Vincent Van Gogh

In 1853 in Groot-Zundert, Netherlands, Anna and Theodorus van Gogh had a son and named him Vincent. He would become one of the most renowned artists in history.

Theodorus was a minister and Anna an artist. Anna encouraged Vincent to draw as a child. From an early age, he was very reserved, often lost in thought and of a melancholy demeanor.

Vincent had many jobs before he turned to art full time. He worked as a teacher and a minister, he worked in a book store and an art gallery, and he was also a missionary. Unfortunately, he struggled emotionally in his life.

For several years, Vincent and his brother Theo had been in touch through close correspondence. Theo was acutely aware of Vincent’s struggles and sought to help his brother in any way he could. When Vincent expressed a desire to study art, Theo provided emotional and financial support to his brother and connected Vincent with influential people who helped him improve his gifts.

Vincent's paintings were known for their rough beauty. Many of his early paintings were sad and somber, but eventually he turned to bright colors. Vincent's paintings became much more popular after his death than they were during his life. Vincent deeply struggled with emotional issues, and eventually checked himself into an insane asylum, and his mental health never improved. Vincent's story is largely a sad one, but there are some beautiful things about his life. One of those is that his brother Theo always stuck by him. Even while Vincent was struggling with deep depression, Theo and his wife named their first son after Vincent. Also, Vincent created some of his best paintings while in the asylum, including one of his most famous paintings *The Starry Night*.
For each sentence, underline the first independent clause and double underline the second independent clause. Then insert a semicolon in the correct spot.

1. I love serving others; it makes me happy.
2. Do some work; it will cheer you up.
3. The baby is adorable; she’s as cute as a button.
4. I love reading nonfiction; it expands my knowledge.

Semicolons

Examples:

John Porter did not return the greeting. “So, your going back to fight the war again” he said.

Diagram the sentences: A bird chirped softly, and the wind sighed gently. The new boy really needed my help, so I gladly volunteered.

Irregular Plural Nouns

Make each word plural.

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

Semicolons

Read:

Semicolons look like this: ;

Semicolons are used to connect two closely related independent clauses:

I love apples; they are so crunchy.

- When you use a semicolon, the second clause does not start with a capital letter unless it is a proper noun or the word "I."

- You do NOT use a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so) when you use a semicolon to connect two independent clauses. If you want to use a coordinating conjunction to join two independent clauses, use a comma instead of a semicolon.

Fill in the blank. Semicolons are used to connect

Circle the correct answers.

1. Do you use a coordinating conjunction after a semicolon? YES | NO
2. Do you capitalize the first word after a semicolon if it is not the word "I" or a proper noun? YES | NO
Lesson 45

Challenging Reading Practice

Read the following paragraphs to your parent or teacher.

Post Impressionism

In the late 19th century, a handful of artists, including Vincent Van Gogh, wanted their paintings to do more than just showcase masterful technique—they wanted to share an experience through their artwork that would leave a lasting impression. Although each individual artist of this era adopted his own styles and methods, many of them turned to a style called “Post Impressionism.”

Artists of the Impressionist Era had shown the world as it was—realistically—with sometimes trivial subject matter. But Post-Impressionistic artists added another dimension by incorporating their personal feelings into their paintings to help their viewers more fully experience their work. Georges Seurat, focusing on the science of color, created pointillism, in which tiny dots of contrasting colors mimicked the vibrating appearance of natural light. Paul Cezanne used vivid colors to reveal the basic shapes of nature, providing a sense of structure and order in his paintings. Paul Gaunguin attempted to capture pure and simple landscapes in rural areas to portray traditional moral values by using solid color and heavy outlines, similar to stained glass and manuscript illumination of Medieval times. Henri de Toulouse-Lautrec used vivid, unnatural color, somewhat distorted figures, and geometric shapes in his painting. And Vincent van Gogh employed colorful, broad, and vivid swirling brush strokes to create abstract images with deeply symbolic content.

Daily Spelling Drill

Write each word twice, separated into syllables.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. rac - coon</td>
<td></td>
</tr>
<tr>
<td>2. lug - gage</td>
<td></td>
</tr>
<tr>
<td>3. lit - er - a - ture</td>
<td></td>
</tr>
<tr>
<td>4. ex - pla - na - tion</td>
<td></td>
</tr>
</tbody>
</table>

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

neighbor _______________________
measure _______________________

Homophones

their - The house next to theirs is for sale.
there's - There's a squirrel in that tree.

Write a sentence that correctly uses the word THEIRS:

Write a sentence that correctly uses the word THERE'S:
Lesson 49

Challenging Reading Practice

Read the following article to your parent or teacher:

Japanese Culture: Part 1

By Jennifer D. Lerud

For many centuries Japan has been known for rugged, sword-wielding Samurai warriors and white-faced geisha in colorful kimonos daintily pouring tea; for many-tiered Shinto and Buddhist temples; for unique artwork and calligraphy; for sushi and other delicate, flavorful foods—eaten with chopsticks, of course; for holidays and festivals like the Cherry Blossom Festival; for peaceful gardens and ancient, arched stone bridges; and more.

Many things about the Japanese culture have stayed the same because of traditional religious rituals and festivals in Japan. The Shinto and Buddhist religions have been most prominent in Japan for over a thousand years, and each holiday serves as a reminder for something they consider very important. For example, the Oho-harahe is one of the most sacred ceremonies of the Shinto religion. Twice a year this ceremony is performed to purify and cleanse the body, mind, and soul from all pollution, sins, and calamities. It is a holiday that focuses on repentance! Shogatsu, or New Year, is when houses are cleaned, new clothes are worn, and special foods are prepared to celebrate the new year’s arrival. During this festival, a gong is rung 108 times to drive away 108 human sins! And then there is the annual Obon, the Buddhist Japanese Lantern Festival, which encourages the Japanese people to honor and remember their ancestors. Lanterns are lit and set adrift down a river. The flickering light is a symbol of the soul, and this ceremony connects the people with those in their families who have gone before, connecting the generations.

Daily Spelling Drill

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

measure _______________________  ______________________
neighbor _______________________  ______________________
continue _______________________  ______________________

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.

oc - to - pus in - flu - ence di - rec - tion
liq - uid en - gine law - yer jew - el

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. I play the ____________.

Down
1. One ____________ is after 99.
3. A ____________ is sharp.

The Good & the Beautiful 9 © Jenny Phillips
**Spelling Rule**

**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 ONE vowel. The rule is the same if it is a compound word or if suffixes or prefixes are added to the one-syllable word.

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

<table>
<thead>
<tr>
<th>knol</th>
<th>knoll</th>
<th>lul</th>
<th>lull</th>
<th>fus</th>
<th>fuss</th>
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<tr>
<td>rif</td>
<td>riff</td>
<td>glos</td>
<td>gloss</td>
<td>deaf</td>
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<td>tif</td>
<td>tiff</td>
<td>engulf</td>
<td>engulf</td>
<td>poof</td>
<td>poof</td>
</tr>
</tbody>
</table>

**Homophones**

**vain** - She is not vain; she is humble.
**vein** - A vein carries blood.

**Write the correct word, VAIN or VEIN, on each blank.**

1. A _____________ is a tube that carries blood back to the heart.

2. The prince was so _______________ that he did not think he possessed a single flaw.

3. My parents explained that there is a difference between having self-respect and just being _______________.

4. I can see a large _______________ under the skin on my hand.

**Plural Nouns**

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

- chimney
- body

**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.

| Meals are eaten while sitting on a mat around a low, square table. |
| It is not polite to talk until all the food has been served and everyone has something to eat. |
| No one wears shoes in the house. |
| Honey is eaten with every meal. |
| 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
Lesson 50

Challenging Reading Practice

Read the following article to your parent or teacher:

Japanese Culture: Part 2

By Jennifer D. Lerud

Family, honor, good manners, and outside appearances are very important to the Japanese people. They have two forms of behavior: omote, which is the public, formal, and conventional behavior that governs how close they stand to each other and who shakes hands first, for example; and ura, which is their private, informal, “relaxing at home” form of behavior. They believe it is proper to agree with anyone older than themselves—even if the person is wrong—in order to avoid humiliating or bringing dishonor on an elder person. The Japanese people display people’s ages in newsletters at work, and school and work desks according to age, and even hand out cups of tea in order of age. Social ranking and status are important things.

Japanese people play traditional sports, some that have been around for over 1,500 years. There is sumo wrestling, kendo (like fencing but with bamboo swords), and martial arts like judo, aikido, and karate. But the Japanese people love modern sports as well. Baseball is a favorite!

Daily Spelling Drill

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

serious _______________________  ______________________
scissors _______________________  ______________________

Write the following spelling words in alphabetical order: multiple, criticize, practice, lawyer.
1. __________________________  2. __________________________
3. __________________________  4. __________________________

Write the syllables for each spelling word in the boxes.
mu - se - um   sim - i - lar   au - di - ence

Write the syllables for each spelling word in the boxes.
suc - ceed   be - cause   foun - tain   lug - gage

Write the syllables for each spelling word in the boxes.
sim - i - lar

Homophones

Push on the brake! | I need a break.

Write a short sentence using the word BRAKE.

Write a short sentence using the word BREAK.

Push on the brake! I need a break.
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. In the forest we saw a ___________________ tracks. (bear)
2. I saw an______________________ nest. (eagle)
3. We could feel ________________________ chill. (winter)
4. My ___________________ garden is very large. (aunt)
5. __________________ cake was gigantic! (Paul)
6. ___________________ family pictures were lovely. (Daxton)

Family Names

Read: We capitalize family names such as mom and dad when they are proper nouns. We 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.

Write two sentences that use a family name as a proper noun:

______________________________

______________________________

Write one sentence that uses a family name as a common noun:

______________________________

Reading Assignment: *The Big Wave* by Pearl S. Buck

Read Pages 21-30

Digging Deeper

Fill out this diagram to show ways that your life and Kino’s life are the same and different.

Kino’s Life

Kino’s Life & Your Life

Your Life
Lesson 51

Write the following spelling words in alphabetical order: famous, compass, scissors, octopus.

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

Write the syllables for each spelling word in the boxes.

li - brar - y  ex - cel - lent prob - a - bly
suc - ceed    foun - tain      jew - el  re - ceive

Write the syllables for each spelling word in the boxes.

ex - plan - ation
sim - i - lar
Sep - tem - ber

Japanese Culture: Part 3
By Jennifer C. Lerud

Here are some names for modern American sports that the Japanese like to play. Tenisu [tennis], sakkaa [soccer], basukettoboru [basketball]. Baseball isn’t as closely spelled in Japanese as those three. Baseball in Japan is known as yakyu, which means field-ball.

The Japanese love to connect their culture with nature and honor it in many of their festivals, yet Japan is still a very modern country known for its large modern cities and technology.

Daily Spelling Drill

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

practice  __________________________  __________________________
multiple  __________________________  __________________________
criticize  __________________________  __________________________
lawyer  __________________________  __________________________
giraffe  __________________________  __________________________

Homophones

Do not steal. | It is made of steel.

Write a short sentence using the word STEAL.

Write a short sentence using the word STEEL.
"It's time to go, mother" said Karen. "Are you're rolls done and ready to put in the car"?

Plural Nouns

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

penny ________________________________

factory ________________________________

Editing & Diagramming

Edit the sentences. [There are five mistakes: #14, #16, #19, #21 (2 times).]

"It's time to go, mother" said Karen. "Are you're rolls done and ready to put in the car"?

Diagram the sentence: His lizard and his turtle quickly ate their dinner.

Homophones

pause - I asked her to pause before crossing the road.

paws - The puppy’s paws were muddy.

Write the correct word, PAUSE or PAWS on each blank.

1. The tigers licked their ________________ after finishing a meal.
2. When I am reading aloud, I like to add a dramatic ________________.
3. ________________ and look both ways before crossing the street.

Reading Assignment: The Big Wave by Pearl S. Buck

Read Pages 31-36.

Underline the correct answers.

1. What are some ways that your life is different from Kino's life.

A. Kino has to take a boat to another island for school every day. He also only visits a store once a week.

B. Kino has to walk to all of his vacations. He also has to work hard in rice fields each day.

2. Kino's father explains that he does not fear death, but focuses on living bravely, loving life, and seeing how beautiful the trees and mountains are.

TRUE | FALSE

3. Kino's father refuses to give Jiya a chance to consider the old gentleman's proposal.

TRUE | FALSE
Lesson 52

Challenging Word Practice

Read the following words to your parent or teacher:

- Terrace
- Porcelain
- Mischievous
- Wreckage
- Commotion
- Onomatopoeia
- Subsided
- Anciently
- Naughtily
- Grueling
- Humorous
- Hygiene
- Hysterical
- Illegible
- Immense
- Imperceptibly
- Inadequate
- Incinerator

Challenging Reading Practice

Read the following article to your parent or teacher:

Japanese Culture: Part 4

By Jennifer D. Lerud

Many things changed after World War II because of America’s influence on Japan’s government. Instead of having an emperor who was considered a god, Japan now has a constitutional monarchy. Unlike an absolute monarchy where the monarch (king) has absolute power, a constitutional monarchy is where the monarch rules, but his or her commands are restricted by the constitution.

