Level 4—At-a-Glance

Grammar, Usage, & Punctuation
• abbreviations
• alphabetizing
• avoiding double negatives
• capitalization rules: proper nouns, family names, and titles
• commas in a series, commas with geographical locations, commas with introductory words
• compound sentences vs. compound verb phrases
• compound subjects, verbs, and direct objects
• coordinating conjunctions
• editing
• helping verbs
• homophones and commonly confused words
• independent and dependent clauses
• irregular past tense
• irregular plural nouns
• parts of speech (articles, nouns, verbs, adjectives, adverbs, pronouns)
• possessive nouns and apostrophes
• prefixes and suffixes
• prepositions and prepositional phrases
• pronouns and antecedents
• quotation punctuation
• semicolons
• simple, compound, and complex sentences
• spelling (spelling patterns, rule breakers, challenging words, spelling rules)
• subordinating conjunctions

Geography & Art
• art appreciation
• nature appreciation
• pastels instruction and practice
• comparing and contrasting artwork
• geography flashcards: states and capitals, countries, oceans
• art terms: art mediums, stippling, cross-hatching, feathering, hue, intensity, value, layering, underpainting, post impressionism
• geography terms and topics: urban, rural, suburbs, continents, oceans, Europe, Italy, Sicily, the Mediterranean, France, Belgium, the Netherlands, Luxembourg, the US East Coast, New York, New York City boroughs, Rhode Island, Guyana, Asia, Japan, time zones, density, population, the Great Lakes, compass rose, topographical map, Mt. Fuji, Mt. Everest, finding direction by the sun and the stars, the compass, patterns in nature, appreciation for geography, sea level, elevation, daylight savings
• artists studied: Carl Frederik Aagaard, Emil Claus, Hasui Kawase, Vincent Van Gogh, Henri Rousseau

Writing
• adding description and dialogue
• adding similes and sensory language
• avoiding redundancy and writing concisely
• creating outlines (fiction and nonfiction)
• how-to writing
• poetry writing
• prewriting techniques
• varying sentence length and structure
• writing a persuasive essay
• writing a report from your own research
• writing a summary
• writing effective opening lines
• writing effective parts of an essay: opening, body, and closing
• writing fictional stories
• writing informative essays
• writing thank you notes and letters

Reading & Literature
• challenging reading practice
• comparing and contrasting
• discerning right and wrong messages in literature
• encyclopedias
• haiku poetry
• identifying main ideas
• literary devices (simile, personification, alliteration, onomatopoeia)
• parts of a book
• poetry appreciation
• point of view
• reading and writing about character-building literature of high literary value
• recognizing and choosing literature with high moral and literary value
• vocabulary
Daily Checklist

Complete the following items each day:

• Practice grammar cards or geography cards for 5-7 minutes.

• Complete one lesson in your course book.

• Complete one lesson in your creative notebook.

• Read books from The Good & the Beautiful Book List.
Items Included in This Course Set

- Level 4 Course Book Part 1
- Level 4 Course Book Part 2
- Level 4 Creative Companion
- Geography & Grammar Cards

Additional Items Needed

- *The Big Wave* by Pearl S. Buck + *Twenty and Ten* by Claire Huchet Bishop
  These books are required and are integrated with the course.

- A timer, a highlighter, and tracing paper (or very thin paper)

- A set of chalk pastels (at least 24 colors)
  *Suggestions from Amazon.com: search for NuPastel 36 (high-quality recommendation) or B441R078-7003A (less expensive recommendation)*

- A kneaded eraser, art tape, and a workable spray fixative
  *Like B012561WIA, AA20132, and K01306 on Amazon.com*

- Watercolor or pastel paper (9" x 12")
  *Like B0024KMQ6K on Amazon.com*

- A blank notebook with lined paper

- A binder for the child’s "My Book of Stories and Writings"
  *(This same binder can be kept and used through all of the course levels to store the stories and writing assignments that the child creates. Have the child create a cover to insert into the front of the binder.)*

Note: The child will also need some cotton swabs for art projects.

Subjects Covered by This Course

- Reading
- Literature
- Spelling
- Writing
- Grammar and Usage

A The Good & the Beautiful handwriting course should be used 4-5 days a week in conjunction with this course, or another handwriting program should be used.

Overview: Language Arts & Literature Courses

- **Levels 4 and above** are designed to be mainly self-directed by the student with parents using an answer key to check work each day. However, parents may do as many of the lessons with the child as desired. The higher level courses include art appreciation and art instruction and projects that expose children to the following mediums:
  - Levels 4 and 6: Pastels
  - Levels 5 and 8: Watercolor
  - Levels 7: Pencil Drawing

- **Levels do not exactly match public school grade levels.** Have the child take the assessment test on www.jennyphillips.com to determine which course level to start your child with.

- **Levels change things up.** To avoid predictability, to provide variation, and to increase anticipation of future course levels, levels change things up with different course components, formats, ways to practice spelling, different art mediums, and so on.
Course Principles

- **Connects Multiple Subjects**
  Connecting multiple subjects gives learning deeper meaning and interest. It also eliminates the expense and trouble of purchasing and using 6-7 different courses.

- **Emphasizes the Good and the Beautiful: God, Family, Nature, and High Moral Character**

- **Focuses on High-Quality, Wholesome Literature**

- **Emphasizes Reading**
  Children on Level 4 are at a time when improving and cementing strong reading skills is very important. Thus, the Level 4 course includes a large amount of reading.

- **Creates Excellent Writers and Editors**
  Learning to write well is one of the most important academic skills a child can gain. Serious writing instruction begins in Level 4 and increases in emphasis with each course level. Children are taught “good and beautiful” style writing—writing that is effective and engaging while having high literary and moral value.

Commonly Asked Questions

**Q: Does this course follow Common Core standards? How does it compare to public school?**
This course does not follow Common Core standards. This course strives to teach everything moral and sound that is being taught in public schools (but not necessarily in the same order), while going above and beyond many public school standards.

**Q: What educational philosophies does the curriculum use?**
This course is not based on one specific educational philosophy. Rather, the creators of the curriculum intensely studied many different philosophies over a period of years and compiled what they felt were the best elements from several different philosophies, pulling mainly from Charlotte Mason.

**Q: Does the curriculum include doctrines specific to any particular Christian denomination?**
No. The goal of The Good & the Beautiful curriculum is not to teach doctrines specific to a particular Christian denomination, but to teach general principles of moral character, such as honesty and kindness.

Understanding the Course Items

- **Level 4 Course Books (Parts 1 and 2)**
The child should complete one lesson in the *Course Book* and one lesson in the *Creative Companion* each day. No readers are included for Level 4 because the following books are included as part of the course books:
  - *Down Tumbledown Mountain* by Elizabeth Coatsworth
  - *Carlotta* by Ella Maie Seyfert
  - *The Belgian Twins* by Lucy Fitch Perkins
  - *Exploring the Jungle* by JoBesse Waldeck
  - *The Pewter Plate* by Florence Parker Simister

The course also contains lessons for two modern classic books that are not in the course book: *The Big Wave* (obtain by Lesson 48) and *Twenty and Ten* (obtain by Lesson 107).

- **Level 4 Creative Companion**
The *Level 4 Creative Companion* has a lesson that corresponds with each lesson in the *Course Book* and contains a large amount of beautiful artwork. It contains geography, writing, and art assignments.
• Geography & Grammar Cards

The same set of flashcards is used for Levels 4-8. Once the child has mastered all of the cards, the cards should be reviewed once a week through Level 8.

How the Course Works

With Levels 4 and above, the child will practice self-governance and do much of the learning on his own. The lessons are designed to be engaging and very clear, and they go in small, incremental steps so that the child is not confused or overwhelmed.

Each day, the child should complete the following:

- Geography and grammar card practice
  Each day the child should practice either the geography or grammar cards for 5-7 minutes.

  The child is not expected to master all of the cards until the end of Level 8. If the child masters cards before the end of Level 8, have the child review the cards weekly.

Grammar Cards

1. Store the cards in sliding zip-lock bags with the labels: LEARNING, MASTERED, and NOT LEARNED.

2. Have the child practice 5-10 cards at a time (store 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 sliding zip-lock bags with the labels: LEARNING, MASTERED, and NOT LEARNED.

2. Have the child practice 5-10 cards at a time (store 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.

- One lesson in the Course Book
  To finish the course in one school year, the child should complete one lesson in the Course Book each day.

  At the beginning of each lesson, the child will read challenging words and text to the parent or teacher. The challenging words come from the reading assignment the child will read in the lesson and a list of 150 challenging words that are repeated throughout the course. This approach allows the child to complete all of the reading assignments on his own while also receiving important practice with challenging words.

- One lesson in the Creative Companion
  To finish the course in one school year, the child should complete one lesson in the Creative Companion each day. Lessons in the Creative Companion correspond to the lessons in the Course Book.

- Personal reading
  Most lessons in the course book contain reading assignments. However, it is recommended that the child spend at least 15 minutes a day completing personal reading outside of the course readings.

  Have the child choose books from The Good & the Beautiful Book List on his level or other high-quality, wholesome books.

