

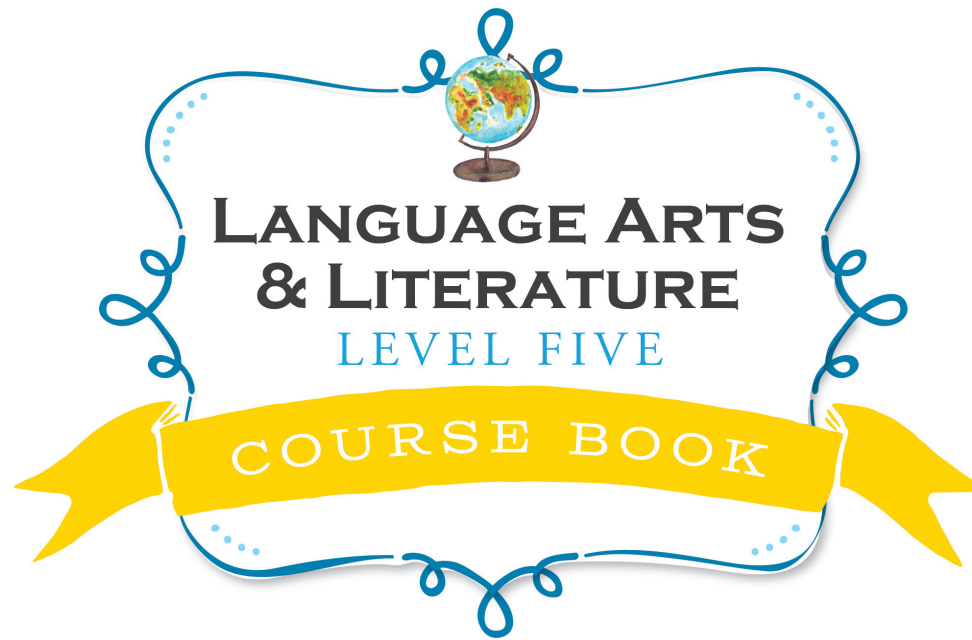


**LANGUAGE ARTS
& LITERATURE**
LEVEL FIVE

COURSE BOOK

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


The Good AND THE Beautiful
CURRICULUM



3RD EDITION

Written by Jenny Phillips and The Good and the Beautiful Team



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About This Course

Course Overview

Level Five Course Book

The course consists of 120 lessons divided into six units, three section reviews, and a course assessment. To complete the course in one average school year, the child should complete one lesson daily, four days a week. This allows for five weeks of vacation days and/or sick days in addition to normal school breaks for Thanksgiving, Christmas, and spring break.

Unit 1: Lessons 1–21	Section Review: Lessons 79–80
Unit 2: Lessons 22–38	Unit 5: Lessons 81–95
Section Review: Lessons 39–40	Unit 6: Lessons 96–107; 110–118
Unit 3: Lessons 41–59	Section Review: Lessons 108–109
Unit 4: Lessons 60–78	Course Assessment: Lessons 119–120

Level Five Book Set

- **Watercolor Around the World**

The course book tells students when to complete assignments in the *Watercolor Around the World* book.

- **Captured Words, Chico of the Andes, Marjorie, and The Clockmaker's Son**

Assigned reading of each book is integrated with the lessons and required to complete the course.

Geography & Grammar Cards

The course tells students when to practice the *Geography & Grammar Cards*.

Answer Key

An answer key is available to purchase as a printed book or to download as a free PDF on the FAQs page for Level 5 Language Arts on goodandbeautiful.com.

Additional Items Needed

Books from *The Good and the Beautiful Book List* on the child's personal reading level

Each lesson has the child read a book of his or her choice from *The Good and the Beautiful Book List* for 20 minutes or more. It is important that the child does not skip the reading and that he or she reads books with high moral and literary value. Choose books on the child's reading level (which might be different from his or her course level) or one level higher or lower. To determine the child's reading level, have the child take the Reading Placement Test at goodandbeautiful.com/library.

A set of watercolors (at least 24 colors), paintbrushes, a fine-tipped black pen, paper towels, rock salt (optional), hairdryer (optional)

Subjects Covered in This Course

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

A handwriting course and typing course from *The Good and the Beautiful*, or another handwriting course and typing program, should be used two to four days a week in conjunction with this course.

Lesson Overview & Length

The time needed to complete coursework each day will vary greatly according to each child. Here is a sample schedule for an average child:

- 5 minutes: **Parent/Teacher Section** for the child to complete with a parent or teacher
- 15 minutes: **Student Section** for the child to complete independently
- 20 minutes: **Personal Reading** for the child to complete during any time of the day, not necessarily during the lesson
- 15 minutes: **Spelling Workshop or Writing Workshop** for the child to complete, which concludes the lesson

LESSON 14

PARENT/TEACHER

Dictate the sentences.

Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.

- An isle is an island, and the British Isles are a group of islands.
- Isn't you going to arrange a pleasant business meeting for the fourteenth of February?

Have the child read the terms and definitions below from Chico of the Andes.

- procession** (pro-SEH-shen) → a group (of people or vehicles) moving together slowly as part of a ceremony or event (The funeral procession drove from the church to the cemetery).
- solemnly** (SAUL-uh-n-ly) → formally and seriously (Henry followed the funeral procession solemnly).
- vase** (VEI-zh) → an object that has survived from an earlier time (The museum has several Egyptian vases on display).

Check the child's work when this lesson has been completed.

STUDENT

Work on the unit tadders (p. 8) for about two minutes.

Homophones

Write sentences that use the homophones. Keep writing sentences until all the homophones have been used.

- TO** Give this to Mom. I You are not allowed to go.
- TOO** You're too old. I want to come too.
- ASIDE** Don't block the aisle in case people need to leave the theater.
- ISLE** We will visit the Isle of Man.

Abstract & Concrete Nouns

Read and complete the section.

Concrete nouns are physical things you can see, hear, or touch, such as CAT and WIND. Abstract nouns are things you cannot see, hear, or touch, such as PEACE. On each jar start at the bottom and read the words, which are all nouns. When you get to an abstract noun, draw a line below it and color in the jar (with water, jam, etc.) up to the line but not above it.

freedom, peace, honesty, love, joy, kindness, hope, courage, faith, charity, wisdom, justice, mercy, grace, forgiveness, peace, love, joy, kindness, hope, courage, faith, charity, wisdom, justice, mercy, grace, forgiveness.

Independent Clauses

Read and complete the section.

An independent clause needs a subject, a verb, and a complete thought. The subject of a sentence is who or what is doing or being. The subject can be a pronoun (he, it, they, them, etc.). Put a box around the subject in each sentence.

It is February. I am the only hen. Oh, you are so kind! Yes, I can breathe.

For each sentence below, put a box around the subject of each independent clause, underline the first independent clause, double underline the second independent clause, and insert a comma and an appropriate coordinating conjunction (for, and, nor, but, or, yet, so) between the two independent clauses. The first one is completed as an example.

Ecuador is the world's largest exporter of banana. The largest exporter of balsa wood.

Our trip to Ecuador was canceled we decided to go to another country in South America.

I can't travel to the Andes Mountains right now I can paint pictures of them.

I want to visit Ecuador this autumn you want to visit the Amazon Basin.

The Andes is the world's longest mountain range it is very tall.

Sentence Diagramming

Diagram the sentences. Remember to place **AI** under adjectives and **AV** under adverbs. Refer to pages 26 and 27 if needed.

Example: The fluffy clouds drift lazily.

Sadly, the new calendar ripped.

The third captain slept soundly.

PERSONAL READING

For 20 minutes or more, read a book from Good and the Beautiful Book List.

Writing About the Galápagos Islands

For this assignment you will write a short paragraph about the geography of the Galápagos Islands. You will use information from the "Facts" section, but you will write the information in your own words.

How to Write Your Paragraph

You should type your paragraph. If you cannot type it, you can write it on paper. Typing allows you to better organize information, change it around, and edit it.

- Type (or write) one of the opening sentences in purple or write your own. You will copy the sentence and then rewrite it in your own words.
 - Right along the equator, hundreds of miles from Ecuador, lie the unique Galápagos Islands.
 - If you were to travel hundreds of miles across the ocean, west of Ecuador, you would find the fascinating Galápagos Islands.
- Finish the paragraph using the facts in the next column in your own words. You do not have to use all the facts. You can also reorganize the facts, taking some information from one sentence and combining it with part of another sentence, and so on.
- Conclude your paragraph with these sentences (or write your own), which wrap up the paragraph nicely: Everyone who visits the island must be accompanied by a certified naturalist guide at all times. This policy will help preserve the beauty and uniqueness of this island for many generations to come.
- Review the checklist. Make any edits needed to your paragraph before marking the items on the checklist.

Facts About the Galápagos Islands

- The 19 islands that make up the Galápagos are very spread out. They are made from volcanoes, which are still expanding some of the islands.
- An astonishing 97% of the islands are a national park. All parts of the islands that are not inhabited are part of the national park.
- The Galápagos Islands belong to Ecuador, and most of the people living there are Ecuadorians.
- Most of the islands are uninhabited, but the people who do live on the islands make a living mainly through fishing, tourism, and agriculture.
- Where did the name of the islands originate? So many giant tortoises were once on the islands that the early explorers to the islands named them after the Spanish word *galapagos*, which means "tortoises."
- The islands are far out in the ocean and very isolated. There are many unusual plants and animals that can be found on the islands.
- The Galápagos Islands have one of the highest areas of volcanic activity in the world. The islands have 13 active volcanoes.
- The islands are famous for their unique plant life and wildlife, which includes the only penguins to live in the Northern Hemisphere.

CHECKLIST

- I used transitional words, such as FOR EXAMPLE, ALSO, ANOTHER, IN ADDITION, FIRST, SECOND, NEXT, TO BEGIN, WITH, HOWEVER, BESIDES, ALONG WITH, IN CONTRAST.
- I started sentences with capital letters and ended with a period, question mark, or exclamation point.
- I capitalized specific names of places and languages.

Frequently Asked Questions

Is Language Arts Level 5 a parent-led level?

The child will do much of the learning on his or her own in this course. The lessons are designed to be engaging and very clear. They go in small, incremental steps so that the child is not confused or overwhelmed. The parent or teacher should check the child's work on a daily basis, giving feedback.

What if my child is a slow reader?

Since reading literature of high moral and literary value is one of the best uses of time for children, this course incorporates a good amount of reading. It improves reading fluency and speed, comprehension, spelling, writing, vocabulary, focus, analytical thinking skills, character, and more. If the child is a slower reader, consider reading with the child, alternating each paragraph. You could also read two paragraphs and then have the child read one paragraph.

Should I be editing my child's writing assignments in the writing workshops and having him or her rewrite them?

Point out obvious errors, such as missing periods, and make sure the child followed instructions, such as using two or more transition words. Other than that, we suggest not having the child rewrite writing assignments. The child will be prompted to edit and revise writings.

What if lessons take longer than the average time to complete?

If the child is able to understand the information and complete the assignments but completes them slowly, consider moving through the course slowly, even if it takes more than one school year. If the child is having a hard time understanding the information, the level may be too advanced for the child.