Japan’s culture has been molded by a combination of traditions, religions, and activities that have been handed down for hundreds or thousands of years, and yet it is as modern and technologically advanced a culture as any found in the world.

Daily Spelling Drill

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used twice): neighbor, measure, continue, and influence.

Write the syllables for each spelling word in the boxes.

- ad - ven - ture
- mu - se - um

- ad - ven - ture
- mu - se - um
Spelling Rule

1. **DGE**: If /j/ follows a short vowel sound (a vowel that does not say its name), it is usually spelled with DGE.

   **Circle the correctly spelled word.**

   - wedge | wej
   - bajer | badger
   - rij | ridge
   - object | obdject
   - abridj | abridge
   - budge | buj
   - hej | hedge

   For practice with DGE words, copy the following sentence. Write it in cursive if you can; if not, write it in print.

   The badger ran through the hedge at the edge of the field.

   The badger ran through the hedge at the edge of the field.

   The love of the four people who received him glowed like a warm welcome fire upon the hearth.

   personification  |  simile  |  metaphor  | alliteration  | onomatopoeia

   Underline the two types of literary devices used in the following sentence.

   For the first time he felt comfort creep into his sad heart.

   personification  |  simile  |  metaphor  | alliteration  | Onomatopoeia

   Underline the two types of literary devices used in the following sentence.

   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 correct answers.

   1. The manservant says that Jiya is foolish not to live with the Old Gentleman, saying, "You would have everything here." What does Jiya mean when he replies, "Not everything!"

      A. He would not have such a loving home and family.
      B. He would not have the kind of food he likes to eat.
      C. He would not have very much fun anymore.

   Capitalization

   - Always capitalize proper nouns. A proper noun gives the actual name of a person, place, or thing including businesses, mountains, lakes, rivers, countries, towns, brand names, religions, and holidays.

   - Remember that each word in a proper noun is capitalized. For example, it is "Black Snake River," not "Black Snake river."

   **Triple underline letters that need to be capitalized.**

   1. He was on the other side in Italy, between Florence and Rome. Lake thracymene, illumined by the evening sun, lay like flaming gold between the dark-blue mountain ridges.

   2. My uncle Bill owns a restaurant named Bill’s seafood. It is on the banks of the Mississippi river.

   3. We crossed the Atlantic Ocean on a ship called the golden flagship.

   Reading Assignment: *The Big Wave* by Pearl S. Buck

   Read Pages 37 to the top of page 46.

   **Reading Check**

   Underline the correct answers.

   1. The manservant says that Jiya is foolish not to live with the Old Gentleman, saying, "You would have everything here." What does Jiya mean when he replies, "Not everything!"

      A. He would not have such a loving home and family.
      B. He would not have the kind of food he likes to eat.
      C. He would not have very much fun anymore.
Lesson 55

Challenging Word Practice

Read the following words to your parent or teacher:

- brilliant
- typhoon
- illegible
- numerous
- haiku
- samurai
- tranquil
- miniature
- contagious
- bewildered
- condominium
- syllables

Challenging Reading Practice

Read the following poem to your parent or teacher.

Rain in Summer

Henry W. Longfellow

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!
How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!
Across the window pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

Daily Spelling Drill

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

measure _______________________  ______________________
neighbor _______________________  ______________________
continue _______________________  ______________________

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 _____________________________________________
Haiku Poetry

Haiku is a form of poetry with three lines that started in 13th century Japan. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables again. If each syllable was “la”, it would look like this:

la la la la la
la la la la la la la
la la la la la

Here is a haiku to help you remember

The first line has five
Then seven in the middle
And then five to end

Haiku usually focuses on nature. A haiku poet tries hard to make each word meaningful, simple, intense, and expressive.

Matsuo Basho, born about 1644 AD to a samurai father, became the first well-known Japanese haiku poet. Here are some examples of his haiku:

IN THE TWILIGHT RAIN

by Basho Matsuo

In the twilight rain
These brilliant-hued hibiscus . . .
A lovely sunset

THE OLD POND

by Basho Matsuo

An old silent pond!
A frog jumps into the pond—
Splash! Silence again.

ANOTHER YEAR IS GONE

by Basho Matsuo

Another year is gone
A traveler’s shade on my head
Straw sandals at my feet

Modern-day Japanese poets also write beautiful haiku. Natsume Soseki (1867-1916) is often considered the greatest writer in modern Japanese history. He wrote this famous haiku poem:

OVER THE WINTRY

by Natsume Soseki

Over the wintry
Forest, winds howl in rage
With no leaves to blow.

Discussion

Discuss the following questions with your parent or teacher.

1. How many lines does haiku poetry have?
2. In which country did haiku start?
3. What does haiku poetry usually focus on?
4. How does haiku poetry compare to other poetry you have read? Which type of poetry do you enjoy more and why?
Lesson 56

Challenging Word Practice

Read the following words to your parent or teacher:

- predicament
- psychology
- encyclopedia
- exceptionally
- punctuate
- surgeon
- numerous
- bureau
- pupils
- brilliant
- quantity
- compositions

Challenging Reading Practice

Read the following poem to your parent or teacher.

The Child in the Morning

Unknown

Now I wake and open my eyes,
For the sun is in the skies;
He has left his kingly bed,
Clouds of gold and rosy red,
And the earth is full of light
Beaming from his eyes so bright.
Little eyes must open too,
Little folks have work to do.
I must dress me quick and neat,
Nice and clean from head to feet;
Brush my teeth and comb my hair;
Then kneel down and slowly say—

Thinking not of work or play,
But with fixed and earnest thought—
That dear prayer our Saviour taught;
Then think softly how today
I the Saviour can obey;
How God's name can hallowed be,
And His will be done by me.
I must be a Christian child,
Gentle, patient, meek, and mild;
Must be honest, simple, true,
In my words and actions, too.
I must cheerfully obey,
Giving up my will and way.

Daily Spelling Drill

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

- restaurant
- autumn
- succeed

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used twice): cello, explanation, literature, and famous.
Reading Assignment: The Japanese Twins

Morning in the Little House

The Japanese Twins

The following story is from the book THE JAPANESE TWINS by Lucy Fitch Perkins, the same author who wrote THE BELGIAN TWINS, which you read in this course.

As you read this story, you will learn more about the culture of Japan in the early 1900s. Reading historical fiction books like this one is a fun way to learn about people, places, and history.

When the twins woke up, it was cold, and the rain was beating on the roof. They couldn't look out of the window to see it, because there were no glass windows in their house.

There were just the pretty screens covered with white paper.

Taro slid one of the screens back and peeped out into the garden. "It's all wet," he said to Take. "We can't play outdoors today."

"We'll have a nice time in the house, then," said Take. "I can think of lots of things to do."

"So can I, if I try," Taro said.

"Let's try, then," Take answered.

They thought all the time they were dressing. They put on three kimonos because it was cold. It made them look quite fat.

"I've thought of one," Take called just as she was putting on the last kimono.

"I have, too," Taro said.

"You tell me, and I'll tell you," Take begged.

"No, not until after breakfast," Taro answered. "Then first we'll play one and then the other."

After breakfast Mother was busy waiting upon Father and getting him off to his work. Then she had to bathe the baby, so the twins went to Grandmother for help.

"O Ba San" (that means "Honorable Grandmother"), Take said to her, "it is rainy and cold, and Taro and I have thought of nice games to play in the house. Will you get the colored sands
The Japanese Twins

He took some of the blue sand in his right hand. He let it run through his fingers until it made a blue sea clear across the paper.

"And now I'm going to make a yellow sky for a sunset." He let the yellow sand run through the fingers of his left hand.

"I'll put some red clouds in it," he said. Then he let red sand run through his fingers.

When that was done, he took some black sand and made a boat. He made the sail of the boat with blue.

"Oh, Taro, how beautiful!" Take said. "Mine won't be half so nice, I'm sure. I'm going to make—I'm going to make—let's see. Oh, I know. I'll make the pine tree beside the pond."

She took some blue sand and made the little lake. Then she took the black sand and made the trunk of the tree and some branches.

She spilled a little of the black sand. It made black specks.

"Oh, dear!" she cried. "I've spilled."

Taro looked at it. "Put the green leaves over the spilled place," he said.

"It isn't the right place for leaves," Take said.

She took some blue sand in one hand and some yellow in the other. She let them fall on the paper together. They made the green part of the tree.

"Thank you, O Ba San," the twins said.

They spread the paper on the floor. Taro had one piece, and Take had another.

"I'm going to make a picture of a boat on the sea," said Taro.

"I know what you're going to do!" cried Taro.

Grandmother brought out four boxes. In one box was yellow sand. In another was black sand. The other two were filled with blue and red sand. Grandmother brought out some large pieces of paper.

"I'm going to make a picture of a boat on the sea," said Taro.

He took some of the blue sand in his right hand. He let it run through his fingers until it made a blue sea clear across the paper.

"And now I'm going to make a yellow sky for a sunset." He let the yellow sand run through the fingers of his left hand.

"I'll put some red clouds in it," he said. Then he let red sand run through his fingers.

When that was done, he took some black sand and made a boat. He made the sail of the boat with blue.

"Oh, Taro, how beautiful!" Take said. "Mine won't be half so nice, I'm sure. I'm going to make—I'm going to make—let's see. Oh, I know. I'll make the pine tree beside the pond."

She took some blue sand and made the little lake. Then she took the black sand and made the trunk of the tree and some branches.

She spilled a little of the black sand. It made black specks.

"Oh, dear!" she cried. "I've spilled."

Taro looked at it. "Put the green leaves over the spilled place," he said.

"It isn't the right place for leaves," Take said.

She took some blue sand in one hand and some yellow in the other. She let them fall on the paper together. They made the green part of the tree.
"Beetle," Taro said.

Then he found another. He brought them in very carefully, so as not to hurt them.

In the house he put them into a little cage which he made out of a pasteboard box. Then he got more paper and a little knife.

"Oh, Taro, what are you going to make?" Take asked.

"If you and Grannie will help me, I'll make some little wagons and we'll harness the beetles," Taro said.

"Won't it hurt them?" Take asked.

"Not a bit; we'll be so careful," Taro answered.

So Take ran for thread, and Taro got Grannie to help him. Grannie would do almost anything in the world for the twins. And pretty soon there were two cunning little paper wagons with round paper wheels!

Taro tied some thread to the front of each little wagon. Then he opened the cage to take out the beetles.

One of the beetles didn't wait to be taken out. He flew out himself. He was big and black, and he flew straight at Take! He flew into her black hair!

"I think your picture is just as good as mine," said Taro. "Oh, no, Honorable Brother! Yours is much better," Take answered politely.

They showed them to Grannie when they were all finished. Grannie thought they were beautiful.

"Now, Taro, what's your game?" Take said when the sand was all put away.

"I have to go out into the garden first for mine," Taro said.

"Put on your clogs and take an umbrella, and don't stay but a minute," Grannie said.

Taro put on his clogs and opened his umbrella and ran into the garden.

Take couldn't guess what he wanted. She watched him from the door.

Taro ran from one tree or vine to another. He looked along the stems and under the leaves. He looked on the ground, too. Soon he jumped at something on the ground and caught it in his hand.

"I've got one," he called.

"One what?" Take called back.

"I know what I'll do about the black that spilled," she said. "I'll call it a swarm of bees!"

"I think your picture is just as good as mine," said Taro.

"Oh, no, Honorable Brother! Yours is much better," Take answered politely.

They showed them to Grannie when they were all finished. Grannie thought they were beautiful.

"Now, Taro, what's your game?" Take said when the sand was all put away.

"I have to go out into the garden first for mine," Taro said.

"Put on your clogs and take an umbrella, and don't stay but a minute," Grannie said.

Taro put on his clogs and opened his umbrella and ran into the garden.

Take couldn't guess what he wanted. She watched him from the door.

Taro ran from one tree or vine to another. He looked along the stems and under the leaves. He looked on the ground, too. Soon he jumped at something on the ground and caught it in his hand.

"I've got one," he called.

"One what?" Take called back.
The twins were hungry. They unharnessed the beetles and carried them to the porch. They put them on the porch railing. "Fly away home!" they said. Then they ran to the kitchen to see what there was for dinner. They sniffed good things cooking.

Take went to the stove and lifted the lid of a great kettle. It was such a queer stove!

"It's rice," Take said. "Of course," said Taro. "We always have rice in that kettle. What's in this one?"

He peeped into the next kettle. It was steaming hot. The steam flew out when Taro opened the lid and almost burned his nose!

That kettle had fish in it. When it was ready, Grannie and Mother and the twins had their dinner all together. The twin's baby brother, Bot'Chan, was asleep.

