



### Independent Practice



A homophone is a word that is pronounced the same as another word but has a different meaning. For homophone exercises in this course, write the correct homophone on each blank.

#### Homophones

**flour** = Please buy a pound of flour. | **flower** = Put a flower in the vase.

- 1. The ram ate a yellow flower by the cliff.
- 2. You have some flour on your apron.
- 3. I made a cookie shaped like a flower.
- 4. I made the muffins with white flour.

#### Vocabulary Word



As part of many lessons, you will be given a new vocabulary word. In your writing journal (a lined notebook of your choice), write "My Vocabulary Words" at the top of the first four pages. In Lesson 3, you will write your first writing journal entry, starting on the fifth page of your writing journal.

Write the vocabulary word, definition, and example sentence below in your writing journal.

**expound:** to explain with more detail  
I will expound upon my views in this essay.

#### Poetry Memorization

In this course you will memorize one or more poems. In this lesson you will choose a poem to memorize. In an upcoming lesson, you will start memorizing the poem.

Read through some of the poems in *I Sat by the Sea*. Choose one poem to memorize. You can use one of these top recommendations or use another poem of your choice:

- *Written in March* on page 49
- *Fireflies* on page 66 (either poem)
- *Who Has Seen the Wind?* on page 88

**Helpful Hint:** If the child loves memorizing, consider having him or her memorize more than one poem during the course. Once a poem is memorized, have the child choose another poem to work on when the course indicates to practice poetry memorization. Remember that all children are different, and you can make variations to the course based on the specific child's interests, strengths, and weaknesses. However, it is highly recommended that you do not skip poetry memorization, even if the child dislikes it. Poetry memorization is a powerful exercise for the brain and a great way to instill beautiful language patterns and messages into the mind and heart.

Write the name of the poem and the page number here:

Poem Name: \_\_\_\_\_

Page Number: \_\_\_\_\_

#### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



### Independent Practice



#### Homophones

**wait** = Wait for me! | **weight** = The dog gained weight.

- 1. Can we please wait for the sunset?
- 2. He lost a lot of weight last year.
- 3. I staggered under the weight of the box.
- 4. I cannot wait to visit my cousin.



#### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises to the right.

- For each word on your card, read the word, and then, with the permission of your parent or teacher, write it twice on a window with a dry-erase marker.
- For each word on your card, read the word, and then write it with your finger on the palm of your other hand.

#### Poetry Memorization

Write the poem you chose to memorize in the last lesson on a 3"x5" index card, using your best handwriting. Read the poem twice, and then store it in the pocket on the front cover of your course book.



For words ending with T, TE, or E, drop the T, TE, or E and add TION.

Write the correct form of the word in the box on each blank.

decorate

act

correct

select

protect

- 1. I bought a Christmas decoration.
- 2. Faith requires action.
- 3. I need to make a correction.
- 4. Please make your selection.
- 5. Faith is a great protection.

#### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Supplies Needed:

- 9 pennies

Completed

# LESSON 4

## TION, CIAN, SION: Part 2

- Read the words in bold and their definitions to the child. Then have the child read aloud the poems on pages 3–4 of *I Sat by the Sea*. **Exultant** means very happy. **Grit** means courage and determination. **Banish** means to send someone away.

- Dictate the following words to the child:

confuse	confusion	decide	decision
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inflate	inflation	invent	invention
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- Play “Buy a Plant” on the next page with the child. Place a penny on each plant. Choose a plant in your mind and write the plant number on a piece of paper hidden from the child. Have the child choose any plant, read the words under it, and then take off the penny. If the plant is not the one you chose, the child keeps the penny and gets to buy the plant. See how many pennies the child can collect before reaching the plant you chose, at which time the game is over. Repeat the game, if desired.

- Have the child read these words aloud to prepare for the assignment in the reader.

Pennsylvania	message	native	villages
wigwam	Iroquois	Columbus	nation



### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 5 to create a new one.

- Write each word in alphabetical order on a separate piece of paper.
- For each word on your card, read the word, and then spell it aloud—first looking at the card and then without looking at the card. Repeat.

### Level 3 Personal Reader

Read pages 3–10 in your reader.



#### Writing Journal Entry #2

Answer this question: “What are two ways your life is different from the lives of the Native Americans you read about?”

#### Checklist

- I made it clear what question was asked.
- I expounded on the answer.



#### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

### Independent Practice

#### Homophones

wait = Wait for me! | weight = I gained weight.

- Let's **wait** for the right solution.
- He lost **weight** when he was sick.
- I need to know the **weight** of the piano.
- I cannot **wait** to be a mathematician.

### Spelling Pattern Practice: MB

Fill in each blank with one of the following words:

lamb thumb comb numb climb crumb

- My left toe is still **numb**.
- Use a **comb** to get out the tangles.
- Our family will **climb** the highest peak.
- I swept up every last **crumb** on the floor.
- I hit my **thumb** with the hammer.
- The young **lamb** is adorable.

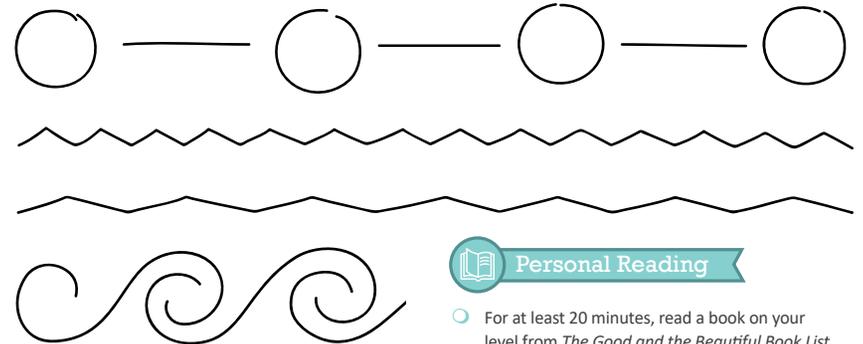


### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 5 to create a new one.

For each word on your card,

- read the word, and then spell it aloud in a whisper.
- read the word, and then spell it aloud, clapping with each letter.
- write the word twice wherever you want on the doodle lines and patterns below.



#### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Completed

### Homophones

wear = I'll wear a hat. | where = Where is he?

- Where** is the information table?
- She'll **wear** her costume tonight.
- My cousin Jane likes to **wear** dresses.
- Where** is the cottage located?

### Poetry Memorization

Get the 3"x5" card on which you wrote your poem to memorize. Read the poem aloud twice. Then, with another index card, cover all but the first few words of each line. Try to finish each line of the poem aloud, removing the card and looking back at it if needed or to check if you said the line correctly. Repeat once or twice.



## Independent Practice

## SION

For base words ending with DE or SE, drop the DE or SE and add SION.

Write the word in the box on each blank, adding "sion."

**televise** 1. We bought a television.

**invade** 2. The army made an invasion.

**divide** 3. There was a division in the class.

**confuse** 4. What caused this confusion?

## Spelling Pattern Practice: IGH

Write the opposite of each word.  
Hint: All the answers use "igh."

day

night

dim

bright

loose

tight

wrong

right

## Spelling Pattern Practice: EY and PH

Put together letter groups from the orange box with letter groups from the blue box to form eight different words. Use letter groups in the blue box as many times as needed. The letters in the blue box go at the end of the words.

vall hon Jose donk monk gra jers mon ey ph

valley monkey

honey graph

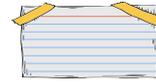
Joseph jersey

donkey money

## Spelling Pattern Practice: AIR

Draw a line to match the syllables to make five words that are each two-syllables long.

re — chair  
arm — pair  
air — bag  
up — cut  
hair — stairs



## Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 5 to create a new one.

For each word on your card,

- read the word, and then spell it aloud, tapping your pencil on the table with each letter.
- read the word, and then spell it aloud while lying on your stomach.
- read the word, and then spell it aloud while lying on your back.

## Homophones



**wear** = I'll wear a hat. | Don't wear out your shoes. | **where** = Where is he?

1. You will wear out your dress shoes if you wear them to school each day.
2. Where is the most beautiful flower?
3. I will wear a friendly smile today.

**whose** = Whose house is that? | **who's** = Who's (who is) coming to dinner tonight?

Note: This is a **tricky, tricky, tricky** homophone pair! When trying to decide if you should use WHOSE or WHO'S, always ask yourself if you could replace the word with "who is." If you can, use the word "who's."

1. Whose journal is that?
2. Who's searching for treasure?

## Level 3 Personal Reader &amp; Reading Comprehension

Read pages 11–13 in your reader and answer the question by circling the correct letter.

What is the most accurate description of wampum? Some answers may contain some truth. Look for the answer where *everything* is true.

- A. Wampum are beads made of bone that were used to decorate clothes and teepees.
- B. Wampum are beads that were easy to make and were used for money.
- C. Wampum are beads made of shells, porcupine quills, and bird quills. Some Native Americans put them on shirts, pants, and moccasins.



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then answer the question below with a complete sentence.

Is the book you are reading fiction or nonfiction? (Nonfiction is based only on facts; nothing is made up.)

## Independent Practice

### TION

For words ending with T or TE, drop the T or TE and add TION.

Write the word in the box on each blank, adding the "tion" ending.

- narrate** 1. I liked the book's narration.
- invent** 2. He made a new invention.
- locate** 3. I love the tree's location.
- adopt** 4. We are looking into adoption.
- collect** 5. Chloe has a huge collection of rocks.
- react** 6. What was his reaction?



### Vocabulary Word

Write the vocabulary word, definition, and example sentence below in your writing journal.

**observant:** quick to notice things  
The observant boy noticed my haircut right away.



### Writing Journal Entry #3

Observant people notice things. It's easy to sometimes not notice all the many little and big things that your mother, father, or caregiver does for you. Think about all the things one of these people does for you and write about it. Make sure to expound upon your ideas (explain with more detail).

#### Checklist

- I started each sentence with a capital letter.
- I expounded on the writing prompt.

## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then complete the assignment.

Describe the setting of your book (where it takes place).

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## Independent Practice

### Targeted Spelling Words



Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 18 to create a new one.

- For each word, read and spell the word aloud while holding one of the poses to the right. Do this for each pose.
- For each word, read the word, cover it, spell it aloud, and check it. If you spelled it correctly, move on to the next word. If you spelled it incorrectly, spell it aloud two more times.



### Homophones

**waste** = Don't waste any of the food. | **waist** = Put the belt around your waist.

1. I don't want to waste people's time.
2. Your waist is right above your hips.

**your** = Your goat is cute. | **you're** = The word "you're" is a contraction of the words "you" and "are."

1. You're going to like your gift.
2. Your mom says you're funny.

### Words with OOR + Compound Words

For each compound word, read it aloud, write it on the blank line, and illustrate the blank box with the word that is put together with the other picture to make the compound word.

doorbell

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seafloor

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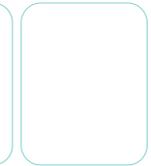


floorboard

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## TION and SION

- For words ending with S, SE, or DE, drop the S, SE, or DE and add SION. For words ending with SS, drop one S and add SION.
- For words ending with T, drop the T and add TION.

Write the word in the box on each blank, adding "sion" or "tion."

**impress** 1. He made a good impression on me.

**confuse** 2. I felt some confusion.

**decide** 3. It's a big decision.

**protect** 4. Let's find protection from the storm.

## Spelling Pattern Practice: MB

Fill in each blank with one of the following words.

lamb thumb numb climb crumb

- My fingers are numb; I can't feel them.
- I cleaned up every last crumb.
- Our family will climb the highest peak.
- Did you cut your thumb or your index finger?
- The new lamb is sleeping in the barn.



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## Spelling Pattern Practice: IGH

Write the word for each riddle.  
Hint: Each word uses "igh."

You should not do this with your siblings. It rhymes with LIGHT.

fight

This describes the sun. It rhymes with RIGHT.

bright / light

If you lost this, you would be blind. It rhymes with TIGHT.

sight

## Spelling Pattern Practice: EY

On each blank line, write the word that the sentence above it describes. Each word uses the letters "ey."

It swings in trees.

monkey

It unlocks a door.

key

Bees make this sweetener.

honey

It looks like a horse with longer ears and starts with "don."

donkey



## Independent Practice



## Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 18 to create a new one.

- In the green box, write each word that has six letters or fewer.
- In the blue box, write each word that has seven letters or more.
- In the purple box, write all the words with small, neat letters.

## Homophones

**which** = Which hat did you buy? | **witch** = We chose not to read the book about a witch.

- Which sign warns us of danger?
- I didn't like the story about a weird witch.

**whether** = We are going whether it rains or not. | **weather** = This weather is lovely; the sky is so blue.

- Rainy weather is weird this time of year.
- Our group loves cold weather.
- We can't decide whether to give control of the project to a different group.



## Writing Journal Entry #4

Observant people notice things. For a few minutes, observe the painting on the next page. On the purple lines, make a list of six nouns you see in the painting. Then write an adjective that describes each noun. For example: clouds—calm. Then write a journal entry in your writing journal that answers this question: "What do you like about the painting by Bonstetten?" Include some of the words you wrote to the right.

### Checklist

- I used transitional words like these: first, second, also, in addition, another, for example.



## Independent Practice

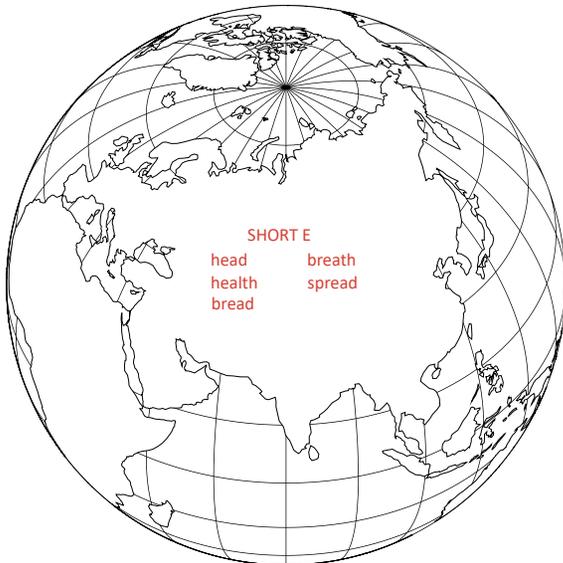
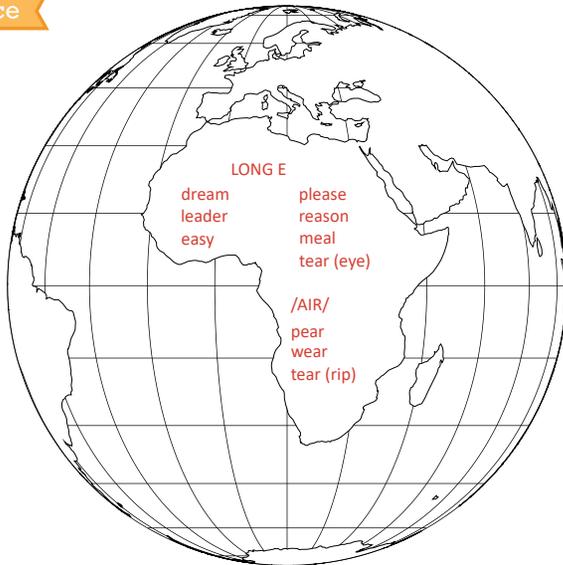
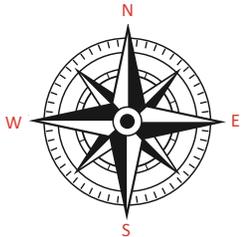
## Practice with EA and Geography

Some words with EA make the long E or /AIR/ sound. Some words with EA make the short E sound. Using words from the box below, write the words with a LONG E or /AIR/ sound on the continent of Africa. Write the words with a SHORT E sound on Asia. **Hint:** One word goes in two places.

Write small!

dream	bread
head	breath
health	please
leader	reason
pear	spread
easy	tear
wear	meal

A compass rose is a symbol on a map that shows **cardinal directions**: north, east, south, and west. It is easy to remember this order if you start at the top, go clockwise, and say Never (for north), Eat (for east), Soggy (for south), Waffles (for west). Write the following letters on the compass rose in the correct places: N E S W.



## Subjects and Verbs

- A subject is who or what is doing or being in the sentence.
- Remember that verbs can be forms of “to be,” such as ARE, AM, IS, and WILL BE.

Underline the subject in each sentence and circle the verb.

1. The boy reads under a huge tree.
2. A bird is in a beautiful nest.
3. We are so grateful for your help.
4. My new house will be finished soon!

## Homophones

**whose** = Whose house is that? | **who's** = Who's (who is) coming to dinner tonight?

Note: This is a **tricky, tricky, tricky** homophone pair! When trying to decide if you should use WHOSE or WHO'S, always ask yourself if you could replace the word with “who is.” If you can, use the word “who's.”

1. Who's in danger?
2. Do you know who's coming instead?
3. I need a helper who's not so busy.
4. Whose beautiful hat is over there?
5. Who's giving the general directions?
6. Who's drawing a big square?
7. You're a person who's good at science.
8. I don't know whose treasure that is.

**whether** = We are going whether it rains or not. | **weather** = This weather is lovely; the sky is so blue.

1. I will be faithful whether or not you think I'm weird.
2. The weather has been fair in general.
3. I don't know whether I can control the crowd.
4. I'm too busy to read the weather forecast.



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then complete the assignment.

Write two questions that you would ask the main character of your book if you could meet him or her in person. Make sure the questions are thoughtful and interesting.

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## Contractions

Contractions are a way of combining two words. An apostrophe takes the place of the letters that are taken out. Write the contraction for each set of words. The letters in red are taken out when forming the contractions. The first one is completed as an example.

1. have not haven't
2. did not didn't
3. does not doesn't
4. we are we're
5. has not hasn't
6. cannot can't

## Homophones

**flour** = Make the bread with whole wheat flour. | **flower** = I picked a flower for my grandmother.

1. A beautiful flower grew beside the path.
2. Some flour spilled on my journal.

**your** = Your smile is lovely. | **you're** = The word "you're" is a contraction of the words "you" and "are."

1. You're welcome to bring your dog.
2. You're too busy to weed your yard.

## Spelling Pattern Practice: PH

The letters PH make the same sound as F. Fill in the blanks with the correct letters to finish the word.



telephone



dolphin

a b c d e f g h  
i j k l m n o p q  
r s t u v w x y z

alphabet



graphs



trophy



photography



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



## Independent Practice

### Homophones

**waist** = The belt fits around my waist. | **waste** = Don't waste the bread crusts.

1. Measure straight across your waist.
2. I'm busy, but I don't waste time.
3. Put that in the waste container instead.
4. Does the costume fit around your waist?

**whether** = We are going whether it rains or not. | **weather** = This weather is lovely; the sky is so blue.

1. Can't you decide whether to tell the group they are headed straight into danger?
2. Whether you like it or not, that is weird.
3. I am grateful for calm weather.
4. We had beautiful weather today.

### Spelling Pattern Practice: IGH

Write the opposite of each word. All words use "igh."

day: night

dark: light

dim: bright

loose: tight

wrong: right

### Spelling Pattern Practice: EY

Put together a letter or letter groups from the orange box with the letter group from the blue box to form eight different words.

vall mon turk kidn chimn hon k donk

ey

valley

chimney

money

honey

turkey

key

kidney

donkey



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



Circle the correct answers.

1. My book is  A. fiction (imagined story).  B. nonfiction (factual story based on actual events and people).
2. The setting of my book is on this continent:  A. North America.  B. South America.  C. Asia.  D. Europe.  E. Australia.  F. Antarctica.  G. Africa.  H. Unknown.
3. My book is set in  A. modern times (the world today).  B. historical times (in times past).  C. the future.

## LESSON 14

## Adverbs

- Have the child read aloud the poems on pages 13–14 of *I Sat by the Sea*. Help the child sound out difficult words.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Read to the child: You have learned that an adjective is a word that describes a noun. What is a noun? [a word for a person, place, or thing] An adverb is also a describing word. An adverb describes a verb, an adjective, or even another adverb. In this course we will study only adverbs that describe verbs. Adverbs often end with LY, but not always. Let's practice reading words with UI while also identifying adverbs. Read the following sentences and circle the action verb. Then point to the adverb, which is the word that describes HOW or WHEN the person does the action verb in the sentence.
1. I drank the juice quickly.
  2. Mr. Gonzalez happily bought the suit.
  3. The nurse carefully bandaged my bruise.
  4. We listened gratefully to the guidance of our guide.
  5. I slowly packed the suitcase with fruit.
  6. I never discovered his disguise.
  7. My client finally dropped the lawsuit.
  8. I waited excitedly for our cruise!
  9. Terri diligently drank a lot of fluids.
  10. A man in a suit played the guitar slowly.
- Have the child circle the verb and point to the adverb in each of the Bible verses.
1. "I will behave myself wisely." (Psalm 101:2)
  2. "Charity never faileth" (1 Corinthians 13:8)
  3. "The people gladly received him." (Luke 8:40)
  4. "Freely give" (Matthew 10:8)
- Have the child write an adverb of his or her choice on each blank line.
- The boy runs \_\_\_\_\_.
- Brayden spoke \_\_\_\_\_.
- We worked \_\_\_\_\_ all day.
- The bird sang \_\_\_\_\_ in the morning.
- Read to the child: I am going to tell you a sentence that is a command. You do the action in the sentence, and then tell me the adverb in the sentence.
- Walk slowly.
  - Quietly whisper the alphabet.
  - Close your mouth tightly.
  - Quickly fold your hands together.
- Ask the Set #1 Review Questions on page 307 of the Appendix.



## Independent Practice



## Targeted Spelling Words

Complete the following exercises for each word on your card. If you lost the card, have your parent or teacher use page 36 to create a new one.

- Read the word, and then spell it aloud, tapping your right foot on the floor with each letter.
- Read the word, and then write it in all capital letters on a separate piece of paper.
- Read the word, and then spell it aloud, hopping on your left foot with each letter.

## TION and SION

- For words ending with SE or DE, drop the SE or DE and add SION.
- For words ending with T or TE, drop the T or TE and add TION.

Write the word in the box on each blank, adding "tion" or "sion."

- operate** 1. The operation was successful.
- translate** 2. He made a translation of his book.
- decide** 3. It's time to make a decision.
- devote** 4. I love your devotion to Christ.
- confuse** 5. The fire alarm created confusion.
- motivate** 6. I need more motivation.



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then answer the questions with at least two complete sentences.

If you met the main character in your book, do you think you would be friends with him or her? Why or why not?

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## Spelling Pattern Practice: IGH

Finish each word. Each word uses "igh."

He might need your help.

My thigh muscle hurts.

I made a slight change.

Are you alright?

The knight wore armor.

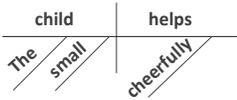
I sat down with a sigh.

I need to tighten the screw.

- **Read to the child:** Lastly, you're going to learn Step 4 of diagramming sentences, which is diagramming adverbs. Remember, an adverb is a describing word. An adverb describes a verb, an adjective, or even another adverb. Examples of adverbs are CAREFULLY, QUICKLY, SLOWLY, and HAPPILY.

Just like adjectives, adverbs go on slanted lines beneath the words they are modifying.

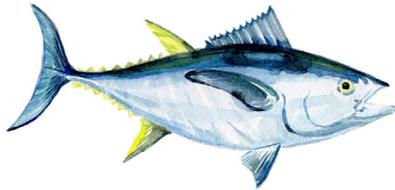
This is how you would diagram the sentence "The small child helps cheerfully.":



Have the child diagram the following sentences on the board or on a piece of paper:

The silver fish swims swiftly.

The huge river flows wildly.



## Independent Practice



### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 36 to create a new one.