Level Five At a Glance

Geography & Art

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Art and nature appreciation• Art: color theory, colors, comparing art, hues, Native American art, Native American pottery, Native American basket weaving• Artists: Edward Fanshawe, Ferdinand Georg Waldmüller, Giotto, Raphael• Geography: Amazon River, the Andes, | <ul style="list-style-type: none">• Brazil, Cuba, Ecuador, Galápagos Islands, Germany, Haiti, Iguazú Falls, islands of the world, Monhegan Island, Patagonia, South America, The Bahamas, the Caribbean Islands, the Black Forest• Geography terms and topics: alpine tundra, archipelago, arctic tundra, biomes, boreal, cays, desert, elevation, equator, | <ul style="list-style-type: none">• forest biome, grassland, islets, latitude, longitude, Northern Hemisphere, physical map, political map, prime meridian, reef, Southern Hemisphere, taiga forest, Tropic of Cancer, tundra• Poet: Henry Wadsworth Longfellow• Watercolor instruction and practice• Wildlife in the Caribbean |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Grammar, Punctuation & Usage

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Abstract and concrete nouns• Antonyms• Capitalization rules: continents, countries, months of the year, nationalities, regions, religions, titles• Commas: in dates, in a series, with coordinating conjunctions, with dependent clauses, with prepositional phrases• Comma splices• Compound subjects, verbs, and direct objects• Context clues• Correlative conjunctions• Dependent clauses | <ul style="list-style-type: none">• Helping verbs• Homophones• Idioms• Imperative sentences• Independent and dependent clauses• Interjections• Linking verbs• Metaphors• Parts of speech• Point of view• Possessive nouns and apostrophes• Prepositional phrases• Pronouns and antecedents• Quotation punctuation | <ul style="list-style-type: none">• Run-on sentences• Sentence diagramming: adjectives, adverbs, articles, commands, compound direct objects, compound subjects, compound verbs, direct objects, subjects, verbs, verb phrases• Sentence structure• Similes• Subjects and predicates• Subordinating conjunctions• Verb phrases• Verb tenses• Vocabulary• Words that can be nouns or verbs |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Reading & Literature

- Authors: Christine Von Hagen, Evaleen Stein, Frances Williams Browin, Sidney Baldwin
- Biography
- Connecting to family history
- Family in literature
- Genres
- Hymns
- Listening comprehension
- Literary device: suspense
- Mood and tone in poetry
- Nature poems
- Poet: Henry Wadsworth Longfellow
- Poetry terms: alliteration, couplet, iamb, meter, octave, prose, quatrain, refrain, rhyming, rhythm, stanza, trochee, verse
- Proverbs and adages
- Reading comprehension
- The Cherokee Syllabary
- Tone and family in literature
- Vocabulary/context clues

Writing

- Alliteration
- Basic essay outline
- Being a light in writing
- Comparative essay
- Comparing and contrasting
- Dialogue in fiction writing
- Essay writing
- Learning from the masters: alliteration, descriptive writing, personification, sensory language, simile, using description, using strong and well-chosen verbs
- Main idea
- Optimism essay
- Outlines
- Personification
- Plot charting
- Point of view
- Rewriting wordy sentences
- Sensory language
- Simile
- Structure of stories: climax, conflict, exposition, falling action, resolution, rising action
- Thesis statement
- Topic sentence
- Transitional words and phrases
- Types of conflict in fiction
- Using other words for “said”
- Using sensory language
- Varying first words in a paragraph
- Writing: a family newsletter, a paragraph about the Dominican Republic, book reviews, hymns, nature poetry, nonfiction paragraphs, paragraphs, persuasive essays, thank-you notes, words other than “said”
- Writing and editing a story
- Writing from the heart

Spelling

- Challenging Spelling Words
- Commonly Confused Words
- Contractions
- Irregular simple past tense
- Number prefixes
- Pattern: AL, EI, GEN, IE, QU
- Plural nouns: F and FE
- Silent letters: H, T, U
- Spelling Rules: 1-1-1 Rule, Changing Y to I, Consonant + LE, Drop the E, Singular Words that End with S, Using CH or TCH, Using DGE, Plural Nouns, Words that End with VE or UE
- Suffixes: -CY, consonant, vowel
- Syllables
- They're/their/there

Level 5 Spelling Rules

1-1-1 Rule

If a word is 1 syllable and ends with 1 vowel followed by 1 consonant, double the consonant before adding an ending starting with a vowel. Otherwise, do not double the consonant.

Changing Y to I

Words that end with a consonant + Y must have the Y changed to an I before adding any suffix.

Consonant + LE

Every syllable has to have a vowel, so a Silent E is added to syllables ending with a CONSONANT + L.

Drop the E

If a base word ends in a final Silent E, drop the E before adding a vowel suffix.

Plural Nouns

Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. Drop the Y and add IES to words that end with a consonant + Y.

Singular Words that End with S

When a word ends in S but is not plural, usually add a Silent E.

Using CH or TCH

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

Using DGE

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

Words that End with VE or UE

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

Contraction Sets

1

aren't (are not)	can't (cannot)
isn't (is not)	it's (it is)
we're (we are)	we've (we have)
she'd (she would)	needn't (need not)
who's (who is)	

2

we'd (we had)	weren't (were not)
don't (do not)	hadn't (had not)
mustn't (must not)	she's (she is)
we'd (we would)	they'd (they would)
doesn't (does not)	

3

we'll (we will)	it'll (it will)
she's (she has)	he'll (he will)
what's (what is)	shouldn't (should not)
haven't (have not)	that'll (that will)
didn't (did not)	

4

she'll (she will)	couldn't (could not)
where's (where is)	shoud've (should have)
he's (he has)	I've (I have)
she'd (she had)	you'd (you would)
who'll (who will)	

5

I'll (I will)	you'll (you will)
I'd (I had)	won't (will not)
they're (they are)	he's (he is)
I'm (I am)	you'd (you had)
they've (they have)	

6

e'er (ever)	o'clock (of the clock)
'tis (it is)	ma'am (madam)
might've (might have)	could've (could have)
must've (must have)	shan't (shall not)
let's (let us)	

Unit 1 Overview Page

Homophones

ad/add	aisle/isle	boarder/border
air/heir	aloud/allowed	too/to

Grammar, Punctuation & Usage

- Abstract and concrete nouns
- Capitalization rules (continents, countries, languages, months of the year, nationalities, regions, religions)
- Commas
- Coordinating conjunctions
- Independent clauses
- Interjections
- Pronouns and antecedents
- Sentence diagramming: subjects, verbs, articles, adjectives, adverbs
- Words that can be nouns or verbs

Challenging Spelling Words

actually (ac-tu-al-ly)	breathe (breathe)
allow (al-low)	business (busi-ness)
answer (an-swer)	calendar (cal-en-dar)
arrange (ar-range)	captain (cap-tain)
belief (be-lief)	February (Feb-ru-ar-y)
breath (breath)	fourteenth (four-teenth)

Spelling Rules, Principles & Patterns

- Contractions: Set 1
- Pattern: GEN
- Plural Nouns: F and FE
- Spelling Rule: 1-1-1 Rule
- Spelling Rule: Using DGE
- Suffixes: -cy, consonant, vowel
- Syllables

Literature, Art & Geography

- Art: color theory, colors, hues
- Artist: Edward Fanshawe, Ferdinand Georg Waldmüller
- Author: Christine Von Hagen
- Geography: Amazon River, the Andes, Brazil, Ecuador, Galápagos Islands, Iguazú
- Falls, Patagonia, South America
- Geography terms: equator, biodiverse, Northern Hemisphere, physical map, political map, Southern Hemisphere
- Literary device: suspense
- Poetry terms: couplet, octave, prose, quatrain, refrain, stanza, verse

Writing

- Learning from the masters: alliteration, personification, sensory details, similes, using strong verbs
- Writing from the heart
- Writing paragraphs
- Writing thank-you notes

Unit 1 Reference Page

Ladders: US Capital Cities

CAPITAL	STATE
Montgomery	Alabama
Juneau	Alaska
Phoenix	Arizona
Little Rock	Arkansas
Sacramento	California
Denver	Colorado
Hartford	Connecticut
Dover	Delaware
Tallahassee	Florida
Atlanta	Georgia

Ladders: Canadian Capital Cities

CAPITAL	PROVINCE
Edmonton	Alberta
Victoria	British Columbia
Fredericton	New Brunswick

Instructions for Ladders

1. Using an index card, cover up the capital column. Say the capital for each state or province. Move the index card to reveal the capital and see if you are correct.
2. Using an index card, cover up the state or province column. Say the state or province for each capital. Move the index card to reveal the state or province and see if you are correct.

Commonly Confused Words

Capitol

A government building where legislatures meet

Example: Let's meet at the capitol building.

Capital

Cities that serve as the seat of the government, or an uppercase letter

Example: Atlanta is the capital of Georgia.

Example: Use a capital letter.



Tip: Remember the "o" in capitol looks like the dome on the Capitol Building in Washington, DC.

Poetry Memorization

March Wind

Unknown

The wind is pushing
Against the trees,
He'll take off your hat
Without asking you "please,"
He rattles the windows
And puffs at a cloud,
Then scoots down the chimney
And laughs aloud.



PARENT/TEACHER

☐ Read this section to the child:

Sentence Dictation

Look at the painting on the next page. Notice the shades of green on the trees. Observe the colors of the ocean and how the white birds stand out against the dark sky. You can tell that the artist cared about being careful, detailed, and neat. Now, imagine that the painter was careless and left out the middle section of all the trees. Imagine that he also left three big splotches of red paint on the painting. You would likely feel the artist's work was sloppy and careless, and it would be much harder to enjoy the painting.

Being neat and careful with grammar, spelling, and punctuation is a wonderful thing to learn. Whether you are writing an essay, a story, a text message, an email, or a thank-you card, using correct grammar, spelling, and punctuation helps your communications come across as clean, thoughtful, lovely, and effective. Look at the painting on the next page again. It took the artist years of hard work to learn to paint so well. Just as he had to practice painting to get better at it, you will get better and better with your grammar, spelling, and punctuation as you practice.

In the student sections of this course, you will practice grammar, spelling, and punctuation exercises. In the parent/teacher sections, you will also practice grammar, spelling, and punctuation by doing sentence dictation.

You learn *principles* through your exercises, and then sentence dictation helps you *practice* those principles on a higher level as you have to form sentences in your mind and write them down. Sentence dictation is like a bridge that helps you move from understanding a concept to using it correctly when you write.



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☐ This is how sentence dictation works.

1. Many lessons include sentence dictation in the parent/teacher section. I will dictate the sentences to you. This means that I say the sentences aloud, and you write them down. The sentences contain Challenging Spelling Words and homophones as well as grammar and punctuation principles that you are learning in the course.
2. I will repeat a sentence as many times as you need. After you write a sentence (on a whiteboard or separate piece of paper), I will check it and have you make any needed grammar or punctuation corrections. Next, I will have you circle incorrectly spelled words. You should then write or spell the word aloud three times. Spelling words, homophones, and grammar and punctuation principles are repeated throughout the course, so don't worry if you make mistakes. You will get more practice.

Let's get started right now with sentence dictation. In this exercise and all sentence dictation exercises, I will make sure that you start each sentence with a capital letter, that you capitalize the word "I," and that you use appropriate end punctuation (period, exclamation point, or question mark).

The green text above the sentences provides you, the parent or teacher, with hints about the concepts being tested and can help when correcting sentences. If you see your child is forgetting or missing certain errors or corrections, you can also use these hints as reminders to your child before or after the child writes the sentence.

[Capitalize continents. Do not capitalize seasons.]

1. I actually visited Europe last autumn.
2. I will arrange a business trip to Asia next summer.

☐ Check the child's work when this lesson has been completed.





STUDENT

- ☐ Work on the unit ladders (p. 9) for about 3 minutes.
- ☐ Work on poetry memorization (p. 9) for about 3 minutes. Read the poem aloud three times. Then cover the last 2–3 words of each line with an index card and read the poem aloud, looking at the covered words only if needed.

Homophones

- ☐ Write a short sentence that uses each homophone (a word that sounds the same as another word but is spelled differently).

- **AD:** I like that magazine ad.
- **ADD:** I will add you to the list.

ad _____




add _____

New
Concept

Pronouns

- ☐ Read and complete the section.

A **pronoun**, such as “I,” “me,” “we,” “us,” “you,” “she,” “her,” “him,” “it,” “they,” or “them,” is a word that replaces a noun. **On each blank oval, write a pronoun that can replace the underlined noun.**

1. I rode the bicycle across France. 
2. The boys bought a new bicycle this autumn. 
3. My aunt loves her bicycle. 



Spelling Workshop

Words with GEN

For each word in the green box, read the word, determine the number of syllables in the word, and then write the word in the correct column below.

gentle urgent agenda genetics agent agency legend diligent

2 Syllables

3 Syllables

_____	_____
_____	_____
_____	_____
_____	_____

Spelling Rule: 1-1-1 Rule

Note: Some spelling rules are practiced in lower-level courses and are not practiced in this course.

