

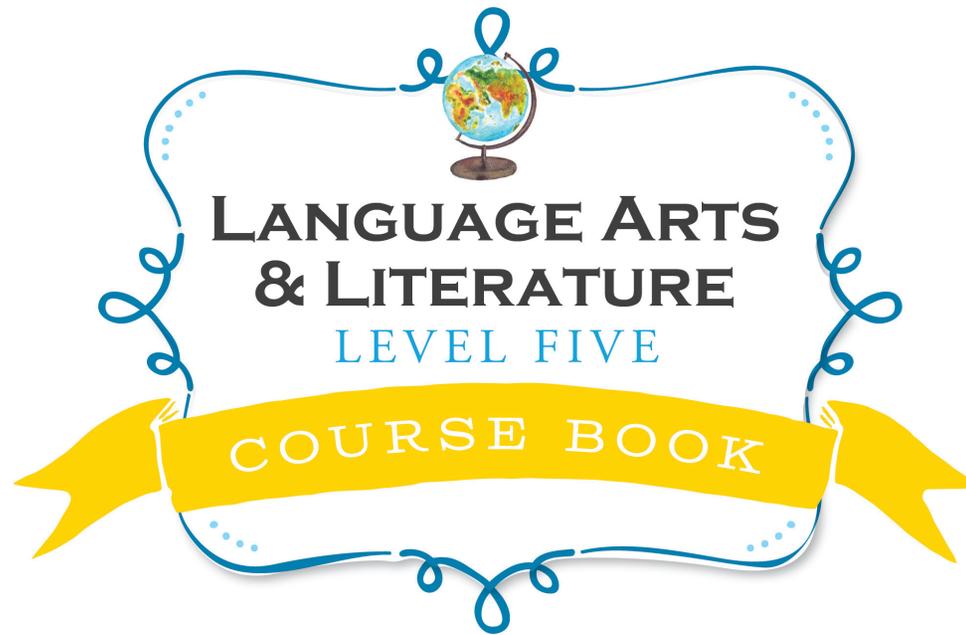


**LANGUAGE ARTS
& LITERATURE**
LEVEL FIVE

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

Circle 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-SES-heri]—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-uhm-ly]—formally and seriously (Henry followed the funeral procession solemnly).
- relic [REL-ik]—an object that has survived from an earlier time (The museum has several Egyptian relics on display).

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

STUDENT

Work on the unit tadders (p. 9) 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'm 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.

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.

Yes, I like his business. Well, we actually have seven dogs. It is beautiful outside. Ed adds the numbers.

It is February. I am the only heir. 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 bananas. ^{and} the largest exporter of balza 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 **AU** under adverbs. Refer to pages 20 and 21 if needed.

Example: The fluffy clouds drift lazily.

Subject: fluffy clouds, Verb: drift

Sadly, the new calendar ripped.

The tired captain slept soundly.

PERSONAL READING

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

Writing Workshop

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 not 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 recognize 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 galápagos, 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.
- Most of the 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 transition words such as FOR EXAMPLE, ALSO, ANOTHER, IN ADDITION, FIRST, SECOND, NEXT, TO BEGIN WITH, HOWEVER, BESIDES, ALONG WITH, IN CONTRAST.
- I used a sentence with capital letters and added 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

- 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, 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, 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

- 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
- 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
- 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.

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.

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-ure)
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