- For each word on your card, read the word, and then spell it aloud in a whisper.
- Write each spelling word two times around the squiggly lines below, with a different color for each word.



## Homophones

**your** = Your mom is nice. | **you're** = The word "you're" is a contraction of the words "you" and "are."

1. **Your** square frame costs a dollar.
2. I think **you're** beautiful and friendly.
3. **Your** mom warned me of danger.
4. **Your** group says **you're** friendly.

## TION and SION

- For words ending with SS, drop one S and add SION.
- For words ending with T or TE, drop the T or TE and add TION.

Write the correct word in the box on each blank, adding "tion" or "sion."

**direct** 1. We moved in the right direction.

**rotate** 2. It's time for the next rotation.

**act** 3. My dad took quick action.

**possess** 4. The Bible is a precious possession.

**operate** 5. How did the operation go?

## Poetry Memorization

Get the 3"x5" card on which you wrote your poem to memorize. Read the poem aloud. Next, on the back of your index card, write the first two words of each line and a blank line for each of the rest of the words. Then work on memorizing your poem.

Example:

(Front)

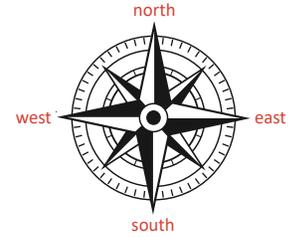
A boy and his dad on a fishing trip—  
There is a glorious fellowship!

(Back)

A boy \_\_\_\_\_  
There is \_\_\_\_\_

## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



## Geography

Start at the top and go clockwise as you say, "Never Eat Soggy Waffles" aloud twice. Then label the compass rose with these words: north, east, south, west.

## Spelling Pattern Practice: PH

Write the correct word with "ph" for each description.

It is used for making calls.

telephone

The winner's shiny golden cup.

trophy

The word for the ABCs.

alphabet

A huge gray animal with large ears and a trunk for a nose.

elephant

## Independent Practice



### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 36 to create a new one.

- For each word, read and spell the word aloud while holding one of the poses to the right. Do this for each pose.
- For each word, read the word, cover it, spell it aloud, and check it.



## Homophones

**flour** = Make the bread with whole wheat flour. | **flower** = I picked a flower for my grandmother.

1. Let's buy this pink **flower** instead of that one.
2. The bag of wheat **flour** is one dollar.

**your** = Your smile is lovely. | **you're** = The word "you're" is a contraction of the words "you" and "are."

1. **You're** next in line to give **your** speech.
2. **Your** weird science experiment could be a danger to **your** group.

## Level 3 Personal Reader & Sentence Writing

Read pages 19–25 in your reader. Then explain how some Native Americans dyed cloth. Use at least three complete sentences.

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## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## Independent Practice

### Contractions

Contractions are a way of combining two words. An apostrophe takes the place of the letters that are taken out. Write the contraction for each set of words. The letters in red are taken out when forming the contractions.

\* = exception (will not = won't)

1. is not **isn't**
2. was not **wasn't**
3. should not **shouldn't**
4. could not **couldn't**
5. we **will we'll**
6. would not **wouldn't**
7. had not **hadn't**
8. will not\* **won't**

### Art

Selective coloring is when you add color to only a portion of a black and white image. Using markers, color only some parts of the landscape.



### Writing Journal Entry #5

Answer this question: "How can my life be like a lighthouse?"

### Checklist

- I made it clear what question was asked.
- I expounded on the answer.

## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

are not going to practice it. Rather, we are going to read passages that repeatedly use words with double consonants so that you learn to spell the words by reading them.

- Turn to page 308 in the Appendix (Spelling Rule #2 Reading Passages). Have the child read “Holly’s Supply Shop” and “Ellen of Holland” aloud, which will give the child practice with many words that follow Spelling Rule #2.

### Independent Practice



#### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 49 to create a new one.

For each word on your card,

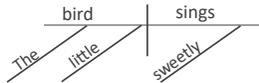
- read the word, and then spell it aloud three times, tapping your pencil with each letter.
- read the word, and then spell it aloud three times while looking in the mirror at your mouth.

### Sentence Diagramming

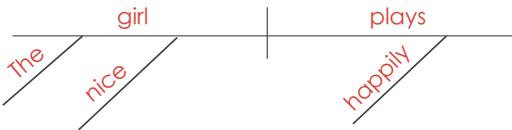
Diagram the sentences.

Example:

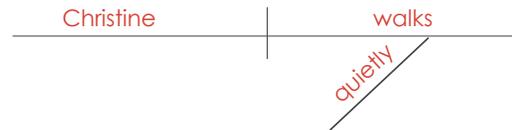
The little bird sings sweetly.



The nice girl plays happily.



Christine quietly walks.



### Spelling Rule #1 Practice

This is Spelling Rule #1: At the end of one-syllable words, usually double the letters S, F, or L right after a short vowel. A long vowel says its name; a short vowel does not. Do not double the S, F, or L if it comes after a two-letter vowel (e.g., OO, OU).

Write “s” or “ss” on each blank.

\* = exception, use one “s”

soil	awful	fill
fell	smell	spell

glass	*bus	pass
grass	bless	class
bonus	press	chess
mess	floss	miss

Write “l” or “ll” on each blank.

### Homophones

**which** = Which hat did you buy? | **witch** = We chose not to read the book about a witch.

1. **Which** treasure chest is yours?
2. The word **witch** is a common noun.
3. He’s not weird, for **which** I am grateful.
4. **Which** liquid is a general kitchen cleaner?

**whether** = We are going whether it rains or not. | **weather** = This weather is lovely; the sky is so blue.

1. She can’t decide **whether** to play soccer at the school or at the park.
2. There is danger of severe **weather**.
3. **Whether** or not it warms up, our group is going to the picnic at the town square.
4. I wish I could control the **weather**.



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then answer the questions with complete sentences.

Who is the author of the book? Would you like to read another book by this author? Why or why not?

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## Independent Practice



### Targeted Spelling Words

Practice the spelling words on your index card by spelling each word in sign language. Use the sign language chart on page 309 of the Appendix. If you lost the card, have your parent or teacher use page 49 to create a new one.

### Poetry Memorization

Get the 3"x5" card on which you wrote your poem to memorize. Read the poem aloud. Then, on the back of your index card, practice reciting your poem with the blank lines you drew in a previous lesson.

Example:

(Back)

A boy \_\_\_\_\_  
There is \_\_\_\_\_

### Level 3 Personal Reader

Read pages 26–33 in your reader. Then answer the following questions by circling the correct answer.

- A little Native American girl was given such toys as
  - A. dolls, little dishes, lumps of clay, and reeds.
  - B. blocks, wagons, arrows, and instruments.
- Very little boys were taught to go in the water, even if it was cold. This was thought to help make the boy
  - A. never get sick or hurt.
  - B. become a good man as well as a strong one.
- All Native American boys and girls learned about things in nature, such as
  - A. the wild foods that were safe to eat and the tracks, habits, and hiding places of animals.
  - B. how many crows it would take to fill a whole oak tree.

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then follow the instructions below.

From your book, copy two sentences that use adjectives (describing words) and that you feel are well written.

1 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

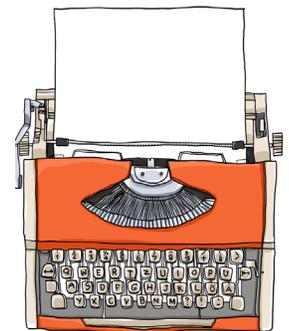
2 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Independent Practice Targeted Spelling Words



Complete the exercises below for each word on your card. If you lost the card, have your parent or teacher use page 49 to create a new one.

- Read the word, and then spell it aloud, bouncing in your chair with each letter.
- Read the word and write it once on a typewriter paper. Write small so all your words will fit.



### Homophones

wear = I'll wear a hat. | Don't wear out your shoes. | where = Where is he?

- Where is the hidden treasure?
- Make sure to wear a friendly smile.
- She'll wear out her socks quickly.
- Where is your writing journal?

This section of the page was intentionally left blank for double-sided printing.

## Vocabulary Words

Write the vocabulary words, definitions, and example sentences in your writing journal. Then read the sentences on the right, determine if they are BROAD or SPECIFIC, and circle the answers.

**broad:** wide; not specific

I wear a broad hat. | Your answer is too broad; be more specific.

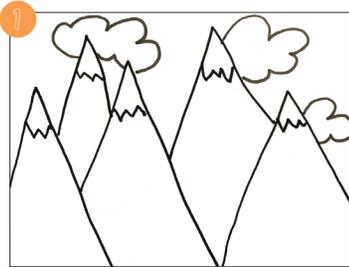
**specific:** detailed information

Give me specific details about what you saw.

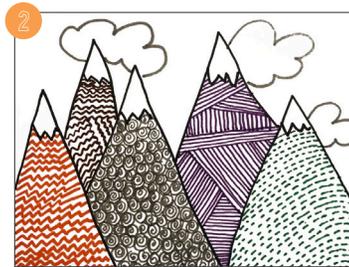
- Henry likes sports. BROAD SPECIFIC
- Tennis is my favorite sport. BROAD SPECIFIC
- Sam enjoys food. BROAD SPECIFIC
- I love Swiss cheese. BROAD SPECIFIC
- Ellie has a pet. BROAD SPECIFIC
- Ellie has a gray cat. BROAD SPECIFIC

## Art Project: Mountain Peaks

Follow the steps to complete the art project using markers and a separate piece of paper.



1 Draw mountain peaks and clouds with a black marker.



2 Fill in each mountain peak with a different patterned design of a single color, using a different color for each peak. Do not use blue, as you will use blue for the sky. You can use different colors or patterns from the example. Try zigzags, swirls, dashes, dots, lines, swoops, or anything else. Be creative and have fun!



3 Fill in the sky with a pattern using a blue marker. Do not color in the clouds.

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## Homophones

**wear** = I'll wear a hat. | Don't wear out your shoes. | **where** = Where is he?

- Where is the weird square box?
- I always wear my sweater to school.
- Where is the busy doctor?
- Where is the knob to control the heater?

**which** = Which hat did you buy? | **witch** = We chose not to read the book about a witch.

- Which bracelet costs one dollar?
- The word witch is a noun.
- She is not in danger, which is a blessing.
- Which science book will you read instead?

**whether** = We are going whether it rains or not. | **weather** = This weather is lovely; the sky is so blue.

- Dad asked whether I'd rather hunt for treasure or do a science experiment.
- The weather has been cold in general.
- Whether or not she's feeling well enough for visitors, I can send her beautiful flowers.
- You cannot control the weather.

**flour** = Make the bread with whole wheat flour. | **flower** = I picked a flower for my grandmother.

- The flour for the bread tasted weird.
- That is a very rare and beautiful flower.
- Use coconut flour instead of wheat flour.
- I dried the flower in my journal.

**your** = Your smile is lovely. | **you're** = The word "you're" is a contraction of the words "you" and "are."

- Your group is so friendly.
- Your school needs your help.
- You're writing your book about cats.
- I bet you're happy about your score!

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



Circle the correct answers.

- Out of these words, the one that best describes my book is  A. funny.  B. exciting.  C. inspiring.  D. average.
- The setting of my book is  A. somewhere I have been.  B. somewhere I have never been.
- The main character in my book is a(n)  A. child.  B. teenager.  C. adult.  D. animal.
- My book was written  A. 1–10 years ago.  B. 11–100 years ago.  C. more than 100 years ago.

## LESSON 26

# Unit 1 Review: Part 3

- Have the child reread aloud the poems on pages 23–24 of *I Sat by the Sea*.
- On a separate piece of paper, have the child draw a line down the middle of the paper. Have the child title one column NOUNS and one column VERBS. Read to the child: Let's practice things we have learned in this unit. For this first exercise, I will dictate words. First, determine if the word is a noun or a verb. Then write the word in the correct column. Think of Spelling Rule #1 when writing the word: At the end of one-syllable words, usually double the letters S, F, or L right after a short vowel. A long vowel says its name; a short vowel does not. Do not double the S, F, or L if it comes after a two-letter vowel (e.g., OO, OU).

fell	class	moss	chess	chill	snail	pail	towel
spell	stool	shell	spoil	cliff	reef	roof	shelf

Now let's practice Spelling Rule #3. Again, put nouns in the NOUNS column and verbs in the VERBS column. This is Spelling Rule #3, and you can ask me to repeat it as often as you need:

For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.

sank	task	pick	attic	trunk	speak	prick	music
------	------	------	-------	-------	-------	-------	-------

- On a separate piece of paper, have the child draw a line down the middle of the paper. Have the child title one column NOUNS and one column ADJECTIVES. Read to the child: We have just one more set of words! These words all use Silent E Job #2, which is to make C or G soft. First, determine if the word is a noun or an adjective. Then, write the word in the correct column. After you write each word, go look out the window and tell me one nice thing that you see.

page	nice	place	face	large	huge	France	garbage
------	------	-------	------	-------	------	--------	---------

### Independent Practice

### A Sentence Needs Three Things

Circle YES if the group of words expresses a complete thought and NO if it does not.

- If you come YES | **NO**
- I love to read **YES** | NO
- Because it rained YES | **NO**

Circle SUBJECT if the sentence is missing a subject or VERB if it is missing a verb.

- The little lamb SUBJECT | **VERB**
- Sits next to me **SUBJECT** | VERB
- Sings a song **SUBJECT** | VERB

### Homophones

**wait** = Wait for me! | **weight** = The dog gained weight.

- Let's **wait** until I am less busy.
- The **weight** of the crate broke the table.
- I can't **wait** to study **weight** today.
- What is the **weight** of the black calf?

**whose** = Whose house is that? | **who's** = Who's (who is) coming to dinner tonight?

Note: This is a **tricky, tricky, tricky** homophone pair! When trying to decide if you should use WHOSE or WHO'S, always ask yourself if you could replace the word with "who is." If you can, use the word "who's."

- Who's** going to warn them of the danger?
- Whose** group is ready to leave?
- I wonder **whose** journal that is.
- Who's** going to enter the science fair?
- Who's** willing to donate a dollar?
- Whose** treasure chest is that?
- Whose** house is directly across the street?

**waste** = Don't waste any of the food. | **waist** = Put the belt around your waist.

- Do not **waste** even a dollar.
- It fits perfectly around my **waist**.
- Your **waist** is right below your ribs.
- I tried not to **waste** any milk.

### TION and SION

- For words ending with SE or SS, drop the SE or one S in SS and add SION.
- For words ending with T or TE, drop the T or TE and add TION.

Write the word in the box on each blank, adding "tion" or "sion."

- |                |   |
|----------------|---|
| <b>act</b>     | 1. He quickly took <u>action</u> .            |
| <b>select</b>  | 2. There was a large <u>selection</u> .       |
| <b>discuss</b> | 3. After our <u>discussion</u> we'll decide.  |
| <b>confuse</b> | 4. I was left with some <u>confusion</u> .    |
| <b>educate</b> | 5. Getting an <u>education</u> is a blessing. |

### Spelling Pattern Practice: UI and UE

Write each word and say it aloud.

juice: \_\_\_\_\_  
 suit: \_\_\_\_\_  
 sue: \_\_\_\_\_  
 due: \_\_\_\_\_

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## LESSON 28

## Possessive Nouns

- Have the child read aloud the poems on pages 25–26 of *I Sat by the Sea*.
- Read to the child:
- What is a noun? [a word for a person, place, or thing]
1. Give me an example of a common noun that is a person. [mom, aunt, etc.] Give me an example of a proper noun that is a person. [Kim, Ed, etc.]
  2. Give me an example of a common noun that is a place. [forest, school, lake, etc.] Give me an example of a proper noun that is a place. [Canada, Lake Tahoe, Smith Elementary School, etc.]
  3. Give me an example of a common noun that is a thing you can touch. Give me three examples of common nouns that are things you cannot touch—for example, joy, power, and fear. These are called abstract nouns.

When we want to show that something belongs to a noun, we add an apostrophe and an S. These nouns are called possessive nouns. Read these sentences from classic books that contain possessive nouns and highlight all the possessive nouns.

**From *Five Little Peppers***

“To help Mother” was the great ambition of all the children, older and younger, but in Polly’s and Ben’s souls, the desire grew so overwhelmingly great as to absorb all lesser thoughts.

**From *Heidi***

“Peter, the eagle’s nest is surely on fire, too. Oh, look at the fir trees over there!” Peter was quietly peeling his rod, and looking up, said to Heidi: “There is no fire; it always looks like that.”

- Show the child the painting in this lesson. Discuss the following questions: 1) What do you like about this painting? 2) What details do you notice?

- Ask the child to make a list of five nouns (people, places, or things) he or she sees in the painting. Then have the child write a sentence for each noun, making each noun possessive by adding an apostrophe and an S. (Examples: The girl’s feet are bare. The duck’s feathers are white. The river’s water is smooth.)
- Read to the child: I will now quiz you on the first set of spelling words for Unit 2. This is a pretest; you are not expected to know the words. I will say a word, and you write it on a separate piece of paper or the board. I will circle the words you spell incorrectly on the chart below and then write the words on one 3"x5" index card to keep in the pocket on the inside front cover of this course. You’ll use the card during your independent practice sections.

laugh	shoulder	either
stomach	double	toward
nothing	machine	favorite

- Have the child read these words aloud to prepare for the personal reader assignment:

monks	dangerous	St. Bernard	refuge
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## Independent Practice

## Homophones

**wood** = The table is wood. | **would** = Would you like it?

1. I **would** like a sandwich, please.
2. The **wood** for the fire was too wet.
3. The table is made of cherry **wood**.
4. **Would** you like a yellow flower?

## Spelling Pattern Practice: PH

Put together letter groups from the orange box with the letter group from the blue box to form eight different words. The letter group in the blue box may come at the beginning or end of a word. PH says /f/.

one gra trium Ral oto ase rase armacy ph

phone

photo

graph

phase

triumph

phrase

Ralph

pharmacy

## Spelling Pattern Practice: OA

Write each word and say it aloud.

cloak: \_\_\_\_\_

soak: \_\_\_\_\_

coat: \_\_\_\_\_

toast: \_\_\_\_\_

board: \_\_\_\_\_

## Level 3 Personal Reader/Oral Narration

Read pages 49–51 in your reader. (This is a true story!) Then summarize (retell the main parts in your own words) the story aloud. Tell the story to your parent or teacher, or use a recording device to record the summary for your parent or teacher to listen to. Make sure the summary answers the following questions:

1. Who is Barry? Where does he live? In what ways does he help? Expound on these answers.
2. What happens when Barry finds a little boy? Expound on the answer. Pause your narration and read parts of the story again, if needed.

## Words with OOR + Compound Words

For each compound word, read it aloud, write it on the blank line, and illustrate the two words that were put together to make the compound word.

doorstep

doormat

\_\_\_\_\_

\_\_\_\_\_



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*. Write the title of the book below.

\_\_\_\_\_

## Spelling Suffix Practice: ANCE

Write each word and say it aloud.

tolerance: \_\_\_\_\_

balance: \_\_\_\_\_

resistance: \_\_\_\_\_



**Independent Practice**

**Targeted Spelling Words**



Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 72 to create a new one.

- Say each word aloud, spell it twice aloud, and then write a dot on a piece of paper. After spelling all the words, connect the dots and see what kind of design you can make. Color your design, if desired.
- Spell each word in sign language using page 309 of the Appendix.

**Reading Comprehension**



Read the following poem aloud, and then circle the correct answers to the questions below.

**The Great Mapmaker**

By Jenny Phillips

All the world is God's grand design.  
 He's the greatest mapmaker that has ever been—  
 The shape of islands, the curve of coastlines,  
 And how the rivers bend.  
 I view vast oceans and peaks reaching to the sky,  
 And I want to praise the great Mapmaker.  
 As men, we can only sit and try  
 To map His wonders out on paper.

**What is the tone (feeling) of this poem?**

- A. silly B. sad **C. inspiring**

**What is the main message of the poem?**

- A. Maps are useful. **B. God is the greatest mapmaker.**  
 C. Maps are hard to make.

**How does the author of the poem feel about God?**

- A. He is wonderful.** B. He makes her feel small.

**Homophones**

**mail** = Open the mail. | **male** = The man is a male.

1. Is the puppy a **male** or a female?
2. I received a card in the **mail**.
3. Our postal worker is a **male**.
4. The **mail** is late today.

**Vocabulary Word**



Write the vocabulary word, definition, and example sentence in your writing journal.

**persistent**: when someone or something keeps on trying  
 The **persistent** boy practiced his poem every day.



**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then answer the question.

Other than the main character, who is your favorite character in the book and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**LESSON 30**



**Spelling Rule #4**

- Have the child read aloud the poems on pages 27–28 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- **Read to the child:** This is Spelling Rule #4: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Have the child write a “k” or “c” on each blank.  
 \* = exception to the rule (use “k”)

s__ab	__elp	s__ill
s__im	s__ruff	__lose
__idney	__ash	__ept
__opy	s__ip	s__irt
to__en	__urb	s__ram
s__iff	*s__unk	s__ipper
s__ylark	s__atter	s__ore
s__uttle	s__ribble	s__illet

- Turn to page 308 in the Appendix (Spelling Rule #2 Reading Passages). Have the child read “Holly’s Supply Shop” and “Ellen of Holland” aloud, which will give the child practice with many words that follow Spelling Rule #2.



**Independent Practice**

**Homophones**

**cent** = I have one cent. | **scent** = It has a nice scent.

1. The penny is worth one **cent**.
2. The yellow rose’s **scent** is so lovely!
3. I found one **cent** on the sidewalk.
4. Do you like the **scent** of a skunk?



**Targeted Spelling Words**

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 72 to create a new one.

- For each word, read the word, cover it, spell it aloud, and check it.
- For each word, read and spell the word aloud while holding one of the poses below. Do this for each pose.



## Possessive Nouns

Insert the missing apostrophes. Not all sentences are missing apostrophes.

1. Ralph's umbrella is yellow.
2. The clouds are moving fast.
3. Helen's friend is sharing.
4. Ralph's hair is red.
5. The umbrella's handle is cold.



Fill in the blank with the name on the left. Remember to capitalize the name and add an apostrophe + an S.

Fred  1. I washed Fred's yellow shirt.

Max  2. Max's handstand is good.

Jenny  3. I am Jenny's good friend.

Jared  4. I am on Jared's soccer team.

Jacob  5. Jacob's hat matches his shorts.

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Describe the setting of your book in 1–2 sentences. Use at least two adjectives and circle them.

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## Independent Practice Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 72 to create a new one.

For each word on your card,

- read the word, and then spell it aloud, hopping from one foot to the other with each letter.
- read the word and write it on or around a bubble.



### Homophones

**here** = Grandma will come here for dinner. | **hear** = Do you hear that bird?

1. **Here** is the book I told you about.
2. She can **hear** better with her right ear.
3. Did you **hear** about the storm coming?
4. Let's eat our picnic right **here**.



### Writing Journal Entry #7

On the lines, write the names of four people in history who did something that now blesses your life. Circle one of the names and write the answer to this question in your writing journal: "Why are you grateful for this person?"

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### Checklist

- I made it clear what question was asked.
- I expounded on the answer.



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



## Independent Practice

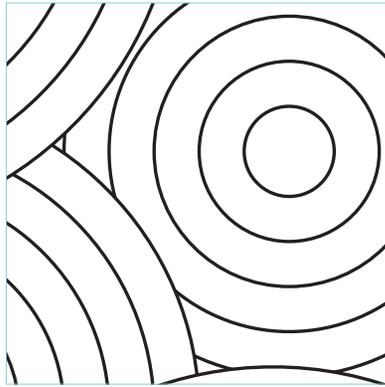


## Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 72 to create a new one.

