



**LANGUAGE  
ARTS &  
LITERATURE**

LEVEL FIVE

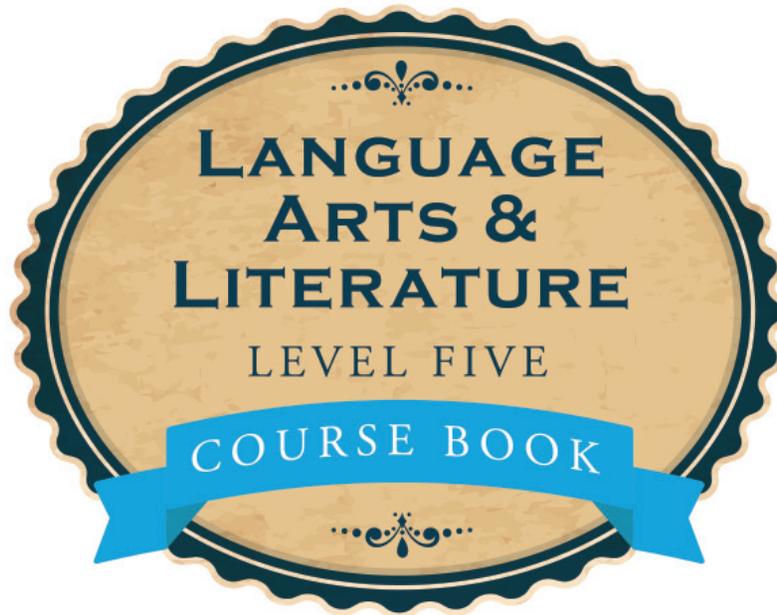
**COURSE BOOK**



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



THE *Good* AND THE *Beautiful*  
CURRICULUM



**SECOND EDITION**



WRITTEN BY JENNY PHILLIPS

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# LEVEL 5—AT-A-GLANCE

- ART**
  - art appreciation
  - art in the Middle Ages
  - color theory
  - comparing and contrasting artwork
  - nature appreciation
  - painting clouds
  - painting objects
  - the art of illumination
  - artists studied: Edward Fanshawe, Ferdinand Hodler, Frederic Edwin Church, Giotto, Raphael
  - watercolor instruction and practice
- GEOGRAPHY**
  - biomes, deserts, alpine tundras, arctic tundras, grasslands, temperate forests, cool forests, temperate rainforests, tropical rainforests, ecosystems, rural, urban, suburbs, equator, hemispheres, compass rose, political map, land mass, latitude, longitude, prime meridian, swamps
  - geography flashcards: oceans, continents, states and capitals, countries
  - geography of Maryland; geography of South America (countries, climate, culture, Andes Mountains, Amazon River, Patagonia, etc.)
  - U.S. state capitals
- GRAMMAR, USAGE, & PUNCTUATION**
  - antonyms & synonyms
  - apostrophes
  - avoiding shifts in verb tense
  - capitalization rules: family relationships
  - capitalization rules: proper nouns
  - capitalization rules: titles
  - commas and coordinating conjunctions
  - commas in a series
  - commas in dates
  - comma splices
  - commas with dependent clauses
  - commonly confused words: than/then, desert/dessert, lose/loose
  - compound subjects, verbs, and direct objects
  - editing
  - helping verbs
  - homophones: side/sighed, bridal/bridle, seam/seem, very/vary, weight/wait, weigh/way, mail/male, through/threw, bury/berry, Mary/merry/marry, there/their/they're, groan/grown, course/coarse, there's/theirs, accept/except, it's/its, scene/seen, stake/steak
  - identifying main ideas
  - idioms
  - implied subjects in imperative sentences
  - independent and dependent clauses
  - interjections
  - irregular plural nouns
  - linking verbs
  - parts of speech
  - perfect and progressive tenses
  - predicate adjectives
  - prepositional phrases and commas
  - quotation punctuation
  - run-on sentences
  - semicolons
  - sentence diagramming
  - sentence structures
  - sentence types
  - spelling rules
  - subject and predicate
  - subordinating conjunctions
  - suffixes
  - verb phrases
  - vocabulary
- READING, WRITING, & LITERATURE**
  - appreciating and using sensory language
  - challenging reading practice
  - creating emotion rather than stating facts
  - descriptive language
  - genres
  - identifying main ideas
  - literary analysis
  - literary devices: simile, metaphor, hyperbole, alliteration, personification
  - literature reading: fiction, historical fiction, poetry, biography, and nonfiction
  - mood and tone
  - poetry appreciation
  - poetry memorization
  - poetry meter and rhythm
  - poetry reading practice
  - point of view
  - prewriting techniques
  - recognizing and choosing literature with high moral and literary value
  - using strong verbs
  - using transitions
  - writing body paragraphs
  - writing conclusions
  - writing dialogue
  - writing fiction
  - writing nonfiction
  - writing opening paragraphs
  - writing outlines
  - writing persuasive essays
  - writing poetry
  - writing thesis statements
  - writing topic sentences