  Note about slow readers: Some children (especially fast readers) will be able to complete more than one lesson some days. Some children (especially slow readers) may take two days to complete some lessons. If the child reads slowly, increase the time spent on lessons to the maximum time the child can handle each day. Then, if the child still cannot usually complete a lesson each day, it is recommended that the parent or teacher read the reading assignments aloud with the child, reading every other paragraph in order to help the child through the course. Additionally, slow readers may want to consider continuing to work on the course for all or part of the summer break as increasing reading speed at this level is an important focus.
The parent or teacher should do the following each day:

- Listen to the child read the challenging words and text at the beginning of most lessons and help sound out words the child cannot read. Rather than telling the word, help the child sound out the word.
- Check the child’s work using the answer key.

No matter what level the child is on, parents should check the child’s work on a daily basis, giving feedback. When needed, adjust the level of parental involvement. Parents should also occasionally quiz the child on grammar and geography flashcards to assess progress.

Writing

Learning to write well is an important skill that will impact many areas of a child’s life—now and in his future adult life. This course strives to develop excellent writing skills by having children 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 more achievable and enjoyable.

Writing instruction and assignments are integrated into many lessons, which connects writing with the other learning taking place in the Course Book, such as geography, art, and literature.

Spelling

Daily spelling drills are included in every lesson and help the child practice the following 80 targeted words (rule breakers and commonly misspelled words):

- adventure
- excellent
- knife
- oxygen
- another
- exercise
- knowledge
- politician
- Asia
- explanation
- lawyer
- practice
- audience
- eye
- length
- prairie
- August
- famous
- library
- raccoon
- autumn
- February
- liquid
- received
- because
- figure
- literature
- rectangle
- Canada
- fossil
- luggage
- religion
- captain
- fountain
- measure
- restaurant
- cello
- giraffe
- measurement
- ridiculous
- certain
- guitar
- million
- Russia
- Columbus
- headache
- multiple
- sausage
- comfortable
- hippopotamus
- museum
- scissors
- compass
- hospital
- neighbor
- September
- continue
- hundred
- neighborhood
- serious
- continue
- hundred
- neighborhood
- serious
- cougar
- influence
- ninety
- similar
- criticize
- information
- November
- soldier
- direction
- island
- oboe
- succeed
- eighty
- January
- October
- thousand
- engine
- jewel
- octopus
- tomorrow
The course book also helps children practice basic spelling rules and advanced spelling patterns.

**Answer Key**

No answer key is needed for the *Creative Companion*. For the convenience of not having to flip back and forth from the exercise to the answer key in the same book, the answer key for the *Part 1 Course Book* is in the back of the *Part 2 Course Book*. The answer key for the *Part 2 Course Book* is in the back of the *Part 1 Course Book*. There is no answer key for spelling exercises or exercises that are subjective.

**Art**

In addition to learning about the life and works of different artists, an emphasis is placed on learning to appreciate and find beauty in art.

Some lessons focus mainly on art, while art is also integrated within language arts, literature, writing, and geography lessons. Establishing connections across the content areas in this way makes learning more meaningful and interesting.

Hands-on art projects are included in the course, focusing on pastels.

**Poetry Memorization**

Poetry memorization is not included in Level 4 as it is with most levels, but you can always add it in to the child’s weekly schedule.

**Geography**

In addition to teaching general geography concepts, this course connects literature, art, and geography while exploring Asia, Belgium, the Netherlands, Luxembourg, Switzerland, the US East Coast region, Italy, France, New York, and Guyana.

**Length of Daily Work/Length of Course**

The time needed to complete coursework each day will vary greatly according to each child. Here is a sample schedule for an average child:

- 6 minutes: Geography or Grammar Cards (alternate days)
- 64 minutes: *Course Book* + *Creative Companion* (including the course readings)
- 15 minutes: Personal Reading

**TOTAL=85 minutes**

This course includes 120 lessons. If the child completes one lesson daily four days a week, the child will finish the course in one average school year. This allows for 5 weeks of vacation days and/or sick days in addition to normal school breaks for Thanksgiving, Christmas, and Spring Break.

The child should work on handwriting and typing on a daily basis.

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

“To introduce children to literature is to install them in a very rich and glorious kingdom . . . But they must learn to know literature by being familiar with it from the very first. A child’s intercourse must always be with good books, the best that we can find.”

~ Charlotte Mason
Reference Section
Cross out an incorrect word, and write the correct word above the crossed out word.

Editing Symbols

<table>
<thead>
<tr>
<th></th>
<th>Capitalize</th>
<th></th>
<th>Add an Exclamation Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Add a Comma</td>
<td></td>
<td>Change the Order</td>
</tr>
<tr>
<td></td>
<td>Add an Apostrophe</td>
<td></td>
<td>Make Lowercase</td>
</tr>
<tr>
<td></td>
<td>Add a Question Mark</td>
<td></td>
<td>Start a New Paragraph</td>
</tr>
<tr>
<td></td>
<td>Add a Period</td>
<td></td>
<td>Delete a Letter or Word</td>
</tr>
</tbody>
</table>

Editing Explanations

1. End a sentence with proper punctuation: a period, exclamation point, or question mark.

2. The word "I" is always capitalized.

3. Use AN before words starting with a vowel. Use A before words starting with a consonant.

4. Three or more words or phrases in a series are separated with commas. Do not use commas in a series when all items are joined by OR, AND, or NOR.

5. Use a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so) to connect two independent clauses. An independent clause is a clause that can stand on its own as a sentence. An independent clause needs a subject, a verb, and a complete thought.

6. No comma is needed because the conjunction (for, and, nor, but, or, yet, so) is not connecting two independent clauses; it's connecting a compound verb or verb phrase. Remember that to use a comma and a coordinating conjunction, you need an independent clause on each side of the comma.

7. When a dependent clause is at the beginning of a sentence, set it off with a comma.

8. Use a comma between the day of the week and the month. Use a comma between the day of the month and the year. No comma is used between the month and the year when they are the only two elements in the date.

Come on Friday, May 21st.
I was born on October 2, 1983.
Sentence Diagramming (Steps 1-7)

**Steps 1-4: Subject, Verb, Articles, Adjectives, Adverbs**

Start with a horizontal line crossed by a 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, and adverbs, on slanted lines under the words they modify.
- Write the letters AJ below adjectives and AV below adverbs.

*Example:* The little bird sings merrily.

```
bird
/  
the the
/  
AJ

sings
/  
AJ
```

**Step 5: Direct Objects**

To diagram a direct object, draw a vertical line (that does not cross the horizontal line) to the right of the verb, and then write the direct object to the right of the 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.

```
Jared pets kitten
/  
AV
/  
AJ
```

**Step 6: Commands**

To diagram sentences that are commands, put the implied subject in parentheses.

*Example:* Open the window slowly.

```
(you) open window
/  
AV slowly
```

**Step 7: Compound Sentences**

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 or semicolon between the two sentences with a dashed line connecting the two verbs.

*Examples:* I write slowly, but you write quickly. I write slowly; you write quickly.

```
I write slowly
/  
AV slowly

but
/  
AJ

you write
/  
AV quickly
```

Note: Sentence diagramming for The Good and the Beautiful curriculum starts in the Level 2 course. This curriculum uses diagramming to help with the basics of grammar; highly complex diagramming is not a part of the curriculum. This course goes over all the steps learned in previous courses as a review and for those who have not yet learned sentence diagramming.
## Terms to Know