For each word on your card,

- read it, write it on the board, and check it.
- write it on the board in all capital letters.
- write it very, very small on the board.
- write it somewhere on the pattern to the right.

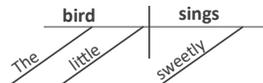


## Sentence Diagramming

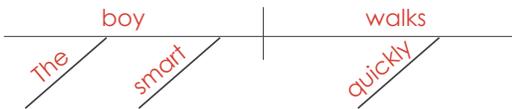
Diagram the sentences.

Example:

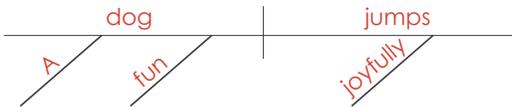
The little bird sings sweetly.



The smart boy walks quickly.



A fun dog jumps joyfully.



## Level 3 Personal Reader

Read pages 52–58 in your reader. In your writing journal, write a 2–3 sentence summary of the story.



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## LESSON 35

## Prepositions: Part 2

- Have the child reread aloud the poems on pages 31–32 of *I Sat by the Sea* after reading these definitions to the child: **Crimson** is dark purplish red. **Goldenrod** are yellow flowers. **Naught** means nothing. After reading the last poem, point out the use of alliteration (words next to or close to each other that begin with the same sounds): “winds that wake.” Find at least one more instance of alliteration.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Read to the child: Let’s review. A preposition links words in a sentence, usually by showing position in time or space. Examples include ABOVE, BELOW, AFTER, and DURING. The most common prepositions are ON, OF, IN, AT, TO, BY, FOR, FROM, and WITH. I will say some sentences aloud, and you tell me the preposition in each sentence. The prepositions are in all capital letters for your reference. If the child struggles to identify the preposition, remind him or her that prepositions can show a physical position or a position in time.

My books are ON the table.

We are going TO Grandpa’s farm.

I am ABOVE the clouds.

We played IN the rain.

They walked ALONG the lake.

We will swim AFTER the game.

We will eat BEFORE the long trip.

We will eat DURING the game.

The horses go AROUND the lake.

- GRACE CARPENTER HUDSON PAINTING

1. With the child, study the painting on the next page. Read to the child: This is a

painting by an artist named Grace Carpenter Hudson. The Native Americans in the painting are from the Pomo tribe, who live in California. Let’s write some words on the board about the mother. Write the following words on the board: gentleness, joy, love.

Can you see gentleness, joy, and love in this picture? Are these words verbs, adjectives, or nouns? They are nouns. Even though we cannot touch them, they are still things. Nouns that are things we cannot touch are called **abstract nouns**. Let’s think of some more abstract nouns—things that we cannot touch. Write two columns on the board: Right Choices, Wrong Choices. In the correct columns, let’s write abstract nouns that come as a result of right and wrong choices—remember, these are nouns that are things we cannot touch. [Examples: happiness, peace, freedom, strength, blessings, pain, guilt, sorrow, weakness]

2. It is amazing that solid colors of paint from a handful of tubes or jars can be transformed into something that shows emotion and can make us feel emotion—something that we can study and enjoy. The ability to create is a gift from our loving Heavenly Father.



## Independent Practice

## Homophones

wood = The table is wood. | would = Would you like it?

1. I **would** love to help you today.
2. Let’s gather **wood** for the fire.
3. The dresser was made from **wood**.
4. **Would** you like to dry those flowers?

### Targeted Spelling Words



- Use page 309 of the Appendix to spell each word listed on your index card using sign language.
- Read each word on your index card aloud, and then write it two times anywhere on the designs below.

### A Sentence Needs Three Things



For each group of words below, decide if a subject (who or what is being or acting) or a verb (action or being word) is missing. Mark the correct box.

**1. The kittens in the yard**

- a subject  a verb

**2. Are so adorable**

- a subject  a verb

**3. Feel so soft**

- a subject  a verb

**4. Purrs happily**

- a subject  a verb

**5. A cute little kitten with a cute tail**

- a subject  a verb

**6. Likes to play with yarn**

- a subject  a verb

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

### Personal Reading



### Independent Practice

#### TION

For words ending with T or TE, drop the T or TE and add TION.

Write the correct form of the word in the box on each blank.

- situate** 1. This is a hard situation.

- locate** 2. We moved to a new location.

- invent** 3. I made a new invention.

- react** 4. What was his reaction?



### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 83 to create a new one.

- For each word on your card, read the word, and then spell it aloud looking at the card and then not looking at the card.
- Write each word on your knee with your finger.

#### Editing

Edit your Writing Journal Entry #8 using the checklist to the right. Make corrections as needed to check off each item.

- I capitalized the word "I."
- I started each sentence with a capital letter.
- I ended each sentence with correct punctuation.



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

### Spelling Pattern Practice: IGH

Read each word, and then copy it in your best handwriting.

delight:

frighten:

mighty:

flight:



#### Writing Journal Entry #8

If you could have any pet, what would it be and why? (Give at least two reasons.) What could you learn from having this pet?

#### Checklist

- I made it clear what question was asked.
- I expounded on the writing prompt.
- I gave at least two reasons.

## LESSON 37

## Pronouns

- Have the child reread aloud the poems on pages 33–34 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Review Rocket Reading on page 83.
- Read to the child: A pronoun is a word that replaces a noun. For example, you could say “DAN is big” or “HE is big.” Or you could say “AMY is smart” or “SHE is smart.” We use pronouns so we don’t have to repeat the noun.

Examples of pronouns are YOU, HE, SHE, ME, OUR, THEY, IT, US, THOSE, etc.

I will say a sentence, and then you say the sentence using a pronoun in place of the noun.

Jane is tall. [SHE is tall.]

Paul jumped. [HE jumped.]

The family came. [THEY came.]

The dog is mad. [IT is mad.]

Dave stopped. [HE stopped.]

The girl’s mom is nice. [HER mom is nice.]

The cat is cute. [IT is cute.]

Give me a ball and bat. [Give me THOSE.]

- Read to the child: You have been practicing the second set of targeted spelling words for this unit. It’s time to quiz you on the first set of words again. Have the child throw away his or her index card containing the spelling words he or she has been practicing.

I will circle the words you spell incorrectly and then write them on one 3”x5” index card to keep in the pocket on the inside front cover of this course. You will use the card during your independent practice sections.

laugh	shoulder	either
stomach	double	toward
nothing	machine	favorite

 Independent Practice

## Homophones

**week** = We leave next week. | **weak** = My arm is weak.

- I am too **weak** to climb the peak.
- I’m going to France next **week**.
- I won’t be this **weak** next **week**.
- Is Jane feeling **weak** this **week**?

## Poetry Memorization

For five minutes, work on memorizing your poem.

## Spelling Pattern Practice: TU

On a separate sheet of paper or the board, write sentences that use each of the following words:

nature | future | capture | picture

 Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

 Independent Practice

## Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 91 to create a new one.

For each word on your card,

- read it, cover it, write it on the board, and check it.
- write it in all capital letters on the board.
- write it very, very small on the board.
- write it on or in between the clouds.

## Spelling Pattern Practice: Silent B

Read each word and copy it. debt: \_\_\_\_\_

doubt: \_\_\_\_\_ plumb: \_\_\_\_\_

## Homophones

**bare** = Your bare feet are going to get cold. | **bear** = A bear is in the cave. | I can’t bear the pain.

- Your **bare** feet might get hurt.
- I can’t **bear** the taste of cheese.
- Did you see a **bear** by the lake?
- He likes to walk with **bare** feet.
- The trees will soon be **bare**.
- The **bear** will sleep for a long time.

## Poetry Writing

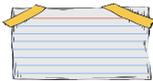
In your writing journal, write at least two lines of rhyming poetry about the beach. Here are some ideas you can use for rhymes at the ends of your lines.

sand/grand/land sky/fly hot/a lot/spot play/day/spray


 Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

**Independent Practice**

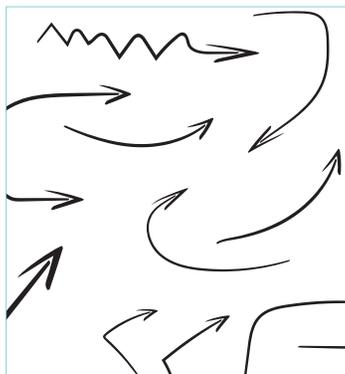


**Targeted Spelling Words**

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 91 to create a new one.

For each word on your card,

- read it, and then write it on the board. Erase every other letter, and then write the letters again.
- write it in all capital letters on the board.
- write it somewhere on the design to the right.

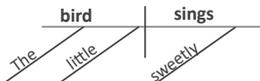


**Sentence Diagramming**

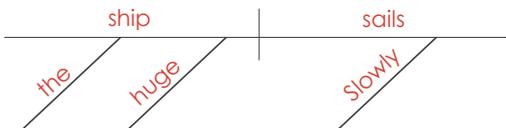
Diagram the sentences.

Example:

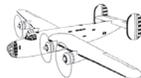
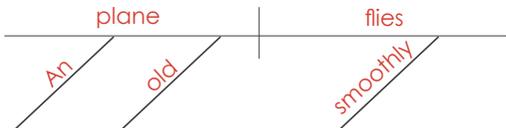
The little bird sings sweetly.



Slowly, the huge ship sails.



An old plane flies smoothly.



**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*. Summarize what you read to your parent, teacher, friend, or sibling.

**LESSON 40**

**Spelling Rule #5**

- Have the child reread aloud the poems on pages 37–38 of *I Sat by the Sea*.
- Practice *The Challenging Words Climb* (in the Appendix) for 3–5 minutes.
- **Read to the child:** A pronoun is a word that replaces a noun. For example, you could say “HEATHER is nice” or “SHE is nice.”

Examples of pronouns are YOU, HE, SHE, ME, OUR, THEY, IT, US, and THOSE.

I will say a sentence, and you say the sentence using a pronoun in place of the noun.

Anna is thoughtful. [SHE is thoughtful.]

The artist paints. [HE paints.]

The group hikes often. [THEY hike often.]

The cupboard is closed. [IT is closed.]

The boy likes nature. [HE likes nature.]

The dogs are cute. [THEY are cute.]

I like the socks. [I like THOSE.]

- **Read to the child:** This is Spelling Rule #5, which is also called the 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.

Cut off the chart at the bottom of the page and give it to the child. Cut out the word boxes on the dashed lines and lay them on the table. Have the child choose a word box and write the word with the ED suffix in the correct column. Repeat for all the word boxes.

chop | slug | count | claim | whip | wrap | accept  
 help | jog | sneak | weed | shop | hug | answer  
 sag | stop | ask | listen | coil | drain | comfort

Do Not Double More than 1 Syllable	Do Not Double 1 Syllable/Does <b>not</b> end with 1 Vowel + 1 Consonant	Double 1 Syllable/ <b>Does</b> end with 1 Vowel + 1 Consonant
listen	help	chop
accept	count	sag
answer	sneak	slug
comfort	ask	jog
	claim	stop
	weed	whip
	coil	shop
	drain	wrap
		hug

## Independent Practice

### Homophones

Read the paragraph aloud. Then circle the word that correctly represents each picture.

The male mail carrier saw many things on his route: a purple flower, a dog that was trying to bury a bone, a bright red berry, and a girl with bare feet and flour on her nose. He would have felt it was a very peaceful morning if it wasn't for the bear he saw climbing on some wood!



### Targeted Spelling Words



Complete the following exercises for each word on your card. Have your parent or teacher use page 91 to create a new card if you lost it.

- Read it, and then write it on the board. Erase every other letter, and then write the letters again.
- Write it in all capital letters on the board.
- Spell each word in sign language using page 309 of the Appendix.



#### Writing Journal Entry #9

What two things do you feel are most essential to being a true follower of Jesus Christ and why? When you write your entry, use two or more transitional words or phrases, such as these: first, second, next, also, another, for example.

#### Checklist

- I started each sentence with a capital letter.
- I expounded on the question.
- I used at least two transitional words.

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Describe the setting of your book (where it takes place). Use at least two adjectives and circle them.

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.....

## Independent Practice

**Spelling Rule #5** This is Spelling Rule #5 (the 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. For each word in red, write the word in the correct column of the chart, adding the "ing" suffix to the word. Some words are repeated from Lesson 40.

plan annoy climb grin whip wrap preach  
 help jog grip pick shop open answer  
 filter stop flood listen heal paint fasten

Do Not Double More than 1 Syllable	Do Not Double 1 Syllable/Does <b>not</b> end with 1 Vowel + 1 Consonant	Double 1 Syllable/ <b>Does</b> end with 1 Vowel + 1 Consonant
filtering	helping	planning
annoying	climbing	jogging
listening	flooding	stopping
opening	picking	gripping
answering	healing	grinning
fastening	painting	whipping
	preaching	shopping
		wrapping

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then answer the questions.

Would you like to live where the main character lives? Why or why not?

.....

.....

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.....

.....

### Targeted Spelling Words



Complete the following exercises for the words on your card. Have your parent or teacher use page 101 to create a new card if you lost it.

- Write each word on your leg with your finger.
- On a separate sheet of paper, write a sentence for each word on your card. Each sentence should also include a day of the week of your choice.

Sunday | Monday | Tuesday | Wednesday

Thursday | Friday | Saturday



## Independent Practice

## Edit the Article

Edit the article. **There are nine mistakes!**

Capitalize: ≡ Add a punctuation mark: ^ ^ ^ ^ ^ ^ ^ ^ ^

Cross out any incorrect words and write the correct words.

*Hints:* Use commas correctly in dates. Look for missing commas in a series and missing apostrophes in possessive nouns. Look for the incorrect use of homophones.



### Spain

Spain is a country on the Iberian Peninsula in Europe. It has been a democratic country since December 6 1978. The people in Spain speak mostly Spanish. Spain's capital city is Madrid. Some other famous cities are Barcelona, Valencia and Seville. <sup>There</sup> ~~Their~~ is often snow on the high mountain slopes of Spain, but the lower regions of Spain are warm enough to grow delicious foods, such as tomatoes, peppers and olives.

### Targeted Spelling Words



Complete the following exercises for each word on your card. Have your parent or teacher use page 101 to create a new card if you lost it.

- Read it, and then write it on a separate sheet of paper in dotted letters.
- Read it, cover it, spell it aloud, and check it. Complete until all words are mastered.

### Homophones

**board** = He cut a board. | **bored** = Read a book if you're bored.

1. I hardly ever feel **bored**.
2. You can build the fort with a box or a **board**.
3. If you're **bored**, make something with a **board**.

**bury** = Bury the treasure. | **berry** = I found a nice, juicy berry!

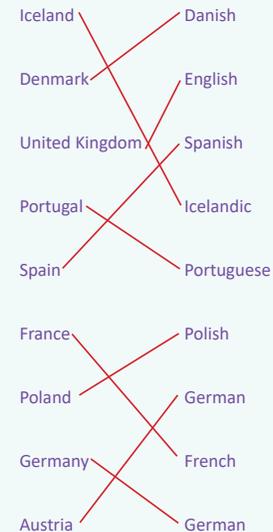
1. The snow will probably **bury** the bushes.
2. My stomach likes nothing better than **berry** pie.
3. Let's **bury** the gold by the **berry** bushes.

## Geography

Use the key to **label some of the countries** on the continent of Europe and the Atlantic Ocean. Remember that **countries and names of oceans are proper nouns and should be capitalized.**



Draw a line from the country to the official language of the country. Hint: Germany and Austria have the same official language.



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then answer the question.

What do you admire most about the main character?

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You want to close with a paragraph that wraps up everything without repeating the exact wording you have used before. Copy the closing paragraph (in purple) onto your paper at the end of your essay, or you may create your own closing paragraph.

Maybe the Netherlands, with its friendly people, impressive farms, and beautiful nature, is a place you will want to visit someday.

5. Read your paper aloud!

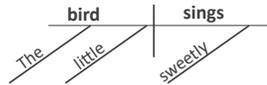
## Independent Practice

### Sentence Diagramming

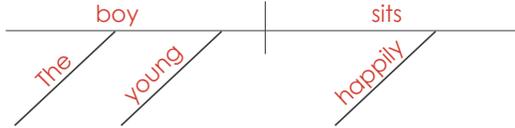
Diagram the sentences.

Example:

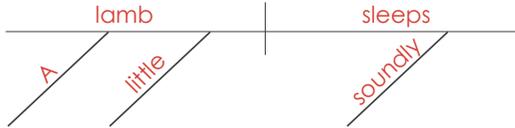
The little bird sings sweetly.



The young boy sits happily.



A little lamb sleeps soundly.



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## Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 101 to create a new one.

- Write a sentence for each word on a separate sheet of paper.
- For each word, read the word, spell it aloud, spell it in your mind, and spell it on the table with your finger.

## Homophones

**grown** = The tulip has grown quickly. | **groan** = When he fell, I heard him groan.

1. We'll sell the turkey when it's fully **grown**.
2. I try not to **groan** when it's time for bed.
3. Did you hear the dog **groan**?
4. Has the lamb **grown** since last week?

**mail** = I sent the mail. | **male** = A male ant is called a drone.

1. Did you pick up the **mail**?
2. A **male** student stole the **mail**.
3. A **male** camel is called a bull.
4. Our **mail** is delivered by early afternoon.

## Spelling Rule #1 Practice

This is Spelling Rule #1: At the end of one-syllable words, usually double the letters S, F, or L right after a short vowel. A long vowel says its name; a short vowel does not. Do not double the S, F, or L if it comes after a two-letter vowel (e.g., OO, OU).

Write "l" or "ll" on each blank.

soil	awful	fill
fell	smell	spell

Write "s" or "ss" on each blank. \* = Rule breaker

glass	*bus	stress
grass	bless	class
dress	press	cross

## Articles, Contractions, & Possessive Nouns

Enter apostrophes in the correct spots to show possession. Fill in each blank with the correct article: "a" or "an." AN goes before a word starting with a vowel sound. A goes before a word starting with a consonant sound. Fill in each box with a contraction of your choice (e.g., can't, couldn't, won't, shouldn't).

1. An owl  land on Dave's head.
2. An ant  be in my aunts' soup.
3. A bee  scare Ellen's sister.
4. A nut  satisfy Dan's hunger.
5. A log  fall on Dads' car.
6. A cat  eat our dogs' food.

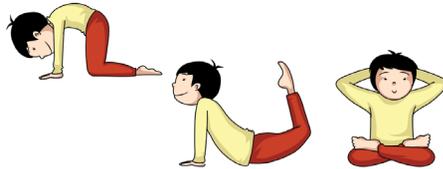
## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

**Independent Practice Targeted Spelling Words**

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 101 to create a new one.

- For each word, read and spell the word aloud while holding one of the poses to the right. Do this for each pose.
- For each word, read the word, cover it, spell it aloud, and check it.

**Homophones**

**board** = He nailed the board. | **bored** = If you're bored, come help me.

1. A **board** hit my stomach and my shoulder.
2. I wonder if the group is really **bored**.
3. I have nothing to do, and I am **bored**.
4. A machine can probably cut the thick **board**.

**whether** = We are going whether it rains or not. | **weather** = This weather is lovely; the sky is so blue.

1. We need to decide **whether** to have a picnic or go fishing first.
2. How does the **weather** forecast look?
3. **Whether** you realize it or not, you are a very talented person.
4. I love this sunny **weather**!

**Vocabulary Word**

Write the vocabulary word, definition, and example sentence in your writing journal.

**mundane**: ordinary and not interesting or unusual  
Doing the same chore every day feels **mundane**.

**Writing Journal Entry #10**

What are two mundane things you do every day that add up over time and will make a big difference in your life? When you write your entry, use transitional words or phrases, such as these: one thing, another thing, first, also, second.

**Checklist**

- I started each sentence with a capital letter.
- I expounded on the writing prompt.

**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

**Subjects and Verbs**

Underline the subject and circle the verb in each sentence.

- A subject is who or what is doing or being in the sentence.
- Remember that verbs can be forms of "to be," such as ARE, AM, IS, and WAS.

1. My puppy plays in the front yard.
2. The soldier was so honest.
3. A new horse is in the barn!
4. My sister will be so excited.

**Adverbs**

For each sentence below, underline the adverb and circle the verb it describes.

1. Julie carefully balances the basket on her head.
2. The kids hid silently behind the hay.
3. David cheerfully did his chores.
4. Grandmother hummed softly to the baby.
5. Greg often swims in the pond on Grandfather's farm.
6. We will leave soon for the fair.
7. The sheepdog ran swiftly across the field.

**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then answer the questions with complete sentences.

The plot of a book is centered around a problem that needs to be solved. What is the problem that needs to be solved in the book? Have you ever had a similar problem? If so, what was it?

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## LESSON 47

# Unit 2 Review: Part 2

- Quiz the child on the following unit spelling words. If the child misspells any words, write those words on a card and practice them daily with the child until the words are mastered.

wonder	flavor	usually
afraid	again	probably
guess	course	strange

- Read to the child: This is Spelling Rule #4: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Have the child write a "k" or "c" on each blank, first determining if an E, I, or Y comes after the blank, in which case, he or she will write the letter "k."

s <u>k</u> irt	s <u>k</u> in	s <u>c</u> rap
s <u>k</u> ill	<u>c</u> lever	s <u>c</u> ratch
<u>c</u> andle	<u>c</u> ancel	<u>c</u> apitol
<u>c</u> ry	<u>k</u> ick	<u>c</u> abbage
<u>c</u> liff	<u>c</u> one	<u>k</u> id

- Read to the child: Read the following words, which are exceptions to Spelling Rule #4:

koala kangaroo karate

- From the child's writing journal, have him or her read aloud the vocabulary words, their definitions, and the example sentences as a review. Then have the child fill in the blanks with vocabulary words from his or her writing journal.

- The little girl was observant and noticed that three pairs of shoes were muddy.
- Will you please expound on your answer?
- Tim was persistent and did not give up.
- The mundane speech put us to sleep.
- It is essential to drink enough water.
- I was pleased that he gave a specific answer with lots of detail instead of just a broad answer without any detail.



### Independent Practice

### Commas in Dates

Insert commas where needed in the dates. For number six, write your birthday with correct spelling and punctuation.

- January 1, 2000
- May 1, 1945
- December 25, 1953

- March 21, 2012
- September 10, 2020
- 6.

## Homophones

**board** = He nailed the board. | **bored** = If you're bored, come help me.

- Please hand me the small white **board**.
- I nailed the letter to the **board**.
- If you are **bored**, I would love your help.
- I never get **bored** playing outside.

**bury** = Bury the tulip bulb here. | **berry** = I found a nice, juicy berry!

- We need to **bury** the seeds in soft dirt.
- I found only one ripe **berry** on the bush today.
- I added a sweet **berry** to my lemonade.
- Bury** the carrot seeds under a thin layer of soil.

**bare** = Your bare feet are going to get cold. | **bear** = A bear is in the cave. | I can't bear the pain.

- A black **bear** scratched the tree.
- She couldn't **bear** to watch the snake.
- I love to have **bare** feet in the sand.
- My dad saw **bear** tracks in the forest!
- The grizzly **bear** caught a big fish.
- Grandpa needs a hat for his **bare** head.

**cent** = I have one cent. | **scent** = It has a nice scent.

- I only have one **cent** in my piggy bank.
- The **scent** of Mom's fresh bread is one of my favorite smells!
- I found one **cent** in my coat pocket.
- Dogs can remember people, places, and other animals by their **scent**.

## Words with OA + Compound Words

For each compound word, read it aloud, write it on the blank line, and illustrate the two words that were put together to make the compound word.

keyboard

\_\_\_\_\_

\_\_\_\_\_

raincoat

\_\_\_\_\_

\_\_\_\_\_

houseboat

\_\_\_\_\_

\_\_\_\_\_

## Poetry Memorization

Work on poetry memorization for at least five minutes.