If a word is 1 syllable and ends with 1 vowel followed by 1 consonant, double the consonant before adding an ending starting with a vowel. Otherwise, do not double the consonant.

Rewrite the following words with the suffix (ending) -ed. Remember to double the ending consonant if the word is one syllable and ends with a single vowel followed by a single consonant.

spoil _____	step _____	rob _____
avoid _____	boil _____	nod _____
point _____	trot _____	tug _____

Ecuador

☐ Read the section and fill in the blanks.

Geography is the study of the land that God has provided for the use of His children. Geographers study physical surfaces (such as mountains, deserts, rivers, and oceans), countries, cultures, and climates. The word “geography” comes from Greek and means “to write about the earth.”

In this course you will study geography that correlates with the assigned books for the course. This will bring deeper understanding and enjoyment as you read. The first assigned book, *Chico of the Andes*, takes place high in the Andes Mountains in Ecuador, a country in South America.

The map on this page is a **political map**: a map that shows man-made boundaries such as countries and states. Detailed political maps may show the locations of cities and towns. This map also shows the **equator**: an imaginary line drawn around the planet that divides it into two halves. These two halves are known as the **Northern Hemisphere** (north of the equator) and the **Southern Hemisphere** (south of the equator).

Point to Ecuador on the map. See how the equator runs through the country? This means that part of the country is in the Northern Hemisphere and part

of the country is in the _____.

The two countries that border Ecuador are _____

and _____. The _____

Ocean borders the west coastline of Ecuador. _____

and Ecuador are the only countries in South America that do not share a border with Brazil.

Interesting Facts About Ecuador

- Half of Ecuador is covered by the Amazon rainforest.
- Ecuador’s name derives from the word “equator.”
- Ecuador is very **biodiverse**. This means the country has a huge variety of plants, birds, mammals, reptiles, and insects.



- ☐ For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Writing Workshop

Thank-You Notes



In *Chico of the Andes*, many people help Chico. You have already seen how his pet, Chan, brings him comfort and also finds the important old book and brings it to Chico. Grandfather takes Chico in and raises him. Many more people will help Chico on his journey. Who has helped you? **Make a list of five people who have helped you in your life.**

Write a Thank-You Note

Choose one of the people you listed above and write him or her a thank-you note. If possible, type the note, print it out, and send it to the person. Read the example note in the next column for inspiration!

CHECKLIST

- ☐ I followed the format shown in the next column. (Your closing can be **SINCERELY**, **WITH GRATITUDE**, **IN CHRIST**, or whatever you would like.)
- ☐ I wrote at least five sentences. (**EXPAND** on your ideas. Don't just say thank you for being nice. Give specific examples and explain how the person affected you.)
- ☐ I started each sentence with a capital letter and ended with a period, question mark, or exclamation point.

Example Thank-You Note

I (Jenny Phillips) wrote a sample thank-you note to one of my children.

thank you 1/5/2021

Dear Gracie,

I wanted to take a moment to thank you for the joy you bring to me and to our whole family.

One of the wonderful things about you is how you notice people around you and what they need. You can often tell when I am having a hard day, and you do nice things for me, which instantly changes my mood. Whenever Ben gets hurt or sad, you bring him his blanket or stuffed animal to calm him down. You are so thoughtful!

Also, you are a very good listener. I feel like you always care about the things I have to say. You make me and the other people around you feel special and loved.

There are so many more things I could say, but I just briefly wanted to let you know that I appreciate you.

With love,
Mom

“Gratitude, warm, sincere, intense, when it takes possession of the bosom, fills the soul to overflowing and scarce leaves room for any other sentiment or thought.”

—John Quincy Adams

Editing

- ❑ Edit the article, and then enjoy the photos of Patagonia on this page. Use the hints below the article or cover them up for the extra challenge of figuring out on your own how many and what types of errors to look for.

Patagonia

A beautiful region spans across parts of Chile and Argentina. It is called Patagonia. This region is home to massive glaciers, vast ice fields, spectacular mountain peaks, beautiful lakes, and picturesque valleys. Very few people live in Patagonia's wilderness and it remains virtually untouched by humans. Patagonia is enormous and the region features many national parks.



Insert Comma = 2 mistakes Place a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses.



Insert Period = 2 mistakes



Capitalize = 2 mistakes Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.



Writing Workshop

Writing About Patagonia

For this assignment you will write a short paragraph about animal life in Patagonia. You will use information from the “Facts” section, but you will write the information in your own words.

Here is an example of how to rewrite a sentence:

Original Sentence (from Ecuador.com): Patagonia is known for its breathtaking scenery, jagged mountain peaks, and enormous glaciers. Much of this land is untouched by human hands.

Rewritten Sentence: Stunning mountain peaks, gigantic glaciers, and remarkable scenery are all found in Patagonia. This region of South America is nearly untouched by humans.

How to Write Your Paragraph

You should type your paragraph. If you cannot type it, you can write it on paper. Typing allows you to better organize information, change it around, and edit it.

1. **Type (or write) one of the opening sentences in purple.** (You will copy the sentence and not rewrite it in your own words.)
 - At the southern tip of South America lies Patagonia: untouched by human hands but full of animal life.
 - Do you love animals? If so, you will love the rich variety of wildlife in Patagonia.
2. **Finish the paragraph using the facts in the next column in your own words.** You do not have to use all the facts.
3. **Conclude your paragraph with this sentence, which wraps up the paragraph nicely:** Truly, Patagonia is home to amazing wildlife.

Facts About Patagonia

- Patagonia is home to over 500 species of wildlife and is known as a bird-lover’s paradise.
 - From tiny owls to massive condors, Patagonia boasts over 460 species of birds.
 - In Patagonia you might see foxes, flamingos, penguins, condors, pumas, armadillos, and the uncommon hog-nosed skunk.
 - In Patagonia you can swim with sea lions, watch majestic whales rise out of the water, and walk with penguins.
 - Patagonia offers some of the best whale watching in the world.
 - Patagonia has great penguin-watching opportunities.
 - You can walk in a penguin colony, coming within inches of penguins.
 - The Andean condor can be found throughout Patagonia and has the largest wingspan of any land bird.
 - Some of the best snorkeling in the world is in Patagonia. While snorkeling you can see amazing fish, sea lions, dolphins, and more.
4. **Review the checklist. Make any edits needed to your paragraph before marking the items on the checklist.**

CHECKLIST

- ☐ I used transitional words, such as FOR EXAMPLE, ALSO, ANOTHER, IN ADDITION, FIRST, SECOND, NEXT, TO BEGIN WITH, HOWEVER, BESIDES, ALONG WITH, and IN CONTRAST.
- ☐ I started each sentence with a capital letter and ended with a period, question mark, or exclamation point.
- ☐ I capitalized the names of countries and regions.



Writing Workshop

Writing from the Heart



Study the beauty of the dark clouds on this page. Do you notice all the shades of color in the sky? Do you notice the contrast between the light shining on the rocks and the darkness of the clouds? There is beauty in all types of weather and in all types of situations around us if we just look for it. **Finish each paragraph below with your own ideas and style.** Try to write in a way that shows people your heart and your personality. Show who you are by what you write! What does the sentence “The clouds are dark” say about your personality? Not much. So don’t do that! Put your heart into your writing. The paragraph that begins in black should be about the painting. The paragraph that begins in purple should be about how you would imagine the scene would look on a spring day with good weather.

1. The clouds _____

2. As I sat on a boulder, _____

“Scottish Landscape” by Jean-Bruno Gassies (1786–1832), 1826 *(p. 10)



- ☐ Read and complete the section.

Ante means “before.” The word or group of words that a pronoun (p.12) replaces is called its antecedent [ant-uh-SEE-dent].

Underline the pronoun in each sentence or set of sentences. Then circle the antecedent the pronoun replaces. The first one is completed as an example. (Hint: You can check to see if you are right by replacing the pronoun with the antecedent to see if the sentence will still make sense.)

1. The window is new, and it is expensive.
2. Wendy looked up when she heard the bell ring.
3. The captain pulled in the sails, and he gave orders to the crew.
4. Please go get the calendar; it is on the table.
5. The boarder paid the rent late, even though he is usually on time.
6. The border on that card is beautiful; it is a stunning red and blue pattern.
7. The woman walking down the aisle is the heir to Uncle George; she is such a kind lady.
8. Ricardo and Linda are allowed to attend the meeting; Ricardo will arrange it.
9. Mrs. Brighton actually wants to read the book aloud; it contains such beautiful sensory description.
10. Our family loves the pounding rain; we love stormy weather.



- ☐ For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Writing Workshop

Learning from the Masters

Study the painting on the next page by Ferdinand Georg Waldmüller, an Austrian painter who died over 150 years ago.

Waldmüller had a special gift for painting, but he also worked hard to develop that gift. He studied art at academies, and he worked on his own to develop his talent. One way Waldmüller did this was by spending many hours carefully studying and copying the paintings of masters who had lived before him. By doing this, he learned many concepts about painting and used them to create his own style of painting.

Just like Waldmüller learned by copying paintings of those who were masters at their craft, in this course you can learn how to be a great writer by studying and modeling master writers.

In one passage of *Chico of the Andes*, the author could have written, “Chico heard and saw Tía Maria.” Instead, the author made the scene much more interesting with these words:

Chico heard the soft voice of Tía Maria from the other side of the screen. Turning toward it, he could see the shadow of her small figure and her head, with its long pigtail, nodding up and down.

Study the painting on the next page again. Write an uninteresting sentence about the painting on the orange line, such as “The house sits.” Then, on the blank lines, rewrite the sentence into multiple sentences that bring the scene to life.

"Landscape with a Hammer Mill" by Ferdinand Georg Waldmüller (1793–1865), 1836 *(p. 10)



Unit 2 Overview Page

Homophones

flour/flower patients/patience pours/pores
main/mane pedal/petal

Grammar, Punctuation & Usage

- Comma splices
- Compound subjects, verbs, and direct objects
- Coordinating conjunctions
- Independent clauses
- Possessive nouns and apostrophes
- Prepositional phrases and commas
- Run-on sentences
- Sentence diagramming: compound subjects, compound verbs, direct objects, compound direct objects

Challenging Spelling Words

absence (ab-sence) comfortable (com-fort-a-ble)
address (ad-dress) courageous (cou-ra-geous)
awkward (awk-ward) curious (cu-ri-ous)
brilliant (bril-liant) delicious (de-li-cious)
broccoli (broc-co-li) distance (dis-tance)
campaign (cam-paign) embarrass (em-bar-rass)

Spelling Rules, Principles & Patterns

- Contractions: Set 2
- Patterns: EI
- Silent Letters: H and T
- Spelling Rule: Plural Nouns
- Spelling Rule: Using CH or TCH
- Syllables

Literature, Art & Geography

- Art: comparing art
- Artists: Giotto, Raphael
- Author: Evaleen Stein
- Listening comprehension
- Vocabulary/context clues

Writing

- Alliteration
- Comparative essay
- Comparing and contrasting
- Learning from the masters: alliteration, personification, sensory language, similes
- Thesis statement
- Topic sentence
- Transitional words and phrases

Unit 2 Reference Page

Ladders: US Capital Cities

CAPITAL	STATE
Honolulu	Hawaii
Boise	Idaho
Springfield	Illinois
Indianapolis	Indiana
Des Moines	Iowa
Topeka	Kansas
Frankfort	Kentucky
Baton Rouge	Louisiana
Augusta	Maine
Annapolis	Maryland

Ladders: Canadian Capital Cities

CAPITAL	PROVINCE
Charlottetown	Prince Edward Island
Toronto	Ontario
Winnipeg	Manitoba

Instructions for Ladders

1. Using an index card, cover up the capital column. Say the capital for each state or province. Move the index card to reveal the capital and see if you are correct.
2. Using an index card, cover up the state or province column. Say the state or province for each capital. Move the index card to reveal the state or province and see if you are correct.

Commonly Confused Words

Accept

The word ACCEPT is a verb that means “to take or receive what is offered.”

Examples: I will accept the award.

I cannot accept the money.

I accept your apology.

