


## 3RD EDITION

Written by Jenny Phillips and The Good and the Beautiful Team

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## Spelling Workshop

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

| gentle urgent agenda genetics agent agency legend diligent |  |
| :---: | :---: |
| 22 Syllables <br> agent | 3 Syllables <br> agency |
| gentle | agenda |
| legend |  |
| urgent |  |

## Spelling Rule: 1-1-1 Rule

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

If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in $\mathrm{W}, \mathrm{X}$, or Y .

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


## Ecuador

$\square$ Read the section and fill in the blanks.
Geography is the study of the land that God has provided for the use of His children. Geographers study physical surfaces (such as mountains, deserts, rivers, and oceans), countries, cultures, and climates. The word "geography" comes from Greek and means "to write about the earth."

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

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

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

The two countries that border Ecuador are Colombia $\qquad$ and Peru The Pacific

Ocean borders the west coastline of Ecuador. - Chile and Ecuador are the only countries in South America that do not share a border with Brazil.

Interesting Facts About Ecuador

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

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

Have the child read the following section aloud:

Introduction to Chice of the Endes<br>By Christine Von Hagen

Chico, the main character of Chico of the Andes, lives high in the Andes of Ecuador with Old Man and Chico's pet, Chan, a spectacled bear. Events are set in motion when Chico overhears a startling conversation and finds out that he had been found in ancient ruins when he was a baby. This wonderful story has everything that makes a good and beautiful book: engaging writing, wholesome content powerful messages, and high educational value.

The author of Chico of the Andes was married to a famous explorer and traveled with her husband to Ecuador, where they lived deep in the Amazon rainforest for years. Coming to know the country and culture of Ecuador so well helped her write this book, which was originally published in 1943

Here are some terms and their definitions from Chapter 1.

- moor [MORE]—an open area of land covered mainly with grass and heather (a purple flower)
- muleteer [mule-uh-TEER]-a person who drives mules (Note: Arriero is the Spanish term for muleteer.)
- Paramos [PAR-ah-mohs]-cold, high, treeless plains in South America
- coarse [COURSE]-a rough texture
$\square$ Check the child's work when this lesson has been completed.

Note: The child will start using the Watercolor Around the World book in Lesson 5 .

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

1. The San Pedro cactus resides on the andean slopes in both ecuador and peru. This is just one of many cacti in south America.
2. The official language of the south American country of ecuador is spanish; however, many ecuadorians' first language is quichua, a language native to the area.


Ecuador has over 1,600 species of birds. All the birds below are found in Ecuador. Circle the type of bird that Chico found and protected in the first chapter of the book

## 

## Writing Workshop

## Writing About Spectacled Bears



For this assignment you will write a short paragraph about spectacled bears. You will use information from the "Facts" section, but you will write the information in your own words. You can use the same facts, but change the

- It is the only bear species found in South America.


## Facts About Spectacled Bears

- They are mainly vegetarians; only five percent of their diet is meat.
- In the wild you will not find spectacled bears on any continent other than South America

Original Sentence (from Ecuador.com): Refe "Quina," the national tree of Ecuador has lo many parts of the world for its life-saving n

Rewritten Sentence: The national tree of Eo "Quina." This tree is known all over the wor medicinal properties.

How to Write Your Para
You should type your paragraph. If you cannot t on paper. Typing allows you to better organize in around, and edit it.

1. Type (or write) this opening: It's easy to se bear got its name. The markings on its fac wearing glasses. These interesting animal
2. Finish the paragraph, organizing your inforr
I. Where it lives II. What it eats

You may use the facts in the next column to write your paragraph. You do not have to use all the facts, but be sure to rewrite the ones you choose in your own words.

## The child should have written a short

 paragraph about spectacled bears using the information from the "Facts" section rewritten in his or her own words. The paragraph should include the opening provided information on where the spectacled bear lives and what eats, and the conclusion sentence provided.If the child did not follow the directions have him or her read the directions and then, have paragraph below to you and discuss ways to improve his or her paragraph. It's easy to see how the spectacled bear got its name. The markings on its face make it look like it's wearing glasses. These interesting animals are found only in South America. They located be seen in the dense cloud forests bear in the Andes Mountains. Spectacled claws help them build their and their sharp they eat plan buil their nests. Because are considered animals, spectacled bears mostly vegetarians and love to eat fruit, bark, and berries. These amazing South American bears are just one of God's many unique creations.
can be found in different areas of South America, on in the dense cloud forests.
se bears in the Andes Mountains. Thus, they are idean bear.
ctacled bears to climb. Spectacled bears spend the e in trees.
Ilent climbers, which is good because they build e trees.
omnivores, which means they eat both plants and ey mainly eat plants, berries, leaves, fruit, cacti,
raph with this sentence, which wraps up the hese amazing South American bears are just one ue creations.
below. Make any edits needed to your paragraph tems on the checklist.

## CHECKLIST

nal words, such as FOR EXAMPLE, ALSO, ADDITION, FIRST, SECOND, and ALONG WITH.

O I started each sentence with a capital letter and ended with a period, question mark, or exclamation point.
O I capitalized the names of countries and continents.

```
=20}
    STUDENT is
Work on Geography & Grammar Cards for 3-5 minutes.
N⿰㇒⿻土一⿰丿𠃌⿱⿰㇒一大口
Read and complete the section．
There are seven coordinating conjunctions：FOR，AND，NOR，BUT，OR，YET， SO．The acronym for remembering coordinating conjunctions is FANBOYS．
A coordinating conjunction joins together two independent clauses．An independent clause can stand on its own as a sentence because it has a subject，a verb，and a complete thought．
Fill in the blank．Coordinating conjunctions can join together two
```


## independent

``` clauses．
Underline each independent clause and circle the coordinating conjunctions in the following sentences．
1．The bird is nice，（50）sat by him．
2．I caught a fish，but）the bird ate it．
3．I sat patiently，and）finally caught a fish．
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Circle the correct answer．In the sentences above，does an independent clause come on either side of each coordinating conjunction？（YES）NO
One of the sentences below is not an independent clause；it＇s a fragment because it is missing either a subject or a verb．Cross it out，and then place periods at the end of the independent clauses，which can stand as full sentences．
1．Ecuador is quite small compared to some countries like Brazil
2．Ecuador＇s vibrant culture and traditions
3．The Andes Mountains run north and south through Ecuador \(\quad\) ．
```


## Assigned Reading

R Read and complete this section，reading each purple word aloud three times．
Ichu grass［EH－chew grass］grows in the Andes Mountains and was important in ancient times to the native people in Ecuador．They bundled dry ichu grass（straw）together to make thatched roofs．This tough grass was also used to make ropes strong enough to hold up bridges．
broad［BRAWD］means wide．For example，a broad hat is a wide hat．
calloused［CAL－ust］means hardened or thickened．For example，your hands might become calloused by using a shovel to dig every day Calloused can also mean feeling no emotion．For example，if you become calloused about something，you just don＇t care about something－you have no interest or concern about it．
petulant［PET－chew－lent］means impatient or bad－tempered．
leisurely［LEE－zhur－lee］means not done in a hurry，but rather done at a relaxed pace．
$\square$ Read Chapter 2 of Chico of the Andes，and then answer the question below with a complete sentence．
Suspense is a literary device that is used to keep the reader＇s attention．To create suspense，you withhold information that makes the reader want to keep reading to find out that information．At the end of Chapter 1 of Chico of the Andes，suspense is created by the author leaving us wondering what Don Ernesto and Grandfather said that would change Chico＇s whole life How does the author create suspense at the end of Chapter 2？

At the end of Chapter 2，the author creates suspense when
Otd Man gives Chico the scarf he was wrapped in as a baby．

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

## 田

Spelling Workshop

## Challenging Spelling Words

Write each green word in the crossword below．The overlapping
letters are the clues．
actually allow
answer
arrange
belief
breath
breathe
business
calendar
captain
February
fourteenth


## Commonly Confused Words

Study the Commonly Confused Words CAPITOL and CAPITAL on the Unit 1 Reference Page（p．9）．Then write a sentence that uses each word correctly．
capitol
capital

$$
\begin{aligned}
& \text { The child should have written short sentences } \\
& \text { that correctly use each Commonly Confused } \\
& \text { Word. }
\end{aligned}
$$

## Spelling Rule：1－1－1 Rule

If a word is 1 syllable and ends with 1 vowel（not 2 vowels）followed by 1 consonant，usually double the final consonant before adding an ending that starts with a vowel．Exceptions include 1－1－1 words that end in $\mathrm{W}, \mathrm{X}$ ，or Y

Rewrite the green words with the suffix（ending）－ing somewhere on the image below，and then color the design lightly with colored pencils if desired．＊＝exception


$20 \mid$ UNIT 1


－Have the child read the terms and definitions aloud．
conceive［cun－SEEV］－to form an idea
disclose［dis－KLOZ］－to make known contrive［cun－TRYV］－to plan or to bring about
Have the child read the poem aloud．
Ereation
By Edgar Guest
I never see a butterfly
Or hear a singing bird，
But what in some strange manner I Am very deeply stirred．

Who first conceived the tender wings On which it seeks the rose？
Has human thought such lovely things To fashion and disclose？

O singing bird upon a tree！
Has ever human mind
Contrived to solve the mystery
Of how you were designed？
Man writes his loftiest thoughts in words，
And builds with brick and stone．
But dreams of butterflies and birds Belong to God alone．
$\square$ Check the child＇s work when this lesson has been completed．


Read and complete the section．
Chan，Chico＇s spectacled bear，is a loyal pet．He follows Chico across the Paramos．The bear gives Chico courage，companionship，and warmth during the storm．In this lesson you get to paint a picture of Chan！Turn to Project 1 in your Watercolor Around the World book and follow the instructions．

## ；Capitalization

Read and complete the section．Capitalize the names of nationalities（e．g．，Canadian， Polish），countries，regions，and languages because they ar proper nouns．Place three short lines（ $\equiv$ ）under the first letter of each word below that needs to be capitalized．
1．The spectacled bear，also known as the andean bear， has face markings that make it look like it is wearing glasses（spectacles）．

2．Unlike other areas of south $\underline{\underline{\underline{\underline{~ a m}}}}$ merica，Ecuador does not have large deposits of gold and silver．Thus it did not attract as many european settlers as did some other south American countries．


## Assigned Reading

$\square$ Read Chapter 4 of Chico of the Andes．

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

## 

## －Spelling Workshop

## Contractions

Write the contraction for each set of words with a different colored pencil on the slanted lines．Look at the key below if needed．


Commonly Confused Words
Study the Commonly Confused Words CAPITOL and CAPITAL on the Unit 1 Reference Page（ $p .9$ ）．Then fill in each blank with an＂ 0 ＂or an＂a．＂

I．The word capit＿ol refers to a physical building．
2．A capit＿a I letter is an uppercase letter．
3．All 50 states have a capit＿a I city．
4．We will tour the capit＿o＿l building．
5．The capit a I of Colorado is Denver．
© Jenny Phillips

## Spelling Rule：Using DGE

If $/ \mathrm{j} /$ follows a short vowel sound，it is usually spelled with DGE．
Ecuador is an incredibly fertile country．Fertile［FUR－tull］means capable of growing a large number of healthy plants．Some of the most common crop grown in Ecuador＇s rich soil are bananas，flowers，and coffee．Ecuador is also known for growing one of the plants at the bottom of the page．Which one do you think it is－peas，cocoa beans（from which chocolate is made）， or cabbage？Complete the exercise below to find out if you are right！

Fill in each blank with either＂dge＂or＂ge．＂Then write each word you completed in the box below that matches the description of the word． The box with the most words in it will show you which of the three plants Ecuador is famous for．Note：A vowel suffix starts with a vowel（e．g．，－ing， －ed）．A consonant suffix starts with a consonant（e．g．，－ly，－ment）．

| do＿dge＿ball | ridgetop | edgeless | bridge less |
| :--- | :--- | :--- | :--- |
| an＿ge＿Ifish | sle＿dge hammer | recharge | dislodge |
| rearran＿ge | prejudge | exchange＿ | stran＿ge＿ly | | Compound Word Starts with a Prefix |
| :--- |
| （two words joined | | Ends with a |
| :---: |
| Consonant Suffix |



صぁ
angelfish
dodgeball
ridgetop
sledgehammer


ゆ60


UNIT $1 \mid 23$


## PARENT／TEACHER

D Dictate the sentences．
ㅁロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［The word CAPITOL always refers to a physical building．］
1．Will they allow us to share our beliefs about the policy at the capitol building？

2．I＇ll give you my actual answer by January fifth．

Have the child read and review these terms and definitions．
－refuge［REH－fyouj］－something providing shelter
－relic［REH－lik］－an object that has survived from an earlier time
－Paramos［PAH－rah－mohs］－cold，high，treeless plains in South America
－coarse［KORS］－a rough texture
Check the child＇s work when this lesson has been completed．


Work on Geography \＆Grammar Cards for 3－5 minutes．
；Assigned Reading
Read Chapters 5 and 6 of Chico of the Andes．

## 

## Writing Workshop



## Thank-You Notes

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


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

CHECKLIST
O I followed the format shown in the next column. (Your closing can be SINCERELY, WITH GRATITUDE IN CHR would like.)
O I wrote at least five sentences. (EXPAND on say thank you for being nice. Give specific exd how the person affected you.)
O I started each sentence with a capital letter o period, question mark, or exclamation point

The child should have written a thank-you note to one of the people he or she listed above. If the child did not use the checklist have him or her review the directions, read the checklist and sample thank-you note provided to you and discuss ways to improve his or her thank-you note.

## Example Thank-You Note

I(Jenny Phillips) wrote a sample thank-you note to one of my children.
Dear Gracie.
I wanted to take a moment to thank you for the joy you bring to
me and to our whole family.
One of the wonderful things about you is how you notice people
around you and what they need. You can often tell when I am
having a hard day, and you do nice things for me, which instantly
changes my mood. Whenever Ben gets hurt or sad, you bring
him his blanket or stuffed animal to calm him down. You are so
thoughtful!
Also, you are a very good listener. I feel like you always care about
the things I have to say. You make me and the other people around
you feel special and loved.
There are so many more things I could say, but I just briefly
wanted to let you know that I appreciate you.
With love,
OMom


##  $\square$ Read and complete the section.

Sentence diagramming helps you better understand parts of speech (nouns, verbs, adjectives, prepositions, and so on) and how grammar works.

Is it fun? Many children think so. Hopefully, you will think so, too. It's like a puzzle, and it shows you how amazing language is.
When we diagram a sentence, we always start with a horizontal line like this:

Then we add a vertical line like this:


Next, we write the SUBJECT to the left of the vertical line and the VERB to the right. The subject is WHO or WHAT is the main thing being discussed in the sentence. The subjects are underlined in these sentences: Amy paints. I like knitting. The wind blows. Rain is pouring.

Example: Eduardo studies.


There are three articles: THE, A, and AN. An ARTICLE goes on a slanted line beneath the word it is modifying.

Example: The girl studies.


Now you are going to learn how to diagram adjectives. Adjectives are words that describe nouns. Examples of adjectives are SOFT, SWEET, BIG, WET, OLD, and CUTE. The ADJECTIVE goes on a slanted line beneath the word it describes. Write the letters AJ under adjectives

Example: The steep mountain sits.


For the sentences below, the subjects and articles are diagrammed. Add the missing adjectives and verbs. Make sure to add AJ under each adjective.

A green hill rises.


A cool breeze blows.


The diligent farmer plows


Now you are going to learn how to diagram adverbs. Adverbs modify (describe) verbs. Examples of adverbs are QUICKLY, HAPPILY, and BOLDLY. The ADVERB goes on a slanted line beneath the verb it describes. Write the letters AV under adverbs.


Add the missing subjects, adverbs, and adjectives. Remember to put AJ under adjectives and $A V$ under adverbs.

The stormy clouds move slowly.


The warm sun shines brightly.


Suddenly, the pleasant rain falls.



Andes in Ecuador


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

## Spelling Workshop

Contractions
Write the contraction for each set of words.


Challenging Spelling Words
Write the Challenging Spelling Words in reverse alphabetical order.
calendar | actually | breathe | February | arrange | belief fourteenth | breath | answer | business | captain | allow
Fourteenth
February
captain
calendar
business
breathe

## Spelling Rule: 1-1-1 Rule

If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in W, X, or Y.

Rewrite the words in green with the suffix (ending) -ed somewhere on the image below, and then, in the blank boxes, copy your favorite two arrows.
accept - step - clap - trip - cough - contain - grab - slip - hum



- Have the child read the poems aloud. Ask if both poems have the same rhyme scheme. [Yes: $A B A B$ (the endings of every other line rhyme)]


## a Fine Day

By Michael Drayton
Clear had the day been from the dawn, All chequer'd was the sky,
Thin clouds like scarfs of cobweb lawn Veil'd heaven's most glorious eye.

The wind had no more strength than this, That leisurely it blew,
To make one leaf the next to kiss That closely by it grew.

## The Sun

By John Drinkwater
I told the Sun that I was glad,
I'm sure I don't know why;
Somehow the pleasant way he had Of shining in the sky,
ust put a notion in my head
That wouldn't it be fun
If, walking on the hill, I said
"I'm happy" to the Sun.
$\square$ Check the child's work when this lesson has been completed.

## Independent Clauses

Read and complete the section.
An independent clause needs a subject, a verb, and a complete thought. The subject of a sentence is who or what is doing or being. The subject can be a pronoun (he, it, they, them, etc.). Put a box around the subject in each sentence. The first row is done for you.
Ihave a calendar. The aisle is narrow. She knows the captain. Yes, Ican breathe.
He is the captain. Timadded the flour. No, Ddidn't place the ad. He is the only heir.

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


Ecuador is a small country it has more biodiversity per square mile than any other country.

## $\stackrel{\text { so }}{V}$ <br> Many birds are found in Ecuador the country is a wonderful place for bird-watching

, but
Ecuador has over 17 million inhabitants two million people live in the capital city of Quito.

## South America

- On the map (in the blank box) draw a compass rose and label each cardinal direction: north, east, south, west. Write neatly. A mnemonic for remembering the order of the cardinal
 directions going clockwise is "Never eat soggy waffles."
$\square$ Read the section and answer the questions with complete sentences.
The map of South America on this page is a physical map: a map that shows natural features such as mountains, rivers, and lakes. The crinkly brown areas on a map indicate mountains. The long, thin mountain range on the map is named the Andes.

On which side of the continent are the Andes located-the east or the west?
The Andes are located on the west coast.

Is the Amazon basin in the northern or southern half of South America?
The Amazon basin is located in the northern half of
South America.
Is the Patagonia region in the northern or southern part of South America?
The Patagonia region is located in the southern part of
South America

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


## Edifing

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

## Patagonia

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

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

Insert Period = 2 mistakes

Capitalize $=\mathbf{2}$ mistakes Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.



## Writing Workshop

## Writing About Patagonia

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

Here is an example of how to rewrite a sentence:

Original Sentence (from Ecuador.com): Patag its breathtaking scenery, jagged mountain pea glaciers. Much of this land is untouched by hu

Rewritten Sentence: Stunning mountain peaks. and remarkable scenery are all found in Patag South America is nearly untouched by humans

How to Write Your Paragr You should type your paragraph. If you cannot type paper. Typing allows you to better organize informat and edit it.

1. Type (or write) one of the opening sentences i the sentence and not rewrite it in your own wor

- At the southern tip of South America lies by human hands but full of animal life.
- Do you love animals? If so, you will love wildlife in Patagonia. home to amazing wildlife

Facts About Patagonia

- Patagonia is home to over 500 species of wildlife and is known as a bird-lover's paradise.
- From tiny owls to massive condors, Patagonia boasts over 460 species of birds.


## The child should have written a short

 paragraph about animal life in Patagonia using the information from the "Facts" section rewritten in his or her own words. The paragraph should include one of the opening sentences provided, facts about Patagonia in his or her own words, and the conclusion sentence provided.If the child did not follow the directions, have him or her read the directions and the exampl paragraph below to you and discuss ways to improve his or her paragraph. Do you love animals? If so, you will love the rich variety of wildlife in Patagonia. For example, you will find over 460 species of birds, as well as foxes, pumas, and armadillos. In addition to incredible land animals, Patagonia also boasts amazing sea life! From whales to penguins, you're sure to spot one of Gods many awesome creations. Truly, Patagonia is
ht see foxes, flamingos, penguins, condors, nd the uncommon hog-nosed skunk.
swim with sea lions, watch majestic whales rise walk with penguins
e of the best whale watching in the world.
penguin-watching opportunities.
guin colony, coming within inches of penguins. zan be found throughout Patagonia and has the ny land bird.
rkeling in the world is in Patagonia. While e amazing fish, sea lions, dolphins, and more
. Make any edits needed to your paragraph tems on the checklist.

## CHECKLIST

words, such as FOR EXAMPLE, ALSO, DITION, FIRST, SECOND, NEXT, TO BEGIN
2. Finish the paragraph using the facts in the next column in your own words. You do not have to use all the facts.
3. Conclude your paragraph with this sentence, which wraps up the paragraph nicely: Truly, Patagonia is home to amazing wildlife.

O I started each sentence with a capital letter and ended with a period, question mark, or exclamation point.
O I capitalized the names of countries and regions.

LESSON


## PARENT／TEACHER

－Dictate the sentences．
ㅁロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［The word CAPITOL always refers to a physical building．］
［Capitalize nationalities and religions．］
1．The Catholic man lives in the capital city of Australia．
2．Aren＇t you the heir to your Christian uncle？
3．The Jewish man visited the senator at the capitol building．
$\square$ Have the child read the terms and definitions below from Chico of the Andes．If desired，review terms and definitions from previous lessons．
－barracks［BEAR－icks］－a building or group of buildings that is used to house soldiers
－crestfallen［CREST－fall－en］－sad and disappointed
$\square$ Check the child＇s work when this lesson has been completed．

；STUDENT

W．Work on Geography \＆Grammar Cards for 3－5 minutes．
；Assigned Reading
Read Chapters 8 and 9 of Chico of the Andes．
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## Homophones

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

－ALOUD：Read the book aloud．
－ALLOWED：You are allowed to swim in this area

$$
\begin{aligned}
& \text { child should have written short senten } \\
& \text { that correctly use each homophone. }
\end{aligned}
$$

allowed

Concrete nouns are physical things you can see，hear，or touch，such as CAT， SUNSET，WIND，and BOY．Abstract nouns are things you cannot touch，such as PEACE，HOPE，and STRENGTH．Underline all the words below that are nouns，abstract or concrete．Circle the abstract nouns．


##  Spelling Workshop

Plural Nouns：$F$ and $F E$
Drop the F or FE and add VES to make each word plural．

| shelf | shelves | scarf | scarves |
| :---: | :---: | :---: | :---: |
| loaf | loaves | wife | wives |
| leaf | leaves | knife | knives |
| thief | thieves | wolf | wolves |

A suffix is a group of letters added to the end of a word that changes the meaning of the word．Some common suffixes are－ed，－ing，－est，and－ly．
The suffix－cy means the state or condition of something．Based on the meaning of the suffix，circle the correct description for each word．

| 1．bankruptcy | A．the state of being bankrupt | B．getting out of debt |
| :--- | :--- | :--- |
| 2．hesitancy | A．speaking slowly B．Be condition of being hesitant |  |
| 3． | decency | A．the state of being decent B．the state of honesty |
| 4． | vacancy | A．the state of being vacant B．being vacant often |

Spelling Rule：1－1－1 Rule
f a word is 1 syllable and ends with 1 vowel（not 2 vowels）followed by 1 consonant，usually double the final consonant before adding an ending that starts with a vowel．Exceptions include 1－1－1 words that end in $W$ ，$X$ ，or $Y$ ．
Rewrite the words in green with the suffix（ending）－ing．
step stepping drop dropping scold scolding snap snapping span spanning visit visiting
Spelling Rule: Using DGE

If／ $\mathrm{j} /$ follows a short vowel sound，it is usually spelled with DGE．
Lake Titicaca is one of the most fascinating lakes in the world．Approximately $60 \%$ of the lake is in Peru，and $40 \%$ is in Bolivia．Forty－one natural islands rise from the lake．Many people live on these natural islands，but some people live on man－made islands．Each floating island is about 15 m by 15 m （ 50 ft by 50 $\mathrm{ft})$ and contains several thatched houses．Even though the floating mats are $3.66 \mathrm{~m}(12 \mathrm{ft})$ thick，it still feels like you are walking on a giant sponge．What do you think the mats and their homes are made of－totora reeds，stalks of wheat，or bamboo？Complete the exercise below to find out if you are right

Fill in each blank with either＂dge＂or＂ge．＂Then write each word you completed in the box below that matches the description of the word．
The box with the most words in it will show you what the floating mats and homes on Lake Titicaca are made of．Note：A vowel suffix starts with a vowel． A consonant suffix starts with a consonant．

| ple＿dge d | fidgets | mana＿ge ment | smudged |
| :--- | :--- | :--- | :--- |
| drawbridge | ridge top | hedge hog | dodged |
| arran＿ge ment | sta＿ge coach | dredged | trudged |


| Ends with a Vowel <br> Suffix | Compound Word <br> （two words joined <br> together as one） | Ends with a <br> Consonant Suffix |
| :---: | :---: | :---: |
| Totora Reeds <br> dodged <br> pledged <br> smudged <br> dredged <br> trudged | Stalks of Wheat | Bamboo |
| drawbridge |  |  |
| hedgehog |  |  |
| ridgetop |  |  |
| stagecoach |  |  |

- Have the child read this section to you


## Poetry Terms

All literature is either poetry or prose. Prose is a compilation of words organized into sentences and paragraphs. Examples of prose are essays, short stories, nonfiction, plays, and novels. Poetry is a compilation of words organized into lines and stanzas. Here is a list of poetry terms and definitions commonly used in organizing poetry.

A verse is a single line of a poem.
A stanza is a grouped set of lines in a poem set apart by a space.
A refrain is a phrase or verse that repeats in a poem.
A couplet is two consecutive lines in a poem that contain end rhymes.
A quatrain is a stanza or a poem that contains four lines.
An octave is a stanza or a poem that contains eight lines.

## Good Night

By Rose Fyleman
The rabbits play no more
he little birds are weary,
The buttercups are folded up; Good night, good night, my dearie.

The children in the country,
The children in the city,


Good night, good night, my pretty.

The poem "Good Night" contains examples of all the terms in purple that we read above except for one. Let's look at the poem and identify each
term and how it applies to the poem, looking for the one term that does not apply to the poem. (Check the Level 5 Answer Key for help in this section if needed.)
$\square$ Check the child's work when this lesson has been completed.
Tip for parent/teacher: Teach your child to tell you when he or she thinks it's time to try to pass off the set of Geography \& Grammar Cards he or she has been working on.


Read Chapter 10 of Chico of the Andes, and then write a discussion question about the book that you could use if you were discussing the book with a group. A good discussion question is not a "yes" or "no" question. Rather, it is a question that encourages people to share their thoughts about the book.

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## Color Theory

## Read the section and fill in the blanks.

Understanding color theory can help in many forms of art, including painting, ceramics, quilting, and cake decorating. The primary colors are red, yellow, and blue. These are the basic colors. You cannot mix any other colors together to make these colors. Primary colors are the root of every other hue (color) imaginable.

These are the primary colors:

| - red | yellow | blue |
| :---: | :---: | :---: |

Circle the right answer: Can you mix any colors together to create red yellow, or blue? YES NO

Secondary colors can be created by mixing two primary colors. There are three secondary colors: orange, green, and violet.
Blue + yellow = green, yellow + red = orange, and red + blue = violet.
You create a secondary color by mixing two

## primary colors

Tertiary colors are made by combining equal parts of a primary color and a secondary color. There are six tertiary colors:

Yellow + Orange $=$ YELLOW-ORANGE
Red + Orange $=$ RED-ORANGE
Red + Violet $=$ RED-VIOLET
Blue + Violet = BLUE-VIOLET
Blue + Green $=$ BLUE-GREEN
Yellow + Green $=$ YELLOW-GREEN
Primary, secondary, and tertiary colors make up the 12 colors of the color wheel, but there are endless possibilities of hues when you combine different amounts of different colors

Complementary colors are exact opposites from each other on the color wheel. They can look striking together and make a good pair. Write the complementary color for each of the following colors:
 the instructions to create a color wheel in Project 2


## 

## Writing Workshop

Learning from the Masters
Here are two tools Christine Von Hagen uses in Chico of the Andes to make her writing powerful.

Alliteration: when words that are next to each other or close together have the same beginning sound

Example: A wisp of wind whispered in my ear.
Using strong verbs: Strong verbs bring a story to life. Just make sure the verbs fit the situation. Which sentence is more compelling, "The skier jumped off the ski lift and skied quickly down the hill," or "The skier shot off the ski lift and flew down the hill"?

Study each sentence from Chico of the Andes and underline the literary device used.

A blast of cold, damp wind swept through the half-open door and whirled around the fire, blowing up the ashes.
(Alliteration | Using Strong Verbs | Both)
Chico looked back at the little house crouched close to the gray-green earth. (Alliteration | Using Strong Verbs | Both)
The fire flared. (Alliteration | Using Strong Verbs | Both)
And the old man, followed by Chico and the bear, walked out into the freshly washed Paramos, where the golden sunlight flashed from the mountain tops. (Alliteration | Using Strong Verbs | Both)

There were storms that lashed the little stone hut on the lonely Paramos. (Alliteration | Using Strong Verbs | Both)

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


Quiz the child on the Challenging Spelling Words (p. 8). Dictate the words aloud and have the child write them on a whiteboard. If any words are misspelled, consider doing extra practice for the spelling words by quizzing the child on the words daily or by using the spelling practice sheets in the Appendix of this course book.

- Check the child's work when this lesson has been completed.
Work on the unit ladders (p. 9) for about 3 minutes.
Work on poetry memorization (p. 9) for about 2 minutes. If the poem
is already memorized, recite it to someone.
Read Chapter 11 of Chico of the Andes, and then circle the correct
answers. When answering true or false questions, make sure the
ENTIRE statement is either true or false.

1. Chico did not feel shy at all in the city.
2. The food being prepared smelled delicious to Chico. TRUE FALSE
3. Tía Maria was loud and grumpy.

38 | UNIT 1

## ; Independent Clauses

## $\square$ Read and complete the section.

An independent clause needs a subject, a verb, and a complete thought. The subject of a sentence is who or what is doing or being. The subject can be a pronoun (he, it, they, them, etc.). Put a box around the subject in each sentence.
Helikes the calendar. Actually, Ilwill go. Lungshelp us breathe. He took a breath.
Now the rain pours. Tam the only heir. They placed an ad. Yes, they are here.

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


## ; Sentence Diagramming

$\square$ Diagram the sentences. Remember to place AJ under adjectives and AV under adverbs. Refer to pages 26 and 27 if needed.

Example: The fluffy clouds drift lazily.


The brilliant boy studies deeply.


Gently, the pleasant wind blows.

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

Contractions
Write the contraction for each set of words. Look at the key below if needed.


Key: aren't | isn't | we're | she'd | who's | can't | it's | we've | needn't

## Words with GEN

For each word in the green box, read the word, determine if the suffix starts with a vowel or a consonant, and then write the word in the correct column. Not all the lines will be filled.

| urgently generously gentleness <br> Ends with a Vowel Suffix <br> legendary <br> gentler <br> Ends with a Consonant Suffix <br> urgently |
| :---: |

40 | UNIT 1

step
stepping
steping
i


## Spelling Rule: 1-1-1 Rule

If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in $\mathrm{W}, \mathrm{X}$, or Y .
 choose y green with the suffix -ing and then colored his is. or her favorite lamp



clap
clapping

strut
strutting

## Homophones

$\square$ Write a short sentence that uses each homophone and the interjection "no" or "oh." Set interjections off with a comma. See page 24 if needed.
\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#

- AISLE: Do not block the aisle; people need to get to their seats.
- ISLE: The isle is deserted; no one lives on it.