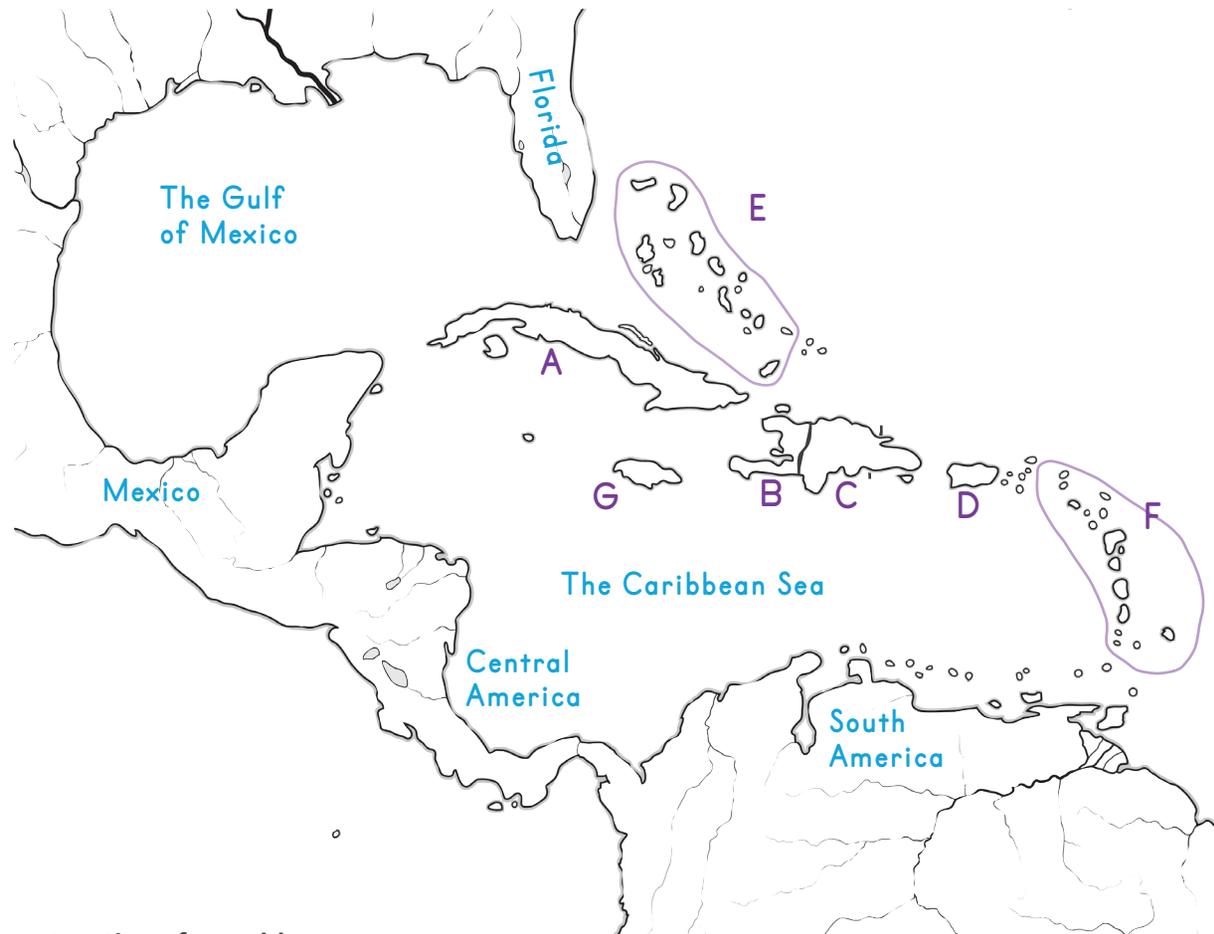
Writing

- 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.

Unit 4 Overview Page

Homophones

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

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

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)

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

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

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

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

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)

Unit 5 Overview Page

Homophones

discussed/disgust fair/fare toad/towed
doe/dough lessen/lesson waste/waist

Spelling Rules, Principles & Patterns

- Contractions: Set 5
- Irregular simple past tense
- Spelling Rule: Singular Words that End with S

Grammar, Punctuation & Usage

- Diagramming commands
- Diagramming verb phrases
- Helping verbs
- Linking verbs
- Sentence structures
- Subjects and predicates
- Verb phrases

Literature, Art & Geography

- Geography: Germany
- Geography term: population density
- Mood and tone in poetry
- Nature poems
- Poetry terms: alliteration, foot, iamb, meter, rhythm, rhyming, trochee

Challenging Spelling Words

acceptable (ac-cept-a-ble) guarantee (guar-an-tee)
achieve (a-chieve) interrupt (in-ter-rupt)
column (col-umn) receipt (re-ceipt)
difficult (dif-fi-cult) surprise (sur-prise)
familiar (fa-mil-iar) syllable (syl-la-ble)
geography (ge-og-ra-phy) vegetable (veg-e-ta-ble)

Writing

- Essay writing
- Learning from the masters: well-chosen verbs
- Optimism essay
- Outlines
- Writing: nature poetry

Unit 5 Reference Page

Ladders: US Capital Cities

CAPITAL	STATE
Pierre	South Dakota
Nashville	Tennessee
Austin	Texas
Salt Lake City	Utah
Montpelier	Vermont
Richmond	Virginia
Olympia	Washington
Charleston	West Virginia
Madison	Wisconsin
Cheyenne	Wyoming

Ladders: Canadian Capital Cities

CAPITAL	TERRITORY
Iqaluit	Nunavut
Yellowknife	Northwest Territories
Whitehorse	Yukon

Instructions for Ladders

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

Commonly Confused Words

Than

The word THAN is used to indicate comparison.

Examples: Your cake is sweeter than mine.

The meal was better than I thought it would be.

Then

The word THEN is an adverb that indicates an element of time, such as “next.”

Examples: Finish your book; then we will take a walk.

Knead the dough, and then let it rise.



TIP: Both “than” and “comparison” have the letter “a” in them. When you think of “thAn,” think of “compArison.”