After dinner Grannie said, "I'm going for a little nap." 

"We shall keep very quiet so as not to disturb you and Bot'Chan," Taro said.

When the little tables were taken away, the mother said, "Come, my children, let us sit down beside the hibachi and get warm."

The "hibachi" is the only stove, except for the cook-stove,

Take rolled right over on the floor and screamed. Her mother heard the scream. She came running in. The maids came running, too, to see what was the matter.

"Ow! Ow!! Ow!!!" squealed Take. She couldn't say a word. She just clawed at her neck and screamed.

Everybody tried to find out what was the matter.

"I know—I know!" shouted Taro. He shook Take's hair. Out flew the beetle! Taro caught him. "He isn't hurt a bit," he said.

"But I am!" wailed Take.

Mother and Grannie bathed Take's neck and comforted her, and soon she was happy again and ready to go on with the play.

She and Taro harnessed the beetles with threads to the little wagons. But Take let Taro do the harnessing.

"You can have that one, and I'll have this," Taro said. "And we'll have a race."

He set the beetles on the floor. They began to crawl along, pulling the little carriages after them.

Taro's beetle won the race.

They played with the beetles and wagons for a long time. Then, Grannie said, "Let them go now, children. Dinner will soon be ready."
that they have in Japanese houses. It is an open square box, made of metal, with a charcoal fire burning in it. In very cold weather each person has one to himself; but this day it was just cold enough so the twins loved to cuddle close up to their mother beside the big hibachi.

Their mother put on a square framework of iron over the fire-box. Then she brought a comforter—she called it a "futon"—from the cupboard. She put it over the frame, like a tent. She placed one large cushion on the floor and on each side of the big cushion, she put a little one.

She sat down on the big cushion. Taro sat on one side and Take sat on the other, on the little cushions. They drew the comforter over their laps—and, oh, they were cozy and warm!

"Tell us a story, honored Mother," begged Taro.

Their mother began: "Once upon a time—"

But just as she got as far as that, they heard a little sound from Bot'Chan's cushion in the corner, and the covers began to wiggle.

"Bot'Chan is awake," said the mother. "I must take care of him now. The 'Lucky Tea-Kettle' must wait until another time."

++Just at that minute, bright spots of sunshine appeared on the screen, and the shadows of leaves in pretty patterns fluttered over it.

"The sun is out! The sun is out!" cried the twins.

They ran to the door, put on their clogs, and were soon dancing about in the bright sunshine.

Parts of Speech

Find and write the words that are the following parts of speech from the paragraph of the reading assignment that starts with ++.

Prepositions: _______ _______ (used twice) _______ _______ _______

nouns: __________    __________   __________   __________

__________    __________   __________

Adjecitives: ___________________   ___________________

Reading Check

Underline the correct answers.

1. Which shows the correct sequence of events in the story?

A. They played with beetles; they made pictures with sand; they sat by the stove with their mother; they ate dinner.

B. They made pictures with sand; they played with beetles; they sat by the stove with their mother; they ate dinner.

C. They made pictures with sand; they played with beetles; they ate dinner; they sat by the stove with their mother.

2. Take and Taro had a hard time finding things to do when it rained.  

TRUE  |    FALSE
Lesson 58

Challenging Word Practice

Read the following words to your parent or teacher:

- genuinely
- meticulous (detailed, careful)
- contagious
- typhoon
- samurai
- bewildered
- illegible
- sympathetic
- condominium
- numerous
- miniature
- syllables
- submarine
- elaborate (complex, detailed)
- exceptionally
- ancestors
- encyclopedia
- physiology

Challenging Reading Practice

Read the following article to your parent or teacher:

Mt. Everest

In 1953, two men did something that had never been done before. Sir Edmund Hillary from New Zealand and Sherpa Tenzing Norgay from Nepal (shown on the right) reached the highest summit of Mount Everest. Since that time, thousands of climbers have also reached the summit, but hundreds have also died trying.

Mt. Everest is on the border of Nepal and Tibet, as is shown with the black dot on the map on this page. (Note: Whether Tibet is a part of China is debated; China thinks so, but Nepal does not.) Not only is Mt. Everest the highest peak in the Himalayas range, it is the highest mountain peak in the world.

Mt. Everest is also treacherous. Avalanches are common, the temperature at the peak is usually between -2°F and -76°F, the air at the peak contains only 1/3 of the oxygen that is at sea level, and winds at the peak often blow about 200 miles per hour.

There is no doubt that climbing Mt. Everest is dangerous, but it is also expensive. The Nepalese government charges over $10,000 just for the permit to climb the mountain. It is estimated that it costs at least $35,000 for the whole expedition to climb this famous peak.
Lesson 59

Challenging Word Practice

Read the following words to your parent or teacher:

- technologically
- tranquil
- severe
- illegible
- miniature
- bewildered
- forecasted
- typhoon
- treacherous

Challenging Reading Practice

In preparation for writing an essay on the continent of Asia, read the following model opening paragraphs to your parent or teacher. Notice how each paragraph starts out in a way that grabs the reader's interest and attention and then explains what the essay is about.

Model Opening Paragraphs

**Australia**

The continent of Asia is made up of 48 countries. Africa has over 50 countries. Australia has . . . one country. The country of Australia is the continent of Australia. But just because this continent has only one country does not mean that Australia is not a fascinating, diverse place.

**South America**

Snow-capped mountain peaks, black sand beaches, vast desserts, llamas on terraced mountainsides, homes built on floating reed mats—all of these things are found in South America. This vast continent stretches from north of the equator almost down to the Antarctic Circle and has an amazing variety of cultures, people, and geography.

Daily Spelling Drill

Write the syllables for each spelling word in the ovals.

- en - gine
- suc - ceed
- law - yer
- re - ceive
- cap - tain
- jew - el
- au - tumn
- neigh - bor

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

- because
- cougar
- soldier
- similar
- fossil
- serious
- oboe
- museum

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
Spelling Rule

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 ONE vowel. The rule is the same if it is a compound word or if suffixes or prefixes are added to the one-syllable word.

For each set, circle the correctly spelled word.

knol | knoll
rif | riff
tif | tiff
lul | lull
glos | gloss
def | deaff
fus | fuss
engulf | engulf
poof | pooff

Homophones

vain - She is not vain; she is humble.
vein - A vein carries blood.

Write the correct word, VAIN or VEIN, on each blank.

1. A ________________ is a tube that carries blood back to the heart.

2. The prince was so ________________ that he did not think he possessed a single flaw.

3. My parents explained that there is a difference between having self-respect and just being _________________.

4. I can see a large ________________ under the skin on my hand.

Plural Nouns

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

lady
factory

valley
country

Writing Practice

Read: 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 found the perfect tree. The tree had a few low branches. He hammered some boards to the trunk. He brought more boards and nails later. The tree fort grew larger every day. He grew proud of his work.

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

In his backyard, he found the perfect oak tree. It had a few low branches that were thick and sturdy. Delighted, he hammered six short boards up the thick trunk, then brought more boards and nails later. Every day the tree fort grew larger, and he grew proud of his hard work.

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

The king's royal carriage rolled down the street. The carriage had shiny gold doors. The purple curtains at the window moved aside. The king waved out the window. The crowds cheered and waved back.
Lesson 60

Asia Essay: Part 1

Read to your parent or teacher: You are going to write an informative essay on Asia.

Writing an informative essay can be an overwhelming task when you are new to writing essays. But this course will guide you through it, step by step. In higher level courses, you will write your own outlines. In this course, the outlines are given to you. Using model outlines when you are beginning to write essays will not stifle your creativity; it will give you a great understanding of how to organize essays, so that you can do it on your own in the future.

Here is the outline for your informative essay:

I. Opening Paragraph
II. Countries in Asia
III. Asia Geography
IV. Animals of Asia
V. Closing Paragraph

This lesson includes some information on Asia that you can use for your essay. You are welcome to research additional information if you would like.

In this lesson, you will simply read the following information on Asia to your parent or teacher. You will use this information to start your essay in an upcoming lesson.

Possible Catchy Opening Lines
You may use the exact wording of any of these lines.

• For every ten people alive today, six of them live in Asia.
• The total area of Asia is said to exceed the total surface area of the Moon.
• There are only two nations in the world that have over a billion people in them, and they are both in Asia: China and India.
• If you were to meet everyone in the world, 60% of the people you would meet would live in Asia.

Opening Paragraph Information
You may use the exact wording of any of these lines.

• Perhaps in no other continent in the world can you find such a diversity of cultures, geography, and wildlife.
• Asia is the largest continent in the world.
• Asia is a fascinating continent. A person could spend a lifetime traveling and studying the places and people of this gigantic continent.
Daily Spelling Drill
Write the syllables for each spelling word in the boxes.

ox-y-gen    ex-er-cise    re-li-gion

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

Homophones

• HEEL: I hurt my heel.
• HEAL: My finger will heal soon.
• PAST: I love learning about the past.
• PASSED: I passed the test. / We passed my house.
  I passed you the rolls.

Circle the correct word for each sentence.

1. We passed | past a stunning blue lake.
2. I bruised my heal | heel.
3. We can learn great lessons from the passed | past.
4. He passed | past me the potatoes.
5. Don’t dwell on the passed | past.
6. Your wound will heal | heel quickly.

Irregular Past Tense
Write the past tense for each verb.

bring ___________   choose ___________

教 ___________   buy ___________

think ___________   build ___________

Capitalization and Titles
For titles of books, songs, movies, newspapers, artwork, and magazines, always capitalize the first and last words and all other words except for articles (the, a, and an) and short, unimportant words such as and, as, but, in, of, to, or, at, if, or for. Or capitalize all of the letters in the title.

Examples: The Year of the Panda or THE YEAR OF THE PANDA

Underline the correctly capitalized title in each group.

1. Henry’s Red Sea | Henry’s red Sea | Henry’s Red sea
2. Treasures Of The Snow | Treasures Of the Snow | Treasures of the Snow
3. TWENTY AND TEN | Twenty And Ten | Twenty and ten
Challenging Word Practice

Read the following words to your parent or teacher:

- boulevard
- accommodate
- accurate
- acquaintance
- adequate
- adjacent
- contaminated
- amateur
- amnesia
- allegiance
- surgeon
- manuever

Asia Essay: Part 2

Read to your parent or teacher: This lesson includes some information on Asia that you can use for your essay. You are welcome to research additional information if you would like.

In this lesson, you will simply read the following information on Asia to your parent or teacher. You will use this information to start your essay in an upcoming lesson.

Countries in Asia

Use the information in this section in your own words.

- When you think of Asia, you might think of China and Japan, but there are many more countries.
- There are 48 countries in Asia. Some are large and well known. Others are small, and you may have never even heard of them.
- Some of the largest countries in Asia by land size are Russia, China, India, Saudi Arabia, Mongolia, and Pakistan.
- Some countries in Asia share similar religions, languages, and cultures, but all of them are unique and interesting in their own way.

Geography of Asia

Use the information in this section in your own words.

- Some of the most densely populated areas of the world are in Asia.
- Asia is connected to Europe in the west. Together, Asia and Europe are called Eurasia.
- Asia is home to seven of the world’s ten largest cities.
- Asia covers a vast area that reaches almost halfway around the Earth, from east to west.
- Asia sits on two fault lines beneath the Earth’s surface. The area is prone to tsunamis, earthquakes, and volcanoes.
- Asia also includes countries where great expanses of land are almost uninhabitable. In Mongolia, for example, the Gobi Desert is a hard place to live since there is little rainfall, and temperatures go well below freezing in the winter.
- Asia is home to the largest continuous sandy desert, the Arabian Desert, found in southern Saudi Arabia.

Animals of Asia

Use the information in this section in your own words.

- Asia has a wide variety of amazing wildlife.
- Because Asia has such a varying landscape, it is home to many kinds of unique animals.
- Asia’s many different habitats are home to a plethora of animal species.
- Animals that call Asia home include the king cobra, giant panda, Komodo dragon, Asian elephant, tiger, camel, python, and the rhinoceros.
• From jungle to desert to the highlands, Asia is a land of many animal species.

• Some of Asia’s animals are very large: the elephant, the tiger, the panda, the camel, the ape, the rhinoceros, the crocodile, the python, and the Komodo dragon. You would not want to be in the path of any of these powerful animals.

• Asia has many dangerous snakes.

• Some of the dangerous snakes in Asia are cobras, vipers, and coral snakes. A bite from one of these creatures could be deadly.

• Asia has some scary sounding small creatures such as giant hornets, scorpions, and spiders. But the mosquito is Asia’s most dangerous creature because it carries deadly diseases.

Irregular Plural Nouns

Make each word plural.

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

Editing

Edit the sentences. [There are five mistakes: #5, #14, #16, #21 (twice).]

"Theirs no reason to fear" dad said. "The ropes are strong and you will not fall. Its going to be just fine."