Abstract \& Concrete Nouns
$\square$ Read and complete the section.
Concrete nouns are physical things you can see, hear, or touch, such as CAT, SUNSET, WIND, and BOY. Abstract nouns are things you cannot touch, such as PEACE, HOPE, and STRENGTH. Underline all the words below that are nouns, abstract or concrete. Circle the abstract nouns.


## Writing Workshop

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

1. The clouds $\qquad$

$42 \mid$ UNIT 1


Ediriting
$\square$ Edit the facts, and then enjoy the photos of Machu Picchu on this page. Use the hints below the facts or cover them up for the extra challenge of figuring out on your own how many and what types of errors to look for.

## Facts ckbout Moachu Picchu

- Machu Picchu is set high in the Andes of peru and the ancient Incan ruins are in the middle of a tropical mountain forest.
- The incas were superb craftsmen $\AA^{\text {They cut stones so }}$ precisely that they fit together tightly without mortar.
- Terraced fields on the edges of the mountains were once used for growing crops.
- More than $30 \%$ of Machu picchu has been reconstructed $\widehat{\text { A }}$ and this reconstruction gives tourists a better idea of how the village originally looked.

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

apitalize $=3$ mistakes Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.


## Assigned Reading

 －Spelling Workshop
$\square$ Read each purple word aloud three times．
pliable［PLY－uh－bull］means easily bent，flexible．（He ran his fingers over the soft，pliable straw．）
tierra［tea－AIR－uh］means＂earth＂or＂land＂in Spanish．
$\square$ Read Chapter 14 of Chico of the Andes，and then write a summary that is $4-7$ sentences long about the chapter．A summary includes only the most important events．

The child should have written a summary of Chico of the Andes that is 4－7 sentences long about Chapter 14.

If the child did not follow directions，have him or her read the directions and the example summary below to you and discuss ways to improve his or her summary
Chico was sad as he wandered the streets trying to decide how to tell Don Ernesto he hadn＇t sold his Panama hat．To hide，he slipped into the cathedral and waited．Soon he heard a rich man and the padre discussing that a new hat was needed for the statue of Jesu Cristo，a custom for the fiesta．Chico stepped forward and offered to sell his beautiful hat！After bartering，the rich man bought Chico＇s hat for 50 sucres of silver！Chico shared his story and his Prayer Book with the padre，who promised he＇d check the church records for information．Happier than he＇d been in a long time．Chico ran to tell Don Ernesto of his success．

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

## Plural Nouns：F and FE

Drop the F or FE and add VES to make each word plural．

wolf | wolves |
| :---: |
| loaves |

loaf | lealf |
| :---: |
| leaves |
| Spelling Rule： $1-1-1$ Rule |

If a word is 1 syllable and ends with 1 vowel（not 2 vowels）followed by 1 consonant，usually double the final consonant before adding an ending that starts with a vowel．Exceptions include 1－1－1 words that end in $\mathrm{W}, \mathrm{X}$ ，or Y ．

## Rewrite the words in green with the suffix－ed．

accept accepted stop stopped drip dripped
grab grabbed fail failed grin grinned

## Vowel and Consonant Suffixes

For each word in the green box，read the word，determine if the suffix starts with a vowel or a consonant，and then write the word in the correct column．
answered urgently believing basically diligently abruptness

Ends with a Vowel Suffix $\quad$ Ends with a Consonant Suffix
$\qquad$
$\frac{\text { urgently }}{\text { abruptness }}$ diligently


## PARENT／TEACHER

D Dictate the sentences．
ㅁロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［Connect two independent clauses with a comma and coordinating conjunction．See page 18 if needed．］
1．An isle is an island，and the British Isles are a group of islands．
2．Aren＇t you going to arrange a pleasant business meeting for the fourteenth of February？
$\square$ Have the child read the terms and definitions below from Chico of the Andes．
－procession［pro－SEH－shen］－a group（of people or vehicles） moving together slowly as part of a ceremony or event（The funeral procession drove from the church to the cemetery．）
－solemnly［SAUL－uhm－ly］－formally and seriously（Henry followed the funeral procession solemnly．）
－relic［REL－ick］－an object that has survived from an earlier time （The museum has several Egyptian relics on display．）
$\square$ Check the child＇s work when this lesson has been completed．


STUDENT is

Work on the unit ladders（p．9）for about 3 minutes．

46 ｜UNIT 1

## Homophones

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

## 囲

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


## Abstract \＆Concrete Nouns

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

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## Homophones

$\square$ Write a short sentence that uses each homophone and the interjection＂yes＂or＂well．＂Refer to page 24 if needed．
囲田
－AD：We placed an ad in our local newspaper
－ADD：I will add your name to the list．
ad $\quad$ The child should have written short sentences that correctly use each homophone and includ the interjection＂yes＂or＂well．＂

## Assigned Reading

$\square$ Read Chapter 15 of Chico of the Andes，and then write two discussion questions about the chapter．These questions should not be ones that could be answered with＂yes＂or＂no．＂They should be questions that would make someone think and give his or her opinions and ideas about the chapter．
1.


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

腘 Spelling Workshop

Contractions
On each blank write any appropriate contraction of the following word pairs．
are not｜is not｜we are｜she would｜who is｜it is｜we have｜need not

1. $\qquad$ you proud of what $\qquad$ e＇ve accomplished？
2. $\qquad$ it obvious that $\qquad$ rather leave now？
3. $\qquad$ going to find out if $\qquad$ supposed to rain？

4．You $\qquad$ make dinner； $\qquad$ going to a restaurant．

lesson
16

## PARENT/TEACHER

## Dictate the sentences.

[1-1-1 Rule (underlined words). See page 12 if needed.]
[Connect two independent clauses with a comma and
coordinating conjunction. See page 18 if needed.]

1. Well, John is trimming the bushes, and I am spinning some wool.
2. You needn't allow people to sit in the aisle, but I am still planning
on people standing in the back.

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


Read Chapter 16 of Chico of the Andes, and then circle the correct answers.

1. Chico finds out who his mother is but not where she was from. TRUE FALSE
2. Chico does not feel any different after learning about his parents. TRUE FALSE
3. How does Chico feel about living in the mountains?
A. He loves his grandfather, but he feels that it is lonesome in the mountains.
B. He is not lonesome with his grandfather and Chan because there are 50 many things to do in the mountains.

## Homophones

$\square$ Fill in each blank with the correct homophone.
ب\#

- AIR: The air outside is cold.
- HEIR: An heir receives property when an ancestor dies.

1. The millionaire does not have an $\qquad$ heir $\qquad$
2. The $\qquad$
$\qquad$ is humid in parts of Ecuador.
\(\left.\begin{array}{c}New <br>

Concent\end{array}\right) \div\)| Words That Can Be |
| :---: |
| Nouns or Verbs |$\div$

$\square$ Read and complete the section.
Some words can function either as a noun or as a verb. For each sentence below, if the underlined word functions as a noun, color the cake. If the underlined word functions as a verb, don't color the cake.

1. I bargain with the shop owner.
2. Those shoes are a real bargain.
3. We hit a bump in the road
4. Do not bump the captain.
5. That brush is quite useful
6. I actually brush the horse each day.

## $\left.\begin{array}{c}\text { New } \\ \text { Concept }\end{array}\right)$; Pronouns \& Antecedents

$\square$ Read and complete the section.
Ante means "before." The word or group of words that a pronoun (p.12) replaces is called its antecedent [ant-uh-SEE-dent].
Underline the pronoun in each sentence or set of sentences. Then circle the antecedent the pronoun replaces. The first one is completed as an example. (Hint: You can check to see if you are right by replacing the pronoun with the antecedent to see if the sentence will still make sense.)

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

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

## 自

## Writing Workshop

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

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

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

In one passage of Chico of the Andes, the author could have written, "Chico heard and saw Tía Maria." Instead, the author made the scene much more interesting with these words:
Chico heard the soft voice of Tía Maria from the other side of the screen. Turning toward it, he could see the shadow of her small figure and her head, with its long pigtail, nodding up and down.

## Study the painting on the next page again. Write an uninteresting

 sentence about the painting on the orange line, such as "The house sits." Then, on the blank lines, rewrite the sentence into multiple sentences that bring the scene to life.

洞会
\＆student is $\quad$ Reading Comprehension 幺
Read and complete the section．
＂Plant Life in the Amazon Rainforest＂Article
Study the example article on this page and follow the instructions．
1．After you have read the article，underline TRUE or FALSE for each statement．

A．The Victoria water lily can hold a child without sinking． TRUE \｜FALSE
B．Pineapple is a bromeliad．TRUE \｜FALSE
C．Only a few species of plants are found in the Amazon rainforest．
TRUE \| FALSE

2．Underline the attention－grabbing technique used for the opening paragraph．
－An interesting fact or surprising statistic
－A thought－provoking question
－A short personal experience
－A short but interesting and applicable quote
－A short but interesting story
－Historical background
－Vivid description
3．Put a box around the thesis statement in the article．（A thesis statement is found in the opening paragraph and explains what the article will be about．）
4．Transitions help establish logical connections between sentences， paragraphs，and sections of your paper．The following are some transitional words and phrases you can use：
first，second，next，finally，also，in addition，in fact，another，for instance Each of the body paragraphs（the paragraphs between the opening and closing paragraphs）has transitional words．Circle them．

## PLant Life in the Amazon Rainforest

If you were to take a walk in the Amazon rainforest one afternoon and were to decide to count all the different kinds of plants and trees you saw，you would be counting to a very high number．The Amazon rainforest is home to more species of plants than any other area in the world．Each of the thousands of types of plants in the Amazon rainforest is interesting to study．
For example the Victoria water lily is a remarkable plant found in the Amazon rainforest．These huge，circular leaves float on water and are so large and strong that a child can sit on one of them without the lily sinking．The leaves，with upturned rims， are anchored by long stems buried in the mud of the river bottom．The flowers on these lilies are spectacular，but they last for only a few days．


Other interesting plants in the Amazon rainforest are pitcher plants． They are，in fact，carnivorous plants that prey on spiders and insects， such as ants and beetles，trapping them inside specialized leaves and digesting them．
Some plants in the Amazon rainforest are simply beautiful．For instance you can find bromeliads with stunning colors and gorgeous flowers almost anywhere in the Amazon rainforest．The most well－known bromeliad is the kind of pineapple we eat，but there are over 2,700 species of this type of plant．Some bromeliads can grow on rocks or trees because they absorb moisture and nutrients through the air．

There are so many interesting plants in the Amazon rainforest that you could spend a lifetime studying them．These beautiful and fascinating creations are one more witness to the power and wisdom of God．

## Homophones <br> Fill in each blank with the correct homophone．


－BORDER：Draw a border on your card．｜I live on the border of India．
－BOARDER：Grandma has a boarder，someone who pays to eat and live in her home．

1．The $\qquad$ keeps his room very tidy．

2．I painted a $\qquad$ around my scene．


## $\square$ Read and complete the section．

Some words can function either as a noun or as a verb．For each sentence below，the underlined word is a noun．Write a sentence that uses the underlined word as a verb．

1．Your answer was actually correct．


4．The bandage is much too tight．

## Abstract \＆Concrete Nouns

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


## Pronouns \＆Antecedents

$\square$ Complete the section．
Underline the pronoun in each sentence．Then circle the antecedent the pronoun replaces．

1．Chicowas as polite as Grandfather had taught him to be．
2．ThenGrandfather pulled out a long bundle，and he gave it to Chico．
3．When the muleswere free，they wriggled back and forth and then lay down to roll on the hard earth．


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

## - Spelling Workshop

Spelling Rule: 1-1-1 Rule
If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in $\mathrm{W}, \mathrm{X}$, or Y .

Rewrite the words in green with the suffix -ing somewhere on the image below, and then color the design lightly with colored pencils if desired.
avoid - brag — clap - scoot - snap - flap - grip - boil


UNIT I|59

Challenging Spelling Words
Copy each challenging spelling word broken into syllables.


Commonly Confused Words
Study the Commonly Confused Words CAPITOL and CAPITAL on the Unit 1 Reference Page (p. 9). Then write a sentence that uses each word correctly.
capitol

$$
\begin{aligned}
& \text { The child should have written short sentences } \\
& \text { that correctly use each Commonly Confused } \\
& \text { Word. }
\end{aligned}
$$

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


Work on the unit ladders (p. 9) for about 3 minutes.

## ; Assigned Reading

$\square$ Read Chapter 17 of Chico of the Andes, and then answer the questions.
Chico's birth grandfather had a red birthmark the shape of an apple. TRUE FALSE
Chico does not want to go back to the Paramos.
Chico wants to buy six sheep as a present for Grandfather.
TRUE FALSE

60 |UNIT 1


## $\therefore$ Words That Can Be $\quad$ Nouns or Verbs

> Read and complete the section.
> Some words can function either as a noun or as a verb. For each word in purple, write a sentence that uses the word as a verb and another sentence that uses the word as a noun. Also, use a pronoun in each sentence and circle it.
roar
$\qquad$

noun: $\qquad$


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


## Edifing

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

## Attacama Desert

The Atacama $\underline{\equiv \text { desert in chile is one of the driest places in }}$ the world Less than an inch of rain falls every 10 years in some parts of the desert and no rain has been recorded for over 500 years in other parts of the desert. You may think that the dry Atacama=Desert is a very hot place but the desert's temperature is actually quite cool

As you might expect, it is hard for people, plants, and animals to live in the Atacama $\overline{\underline{\underline{~ d e s e r t}}}$. However, こthis South american desert has rich deposits of copper and other minerals

Insert Comma $=\mathbf{2}$ mistakes Place a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses.
. . Insert Period $=4$ mistakes
$=$ Capitalize $=4$ mistakes Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.Close up extra space(s) $\mathbf{2}$ mistakes




## Writing Workshop

Writing from the Heart
The painting below by Frederic Edwin Church depicts a scene near Cotopaxi, which is an active stratovolcano in the Andes Mountains in Ecuador. Study the painting. Do you notice the reflections in the water? Do you see the birds in the sky? Do you see all the different colors in the clouds? Imagine that you are in the boat on the water in the scene. Finish each paragraph below with your own ideas and style. Try to write in a way that shows people your heart and your personality. Include sensory details about how things feel, sound, and smell.

1. The waterfall

$62 \mid$ UNIT 1



## Assigned Reading

Read Chapter 18 of Chico of the Andes（the final chapter）．
$\square$ Read and complete the section．
A good book review includes the following items：
－The title of the book and the author＇s name
－A very brief summary of the book（Your summary can be as short as one or two sentences．）
－Your thoughts and opinions about the book（You can explain what you liked and／or disliked and what you learned．）
Read this example book review about another book by Christine Von Hagen．（If you loved Chico of the Andes，you might love to read this book！）

The Forgotten Finca by Christine Von Hagen tells the story of Elvia and her family．After losing their finca（farm）in a landslide in Panama，Elvia＇s family is forced to wander，but everything changes when they stumble upon an abandoned finca．As Elvia plants a secret garden and makes plans to stay in this new place， she worries about the original owners returning．I loved this beautifully told story．As I was drawn into the story，I learned much about the culture and land of Panama，and I was inspired by the book＇s messages of hard work，honesty，and love．


For 20 minutes or more，read a book from The Good and the Beautiful Book List．
\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃ Spelling Workshop

Plural Nouns：F and FE
Drop the F or FE and add VES to make each word plural．

thief | thieves |
| :---: |
| scarf |
| scarves |
| wolves |
| Spelling Rule： $1-1-1$ Rule |

If a word is 1 syllable and ends with 1 vowel（not 2 vowels）followed by 1 consonant，usually double the final consonant before adding an ending that starts with a vowel．Exceptions include 1－1－1 words that end in $\mathrm{W}, \mathrm{X}$ ，or Y ．

Rewrite the words in green with the suffix－ing．＊＝exceptions（double the consonant before adding an ending to words that end with＂mit＂）
permit＊＿permitting chat chatting knit knitting
appear appearing comb combing let letting
commit＊committing brag bragging beg begging

If／ $\mathrm{j} /$ follows a short vowel sound，it is usually spelled with DGE．
Fill in each blank with either＂dge＂or＂ge．＂

| pledge | mange $r$ | misjudge | smudge |
| :--- | :--- | :--- | :--- |
| enrage | ridgetop | lodge | dodge |
|  |  |  |  |
| arrange | judge | hinge | ridge |



## PARENT／TEACHER

$\square$ Dictate the sentences．
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［Connect two independent clauses with a comma and coordinating conjunction．See page 18 if needed．］
1．We visited the British Isles，and we flew over Denmark．
2．Wow，aren＇t you almost too busy to breathe？

## Have the child read the poem excerpt aloud．

The Coming of Spring
By Nora Perry
There＇s something in the air
That＇s new and sweet and rare－
A scent of summer things，
A whir as if of wings．
There＇s something，too，that＇s new
In the color of the blue
That＇s in the morning sky，
Before the sun is high
And though on plain and hill，
＇Tis winter，winter still，
There＇s something seems to say
That winter＇s had its day．Check the child＇s work when this lesson has been completed．

$\square$ Draw a line from the homophone to its meaning（or one of its meanings）．
too—in addition，also


## Pronouns \& Antecedents

$\square$ Read and complete the section.
"Ante" means "before." The word or group of words that a pronoun replaces is called its antecedent [ant-uh-SEE-dent].

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

1. And there is Chan, my pet bear. I can always play with him
2. Chico'syoung mind tried to sort out all the new things he had heard
3. A womancame to the door. She examined Chico from head to foot.
4. "Come, Juana and Olivia We must make an especially nice dinner tonight in honor of our little friend."
5. The steady buzz-buzz that arose from thestudents as they studied the lessons out loud made Chico's ears ring.
6. "Ah, well, then, no wonder you do not know about the silverworkers of Cuenca. We are famous all over the world, though."
7. Chico caught in his breath and let it out in a great sigh.
8. "I knew your mother, for she came often to the church."
9. Slowly, the boy lifted up his downcasthead and held it high.


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

## Writing Workshop

Learning from the Masters
Here are two tools Christine Von Hagen uses in Chico of the Andes to make her writing powerful.

```
Simile: a comparison using LIKE or AS
    Example: The window pane is like ice.
```

Interjection: a word or phrase that expresses strong emotion or surprise (See page 24 for more information if needed.)

Example: Yikes! There's a spider! | Yikes, there's a spider!
Study each sentence from Chico of the Andes, circle the literary tool used, and underline the use of the tool in the sentence.
He jumped a little when he felt the cold scissors on his neck, but otherwise, he sat as still as a statue. (Simile Interjection)
"Go on! Get away from there. Leave those plants alone!"
(Simile Interjection

Slowly, like a giant serpent, the line grew longer and wavered toward the doors. (Simile) Interjection)

His brown eyes were dull, and his full lips curved down like the rind of a melon. Simile Interjection)
"Oh!" All the air blew out of Chico's lungs. (Simile nnterjection
Write a sentence about the way a snake or dancer moves that uses a simile.


66 | UNIT 1


In one passage of Chico of the Andes, the author could have written, "It was a long hard trip, but he was almost home." Instead, the author made the scene much more interesting with these words:

They had plodded up the steep mountains for four days, often slipping and falling in the thick mud. Now they were almost there. For some time, Goyo had seen the towering peaks that guarded their own little part of the high Paramos. He had recognized their jagged outline against the deep blue sky. He had seen the giant condor circling lazily overhead, just as it always did in the late afternoon. Now came the cock-a-doodle-doo of old Inca. Yes, he was almost home.

Study the painting on this page. Write a sentence about the painting on the orange lines that is not interesting, such as "The house sits." Then, on the blank lines, rewrite the sentence into multiple sentences that bring the scene to life.


UNIT I | 67


As a close to this unit, enjoy one last painting by Edward Fanshawe on page 69. You will wrap up the unit and say goodbye to South America by completing a fun watercolor project in which you will paint a scene of the Andes Mountains. Turn to Project 3 in your Watercolor Around the World book and follow the instructions.


For 20 minutes or more, read a book from The Good and the Beautiful Book List.
$68 \mid$ UNIT 1

## 

- Spelling Workshop

Spelling Rule: 1-1-1 Rule
If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in $W$, $X$, or $Y$.

Rewrite the following words with the suffix -ing. * = exceptions (double the consonant before adding an ending to words that end with "mit")


## Contractions

Between the lines, write the contraction for each set of words.
are not | is not | we are | she would | who is | it is | we have

© Jenny Phillips

While you listen to the audiobook in this unit, pay close attention. After each chapter you will need to do listening comprehension exercises. If you get them incorrect, it is suggested that your parent or teacher have you listen to the chapter again as you try to focus carefully. You could consider avoiding distractions by listening in a quiet room without a lot going on and/or lying on a couch and closing your eyes. If you find your mind wandering or you don't understand a part of the story, stop the audio and go back to a spot in the chapter that you remember listening to.
$\square$ Check the child's work when this lesson has been completed.

Tip for parent/teacher: Be prepared in the next lesson to play the audiobook on goodandbeautiful.com/LA5 or on the Good and Beautiful Homeschool app (by going to Language Arts > Level 5 > Audio > Gabriel and the Hour Book).

$\square$ Work on the unit ladders (p. 71) for about 3 minutes.

## ; Homophones

$\square$ Write a short sentence that uses each homophone.

## \#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#

- MAIN: Being kind is my main goal. | The water main broke.
- MANE: The lion's mane is beautiful.

main $\quad$ The child should have written short sentences | That correctly use each homophone. |
| :---: |

## $\underset{\substack{\text { Nencept }}}{\text { Compound Subjects and Verbs }}$

## $\square$ Read and complete the section.

We have learned that a sentence needs a subject and a verb. However, that does not mean that a sentence should have only ONE subject and ONE verb.

When there is more than one subject in a sentence, it is a compound subject. For example, the following sentence contains a compound subject:
Paul and Ryan picked strawberries.

When there is more than one verb in a sentence, it is a compound verb. For example, the following sentence contains a compound verb:

Lily cleans and sings.
Underline the compound subject or compound verb in each sentence. Then circle the item the sentence contains: a compound subject or a compound verb. These sentences also help you learn a vocabulary word from Gabriel and the Hour Book: unruly-disorderly and disruptive.

1. The unruly horse kicked and bucked. COMPOUND SUBJECT ICOMPOUND VERB
2. The unruly spectators and reporters were asked to leave. COMPOUND SUBJECDI COMPOUND VERB
3. The unruly dog chewed my shoes and
 tracked mud into the house. COMPOUND SUBJECT $\mathbb{C O M P O U N D ~ V E R B ~}$
4. The unruly wind and rain thrashed the valley for hours. COMPOUND SUBJECD COMPOUND VERB
5. His unruly hair stuck up in the back and poked up in the front. COMPOUND SUBJECT COMPOUND VERD
6. Yesterday, the unruly boy said he was sorry and asked for forgiveness. COMPOUND SUBJECT COMPOUND VERD
7. Nessa and Bonnie combed their unruly wisps of hair. COMPOUND SUBBECD COMPOUND VERB

## $\left.\begin{array}{c}\text { New } \\ \text { Concept }\end{array}\right) ;$ Sentence Diagramming

$\square$ Read and complete the section
To diagram a compound subject or verb, split the baseline as shown below. The conjunction joining the subjects is placed on a vertical dotted line between the subject lines. Write AJ under adjectives and AV under adverbs.


The brilliant toddler memorizes well and counts quickly


The exhausted boy pedals slowly and breathes deeply.


Draw your own lines as you diagram this sentence:
Paul and Ricardo campaign boldly.


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

[^0]
## - Writing Workshop

## Comparing and Contrasting

For this assignment you will learn about writing a comparative essay.
Read the essay titled "Summer and Winter: Which One Wins?" Then complete the following items:

1. Underline the attention-grabbing technique used for the opening paragraph.

- An interesting fact or surprising statistic
- A question
- An attention-grabbing statement
- A vivid description

2. Put a box around the thesis statement in the article. (A thesis statement is found in the opening paragraph and explains what the article will be about.)
3. Usually one or more sentences help to transition between the attention-grabbing opening and the thesis statement. Circle the transition between the attention-grabbing opening and the thesis statement.
4. In effective paragraphs for essays or articles, a topic sentence is at or near the beginning of the paragraph. A topic sentence explains the main idea of the paragraph. Everything in the paragraph should then be about that main idea. If you want to discuss a new idea, you need to start a new paragraph. For each body paragraph (the paragraphs between the opening and closing paragraphs), underline the topic sentence.
5. Transitions (first, also, in addition, let's start with, etc.) help establish logical connections between sentences, paragraphs, and sections of your papers. Each of the body paragraphs (the paragraphs between the opening and closing paragraphs) has transitional words. Circle all the transitional words and phrases in the body paragraphs.
6. Put a check mark in the column that shows the correct outline for the essay.

| $\square$ | V |
| :--- | :--- |
| I. Opening paragraph | I. Opening paragraph |
| II. Body paragraph: my favorite season | II. Body paragraph: downsides of |
| winter and summer |  |
| summer paragraph: downsides of | III. Body paragraph: upsides of winter <br> and summer <br> IV. Closing paragraph |
| IV. Closing paragraph |  |

Summer and Winter: Which One Wins?
According to one study, only $7 \%$ of Americans choose winter as their favorite season. ${ }^{1}$ OT agree with the majority of Americanss Although winter has its downsides compared to summer, both seasons have their upsides and downsides.

Let's start with the downsides of both seasons and get the negative things out of the way. We know winter tends to be chilly, especially where I live in the Rocky Mountains. The cold weather means brown grass, bare trees, no flowers, no gardens growing, and no twittering of birds to greet me in the morning. Also. it's not always fun to drive in the snow, to scrape ice off my car, or to shovel the snow off my driveway. Summeralsohas its downsides, however. Hot weather sends us all inside, pesky flies and mosquitoes make their entrance, and sunburns are never fun.
Wn the other hand there are so many upsides to both seasons that I could hardly list them all, but l'll cover some of the highlights. Winter brings the beauty of falling snow, cozy fires, warm slippers, sledding, hot cocoa, and holiday cheer. Summer brings its own joys,though.colorful flowers, leaves on the trees, the humming of bees, the songs of birds, camping, swimming, family trips, and gardens.
So which is my favorite-winter or summer? I'll take both seasons, please. They each have their own joys, and they both make me appreciate the other season even more.

1. https://today.yougov.com/topics/lifestyle/articles-reports/2013/06/10
/fall-favorite-season-most-americans-33-heartland-l, Kate Palmer, June 10, 2013


D Dictate the sentences．
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ Have the child underline the articles［the，a，an］．
［The word CAPITOL always refers to a physical building．］
1．Do you know the address of the capitol building？
［Capitalize nationalities．］
2．An American chef recently made a delicious meal．
$\square$ Have the child read the terms and definitions from Gabriel and the Hour Book．
－smarting［SMART－ing］－feeling a sharp sting or pain physically or emotionally（Elizabeth＇s leg was smarting where the ball hit it．I was still smarting from his unkind words．）
－idly［EYED－lee］—slowly，lazily，without purpose（He laid idly around all day and accomplished nothing．）
－haughty［HA－tee］－proud，stuck－up（The haughty man spoke cold words，feeling he was better than everyone else．）
－illuminations［ill－LOOM－in－A－shens］－ornamented parchment pages（The devotional was filled with elaborate illuminations．）
－corridor［CORE－ih－door］－hall，passageway（Each train car has a corridor running beside the compartments．）
－wholly［HOLE－lee］－entirely，fully（He was not wholly satisfied with our plans．）Check the child＇s work when this lesson has been completed．

76 ｜UNIT 2


STUDENT is

W Work on Geography \＆Grammar Cards for 3－5 minutes．

## Vocabulary／Context Clues

$\square$ Read the section and fill in the blanks．
Below are passages that explain terms from Gabriel and the Hour Book． Read the sentences below，and then fill in the correct word for each definition．

1．These monks，or brothers，as they were often called，lived in monasteries and abbeys and were men who banded themselves together in brotherhoods．They took solemn vows never to have homes of their own or to mingle in the daily lives of others，but to devote their lives to religion．

2．This was a room the brothers had kept for years as a meeting place when they and the abbot，who governed them all，wished to talk over the affairs of the abbey．
monasteries ：places of residence occupied by a
community of persons，especially monks，living in seclusion
solemn ：serious，sacred
＿abbey ：a monastery under the supervision of an abbot
＿monks $\qquad$ ：members of a religious community of men typically living under vows of poverty，chastity，and obedience
$\qquad$ ：a man who is the head of a monastery or abbey
Listen to Chapter 1 of Gabriel and the Hour Book（on the Good and
Beautiful Homeschool app or goodandbeautiful．com／LA5）．Then，in
each yellow box，write the name of the character who matches the
description．
Brother Stephen｜Gabriel Viaud｜the abbot｜Lady Anne
Brother Stephen
brought to the monastery as an orphaned boy；a talented artist；wants to leave the abbey and paint pictures and study paintings by the world＇s great artists；ordered to make the hour book that the king requested

## Gabriel Viaud

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

```
Lady Anne
```

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

## the abbot

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


## ；Listening Comprehension

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

1．What season is it when the book starts？It is spring when the

## book starts．

2．What divided the farms from each other instead of fences？
Tall poplar trees divided the lands and marked the farms．
3．What two things did Gabriel do that showed the gladness of April？
Gabriel plucked blue violets and sang a song to show the
gladness of April．
；Homophones
Write the homophone that answers each riddle
\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃\＃ RIDDLES
－POURS／PORES：He pours the water．｜My skin has pores．
－PATIENTS／PATIENCE：Dr．Ann shows patience toward her patients．
$\qquad$ ：something that can get clogged
$\qquad$ ：something you can＇t see but you can lose
$\qquad$ －rain often does this
＿patients ：doctors hope that these people have patience

## 

## Spelling Workshop

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


Silent Letter: H
Rewrite the green words, each of which contains a Silent H , somewhere on the image below of a monastery from the same time period as Gabriel and the Hour Book.
rhyme - rhino - exhaust - shepherd - honesty - honor - heirloom - rhythm


## Commonly Confused Words

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

| accept |  |
| :--- | :--- | :--- | :--- |
| except | The child should have written written a short <br> sentence that correctly uses each Commonly <br> Confused Word. |

## 78 | UNIT 2



Read and complete this section, which practices vocabulary from Gabriel and the Hour Book.

## Read the following words and definitions.

brood: to think or worry persistently or moodily
unruly: disorderly and disruptive
compelled: forced or driven
Write the correct word on each blank line.

| The _ unruly child would not obey. | brood |
| :---: | :---: |
| Do not brood over your past mistakes. | unruly |
| I felt __compelled to finish the project quickly. | compelled |

perplexing: completely baffling or puzzling
relent: to soften; to let up or slow; to give in
vaguely: in a way that is not clear or certain
penitent: repentant
Write the correct word on each blank line.


| perplexing |
| :--- |
| relent |
| vaguely |
| penitent |

## Audiobook

$\square$ Listen to Chapter 2 of Gabriel and the Hour Book (on the Good and Beautiful Homeschool app or goodandbeautiful.com/LA5). Eliminate distractions and listen carefully. Then underline the correct answer for each multiple-choice question. If you are unsure of the answers, or if you get them wrong, your parent or teacher can replay this part of the audio recording for you: 3:00-4:50.

1. Brother Stephen gained a new idea for an illuminated border from
A. the leaves outside his window.
B. the flowers Gabriel picked and a butterfly.
C. the embroidered border on Gabriel's clothes.
2. What effect did Gabriel have on Brother Stephen?
A. Gabriel's cheerfulness and appreciation for Brother Stephen's work made the monk happy and changed his attitude about work.
B. The monk was so absorbed in his work that he hardly noticed Gabriel, even though Gabriel tried to get the monk's attention.

## Homophones

Write a short sentence that uses each homophone
\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#

- FLOUR: The recipe calls for a cup of flour.
- FLOWER: I gave a red flower to Grandmother.


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

## 苗

## Writing Workshop

## Learning from the Masters

Evaleen Stein was a master author. Her use of language was deeply skilled and wonderful. In this unit we will be studying techniques she used to bring her writing to life.

