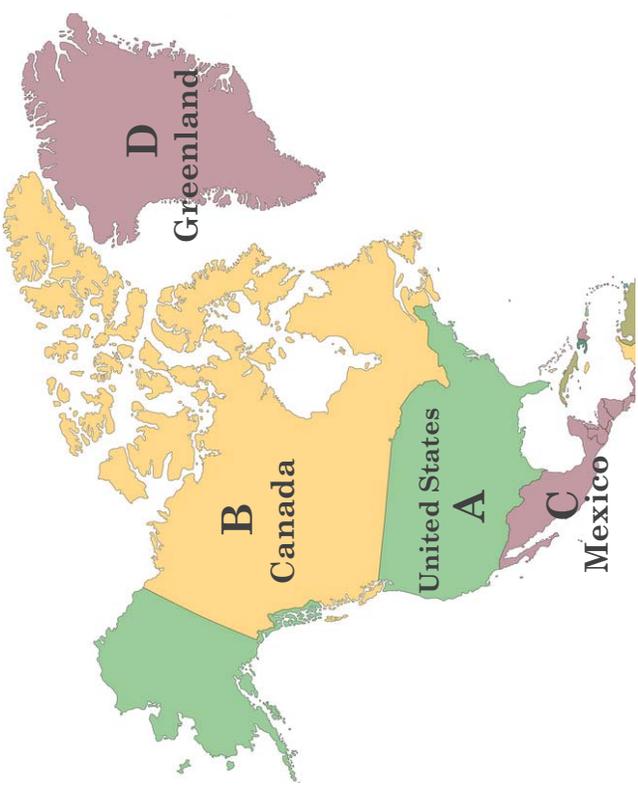


#58



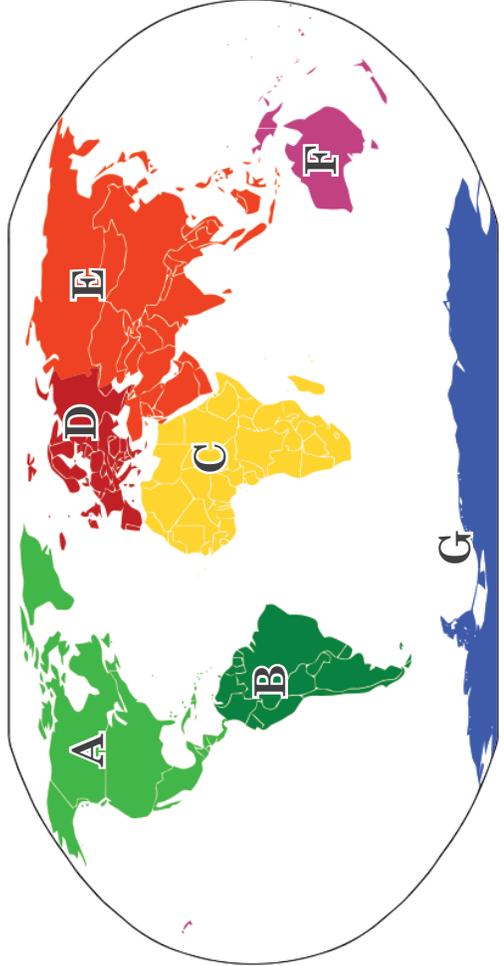
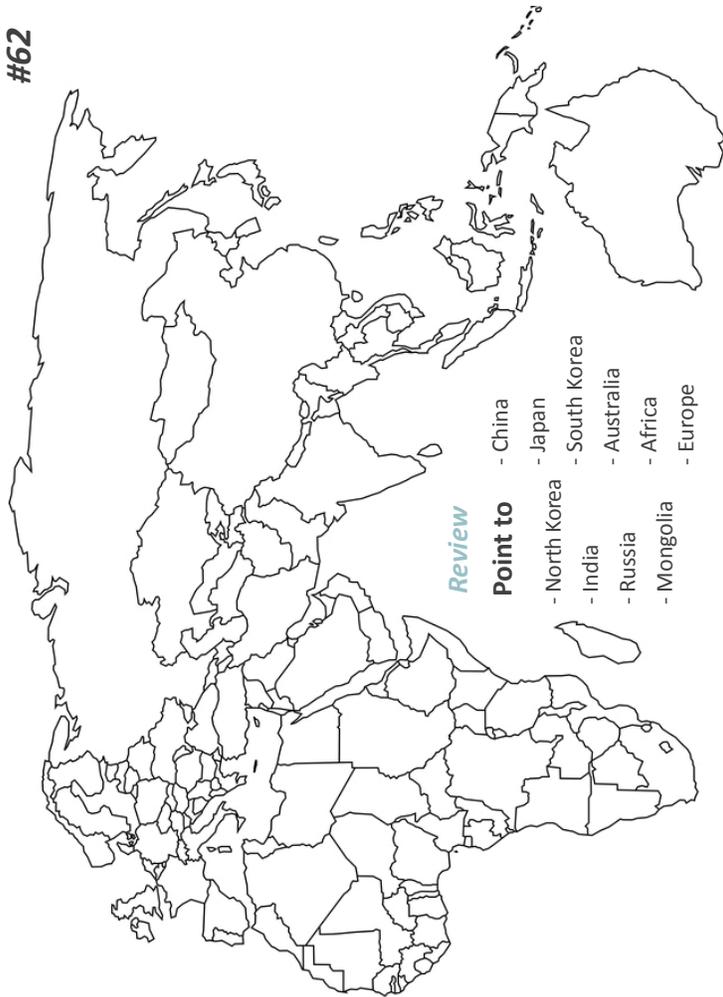
#60