Lesson 62

Challenging Word Practice

Read the following words to your parent or teacher:

phenomenal (excellent) pleasurable punctuate
photosynthesis precipitation pupils
planetarium binoculars quantity
mosquitoes transitional quaver

Challenging Reading Practice

Read the following poem to your parent or teacher.

Nature’s Creed

Unknown

I believe in the brook as it wanders From hillside into glade;
I believe in the breeze as it whispers When evening’s shadows fade.
I believe in the roar of the river As it dashes from high cascade;
I believe in the cry of the tempest ‘Mid the thunder’s cannonade.
I believe in the light of shining stars,I believe in the sun and the moon;
I believe in the flash of lightning, I believe in the night-bird's croon.
I believe in the faith of the flowers, I believe in the rock and sod,
For in all of these appeareth clear The handiwork of God.
Onomatopoeia

Read and Complete:

Onomatopoeia (pronounced on-uh-mat-uh-pee-uh), is the use of a word that imitates the sound it represents, such as BUZZ, BEEP, and BOOM. Circle all of the words below that are examples of onomatopoeia.

swim  bang  crunch  play
creak  ding  meow  tweet
swish  sit  poof  swoosh

Plural Nouns

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

city ___________________________________________
library ___________________________________________

Asia Essay: Opening Paragraph

Write an opening paragraph for your essay on the Asian continent. You may use the facts and information from Lesson 60. Keep these notes in mind as you write your opening paragraph:

1. It will be easier to type your essay so that you can revise it as you go.
2. Opening paragraphs can be very short. They are not designed to give a lot of information about your topic. They are designed to simply catch the reader's attention and let the reader know your subject.

Lessons 63-66

Asia Essay: Body Paragraphs and Conclusion

In the last lesson, you wrote the opening paragraph for your essay on Asia. Now, write the body paragraphs and the conclusion. This is your essay outline:

I. Opening Paragraph
II. Countries in Asia
III. Asia Geography
IV. Animals of Asia
V. Closing Paragraph

Use the facts and information in Lesson 61.

1. Make sure each paragraph sticks to one topic.
2. Use transitions. Transitions help connect sentences, paragraphs, and sections of your essay. Some transitional words and phrases you can use are:
   - first, second, next, finally, also, in addition, in fact,
   - for example, actually, plus, equally as amazing
3. Closing paragraphs can be very short; even one sentence. They do not give additional information or facts; they simply wrap everything up.
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 jumped over the rocks on the shore. The sea water rolled into the bay. He slipped off the next rock. He tumbled down. The water splashed all over him. He stood up dripping wet and laughed.

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

With nimble feet, he jumped over the wet, mossy rocks along the shore, watching the churning green sea water roll into the bay. On the next jump, his foot slipped off the rock, and down he tumbled, water splashing all over him. He stood up, dripping wet from head to toe, and laughed.

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

The brook was small. It had cool water. It flowed through a little forest. The brook had little fish in it. The brook had tadpoles in it. It was my favorite place to go.

Challenging Reading Practice

Read the following article with your parent or teacher, reading every other paragraph. This article is about the author who wrote the book you will start reading in the next lesson.

Florence Parker Simister: The Story Behind Her Stories
by Jenny Phillips

One thing I am most passionate about is bringing back some of the wonderful books that were published ages ago, but are now out of print, so that thousands of children can read and enjoy them once again.

One winter day, big flakes of snow were floating outside my office window as I searched online for one of these special books to use in this curriculum.

After hours of searching, I came across The Pewter Plate by the author Florence Parker Simister. I purchased that book and another by the author. They were wonderful!

I had never heard of the author. Likely, very few people today have. I started to research her so I could write up some information to include about her life. However, there was nothing written about her in the front or back of the books, except that she lived in Providence, Rhode Island, and in addition to writing books, she had a radio show that had been so popular that it had been running for 11 years. That was interesting! Her radio show was during the Golden Age of Radio, an era in the United States when radio shows were so popular that the majority of American families gathered around the radio each evening to listen to their favorite shows.
Wouldn’t it be interesting if we could find a recording of one of Florence Simister’s radio shows? Perhaps we would learn why it was so popular.

Florence was born in Rhode Island, was an author, and had a radio show. I wanted to know more about this person who wrote these wonderful books that have been long forgotten. I knew she had a story. I wanted to know more about her, and I really wanted to find a picture of her.

I kept searching, and the only other information I could find was a birth date: December 26th, 1913.

I almost gave up searching. There appeared to be no biographical information about her anywhere. The Internet was silent about her life, but I pressed forward. Determined to solve this real-life mystery of Florence Simister, I enlisted the help of my teenage daughter who is a fantastic researcher of family histories.

Another hour of searching finally turned up some information, and my daughter and I quickly devoured it! We found Florence on a census record with her parents. She was 26, and her occupation was listed as an author. Details started pouring in then. One document led to another, and then we even found . . . a year book photo! The puzzle pieces were coming together.

Florence Hermienne Parker was the second child born to George Parker and Bertha Zinner. Both of her parents were from Hungary, and their native language was German. Bertha immigrated to the United States two years before George. Why did they come to America? How did they meet? We can only guess, but certainly it must be an interesting story. We do know that both of Florence’s parents also spoke Yiddish, which was a language used by the Jews, so likely they were Jews. Did Florence’s family practice the Jewish faith? We don’t know. But we do know that Florence’s father was a tinsmith, a person who makes or repairs things made with tin, and that he owned his own tin shop.

When did Florence begin writing? That is another question we don’t know the answer to. From the write up about her in her senior year yearbook, it does not appear that she was known for writing during high school. But she was known for her "talent and charm," and she was the concert mistress of her orchestra, playing the violin very well. She had a great reputation as an actress and played the lead in the senior play. She also sang and was part of the Glee club.

Florence was known as a historian, a writer of children’s fiction, a radio show host, and a writer of historical plays. It was her writing that led her to meet her husband; he was playing one of the roles in a play she wrote. Her husband was also a bookshop owner while they were married. I wonder if her book *The Pewter Plate* was displayed in the bookshop window?

I’d love to take a peek in history and learn more about Florence’s fascinating life. For now, I’m just grateful to know a little more about her and to share one of her books with you!

Florence Parker (Simister), Age 17
Daily Spelling Drill

Create stair steps for each of the following words: million, ninety, eighty, eye.

Irregular Plural Nouns

Make each word plural. (Hint: Add ES to words ending with O.)

- half
- elf
- potato
- volcano
- knife
- loaf
- tomato
- deer

Possessives

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 enjoy ________________ history class. (Mr. Holbrook)
2. We listened to the ________________ lovely story. (shepherd)
3. I love ________________ cool, crisp weather. (fall)

Avoiding Double Negatives

Scarce, hardly, never, not, nowhere, and barely are already negative adverbs. Do not use these words with another negative term because in English only one negative is ever used at a time in a sentence.

Example: Incorrect: I could not hardly find a seat.
Correct: I could not find a seat. I could hardly find a seat.

Example: Incorrect: I could not find my keys nowhere.
Correct: My keys were nowhere. I could not find my keys.

Rewrite the sentence twice, showing two ways to avoid the double negative.

The scientist has not stolen nothing.
Lesson 69

Challenging Word Practice

Read the following words to your parent or teacher:

- wailed
- proclamation
- alliance
- quench
- radiant
- recipient

Challenging Reading Practice

Read the following article to your parent or teacher.

Introduction to The Pewter Plate by Florence Parker Simister

The setting for The Pewter Plate is Rhode Island in 1778. Do you know what was going on in the United States during that time? The Declaration of Independence had been signed in 1776—two years before—and the Revolutionary War was in full swing.

Because this story takes place during a specific episode in US history, it is considered historical fiction. This genre of literature is a fun and powerful way to learn more about people, places, events, and time periods.

Near the beginning of the story, a man comes to collect pewter plates, platters, mugs, and porringers (bowls). Pewter is a gray material that is a mix of tin and copper. Pewter can be melted easily, and that is exactly why it is being collected in the story—to melt it for bullets to be used by the army while fighting the British. This was actually not a common thing during the Revolutionary War. Lead made much better bullets than pewter. However, there is evidence of actual cases when pewter was donated by the colonists to be melted down for bullets. Low-quality bullets are better than no bullets!

One little pewter plate plays an interesting part in this wonderful story, which contains fictional characters but is based on historical facts of the time period. Now that you know a little about the author and setting of the book, you are ready to begin reading!

Daily Spelling Drill

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

- serious _______________________ _______________________
- prairie _______________________ _______________________
- fossil _______________________ _______________________
- audience _______________________ _______________________

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.

rectangle   |  direction   |  measurement   |  island

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 _______________________
Hannah Williams was still quite a distance away from the house when she heard a man’s voice calling. From that distance, it sounded like the chair mender, so she did not hurry.

When Hannah was very young, she ran to see the chair mender, but now that she was ten years old, she knew there were more exciting things in the world.

She crossed the field slowly, glad to be walking in the spring sunshine. She could feel the warmth of it through the ruffled cap on her head and the cloak over her shoulders.

In one hand Hannah carried the horsetail rushes she had just gathered near the brook. With these she was going to polish all of the pewter on the dresser in the kitchen. There were so few pretty things in the kitchen, and Hannah was so fond of pretty things that she liked to polish the pewter and leave it shining as bright as silver. Most of all, she liked to polish her own lovely pewter plate, a birthday present from her aunt Abigail in Newport, her mother’s sister.

As Hannah came nearer to the house, she heard the man’s voice again, and she knew then that it was not the chair mender. Who was it, she wondered, and what was he calling? Then Hannah heard a loud clatter and the shouts of children. She quickened her steps as she turned into Green Lane, where she lived, and she saw a cart, a handcart, piled with…

Hannah blinked and pushed her fine brown hair back from her forehead. The cart was piled high with pewter!

Hannah ran closer. She stared. There were mugs and platters and porringers and plates.

What did it mean?

The children hopped around the cart, shoving each other, shouting and pointing to the pewter.

“Those are ours,” said one child.

“That platter is my mother’s,” said another.

“They are not yours anymore,” said a boy. “They belong to the government!”
Hannah felt her heart leap in fear. With one hand she picked up her skirts from around her ankles and ran up the lane to the house. She burst into the kitchen where her mother sat churning butter. Hannah looked at the dresser. In one glance she saw that the pewter was still there: the porringer hanging from hooks along the edge of the top shelf, the pewter plates on the shelf below, the mugs on the bottom shelf.

She crossed the room to where her mother sat. Her words tumbled over each other, she spoke so fast.

“Mother, there is a cart down Green Lane piled with pewter. What is it? Who does the pewter belong to?”

Hannah’s mother moved the plunger up and down in the butter churn.

“It is everybody’s pewter,” she said quietly, calmly. “The government is collecting it to be melted down for bullets for the war.”

“Melt the pewter for bullets?” Hannah’s voice was high and shrill.

Her mother reached out with her left hand and took a fold of Hannah’s skirt between her fingers and pulled her closer. “Sit down, Hannah,” she said. “Sit on the stool here.”

Hannah tore herself free. “No!” she shrieked. “No! You will tell me our pewter will be put on the cart. Is that it? All our pewter?”

“All my pewter,” her mother answered. “Bullets are needed by our troops to fight the British. Pewter can be melted and made into bullets, so that is why they collect it. But we give it only if we want to, Hannah. You do not have to give your plate from Aunt Abigail.”

Hannah’s face was red. “I will not give it!” she shouted. She remembered the very day her aunt had bought her the plate. They had gone on an errand to Long Wharf and had stopped to look in the window of Mr. Jones’ shop at the “Sign of the Pewter Platter.” Then, unexpectedly, her aunt had gone into the shop and bought her the plate, the lovely plate with a lion on the bottom and the name: Gershom Jones.

The girl turned toward her mother, and there was grief in her voice. “There are so few pretty things here,” she wailed. “How can they take the pewter? How can they? How can they?”

She stamped her foot and ran over to the dresser. She picked up her plate. Then she pushed past her mother and ran up the stairs to the little room where she slept. Quickly, she opened the chest near the bed and thrust her plate under the petticoats and bonnets and shifts that she kept there. Then she ran back down the stairs.

“I have hidden my plate,” she announced loudly, angrily. “They will not have my plate. I will not give it.”

Hannah’s mother was standing near the door to the lane. She turned her head slightly. “Very well,” she said quietly. “Sit down now. The cart is here.”

Hannah had been so distracted that she had not heard the
cart nor the sound of the children’s voices coming nearer and nearer up the steep lane. But now they were there, outside the door, near the buttonwood tree. A man was at the door.

“Pewter?” he asked, his hat in his hand.

Hannah’s mother nodded toward the dresser.

“All of it?” asked the man.

“Yes,” said Hannah’s mother. Her blue eyes flashed, and her cheeks became pink. “It is for a good cause: for our independence.”

“For our independence,” the man repeated, and took the porringer off the hooks and the plates and the mugs from the shelves.

