

# LANGUAGE ARTS & LITERATURE

LEVEL SIX

COURSE BOOK

Literature | Grammar & Usage | Punctuation  
Art | Geography | Spelling | Vocabulary | Writing

  
THE *Good* AND THE *Beautiful*  
CURRICULUM





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## Daily Checklist – Level 6

*Complete the following items each day:*

- Practice grammar cards or geography cards for 5–7 minutes.
- Complete one lesson in your course book.
- Read books from *The Good and the Beautiful Book List*.

*Note: Spelling dictation is completed within the course book lessons.*



# LEVEL 6—AT-A-GLANCE

## ART

- art appreciation
- nature appreciation
- artists studied: John Glover and Sidney Richard Percy
- pastel instruction and practice (Projects=color chart, techniques chart, lighthouse scene, eucalyptus tree, rose, wildflower path, Australian sunrise, free project, and perspective drawing.)
- perspective, symmetry, breaking down subjects into shapes, layering and underpainting, shading, warm and cool colors

## GEOGRAPHY

- geography flashcards: oceans, continents, states and capitals, countries
- geography of Australia, New Zealand, Indonesia, Thailand, Scotland, United Kingdom, and New England
- geography terms: climate, compass rose, equator, latitude, loch, longitude, moor, Northern Hemisphere, peninsula, prime meridian, solstice, Southern Hemisphere, topographical map, Tropic of Capricorn

## GRAMMAR, USAGE, & PUNCTUATION

- abbreviations
- alphabetizing
- antonyms & synonyms
- apostrophes: possessive nouns and contractions
- avoiding double negatives
- avoiding shifts in verb tense
- capitalization rules: family relationships
- capitalization rules: proper nouns
- comma splices
- commas and coordinating conjunctions
- commas in a series
- commas in dates
- commas with dependent clauses
- commas with introductory words
- commonly confused words
- compound subjects, verb phrases, and direct objects
- coordinate adjectives
- correlative conjunctions
- editing
- ellipses
- homophones: ad/add, break/brake, cent/scent/sent, cheep/cheap, deer/dear, flour/flower, flu/flew, heel/heal, in/inn, knew/new, knight/night, pain/pane, principal/principle, right/write, stair/stare, to/too/two, wait/weight, waste/waist, weak/week
- implied subjects in imperative sentences
- independent and dependent clauses
- inferred meaning of words
- irregular plural nouns
- linking verbs
- parentheses
- parts of speech
- possessive pronouns and adjectives
- predicate adjectives
- prepositional phrases and commas

- quotation punctuation
- restrictive and nonrestrictive clauses
- run-on sentences
- sentence diagramming (steps 1–12)
- sentence structures
- spelling words and rules
- subjects and predicates
- subordinating conjunctions
- suffixes
- verb tenses
- vocabulary

## READING, WRITING, & LITERATURE

- appreciating and using sensory language
- authors and poets studied: Christina Georgina Rossetti, Laura E. Richards, Frances Hodgson Burnett, O.F. Walton, James Lister Cuthbertson
- challenging reading practice
- descriptive language
- headings and subheadings
- identifying main ideas
- Latin and Greek roots
- literary analysis
- literary devices: simile, metaphor, hyperbole, alliteration, personification
- nuances
- organizing information in logical sequence
- perspective in literature
- poetry memorization
- poetry study and appreciation

- prewriting techniques
- reading and writing autobiographies
- recognizing and choosing literature with high moral and literary value
- revising and rewriting
- test taking strategies
- using transitions
- varying sentence structures
- writing a how-to essay
- writing a response paper
- writing body paragraphs
- writing conclusions
- writing fiction
- writing nonfiction
- writing opening paragraphs
- writing outlines
- writing persuasive essays
- writing poetry
- writing summaries
- writing thesis statements
- writing topic sentences

## MAJOR WRITING PROJECTS

- book review
- collection of autobiographical sketches
- how-to essay
- informative essay
- literature response paper
- magazine travel article
- summaries
- two complete poems



# POETRY MEMORIZATION

It is suggested that the child memorize "The Australian Sunrise" and have it mastered by the end of the course. Not only is this poem about Australia, which is studied in depth in the course, but it is also packed with literary devices and wonderful descriptive language. Consider having a regular time that the child works on the poem, like every Monday for five minutes. Note: The word STARS replaces the names of constellations in this poem. If you want to memorize the poem with the names of the constellations, you can find the poem online.

## *The Australian Sunrise*

James Lister Cuthbertson

The morning star paled slowly, the stars hung low to the sea,  
And down the shadowy reaches the tide came swirling free,  
The lustrous purple blackness of the soft Australian night  
Waned in the gray awakening that heralded the light;

Still in the dying darkness, still in the forest dim  
The pearly dew of the dawning clung to each giant limb,  
Till the sun came up from ocean, red with the cold sea mist,  
And smote on the limestone ridges, and the shining tree-tops kissed;

Then the fiery stars vanished, the magpie's note was heard,  
And the wind in the she-oak wavered and the honeysuckles stirred;  
The airy golden vapor rose from the river breast,  
The kingfisher came darting out of his crannied nest,  
And the bulrushes and reed-beds put off their fallow gray  
And burnt with cloudy crimson at the dawning of the day.

### Here are some tips and ideas for memorizing your poems:

- First, spend several days reading the poem out loud over and over again. Then read a line, look away from the paper, and recite the line. Do this for all the lines.
- Type or write the poem by hand several times. Each time, try to write more of it from memory.
- Cover a line with an index card and try to say it out loud. If you can't remember the line, move the index card so you see just the first word or two, and see if you can remember the line then.
- To remember how each stanza begins, draw a picture that reminds you of the first line of each stanza.
- Write just the first two words of each line, and try to recite the poem.





## ABOUT THIS COURSE

### Items Included in This Course Set

- Level 6 Course Book
- Level 6 Reader
- Level 6 Answer Key
- Geography & Grammar Cards

### Additional Items Needed

- **Little Lord Fauntleroy** by Frances Hodgson Burnett  
This book is required and heavily integrated with the course.
- **A timer, a highlighter, and tracing paper (or very thin paper)**
- **A set of chalk pastels (at least 24 colors—must include white and off-white)**  
*Suggestion from Amazon.com: search for NuPastel 36*
- **A kneaded eraser, art tape, and a workable spray fixative**  
*Like B012561WIA, AA20132, and K01306 on Amazon.com (Note: Painter's tape can work in place of art tape.)*
- **Watercolor or pastel paper** (assorted colors, 9"x12")  
*Like 100510864 on Amazon.com (Mi-Teintes Pastel Pad, Assorted Colors 9"x12")*
- **A charcoal pencil** (any kind)  
*Like GP05630 on Amazon.com*
- **Blending Stumps or Cotton Swabs**  
*Like B002ER8MOC on Amazon.com (Blending stumps allow for more detailed blending.)*

### Subjects Covered by This Course

- Reading
- Literature
- Spelling
- Writing
- Grammar and Usage
- Punctuation
- Vocabulary
- Geography
- Art Appreciation
- Art Instruction

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

### Overview: Language Arts & Literature Courses

- **Levels 4 and above** are designed to be mainly self-directed by the student with parents using an answer key to check work each day. However, parents may do as many of the lessons with the child as desired. The higher level courses include art appreciation and art instruction and projects that expose children to the following mediums:
  - Levels 4 and 6: Pastels
  - Level 5: Watercolor
  - Level 7: Pencil Drawing
- **Levels do not match public school grade levels.** Have the child take the assessment test at [goodandbeautiful.com](http://goodandbeautiful.com) to determine which course level to start with your child.
- **Levels change things up.** To avoid predictability, to provide variety, and to increase anticipation of future course levels, levels change things up with different course components, formats, methods to practice spelling, art mediums, and so on.



## Course Principles

- **Connects Multiple Subjects**

Connecting multiple subjects gives learning deeper meaning and interest. It also eliminates the expense and trouble of purchasing and using 6–7 different courses.