#62

#61

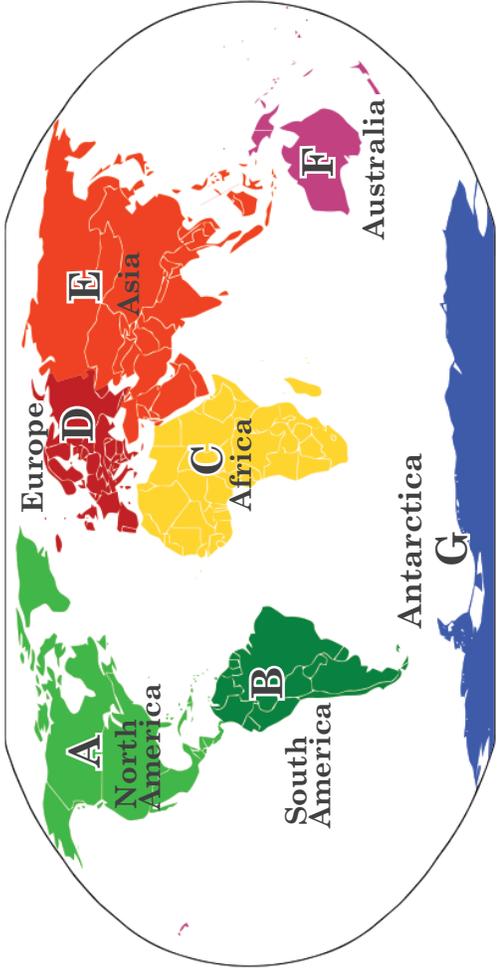


**Continents**

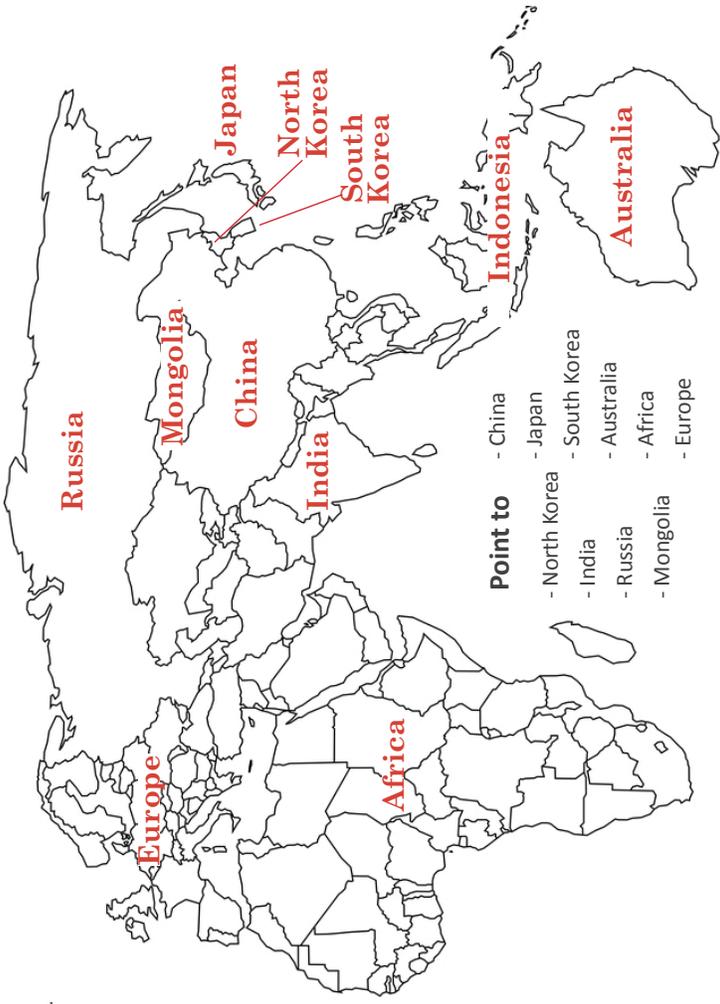
#64

#63





**Continents**



**Point to**

- China
- Japan
- North Korea
- South Korea
- India
- Russia
- Mongolia
- Australia
- Africa
- Europe

United States of America

**Florida**



United States of America

**Alabama**



#82



Point to the following states and say the capital city of each state:  