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Supplies Needed:

- 20 pennies

Completed

## LESSON 48

•••••

# Unit 2 Review: Part 3

- Have the child read aloud the poems on pages 45–46 of *I Sat by the Sea*.
- Read to the child and have him or her play “Toss the Penny.” This is Spelling Rule #5, which is also called the 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.
- Read to the child, and then play “Pronoun & Preposition Purchase.” Let’s review. A pronoun is a word that replaces a noun. Examples of pronouns are YOU, HE, SHE, ME, OUR, THEY, IT, US, and THOSE.  
A preposition links words in a sentence, usually by showing position in time or space, such as ABOVE, BELOW, AFTER, and DURING. Common prepositions are ON, OF, IN, AT, TO, and BY.



### TOSS THE PENNY

You are going to rewrite each word, adding either ED or ING to the end. Use Spelling Rule #5 to decide if you double the final consonant or not before adding the suffix. Before you rewrite each word, toss a penny. If it’s heads, add “ed.” If it’s tails, add “ing.”

- flood flooded/flooding nod nodded/nodding  
 floss flossed/flossing shop shopped/shopping  
 grab grabbed/grabbing hug hugged/hugging  
 grip gripped/gripping fill filled/filling  
 growl growled/growling hop hopped/hopping  
 hoot hooted/hooting jog jogged/jogging



### PRONOUN & PREPOSITION PURCHASE

Put a coin on each word below that is a pronoun while I time you. See if you can get all the pronouns, and only pronouns, in 30 seconds. Then, we will repeat the game with prepositions. Repeat until mastered.

after	of	you	he
before	they	under	during
below	between	it	she
our	through	us	inside
at	her	beyond	across

Pronouns circled in red

Completed



## Independent Practice

### Open and Closed Syllables

The words in the chart below are broken into syllables. A closed syllable ends with a consonant. An open syllable ends with a vowel, and the vowel is usually long (says its name). Highlight all the open syllables with a highlighter.

o - pen	bo - nus	re - cent	ex - pand	wit - ness
ze - bra	Bi - ble	sud - den	cab - in	ho - tel
u - nit	li - on	men - u	bin - go	li - lac

## Homophones

**wood** = The table is wood. | **would** = Would you like it?

- I **would** like a sandwich, please.
- The **wood** for the fire was too wet.
- Set the fruit plate on the **wood** table.
- Would** you like a yellow flower?

**grown** = The tulip has grown quickly. | **groan** = When he fell, I heard him groan.

- I’ll sell the turkey when it’s fully **grown**.
- I don’t **groan** when it’s time for bed.
- Did you hear the dog **groan**?
- Has the lamb **groan** since last week?

**mail** = I sent the mail. | **male** = A male ant is called a drone.

- Did you pick up the **mail**?
- A **male** student stole the **mail**.
- A **male** camel is called a bull.
- Janet loves picking up the **mail**.

**week** = I’ll come next week. | **weak** = My arm is weak.

- I am too **weak** to climb the peak.
- I’m going to France next **week**.
- I won’t be this **weak** next **week**.
- Is Jane feeling **weak** this **week**?

**here** = Grandma will come here for dinner. | **hear** = Do you hear that bird?

- Here** is the book I told you about.
- She can **hear** better with her right ear.
- Did you **hear** about the storm coming?
- Let’s eat our picnic right **here**.

## Geography

Use the key to label some of the countries on the continent of Europe and the Atlantic Ocean. Remember that countries and names of oceans are proper nouns and should be capitalized.



Draw a line from the country to the official language of the country. Hint: Germany and Austria have the same official language.

- Iceland — Danish
- Denmark — Icelandic
- United Kingdom — Spanish
- Portugal — English
- Spain — Portuguese
- France — Polish
- Poland — German
- Germany — French
- Austria — German

### KEY



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

### Supplies Needed:

- 1 hairbrush
- 1 fork
- 1 spoon
- 1 box
- 1 glass

## LESSON 49

# Spelling Rule #6

- Have the child reread aloud the poems on pages 45–46 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Read to the child: PLURAL means more than one. Write “table” and “tables” on the board. The word TABLE is singular. The word TABLES is plural. Here is Spelling Rule #6: Usually make a noun plural by adding S, but add ES to words that end with SH, CH, Z, X, or S. Write “SH, CH, Z, X, S” on the board. Fill in the blank as you look at what I wrote on the board. When forming a plural noun, we usually add S, but we add ES to words that end with \_\_\_\_\_. [SH, CH, Z, X, or S]
- Have the child read each word aloud and then write an S or ES on the blank line to make it plural. Have the child evaluate if the words end with the following letters or phonograms, which would require an ES:

SH CH Z X S

signal_____	license_____
box_____	waltz_____
guarantee_____	eyelash_____
compass_____	stitch_____
radish_____	harness_____
peach_____	design_____
cockroach_____	photograph_____
brush_____	trespass_____

coach_____	church_____
train_____	stain_____
rash_____	torch_____

- Ask the Set #1 Review Questions on page 307 of the Appendix.
- Give the child the following items: a hairbrush, a spoon, a fork, a box, and a glass. Read to the child: Let’s practice Spelling Rule #6 again in a fun way. On a separate piece of paper, write the plural form for each of these items. Remember to add ES to words that end with SH, CH, Z, X, or S.



### Independent Practice

#### Poetry Memorization

Practice poetry memorization for about 5 minutes.

#### Homophones

**need** = You need to drink water every day.  
**knead** = I will knead the bread dough now.

1. **Knead** the dough for five minutes.
2. I **need** to pick up some milk today.
3. Do you **need** anything at the store?
4. I didn’t **knead** the dough enough.

## Prepositions

Write an appropriate preposition on each blank line. Use a word from the word bank. You can use the same preposition more than once.

over into under during near past inside on by after in at

- The peacock is \_\_\_\_\_ the stream.
- The cougar is \_\_\_\_\_ the cave.
- Is Amy \_\_\_\_\_ Grandfather's cottage?
- The textbooks are \_\_\_\_\_ the table.
- The kite is \_\_\_\_\_ the lake.
- We are \_\_\_\_\_ Grandma's house.
- The goose floats \_\_\_\_\_ the little pond.
- I was quiet \_\_\_\_\_ church.



## Commas in a Series

Use the words in the box to finish the sentence. Add correct commas and conjunctions.

Example:

Today I work, play, and sleep.

work play sleep

- Hummingbirds can fly forward, fly backward, and hover.

fly forward fly backward hover

- Cougars usually live in forests, mountains, and deserts.

forests mountains deserts

- The words geese, mice, and deer are plural nouns.

geese mice deer



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



## Independent Practice

### Homophones

This exercise is repeated from Unit 2 for review. Read the paragraph aloud. Then circle the word that correctly represents each picture.

The male mail carrier saw many things on his route: a purple flower, a dog that was trying to bury a bone, a bright red berry, and a girl with bare feet and flour on her nose. He would have felt it was a very peaceful morning if it wasn't for the bear he saw climbing on some wood!



berry | bury



flour | flower



wood | would



bare | bear



mail | male

### Poetry Writing

In your writing journal, write two lines of rhyming poetry about morning time. Here are some ideas you can use for rhymes at the ends of your lines.



light/bright eyes/rise dawn/gone  
swing/sing pray/day

### Spelling Rule #4

This is Spelling Rule #4: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Write a "k" or "c" on each blank, first determining if an E, I, or Y comes after the blank, in which case, write the letter "k." \* = exception to the rule

s <u>co</u> ot	s <u>ki</u> m	s <u>co</u> rch
s <u>cr</u> atch	s <u>ky</u>	*s <u>sk</u> unk
<u>k</u> ey	s <u>ki</u> t	<u>c</u> atcher
<u>cr</u> y	s <u>ki</u> ll	<u>cr</u> ab
<u>cl</u> iff	<u>co</u> ne	<u>k</u> id
s <u>ki</u> d	s <u>ca</u> red	s <u>ca</u> r



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*. Write the book's title.

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**Independent Practice** Contractions

Write the contraction for each set of words. The letters in red are taken out when forming the contractions.

- we are **we're**
- they are **they're**
- that is **that's**
- who is **who's**
- what is **what's**
- where is **where's**

**Spelling Rule #1 Practice**

This is Spelling Rule #1: At the end of one-syllable words, usually double the letters S, F, or L right after a short vowel. A long vowel says its name; a short vowel does not. Do not double the S, F, or L if it comes after a double vowel (e.g., OO, OU).

Write "l" or "ll" on each blank.

coil	thrill	normal
pail	general	shell

Write "s" or "ss" on each blank.

\* = exception, use one "s"

mass	*bus	pass
grass	bless	class
dress	press	*plus
fuss	floss	Jesus

**Vocabulary Word**

Write the vocabulary word, definition, and example sentence in your writing journal.

**aspiration:** a hope to achieve something  
One aspiration I have is to be kind to all people.

**Writing Journal Entry #11**

What are two aspirations you have? (Think of things you want to accomplish with learning, talents, your character, your faith, and so on.) When you write your entry, use three transitional words, such as these: first, second, next, also, in addition, for example, for instance.

**Checklist**

- I started each sentence with a capital letter.
- I expounded on the question.
- I used at least three transitional words.

**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

found the old woman, but he did not see her. Disappointment flooded his heart.

Then he heard a noise to his right. He turned and found the old woman curled up under a bush, trembling with cold. She had not been able to find any of the coins that had sunken into the mud.

"Hello," said the man, "I came back for you. I would like to invite you to join my wife and me for supper and a warm, safe place to sleep."

The woman was so cold and at the end of her rope that she could only give an appreciative nod and a weak smile.

The man picked her up and hoisted her gently into his cart. She was muddy and also wet from the rain. He took off his own coat and wrapped it around the woman. Finally, they reached the peasant's small, humble cottage. But to the woman, it seemed like a palace. Bright, cheerful flames danced in the fireplace. The delightful smell of boiled potatoes and steaming cabbage filled the air. And the light rain made a soft pattering noise on the roof.

The peasant's wife motioned to the old woman. "Come, sit by the fire and get dry."

The old woman wept at the kindness of the peasant family and rejoiced in the warm shelter and food.

The peasant and his wife slept on the floor, giving up their bed for the woman. As soon as the old lady's head hit the pillow, she was out like a light and slept in warmth and peace with a smile on her face all night.

The next day, they sent the old woman on her way to her relative's house in a clean, dry dress and with a basket of food.

God rejoiced over the peasant's actions, and peace and joy were showered down on the humble man and his wife.

But the prince and the majority of the inhabitants of the kingdom were not like the peasant and his wife. There was constant contention in the kingdom, and selfishness lived in the hearts of many. Only a few families in the kingdom could actually be considered nice.

So, you might ask, why is the kingdom called "The Kingdom of Kind"? Well, you must be patient. It will take a few more stories until that is revealed.

**Independent Practice****Homophones**

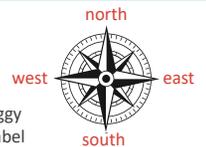
**peek** = Don't peek; it's a surprise.

**peak** = We could see high over the roof's peak.

- The **peak** of Mt. Everest is 29,000 feet high.
- Close your eyes; don't **peek**!
- I'll **peek** into the room.
- The bird perched on the **peak** of the roof.

**Geography**

Starting at the top of the compass rose and going clockwise, say "Never Eat Soggy Waffles" aloud twice. Then label the compass rose with these words: north, east, south, west.





### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 124 to create a new one.

- Write each word that starts with a vowel:
- Write each word that starts with a consonant:
- Write each word that has one syllable:
- Write each word that has two syllables:
- Read each word and spell it in sign language using page 309 of the Appendix.

### Spelling Pattern Practice: Silent H

Read each word and copy it.

honest: \_\_\_\_\_  
 hour: \_\_\_\_\_  
 honor: \_\_\_\_\_  
 herb: \_\_\_\_\_  
 exhibit: \_\_\_\_\_

### Spelling Pattern Practice: TU

When the letter combination TU is in the middle of a word, it often makes the sound /ch/ as in NATURE. Decide which ending makes a real word, and then write the real word on the blank line.

crea + ture OR tual	even + ture OR tual
<u>creature</u>	<u>eventual</u>
na + ture OR tual	struc + ture OR tual
<u>nature</u>	<u>structure</u>
cap + ture OR tual	spiri + ture OR tual
<u>capture</u>	<u>spiritual</u>

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Describe the setting of your book (where it takes place). Use at least two adjectives and circle them.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

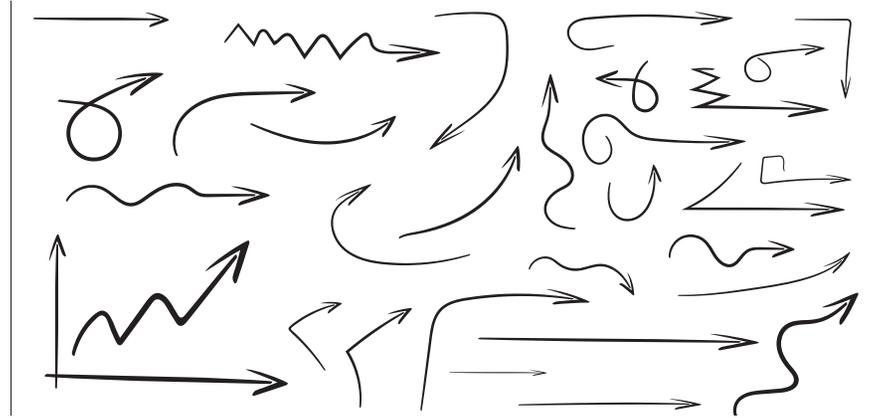


### Independent Practice

### Targeted Spelling Words



Practice the spelling words on your index card by reading each word and writing each word twice anywhere on the arrows below. Then spell each word in sign language using page 309 of the Appendix. If you lost the card, have your parent or teacher use page 124 to create a new one.



### Spelling Pattern Practice: EY and PH

Put together letter groups from the orange box with letter groups from the blue box to form eight different words. Use letter groups in the blue box as many times as needed. The letters in the blue box go at the end of the words.

vall hon Jose donk monk gra jers mon ey ph

<u>valley</u>	<u>monkey</u>
<u>honey</u>	<u>graph</u>
<u>Joseph</u>	<u>jersey</u>
<u>donkey</u>	<u>money</u>

### Spelling Pattern Practice: Silent T

Read each word and copy it.

bustle: \_\_\_\_\_  
 fasten: \_\_\_\_\_  
 wrestle: \_\_\_\_\_  
 listen: \_\_\_\_\_  
 glisten: \_\_\_\_\_

Completed

## Edit the Article



Edit the article. **There are eight mistakes!**

Capitalize: ≡ Add a punctuation mark: ^ ^ ^ ^ ^ ^  
Cross out any incorrect words and write the correct words.

*Hints:* Use A, not AN, before a word that starts with a consonant sound. Look for missing commas in series. Names of countries should be capitalized.

### The United Kingdom

The United Kingdom (UK for short) is made up of four countries: England, Scotland, Wales and Northern Ireland. While these countries are all ruled by an central government, the countries also have their own laws. It is similar to the states in the United States, which have some of their own laws while also being governed by a federal government.

The term "Great Britain" refers to the landmass that includes England, Scotland, and Wales.

England, Wales and Scotland have been joined together for a very long time—more than 300 years. These countries were called the Kingdom of Great Britain. In 1801, Ireland joined the kingdom. However, in the 1900s, the people in the southern part of Ireland decided to remove themselves from the union.

### Homophones

**plain** = The room is not fancy; it is plain. | The key was in plain sight. | **plane** = Have you ever flown in a plane?

- The reasons we are selling our home are plain to understand.
- I thought the plane had 40 seats.
- The small plane can land in a field.
- The castle decor is rather plain.
- My answer was plain silly.

**pear** = A pear is a healthy snack. | **pair** = I can't find a pair of matching socks.

- A pilgrim planted the first pear tree in America in 1630.
- A pear ripens from the inside out.
- My grandparents are a cute pair.
- I got a new pair of glasses.
- A pair of oxen pulled the wagon.



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Completed



### Independent Practice

### Targeted Spelling Words



Practice the spelling words on your index card by completing these exercises:

- Say each word aloud, spell it twice aloud, and then draw a dot on a piece of paper. After spelling all the words, connect the dots and see what kind of designs you can make.
- Spell each word in sign language using page 309 of the Appendix.

### Spelling Pattern Practice: MB and KN

Fill in each blank with one of the following words:

**lamb thumb numb dumb climb crumb bomb**

- My left toe is still numb; I can't feel it.
- We shouldn't call anyone dumb.
- Dad lit a colorful smoke bomb.
- Our family will climb the highest peak.
- I swept every last crumb on the floor.
- I hit my thumb with the hammer.
- The young lamb is adorable.

Fill in each blank with one of the following words:

**know kneel knife knit knot knight knuckle**

- The knight rode his horse into battle.
- We kneel to pray at night.
- I combed the big knot out of my hair.
- The ring fit over my knuckle.
- She knit a sweater for me.
- I sliced the carrots with a small knife.
- I know a lot about dogs and cats.

### Spelling Rule #6

Read each word aloud, and then write an "s" or "es" on the blank line to make it plural. If the word ends with one of the following letters or groups of letters, add "es." Otherwise, just add "s."

SH CH Z X S

wrenches	limbs
matches	cougars
shells	waltzes
bosses	boxes
dresses	canoes
recesses	cruises
dishes	arches
lamb	ranches

### Poetry Memorization

Practice the poem you are memorizing for this course.



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Please sit down. I'm so hungry that my stomach is grumbling."

The meal started out pleasantly. But when Prince Eric bit into his roll, he frowned, set the roll down, and sighed.

"What is it?" inquired Christian.

"It's the roll. I appreciate the effort that went into making it, but it is a far cry from the rolls we used to have at the castle. In a fit of anger, I banished our amazing baker from the castle. She baked the most delicious rolls. They were moist, buttery, and flaky, and practically melted in your mouth, and I had them every morning since I was a little boy. I have had this kingdom searched high and low for the baker. Oh, how dearly I want to invite her, or rather implore her, to come back, but she cannot be found. She seems to have utterly vanished, and I have expended all my ideas to find her. No stone has been left unturned in our search, so I fear I must resign myself to a life without my treasured rolls."

Just then, another servant appeared and bowed. "Your Highness, your father has fallen ill and requests your presence."

Prince Eric hurried to his father's sleeping chambers and clutched his feeble hand.

"Dear Son," the king said, "I am getting old, and I become fatigued easily. Now I am very ill; I may not live many more months. You have brought me so much joy. You have taught me the keys of happiness. Now I desire only one more thing before I die. You must marry. Not

only do I desire to see you wed to a kind, lovely bride, but the law says the prince must be married in order to become king."

"Father, I want to be married more than anything. I cannot find a young woman anywhere with the character I am looking for, but I will continue to try."



### Independent Practice

#### Homophones

**pain** = I feel a lot of pain in my broken elbow.  
**pane** = A window pane broke.

1. Are you in **pain** today?
2. I touched the **pane** of glass.
3. Each door has a single glass **pane**.
4. The **pain** in my back is getting worse.



#### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 124 to create a new one.

For each word on your card,

- read the word, and then spell it aloud in a whisper.
- read the word, and then spell it aloud, clapping with each letter.
- use the word in a sentence and write the sentence on a separate piece of paper.

"She sang to you and told you stories? And she had never met you before?"

"No, we had never met her before, but she spent hours with us giving us encouragement and hope. She told us to sing this song whenever we needed strength." The children then sang the song like a little choir:

*Oh, may my song echo across the ocean far  
And reach to my Creator above the mighty stars.  
He is the Grand Architect of all my eyes can see,  
The Designer of the rolling hills and the chasms deep.  
Oh, may my song echo across the ocean far  
And reach to my Creator above the mighty stars.*

The prince could not believe it. "Children, I believe I have found my rolls, and I may have just found the young woman I would like to marry. I have been searching high and low for a young woman with this type of character. Tell me everything you know about her."

The prince took the children into the castle as they told him all about Molly's orchid farm on the little peninsula. The very next morning, the prince and the eight children, all bathed and in new clothes, boarded a royal ship and set off to find Molly.

Now, you'll have to wait until the next story to find out how this all turns out. There are yet some mysteries to be solved. In the end you will learn how the Kingdom of Kind got its name. But for now, let's think about what was started because Molly stopped and helped the children. If she hadn't taken the time to show them kindness, the prince may have never

known about her. A magnificent story is now about to unfold. What stories will be started in your own life when you show kindness?



### Independent Practice

#### Homophones

**pause** = There was a pause in his speech.  
**paws** = The bear has large paws.

1. The kitten has tiny **paws**.
2. I will **pause** the movie now.
3. There was a **pause** in the conversation.
4. The dog hurt his **paws**.

#### Spelling Rule #4

This is Spelling Rule #4: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Write a "k" or "c" on each blank, first determining if an E, I, or Y comes after the blank, in which case, use the letter "k."

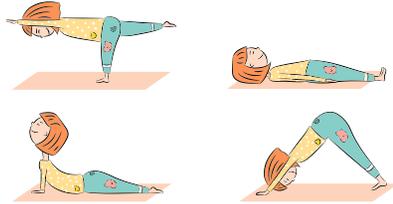
<u>car</u>	<u>skin</u>	<u>crawl</u>
<u>kitten</u>	<u>cat</u>	<u>scratch</u>
<u>candle</u>	<u>card</u>	<u>kettle</u>
<u>cry</u>	<u>kick</u>	<u>crab</u>
<u>skid</u>	<u>scared</u>	<u>keep</u>



### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 146 to create a new one.

- For each word, read and spell the word aloud while holding one of the poses to the right. Do this for each pose.
- For each word, read the word, cover it, spell it aloud, and check it.

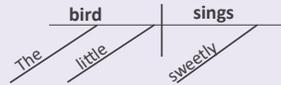


### Sentence Diagramming

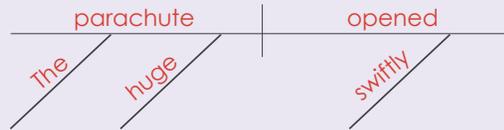
Diagram the sentences.

Example:

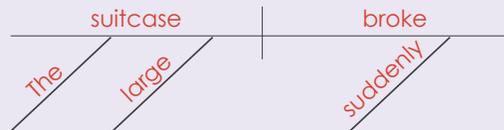
The little bird sings sweetly.



The huge parachute swiftly opened.



The large suitcase suddenly broke.



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



### Independent Practice

### Homophones

**whose** = Whose house is that? | **who's** = Who's (who is) coming to dinner tonight?

Note: This is a **tricky, tricky, tricky** homophone pair! When trying to decide if you should use WHOSE or WHO'S, always ask yourself if you could replace the word with "who is." If so, use the word "who's."

1. Do you know whose coat that is?
2. Who's my neighbor?
3. Who's sitting on the porch?
4. I wonder whose cat that is.

**whether** = We are going whether it rains or not. | **weather** = This weather is lovely; the sky is so blue.

1. I love this beautiful weather.
2. He's choosing whether to come or stay.
3. I'm not sure whether the weather will stay nice.

### Spelling Pattern Practice: IGH

Write the opposite of each word.

- dim: bright
- loose: tight
- wrong: right

### Spelling Pattern Practice: UI and UE

Write each word and say it aloud.

- juice: \_\_\_\_\_
- cruise: \_\_\_\_\_
- suit: \_\_\_\_\_
- sue: \_\_\_\_\_
- due: \_\_\_\_\_

### Spelling Pattern Practice: Soft C

Write the word to solve each riddle. Hint: Each word uses a soft C.

The opposite of "mean."

nice

This is frozen water.

ice

This is a shape with no sides.

circle

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then write a 2–3 sentence summary of what you read.

