

**LANGUAGE ARTS  
& LITERATURE**  
**LEVEL SIX**

COURSE BOOK



WRITTEN BY JENNY PHILLIPS

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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 sallow 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 B002ER8M0C on Amazon.com (Blending stumps allow for more detailed blending.)*

### Subjects Covered by This Course

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Reading</li> <li>• Literature</li> <li>• Spelling</li> <li>• Writing</li> <li>• Grammar and Usage</li> </ul> | <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Vocabulary</li> <li>• Geography</li> <li>• Art Appreciation</li> <li>• Art Instruction</li> </ul> |
|---|---|

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.

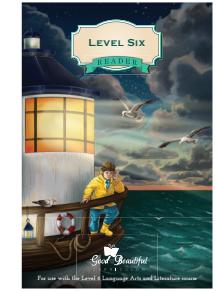


The course book includes one full-length book: a biography about Elizabeth Kenny, an unaccredited nurse who developed a revolutionary treatment for polio. The course book also contains poetry by Christina Georgina Rossetti and other poets.

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 Hildegarde** 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 Hildegarde Graham is sent to stay with her mother's old nurse in the country. When her parents must take a trip to California, Hildegarde 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.

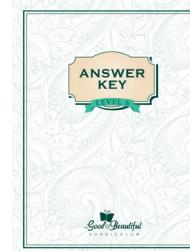
- **Geography & Grammar Cards**

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.

# 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

1. 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.
2. Your parent or teacher will use the answer key to check your work.

3. 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.
4. 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.
5. 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.