Nevada, Idaho, Illinois, Oregon, Tennessee, South Dakota.

#81



Point to the following states and say the capital city of each state:  
Iowa, Kentucky, Missouri, Vermont, Wisconsin.

#84

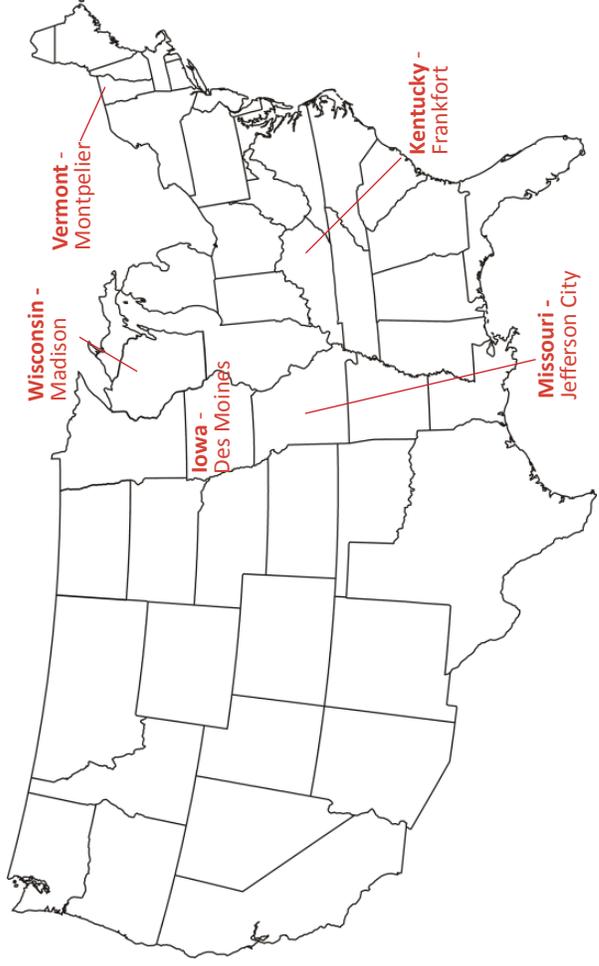


Point to the following states and say the capital city of each state:  
Indiana, Louisiana, West Virginia, Wyoming, Nebraska, Mississippi.