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### Spelling Pattern Practice: Silent H

Read each word and copy it.

honesty: \_\_\_\_\_

hour: \_\_\_\_\_

honor: \_\_\_\_\_

rhino: \_\_\_\_\_

exhibit: \_\_\_\_\_

### Spelling Pattern Practice: TU

When the letter combination TU is in the middle of a word, it often makes the sound /ch/ as in NATURE. Put together letter groups from the orange box with letter groups from the blue box to form eight different words. Use letter groups in the blue box as many times as needed.

frac even adven ac na ma pas cul ture tual

fracture nature

eventual mature

adventure pasture

actual culture

## A Sentence Needs Three Things

Is the group of words missing a subject (who or what is being or acting) or a verb (an action or being word)? Mark the box that shows what it is missing.

#### 1. The lamb under the tree limb

a subject  a verb

#### 2. The wind in the trees

a subject  a verb

Is the group of words a complete thought or an incomplete thought? Mark the correct box. An incomplete thought sounds as if there is more to come. If the group of words is a complete thought, put a period at the end of the words; it's a sentence!

#### 1. After we pack up the food

a complete thought  an incomplete thought

#### 2. If it starts to rain

a complete thought  an incomplete thought

#### 3. Jumps over the old fence

a subject  a verb

#### 4. Whistles a lovely melody

a subject  a verb

#### 3. I like to paint.

a complete thought  an incomplete thought

#### 4. Because you helped me

a complete thought  an incomplete thought



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Describe a problem that the main character faces.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Independent Practice



### Targeted Spelling Words

Practice the spelling words on your index card by reading each word on your card and writing it three times on a window with a dry-erase marker, with the permission of your parent or teacher.

### Spelling Rule #6

Write the plural form of each word. If the word ends with one of the following letters or groups of letters, add "es." Otherwise, just add "s."

SH CH Z X S

branch	branches
bench	benches
bandage	bandages
flash	flashes
compass	compasses
boss	bosses
wish	wishes
answer	answers
mailbox	mailboxes

### Spelling Pattern Practice: QU and ANCE

Put together letter groups from the orange box with letter groups from the blue box to form eight different words. Use letter groups in the blue box as many times as needed.

een dist ickly perform ote inherit ite iet qu ance

queen quote

distance inheritance

quickly quite

performance quiet



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*. Answer this question: Who is your favorite character in the book?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Spelling Rule #7

This is Spelling Rule #7: If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. Tip: A long vowel says its name; a short vowel does not.

Fill in each blank by correctly completing the word in the blue box with either "ch" or "tch."

la I can't open the latch.

ha When will the chicks hatch?

grin The grinch was not kind.

wren I put the wrench in the toolbox.

## Independent Practice



### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 164 to create a new one.

- Write a sentence for each word.
- Write the word broken into syllables.

### Homophones

**plain** = The room is not fancy; it is plain. | The key was in plain sight. | **plane** = Have you ever flown in a plane?

- The Wright brothers flew the first **plane**.
- Would you like a **plain** bagel?
- It's faster to travel by **plane**.
- "Jacob was a **plain** man" (Genesis 25:27).

**sail** = The boat's sail is torn. | **sale** = The shoes are on sale.

- That house has a "for **sale**" sign in its yard.
- The seaman mended the torn **sail**.
- Farmer Joe's cow is for **sale**.
- Buy the shirt that's on **sale**, not the one at full price.
- I'm sewing a new **sail** for the boat.

### Contractions

Contractions are a way of combining two words. An apostrophe takes the place of the letters that are taken out. Write the contraction for each set of words. The letters in red are taken out when forming the contractions.

- where **will** **where'll**
- she **will** **she'll**
- should **not** **shouldn't**
- I **would** **I'd**
- how **will** **how'll**
- he **would** **he'd**
- I **have** **I've**
- who **would** **who'd**

### Spelling Pattern Practice: Long OW Sound

Read each word and copy it.      bowl: \_\_\_\_\_ grown: \_\_\_\_\_ show: \_\_\_\_\_

snow: \_\_\_\_\_ crow: \_\_\_\_\_ flow: \_\_\_\_\_ glow: \_\_\_\_\_ blow: \_\_\_\_\_



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## LESSON 63

# Types of Sentences

- Have the child read aloud the poems on pages 49–50 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Write the following words, each on its own index card, in big letters: STATEMENT, QUESTION, EXCLAMATION, COMMAND. Have the child find the correct card to match what you are saying as you read to the child: There are four types of sentences.

- A statement tells you information: "Mary has a cat."
- A question asks for information and always ends with a question mark: "Do you like dogs?"
- An exclamation shows emotion and always ends with an exclamation mark: "There's a snake!"
- A command tells you what to do. A command often has an implied subject. "Put the book on the table."
- Explore the painting on the next page with the child, pointing out the shades in the sky and clouds, the overall feeling of the painting, and what it would feel, smell, and sound like to be in the scene. Read to the child: I will read a sentence about the painting, and you decide if it is a statement, question, exclamation, or command. Hold up the index card that indicates the correct sentence type.

- Does the painting feel peaceful? [question]
- Small wildflowers dot the meadow. [statement]
- Tell me who painted the picture. [command]
- Oh, a wolf is behind the hill! [exclamation]
- Do you like the clouds? [question]
- The grass looks soft. [statement]
- Ask the Set #1 Review Questions on page 307 of the Appendix.
- Have the child read these words aloud to prepare for the personal reader assignment:

Redbreast	pussy willow	sleigh	Cloverfield
beckoned	neighbor	carriage	inquire



## Independent Practice

### Targeted Spelling Words



Complete the following exercises for the words on your card. If you lost the card, have your parent or teacher use page 164 to create a new one.

- Write each word on your leg with your finger.
- On a separate piece of paper, write a sentence for each word on your card. Each sentence should also include one of the following months of the year:  
January | February | April | July | August  
September | October | November | December

### Homophones

**right** = Turn right, not left. | **write** = Write neatly.

- His house is the one on the **right**.
- Write** it down before you forget.
- "The word of the Lord is **right**" (Psalm 33:4).
- Are you **right**-handed or left-handed?

**wood** = The table is wood. | **would** = Would you do it?

- I **would** like a sandwich, please.
- The **wood** for the fire was too wet.



"Hankehøj" by Johan Lundbye (1818–1848), 1847

### Level 3 Personal Reader

Read pages 64–78 in your reader and answer the question by circling the correct letter.

Which of the following answers gives the best overall description of what the book is about so far?

- A. a boy who enjoys living in the countryside
- B. a boy living in the countryside who is trying to solve a mystery
- C. a boy who loves to play with his dog

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## LESSON 64

# Geography: Humidity and Temperature

- Have the child reread aloud the poems on pages 49–50 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Read to the child: **Humidity** means how much water vapor is in the air. **Relative humidity** is the ratio of the amount of water vapor actually present in the air to the greatest amount possible at the same temperature. Deserts usually have low humidity, while tropical areas have high humidity. The word **humid** means conditions in which the humidity is high, making the air feel damp and stuffy. **Air temperature** is a measure of how hot or cold the air is. Humidity makes the air feel hotter, but not all hot air is humid. For example, Death Valley in California is famous for being the hottest place on earth, but it is also the driest place on earth.



- Help the child complete the chart on the top of the next page.
- Have the child read these words aloud to prepare for the personal reader assignment:

sowed	wallowed	savagely	pansies
-------	----------	----------	---------



### Independent Practice

#### Homophones

**wood** = Chop the wood. | **would** = Would you come?

1. I **would** like a sandwich, please.
2. The **wood** for the fire was too wet.
3. Set the fruit plate on the **wood** table.
4. **Would** you like a yellow flower?

**peace** = I feel peace when I pray.  
**piece** = Can I have a piece of pie?

1. You can't feel **peace** if you lie.
2. I need a **piece** of chalk.



#### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 164 to create a new one.

- Read the words, and then spell them aloud.
- Read the words, and then write them broken into syllables on a separate piece of paper.
- Read the words, and then write each word in alphabetical order on a separate piece of paper.

**Independent Practice**

**Spelling Rule #5**

This is Spelling Rule #5, the 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.

Add "ed" to the words, doubling the consonant if needed.

ed	
adopt	adopted
shop	shopped
belong	belonged
skid	skidded
zip	zipped

Add "ing" to the words, doubling the consonant if needed.

ing	
ship	shipping
pop	popping
drop	dropping
climb	climbing
comfort	comforting
wrap	wrapping



**Targeted Spelling Words**

Practice the spelling words on your index card by spelling each word in sign language. Use the sign language chart on page 309 of the Appendix. Practice until you can spell each word correctly without looking at the index card.

**Spelling Rule #7**

This is Spelling Rule #7: If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. Circle the correct ending for each word. \* = exception

ma   ch (tch)	ou   ch (tch)
ran   ch (tch)	*whi   ch (tch)
bran   ch (tch)	hu   ch (tch)
fe   ch (tch)	hi   ch (tch)
*mu   ch (tch)	di   ch (tch)
*ri   ch (tch)	hun   ch (tch)
*su   ch (tch)	cru   ch (tch)
in   ch (tch)	ca   ch (tch)

**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then complete the exercise below.

Write four adjectives that were in the section you read:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**LESSON 67**

**Past, Present, and Future Tense**



- Have the child read aloud the poems on pages 53–54 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Read to the child: Paintings like the one on this page can show us the beauty and joy in simple things like reading a book next to a cute dog. Let's use this painting to talk about past, present, and future tenses.

When the action or being is happening right now, it is in **present tense**. For example, "I cook dinner." When the action or being happened in the past, it is in **past tense**. For example, "I cooked dinner." When the action or being has not happened yet, it is in **future tense**. For example, "I will cook dinner."

I will tell you a sentence about this painting, and you tell me if it is in past, present, or future tense.

- The girl reads a book. | The dog sat quietly.
- They will eat lunch soon. | The girl was happy.
- The window was open. | The dog will sleep.

- Dictate the following sentence, which includes possessive nouns, commas in a series, and words with soft G. Ask the child what tense the sentence is in. [future]

Tim's dad will build a stage, a barge, and a cage.

**Independent Practice**

**Homophones**

**which** = Which hat did you buy? | **witch** = We chose not to read the book about a witch.

- Which wreath did you buy?
- I will never act like a witch.
- I am done, which is good.
- Which pear do you want?



## Independent Practice Targeted Spelling Words



Practice the spelling words on your index card by having someone quiz you on the words until they are all mastered. If you lost the card, have your parent or teacher use page 178 to create a new one.

## Spelling Rule #6

Write the plural of each word. If the word ends with one of the following letters or groups of letters, add "es." Otherwise, just add "s."

SH CH Z X S

peach	peaches
class	classes
hour	hours
brush	brushes
waltz	waltzes
box	boxes
sign	signs

## Spelling Pattern Practice: Silent H

Read each word and copy it.

honesty: \_\_\_\_\_

hour: \_\_\_\_\_

honor: \_\_\_\_\_

rhino: \_\_\_\_\_

exhibit: \_\_\_\_\_

## Level 3 Personal Reader

Read pages 110–119 in your reader, and then answer this question with a complete sentence: Is this book written in past, present, or future tense?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*. Write the title of your book.
- \_\_\_\_\_
- \_\_\_\_\_

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## Independent Practice Targeted Spelling Words



## Targeted Spelling Words

For each word on your card, read it, cover it, spell it aloud, and check it. Repeat this activity three times for each word. If you lost the card, have your parent or teacher use page 178 to create a new one.

## Spelling Rule #4

This is Spelling Rule #4: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Write a "k" or "c" on each blank, first determining if an E, I, or Y comes after the blank, in which case, use the letter "k."

<u>k</u> idney	s <u>c</u> an	<u>c</u> rawl
<u>c</u> anary	<u>c</u> rouch	s <u>c</u> cratch
<u>c</u> andle	<u>c</u> ard	<u>k</u> ettle
<u>c</u> ry	<u>k</u> ick	<u>c</u> rab
s <u>k</u> id	s <u>c</u> ared	<u>k</u> eep

## Spelling Pattern Practice: Silent T

Read each word and copy it.

bustle: \_\_\_\_\_

apostle: \_\_\_\_\_

wrestle: \_\_\_\_\_

whistle: \_\_\_\_\_

listen: \_\_\_\_\_

## Level 3 Personal Reader

Read pages 120–131 in your reader, and then answer this question with a complete sentence: Who is the main character in this book?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

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LESSON 70  
○○○○○

# Unit 3 Review: Part 1

- Have the child reread aloud the poems on pages 55–56 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Ask the Set #1 Review Questions on page 307 of the Appendix.
- Read to the child: This is Spelling Rule #7: If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. Let's practice Spelling Rule #7 by doing a fun activity. Cut out the dog boxes below and lay them out on the table. To complete the activity, you will choose a dog. I will dictate three words to you. You will write them on the blank lines above the dog. Then you will place the dog under the dog

breed title you think matches the dog. After you are done, we will check the *Level 3 Answer Key* (available for free on [goodandbeautiful.com](http://goodandbeautiful.com)—in the FAQs section for Level 3) to see if you got the dog breeds correct. **Critical Thinking:** What would be a way to give you the best chance of getting the breeds right? [Choose the dogs (if any) you are most sure of first to narrow down the dogs you do not know.] Read Spelling Rule #7 to the child as often as the child needs.

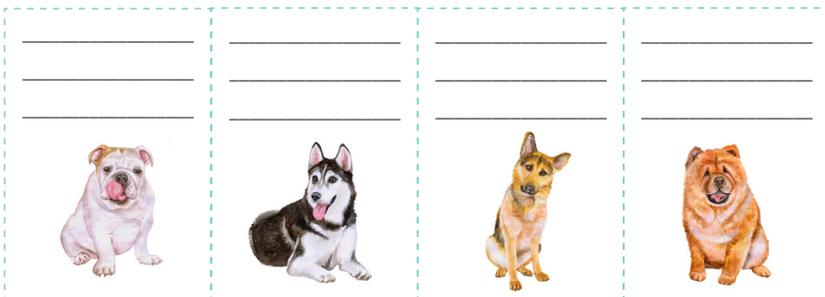
catch	pinch	stitch
hitch	punch	watch
match	peach	pitch
patch	crutch	latch

Chow Chow

German Shepherd

Siberian Husky

Bulldog



## Independent Practice

### Poetry Memorization

Practice the poem you are memorizing for this course.

### Spelling Pattern Practice: AIR

In purple are syllables of words. Match the syllables to make four words that are two syllables long each. Cross out each syllable when you have used it so you remember not to use it again.

re eclair pair up hair stairs cut  
 repair  
 eclair  
 upstairs  
 haircut

### Spelling Rule #6

Write the plural form of each word. If the word ends with one of the following letters or groups of letters, add "es." Otherwise, just add "s."

SH CH Z X S

branch	branches
bench	benches
bandage	bandages
flash	flashes
compass	compasses
boss	bosses
wish	wishes
answer	answers
mailbox	mailboxes

### Homophones

need = I need help. | knead = I will knead the bread dough now.

1. I **need** to **knead** the dough.
2. I don't **need** five hundred pillows.
3. **Knead** the rough clay until it's smooth.
4. Do you **need** a high-speed rocket?



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*. Write the title of the book below.

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## LESSON 71

# Unit 3 Review: Part 2

- Have the child read aloud the poems on pages 57–58 of *I Sat by the Sea*.
- Quiz the child on the following unit spelling words. If the child misspells any words, write those words on a card and practice them daily with the child until the words are mastered.

enough	because	answer
Tuesday	thought	caught
against	bought	early

- Read to the child:** Why do we capitalize names of people, pets, continents, countries, cities, towns, mountains, oceans, lakes, and rivers? [They are proper nouns (specific names of people, places, or things), and proper nouns are always capitalized.] Let's practice capitalizing proper nouns with a fun activity like the one in the last lesson.

Cut out the dog boxes and breed name boxes below and lay them out on the table. To complete the activity, you will choose a dog. I will dictate three words to you. You will write them on the blank lines above the dog. If it is a proper

noun, make sure to capitalize the word or words. If it is a common noun, do not capitalize the word or words. Then you will match up the dog with the breed title you think is correct. After you are done, we will check the *Level 3 Answer Key* (available for free on [goodandbeautiful.com](http://goodandbeautiful.com)) to see if you got the dog breeds correct.

lake	Lake Chad	New York
city	Orlando	Green River
mountain	Mount Hood	continent
country	Denmark	Death Valley

- Read to the child:** We do not capitalize seasons, but we do capitalize holidays, days of the week, months of the year, and all the words in greetings and closings in a letter.

- Do we capitalize seasons? [no]
- Do we capitalize holidays? [yes]
- Do we capitalize days of the week and months of the year? [yes]

Yorkshire Terrier	Maltese	Greyhound	Shetland Sheepdog
			

*Note: Red lines in the image connect the dog images to the breed names above them: Yorkshire Terrier to Yorkshire Terrier, Maltese to Maltese, Greyhound to Greyhound, and Shetland Sheepdog to Shetland Sheepdog.*

## Independent Practice Irregular Past Tense + ENCE

Write each phrase in past tense. The past tense verbs are irregular. Use the word bank to copy the correct spelling of each verb. The first answer is given in red as an example.

Present Tense	Past Tense (Irregular)
Today I	Yesterday I
speak to the audience.	spoke to the audience.
draw with patience.	drew with patience.
drive in silence.	drove in silence.
feel your influence.	felt your influence.
make a difference.	made a difference.
hide allowance money.	hid allowance money.
stand with confidence.	stood with confidence.

### Word Bank

spoke  
drew  
felt  
drove  
stood  
hid  
made

## Capitalizing Proper Nouns

Place three lines under words that are proper nouns and should be capitalized. Then circle the category of the proper nouns. The first one is given as an example.

- That car is made by honda. brand names | names of buildings | historical events | names of places
- He is a devout catholic. religions | organizations | schools and businesses | nationalities
- Grandpa fought in the korean war. brand names | names of buildings | historical events | names of places
- We donated money to the red cross. religions | organizations | schools and businesses | nationalities
- We sailed across the atlantic ocean. brand names | names of buildings | historical events | names of places

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## Contractions

Contractions are a way of combining two words. An apostrophe takes the place of the letters that are removed. Write the contraction for each set of words. The letters in red are removed when forming the contractions.

- where **will** where'll
- she **will** she'll
- should not shouldn't
- I **would** I'd
- how **will** how'll
- he **would** he'd
- I **have** I've
- who **would** who'd

## Homophones

**peace** = Now that the war is over, we can enjoy peace. | **piece** = I don't want all of it, just a piece.

- That's easy; it's a piece of cake!
- "Peace, be still" (Mark 4:39).
- That's the last piece of the puzzle.
- I feel peace when I'm in nature.

**pear** = A pear is a healthy snack. | **pair** = I can't find a pair of matching socks.

- I bought a pear and a pair of pants.
- He drew a pear and a pair of slippers.

**peek** = Don't peek; it's a surprise. | **peak** = We could see high over the roof's peak.

- Don't peek at my answers.
- Which mountain has the highest peak?
- The book's climax is right at its peak!
- I saw a sneak peek of the new movie.

**right** = Turn right, not left. | You are right; I am late. | **write** = Write neatly.

- Write your name right here.
- Write the letter the right way.

**sale** = The shoes are on sale. | **sail** = I can sail the boat. | The boat's sail is torn.

- Those books are on sale.
- The 50% off sale starts today.
- The wind ripped the sail.
- This boat can sail smoothly.

## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



## Independent Practice Irregular Past Tense + ANCE

Write each phrase in past tense. The past tense verbs are irregular. Use the word bank to copy the correct spelling. The first answer is given in red as an example.

Present Tense Today I	Past Tense (Irregular) Yesterday I
deal with the disturbance.	<b>dealt</b> with the disturbance.
buy insurance.	<b>bought</b> insurance.
choose guidance.	<b>chose</b> guidance.
sell fragrances.	<b>sold</b> fragrances.
build the entrance.	<b>built</b> the entrance.
hear an owl in the distance.	<b>heard</b> an owl in the distance.
keep my allowance.	<b>kept</b> my allowance.

### Word Bank

dealt  
chose  
heard  
built  
bought  
sold  
kept

## Homophones

**pain** = I feel a lot of pain in my right shoulder. | **pane** = A window pane just broke.

Write the words. Then circle the sentence type.

- I am in a lot of pain. statement | question | exclamation | command
- Pay me for the broken window pane. statement | question | exclamation | command
- You almost broke that pane of glass! statement | question | exclamation | command
- Is your stomach pain getting worse? statement | question | exclamation | command

**pause** = There was a pause in his speech. | **paws** = The bear has large paws.

Finish the words. Then look at the word in the purple box in each sentence. Circle the part of speech of the word. (Articles = the, a, an)

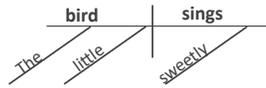
- The bear's big paws are scary. article | action verb | state of being verb | adjective
- Pause the movie until I return. article | action verb | state of being verb | adjective
- The dog put his dirty paws on the couch. article | action verb | state of being verb | adjective
- There was a brief pause in the conversation. article | action verb | state of being verb | adjective

### Sentence Diagramming

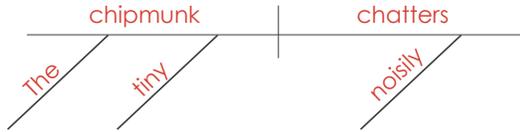
Diagram the sentences.

Example:

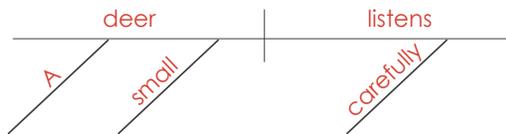
The little bird sings sweetly.



The tiny chipmunk chatters noisily.



A small deer listens carefully.



### Pronouns

For each sentence, write a pronoun that could replace the underlined noun or noun phrase. The first one is given as an example.



- The ribbons and bows are mine. They \_\_\_\_\_
- The camel is not tired. It \_\_\_\_\_
- Rachel is kind. She \_\_\_\_\_
- The girls coiled the rope. They \_\_\_\_\_
- Ann has good balance. She \_\_\_\_\_
- Phil and Ralph love hiking. They \_\_\_\_\_
- Dad and I boiled the corn. We \_\_\_\_\_
- Hank is my friend. He \_\_\_\_\_
- Tim and Al's plans worked. Their \_\_\_\_\_
- The desert is hot. It \_\_\_\_\_
- Give it to the coaches. them \_\_\_\_\_

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



### Independent Practice

### Edit the Article

Edit the article. **There are eight mistakes!**

Capitalize: ≡ Add a punctuation mark: ^ ^ ^ ^ ^ ^ ^ ^  
 Cross out any incorrect words and write the correct words.

*Hints:* Use A, not AN, before a word that starts with a consonant sound. Look for missing commas in a series. Names of countries should be capitalized. End sentences with punctuation.



### The Caribbean

How would you like to walk beside <sup>a</sup> row of palm trees on a beach of white sand and watch the crystal clear blue waves roll gently over your feet? If that sounds like something you would enjoy, then you would like the Caribbean. South and east of the North American continent there is a group of islands called the Caribbean Islands ^

The four largest islands in the Caribbean are Cuba, <sup>hispaniola</sup>, <sup>jamaica</sup> and Puerto Rico. The beautiful tropical and subtropical islands are famous for great <sup>snorkeling</sup>, which is swimming at the surface of the water with <sup>a</sup> face mask, flippers, and a tube that sticks up in the air for breathing. If you went snorkeling in the Caribbean, you would probably see colorful fish, coral, and shells. ^ ^

### Spelling Pattern Practice: Silent Letters

Finish the opposite of each word.

dishonest: honest

dishonor: honor

unfasten: fasten

belief: doubt

ignore: listen

### Homophones

sail = The sail ripped. | sale = The shirt is on sale.