Stein used a lot of sensory language-language that describes sight, touch, taste, smell, or sound. When describing how things look, Stein often used colors to bring things to life. Read the following passages from her book The Little Count of Normandy, and then write the colors that she used in each passage in the blank boxes.

Beautiful little blue-bells and wild pinks had spread a tangled mass of bloom over these walls, and green mosses and silvery grasses tufted the forsaken fireplaces and carpeted the sunken flagstones of the floors. But the flowery clusters that thus softened the bareness of the ruin, could not be distinctly seen in the gray light; though the two captives could breathe the fragrance of the wild roses that filled the old moat as the little party wound its way along its edge toward the farthest angle of the castle courtyard.
blue pink green silver gray

All along the gravelled walks he could race and play ball to his heart's content; while in the midst of the garden a silvery fountain tinkled all day long and in its basin of mossy stones bright gold fishes swam about and glittered through the green water. Beyond the rose garden were the falcon mews whither he went many times a day to watch the care and training of the young birds; while in the center of the grass plot near by, there stood a carved wooden pole and on top of it the most
wonderful pigeon house. It had turrets and gables and quaint little doors and windows, and looked for all the world like a toy chateau. And when the pigeons gathered about it, flashing their white wings and preening their rainbow feathers in the sunlight, Raoul thought there was no prettier sight in all the castle grounds.
silver gold green white rainbow
You Try $\mid t$ !

Choose one of the sentences in purple below. Rewrite the sentence into a paragraph (typed or on a separate sheet of paper), using at least four colors. Your paragraph can be as long as you like.

- As Tyr The child should have rewritten one of the
- I watc| sentences provided into a paragraph using at
- Jada s
$\qquad$

Tip: Use your imagination and describe the way things look, feel, smell, or sound. Focus on small details.

CHECKLIST
O I used at least four colors in my description.
O I started each sentence with a capital letter and ended with period, question mark, or exclamation point.
O I do not have random capital letters in the middle of words.
O I read through my paragraph and checked for correct spelling

$\square$ Check the child's work when this lesson has been completed.
 Art

Read and complete the section.
In Gabriel and the Hour Book, Gabriel refers to "the most beautiful initial letter I have ever seen." An initial letter is a letter at the beginning of a word, a chapter, or a paragraph that is larger than the rest of the text. As you have learned, books from the Middle Ages and initial letters were sometimes decorated ornately. Turn to Project 4 in your Watercolor Around the World book and follow the instructions to paint an illuminated letter.

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

## 

## - Spelling Workshop

## Words with EI

Write the following words, writing the "ei" bigger than the rest of the word. Some words are repeated for extra practice.


## Silent T

Write the words with Silent Ts curved around the birds. Then color your favorite bird with colored pencils or pens.
fasten | whistle | ballet | rustle | wrestle | thistle | butcher



Look at each underlined word. Decide if the S is at the end of the word because it is a PLURAL NOUN (more than one) or a POSSESSIVE NOUN. Circle the correct answer and add an apostrophe where needed.

1. I love the lions mane.
2. The flower petals are pink.
3. The kittens are curious.
4. That's Dad's delicious pie.
5. I have the schools address.

To show possession for a plural noun, make the noun plural first, and then immediately use the apostrophe.

$$
\text { Example: } \quad \text { All the soldiers' mail has been delivered. }
$$

On each blank write the plural possessive form of the noun in the parentheses at the end of the sentence.

1. All ten of the $\qquad$ lowers petals are beautiful. (flower)
2. Two chefs' flour containers are empty. (chef)
3. Both of the $\qquad$ conductors are sick. (orchestra)

To show possession of more than one noun, the placement of the apostrophe depends on whether or not the possessors share possession.
A. If the possessors share the item together, use an apostrophe only with the last possessor.

Example: Alex and Sandy's dog is cute.
$B$. If the possessors do not share the item together, use an apostrophe for each of the possessors.

$$
\text { Example: } \quad \text { Mr. Chen's and Mrs. Brown's yards are tidy. }
$$

Underline the correct sentence in each group.

1. A. Daniella's and Natalie's hair is dark brown.
B. Daniella and Natalie's hair is dark brown.
2. A. My mother's and father's goal is to teach me kindness. B. My mother and father's goal is to teach me kindness.

## Audiobook

Listen to Chapter 3 of Gabriel and the Hour Book (on the Good and Beautiful Homeschool app or goodandbeautiful.com/LA5). Then underline the correct answer to the question.

How is suspense created in this chapter?
A. The reader wonders if Gabriel will spill paint.
B. The reader wonders if the abbot will unchain Brother Stephen.
C. The reader wonders if Gabriel will paint a mouse on the bench.

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

## Writing Workshop

## Comparing and Contrasting

For this assignment you will study a comparative essay.
Read the essay titled "Two Books by Christine Von Hagen." Then complete the following items:

1. Underline the attention-grabbing technique used for the opening paragraph.

- An interesting fact or surprising statistic
- Aquestion
- An attention-grabbing statement
- A vivid description

2. Put a box around the thesis statement in the article. (A thesis statement is found in the opening paragraph and explains what the article will be about.)
3. Usually one or more sentences help to transition between the attention-grabbing opening and the thesis statement. Circle the transition between the attention-grabbing opening and the thesis statement.
4. In effective paragraphs for essays or articles, a topic sentence is at or near the beginning of the paragraph. A topic sentence explains the main idea of the paragraph. Everything in the paragraph should then be about that main idea. If you want to discuss a new idea, you need to start a new paragraph. For each body paragraph (the paragraphs between the opening and closing paragraphs), underline the topic sentence.
5. Transitions (first, also, in addition, let's start with, etc.) help establish logical connections between sentences, paragraphs, and sections of your papers. Each of the body paragraphs (the paragraphs between the opening and closing paragraphs) has transitional words. Circle all the transitional words and phrases in the body paragraphs.
6. Put a check mark in the column that shows the correct outline for the essay.

|  | $\square$ |
| :--- | :--- |
| I. Opening paragraph | I. Opening paragraph |
| II. Body paragraph: the similarities | II. Body paragraph: the similarities and |
| between the two books | differences between the two books |
| III. Body paragraph: the differences | III. Body paragraph: which book is more |
| between the books | recommended |
| IV. Closing paragraph | IV. Closing paragraph |

Two Books by Christine Von Hagen
When you read a book that absolutely delights you, it's natural to wonder if the author wrote any other books This was the case when I read Chice the Andes, a book I loved. After a quick search, I found and read anothers bok by the author: The Forgotten Fincor These books have similarities and differences, but both are treasures.

The similarities between these books are hard to ignore. First. the main characters in the two books, Chico and Elvia, are both children who are longing for the security of roots-homes to truly call their own. Next. both children work hard to raise money, Chico through creating an exquisite hat and Elvia through creating a secret garden. Also. in each book there is an old man who ends up meaning a great deal to the main character in an unexpected way Lastly. both books contain skillful writing and good messages, such as hard work and the importance of family bonds.
There are differences in the books, though. One book takes place in Ecuador, bringing us to the foggy and barren Paramos and also a bustling city. The other book lets us experience the jungle of Panama with its rich soil and thick vegetation. in addition Chico does not have a friend his age to share his journey, whileElvia has a friend that shares much of her adventure. Another difference is that Chico is looking for his parents, but Elvia lives with her parents.

Whether set in Panama or Ecuador, Christine Von Hagen knows how to create books with powerful language and engaging plots, as is shown in two similar but different books: Chico of the Andes and The Forgotten Finca.

For the following sentences, underline all the prepositional phrases. Remember that a prepositional phrase always starts with a preposition.

1. The curious man walked along the mountain ridge.
2. Put the broccoli in the blue ceramic bowl.
3. My comfortable slippers are next to my bed.
4. The courageous woman lives down that street.

Use a comma to separate a prepositional phrase from the sentence when the phrase is at the beginning of the sentence AND is four words or more. (Some stylebooks say $3+$ or $5+$, but we say $4+$ for this course.)

Examples:
Inside the cozy cabin, we slept.
The prepositional phrase is four words or more AND is at the beginning of the sentence.

In the cabin we slept.
The prepositional phrase is less than four words and is at the beginning of the sentence.

We slept inside the cozy cabin.
The prepositional phrase is not at the beginning of the sentence.
For the following sentences, underline all the prepositional phrases and insert commas wherever they are needed. Some sentences have more than one prepositional phrase.

1. Inside the old farmhouse my cousins are making lunch.
2. Near my uncle's farm I found a cool rock inside a cave.
3. I left my camera at home on the counter in the kitchen.
4. On the other side of the lake saw a group of deer.
5. During really bad windstorms we stay away from the windows.

## Audiobook

$\square$ Listen to Chapter 4 of Gabriel and the Hour Book (on the Good and Beautiful Homeschool app or goodandbeautiful.com/LA5). Then answer the questions with complete sentences. If you can't answer the questions, listen to 7:15-9:30 again.

1. What did Brother Stephen teach Gabriel to do that no other peasant in his village knew how to do? Brother Stephen taught Gabriel to
use a pen and brush to illuminate.
2. What item from an animal would Gabriel use to make glue?

Gabriel used the skin of an eel to make glue.
3. Did Brother Stephen ever let Gabriel try creating illuminations?

## Yes, he did

## Homophones

$\square$ Write a sentence for each homophone.
田

- PEDAL: The bike has a broken pedal.
- PETAL: A velvety petal fell off the rose.

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


## 

Spelling Workshop

## Spelling Rule: Plural Nouns

Usually make a noun plural by adding S , but add ES to make words plural that end with $\mathrm{SH}, \mathrm{CH}, \mathrm{Z}, \mathrm{X}$, or S. Drop the Y and add IES to words that end with a consonant +Y .
Trivia Question: In 2014 an illuminated book of hours created about 500 years ago broke the record for the most expensive illuminated manuscript in the world. How much did it sell for-the equivalent of \$4.1 million, \$13.6 million, or $\$ 167,000$ ?

Write each word on the chart in its plural form, placing it in the correct column below. The box with the most words in it will show you the answer to the trivia question


90 | UNIT 2

## Challenging Spelling Words

Evaleen Stein, the author of Gabriel and the Hour Book, wrote other books also set in Normandy (current-day France) during the same time period. Imagine what it would be like to live in the castle shown on this page, which is in Normandy. Then write the Challenging Spelling Words with two or fewer syllables on the river and the words with three or more syllables in the sky.
campaign | embarrass | absence | comfortable | broccoli | distance courageous | address | brilliant | curious | awkward | delicious

filling the world with beauty, which it still treasures today, helping to sow the seeds of that great tree of art that was to blossom so gloriously in later years.

And when he had finished his earthly work in 1337, it was in his own cathedral, "St. Mary of the Flowers," that they laid him to rest, while the people mourned him as a good friend as well as a great painter. There he lies in the shadow of his lily tower, whose slender grace and delicate-tinted marble keep his memory ever fresh in his beautiful city of Florence.
$\square$ Check the child's work when this lesson has been completed.


Work on the unit ladders (p. 71) for about 3 minutes.

## Possessive Nouns

$\square$ Read and complete the section.
Place the apostrophe before the $S$ to show singular possession
Example: That is my grandfather's journal.

Look at each underlined word. Decide if the $S$ is at the end of the word because it is a PLURAL NOUN (more than one) or a POSSESSIVE NOUN. Circle the correct answer and add an apostrophe where needed.

$92 \mid$ UNIT 2

| Listen to Chapter 5 of Gabriel and the Hour Book (on the Good and <br> Beautiful Homeschool app or goodandbeautiful.com/LA5). Then finish <br> the paragraph. Give at least two reasons you would like being a color <br> grinder and two reasons you would not. Use at least three transitional <br> words or phrases from the box. |
| :--- |
| first the first reason also in addition <br> another reason next however on the other hand |

Being a color grinder in medieval times would be quite the experience. Some aspects of heing a collor grinder would he fand hut others would he difficult.
The child should have finished the paragraph, providing at least two reasons he or she would like being a color grinder and two reasons he or she would not. The child should have used at least three transitional words or phrases from the box above.
If the child did not follow the directions, have him or her read the directions and the example paragraph below to you and discuss ways to improve his or her paragraph.

Being a color grinder in medieval times would be quite the experience. Some aspects of being a color grinder would be good, but others would be difficult. The first reason I would like being a color grinder would be to have a front-row seat to watch the incredible artists create illuminated manuscripts! Another reason would be to see how God's beautiful creations can be turned into the very paint used by the artist. On the other hand, gathering the materials to create the paint could be extremely time-consuming. In addition, it would be heartbreaking to work with an incredible artist such as Brother Stephen and be required to sit helplessly by while he remains in chains.


For 20 minutes or more read a book from The Good and the Beautiful Book List.
 Writing Workshop
Learning from the Masters
Here are two literary devices Evaleen Stein (the author of Gabriel and the Hour Book) uses in her book The Little Count of Normandy:

Personification: a figure of speech in which nonhuman things are given human attributes (The thunder grumbled across the sky.)

Simile: a literary device in which a word or phrase is used to compare two things using "like" or "as" (Seth sings like an angel.)

The following sentences are from The Little Count of Normandy. Study each sentence, and then circle the literary device used.
There he saw two bright points of light that gleamed like little coals of fire burning through the shadows. (Personification Simile)

Before long a light dawn wind sprang up, drying their garments and chasing away the last wracks of cloud. (Personification) Simile)

He heard nothing more save the sighing of the wind that moaned through the old tower. (Personification simile)

Rising steeply above them, tall cliffs of white chalk glimmered in the starlight like drifts of snow. (Personification Simile)

Write a sentence that uses personification or a simile. (Idea sparkers: wind played, breeze tickled, still as a . . . , ran like a . . .)


UNIT $2 \mid 93$

Quiz the child on the Challenging Spelling Words (p. 70). Dictate the words aloud and have the child write them on a whiteboard. If any words are misspelled, consider doing extra practice for the spelling words by quizzing the child on the words daily or by using the spelling practice sheets in the Appendix of this course book.

Have the child read the terms and definitions below from Gabriel and the Hour Book.

- industrious [in-DUHS-tree-uhs]-hardworking and diligent (The industrious girl spent all afternoon weeding her garden.)
- lustrous [LUH-struhs]-shining bright (She brushed her lustrous hair.)
- exquisite [ek-SKWIH-zet] -very beautiful, of the highest quality (The exquisite vase was made with great skill.)
- immortal [im-MORE-tul]-living forever, never dying (God is immortal.)
- apt [apt] —appropriate or suitable to the situation; having a tendency to do something (The back cover gives an apt summary of the book. I'm apt to forget things.)
- scarlet [SCAR-let]-brilliant red (The robin had a scarlet breast.)
$\square$ Check the child's work when this lesson has been completed


STUDENT is

## Compound Subjects and Verbs <br> $\square$ Read and complete the section; refer to page 73 if needed.

Underline the item each sentence contains: a compound subject or a compound verb. These sentences also help you practice a vocabulary word from Gabriel and the Hour Book: penitent-repentant.

1. Tim and Ed, penitent brothers, wrote their mother a card COMPOUND SUBJECT I COMPOUND VERB
2. The penitent girl said sorry and asked for forgiveness. COMPOUND SUBJECT I COMPOUND VERB
3. Penitently, my brother and sister cleaned up the broken glass. COMPOUND SUBJECT I COMPOUND VERB
4. Hannah prayed and pondered with a penitent heart. COMPOUND SUBJECT I COMPOUND VERB
5. The penitent boy freely admitted his misdeed and paid for the broken window. COMPOUND SUBJECT I COMPOUND VERB
6. My piano teacher and her son forgave the penitent man who hit their car yesterday. COMPOUND SUBJECT I COMPOUND VERB
7. A truly penitent person repents and tries to do better COMPOUND SUBJECT I COMPOUND VERB
8. The penitent son and daughter told their mother the truth. COMPOUND SUBJECT I COMPOUND VERB

## Sentence Diagramming

$\square$ Diagram the sentences. Refer to page 74 if needed.
The professor and the assistant prepared diligently.


The courageous boy stands boldly and speaks honestly.


Draw your own lines as you diagram this sentence:
Carefully, Christopher and Michael searched


## ; Audiobook

$\square$ Listen to Chapter 6 of Gabriel and the Hour Book (on the Good and Beautiful Homeschool app or goodandbeautiful.com/LA5). Then underline the correct answers to the questions.

When Gabriel writes his letter to place in the book,
A. he writes it quickly and sloppily.
B. he writes it slowly and with great care.

What does Gabriel ask for in the prayer that he writes?
A. Gabriel asks for his father to be released from prison and that his family can be given back their meadow and sheep.
B. Gabriel asks to become a monk one day and make his own hour book.
$\square$ Listen to the first 60 seconds of the chapter again, paying close attention. Then answer the questions with complete sentences. If needed, listen to the first 60 seconds of the chapter again. Repeat until you can answer all the questions correctly. In the purple box, write the number of times you listened.

1. What season is it? It is fall, late in October
2. Why was Brother Stephen sorry to finish his work on the hour book?

Brother Stephen was sorry to finish the hour book because he
knew that it would be taken away. He hated to part from it.
3. How did Gabriel feel about the finished hour book?

Wonderful! Gabriel had never seen anything half so lovely!

$\square$ For 20 minutes or more, read a book from The Good and the Beautiful Book List

## 

## Spelling Workshop

## Contractions

Write the contraction for each set of words with a different colored pencil on the slanted lines．Look at the key below if needed．


Study the Commonly Confused Words ACCEPT and EXCEPT on the Unit 2 Reference Page（p．71）．Then read the sentences below and underline the correct word choice for each sentence．

I．My grandma taught me to love and（accept｜except）others．
2．The store will（accept｜except）payment with cash or check
3．Ben enjoys all kinds of fruit（accept｜except）for pineapple．
4．（Accept｜Except）for my shoes，I＇ve packed everything．

## Spelling Rule：Using CH or TCH

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

A long vowel says its name；a short vowel does not．We use TCH to end the word MATCH because the $/ \mathrm{ch} /$ sound comes right after a short vowel．

For each row of words，all the words are spelled correctly，but one word is an exception to the Using CH or TCH rule，meaning it does not follow the rule．Find the exception and underline it．

I．butterscotch｜topnotch｜attach｜outreach｜sketch｜stitch 2．snatch｜switch \｜crutch \｜kitchen \｜sandwich \｜unlatch
Rewrite each word below，and then color the owl or turtle if the word is an exception to the Using CH or TCH rule，meaning it doesn＇t follow the rule．


ostrich
ostrich
glitch
glitch

scratch
scratch



## PARENT／TEACHER

$\square$ Dictate the sentences
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ c

Have the child underline the pronoun and circle the antecedent in each sentence．See page 54 if needed
1．The boy wrote the main address，and he mailed the envelope．
2．The girl）was courageous，and she didn＇t lie about the absence．

Have the child read the poem by Evaleen Stein（author of Gabriel and the Hour Book）aloud．Have the child point out uses of


## The Red－Bird

By Evaleen Stein
Swept lightly by the south wind The elm－leaves softly stirred， And in their pale green clusters There straightway bloomed a bird！

His glossy feathers glistened With dyes as richly red
As any tulip flaming
From out the garden bed


## But ah，unlike the tulips，

In joyous strain，ere long，
This red－bird flower unfolded
A heart of golden song
Check the child＇s work when this lesson has been completed．


W Work on Geography \＆Grammar Cards for 3－5 minutes．

## ’Prepositional Phrases and Commas＇：

$\square$ For the following sentences，underline all the prepositional phrases and insert commas after prepositional phrases at the beginning of the sentence that are four words or longer．Some sentences have more than one prepositional phrase．Refer to pages 88－89 if needed．

1．Inside the exquisitely carved box I found many valuable treasures．
2．After lunch I will likely enjoy a short nap．
3．With an industrious attitude we weeded the overgrown garden．
4．She placed a scarlet bow on her lustrous black hair．
5．In the thesaurus synonyms of immortal are undying and eternal
6．On the book＇s back cover there＇s an apt description of the story．

## Audiobook

$\square$ Listen to Chapter 7 of Gabriel and the Hour Book（on the Good and Beautiful Homeschool app or goodandbeautiful．com／LA5）．Then summarize what happened in the chapter to a parent，teacher，sibling， friend，or another person

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

## 

## Writing Workshop

Writing from the Heart
Study the passage from The Little Count of Normandy by Evaleen Stein and, using colored pencils or pens, underline each use of personification (with blue), alliteration (with purple), and simile (with green). Have your parent or teacher check the answer key to see if you caught them all.

Personification: a figure of speech in which nonhuman things are given human attributes (The thunder grumbled across the sky.)

Alliteration: when words that are next to each other or close together have the same beginning sound (The wind whispered.)

## Simile: a <br> compare t $\begin{aligned} & \text { The child should have underlined the } \\ & \text { words below in the colors indicated }\end{aligned}$ to $\begin{aligned} & \text { angel.) }\end{aligned}$ words below in the colors indicated.

Then a wonderful rose-colored glow crept up the eastern sky, and in a burst of radiant golden glory, the morning broke. Still sparkling with raindrops, the country looked especially beautiful in the bright early sunbeams. . . . A pearly morning mist lay over the distant sands, looking like a soft white cloud.

Study the painting on the next page. Then write three descriptive sentences about the painting, starting each one with a prepositional phrase. The chart at the top of the next column shows common prepositions. Remember to place a comma after a prepositional phrase of four words or more at the beginning of a sentence.

| about | at | during | next to | since |
| :--- | :--- | :--- | :--- | :--- |
| above | away from | except | of | through |
| according to | because of | for | off | to |
| across | before | from | on | toward |
| after | behind | in | onto | underneath |
| along | below | inside | out | unlike |
| among | beneath | instead of | outside | until |
| apart from | beside | into | over | up |
| around | beyond | like | past | upon |
| as | by | minus | plus <br> as <br> asegarding | down |
|  | near |  |  | with |
| within |  |  |  |  |


3.

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

Helen picked strawberries.
When there is more than one direct object in a sentence, it is a compound direct object.

> Helen picked strawberries and apples.

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

1. The doctor and the nurse showed patience toward their patients. COMPOUND SUBJECT I COMPOUND VERB | COMPOUND DIRECT OBJECT
2. The poor artist could not afford new clothes and shoes. COMPOUND SUBJECT | COMPOUND VERB I COMPOUND DIRECT OBJECT
3. The actress spoke clearly and sang beautifully. COMPOUND SUBJECT I COMPOUND VERB I COMPOUND DIRECT OBJECT
4. The botanist studied a rose petal and a daisy. COMPOUND SUBJECT I COMPOUND VERB I COMPOUND DIRECT OBJECT
5. My father fixed the broken bike pedal and the flat tire. COMPOUND SUBJECT I COMPOUND VERB I COMPOUND DIRECT OBJECT
6. The little girl and her brother walked to the park. COMPOUND SUBJECT I COMPOUND VERB | COMPOUND DIRECT OBJECT
7. I'll use a small brush and a flat brush to paint today. COMPOUND SUBJECT I COMPOUND VERB I COMPOUND DIRECT OBJECT

© Jenny Phillips


##  <br> Spelling Workshop

## Spelling Rule: Plural Nouns

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

Trivia Question: In Gabriel and the Hour Book, Brother Stephen is a monk. In the Middle Ages, monks were some of the most educated people in the world. Two of the facts in purple below are true about monks, and one is not. Write each word on the chart in its plural form, placing it in the correc box below. The box with the most words in it will show you which fact about monks is not true.


Words with EI
Monks today live in many countries around the world. Many monks live in monasteries, but sometimes they live in ordinary society. The photo on this page shows a monastery in Asia. Write the words with El twice in the fog and/or the sky, making the "ei" bigger than the rest of each word.



##  <br> Writing Workshop

## Comparing and Contrasting

For this assignment you will study a comparative essay.
Read the essay titled "Comparing Jade Dragons and Tino and the Typhoon." Then complete the following items:

1. Underline the attention-grabbing technique used for the opening paragraph.

- An interesting fact or surprising statistic
- A question
- An attention-grabbing statemen
- A vivid description

2. Put a box around the thesis statement in the article. (A thesis statement is found in the opening paragraph and explains what the article will be about.)
3. Usually one or more sentences help to transition between the attention-grabbing opening and the thesis statement. Circle the transition between the attention-grabbing opening and the thesis statement.
4. In effective paragraphs for essays or articles, a topic sentence is at or near the beginning of the paragraph. A topic sentence explains the main idea of the paragraph. Everything in the paragraph should then be about that main idea. If you want to discuss a new idea, you need to start a new paragraph. For each body paragraph (the paragraphs between the opening and closing paragraphs), underline the topic sentence.
5. Transitions (first, also, in addition, for example, etc.) help establish logical connections between sentences, paragraphs, and sections of your papers. Each of the body paragraphs (the paragraphs between the opening and closing paragraphs) has a transitional word or phrase. Circle all the transitional words and phrases in the body paragraphs.
6. Put a check mark in the column that shows the correct outline for the essay

| $\square$ | I. |
| :--- | :--- |
| I. Opening paragraph | I. Opening paragraph |
| II. Body paragraph: the similarities | II. Body paragraph: both books are set in |
| between the two books | Asia but show different ways of life |
| III. Body paragraph: the differences | III. Body paragraph: a windstorm plays a |
| between the books | major role in each book |
| IV. Body paragraph: how fear plays a | IV. Body paragraph: fear plays a major |
| role | role in each book |
| V. Closing paragraph | V. Closing paragraph |

Comparing Jade Dragons and Tino and the Typhoon
It's amazing how a book can pull you into a different time and a different land Books truly have the power to help us understand other places and cultures In ways that are similar and different, both Jade Dragons and Tino and the Typhoon give us insights into life in Asia about 100 years ago.
First, both books are set in Asia, but they show us how different life can be in different parts of Asia For example. Tino lives in the Philippines as the son of a lighthouse keeper. His daily chores and activities are extremely different from Wong Ting, who lives on a sampan, which is a flat boat, in China.

One similarity between the books is that a windstorm plays a major role in the plot. For Wong Ting, the storm sends his sampan on an adventure that ends up bringing him challenges and an additional member to his family. The typhoon (similar to a hurricane) that comes to Tino's islandasobrings changes to Tino and his family.

In addition fear plays a major role in each book. Wong Ting's parents fear the land, and thus. Wong Ting has never set foot on the land. He holds a secret wish to go onto the land. In Tino and the Typhoon, it is Tino who holds fear-a fear of heights. Woven throughout both books, fear creates suspense and interest.

Tino and Wong Ting, although on the same continent, are far apart in the types of lives they live. However, their stories show how people of all lands and times deal with the same kinds of trials and feelings.


##  <br> Read and complete the section.

To diagram a direct object, draw a vertical line (one that does NOT cross the horizontal line) after the verb. Then write the direct object as shown in the examples below. Write $A J$ under adjectives and $A V$ under adverbs.

## Examples

Horses and goats eat hay. The young lad held rakes and shovels.


The uncle and his nephew climbed the steep mountain courageously.


The professor and his students created the brilliant invention.


## Audiobook <br> Listen to Chapter 10 of Gabriel and the Hour Book (on the Good and Beautiful Homeschool app or goodandbeautiful.com/LA5). Then underline the correct answers to the questions.

How does the king act about freeing the peasant Viaud (Gabriel's father)?
A. He is proud and takes credit for being so merciful and gracious.
B. He gives thanks to God; he is just helping God answer a prayer.

## Why didn't Gabriel set his shoes on the hearth?

A. He thought he had already asked for and received enough.
B. He was sure that his shoes would not be filled with gifts.
$\square$ Listen to 13:07-15:37 of the chapter again, paying close attention. Don't read the questions first. Then answer the questions with complete sentences. If needed, listen to the section of the chapter again. Repeat until you can answer all the questions correctly. In the purple box, write the number of times you listened.

1. Which of these did Gabriel do first: pat the soft woolly back of each sheep or see a strange horseman coming down the hill?

Gabriel first patted the soft woolly back of each sheep.
2. Whom did the horseman say the gifts were from?

The horseman said the gifts were from the Christ Child
3. What were two of the gifts that the horseman brought?

The horseman brought soft blue cloth, squirrel-fur caps, gold pieces, sweetmeats, cakes, candies, sugar chestnuts, and white bread


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


## Spelling Workshop



Study the Commonly Confused Words ACCEPT and EXCEPT on the Unit 2 Reference Page（ $\mathbf{p} .71$ ）．Then read the sentences below and underline the correct word choice for each sentence．

I．She is expected to arrive at $5: 00$ p．m．to（accept $\mid$ except）the award
2．（Accept｜Except）for yesterday I have remembered to say my morning prayers every day this week．

3．Russ enjoyed the scrumptious salad，（accept $\mid$ except）he pulled out all the olives．

4．She graciously（accepted｜excepted）my apology

OJenny Phillips

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

Each of the words in the chart below has the／ch／sound as in the Using CH or TCH rule．Circle the right way to spell each word，and then write it in the box．Notes：Two vowels in a row（such as OO or OU ）do not count as a short sound．Use CH after a consonant that follows a short vowel．

| dich | ditch | ditch |
| :--- | :--- | :--- |
| cinch | cintch | cinch |
| birch | birtch | birch |
| poach | poatch | poach |
| Duch | Dutch | Dutch |

Copy each word，and then color the house if the word is an exception to Spelling Rule：Using CH or TCH，meaning it doesn＇t follow the rule．


## Lesson 34 <br> PARENT／TEACHER <br> $\square$ Dictate the sentences． <br> ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ <br> Tell the child that each sentence is composed of two independent clauses connected with a semicolon． Have the child circle the pronoun and underline the antecedent in each sentence．See page 54 if needed． <br> 1．The exhausted man walked quite a distance on the dangerous road；he was courageous． <br> 2．Amy＇s absence is excused；she is helping with the campaign．

－Have the child read the poem by Evaleen Stein（author of Gabriel and the Hour Book）aloud．Together find uses of alliteration（glint of golden，etc．），find the simile（literary device in which a word or phrase is used to compare two things using＂like＂or＂as＂），and discuss what it is comparing（red breast compared to ．．．）．

## The Robin＇s Bath

By Evaleen Stein
A flash and flicker of dripping wings，
A wet red breast that glows
Bright as the newly opened bud
The first red poppy shows，
A sparkle of flying rainbow drops，
A glint of golden sun
On ruffled feathers，a snatch of song， And the robin＇s bath is done．


[^1]
$\square$ Rewrite the sentences however you would like so that they are not run－on sentences．

The light reflects off the water it looks like glass

|  | Answers will vary． |
| :---: | :---: |
|  |  |
| The scene is peaceful nature makes me feel calm． |  |
|  |  |
|  |  |

## ；Audiobook

$\square$ Listen to Chapter 11 of Gabriel and the Hour Book（on the Good and Beautiful Homeschool app or goodandbeautiful．com／LA5），the final chapter of the book．Then answer the question with at least three complete sentences and two transitional words，such as first，second， also，in addition，one reason，another reason，etc

Did you like the way the book ended？Why or why not？


## ’Prepositional Phrases and Commas :

$\square$ Study the painting on this page. Then underline all the prepositional phrases and insert commas where needed. Some sentences have more than one prepositional phrase. Refer to pages 88-89 if needed.

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

困相

## Writing Workshop



Writing a Comparative Essay: Part 1
For this assignment you will start writing a comparative essay. You will write this essay in a unique and fun way. Hopefully it is not too overwhelming, as you will take small steps and do a lot of modeling. Modeling means following an example. After you practice model writing over and over, it will be so much easier for you to write essays completely on your own.

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

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

Title your essay as follows, replacing the question mark with your
name. Make sure the text is centered on the page
Chico and Gabriel: A Comparative Essay
By ?

