



**SPELLING  
& WRITING**  
LEVEL FOUR

**WORKSHOPS**



For use with the Level 4 Language Arts and Literature course

Writing is a fantastic way to create! All writing is very much a creative process, even essay writing.

Just as each person has a unique personality and appearance, each person also has the ability to create unique and powerful writings in a way that only he or she can. This course will help you find your writing voice and strengthen your writing skills.

Writing is hard no matter how good you are at it. How does writing become easier? Through practice! That is why you will do a writing workshop every other lesson.



## Learning from the Masters

Almost without fail, skilled writers have something in common: they have read a large number of good books. Reading well-written books greatly improves writing skills.

Read each passage from *Chico of the Andes* by Christine von Hagen, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and underline phrases that you like.

### Passage 1 Without Description

Grandfather and Don Ernesto talked, and Chico trembled as he listened.

### Passage 1

The voices rose and fell. Grandfather's was like the high thin squeak of an ancient tree, but Don Ernesto's boomed even when he tried to keep it low. Chico, as he listened, trembled as though the cold wind passed through him.

### Passage 2 Without Description

The old condor flew over the Paramos looking for food as it did every day. Chan was scared, but Chico was not.

### Passage 2

A black speck wheeled high overhead. While Chico watched, it grew larger and larger, circling over the mountains. The boy raised his arm. There was the old condor. Every day it flew over the Paramos looking for food. Once it had come so low, when Chico was out with Chan, that he had seen its red neck with the white collar of feathers around it and the strong curved beak. Chan had whined with fear, but Chico had not been frightened. The giant condor was like an old friend, a part of the Paramos.

## Writing from the Heart

**Finish each sentence with your own ideas. They can be inspiring, beautiful, lighthearted, or silly. Try to write in a way that shows people your heart and your personality. Are you fun but also serious sometimes? Are you often playful or thoughtful? Show who you are by what you write! What does the sentence "The bird flew" say about your personality? Nothing. So don't do that! Put your heart into your writing.**



1. The bird .....  
.....  
.....
2. I opened my window and .....  
.....  
.....
3. The wind .....  
.....  
.....





## Writing Effective Paragraphs

I am Jenny Phillips, the person writing your course. I want you to think of me, not a textbook, teaching you.

This is a picture of me when I was a child and began to love writing. I often wrote short poems, and I kept notebooks full of story ideas. I had a lot of fun writing! Later in life, I became a professional writer and editor, writing magazine articles, instruction

manuals, children's books, and more. I had a lot of fun doing that, too. I hope that through this course you will also feel how powerful and fun writing can be.

Writing can be a challenge, so we will be taking things step by step. The goal for this course is for you to **ENJOY** writing and to gain **CONFIDENCE** that you can write.

Over the next few lessons, you will be writing about yourself, and you will be practicing expanding your descriptions. The following exercise will show you how description makes writing more interesting.

**Study the painting on this page. Point to where you see light and shadow. Look at the texture of the dog's fur. Notice how many shades of white are on the girl's apron. There are many ways you could write a description of this girl. Here is one: "Anna has brown hair and blue eyes." Is this description interesting? Not really! Read the expanded descriptions below and circle your favorite description.**

1. Anna, with her hair tied up with a crimson ribbon and her curls falling around her face, has finished several chores for the day and plays with her eager pet.
2. Rosy-cheeked Anna smiles widely, and her blue eyes sparkle as she plays with her perky pet. The faithful dog loves his gentle, cheerful owner.



"Expectation" by Carlton Alfred Smith (1853–1946), unknown





## CHALLENGING SPELLING WORDS

In alphabetical order, write on the lines below all of your challenging spelling words (Group 1 and Group 2) on page 1 of your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

- [illegible]

**Mountain Roads:** Draw roads between the mountains. Write your Group 1 spelling words with small letters on the roads. Say the letters aloud as you write them and read each word after you write it. Use all the words at least twice.



**Dice Practice:** Use the following instructions to practice your Group 2 spelling words. Roll a dice and use the idea below that corresponds to the number you rolled to practice your Group 2 spelling words. Roll again and use that idea to practice your spelling words in a different way. You may look at the words while doing the exercises. If you don't look at the words, check that you spelled them correctly.

1. spell it aloud in a whisper.
2. spell it aloud, clapping with each letter.
3. spell it aloud while lying on your stomach.
4. spell it aloud while lying on your back.
5. spell it aloud while bouncing in your seat with each letter.
6. spell it aloud, hopping from one foot to the other with each letter.

## Learning from the Masters

Finish each passage from *Tiger on the Mountain* by Shirley L. Arora in your own words using your imagination. Try to continue the type of description the author was using.

Raman shifted from his squatting position to a sitting one, and then rolled over and lay on his stomach, propping his head up with his elbows. He sniffed the fragrance of the damp earth. There was a pink

.....

.....

.....

.....