Except

The word EXCEPT means “but,” “leaving out,” or “excluding.”

Examples: I would have been on time, except my car broke down.

I love all fruits except oranges.



Tip: The prefix ex- means “out.” So if you are talking about leaving something out, use except.

Note: There is no poetry memorization for Unit 2. Future units include poetry memorization.

➤ Audiobook ‹

- ☐ Listen to Chapter 1 of *Gabriel and the Hour Book* (on goodandbeautiful.com/LA5). Then, in each yellow box, write the name of the character who matches the description.

Brother Stephen | Gabriel Viaud | the abbot | Lady Anne

brought to the monastery as an orphaned boy; a talented artist; wants to leave the abbey and paint pictures and study paintings by the world's great artists; ordered to make the hour book that the king requested

a peasant lad from the village by St. Martin's Abbey who earns money by assisting the monks as they make illuminated manuscripts

a great admirer and collector of beautifully painted books; engaged to marry the King of France and Normandy, who ordered an hour book (a book containing different parts of the Bible, intended to be read at certain hours of each day) as a gift for his bride-to-be

loves the abbey, but can be cold and haughty; had one of the monk's legs chained to a heavy work table to prevent him from running away



- ☐ For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

➤ Listening Comprehension ‹

- ☐ Listen to the first 60 seconds of *Gabriel and the Hour Book* again, paying very close attention to the words. Then answer the questions with complete sentences. If you can't answer the questions, listen to the first 60 seconds of the chapter again. Repeat until you can answer all the questions correctly.

1. What season is it when the book starts? _____

2. What divided the farms from each other instead of fences? _____

3. What two things did Gabriel do that showed the gladness of April? _____

➤ Homophones ‹

- ☐ Write the homophone that answers each riddle.

RIDDLES

- **POURS/PORES:** He pours the water. | My skin has pores.
- **PATIENTS/PATIENCE:** Dr. Ann shows patience toward her patients.

_____ : something that can get clogged

_____ : something you can't see but you can lose

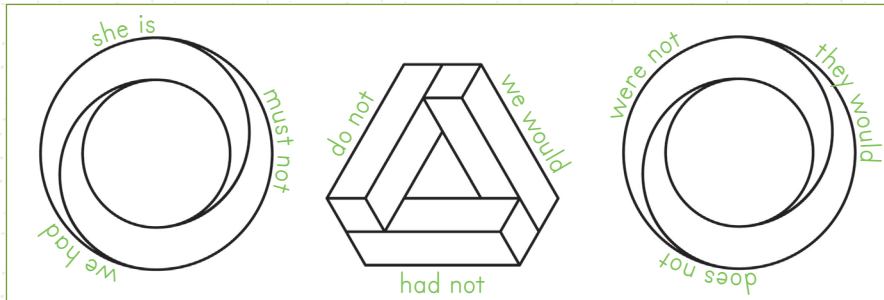
_____ : rain often does this

_____ : doctors hope that these people have patience

Spelling Workshop

Contractions

Write the contraction for each set of words on the geometric shape by the words. Look at the key below if needed.



Key: we'd | don't | mustn't | we'd | doesn't | weren't | hadn't | she's | they'd

Challenging Spelling Words

Write each Challenging Spelling Word in the set of boxes that fits the letters correctly.

address | comfortable | awkward | curious | distance | absence | campaign

Silent Letter: H

Rewrite the green words, each of which contains a Silent H, somewhere on the image below of a monastery from the same time period as *Gabriel and the Hour Book*.

rhyme – rhino – exhaust – shepherd – honesty – honor – heirloom – rhythm



Commonly Confused Words

Study the Commonly Confused Words ACCEPT and EXCEPT on the Unit 2 Reference Page (p. 71). Then write a sentence that uses each word correctly.

accept

except



STUDENT

New
Concept

Compound Direct Objects

- ☐ Read and complete the section.

A sentence can have more than one direct object. A direct object is the noun or pronoun that receives the action of a verb in a sentence.

Helen picked strawberries.

When there is more than one direct object in a sentence, it is a **compound direct object**.

Helen picked strawberries and apples.

Underline the item each sentence contains: a compound subject, a compound verb, or a compound direct object.

1. The doctor and the nurse showed patience toward their patients.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

2. The poor artist could not afford new clothes and shoes.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

3. The actress spoke clearly and sang beautifully.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

4. The botanist studied a rose petal and a daisy.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

5. My father fixed the broken bike pedal and the flat tire.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

6. The little girl and her brother walked to the park.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

7. I'll use a small brush and a flat brush to paint today.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT



Editing

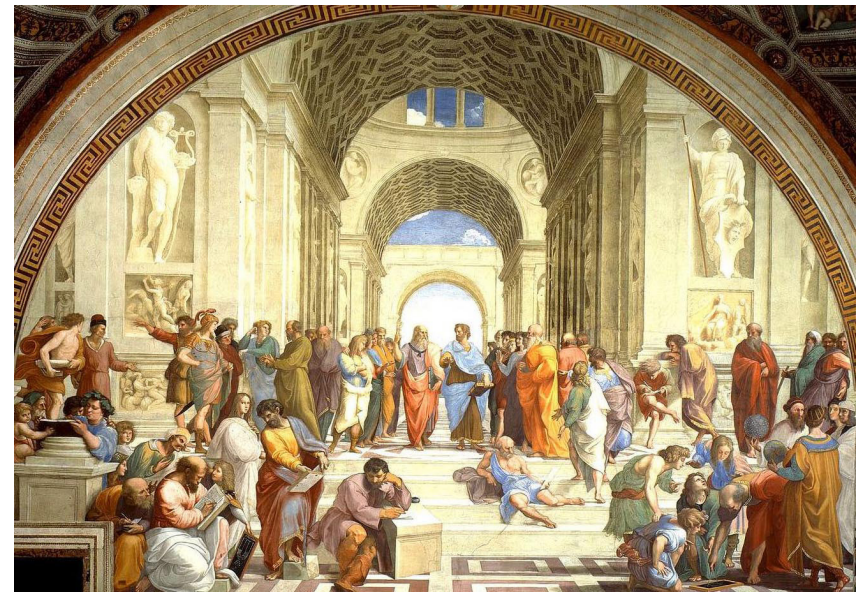
- ☐ Edit the article. For an extra challenge, this editing assignment does not give you hints of what to look for, except for this one: There is a prepositional phrase that needs a comma after it. There are 10 mistakes total.

Raphael

Raphael was a master painter during the Renaissance. During his happy childhood raphael learned the basics of painting from his father.

Raphael had many interests in addition to painting. He studied archaeology poetry architecture, and history

One of Raphaels most famous works was a mural called "School of Athens." It was painted on a wall in the apostolic Palace, which is located in the Vatican. The painting depicts many philosophers of ancient greece, including Aristotle, Plato, and socrates.



Writing Workshop



Writing a Comparative Essay: Part 1

For this assignment you will start writing a comparative essay. You will write this essay in a unique and fun way. Hopefully it is not too overwhelming, as you will take small steps and do a lot of modeling. Modeling means following an example. After you practice model writing over and over, it will be so much easier for you to write essays completely on your own.

When you are done, you will likely feel very happy and satisfied to have completed such a big project, so let's get started. **Follow the steps below. Put a check mark in the blue box after completing each step.**

Step 1

This essay will be typed (unless your parent/teacher tells you that you will write it on paper instead). **Have your parent or teacher help you open a blank page in a program such as Google Docs.**

☐

Step 2

Title your essay as follows, replacing the question mark with your name. Make sure the text is centered on the page.

Chico and Gabriel: A Comparative Essay

By ?

☐

Step 3

Read the opening paragraphs below and underline the opening technique of each paragraph. Then circle your favorite opening paragraph. (Notice how each opening paragraph identifies the books and authors. Notice the thesis statements in red text.)

Stephen Covey said, "We develop our character muscles by overcoming challenges and adversity." This quote is proven true in two books: *Chico of the Andes* by Christine Von Hagen and *Gabriel and the Hour Book* by Evaleen Stein. **Although the main characters of the books—Chico and Gabriel—have many differences, they both face similar challenges that make them stronger in the end.**

- a. an attention-grabbing statement
- b. a quote

Could a boy living in the rugged South American Andes and a boy living in Normandy hundreds of years earlier have much in common? Yes! **Chico from *Chico of the Andes* by Christine Von Hagen and Gabriel from *Gabriel and the Hour Book* by Evaleen Stein have quite different lives, but they face many of the same types of challenges.**

- a. a question
- b. a short personal experience

Step 4

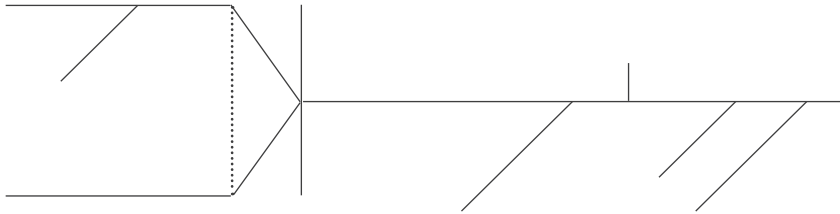
On your page type the opening paragraph you circled or write your own opening paragraph. Now you're done! In the next few lessons, you will continue your essay, writing some of the parts with your own words.

☐

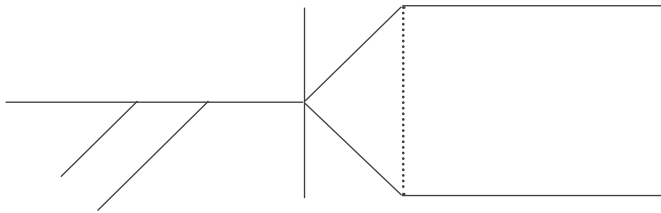
➤ Sentence Diagramming ‹

- ☐ Diagram the sentences. Refer to page 74 if needed.

The husband and wife brilliantly created the successful campaign.



The curious student studies and learns.



Draw your own lines as you diagram this sentence:

Elijah and William steam the fresh broccoli.

➤ Comma Splices/Run-On Sentences ‹

- ☐ Each sentence in purple is either a comma splice or a run-on sentence. On the image below, write the fixed comma splices on the sky. Write the fixed run-on sentences on the field. Use a comma and a coordinating conjunction to fix the sentences. Refer to pages 106 and 116 if needed.

It's cold, turn on the heater. | It's pouring rain bring an umbrella.

The pedal is broken, Ben can fix it. | Look at the lion's mane, it's beautiful.

It was awkward I was embarrassed. | A train came, I missed it.

Fixed Comma Splices

Fixed Run-On Sentences

- ☐ Circle the home that has a run-on sentence below it.



This home is fancy inside; you should see it.

This home is new, and the owners are kind.

Ed lives here, but he is not home now.

I love the orange door it's unique.

PERSONAL  READING

- ☐ For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

LESSONS 39–40

SECTION REVIEW



 Parent/Teacher 

- ☐ **Read the following information aloud to the child:** Section reviews give you practice with the grammar, punctuation, and usage concepts learned in this course, without having you overpractice concepts that you have mastered. These reviews also give you practice working on exercises for an extended period of time. This helps you to extend focus and attention span and to be better prepared for any type of testing you will have to do in the future. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed.
- ☐ **For Lesson 39 have the child complete all the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange “Additional Practice” checkbox for that section.**
- ☐ **For Lesson 40 quiz the child on the *Geography & Grammar Cards*. Remember, the child has through Level 7 to master all the cards. Place mastered cards in the bag labeled MASTERED and have the child review them occasionally. Then have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in the course. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading or move on to the next lesson.**



 Student 

Capitalization

Capitalize the names of nationalities (e.g., Canadian, Polish), countries, regions, and languages because they are proper nouns. Place three short lines (≡) under the first letter of each word below that needs to be capitalized.

1. The western side of the andes mountains provides a barrier from the cold winds of the pacific Ocean. This protection allows for a tropical climate on the side to the east of the mountains.
2. Some people who live in the andes are descendants of the ancient Uru people. They live on self-made reed islands in lake Titicaca and speak either Aymara or spanish.

☐ Additional Practice

Capitalization

Place three short lines under the first letter of each word below that needs to be capitalized.