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

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

b. a quote | The child should |
| :---: |
| have circled his o |

Could a boy living in the rugged So have circled his or Could a boy living in paragraph a boy living in Normandy hundreds C. Christine Von Hagen and Gabriel from Gabriel and the Hour Book by Evaleen Stein have quite different lives, but they face many of the same types of challenges.

$$
\frac{\text { a. a question }}{\text { b. a short personal experience }}
$$

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

## ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ

Explain that each sentence has two independent clauses connected with a comma and coordinating conjunction．

1．Noah won＇t give a reason for his absence，so he is not excused．
2．The broccoli is delicious，but the carrots have a curious flavor
3．Introducing yourself may feel awkward，but she＇ll appreciate it
$\square$ Check the child＇s work when this lesson has been completed．


To celebrate finishing Gabriel and the Hour Book，you are going to paint another illuminated letter．Turn to Project 5 in your Watercolor Around the World book and follow the instructions to paint the illuminated letter．


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

Write each Challenging Spelling Word in the set of boxes that fits the letters correctly．
brilliant－broccoli－courageous－delicious－embarrass


## Silent T

Write the words with Silent Ts curved around the plants．Then color your favorite plant with colored pencils or pens．
fasten｜whistle｜ballet｜rustle｜wrestle｜thistle｜butcher



## PARENT／TEACHER

$\square$ Have the child read the poem excerpt and find a use of personification （giving human characteristics to nonhuman things［hint：thunder］）． Discuss the imagery of a rainstorm the poem creates．Discuss the effect repeated words have on the poem．


$\square$ Work on the unit ladders（p．71）for about 3 minutes．

## $\binom{$ New }{ Concent } ；Comma Splices ：

## $\square$ Read and complete the section．

A comma splice occurs when two independent clauses（clauses that can stand on their own as sentences）are joined incorrectly with a comma and no coordinating conjunction．

Example：I will help you，that is a promise．
You can fix comma splices in one of three ways：
\＃1：Use a period between the independent clauses to create two sentences．（I will help you．That is a promise．）
\＃2：Use a semicolon between the independent clauses．（I will help you；that is a promise．）
\＃3：Use a comma and an appropriate conjunction between the two independent clauses．（I will help you，and that is a promise．）

Fix the comma splice with a period．Don＇t leave yet，I am coming．
Don＇t leave yet．I am coming
Fix the comma splice with a semicolon．Dad is responsible，he＇s always on time．

Dad is responsible；he＇s always on time． $\qquad$
Fix the comma splice with a comma and coordinating conjunction． The wind whistles，the rain pours．
$\square$ Read each sentence. Circle whether the sentence contains a run-on sentence or a comma splice. Underline all the correct ways to fix the sentence.

| When someone tells stories, you should listen, you shouldn't act bored! | run-on sentence comma splice | When someone tells stories, you should listen, and you shouldn't act bored! <br> When someone tells stories, you should listen; you shouldn't act bored! When someone tells stories, you should listen. You shouldn't act bored! |
| :---: | :---: | :---: |
| I speak politely to the elderly I use proper language around them. | run-on sentence) comma splice | I speak politely to the elderly, and I use proper language around them. <br> I speak politely to the elderly. I use proper language around them. I speak politely to the elderly, I use proper language around them. |
| We listen to elderly people when they talk we aren't on our electronics. | comma splice | We listen to elderly people when they talk; we aren't on our electronics. We listen to elderly people when they talk, we aren't on our electronics. We listen to elderly people when they talk. We aren't on our electronics. |
| I will offer my seat to an elderly person, he or she should not have to stand while I sit. | run-on sentence comma splice | I will offer my seat to an elderly person. He or she should not have to stand while I sit. <br> I will offer my seat to an elderly person, for he or she should not have to stand while I sit. |
| We open doors for the elderly it's a kind thing to do. | run-on sentencel comma splice | We open doors for the elderly; it's a kind thing to do. We open doors for the elderly. It's a kind thing to do. We open doors for the elderly, for it's a kind thing to do. |
| I pick up things for elderly people, it can be hard for them to bend over. | run-on sentence comma splice | I pick up things for elderly people it can be hard for them to bend over. $\perp$ pick up things for elderly people; it can be hard for them to bend over. I pick up things for elderly people, for it can be hard for them to bend over. |
| It's thoughtful to remember the elderly they can get lonely. | run-on sentencel comma splice | It's thoughtful to remember the elderly; they can get lonely. It's thoughtful to remember the elderly, they can get lonely. It's thoughtful to remember the elderly, for they can get lonely. |
| You will be old one day treat elderly people as you would want to be treated. | run-on sentence) comma splice | You will be old one day, so treat elderly people as you would want to be treated. <br> You will be old one day. Treat elderly people as you would want to be treated. |

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UNIT $2 \mid 117$

## Possessive Nouns

$\square$ Read and complete the section.
Place the apostrophe before the S to show singular possession

$$
\text { Example: } \quad \text { That is my grandfather's journal. }
$$

Look at each underlined word. Decide if the $S$ is at the end of the word because it is a PLURAL NOUN (more than one) or a POSSESSIVE NOUN. Circle the correct answer and add an apostrophe where needed.

1. Randys soup is delicious!
2. The goats tasted the broccoli.
3. The hosts absence was awkward.
4. Helens ad campaign was effective.
5. Are the sofas comfortable?

PLURAL NOUN POSSESSIVE NOUN
PLURAL NOUN POSSESSIVE NOUN
PLURAL NOUN POSSESSIVE NOUN
PLURAL NOUN POSSESSIVE NOUN
PLURAL NOUN POSSESSIVE NOUN

To show possession for a plural noun, make the noun plural first, and then add the apostrophe after the S .

Example: $\quad$ All the soldiers' mail has been delivered.
On each blank write the plural possessive form of the noun in the parentheses at the end of the sentence.

1. All the $\qquad$ patients have recovered. (doctor)
2. Two $\qquad$ presentations were brilliant. (student)
3. Do you have the $\qquad$ addresses? (helper)

To show possession of more than one noun, the placement of the apostrophe depends on whether or not the possessors share possession.
A. If the possessors share the item together, use an apostrophe only with the last possessor.

$$
\text { Example: } \quad \text { Alex and Sandy's dog is cute. }
$$

B. If the possessors do not share the item together, use an apostrophe for each of the possessors.

Example: Mr. Chen's and Mrs. Brown's yards are tidy.

## Underline the correct sentence in each group.

1. A. Tim's and Ed's team won. (They're on the same team.) B. Tim and Ed's team won. (They're on the same team.)
2. A. Both Sam's and Violet's essays are brilliant!
B. Both Sam and Violet's essays are brilliant!

## Homophones

$\square$ Underline the correct homophone. Then place the orange letter from the same box on the corresponding line below to find the answer.

| 1. Landon's __ was rewarded. | patience $F$ | patients T |
| :---: | :---: | :---: |
| 2. Is whole wheat ___ on the grocery list? | flower A | flour J |
| 3. This is the campaign's ___ event! | $\underline{\text { main }} \mathrm{O}$ | mane E |
| 4. Chloe ___ lemonade for the guests. | pours $R$ | pores M |
| 5. The ___ broke when I fell off my bike. | petal S | pedal $D$ |

What breed of horse has a dorsal stripe of darker-colored hair in the middle of lighter-colored hair?

Answer: Norwegian $\frac{F}{1} \frac{J}{2} \frac{0}{3} \frac{R}{4} \frac{D}{5}$ Horse


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


## 

## Writing Workshop



For this assignment you will write the first body paragraph for your comparative essay．Follow the steps below．Put a check mark in the blue box after completing each step

Open your essay on the computer．Read through what you have written so far．

Leaving a space after the first paragraph，type this second paragraph，filling in the blanks with your own words．

One of the challenges that both Chico and Gabriel face is being poor．Neither of the boys＇families have $\qquad$ However，neither of the boys complains or has a bad attitude about his circumstances．Instead，they work hard to $\qquad$ With every trial we have，we can complain and have a negative attitude，or we can have a good attitude and do the best with what we have


Note to Parents：The child will write more of his or her own text in future assignments．Modeling at this point is still extremely valuable as a teaching tool，and it helps children feel that writing is easy rather than overwhelming．
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Writing from the Heart
Write a boring sentence that describes something in the painting below with as little description as possible．

Answers will vary
The sky looked stormy．
Now rewrite the description into multiple sentences that are packed with great description－description that shows your personality：serious， lighthearted，cheerful，thoughtful，etc．

If the child did not follow the directions，have him or her read the directions and the example paragraph below to you and discuss ways to improve his or her paragraph

The stacked white clouds enjoyed their last few undisturbed moments as the temperature dropped and the chilling wind pushed dark，threatening clouds closer to shore．One small，bent and broken tree huddled alone on the grass－covered beach．The forces of nature had strengthened that little tree－it would adjust forces of nature had strengthened that little tree－it would swaying to survive the changing elements．


$\square$
Dictate the sentences
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［Connect two independent clauses with a comma and coordinating conjunction．See page 18 if needed．］

1．You can help the doctor＇s patients，or you can pour the water into the bucket．
2．The situation was awkward，and I was embarrassed．
3．The brilliant chef makes everything taste delicious，so don＇t hesitate to taste the broccoli
$\square$ Have the child read the review terms and definitions．
－industrious［in－DUHS－tree－uhs］－hardworking and diligent（The industrious girl spent all afternoon weeding her garden．）
－lustrous［LUHS－truhs］—shining bright（She brushed her lustrous hair．）
－exquisite［ek－SKWIH－zet］—very beautiful，of the highest quality （The exquisite vase was made with great skill．）
－immortal［im－MORE－tul］－living forever，never dying（God is immortal．）
－apt［apt］—appropriate or suitable to the situation；having a tendency to do something（The back cover of the book gives an apt summary of the book．I＇m apt to forget things．）
－scarlet［SCAR－let］—brilliant red（The robin had a scarlet breast．）
$\square$ Check the child＇s work when this lesson has been completed

$\square$ Work on Geography \＆Grammar Cards for 3－5 minutes．

## Compound Subjects and Verbs

$\square$ Fill in each blank line with a vocabulary word from the gold box． Each vocabulary word is used once．Then underline the item each sentence contains：a compound subject or a compound verb．Refer to page 73 if needed．

## unruly｜compel｜brood｜corridor｜penitently｜perplexing｜idly

1．Laura and Jack sat around＿＿＿idly all afternoon． COMPOUND SUBJECT I COMPOUND VERB

2．Penitently ，Liam apologized sincerely and repaired the damage． COMPOUND SUBJECT I COMPOUND VERB

3．Dad and I studied the＿＿＿perplexing math problem COMPOUND SUBJECT I COMPOUND VERB

4．I washed the windows and cleaned the rugs in the corridor ． COMPOUND SUBJECT I COMPOUND VERB

5．Lincoln will not＿＿＿brood and stress over the issue． COMPOUND SUBJECT I COMPOUND VERB

6．Rosie and Ruby will not compel anyone to help COMPOUND SUBJECT I COMPOUND VERB

7．Kim and Sarah punished the $\qquad$ boy． COMPOUND SUBJECT I COMPOUND VERB



Quiz the child on the Challenging Spelling Words (p. 70). Dictate the words aloud and have the child write them on a whiteboard If the child has not yet mastered any of the spelling words, have him or her continue practicing the words as you continue on with the next unit. The child may simply practice by being quizzed on the words daily or by using the spelling practice sheets in the Appendix of this course book.
Quiz the child on the unit ladders on page 71 .

- Have the child read the poem by Evaleen Stein (author of Gabriel and the Hour Book) aloud. First, explain that rifted means broken apart. Have the child underline phrases that he or she likes and that create interesting images in his or her mind.


## The Bluebird

By Evaleen Stein
Today at dawn there twinkled through The pearly mist a flash of blue

So dazzling bright I thought the sky Shone through the rifted clouds on high, Till, by and by,
A note so honey-sweet I heard
I knew that bright flash was a bird!

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

OJenny Phillips


## Compound Direct Objects

## Read and complete the section.

compound direct object: more than one direct object in a sentence

> Helen picked strawberries and apples.

## Underline the item each sentence contains.

1. The brilliant artists create paintings and sculptures. COMPOUND SUBJECT I COMPOUND VERB \| COMPOUND DIRECT OBJECT
2. Michelangelo and Donatello were sculptors in the Middle Ages. COMPOUND SUBJECT I COMPOUND VERB | COMPOUND DIRECT OBJECT
3. Gothic painters used brighter colors and more shadows. COMPOUND SUBJECT I COMPOUND VERB I COMPOUND DIRECT OBJECT
4. Artists in the Middle Ages created stained glass and tapestries. COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
5. Much art in the Middle Ages revered and honored God COMPOUND SUBJECT I COMPOUND VERB I COMPOUND DIRECT OBJECT
6. Medieval musicians played the lute and organ. COMPOUND SUBJECT | COMPOUND VERB I COMPOUND DIRECT OBJECT

## Homophones

$\square$ Fill in each blank with the correct homophone.
\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\# patients | patience | pedal|petal|pours | pores

Your skin has $\qquad$ . The brake $\qquad$ broke.
$\qquad$
The doctor has with his parients

Rain $\qquad$ on the flower $\qquad$ .

## Ediring

$\square$ Edit the article. Hints: Cross out the misspelled word and write the correctly spelled word above it. Add a semicolon to the run-on sentence. Cross out the comma in the comma splice and insert a semicolon. Cross out unnecessary apostrophes. There are 10 mistakes.

## Woiddle cooges Tapestries

It is believed that King henry VIII had about 2,450 tapestries. He was not the only person in the Middle Ages who had tapestries, they adorned the bare walls of many castle's and homes,

Historical stories and legends were common themes woven into the tapestries
ares also popular.
The art of tapestry making is quite old. - Fragments of tapestries have been found from ancient peru to tombs of the ancient egyptians

*(p. 10)


## 

## Writing Workshop



Writing a Comparative Essay: Part 3
For this assignment you will write the second body paragraph and the concluding paragraph for your comparative essay. Follow the steps below. Put a check mark in the blue box after completing each step.

Open your essay on the computer. Read through what you have written so far.

Copy the second body paragraph and then the concluding paragraph below. When you get to the purple text, follow the instructions to add your own words.

Another challenge that both Chico and Gabriel face is needing to solve a problem that has to do with their parents. (Explain how Chico needs to find his parents and Gabriel needs his father free. Then explain how they both make efforts to solve their problems.) In the end both boys have a happy resolution to their problems.
(Explain how Chico and Gabriel were not the only ones to have trials-we all do.) If we work hard and wait on the Lord, we can always get through our trials.

Answers wil
© Jenny Phillips

Writing from the Heart
Write a boring sentence that describes something in the painting with as little description as possible.

```
Answers will vary.
```


## A lady stood in the field:

Now rewrite the description into multiple sentences that are packed with great description-description that shows your personality: serious, lighthearted, cheerful, thoughtful, etc.

$$
\begin{aligned}
& \text { If the child did not follow the directions, have him or her read } \\
& \text { the directions and the example paragraph below to you and } \\
& \text { discuss ways to improve his or her paragraph. } \\
& \text { Mary stood in the field watching, not moving a muscle! She } \\
& \text { felt the gentle breeze brush across her face. Mary glued her } \\
& \text { eyes to the fluttering amber and gold petals dancing with the } \\
& \text { wind. She felt the silence of her surroundings. Finally the sun } \\
& \text { peeked out from behind the clouds to remind Mary that the } \\
& \text { day was just beginning. }
\end{aligned}
$$



## LESSONS 39-40


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


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

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

## Additional Practice

## Capitalization

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

1. Many of the world's highest volcanoes are located in the andes $\underline{\equiv}$ mountains. The highest active volcano on Earth is on the border between Chile and $\underset{\equiv}{\equiv}$ argentina.
2. In patagonia most people speak $\underset{\underline{\underline{\underline{s}}} \text { panish, but there are around } 5,000}{ }$ people who speak welsh. A tiny populace of $\underline{\underline{\underline{p}}}$ atagonians speak Afrikaans, a language found mostly in south africa.


## Interjections

An interjection is a word or phrase that expresses strong emotion or surprise. Interjections have no grammatical connection to other words in the sentence and are set off from the other words by an exclamation point, a question mark, or a comma.

Examples: Hey, let me help you! OR Hey! Let me help you!
In each speech bubble below, underline the interjection and add proper punctuation to each sentence. Fix capitalization errors as needed.


## $\square$ Additional Practice

## Interjections

For each set of sentences below, circle the sentence or sentences with correct punctuation and capitalization.

1. Umm, I forgot my line
2. Y. Yippee, she passed the testD
B. Umm I forgot my line. 8. Yippee! She passed the test
Umm! I forgot my line
C. Yippee, She passed the test!
3. What? Susie lost a tooth?
4. A. Alas! I fear that I'm lost.
B. What Susie lost a tooth?
B. Alas I fear that I'm lost.
. What, Susie lost a tooth?
. Alas, I fear that I'm lost.

## Sentence Diagramming

Diagram the sentences below. See page 74 if needed for review.
My brilliant sister quickly adds and subtracts.


February and March are my favorite months.


Draw your own lines as you diagram this sentence:
The boarder and the neighbor ate delicious pies.



The new book delights and uplifts!


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

1. In the far pasture my horse is grazing on alfalfa.
2. Jesse listened intently to the story about his grandfather.
3. Without my mother's care I would not have recovered so quickly.
4. Outside my window the bluebird is singing.
5. Olivia climbed beneath the warm quilt.
$\square$ Additional Practice
Prepositional Phrases \& Commas
Underline the prepositional phrase or phrases in each sentence and add a comma if needed.
6. Our boarder placed his bags inside his room.
7. Emma gave her seat to the elderly woman in the aisle.
8. After the first frost my uncle made his famous green tomato pie.
9. My favorite yellow flowers grow in the field next to my house.
10. Around the little brown foal the kittens are playing.


## Independent Clauses

An independent clause can stand on its own because it has a subject, a verb, and a complete thought. A coordinating conjunction can join together two independent clauses. In the thank-you letter below, circle the subject of each independent clause, underline each independent clause, and place a box around the coordinating conjunctions (for, and, nor, but, or, yet, so).


## Additional Practice

## Independent Clauses

Circle the subject of each independent clause, underline each independent clause, and place a box around the coordinating conjunction (for, and, nor, but, or, yet, so) in each sentence below.

1. Andean condors have a long wingspan, and they are large birds.
2. Nicolewwill wrap Dad's gift, for he)will be home soon!
3. (1)had a great time at camp, yet(1)missed my family.
4. Nate wanted a kitten, or he wanted a puppy.

## Possessive Nouns

Decide if the $S$ is at the end of the underlined word because it is a PLURAL NOUN or a POSSESSIVE NOUN. Color the ice cream next to the sentences that have a possessive noun and add an apostrophe where needed.

5. Vanessas and Jens photos are in the calendar. $\square$ Additional Practice

## Possessive Nouns

Look at each underlined word. Decide if the $S$ is at the end of the word because it is a PLURAL NOUN (more than one) or a POSSESSIVE NOUN. Circle the correct answer and add an apostrophe where needed.

1. All $\underline{\mathrm{Megs}}$ and Lees answers are correct.
2. The new calendars are too large.
3. That lions mane adds to his beauty.
4. Mom and Dads concert was brilliant!
5. Can we visit the isles on our trip?
6. The flowers petals were bicolored.


## Compound Subjects, Verbs \& Direct Objects

Underline the compound subjects, verbs, or direct objects in each sentence, and then circle the matching term in purple. (Hint: Compound refers to having two or more.)

1. Jessica will arrange and display flowers from her garden. COMPOUND SUBJECT COMPOUND VERB | COMPOUND DIRECT OBJECT
2. Our delicious meal included broccoli and beef. COMPOUND SUBJECT | COMPOUND VERB COMPOUND DIRECT OBJECT
3. Tom's farm and Leo's farm share a border.

COMPOUND SUBJECD | COMPOUND VERB | COMPOUND DIRECT OBJECT
4. The pastry chef will use whole wheat flour and almond flour. COMPOUND SUBJECT | COMPOUND VERB COMPOUND DIRECT OBJECT
5. My address and phone number were recorded by the receptionist. COMPOUND SUBJECD $\mid$ COMPOUND VERB | COMPOUND DIRECT OBJECT
6. The courageous officer serves and protects our town. COMPOUND SUBJECT COMPOUND VERB COMPOUND DIRECT OBJECT
7. Sally consistently displays patience and kindness to her patients. COMPOUND SUBJECT | COMPOUND VERB COMPOUND DIRECT OBJECT
8. The main event amazed and entertained the crowd. COMPOUND SUBJECT COMPOUND VERB COMPOUND DIRECT OBJECT
9. Dad energetically mixed and promptly poured the cement. COMPOUND SUBJECT COMPOUND VERB
$\square$

Using the illustration below for inspiration, write a sentence with compound subjects, a sentence with compound verbs, and a sentence with compound direct objects.


## Pronouns \& Antecedents

"Ante" means "before." The word or group of words that a pronoun replaces is called its antecedent [ant-uh-SEE-dent]. Underline the pronoun in each sentence or set of sentences. Then circle the antecedent the pronoun replaces.

1. Samanthafelt the wind as she raced through the tall pine trees.
2. Tyler and Walterfwill be ready for a picnic lunch after they prepare the broccoli and carrots.
3. The tour guide stopped for a moment. The tourists) were glad that they could sit and rest.
4. Please measure the flour and pour it into the mixing bowl.
5. Ionahcould hardly wait for Saturday; he would finally get to help Grandfather on the farm!
$\square$ Additional Practice

## Pronouns \& Antecedents

Underline the pronoun in each sentence or set of sentences. Then circle the antecedent the pronoun replaces.

1. Abigail prayed fervently. She wanted the child to recover.
2. Where is my favorite book? I don't see it anywhere!

3. The Williams familyloves the outdoors; they go camping several times each summer.
4. The captain s not awkward. He steers the ship courageously during the storm.
5. When the cowsentered the pasture, they immediately started grazing on the ryegrass.

## Run-On Sentences \& Comma Splices

Determine whether the sentence is a run-on sentence or contains a comma splice. Then rewrite the sentence in the correct box, fixing the error. One box will have two sentences. See pages 106 and 116 if needed.

The sentences below are in the correct boxes, but the punctuation can vary. The sentences should be fixed with a period, a semicolon, or a comma and coordinating conjunction.

## Fixed Run-On Sentences

The captain took a breath of cold air. A February storm was brewing.
Fixed Comma Splice Sentences

- The boarder is comfortable; he is staying until the
fourteenth.
Actually Jacob is the heir; he will manage the business now.




## $\left.\begin{array}{c}\text { New } \\ \text { Concept }\end{array}\right) ;$ Commas in a Series <br> $\square$ Read and complete the section.

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

## Examples:

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

Separating phrases: I hiked, visited friends, and wrote a book.
Separating clauses: In winter Monhegan Island is snowy, most people leave, and tourists do not visit.

## Determine if the commas in each sentence are separating words, clauses,

 or phrases and underline the correct answer.1. Monhegan's woods have ferns, wildflowers, and mosses.

Words | Phrases
I saw cliffs, felt the fog, and smelled flowers.
Words | Phrases
Words | Clauses
The island is scenic, small, and quiet.
Words | Clauses
4. You can rest, you can fish, or you can hike

## Insert commas where needed

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

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

## Wildlife in Monhegan

- 600 varieties of wildflowers
- 200 species of birds
- creating art
- rare plants
lobster fishing
- tourism
words in a series

$\square$ Circle the correct word for each sentence.
\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#
- SIDE: I sat on the left side of the room.
- SIGHED: Julie sighed as she sat down.
- SEAM: She was learning how to sew a straight seam.
- SEEM: Does she seem sad to you?

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


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

## 

## - Spelling Workshop

## Contractions

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


Key: she's | what's | that'll | we'l| | haven't | didn't | it'l| | he'l| | shouldn't
Commonly Confused Words
Study the Commonly Confused Words DESERT and DESSERT on page 135. Then write a sentence that uses each word correctly.
desert


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

1. It can be hard to accept except our trials.
2. I love all kinds of chocolate accept exceptfor white chocolate.

## They're | Their I There

THEY'RE: a contraction of the words THEY ARE (They're ready to go.) THEIR: possessive; belonging to them (Their kitten is cute.) THERE: in, at, or to the place (There is hope. | The cat is over there.)

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


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

quadruple A) increase four times B) to duplicate
tricolor A) six colors in an object B) having three colors
bilingual A) able to speak two languages B) three linguists
monotone A) a sound that stays on one pitch B) two-sided
hexapod A) having six legs B) a rectangle
pentagon $\quad$ A) a building with two floors B) five-sided polygon

$\square$ Work on both pages of unit ladders (pp. 134-135) for about 3 minutes.

## Dependent Clauses \& Subordinating Conjunctions -

$\square$ Read and complete the section.
An independent clause can stand on its own as a sentence.
Independent Clause Has 1) A subject 2) A verb 3) A complete thought
A dependent clause cannot stand on its own as a sentence. It has a subject and a verb, but it does not have a complete thought.

Dependent Clause Has 1) A subject 2) A verb
To determine if a clause is a complete thought or not, ask yourself, "Does it seem like there is more to come?" If so, it is not a complete thought. For example, the underlined clauses below are dependent clauses. They are missing complete thoughts, and it seems like more is to come.

When you are ready (When you are ready, WHAT will happen?) If you come (If you come, then WHAT?)

Color the doodle object by each clause that is a dependent clause (indicates more to come). Place a period after each independent clause.

| Because it's cold | I love pie |
| :--- | :---: |
| After we eat |  |


| Before you come | \% |
| :--- | :---: |
| I walked home | © |
| Since you left | 0 |

Dependent clauses usually start with a subordinating conjunction. Subordinating conjunctions join an independent clause and a dependent clause together.

| Common Subordinating Conjunctions |  |  |  |
| :--- | :--- | :--- | :--- |
| after <br> although <br> as long as | by the time | enly if | until |
| as soon as if | if | since | when |
| because | once | till | whenever |
| though | wherever |  |  |
| unless | while |  |  |

A dependent clause cannot exist on its own; it needs to be joined to an independent clause, like this:

| When you are ready, we will leave. |
| :--- |
| Dependent clause \| Couldn't <br> stand on its own as a sentence |

Think of a baby being dependent on its parents. A dependent clause depends on an independent clause in order to be part of a complete sentence.

Each of the following sentences contains a dependent clause followed by an independent clause. Underline the dependent clause and circle the subordinating conjunction. The first one is completed as an example.

1. When the bees came, Dave ran.
2. As the bees swarmed, Dave tried to run.
3. Although)Dave ran fast, a bee stung him.
4. Though Dave is fast, the bees are faster.
5. Unless Dave drops the hive, he is in trouble
6. Because Dave ran, the bees followed him


UNIT 3 | 141

Each underlined dependent clause is missing a subordinating conjunction at the beginning of its clause. Write an appropriate subordinating conjunction on each blank line, and then circle it.

1. $\qquad$
2. 


4.

A dependent clause usually starts with a subordinating conjunction. If you take the subordinating conjunction off, you are left with an independent clause.

For each dependent clause, write the independent clause that is left when you take off the subordinating conjunction.

1. Because the cat had kittens

The cat had kittens.
2. When I take a walk

I take a walk.
3. Even though my leg is broken

My leg is broken.
4. Since you love to read

You love to read.

142 |UNIT 3
$\square$ Edit the article. Use the hints below the paragraph or cover them for an extra challenge.

## Sidney Baldwin: abuthor \& Illustrator

Sidney baldwin was a brilliant author. This talented woman had a gift for newspaper reporting and she also excelled at speaking on radio programs. Baldwins talents also led her to write wonderful children's books. A few of her books are set in maine, where she lived for many years. Perhaps this is one reason she was able to describe Monhegan $\underline{\underline{\equiv} \text { island so beautifully in this units }}$
 book, Marjorie.

Insert Comma = 1 mistake Place a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses.
= Capitalize $=3$ mistakes Capitalize the names of nationalities, people, countries, regions, and languages because they are proper nouns.

1 Insert Apostrophe = 2 mistakes Use apostrophes in possessive nouns.

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

##  <br> Writing Workshop

## Rewriting Awkward, Wordy Sentences

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

What do you think of these sentences?
Author Sidney Baldwin really had a way with words. Her way with words was clever and beautiful and made scenes come alive. Using sensory language in clever ways, she made the stories really come to life.

See how we can write this information in a less awkward and wordy way:
Author Sidney Baldwin really had a way with words. Her clever and beautiful writing was packed with sensory language that brought her stories to life.

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


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

## Being a Light When You Write!

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

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


A boy thinks school is a bore.


A boy makes fun of a teacher behind his back.


I


## 

Spelling Workshop

Challenging Spelling Words

| daughter | disappoint | government |
| :---: | :---: | :---: |
| furniture | engine | island |
| cruel | laugh | forward |
| difference | future | language |

Practice your Challenging Spelling Words by completing each activity． Color in the doodle item by the activity when you have completed it．

Create your own stretch that is safe and doesn＇t hurt．While
holding the stretch，spell each word aloud．
S．Write the words in alphabetical order．

| 1．cruel | 2．daughter | 3．difference |
| :--- | :--- | :--- |
| 4．disappoint | 5．engine | 6．forward |
| 7．furniture | 8．future | 9．government |
| 10．island | I．language | 12．laugh |

Spell each word aloud as you write the letters on your knee with your finger．

Words with AL
Write the appropriate word from the box on each blank．
$\qquad$ hundred people attended the $\qquad$ ＇s
$\qquad$
funeral at th $\qquad$ －

## IE Words

Write each green word（which contains the vowel combination IE）in the set of boxes that fits the letters correctly．Write the IE with a red colored pencil．
believe－belief－niece－priest－field－chief－achieve


Write each word in green above on a slanted line below．


Lesson


## PARENT/TEACHER

Dictate the sentences.
[The word capitol always refers to a physical building.]
[Capitalize nationalities and religions.]
[Spelling Rule: 1-1-1 Rule (underlined words). See page 12 if needed.]

1. The Canadian employee slipped at the capitol building.
2. The French woman is knitting a cap for her future niece
3. I'm disappointed that oil is dripping from the engine.

- Have the child read these terms and their definitions to prepare for reading Marjorie.
- roe [ROW]-fish eggs (He spread the roe on his toast.)
- nuisance [NEW-sense]-an obnoxious or annoying thing (That loud noise is such a nuisance.)
- prow [PROW] -the forward point of a ship (She stood in the prow of the boat.)
- tweed [TWEED]-rough, woolen fabric (The tweed coat was sturdy and warm.)
- deliberately [dih-LIB-er-et-lee]-on purpose (He deliberately disobeyed; it wasn't an accident.)
$\square$ Check the child's work when this lesson has been completed.


146 | UNIT 3
STUDENT is

Work on both pages of unit ladders (pp. 134-135) for about 3 minutes.


Read and complete the section. Refer to page 141 if needed.
Each of the following sentences contains a dependent clause followed by an independent clause. Fill in each blank line with "it's" (a contraction of "it is") or "its" (belonging to). Then underline the dependent clause and circle the subordinating conjunction.

1. After it rained, the hedgehog came out of its burrow.
2. though it's cute, you should watch out for its prickly spines.
3. When it is scared, a hedgehog will tuck its__ head and legs into a ball.
4. Even thougb hedgehogs are nocturnal, it's not uncommon to see them in the daytime.
5. Sincea hedgehog has poor eyesight, it relies on its hearing and smell.

Write a sentence that has a dependent clause, a comma, and then an independent clause. Circle the subordinating conjunction at the beginning of the dependent clause.

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## Assigned Reading <br> $\square$ Read Chapter 1 of Marjorie and complete the section.