After the evening meal, Raman sat quietly on the doorstep where his father had sat the night before, leaning back against the rough wooden frame and watching the sky. It was clear, with a chill wind blowing. The first stars

.....

.....

.....

.....

## Avoiding Redundancy!



Cross out words or phrases that are redundant.

1. When I opened the window to look outside, I saw an owl outside.
2. I counted a total of 45 people in my class when I counted my class.
3. Because we have a great number of a lot of so many mice in our yard, we got a cat.

## Writing from the Heart: Poetry

Most poems have some type of **rhyme scheme**—a consistent pattern of rhymes at the ends of the lines. Usually each stanza (group of lines) in a poem has the same rhyme scheme.

In this poem, the 1st and 2nd lines rhyme, and the 3rd and 4th lines rhyme, so the poem has this rhyme scheme: AABB.

In broad daylight, and at noon,  
Yesterday I saw the moon  
Sailing high, but faint and white,  
As a school-boy's paper kite.

Circle the correct rhyme pattern for the following poem: AABB | ABAB | ABCB

God make my life a little light,  
Within the world to glow,—  
A tiny flame that burneth bright,  
Wherever I may go.

On a separate piece of paper, write a poem that is four lines or longer about the painting on the next page. Your poem should have a rhyme scheme. Let your personality shine through—your poem can be funny or thoughtful.

Are you totally stuck? Try this set of lines, replacing the lines in green with your own lines.

Peacock with feathers long and bright  
(End this line with sight, flight, right, or delight.)  
Brilliant blue and gorgeous green  
(End this line with seen, queen, dream.)

“Peacock and Peacock Butterfly” by Archibald Thorburn (1860–1935), 1917







# LESSON 14

## SPELLING WORKSHOP

### SPELLING RULE #2

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make). Use each of these words **twice**: middle, bubble, letter, pretty, button, lesson, kettle, valley, hidden.

### SUFFIXES: -FUL, -LESS

On the lines write each of the green words, adding the suffix "ful."

thought | youth | resource | doubt

.....

.....

On the lines write each of the green words, adding the suffix "less."

thought | count | cloud | doubt

.....

.....

### WORDS WITH QU

Write a sentence that uses each pair of words.

squirrel/quite .....

.....

quit/liquid .....

.....

square/quarter .....

.....

### WORDS THAT END WITH /ER/

If the end of a word has an /er/ sound, end the word with a vowel **and** R, not just an R.

In the blank boxes, write each of these words: actor, honor, major, matter, power, super.

### CONTRACTIONS

Write the contraction for each set of words.

it is		she would	
we have		who is	
is not		can not	



## CHALLENGING SPELLING WORDS

In alphabetical order, write all of your challenging spelling words on page 1 of your *Level Four Language Arts Course Book* on the lines below. Then follow the instructions on this page.

[illegible]

**Forest Roads:** Draw roads between the trees. Write your spelling words on the roads. Say the letters aloud as you write them and read each word after you write it. Use all the words at least twice.



## Learning from the Masters

**One way to make writing come alive is to use sensory language to describe touch. Read the passages from *Tiger on the Mountain* by Shirley L. Arora and underline the words and phrases that describe the way things feel.**

### Passage 1

The bags were not so heavy, but they were bulky and hard to carry, and the pine cones were prickly and scratched through the loosely woven burlap.

### Passage 2

He could not see in the darkness, but his bare feet felt the way along surely over the wet grass of the slope, the chill, hard ground of the gully, the broken earth of the cultivated space that surrounded his house. Rain thudded on his face and arms as he ran, and lightning forked through the sky beyond the hill.

### Passage 3

It was hard for Raman to leave the smoky warmth of the room and go out again into the chilly evening, and harder still to splash the cold stream water onto his face and neck and over his arms and bare legs. Clouds had made the darkness fall swiftly, and the damp air was filled with the voices of frogs and night insects.

When they returned to the house, Vasanti was helping her mother spread out the banana leaves on the floor. Then her mother piled hot, steaming rice onto each leaf—first for Raman’s father, and for Raman and Dasan, and lastly for Vasanti and herself. A little rice she set aside and mixed with water for the baby. There was pepper water too—a hot soup of green chilies to mix with the rice to give it flavor. Raman scooped up the hot rice in his fingers, tossing it about gently until it was cool enough to transfer to his mouth, and sucked his breath in and out to soothe the hot sting of the chilies.

## Using Sensory Language: Touch

Study the photo on the next page of Tamul Waterfall in Mexico. Imagine that you are writing a story that takes place in the scene.

**In one or two sentences, describe what it might feel like to be swimming in the scene. If desired, use one or more of these words: cool, warm, misty, wet, choppy, smooth.**

.....

.....

.....

.....

## Writing from the Heart

**Rewrite each sentence to make it more descriptive and more of your own style. Your new description can be one or more sentences long. There is no wrong way to rewrite the sentences, except not to put your heart into it. So imagine, be creative, and show your personality as you rewrite!**

I saw the waterfall. ....