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adjective</strong></td>
<td>A word that describes a noun</td>
<td>The pretty bird sang. The kind man helped me.</td>
</tr>
<tr>
<td><strong>Adverb</strong></td>
<td>A word that describes a verb, adjective, or other adverb (not nouns)</td>
<td>He ran quickly. My sock is very wet. He ran so quickly.</td>
</tr>
<tr>
<td><strong>Articles</strong></td>
<td>The, a, an</td>
<td>The horse ate an apple.</td>
</tr>
<tr>
<td><strong>Coordinating Conjunction</strong></td>
<td>A word that connects words, phrases, or clauses (FANBOYS: for, and, nor, but, or, yet, so)</td>
<td>Dan and I made cookies, but they burned.</td>
</tr>
<tr>
<td><strong>Direct Object</strong></td>
<td>A noun or pronoun that receives the action of the action verb in a sentence</td>
<td>We kicked the ball. I made dinner. The bird sang a song.</td>
</tr>
<tr>
<td><strong>Interjection</strong></td>
<td>A word or phrase that expresses strong emotion or surprise (help, hey, hi, wow, look, stop, great, and many more)</td>
<td>Help! My foot is stuck. Ouch, that really hurts!</td>
</tr>
<tr>
<td><strong>Noun</strong></td>
<td>A word for a person, place, or thing</td>
<td>The sunrise gives the girl joy.</td>
</tr>
<tr>
<td><strong>Pronoun</strong></td>
<td>A word that replaces a noun</td>
<td>We gave the book to her, and she loved it.</td>
</tr>
<tr>
<td><strong>Proper Noun</strong></td>
<td>A specific name of a person, place, or thing</td>
<td>Ellen lived in Virginia during the Civil War.</td>
</tr>
<tr>
<td><strong>Preposition</strong></td>
<td>Links words in a sentence, usually by showing position in time or space</td>
<td>After lunch we walked over the bridge. The bouquet of flowers is from Dad.</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td>Who or what is doing or being (The subject can be a noun or a pronoun.)</td>
<td>Miguel is nice. She is happy. The beautiful bird sang a song.</td>
</tr>
<tr>
<td><strong>Subordinating Conjunction</strong></td>
<td>A connecting word that comes at the beginning of a dependent clause (because, when, since, while, after, even though, although, and many more)</td>
<td>After the game ended, we ate dinner. We ate dinner after the game ended. When you are ready, we will leave.</td>
</tr>
<tr>
<td><strong>Verb</strong></td>
<td>An action word (such as &quot;run&quot;) or a &quot;being&quot; word—form of the verb &quot;to be&quot; (such as am, are, is, was, were, be, being, been.)</td>
<td>The boy jumped and laughed. You are happy, and so am I.</td>
</tr>
</tbody>
</table>
# Literary Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>when words that are next to each other or close together have the same beginning sound</td>
<td>The winter wind whispers outside the window.</td>
</tr>
<tr>
<td>Allusion</td>
<td>when a writer refers to a subject matter such as a well-know place, event, or literary work by way of a passing reference</td>
<td>Walking through your yard is like visiting Eden. That Scrooge grumbles throughout the whole holiday season.</td>
</tr>
<tr>
<td>Anaphora</td>
<td>the repetition of words or phrases at the beginning of sentences or clauses</td>
<td>We shall not fail. We shall go on. We shall prevail!</td>
</tr>
<tr>
<td>Assonance</td>
<td>the repetition of vowel sounds in the middle or end of words within a phrase, sentence, or line of a poem</td>
<td>He hung the bright light right beside me.</td>
</tr>
<tr>
<td>Consonance</td>
<td>the repetition of consonant sounds in the middle or at the end of words within a phrase, sentence, or line of a poem</td>
<td>The tent they sent has a lot of lint and ants.</td>
</tr>
<tr>
<td>Hyperbole</td>
<td>an exaggerated statement or claim not meant to be taken literally</td>
<td>He walks slower than a snail. These shoes are killing me.</td>
</tr>
<tr>
<td>Metaphor</td>
<td>a word or phrase used to make a comparison between two things without using “like” or “as”</td>
<td>The snow was a white blanket. The lawn was a green carpet.</td>
</tr>
<tr>
<td>Onomatopoeia</td>
<td>the use of a word that imitates the sound it represents</td>
<td>Bang, Boom, Tick-tock</td>
</tr>
<tr>
<td>Personification</td>
<td>a figure of speech in which non-human things are given human attributes</td>
<td>The old door groaned as I forced it open. The sun crept up the sky.</td>
</tr>
<tr>
<td>Sensory Language</td>
<td>writing that appeals to the senses: touch, taste, sound, sight, smell</td>
<td>The clattering of hooves and the tinkling of bells filled the flower-scented air.</td>
</tr>
<tr>
<td>Simile</td>
<td>a word or phrase used to make a comparison between two things using “like” or “as”</td>
<td>Ben is as brave as a lion. Seth sings like an angel.</td>
</tr>
</tbody>
</table>
Lessons
Lesson 1

How the Course Works

Read: Each day you should complete the following items:

1. Practice grammar cards or geography cards.
2. Complete one lesson in this Level 4 Course Book.
3. Complete one lesson in the Level 4 Creative Companion.
4. Read books from The Good & the Beautiful Book List (or other wholesome and worthy books) for 15 or more minutes.

Reference Section

Read: Use the Reference Section (whenever you need to refer to a grammar term or sentence diagramming step. Take a moment to look through the Reference Section to see what is included in it.

Editing

Read: Most lessons have you edit a sentence or a group of sentences. Use the editing symbols listed in the Reference Section.

Each editing exercise will tell you how many mistakes there are. If you can’t find all of the mistakes, refer to the Editing Explanations in the Reference Section. The Editing Explanations will tell you what kind of mistakes to look for.

Answer Key

Read: Each day have your parent or teacher check the answers to your exercises by using the answer key. The answer key for the Part 1 Course Book is in the back of the Part 2 Course Book. The answer key for the Part 2 Course Book is in the back of the Part 1 Course Book.

Reading

Read: This course includes a lot of reading. At the beginning of most lessons, you will read challenging words and poems or passages to your parent or teacher. It is important that you do this reading out loud with your parent or teacher so he or she can help you sound out the difficult words.

The rest of the lesson is designed for you to complete on your own. As you read, write down any words that you cannot read or pronounce. Have your parent or teacher help you with those words when he or she can.

Spelling Stair Steps

Read: Along with practicing spelling rules, commonly confused words, and homophones, you will practice 80 commonly misspelled words repeatedly through the course. Each day you will complete a spelling exercise for several of the 80 words.

Some days you will be asked to create a “stair step” with each spelling word. Start on the first line and write just the first letter of the word. Go to the second line and write the first two letters of the word, and so on. Add a letter each time you start a new line. For example, the word ART would look like this:

```
a
ar
art
```

Practice creating a stair step with the word NEIGHBOR.
Spelling Ribbons

**Read:** Some days you will create a spelling ribbon with four spelling words. To create a spelling ribbon, write the words in a continuous line, creating a pattern. Use each word three to four times.

**Practice creating a spelling ribbon with these words:** measure, continue, influence, certain. Use each word three to four times. Try creating circles, wavy lines, diagonal lines, a horseshoe, or any pattern you like.

---

Course Reading Assessment

Read the following sentences to your parent or teacher while he or she times you. Write the total time and number of incorrect words below. At the end of the course, you will be directed to do the same thing so you can see how much you have improved. In order to improve, it’s important that you always complete your Challenging Word Practice and Challenging Reading Practice WITH your parent or teacher.

**Start of Course:** Time ________ Number of Incorrect Words ________

**End of Course:** Time ________ Number of Incorrect Words ________

1. The condominium on Apple Boulevard may be contaminated with a contagious disease that causes severe nausea.

2. My brother was genuinely sympathetic when I could not maneuver my miniature toy yacht correctly and it was smashed.

3. The bewildered surgeon could not find his meticulous notes.

4. The submarine is in tranquil waters now, but a treacherous typhoon is forecast to hit the area.

5. The teacher persuaded all of her pupils to include more dialogue in their compositions.

6. The gorgeous fall foliage was painted in vibrant colors.

7. One of my ancestors was an exceptionally brilliant man and invented binoculars.

8. His writing was so elaborate that it was completely illegible.

9. I found numerous accurate facts about psychology in the encyclopedia.
Lesson 2

Challenging Word Practice

Read the following words to your parent or teacher:

- language
- delicious
- accurate
- individual
- physical
- adjacent
- imagine
- amateur
- abbreviation

Challenging Reading Practice

Read the following paragraphs to your parent or teacher:

A Message from Jenny Phillips

Imagine that you see a cupcake on the counter that looks delicious, except for . . . the black mold on one side and the tiny bugs coming out of it. Would you eat it? Of course not! You know what is good to put into your physical body and what is not.

What we put into our mind is just as important as what we put into our body. Just as we should strive to fill our bodies with wholesome food, we should fill our minds with wholesome words, ideas, messages, and stories.

You live in a world that is very confused about what is right and what is wrong. To keep your mind pure and clean, you may have to avoid many of today's popular books. In the Bible we read, "... Touch no unclean thing; go ye out of the midst of her; be ye clean, that bear the vessels of the Lord." (Isaiah 52:11)

In this course you will have the chance to read many good and beautiful books—books that uplift and teach while they entertain. The first book you will read is Down Tumbledown Mountain, which is a short book that takes place in rural America in the 1940s-50s. I hope you enjoy it! As you read, pay attention to the beautiful writing and descriptions and to the positive messages, along with the things you learn about rural life in early modern America.

Daily Spelling Drill

LOOK at it, SAY it, COVER it, WRITE it, CHECK it. Complete twice for each word.

measure _______________________  ______________________
neighbor _______________________  ______________________

Write the following spelling words in alphabetical order: neighbor, measure, continue, influence.

1. __________________________  2. __________________________
3. __________________________  4. __________________________

Write the syllables for each spelling word in the boxes.

ox - y - gen  ex - er - cise  re - li - gion
suc - ceed  cap - tain  fa - mous  gui - tar

Fill in each blank with the correct word and then use the words to complete the puzzle.

Across
2. He is a _________ in the war.
4. Water is a _________.
5. A ruby is a _________.

Down
1. One _________ is after 99.
3. A _________ is sharp.
Reading Assignment: Down Tumbledown Mountain

Chapter 1

Tumbledown Mountain

All of the laurel bushes on Tumbledown Mountain were in bloom. The flowers looked so pretty and pink with the blue sky behind them!

But it was a bad morning for Randall’s ma. When she went out to milk the cow, she tore her apron. Then the butter would not come in the churn. And when she went to get some corn meal, she found that the mice had been in the sack. The corn meal had run all out onto the floor.

“What is left isn’t fit to eat,” she told Randall. “What will Pa feel like when he comes home hungry this evening from working in the field, and I don’t have hot cornbread ready for him? Put the saddle on old Speckles and take some shelled corn down to the mill to grind. And see that you’re home before the sun is out of the valley! I want to have the cornbread hot for Pa’s supper.”

Randall was happy to ride alone down Tumbledown Mountain to the mill. He had gone there behind Pa more than once, but never by himself.
He ran out into the pasture to catch the old white speckled mule. To help catch the mule, he had some shelled corn in a pan. When old Speckles heard the corn rattle, he came in a hurry. Randall let him eat, and then he put on the bridle and the saddle. Ma came out with the gunny sack of corn and helped Randall tie it behind the saddle.