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

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

- **Creates Excellent Writers and Editors**

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

## Commonly Asked Questions

### Q: Does this course follow Common Core standards? How does it compare to public school?

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

### Q: What educational philosophies does the curriculum use?

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

### Q: Does the curriculum include doctrines specific to any particular Christian denomination?

No. The goal of The Good and the Beautiful curriculum is not to teach

doctrines specific to a particular Christian denomination, but to teach general principles of moral character, such as honesty and kindness.

## Understanding the Course Items

- **Level 6 Course Book**

This 267-page, full color course book is packed with beautiful artwork. This course book bleeds to the edges, allowing for larger art. However, home printers usually cannot print pages that bleed and may cut off some of the images.



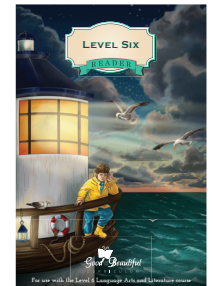
The course book includes one full-length book: a biography about Elizabeth Kenny, an unaccredited nurse who developed a revolutionary treatment for polio. The course book also contains poetry by Christina Georgina Rossetti and other poets.

The course book also contains lessons for the classic book *Little Lord Fauntleroy*, which must be obtained or purchased.

- **Level 6 Reader**

This 220-page reader contains selections from *When I was Young* (an autobiography of Laura E. Richards) and the following full-length classic books:

***Saved at Sea* by O.F. Walton** Alick and his grandfather are keepers of the lighthouse on a small, isolated island off the coast of Scotland. On the night of a powerful storm, Alick and his grandfather try to rescue passengers from a sinking ship. A bundle is thrown to them, but then the ship sinks. Inside the bundle they find . . . a young child—the only survivor from the ship. This beautiful story of love and faith in God, first published in 1879, is of the highest literary and moral value.



***Queen Hildegard* by Laura Elizabeth Howe Richards** This book is an example of truly “good and beautiful” writing. Originally

published in 1917, the book tells a humorous and engaging story. The official description reads: "Spoiled New York City girl Hildegard Graham is sent to stay with her mother's old nurse in the country. When her parents must take a trip to California, Hildegard learns the value of simplicity and kindness." This book is tremendously inspiring and fun to read. Boys and girls of all ages, even older children, should enjoy this treasure of a book.

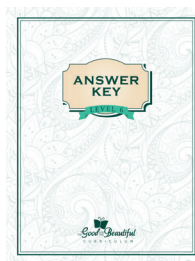
- **Geography & Grammar Cards**

The same set of flashcards is used for Levels 5–7. Once the child has mastered all of the cards, the cards should be reviewed once a week through Level 7.



- **Answer Key**

In other course levels, the answer key is in the Course Companion or the back of the course books. For Level 6, there is a separate answer key.



## How the Course Works

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

Each day, the child should complete the following:

- **Geography and grammar card practice**

Each day the child should practice either the geography or grammar cards for 5–7 minutes.

The child is not expected to master all of the cards until the end of Level 7. If the child masters the cards before the end of Level 7, have the child review the cards weekly.

## Grammar Cards

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

## Geography Cards

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

- **One lesson in the Course Book**

To finish the course in one school year, the child should complete one lesson in the course book each day, four days a week. However, some lessons may take more than one day, and some less. If the child would like to complete more than one lesson a day, let her do so! However, please emphasize to your child that taking the time to complete high quality work is more important than speeding through the lessons.

At the beginning of each lesson, the parent or teacher should dictate spelling sentences (see the "Spelling Dictation" section). Spelling dictation is one of the most important parts of the course and should not be skipped. Not only does it help with spelling words, but also with punctuation, grammar, and usage.

In most lessons, the child will read vocabulary words, their definitions, and a short section of *Elizabeth Kenny* (included right in the course book) to the parent or teacher. Reading this very worthwhile,



advanced book out loud helps the child increase reading skills and vocabulary. If the child cannot read a word or reads a word incorrectly, have the child break the word into chunks and sound it out—don't just tell the child the word.

The child will then complete the lesson on her own. If the child struggles to complete most lessons on her own, she is likely on too high of a level.

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

**Tip:** Before beginning the course, take out the Level 6 Reference Sheet on page 9 and place it in a sheet protector. The child should keep this sheet with her course so that he can refer to it when needed.

The course book will indicate when to read in the reader and when to read *Little Lord Fauntleroy*.

#### □ **Personal Reading**

Most lessons in the course book contain reading assignments. Additionally, it is recommended that the child spend at least 15 minutes a day completing personal reading outside of the course readings. Have the child choose books from *The Good and the Beautiful Book List* on his level or other high-quality, wholesome books.

**Note about slow readers:** Some children (especially fast readers) will be able to complete more than one lesson some days. Some children (especially slow readers) may take two days to complete some lessons. If the child reads slowly, increase the time spent on lessons to the maximum time the child can handle each day and have the parent or teacher read the reading assignments aloud with the child, reading every other paragraph in order to help the child through the course. Additionally, consider having the child work on the course for all or part of the summer break as increasing reading speed at this level is an important focus.

## Spelling Dictation

Near the beginning of each lesson are 2–4 sentences you will dictate to the child, meaning you will say the sentence, and then the child will write it. **Spelling dictation is a critical part of the course and should not be skipped.** Not only does spelling dictation give practice with commonly confused words, homophones, and a carefully selected list of spelling words (which are rule breakers and commonly misspelled words), but it also gives targeted practice with the grammar and punctuation principles that the child is learning in the course. Implementing these principles in dictated sentences is a step up from practicing the principles in assignments.

Say each sentence as many times as the child needs. Do not help the child with any of the words. If the child is unsure how to spell a word, she should sound it out as best as she can. After each sentence, evaluate the child's work and have the child fix any incorrect spelling or punctuation. If a child misspells a word, write it on a "Spelling Words to Practice" sheet on pages 7 and 8. (You may want to remove those sheets and keep them separate from the course book.) At the beginning of each lesson, before dictating sentences, have the child practice words on the "Spelling Words to Practice" sheet for 3–4 minutes by quizzing the child out loud or by having the child write the words a few times. You do not need to go through all of the words on the sheet. Just go through as many words as you can in 3–4 minutes. Once a child can spell a word correctly several days in a row, cross out the word.

## Length of Daily Work/Length of Course

The time needed to complete coursework each day will vary greatly according to each child. Here are some sample schedules:

### Slow Reader:

5 minutes:	Geography or Grammar Cards (alternate days)
60 minutes:	Course Book (includes sentence dictation)
15 minutes:	Personal Reading

**TOTAL=80 minutes**

### Average Reader:

5 minutes:	Geography or Grammar Cards (alternate days)
40 minutes:	Course Book (includes sentence dictation)
15 minutes:	Personal Reading

**TOTAL=60 minutes**

### Advanced Reader:

5 minutes:	Geography or Grammar Cards (alternate days)
30 minutes:	Course Book (includes sentence dictation)
15 minutes:	Personal Reading

**TOTAL=50 minutes**

Remember that the course book covers instruction in several different subjects, including literature, writing, grammar and punctuation, spelling, vocabulary, geography, and art. If the child spent 20 minutes per day on each of these subjects using different courses, it would take over two hours to complete these subjects each day. Combining the subjects together allows for shorter school time and more enjoyment.

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

## Writing

Learning to write well is an important and valuable skill. This course helps children develop excellent writing skills by having them read high-quality literature; practice specific skills in writing effective sentences, paragraphs, and complete compositions; and analyze and model the writing of master authors.

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

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

## Poetry Memorization

It is suggested that the child memorize the poem "Australian Sunrise."

## Art

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

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

Hands-on art projects are included in the course, focusing on pastels. Lessons that include art projects contain this symbol: 🎨

Three major pastels projects and some minor projects are included in the course.

# LEVEL 6 SPELLING LISTS

Words on this page are repeatedly practiced in spelling dictation sentences in this course book but are listed here for your reference.