1. Many of the world’s highest volcanoes are located in the andes mountains. The highest active volcano on Earth is on the border between Chile and argentina.
2. In patagonia most people speak spanish, but there are around 5,000 people who speak welsh. A tiny populace of patagonians speak Afrikaans, a language found mostly in south africa.

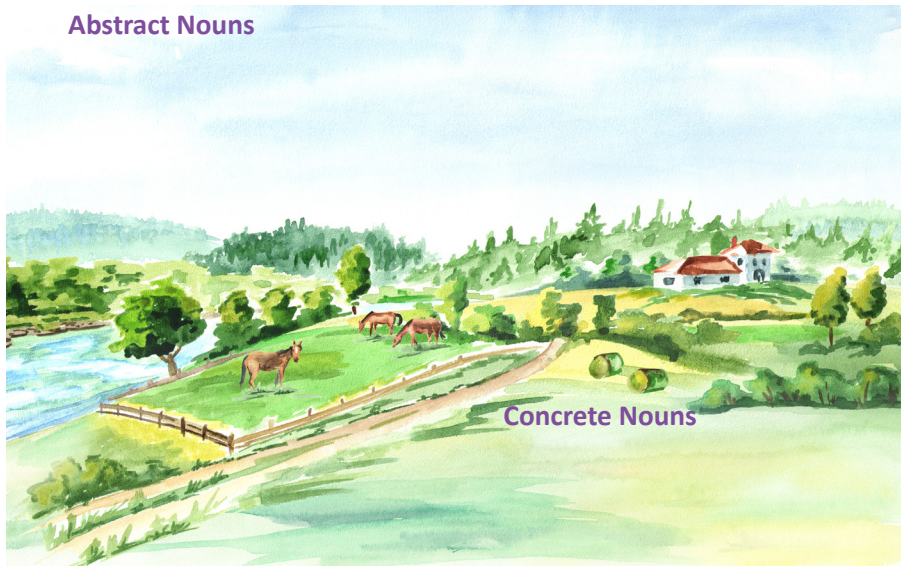
Concrete & Abstract Nouns

Concrete Noun	a word for a person, place, or thing that you can experience with your five senses (e.g., girl, jungle, book)
Abstract Noun	a word for a thing that you cannot experience with your five senses, like ideas or feelings (e.g., love, friendship)

Determine if the purple words below are concrete nouns or abstract nouns. Write the concrete nouns in the field and the abstract nouns in the sky.

trust | petal | cookie | victory | flour | rest | dream | faith | ruler | mane

Abstract Nouns



Concrete Nouns

☐ Additional Practice

Concrete & Abstract Nouns

Circle the abstract nouns.

absence | faith | eye | skill | childhood | bean | discussion | jet | patience
success | pedal | goal | health | wind | soil | courage | broccoli | friendship

Words That Can Be Nouns or Verbs

Determine if the purple word in each sentence is a noun or a verb. Then write a sentence that uses the word as a verb if the purple word is a noun or as a noun if the purple word is a verb.

1. Please paint the fence.

2. Janet swatted the fly away.

3. Ebony will light the way.

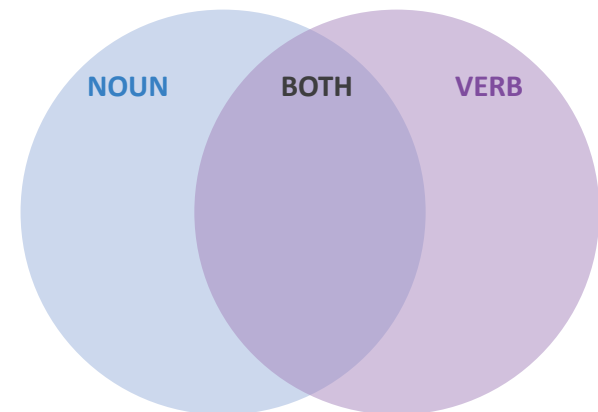
4. Jared put the whistle in his backpack.

☐ Additional Practice

Words That Can Be Nouns or Verbs

Each orange word can function as a noun, a verb, or both. If the word can function only as a noun, write it in the blue NOUN section. If the word can function only as a verb, write it in the purple VERB section. If the word can function as either a noun or a verb, write it in the middle BOTH section.

peel
broccoli
allow
car
answer
park



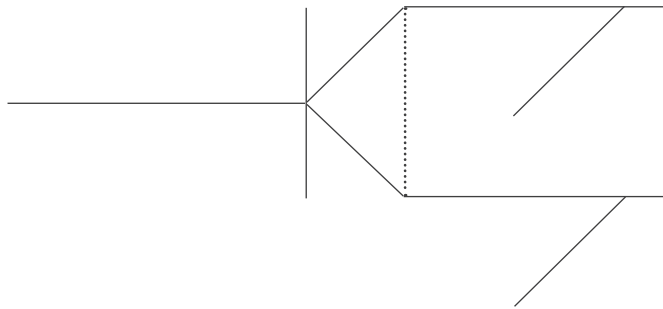
clean
pet
belief
elephant
arrange
add

Additional Practice

Sentence Diagramming

Diagram the sentences below. See page 74 if needed for review.

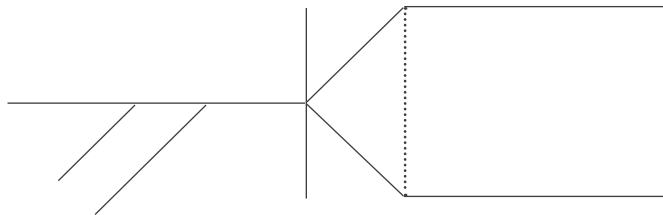
Carol carefully hiked and briskly walked.



Paul and Jonah packed warm sweaters.



The new book delights and uplifts!



Prepositional Phrases & Commas

Prepositions link words in a sentence, usually by showing position in time or space, such as ABOVE, BELOW, AFTER, and DURING. Use a comma to separate a prepositional phrase from the sentence when the phrase is at the beginning of the sentence AND is four words or more. **Underline the prepositional phrase or phrases in each sentence and add a comma if needed.**

1. In the far pasture my horse is grazing on alfalfa.
2. Jesse listened intently to the story about his grandfather.
3. Without my mother's care I would not have recovered so quickly.
4. Outside my window the bluebird is singing.
5. Olivia climbed beneath the warm quilt.

Additional Practice

Prepositional Phrases & Commas

Underline the prepositional phrase or phrases in each sentence and add a comma if needed.

1. Our boarder placed his bags inside his room.
2. Emma gave her seat to the elderly woman in the aisle.
3. After the first frost my uncle made his famous green tomato pie.
4. My favorite yellow flowers grow in the field next to my house.
5. Around the little brown foal the kittens are playing.



Unit 3 Overview Page

Homophones

deer/dear	right/write	side/sighed
it's/its	seam/seem	who's/whose

Grammar, Punctuation & Usage

- Commas in a series
- Commas with dependent clauses
- Coordinating and subordinating conjunctions
- Dependent clauses
- Idioms
- Independent clauses
- Prepositional phrases
- Quotation punctuation

Challenging Spelling Words

cruel (cru-el)	furniture (fur-ni-ture)
daughter (daugh-ter)	future (fu-ture)
difference (dif-fer-ence)	government (gov-ern-ment)
disappoint (dis-ap-point)	island (is-land)
engine (en-gine)	language (lan-guage)
forward (for-ward)	laugh (laugh)

Spelling Rules, Principles & Patterns

- Contractions: Set 3
- Number prefixes
- Pattern: IE & AL
- Silent U (biscuit, guilty, etc.)
- Spelling Rule: Consonant + LE
- Spelling Rule: Drop the E
- Syllables
- They're/their/there

Literature, Art & Geography

- Author: Sidney Baldwin
- Geography: Caribbean islands, Cuba, Haiti, Greater and Lesser Antilles, islands of the world, Jamaica, Monhegan Island, The Bahamas, the Caribbean
- Geography terms: archipelago, equator, insular
- ecosystem, prime meridian, cays, reefs, islets, latitude, longitude, Tropic of Cancer
- Hymns
- Literary devices: personification, simile
- Reading comprehension
- Wildlife in the Caribbean

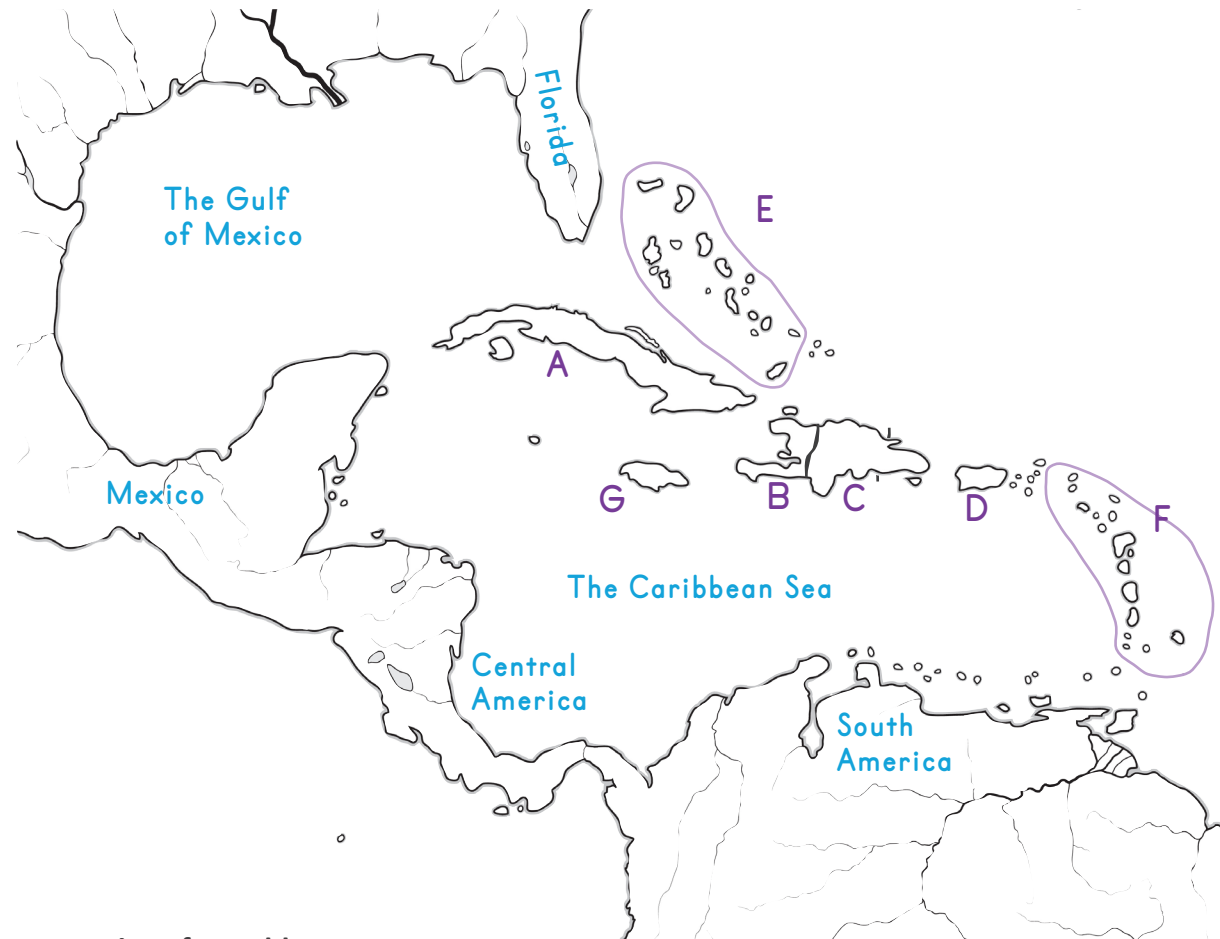
Writing

- Being a light in writing
- Learning from the masters: personification, similes, using description, well-chosen verbs
- Rewriting wordy sentences
- Writing: a book review, a paragraph about the Dominican Republic, hymns, thank-you notes

Unit 3 Reference Page

Ladders: Islands

LETTER	ANSWER
A	Cuba
B	Haiti
C	Dominican Republic
D	Puerto Rico
E	The Bahamas
F	The Lesser Antilles Islands
G	Jamaica



Instructions for Ladders

1. Using an index card, cover the answer column. Say the answer for the letter. Move the index card to reveal the answer and see if you are correct.
2. Using an index card, cover the letter column. Say the letter that matches the answer. Move the index card to reveal the letter and see if you are correct.