.....

.....

.....

The sun rose. ....

.....

.....

.....







## SPELLING RULE #7

Read this spelling rule aloud two times.

**CH or TCH:** If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH.

## SPELLING RULE #7 BINGO

Following Rule #7, add “ch” or “tch” to finish each word.

Then find and circle the five words in a row ending in TCH.

ha__	pin__	dren__	ran__	hu__
ma__	por__	tea__	coa__	wren__
i__	la__	rea__	ben__	hi__
ske__	gli__	sti__	sna__	clu__
spee__	scor__	grou__	ea__	bea__

## PREFIXES: POST-, NON-

A **prefix** is a group of letters added to the beginning of a word that changes the meaning of the word. The prefix POST means “after.” The prefix NON means “not.”

Based on the meaning of the prefix, circle the correct description for each word.

- postwar A. after the war B. before the war
- nonessential A. not essential B. somewhat essential
- postelection A. during the election B. after the election
- nondairy A. with some dairy B. with no dairy

Based on the description, write the word with the correct prefix: “post” or “non.”

not flammable: .....

after operation: .....

not smoking: .....

with no fat: .....

## CONTRACTIONS

Write the contraction for each set of words.

we will		did not	
she has		it will	
what is		he will	
have not		should not	



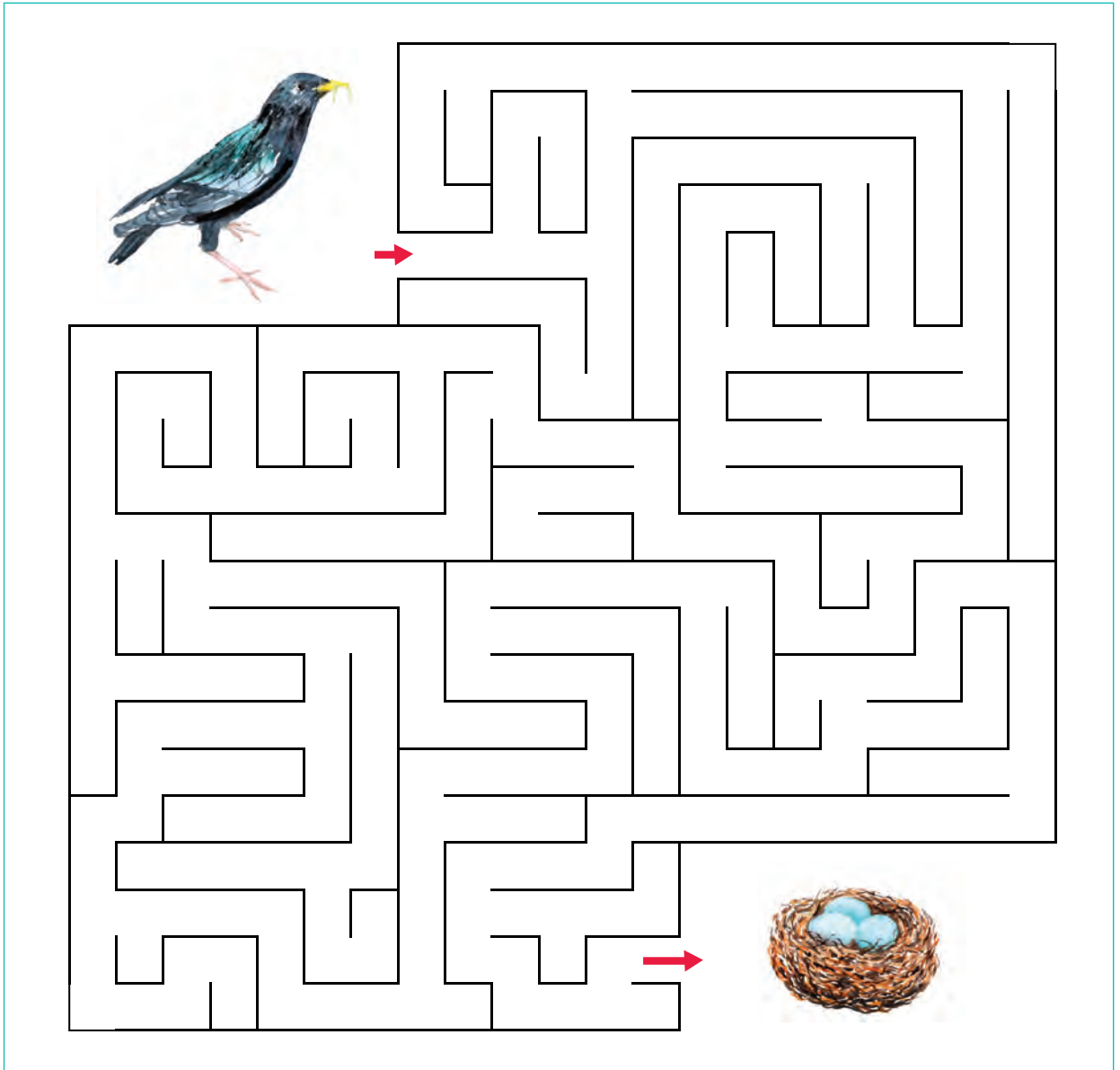
## CHALLENGING SPELLING WORDS

In all UPPERCASE letters, write all the challenging spelling words on page 83 of your *Level Four Language Arts Course Book* on the lines below. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