## Rule Breakers and Commonly Misspelled Words

absence	bicycle	design	grateful	obvious	senator
accidentally	billion	disappear	inadequate	opinion	separate
achieve	bruise	education	influential	orchard	servant
adjective	burglar	embarrass	Ireland	pasture	sincerely
analyze	California	emperor	irregular	peninsula	souvenir
apology	carriage	employee	journey	permanent	submarine
apostrophe	cartridge	entrance	leisure	pleasure	surgeon
associate	casual	essential	lightning	possible	symbol
atmosphere	cemetery	fragile	loveliest	process	twelfth
average	ceremony	fungus	loyal	punctuation	various
awkward	committee	genuine	manure	reservoir	village
beneficial	deceive	glacier	obnoxious	rural	weird

## Commonly Confused Words

accept/except	further/farther	lose/loose	whose/who's
affect/effect	its/it's	there's/theirs	your/you're

## Homophones

ad/add	deer/dear	in/inn	principal/principle	wait/weight
break/brake	flour/flower	knew/new	right/write	waste/waist
cent/scent/sent	flu/flew	knight/night	stair/stare	weak/week
cheep/cheap	heel/heal	pain/pane	to/too/two	who's/whose



# SPELLING WORDS TO PRACTICE

On this sheet, write the words the child spells incorrectly during spelling dictation. You will be prompted to practice words on this page each day for 3–4 minutes. You do not need to practice all of the words every day. Cross out a word once the child can spell it correctly for several days in a row.


# LESSON 1

- ☐ Read and complete.

## Welcome to the Course

Look at the butterflies on this page—they are all different. More than 750 species of butterflies have been found in Canada and the United States. Scientists believe there are still hundreds, if not thousands, of butterfly species yet to be discovered. God created great variety in the world. Why do you think this is so? Wouldn't our world be much less interesting and beautiful if we had only one type of butterfly, one type of flower, and one type of bird?



Every single human is completely unique. God created you that way. That was His plan. You are like no other person on earth. No one else looks just like you, and you have your own thoughts, gifts, and strengths.

Your education is not just about learning how to spell and how to write correct sentences and paragraphs. Your education is about learning skills such as spelling and writing so that you can express your unique thoughts and gifts in ways that glorify God and bring you and others joy. Your education is about learning how to recognize, appreciate, and seek out beauty and truth. This is what you are going to do in this course!

## How To Complete This Course Book

- Each day you will practice geography or grammar cards (on alternate days) and complete one lesson in this course book (or more if you would like). Simply follow the instructions and mark the check box when you have completed a section. Check the box in the top corner of the page when the entire page is completed. If desired, keep a sticky note on the current lesson so you can quickly find your place each day.
- Your parent or teacher will use the answer key to check your work.

- Each day, your parent or teacher will dictate 2–4 sentences to you, meaning he or she says a sentence out loud, and then you will write it. These sentences will help you practice spelling words, spelling patterns, spelling rules, commonly confused words, and grammar rules. When you spell a word incorrectly, your parent or teacher will write it on the sheets titled "Spelling Words to Practice" located at the beginning of this course book. Each day your parent or teacher will quiz you on words from that sheet.
- In most lessons your course book will direct you to read to your parent or teacher. This will help you increase reading skills and dive into more challenging literature.
- Find the Level 6 Reference Sheet at the beginning of the book and read through it. Take out the sheet, place it in a sheet protector, and keep it with your course book. Refer to this sheet any time as you complete the course.

*You are ready to get started!*

## Art: Warm and Cool Colors

Warm colors are associated with warmth—sunlight and fire (red, yellow, and orange). Cool colors are associated with coolness or cold—shadows, snow, water, and grass (blue, violet, green).

- ☐ Using pastels, create a copy of the color chart on the next page.
- ☐ With a pencil, sketch the outline for two butterflies. Using pastels, color one butterfly using only cool colors and the other using only warm colors.









## Writing Practice Through Art

- ☐ Set a timer for 30 seconds and study the painting on this page, which depicts a landscape in Australia.

- ☐ Read:

When you first look at this painting, what catches your eye? It's likely the tree in the middle of the picture. The artist likely wanted to emphasize this tree as the focal point of the painting. Not only is it in the middle of the picture, but it also has the most sunlight on it and surrounding it, drawing our eyes to it. How easy it would be to walk by this tree and not notice its beauty. When it is studied, its true beauty becomes apparent—magnificent, twisting branches, golden sunlight reflecting off the light-colored bark, and bunches of green and golden leaves.

Why did the artist include people in the painting? Perhaps they help give perspective of how large the tree is. Perhaps they make us think about the peace the people must feel in the lovely scene as they are pausing on their walk.

Writing can paint marvelous pictures in the mind, too. Writing that captures and shows beauty is not always easy, but painting isn't easy either. The painting on this page probably took about 60–80 hours to create! It can take a long time to form sentences that are delightful and well-written. Sometimes it can take quite a while to come up with just the right word or phrase. The poet Emily Dickinson said, "I know nothing in the world that has as much power as a word. Sometimes I write one, and I look at it, until it begins to shine."

- ☐ Complete:

**Personification** is a figure of speech in which non-human things are given human attributes.

*The wind howled all night.*

*The sun greeted me with a smile.*

Using the painting on this page as inspiration, write two

sentences that use personification. Remember that it may take a lot of time to form your sentences, and that's OK! (Help: If you are stuck, try using one of these verbs: whisper, breathe, sigh, tiptoe, waltz, play, run, fold, walk, sing, kiss.)

#1

#2



"A Golden Hour" by Florence Fuller (1867–1946), 1905

## Commas with Introductory Words

### ☐ Read and complete:

Place a comma after an introductory word or set of words at the beginning of a sentence. An introductory word could be taken off the sentence without changing its meaning.

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

Common introductory words are

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

**Exercise:** Place a comma after introductory words. The information in each sentence is true.

1. Yes Australia is the 6th largest country by area.
2. Also a desert area known as the "outback" covers much of Australia.
3. Australia is the least inhabited continent.
4. No Tasmania is not a separate country; it is part of Australia.
5. Actually aborigines make up only 2% of Australia's population.
6. Indeed many plants in Australia cannot be found anywhere else in the world.

## Introduction to SAVED AT SEA

### ☐ Read and complete:

In the next lesson, you will begin reading the first book in the *Level 6 Reader*. The book is titled *Saved at Sea* and was first published in 1879. The leading character, or one of the main characters in a book, is called the **protagonist**. Alick Fergusson is the leading protagonist in *Saved at Sea*. He lives with his grandfather on a small island off the coast of Scotland. Locate Scotland on the map. Alick's grandfather is the keeper of



the lighthouse. Jem Millar is the grandfather's assistant. Jem and his family are the Fergusson's only neighbors. The book was written by British author Amy Walton (1849–1939), better known as Mrs. O.F. Walton (short for Mrs. Octavious Frank Walton; Octavious Frank was her husband's name). She wrote many children's books that quickly became popular; they all had strong Christian messages. She lived in Scotland for four years, so she was very familiar with the setting she chose for *Saved at Sea*.

## Pastel Techniques

- ☐ Practice different pastel techniques by creating a copy of the chart on the next page. Use any colors you desire. (Note: This assignment was also part of the Level 4 course and is designed to be repeated for review.)

## LESSON 10

### Spelling

- ☐ Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- ☐ Have your parent or teacher dictate the following sentences:

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

### What is YOUR Style?

Let your own style show through in your writing! Are you generally **funny**, **SERIOUS**, **playful**, or **thoughtful**? Or perhaps you are a little funny while also being thoughtful. At times, you will have to write in certain styles, such as a formal style. It's like going to church—you don't change your personality, but you may need to be more formal, and it might not be appropriate to tell a joke, etc. Let your personality come through whenever it is appropriate. Don't try to be like someone else. Be you! Rather, be the YOU that God created you to be, meaning the you that is good and true. For example, if you are funny, make sure you are always funny in a way that is Christlike, not using unkind sarcasm, self put-downs, or making fun of others. If you are serious or thoughtful, make sure you are not negative. Find the best that is in you and let it shine through when you write!

1. Well, I hope you are sincerely serious.
2. Suddenly, our plan seemed inadequate.

*Note: There is no Read to Parent or Teacher section in this lesson since extra time is needed for the writing assignment for this lesson.*

### How-To Essay: Part 2

- ☐ Read and complete:

For this lesson, you are going to write the first paragraphs of your how-to essay. We will take it in small steps! Take a deep breath and smile, even if you don't feel like it. Really, even fake smiles make you feel better! (Do you see a playful writing style coming through?)