## ABOUT THIS COURSE

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

### Items Included in the Course Set

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

### Subjects Covered in the Course

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

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

### Principles Behind the Course

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

### Additional Materials Needed

Gather the following items before the course is started:

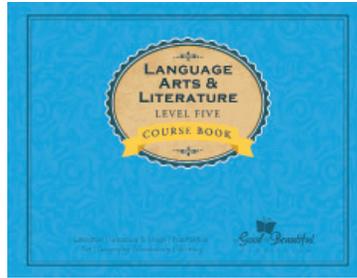
- **A large index card** (for use with the ladders in the *Course Companion*)
- **A timer** (child will time himself/herself periodically throughout the course)
- **A watercolor set** (dry cakes—not tubes)  
*Suggestions: Hobbylobby.com (search for 106740), Amazon.com (search for B018ZY494A)*
- **Paintbrushes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

## Items In the Course Set

The course set comes with the following items:

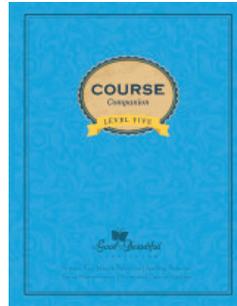
### Level 5 Language Arts & Literature Course Book

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



### Level 5 Course Companion

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



### Geography & Grammar Cards

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



### Level 5 Shared Reader

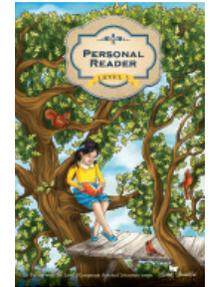
Each day, the child reads one section in the shared reader WITH a parent or teacher, switching off each paragraph. This 6" x 9", 336-page reader is integrated with the course and is a necessary part of the course. The shared reader is broken down into lesson numbers that correspond to the lesson



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

### Level 5 Personal Reader

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



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

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

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

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

### Daily Checklist Notepad

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

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

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

## How the Course Works

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

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

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

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

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

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

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

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

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

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

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

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

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

## Spelling

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

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

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

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

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

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

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

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

## Course Level

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

## Writing

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

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

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

## Answer Key

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

## Geography and Grammar Cards

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

## Grammar Cards

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

## Geography Cards

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

## Art

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

## A Note About Typing

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

## A Note About Online Research

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

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

## Length of Daily Work/Length of Course

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

### With Parent or Teacher

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

### Self-Directed by Student

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

### TOTAL=About 75 minutes

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

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

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

## Sentence Diagramming

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

# LESSON 1

## Read and complete:

You will guide yourself through this course. In this lesson, you will learn how the course works.



### *Welcome to the Course*

1. This course includes a Daily Checklist for you to use each day you have school. Read the instructions on the first page of the Daily Checklist with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

\_\_\_\_\_

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\_\_\_\_\_

2. The *Course Companion* contains a list of poems. Open the *Course Companion* to “Poetry Memorization” on page 5 and read the instructions. Then answer the questions:

Once you complete a poem and start on the next one, should you also recite the poem or poems you have already memorized each time you do poetry memorization?

\_\_\_\_\_

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\_\_\_\_\_

Once you have memorized three poems, do you still do poetry memorization by reciting the memorized poems once each day?

\_\_\_\_\_

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\_\_\_\_\_

In your *Course Companion*, choose three poems to memorize during the course and circle them.

3. The *Course Companion* contains States and Capitals Ladders beginning on page 1. Read the instructions. Then use the *Course Companion* to answer these questions:

What is the capital city of Alaska? What is the capital city of California?

\_\_\_\_\_

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\_\_\_\_\_

4. Each day, your parent or teacher will dictate 4–5 sentences to you, meaning he or she will say a sentence out loud and you will write it on a white board or paper. These sentences are in the *Course Companion* and will help you practice spelling words, spelling patterns, spelling rules, commonly confused words, and grammar rules. Open the *Course Companion* to the sentence dictation instructions on page 56 and read the instructions with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

\_\_\_\_\_

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\_\_\_\_\_

5. To complete your writing assignments, you will need two blank notebooks with lined paper. Title one notebook “Writer’s Notebook.” In this book, you will complete “Writer’s Notebook” assignments. Title the other notebook “Ideas and Notes.” You will use this notebook to make notes and lists of ideas you will use later.

### *How To Complete This Course Book*

1. Each day you will complete one lesson in this course book (or more if you would like). Simply follow the instructions and mark the check box when you have completed a section. Check the box in the top corner of the page when the entire page is completed. If desired, keep a sticky note on the current lesson so you can quickly find your place each day.
2. Your parent or teacher will use the answer key in the *Course Companion* to check your work and make sure you understand what you are reading and learning.
3. If you do not understand something, look up information in the *Course Companion* or ask your parent or teacher for help. Also, if you are partway through a worksheet and you are not sure if you are doing it correctly, ask your parent or teacher to check the answer key to see if you are doing it right.

*You are ready to get started!*

- Read Lesson 1 in the *Level 5 Shared Reader* with your parent or teacher.