Unit 3 Reference Page

Ladders: US Capital Cities

CAPITAL	STATE
Boston	Massachusetts
Lansing	Michigan
Saint Paul	Minnesota
Jackson	Mississippi
Jefferson City	Missouri
Helena	Montana
Lincoln	Nebraska
Carson City	Nevada
Concord	New Hampshire
Trenton	New Jersey

Hymn Memorization

Count Your Blessings

By Johnson Oatman, Jr.

When upon life's billows you are tempest tossed,
When you are discouraged, thinking all is lost,
Count your many blessings, name them one by one,
And it will surprise you what the Lord hath done.

Count your blessings, name them one by one,
Count your blessings, see what God hath done!
Count your blessings, name them one by one,
Count your many blessings, see what God hath done!

Are you ever burdened with a load of care?
Does the cross seem heavy you are called to bear?
Count your many blessings, every doubt will fly,
And you will keep singing as the days go by.

Count your blessings, name them one by one,
Count your blessings, see what God hath done!
Count your blessings, name them one by one,
Count your many blessings, see what God hath done!

First Words of Each Line

When upon
When you are
Count your
And it will

Count
Count
Count
Count your many

Are you
Does the
Count your
And you will

Count
Count
Count
Count your many

Commonly Confused Words

Desert

an arid region



Example: We saw a cactus in the desert.

Dessert

a sweet; usually the last course of a meal

Example: We'll have cake for dessert.



TIP: Everyone wants a double serving of dessert. Thus, think of dessert (the sweet) as having the double "s" in it.



PARENT/TEACHER

- ☐ Go over the unit ladders on pages 134 and 135 with the child, making sure the child can pronounce each geographical location.
- ☐ Dictate the sentences.

Have the child underline the direct object. The direct object receives the action. You can find the direct object by asking “who” or “what.” I’ll learn *what*? [language]

[Place a comma after introductory prepositional phrases that are four words or longer.]


1. In the near future, I'll learn a new language.
2. Below the cruel cliffs, the waves pounded the island.

- ☐ Check the child's work when this lesson has been completed.



STUDENT

Monhegan Island

-  The next book you will read for this course, *Marjorie*, takes place on Monhegan [mon-HAY-gan] Island. Read the facts above the postcard about Monhegan Island. Then look at the images on the next page and imagine that you are visiting the island. Fill out the postcard in your own words, using some facts you read to let a friend know about the island. Write neatly!

- Monhegan Island, 10 miles off the coast of Maine in the United States, is a beautiful vacation spot and also home to many artists and fishermen.
- A lighthouse built on the island almost 200 years ago still stands but is now operated by a computer.
- On the island you won't find any paved roads since it is less than two miles long and less than one mile wide, but it features more than 10 miles of nature trails through thick forests and beautiful meadows and along stunning ocean cliffs.
- From this tiny island, you can see magnificent ocean views, lovely homes with beautiful flower gardens, stony beaches, whales, morning fog, birdlife, seals, and stunning sunsets. You can also see the northern lights toward the end of the summer.

A blank postcard template with a red and blue striped border. The word "POSTCARD" is printed at the top. There are horizontal lines for an address and a dashed box for a stamp.



Commas in a Series

Read and complete the section.

Use commas to separate three or more words, phrases, or clauses in a series.

Examples:

Separating words: Monhegan has no doctors, airports, police, gas stations, or banks.

Separating phrases: I hiked, visited friends, and wrote a book.

Separating clauses: In winter Monhegan Island is snowy, most people leave, and tourists do not visit.



Determine if the commas in each sentence are separating words, clauses, or phrases and underline the correct answer.

1. Monhegan's woods have ferns, wildflowers, and mosses. Words | Phrases
2. I saw cliffs, felt the fog, and smelled flowers. Words | Phrases
3. The island is scenic, small, and quiet. Words | Clauses
4. You can rest, you can fish, or you can hike. Words | Clauses

Insert commas where needed.

1. Monhegan Island is at times foggy cool and rainy.
2. More than a dozen sculptors artists and illustrators live on the island.

Using the information in the box, write a sentence about Monhegan that uses commas to separate three or more words and a sentence that uses commas to separate three or more phrases.

Wildlife in Monhegan

- 600 varieties of wildflowers
- 200 species of birds
- rare plants

Ways to make a living in Monhegan

- creating art
- lobster fishing
- tourism

words in a series

phrases in a series

Homophones

Circle the correct word for each sentence.

- **SIDE:** I sat on the left side of the room.
- **SIGHED:** Julie sighed as she sat down.
- **SEAM:** She was learning how to sew a straight seam.
- **SEEM:** Does she seem sad to you?

1. We stayed on the **sighed** | **side** of the road.
2. This doesn't **seam** | **seem** right to me.
3. The **seam** | **seem** came unraveled.
4. Jane really **seems** | **seams** to like her siblings.
5. When the routine was over, Harmony **side** | **sighed** in relief.
6. I like my chicken with a **side** | **sighed** of barbecue sauce.

PERSONAL READING



- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Spelling Workshop

Contractions

Write the contraction for each word. Look at the key below if needed.

we will

she has

what is

have not

did not

it will

he will

should not

that will

Key: she's | what's | that'll | we'll | haven't | didn't | it'll | he'll | shouldn't

Commonly Confused Words

Study the Commonly Confused Words DESERT and DESSERT on page 135. Then write a sentence that uses each word correctly.

desert

dessert

Review: Think of the A in ACCEPT as standing for action. Circle the correct words.

- It can be hard to **accept** | **except** our trials.
- I love all kinds of chocolate **accept** | **except** for white chocolate.

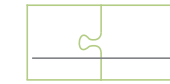
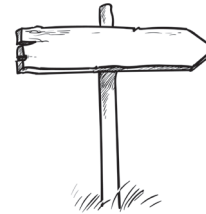
They're | Their | There

THEY'RE: a contraction of the words THEY ARE (They're ready to go.)

THEIR: possessive; belonging to them (Their kitten is cute.)

THERE: in, at, or to the place (There is hope. | The cat is over there.)

Write the word that means "in, at, or to the place" on the sign. In the joined puzzle pieces, write the contraction formed by combining the words in the separated puzzle pieces. Turn the "i" in "their" into a person to show possession.



they are

their

Number Prefixes

A prefix is a group of letters placed at the beginning of a word that changes the meaning of the word. Referring to the chart of prefixes, underline the correct meaning for each word.

mono-	one
bi-	two
tri-	three
quad-	four
penta-	five
hexa-	six

quadruple

A) increase four times **B)** to duplicate

tricolor

A) six colors in an object **B)** having three colors

bilingual

A) able to speak two languages **B)** three linguists

monotone

A) a sound that stays on one pitch **B)** two-sided

hexapod

A) having six legs **B)** a rectangle

pentagon

A) a building with two floors **B)** five-sided polygon

Writing Workshop

Rewriting Awkward, Wordy Sentences

Having a lot of words in a sentence is great if the sentence is still clear and the words contribute to the beauty or meaning of the text. However, you don't want to include words that just clutter a sentence and make it awkward and hard to read.

What do you think of these sentences?

Author Sidney Baldwin really had a way with words. Her way with words was clever and beautiful and made scenes come alive. Using sensory language in clever ways, she made the stories really come to life.

See how we can write this information in a less awkward and wordy way:

Author Sidney Baldwin really had a way with words. Her clever and beautiful writing was packed with sensory language that brought her stories to life.

You are going to practice rewriting some awkward, wordy sentences. When doing so, it can be easier to type them out so that you can change things around. **Follow these steps and put a check mark in the blue box after completing each step.**

Step 1 Open a blank word-processing page on a computer. Rewrite the following paragraph, making it easier to read and less awkward and wordy.



On Tuesday the cold wind whipped across the field as Anna walked home from school Tuesday afternoon. Walking home from school that day, Anna suddenly saw a rabbit limping along, and she realized it was hurt because it was limping. Gently, she picked up the injured rabbit and snuggled the injured rabbit gently into her warm coat.



Step 2

When your parent or teacher has time, have him or her review the paragraph that you wrote.



Being a Light When You Write!

Many books today are packed with disrespectful behavior toward parents and teachers. Young characters often have negative attitudes toward family members and education. Writers often make these things seem funny and acceptable and also focus only on thrill, fun, and self-centered excitement. This type of writing may be popular and may sell a lot of books, but our world desperately needs writers who write to uplift and inspire. You can be that kind of writer! Determine now that your writing will never make inappropriate behavior seem funny or acceptable. You can be a light in this world!

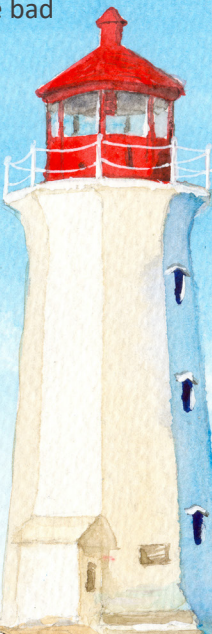
Below each sentence (that shows some not “good and beautiful” things that are included in books), write something that is the opposite of the bad attitude or behavior portrayed—something that leads to light.

A girl rolls her eyes at her mother.

A boy thinks school is a bore.

A boy makes fun of a teacher behind his back.

A girl thinks her sister is annoying.



LESSON 49



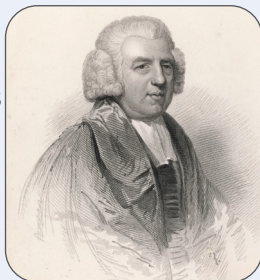
PARENT/TEACHER

- ☐ Have the child read this section to you.

A Message from Jenny Phillips: John Newton is one of my very favorite historical figures. His story is powerful and changed my own life. I hope one day, when you are older, you will read a biography about his life. He was a selfish and sinful slave shipmaster, bringing slaves from Africa to England. One day a fierce storm almost took his life and helped him turn to God. Newton then became a humble preacher and fought against slavery. After he wrote the powerful lyrics to “Amazing Grace,” the song became an anthem of the civil rights marches. Famous singers and choirs have recorded it, and millions sing it every year.

Amazing Grace

By John Newton



Amazing Grace, how sweet the sound,
That saved a wretch like me.
I once was lost but now am found,
Was blind, but now I see.

The Lord has promised good to me.
His word my hope secures.
He will my shield and portion be,
As long as life endures.

’Twas Grace that taught my heart to fear.
And Grace, my fears relieved.
How precious did that Grace appear
The hour I first believed.

Yea, when this flesh and heart shall fail,
And mortal life shall cease,
I shall possess within the veil,
A life of joy and peace.

Through many dangers, toils and snares
I have already come;
’Tis Grace that brought me safe thus far
and Grace will lead me home.

The earth shall soon dissolve like snow,
The sun forbear to shine;
But God, who called me here below,
Will be forever mine.

- ☐ Check the child’s work when this lesson has been completed.



STUDENT

- ☐ Work on hymn memorization (p. 135) for 3–4 minutes.

New
Concept

Quotation Punctuation: Part 2

- ☐ Read and complete the section.

- A quotation begins with a capital letter if a full sentence is being quoted.
- If a quotation is interrupted midsentence, do not capitalize the second part of the quotation.

Examples

Correct: “He is not rich,” David said, “but he is kind.”

Incorrect: “he is not rich,” David said, “But he is kind.”

Place three short lines (≡) under letters that should be capitalized. Write *lc* above letters that should be lowercase.

- “the engine died,” sighed Wes, “So I’ll need to fix it.”
- Aunt Jane said, “we look forward to our future trip.”
- “that’s true,” Glen laughed, “And it’s quite funny.”
- “if you come,” Mom said, “We’ll have a picnic.”
- “in the old barn,” Jeff explained, “we have a new colt.”
- “It rained,” Karen explained. “we didn’t go camping.”
- “come here, kitty,” Dad called. “don’t get trapped.”