Let's start with body paragraph #1 (which you will add to your document after the opening paragraph that you wrote in the last lesson):

**Body Paragraph #1:**  
**Break the project into smaller pieces if needed.**

Use a topic sentence at the beginning or near the beginning of your paragraph. The topic sentence defines the main idea of the paragraph. Then, make

sure your paragraph sticks to the idea of your topic sentence. Also, start with a transitional word or words such as "first" or "one way."

Here is some information you can use if you'd like—just organize it and change it up so that it flows well in your paragraph. Also, remember to wrap up your paragraph with a concluding sentence.

- Henry Ford said, "Nothing is particularly hard if you divide it into small jobs."
- John Wanamaker wrote, "One may walk over the highest mountain one step at a time."
- When you are faced with a big task, it helps if you break the task down into smaller, more manageable parts.
- Cleaning an entire filthy kitchen may seem overwhelming, but cleaning one counter doesn't, right? So break your tasks into small parts, and focus on just one part at a time. Before you know it, you will have the entire kitchen cleaned.
- If a task still seems too big, break it down more. For example, if cleaning off the counter seems too hard, focus first on just removing the cups from the counter. Don't think about all of the other dishes or the spilled food at the same time.

### SAVED AT SEA: Chapter 3

- ☐ Read Chapter 3 of *Saved at Sea* in the *Level 6 Reader*.



## Art Project: Pastels Lighthouse Part 1

- ☐ Gather the following materials and read and complete.

### Materials Needed

\*pencil \*eraser \*ruler \*½ inch white art tape (or other tape that peels off easily) \*white or neutral colored pastel paper, cut to 9"x11"

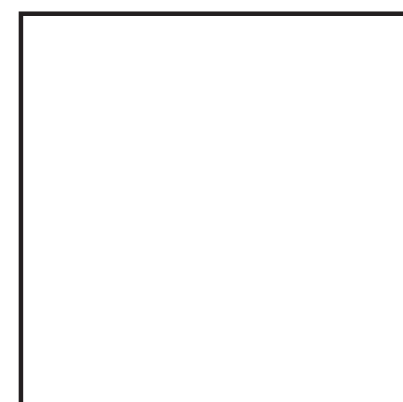
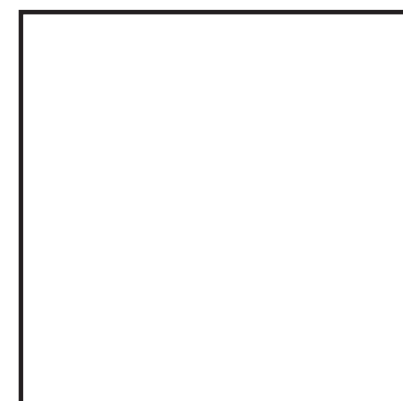
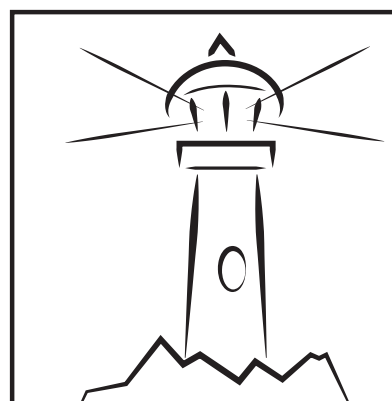
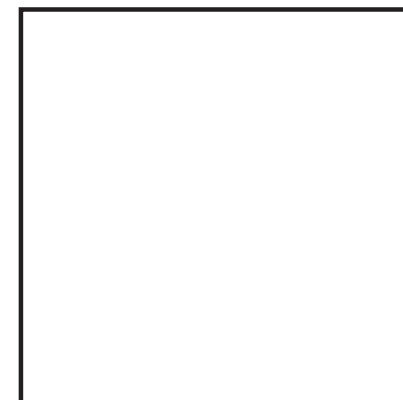
For this lesson, you will be drawing a lighthouse scene. In the next lesson, you will be applying chalk pastels to it.

In any kind of drawing, no matter how simple or complex, you can always break down the subject that you are drawing into basic shapes, (rectangles, triangles, circles). When you do that, it makes drawing the scene or the subject much easier. The lighthouse you will be drawing for this lesson, in its most simple form, is a rectangle with a triangle on top. Within the lighthouse, you will see details such as windows and doors that are made up of rectangle and triangle shapes. You will see these kind of shapes occurring in the shapes of the rocks as well.

Before you draw your lighthouse scene, you will practice drawing three lighthouse icons. This will help to get your brain into the mode of looking at shapes and drawing what you see.

Look at the lighthouse icons on the left and copy them to the best of your ability into the squares on the right. The first icon is just a black shape. It is mostly symmetrical, meaning that the left side and the right side are mirror images of each other. Symmetry can be a little bit tricky to draw sometimes, but it is a great exercise for your brain in drawing what you see. The last two lighthouse icons are made up of simple lines and shapes.

You are now ready to begin drawing your lighthouse scene. First, take out the full-color picture of the lighthouse that is included at the end of this lesson. This is the scene you will draw.







## LESSON 19

### Spelling

- ☐ Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- ☐ Have your parent or teacher dictate the following sentences:
  1. Suddenly, an obnoxious bug landed on my nose. *[RULE: Place a comma after an introductory word or set of words at the beginning of a sentence.]*
  2. Is there one cemetery or two cemeteries in this city? *[RULE: Drop the Y and add IES to words that end with a consonant + Y.]*
  3. Their little sister felt embarrassed after she forgot her lines.  
*-THEIR: belonging to them (Their kitten is cute.)*  
*-THERE: in or to the place (There is hope. | The cat is over there.)*

### Read to Parent or Teacher

- ☐ To your parent or teacher, read Part 17 from *Elizabeth Kenny in the Australian Bushland*.

#### *Elizabeth Kenny in the Australian Bushland: Part 17*

Elizabeth Kenny continued with the treatment of her little patient, who grew steadily stronger as the days grew warmer. When the buds had developed into the opening petals that reached out toward the sun, the little girl began to move her fingers and toes. And by the end of the summer, she was able to thread a needle and darn her socks. Finally, she was well enough to play the piano, paint pictures, and ride a horse.

"This is a miracle!" exclaimed her happy mother.

"Not at all," replied Elizabeth Kenny. "It's merely the result of patient work and, I hope, common sense."

Several more successful cases, and Elizabeth Kenny became convinced that she was on the right track. She began to think of opening a clinic of her own. The opportunity presented itself when she visited some friends who lived near Townsville, a bustling little seaport on the eastern coast of Australia. A number of children in Townsville were suffering from infantile paralysis at the time, and Elizabeth Kenny was summoned to attend to some of these cases. Within a short time, the sickness in Townsville had become epidemic, and Elizabeth Kenny was called upon to treat seventeen patients.

In order to be as close to them as possible, she prepared a little hospital for them in the back yard of one of the Townsville houses. This hospital consisted of an earthen floor under an awning which Elizabeth had set up for the purpose. It was warm enough in the outdoor hospital, because Townsville is a semitropical city not far from the equator. Here, away from the bustling world, Elizabeth Kenny placed upon a table a zinc tub for bathing the patients. The only light came from a kerosene lamp. Her assistant nurses were the mothers of the sick children. As for herself, she worked almost around the clock, but refused to accept any pay.

She did, however, ask the officials of the government to give her a pass for the train whenever she had to travel to a patient who lived out of town. This they agreed to do—on one condition. First, she must give them the name and address of the patient. The local constable would then be asked to visit the patient's home in order to find out whether the information was correct. After the constable's report, the government officials would consider whether the case was serious enough for Elizabeth Kenny's services. And, finally, if the decision of the government officials was favorable, Elizabeth Kenny would get the pass.

"But suppose the patient dies while all this investigation is going on?" she asked.

The officials shrugged their shoulders. This was regulation, and Elizabeth Kenny could either accept or reject it. She rejected it, with thanks.