“It’s a pretty day,” she said. “You can’t get lost. You just follow down the branch until you come to Clear Water River. And there is the mill. The miller will take some of the corn meal for pay, but he is a good man. He won’t cheat you. And you will see pretty things all the way.”

Randall knew that his mother would like to come, too.

“You ride Speckles, Ma, and I can ride behind you,” he said. But Ma shook her head.

“I have the water hot in the dooryard kettle to wash our clothes, and the butter has not come in the churn. I have no time for a journey. But I would like to go. Seems as if no one ever comes by our cabin. I get lonesome here at the last place on Tumbledown Branch.”

“Someday, the road will come, and then you will see automobiles going by all day!” said Randall. “They’ll be all kinds and all colors with men and women and children in them. They’ll be as shiny as a new tin pan. Then you can sit on the steps whenever you want to and watch them go by.”
Ma smiled, but soon she shook her head.

“ Seems as if I have been waiting for that road a long, long time,” she said. “It never gets much nearer. Last I heard, it had not even got to the Four Corners.”

“I’ll remember every pretty thing I see and tell you about it when I get home, Ma.”

Ma gave Randall’s bare knee a little pat.

“Well, go along, son. And remember—just follow the water down Tumbledown Mountain. You can’t get lost.”

Randall gave old Speckles a little kick, and off they went down Tumbledown Mountain.

Possessives

Read: 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.

1. I listened to the ______________________ song. (sparrow)
2. By the lake we saw a ________________ dam. (beaver)
3. We found a ______________________ tracks. (fox)
4. I saw an otter on the_____________________ bank. (stream)

Its/It’s

IT’S: a contraction of the words IT IS (It’s raining.)
ITS: IT used as a possessive (The cat licked its paws.)

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

Write the correct word, “it’s” or “its,” on each blank.
1. The tiger licked___________________ paws.
2. _________important to pause and take time to smell the roses.
3. I think _________ time to get ready for our vacation.
4. The vibrant yellow bird brought a worm to _______________ babies.

Abbreviations

Read: An abbreviation is the shortened form of a word. Here are some example abbreviations:

| Senior - Sr. | page - pg. | versus - vs. | teaspoon - tsp. |
| Drive - Dr. | ounce - oz. | Mount, Mountain - Mt. | tablespoon - tbsp.* |

Write the abbreviation for each word.

*Sometimes it is shown as T.

Mount | page | tablespoon
Drive | ounce | teaspoon
verses | Senior | Mountain
Lesson 17

Challenging Word Practice

Read the following words to your parent or teacher:

- expansion
- fury
- mosquitos
- accommodate
- vigorously
- daintily
- measurement
- phenomenon
- apparel
- catastrophe

Challenging Reading Practice

Read the following poem to your parent or teacher.

The Grass
Emily Dickinson

The grass so little has to do—
A sphere of simple green,
With only butterflies to brood,
And bees to entertain,
And stir all day to pretty tunes
The breezes fetch along,
And hold the sunshine in its lap
And bow to everything;
And thread the dews all night, like pearls,
And make itself so fine—
A duchess were too common
For such a noticing.
And even when it dies, to pass
In odors so divine,
As lowly spices gone to sleep,
Or amulets of pine.
And then to dwell in sovereign barns,
And dream the days away—
The grass so little has to do,
I wish I were the hay.

Daily Spelling Drill

LOOK at the word, SAY it, COVER it, WRITE it, and CHECK it.

- fountain
- library
- measurement

Write the following spelling words in alphabetical order: hospital, restaurant, excellent, religion, exercise, autumn

1. _________________________  2. _________________________
3. _________________________  4. _________________________
5. _________________________  6. _________________________

Reading Assignment: Carlotta

Chapter 9

The Red Truck

Not far away a big red truck was speeding toward home, and the two travelers in the shiny, screechy new truck were the happiest people on the road. Their garden patch had been saved by the rain, and here they were, ready to carry fresh vegetables to market in a brand new truck!

The red truck rolled up to the garage just as Tony and Carlotta had spread the red awning over the bushes to dry.
Honk! Honk!

Carlotta turned and stared, speechless. She had no words to express her feelings when she saw the red truck of her dreams. It was so much bigger and redder than she had ever expected.

“Yippi yi! How does she look-a?” Papa shouted from the high seat where Mama sat smiling beside him.

Tony was as dumbfounded as Carlotta. It was too good to be true!

“You like-a her?” Papa asked. He got out and stood back and admired his purchase.

Tony was thrilled to the core, and as he smoothed the glistening boards, he thought of the time when he would be big enough to drive her all alone.

Mama was busy handing packages out of the truck to Carlotta, who felt each one with suspicion. Then they went into the house to stack the bundles on the kitchen table.

With a wink, Papa handed Carlotta a tiny box, and Carlotta handed the box to Mama, who opened it and smiled at the gold earrings.

“Do you like them?” Carlotta asked.

“They’re beautiful earrings! Look how they shine. O-oo-o!”

Gently Mama hugged Carlotta, and then she handed Carlotta a package. “Now, here are the doll slippers.”

Carlotta held them lightly in the palm of her hand. “Aren’t they cute, Mama? Won’t Joanne be pleased when she comes back and I give them to her?”

Laughing, Carlotta slipped them over two of her fingers and danced them across the table. “Look, they’re puppets. Watch them dance.”

Carlotta looked up when she heard more tissue paper rattling. Mama was busy unwrapping something. What could it be?

“How do you like these?” Mama asked, and she handed Carlotta a larger pair of shiny patent-leather slippers, exactly like the little pair. “You like them, too?”

“O-o-o-o!” Again Carlotta’s voice was musical with joy. “I love them!” she said. “New slippers! My, but I’ll be grand!”

In a minute she had the slippers on her feet and was dancing over the kitchen floor. “I’m the May Queen, Mama. Eenie, Meenie, Minie, Mo!” Out to the porch she danced with light feet. They almost ran away with her!
Before Carlotta went to bed that night, her twinkling toes tried out the loveliest slippers that ever danced over a floor again.

Z-z-zoom! Tr-r-ill! Then from her bedroom window, she looked out through the moonlight at the most beautiful red truck in the world.

THE END

Note: In Lesson 21, you will create an Italian dish. You will need 1 cup mashed potatoes, 2 eggs, 1 cup cottage cheese or ricotta cheese, butter, salt, flour, and pasta sauce. Make sure to tell your parent or teacher.
Lesson 18

Challenging Word Practice

Read the following words to your parent or teacher:

- accelerate
- accommodate
- accurate
- acquaintance
- anatomy
- allegiance
- comfortable
- neighborhood
- knowledge
- amateur
- amnesia
- ancestor
- antecedent

Challenging Reading Practice

In preparation for an upcoming writing assignment, read this section to your parent or teacher.

In the book I just completed, Carlotta's Italian family is very close. Italians are known for having strong families. Often, parents live with their grown, married children and help raise their grandchildren. Italian families tend to spend a lot of time together, and mealtime is considered an important time to talk and bond. Mealtime is family time for Italians. In fact, local stores close for several hours during mealtime, and many children go home from school for lunch.

Families are an important part of God's design for our happiness. Families offer a place of protection, love, and support. Families are a place where people care about the details of your life. Families are a place where you can practice patience, kindness, and forgiveness.

One of the ways to build a strong family is just what Carlotta and her family did in the first chapter of Carlotta. They sat together and ate a meal while they talked and enjoyed each other's company.

Daily Spelling Drill

LOOK at the word, SAY it, COVER it, WRITE it, and CHECK it.

comfortable ____________________________
neighborhood ____________________________
knowledge ____________________________

Write the following spelling words in alphabetical order: headache, probably, cougar, soldier, captain, and received.

1. ____________________________ 2. ____________________________
3. ____________________________ 4. ____________________________
5. ____________________________ 6. ____________________________

Create stair steps for each of the following words: rectangle, length, direction, and engine. (Refer to Lesson 1 if needed.)
Pronoun and Antecedents

"Ante" means "before." The word or group of words that a pronoun replaces is called its antecedent.

Underline the pronoun in each sentence or set of sentences. Circle the antecedent the pronoun replaces.

Example

Carlotta's dark eyes sparkled with excitement, and her tousled, straight black hair flew wildly.

1. Carlotta looked up when she heard more tissue paper rattling.
2. “How do you like the slippers?” Mama asked, and she handed Carlotta a larger pair of shiny patent-leather slippers.
3. Mama was busy unwrapping something. What could it be?
4. This time the accordion wheezed and collapsed with a groan when Papa dropped it on the seat.
5. A big black crow surprised Mama as it flapped away.
6. Carlotta stepped carefully to the open window and stood in front of it for a second.
7. Papa had hammered and sawed all day long, only putting down his tools to fill up the cars that stopped at the gas station.
8. Nick was used to these nimble feet, but tonight they seemed to be everywhere at once.
9. Instead of whistling or humming, as the rest of the family did when they worked, Carlotta chanted a little song.

Effective Writing

When you start an essay, you want to grab your reader's attention. Some ways to do this are by

- asking a question
- stating an interesting fact
- telling a short, personal experience
- giving a short, appropriate quote

Once you grab your reader's attention, explain what you are writing about and present your ideas and information. Then, close with a statement that wraps it all together. With some practice, writing effective paragraphs can become easier.