Spelling Workshop

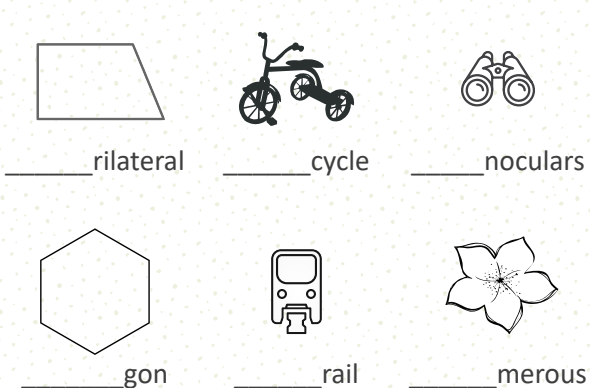
Contractions

Write the contraction for the words on each string in the connected balloon.



Number Prefixes

Fill in the blank with the correct prefix to complete each word.



mono-	one
bi-	two
tri-	three
quad-	four
penta-	five
hexa-	six

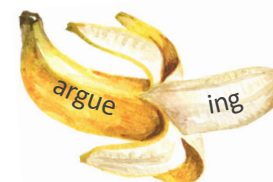
Spelling Rule: Drop the E

If a base word ends in a final Silent E, drop the E before adding a vowel suffix. (Example: bake—baking)

Write the base word in the box beside each word below that has Spelling Rule: Drop the E applied.

balancing	arranged
assured	bouncing
breathing	approving

On the line, follow Spelling Rule: Drop the E to write the word with the vowel suffix shown on each banana.



Writing Workshop

Preparing to Write Hymn Lyrics

You have been studying hymns in this unit, and you will also get to write your own short hymn to show your gratitude and praise to God. In this lesson you will only prepare to write the hymn.

Analyzing Hymns

As you read these stanzas from hymns, notice how they contain short lines, and circle any repeated words or phrases you find.

I Need Thee Every Hour

*By Annie Sherwood Hawks
& Robert Lowry*

I need Thee ev'ry hour;
Most gracious Lord;
No tender voice like Thine
Can peace afford.

I need Thee, O I need Thee;
Ev'ry hour I need Thee;
Oh, bless me now, my Savior,
I come to Thee.

Jesus Loves Me, This I Know

*By Anna Bartlett Warner
& W.B. Bradbury*

Jesus loves me, this I know,
For the Bible tells me so.
Little ones to Him belong;
They are weak, but He is strong.
Yes, Jesus loves me!
Yes, Jesus loves me!
Yes, Jesus loves me!
The Bible tells me so.

Prewriting

Prewriting is the first stage of the writing process. During prewriting you explore ideas for what you will write. Following are some of the most common prewriting techniques.

FREEWRITING AND BRAINSTORMING

When using the freewriting and brainstorming techniques, write down everything about your topic that comes to mind. Full sentences, correct spelling, neatness, and organization are not required. It can help to set a timer for five or ten minutes while you freewrite and brainstorm on a subject.

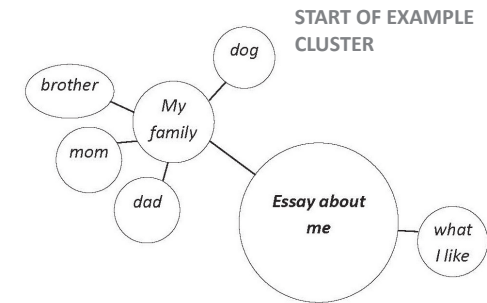
DISCUSSION

Discussing your topic with friends, classmates, or family is a great way to explore a topic. Write down the ideas that you discover.

CLUSTERING AND MAPPING

Draw a circle in the middle of a sheet of paper. Write a word or phrase in the circle. Draw a line from that circle, and at the end of that line, draw another circle in which you write another short phrase or thought that is connected to the first thought. Similar thoughts or ideas branch off from the same circle in another direction. Continue creating new strands and expanding your cluster. Do not think too much—just keep writing.

Keep your
brainstorming ideas to
use in Lesson 52!



ASSIGNMENT

- Choose either Freewriting and Brainstorming or Discussion and use the prewriting tools to come up with ideas for a hymn. Do your work on a computer or a separate piece of paper. Think of words, phrases, and a possible title that have to do with prayer, gratitude, God's creations, God's love, praise, and so on.
- Do a Clustering and Mapping activity on a separate sheet of paper by drawing a circle in the middle of the page and putting one of the following words (or your own word) in the middle: shepherd, love, faith. Then follow the steps for clustering and mapping above.

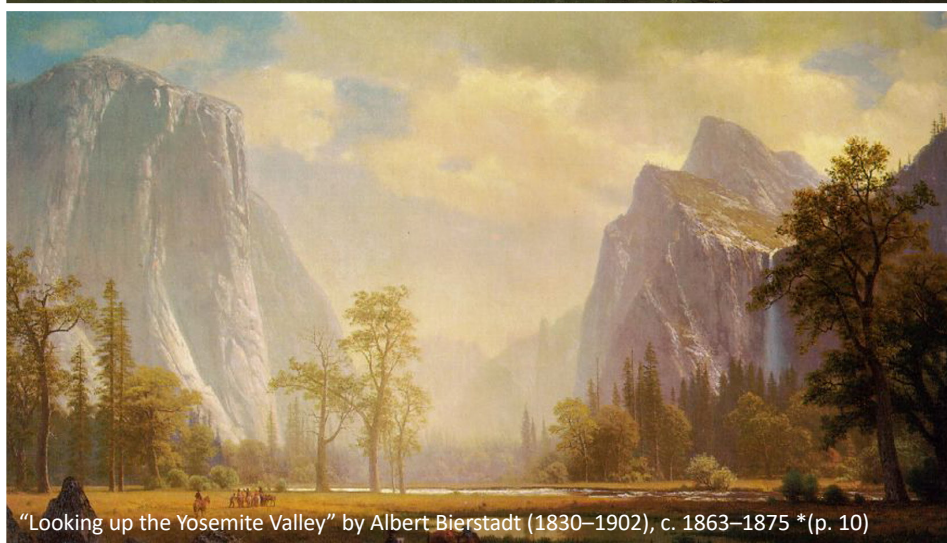
"Sunday Morning" by Thomas Waterman Wood (1823–1903), c. 1877 *(p. 10)



"Puget Sound on the Pacific Coast" by Albert Bierstadt (1830–1902), 1870 *(p. 10)



"A Walk in the Park" by Anders Andersen-Lundby (1841–1923), 1876 *(p. 10)



"Looking up the Yosemite Valley" by Albert Bierstadt (1830–1902), c. 1863–1875 *(p. 10)



PARENT/TEACHER

☐ Have the child read this section to you.

Wildlife in the Caribbean

Altogether the Caribbean islands make up about 230,000 sq km (89,000 sq mi) of land that is home to more than 1,300 species of birds, mammals, reptiles, and amphibians. In the over 2.75 million sq km (106,178,093 sq mi) of the Caribbean Sea, you'll find quite a few fringe reefs and two barrier reefs where hundreds of species of fish, marine reptiles, sharks, mollusks, and coral thrive in the crystal clear waters.

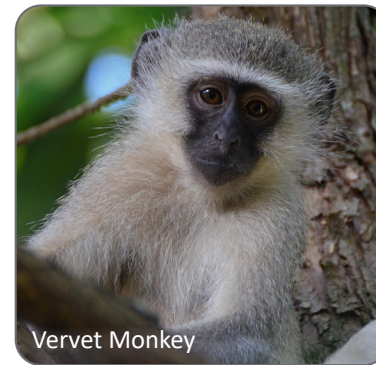
The type of landscape found on the islands depends on where you visit. Some islands are flat with grasslands and forests, while others are very mountainous with a more rugged landscape of river valleys, waterfalls, lakes, and volcanoes. All the islands enjoy a tropical climate that supports very diverse wildlife.

The easiest wildlife to find on any Caribbean island is the birds. A leisurely hike will no doubt result in spotting a number of the colorful birds that call this region home. There are more than 500 different species of birds throughout the archipelago, many of which can't be found anywhere else in the world! There are also quite a few species that migrate here from North America to enjoy the warm tropical climate. If you watch very closely, you may catch sight of the elusive bee hummingbird. This tiny bird is endemic to the Caribbean and is considered the smallest bird in the world. It's about the size of a bumblebee! Another interesting bird found only in the Caribbean is the West Indian whistling-duck. These common-looking ducks live a rather uncommon lifestyle in the mangroves and ponds of the islands, where they roost in trees during the day and become active at night! Have you ever seen a duck in a tree?



Bee Hummingbird

Be very careful where you step during your hike! You may accidentally step on one of the world's smallest lizards, the Jaragua sphaero, or dwarf gecko. This little lizard is one of more than 500 species of reptiles found on the islands and measures a mere 1.6 cm (0.62 in) long! You might also find the world's smallest snake, the Barbados threadsnake, which measures only about 10 cm (4 in) long. One fascinating animal that you probably won't have to look very hard to find is the mountain chicken, which isn't a chicken



Vervet Monkey

at all. It's actually one of the largest frogs in the world and one of more than 180 species of amphibians found on the islands. Be sure to look around in the trees and undergrowth of the forest for any of the 104 species of mammals found on the islands. You just might spot a green vervet monkey, a mongoose, a pig, or even one of the thousands of wild donkeys that call the islands home.

Off the islands' coasts, you'll find some of the best snorkeling areas in the world among the many fringe reefs. These shallow-water reefs are perfect for watching fish of every color swim through the brilliantly colored coral. You may even find one of the six species of sea turtles that make their nests in the Caribbean. Scientists are still discovering new species of marine life in the Cayman Trench, where the deepest point in the Caribbean Sea is found.



No matter which island you visit, you're sure to find a fascinating variety of wildlife to study and explore.

☐ Check the child's work when this lesson has been completed.

Writing Workshop

Writing About the Dominican Republic

For this assignment you will write a short paragraph about the geography of the Dominican Republic. You will use information from the “Facts” section, but you will write the information in your own words.

How to Write Your Paragraph

You should type your paragraph. If you cannot type it, you can write it on paper. Typing allows you to better organize information, change it around, and edit it.

- 1. Type (or write) one of the opening sentences in purple, or write your own.** (You may copy a purple sentence and not rewrite it in your own words.)
 - Where could you go to hike up mountains, walk over desert dunes, and relax on beaches full of white sand?
 - A little smaller in size than the state of Georgia, the Dominican Republic offers visitors more than just serene beaches.
- 2. Finish the paragraph, using the facts in the next column in your own words.** You do not have to use all the facts. You can also reorganize the facts, taking some information from one sentence and combining it with part of another sentence, and so on.
- 3. Conclude your paragraph with this sentence (or write your own), which wraps up the paragraph nicely:** *With so much beauty, history, and wildlife, the Dominican Republic is a unique island country.*
- 4. Review the checklist. Make any edits needed to your paragraph before marking the items on the checklist.**

Facts About the Dominican Republic

- It is located on the eastern side of the Caribbean island of Hispaniola. It shares the island with Haiti.
- The Dominican Republic’s Lake Enriquillo is the only saltwater lake in the world where crocodiles can be found, and it is the largest natural lake as well as the lowest elevation in the Caribbean.
- The highest mountain peak in the Caribbean can be found in the Cordillera Central, one of the country’s thickly forested mountain ranges.
- Santo Domingo, the nation’s capital and largest city, became the first permanent European settlement in the Americas in 1496.
- The landscape varies widely and contains rugged mountain ranges, tropical rainforests, fertile valleys, and semidesert plains.
- To help protect land, plants, and animals, over 25% of the country remains in national parks, reserves, and sanctuaries.
- Every winter thousands of humpback whales return to the warm Dominican waters.
- Of the more than 6,000 species of plants found there, over 2,000 species grow only in the Dominican Republic, including the Dominican cherry palm.
- Off the coast are multiple small islands and cays.