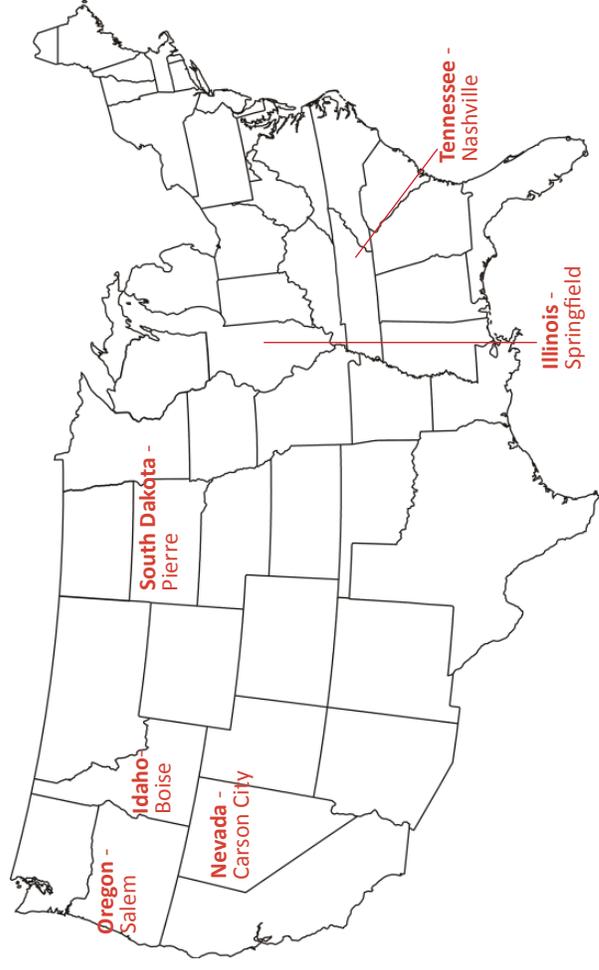
#83



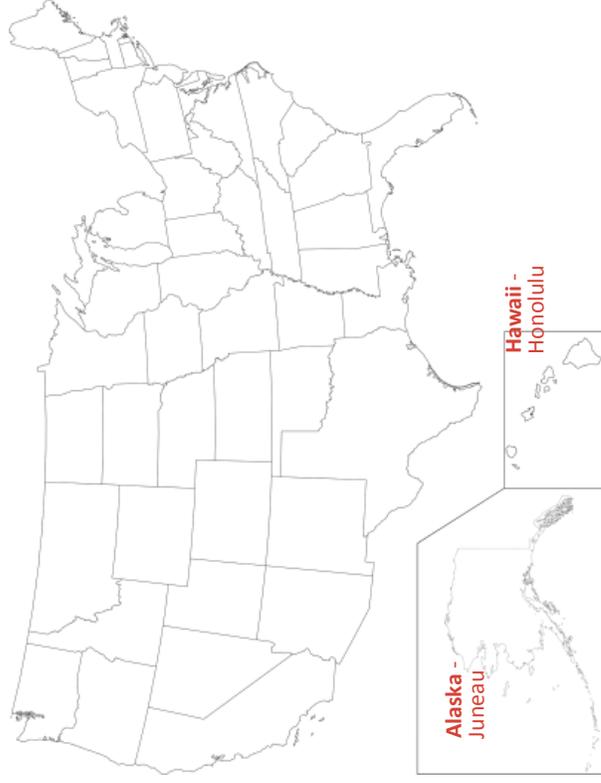
Point to the following states and say the capital city of each state:  
Hawaii, Alaska.