Write the first name of each character by his or her description. Refer to Marjorie if needed.
$\qquad$ used to be Marjorie's nurse when Marjorie was a little girl; had married Dan and moved to Monhegan Island
$\qquad$ a city girl; an only child; not excited to be coming to stay on the island; has a spoiled attitude
$\qquad$ Dan $\qquad$ Lucy's husband; a lobster fisherman
Emma a cheerful girl with long red curls who lives on the island and finds it beautiful and wonderful


Why does Marjorie come to stay on the island? Marjorie comes to stay on the island for the summer because her father is ill
and her mother is taking him to a place in Europe for a cure.
How does Marjorie act when her mother leaves? Before her mother
leaves. Marjorie makes a rude comment and throws herself
crying on the couch. She continues to cry even after her
mother leaves


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


## 

## Writing Workshop

## Learning from the Masters

Sidney Baldwin uses colors in Chapter 1 of Marjorie to make the scenes come alive. Read these excerpts and circle the colors used.
The long grayshadow on the horizon that her mother pointed out
as Monhegan grew larger, and spots of whiteturned into houses,
with the tallest thin one a lighthouse.
and poured a glass of milk from the whitepitcher.
a slendergray eyed girl of eleven, with long(redcurls,
Great clumps of lupine-blue pink and white-were a background
for tulips, narcissus, and hyacinths.
The hundred-year-old house was square and steep-roofed, with
grayshingled walls.

Rewrite each sentence, adding in descriptions that use one or more colors.
The vine of roses climbed up the side of the home.


His daughter lawahed


The wind sighed through the island cliffs.
$\square$
$\square$



## 

## - Spelling Workshop

## Contractions

Write the two words that make up each contraction. There is no key this
time!

Commonly Confused Words
Study the Commonly Confused Words DESERT and DESSERT on the Unit 3 Reference Page (p. 135). Then read the sentences below and underline the correct word choice for each sentence
I. Grandma makes the best (desert | dessert)!
2. Utah is classified as a (desert | dessert)
3. The (desert $\mid$ dessert) is a tremendously dry place to reside.
4. In cold (deserts | desserts) fog and snow are forms of precipitation
5. My favorite type of (desert dessert) is ice cream.

Words with AL \& Spelling Rule: Consonant + LE
Every syllable has to have a vowel, so a Silent E is added to syllables ending with a CONSONANT + L.

Considering Spelling Rule: Consonant + LE, choose the right way to spell each word and write it in the box (not broken into syllables).

| fed-er-al | fed-er-ale | federal |
| :--- | :--- | :---: |
| par-ti-cl | par-ti-cle | particle |
| chron-i-cl | chron-i-cle | chronicle |
| knuck-l | knuck-le | knuckle |
| di-ag-o-nal | di-ag-o-nale | diagonal |
| shuf-fl | shuf-fle | shuffle |
| puz-zl | puz-zle | puzzle |

Copy each word, and then color the bulb if Spelling Rule: Consonant + LE applies to the word.



Dictate the sentences．
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
$\infty_{\text {［Use commas to separate three or more words，}}$ phrases，or clauses in a series．］
［Spelling Rule：Consonant＋LE（underlined words）．See page 150 if needed．］

1．Our daughter bought a buckle，a staple，and a whistle．
2．No，the cruel man doesn＇t live on the island．
3．I＇ll move forward，be forgiving，and have faith in the future．

Have the child read these terms and their definitions to prepare for reading Marjorie．
－gesture［JES－chur］－a movement of the body that expresses meaning（He lifted his arms in an expressive gesture．）
－crimson［CRIM－sehn］－rich，deep red（Her crimson coat stood out against the white snow．）
－pupil［PEW－pull］－a student in school（The class greeted the new pupil．）
－nuisance［NEW－sense］－unpleasant to the point of being annoying or obnoxious（My pollen allergy is a nuisance．）
－pungent［PUN－jent］－having a strong taste or smell（The spicy soup was very pungent．）
$\square$ Check the child＇s work when this lesson has been completed．
－Work on hymn memorization（p．135）for 3－4 minutes．

## Independent \＆Dependent Clauses

Both independent and dependent clauses contain a SUBJECT and a VERB． However，a dependent clause does not contain a complete thought because it indicates more to come．
$\square$ In the box before each example，write a＂$D$＂if it is a dependent clause． Write an＂ I ＂if it is an independent clause and add a period to the end of the sentence．

| 1 | D | Before we walked into the quiet forest |
| :--- | :---: | :--- |
| 2 | I | The Cathedral Forest is on Monhegan Island |
| 3 | D | When we saw the moss in the forest |
| 4 | D | Because we love to hike |
| 5 | I | The Cathedral Forest is lined with moss |
| 6 | D | If you see the ferns in the forest |
| 7 | I | Soft needles cover the trail |
| 8 | I | Slanted sunlight peeks in through the trees |
| 9 | D | When I entered the forest |
| 10 | I | Flowers dotted the forest |
| 11 | D | While we were looking for birds |
| 12 | I | A bright butterfly hovers nearby |
| 13 | D | Since it rained recently |



Underline the four dependent clauses in the sentences below．
When Father puts me to bed，he always tells me a story．Because they are so funny，his stories do not make me tired．After I listen to his stories，he calms me down by singing songs．While he sings，I sometimes fall asleep．

UNIT 3 ｜ 151

## $\left.\begin{array}{l}\text { New } \\ \text { concept }\end{array}\right)$ Quotation Punctuation：Part 1

$\square$ Read and complete the section．
－Place periods inside quotation marks．
－Separate quoted material with a comma
Examples
Correct：David cried，＂Follow me．＂Incorrect：David cried＂Follow me＂．

## Insert commas where needed．Insert periods where needed．

1．My mother smiled and said＂I think that is a wonderful idea＂
2．Aunt Jane said＂You will feel much better if you forgive your friend＂
3．The man shouted＂Stop walking！There are snakes over there＂，
；Assigned Reading
$\square$ Read Chapter 3 of Marjorie．Then write a paragraph about why you would or would not want to live on Monhegan Island


152 ｜UNIT 3

## Ш표

## Writing Workshop

Learning from the Masters
Sidney Baldwin uses idioms such as these in Marjorie：＂flood of tears＂ and＂felt a big load roll off her heart．＂Here are some examples of other literary devices that Sidney Baldwin uses in the book：

Personification：a figure of speech in which nonhuman things are given human attributes（The thunder grumbled across the sky．）

Simile：a literary device in which a word or phrase is used to compare two things using＂like＂or＂as＂（Seth sings like an angel．）

Study each sentence from the book．Then circle the literary device used．
1．［She］found herself on the porch of an old house，whose windows once looked down on Whitehead．（ersonification simile）
2．Like an echo to her thought，her mother＇s letter lay on her bed． （Personification Simile
3．［The］frost flowers were waiting in the burdock leaf． （eersonification Simile）
4．＂He＇s got eyes like a cat，＂she said．（Personification Simile
5．The whole island glistened like a frosted cake．（Personification Simile）
Write a sentence that uses personification or a simile．（Idea sparkers： stars，night，dawn，wind，howled，moan，shiver，crept，wink，leapt，yawn）

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


Have the child read the hymn. Read to the child Matthew 10:31: "Fear ye not therefore, ye are of more value than many sparrows." Discuss how Jesus' words in that verse support the message of the hymn.

His Eye Is on the Sparrow
By Civilla D. Martin

Why should I feel discouraged, why should the shadows come, Why should my heart be lonely, and long for Heav'n and home, When Jesus is my portion? My constant friend is He : His eye is on the sparrow, and I know He watches me;
His eye is on the sparrow, and I know He watches me.
I sing because I'm happy, I sing because I'm free, For His eye is on the sparrow, and I know He watches me.
"Let not your heart be troubled," His tender word I hear,
And resting on His goodness,
I lose my doubts and fears;
Though by the path He leadeth, but one step I may see;
His eye is on the sparrow,
and I know He watches me; His eye is on the sparrow, and I know He watches me
I sing because I'm happy I sing because I'm free, For His eye is on the sparrow, and I know He watches me

Whenever I am tempted whenever clouds arise, When songs give place to sighing, when hope within me dies,
I draw the closer to Him, from care He sets me free; His eye is on the sparrow, and I know He watches me; His eye is on the sparrow, and I know He watches me.
I sing because I'm happy, I sing because I'm free For His eye is on the sparrow, and I know He watches me.

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

## Quotation Punctuation

Read and complete the section

- Place periods inside quotation marks.
- Separate quoted material with a comma

Examples
Correct: David cried, "Follow me." Incorrect: David cried "Follow me". Insert commas where needed. Insert periods where needed.
. Tyra called out "Look at the beautiful daisies" Ben said "It is late. I'll finish reading the book tomorrow" Dad laughed and said "Oh dear! That was a funny joke"

## Assigned Reading

Read Chapter 4 of Marjorie. Then write a summary of the chapter that is 3-6 sentences long.

> The child should have written a summary of Chapter
> 4 that is $3-6$ sentences long.
> If the child did not follow the directions, have him or her read the directions and the example below to you and discuss ways to improve his or her summary.
> A letter arrives announcing that Marjorie's father is still sick, so Marjorie won't be able to join her parents as planned. Shes not sure she wants to stay on the island, but when Marjorie finds out that Dan thinks a boarding school is better for her, she is disappointed. Marjorie is surprised to find out that her bad behavior created the problem. She promises Dan that she will do better helping Lucy and showing gratitude if given a chance! Everyone is happy when Dan and Lucy decide that Marjorie can stay on the island for the winter.

Work on Geography \& Grammar Cards for 3-5 minutes.

## New Concept <br> Commas with Dependent Clauses

- Read and complete the section.

When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma. (A dependent clause has a subject and a verb but is not a full sentence because it indicates more to come and does not express a complete thought.)

## Examples:

> When you finish the book, we will go to the park. We will go to the park when you finish the book
$\square$ Underline the dependent clauses and insert commas where needed.

1. Although the sun is shining I am cold.
2. I am cold although the sun is shining.
3. When I say my prayers I am strengthened.
4. I am strengthened when I say my prayers.
5. Whenever I feel discouraged you cheer me up.
6. You cheer me up whenever I feel discouraged.
7. After the sun set we roasted hot dogs.
8. We roasted hot dogs after the sun set

## - Spelling Workshop

Words with Silent U
In each blank box, write the word with Silent U that solves the riddle

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## They're | Their I There

Write the word that means "in, at, or to the place" on the sign. In the joined puzzle pieces, write the contraction formed by combining the words in the puzzle pieces. Turn the " i " in "their" into a person to show possession. Refer to page 139 if needed

 the ir

Circle the correct words.

1. Look at all the deer in that field over their there.

2 Their They'removing all their they're furniture into a moving truck.

## Words with IE

Write the following words on the postcards below according to how many syllables each word has. Write the "ie" with larger letters.

| believe | belief | fierce | niece | priest | field | achieve |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |



UNIT 3 | 155

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


STUDENT is

Work on both pages of unit ladders (pp. 134-135).


156 | UNIT 3

## Homophones

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

## 囲

- DEER: I saw a deer in the forest. | DEAR: My mother is dear to me.
- RIGHT: Turn right. | WRITE: When will you write a book?
- SEAM: She can sew a seam. | SEEM: Does she seem sad to you?


## The child should have written short sentences that correctly use each homophone.

## Quotation Punctuation

$\square$ Read and complete the section

- Place periods inside quotation marks.
- Separate quoted material with a comma. Examples
Correct: David cried, "Follow me." Incorrect: David cried "Follow me". Insert commas where needed. Insert periods where needed.

1. "I told you he was terrible" said Emma after two or three days.
2. "Spring stays here in the island" Lucy swung open the gate and let her guests enter. "I've saved a Iot of seedlings, so you can have your own flower bed"
3. "We'll go to the light, of course" said her mother. "Get your sweater; it's still cool"
; Idioms/Context Clues
$\square$ Read the idioms in the context of a sentence. Then, by the description of each idiom, write the letter of the sentence that contains the idiom.


B do something in a new and unusual way
[Origin: Digging before building or planting.]

$\qquad$ miss an opportunity
[Origin: A person missed getting on the boat, and it sailed away.]
$\qquad$ to feel sick
[Origin: When a sailor was seasick because of bad weather causing a stormy sea, he was sent below deck to recover.]

## ; Assigned Reading

$\square$ Read Chapter 5 of Marjorie, and then circle the correct answers. When answering true or false questions, make sure to read the questions carefully as some of them are tricky.

1. Jock put burrs in Marjorie's hair.

TRUE FALSE
2. Dan used old dominoes to help Marjorie with math.
3. Marjorie is scared of the spinning wheel.

TRUE) FALSE
4. Lucy agrees to teach Marjorie how to use the TRUE FALSE spinning wheel.

## \#nn

## Writing Workshop

## Writing a Thank-You Note

In Marjorie, Marjorie is learning to be more grateful. Aesop is believed to have said, "Gratitude is the sign of noble souls." Read the sample thank-you note, and then type or write your own, following the checklist.

$$
\begin{aligned}
& \text { - thankyou 2/7/2022 } \\
& \text { Dear Aunt Heidi. } \\
& \text { I wanted to say thank you for being such a great example } \\
& \text { in my life. } \\
& \text { One thing that I love about you is how cheerful you are. } \\
& \text { You make me feel happy when I am around you. I feel } \\
& \text { lifted and strengthened by the hope and joy you carry. } \\
& \text { In addition. you have taught me to love good books. It is so } \\
& \text { fun to talk about books with you and share our favorites. } \\
& \text { Truly. I am blessed to have you as an aunt. } \\
& \text { With love. }
\end{aligned}
$$



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

## Have the child read this section to you.

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

## limazing Grace

By John Newton


Amazing Grace, how sweet the sound, The Lord has promised good to me. That saved a wretch like me.
I once was lost but now am found, Was blind, but now I see. His word my hope secures He will my shield and portion be, As long as life endures.
'Twas Grace that taught my heart to fear. And Grace, my fears relieved.
How precious did that Grace appear The hour I first believed.

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

Through many dangers, toils and snares I have already come;

The earth shall soon dissolve like snow, The sun forbear to shine;
'Tis Grace that brought me safe thus far and Grace will lead me home Will be forever mine.

## New Quotation Punctuation: Concept Part 2

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

Examples
Correct: "He is not rich," David said, "but he is kind." Incorrect: "he is not rich," David said, "But he is kind."

## Place three short lines ( $\equiv$ ) under letters that should

 be capitalized. Write $l c$ above letters that should be lowercase.1. "the engine died," sighed Wes, "Sc I'Il need to fix it."
2. Aunt Jane said, "we look forward to our future trip."
3. "that's true," Glen laughed, "And it's quite funny."
4. "if you come," Mom said, "We'll have a picnic."
5. "in the old barn," Jeff explained, "we have a new colt."
6. "It rained," Karen explained. "we didn't go camping."
7. "come here, kitty," Dad called. "don't get trapped."


##  Spelling Workshop

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


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

mono rail


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

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

| balancing | balance | arranged | arrange |
| :--- | :---: | :--- | :--- |
| assured | assure | bouncing | bounce |
| breathing | breathe | approving | approve |

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


Work on Geography \& Grammar Cards for 3-5 minutes.

## Commas with Dependent Clauses

$\square$ Underline the dependent clauses and insert commas where needed One of the sentences has two dependent clauses. Refer to page 153 if needed.

1. If this doesn't work $\wedge^{\prime \prime l l}$ have to go back to the drawing board.
2. Even though I warned him not to work too hard he is definitely burning the midnight oil.
3. You should rest if you are feeling under the weather
4. If you are feeling under the weather you should rest.
5. Although it is a difficult hike। would go with you at the drop of a hat.
6. Because this has never happened before you are breaking new ground.
7. While you should be cautious you also don't want to miss the boat when a great opportunity presents itself.
8. Unless you have a better idea we should go back to the drawing board.
9. We should go back to the drawing board unless you have a better idea.

## Assigned Reading

Read and complete this section, reading each purple word aloud three times.
elaborate [ee-LAB-or-it] means complex because it has a lot of parts. (He has elaborate plans for the house; it will take years to build.)
festoons [fess-TOONS] means chain or garland decoration hung in a curve. (Festoons of flowers were hung on the walls.)

Read Chapter 8 of Marjorie, and then complete the section.

1. Underline all the ways that Christmas was unique and special on Monhegan Island compared to what Marjorie was used to:
A. Most presents were bought, not made.
B. Every island child got a hand-knitted gift from Aunt Gertrude.
C. A mission boat dropped off books for Christmas.
2. Underline TRUE or FALSE: Marjorie seems to think Christmas on the island is quite boring compared to Christmas on the mainland. TRUE | FALSE
3. Underline TRUE or FALSE: Jock would not let his siblings go to the island Christmas party. TRUE | FALSE
4. Underline all the sentences that are true.
A. Marjorie was very reluctant to give a gift to Jock, but she did it anyway.
B. Lily, Jock's sister, refuses to take the gifts.
C. At first Lily thinks she is being tricked with the gifts.


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


## Writing Workshop

## Preparing to Write Hymn Lyrics

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

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


Jesus \&oves me. This 9 Know
By Anna Bartlett Warner \& W.B. Bradbury

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

## Prewriting

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

## Freewriting and Brainstorming

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

## DISCUSSION

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

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

Keep your
brainstorming ideas to
brainstorming Lesson 52


## ASSIGNMENT

O On a computer or a separate sheet of paper, the child should have used either the Freewriting and Brainstorming or the Discussion technique to come up with ideas for a hymn.

○
On a separate sheet of paper, the child should
have created a brainstorming cluster with shepherd," "love," "faith," or his or her own word in the middle circle.

$\square$ Quiz the child on the Challenging Spelling Words (p. 133), Dictate the words aloud and have the child write them on a whiteboard. If any words are misspelled, consider doing extra practice for the spelling words by quizzing the child on the words daily or by using the Spelling Practice Sheets in the Appendix of this course book.

Have the child read these terms and their definitions to prepare for reading Marjorie.

- geranium [juh-RAY-nee-um]-the type of flower shown here (What pretty geraniums!)

- grimace [GRIM-ihs]-an ugly or painful facial expression (The grimace on her face shows she's in pain.)
- salve [SAHV (Silent L)]-a healing or protecting ointment for the skin (He applied the salve to his wind-worn hands.)
- incredulous [in-CRED-jewl-lihs]-finding it hard to believe something (She looked at me incredulously, obviously not believing me.)
- tempestuous [tem-PES-chew-uhs]-stormy, strong weather or emotions (Her tempestuous outburst surprised us all; she's usually so calm.)Check the child's work when this lesson has been completed.


W Work on both pages of unit ladders (pp. 134-135).

## Sentence Diagramming

Diagram the sentences. Refer to page 74 if needed. Note: From this point on in the course, not all lines are given, and you must draw the missing lines and remember to write AJ and AV where needed.

A father and daughter excitedly purchase new furniture.


Selfishness disappoints and discourages others.


Draw your own lines as you diagram this sentence:
Kindness and love make a big difference.
$\qquad$

© Jenny Phillips

## Edifining

Edit the section of the story. Use the hints below the paragraph or cover them for the extra challenge of figuring out on your own how many and what types of errors to look for. However, check the hints to see a new editing mark.
"Lucy, come and see our new puppy" Jane said. "He is so cute and he is only six weeks old."
[A smile spread across Lucy's face as she said "Dogs are my favorite animals so I would love to go," In five minutes the two girls had arrived at Janes house.
"Come here, Gus., called Jane. A big box in the corner wiggled and the cutest little face popped up
"Oh, hes so adorable! It's a precious puppy!" cried Lucy as she clapped her hands. "It's so fun to have a puppy!"


Insert Comma = 6 mistakes Place a comma before a coordinating conjunction that joins two independent clauses OR to separate quoted material.


Insert Period = $\mathbf{3}$ mistakes

Insert Apostrophe = 5 mistakes Use apostrophes in possessive nouns and in contractions of the words "it is" or "he is."
[ Move Left = 1 mistake Don't indent the first line of a paragraph farther than the other paragraphs are indented.

## ; Assigned Reading

$\square$ Read Chapter 9 of Mariorie, and then write a summary of the chapter that is $4-7$ sentences long, OR write a paragraph about how and why you think Marjorie is changing.

The child should have written a summary of the chapter that is 4-7 sentences long or a paragraph about how and why he or she thinks

Marjorie is changing.
If the child did not follow the directions, have him or her read the directions and the example below to you and discuss ways to improve his or her summary/paragraph
The shift in Marjorie's attitude while reading Mariorie has been a wonderful experience. When Marjorie comes to the island, she is a very selfish child who wants nothing to do with it or the people living there. Instead of helping around the house, she expects Lucy and Dan to do things for her. However, as Marjorie spends her days on Monhegan, a change begins to take place. Although she starts out as a sickly girl from the city, she turns into a vibrant girl who loves the island. As this change takes place, Marjorie also becomes a kind, loving girl with a wonderful sense of empathy for others who have come from different backgrounds than she has.


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

Spelling Workshop

## They're | Their I There

Fill in the blanks with the correct word.
. The fishermen are disappointed tha $\qquad$ nets are not full.
$\qquad$ are disappointed that checking the boat's en
$\qquad$ picnic.
4. The Brown family is looking forward to
His neighbors' furniture is in the truck; $\qquad$ moving to Texas.
$\qquad$ are many benefits to being optimistic.
6.

Words with IE
This picture shows a view from Monhegan Island. Write each green word with IE in the sky.


166 | UNIT 3

## Spelling Rule: Drop the E

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

Write the base word in the green banner above each word below. Circle the words that have Spelling Rule: Drop the E applied.


Using Spelling Rule: Drop the E, combine the base word and vowel suffix on the clouds. Write the new word containing the suffix on the rainbow.


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

## - Quotation Punctuation: Part 2

- Read and complete the section. Refer to pages 152 and 158 if needed.
Read these idioms and their meanings:
- Hit the roof: explode in rage
- Run out of steam: become tired, lose momentum (force of speed)
- To bear fruit: to produce results

Place three short lines ( $\equiv$ ) under letters that should be capitalized. Write lc above letters that should be owercase.

1. "I'm really tired," declared Jane, "So I might run out of steam before I'm able to finish this project."
2. Aunt Jane said, "we look forward to our future trip."
3. "we thought Dad would hit the roof when he saw the broken window," Dan said, "But he was quite calm."
4. "I hope your efforts bear fruit," said Deborah. "you've worked so hard."


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

## 

- Writing Workshop


## Writing Hymn Lyrics

## The child should have followed the instructions

 below to write a hymn on the computer- Take out the brainstorming ideas you did in Lesson 50.

O Use those ideas and phrases, words from below, and/or ideas sparked by the images on the next page to write a hymn on the computer, following these guidelines:

- Give your hymn a title.
- Keep the lines of your hymn short.
- Have a consistent rhyme scheme. (For example, Ist and 3rd lines rhyme, or 2nd and 4th lines rhyme, or 1 st and 2nd and 3rd and 4th lines rhyme.)
- Include two to four verses. Each verse should have the same number of lines.
- You can include a refrain (a part that is repeated after each verse), but you don't have to.
- Keep the perspective the same-either speaking to God (Thou, Thine, Thee) or speaking about God (He, His).
Tip: With the permission of your parent or teacher, consider using an online rhyming dictionary.

|  |  |
| :--- | :--- |
|  | Idea Sparkers |
| - shepherd | - hear/near/fear/dear/tear |
| - trust | - trust His way/stay/day |
| - grace/face | - storm/warm |
| - live/give/forgive | - Thine/shine |
| - heal/feel | - winds blow/know/show/grow |
| - still/will | - love/above |
| - Thee/see/be |  |

- hear/near/fear/dear/tear
- trus
- storm/warm
- live/give/forgive
- winds blow/know/show/grow
- still/will
- love/above



## Assigned Reading

Read Chapters 10 and 11 of Marjorie，and then answer the short－answe questions with full sentences．

I．What is one way the author uses suspense in the last two chapters of the book？（Suspense leaves us wondering what will happen．）


2．If the author were to write another book about one of the following characters，which one would you choose and why：Jock，Emma，or Dan when he was a child？


3．Did the book end the way you expected，or was the ending a surprise？
Answers will vary

－Spelling Workshop

## Challenging Spelling Words

Practice your Challenging Spelling Words shown in the key below the palm trees by writing each 1 －or 2－syllable word on a palm leaf and each 3 －syllable word along a palm trunk，which can have two words each．

daughter｜furniture｜cruel｜difference｜disappoint｜engine｜laugh｜future government｜island｜forward｜language

Commonly Confused Words
Study the Commonly Confused Words DESERT and DESSERT on the Unit 3 Reference Page（p．135）．Then read the sentences below and underline the correct word choice for each sentence．

I．I ate so much dinner；I am not sure I have room for（desert dessert）．
2．The Atacama（Desert $\mid$ Dessert）is one of the driest（deserts $\mid$ desserts）in the world．

3．I need to make a（desert $\mid$ dessert ）for the party．
4．I found an arrowhead in the（desert｜dessert）．
172 ｜UNIT 3

Words with AL \＆Spelling Rule：Consonant＋LE
Every syllable has to have a vowel，so a Silent E is added to syllables ending with a CONSONANT＋L．

Considering Spelling Rule：Consonant +LE ，choose the right way to spell each word and write it in the box（not broken into syllables）．

| fun－er－al | fun－er－ale | funeral |
| :--- | :--- | :---: |
| chron－i－cl | chron－i－cle | chronicle |
| spec－ta－cl | spec－ta－cle | spectacle |
| whis－tl | whis－tle | whistle |
| nat－u－ral | nat－u－rale | natural |
| squig－gl | squig－gle | squiggle |
| ca－the－dral | ca－the－drale | cathedral |

Copy each word，and then color the shell if Spelling Rule：Consonant＋ LE applies to the word．


| example |
| :---: |
| example |


diagonal

legible


－Dictate the sentences，which are review sentences from Unit 2.
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
Have the child underline the pronoun and circle the antecedent in each sentence．See page 54 if needed．

1．Amy avoided an awkward situation as she ran the meeting．
2．The governor praised the boy for the courageous answer he gave．
$\square$ Check the child＇s work when this lesson has been completed．


Read and complete the section．
The lighthouse on Monhegan Island was built around 200 years ago and is still in operation．Many islands have lighthouses，some of which are still in operation and some of which are not．You get to create a watercolor scene of a lighthouse（not the lighthouse on Monhegan Island）！Turn to Project 6 in your Watercolor Around the World book and follow the instructions to paint a lighthouse scene．

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

## （1）

－Writing Workshop
Learning from the Masters
Sidney Baldwin has many great examples of using well－chosen verbs （verbs that bring the sentence to life）in Marjorie．Study the examples of the strong verbs she used（purple sentences）compared to examples of weaker verbs she could have used．
－Well－Chosen Verb：She flew into Lucy＇s arms．
－Weaker Verb：She went into Lucy＇s arms．
－Well－Chosen Verb：The land dipped again to a valley whose shore was washed by the blue sea rolling in lazily．
－Weaker Verb：The land went down again to a valley where waves came up on the shore．
－Well－Chosen Verb：A breaking wave showered them with spray．
－Weaker Verb：A breaking wave got them wet with spray．
Now you try it！For each underlined word，write a verb you could use instead that would bring the story to life．If needed，use an online thesaurus with permission from your parent／teacher．

Wesley went into the forest． $\qquad$
Kate got up． $\qquad$
$\square$
Megan took a flower from the garden． $\qquad$

The stream moved down the hill． $\qquad$

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

## The Bahamas

$\square$ On the map (in the blank box) draw a compass rose and label each cardinal direction: north, east, south, west. A mnemonic for remembering the order of the cardinal directions going clockwise is "Never eat soggy waffles." Then read the section and fill in the blanks.
Look at The Bahamas, the green islands on the map. The Bahamas lie in the Atlantic Ocean just south of Florida. These islands are an archipelago, which is the term used to describe a group or chain of islands.

Notice the lines running vertically and horizontally across the map. These imaginary lines circle the globe and help people locate places on maps. Point to the lines of latitude, which run from east to west, and lines of longitude that run from north to south. These lines are measured in degrees, which are represented by the degree symbol: ${ }^{\circ}$.

The equator is the $0^{\circ}$ line of latitude, or the starting point for measuring latitude. The equator is lower than The Bahamas, so it is not on this map, but it divides the earth into two hemispheres: the Northern Hemisphere and the Southern Hemisphere. The $0^{\circ}$ line of longitude (not shown on this map) is called the prime meridian. Another line of measurement on this map is the Tropic of Cancer. This imaginary line runs across the globe at about $23^{\circ}$ north of the equator and is the location where the sun is exactly overhead on June 21 each year. Point to the $20^{\circ}$
$N$ line. This is a line of $\qquad$ lafitude $\qquad$ because it circles the globe
from east to west. Find the $76^{\circ} \mathrm{W}$ line. It is a line of $\qquad$ longifude
circling the globe from north to south. The $78^{\circ} \mathrm{W}$ longitude line runs through
Andros Island. The dashed line that crosses through Long Island is the
Tropic of Cancer
© Jenny Phillips


## ; Commas with Dependent Clauses '

$\square$ Underline the dependent clauses and insert commas where needed Refer to page 153 if needed.

1. If this doesn't work I'll have to go back to the drawing board.
2. Even though I warned him not to work too hard he is definitely burning the midnight oil.
$\square$ Write a sentence about the painting that STARTS with a dependent clause and describes how something sounds or feels. Don't forget the comma after the introductory dependent clause.

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

## 苗

## Writing Workshop

Writing a Book Review
For this assignment you will write a book review.

1. Read the book review on this page. It includes different examples of opening
Read th

- Include more (a
- Include book re Sometimes in life, we are faced with things that we don't want to do. However, it's important to keep an open mind and a good attitude because we never know what good or exciting things might happen. Marjorie by
- Include Sidney Baldwin is the perfect example of this.
basis of
- Discuss. message and meeting the people who live there, she begins to realize that her time spent on the island might not be as the auth bad as she originally thought
- Mention One of the things I enjoyed about this book was how the author portrayed daily life on the small island. I Otherwi enjoyed reading about the simple yet fulfilling life that the people of Monhegan Island lived. Additionally, I enjoyed reading about how the people of Monhegan Island interacted with one another and looked out for one
- Wrap up another.
not reco Another thing I enjoyed about this book was the messages that were taught. As I read about Marjorie and how

3. Read th she adjusted to life on the island, I appreciated the messages of love, kindness, and the importance of family you can that the author wove throughout the story.
include
I highly recommend this book for anyone who loves well-written book
adventures and experiences that come from life on a small island

## By Jenny Phillips

Opening Option 1: Some books are exciting. Some books are beautifully written. Some books, like Flag in Hiding by Dick Lamson, are both.

Opening Option 2: Have you ever read a book that was so engaging that you hardly realized how much you were learning from it? Flag in Hiding by Dick Lamson is a book like that.

Set at the height of the Revolutionary War, the book follows teenage boy

## Work on both pages of unit ladders (pp. 134-135).

The Caribbean
$\square$ On the map (in the blank box) draw a compass rose and label each cardinal direction: north, east, south west. A mnemonic for remembering the order of the cardinal directions going clockwise
is "Never eat soggy waffles."
$\square$ Read the section and fill in the blanks.
The Caribbean comprises over 7,000 islands, which include islets (small rocky islands), cays (reefs with enough built-up sediment to create a small, flat island), and reefs (chains of rocks, coral, or ridges of sand close to the surface of the water). The Caribbean islands are largely situated on the Caribbean tectonic plate. Many of the Caribbean islands were formed by earthquakes or volcanic activity that has occurred along the boundary of this tectonic plate. On the map, slide your finger along the group of islands that make up the Lesser Antilles. This arc of islands, created almost entirely by volcanic eruptions, lies along the eastern boundary of the Caribbean Plate. Of the many volcanoes located here, five of them are active.

Point to the Greater Antilles. While there are a few volcanoes in the Greater Antilles, most of them are inactive. Situated in the Greater Antilles are several island countries, including Cuba, the Cayman Islands, Jamaica, Haiti, the Dominican Republic, and Puerto Rico, which is a territory of the United States.

Do you remember what those vertical and horizontal lines on the map are? The imaginary lines that run from east to west are called lines of
-..... latitude Lines of longitude run from $\qquad$
south Using these lines, you can find $\qquad$ to
located at the intersection of $20^{\circ} \mathrm{N}$ and $75^{\circ} \mathrm{W}$. North of that country is the
Tropic of $\qquad$ the sun's northernmost point in its yearly journey.