CHECKLIST

- ☐ I used transitional words, such as **FOR EXAMPLE, ALSO, ANOTHER, IN ADDITION, FIRST, SECOND, NEXT, TO BEGIN WITH, HOWEVER, BESIDES, ALONG WITH, and IN CONTRAST.**
- ☐ I started each sentence with a capital letter and ended with a period, question mark, or exclamation point.
- ☐ I capitalized specific names of places and languages.



Editing

- ☐ Edit the article, and then enjoy the photos of Puerto Rico on this page. Use the hints below the paragraph or cover them for the extra challenge of figuring out on your own how many and what types of errors to look for.

Puerto Rico

The main island of Puerto Rico is rectangular and it has three distinct geographic regions comprising much of the main island. The center is filled with steep mountains covered by rainforest on the north side and drier scrub vegetation on the south side. The western side of the island is home to sinkholes and caves so the narrow lowland coastline is where the majority of Puerto Ricans live.

Some of the most unique spots in Puerto Rico are the three bioluminescent bays for only five of these bays exist in the world. There the water appears to glow when disturbed.



Insert Comma = 3 mistakes Place a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses.



Insert Period = 2 mistakes



Capitalize = 4 mistakes Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.



Close up extra space(s) = 2 mistakes



- ☐ For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.



PARENT/TEACHER

- ☐ Quiz the child on the Challenging Spelling Words (p. 133). Dictate the words aloud and have the child write them on a whiteboard. If the child has not yet mastered any of the spelling words, have him or her continue practicing the words as you continue on with the next unit. The child may simply practice by being quizzed on the words daily or by using the spelling practice sheets in the Appendix of this course book.
- ☐ Quiz the child on the unit ladders on pages 134–135.
- ☐ Check the child's work when this lesson has been completed.



STUDENT

Art

- ☐ Read and complete the section.

Of the world's seven species of sea turtles, the warm waters of the Caribbean are home to six of them. Turn to Project 7 in your *Watercolor Around the World* book and follow the instructions to paint a sea turtle.



PERSONAL



READING

- ☐ For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Writing Workshop

Learning from the Masters

Sidney Baldwin has many great examples of using well-chosen verbs (verbs that bring the sentence to life) in *Marjorie*. Study the examples of the strong verbs she used (purple sentences) compared to examples of weaker verbs she could have used.

- **Well-Chosen Verb:** Lucy hurried to her side.
- **Weaker Verb:** Lucy went to her side.
- **Well-Chosen Verb:** The boys could dash out, grab their own rope, and, flinging themselves on [their sleds], slide clear across the meadow.
- **Weaker Verb:** The boys could go out, get their own rope, and, putting themselves on [their sleds], go clear across the meadow.

Now you try it! For each underlined word, write a verb you could use instead that would bring the story to life. If needed, use an online thesaurus with permission from your parent/teacher.

The wind blew all night. _____

The happy girl came into the room. _____

Study the picture on the next page. Write a sentence about the picture that uses a weaker verb on each of the orange lines. Then, on the blank lines, rewrite the sentences using well-chosen verbs.

Unit 4 Overview Page

Homophones

die/dye	hall/haul	Mary/marry/merry
guessed/guest	meat/meet	weak/week

Spelling Rules, Principles & Patterns

- Contractions: Set 4
- Plural Nouns
- Spelling Rule: Changing Y to I
- Spelling Rule: Words that End with VE or UE
- Words with EI
- Words with QU

Grammar, Punctuation & Usage

Note: Starting with Unit 4, Royal Review sections are included.

- Antonyms and vocabulary
- Capitalization with titles
- Commas in dates
- Diagramming commands
- Idioms/context clues
- Imperative sentences
- Parts of speech

Literature, Art & Geography

- Geography: the Black Forest
- Geography terms: alpine tundra, arctic tundra, biome, boreal, deciduous, desert, elevation, forest
- biome, grassland, Northern Hemisphere, physical maps, rainforest, taiga forest, temperate forest, tropical rainforest, tundra

Challenging Spelling Words

license (li-cense)	necessary (nec-es-sar-y)
listened (lis-tened)	niece (niece)
material (ma-ter-i-al)	opposite (op-po-site)
measure (mea-sure)	physical (phys-i-cal)
mirror (mir-ror)	possible (pos-si-ble)
nature (na-ture)	probably (prob-a-bly)

Writing

- Dialogue in fiction writing
- Plot charting
- Structure of stories: climax, conflict, exposition, falling action, resolution, rising action
- Types of conflict in fiction
- Writing: words other than “said”
- Writing and editing a story
- Writing from the heart

Unit 4 Reference Page

Ladders: US Capital Cities

CAPITAL	STATE
Santa Fe	New Mexico
Albany	New York
Raleigh	North Carolina
Bismarck	North Dakota
Columbus	Ohio
Oklahoma City	Oklahoma
Salem	Oregon
Harrisburg	Pennsylvania
Providence	Rhode Island
Columbia	South Carolina

Ladders: Canadian Capital Cities

CAPITAL	PROVINCE
Quebec City	Quebec
St. John's	Newfoundland and Labrador
Halifax	Nova Scotia
Regina	Saskatchewan

Instructions for Ladders

- Using an index card, cover up the capital column. Say the capital for each state or province. Move the index card to reveal the capital and see if you are correct.
- Using an index card, cover up the state or province column. Say the state or province for each capital. Move the index card to reveal the state or province and see if you are correct.

Commonly Confused Words

Loose

The word LOOSE is an adjective that means the opposite of tight or attached.

Examples: My tooth is loose.

The loose knot came untied.

The cat was let loose.

Lose

The word LOSE is a verb that means to suffer the loss of.

Examples: The politician could lose votes.

I won't lose hope.

She did not lose her letters.



TIP: Think of the single "o" in "lose" as a hole. You could easily lose something in that hole.

Challenging Words to Pronounce

Column A

biennial (taking place every other year)
deity (God)
diesel
mediocre (only OK, not great)
eerie
bouquet
gnat (a tiny, biting fly)
heir
heirloom (a valuable object that has belonged to the family for generations)
heroism ([HAIR-oh-ism] great bravery)
hoarse (sounding rough and harsh)
irrelevant (not relevant to or applicable to the issue)
mimic
naive (lacks experience, innocent)
referee
asthma
colonial
mischievous
drought
psychologist
peasant
conscious
mortgage (a type of loan used to finance property)
reign
salmon
gourmet
handkerchief

Column B

catastrophe
adequate
chronological (arranged in order of time)
continuous
elaborate
hypothesis (a statement that can be tested by research)
bureau (a chest of drawers)
detour
neutral
omelet
premiere
silhouette
tournament
reservoir (an artificial lake)
jalapeño
vanilla
karate
numeral
evidently
dialogue
cylinder
entrepreneur (someone who creates businesses)
humorous
honorable
maneuver
questionnaire
referral
scheme

Column C

tyranny
tyrannical
influenza
archaeology
axle
ballot
cacti
corduroy
gerbil
humidity
disguise
chameleon
eloquent
equivalent
prerequisite (a requirement before something can happen)
quinoa
terrain (a stretch of land)
dehydrated
parallel
disciple
scenario
chaos
scholarship
circuit
quarantine
bizarre
cologne
synchronize
irregular
synthetic (made from artificial materials)

The Black Forest

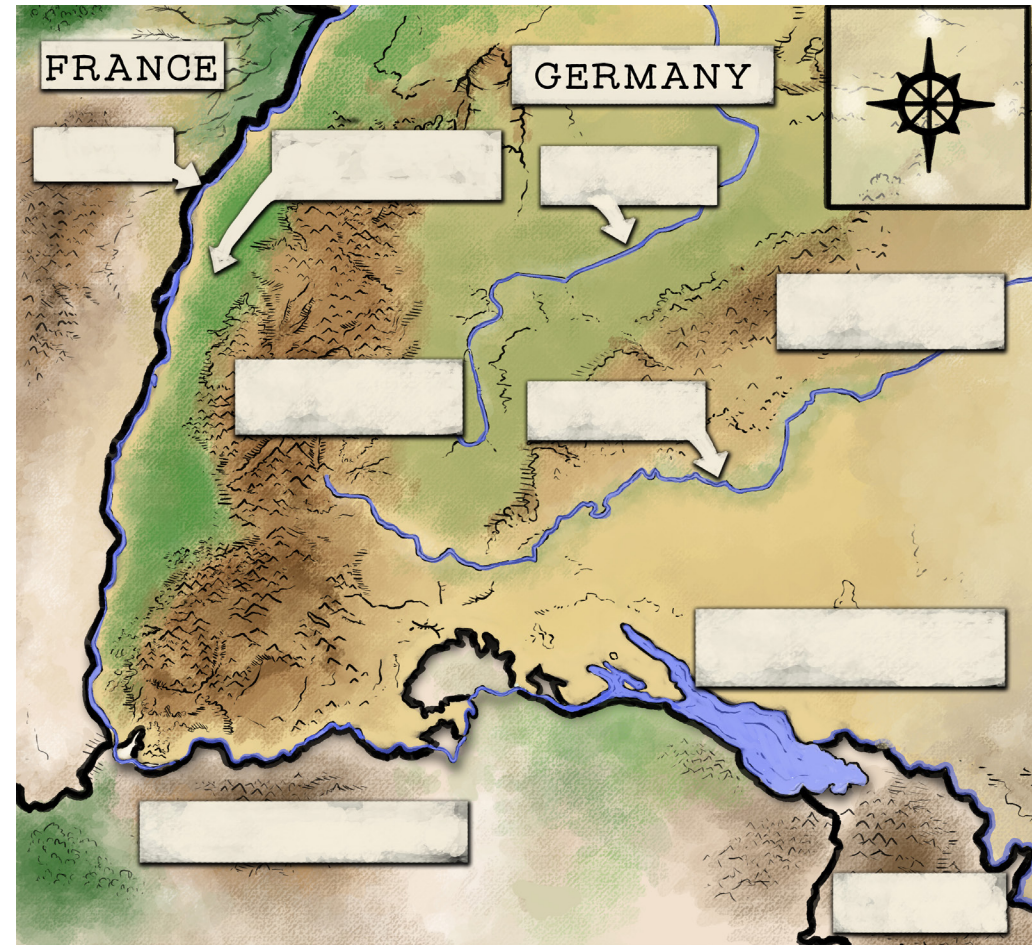
☐ Read and complete the section.

In Unit 1 you learned about political maps, maps that show man-made boundaries such as countries or states. In this lesson you are going to learn more about **physical maps**, maps that show natural landscape features. Physical maps typically have only the most important political markers and boundaries, such as countries, states, major or capital cities, and major landscape features, to allow the reader to have a more accurate view of the area.

The **elevation**, or distance in relation to sea level, of mountains, hills, plains, and even bodies of water is represented by colors on physical maps. The closer to sea level that land is, the lighter green it is. As the land increases in elevation, it is represented by darker green colors. Hills and lower mountains are colored by tan, and higher mountains darken to browns and even grays as they increase in elevation. Shallow water is a light-blue color, and deeper water is represented by darker blues.

Now you get to finish the map to the right by adding labels!

1. Label the compass rose with N, E, S, and W. Go clockwise and think of the saying “Never eat soggy waffles.”
2. Use France as the starting point and move eastward until you get to a river. Label it “Rhine” in the box provided. This is the Rhine River that creates much of the border between France and Germany. Follow the river until it pours into a lake and label the lake “Lake Constance.”
3. Label the country to the south of Germany and the Rhine River; it is Switzerland. Much of the border between Germany and Switzerland is also formed by the Rhine River. Label the country east of Switzerland “Austria.”
4. Find the mountain range to the east of the Rhine. These mountains make up the Black Forest region. Label the region “Black Forest.”
5. The area between the Rhine and the Black Forest is an area of lower elevation. Label this area “Rhine Plain.”
6. Find the two rivers that originate in the Black Forest. Label the river that flows north “Neckar” and the river that flows east “Danube.”
7. Lastly, label the mountain range between the Neckar and Danube rivers “Swabian Alps.”



- ☐ For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.