Reading well-written paragraphs is one of the best ways to learn about writing them. So study the following paragraphs. Then underline the correct answers to the questions below each paragraph. Keep in mind that the main idea is the overall idea.

Closing my three-year-old daughter’s door at bedtime, I heard a quiet, “Mommy, I love it when we all pray together. Can we have a family prayer?” A lot of research has been done on this topic, and it shows that the old saying that “the family that prays together stays together” is true. If you want to have a closer and more stable family, praying together can make a huge difference.

1. Which way does the paragraph grab the reader's attention?
   - asking a question | stating an interesting fact
   - telling a short personal experience | giving a short quote

2. What is the main idea of the paragraph?
   A. Families that pray together are stronger.
   B. A lot of research has been done on family prayer.
twice as likely to have an excellent relationship with their father

Family meals have numerous beneficial effects. Evidence suggests that family meals help children have better nutrition, [and] fewer psychological problems. . . . The simple acts of creating a meal and enjoying it together help family members stay connected.

Note: Did you see the numbers like these? Those numbers refer to footnotes, which give the source from which the information came. Footnotes are placed at the bottom of a page or at the end of a chapter or book.

Footnotes


3. The importance of family dinners VII. The National Center on Addiction and Substance Abuse at Columbia University.

Daily Spelling Drill

Use each spelling word in a well-formed sentence. Use at least one description of color in each sentence that uses an adjective with the color (e.g., "pale yellow" "bright green" "bold blue.")

1. luggage  |  2. giraffee  |  3. prairie

Write each word twice, separated into syllables.

1. Rus-sia  
2. A-sia  
3. jew-el  
4. ad-ven-ture  
5. gi-raffe  
6. hip-po-pot-a-mus  
7. oc-to-pus  
8. scis-sors
Simple, Compound, and Complex Sentences

Underline independent clauses and double underline dependent clauses. Then, underline the sentence type. If needed, refer to the Reference Section.

1. Nick howled under the porch steps with each crash of thunder.
   - simple | compound | complex

2. I believe it’s our Cinders because he always liked red things.
   - simple | compound | complex

3. Peppers won’t grow if the weeds choke them out.
   - simple | compound | complex

4. Mama pushed the big preserving kettle back on the hot stove and turned around.
   - simple | compound | complex

5. If Papa has lots of vegetables to sell, he can buy the red truck soon.
   - simple | compound | complex

Homophones

stairs - I climbed the stairs.
stares - He stares at the painting.

Write the correct word, STAIRS or STARES on each blank.

1. Angela __________________ at the pies in the bakery window.
2. I climbed the steep __________________ of the old lighthouse.
3. The rickety __________________ creaked and moaned.
4. Diego ________________ at the green scenery outside his car window.

Lesson 20

Challenging Reading Practice

Read the following quotes to your parent or teacher:

Mark Twain said, "The secret of getting ahead is getting started. The secret of getting started is breaking your complex, overwhelming tasks into small, manageable tasks, then starting on the first one."

Henry Ford said,"Nothing is particularly hard if you divide it into small jobs."

John Wanamaker wrote, "One may walk over the highest mountain one step at a time."

"When you are faced with a big task, it helps if you break the task down into smaller, more manageable parts. This will help you avoid stress and procrastination. People who procrastinate often comment that when they wait until the last minute, they feel overwhelmed, and the task seems insurmountable. By setting priorities and breaking the bigger project into smaller tasks, the work is more manageable and less intimidating." (University of Georgia)

"When faced with a large writing project, writing coaches advise you to break the large project down into manageable writing assignments ... Outlining is a familiar way to manage a large writing project. A detailed outline is a well-organized list of the small parts of the project." (http://www.academiccoachingandwriting.org)
Writing Assignment

Complete the following writing assignment:

Write a well-formed paragraph about the importance of families having meals together.

1. Start with an attention-grabbing technique such as a question or interesting statement.
2. Explain your belief/opinion.
3. Use facts from the previous lesson to back up your claim.
4. Close by wrapping up your ideas with a closing statement (with different wording used in other places in your paragraph) or a challenge.

Type your paragraph or write it on another piece of paper.

Remember that writing assignments can be challenging. If you start to feel overwhelmed, try Mark Twain’s advice and break your task into small parts.

For example, first focus on task #1: Write the attention grabbing sentence or sentences. Tell yourself that once you have done that, you can read a few pages in a book or go take a walk around the yard.

Then focus on task #2: Explain your topic, using facts and your own words. Tell yourself that once you have done that you can take a little break if needed before you work on task #3: Writing your concluding statement. Or just keep going if you are feeling good.

If you still feel overwhelmed, ask your parent or teacher for help.

Note: Remind your parent or teacher that you will need the following items for the next lesson: 1 cup mashed potatoes, 2 eggs, 1 cup cottage cheese or ricotta cheese, butter, salt, flour, and pasta sauce.

Challenging Word Practice

Read the following words to your parent or teacher:

accelerate  accommodate  accurate
acquaintance  adequate  adjacent
anatomy  amateur  amnesia
allegiance  ancestor  anticipation

Challenging Reading Practice

Read the following poem to your parent or teacher.

The Useful Plow
Unknown

A country life is sweet!
In moderate cold and heat,
To walk in the air how pleasant and fair!
In every field of wheat,
The fairest of flowers adorning the bowers,
And every meadow’s brow;
So that I say, to courtier may
Compare with them who clothe in gray
And follow the useful plow.

They rise with the morning lark,
And labor till almost dark,
Then, folding their sheep, they hasten to sleep
While every pleasant park
Next morning is ringing with birds that are singing
On each green tender bough.
With what content and merriment,
Their days are spent, whose minds are bent
To follow the useful plow.

Italian Food

A study about Italy would not be complete without making and tasting some Italian food! In this lesson, you are going to make an Italian dish called potato gnocchi [nah-key], little dumplings made from potatoes and flour.

**Italian Potato Gnocchi**

**Ingredients**

- 2 eggs
- 1 cup mashed potatoes
- 1 teaspoon salt
- 1 cup ricotta cheese or cottage cheese
- 2 tablespoons softened butter
- 3 cups flour
- Pasta sauce
- Optional: shredded cheese (Parmesan or mozzarella)

**Directions**

1. In a mixing bowl, blend together butter, eggs, salt, and ricotta or cottage cheese.
2. Add in the mashed potatoes and flour and stir until a ball of dough forms.
3. Knead the dough on a floured counter, adding a little bit of flour if it is too sticky, and a little bit of water if it is too dry.
4. Separate dough into eight even-sized balls.
5. Form each ball into a thick rope.
6. Cut each rope into 1/2" - 1" pieces. Make sure they are not too big, or they will not taste as good.
7. Have your parent or teacher bring water (and a pinch of salt) to boil in a large pot.
8. Have your parent or teacher place the gnocchi pieces into the boiling water. When the pieces rise to the top, take them out with a slotted spoon.
9. Serve with pasta sauce and shredded cheese (optional).
“How were these heavy buildings built on the water?” you ask.

Good question! They were built on closely spaced wooden pylons (columns) sunk deep into the muddy marshland until they hit bedrock about 15 feet below. Above the pylons were placed layers of water resistant stone. You see, the builders knew the wooden pylons would soak up the salty sea water and become petrified rock able to hold up the stone layers and heavy building foundations. And they did! What a very ingenious way to support stone and brick buildings over marshy land.

Unfortunately, Venice was built on a subduction zone, where one plate of land gradually sinks under another, so the land under Venice has been slowly sinking for ages. The petrified pylons cannot stop that, and the buildings become ever lower in the water.

There are unusually high tides called aqua altas that sweep in during storms, so floods have become more frequent over the last hundred years, too. In fact, in the nineteenth century, only nine aqua altas flooded Venice each year. Now about sixty floods occur per year. Sometimes the water is so high that boats cannot pass under certain bridges. When these aqua alta floods happen, the boats have to wait for the tide to go out before they can continue on their way. It’s a boat traffic jam!

As you can guess, the main floors of the buildings, once above water and protected from the sea, are now constantly underwater. The salt water is damaging the mosaic floors and eating away at
the brick foundations. This is a huge problem, since everyone in the world wants to visit Venice, the famous city built on the sea.

About 20 million tourists come to see Venice every year, eager to ride down the Grand Canal in the gondolas and tour the ancient buildings, and walk the cobblestone streets of this marvelous city of wonders. Giant cruise ships continue to drop off thousands of passengers. Glass blowers continue to entertain them. Museums and libraries and palaces and churches continue to host tours, showing off their elaborate statues, mosaic tiles, and architectural craftsmanship.

Through all of Venice’s troubles, the “City of Canals” stands majestic, determined to survive as best it can as it faces the uncertain future.

**Daily Spelling Drill**

**LOOK** at the word, **SAY** it, **COVER** it, **WRITE** it, and **CHECK** it.

1. _________________________ 2. _________________________
3. _________________________ 4. _________________________
5. _________________________ 6. _________________________

**Homophones**

- *their* - I love their backyard.
- *there* - I love the trees over there.
- *they’re* - They’re planting carrot seeds.