A **peninsula** is a piece of land connected to the mainland but surrounded by water on the majority of its borders. As you can see on the map on this page, Scotland has many peninsulas. The peninsula circled in red on the map is named Ardnamurchan. This remote [out of the way; secluded] peninsula has a population of around 2000. This peninsula used to be home to Vikings and to an active volcano. Much of the peninsula is moorland. A **moor** is an open, uncultivated area of low hills covered with grass and often heather (purplish-pink flowers). Moorland is often boggy (wet and spongy) or peaty (peat is partially made of decomposed plants such as moss).

**Climate** is the prevailing weather conditions of a region—the average temperature, humidity, air pressure, precipitation [rain, snow, etc.], sunshine, cloudiness, and winds. Aboutscotland.in explains, "The country's high latitude means that winter days are short and summer days are long. Summer months in Scotland bring days with extended twilight and, in the far north of Scotland, days with no complete darkness. The northernmost parts of the country enjoy up to four hours more daylight than London during summer."

Moorland in Scotland





## LESSON 22

### Spelling

☐ Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.

☐ Have your parent or teacher dictate the following sentences:

1. The emperor's overly grand entrance was ridiculous.
2. I carefully packed Jason's fragile souvenir.

*Note: There is no Read to Parent or Teacher section in this lesson since extra time is needed for the assignment.*

### The Fairy Pools



## Writing a Magazine Travel Article: Part 1

☐ Read:

The Isle of Skye features some of the most beautiful scenery in Scotland. Choose two of the following places listed in this lesson (the Fairy Pools, Neist Point Lighthouse, Mealt Falls, and Old Man of Storr, all of which are on the Isle of Skye) to write a magazine article that will make people want to travel to those places. Write your two choices here:

☐ With the permission and supervision of your parent or teacher, use the Internet to research your two places online. Take at least one page of notes about each place. Make sure your notes don't use the exact wording of the information you read. In the next lesson, you will use your notes to begin writing your article.

### Neist Point Lighthouse





## Mealt Falls



## Diagramming Imperative Sentences

- ☐ Imperative sentences are commands like "Shut the door". Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If you are new to sentence diagramming or need a review, watch step-by-step videos at [goodandbeautiful.com/videos](http://goodandbeautiful.com/videos) to learn Step 6 (diagramming imperative sentences).  
**Note:** the word PLEASE (used as a polite request) is an adverb.

Please eat the healthy cherries.

---

Carefully select the reddest, juiciest apple.

---



Sleep well tonight.

---

Please tell the important facts.

---

## Poetry Reading Practice

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

### *God the Artist*

Angela Morgan

God, when you thought of a pine tree,  
 How did you think of a star?  
 How did you dream of the Milky Way  
 To guide us from afar?  
 How did you think of a clean brown pool  
 Where flecks of shadows are?

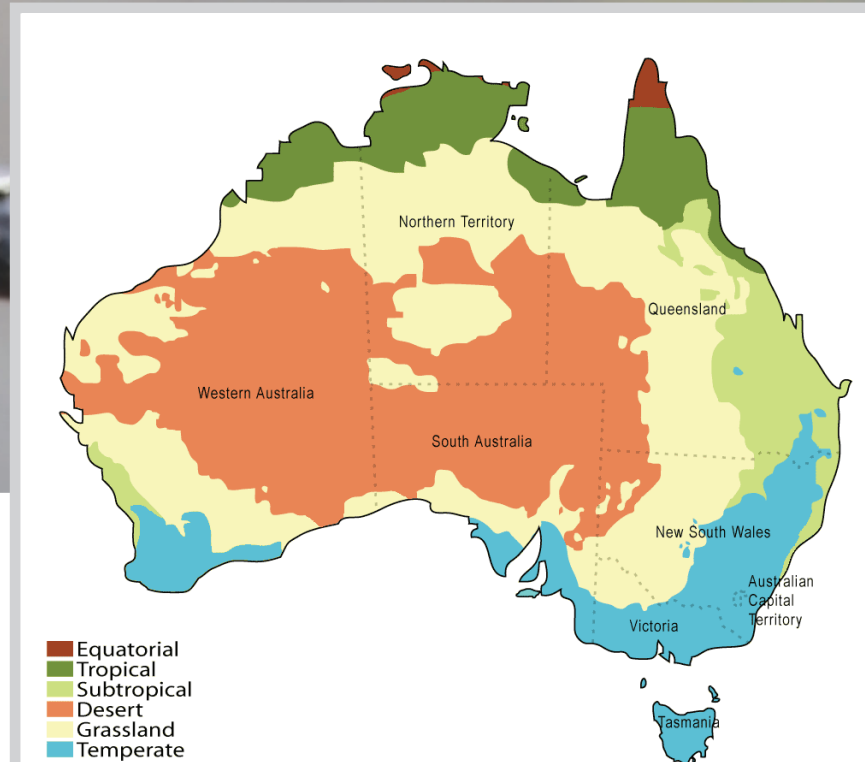
God, when you patterned a bird song,  
 Flung on a silver string,  
 How did you know the ecstasy  
 That crystal call would bring?  
 How did you think of a bubbling throat?  
 And a darling speckled wing?

God, when you chiseled a raindrop,  
 How did you think of a stem,  
 Bearing a lovely satin leaf  
 To hold the tiny gem?  
 How did you know a million drops  
 Would deck the morning's hem?





Study the beauty of the kingfisher on this page. What an amazing creation of God! All kingfishers have large heads, short legs, long pointed bills, and stubby tails. Most species have bright plumage. The bird pictured on this page is an azure kingfisher. Look at the map on this page. Kingfishers mainly live in tropical areas, so point to the areas on the map where you would guess you could find azure kingfishers in Australia. They are found chiefly in Northern and Eastern Australia. They feed mainly on crayfish and small fish.





## LESSON 29

### Spelling

- ☐ Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- ☐ Have your parent or teacher dictate the following sentences:

[TIP: *WHOSE*: the possessive case of *WHO* (Whose house is this?) *WHO'S*: contraction of the words *WHO* and *IS* (Who's coming?).]

1. Who's the owner of that rural landscape painting?
2. They're wondering if there's a surgeon on their submarine.  
*-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 hope. | The cat is over there.)*

### Read to Parent or Teacher

- ☐ To your parent or teacher, read the literary analysis essay by Jenny Phillips.

*Note: In the high school courses, you will write literary analysis essays. You will start learning how to write these types of essay now by reading model essays.*

You read this poem by James Lister Cuthbertson in the last lesson. Now, read it to your parent or teacher before reading the essay.

#### *The Australian Sunrise*

The morning star paled slowly, the stars hung low to the sea,  
 And down the shadowy reaches the tide came swirling free,  
 The lustrous purple blackness of the soft Australian night  
 Waned in the gray awakening that heralded the light;

Still in the dying darkness, still in the forest dim  
 The pearly dew of the dawning clung to each giant limb,

Till the sun came up from ocean, red with the cold sea mist,  
 And smote on the limestone ridges, and the shining tree-tops kissed;

Then the fiery stars vanished, the magpie's note was heard,  
 And the wind in the she-oak wavered and the honeysuckles stirred;  
 The airy golden vapor rose from the river breast,  
 The kingfisher came darting out of his crannied nest,  
 And the bulrushes and reed-beds put off their sallow gray  
 And burnt with cloudy crimson at the dawning of the day.

### *The Australian Sunrise*

#### *A Literary Analysis Essay by Jenny Phillips*

- *Transitional phrases are underlined and bolded. Note how they help sentences and paragraphs transition smoothly.*
- *Topic sentences are in red. Note how the paragraph sticks to the main idea of the topic sentence.*
- *Note how the essay does not switch audiences, which is a common mistake in beginning writing. You don't want to say, "His language makes us feel the scene," and then say, "His use of assonance makes language sound smoother to the reader." Is the audience *US* or *THE READER*? Choose one and stick with it.*

Not all of us will have the opportunity to physically sit by the ocean in an isolated area of Australia and watch the sun rise. However, through the skillfully written poem "The Australian Sunrise" by James Lister Cuthbertson, we can get closer to experiencing an awe-inspiring Australian sunrise.