[illegible]

**Maze:** Help the bird find its way back to the nest by writing your spelling words with small letters along the path. If you reach a dead end, try another path. Say the letters aloud as you write them and read each word after you write it. Use all the words at least once but as many times as it takes to complete the path. If you run out of room, write the words around the borders.



## Using Well-Chosen Verbs

Read each sentence, and then cross out the verb in green and replace it with a well-chosen verb to make the sentence come to life! Use the words from the box or words of your own.

- Careful of his swollen ankle, Sam **walked** \_\_\_\_\_ to the warm fire.
- Janey **looked** \_\_\_\_\_ across the impossibly fast, wide river.
- Jeremy bravely **went** \_\_\_\_\_ down the rocky trail to reach his sister.
- A sudden burst of wind **blew** \_\_\_\_\_ through the grove of trees.
- The two young horses **ran** \_\_\_\_\_ across the green pasture.
- "Oh, won't somebody please come find me!" Sarah **said** \_\_\_\_\_ into the darkness.



## Outlining a Story

In your last writing workshop, you wrote three possible ideas for a man vs. nature story. Turn to page 63 and read the three ideas you wrote in the boxes. Choose your favorite one, and then come back to this page.

Now it's time to write a story outline on the page to the right. Before you begin, here are two tips:

**Tip #1:** If you start to feel overwhelmed, worry that your ideas aren't good enough, or don't know what to write, let all that go! Just start writing down whatever ideas come to you and have fun with it! Don't worry whether it's good enough. You can always change it later if you want.

**Tip #2:** If you feel stuck, read the examples below to get ideas.

Complications (events leading up to the climax)

Event 1: Travis knows which direction he needs to go, but he comes to a river that is too wide and fast to cross.

Event 2: Dark clouds roll in, and it begins to rain. Travis has to find or make a shelter.

Climax (the most exciting part!)

The storm that rolled in is terrible with wind, rain, thunder, and lightning. Travis stays huddled under a large pine tree all night, hardly able to sleep and not knowing if he will survive the storm.

Resolution (how the conflict or problem is solved)

Travis wakes up in the morning and the storm is gone, the sun is up, and he is okay. He climbs out from under the tree that sheltered him. With clear skies and the sun rising in the east, he sees a bridge in the distance that he can cross to arrive safely home.

# STORY OUTLINE

Conflict (the problem you wrote down and chose for the story)

Complications (events leading up to the climax)

Event 1:

Event 2:

Climax (the most exciting part!)

Resolution (how the conflict or problem is solved)







## SPELLING RULE #8

Read this spelling rule aloud two times.

If /j/ follows a short vowel sound, it is usually spelled with DGE.

Write the word that answers each riddle in the box. Each word ends with either GE or DGE. The first one or two letters are given to you.

## RIDDLES

You can walk on me to cross over water without getting wet.

br

Keep my door shut so that food doesn't spoil.

fr

People often cut me in squares before eating me.

fu

Don't hold this when you are mad at someone.

gr

You'll find me in a court of law passing judgment.

ju

You perform on me as an audience watches.

st

I hold cars and often bikes, tools, and lawn mowers.

gar

Some things never \_\_\_\_\_. I'll \_\_\_\_\_ my clothes.

ch

## SPELLING RULE #9

Read this spelling rule aloud two times.

Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L. (Example: whistle, not whistl)

Add a Silent E to words that have a syllable ending with a consonant + L.

ba-gel mir-a-cl ve-hi-cl

spar-kl freck-l wob-bl

ob-sta-cl an-gel grum-bl

stum-bl scrib-bl ex-cel

## WORDS WITH ACC

Read each word, and then write it broken into syllables in the first column and not broken into syllables in the second column.

ac—cuse		
ac—cord—ing		
ac—count		
ac—ci—dent		
ac—cept		



## SUFFIX -AL



The suffix AL means “relating to.”

Mix together the words from the chart below with the suffix AL.  
Write the words with the suffix on the blank lines. If a word ends  
with an E, drop the E before adding AL.



season  
accident  
survive  
globe  
bride

arrive  
option  
approve  
addition  
universe

.....	.....
.....	.....
.....	.....
.....	.....
.....	.....



## CHALLENGING SPELLING WORDS



1

Write the challenging spelling words (both Group 1 and 2) from page 119 of your *Level Four Language Arts Course Book* broken into syllables. Place one syllable in each box as you write the word. Note: Some words will have blank boxes.