**Write a sentence that correctly uses the word THEIR:**

**Write a sentence that correctly uses the word THERE:**

**Write a sentence that correctly uses the word THEY’RE:**
Lesson 23

Challenging Reading Practice

Read the following article by Jennifer D. Lerud to your parent or teacher:

Rome

When you think of Rome, perhaps you think of the fact that it is the capital city of Italy, the country that sits on the Mediterranean Sea and looks like a boot. Perhaps you think of Rome’s 4.3 million residents, making it the most populated city in the European Union. Perhaps you think of the Vatican, the walled city-state surrounded by Rome, where the Pope and other high officials of the Roman Catholic Church live and work. The Vatican has 54 museums that include some of the world’s most famous classical sculptures, like Michelangelo’s Pietà where Mary cradles the crucified body of Jesus, and some of the most important Renaissance art, like Raphael’s The Disputation of the Sacrament where Christ, his apostles, and others are discussing the new ordinance.

And then there’s the Vatican’s famous church, St. Peter’s Basilica, a towering masterpiece of Renaissance architecture, for a long time the largest in the world. It is still considered one of the holiest sites in Christendom. That is because it stands on the site where the apostle Peter is believed to have been crucified and buried. Many popes are buried there, too.

The Vatican is also famous for the Sistine Chapel where Michelangelo so wonderfully painted the ceiling with scenes from the Old Testament. The picture of God reaching out to touch his finger to Adam’s is on the ceiling of the Sistine Chapel.

There is also a great library at the Vatican, the Archivum Secretum (Secret Archives). It is called that because only select scholars and researchers are allowed to go in there. A lot of ancient records and books and scrolls are housed in this library.

Or perhaps when you hear the word “Rome” you think of ancient Roman armies marching to battle with their fancy helmets, skirted uniforms, and round wooden shields. Or maybe you think of the Roman Colosseum, that ancient, oval-shaped building where chariot races were held, where gladiators fought each other, and where innocent Christians were thrown to the lions before wicked Roman emperors and bloodthirsty spectators.

Or maybe you think of the many ancient marble buildings like the Roman Forum, the Pantheon, or the other numerous, pointy-roofed and pillared temples built for Rome’s ancient, mythological gods.

Or maybe you think of food? Pasta is such a big part of the culture
in Italy that Rome has a large museum dedicated to pasta!

Or maybe the food you think of is gelato—the Italian-style ice cream. Rome is full of gelato stands and shops.

I know I like to think of Rome’s many famous, ancient statues, fountains, and mosaics.

After 3,000 years of being a city, Rome is all that and more.

So what do you think of when you think of Rome?

Daily Spelling Drill

**LOOK** at it, **SAY** it, **COVER** it, **WRITE** it, and **CHECK** it. Complete twice for each word.

probably _______________________    _______________________

headache _______________________    _______________________

knowledge _______________________    _______________________

neighborhood _______________________    _______________________

Spell each of the following words three times while hopping on one foot each time you say a letter. Once you look at a word, try not to look at it again as you spell it.

island  |  rectangle  |  length

direction  |  engine  |  jewel

Introductory Words

**Read:** Place a comma after an introductory word or set of words at the beginning of a sentence.

**Examples:** Indeed, that is wonderful!  |  Fortunately, we had not left yet.

Common introductory words are

- yes
- for example
- suddenly
- however
- first
- next
- thus
- no
- in fact
- fortunately
- actually
- indeed
- well
- also

For each exercise write a sentence that starts with an introductory word listed above and uses the spelling word in the box. Remember to place a comma after the introductory word(s).

**restaurant**

**library**

**hospital**

**excellent**
Lesson 24

Challenging Word Practice

Read the following words to your parent or teacher:

Belgium inappropriate canal
excursion gratification sheaves
solely [only] desensitize sow [to plant]
ocasionally discern fragrant

Challenging Reading Practice

Read the following article with your parent or teacher. Have your parent or teacher read every other paragraph.

Judging Books

In the Bible we are commanded to "judge righteous judgment." (John 7:24) Does this apply to the books we read? Definitely! Books are powerful. They help shape our minds, hearts, and characters—whether we realize it or not.

Let's explore how to become better at making righteous judgments with the books we read. These principles also apply well to our choices in music, movies, the Internet, video games, social media, and TV shows.

Books can be placed into three categories that Jenny Phillips created:

- **Good & Beautiful Books** teach, inspire, and help you become more like Christ. They are completely truthful, praiseworthy, and virtuous. These books also entertain, sometimes they are even exciting or humorous, but they usually require more effort to read and do not usually offer constant nor instant fun and thrill. Reading good & beautiful books exercises your spirit and intellect and makes them stronger.

- **Roller Coaster Books** do not contain inappropriate content, but their underlying purpose is to entertain and amuse rather than to teach or inspire. Roller coaster books are usually fast-paced and easy, like riding a roller coaster. Riding a roller coaster occasionally may be just good fun, but riding roller coasters all of the time, in place of more productive activities, would be using time unwisely and would likely create an appetite solely for fun, fast-paced thrills and instant gratification. Children who read too many roller coaster books often find good & beautiful books difficult to read, boring, and uninteresting.

- **Unworthy Books** often include profanity or crude language; they include graphic descriptions that shock, disturb, and desensitize; and/or they make Satan's teachings seem acceptable, normal, or desirable, such as negativity, disunity of family members, greediness, disrespect, laziness, and dishonesty. Large or small parts of unworthy books may teach and inspire, but that does not make the unwholesome parts of the book acceptable. It's important to remember that it is acceptable for a book to contain things such as dishonesty and negativity as long as it is clearly portrayed as wrong and undesirable. Also, it is important that negative things are not written in vulgar, graphic, or disturbing ways, or in a way that makes the book feel depressing, uninspiring, dark, or too heavy, or in a way that makes bad behaviors seem fine.

We live in a world that is flooded with literature that is not praiseworthy or virtuous, yet is given awards, is praised, and is popular. In the Bible we read: "And they shall teach my people the difference between the holy and profane, and cause them to discern between the unclean and the clean." (Ezekiel 44:23)
As we go through this course, we will learn not only to discern, but we will also learn that there is so much powerful, fun, interesting, and exciting literature in our world—literature that entertains while leaving us feeling good and uplifted.

**Daily Spelling Drill**

*LOOK* at the word, *SAY* it, *COVER* it, *WRITE* it, and *CHECK* it.

probably _______________________________________
headache _______________________________________
knowledge _______________________________________ 
neighborhood _____________________________________

Spell each of the following words three times while hopping on one foot each time you say a letter. Once you look at a word, try not to look at it again as you spell it.

**成功** | **cougar** | **soldier** | **captain**
**fossil** | **serious** | **oboé** | **museum**

In the next lesson, you will start Perkins' book titled *The Belgian Twins*. In this story Jan and Marie live in Belgium during World War I. All is well until the Germans take their parents away. The twins are left alone and go on a quest to find their parents.

**Pronouns and Antecedents**

The word or group of words that a pronoun replaces is called its antecedent.

Underline the pronoun in each sentence or set of sentences. Circle the antecedent the pronoun replaces.

1. Please hand me the bottle; the baby wants it now.
2. Dawson and Daxton are going hiking, and I want to go with them.
3. The little girl ran through the field and let her hair fly in the wind.
4. After Dad fixed the fence, the cows could no longer escape through it.

**Vocabulary**

Fill in the blanks below with a vocabulary word from above.

1. Their __________ gossip didn’t help the situation.
2. I will remain __________; I’m not helping either team to win.
3. I have not been __________ all day; I’ve been working since the sun rose.
4. Our country remained __________ during the war.

**Read:** Lucy Fitch Perkins, born in 1865, was an American author of children's books. She was best known for her series of children's books called "The Twins Books." There are 26 books in the series, and each book features a set of twins. The books are all set in different countries and/or time periods.
The Belgian Twins

by Lucy Fitch Perkins

It was late in the afternoon of a long summer's day in Belgium. Father Van Hove was still at work in the harvest field, though the sun hung so low in the west that his shadow, stretching far across the level, green plain, reached almost to the little, red-roofed house on the edge of the village which was its home. Another shadow, not so long, and quite a little broader, stretched itself beside his, for Mother Van Hove was also in the field, helping her husband to load the golden sheaves upon an old blue farm cart which stood near by.

There were also two short, fat shadows which bobbed briskly about over the green meadow as their owners danced among the wheat sheaves or carried handfuls of fresh grass to Pier, the patient white farm horse hitched to the cart. These gay shadows belonged to Jan and Marie, sometimes called by their parents Janke and Mie, for short. Jan and Marie were the twin son and daughter of Father and
Mother Van Hove, and though they were but eight years old, they were already quite used to helping their father and mother with the work of their little farm.

They knew how to feed the chickens and hunt the eggs and lead Pier to water and pull weeds in the garden. In the spring they had even helped sow the wheat and barley, and now in the late summer, they were helping to harvest the grain.

The children had been in the field since sunrise, but not all of the long bright day had been given to labor. Early in the morning their father’s pitchfork had uncovered a nest of field mice, and the twins had made another nest, as much like the first as possible, to put the homeless field babies in, hoping that their mother would find them again and resume her interrupted housekeeping.

Then they had played for a long time in the tiny canal which separated the wheat field from the meadow, where Bel, their black and white cow, was pastured. There was also Fidel, the dog, their faithful companion and friend. The children had followed him on many an excursion among the willows along the riverbank, for Fidel might at any moment come upon the rabbit or water rat which he was always seeking, and what a pity it would be for Jan and Marie to miss a sight like that!