## Reading Comprehension

1. In the box to the right, match these terms with their definitions.
chaill rocky island
close to the surface of the water
create a small, flat island
2. How many active volcanoes are in the Lesser Antilles? $\qquad$ five
3. List three of the countries or territories located in the Greater Antilles.

Answers may include Cuba, the Cayman Islands, Jamaica, Haiti, the Dominican Republic, and Puerto Rico

## Edifing

- Edit the article, and then enjoy the photo of Jamaica on this page. For an extra challenge, this editing assignment does not give you hints of what to look for, except for this one: There are 12 mistakes total, including missing commas in a series.


## Jamaica

In the caribbean sea the gorgeous island of Jamaica attracts vacationers with its pleasant weather and picturesque beaches. The mountainous interior of the island こoffers hikes with stunning views, an abundance of wildlife and plentiful waterfalls Off the coastline there are patches of coral reefs where sharks stingrays and colorful fish can be observed. Since english is the officialこlanguage, many people find travel within the island quite easyAs Christopher columbus once said, Jamaica is truly the "fairest island eyes have beheld."


## Idioms/Context Clues

- Using the context clues in the sentences, draw a line connecting each idiom to its meaning and origin.

Take an umbrella; it's raining cats and dogs today. A good babysitter doesn't let the children get out of hand. Eli was on the ball yesterday; he organized the entire pantry.

| Meaning | Origin |
| ---: | ---: |
| doing a good job |  |
| get out of <br> control |  |
| it's raining <br> unusually hard | it's raining <br> cats and dogs |
| get out of <br> hand <br> on the ball | baseball term used to <br> describe a good pitcher |
| unknown |  |

## Commas in a Series

Read and complete the section.
Use commas to separate three or more words, phrases, or clauses in a series. Insert commas where needed.

1. She fed the chickens goats and sheep before playing in the creek.
2. The cruel weather disappointed him the cold wind nipped at his nose and the icy rain kept him unable to move forward.
3. Their language seemed strange confused us yet sounded melodious


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

## 

 Spelling Workshop

Silent U
Write each green word, which contains a Silent $U$, in the crossword below. The overlapping letters are the clues.


## Spelling Rule: Drop the E

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

Each green word in the story has Spelling Rule: Drop the E applied. Cross out the vowel suffix and write the base word above the green word.

Laura's family moved into their new home Saturday morning. She tried imagine notice maginime what her first day of school would be like. Mother noticed her daughter mumblie to herself. "Laura, have you practiced introduce Practice
yourself? Practicin now will help you be less nervous on Monday." Laura inspire encourage assist her.

Following Spelling Rule: Drop the E, combine the base word on the frog with the vowel suffix on the lily, and then write the word on the lily pad.



## Sentence Diagramming

Diagram the sentences．Refer to page 74 if needed．Note：Not all lines are given，and you must draw the missing lines．
The deer and fawn cautiously eat the corn．


Their cruel boarder broke plates and dishes．


## Draw your own lines as you diagram this sentence：

Laura and Dan made a right turn．

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

## 田苗

## Writing Workshop

## Writing About the Dominican Republic

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

## Facts About the Dominican Republic

－It is located on the eastern side of the Caribbean island of Hispaniola．It shares the island with Haiti．
－The Dominican Renublic＇s Lake Enriauillo is the only saltwater lake in the How to Th on paper．Typing allows you around，and edit it．
1．Type（or write）one of more than just serene beaches．For example，the Dominican Republic offers a vast解． your own words．）fertile valleys．In addition，more than 6,000 species of plants are found there，with
－Where could you go Rer 2，0 of them，such as the Dominican cherry palm，found only in the Dominican dunes，and relax on and each winter thousands of humpback whales can be spotted on their return to the warm waters found there．The Dominican Republic is truly a unique island country with
－A little smaller in si so much beauty，incredible plants and wildlife，and an interesting history．
Republic offers visit


The child should have written a short paragraph about the geography of the Dominican Republic．If the child did not follow the directions，have him or her read the directions oe found in the Cordillera and the example paragraph below to you and discuss ways to improve his or her paragraph．
A little smaller in size than the state of Georgia，the Dominican Republic offers visitors
city，became the first
s in 1496.
d mountain ranges，tropical 5\％
$5 \%$ of the country remains
furn to the warm
so much beauty, incredible plants and wildlife, and an interesting history
here，over 2，000 species he Dominican cherry palm．
－Off the coast are multiple small islands and cays．

## CHECKLIST

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


## Ediuing

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

## Puerto Rico

The main island of Puerto rico is rectangular and it has three distinct geographic regions comprising こ much of the main island The center is filled with steep mountains covered by rainforest on the north side and drier scrub vegetation on the south side. EThe western side of the island is home to sinkholes and caves so the narrow lowland coastline is where the majority of puerto $\stackrel{\underline{\underline{I}} \text { icans live. }}{\equiv}$

Some of the most unique spots in $\underline{\underline{\underline{p}}} \boldsymbol{u e r t o}$ Rico are the three bioluminescent bays for only five of these bays exist in the world. There the water appears to glow when disturbed

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

Insert Period = 2 mistakes

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

Close up extra space(s) $=2$ mistakes

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

##  <br> - Spelling Workshop

They're | Their | There and It's | Its
Cross out any incorrect use of they're, their, there, it's, and its, and then write the correct word above it.

The Baker family is camping on the
They're
set up their $\square$ but its broken. Now the the are rising abover ther tent, and its getting cold. Theo and Jason get they're $\boldsymbol{\rho}_{\boldsymbol{\prime}}$. There gathering to start a fire. Dad is holding a Its light helps Mom and Lucy see to repair the seam of there tent. As the brothers get a started,
Lucy and Mom finish sewing. They put the tent up next to the tall pine


Their exhausted and quickly climb into their sleeping bags.
Silent U
Write a silly story that uses all the green words with Silent U.
biscuit | ought | disguise | guard | guilty | building guess | guide | guitar | antique
$\qquad$
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## Spelling Rule: Drop the E

If a base word ends in a final Silent E , drop the E before adding a vowel suffix. (Example: bake—baking)
On each tent is written a word that has Spelling Rule: Drop the E applied. Write the base word in the opening of the tent.


Following Spelling Rule: Drop the E, write either the base word or the base word combined with the column's vowel suffix in each blank box.

| Base Word | -ing | -ed |
| :---: | :---: | :---: |
| practice | practicing | practiced |
| notice | noticing | noticed |
| challenge | challenging | challenged |
| mumble | mumbling | mumbled |
| imagine | imagining | imagined |
| exercise | exercising | exercised |
| survive | surviving | survived |

## PARENT/TEACHER

Quiz the child on the Challenging Spelling Words (p. 133). Dictate the words aloud and have the child write them on a whiteboard. If the child has not yet mastered any of the spelling words, have him or her continue practicing the words as you continue on with the next unit. The child may simply practice by being quizzed on the words daily or by using the spelling practice sheets in the Appendix of this course book.

- Quiz the child on the unit ladders on pages 134-135.

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


STUDENT ;


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

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

## 回

## Writing Workshop

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

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

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


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


$\square$ Work on unit ladders (p. 193) for about 3 minutes.

## New Concept Capitalization with Titles

For titles of books, songs, movies, newspapers, artwork, and magazines, always capitalize the first and last words and all other words except for articles (the, $a$, and $a n$ ) and short unimportant words such as and, as, but, in, of, to, or, at, if, or for. Typed book titles are in italics. Handwritten book titles should be underlined.

Examples: Ann and the Island Storm | Mpengo of the Congo
Write the title of each book with correct capitalization. These are other books by Evaleen Stein, the author of Gabriel and the Hour Book. Remember to underline the titles.

1. the christmas porringer

The Chiristmas Porringer
2. our little norman cousin of long ago

Our Liffle Norman Cousin of Lona Ago
3. child songs of cheer

Child Songs of Cheer
4. among the trees again

Among the Trees Again
5. our little frankish cousin of long ago

Our Litfle Frankish Cousin of Long Ago

## Homophones

## 湅

- MARY: Give the book to Mary.
- MERRY: Her merry voice lifted my heart.
- MARRY: Jane is going to marry John.
$\square$ Circle the correct word for each sentence.

1. Mary। Merry has such a marry I merryattitude.
2. He is going to ask Jennifer tomarryl merry him.
3. Mary। Merry would like to marry merry Jack.

The man whistled a merryl Mary I marry tune.
She served her neighbor with a merry| Mary | marry heart.
6. He planned to merry | Mary Imarry a woman who loved the Lord.
7. Themerry | Mary | marry child skipped down the street.

## Vocabulary

Some words can function as more than one part of speech. For example, the word CLAMOR can function as a noun or a verb.

## Clamor (noun): a loud, continued noise

Clamor (verb): to make a loud, continued noise
$\square$ For each sentence, determine if the word CLAMOR is used as a noun or verb and underline the correct choice.

1. I heard the CLAMOR of the large crowd. NOUN I VERB
2. He CLAMORED all day for justice. NOUN \| VERB
3. Their voices rose to a CLAMOR. NOUN \| VERB
4. The crowd CLAMORED for an encore. NOUN \| VERB

| New <br> Concept |  |  | $\geqslant$ Parts of Speech |
| :--- | :--- | :---: | :---: |
| Draw a line from each word in the sentence to its part of speech. |  |  |  |
| Refer to the chart below if needed. |  |  |  |


2. The dog runs in the fresh snow.


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

## 

## Spelling Workshop

Contractions
Write the two words that make up each contraction（p．7）．


## Commonly Confused Words

Read the Commonly Confused Words section on page 193．Then underline the correct word choice for each sentence．
I．Did you（lose／loose）the keys？
2．These khaki pants are much too（lose／loose）．
3．It is important to remain kind and happy，even when you（lose／loose）
4．There is a screw in the tree house that looks a little（lose／loose）．
5．Please hold my hand；I don＇t want to（lose／loose）you in this crowd．
6．Is your tooth（lose／loose）？
Plural Nouns
Make each word plural．（Drop the $Y$ and add IES if a word ends with a consonant +Y ．）
$\qquad$
monkey monkeys boundary $\qquad$
198 ｜UNIT 4

Challenging Spelling Words
Write each Challenging Spelling Word twice：first broken into syllables and then not broken into syllables．

| license（li－cense） | li－cense | license |
| :--- | :---: | :---: |
| listened（lis－tened） | lis－tened | listened |
| material（ma－ter－i－al） | ma－ter－i－al | material |
| measure（mea－sure） | mea－sure | measure |
| mirror（mir－ror） | mir－ror | mirror |
| nature（na－ture） | na－ture | nature |
| niece（niece） | niece | niece |
| physical（phys－i－cal） | phys－i－cal | physical |

Write the spelling words from the above section around or above the bridges．Write each word twice．

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$\square$ Dictate the sentences．
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
\＆［Place a comma after introductory prepositional phrases that are four words or longer．］

Have the child underline the articles［the，a，an］and circle the prepositions．

1．With this piece offmaterial，I＇ll make a skirt for my niece．
2．In the line for a license，I listened to an audiobook．
3．Alongside my young niece，I went on a nature hike．
4．Far in the distance，the lake is a mirror．
$\square$ Have the child read these terms and their definitions to prepare for reading The Clockmaker＇s Son
－waning［WANE－ing］－getting progressively smaller（My enthusiasm for the projects is waning．）
－subdued［sub－DEWD］—low－spirited，mellow（Ella seemed subdued after her best friend moved away．）
－rouse［ROWES］—awaken（I was roused from a deep sleep．）
－radiant［RAY－dee－unt］—shining，bright（His radiant spirit was like the radiant sunlight．）
－blithe［BLYHTH］－happy，cheerful（Her positive attitude made everyone feel blithe．）
$\square$ Check the child＇s work when this lesson has been completed．

．Work on Geography \＆Grammar Cards for 3－5 minutes

（ New | Nencept |
| :---: |
| Con | Antonyms \＆Vocabulary

R Read and complete．
An antonym is a word opposite in meaning to another word
Write the two vocabulary words from the previous column that are antonyms：


Write the vocabulary word from the previous column that is an antonym to these words：dark，dim $\qquad$

Write the vocabulary word from the previous column that is an antonym to these words：growing，expanding． $\qquad$ waning

Write the vocabulary word from the previous column that is an antonym to these words：tire，go to sleep． $\qquad$
$\square$

## It＇s／Its

$\square$ Read the sentences below and underline the correct word choice for each sentence．

1．（It＇s／lts）time to get ready for our camping trip．
2．I＇ll take vanilla；（it＇s／its）my favorite flavor of ice cream．
3．My mom fancies this store because（it＇s／its）prices are so low．
4．That bedraggled dog looks like it hurt（it＇s／its）leg．

## New <br> concept Imperative Sentences

An imperative sentence gives a direct command. The subject is usually implied in the sentence, not directly stated, but it is still considered an independent clause and can stand on its own as a sentence.

Examples: Turn to the left. (You) turn to the left.
Please hand me that book. (You) please hand me that book
Meet me at the library. (You) meet me at the library.Write three imperative sentences inspired by the photo of the Black Forest below. Each sentence should start with one of these words: listen, look, feel, smell, sit, come, or please. Also, include an adjective in each sentence and circle it.

।.


3.


Sentence Diagramming
$\square$ Diagram the sentences. Refer to page 110 if needed.
The cute hedgehog holds the apple tightly.


The clever fox sits patiently.


The colorful bird skillfully builds a nest.


Circle the homophone that's a verb. Write a sentence for each word. \#सН\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#

- HALL: a passage or corridor in a building
- HAUV: to drag with effort or force



## The Black Forest

$\square$ Read and complete the section

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

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

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

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

6. Find the two rivers that originate in the Black Forest. Label the river that flows north "Neckar" and the river that flows east "Danube."
7. Lastly, label the mountain range between the Neckar and Danube rivers "Swabian Alps."


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

#  <br> <br> Writing Workshop 

 <br> <br> Writing Workshop}

## Writing: Words Other than "Said"

One way that good descriptive writers make their text come alive is by substituting more specific verbs for "said" to enhance dialogue.

In the sentences below from Louisa May Alcott's book Under the Lilacs, Alcott uses words other than "said" to describe how the dialogue is delivered.

Underline the alternate word for "said" in each sentence. Then read the sentence aloud, replacing the underlined word with "said." Finally, read the sentence aloud as it was originally written. Does the underlined word make the sentence more powerful?

1. "He's coming now. Sanch is barking at the squirrels!" cried Bab, standing up to get a good look down the road.
2. "While the tea draws and the cake cools, let's sit down and rest; I'm so tired!" sighed Betty.
3. "Hold him still; he won't bite," whispered Sam.
4. "What's the matter?" called Ben, coming up briskly with a strong grip of his stout stick.
5. "Leave some smell for me!" commanded Betty, running back to get her fair share of the spicy fragrance.
6. "It's Sanch. It's Sanch! Oh, come and see!" shrieked Betty.
7. "Oh, Thorny, there are three peacocks on the place, and you are the finest!" laughed Miss Celia.
8. "Hold on, don't be in such a hurry!" shouted Sam.
9. "Let's set them round, so they can see too," proposed Bab.
10. "I never can come out, for everyone will hate me," sobbed Bab.
11. "Everything is so horrid!" wailed the poor child lying on the grass.

## 202 |UNIT 4

Writing from the Heart
Write a boring sentence that describes something in the photo of the Black Forest with as little description as possible.
The child should have written a short, simple sentence.

The hillside is green
Now rewrite the sentence into multiple sentences that are packed with great description-description that shows your personality: serious, lighthearted, cheerful, thoughtful, etc.



Complete the section.
You have studied three books integrated with this course. Write them on the blank lines below in the order in which you enjoyed the books, with \#1 being the book you enjoyed the most out of the three. Use proper capitalization for the titles and underline them.
gabriel and the hour book
marjorie of the island
chico of the andes $\qquad$

\# Gabriel and the Hour Book
\#2 Marjorie of the Istand
3 Chico of the Andes

## Imperative Sentences

$\square$ Put a check mark in the box before each sentence that is an imperative (a command).

| 1 | $\sqrt{ }$ | Please do not get too close to the cliff. |
| :--- | :--- | :--- |
| 2 |  | I want to catch that butterfly with yellow wings. |
| 3 | $\sqrt{ }$ | Go straight until you arrive at the church. |
| 4 | $\sqrt{ }$ | Do not worry about the mess. |
| 5 |  | We should get some ice cream after the game. |
| 6 |  | Will you come with me to the play? |
| 7 | $\sqrt{ }$ | Put your dishes in the sink, please. |


Spelling Workshop


Commonly Confused Words
Write a sentence for each word．See page 193 if needed．


Write each spelling word twice，first broken into syllables and then not broken into syllables．

| necessary（nec－es－sary） | nec－es－sary | necessary |
| :--- | :---: | :---: |
| opposite（op－po－site） | op－po－site | opposite |
| physical（phys－i－cal） | phys－i－cal | physical |
| possible（pos－si－ble） | pos－si－ble | possible |

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## Spelling Rule：Changing Y to I

Words that end with a consonant $+Y$ must have the $Y$ changed to an $I$ before adding any suffix．（Example：happy－happiness）

On each sign write the word from the top slat changed to use the suffix in the middle slat．The first one is completed as an example．


UNIT $4 \mid 205$


## PARENT／TEACHER

## $\square$ Dictate the sentences

ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
$\infty_{\text {［Place a comma after introductory prepositional }}$ phrases that are four words or longer．］

Have the child underline the articles［the，a，an］and circle the prepositions．

1．Withyour help I＇ll haul this mirror into the hall．
2．After the physical tragedy，he＇s probably too weak to hike
3．Ahead of the possible storm，it＇s necessary to close the gym．
4．My niece named Mary is next to the merry girl．

Have the child read these terms and their definitions to prepare for reading The Clockmaker＇s Son．
－implore［im－PLORE］－to beg urgently（I implore you to help．）
－ascend［uh－SEND］－to climb or go up（We began to ascend the majestic mountain．）
－descend［dee－SEND］－to go down（Angela started to descend the ladder．）
－crest［CREST］－verb：to reach the top of something；noun：a tuft on a bird or animal or the top of a mountain or hill（We arrived at the crest of the hill and enjoyed the view．）
－prominent［PROM－ih－nent］－sticking out，noticeable，or widely known（He is a prominent poet．）Check the child＇s work when this lesson has been completed

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## Idioms/Context Clues

Read the idioms in the context of a sentence. Then write each idiom in the box that contains the description of it.

Kate had spent hours on her science project, but it would go down in flames if she failed to add the elements in the correct order.
Tim decided to sit on the fence during the quarrel and not take sides.
Amy has been my friend through thick and thin.
You're pulling my leg! I haven't really lost, have I?
I've done all that I can, so now the ball is in your court.

| sit on the fence |
| :--- |
| to remain undecided |
| Origin: The Middle English word |
| "fens" was short for defense, and stone |
| fences divided lords' properties. So |
| "sitting on the fence" meant to remain |
| undecided as to which property's lord |
| you would fight for during a war. |

it's your turn to keep things going Origin: Begun in the 1960s, this idiom is connected to the game of tennis, where a ball landing in the court of the opposite player must be hit back to keep the game going.
foil in a flames
to fail in a sensational way Origin: From the 1940s WWII era, this idiom refers to the many airplanes that crashed and then spectacularly burned during that time.


## through thick and thin no matter what

Origin: This comes from a 14th-century English phrase, "through thicket and thin wood." England was mostly forested, with few roads, so this meant a willingness to stay on the journey, no matter which type of wood appeared along the route, thick or thin.

you're joking or pulling a practical joke Origin: Commonly used in the 20th century; the earliest known definition is in 1883 by the Newark Daily Advocate: "It is now the correct thing to say that a man who has been telling you preposterous lies has been 'pulling your leg.'"

## Homophones

$\square$ On each blank write the correct homophone. Is the homophone functioning as a noun, verb, or adjective? Circle the correct choice.
囲

- DIE: verb: stop living
- DYE: noun: a liquid that gives permanent color | verb: to change something's color by soaking it in dye
- WEAK: adjective: not strong
- WEEK: noun: a period of seven days

The $\qquad$ man could not sit up. (noun 1adjective) I made a pink $\qquad$ dye with beet juice. (noun) verb) The plant will ___ die_if you don't water it. verbl adjective) This $\qquad$ we will will haul away the trash. (noun | adjective) Mary will $\qquad$
$\qquad$ the cloth yellow. (noun verb) Mary gave a __ weak excuse. (noun I adjective)

## Assigned Reading

$\square$ Read Chapter 2 of The Clockmaker's Son, and then write a discussion question about the book that you could use if you were discussing the book with a group. A good discussion question is not a "yes" or "no" question. Rather, it is a question that encourages people to share their thoughts about the book.
The child should have written a discussion
question that encourages people to share their
thoughts about the book.

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

## Writing Workshop

## Dialogue in Fiction Writing

Well-written dialogue can be used in fiction writing to reveal information; to expose the thoughts, the feelings, and the personality of the characters; and to make the story come alive and move forward. Good dialogue usually fulfills multiple purposes. Read each example of powerful dialogue below from The Clockmaker's Son and notice how it is being used.

- Reveals thoughts: "I'll take a human-made pathway over this river any day," Fritz thought as he trotted onto the pathway and picked up his speed.

Reveals personality: Peter walked over to Gretchen and wiped away the two big tears sliding down her little cheeks. "We'll be outside waiting for you, Gretchen. I really don't think he will keep you long."

Reveals information and moves the story forward: "Well, Nelly," he said, patting the cow, "if we keep heading straight ahead, we'll hear the river in just a couple minutes and follow its sound. Home is just on the other side of the river."

Dialogue should contain proper punctuation, with periods placed inside quotation marks and quoted material separated with a comma. It also starts a new paragraph each time a different character speaks. See the example below.
"Trying to take out my cow, are you?" said a jovial voice.
Fritz looked up and saw a familiar-looking man, a neighboring farmer wearing a straw hat, looking down on him.
"So sorry," said Fritz. "I didn't see your cow."
"Obviously," said the man. "What were you running so fast for?"
Fritz stood up. "I-I'm just looking for somebody."

208 |UNIT 4

Use one of the paintings below for inspiration and write a passage of dialogue that reveals personality and/or reveals information.

- The child should have written a short passage of dialogue about
one of the paintings below that reveals information and/or

personality. | If the child did not follow the directions, have him or her read the |
| ---: |
| directions and the example passage below to you and discuss |
| ways to improve his or her paragraph. |
| - - "Be careful on the ice, Grandfather," said the little girl. |
| - "Oh, don't you worry, my dear. I will be just fine. But thank you for |
| - your strong hand helping to hold me up," her grandfather replied. |
| - "Of course! I would never let you fall! I love you!" |
| "Thank you! I love you too! Now let's hurry home before we miss |
| - that delicious dinner your mother has been working on." |




Fill in each blank with the correct word: their, they're, or there (p. 139).
They're packing __ their bags over there
Underline the dependent clauses and insert commas where needed (p. 141).

1. If this plan fails I'll have to go back to the drawing board.
2. Even though he was told to relax he's definitely burning the midnight oil.

In the boxes below, write each part of speech from the sentence ( p .197 ).
Ned hauled the necessary materials to the shed.

| 1 preposition | 1 adjective | 2 common nouns | 1 proper noun |
| :---: | :---: | :---: | ---: |
| to | necessary | materials, shed | Ned |

Write a short sentence that uses each homophone (p. 12).
$\left\{\begin{array}{ll|l|l|}\text { ad } \\ \text { add } & -\begin{array}{c}\text { The child should have written a short sentence } \\ \text { that correctly uses each homophone. }\end{array} & -\end{array}\right.$
$210 \mid$ UNIT 4

Underline each independent clause and circle the coordinating conjunctions in the following sentences (p. 18).

1. The store does not have dye, (nor)does it have material.
2. The physical book is unavailable so ve purchased an audio version.

Fill in the blank (p. 18). Coordinating conjunctions can join together two
independent $\quad$ clauses.

Write the correct vocabulary word in each blank.

1. His broad $\mid$ calloused $\mid$ petulant $\mid$ leisurely $\mid$ disclose $\mid$ contrived
2. The __ petulant hands were used to hard work.
3. He would not disclose boy had a bad temper.
4. Who had contrived the plan. $\quad$ leisurely across the_broad

In each set cross out the sentence that contains errors (p. 24).

1. Wow! That's really kind.
2. Whoa! Dad is flying.
Wow, that's really kind. Whoa-Dad is flying.
Wow, That's really Kind! Whoa, Dad is flying

Put a box around the subject in each sentence (p. 29).
The license expired. Your mirror broke. No, Ed is probably sick.

Circle the abstract nouns.
teacher creativity create honesty
बIIscussion discuss talented talent


O Jenny Phillips

## Idioms/Context Clues

$\square$ Read the idioms in the context of a sentence. Then, by the description of each idiom, write the number of the sentence that contains the idiom.

1. Eli is always willing to help. He has a heart of gold.
2. The women vowed to fight tooth and nail to gain the right to vote.
3. Do not fan the flames of a disagreement.
4. You should jump on the bandwagon and eat ice cream with us to cool off.
5. I planned a surprise party and hoped my niece would not spill the beans.

## 5_ to give away a secret

[Origin: Possibly from ancient Greece, where black and white beans were used to vote and spilled to reveal results, this idiom's first written use was in the 20th century, where "spill" meant "divulge" and the phrase was akin to "upsetting the apple cart," which meant causing a big problem. Hence, to spill the beans means to divulge a secret that might cause big problems.]

## _1_ a kind, generous personality

[Origin: Dating back to the 1500s, this idiom is used to note what a good person someone is and to compare his or her heart to gold, a highly valuable metal.]

## 4 to join in

[Origin: In 1800s America, a bandwagon was a horse-drawn wagon filled with playing musicians, often attracting the attention of the townspeople before a circus. A clown named Dan Rice first used this phrase while using his bandwagon to bring politicians to their campaign speech sites.]

## 2 to fight fiercely

[Origin: This dates back to the 1500 s, referring to animals' methods of fighting with their natural weapons, then popularized by Dickens' David Copperfield (1850): "I got at it tooth and nail."]

## 3 to make something bad even worse

[Origin: Literally fanning the flames of a fire makes it hotter, so this idiom comes from that action. The first literary use is found in Dickens' The Old Curiosity Shop (1840): "Fan the sinking flames of hilarity with the wing of friendship ..."]

## Assigned Reading

$\square$ Read Chapter 3 of The Clockmaker's Son, and then complete the exercises.

1. Underline all the questions below that show how this chapter creates suspense.
A. How and when will Fritz get out of the forest?
B. Will Fritz be able to ride on the horse safely to the injured boy's home?
C. What will Fritz do with the sack of money he found?
D. Will anyone come along the main road and help Fritz?
E. Who does Fritz hear following him in the forest?
F. What will Fritz do once he wakes up in the morning and leaves the garden shed?
2. Underline TRUE or FALSE: Karl Hofer seemed more interested in painting the sunset than getting Fritz to safety. TRUE \| FALSE
3. Underline TRUE or FALSE: Fritz was able to spend a lot of time talking with Karl Hofer about becoming a famous artist. TRUE \| FALSE
4. Underline all the sentences that are true. Keep in mind that writing can often reveal information without directly stating the information.
A. The Winkler family looks down on Fritz because he is not wealthy.
B. Karl Hofer doesn't want to go out of his way to help someone in need.
C. Fritz has no trust in God to help him.

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

#  

## Spelling Workshop

Words with QU
Using colored pencils，write each word containing QU twice in the log cabin quilt blocks．
request｜quilt｜equal｜quart｜equipment｜quote｜require


Challenging Spelling Words
Write each green word in the crossword below．The overlapping letters are the clues．


Spelling Rule：Changing Y to I
Words that end with a consonant $+Y$ must have the $Y$ changed to an $I$ before adding any suffix．（Example：happy－happiness）
In each cloud write the word with the suffix following the spelling rule above．The first one is completed as an example．


212 ｜UNIT 4

## PARENT／TEACHER

$\square$ Dictate the sentences．
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
$\oiiint$［Connect two independent clauses with a comma and coordinating conjunction．See page 18 if needed．］

Have the child circle the coordinating conjunctions
1．Did you lose your license，or is it possible that it＇s in your wallet？

2．The dye is ready，so hand me the material．
3．I listened to the necessary meeting，and）learned that my church group will probably haul away the trash．

Have the child read these new and review terms and their definitions to prepare for reading The Clockmaker＇s Son．
－heartily［HART－ih－ly］—wholeheartedly（He heartily agreed．）
－clamorous［CLAM－er－uhs］－noisy（The clamorous crowd waited for the prominent actor to arrive．）
－leisure［LEEZH－er］－time away from work and demands（I like to swim and read during my leisure time．）
－meditative［MED－ih－tate－iv］－absorbed in deep thought（He was quiet and meditative on his walk home；he had a lot to think about．）
－prominent［PROM－ih－nent］－sticking out，noticeable，or widely known（The prominent family is highly respected．）
$\square$ Check the child＇s work when this lesson has been completed．


Work on Geography \＆Grammar Cards for 3－5 minutes．

## Imperative Sentences \＆ Commas in Dates

Put a check mark in the box before each sentence that is an imperative（a command）．Then，for each sentence，enter any missing commas

| 1 V | Wait until April 12023 to buy a new home． |
| :---: | :---: |
| $2 \sqrt{ }$ | Tell me what happened on February 221732. |
| 3 | We＇re leaving on Friday December 9. |
| 4 | How did you spend your leisure time on May 4 2022？ |
| $5 \sqrt{ }$ | Please don＇t visit until January 5 2033. |
| $6 \sqrt{ }$ | Write an essay on the events of May 1787. |
| $7 \sqrt{ }$ | Listen to this song Grandpa wrote on February 71978. |

## ；Homophones

$\square$ Circle the homophone used as a noun．Write a sentence for each word

－DIE：stop living
－DYE）a liquid that gives permanent color \｜to change something＇s color by soaking it in dye
die $\qquad$

## Assigned Reading

Read Chapter 4 of The Clockmaker＇s Son，and then write a summary of the chapter that is at least 5 sentences long．
The child should have written a summary of
Chapter 4 of The Clockmaker＇s Son that is at
least 5 sentences long．

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

## －Writing Workshop

## Types of Conflict in Fiction

Conflict is a struggle between two opposing forces within a story．It is the driving force that moves the plot forward and allows the main character to change，grow， and learn important lessons．The following are some common types of conflict

PERSON AGAINST NATURE
The main character struggles to overcome forces of nature，such as a sickness， an injury，a snowstorm，getting lost in the wilderness，climbing a mountain， crossing a desert，surviving a storm on the sea，and so on．

Person Against Person or Society
The main character struggles to overcome a conflict with another person，such as a bully，a grumpy neighbor，a villain，and so on．This category can also apply to the main character dealing with things in society，such as moving to a new neighborhood，standing up for his or her beliefs，or trying to raise enough
The child should have written story ideas for each type of story conflict listed on this page－person against nature，person against person or society and person against self wn doubts，fears，or person or society，and person against self and so on． characters and settings．He or she should keep these notes for the next workshop．

Open a blank page in a program such as Google Docs or a blank page in a notebook．In preparation for writing a story，set your timer for three minutes for each type of story conflict listed on this page－person against nature，person against person or society， person against self—and write story ideas that come to mind．Include ideas for main characters and settings．Keep these notes for the next workshop．


－Dictate the sentences．

| ロロ | Note：It is |
| :---: | :---: |
| Have the child underline the pronoun and circle the antecedent in each sentence．See page 54 if needed | also correct to break the |
|  | independent |
| 1. | lauses in |
| 2．My niece will measure the material；she is really precise． | separate |

Quiz the child on the Geography \＆Grammar Cards．If any cards are mastered in the set the child has been practicing，replace them with new cards to learn． Remember，the child has through Level 7 to master all the cards．
Check the child＇s work when this lesson has been completed．


Watercolor Around the World
book and follow the instruc－
tions to paint a typical Black
Forest farmhouse from
that time period．


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

雨
－Spelling Workshop
Plural Nouns
Make each word plural．（Drop the $Y$ and add IES if a word ends with a consonant＋Y．）


Contractions
Write the contraction for each set of words between the lines．
she will，where is，he has，she had，who will，could not，should have



- Have the child read aloud all the words you circled in the Challenging Words to Pronounce section columns.
Have the child read this section to you.