2

**Fast Syllables:** For each of your challenging spelling words, read it aloud, and then

- say each letter in the first syllable really fast.
- clap twice slowly.
- say each letter in the second syllable really fast.
- continue for each syllable.



# Writing Effective Paragraphs

When you write a report or essay, you need to write the facts in your own words. In this workshop you will practice this skill while you learn more about the mountains in Canada. **Study the examples below.**

Here is the original sentence:

Mount Logan, at a massive 5,959 meters (19,551 feet), is the tallest mountain in Canada and the second tallest mountain in North America.

I cannot fairly rewrite the sentence like this because it is too similar to the author's words; I only changed one short phrase, which is underlined:

Mount Logan, a whopping 19,551 feet (5,959 meters) tall, is the tallest mountain in Canada and the second tallest mountain in North America.

**I CAN** rewrite the sentence like this, in my own words:

Standing taller than any other mountain in Canada at 19,551 feet, Mount Logan is the second tallest mountain on the North American continent.



*You try it!*

**Rewrite the following sentences:**

Most of the big mountains of Canada are found in the West, particularly the Yukon Territory and the provinces of British Columbia and Alberta. Tall mountains, clear lakes, seemingly endless forests, and a huge variety of wildlife are a big draw to adventurers, photographers, and nature lovers.

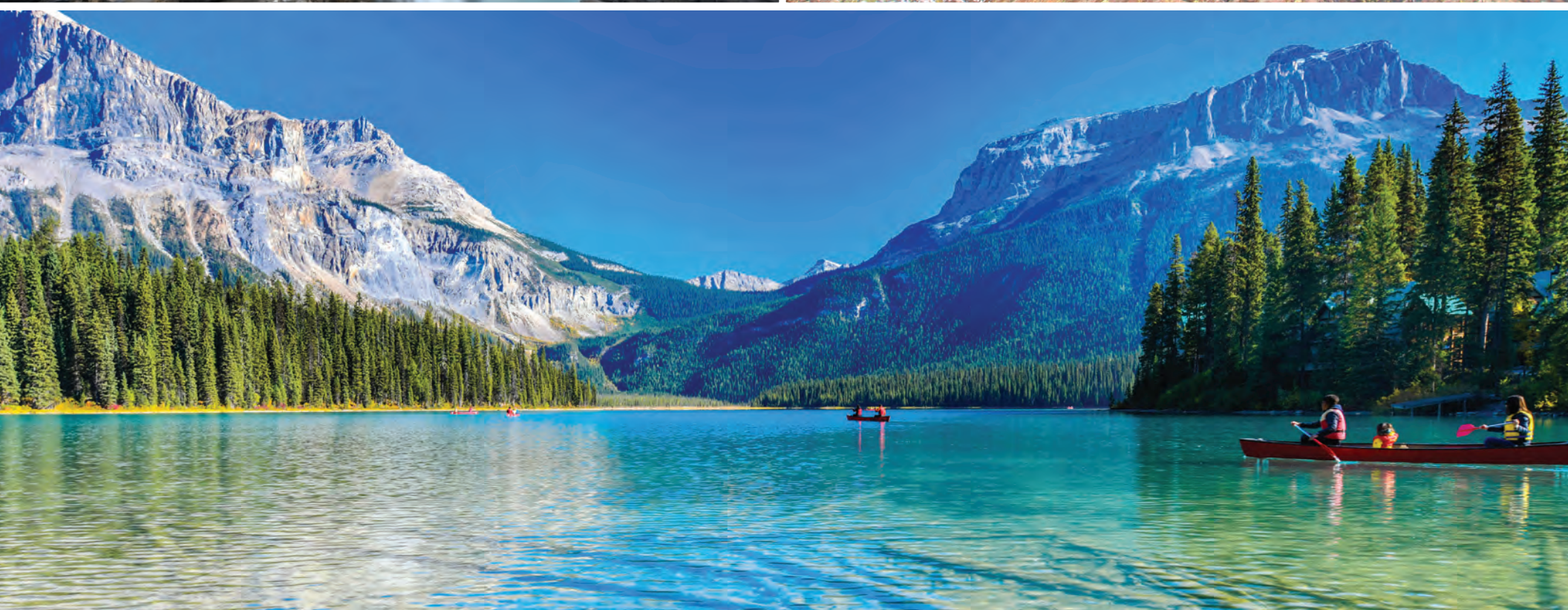
Enjoy the photos of the lakes and mountains in Canada on the next page.