**Cuthbertson paints a vivid picture with his choice of descriptive words.**

**One way** he does this is through words that express color, such as purple, blackness, gray, red, golden, and crimson. These words help invoke vibrant, real-life images in our minds. The poem also uses wisely-chosen adjectives—such as lustrous, pearly, giant, cold, and

airy— to make images come alive. Additionally, specific verbs are wisely-chosen—for example, clung, paled, swirling, smote, vanished, darting, and wavered. These strong verbs invoke more powerful imagery than the verbs held, faded, moved around, hit, and flew.

**Another brilliant use of language in this poem is through sensory description.** Cuthbertson uses language that helps us feel and hear the scene. With just three words, "soft Australian night," he helps us feel the air—soft, gentle, and quiet. **Other** phrases, such as "cold sea mist," and "magpie's note we heard" appeal to our senses and make the poem come alive.

**Last, but certainly not least, is Cuthbertson's masterful use of literary devices.** Lines with personification invoke images in a small amount of words: stars hanging low to the sea, dew clinging to giant limbs, and the sun smiting the limestone ridges and kissing the tree-tops. What powerful images! Cuthbertson is a master at using alliteration **as well**. See the smooth, pleasing way these phrases from his poem sound: "dying darkness," "dew of the dawning," "wind wavered," "rose from the river," "cloudy crimson," and "dawning of the day."

Through wonderful skill in writing, Cuthbertson turns words on a paper to images in our minds—images that make us feel like we are almost there and feeling the soft Australian night and hearing the magpie's call as the sun kisses the trees in the early morning.

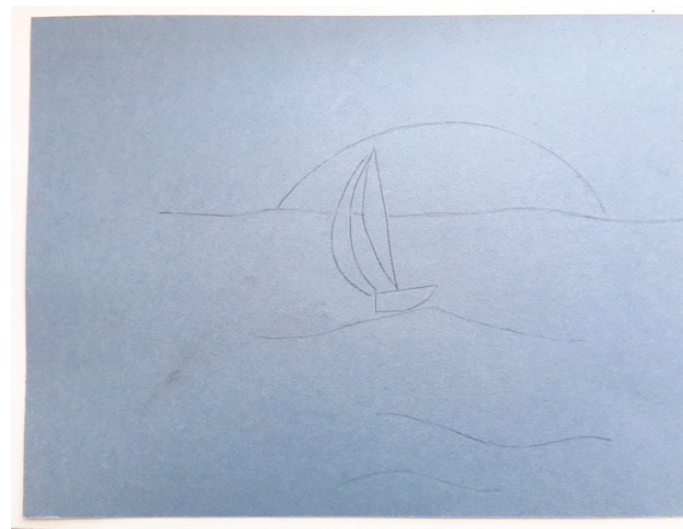
## Art Project: Australian Sunrise

- ☐ Gather the following materials and read and complete.

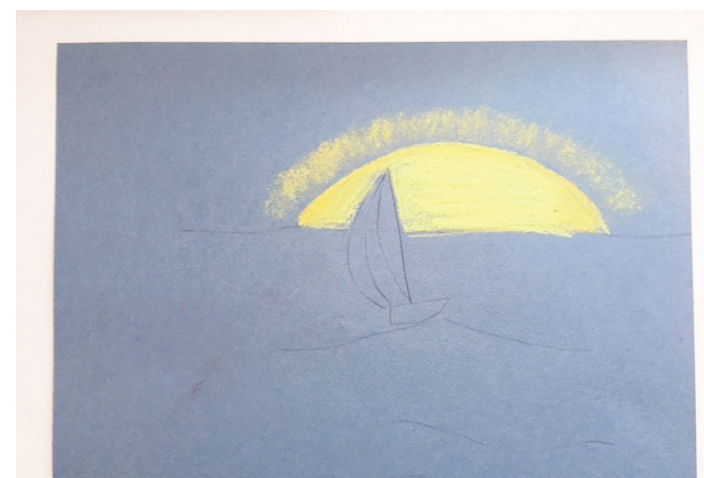
### Materials Needed

- \*blue pastel paper or pale yellow pastel paper
- \*chalk pastels    \*cotton swabs or blending stump
- \*a pencil    \*wet paper towels

1. On blue or pale yellow pastel paper, draw the scene as shown below. You can use a regular pencil. Sketch lightly. First draw the horizon line; notice that it is not exactly straight.



2. Fill in the sun with light yellow. Then, add an orange-yellow color around the edges of the sun and some orange-yellow color in the sun. Blend. Tap off excess chalk into a garbage can when needed. If needed, add more color while you are blending. Then, with the long edge of your chalk, create sun rays and very lightly blend.



3. Use white to outline the waves and the horizon. Under the waves and horizon, use very light yellow and a tiny bit of blue. You do not need to blend.



4. Use white to fill in the sails. You want them to be pure white, so you will need to use layers of white. Use brown for the boat. Use a pencil to make a clear, straight line for the mast and lightly outline the sails and the boat with the pencil.



5. On the left-hand side of the picture, add a short line of brown along the horizon. On top of that, add some light green. On top of the light green, add some dark green. (See the picture below.) Blend very lightly.

6. To finish off your picture, add some birds.

Your picture is done!





## Correlative Conjunctions

### ☐ Read and complete:

Correlative conjunctions always come in pairs in a sentence. They are each used in different places in a sentence but work together as a team. Some of the most common correlative conjunctions are

either . . . or

both . . . and

neither . . . nor

whether . . . or

not only . . . but also

such . . . that

I don't mind whether you or I go first.

You may either stay with Dad or go shopping with Mom.

It is such a hot day that I want to go swimming.

*Note: You usually do not use a comma with correlative conjunctions.*

**Exercise:** Circle the pairs of correlative conjunctions. Some of them are not listed above—see if you can figure them out!

- Both my brother and my sister are willing take out the trash.
- Listening to either classical music or nature sounds can be helpful while studying.
- It was such a nice day that we decided to play outside.
- Neither Jane nor Joseph laughed when I fell off my bike.
- Not only are we visiting the Lincoln Memorial but also the Washington Monument.
- It's unclear whether the moon is waning or waxing.
- The more you rely on the Savior the less stress you have.
- I would rather pay more money than be dishonest.

## Writing Practice

### ☐ Read and complete:

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

I was walking. The breeze started to pick up. I heard the leaves rustle. I felt raindrops. I saw the raindrops make dots on the soft dirt. I loved the smell. The rain started to pour. I started to run.



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.

As I was walking down the lane to Grandfather's house this evening, the breeze started to pick up. I closed my eyes and listened to the gentle rustle of ten thousand leaves. Just then, I felt a raindrop on my face. Within moments, the raindrops had made hundreds of dots in the soft dirt beside the road. Tipping my head back, and throwing my hands open wide, I began to run in the pouring rain.

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

Gabe was sitting on the hillside. Gabe looked into the blue sky. Gabe could smell the pine trees nearby. Gabe saw a huge bird fly over the trees. Gabe watched the bird glide through the sky. Gabe watched the bird disappear into the pine forest.



## LESSON 39

### Spelling

- ☐ Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- ☐ Have your parent or teacher dictate the following sentences:

*[RULE: Separate quoted material with a comma.]*

1. Have you seen the scene that I painted in January?
2. "I'm studying the languages spoken in Europe," said the curious teenager.
3. "Help me measure the height and width of this mirror," said the architect.

### Read to Parent or Teacher

- ☐ To your parent or teacher, read the following facts about eucalyptus trees.