Dazed by what was happening, Hannah stood watching. As if walking in her sleep, she followed the man to the door.

Outside, he put the pewter in the cart. The children cheered and counted as he added each piece to the heap already there. Then the cart and the man and the children moved off up Green Lane.

Still Hannah stood at the door, watching until the cart disappeared from sight. Only then did she realize that she still clutched in her hand the horsetail rushes she had gathered for polishing the pewter.

Hannah stared at them. Slowly, she opened her fingers and let the rushes drop to the floor. Then she put her head against the door frame and cried as if her heart would break.

Across the kitchen Hannah’s mother watched her, a sad look on her face, but she did not go near her daughter. She left her alone.

A robin sang in the buttonwood tree. In the corner of the kitchen, the tall clock ticked. The plunger in the butter churn made a steady sound as her mother moved it up and down, up and down.
Soon Hannah’s sobs came further and further apart. Gradually she stopped crying, and at last, she turned to face her mother.

“I don’t understand,” she said in a dull voice. “Are we wrong and must we be punished by the British?”

Hannah’s mother spoke in a firm voice. “No, we are not wrong. We are right; it is the British who are wrong! We must be independent and free!” She paused for a moment, then continued in a softer voice, “Can you imagine, Hannah, what it must be like to be in Newport, where Aunt Abigail lives, with the British occupying the town? Here in Providence life is hard enough in wartime, but at least we do not have the British right on top of us!” She thrust the plunger in the churn down hard on the word British. “And so we give our pewter to be melted down for bullets. That way we have a share in the War for Independence!”

Hannah caught her breath in one last sob. “Our share is to give away a whole garnish of pewter?” she asked.

“Yes. If it is helpful to the cause, then I will have a feeling of satisfaction, a feeling that I have taken part in the struggle."

Her mother’s voice seemed to vibrate in the kitchen for a moment, then it died away.

Family Names
We 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.

We 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 article (a, an, the) in front of them.

Circle the correct word choice for each sentence.
1. Please give Mother | mother the new scissors.
2. Does your Mother | mother grow roses in her garden?
3. Tomorrow, Mother | mother will take us to the skating rink.
4. I gave a copy of the poem to all of the Mothers | mothers.

Diagramming
I listened intently, and I heard a faint noise.
I really love animals, so I love visiting your farm.
Lesson 70

Challenging Word Practice

Read the following words to your parent or teacher:

- gradually
- reprovingly
- contaminated
- occupying
- interior (inside)
- scold
- stagecoaches
- disciplined
- luncheon
- hovel [huh - vil] (a small, dismal house)
- geographical

Challenging Reading Practice

Read the following poem to your parent or teacher.

Sunbeams
Lucy Larcom

If I were a sunbeam,
I know what I would do—
I’d seek the whitest lilies
The rainy woodland through.
Stealing in among them,
The softest light I’d shed.
Until each graceful lily
Raised its drooping head.

If I were a sunbeam,
I know where I would go—
Into the lowliest hovels.
All dark with want and woe,
Until sad hearts look upward,
I there would shine and shine.
Then they would think of heaven,
Their sweet home and mine.

Daily Spelling Drill

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

- explanation _______________________    _______________________
- tomorrow _______________________    _______________________
- January _______________________    _______________________
- February _______________________    _______________________

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.

August | September | October | November

Vocabulary

- unruly - not behaved or disciplined
- scour - to remove something (like dirt) by rubbing hard
- reprove - to gently correct or scold

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

I had to _______________ the hardened food and grease off the pan.
I had to _______________ the ______________________ child.
When Mother has to _______________ me, she does it with love.
His __________________ hair was sticking straight up in the back.
Kelly had to _______________ the sidewalk for an hour to get the paint off.
Reading Assignment: The Pewter Plate

Chapter 1 - Part 2

Spring, 1778

Hannah heard a bell in the distance. She and her mother both listened, for a bell in these times could mean many things: a fire, an alarm, a victory.

Again, closer, Hannah heard the bell! Now Hannah could faintly hear a voice calling with each clang of it, “Hear ye! Hear ye!”

“The Town Crier!” she said.

“What dreadful thing has happened now?” her mother asked. Then she added, “Run, Hannah, run. He will surely stop in front of the Eagle Inn. Run and hear what it is.”

So Hannah picked up her skirts from around her ankles and ran as fast as she could down the narrow, stony lane. From all of the lanes around and from all of the houses, people joined her. Down the hill to the bottom they ran to the Eagle, the inn on the Towne Street where the stagecoaches came. There, a crowd had gathered. It was made up of women, children, and men, and even soldiers in the uniform of the Continental Army.

“Hear ye! Hear ye!” called the Crier, unrolling his proclamation. His voice boomed as he announced that France

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

<table>
<thead>
<tr>
<th>yes</th>
<th>for example</th>
<th>suddenly</th>
<th>however</th>
<th>first</th>
<th>next</th>
<th>thus</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>in fact</td>
<td>fortunately</td>
<td>actually</td>
<td>indeed</td>
<td>well</td>
<td>also</td>
</tr>
</tbody>
</table>

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).

- neighbor
- continue
- certain
- engine
“The French have done something good, and Benjamin Franklin has gone to see the King of France,” Hannah explained. “I didn’t understand it all, but everyone cheered.”

A look of relief came over her mother’s face, and she smiled. “Oh, then France decided to recognize the thirteen United Colonies, and they are going to help us. I thought they were going to. That is wonderful news!”

She seemed so pleased that Hannah couldn’t tell her the second piece of news, about John. That could wait until evening. Her mother would find out about it soon enough.

So they settled down to their tasks. There was no scouring of the pewter, but there were other chores with which Hannah helped. All afternoon she tried not to look at the dresser. She could not bear to see the empty shelves because her heart ached for the pewter.

Sometimes Hannah and her mother talked together, about the war, about the pewter. Sometimes they were silent. And even silence, when it came, lay between them full of love and understanding.

Soon the stew was simmering in the big iron pot hanging in the fireplace, and the room smelled of meat and vegetables. Later Hannah’s father came home from a meeting of the Council of War at the State House, and then John, from the fields in back of the house where he had been working.

They all sat down at the table, over which Hannah had spread a cloth. She brought a basin filled with stew, and the spoons and forks and knives, and some old wood plates. There was bread baked in the oven in the fireplace and butter churned by her mother. It was a good supper, and when it was almost over, John scraped back his chair and said nervously, “Father, the Town Crier was at the Eagle Inn this afternoon.”

“I know,” said his father. “He brought news about the French.”

“Yes, but also he said for men and boys over sixteen to report to the Town Parade this evening. I want to go!” He blurted it out. “I’m almost sixteen, Father. May I go? I want to!”

Hannah’s mother leaned anxiously toward her husband.

“Richard, you will not let him?”

Hannah’s father sat quietly for a moment, and then he said, “I think I must let him. We need all of the troops we can raise.”

Hannah’s mother got up from her chair and took John’s plate. “There’s a pie, John. Will you have some?” Her voice was quiet, almost normal, but Hannah felt that something was the matter.

John stood up. “No, Mother. No pie for me. I must go. Father does his share at the foundry and by being a member of the Council of War. I must do mine.”

Hannah’s mother turned, and now Hannah could see what was wrong—the tears were standing like raindrops in her eyes.

Hannah’s father rose and went to his wife. He put his hand on her arm. “Martha,” he said, and his voice was the kindest Hannah ever remembered it, “John is a man. He is only a few
Then she knew. John had said, “You still have Hannah at home.” And it was true. She was there, ready to help.

Prepositional Phrases
Underline all of the prepositional phrases in the paragraph that starts with ++ on this page.

Digging Deeper
Giving the pewter plate away to be melted into bullets was too much of a sacrifice for Hannah. Using complete sentences, explain why Hannah did not give away her pewter plate. Also, predict what might happen to Hannah because she did not give away the plate.

months short of being sixteen. In these days, sixteen is a man.”

Hannah felt a tear fall on her hand and was surprised to find that she was crying, too. The stew on her plate suddenly became tasteless. She got up and started to take away the dishes.

John walked to the fireplace and looked up at the gun and the powder horn hanging over the mantle. “May I take your musket, Father?”

++Hannah’s father looked at the gun and then at John. “Come back after you enlist,” he said. “I’ll have it ready.”

Hannah spoke. “Will you come back tonight, John?”

“I think so. I am just going to enlist. Mother?” He walked over to her. “Mother, you’re not angry?”

Hannah’s mother shook her head. She took a deep breath, and then in her usual voice, she said, “I am not angry, John. It is hard to have a child and then suddenly find he’s a man, but it is war, and our fight for independence, and I understand. Go to the Town Parade, but come back tonight.”

John hugged her and grinned. “You still have Hannah at home,” he said. “And we will lick the Redcoats!” He shouted now. “We will drive them from Rhode Island!” He called “goodbye” as he went out the door. Then they could hear his footsteps running, getting fainter.

Hannah’s father and mother stood where they were when John left. Hannah was frightened at the way they looked. What else could she do to make them smile, to make them move?
Lesson 88

Essay: Being Selfless in a “Selfie” World

Read with your parent or teacher: You are going to write a persuasive essay on being selfless, which was a main message in the book The Pewter Plate.

Don't let the term "persuasive essay" make you worried! This is going to be a fun essay that tries to persuade (convince) other people to be more unselfish, and you will complete the essay one small step at a time.

This lesson includes some information on the topic that you can use for your essay. You are welcome to research additional information if you would like. In this lesson, you will simply read the following information to your parent or teacher.

Opening Paragraph

• We live in a "selfie" world.

• According to recent reports, females between 16 and 25 years old spend over an hour each week taking selfies.

• More than one million selfies are taken worldwide each day. (http://www.adweek.com)

• The messaged in the world all around us seems to say, "It's all about you!"

• A study shows that the average teenager spends nine hours a day staring at a screen. This screen time is almost always self focused. (CNN.com, November 3, 2015)

• A recent report claims that the average teenager takes 20 selfies a day.

• The word “selfie” has become so used that the Oxford Dictionaries named “selfie” the word of the year in 2013. It is defined as a self-portrait, usually taken with a smart phone, and shared via social media.

What "selfless" Means, and Why It’s Important to Be Selfless

• A selfless person is one who is more concerned about the happiness of others than about his or her own convenience or comfort.

• Noah Webster defined "selfish" as "regarding one's own interest chiefly or solely." Thus, "selfless" would mean regarding other people’s interests over your own.

• A selfless person displays a willingness to sacrifice for the happiness of others.

• Jesus said the greatest commandment was to love God first and our neighbors second. (Mark 12:30-31)

• William Bradford said, "There is no happiness in selfishness. It is a sin. Its products are misery and loneliness."

• Those who are self-centered and only worry about fulfilling their own needs are left feeling discouraged, empty, and alone.

• Those who are focused on other people find greater happiness and enjoyment in life.
How to Be Selfless in a “Selfie” World

- Philippians 2:3: Do nothing from selfish ambition or conceit, but in humility count others more significant than yourselves.
- Ponder your reasons for doing what you do—is it to draw attention to yourself or to glorify God and lift others?
- "The only way to free ourselves from the prison of selfishness is to pour out our lives in love and service." Obert C. Tanner
- John the Baptist said, “I must decrease so that He may increase.” (John 3:30) Let God’s will and desires become your will and desires.
- Pray for humility that you may see the needs of others and be inspired to know how to serve them.
- Serving others counteracts the self-centered and selfish tendencies of the natural man.
- Be grateful. Count your blessings and express thanks to God and others in your life.
- Share inspiring messages or uplifting thoughts instead of trying to impress others.
- Give credit to others.
- When someone praises you, think of others who have helped you, such as God and your parents.

Daily Spelling Drill

Spell each of the following words three times, clapping your hands each time you say a letter.

knife | figure | liquid | length

library | hospital | exercise | religion

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.)

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

Write a short sentence that uses each word correctly.

it’s

its

Homophones

- HEEL: a part of your foot (I hurt my heel.)
- HEAL: to get well (I hope your finger heals soon.)

Write a short sentence that uses each word correctly.

heel

heal
Challenging Reading Practice

In preparation for writing your opening paragraph for your persuasive essay, read the following model paragraphs to your parent or teacher. Notice how each paragraph starts out in a way that grabs the reader’s interest and attention and then explains what the essay is about.

Model Opening Paragraphs

Being Cheerful

Martha Washington discovered one of the great secrets of happiness. She once wrote, “I am determined to be cheerful and happy in whatever situation I may find myself. For I have learned that the greater part of our misery or unhappiness is determined not by our circumstance but by our disposition.” Our disposition is our outlook and attitude about life. Those that choose to face life with a cheerful disposition, like Martha Washington, will find greater happiness and success in life.

Being Honest in Small Things

We all know it is wrong to steal a pack of gum at the store. But do we realize that it is also important to be honest in small things, such as not exaggerating and not disobeying copyright laws? Being honest in all things, even seemingly small things, brings blessings and is an important part of being a follower of Christ.