When the sun was high overhead, the whole family, and Fidel also, had rested under a tree by the little river, and Jan and Marie had shared with their father and mother the bread and cheese which had been brought from home for their noon meal.

Then, they had taken a nap in the shade, for it is a long day that begins and ends with the midsummer sun. The bees hummed so drowsily in the clover that Mother Van Hove also took forty winks, while Father Van Hove led Pier to the
Spelling Rule

**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.

**For each set, circle the correctly spelled word.**

<table>
<thead>
<tr>
<th>topic</th>
<th>topick</th>
</tr>
</thead>
<tbody>
<tr>
<td>flic</td>
<td>flick</td>
</tr>
<tr>
<td>mimic</td>
<td>mimick</td>
</tr>
<tr>
<td>panic</td>
<td>panik</td>
</tr>
<tr>
<td>antic</td>
<td>antick</td>
</tr>
<tr>
<td>muck</td>
<td>muk</td>
</tr>
<tr>
<td>wreck</td>
<td>wrec</td>
</tr>
<tr>
<td>ethic</td>
<td>ethik</td>
</tr>
<tr>
<td>tropick</td>
<td>tropic</td>
</tr>
</tbody>
</table>

Homophones

- **steal** - take something that doesn't belong to you
- **steel** - a mixture of metals, primarily iron

Write the correct word, STEAL or STEEL on each blank.

1. The bus is made of __________________ .
2. Did someone __________________ your wallet?
3. The Bible teaches us not to __________________ .
4. The tool is made of __________________ .
5. Is that spoon solid __________________ ?

Quotation Punctuation

Insert commas where needed. Insert periods where needed.

1. "Never give up" said Mom. "I know you can do it, Karen"
2. The wind blew fiercely, and Jane cuddled closer to her mother "I hope the wind won't break the tree limbs" she said.

Writing Practice

Starting sentences with the same words, such as HE or THE is repetitive and dull. Also, having several short, simple sentences in a row makes writing choppy. For example

He kicked the soccer ball. The ball flew across the field. He hoped it would go in the goal. He held his breath. The other team's goalkeeper jumped to block it. The ball whizzed past. He got the score!

Look how we can improve the paragraph by combining sentences and changing the order of words. And, while we are at it, let's add in some description to make it more vivid and interesting.

With a grunt, he kicked the soccer ball and sent it flying across the grassy field. He held his breath, hoping it would go into the goal. The other team's goalkeeper jumped sideways to block it, but the ball whizzed past. He scored the goal!

On a separate paper, rewrite the following paragraph, adding description and varying first words, sentence length, and sentence structure.

I jumped into the lake. The water was cool. The water felt refreshing. I floated on my back. I gazed into the blue sky.
Lesson 33

Challenging Word Practice

Read the following words to your parent or teacher:

- bayonet (a sword-like blade at the end of a gun)
- capably
- terrorizing
- cellar
- fringed
- charcoal
- brazen (bold, shameless)
- devastation
- horrific
- thorough
- submerged
- cathedral

Challenging Reading Practice

Read the following poem to your parent or teacher.

I Say a Prayer Each Morning

Unknown

I say a prayer each morning,
So the day will turn out right,
And when the sun has disappeared,
I tell the Lord good night.

The world looks brighter in the dawn
When I pronounce a prayer,
Because it reassures me
The Lord is really there,
And that I seem to walk with him
Each hour of the day,
While I am occupied with work
Or taking time to play.

I listen to his counsel
And find my courage strong
Whenever I am weary
Or when anything goes wrong.

And when the day is over
And the moon and stars are bright,
I feel the least that I can do
Is tell the Lord good night.

Daily Spelling Drill

Write each word twice, separated into syllables. (Write small.)

1. in - for - ma - tion _______________________ ______________________
2. re - ceived _______________________ ______________________
3. cap - tain _______________________ ______________________
4. sol - dier _______________________ ______________________
5. cou - gar _______________________ ______________________
6. Co - lum - bus _______________________ ______________________

Spell each of the following words three times doing a jumping jack each time you say a letter. Once you look at a word, try not to look at it again as you spell it.

adventure | Asia | Russia | Canada
cello | guitar | explanation | literature
The Good & the Beautiful

Chapter 7

The Belgian Twins

Reading Assignment: The Belgian Twins

Chapter 7

The Belgian Twins

"The church! The church!" cried Mother Van Hove. "No, there is not time. Hide in here, my darlings. Quickly! Quickly!"

She tore open the door of the earth-covered vegetable cellar as she spoke, and thrust Jan and Marie inside. Fidel bolted in after them. "Do not move or make a sound until all is quiet again," she cried as she closed the door.

There was not room for her, too, in the cellar, and if there had been, Mother Van Hove would not have taken it, for it was necessary to close the door from the outside. This she did, hastily, throwing some straw before it. Then she rushed into the house and, snatching up her shining milk pans, flung them upon the straw. No one would think to look under a pile of pans for hidden Belgians, she felt sure.

Nearer and nearer came the hosts, and now she could hear the sound of singing as from ten thousand brazen throats, "Deutschland, Deutschland uber Alles," roared the mighty chorus, and in another moment the little village of Meer was submerged in the terrible gray flood.

The next morning dawned bright and clear, and Mother Van Hove and the twins went about their work as usual. The sunshine was so bright, and the whole countryside looked so peaceful and fair, it was impossible to believe that the terrors of the night could be true.

"Today we must begin to gather the potatoes," said Mother after breakfast. "Jan, you get the fork and hoe and put them in the wagon while I milk the cow and Marie puts up some bread and cheese for us to take to the field." She started across the road to the pasture, with Fidel at her heels, as she spoke. In an instant she was back again, her eyes wide with horror. "Look! Look!" she cried.

The dazed children looked toward the east as she pointed. There in the distance, advancing like a great tidal wave, was a long gray line of soldiers on horseback. Already they could hear the sound of music and the throb of drums; already the sun glistened upon the shining helmets and the cruel points of bayonets. The host stretched away across the plain as far as the eye could reach, and behind them the sky was thick with the smoke of fires.
write well, but he managed to print upon it in great staggering letters:

DEAR MOTHER
WE HAVE GONE TO MALINES TO FIND YOU.
JAN AND MARIE.

This note they pinned upon the inside of the kitchen door.

"Now we are ready to start," said Jan, and calling Fidel, the two children set forth. They took a shortcut from the house across the pasture to the potato field. Here they dug a few potatoes, which they put in their bundle, and then, avoiding the road, slipped down to the river, and, following the stream, made their way toward Malines.

It was fortunate for them that, screened by the bushes and trees which fringed the bank of the river, they saw but little of the ruin and devastation left in the wake of the German hosts. There were farmers who had tried to defend their families and homes from the invaders. Burning houses and barns marked the places where they had lived and died.

But the children, thinking only of their lost mother, and of keeping themselves as much out of sight as possible in their search for her, were spared most of these horrors. Their progress was slow, for the bundle was heavy, and the river path less direct than the road, and it was nightfall before the two little waifs, with Fidel at their heels, reached the well-remembered Brussels gate.

Their hearts almost stopped beating when they found it guarded by a German soldier. "Who goes there?" demanded the guard gruffly as he caught sight of the little figures.

"If you please, sir, it's Jan and Marie," said Jan, shaking in his boots.

"And Fidel, too," said Marie.

The soldier bent down and looked closely at the two tear-stained little faces. It may be that some remembrance of other little faces stirred within him, for he only said stiffly, "Pass, Jan and Marie, and you, too, Fidel." And the two
children and the dog hurried through the gate and up the first street they came to, their bundle bumping along behind them as they ran.

The city seemed strangely silent and deserted, except for the gray-clad soldiers, and armed guards blocked the way at intervals. Taught by fear, Jan and Marie soon learned to slip quietly along under cover of the gathering darkness, and to dodge into a doorway or round a corner, when they came too near one of the stiff, helmeted figures.

At last, after an hour of aimless wandering, they found themselves in a large, open square, looking up at the tall cathedral spires. A German soldier came suddenly out of the shadows, and the frightened children, scarcely knowing what they did, ran up the cathedral steps and flung themselves against the door. When the soldier had passed by, they reached cautiously up, and by pulling with their united strength, succeeded at last in getting the door open. They thrust their bundle inside, pushed Fidel in after it, and then slipped through themselves. The great door closed behind them on silent hinges, and they were alone in the vast stillness of the cathedral. Timidly they crept toward the lights of the altar, and, utterly exhausted, slept that night on the floor with their heads pillowed on Fidel's shaggy side.

Homophones

groan - I could hear him groan in pain.
grown - My grandmother says I've grown.

Write the correct word, GROAN or GROWN, on each blank.

1. Your dinner sat out so long, I am afraid it's ____________ cold.

2. We gathered all of the vegetables we had ____________ in our garden and sold them at the farmer’s market.

3. Even though we had a lot to do to get ready for the family vacation, I did not ____________ or complain.

Quotation Punctuation

Insert commas where needed. Insert periods where needed.

1. "Now we are ready to start" said Jan

2. "There's nobody to tell us what to do" sobbed Jan "We must just do the best we can by ourselves"

Writing Practice

Rewrite the sentence so it is more clear and less redundant.