Unit 6 Overview Page

Homophones

praise/prays/preys sail/sale wait/weight
profit/prophet theirs/there's

Grammar, Punctuation & Usage

- Avoiding shifts in verb tense
- Context
- Correlative conjunctions
- Diagramming commands
- Idioms and context clues
- Linking verbs
- Main idea
- Metaphors
- Point of view
- Similes
- Verb tenses

Challenging Spelling Words

disappear (dis-ap-pear) privilege (priv-i-lege)
excellent (ex-cel-lent) schedule (sched-ule)
height (height) separate (sep-a-rate)
neighbor (neigh-bor) sincerely (sin-cere-ly)
persuade (per-suade) successful (suc-cess-ful)
pleasant (pleas-ant) vacuum (vac-uum)

Spelling Rules, Principles & Patterns

- Contractions: Set 6
- Review: Spelling Rules
- Review: Commonly Confused Words
- Spelling patterns

Literature, Art & Geography

- Art: Native American art, Native American basket weaving, Native American pottery
- Author: Frances Williams Brown
- Biography
- Connecting to family history
- Family in literature
- Genres
- Poet: Henry Wadsworth Longfellow
- Proverbs and adages
- The Cherokee Syllabary

Writing

- Basic essay outline
- Learning from the masters: descriptive writing
- Main idea
- Point of view
- Using sensory language
- Varying first words in a paragraph
- Writing: a book review, a family newsletter, nonfiction paragraphs
- Writing from the heart

Challenging Words to Pronounce

Column A

accommodate
adjacent (immediately preceding or following)
allege (to assert without proof)
allocate
ambiguous (doubtful or uncertain)
analogy
antagonize (to incur or provoke the hostility of)
assimilate (to take into the mind and thoroughly understand)
augment (to make greater or more numerous)
barracuda
belligerent (inclined to or exhibiting hostility)
bias
bologna
boutique
bureaucratic (relating to the business of running an organization or government)
coalition
coherent
cohesive (closely united)
collaborate (to work jointly with others)
comply
connotation (something suggested by a word or thing)
contingent
criteria
cuisine
cul-de-sac

Column B

dawdle (to spend time idly)
demeanor (behavior toward others)
docile (easily taught)
emu
eradicate (to do away with completely)
estrangle
exonerate (to relieve of a responsibility)
facilitate
fluorescent
fondue
fraudulent
gruesome
heinous (shockingly evil)
hors d'oeuvres ([or-DEEVZ] foods served as appetizers)
iguana
infuriate (to make furious)
initiate
inoculate
jeopardy (exposure to death, loss, or injury)
liaison ([lee-AY-zon] a close bond or connection)
ludicrous (amusing through obvious absurdity)
meticulous (excessive care in the details)
negligent
nonchalant
obnoxious
omnipotent (having unlimited authority)

Column C

orangutan
pastrami
Phoenix
plagiarize (to steal and pass off as one's own)
potpourri
prevalent (generally or widely accepted)
publicly
queue
relinquish (to withdraw or retreat)
resilient (capable of withstanding shock without permanent deformation or rupture)
retaliate (to repay in kind)
sapphire
sauerkraut
simultaneous
sovereign (one that exercises authority)
sphinx
spontaneous
stringent (tight, constricted)
supersede
tae kwon do
tongue
unanimous (being of one mind)
 vinaigrette
vindicate (to free from allegation or blame)
weird
zealot (a person in pursuit of his or her ideals)

Unit 6 Reference Page

Ladders: REVIEW

CAPITAL	STATE
Montgomery	Alabama
Juneau	Alaska
Phoenix	Arizona
Little Rock	Arkansas
Sacramento	California
Denver	Colorado
Hartford	Connecticut
Dover	Delaware
Tallahassee	Florida
Atlanta	Georgia
Honolulu	Hawaii
Boise	Idaho
Springfield	Illinois

CAPITAL	STATE
Indianapolis	Indiana
Des Moines	Iowa
Topeka	Kansas
Frankfort	Kentucky
Baton Rouge	Louisiana
Augusta	Maine
Annapolis	Maryland
Boston	Massachusetts
Lansing	Michigan
Saint Paul	Minnesota
Jackson	Mississippi
Jefferson City	Missouri
Helena	Montana

Instructions for Ladders

Using an index card, review the capitals for each state, province, or territory the same way you learned them.