Write a sentence that uses each word.

sail: \_\_\_\_\_

sale: \_\_\_\_\_

shone = The sun shone. | shown = The movie was shown twice.

Write a sentence that uses each word.

shone: \_\_\_\_\_

shown: \_\_\_\_\_

## Independent Practice Contractions

Write the missing contraction on each line. Remember to capitalize the first word in a sentence.

- [Who will] Who'll help me?
- [What is] What's your name?
- [She will] She'll read a book.
- [You are] You're very kind.
- [She is] She's a cute baby.
- [They have] They've eaten.

### Spelling Rule #1 Practice

This is Spelling Rule #1: At the end of one-syllable words, usually double the letters S, F, or L right after a short vowel. A long vowel says its name; a short vowel does not. Do not double the S, F, or L if it comes after a two-letter vowel (e.g., OO, OU).

Write "l" or "ll" on each blank.

soi <u>l</u>	awfu <u>l</u>	fi <u>ll</u>
fe <u>ll</u>	smell <u>l</u>	spell <u>ll</u>

Write "s" or "ss" on each blank.

\* = exception, use one "s"

glass <u>s</u>	*bus <u>s</u>	pass <u>s</u>
grass <u>s</u>	ble <u>ss</u>	cl <u>ass</u>
fungu <u>s</u>	pre <u>ss</u>	cro <u>ss</u>
mess <u>s</u>	flo <u>ss</u>	minu <u>s</u>

### Vocabulary Word



Write the vocabulary word, definition, and example sentence in your writing journal.

**dawdle:** to be slow, to waste time  
Don't dawdle; we need to clean the house quickly.

**Helpful Hint:** If the child is overwhelmed with a journal entry, you could have him or her narrate the journal entry to you while you write it. Then have the child copy it.

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## Independent Practice Targeted Spelling Words



Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 196 to create a new one.

- Write a sentence for each word.
- Write the words in reverse alphabetical order.

### Spelling Rule #7

This is Spelling Rule #7: If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. Tip: A long vowel says its name; a short vowel does not.

Fill in each blank by correctly completing the word in the blue box with either "ch" or "tch."

stre	I need to <u>stretch</u> my legs.	cru	This <u>crutch</u> helps me to walk.
pun	Who made the orange <u>punch</u> ?	ba	Let's make a <u>batch</u> of cookies.
fe	The dog will <u>fetch</u> the stick.	sti	The doctor will <u>stitch</u> up the cut.

### Homophones

**threw** = I threw the ball. | **through** = We walked through the field.

- I threw the ball through the basket.
- He threw a rock through a window.

**poor** = The poor girl is lost. | **pour** = Please pour the juice.

- Pour some milk for the poor lost cat.
- Mom always helps those who are poor and lonely.

### Spelling Suffix Practice: ANCE

Write each word and say it aloud.

tolerance:

\_\_\_\_\_

balance:

\_\_\_\_\_

resistance:

\_\_\_\_\_

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then write one sentence from the book that uses good description.

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## Independent Practice

### Targeted Spelling Words



Practice each spelling word on your index card by completing the exercises below.

- Say the word aloud, spell it twice aloud, and then write a dot on a piece of paper. After spelling all of the words, connect the dots and see what kind of designs you can make. Color your designs, if desired.
- Say it, cover it, write it with your finger on your knee, and check it.

### Spelling Pattern Practice: MB and KN

Fill in each blank with one of the following words:

**lamb thumb numb dumb climb crumb bomb**

1. My foot is numb; I can't feel it.
2. We shouldn't call learning dumb.
3. A bomb was used in the war.
4. I want to climb that big oak tree.
5. I'll sweep up every last crumb.
6. I cut my thumb.
7. The young lamb is adorable.

Fill in each blank with one of the following words. Some words are used twice.

**know kneel knife knit knot knight knuckle**

1. I know how to tie a knot.
2. The knight will kneel before the king.
3. The knife is sharp; don't cut your thumb.
4. The knight put a bandage on his knuckle.
5. I know how to climb palm trees.
6. I will knit some socks for you.

### Spelling Rule #6

Read each word aloud, and then write an "s" or "es" on the blank line to make it plural. If the word ends with one of the following letters or groups of letters, add "es." Otherwise, just add "s."

SH CH Z X S

inches	combs
torches	cougars
shells	waltzes
compasses	boxes
dresses	canoes
classes	suits
dishes	churches
lamps	branches

### Poetry Memorization

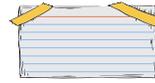
Practice the poem you are memorizing for this course.

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## Independent Practice

### Targeted Spelling Words



- Practice the spelling words on your index card by spelling each word in sign language. Use the sign language chart on page 309 of the Appendix. Practice until you can spell each word correctly without looking at the index card.

### Sentence Diagramming

Diagram the sentences.

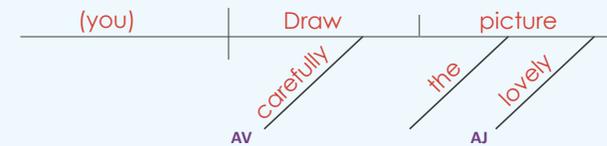
**Example:**

Open the heavy door slowly.

AV=adverb  
AJ=adjective



Draw the lovely picture carefully.



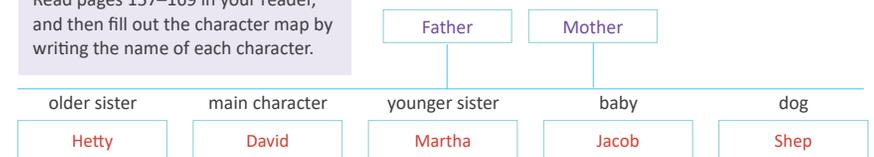
The small boy marches.



### Level 3 Personal Reader

Read pages 157–169 in your reader, and then fill out the character map by writing the name of each character.

#### CHARACTER MAP



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

**Independent Practice Targeted Spelling Words**

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 207 to create a new one. For each word on your card,

- read the word, and then spell it aloud, bouncing in your chair with each letter.
- read the word, and then spell it aloud as you write it with your finger on something soft.

**Homophones**

**soar** = The hawk can soar very high. | Home prices will soar. | **sore** = My leg is sore.

1. Is your foot **sore** after the marathon?
2. The plane will **soar** high into the sky.
3. Will the price of gas **soar** next month?
4. I can rub your **sore** foot.

**Subjects, Verb Phrases, Independent and Dependent Clauses**

One of the ways artists made money, especially before cameras were invented, was by painting portraits of people. In addition to painting landscapes, Ferdinand Georg Waldmüller painted many portraits. His portrait painting on this page is of his son. We'll use this painting for this exercise.

For each clause in purple, write the subject and the verb phrase [the helping verb (underlined) and the

main verb (circled)], and then circle whether the clause is independent or dependent. Add a period to independent clauses.

**Dependent Clause** = It has a subject and verb (or verb phrase) but indicates more to come; it *cannot* be a sentence on its own.

**Independent Clause** = It has a subject, verb, and a complete thought; it *can* be a sentence on its own.

1. The dog has been a good friend.

subject dog verb phrase has been dependent | independent

2. The son will smile slightly.

subject son verb phrase will smile dependent | independent

3. When he has finished the painting

subject he verb phrase has finished dependent | independent

4. This portrait has lasted for a long time.

subject portrait verb phrase has lasted dependent | independent



"Waldmüller's Son Ferdinand with Dog" by Ferdinand Georg Waldmüller (1793–1865), 1836

**Level 3 Personal Reader** Read pages 170–179 in your reader.

**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

**Independent Practice Edit the Article**

Edit the article. **There are 13 mistakes!**

Capitalize: ≡ Add a punctuation mark: ^ > < < >  
Cross out any incorrect words and write the correct words.

**Hints:** Use commas correctly in dates. Look for missing commas in a series and missing apostrophes in possessive nouns. Look for incorrect use of homophones.

**Alaska**

alaska became a part of the united States on January 3 1959. This huge state is home ~~to~~ millions of lakes stunning glaciers and dozens of active volcanoes. Alaska's wildlife is amazing: polar bears walruses, bears, bald eagles, whales white foxes and much more. Out of the 20 highest mountain peaks in the United states, 17 of them are in Alaska. In fact, Alaska is home to Denali, the highest mountain peak on the whole continent of North america.

**Targeted Spelling Words**

Practice the spelling words on your index card by completing the exercises below.

- Read the word, and then spell it aloud three times with your eyes closed.
- On a separate piece of paper, write a sentence that uses the word.

**Spelling Pattern Practice: EW and MB**

Create a real word by adding **ew** or **mb** to the end of each word.

lamb	chew	grew
stew	bomb	knew
threw	comb	numb

**Personal Reading**

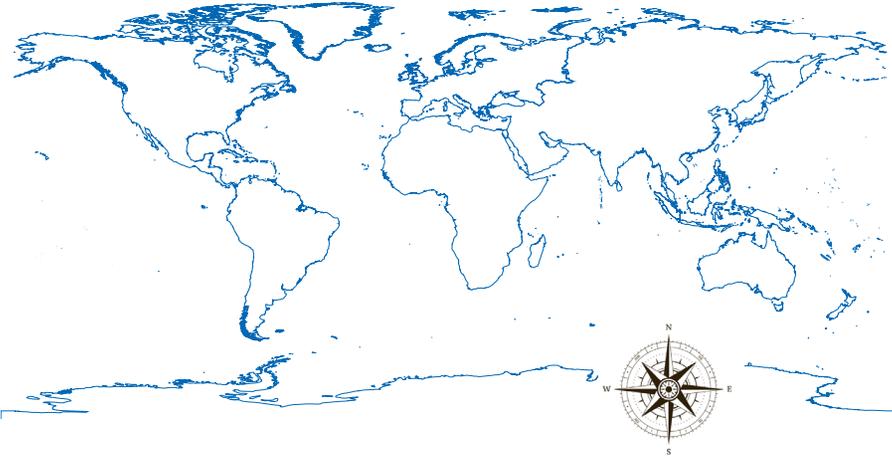
- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



## Independent Practice

## Continents

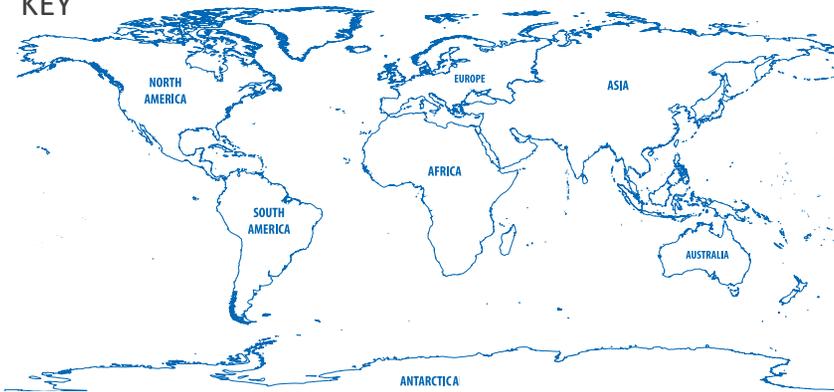
Label the seven continents. As this exercise focuses on **correct spelling and capitalization**, not on memorization, use the key to spell the names of the continents correctly.



In this box, list the continents that are entirely north of Australia.

Asia, Europe, North America

## KEY



## Commas in a Series



Use the words in the box to finish the sentence. Make sure to put commas where they belong. This exercise also practices words with OW and ALL.

Example:

Today I work, play, and sleep.

work play sleep

1. I drew a small town, tall tower, and brown ball.

small town tall tower brown ball

2. Yesterday we went to town, bought a gown, and saw an owl.

went to town bought a gown saw an owl

3. The farmer built a stall for the cows, a wall, and a small plow.

stall for the cows a wall a small plow



## Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 215 to create a new one.

For each word on your card,

- read the word, and then spell it aloud three times, tapping your pencil with each letter.
- read the word, and then spell it aloud three times while looking in the mirror at your mouth.

## Helping Verbs

A **MAIN VERB** shows the action or state of being. A **HELPING VERB** helps another verb show the action.

For each sentence write the helping verb and main verb. The first sentence is completed as an example.

1. I could help you.      helping verb       main verb
2. I will run quickly.      helping verb       main verb
3. Amy can sing.      helping verb       main verb



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## Helping Verbs

Helping verbs are forms of the verb TO BE (am, is, are, was, were, be, been, being) or the following:

have	has	had	do	does	did	can	could
will	would	shall	must	ought to	should	may	might



Circle the main verbs and underline the helping verbs.

- The water may boil.
- He should write a thank-you card.
- I will ride the white horse.
- My horse can go fast.
- The horse should eat oats.
- Being in nature could help my mood.

## Homophones

**there's** = a contraction of "there" and "is" | **theirs** = The goat is theirs.

- There's** a swan on the pond.
- I hope **there's** a shortcut to the castle.
- The book is **theirs**.
- The blue home is **theirs**.

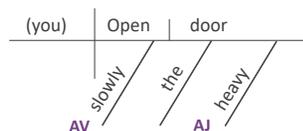
## Sentence Diagramming

Diagram the sentences. Put AJ under adjectives and AV under adverbs.

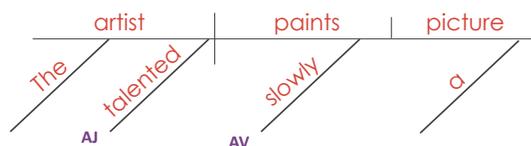
Example:

Open the heavy door slowly.

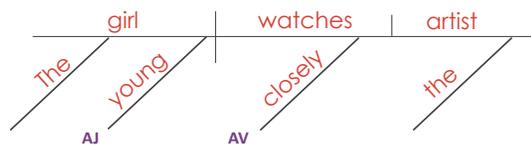
AV=adverb  
AJ=adjective



The talented artist paints a picture slowly.



The young girl watches the artist closely.



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



## Independent Practice



## Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 223 to create a new one.

- Write each word that is 3 or more syllables in this box:
- Write each word that is 1–2 syllables in this box:
- Read a word. Spell it aloud while standing up. Squat down for every letter that dips below the baseline.

## Homophones

**two** = I ate two pies. | **to** = Go to bed. | **too** = I'm too tired. | I'll come too.

- I'm **too** late **to** get a seat.
- We need **two** forks **too**.
- To** be on time, we need **to** hurry.
- I need **two** books **too**.

## A Sentence Needs Three Things

Circle YES if the group of words expresses a complete thought and NO if it does not.

- When you finish YES | **NO**
- I planted a garden **YES** | NO
- After you leave YES | **NO**

Circle SUBJECT if the sentence is missing a subject or VERB if it is missing a verb.

- The hungry goat SUBJECT | **VERB**
- Jumps over the fence **SUBJECT** | VERB
- Whistles a tune **SUBJECT** | VERB



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



Circle the correct answers.

- Out of these words, the one that best describes my book is A. inspiring. B. fun. C. sad. D. interesting.
- The setting of my book is A. somewhere I would like to live. B. somewhere I would not like to live.
- The main character is A. a lot like me. B. not at all like me. C. a little like me.

He went to bed when told to do so.  
 He worked hard in school.  
 He played with his little brother.

This is the way a little girl said, "Thank you."  
 "Thank you, woolly sheep, for my warm coat."  
 "Thank you, old cow, for my shoes."  
 "Thank you, carpenter, for my house."  
 "Thank you, baker, for my bread."

The *Goose Quill* then asks the reader to answer some questions by writing them out in his or her copybook, which was a book with blank pages that children used to write or copy things in their best handwriting.

Read to the child:

Choose three of the following questions to answer from *The Goose Quill*. Write the answers neatly in your writing journal. Write at least three things for which each person or animal could be grateful. Remember to use commas in a series.

1. For what may a bird be thankful?
2. For what may a squirrel be thankful?
3. For what may a baby be thankful?
4. For what may a grandmother be thankful?
5. For what may a friend be thankful?



### Independent Practice

#### Homophones

steak = I ate steak.

stake = Put the stake in the ground.

1. The **steak** is tough to eat.
2. The **stake** marks where I will dig.
3. The **stake** is made of iron.

### Spelling Rule #4

This is Spelling Rule #4: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Write a "k" or "c" on each blank, first determining if an E, I, or Y comes after the blank, in which case, use the letter "k."

<u>cart</u> on	<u>sk</u> inny	<u>cr</u> ater
<u>k</u> ettle	<u>cr</u> am	<u>scr</u> awl
<u>c</u> attle	<u>k</u> iln	<u>k</u> elp
<u>cr</u> y	<u>k</u> ick	<u>cr</u> ab
<u>sk</u> id	<u>sc</u> ared	<u>ke</u> ep

### Articles, Contractions, & Possessive Nouns

Enter apostrophes in the correct spots to show possession. Fill in each blank with the correct article: "a" or "an." AN goes before a word starting with a vowel sound. A goes before a word starting with a consonant sound. Fill in each box with a contraction of your choice (e.g., can't, couldn't, won't, shouldn't).

1. An owl  land on Daves' head.
2. An egg  cook on Moms' stove.
3. A bug  get into Eds' car.
4. A dog  sleep in Anns' bed.
5. An ox  be in Dads' field.
6. An elk  eat our cats' food.



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## LESSON 91

o o o o o

# Artwork: Ferdinand Georg Waldmüller: Part 2

- Have the child read aloud the poems on pages 73–74 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Ask the Set #1 Review Questions on page 307 of the Appendix.
- Read to the child:

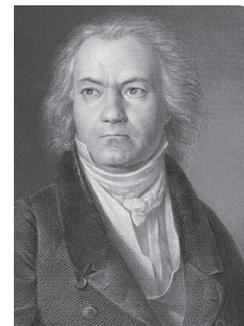


"Self Portrait at a Young Age" by Ferdinand Georg Waldmüller (1793–1865), 1828

Austrian artist Ferdinand Georg Waldmüller was born in 1793 and died in 1865. It is a blessing that we can enjoy the artwork of such a gifted artist who lived more than 200 years ago.

Waldmüller loved to paint scenes of peasant life and landscapes. He often created paintings about faith and family. Sometimes he received criticism for painting simple scenes with peasants or for painting pictures that showed religious or moral ideas.

Nevertheless, Waldmüller stayed true to what was in his heart. His paintings eventually became very successful, and he even sold many paintings to people of royalty.



"Ludwig van Beethoven" by Ferdinand Georg Waldmüller (1793–1865), 1823, reproduced by Lazarus Gottlieb Sichling (1812–1863)

into a copper plate (or other material) to match the painting. Then the copper plate was inked and used to make copies.

Waldmüller was given a special gift for painting, and he worked hard to develop that gift. He studied art at fine academies, but he also worked on his own. One way he did this was by spending many hours copying paintings of other masters. Thus, he learned a lot of artistic techniques.

- With the child, study and discuss the paintings on the next page. [smooth,

velvety hills contrasting with jagged, bare mountains; light and shadow; the painting focuses on the grandeur of the scene rather than the small people]



### Independent Practice

#### Homophones

wood = The table is wood. | would = Would you do it?

1. I **would** like a sandwich, please.
2. The **wood** for the fire was too wet.
3. Set the fruit plate on the **wood** table.
4. **Would** you like a yellow flower?



## Independent Practice

## Homophones

**there** = Sit over there. | There are three pies. | **their** = I like their dog. | **they're** = a contraction of *they* and *are*

- I think **their** boat is over **there**.
- They're** not ready to sell **their** home.

**throne** = The king sits on a throne. | **thrown** = The ball was thrown hard.

- The queen sat on her golden **throne**.
- A load of laundry was **thrown** into the washer.
- The toy **throne** was **thrown** away.
- A party was **thrown** for Father's birthday.

## Level 3 Personal Reader

Read pages 233–255 in your reader, and then answer the question with complete sentences.

What are two ways your life differs from the lives of the Amish in this story? (Use one of these transitional words/phrases in your answer: **another reason, also, in addition.**)

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## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

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## Independent Practice

## Homophones

**there's** = a contraction of *there* and *is* | **theirs** = The goat is theirs.

- There's** a bald eagle over there!
- I hope **there's** a cake in that basket.
- The huge mansion is **theirs**.
- There's** no excuse for rudeness.

**shone** = The sun shone brightly. | **shown** = The movie was shown seven times.

- A light **shone** in the cabin.
- I have **shown** the card to Mom.
- He **shone** the flashlight into the tent.
- He has **shown** us his new bike.

**steak** = I ate steak. | **stake** = I put a stake in the ground.

- We dug up the iron **stake**.
- The **stake** is delicious.

## Capitalization Rules

**Capitalize:** days of the week, months of the year, holidays

**Do Not Capitalize:** seasons

Where letters are missing, write a lowercase or uppercase letter.

In spring we will celebrate Easter. I was born in May.  
On Tuesday I'll buy a Christmas tree. It is summer.

Spelling Pattern  
Practice: Silent H

Read each word and copy it.

honest: \_\_\_\_\_

hour: \_\_\_\_\_

honor: \_\_\_\_\_

herb: \_\_\_\_\_

exhibit: \_\_\_\_\_

## Commas in Dates

Insert commas where needed in the dates. For number six, write your birthday with correct spelling and punctuation.

- January 3, 2030
- May 4, 1947
- February 25, 1923
- March 21, 2012
- September 10, 2020
-

## A Sentence Needs Three Things



Is the group of words missing a subject (who or what is being or acting) or a verb (an action or being word)? Mark the correct box.

**1. Dave and his dog on the grass**

a subject  a verb

**2. Is sleeping peacefully**

a subject  a verb

**3. Wake up after a long nap**

a subject  a verb

**4. Is soft and smells sweet**

a subject  a verb

**5. Beautiful little flowers all over**

a subject  a verb

**6. Feels so peaceful**

a subject  a verb

Is the group of words a complete thought or an incomplete thought? Mark the correct box. An incomplete thought sounds as if there is more to come in the sentence. If the group of words is a complete thought, put a period at the end of the words; it's a sentence!

**1. After the boy sleeps peacefully**

a complete thought  an incomplete thought

**2. If the dog hears a noise**

a complete thought  an incomplete thought

**3. The grass is soft and smells sweet.**

a complete thought  an incomplete thought

**4. Because it is not too hot**

a complete thought  an incomplete thought

**5. When the sun comes out**

a complete thought  an incomplete thought

**6. The dog and the boy are friends.**

a complete thought  an incomplete thought

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then answer the questions with complete sentences.

What is a conflict (problem) that the main character faces in the book? How do you think the conflict will end?

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## LESSON 95

## Unit 4 Review: Part 2

- Have the child reread aloud the poems on pages 75–76 of *I Sat by the Sea*.

Note: To make the following dictation exercises more fun, consider having the child do the dictation on a cookie sheet with a dry-erase marker.

- Read to the child: This is Spelling Rule #8: *If /j/ follows a short vowel sound, it is usually spelled with DGE.* Have the child repeat the spelling rule three times. Dictate the following words. Tip: A long vowel sound says its name; a short vowel does not.

trudge splurge smudge

- Dictate the following sentences, which practice Spelling Rule #8 and contractions. After each sentence, have the child tell you the sentence type. [Answers: 1) statement 2) command 3) question]

The judge hasn't taken the pledge.

Don't get close to the ledge.

Aren't you drawing a bridge?

- Quiz the child on the following unit spelling words. If the child misspells any words, write those words on a card and practice them daily with the child until the words are mastered.

ocean	Australia	Antarctica
America	mountain	hemisphere
Europe	climate	earth

### Independent Practice

#### Sentence Diagramming

Diagram the sentences.