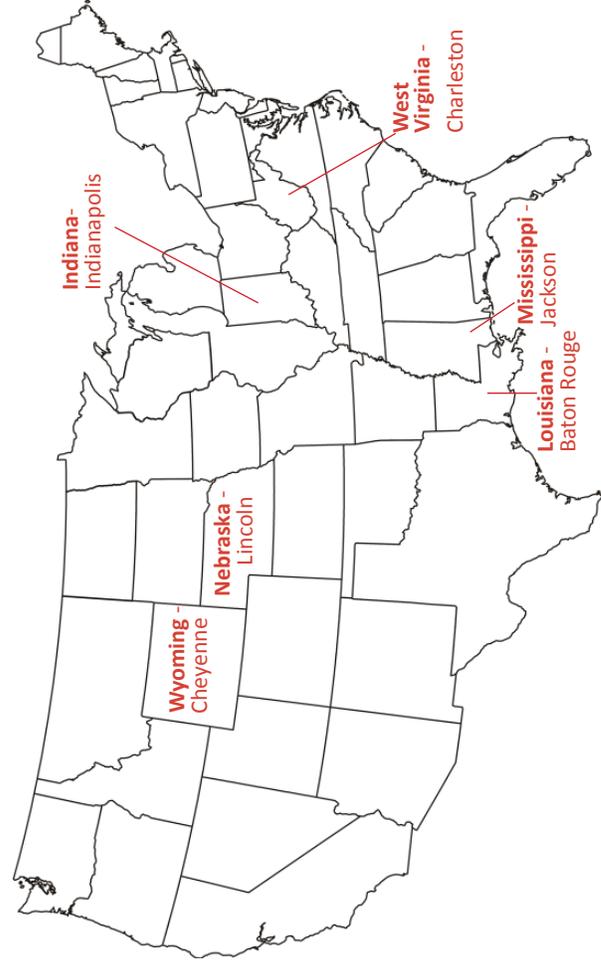
Point to the following states and say the capital city of each state:  
Iowa, Kentucky, Missouri, Vermont, Wisconsin.



Point to the following states and say the capital city of each state:  
Nevada, Idaho, Illinois, Oregon, Tennessee, South Dakota.



Point to the following states and say the capital city of each state:  
Hawaii, Alaska.

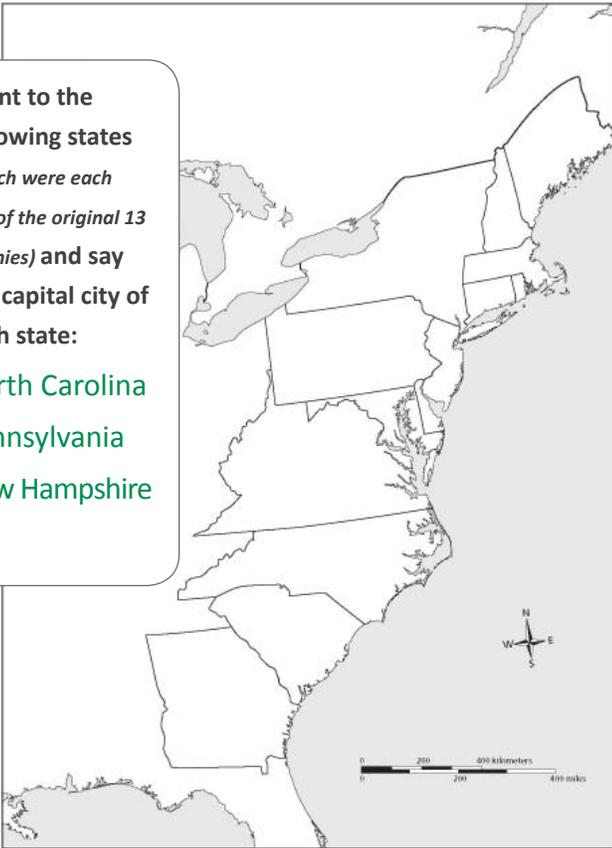


Point to the following states and say the capital city of each state:  
Indiana, Louisiana, West Virginia, Wyoming, Nebraska, Mississippi.