## Forest Biomes

Previously in this unit, we learned about biomes, which are regions of th earth with specific climates and specific types of plants and animals. In this lesson we will study forest biomes.

When you picture a forest, what image comes into your mind? Perhaps tall oak trees or elm trees with warm sunlight filtering through the leaves and birds twittering high up in the branches? This type of forest is called temperate forest, which is characterized by warm summers and cool winters, four changing seasons, and deciduous trees (trees that lose their leaves seasonally). But evergreens (trees that have green leaves throughout the year) are also present in some temperate forests.

Boreal [BORE-ee-uhl] forests are composed primarily of coniferous trees-evergreen trees that bear cones and grow well in cold regions.

Have the child point to each image on this page and say whether it is a temperate or a boreal forest.


Have the child read this section to you and then tell you which image of tropical rainforests on this page is his or her favorite
Rainforests are forests that receive a lot of rain. Temperate rainforests have cool temperatures and receive a lot of rain, but not as much as tropical rainforests, which are warm most of the year and receive large amounts of rain. Tropical rainforests are biomes found at or near the equator

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



- Work on unit ladders (p. 193) for about 3 minutes.


## Diagramming Commands :

Read and complete
When diagramming sentences that are commands, put the implied subject in parentheses.

Example: Open the window slowly.


Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.


Practice the piano patiently.



## Idioms/Context Clues

Read the idioms in the context of a sentence. Then write each idiom in the box that contains the description of it.

The senator's campaign will go down in flames if she continues to sit on the fence when asked her view on important issues.
The ball is in your court! Please don't spill the beans and give away the plot to my new book.

Matt has a heart of gold. He cared for me when I was physically ill and has proven that he will be there for me through thick and thin.

Taylor proclaimed, "You're pulling my leg! I don't believe that you will jump on the bandwagon and cut your hair short like your nieces did."

The neighbors will fight tooth and nail to save the nature preserve.
Don't fan the flames of anger between your siblings when they argue.


## Assigned Reading

Read the vocabulary section, and then fill in the blanks.
ordeal [or-DEAL] a difficult experience (Trying to remove that stubborn tree stump was quite the ordeal.)
adherence [ad-HEAR-ence] commitment and devotion to something (। love his adherence to honesty.)
interjected [in-ter-JECT-ed] inserted between other things (He interjected appropriate humor into his book.)

1. His $\qquad$ to his word is admirable.
2. Making that 12 -layer cake was quite the $\qquad$ ordeal _.
3. "That's not true," $\qquad$ John.

Read Chapter 5 of The Clockmaker's Son, and then complete the section.

1. Underline TRUE or FALSE: Gretchen is still holding a grudge against Fritz. TRUE \| FALSE
2. Underline TRUE or FALSE: Fritz genuinely loves going to school. TRUE | FALSE
3. Underline all the sentences that are true.
A. In this chapter Fritz sees the two girls that he saw by the tree with the door.
B. Fritz told Peter all about the story he was writing.
C. Roman gave Fritz a fountain pen and a whole box of paper.


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


## 

## Writing Workshop

## The Structure of Stories

Most stories have a three-act structure containing a beginning, a middle, and an end. This structure helps to organize the events of the story, or the plot. In the chart below, you can see an example of the different elements of a story and where they typically occur. Below the chart each element is broken down a little more.


- Exposition: The opening of the story that introduces the reader to the main character, supporting character(s), and the setting of the story.
- Conflict: A complication or struggle, sometimes called an inciting incident, that the main character faces and that will set in motion the events of the rest of the story.
- Rising Action: This is usually the largest part of the story and follows a series of events that occur as a result of the conflict and build tension and suspense, moving the plot toward the peak, or climax.
- Climax: The previous elements of a story all build to this peak of conflict or central turning point where the main character must address the conflict.
- Falling Action: The main conflict begins to wind down in a series of events that occur after the climax and lead to the resolution.
- Resolution: The final part of a story that may reveal the outcome of the plot and tie up loose ends.


## Plot Charting

Get out your brainstorming page from Lesson 65. Choose your two favorite story ideas and fill out the chart below for each one. After you finish, circle your favorite one to use in future Writing Workshops.


STEXIORY IDEA \#2



## 68

## PARENT／TEACHER

$\square$ Dictate the sentences
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［Connect two independent clauses with a comma and coordinating conjunction．See page 18 if needed．］

Have the child circle the coordinating conjunctions．
1．Tim＇s tooth is loose，but he isn＇t likely to lose it today．
2．He has many physical trials，so it＇s necessary to help him
3．We had completely opposite points of view，for neither of us could agree on the subject．
$\square$ Have the child read these review terms and their definitions
－heartily［HART－ih－ly］—wholeheartedly（He heartily agreed．）
－clamorous［CLAM－er－uhs］—noisy（The clamorous crowd waited for the prominent actor to arrive．）
－leisure［LEESH－er］－time away from work and demands（I like to swim and read during my leisure time．）
－meditative［MED－ih－tate－iv］—absorbed in deep thought（He was quiet and meditative on his walk home；he had a lot to think about．）
－waning［WANE－ing］－getting progressively smaller（My enthusiasm for the projects is waning．）
－subdued［sub－DEWD］－low－spirited，mellow（Ella seemed subdued after her best friend moved away．）
$\square$ Check the child＇s work when this lesson has been completed．

## 220 UNIT 4

## Editing

Edit the article，and then enjoy the photos of animals in Puerto Rico＇s tropical rainforest on this page．See the hints below the paragraph for a new editing mark．

## Tropical Rainforest：etonimals

Tropical rainforests have a constant supply of water ${ }_{\text {A }}$ warmth，and food．Thus，tropical rainforests have a greater number of animals than any other biome． However，many of these animal＇s and こinsect＇s don＇t set foot on the ground．They live in the different layers off the forest．For example，leopards and squirrel＇s live in the understory on small trees．sloths and toucans live higher up in the canopyand different species of monkeys live in both the understory and the canopy．

Insert Comma $=2$ mistakes Place a comma before a coordinating conjunction（for，and，nor，but，or，yet，so）that joins two independent clauses，and add commas to series．Delete（an apostrophe，extra letter，etc．）$=4$ mistakesCapitalize＝ 1 mistake Capitalize the names of nationalities， countries，regions，and languages because they are proper nouns．

Close up extra space（s）＝ 1 mistak


## Assigned Reading

Read Chapter 6 of The Clockmaker＇s Son．

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

## 

## Spelling Workshop

## Words with EI

Sometimes EI can say the long/à/ sound. (Example: eight) Copying the font, write each word containing the long /a/sound on its note twice.


Words with QU
Write QU in the blank to complete each word.

| quit | s_quid e_quip ban_quet in_quire |
| :--- | :--- | :--- | :--- |
| antique request a_quarium quote e_quipment |  |

Challenging Spelling Words
Write each green word in the crossword. The overlapping letters are the clues.


Spelling Rule: Words that End with VE or UE
A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U . (Examples: give, true)

| detective | revive | value |
| :---: | :---: | :---: |
| probably | continue | alive |
| technique | necessary | fatigue |
| grieve | clue | add |
| haul | festive | virtue |
| unique | impulsive | true |
| weak | issue | observe |
| positive | forward | tissue |

## Commonly Confused Words

## Read the sentences below and underline the correct word choice

I. Please don't (loose | lose) this orange dye. (It's | Its) my favorite one!
2. She listened to (there | they're | their) splendid performance.
3. June looked in the mirror and saw that her ribbon had come (loose | lose).
4. We will (loose | lose) our way if we don't follow the map. (It's $\mid \underline{I t s}$ ) directions are clear and accurate.


For each sentence below, if the underlined word functions as a noun, color the crown. If the underlined word functions as a verb, don't color the crown (p. 53)

1. The track meet is tomorrow.
2. We meet every morning
3. This is a security measure.
4. I'll measure the wall.


Write the correct word on each blank: heir or air (p. 53).

4. The $\qquad$ feels so fresh.

Write a short sentence that uses each homophone (pp. 12 and 41).


For each sentence below, put a box around the subject of each independent clause, underline the first independent clause, double underline the second independent clause, and insert a comma and an appropriate coordinating conjunction (for, and, nor, but, or, yet, so) between the two independent clauses (pp. 18 and 29). The first one is completed as an example.


Sugar was not easily obtainable bees were kept on most farms for honey.


## Assigned Reading

$\square$ Read Chapter 7 of The Clockmaker's Son, and then complete the exercises.

1. What are the two roads that Herr Engel tells Fritz about? (Answer with complete sentences. Use one of these transition words: also, another, in addition, additionally.)

2. Do you think you would have a hard time forgiving Elsie? Why or why not? (Your answer should be at least three sentences long.)
 hard to forgive Elsie


##  <br> Writing Workshop

## Starting a Story

How a story begins is important. The opening can set the tone for the book and draw a reader into the story. Interesting openings might start in the middle of some action, use vivid description, invoke emotions, start with a mystery or suspenseful situation, use engaging dialogue, or introduce an intriguing character. Below are examples of interesting openings taken from The Good and the Beautiful Library books. Each passage is followed by examples of less interesting openings.

- Mpengo of the Congo's opening starts in the middle of some action and introduces an intriguing character: Mpengo skipped merrily through the bushes, keeping out of sight of anyone passing. He was running away from school. Not that he disliked school. Of all the boys who had come from up and down the great Congo River to the mission school, Mpengo liked school the best. Of all the boys in the third year of school, he liked it the best.
- Mpengo of the Congo's opening, written in a less interesting way: A boy walked through the bushes. He liked school, but he was not going there.
- Fiddler Crab's opening uses vibrant description to pull the reader in: It was a warm evening in spring. A red glow rippled on the waters of the sound. It spread over the sandy beach and the marsh grass growing along the high tide line. The tide was going out. Each small wave broke farther away from the marsh grass and left a little ridge of sand behind.
- Fiddler Crab's opening, written in a less interesting way: It was spring. The water rippled over the beach and grass. The tide was going out. Each wave broke farther from shore.
- The Threatening Fog's opening creates suspense (Why is the doorbell ringing at that time of night?): It was the jangling doorbell that had wakened him. Eben Tyrell Hall struggled up out of the depths of sleep desperately, like a swimmer trying to reach the surface. He rolled over and threw off the bedcovers, peering groggily at the luminous dial of his clock. It was only eleven thirty.
- The Threatening Fog's opening, written in a less interesting way: The doorbell rang. It was 11:30 PM. It woke up Eben.
- Gold Mountain's opening uses dialogue to evoke emotions and create mystery and intrigue: "Goodbye! Goodbye!" called Daniel and Betsy. They waved again and again to all the folks standing by the garden gate.
"Goodbye, Grandpa and Grandma Lane. Goodbye, Uncle Will and Aunt Sue. Goodbye, cousins!"
- Gold Mountain's opening, written in a less interesting way: Daniel and Betsy waved and said goodbye to their grandparents, uncle, aunt, and cousins.


## Writing an Opening

Now that you have read some of the many ways to start a story, you are ready to write your own opening for the story idea you created in the last workshop!

On the list below, underline three opening styles you want to try. Next, open a blank word-processing or notebook page and write an opening for your story that is 3-6 sentences long for each of the opening styles you underlined. Do not worry if your opening isn't perfect. You can always go back and change parts after it is written. Save your openings for the next Writing Workshop.

Start in the middle of some action
Use vivid description
Evoke emotions
Start with a mystery or suspensefu
Use engaging dialogue
Introduce an intriguing character
The child should
have underlined
three styles from
the box to the
left that he or
she wants to try
and then written
a story opening
that is $3-6$
sentences long
for each of the
opening styles he
or she underlined.



## Edifing

Edit the article, and then enjoy the photos of the Amazon rainforest on this page. Use the hints below the paragraph or cover them up. Note: The correct capitalization is "Amazon rainforest."

## The domazon Rainforest

With billions of trees the amazon rainforest is the largest forest in the world. If you were to bring this forest to the united States the forest would cover half of the country. Across the vast Amazon rainforestthousands ${ }^{2}$ of types of fruits thrive. Many crops are also grown here. In fact, much of the worldss food comes from the Amazon rainforest. Because of this regions climate and vegetation it is teeming with life. One-third of the worlds birds live here, as do over 400 species of mammals.

[^2]

## It's/Its/Idioms

$\square$ Read the sentences below and underline the correct word choice for each sentence.

1. It's / Its time to hit the sack. ("Hit the sack" means "go to bed.")
2. The company is true to it's / its reputation of weathering storms. ("Weather a storm" means "survive a difficult time.")
3. The company allows tours of it's / its facilities once in a blue moon. ("Once in a blue moon" means "rarely.")
4. It's / Its time for me to hit the books. ("Hit the books" means "to study.")

## Assigned Reading

$\square$ Read Chapter 9 of The Clockmaker's Son, and then underline the correct answers to the questions.

1. What phrase from the Bible inspires Fritz in this chapter?
A. Be of good cheer.
B. Perfect love casteth out fear.
C. If ye love me, keep my commandments.
2. What new story did Fritz start?
A. a story about a famous painter
B. a story about Roman
C. the story of his life

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

## 园

## Writing Workshop

## Continuing Your Story: Part 1

The speed at which you tell your story, or your story's pacing, can make a big difference. Think of a holiday, vacation, or special event that you were excited about. In the days and weeks leading up to it, you were likely excited and greatly anticipated what the day would hold. Much like those days, your story should be paced so that it allows time to create some depth with your character or characters, develop tension and intrigue leading to the climax, and create anticipation for the reader. Good pacing does not rush a story, but it also won't drag out a plotline and bore the reader. If your story starts to get a little boring, it might need to move to the climax more quickly, introduce more suspense or hints, or give more interesting insights into the character.

Today you will continue working on your story.
Continuing from one of the openings you wrote in Lesson 69, finish writing the exposition, or beginning, of your story. Make sure that you intraduno the madne to the main abovantarend the atow.en getting, or whe The child should have completed the beginning the conflic of his or her story, including introducing the per that the risi main character and the storys setting. The uld create child should also have written the story's e this
 toward the climax. You'll write the climax in the next writing workshop.

If you feel stuck, try using some of the tools you've already learned:

- beautiful, vivid description
- dialogue (pp. 202 and 208)
- personification and similes (p. 20)
- alliteration and strong verbs (p. 38



STUDENT is
] Work on unit ladders (p. 193) for 2-3 minutes.

## Capitalization with Titles

Write each book title with correct capitalization. Refer to page 196.boy of the pyramids $\qquad$ Boy of the Pyramids
bound for oregon $\qquad$ Bound for Oregon

Circle the correct answers.

1. When typing, bold |tatalizizbook titles
2. You should always capitalize the first and last words of a title, even if they are short prepositions or conjunctions (and, or, etc.). TRUE | FALSE

## Homophones

- Circle the correct word for each sentence. Refer to page 207 if needed.


## \#\# \#\#

1. What color should we use to die Idyethe silky material?
2. Next weak I (week) Mary will visit her niece.
3. My legs feel weak) week after yesterday's physical challenge
4. It is possible for the plants to die। dye.
5. Hannah created a purple die I dye from cabbage leaves.
6. The structure was weak | week as a result of using poor materials.
 with the correct first name of each Vogel.


Maria
gets free time to read scripture, loves clouds

is two years old; gets time with Fritz each morning

is Amalia's twin sister is seven years old; Fritz's sister

- Underline TRUE or FALSE

1. Jakob is impatient with Fritz as he is learning to walk. TRUE | FALSE
2. Roman's family is looking for buried money.

TRUE | FALSE


## 

## Spelling Workshop

Commonly Confused Words
Match each Commonly Confused Word to the correct definition．


Words with EI
Sometimes El can say the long／ā／sound．（Example：eight）Write each word around the reindeer，making the＂ei＂larger than the rest of the word．


Spelling Rule：Changing $Y$ to I
Words that end with a consonant $+Y$ must have the $Y$ changed to an I before adding any suffix．（Example：happy－happiness）

Fill in the missing answers in the chart below．Note：Not all words end with consonant＋Y．

| Base Word | Suffix | Base Word with Suffix |
| :---: | :---: | :---: |
| dry | －er | drier |
| icy | －est | iciest |
| plenty | －ful | plentiful |
| defy | －ant | defiant |
| penny | －less | penniless |
| play | －ful | playful |
| merry | －ment | merriment |
| deny | －able | deniable |
| clumpy | －er | clumpier |
| fray | －ing | fraying |

Challenging Spelling Words

| Using colc separate straight ol a different | The child should have written the Challenging Spelling Words twice on a separate piece of paper，creating a rainbow ribbon． |
| :---: | :---: |

physical｜niece｜material｜nature｜mirror｜opposite｜listened necessary｜possible｜measure｜license｜probably


LESSON
73

## PARENT／TEACHER

$\square$ Dictate the sentences．
－ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［Place a comma after introductory prepositional phrases that are four words or longer．］

Have the child underline the articles［the，a，an］and circle the prepositions．

1．Insidethe business center，I received a physical license．
2．I＇ll probably add the loose mirror to the list of repairs．
3．Past the nature preserve，we made a necessary stop．
$\square$ Have the child read these terms and definitions．
－rouse［ROWSE］－awaken（I was roused from a deep sleep．）
－blithe［BLYTH］－happy，cheerful（Her positive attitude made everyone feel blithe．）
－ample［AM－puhl］－having plenty of space（The trunk of the car had ample room for all of the suitcases．）
－tedious［TEE－dee－uhs］－tiring，boring，or dull（Seth found the process of filling and tying 30 balloons quite tedious．）
－spirited［SPEAR－ih－ted］－full of life，energy，and purpose（The spirited girl marched onto the stage and read her poem aloud．）
－retorted［rih－TOR－ted］—sharply replied（＂I did not！＂Ben retorted．）
$\square$ Check the child＇s work when this lesson has been completed．


Watch the speedy rabbit．


## It's/Its/Idioms

$\square$ Read the sentences below and underline the correct word choice for each sentence.

1. It's| Its a race against the clock. ("Race against the clock" means "a big hurry.")
2. It's| Its time to let the consequence run it's $\mathbf{~ i t s}$ course. ("Run its course" means "continue naturally until it finishes.")
3. It's| Its important not to let the cat out of the bag. ("Let the cat out of the bag" means "reveal a secret.")

## ; Assigned Reading

$\square$ Read Chapter 11 of The Clockmaker's Son, and then underline the correct answers to the questions.

1. Which teaching from the Bible inspires Fritz in this chapter?
A. to not judge others
B. to love our enemies
C. to fear not
2. How does Fritz feel about clockmaking?
A. He is excited to give it a try.
B. He feels that he may love all the detailed work.
C. He feels it is tedious work and isn't looking forward to it.

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

## \#1

## Writing Workshop

## Continuing Your Story: Part 2

In the last Writing Workshop, you worked on writing up to the climax. Today you will focus on writing the climax, falling action, and resolution.

Starting where your story left off, write the climax of your story while keeping in mind your resolution so that you know what your story is moving toward. Remember that the climax should be big and bold; it is the peak of your story, after all. It is where your main character needs to face his or her obstacle or
 her. If you o The child should have written the climax and e read and listened to falling action of his or her story, tied up all esolve or to begin res loose ends, and resolved the story's main hat of the book occur: conflict. next, waits
 into Gabriel's heart, evokes emotion, and creates suspense. What will happen next? Will Gabriel get in trouble? How will the conflict finally be resolved?

The events that unfold after the climax are all part of the falling action, which will lead to the resolution. Write the falling action of your story. It should be unraveling the tension and conflict that were created in the first half of your story and transitioning the reader from the climax to the resolution, or ending. This is the part of Gabriel and the Hour Book where Queen Anne and King Louis learn of Gabriel's prayer and set on a course of action that begins to resolve the story.

To end your story, tie up all loose ends and resolve the main conflict. Looking back at Gabriel and the Hour Book, the story is resolved by the release of Gabriel's father from prison, the restoration of the farm and livestock to his family, and the revealing of Gabriel's and Brother Stephen's futures as artists working for the king and queen. In a similar fashion, your ending should bring all the elements of your story to a conclusion. Once you write the climax, falling action, and resolution to your story, you are done for today! Do not stress if you feel like your story could use a few improvements; you will have the chance to tweak it in future workshops.
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UNIT $4 \mid 237$

$\square$ Have the child read aloud all the words you circled in the Challenging Words to Pronounce section.

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

$\$$ complete the review exercises.
Write "heir" or "air" on each blank line. Underline the pronoun in each sentence or set of sentences. Then circle the antecedent the pronoun replaces (p. 54).

1. The king trained the heir ; she is an eager learner.
2. A boy filled a balloon with $\qquad$ and released it.

Fill in the blanks with the correct word: to or too (p. 46).
It's not _too late to go to the store with Anna too_.
Write a short sentence that uses each homophone (p. 73).
\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#
main -The child should have written a short sentence mane
that correctly uses each homophone.

## Assigned Reading

$\square$ Read Chapter 12 of The Clockmaker's Son. Enjoy the photos of the Black Forest on this page. Then finish the paragraph, giving at least two reasons you would like to live on a farm in the Black Forest and two reasons you would not. Use at least three transitional words or phrases from the boxes.

| first | the first reason | also | in addition |
| :---: | :---: | :---: | :---: |
| another reason | next | however | on the other hand |

Living on a farm in the Black Forest would have advantages and disadvantages
$\qquad$


```
M
```

$\qquad$

```
\(\square\)
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$\qquad$
$\qquad$


```
\(\square\) For 20 minutes or more, read a book from The Good and the Beautiful Book List.
© Jenny Phillips
```


 Spelling Workshop

Challenging Spelling Words
Write the Challenging Spelling Words in alphabetical order.
physcical | niece | material | nature | mirror | opposite | listened measure | necessary | possible | |icense | probably
$\qquad$


Words with QU
Write each word containing QU twice in the waves below.
squid | liquid | quake | quick | acquire | aqua | squirt


240 | UNIT 4

Spelling Rule: Changing Y to I
Words that end with a consonant $+Y$ must have the $Y$ changed to an I before adding any suffix. (Example: happy-happiness)

## Write the word with the suffix on the orange line.


chewy chewiest est est

weary


$\square$ Dictate the sentences．
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［Connect two independent clauses with a comma and coordinating conjunction．See page 18 if needed．］

Have the child circle the coordinating conjunctions．
1．Measure a cup of dye，and pour it over the silky material．
2．I＇ll meet my niece for lunch，for her birthday is this week．
3．A walk through nature is not always possible，but it is very refreshing．
$\square$ Have the child read these new and review terms and definitions．
－buoyed［BOO－eed］－kept afloat or raised the spirits of（The sunshine buoyed up her spirits．）
－haughtiness［HA－tee－ness］－arrogant pride（With haughtiness， he acts like he is better than everyone else．）
－deliberately［duh－LIB－er－uht－lee］－on purpose or in a careful， unhurried way（He spoke slowly and deliberately so that we would not misunderstand．）
－bedraggled［bee－DRAG－uhld］－wet and dirty；in bad condition （My little sister＇s bedraggled doll was really quite a horrible sight．）
－immensely［ih－MENCE－lee］－greatly，to a large degree（She enjoyed her dream vacation immensely．）

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

## Edifing

$\square$ Edit the article，and then enjoy the photos of the forest floors on this page．Use the hints below the paragraph or cover them up．

## The Forest Floor

YoVVe learned that not many plants grows on the forest floor of taiga forests．Thats not the case with temperate forests．In these beautiful forests＿trees＇s lose their leaves each year．The decaying leaves help the soil become rich
 rich soil．While many small plants are found on the floor of the temperate forests，shade from the trees can make it hard for plants to grow．Thus，very few of the seeds that fall to the forest floor will survive．Thats enough，though，to fill the forest floor with small plantsterns．．．．．．． mushrooms，and more．Insert Comma $=9$ mistakes Place a comma between words or phrases in a series，after introductory dependent clauses，and after introductory prepositional phrases four words or longerDelete（an apostrophe，extra letter，etc．）＝ 3 mistake

Insert Apostrophe＝ 3 mistakes Insert an apostrophe in contractions．
}

UNIT $4 \mid 241$


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

## 

## Writing Workshop

## Editing the Story：Part 1

Editing not only improves your story，but it also helps you to improve as a writer．There are different types of editing，but today you are going to do a type of line editing by specifically focusing on word choice．

WORDS OTHER THAN＂SAID＂
In Lesson 61 you learned that good descriptive writers enhance their dialogue and make their text come alive by substituting more specific verbs for＂said．＂Read through your story paying close attention to the dialogue． Find places where you can replace the word＂said＂with a more descriptive verb．To avoid making your story too wordy and exaggerated，do not replace every use of＂said．＂Your story should use both the word＂said＂and more specific verbs in place of＂said．＂
Look at this example from The Clockmaker＇s Son of a balanced use of the word＂said．＂
＂Where would you like to go today？＂asked Peter as he and Father carried Fritz out of the house．Elsie followed with a basket．
＂Let＇s see，＂said Fritz，＂how about France？I＇d love to visit the Eiffel Tower．＂
＂Very funny！＂said Peter．＂Do you want us to bring you by the river again？＂ ＂How about the top of the hill？＂suggested Fritz．
＂Sounds great！＂said Peter．
＂Fifteen years old today！＂said Elsie as she tagged along．＂Happy birthday， Fritz！＂
＂Fifteen！＂echoed Father．＂I can＇t believe it．It seems like just yesterday that you two were toddling around like Flora．＂
Now let＇s look at the same passage this time using only words other than ＂said．＂
＂Where would you like to go today？＂asked Peter as he and Father carried
Fritz out of the house．Elsie followed with a basket．
＂Let＇s see，＂pondered Fritz，＂how about France？I＇d love to visit the Eiffel ＇Tower．＂
＂Very funny！＂replied Peter．＂Do you want us to bring you by the river again？＂
＂How about the top of the hill？＂suggested Fritz．
＂Sounds great！＂exclaimed Peter．
＂Fifteen years old today！＂exclaimed Elsie as she tagged along．＂Happy birthday，Fritz！＂
＂Fifteen！＂echoed Father．＂I can＇t believe it．It seems like just yesterday that you two were toddling around like Flora．＂

Which passage was easier and more engaging to read？The second passage seems almost exaggerated with all the descriptive words used to replace＂said．＂The first passage is more engaging and believable．When editing your dialogue，make sure to keep a healthy balance of descriptive dialogue words and＂said＂in your story．
StRONG VERBS
Read through your story again．This time look for weak verbs and replace them with stronger，well－chosen verbs．To help you，some weaker verbs and stronger verbs are listed in the chart below．If needed， use an online thesaurus with permission from your parent／teacher．

The child should have read through his or her story and marked places to replace the word ＂said．＂The child should also have marked weak verbs and replaced them with stronger． well－chosen verbs．

| put | place |
| :---: | :---: |
| look | gaze |
| walk | skip |
| move | propel |
| blew | puffed |
| took | towed |



Dictate the sentences
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
Have the child underline the pronoun and circle the antecedent in each sentence．See page 54 if needed．

1．Let＇s meetMaryfor lunch；she will probably appreciate the company．

2．Jasonguessed the correct answer because he listened for the clue in the question

3．My niece measured the mirror）to see if it would fit through the hall．
$\square$ Have the child read these terms and definitions．
－buoyed［BOO－eed］－kept afloat or raised the spirits of（The sunshine buoyed up her spirits．）
－haughtiness［HA－tee－ness］－arrogant pride（With haughtiness， he acts like he is better than everyone else．）
－tedious［TEE－de－uhs］－tiring，boring，or dull（Seth found the process of filling and tying 30 balloons quite tedious．）
－spirited［SPEAR－ih－ted］－full of life，energy，and purpose（The spirited girl marched onto the stage and read her poem aloud．）
－retorted［rih－TOR－ted］－sharply replied（＂I did not！＂Ben retorted．）
$\square$ Check the child＇s work when this lesson has been completed


Work on Geography \＆Grammar Cards for 3－5 minutes．

## ；Sentence Diagramming

－Diagram the sentences．Remember to put AJ under adjectives and AV under adverbs．
Mary and her niece cautiously made the necessary plans．


Her gentle nature comforts and welcomes weary travelers．


Draw your own lines as you diagram this sentence：
Greet our merry guest warmly．





## Underline the item each sentence contains: a compound subject, a

 compound verb, or a compound direct object (pp. 73 and 101)1. In the office Nina arranged the furniture and the paintings. COMPOUND SUBJECT \| COMPOUND VERB \| COMPOUND DIRECT OBJECT
2. The captain and the crew will have two weeks of shore leave. COMPOUND SUBJECT \| COMPOUND VERB \| COMPOUND DIRECT OBJECT
3. Before each match Sam warms up and stretches. COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
4. The brilliant inventor experienced successes and failures. COMPOUND SUBJECT \| COMPOUND VERB \| COMPOUND DIRECT OBJECT


Circle the dependent clause in each sentence. Then underline the subordinating conjunction. (See p. 141 if needed.)

1. If 1 spend fifteen minutes a day cleaning my room, it will stay clean.
2. Jake cleaned the campaign office while Missy wrote her speech.
3. Since our visit to the state part, I have been interested in studying local bird species.
4. Mom thinks of her childhood home when she smells lilacs.
5. As soon as the cream cheese is sol, Beth will begin making a cheesecake!

Write a short sentence that uses each homophone (pp. 33 and 77).
\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#
aloud $\qquad$
allowed $\qquad$
ans


Circle whether the sentence is a run-on sentence or contains a comma splice. Then

 COMMA SPLICE

The engine will be repaired, for it no longer propels the car forward.
I saw that my dress's seam did not unravel I sighed in relief.
I saw that my dress's seam did not unravel. I sighed in relief.
Whose recipe won first prize what was the main ingredient? RUN-ON
Whose recipe won first prize, and what was the main ingredient?