Daily Spelling Drill

Look at each word. Cover the word. Spell the word out loud. Do this four times for each word: tomorrow, because, February, field, another.

Write the syllables for these words in the boxes below.

neigh - bor - hood

in - flu - ence

ser - i - ous

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.

Persuasive Essay: Opening Paragraph

Write an opening paragraph for your persuasive essay on being selfless. You may use facts and/or quotes from Lesson 88. Keep these notes in mind as you write your opening paragraph:

1. It will be easier to type your essay so that you can revise your essay as you go.
2. Opening paragraphs can be very short. They are designed to simply catch the reader’s attention and let the reader know your subject. Here is the outline for your essay. You will write the body paragraphs in the next couple of lessons.

I. Opening Paragraph
II. What "Selfless" Means and Why It’s Important
III. How to Be Selfless in a "Selfie" World
IV. Closing Paragraph
Daily Spelling Drill

Look at each word. Cover the word. Spell the word out loud. Do this four times for each word: tomorrow, because, February, field, another.

Persuasive Essay: Body Sections

In the last lesson, you wrote the opening paragraph for your persuasive essay. Now, write the body sections, which are in bold text in the outline below.

I. Opening Paragraph

II. What "Selfless" Means and Why It's Important

III. How to be Selfless in a "Selfie" World

IV. Closing Paragraph

You may use facts and/or quotes from Lesson 88. Keep these notes in mind as you write your body paragraphs.

1. Makes sure your paragraph sticks to the topic.
2. Use transitions. Transitions help connect sentences, paragraphs, and sections of your essay. Some transitional words and phrases are first, second, next, finally, also, in addition, in fact, for example, actually, plus, equally as amazing.

Daily Spelling Drill

Look at each word. Cover the word. Spell the word out loud. Do this four times for each word: tomorrow, because, February, field, another. (These words are purposefully repeated from the last lesson.)

Write the following spelling words in alphabetical order: ninety, eighty, tomorrow, serious, fossil, prairie.

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

Persuasive Essay: Conclusion

In the last lesson, you wrote the body sections for your persuasive essay. Now, write the conclusion. Keep these notes in mind:

1. Closing paragraphs can be very short; even one sentence.
2. They do not give additional information or facts; they simply wrap everything up.
Challenging Reading Practice

Read the following introduction to Exploring the Jungle by JoBesse Waldeck, a book you will begin reading in the next lesson.

If you were going exploring, where would you choose to go?

Around the tributaries of the Amazon River, and just to the north of these in the jungles of Venezuela, Colombia, and the Guianas, are lands where very few white men have been.

The region near the coast of British Guiana has been known since the early explorers came to America. Sir Walter Raleigh searched there again and again for El Dorado, the king said by legend to be covered with gold.

You will find in this book, East Indians going with the explorers into the unknown jungle where natives live, whose very names are unknown to the people on the coast.

Theodore Waldeck was sent into this region by the Museum of the American Indian to learn about the Indians there and to bring back things made by these Indians, such as bows and arrows, blowguns, hammocks, canoes, paddles, ornaments, pottery, weaving, and baskets. His wife, JoBesse McElveen Waldeck, went with him on her first exploring trip. They went up the Cuyuni River to the place where the boundaries of Brazil, Venezuela, and British Guiana touch. In this book, Mrs. Waldeck tells they prepared for this expedition and some of their discoveries.

Daily Spelling Drill

Write the word. Then SPELL IT OUT LOUD THREE TIMES without looking at the word.

Columbus

cougar

soldier

captain

multiple

oxygen

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

measurement

fountain

religion

autumn
Spelling Rule

**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 ONE vowel. The rule is the same if it is a compound word or if suffixes or prefixes are added to the one-syllable word.

For each set, circle the correctly spelled word.

<table>
<thead>
<tr>
<th>gues</th>
<th>guess</th>
<th>reef</th>
<th>reeff</th>
<th>proof</th>
<th>proof</th>
</tr>
</thead>
<tbody>
<tr>
<td>rif</td>
<td>riff</td>
<td>half</td>
<td>halff</td>
<td>deaf</td>
<td>deaff</td>
</tr>
<tr>
<td>tif</td>
<td>tiff</td>
<td>engulf</td>
<td>engulff</td>
<td>poof</td>
<td>pooff</td>
</tr>
</tbody>
</table>

Homophones

- **vain** - She is not **vain**; she is humble.
- **vein** - blood flows through our **veins**.

Write the correct word, **VAIN** or **VEIN**, on each blank.

1. A _______________ is a tube that carries blood back to the heart.

2. The girl was so _______________ that she looked in the mirror fifty times each day.

3. Your efforts were not in _______________; you helped at least one person.

4. I can see a large _______________ in his neck.

Quotation Punctuation

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

1. "It will be a very nice place for Mother to find us in" said Jan "She will come pretty soon now, I should think"

2. "Don't say a word" declared Uncle Paul, clasping Father Van Hove's hand with both of his. "If you got everything you deserved for your courage and good heart, you'd get much more than I can ever give you"

Writing Practice

**Read**: 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 hurried down the empty street. The snow crunched under his boots. He felt the wind bite at his cheeks. The coat he wore didn't help against the cold. He looked forward to sitting in front of a fire.

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

Running like the wind, he hurried down the empty street. Snow crunched under his black boots, and the icy wind bit at his ruddy cheeks. Unfortunately, his thin woolen coat didn't help against the bitter cold. With every step, he looked forward to sitting in front of his warm, crackling fire.

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

I climbed the lighthouse stairs. The old wooden stairs creaked. It was dark. The wind moaned. I was scared. I prayed for courage. I felt peace. I kept climbing up.
Lesson 93

Challenging Word Practice

Read the following words to your parent or teacher:
- commission
- fatal (deadly)
- generous
- jaguar
- poisonous
- preserves
- ocelot
- attractiveness
- durable (long-lasting/heavy-duty)
- python
- asparagus
- literacy

Challenging Reading Practice

Read the following passages to your parent or teacher:

Cheerfulness
from Dayspring Volume, 8 (1879) (author unknown)

There is no greater every day virtue than cheerfulness. This quality of man among men is like sunshine to the day, or gentle, renewing moisture on parched herbs. The light of a cheerful face diffuses itself, and communicates the happy spirit that inspires it. Be cheerful always. There is no path but will be easier traveled, no load but will be lighter, no shadow on heart or brain but will lift, in presence of a determined cheerfulness.

It is a great misfortune to have a fretful disposition. It takes the fragrance out of one’s life and leaves only weeds where a cheerful disposition would cause flowers to bloom. The habit of fretting is one that grows rapidly, unless it be sternly repressed; and the best way to overcome it is to try always to look on the cheerful side of things.

Daily Spelling Drill

Create stair steps for each of the following words: politician, multiple, raccoon, and hippopotamus. (Refer to Lesson 1 if needed.)

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

- neighbor _______________________  _______________________
- measure _______________________  _______________________
- continue _______________________  _______________________
- influence _______________________  _______________________
- certain _______________________  _______________________
Reading Assignment: Exploring the Jungle

Chapter 1

Packing Up

Ever since I can remember, I have wanted to go exploring. Stories of native Indians fascinated me. Reading about the Indians, I learned to admire their loyalty, bravery, and skill in hunting and fishing. I always wanted to visit primitive Indians and live among them.

My husband has been an explorer most of his life. He has shot lions in Africa; the skin of one of them is stretched on the floor of his room. The more my husband told me of his experiences, the more eager I was to go.

So you can imagine how excited I was when my husband received a commission from a museum to collect Indian handicraft. From among the primitive Indian tribes who live in the jungle of British Guiana, we were to collect pottery, beads, feather ornaments, bows and arrows, blowguns, and other articles of ornament and use.

We knew that our expedition would be difficult and dangerous. The jungle of British Guiana is full of wild animals and reptiles. The fiercest of the animals are the jaguar, panther, and ocelot. The python is the most dangerous reptile. It is about twenty feet long, and can crush a person or animal to death in its coils. The bushmaster is the most dangerous of the poisonous reptiles. Its bite will kill a person within a few minutes, and it is the only snake that will make an unprovoked attack.

There are many poisonous insects there, too. The tiger-striped spider’s bite is almost as fatal as the bushmaster’s. The tiger-striped spider will stand on its hind legs and spring on a person if approached too closely. It is about six inches wide across its back. It gets its name from the black stripes on its body which are similar to tiger stripes.

The three-stinger ant is another insect we might meet. It stings three times before it stops, and the sting will give a person a high fever. This ant is black and about an inch long.

The rivers in the jungle are very dangerous, with rapids and falls. Their waters are filled with meat-eating fish and electric eels. The meat-eating fish have razor-sharp teeth. They can pick the flesh from a body to the bones within a few minutes. The electric eel can discharge enough electricity to stun a person. On such a dangerous river as this, we would have to travel in a small river boat for many weeks.

My husband had learned from his earlier expeditions that we would have to take all our food and camping supplies along with us. There would be no houses in the jungle where we
could live. Neither would there be stores where we could buy food. Primitive people live in huts made of rough poles, tree bark, and leaves. Their food consists mostly of raw meats from the wild animals, fish, wild fruits and berries, and of course bread made from the roots of the cassava bush. Naturally, this food would not agree with us. So the only safe way was to plan everything as carefully as if we were going to a desert island.

Never before had I planned meals for more than one day, but now I was faced with the problem of planning three meals a day for several people for at least nine long months ahead. Foods were chosen more for their nourishing qualities and high vitamin content than for their taste and attractiveness. And I dared not forget anything; not even small items such as salt, pepper, and spices. When my purchases of food and other supplies were delivered to our storeroom, it looked as if we were preparing to open a grocery store of our own.

There were cans of every variety of vegetable: beans, peas, spinach, asparagus, and tomatoes. There was a generous supply of soups, canned fruits, tomato, and fruit juices. There were preserves, jellies, and pickles. Then came sugar, coffee, rice, tea, and flour. In addition, we took a lot of canned milk, concentrated foods, dried fruits, and emergency rations.

We did not pack any foods into the boxes until they had been tightly sealed in cans. This was to protect them from ants and other insects, and from mold and spoil caused by the damp air in the jungle. Butter, shortening, chickens, hams, and beef were all sealed in individual cans.

We knew that for the nine months of our expedition we would have to live in tents. Jungle insects delight in feasting on cloth as well as food sometimes! So we selected durable, water-proof material for our tents and had it treated with a chemical solution for protection. All woodwork was carefully treated with the same solution, as were our blankets and sheets.

The Indians cook over a fire out in the open. But, as is done on all well-planned expeditions, we purchased a gasoline stove for our use. Primitive people do not have any light at night except open fires, so we added gasoline lanterns and a generous supply of flashlights and batteries.

We asked a doctor to select and pack medical supplies. We needed this in case we were bitten by a snake, stung by poisonous insects, or became ill with chills and fever.

We purchased a rubber folding bath tub to bathe in after we reached our base camp. We didn’t overlook a radio and battery set for our entertainment. Neither did we forget the small items such as nails, tacks, wire, pins, needles and thread.

Finally came the list of our personal clothing. This was the easiest and most fun of all. Durable clothing and stout boots are needed for trekking through the dense jungle.
During one afternoon I visited a department store and bought some gay colored scarves, kerchiefs, socks, and ribbons for myself. I also visited the five and ten cent store and picked out a large supply of toys, beads, and other brightly colored articles to be used for trade goods with the Indians.

Next came the task of packaging the food supply and other equipment in cases or boxes. We had special cases made, two feet square. In each case we packed a certain amount of each type of food—small quantities of salt, sugar, coffee, tea, rice, and enough cans of vegetables, meats, milk, and butter. We did this so that we would need to open only one case at a time. Also if there were an accident on the river and a case or two were lost, we should not lose all of our salt, sugar, or other essential items.

We labeled the cases of food and equipment and marked each with a number. A list of the contents of the food cases was then entered in our expedition food book.

When everything was carefully packed, we weighed the cases. To our great surprise we discovered that there were 7,500 pounds in all. That sounded and looked like a lot, but after rechecking our lists we could not find a single item which we felt could be left out. We could not spare even the whistle I had tucked away for some little Indian girl or boy I hoped to meet in the far interior of the jungle.

Helping Verbs

Read: A helping verb is used with a main verb.

The most common helping verbs are forms of “to be,” “to do,” and “to have.”

I am reading the book. (am=helping verb, reading=main verb)
Amy does like the book. (does=helping verb, like=main verb)
I have read the book. (have=helping verb, read=main verb)

Underline the helping verb and circle the main verb in each sentence.

1. I am sitting by the open window.
2. I will shut the window soon.
3. Does Helen like the flowers on the windowsill?
4. I have washed all of the windows.
5. I will make yellow curtains for the window.

Family Names

Read: We 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.