Top left: Athabasca Falls, Jasper National Park, Alberta, Canada

Top right: Moraine Lake, Banff National Park, Alberta, Canada

Bottom: Emerald Lake, Yoho National Park, British Columbia, Canada







# SPELLING WORKSHOP

## LESSON 80

### >>>>>>>>>>>> SUFFIXES: -URE AND -TION <<<<<<<<<<<<<<<

A **suffix** is a group of letters added to the end of a word that changes the meaning of the word. The suffix **URE** is added to a verb and means an action or result of an action. (Example: depart→depart**ure**) The suffix **TION** is also added to a verb and also means the action or result of an action. (Example: educate→educat**ion**)

**Based on the meaning of the suffix, circle the correct description for each word.**

1. pressure      A. the result of pressing    B. a person who presses
2. organization    A. asking for directions    B. the result of organizing
3. enclosure      A. the result of enclosing    B. closing an envelope
4. direction      A. forcing something    B. the act or result of directing

**Circle the correct word based on the description.**

the act or result of destroying: **destruction** | **construction**

the act or result of exposing: **exposure** | **expedition**

the act or result of being moist (wet): **moistly** | **moisture**

the act or result of introducing: **correction** | **introduction**

### >>>>>>>>>>>> CONTRACTIONS <<<<<<<<<<<<<<<

**Write the contraction for each set of words.**

I will		they have	
I had		you will	
they are		I would	
I am		will not	

### >>>>>>>>>>>> CHALLENGING SPELLING WORDS <<<<<<<<<<<<<<<

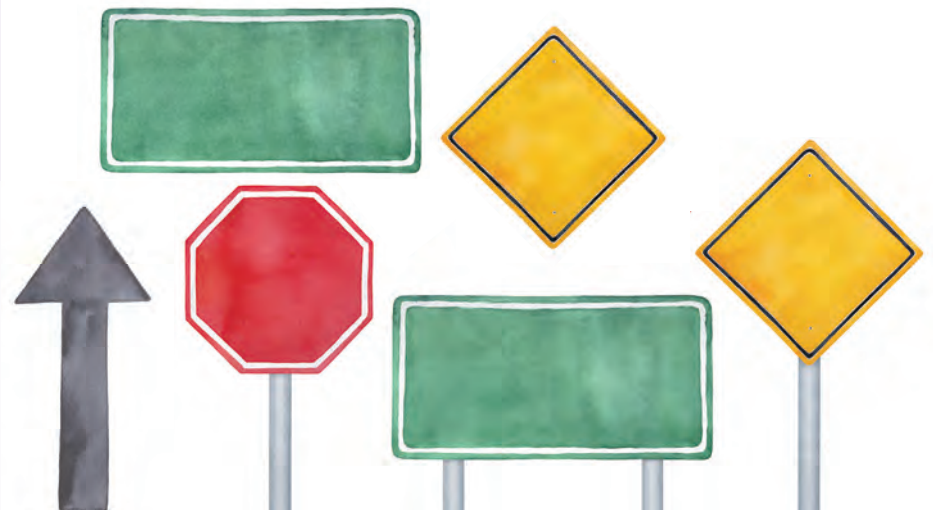
1

**Race Track:** Write Group 1 of your challenging spelling words on page 157 of your *Level Four Language Arts Course Book* on the race track with a pen. Then read each word and spell it aloud while zooming around the track with the eraser end of a pencil.



2

**Road Signs:** Write Group 2 of your challenging spelling words in the road signs. Then read each word and spell it aloud.





## Thank-You Note Writing

Complete the following for the paragraph in the blue box below:

1. Circle the topic sentence.
2. Cross out the sentence that does not support the main idea of the paragraph and does not belong in the paragraph.

Writing thank-you notes may seem like a small thing, but it can have big benefits. Did you know that research has shown time and again that showing gratitude toward others is good for your health and your mood? It's true: people who regularly express gratitude toward others tend to be healthier and happier. In fact, grateful people even tend to sleep better. In addition, people who write thank-you notes and show gratitude in other ways have more self-confidence. Thank-you notes can be handmade or store-bought. Saying thank you is well worth your time.

Follow the instructions to make a thank-you card. As you make it, regularly blow off excess pastel chalk dust.

**Step 1:** Cut a piece of pastel paper in half, and then fold it in half.

**Step 2:** With a permanent marker, write "Thanks a melon!" at the bottom of the page. Then sketch the watermelon with a red pastel. Leave a white space before adding the light green and dark green sections of the rind.

**Step 3:** Fill in the sections of the watermelon with more color. Leave the white space between the red and green sections of the watermelon.

**Step 4:** Use a cotton swab to blend the colors. Blow off excess chalk as needed.

**Step 5:** Add a light yellow or brown color to the background and blend it with a cotton swab. With a permanent marker, draw seeds on the watermelon and hearts or dots on the background. Spray it with a fixative spray outside and let dry.

**Step 6:** Write a note inside for someone and deliver your thank-you card.

1



2



3



4



5



# LESSON 94

## SPELLING WORKSHOP

### WORDS IN WHICH CH SAYS /K/

Write the correct word from the word bank next to each description.

orchid | orchestra | ache | technology | stomach | scholar

Part of your body: .....

The creation and use of technical means: .....