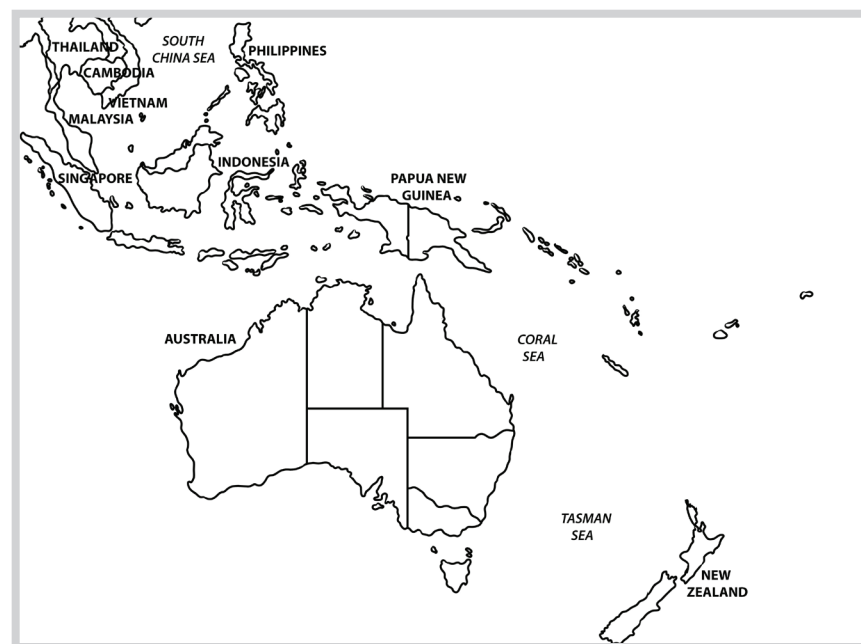
## Eucalyptus Trees



- Eucalyptus trees are native to Australia, New Guinea, and parts of Indonesia. (Point to these countries on the map.) Fast-growing species have been introduced to India, Africa, Europe, and the Americas for commercial production of timber and oil.
- There are over 700 species of eucalyptus—almost all are in Australia.
- Eucalyptus trees are nicknamed gum trees. The nickname describes the scented sap that oozes down the trunk of some species and hardens into gummy clumps.
- Eucalyptus leaves contain a fragrant oil which can be used for various medicinal purposes. Eucalyptus can be used as an air disinfectant, insect repellent, and a decongestant. It is used to treat burns and

help with muscle aches, skin ulcers, wounds, asthma, bronchitis, the flu, and headaches.

- The only food koala's eat is eucalyptus leaves; they would starve without them.
  - Eucalyptus trees grow quickly. Many of its species grow to a height of 480 feet, which is taller than the California giant sequoia.
  - Almost all eucalyptus species are evergreen.
  - Most species of eucalyptus shed their bark once per year. Rainbow eucalyptus trees shed their bark several times a year, revealing bark that changes to different shades of green, red, blue, and purple.
  - Young eucalyptus trees have round leaves. After 1–3 years, the leaves of most species become longer and spearheaded. A few species keep the round leaf shape all of their lives.
  - Most eucalyptus trees can survive more than 250 years.
- ☐ Observe the pictures of eucalyptus trees on the next page.









## Compound Verb Phrases

When there is more than one verb in a sentence, it is a **compound verb**:

My family hiked and swam.

When there is more than one verb phrase in a sentence, it is a **compound verb phrase**:

My family hiked on the trails and swam in the lake.

When a clause has a compound verb phrase, do not put a comma between the verb phrases.

*Tip: Verb phrases are often connected with the conjunction AND. Remember that you use a comma with AND when AND is connecting two independent clauses, but you don't use a comma when AND is connecting two verb phrases (verb phrases can't stand on their own as sentences because they are missing a subject).*

☐ For each sentence below, insert commas where needed.

1. The kind family grew a huge pumpkin patch and gave us pumpkins.
2. Tomorrow, I will fix the broken gate and I will paint it light blue.
3. This morning I saw three butterflies and heard many birds singing.
4. The bees are collecting nectar and the birds are building nests.
5. After dinner I will straighten up the house and cuddle up with a book.
6. Today, I planted my spring garden and cleaned out the attic.
7. Mom is going to take me to the library today and we are also going to eat lunch at the park.
8. I'm going to make pumpkin soup and bake my special wheat bread.



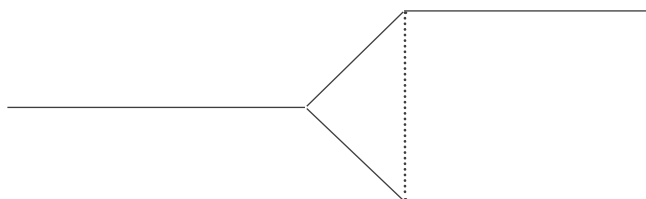
## Diagramming Compound Subjects and Verbs

☐ Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If you are new to sentence diagramming or need a review, watch step-by-step videos at [goodandbeautiful.com/videos](http://goodandbeautiful.com/videos) to learn Step 8.

Abby and Sarah sang a lovely song.



A busy bird flew quickly and worked diligently.





## Art Project: Wildflower Path—Part 1

- ☐ Gather the following materials and read and complete.

### Materials Needed

\*pencil \*eraser \*white or neutral colored pastel paper, cut to 9"x 11"

\*½ inch white art tape (or other tape that peels off easily) \*ruler

In a previous drawing lesson, we learned how to draw things in perspective using the rules of one point perspective. One point perspective works great when you are trying to draw a straight road. But when a road bends and curves, the vanishing points will move to the direction of the bend of the road.

In those cases, your picture will still have a horizon line and a vanishing point. A road will narrow and grow smaller as it recedes in the distance, but you can't use a ruler and draw straight lines to your vanishing point. See this example:



For this lesson, you will be drawing the landscape below.



To draw the path in perspective, you will draw the road very wide toward the bottom of the picture, and then you will gradually make the path grow narrower as it recedes into the distance. The road bends to the left, before it meets the vanishing point. We can't really see the vanishing point in this picture, but we can guess that it is somewhere off to the left of where the road bends. Drawing the picture with a grid placed over the picture will help you to know where to place the outlines of the parts of the landscape more accurately.

### Prepping for Your Wildflower Path Picture

Tape the edges of your 9"x11" pastel page, so that you have a 1/2-inch border of tape around all of the edges. When you are finished taping, you will have an 8"x10" surface for your drawing. Keep the tape on the margins until you are completely done with your pastel drawing, which will be completed over the next couple of lessons.



"A Billabong of the Goulburn, Victoria" by Henry James Johnstone (1835–1907), 1884





## Australian Wildlife Essay

- ☐ Study the photographs of Australian Wildlife on this page and the next.

- ☐ Read:

Australia has incredible wildlife. Much of it cannot be found anywhere else in the world! The facts about Australian wildlife will amaze you as you research and write about them over the next several lessons.



Study the pictures of Australian wildlife included on this and the next page.

Over the next several lessons, you are going to complete a fun and interesting project: an informative essay about Australian wildlife. This project will give you practice with organizing information, writing an outline, writing topic sentences, using transitions, and

adding images to your document. You will take it one step at a time and have fun exploring some of God's truly amazing creations!

The first step is to study and take notes. Do not rush through this step—enjoy studying and learning.

Make sure you have your parent or teacher's permission to research online and that you follow his or her online rules.

- ☐ First, you will research online to find general information about wildlife in Australia as a whole—facts and interesting information. For at least 20 minutes, research and take notes on **information you could use in an opening paragraph**. Remember, this is not information about a specific animal, but about Australia's wildlife in general—what makes it interesting and unique.



Echidna



Tasmanian Devil



## LESSON 82

### Spelling

- ☐ Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
  - ☐ Have your parent or teacher dictate the following sentences. (These are intentionally repeated from a previous lesson.)
1. We studied fungi, fossils, and giraffes in science last week. *[RULE: Place commas between a series of three or more words or phrases in a row.]*
  2. We will probably come, but we're not sure. *[RULE: Use a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses (clauses that can stand on their own as sentences).]*
  3. That was puzzling, but this is even more confusing. *[RULE: Use a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses (clauses that can stand on their own as sentences).] [RULE: If a base word ends in final silent E, drop the E before adding a vowel suffix. (Example: bake - baking).]*

### Headings and Subheadings

- ☐ **Read and complete with your parent or teacher:** Point to the headings on this page (in purple). Headings state the big ideas, while subheadings break those big ideas into smaller pieces. Point to the subheadings (orange and bold). Note how there can be more than one level of subheadings and how each sub level indents further. Headings and subheadings should use the same verb tense. For example, the following headers are not parallel: PRACTICE SPELLING and USING STRONG VERBS. You would want to put either PRACTICING SPELLING and USING STRONG VERBS or PRACTICE SPELLING and USE STRONG VERBS. On a separate sheet of paper, make a list of three headings that are not parallel and then change them to be parallel.