We 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 Father | father is an accountant.
2. Does your Father | father have a mustache?
3. Yesterday, Father | father gave me some great advice.
4. Are the Fathers | fathers invited to the dinner?
Spelling Rule

**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 ONE vowel**. The rule is the same if it is a compound word or if suffixes or prefixes are added to the one-syllable word.

For each set, circle the correctly spelled word.

frill | fril  
lul | lull  
fus | fuss  
rif | riff  
glos | gloss  
deaf | deaff  
tif | tiff  
engulf | engulff  
poo| pooff

Homophones

vain- She is not vain; she is humble.  
vein - They fixed a vein by his heart.

Write the correct word, VAIN or VEIN, on each blank.

1. A __________ carries blood.
2. The girl was so ________________ that she hardly noticed the needs of those around her; she cared only about her looks.
3. Grandmother taught me that there is a difference between having confidence and just being ________________.
4. We found a ________________ of silver in the mine.

Plural Nouns

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

- dictionary ____________________________
- factory ____________________________

Writing Practice

**Read:** 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 jumped over the rocks on the shore. The sea water rolled into the bay. He slipped off the next rock. He tumbled down. The water splashed all over him. He stood up dripping wet and laughed.

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

With nimble feet, he jumped over the wet, mossy rocks along the shore, watching the churning green sea water roll into the bay. On the next jump, his foot slipped off the rock, and down he tumbled, water splashing all over him. He stood up, dripping wet from head to toe, and laughed.

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

The church bells chimed. The sound rang through the valley. The sun was warm. We walked over the grassy hill toward the church. A gentle breeze brushed my face. A bird flew in circles above us.
Lesson 99

"My Animal Essay" Part 1

Read with your parent or teacher: You are going to write an informative essay on either JAGUARS or MACAWS, creatures that were referenced in the book you just read: Exploring the Jungle.

Writing an informative essay can be an overwhelming task when you are new to writing essays. Thus, this course gives you extra help with your essays. In higher level courses, you will write your own outlines. In this course, the outlines are given to you. Using model outlines when you are beginning to write essays will not stifle your creativity; it will give you a great understanding of how to organize essays, so that you can do it on your own in the future.

Here is the outline for your informative essay:

I. Opening Paragraph
II. Physical Appearance
III. How and Where They Live
IV. Closing Paragraph

This lesson includes information on jaguars and macaws that you can use for your essay. You are welcome to research additional information if you would like.

MACAWS

- Macaws are the king-sized birds of the parrot family. Like parrots, they have brilliant, colorful plumage.
- They have large, powerful beaks that easily crack open nuts and seeds.
- Macaws like to gather in flocks of about 10-30 birds.
- Their bright coloring helps them to hide among the vibrant green leaves and brightly colored red and yellow fruits found in the rain forests of Central and South America.
- Macaws have powerful, gripping toes that clench onto branches and allow them to study things they are holding.
- Macaws reach adulthood in 2-10 years, depending on the species.
- Macaws are very intelligent. They like to talk to the other birds with loud calls, screams, and squawks. They vocalize to mark territory, talk to other birds, and identify themselves. Some can even mimic human speech!
- Macaws have very long, graceful, and colorful tails.
- Macaws are omnivores, which means they eat both plants and animals.
They are very social animals. Flocks of macaws sleep together in the trees at night, then fly off to hunt for seeds or nuts or other foods during the day.

Macaws lay one to four eggs, depending on the species. Their eggs incubate in 23-30 days, which also depends on the species.

Macaws feed on fruits, nuts, insects, and snails. Sometimes they eat damp soil to help their stomachs neutralize the chemicals within.

Macaws mate for life. They love their mates! They love grooming together, sharing their food, and breeding and raising their families together.

Macaws have a life span of up to 50 years!

Their tongues are dry and scaly, and there is a bone inside of their tongues that helps them to tap into fruits.

There are 17 species of macaws. Some of these species, like the hyacinth, red-fronted, and blue-throated macaws are endangered; and some, including the glaucus macaw and Spix’s macaw, may already be extinct.

Macaws are popular pets because of their exotic colors, long life spans, and ability to sometimes speak. Trappers go into their forest homes and capture them to sell around the world.

The largest species of macaw is the hyacinth macaw at 39.4 inches (100 centimeters) and 3 - 3.7 pounds. The smallest is the red-shouldered macaw at 11.8 inches (30 centimeters) and 4.5 - 5.9 ounces.

Most macaws make their nests in tree holes or in cliff sides or earthen banks.

Macaws are very curious. They love to keep busy and explore. They are smart as they do this, always keeping aware of their surroundings and watching for predators.

JAGUARS

Unlike other big cats, jaguars don’t hate water. They like to swim!

Jaguars are mammals. The females have litters of cubs, not kittens, and there are usually one to four cubs in each litter.

Jaguars grow up to weigh from 100 to 250 pounds, and when they’re standing up, they can be 4 to 6 feet tall. That’s the same weight and height range as most adult humans!

The jaguar’s average life span is 12-15 years.

Jaguars are carnivores. They like to eat eggs, deer, fish, frogs, caimans (small alligator-like animals), tapirs, turtles, peccaries, sloths, and any other animals they can catch.

Jaguars are solitary creatures. They mark their territory with their waste or by scratching trees. Each cat’s territory can cover many square miles of land.

Jaguar cubs are blind and helpless when they’re born. Their
mothers protect them fiercely and teach them to hunt and survive over the next two years. After that, they are on their own!

- Some black jaguars are so dark it’s hard to see their spots, but most jaguars have tan or orange fur with rose-shaped black spots called “rosettes.”

- Jaguars will swim to find fish and other food in the water.

- Jaguars will sometimes climb trees to hunt, but they usually hide in bushes or behind thick weeds as they wait to pounce on their next meal.

- The jaguar’s fur is sought by hunters. It makes very pretty and very expensive coats.

- Sometimes jaguars hunt the livestock on ranches, forcing the ranchers to kill them to protect their animals.

- It is such a powerful animal that sometimes it only takes one bite for the jaguar to kill its prey.

- The jaguar is the largest native-born cat in the Americas.

- Jaguars have influenced humans in many ways. They have frequently played a role in stories, songs, myths, and prayers of native peoples.

- Jaguars help prevent overgrazing by large animals by keeping the populations balanced and in check.

- About 15,000 jaguars live in the wild now. They have almost been completely eliminated from the United States.

- A male jaguar’s territory is between 19 and 53 square miles. It usually overlaps with many females’ territories. The male cats are very protective and possessive of their home range and the females within it.

- Like all big cats, jaguars can roar. It sounds like a deep, chesty cough.

- They love to play in the water. It is not unusual to find them bathing or swimming or hunting in streams and in pools.

- Mother jaguars have baby cubs in them for 90-110 days before they are born. This is called the gestation period.

- Jaguars are the third biggest cat in the world, after tigers and lions.

- They live in North, Central, and South America.

- Their tails can be up to two feet long. That’s rather short compared to other large cats’ tails. Lions’ tails can grow up to 3.5 feet long.

- The male jaguars are heavier than the females, on average by about 25-50 pounds.

- Baby jaguars are born with their eyes sealed shut, and they stay closed for about two weeks.
Choose to write your animal essay on either jaguars or macaws.

Using the information in lesson 99 (and additional research if you would like), fill out the section titled "Animal Essay Notes."

Although you can copy facts and statistics, use your own wording as much as possible. You will use this sheet to write your essay in the next lesson.

You don't need to write down all the information—just the information you would most like to use in your essay.

**Animal Essay Notes**

My Animal: ____________________________

**Interesting Facts (options for an attention-grabbing opening)**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Lesson 102

Challenging Reading Practice

In preparation for writing your opening paragraph for your animal essay, read the following model paragraphs to your parent or teacher. Notice how each paragraph starts out in a way that grabs the reader's interest and attention and then explains what the essay is about.

Model Opening Paragraphs

Red Fox

The red fox is a cunning animal. All over the world he’s known as a trickster. Why? Because instead of using his fangs or claws to fight for what he wants, he uses his mind. Let’s explore some other interesting things about the red fox.

Penguin

All dressed up in a black-and-white tuxedo, the elegant penguin takes flight. No, wait! Penguins can’t fly. They have flippers. They swim in the water. Are they fish? No, they are actually birds. Let’s take a closer look at these amazing animals.

Tiger

What can grow to be over 6-feet long, weighs as much as a grand piano, but can run 40 miles per hour? If you guessed a tiger, you are right! This largest cat in the world is an amazing animal.

Camels

Why do camels have humps? Why do they do so well in desert areas? How can they go without eating for over a week? Let's discover the answers to these questions and more as we explore the incredible animal called the camel.

Daily Spelling Drill

Write each spelling word twice, separated into syllables.

1. pol–i–ti–cian ________________ ________________
2. mul–ti–ple ________________ ________________
3. suc–cess ________________ ________________
4. Sep–tem–ber ________________ ________________
5. ri–dic–u–lous ________________ ________________

Using an online thesaurus, write three synonyms for the word JUMP:

________________________________________
________________________________________
________________________________________

Write a sentence that uses one synonym you wrote above and the spelling words RACCOON and AUTUMN:

________________________________________
________________________________________

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

similar ________________ ________________
million ________________ ________________
audience ________________ ________________
serious ________________ ________________
Onomatopoeia

Read and Complete:

Onomatopoeia (pronounced on-uh-mat-uh-pee-uh), is the use of a word that imitates the sound it represents, such as BUZZ, BEEP, and BOOM. Circle all of the words below that are examples of onomatopoeia.

jump bang crunch swim
creak ding meow tweet
boing sit poof swoosh

Animal Essay: Opening Paragraph

Write an opening paragraph for your animal essay (on macaws or jaguars). Use the "Interesting Facts" section of the sheet you filled out in the last lesson for ideas on how to start your essay in a way that grabs your reader's attention. Keep these notes in mind as you write your opening paragraph:

1. It will be easier to type your essay on a computer so that you can revise it as you go.
2. Opening paragraphs can be very short. They are not designed to give a lot of information about your animal. They are designed to simply catch the reader's attention and let the reader know your subject. Here is the outline for your essay; keep the details about physical appearance and how and where they live for the body of your essay (which you will write in the next lesson).

I. Opening Paragraph
II. Physical Appearance
III. How and Where They Live
IV. Closing Paragraph

Lessons 103-105

Animal Essay: Body Paragraphs and Conclusion

In the last lesson, you wrote the opening paragraph for your animal essay. Now, write the body paragraphs and the conclusion. This is your essay outline:

I. Opening Paragraph
II. Physical Appearance
III. How and Where They Live
IV. Closing Paragraph

Use the sheet "Animal Essay Notes" that you filled out previously. Keep these notes in mind as you write:

1. Make sure your paragraphs stick to the topic, whether it is about physical appearance or where they live, etc.
2. Use transitions. Transitions help connect sentences, paragraphs, and sections of your essay. Some transitional words and phrases are first, second, next, finally, also, in addition, in fact, for example, actually, plus, equally as amazing
3. Closing paragraphs can be very short; even one sentence. They do not give additional information or facts; they simply wrap everything up. Here are some examples of closing paragraphs for animal essays:

Who would have guessed that the quiet, shy red fox is such a fascinating creature?

God truly created many amazing, interesting creatures. Penguins are definitely one of them!

These are just a few of the amazing facts about tigers—powerful, interesting, and beautiful animals.
Imagine that your country is in a war and that things get so perilous [dangerous] that your parents send you with a group of 19 children far up in the mountains to live with a nun. This is exactly what happens to twenty French children in the book *Twenty and Ten* by Claire Huchet Bishop.

This story takes place during World War II. Germany had invaded France, and German troops occupied the country, meaning they had control of the country. While the French were being occupied by Germans, they were not in much danger of being killed by German soldiers. However, Jews were. The Nazis (German soldiers ruled by Hitler) sought out any Jews, children or adults, in order to kill them, hoping to wipe off all the Jews from the earth.

The first page of the book explains the following:

During the German occupation of France, twenty French children are sent to a refuge in the mountains with the wise Sister Gabriel. When ten Jewish children are brought to the school, hiding seems like a game until Nazi soldiers arrive, and ten lives depend on the courage and cunning of twenty children.

TWENTY AND TEN is based on a true story, one of many incidents that took place all over the country of France during World War II. It is a story that has much to say to children of any age.

---

**Daily Spelling Drill**

Write the word. Then SPELL IT OUT LOUD THREE TIMES without looking at the word.

- Columbus
- cougar
- soldier
- captain
- multiple
- oxygen
- serious

Say the word out loud. Say each letter of the word; clap each time you say a letter. Then, cover the word and say each letter of the word out loud; clap each time you say a letter. Do this for all the words twice.

- ninety
- eighty
- field
- museum
- receive
Prefixes and Suffixes

A PREFIX is a group of letters placed before a root word. For example, if we add the prefix UN to the word HAPPY, we get the word UNHAPPY.