CAPITAL	STATE
Lincoln	Nebraska
Carson City	Nevada
Concord	New Hampshire
Trenton	New Jersey
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

Unit 6 Reference Page

CAPITAL	STATE
Columbia	South Carolina
Pierre	South Dakota
Nashville	Tennessee
Austin	Texas
Salt Lake City	Utah
Montpelier	Vermont
Richmond	Virginia
Olympia	Washington
Charleston	West Virginia
Madison	Wisconsin
Cheyenne	Wyoming

CAPITAL	PROVINCE/ TERRITORY
Edmonton	Alberta
Victoria	British Columbia
Fredericton	New Brunswick
Charlottetown	Prince Edward Island
Toronto	Ontario
Winnipeg	Manitoba
St. John's	Newfoundland and Labrador
Halifax	Nova Scotia
Quebec City	Quebec
Regina	Saskatchewan
Iqaluit	Nunavut
Yellowknife	Northwest Territories
Whitehorse	Yukon

Commonly Confused Words

You're

Contraction for "you are"

Examples: You're going to help me today!

Mom will ask you when you're ready to go.

Your

Possessive form of you

Examples: I appreciate your friendship.

Your dog wants to take a walk.

Don't forget to bring your towel.



TIP: When you see "you're," read it as "you are." This will keep you from confusing it for the possessive "your."

Note: There is no poetry memorization for Unit 6.

Step-by-Step
INSTRUCTIONS

A watercolor brush with a wooden handle and a black nib is positioned diagonally on the left side. A semi-circle of ten watercolor color swatches, ranging from green to purple, is arranged in an arc across the top and bottom of the page. The background features a watercolor illustration of a wooden cabin on the left and a lighthouse on the right, both set against a soft, blue and white sky.

Watercolor

Around the World

INSTRUCTION BOOK

A watercolor palette with twelve colors arranged in a semi-circle, and a wooden brush with a black ferrule and a pointed tip. The palette colors include shades of green, yellow, orange, red, purple, and blue.

Watercolor

Around the World

INSTRUCTION BOOK

For use with the Level 5 Language Arts course

Written by The Good and the Beautiful Team



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Welcome to Watercolor

Watercolor painting can be a fun and relaxing artistic outlet. While these projects have been designed for use in conjunction with the *Level 5 Language Arts Course Book*, we encourage you to continue practicing the skills and techniques outlined throughout this book. A list of materials is provided below, and some basic tips to get you started are listed on the following page.

Required Materials

- Watercolor Around the World Template Sheets
- Set of quality pan watercolors including basic colors (red, orange, yellow, green, blue, purple, brown, black)
- Round paintbrushes: small, medium, large (sizes 2, 6, and 12 recommended)
- Paper towels
- Small water container (a mug or plastic cup works well)
- Rock salt (used in Projects 7 and 10)
- Black fine-tipped pen or colored pencil for details and outlines

Care of Materials

- Wear old clothing or put on an apron to protect your clothes while painting.
- Do not leave brushes in your water container while not in use.
- Rinse brushes thoroughly after each use. Lay them out flat on paper towels to dry.
- Let pan watercolors dry on a flat surface to avoid leaks, spills, and mixed colors.

Optional Materials

- White gel pen for highlights
- Blow-dryer



A Few Good Tips



- **Choose the right brush.** Because larger-sized brushes are good for covering large areas with color, we recommend using them to paint backgrounds. Use a medium-sized brush to mix your paints with water and add color to smaller areas. Small brushes are excellent for painting fine lines and details.
- **Mix colors on the watercolor pan set lid.** You may also use a separate plastic mixing palette (available at your local arts and crafts store) or a plastic container lid. Rinse your brush thoroughly before switching colors.
- **Use the paints you have to create the tints and shades you need.** For lighter tints, add water to your palette lid with a clean brush, and then add a drop or two of paint to the water until you get the tint you desire. For darker shades, use more color and less water so your shade is more intense. You can also create deeper shades by adding more layers of paint.
- **Add paint in layers.** In these projects, you'll be adding a layer of color in each step. Paint the lightest areas before building up color in the darker areas. Let your paper dry completely before moving on to the next step.
- **Paint lightly.** You can make colors darker and more intense by adding another layer of paint, but you cannot make areas lighter.
- **Don't saturate the paper with water or paint.** Repeatedly adding paint to a wet area can cause the paper to tear.
- **Use washes of color for large areas and backgrounds.** To create a wash, wet the desired area with clean water. Then mix water and paint on your palette and apply to your wet paper.
- **Don't be afraid to experiment.** Try mixing colors and using a variety of brushstrokes and textures. Experimenting can lead to mastering the use of tools, helping you to achieve the desired results.
- **Turn your mistakes into creative solutions.** It's normal to make mistakes, so instead of giving up or starting over, think of a way to incorporate the mistake into your work. If there is an unexpected splatter or drip, add more drips and splatters to create texture. Tidy up an uneven line by drawing over messy spots with a colored pencil after the paint has dried. If you turn a mistake into a creative solution, you may find that you like your work even more than before.