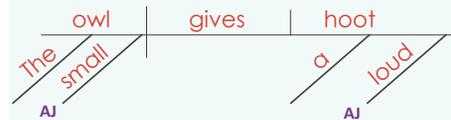
**Example:**

Open the heavy door slowly.

AV=adverb  
AJ=adjective



The small owl gives a loud hoot.



Sing the song loudly.



### Level 3 Personal Reader

Read pages 256–270 in your reader.

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

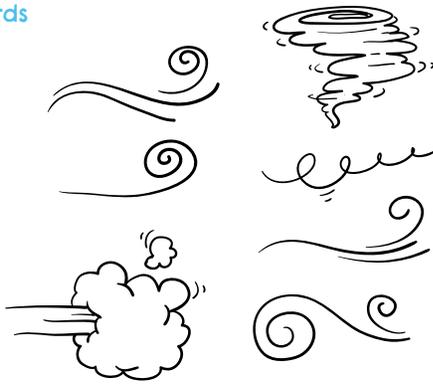


**Targeted Spelling Words**

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 244 to create a new one.

For each word on your card,

- read it, write it on the board, and check it.
- write it in all capital letters on the board.
- write it very, very small on the board.
- write it somewhere around the doodles to the right.

**Spelling Pattern Practice: EW and MB**

Create a real word by adding **ew** or **mb** to the end of each word.

<b>lamb</b>	<b>chew</b>	<b>grew</b>
<b>stew</b>	<b>bomb</b>	<b>knew</b>
<b>threw</b>	<b>comb</b>	<b>numb</b>

**Commas in a Series**

Use the words in the box to finish the sentence. Make sure to put commas where they belong. Don't forget to place a period at the end of each sentence.

Example:

Today I work, play, and sleep.

work play sleep

1. I like to jump, bounce, and twirl.

jump bounce twirl

2. Yesterday we read, wrote, and drew.

read wrote drew

3. Today Paul studies, works, and laughs.

studies works laughs

**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

**Spelling Rule #6**

This is the first part of Spelling Rule #6: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. Write "s" or "es" at the end of each word on the chart.

trenches	foxes	classes
coils	flashes	batches

This is the second part of Spelling Rule #6: Drop the Y and add IES to words that end with a consonant + Y.

Fill out the chart. The first one is given as an example.

Base Word	Does it end with a consonant + Y or vowel + Y? Circle the correct answer.	Write the plural form of the noun.
party	<input checked="" type="radio"/> Consonant + Y <input type="radio"/> Vowel + Y	parties
library	<input type="radio"/> Consonant + Y <input checked="" type="radio"/> Vowel + Y	libraries
army	<input type="radio"/> Consonant + Y <input checked="" type="radio"/> Vowel + Y	armies
turkey	<input type="radio"/> Consonant + Y <input checked="" type="radio"/> Vowel + Y	turkeys

**Spelling Rule #10**

Add "ing" to the following words. Remember to drop the "e" before adding "ing."

shave shaving

live living

hike hiking

drive driving

move moving

**Level 3 Personal Reader/Oral Narration**

Read pages 287–294 in your reader. Then summarize the chapter (tell the main ideas of the chapter in your own words) to your parent or teacher, or record the summary on a device (like a phone or tablet) for your parent or teacher to listen to later.

**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



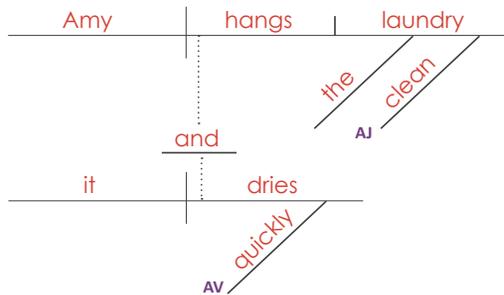
Circle the correct answers.

1. My book is  A. fiction (imagined story).  B. nonfiction (factual story based on actual events and people).
2. The setting of my book is on this continent:  A. North America.  B. South America.  C. Asia.  D. Europe.  E. Australia.  F. Antarctica.  G. Africa.  H. Unknown.
3. My book is set in  A. modern times (the world today).  B. historical times (in times past).  C. the future.

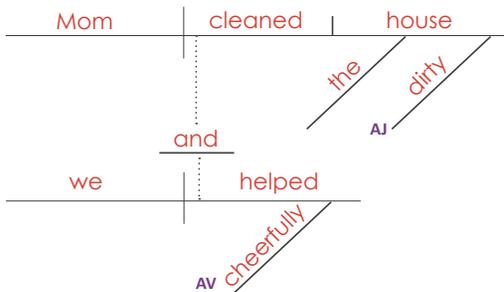
## DIAGRAMMING COMPOUND SENTENCES

Diagram all the words in the sentences. Do not forget to add the letters AJ under adjectives (except for articles) and the letters AV under adverbs.

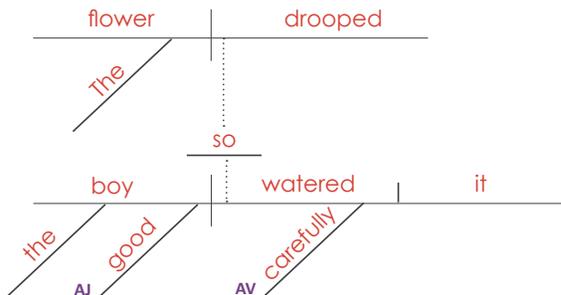
Amy hangs the clean laundry, and it dries quickly.



Mom cleaned the dirty house, and we cheerfully helped.



The flower drooped, so the good boy watered it carefully.



## Independent Practice



### Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 244 to create a new one.

- For each word, read the word, cover it, spell it aloud, and check it. Repeat until all words are correct two times.
- For each word, read the word, cover it, write it on the table with your finger, and check it. Repeat until all words are correct two times.



### Vocabulary Word

Write the vocabulary word, definition, and example sentences in your writing journal.

**enhance:** to make greater or stronger  
Positive friendships enhance our lives.  
Good books enhance my vocabulary.

### Contractions

Write the missing contraction on each line.

1. [Who will] Who'll teach me?
2. [What is] What's that sound?
3. [We will] We'll go to bed.
4. [You are] You're so nice.
5. [They are] They're happy.



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



### STARTING Writing Journal Entry #15

God has given us wonderful opportunities to enhance our lives if we choose. For example, we can enhance our physical health by eating nutritious foods and exercising, and we can enhance our faith by praying and reading the scriptures.

For Writing Journal Entry #15, you are going to enhance a space and write about it. With the help of your parent, choose one of the activities below that you will start in the next lesson:

- Enhance your bedroom or a closet by organizing it.
- Enhance a spot in your yard by cleaning it up or weeding it.
- Enhance the beauty of a windowsill by potting a flower arrangement to put on it.
- Come up with your own idea to enhance a space.

In your writing journal, start your journal entry by writing the title "Enhancing a Space." Then copy these sentences: *There are so many ways to improve the world around us. One thing I chose to do was to enhance a space by [fill in the item you chose here].* The next few lessons will prompt you to work on your "Enhancing a Space" activity. In Lesson 106 you will finish your journal entry by writing about the experience.

## Independent Practice



### Targeted Spelling Words

- Read each word on your index card and write it twice on the board.
- Spell each word on your index card in sign language using page 309 of the Appendix. Try out the sign language below for fun!



### Enhancing a Space Activity

Work on the “Enhancing a Space” activity that you chose in the last lesson. If needed, work on this activity outside of lesson time or in the next lesson. You will write about the activity in two more lessons!



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*. Find and write three nouns (a person, place, or thing) from the section you read.

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### Spelling Rule #6

This is the first part of Spelling Rule #6: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. Write “s” or “es” at the end of each word on the chart.

wrenches	boxes	classes
lamb	crashes	patches

This is the second part of Spelling Rule #6: Drop the Y and add IES to words that end with a consonant + Y.

Fill out the chart. The first one is given as an example.

Base Word	Does it end with a CONSONANT + Y or vowel + Y? Circle the correct answer.	Write the plural form of the noun.
fly	<ul style="list-style-type: none"> <li>• Consonant + Y</li> <li>• Vowel + Y</li> </ul>	flies
monkey	<ul style="list-style-type: none"> <li>• Consonant + Y</li> <li>• Vowel + Y</li> </ul>	monkeys
reply	<ul style="list-style-type: none"> <li>• Consonant + Y</li> <li>• Vowel + Y</li> </ul>	replies
fry	<ul style="list-style-type: none"> <li>• Consonant + Y</li> <li>• Vowel + Y</li> </ul>	fries
valley	<ul style="list-style-type: none"> <li>• Consonant + Y</li> <li>• Vowel + Y</li> </ul>	valleys
city	<ul style="list-style-type: none"> <li>• Consonant + Y</li> <li>• Vowel + Y</li> </ul>	cities

### Level 3 Personal Reader/Oral Narration

Read pages 295–303 in your reader. Then summarize the chapter (tell the main ideas of the chapter in your own words) to your parent or teacher, or record the summary on a device (like a phone or tablet) for your parent or teacher to listen to later.

### Set A

hear	here	Can you HEAR the music?   Please sit right HERE.   HERE is a pencil.   Dogs can HEAR well.   I will wait in HERE.   Did you HEAR the birds this morning?   Put your books HERE.   Have you been HERE long?   Is she HERE?   I can HEAR the wind.
theirs	there's (contraction for THERE IS)	THERE'S no place like home.   The book is THEIRS.   It is not mine; it is THEIRS.   THERE'S a chance it will snow.   Do you know if THERE'S a lake nearby?   I hope THERE'S enough time to swim.   The cabin is THEIRS.   THERE'S always hope.
whose	who's (contraction for WHO IS)	WHOSE house is that?   WHO'S coming to dinner?   Do you know WHOSE jacket this is?   WHO'S ready to go?   WHO'S coming with me?   WHO'S willing to work hard?   WHOSE name is Peter?   Do you know WHO'S in charge?   WHO'S that girl?

### Set B

your	you're (contraction for YOU ARE)	YOU'RE very funny.   Is that YOUR mother?   Tell me when YOU'RE ready.   Did you know YOUR dog is following us?   It is YOUR turn.   YOU'RE such a good friend.   I think YOU'RE going to like the trip.   Please bring YOUR coat.   YOU'RE so pretty.
pair	pear	I opened a can of PEARS.   I drank PEAR juice.   I need a new PAIR of pants.   I like your new PAIR of shoes.   This PEAR is juicy.   Mom made me a new PAIR of mittens.   Is the PEAR ripe?   We have a PEAR tree.   I need a PAIR of scissors.   Eat the PEAR.   I bought a PAIR of shorts.
threw	through	I THREW away the paper.   We went THROUGH the tunnel.   He came THROUGH the door.   Dan THREW the ball.   We are THROUGH painting the fence.   We drove THROUGH the canyon.   She THREW a party.   He THREW the crumbs in the trash.   I jumped THROUGH the hoop.

## Independent Practice

### Spelling Rule #10

The following words have had the Silent E dropped when ING was added. Read the word aloud. Then write the base word—the word before ING was added. Don't forget to put the Silent E back on.

raking	<u>rake</u>	solving	<u>solve</u>
competing	<u>compete</u>	shoving	<u>shove</u>
love	<u>loving</u>	have	<u>having</u>
shape	<u>shaping</u>	serve	<u>servng</u>

Add “ing” to the following words. Remember to drop the “e” before adding “ing.”



### Targeted Spelling Words

Complete the following exercises for each word on your card. If you lost the card, have your parent or teacher use page 257 to create a new one.

- Read the word, and then spell it aloud, tapping your pencil on the table with each letter.
- Read the word, and then spell it aloud while lying on your stomach.
- Read the word, and then spell it aloud while lying on your back.



**Independent Practice** Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 269 to create a new one.

- For each word, read and spell the word aloud while holding one of the poses to the right. Do this for each pose.
- For each word, read the word, cover it, spell it aloud, and check it.

**Sentence Types**

Read each sentence, and then circle the sentence type.

- You did a great job!      STATEMENT | QUESTION | **EXCLAMATION** | COMMAND
- Put the book on the table.      STATEMENT | QUESTION | EXCLAMATION | **COMMAND**
- David stood as silent as a statue.      **STATEMENT** | QUESTION | EXCLAMATION | COMMAND
- Did you go to the hospital yesterday?      STATEMENT | **QUESTION** | EXCLAMATION | COMMAND

**Level 3 Personal Reader**

Read pages 311–319 in your reader. Then answer the following questions by circling the correct answer.

- Is the Sorrow-mother angry with Joseph before he returns home?  
A. Yes, she did not want to see him again.      **B. No, she prayed for him every night.**
- Was Joseph influenced by his mother, even when he was gone? See page 317.  
**A. Yes, he made better choices by thinking of her.**      B. No, he never thought of her.
- Some of the good messages in this story are  
A. getting enough sleep and exercising.      **B. cheerfulness, kindness, and service to others.**

**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Describe the setting of your book in one or two sentences. Use at least two adjectives and circle them.

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**LESSON 109**

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**Irregular Plural Nouns: Part 2**

- Have the child reread aloud the poems on pages 85–86 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Have the child spell the following words aloud, all of which use PH for the /f/ sound: PHONE, GRAPH, ALPHABET, PHOTO, DOLPHIN.
- Read to the child: As we learned in the previous lesson, some plural nouns are irregular. We are going to learn and practice these plural nouns. When a noun ends with F or FE, you drop the F or FE and add VES. Write the plural form of each word.

calf \_\_\_\_\_  
thief \_\_\_\_\_  
life \_\_\_\_\_  
shelf \_\_\_\_\_  
half \_\_\_\_\_

- Read to the child: Let's practice other irregular nouns. Read the chart, and then fill in each blank with the correct word from the chart. You will practice more irregular plural nouns in the independent sections of upcoming lessons.

Singular	Plural
goose	geese
foot	feet
person	people
cactus	cacti

- This board is one \_\_\_\_\_ long. That board is three \_\_\_\_\_ long.
- I have one honking \_\_\_\_\_. You have two honking \_\_\_\_\_.

**Independent Practice****Targeted Spelling Words**

Complete the following exercises for each word on your card. If you lost the card, have your parent or teacher use page 269 to create a new one.

- Read the word, and then spell it aloud, tapping your right foot on the floor with each letter.
- Read the word, and then write it in all capital letters on a separate sheet of paper.
- Read the word, and then spell it aloud, hopping on your left foot with each letter.

**Helping Verbs**

Circle the main verbs and underline the helping verbs.

- The cows should **eat** grass.
- They will **feed** us dinner.
- My horse can **trot**.
- The hens could **lay** eggs.
- The farmer might **plow** today.

## Spelling Rule #6

This is the second part of Spelling Rule #6: Drop the Y and add IES to words that end with a consonant + Y. Fill out the chart.

Base Word	Does it end with a consonant + Y or vowel + Y? Circle the correct answer.	Write the plural form of the noun.
party	<input checked="" type="radio"/> Consonant + Y <input type="radio"/> Vowel + Y	parties
family	<input checked="" type="radio"/> Consonant + Y <input type="radio"/> Vowel + Y	families
baby	<input checked="" type="radio"/> Consonant + Y <input type="radio"/> Vowel + Y	babies
donkey	<input checked="" type="radio"/> Consonant + Y <input type="radio"/> Vowel + Y	donkeys
berry	<input checked="" type="radio"/> Consonant + Y <input type="radio"/> Vowel + Y	berries
bully	<input checked="" type="radio"/> Consonant + Y <input type="radio"/> Vowel + Y	bullies
bunny	<input checked="" type="radio"/> Consonant + Y <input type="radio"/> Vowel + Y	bunnies
key	<input type="radio"/> Consonant + Y <input checked="" type="radio"/> Vowel + Y	keys
daisy	<input checked="" type="radio"/> Consonant + Y <input type="radio"/> Vowel + Y	daisies
duty	<input checked="" type="radio"/> Consonant + Y <input type="radio"/> Vowel + Y	duties

## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

Describe the conflict (a problem) that the main character faces in the story.

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## Independent Practice

### Homophones

Read the paragraph aloud. Then circle the word that correctly represents each picture.

The male mail carrier saw many things on his route: a purple flower, a dog that was trying to bury a bone, a bright red berry, and a girl with bare feet and flour on her nose. He would have felt it was a very peaceful morning if it wasn't for the bear he saw climbing on some wood!



berry | bury



bare |  bear



flour |  flower



mail | male

### Targeted Spelling Words



Complete the following exercises for each word on your card. Have your parent or teacher use page 269 to create a new card if you lost it.

- Read it, and then write it on the board. Erase every other letter, and then write the letters again.
- Write it in all capital letters on the board.

### Irregular Past Tense + ANCE/ENCE

Write each phrase in past tense. The past tense verbs are irregular. Use the word bank to copy correct spelling. The first answer is given in red as an example.

Present Tense Today I	Past Tense (Irregular) Yesterday I
deal with the disturbance.	dealt with the disturbance.
draw with patience.	drew with patience.
drive in silence.	drove in silence.
feel your influence.	felt your influence.
make a difference.	made a difference.
hide the attendance record.	hid the attendance record.
stand with confidence.	stood with confidence.

### Word Bank

drove  
dealt  
made  
drew  
felt  
hid  
stood

## Reading Comprehension

Read the story from a McGuffey's Reader, and then answer the questions.

### Beautiful Hands

"Oh, Miss Roberts! What coarse [rough] looking hands Mary Jessup has!" said Daisy Marvin as she walked home from school with her teacher.

Miss Roberts replied, "In my opinion, Daisy, Mary's hands are the prettiest in the class."

"Why, Miss Roberts, they are as red and hard as they can be. How they would look if she were to try to play on a piano!" exclaimed Daisy.

Miss Roberts took Daisy's hands in hers and said, "Your hands are very soft and white, Daisy—just the hands to look beautiful on a piano, yet they lack one beauty that Mary's hands have. Shall I tell you what the difference is?"

"Yes, please, Miss Roberts."

"Well, Daisy, Mary's hands are always busy. They wash dishes; they make fires; they hang out clothes and help to wash them, too; they sweep and dust and sew; they are always trying to help her poor, hard-working mother. Besides, they wash and dress children; they mend their toys and dress their dolls; yet, they find time to bathe the head of the little girl who is so sick in the next house to theirs. They are full of good deeds to every living thing. I have seen them patting the tired horse and the lame dog in the street. They are always ready to help those who need help."

"I shall never think Mary's hands are ugly anymore, Miss Roberts."

"I am glad to hear you say that, Daisy. I must tell you that they are beautiful because they do their work gladly and cheerfully."



"Oh, Miss Roberts! I feel so ashamed of myself and so sorry," said Daisy, looking into her teacher's face with tearful eyes.

"Then, my dear, show your sorrow by deeds of kindness. The good alone are really beautiful."

#### 1. What is the main message of this story?

- A) True beauty comes from being cheerful, kind, and hard working.
- B) Washing dishes makes your hands clean and pure.

#### 2. What perspective does this story use?

- A) First person (from the point of view of the author; as if the author is telling the story about himself or herself)
- B) Third person (the author is telling the story about someone else)

## Spelling Rule #7

This is Spelling Rule #7: If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. Circle the correct ending for each word.

\* = exception

ma   ch <input type="radio"/> tch	ou   <input type="radio"/> ch tch
ran   <input type="radio"/> ch tch	*whi   <input type="radio"/> ch tch
*mu   <input type="radio"/> ch tch	di   ch <input type="radio"/> tch
*ri   <input type="radio"/> ch tch	hun   <input type="radio"/> ch tch
*su   <input type="radio"/> ch tch	cru   ch <input type="radio"/> tch

## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## Set A

poor	pour	The POOR dog is lost.   The rain began to POUR.   That is a POOR excuse.   You should change your POOR diet.   I'll POUR you a glass of water.   Mr. Garcia has POOR eyesight.   They'll POUR sand into the hole.   Do not make a POOR choice.   My family is POOR.   Sunlight will POUR through the window.
weak	week	His muscles are not WEAK.   I read that book last WEEK.   Next WEEK we will go home.   The rope is WEAK.   I finished the book in a WEEK.   The new baby is too WEAK to hold up his head.   His excuse was WEAK.   The fortress was too WEAK.   Thanksgiving is in one WEEK.   There are seven days in a WEEK.   My leg feels WEAK.   That is a WEAK excuse.   It rained this WEEK.
shone	shown	A light SHONE through the window.   The morning sun SHONE brightly.   He's SHOWN good behavior. His face SHONE with excitement.   The volcano has SHOWN signs of activity.   The lighthouse SHONE in the darkness.   I've SHOWN you how to do this before.   He has SHOWN a lot of interest in reading lately.   Abigail SHONE her flashlight into the tent.   A bright star SHONE in the sky.

## Set B

plain	plane	The dress is PLAIN.   I like PLAIN yogurt.   The PLANE is huge.   We flew in a PLANE.   The room was bare and PLAIN.   The PLANE had long wings.   The answer was PLAIN.   The PLANE took off.
would	wood	Put more WOOD on the fire.   WOULD you help me?   The WOOD is wet.   The desk is made of WOOD.   I WOULD like a dog.   She WOULD like to come.   We bought some WOOD for our tree fort.   WOULD you like to start?   What WOULD you like to do?   He chopped the WOOD.
which	witch	WHICH book do you want?   The Bible teaches that it is wrong to be a WITCH.   WHICH way should I turn?   This is the horse on WHICH I rode.   September, WHICH has 30 days, is my favorite month.   WHICH cookie would you like?   There is no such thing as a good WITCH.   WHICH cat is yours?

## Independent Practice

## Spelling Rule #10

The following words have had the Silent E dropped when ING was added. Read the word aloud. Then write the base word—the word before ING was added. Don't forget to put the Silent E back on.

changing	<u>change</u>	including	<u>include</u>
driving	<u>drive</u>	solving	<u>solve</u>

Add "ing" to the following words. Remember to drop the "e" before adding "ing."

shave	<u>shaving</u>	hike	<u>hiking</u>
live	<u>living</u>	shove	<u>shoving</u>



## Targeted Spelling Words

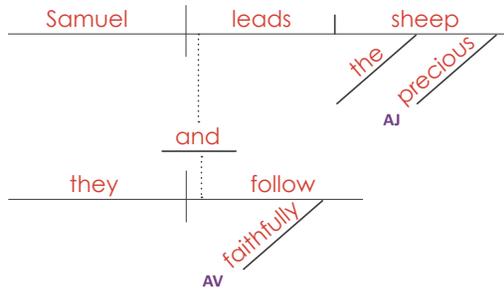
Complete the following exercises for each word on your card. If you lost the card, have your parent or teacher use page 269 to create a new one.

- Read the word, and then spell it aloud, tapping your pencil on the table with each letter.
- Read the word, and then spell it aloud while lying on your stomach.
- Read the word, and then spell it aloud while lying on your back.

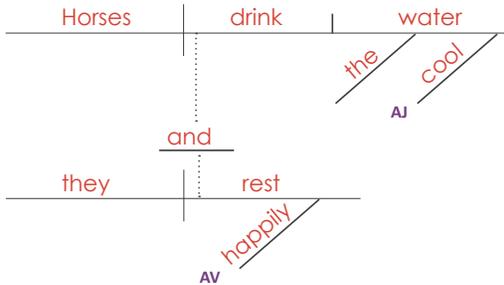
## DIAGRAMMING COMPOUND SENTENCES

Diagram all the words in each sentence. Do not forget to add the letters AJ under adjectives (except for articles) and the letters AV under adverbs.

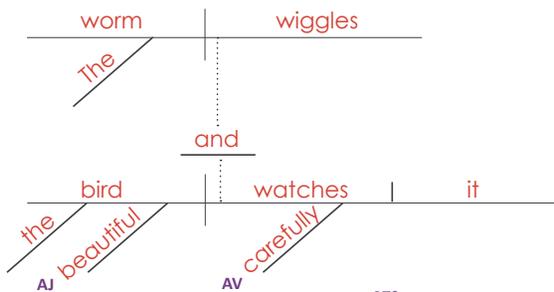
Samuel leads the precious sheep, and they follow faithfully.