A SUFFIX is a group of letters placed at the end of a root word. For example, if we add the suffix FUL to the word FAITH, we get the word FAITHFUL.

Use the suffixes in the box to create two new words for each root word below. Notice how suffixes can really change the meaning of a word!

**SUFFIXES:** FUL and LESS

- taste __________________________   __________________________
- shame __________________________   __________________________

Use the prefixes in the box to create two new words for each root word below. Notice how prefixes can really change the meaning of a word!

**PREFIXES:** DIS and PRE

- order __________________________   __________________________
- qualify __________________________   __________________________
- arrange __________________________   __________________________

Irregular Plural Nouns

Make each word plural. (Hint: Add ES to words ending with O.)

- half __________________________   knife __________________________
- shelf __________________________   loaf __________________________
- potato __________________________   tomato __________________________
- volcano __________________________   deer __________________________

Antonyms & Synonyms

- An ANTONYM is a word opposite in meaning to another word.
- An SYNONYM is a word that means exactly or nearly the same thing as another word.

Write an antonym and synonym for each word:

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wonderful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 1-3 sentences about the picture of the cat. Use the words IT’S and ITS and circle the words.
to kill every baby there so that the baby king would be killed.

But long before the soldiers appeared, God warned Joseph, the faithful guardian, that he must take the baby and His mother and steal secretly away into Egypt. And Joseph did not lose a moment. He saddled the ass, and placed Mary and the baby carefully on its back, and then started out by night down the winding road which led to safety. The fear of the cruel king might drive them far from home, but the baby lay soft and warm in His mother's arms, where no evil could touch Him.

Daily Spelling Drill

Write the syllables for each spelling word in the boxes.

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

Write the syllables for the words.

meas - ure - ment

au - di - ence

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.
Spelling Rule

DGE: If /j/ follows a short vowel sound (a vowel that does not say its name), it is usually spelled with DGE.

Circle the correctly spelled word.

wedge | wej  bajer | badger  cartridge | cartrije
rij | ridge  dredge | dreje  nuj | nudge
abridj | abridge  budge | buj  hej | hedge

For practice with DGE words, copy the following sentence. Write it in cursive if you can; if not, write it in print.

The badger ran through the hedge at the edge of the field.

Reading Assignment: Twenty and Ten by Claire Huchet Bishop

Read Chapter 1: Make Believe

Reading Check

Underline the correct answers.

1. The story is told by
   A. Janet   B. Henry   C. Sister Gabriel

2. Who will the Germans kill if they find them?
   A. Catholics   B. Jews   C. Frenchmen

3. Is the story told in first person or third person limited? [If needed, review the definition of these points of view below.]
   A. First Person   B. Third Person Limited

Vocabulary Cards

Using index cards, make flashcards for the following vocabulary words. Write the vocabulary word on one side and the definition on the other side. Keep these cards for practice over the next several lessons.

muse - to think or ponder about something seriously
retort - to reply sharply or angrily
admonish - to warn or scold in a caring way
dogged - stubborn determination
crestfallen - disappointed

First Person

First person point of view uses words such as I, ME, MY, and MINE. First person feels as if the writer is the main character. The writing is limited to what the main character knows or experiences for himself.

Third Person Limited

Third person limited point of view uses HE, HIM, HIS or SHE, HER, HERS to refer to all of the characters. This point of view gives the perspective, thoughts, and feelings of only one character at a time, usually the main character.
Lesson 108

Challenging Word Practice

Read the following words to your parent or teacher:

- contagious
- accustomed
- geraniums
- boulevard
- custodians
- deafening
- debris
- binoculars
- deodorant
- deteriorate
- dialogue
- island
- engine
- jewel

Challenging Reading Practice

Read the following poem to your parent or teacher.

Books
Eleanor Farjeon

What worlds of wonder are our books!
As one opens them and looks,
New ideas and people rise
In our fancies and our eyes.

The room we sit in melts away,
And we find ourselves at play
With someone who, before the end,
May become our chosen friend.

Or we sail along the page
To some other land or age.
Here’s our body in the chair,
But our mind is over there.

Each book is a wondrous box
Which with a touch a child unlocks.
In between their outside covers
Books hold all things for their lovers.

Daily Spelling Drill

Use each spelling word in a well-formed sentence. Include at least one use of sensory description in each sentence (taste, touch, sight, smell, or sound).

1. island
2. engine
3. jewel

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

1. prob - a - bly _______________ _______________
2. head - ache _______________ _______________
3. knowl - edge ____________________ ____________
4. neigh - bor - hood ____________________ ____________
5. suc - ceed ____________________ ____________
Plural Nouns

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

chimney ________________________________
trophy ________________________________

Editing & Diagramming

Edit the sentences. [There are five mistakes: #14, #16, #19, #21 (2 times).]

“Time to go home, mother” said Helen. “Are you’re suitcases packed and ready to go in the car”?

Diagram the sentence: His cousin and his uncle quickly painted the fence.

Homophones

pause - I asked her to pause before crossing the road.
paws - The puppy’s paws were muddy.

Write the correct word, PAUSE or PAWS, on each blank.

1. The puppies licked their ______________ after chewing the bones.

2. When I am reading aloud, I like to add a dramatic ______________.

3. ______________ and look both ways before crossing the street.

Writing Practice

Rewrite the sentence. You do not need to lose nice details; just make it more clear and less redundant.

A yellow bird glided into the garden where I was and landed on the bough of an apple tree that was in the garden. The yellow bird cocked its head, and as it did, it looked at me. I cocked my head and looked at the yellow bird sitting in the apple tree.

Reading Assignment: Twenty and Ten by Claire Huchet Bishop

Read Chapter 2: Gold

Reading Check

Underline the correct answers.

1. What is the "gold" that Henry got?
   A. fool’s gold       B. chocolate       C. a gold necklace

2. In our world today, it is easy to get caught up in wanting things for ourselves. What does Henry do that shows deep selflessness?
   A. He gives the hungry Jewish boy Arthur the rest of his soup, even though he loves it and is very hungry himself.
   B. He convinces all the French children to give their pillows to the Jewish children.
Lessons 112-113

Book Summary

Write a short summary of the book Twenty and Ten.

Writing a Summary

1. Give a condensed description of the story. A summary is not an outline; it may not cover all of the details of the story but it should express all of the main points or parts of a plot.

2. Present the summary in your own words. Use quotes sparingly and only if key ideas or phrases cannot be said as precisely in your own words.

3. Present the summary in a neutral fashion, stating facts. Do not include your own comments.

4. Include the title of the work and the author's name in the beginning of the summary.

Lessons 114-115

Write a letter to a friend or family member (imaginary or real), giving your thoughts and opinions about the book Twenty and Ten and trying to convince them to read the book, too.

Lessons 116-120

Research Project

For the final lessons of your course, you are going to complete an interesting research project.

1. Have at least five people ages 12 or older participate in your research project. Choose people who you feel will take the project seriously and give honest feedback.

2. Create two forms for each participant that contain this information:

   Form 1: Feelings After Playing an Action Game for 8 Minutes
   - Calm and Peaceful (on a scale of 1-10) ________
   - Joyful and Inspired (on a scale of 1-10) ________

   Form 2: Feelings After Reading Poetry and Studying Paintings of Nature for 8 Minutes
   - Calm and Peaceful (on a scale of 1-10) ________
   - Joyful and Inspired (on a scale of 1-10) ________

3. Complete the following process for yourself and each participant at separate times.

   A. Have the participant play an appropriate, non-violent game on a tablet, computer, or smart phone for 8 minutes and then fill out Form 1.

   B. Have the participant read the poetry and study the pictures in Appendix of your Creative Companion for 8 minutes and then fill out Form 2. (Tell participants to study each painting closely, spending at least 30 seconds with each painting.)

4. Write an essay that analyzes the results of your research with your own thoughts and insights. Create an outline first. Make sure the essay includes an opening paragraph, at least 3 body paragraphs, and a closing paragraph. Make this final writing project your best work!
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

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:

<table>
<thead>
<tr>
<th>Senior - Sr.</th>
<th>page - pg.</th>
<th>versus - vs.</th>
<th>teaspoon - tsp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive - Dr.</td>
<td>ounce - oz.</td>
<td>Mount, Mountain - Mt.</td>
<td>tablespoon - tbsp.</td>
</tr>
</tbody>
</table>

Write the abbreviation for each word.

*Sometimes it is shown as T.

Down Tumbledown Mountain
The little pig squealed and pulled. It was slippery and strong and very smart. It was even trying to bite. But in the end, Randall got him back to Aunt Mandy's pigpen and put him over the rail fence. The big pig and all the other little pigs had been watching. Now they all squealed.

"I mended the hole it got through," said Aunt Mandy. "Thank you, Randall. Do you think your ma would like a bottle of my plum preserve to put on her cornbread tonight?"

So Randall rode off with the bottle of plum preserve for Ma in the top of his gunny sack. Once more he and Speckles were on their way to the mill, down Tumbledown Mountain.

Randall held up his first finger and looked at it.

"First finger," he said to it, "you must remember to tell Ma about Aunt Mandy and the pig. It won't be hard, with the plum preserve to help you."

The first finger nodded as if to say, yes, it could remember.

Reading Check

Underline the correct answer.
What is Randall's overall attitude so far in the book?
A. positive and eager to help others
B. negative and reluctant to help others

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Editing & Diagramming

NOTE: If you have not diagrammed sentences before, or if you need a review, watch the video titled "Sentence Diagramming: Steps 1-5" on www.jennyphillips.com/videos.

Edit the sentence. [There are three mistakes: #5, #10 (2 times).]

Randall's eyes flew open. Speckles stood still, and there in the trail was a boy. He was just about Randall's age.

Diagram the sentence: The brown bird cleverly built its new nest.

Spelling Rule

CH or TCH: if the sound /CH/ follows a short vowel sound, usually use TCH; otherwise, use CH. (Note: A long vowel says its name; a short vowel does not.)

Grade the correctly spelled word.

swi[ch] | swich | switch

hunch | bunch | hantch | hanch

twitch | twich | twitch | twitch

crutch | cruch | crutch | thanch

For practice with words containing TCH, copy the following sentence. Write it in cursive if you can; if not, write it in print.

I sketched a pumpkin patch next to a ditch.

Abbreviations

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

Mister - Mr. Street - St. pound - lb. hour - hr. Road - Rd. Junior - Jr. pound, feet - ft. Avenue - Ave.

Write the abbreviation for each word.

Street St. pound lb. Mister Mr.


Challenging Word Practice

Read the following words to your parent or teacher:

Mediterranean interior infectious literacy

infected knock inscription league luxurious

inscription league legislative malicious (mean)

Challenging Reading Practice

Read the following poem to your parent or teacher.

Rain

Elizabeth Coatsworth

The rain was like a little mouse,
Quiet, small, and gray.
It pattered all around the house
And then it went away.
It did not come, I understand,
Indoors at all, until,
It found an open window and
Left tracks across the sill.

Daily Spelling Drill

Spell each of the following words three times, hopping on one foot each time you say a letter.

luggage | million | Russia | January

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Lesson 8

Homophones

- **HEEL:** a part of your foot (I hurt my heel.)
- **HEAL:** to get well (I hope your finger heals soon.)

Circle the correct word for each sentence.

1. We passed a stunning blue lake.
2. I bruised my heal.
3. We can learn great lessons from the passed.
4. He passed me the potatoes.
5. Don't dwell on the passed.
6. Your wound will heal quickly.

Not Your Ordinary Book Report

Choose one of the following writing activities for Down Tumbledown Mountain. Have your parent or teacher sign his or her initials on the blank line once you have completed your activity.

Activity #: ___________ Initials: _________

- #1 Write a letter to the main character, Randall.
- #2 Apply the scriptures.
- #3 Write discussion questions.
- #4 Write a letter to the author of the book.
- #5 Write an essay on this topic: "Why I would love to spend a day with Randall in the setting of this book."
- #6 Brainstorm your own story ideas.

Irregular Past Tense

Write the past tense for each verb.

- **bring** → brought
- **teach** → taught
- **think** → thought
- **choose** → chose
- **bought** → bought
- **built** → built

Write a short sentence that uses each word correctly.

- **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**.

Six Things to Remember

Just then Randall heard a bird singing. How that bird did sing! It sat on a branch of a tree that grew by Tumbledown Trail. Randall pulled up Speckles and listened. He could see the bird's little whip of feathers moving gently.

"Ma likes pretty singing," Randall thought. "It almost looks like the tree was singing," Randall thought. "But Ma likes little things." And his little finger nodded and promised to remember.

So he kicked up old Speckles, and off they went again down the path.

Answers will vary.

- #3 Write discussion questions. Make a list of questions about the book that would be fun to discuss. Choose questions that really make you think.

- #5 Write an essay on this topic: "Why I would love to spend a day with Randall in the setting of this book."

- #6 Brainstorm your own story ideas.