#85

Point to the following states (which were each one of the original 13 colonies) and say the capital city of each state:

- North Carolina
- Pennsylvania
- New Hampshire



#87

Point to the following states (which were each one of the original 13 colonies) and say the capital city of each state:

- Rhode Island
- Connecticut
- Delaware



#86

Point to the following states (which were each one of the original 13 colonies) and say the capital city of each state:

- Georgia
- Virginia
- Maryland
- New York

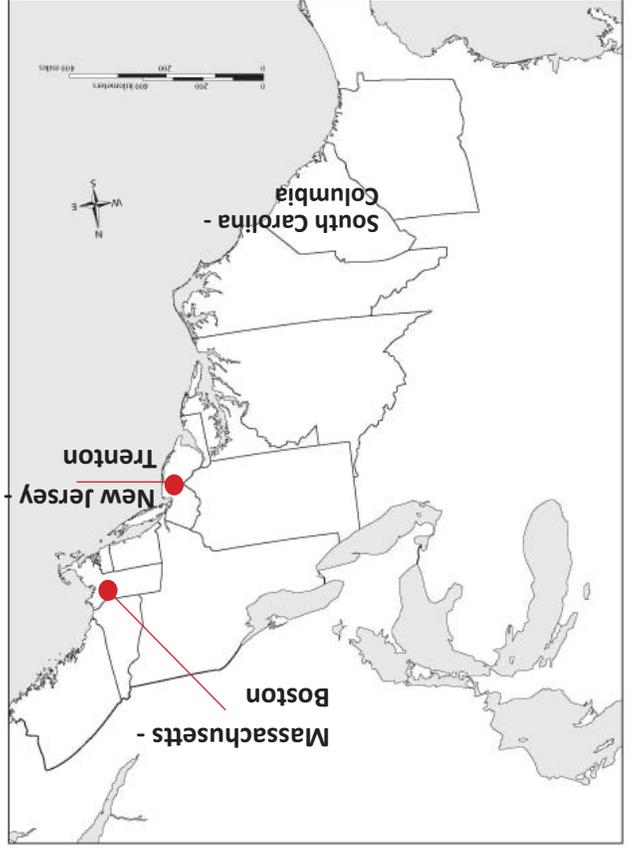


#88

Point to the following states (which were each one of the original 13 colonies) and say the capital city of each state:

- Massachusetts
- New Jersey
- South Carolina





# Daily Checklist Notes and Instructions

## Notes for Parents

1. Child should be in charge of marking off the checklist each day. Consider letting child choose the order in which he or she completes some or all of the items.
2. Remember that language arts and literature, including reading and writing, should take a large part of your child's school day. In addition, remember that this course covers several subjects: writing, reading, literature, grammar and punctuation, spelling, art, and geography.

### **Sentence dictation**

is found in the *Course Companion*. Dictate sentences to child each day.

### **Ladders and poetry memorization**

are designed to be on alternate days. Child does ladders one day, and poetry memorization the day after that. Child should spend 5-10 minutes a day on ladders or poetry memorization. These items are found in the *Course Companion*. Each day, have child circle on the checklist which item he or she worked on (ladders or poetry memorization).

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

### **Geography and grammar cards**

are designed to be on alternate days. Child does geography cards one day and grammar cards the next day. Child should spend 5-10 minutes a day on geography or grammar cards. Each day, have child circle on the checklist which item he or she worked on (geography cards or grammar cards). Physical cards come with the physical course set. If you are using the free course set download, open the Geography & Grammar Cards PDF document, print the cards, and cut them out.

With child, decide on a daily amount of time child will devote to **reading** for the Course Reading Challenge, which is found near the beginning of the course book. The chosen amount of time may need to be adjusted on occasion, depending on circumstances, but be firm about the expectation and aim for the set amount of time as often as possible.

Daily lessons in the **course book** are designed to take 25-45 minutes, depending on the speed of the child. To finish the course in one school year, child should finish one lesson a day, four days a week. Twenty days can be missed for vacation days or sick days.

It is suggested that you allow child to do more than one lesson a day if he or she chooses. However, encourage child not to rush through lessons, but to take time to explore and do her or his best work. Some lessons may take some children more than one day to complete, and that is acceptable.

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

# DAILY CHECKLIST

FOR USE WITH THE LEVEL 5, 7, AND 9 COURSES



Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes

Day of the Week: \_\_\_\_\_

- Sentence Dictation
- Ladders or Poetry Memorization (*alternate days*)
- Geography or Grammar Cards (*alternate days*)
- Course Book (*one lesson*)
- Reading (*for course reading challenge*): \_\_\_\_\_ minutes