Horses drink the cool water, and they happily rest.



The worm wiggles, and the beautiful bird watches it carefully.



## Geography

Use the key to **label some of the countries** on the continent of Europe and the Atlantic Ocean. Remember that **countries and names of oceans are proper nouns and should be capitalized.**



Draw a line from the country to the official language of the country. Hint: Germany and Austria have the same official language.

- Iceland — Danish
- Denmark — Icelandic
- United Kingdom — Spanish
- Portugal — English
- Spain — Portuguese
- France — Polish
- Poland — German
- Germany — French
- Austria — German

### KEY



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

"I will eat half and take the other half to her," said he at last, and he divided them into two heaps. But each heap looked so small that he put them together again.

"I will only taste one," thought he, but, as he again lifted it to his mouth, he saw that he had taken the finest, and he put it back. "I will keep them all for her," said he, and he covered them up nicely, till he should go home.

When the sun was beginning to sink, George set out for home. How happy he felt that he had all his strawberries for his sick mother. The nearer he came to his home, the less he wished to taste them.

Just as he had thrown down his wood, he heard his mother's faint voice calling him from the next room. "Is that you, George? I am glad you have come, for I am thirsty and am longing for some tea."

George ran in to her and joyfully offered his wild strawberries.

"And you saved them for your sick mother, did you?" said she, laying her hand fondly on his head while the tears stood in her eyes. "God will bless you for all this, my child."

Could the eating of the strawberries have given George half the happiness he felt at this moment?

## Independent Practice Targeted Spelling Words



Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 280 to create a new one.

- Write each word that is three or more syllables in the blue box.
- Write each word that is one or two syllables in the purple box.
- Read a word. Spell it aloud while standing up. Squat down for every letter that dips below the baseline.

## Compound Sentences

List the 7 coordinating conjunctions. Think of FANBOYS to help you remember.

for and nor but or yet so

Rewrite the two sentences as one sentence on the blank line. Use a comma and a coordinating conjunction (FANBOYS) to join the two independent clauses into a compound sentence.

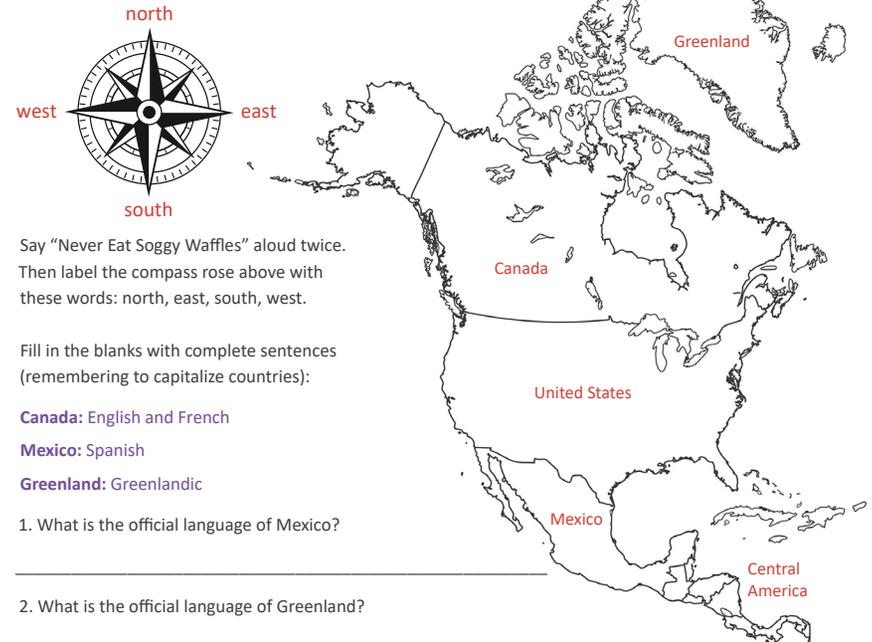
I dug the holes. You put in the seeds.

## North America

1. Place a thin piece of paper or a piece of tracing paper over the map and trace it.
2. On the map you made, label Canada, Central America, United States, Greenland, and Mexico.
3. On the map you made, color the following:
  - Canada—Yellow
  - Central America—Orange
  - United States—Green
  - Greenland—Blue
  - Mexico—Brown
4. Fill in the continent name above the map.

Continent Name

North America



Say "Never Eat Soggy Waffles" aloud twice. Then label the compass rose above with these words: north, east, south, west.

Fill in the blanks with complete sentences (remembering to capitalize countries):

**Canada:** English and French

**Mexico:** Spanish

**Greenland:** Greenlandic

1. What is the official language of Mexico?  
\_\_\_\_\_
2. What is the official language of Greenland?  
\_\_\_\_\_
3. What are the official languages of Canada?  
\_\_\_\_\_

## Personal Reading

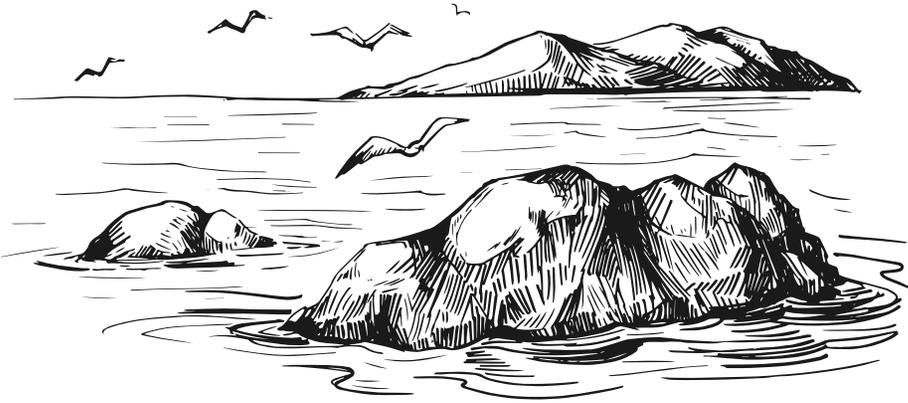
- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



### Independent Practice Targeted Spelling Words



- Spell each word on your index card in sign language using page 309 of the Appendix.
- Read each word on your card aloud, and then write it somewhere on the scene below.



### Proper Nouns

For each sentence below, place a check mark in the column that indicates the category of the underlined proper noun.

	Brand Name	Building	Organization
My brother is a member of the <u>Boy Scouts of America</u> .			✓
The <u>Eiffel Tower</u> is in Paris.		✓	
He bought a <u>Rolex</u> watch.	✓		
My dad just sold his <u>Toyota</u> truck.	✓		
I donated money to the <u>American Red Cross</u> .			✓
My family took a very interesting tour of the <u>White House</u> .		✓	

### Spelling Pattern Practice: Long OW Sound

Read each word and copy it.      bowl: \_\_\_\_\_ grown: \_\_\_\_\_ show: \_\_\_\_\_

snow: \_\_\_\_\_ crow: \_\_\_\_\_ flow: \_\_\_\_\_ glow: \_\_\_\_\_ blow: \_\_\_\_\_

### Spelling Rule #7

This is Spelling Rule #7: If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. Tip: A long vowel says its name; a short vowel does not.

Fill in each blank by correctly completing the word in the blue box with either "ch" or "tch."

- |     |  |     |  |
|-----|--|-----|--|
| di  | The <u>ditch</u> is full of water.     | ca  | Will you play <u>catch</u> with me?      |
| in  | It needs to be one <u>inch</u> longer. | ben | I sat down on the iron <u>bench</u> .    |
| ran | My uncle has a cattle <u>ranch</u> .   | fe  | I like to play <u>fetch</u> with my dog. |

### Compound Sentences

List the 7 coordinating conjunctions. Think of FANBOYS to help you remember.

for and nor but or yet so

Rewrite the two sentences as one sentence on the blank lines. Use a comma and a coordinating conjunction (FANBOYS) to join the two independent clauses into a compound sentence.

I hurt my thumb. I can't comb the lamb.

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### Spelling Rule #1 Practice

This is Spelling Rule #1: At the end of one-syllable words, usually double the letters S, F, or L right after a short vowel. A long vowel says its name; a short vowel does not. Do not double the S, F, or L if it comes after a two-letter vowel (e.g., OO, OU).

Write "s" or "ss" on each blank.

\* = exception, use one "s"

Write "l" or "ll" on each blank.

soi <u>l</u>	awfu <u>l</u>	fi <u>ll</u>
fe <u>ll</u>	sm <u>ell</u>	spe <u>ll</u>

gl <u>ass</u>	*bu <u>s</u>	pa <u>ss</u>
gr <u>ass</u>	bl <u>ess</u>	cl <u>ass</u>
dr <u>ess</u>	pr <u>ess</u>	ch <u>ess</u>
me <u>ss</u>	fl <u>oss</u>	mi <u>ss</u>



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

**Independent Practice**

**Edit the Story**

Edit the story. Use the editing marks shown in the box. **There are nine mistakes!**

Capitalize: ≡ Add a punctuation mark: ^ ^ ^ ^ ^ ^ ^ ^ ^

**Hints**

- Don't forget to add commas in a series, to capitalize the word "I," and to capitalize days of the week.
- When we want to show that something belongs to a noun, we add an apostrophe and an S. These nouns are called possessive nouns.
- End sentences with punctuation and capitalize names of people and places.



*A Great Day*

My family decided to wash the car last saturday Everyone helped, even our dog, sparky. Dad told me i could use the sponge. I discovered that work can actually be a lot of fun! I enjoyed the sun's warmth on my skin, I heard a birds beautiful song and I felt my muscles work. Mom brought us her famous lemonade. Then Dad sprayed me with the hose, and we had a huge water fight. It was a great day

**Contractions**

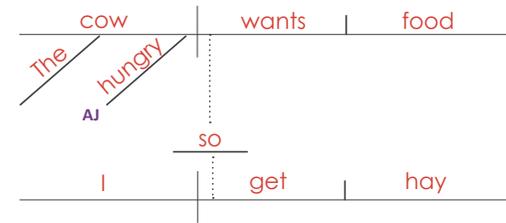
Contractions are a way of combining two words. An apostrophe takes the place of the letters that are taken out. Write the contraction for each set of words. The letters in red are taken out when forming the contractions. \* = won't

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. is not <u>isn't</u>         | 5. we <u>will</u> <u>we'll</u> |
| 2. was not <u>wasn't</u>       | 6. would not <u>wouldn't</u>   |
| 3. should not <u>shouldn't</u> | 7. had not <u>hadn't</u>       |
| 4. could not <u>couldn't</u>   | 8. will not* <u>won't</u>      |

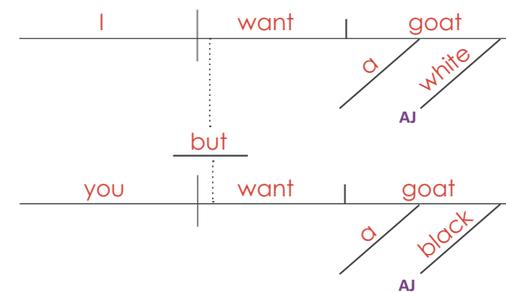
**DIAGRAMMING COMPOUND SENTENCES**

Diagram all the words in the sentences below. Do not forget to add the letters AJ under adjectives (except for articles) and the letters AV under adverbs.

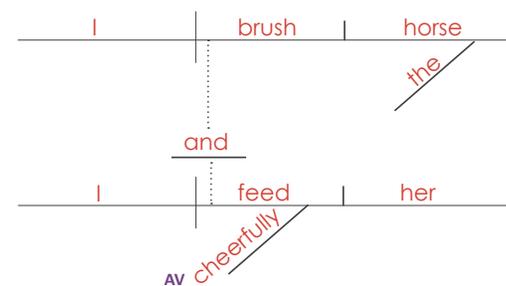
The hungry cow wants food, so I get hay.



I want a white goat, but you want a black goat.



I brush the horse, and I feed her cheerfully.



**Personal Reading**

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## Independent Practice

### Spelling Rule #6

This is the first part of Spelling Rule #6: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. Write "s" or "es" at the end of each word on the chart.

wrench <u>es</u>	box <u>es</u>	class <u>es</u>
lamb <u>s</u>	crash <u>es</u>	patch <u>es</u>

This is the second part of the rule: Drop the Y and add IES to words that end with a consonant + Y.

Fill out the chart. The first one is given as an example.

Base Word	Does it end with a consonant + Y or vowel + Y? Circle the correct answer.	Write the plural form of the noun.
fly	<ul style="list-style-type: none"> <li>Consonant + Y</li> <li>Vowel + Y</li> </ul>	flies
monkey	<ul style="list-style-type: none"> <li>Consonant + Y</li> <li>Vowel + Y</li> </ul>	monkeys
reply	<ul style="list-style-type: none"> <li>Consonant + Y</li> <li>Vowel + Y</li> </ul>	replies
fry	<ul style="list-style-type: none"> <li>Consonant + Y</li> <li>Vowel + Y</li> </ul>	fries
valley	<ul style="list-style-type: none"> <li>Consonant + Y</li> <li>Vowel + Y</li> </ul>	valleys
city	<ul style="list-style-type: none"> <li>Consonant + Y</li> <li>Vowel + Y</li> </ul>	cities

### Poetry Memorization

Practice the poem you are memorizing for this course.

### Spelling Pattern Practice: Silent Letters

Finish the opposite of each word.

dishonest: honest

dishonor: honor

unfasten: fasten

belief: doubt

whole: half

### Homophones

**peek** = Don't peek; it's a surprise.

**peak** = We climbed the peak. | Fall is at its peak.

- Can I sneak a **peek** of the new baby?
- The roof has a tall **peak**.
- Don't **peek** through the blindfold.
- Traffic is at its busiest **peak**.

**wear** = I'll wear a hat. | Don't wear out your shoes.

**where** = Where is he?

- Where** will you build a chimney?
- Will the monkey **wear** a hat?
- I don't know **where** the key is.
- The donkey won't **wear** a bridle.

## Simple & Compound Sentences



Write the seven coordinating conjunctions (FANBOYS).

**for and nor but or yet so**

An independent clause can stand on its own as a sentence because it has a subject, a verb, and a complete thought. A comma and a coordinating conjunction can connect two independent clauses into one sentence.

**Example of Two Independent Clauses:** I saw an eagle. I was quiet.

**Example of Two Independent Clauses Made into One Sentence:** I saw an eagle, so I was quiet.

In the boxes, write the two things you need to connect two independent clauses:

comma

coordinating conjunction

For each sentence, underline the correct sentence structure.

Simple Sentence = one independent clause

Compound Sentence = independent clause + comma and coordinating conjunction + independent clause

- |   |               |                 |
|---|---------------|-----------------|
| A. Father took us on a walk in the forest.                | <b>SIMPLE</b> | COMPOUND        |
| B. The morning was cool, and the birds were singing.      | SIMPLE        | <b>COMPOUND</b> |
| C. We were not in a hurry, so we walked slowly.           | SIMPLE        | <b>COMPOUND</b> |
| D. We heard a noise, but Dad said it was just a deer.     | SIMPLE        | <b>COMPOUND</b> |
| E. We can sit by the river, or we can walk in the forest. | SIMPLE        | <b>COMPOUND</b> |
| F. Dad taught us a new song.                              | <b>SIMPLE</b> | COMPOUND        |
| G. We discovered a bird's nest in a tree.                 | <b>SIMPLE</b> | COMPOUND        |
| H. I was getting tired, so I took a rest.                 | SIMPLE        | <b>COMPOUND</b> |



### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*, and then answer the questions with at least two complete sentences.

If you met the main character of your book, do you think you would be friends with him or her? Why or why not?

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### Pronouns

For each sentence, write a pronoun that could replace the underlined noun or noun phrase. The first one is given as an example.



1. The paper airplane flies high. It
2. Heidi is kind. She
3. The girls danced. They
4. Mom is gentle. She
5. Phil and Jane love reading. They
6. Dad and I went camping. We
7. Jared is my friend. He
8. Amy's and my plan worked. Our
9. The books and pens are mine. Those / They / These
10. The rocket is loud. It / That / This
11. Give it to the teachers. them

### Coordinating Conjunctions

List the 7 coordinating conjunctions on the blank lines:

#### FANBOYS

F = for A = and N = nor B = but

O = or Y = yet S = so

For each sentence, underline the two independent clauses and circle the comma and coordinating conjunction that join them together.

Example: I love the breeze, so I open the window.

1. Mexico has many volcanoes, but most of them are not active.
2. Mexico has more reptile species than any other country in the world, and Mexico has the second largest number of mammal species in the world.
3. The golden eagle is important in Mexico, for it is the national bird.
4. Parts of Mexico are hot and dry, so cacti grow well there.

### OR Can Say /er/

Read each word and copy it.

- worm: \_\_\_\_\_
- work: \_\_\_\_\_
- worth: \_\_\_\_\_
- world: \_\_\_\_\_
- worst: \_\_\_\_\_

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*. Find and write four nouns (a person, place, or thing) from the section you read.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Independent Practice

#### Spelling Pattern Practice: TU

When the letter combination TU is in the middle of a word, it often makes the sound /ch/ as in NATURE. Put together letter groups from the orange box with letter groups from the blue box to form eight different words. Use letter groups in the blue box as many times as needed.

fea even ven ac adven fac crea cul ture tual

- |          |           |
|----------|-----------|
| feature  | adventure |
| eventual | factual   |
| venture  | creature  |
| actual   | culture   |

### Spelling Pattern Practice: Silent H

Read each word and copy it.

- honesty: \_\_\_\_\_
- hour: \_\_\_\_\_
- honor: \_\_\_\_\_
- rhino: \_\_\_\_\_
- exhibit: \_\_\_\_\_
- ghost: \_\_\_\_\_

### A Sentence Needs Three Things

Circle SUBJECT if the sentence is missing a subject or VERB if it is missing a verb.

1. The noble eagle SUBJECT VERB
2. Swats a fly SUBJECT | VERB
3. Flies into the nest SUBJECT | VERB

### Homophones

pause = There was a pause in his speech.  
paws = The bear has large paws.

1. The lion has huge paws.
2. The cat will pause to lick its paws.
3. There was a pause in the conversation.
4. The golden retriever licks its paws.

### Capitalizing Proper Nouns

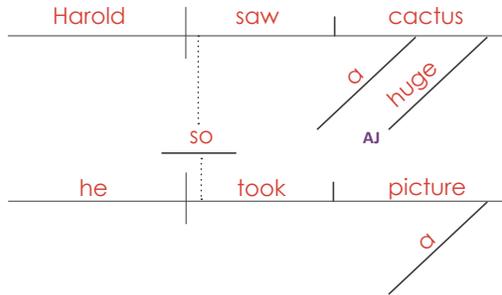
Place three lines under the first letter of each word that is a proper noun and should be capitalized. Then circle the type of proper noun the word or words represent. The first one is given as an example.

1. That car is made by honda. (brand names) names of buildings | historical events | names of places
2. He is a devout catholic. (religions) organizations | schools and businesses | nationalities
3. Grandpa fought in the korean war. (historical events) names of buildings | names of places
4. We donated money to the red cross. (organizations) religions | schools and businesses | nationalities
5. We sailed across the atlantic ocean. (names of places) brand names | names of buildings | historical events | names of places
6. I work at oak hills insurance. (schools and businesses) religions | organizations | nationalities

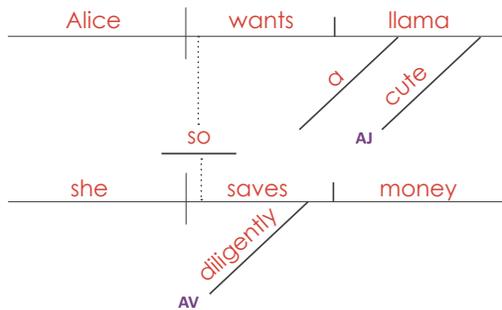
## DIAGRAMMING COMPOUND SENTENCES

Diagram all the words in the sentences. Do not forget to add the letters AJ under adjectives (except for articles) and the letters AV under adverbs.

Harold saw a huge cactus, so he took a picture.



Alice wants a cute llama, so she diligently saves money.



### Targeted Spelling Words



Practice the spelling words on your index card by writing each word twice on the board. Then spell each word in sign language using page 309 of the Appendix.

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

## LESSON 118

o o o o o

## Course Review: Part 1

- Have the child complete the Course Reading Assessment on page 306 of the Appendix.
- Have the child reread aloud the poems on pages 93–94 of *I Sat by the Sea*.
- Ask the Set #2 Review Questions on page 307 of the Appendix.
- Quiz the child on the following unit spelling

words. If the child misspells any words, write those words on a card and practice them daily with the child until the words are mastered.

impossible	cousin	system
material	special	crayon
believe	character	pencil

### Independent Practice

#### Spelling Pattern Practice: EY and OE

Put together a letter group or letter from the orange box with a letter group from the blue box to form eight different words. EY makes the long E sound. The letter group in the blue box comes at the end of the word.

vall t mon turk chimm J monk k

ey oe

valley

chimney

toe

Joe

money

monkey

turkey

key



### Poetry Memorization

Review the poem(s) you memorized in this course, and then recite it (them) to someone.

#### Spelling Pattern Practice: Long OW Sound

Read each word and copy it. bowl: \_\_\_\_\_ grown: \_\_\_\_\_ show: \_\_\_\_\_

snow: \_\_\_\_\_ crow: \_\_\_\_\_ flow: \_\_\_\_\_ glow: \_\_\_\_\_ blow: \_\_\_\_\_

### Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

**Independent Practice** Prepositions

Write an appropriate preposition on each blank line using a word from the word bank. You can use a preposition more than once or not at all.

into in at beside under during



- The lemons are \_\_\_\_\_ the box.
- The barn is \_\_\_\_\_ the lemon orchard.
- The lemons fell \_\_\_\_\_ the tree.
- We worked hard \_\_\_\_\_ the cool hours of the day.
- Put the lemon zest \_\_\_\_\_ the cake batter.
- Taylor is \_\_\_\_\_ a cooking class.

**TION and SION**

- For words ending with SE or DE, drop the SE or DE and add SION.
- For words ending with T or TE, drop the T or TE and add TION.

Write the word in the box on each blank, adding "tion" or "sion."

**decide** 1. He made a difficult decision.

**donate** 2. Your donation was generous.

**locate** 3. This location is beautiful.

**adopt** 4. Adoption is an act of love.

**relate** 5. He's a relation of my mother's.

**elect** 6. The election will be held soon.

**invade** 7. The invasion took place here.

**Spelling Rule #6**

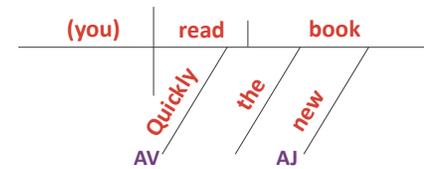
Read each word aloud, and then write an "s" or "es" on the blank line to make it plural. If the word ends with one of the following letters or groups of letters, add "es." Otherwise, just add "s."

SH CH Z X S

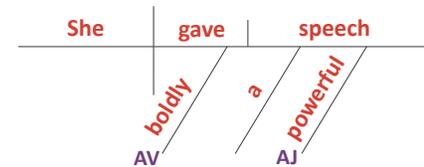
inches	combs
torches	cougars
shells	waltzes
compasses	boxes
dresses	canoes
dishes	churches
lamb	branches

**Answers to Sentence Diagramming on page 202**

Quickly read the new book.



She boldly gave a powerful speech.



Paint the beautiful picture slowly.