### Editing and Rewriting

- ☐ **Read the article to your parent or teacher:**

You may do some revising of your papers as you write them—moving text around, deleting sentences, or rewriting weak sections. In fact, as you get deeper into the writing process, you may find that you are even revising your thesis statements and main points. Although you may revise as you go, reviewing and revising your work after you have completed a draft is an important step to creating the best possible writing.

Even if you feel you have written an excellent paper, do not assume it does not need reviewing and revision. Needing to revise does not mean you are not a good writer. Even experienced writers revise. Famous author Ernest Hemingway said he rewrote the ending of his classical book *Farewell to Arms* 39 times before he was satisfied with it.

#### The Big Picture First—Revising

When reviewing your writing, start with the broad, overall issues first, such as organization, focus, flow, tone, and content. To review these big-picture issues, you may want to try the following ideas:

##### Read it Aloud

Reading your paper aloud can help you locate weak, confusing, or unorganized places in your writing. Pretend you are in front of an audience, and pay attention to areas that may start to sound repetitive, boring, lengthy, wordy, or unclear.

##### Come Back Later

Distance yourself from the draft by putting it aside for a day or two (or even a few hours if that is all you have). When you come back to your draft, pretend you are reading it for the first time.

##### Have Someone Else Review Your Work

Enlist the help of a fellow student, older sibling, parent, or grandparent who is willing to read your paper and give you feedback.



Because you are so close to your own writing, and you know in your mind what you are trying to say, having fresh eyes look over your work can be helpful.

- ☐ Give your parent, teacher, or other adult the Essay Feedback Form included in this lesson. Ask them to fill it out. You will need it back by Lesson 84.

## Introduction to Laura E. Richards

### ☐ Read:

Laura E. Richards was an incredibly gifted Pulitzer Prize winning writer and a person of high moral character. She was born in Boston, Massachusetts, in 1850. Over the course of her life, she wrote over 90 books, including biographies, poetry, compilations of short stories, and books of fiction. Her stories are of the highest literary and moral value, featuring engaging, humorous, skillful, and inspiring writing. Her father was Dr. Samuel Gridley Howe. Not only did he help the efforts to abolish slavery, but he was also the founder of the Perkins Institution and Massachusetts School for the Blind. Laura E. Richards was named after her father's famous student, Laura Bridgman, who was the first deaf-blind American child to gain a significant education. Laura's mother was famous for writing the words to "The Battle Hymn of the Republic."



In the high school courses, you will get to read some of Laura's books, such as a wonderful biography of Florence Nightingale. For this course, you are going to read one of her full-length books of fiction—*Queen Hildegarde*, in which a spoiled New York City girl is sent to stay with her mother's old nurse in the country. First, however, you are going to read some excerpts from *When I Was Young*, an autobiography by Laura E. Richards. Her life was interesting and humorous, and she writes about it in such a beautiful, humorous way that you might just want to read the whole book one day!

## WHEN I WAS YOUNG: Section 1

- ☐ Read Section 1 of *When I Was Young* in your *Level 6 Reader* and then underline the correct answers below.

Note: Remember when answering multiple choice that parts of multiple answers may be true. Look for the answer that is *completely* true.

### 1. Which sentence is true?

- A. Laura loves her siblings, but she writes mainly about the difficulties of growing up with them and what she learned from them.
- B. Laura views her siblings positively, focusing mainly on their strengths.

### 2. Which description best describes Laura's writing style in this book?

- A. somber and thoughtful
- B. sarcastic and critical
- C. thoughtful and light-hearted

### 3. Which of the following is NOT one of the things that Laura describes in detail?

- A. the pets that she had
- B. her two different childhood homes
- C. the night she and her siblings almost had to spend on the beach
- D. her sister Julia

### 4. Which sentence best describes the way Laura felt about her childhood?

- A. She remembers the joys of all the little details, especially in people and nature.
- B. She remembers the major, life-changing events that shaped her life.

## LESSON 83

### Spelling

- ☐ Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- ☐ Have your parent or teacher dictate the following sentences. (Two of these sentences are intentionally repeated from a previous lesson.)

[TIP: *WHOSE*: the possessive case of *WHO* (Whose house is this?) *WHO'S*: contraction of the words *WHO* and *IS* (Who's coming?)]

1. Who's going to explain the process for analyzing literature?
2. They're wondering if there's a surgeon on their submarine.
3. They're giving their loyal servant an enormous bonus.

### Geography: New England

#### ☐ Read:

Author Laura E. Richards was born in Massachusetts. Later, she and her husband raised their three children in Maine. Both of these states are in a geographical region known as New England, which is comprised of six states of the northeastern United States: Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, and Connecticut. These areas were the first to be settled by colonists. All have coastlines on the Atlantic Ocean except landlocked Vermont. Captain John Smith named the region New England while exploring the northeastern coast in 1614. About 30 years later, the early American colonies of Massachusetts Bay, Plymouth, New Haven, and Connecticut joined together in a loose compact called "The United Colonies of New England." New England is not an official group of states; it is just the name people use to identify that region of the United States.

- ☐ Place tracing paper over the map to the right and trace the outline of the states that comprise New England. Label each state. Label the map "New England."

## WHEN I WAS YOUNG: Section 2

- ☐ Read Section 2 of *When I Was Young* in your Level 6 Reader.





"Purumbete from Across the Lake" by Eugene von Guerard (1811–1901), 1858





## LESSON 86

### Spelling

- ☐ Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- ☐ Have your parent or teacher dictate the following sentences:
  1. Who's going to put the manure in whose field? *[TIP: WHOSE: the possessive case of WHO (Whose house is this?) WHO'S: contraction of the words WHO and IS (Who's coming?)]*
  2. If you associate with unkind people, they will influence you negatively. *[RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.] [Have the child underline the dependent clause and circle the subordinating conjunction.]*
  3. The burglar stole all the jewels except for the brilliant diamond. *[Tip: ACCEPT is a verb, and EXCEPT is not a verb.]*

### QUEEN HILDEGARDE: Chapter 1

- ☐ Read Chapter 1 of *Queen Hildegarde* in the *Level 6 Reader*, and then underline the correct answers below.
- 1. Hildegarde is incredibly grateful for her gorgeously decorated room. TRUE | FALSE
- 2. When Hildegarde finds out she has to go stay in the country with her mother's old nurse, she utterly refuses to go. TRUE | FALSE
- 3. Hildegarde's mother obviously cares deeply for her daughter's feelings, but she still plans on making Hildegarde go to the country. TRUE | FALSE

## Autobiographical Writing: Part 1

### ☐ Read and complete:

In past lessons, you read excerpts from Laura E. Richards' autobiography. Rather than just giving the facts and basic information about events in her life, she brings the events to life with vivid descriptions and small details. Readers are more drawn into the story when you add little details and interesting description. For example, Laura E. Richards could have written, "The bird in the window sings cheerfully." Instead she wrote: "The bird in the window thinks his blue and gold cage the finest house in the world, and he sings as heartily and cheerily as if he had been in the wide green forest."



You find an example! Using Chapter 1 of *Queen Hildegarde*, fill in the blanks.

Laura E. Richards could have written: \_\_\_\_\_

\_\_\_\_\_

Instead she wrote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Over the next several lessons, you are going to write short autobiographical sketches about your own life. Type the sketches if possible. Keep them so you can compile them all together when you are done. Write 2-3 sentences that describe your yard or your bedroom in simple, non-descriptive language—just the facts. Then rewrite the sentences, adding details and interesting description. Readers are especially interested to feel your own personal style, thoughts, and feelings come through in autobiographical writing. As you write, take the time to evaluate and describe how you feel about the place, the experiences and memories you have in it, the little details that make it special, and so on.