A type of flowering plant: .....

A person who is well educated: .....

A group playing instruments: .....

A pain in part of your body: .....

Write the missing letters to form words from the orange box above.

or.....d | or.....a | a.....e | te.....y | st.....ch | s.....r.

### WORDS THAT END WITH /ER/

If the end of a word has an /er/ sound, end the word with a vowel and R, not just an R. Examples: water not watr AND trailer not trailr.

Add "er" or "or" to finish each word: actor, honor, major, matter, power, super, laser.

1. hon\_\_\_\_\_ 2. matt\_\_\_\_\_ 3. act\_\_\_\_\_ 4. pow\_\_\_\_\_

5. sup\_\_\_\_\_ 6. maj\_\_\_\_\_ 7. las\_\_\_\_\_

### SPELLING RULE #12

Read this spelling rule aloud two times.

A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.

Circle each word that ends with an E because of Spelling Rule #12, and not because of Silent E Job #1, in which the Silent E makes the vowel before it say its name.

shade	above	glove	serve	grate	have
cove	nerve	curve	active	massive	love
shove	extensive	wade	fade	relative	give
sensitive	detective	aggressive	trade	addictive	weave

### WORDS WITH Y IN THE MIDDLE

Write a sentence that uses each pair of words.

hymn/lyric .....

type/syrup .....

### CHALLENGING SPELLING WORDS

Have someone quiz you on the challenging spelling words on page 189 of your *Level Four Language Arts Course Book* until you get them all correct.



## “My Animal Essay” Part 3

In Lesson 107, you wrote the opening paragraph for your animal essay. Now you will write the first body paragraph. Start your body paragraph after your opening paragraph. Leave a blank line between your opening paragraph and your body paragraph, as shown to the right.

My Animal Essay  
By Angela Ruiz

This is the opening paragraph. The opening paragraph grabs the reader's attention and explains what the essay is going to be about.

Start your first body paragraph here. See how there is a blank line between the opening paragraph and the first body paragraph.

As a reminder, the outline of your essay is below. For this lesson you will write the section in green:

I. Opening Paragraph

II. Physical Appearance

III. How and Where They Live

IV. Closing Paragraph

Use the facts from pages 154–156, writing them in your own words. If desired, and if your parent or teacher approves, you may do additional research on the animal in books or online.

1. Make sure your paragraph sticks to the topic of physical appearance.
2. Use transitions. Transitions help connect sentences, paragraphs, and sections of your essay. Here are some transitional words and phrases:

*first, second, next, finally, also, in addition, in fact,*

*for example, actually, plus, equally as amazing*





# LESSON 112

## SPELLING WORKSHOP

### SPELLING RULE #11

Read this spelling rule aloud two times.

Changing Y to I: Words that end with a consonant + Y must have the Y changed to an I before adding any suffix. (Examples: happy—happiness, beauty—beautiful, plenty—plentiful)

Rewrite each word with the suffix from the banner added to it. Remember, if the word ends with a consonant + Y, change the Y to an “i” before adding any suffix.

heavy.....	est
merry.....	ment
silly.....	ness
easy.....	ly
grouchy.....	est
squishy.....	est
friendly.....	ness
rainy.....	er
plenty.....	ful
study.....	ed

### SPELLING RULE #12

Read this spelling rule aloud two times.

A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.

For each word, write “1,” “2,” or “3” (referring to the key) to indicate why the word ends with a Silent E.

KEY



1. so the word does not end with V or U
2. to make the C or G soft
3. to make the vowel before it say its name

halve <input type="checkbox"/>	courage <input type="checkbox"/>	waste <input type="checkbox"/>
circulate <input type="checkbox"/>	captive <input type="checkbox"/>	garbage <input type="checkbox"/>
nerve <input type="checkbox"/>	sleeve <input type="checkbox"/>	practice <input type="checkbox"/>
cursive <input type="checkbox"/>	curve <input type="checkbox"/>	remove <input type="checkbox"/>
resolve <input type="checkbox"/>	active <input type="checkbox"/>	deserve <input type="checkbox"/>
twelve <input type="checkbox"/>	native <input type="checkbox"/>	involve <input type="checkbox"/>







Top: "Forest with Mountain Stream" by Ferdinand Hodler (1853–1918), 1902 | Whole Page: "View of Denmark" by Frederik Christian Kiaerskou (1805–1891), 1872



# The CHALLENGING SENTENCE Climb

The Challenging Sentence Climb helps the child practice words with challenging, targeted phonetic principles and words that cannot be sounded out phonetically.