During the time when I lived in Alaska, I often went fishing with my father, and it was always fly fishing that we did when we went.
Digging Deeper

Just as many different people helped Jan and Marie, many people help you in your life. Make a list of eight people, outside of your immediate family, that help or have helped you in little or big ways.

Irregular Plural Nouns

Make each word plural.

calf ___________________ knife ___________________
elf ___________________ loaf ___________________
mouse ___________________ ox ___________________
shelf ___________________ wolf ___________________

Editing

Edit the sentences. [There are five mistakes: #12 (twice), #5, #6, #14.]

"I left Belgium many years ago, and came with your uncle to this country. We were poor when we came but your Uncle has prospered as one can in America."

Writing a Review

Read: A summary of a book outlines the main events of the book. A review explains your thoughts about and opinions of the book. In a review you should complete the following:

• Give the title of the book (*The Belgian Twins*) and the author (Lucy Fitch Perkins).

• Give a very brief summary of the book. Your overview can be as short as 1-2 sentences.

• Give your thoughts and opinions about the book. You can explain what you liked and/or disliked and what you learned.

Read this example review:

*Carlotta* by Ella Maie Seyfert tells the story of an Italian family in America who runs a roadside stand in order to raise money for a truck. This is not a fast-paced book about thrilling events. Rather, it paints a picture of a loving family and their true-to-life activities. I really enjoyed the positive, lively, and kind main characters in the book, especially Carlotta who is funny and full of life. The book taught me about a different place and time and had wonderful messages about nature, family, and high character. If you are looking for a well-written, feel-good book, *Carlotta* is a good choice.

On a separate sheet of paper, or on a computer, write a review of *The Belgian Twins*.

Note: Don't change between tenses when talking about the book.

Incorrect: The book is interesting. The book had nice messages.

Correct: The book is interesting. The book has nice messages.
Lesson 42

Challenging Reading Practice

Read the following bullet points to your parent or teacher:

The Netherlands

- The Netherlands is often referred to as Holland, but Holland is the name for two of the provinces: South Holland and North Holland.

- The land is mainly flat, and much of it is under sea level and has to be protected from the sea by dikes.

- The main language in the Netherlands is Dutch, but the majority of Dutch people are multilingual. All children in the Netherlands learn English in primary school.

- The Dutch people love bicycling. Many miles of bicycle paths weave through the country.

- For 25 years, Belgium, Luxembourg, and the Netherlands were joined together as one country called the Kingdom of the Netherlands.

- The Netherlands has two capital cities: Amsterdam and The Hague.

- The Netherlands is part of the European Union and uses the Euro as its currency.

- Some islands in the Caribbean are part of The Netherlands.

- The Netherlands has no natural borders or mountain ranges, so it was not able to protect itself well from invaders. Thus, foreigners have occupied the country for much of its history.

Daily Spelling Drill

Write the following spelling words in alphabetical order: sausage, ridiculous, audience, serious, fossil, prairie.

1. __________________________  2. __________________________
3. __________________________  4. __________________________
5. __________________________  6. __________________________

Write the syllables for each spelling word in the boxes.

prob - a - bly  ex - er - cise  li - brar - y

suc - ceed  cap - tain  fa - mous  gui - tar

Write the syllables for "neighborhood" three times in the boxes.

neigh - bor - hood  neigh - bor - hood  neigh - bor - hood

Homophones

Here's a piece of pie. | Christ brings peace.

Write a short sentence using the word PIECE.

Write a short sentence using the word PEACE.
Above all countries in Europe, the stork, wise in the head and long in the legs, loves Holland. Flying all the way from Africa, the stork is at home among dikes and windmills.

Storks are seen by the thousands in Holland. Sometimes they strut in the streets, not in the least frightened or disturbed. They make their nests among the tiles and chimneys on the red roofs of the houses, and they rear their young even on the church towers.

If a man sets an old cart wheel flat on a tree-top, the storks accept this as an invitation to come and stay. At once they proceed, first of all, to groom themselves after their long flight. They do this, even before they build their nest. You can see them, by the hour, preening their feathers and combing their plumage with their long bills. Then, they set about gathering sticks and hay for their house. They never seem to be in a hurry.

Year after year, a pair of storks will use the same nest, rebuilding, or repairing it, each spring time. The stork is a steady citizen and does not like to change. Once treated well in one place by the landlord, Mr. and Mrs. Stork keep the same apartment and watch over the family cradle inside the house, to see that it is always occupied by a baby. The return of the stork is, in Holland, a household celebration.

Out in the fields, Mr. Stork is happy indeed, for Holland is the paradise of frogs; so the gentleman of the red legs finds plenty to eat. He takes his time for going to dinner and rarely rushes for a quick lunch. After business hours in the morning, he lays his long beak among his thick breast feathers, until it is quite hidden. Then, perched up in the air on one long leg, like a stilt, he takes a nap, often for hours.

Toward evening he shakes out his wings, flaps them once or twice, and takes a walk, but he is never in haste. Beginning his hunt, he soon has enough frogs, mice, grubs, worms, or insects to make a good meal. It is because this bird feels so much at home, in town and country, making up part of the landscape, that we so associate together Holland and the stork, as we usually do.
The Dutch call the stork by the sweet name "Ooijevaar," or the treasure-bringer. Every spring time, the boys and girls, fathers and mothers, shout welcome to the white bird from Egypt.

If the bird deserts its old home on their roof, the family is in grief, thinking it has lost its luck; but if Daddy Stork, with Mrs. Stork’s approval, chooses a new place for their nest, there is more rejoicing in that house than if money had been found.

Reading Check

Underline the correct answers.

1. The main idea of the article is
   A. the life and habits of storks
   B. how the stork is a part of Holland
   C. how Dutch people believe storks bring good luck

2. Storks often struggle to find enough to eat in Holland.
   TRUE | FALSE

3. The tone is the attitude a writer takes toward the reader or the subject. What is the main tone of this article?
   A. humorous and sarcastic (mocking)
   B. formal and critical (finding fault)
   C. informative and positive

4. The author’s purpose in writing the article seems to be
   A. to inform (teach)
   B. to persuade the reader to believe something

Family Names

Read: Capitalize family names such as mom and dad when they are proper nouns. When family names are proper nouns, it would not sound funny to substitute the real name in place of the family name.

Do not capitalize family names such as mom and dad when they are used as common nouns. When they are used as common nouns, they will have a possessive pronoun (my, our, his, her, etc.) or an article (a, an, the) in front of them.

Circle the correct word choice for each sentence.

1. My Aunt Debbie | aunt Debbie is a great seamstress.
2. Does your Dad | dad mow the lawn every week?
3. Yesterday, Mother | mother helped me make a sculpture.
4. Did you buy all of the Fathers | fathers a gift for Father’s Day?

Diagramming

Diagram the sentences:

I sing gently, and the cute baby smiles widely.

I really want a new bike, so I am now saving my money.
Answer Key

for the

Level 4 Part 2 Course Book

For your convenience, the answer keys is in the back of this book, so that you do not have to flip pages back and forth within the same book to check answers.
Write the syllables for each spelling word in the boxes.

De-cem-ber  di-reck-tion  mul-ti-ple
law-yer  fos-sil  sol-der  cel-lo

It's/Its

- IT'S: a contraction of the words IT IS (It's raining.)
- IT'S: IT used as a possessive (The cat licked its paws.)

Note: An apostrophe is usually used to show possession, but not with IT'S.

Write a short sentence that uses each word correctly.

it's    __________________ Answers will vary
its    __________________

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. The mayor smiled and said "I think that is a marvelous idea."  
2. Jared said "You will feel much better if you tell the truth."  
3. The man cried "Please stay away from the dangerous cliff."  

Irregular Past Tense

Write the past tense for each verb.

bring  brought  choose  chose

teach  taught  buy  bought

think  thought  build  built

Reading Assignment: The Big Wave by Pearl S. Buck

Read Pages 3-8

Reading Check

Underline the correct answers.

1. What is one of the ways that the author shows us, without directly stating it, that Kino is a very kind-hearted boy?

A. He feeds the deer, and the deer are not afraid of him.
B. He feeds the deer, and the deer are not afraid of him.

2. The people who build houses on the beach do not build windows

A. because they are afraid of the ocean
B. because they feel the sea is their enemy

TRUE  FALSE


A. True
B. False

Underline the correct answers.

Reading Assignment: The Big Wave by Pearl S. Buck

Read Pages 9-20

Reading Check

Put an X in each box that shows something about Japanese culture where Kino lives that you have learned in the book so far.

1. Meals are eaten while sitting on a mat around a low, square table.
2. No one wears shoes in the house.
3. Honey is eaten with every meal.
4. It is the expected duty of good Japanese sons to obey their fathers.

Digging Deeper

The author of The Big Wave, Pearl S. Buck, uses literary devices with great skill. Turn to the page titled "Literary Terms" in your Reference Booklet. Use this page to complete the exercise below.

Underline the words that use alliteration in the following sentence.

The sun sparkled deep into the clear water, and the boys swam over the silvery surface.

Underline the type of literary device used in the following sentence.

The fields were terraced by walls of stone, each one of them like a broad step up the mountain.

personification  simile  metaphor

Plural Nouns

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

chimney  chimneys
body  bodies