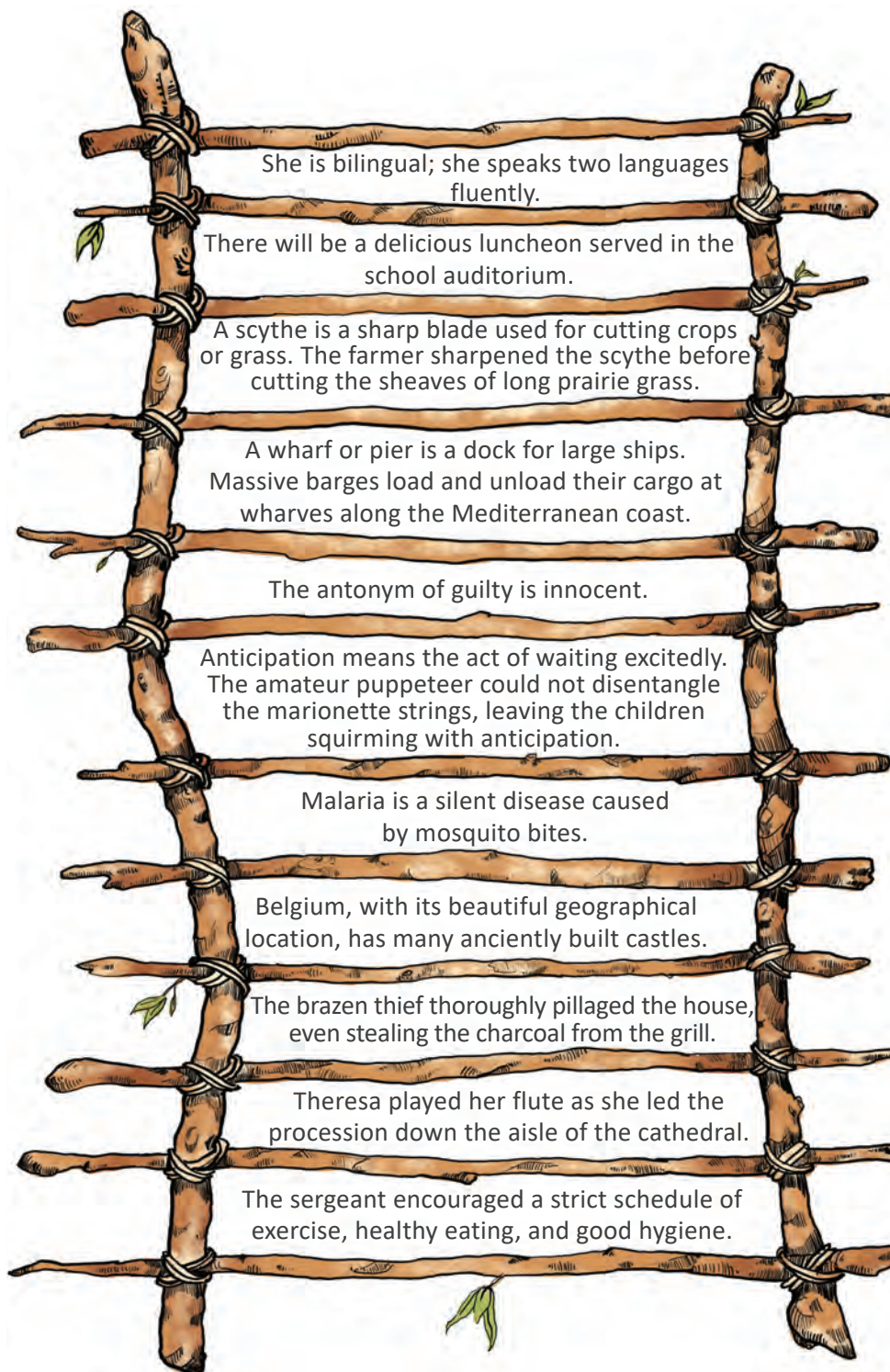
## Instructions

The course book will instruct you when to have the child practice The Challenging Sentence Climb. (It will not be every lesson.) Work on one house each time until it is mastered, and then move on to the next house.

Have the child start at the bottom of the first ladder and read all the sentences, working his or her way to the top. Let the child try to read difficult words at first, but offer help as needed.

When the child can read all the sentences on the ladder, bottom to top, pronouncing each word correctly without help, he or she has mastered the house and may color the bird on top! The child is then ready to climb the next ladder.

Note: At this age children's reading levels vary widely. Some children may not master all the houses by the end of this course. In that case, keep working on the challenge after your child has completed the course. On the other hand, some children will master the houses before they have completed the course. In that case, skip the challenge when the course says to work on it or have the child read a page to you from a book on *The Good and the Beautiful Book List* that is higher than the child's reading level.



# Ladder 1: Canadian Mountain Home



## BALD EAGLE

Many birds of prey are found in areas across the world, but the bald eagle is only found in North America. About half of the world's bald eagles live in Alaska, but many of them also live in Canada. These beautiful birds usually make their nests in forests near large bodies of water. Bald eagles have superior eyesight, seeing four to seven times farther than humans can see. When a bald eagle loses a feather on one wing, can you guess what happens? It will lose a feather on the other wing to keep balanced.



CANADA