```
am curious, who's going to run the business while you're away? RUN-ON COMMA SPLICE
```

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

1. Germany is in central europe. The netherlands, belgium, and luxembourg lie to the west of germany. France, switzerland, Austria, poland, and the czech Republic also share a border with Germany.
2. The official language of germany and austria is german. It is also one of the official languages of switzerland and Belgium. Switzerland's other official languages are french, Romansh, and italian.

Underline each prepositional phrase and add commas where needed (pp. 88-89). Then circle the correct Commonly Confused Word.

1. On the fourteenth of February we will tour the inside of the state capitol| capital.
2. After the embarrassing mistake I hope that you can accept| except this cake with my apology.
3. Jake's family will stop for desert | dessert at the ice cream shop near the beach.
4. Because of the pump's loose lose hinge water is always dripping into the trough.


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

## 困

## - Writing Workshop

## Editing the Story: Part 2

Using proper grammar and spelling is one way to improve your story. Another way to improve your story and to create depth is to use sensory description.

SENSORY DESCRIPTION
The use of sight, smell, sound, taste, and touch details in writing is called sensory description. It allows the reader to feel like he or she is immersed in the story.
Look at these examples of sensory description from The Good and the Beautiful Library books.

- The use of sight in The Falcon of Eric the Red: She was watching, as Jon knew, with eager eyes for some quarry to cross the space between herself and the earth, or for the lure that would sweep about the boy in widening circles as, with practiced hand, Jon might swing the long walrus rope, at the end of which four bird wings were deftly tied.
- The use of touch or feeling in Back to Poplar Street: Their faces were red and hot and streaked with sweat, and their hands were scratched all over.
- The use of sound in Boy of the Pyramids: Sailors shouted at each other, oars scraped together, and every so often there was a sharp snap of an overseer's whip on a slave's bare back.
Below are the same sentences with the sensory description removed.
- Less descriptive version of the same sentence from The Falcon of Eric the Red: She was watching for something to cross between herself and the earth, or for the lure that would circle about the boy.
- Less descriptive version of the same sentence from Back to Poplar Street: Their faces were hot, and their hands were scratched.
- Less descriptive version of the same sentence from Boy of the Pyramids: Sailors talked to each other, oars hit together, and every so often there was a sound of a whip on a slave's back

In the first set of sentences, the reader can see, feel, and hear what the characters in the story see, feel, and hear. The second set of sentences is less ef The child should have added sensory for passage description to at least two passages in his or east two PROOFREADING
The process of reading your story while looking for and correcting grammatical and spelling mistakes is called proofreading. The final step in editing your story is to proofread it! Read through your story one final time. U: The child should have followed the issues. proofreading checklist below to correct some common issues in his or her story.
PROOFREADING CHECKLIST
Capitalization: Make sure the beginning of sentences and proper nouns (specific names of places and people) are capitalized.

Ond-of-Sentence Punctuation: Each sentence should end with proper punctuation.

Commas and Semicolons: Look for and fix run-on sentences and comma splices. Make sure introductory prepositional phrases of four words or longer are set off with a comma.

O Dialogue: Each time dialogue switches characters, start a new paragraph.
TIP: Print out your story and mark errors with a colored pen or pencil as you proofread. Then use that paper to correct the final draft of your story

TIP: Read the story aloud slowly, looking for one checklist item at a time.


## PARENT/TEACHER

Quiz the child on the Challenging Spelling Words (p. 192). Dictate the words aloud and have the child write them on a whiteboard. If the child has not yet mastered any of the spelling words, have him or her continue practicing the words as you continue on with the next unit. The child may simply practice by being quizzed on the words daily or by using the spelling practice sheets in the Appendix of this course book.Quiz the child on the unit ladders on page 193.Check the child's work when this lesson has been completed.

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


## 

## Spelling Workshop

## Spelling Rule: Changing $y$ to I

Words that end with a consonant $+Y$ must have the $Y$ changed to an I before adding any suffix. (Example: happy-happiness).

Use Spelling Rule: Changing Y to I and fill in the missing answers in the chart below.

| Base Word | Suffix | Base Word with Suffix |
| :---: | :---: | :---: |
| ready | -ly | readily |
| tidy | -ness | tidiness |
| justify | -able | justifiable |
| dirty | -er | dirtier |
| grizzly | -est | grizzliest |
| envy | -able | enviable |
| merry | -ment | merriment |
| rely | -able | reliable |
| lovely | -er | lovelier |

## Words with QU

Write QU in uppercase letters on the blanks to complete each word. Then write each word on the green blank.

| $\qquad$ int squint | ac QU aint $\qquad$ acquaint | QU est ques $\dagger$ |
| :---: | :---: | :---: |
| uni_QUe | QUeasy | s QU_all |
| unique | queasy | squall |
| QUack | e QU ator | ade QU ate |
| quack | equator | adequate |

LESSONS 79-80(GETMOM RETEM(2)
ofer Parent/Teacher $\stackrel{\circ}{\circ}$
Read the following information aloud to the child: Section reviews give you practice with the grammar, punctuation, and usage concepts learned in this course without having you overpractice concepts that you have mastered. These reviews also give you practice working on exercises for an extended period of time. This helps you to extend focus and attention span and to be better prepared for any type of testing you will have to do in the future. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed.
For Lesson 79 have the child complete all the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section.

- For Lesson 80 quiz the child on Geography \& Grammar Cards. Remember, the child has through Level 7 to master all the cards. Place mastered cards in the bag labeled MASTERED and have the child review them occasionally. Then have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in the course. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading or move on to the next lesson.
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## Capitalization with Titles

Write the title of each book with correct capitalization. Remember to underline the titles. For titles of books, songs, movies, newspapers, artwork, and magazines, always capitalize the first and last words and all other words except for articles (the, a, and an) and short, unimportant words such as and, as, but, in, of, to, or, at, if, or for.

1. tino and the typhoon

Tino and the Typhoon
2. jeanne-marie and her golden bird
Jeanne-Marie and Her Golden Bird
3. the sign of the anchor
The Sign of the Anchor

| Additional Practice |
| :--- |
| Capitalization with Titles |

Write the title of each book with correct capitalization. Remember to underline the titles.

1. the falcon of eric the red

The Falcon of Eric the Red
2. the dachshunds of mama island

The Dachshunds of Mama Island

UNIT $4 \mid 251$

## Quotation Punctuation

Insert commas and periods where needed. Place three short lines ( $\equiv$ ) under letters that should be capitalized. Write $l \mathrm{C}$ above letters that should be lowercase. See pages 152 or 158 if needed for review.

1. "I was disappointed," sighed Victor, "But I completed the chore anyway"
2. Deb exclaimed, "what a marvelous sunrise. The colors are gorgeous"
3. "Let's hike the waterfalls trail this weekend", Dad said. "Amanda has not hiked that trail before, so it should interest and challenge her"."
4. "Please help me", cried Zach/, "For l’ve gotten my foot stuck",

## Additional Practice

## Quotation Punctuation

Insert commas and periods where needed. Place three short lines $(\equiv)$ under letters that should be capitalized. Write $l c$ above letters that should be lowercase. See pages 152 or 158 if needed for review.

1. "Let's get going soon" Mother called "for we don't want to be laté"
2. "Today you will go on a nature hike in these beautiful hills" said our teacher. " $\underset{\equiv}{\underline{w}}$ is ready to begin?"
3. "The muffins are fluffy" exclaimed Jim, "And they are absolutely delicious!"


## Parts of Speech

Circle the correct part of speech for each purple word.

| 1. The bedraggled barn was falling apart. | ADVERB \|ADJECTIVE |
| :--- | :--- |
| 2. The boy deliberately broke the rules. | NOUN \|VERB |
| 3. The sun shone radiantly. | ADVERB\| ADJECTIVE |
| 4. We reached the crest of the hill. | ARTICLE\| PRONOUN |
| 5. We are immensely grateful for the medicine. | NOUN\| VERB |
| 6. We had ample time to read the book. | NOUN \| PRONOUR |

## Additional Practice

## Parts of Speech

Circle the correct part of speech for each orange word.

| 1. The long walk gave us time to chat. | ADVERB \| ADJECTIV: |
| :--- | :--- |
| 2. The gorgeous furniture is quite sturdy. | NOUN\| VERB |
| 3. The cruel wind sharply whipped around the tree. | ADVERB\| ADJECTIVE |
| 4. We can spot the difference quite easily. | ARTICLE\| PRONOUN |
| 5. What languages are you interested in learning? | NOUN \| RRONOUB |
| 6. My dear friend came for a visit last weekend. | NOUN \|VERB |

## Sentence Diagramming

Diagram the sentences below. Remember to include AJ under adjectives and $A V$ under adverbs. See pages 74 and 217 if needed.

Carefully measure the soft material.


Alicia and Juan used the new scissors.


Draw your own lines as you diagram these sentences:
Walk the scruffy dog briskly


Neatly write your answers.


Additional Practice

## Sentence Diagramming

Diagram the sentences below. Remember to include AJ under adjectives and AV under adverbs. See pages 74 and 217 if needed.

Eli kindly helped and intently listened.


Thoroughly knead the sticky dough.


Thoroughly wash the dyed yarn.


UNIT 4 | 253

## Dependent Clauses, Subordinating Conjunctions \& Prepositional Phrases

For each sentence below, draw a box around each prepositional phrase AND/OR underline the dependent clause and place a circle around the subordinating conjunction. See pages 88-89, 141, and 149 if needed.

1. Whilethere is still sunlight, the guests can stroll through the gardens.
2. After she listened to the presentations, Alice awarded prizes to the winners.
3. At the roded Kyle tied a lasso tightly 0 thad it wouldn't come loose.
4. After sunset we will probably see some fireflies in the meadow.
5. Between Tuesday and Thursday, Mary will have a booth at the fair.
6. In the heat ff summer, we will need to water the vegetables every night.

Additional Practice
Dependent Clauses, Subordinating Conjunctions \& Prepositional Phrases

Write $P$ in the box before each sentence that begins with a prepositional phrase. Place a circle around the subordinating conjunction and a D in the box before each sentence that contains a dependent clause.

| D | 1. Untill read the book, I will wait to watch the movie. |
| :--- | :--- |
| P | 2. Beyond the barn there is a deep pond filled with trout. |
| P | 3. After the unruly storm last week, we've been picking up sticks. |
| D | 4. Since $m y$ niece came to visit, she's helping with the chores. |
| P | 5. Opposite the farm there is a hiking trail leading to a creek. |

## Imperative Sentences

Underline the three imperative sentences (commands) in the text below from The Clockmaker's Son. See page 200 if needed.
"Take my horse. Just let him lead. He knows the way home. Get my family. They will bring their coach."
"Oh, I-I'm sorry, I've never ridden a horse. I couldn't possibly do that. And what if the horse doesn't go
 home? What if he wanders into the forest?" Fritz shuddered at the thought of being lost in the forest again-maybe this time in the dark on a horse that he didn't even know how to stop.

## Additional Practice

## Imperative Sentences

Underline the imperative sentence (command) in each paragraph from The Clockmaker's Son.
I. "Oh dear," he said aloud, grimacing at the amateur picture. Just then, their goat Nodo came click-clacking over the cobblestones to Fritz. The goat took a big bite out of the paper. "Yes, eat the whole thing," said Fritz. The goat was happy to oblige.
2. Twenty minutes later, Jakob appeared with Fritz's braces and crutches. "Run in to your mother, Flora, dear. Are you ready, Fritz?"
3. "Elsie! Come on over!" Peter called.

## Dependent $\mathcal{E}$ Independent Clauses

In each sentence below, underline each independent clause, circle the subject of each independent clause, and place a box around the coordinating conjunction

1. "It wasn't me, but(1)can't tell you who it is. That personwants to remain anonymous."
2. Tree trunkskept appearing out of the mist, however, and ritzquickly knew he was lost.
3. Peter didn't take his eyes off the schoolmaster, for (it was against the rules to not pay strict attention to the schoolmaster at all times.


## $\square$ Additional Practice

## Dependent \& Independent Clauses

In each sentence below, underline each independent clause, circle the subject of each independent clause, and place a box around the coordinating conjunction

1. "Hisactionswere so very wrong, but the (ible teaches us to love our enemies."
2. (He)looked around and had no idea which direction to go, so God to help him find a way out of the forest

## Commas

To the sentences below, add commas where needed, and then circle the reason for needing the comma(s). See the following pages if needed: 206 (dates), 138 (series), 153 (dependent clauses).

1. Her daughter and niece will attend the class on Tuesday January 22. COMMAS IN DATES| COMMAS IN A SERIES | COMMAS WITH DEPENDENT CLAUSES
2. Before I cut the material 1 should measure it again.
commas in dates | commas in a series Commas with dependent clauses
3. The languages that Emma can speak are English French and Korean. commas in dates |commas in a serieg| Commas with dependent clauses
4. Although I like to be spontaneous $I$ will still plan for my future. COMMAS IN DATES | COMMAS IN A SERIES | COMMAS WITH DEPENDENT CLAUSES

## Additional Practice

## Commas

To the sentences below, add commas where needed, and then circle the reason for needing the comma(s).

1. The Statue of Liberty's dedication ceremony was on October 281886 . COMMAS IN DATES| COMMAS IN A SERIES | COMMAS WITH DEPENDENT CLAUSES
2. He'll probably mow the grass clean the pool and water the garden. COMMAS IN DATES | COMMAS IN A SERIES| COMMAS WITH DEPENDENT CLAUSES
3. Hannah invited her guest her mom and her sister to the craft fair. COMMAS IN DATES | COMMAS IN A SERIEG| COMMAS WITH DEPENDENT CLAUSES
4. When we get to the nature preserve let's hike to the waterfall. COMMAS IN DATES | COMMAS IN A SERIES |๔MMAS WITH DEPENDENT CLAUSEE


Have the child read this section aloud
Poetry: Meter and Rhythm

In The Clockmaker's Son, Fritz writes poetry for a poetry competition that his school is having. In this unit we will explore poetry in more depth.

Let's first explore why poetry matters. We don't need poetry to live; that is a fact. However, we also don't need roses climbing up a garden wall, white swans floating on blue rivers, or over 17,000 species of butterflies to live. These things beautify our world just as poetry does. Yes, we can live without poetry, but when poetry becomes a part of our lives, we live more richly.
Poetry can be one of the most powerful forms of language. The child who grows up reading well-written poetry is more likely to notice the wildflowers by the roadside, to feel pleasure in well-crafted words, and to be a great writer.

The first thing we will study about poetry is meter and rhythm
Meter is a pattern of stressed / and unstressed $\smile$ syllables in a poem. Stressed means emphasized. For example, in the word SUNSHINE, SUN is naturally stressed (emphasized). Some poems have a regular meter, and some do not. A regular meter gives poetry a rhythmical, melodious sound.

In poetry a foot has a certain number of syllables in it, usually two or three syllables. The foot pattern is repeated throughout the poem.

There are several kinds of meters. Here are two of the most common:

```
iamb [l-am] (unstressed, stressed) \smile /
rochee [TRO-key] (stressed, unstressed) / `
```

The beat pattern for the first stanza of the poem "Friends" has been given in red. Study the beats and answer the questions by underlining the correct answers.

1. Does the stanza have a consistent meter? YESI NO 2. Which meter does the poem use? (iamb I trochee

Friends
By Abbie Farwell Brown
How good to lie a little while And look up through the trée! The sky is like a kind big smile Bent sweetly óver mé.


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


- Work on unit ladders (p. 257) for about 3 minutes $\left.\begin{array}{c}\text { New } \\ \text { Concept }\end{array}\right)$ : Linking Verbs
- Read and complete the section

Linking verbs do not express action; they express a state of being. They are called "linking verbs" because they link the subject of the sentence to a word or phrase that renames or describes the subject.

Fill in the blank. Linking verbs do not express action; they express a

## state of being

All forms of the verb "be" can be linking verbs: am, is, are, was, were, has been, are being, might have been, will be, etc.

Write four linking verbs that are a form of the verb "be":
The child should have written four of the linking verbs underlined above
Other verbs can be linking verbs or action verbs. If you can replace the verb with a form of "be" and the sentence makes sense, it is a linking verb. For example, "Amy SEEMS happy" could be "Amy IS happy."

| More Verbs That Can Be Linking Verbs |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| feel | look | smell | sound | taste |
| grow | stay | turn | appear | get |

In the following sentences, the linking verb is underlined. On the blank line after each sentence, write a form of the verb "be" that you could use to
replace the underlined verb. Both the underlined verb and the verb you write are linking verbs.

1. They seem really nice. $\qquad$ Linking verb use
2. Roger felt sick. $\qquad$ was will vary.
3. The waterfall will look beautiful. $\qquad$
4. The bread smells delicious. will be
5. The book remained on the floor. $\qquad$ was
6. The salad tastes good $\qquad$
7. The sky grew dark. $\qquad$
$\qquad$

## Underline the linking verbs.

1. My brothers are very smart.
2. The flowers look beautiful in the vase.
3. This sweater feels so soft.
4. That music sounds beautiful
5. The road is bumpy.

## ; Assigned Reading

Read Chapter 14 of The Clockmaker's Son, and then circle the correct answers.

1. Circle the character trait that Fritz shows in this chapter:
forgiveness | rudeness | thriftiness | competitiveness
2. After a good cry about losing his poems, Fritz decided it was time to move on and be cheerful. TRUE FALSE

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

## 

## Writing Workshop

## Introduction to Essay Writing

During your life you will be required to write many different kinds of essays, papers, talks, speeches, letters, or other nonfiction writings. Learning to organize information and write well are skills that will bless your life.
The introductory (beginning) paragraph in an essay usually has an attention-grabbing opening, a transition to the thesis statement, and a thesis statement.

Eight Ways to Start an Introductory Paragraph
First impressions are important. You do not want to start an essay by flatly stating what you are going to be writing about. Think of your first sentence as a hook that grabs your reader's attention and interest. Be creative and show your personal style.

An introduction could include any of the following items:
. An interesting fact or surprising statistic
A thought-provoking question
3. A short personal experience
. A short but interesting and applicable quote
5. An attention-grabbing statement
6. A short but interesting story .
7. Historical background
8. Vivid description

In the box below each sentence, write which of the eight ways to start an introductory paragraph is used (e.g., historical background, vivid description). Each way to start an introductory paragraph is used only once in the answers below.

Margaret Young said, "Climbing is as close as we can come to flying."


In 2007, almost 30 million Americans participated in hiking.
$\geq$ An interesting fact or surprising statistic $<$
The 15,781-foot, snow-peaked mountain looms above as the trail dips down into the green valley.


Would you like to improve your health, sleep better at night, and experience something beautiful?


Last summer my friend invited me to go hiking.


After his wife died, Paul Stutzman took a remarkable 2,176-mile hike in search of


If I could be anywhere in the world, I would be on a mountain.


Taking a walk for pleasure became popular in the 18 th century.
$\geq$ Historical background $\leq$

## Writing a Thesis Statement

－Essays are centered around a thesis statement，which is the central point or idea of the whole essay．
－A thesis statement indicates what you will be emphasizing in your essay．
－A thesis statement helps you as a writer to focus and avoid wandering from your main idea as you write．
－A thesis statement is usually one sentence and is at the end of the first paragraph．

What Makes a strong Thesis statement？
1．It is written concisely（giving information clearly without a lot of words）．

2．It narrows the topic to a specific main idea．
3．It contains only ideas or points discussed in your essay．
4．It creates interest and makes the reader curious enough to want to read the rest of the essay．
5．It does not start with phrases like＂In this paper I will ．．．．＂or＂The purpose of my essay is to show ．．．＂

## Based on the information above，fill in the missing words．

1．The thesis statement is the central＿＿＿point or idea＿＿of the $\qquad$ essay．

2．The thesis statement narrows the topic to a $\qquad$ main idea．

3．The thesis statement is usually only＿＿＿one sentence and is at the
$\qquad$ of the $\qquad$ paragraph．
－Underline the thesis statement in each of the following opening paragraphs．
－In the box below each paragraph write which of the eight ways to start an introductory paragraph is used in the example．


## Opening Paragraph \＃1

Is a book that was written 100 years ago really that important to read？Why should I care about reading classical literature？Some people may ask themselves these questions in a world that is flooded with instantly entertaining books that are fast and easy to read． However，there are good reasons that classical books are still being printed today while popular＂quick－read＂ books come and go．Classical literature is of great value because it usually explores important ideas and principles， gives greater understanding of history and cultures，and expands the reader＇s mind by using more complex writing techniques．


| Opening Paragraph \＃2 |  |
| :--- | :--- |
| Joe J．Christensen said，＂What we choose to read will | Attention－ |
| Grabbing |  |
| make a huge difference in the development of our minds | Opening |
| and character．＂I believe this quote is true；books are more |  |
| important than we realize．We should choose wisely the | Transition |
| to Thesis |  |
| books we read because what we read affects our lives in | Thesis |
| profound ways． |  |



## PARENT／TEACHER

$\square$ Dictate the sentences．
－ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ $\infty$

Have the child circle the coordinating conjunctions．
1．I guarantee I received a receipt，but）it＇s difficult to read．
2．A surprise isn＇t necessary，and it will interrupt the meeting．
3．It＇s acceptable to choose a familiar topic for your report，（but） make sure you still do your research．
4．The book is difficult，but）its message is inspiring．
Have the child read these new and review terms and definitions．
－mused［MYOOZD］－to thoughtfully say or think about something （Ben sat by the creek and mused over how to spend the prize money．）
－colleague［CALL－leeg］－a coworker or someone in the same profession（Jan＇s colleague urged her to attend the seminar．）
－impartial［im－PAR－shul］－fair，equal，and without preference（The historian offered an impartial observation．）
－ominous［AH－mih－ness］－indicating or foreshadowing a bad outcome or event（The ominous clouds worried the sailors．）
－dejectedly［dih－JEK－ted－ly］－to do something in a depressed or sad manner（After their loss the team walked dejectedly back to the bus．）

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


Wash the dirty bike quickly．


## Homophones

$\square$ Circle the homophone that＇s a verb．Write a sentence for each word

－LESSEN to make less

$\left.\qquad \begin{array}{c}\text { New } \\ \text { Concept }\end{array}\right) ;$ Helping Verbs $\div$
$\square$ Read and complete the section.

A helping verb, also called an auxiliary verb, helps show the tense of the main verb. For example, in the purple sentence, the helping verb, which is underlined, helps to show that the action will happen in the future.

I will go to the store. (will = helping verb, go = main verb)
The most common helping verbs are forms of "to be," "to do," and "to have."
I am reading the book. ( $\mathrm{am}=$ helping verb, reading $=$ main verb)
Amy does like the book. (does = helping verb, like = main verb)
I have read the book. (have = helping verb, read = main verb)

## Underline the helping verb or verbs and circle the main verb in each sentence.

1. I am istening to the wind in the leaves.
2. He was eaning against the tall tree.
3. I had hoped for a bird's nest in the tree.
4. The student is trying his best.
5. We should help that lady.
6. The girl was oracticing her violin.
7. They shall spend the night in a tent.
8. I might want some help.
9. I have alwayswanted puppy.
10. The baby can crawl now.
11. We had been sitting)on the porch for an hour

12. A sincere prayer does makea difference.

## ; Assigned Reading

Read Chapter 15 of The Clockmaker's Son, and then write a brief summary of the chapter that is at least four sentences long.

## 

 $\bullet$ Spelling Workshop
## Challenging Spelling Words



## Commonly Confused Words

Study the Commonly Confused Words THAN and THEN on page 257. Then read the sentences below and underline the correct word choice for each sentence.
I. If you want to come, (than | then) please fill out the application.
2. My brother loves rock climbing, but it scares me too much. He has always been more audacious (than | then) I have been.
3. The lake is more placid (than | then) it was yesterday during the storm.
4. Emma finished the difficult assignment; (than | then) she rode her bicycle.
5. Nothing rankles me more (than | then) being cut off on the freeway.

Spelling Rule: Singular Words that End with S
When a word ends in $S$ but is not plural, usually add a Silent $E$.
Considering the spelling rule above, determine which underlined word is spelled correctly and write the correct word in the blank space.

| We watched the eclips. | We watched the eclipse. | eclipse |
| :--- | :--- | :---: |
| I'll decreas my speed. | I'll decrease my speed. | decrease |
| Two orchestras are playing. | Two orchestrase are playing. | orchestras |
| I immerse myself in light. | I İmmers myself in light. | immerse |
| My voice is $\underline{\text { hoars. }}$ | My voice is $\underline{\text { hoarse. }}$ | hoarse |
| Pick ten $\underline{\text { orchids. }}$ | Pick ten orchidse. | orchids |
| I eat $\underline{\text { mousse }}$ for dessert. | I eat $\underline{\text { mouss for dessert. }}$ | mousse |

Contractions



Have the child read this section to you.

## Alliteration in Poetry

Alliteration is when words that are next to each other or close together have the same beginning sound. Look at the alliteration in this sentence: "I love the soft sound of sighing wind."

I will read the following poems by Evaleen Stein (author of Gabriel and the Hour Book) and circle one use of alliteration in each poem

The Birds' Bath
The child should have circled one instance of alliteration in each poem

In our garden we have made Such a pretty little pool, Lined with pebbles neatly laid, Filled with water clean and cool

When the sun shines warm and high Robins cluster round its brink Never one comes flying by But will flutter down to drink

Then they splash and splash and splash Spattering little showers bright All around, till off they flash Singing sweetly their delight.


## Up. Little Ones

A robin redbreast, fluting there
Upon the apple bough,
Is telling all the world how fair
Are apple-blossoms now;
The honey-dew its sweetness spills
From cuckoo-cups, and all
The crocuses and daffodils
Are dressed for festival!

Such pretty things are to be seen,
Such pleasant things to do,
The April earth it is so green,
The April sky so blue,
The path from dawn to even-song
So joyous is today,
Up, little ones! Dance along
The lilac-scented way!
The Firefly
Flash and flicker and fly away
Trailing light as you flutter far
Are you a lamp for little children, say?
Or a flake of fire from a falling star?

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


Work on Geography \& Grammar Cards for 3-5 minutes.

## Map Reading: Gelimany

$\square$ Complete the section for the political map shown on this page.

1. What country borders Germany on the north?
 Denmark
2. How many countries border Germany? $\qquad$ in $\quad$ -
3. What is the capital city of Germany (in bold by a red box)?
$\qquad$
4. What country is directly east of Berlin? $\qquad$ Poland $\qquad$
5. The thin purple lines on Germany show the division of states. How many states are in Germany? $\qquad$ The Black Forest is in the state of Baden-Württemberg. Circle the region of Germany this state is in: Northwest Germany | Southeast Germany Southwest Germany
6. What two seas does Germany border? $\qquad$ North Sea

$\square$ Complete the section using the chart to the right. Population density means the number of people living per unit of area.

Which of the three countries has the highest population density?
$\square$ Germany $\quad$ Which of the three countries has the highest total population? $\qquad$ United States

## Linking Verbs

Read and complete the section. See page 259 if needed.
In the following sentences, the linking verb is underlined. On the blank line after each sentence, write a form of the verb "be" that you could use to replace the underlined verb. Both the underlined verb and the verb you write are linking verbs.

1. My colleague grew angry.
2. That food smells tasty. $\qquad$
3. Unfortunately, the milk turned sour.
4. The garden looks nice. $\qquad$
Linking verbs will vary.
Acceptable forms of the verb "be" are below.
5. The dark clouds remain ominous. been, have been, will be
6. The man appears dejected. $\qquad$
Underline the linking verbs. Not every sentence has a linking verb. Remember that forms of the verb "be" are linking verbs.
7. The windmill is tall.
8. The sun appears bright.
9. A breeze blows lightly.
10. The blades are long.
11. I love the rolling hills.
12. The sun grows brighter.
13. The birds sound happy.
14. Abe mows the lawn.
15. The house looks tidy.


Each sentence below starts with a prepositional phrase. Prepositional phrases always start with a preposition (under, through, from, of, on, up, etc.). Underline the prepositional phrase, place a comma after the prepositional phrase if it is four words or more, and circle the linking verb in each sentence. Write the form of "be" that you could use to replace the linking verb. $\qquad$

1. In the small courtroom the judge appearstired. $\qquad$ -
2. Around the corner the crowd grows)larger and larger. $\qquad$
. After the storm the blanket feltwet. __was
3. Under the tin roof this rain sounds) beautiful. $\qquad$ -
Some verbs can be either linking verbs or action verbs. Verbs related to the five senses (smell, sound, taste, etc.) are often this way. If a verb is used to express a state of being and could be replaced with a form of the verb "be," it is a linking verb. Otherwise, it is an action verb.

Is the underlined word in each sentence an action verb or a linking verb? Underline the correct choice.

| 1. This road often gets hot. | ACTION I LINKING |  |
| :--- | :--- | :--- |
| 2. | Nathan got a cut on his knee. | ACTION I LINKING |
| 3. | The road appeared muddy. | ACTION I LINKING |
| 4. I feel refreshed after my nap. | ACTION I LINKING |  |
| 5. The scent from the skunk smells terrible. | ACTION I LINKING |  |
| 6. The dog smells an animal near us. | ACTION I LINKING |  |
| 7. Your voice sounded beautiful. | ACTION I LINKING |  |



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

## 

## Writing Workshop



Optimism Essay: Part 1
Optimism means looking for the best in a situation. In The Clockmaker's Son, Fritz is an excellent example of optimism. Optimism is one way of being of good cheer. Over the next few writing workshops, you will work on writing an essay on optimism. If possible, you should type your essay.

## Outline

The outline for this essay is given to you. An outline is a list that shows what each paragraph or section of your essay will cover. For your essay on optimism, you will use this outline:
I. Opening Paragraph
II. How Optimism Affects Physical Health
III. How Optimism Affects Happiness
IV. Closing Paragraph

The child should have written an opening paragraph following the directions on this page and then used the checklist to check his or checklist her work her work.

Writing Your Opening Paragraph

1. Title your essay as follows, using your own name. Center the text.

Benefits of Being Optimistic
By Gabe Harris
2. Type your attention-grabbing opening by using a question or a statement. You may use any of the following information in your own words. This means you write the same thing or something similar but without using the exact words.

- The simple act of smiling releases feel-good chemicals in the brain. Even a "pretend" smile releases these chemicals.
- Studies show that pessimists (those who look for the worst in situations) are more likely to develop serious illness later on in life than optimists.
- Studies show that optimistic people are less likely to have emotional problems, depression, and bad health.

3. Now write a transition sentence or two to lead to your thesis statement. You may use one of the following sentences or create your own.

- This is just one reason (These are just some reasons) why we should pay more attention to the way we choose to respond to things.
- The way we choose to view life is more important than we realize.

4. Now type one of the following thesis statements at the end of your opening paragraph.

There is no doubt that being optimistic positively impacts your physical health and happiness.

Our physical health and happiness are greatly impacted by how optimistic we choose to be.

## CHECKLIST

O I started each sentence with a capital letter and ended each sentence with appropriate punctuation.
O I do not have any extra spaces between words or sentences. (Use one space between a period and the first word in a sentence.)
O I reviewed the paragraph for correct spelling.


The complete subject is the simple subject with all of its modifiers. Modifiers are words that provide additional information. The complete subjects are underlined in the sentences below.

That cute bunny eats a huge carrot.
Our thoughtful Aunt Betty is cooking a wonderful dinner.
Often, there is more than one noun in a sentence. Not all nouns are subjects. To determine the subject, identify the main verb or verb phrase in the sentence and ask who or what is doing or being.

Underline the simple subject in each sentence.

1. The little girl made a nice apron.
2. An old man down the street wrote a lovely story
3. I watched the beautiful sunset.
4. Thankfully, my mom packed me a huge lunch.
5. The hummingbird zoomed around our yard.

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6. A bright yellow butterfly landed on the pink rose.
7. My family watched a fat worm.
8. Jake kicked the ball into the goal.
9. The hardworking gardener grew cucumbers, peas, and squash. Underline the complete subject in each sentence.

1. The little girl made a nice apron.
2. An old man down the street wrote a lovely story.
3. I watched the beautiful sunset.
4. Thankfully, my mom packed me a huge lunch.
5. The hummingbird zoomed around our yard.
6. A bright yellow butterfly landed on the pink rose.
7. My family watched a fat worm.
8. Jake kicked the ball into the goal.
9. The hardworking gardener grew cucumbers, peas, and squash.

## Homophones

$\square$ Fill in each blank with the correct homophone.


- DISCUSSED: We discussed the problem.
- DISGUST: Tom looked at the rotten food with disgust.
- DOE: A doe is a female deer.
- DOUGH: He made cookie dough.

1. He looked at the dirty bread $\qquad$ with $\qquad$
2. We $\qquad$ what to do with the wounded $\qquad$ doe
3. I feel $\qquad$ toward cruelty.
4. We $\qquad$ what kind of pasta $\qquad$ to make.

## Assigned Reading

Read Chapter 16 of The Clockmaker's Son, and then write about one way that you want to be more like Fritz. Use at least 5 sentences to expand your answer (give examples, reasons, etc.).

## The child should have written at least five

 sentences to describe one way he or she wants to be more like Fritz.If the child did not follow the directions, have him or her read the directions and the example paragraph below to you and discuss ways to improve his or her paragraph.

Fritz is a wonderful example to me. I want to be more like Fritz in the way he forgives others. Fritz felt hurt by his sister when he fell out of the tree, and he also struggled with Gunter taking his poems and using them in the contest. Even though it was hard for Fritz, he worked to forgive and love as Jesus loves. I enjoyed learning that Fritz gave Gunter a Bible. Fritz shared his happiness with his friend. I hope I can be more forgiving


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


## Challenging Spelling Words

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

| guarantee geography syllable interrupt | difficult acceptable vegetable |
| :---: | :---: | :---: |
| 3 Syllables <br> guarantee <br> syllable <br> interrupt | 4 Syllables |
|  | geography |

## Commonly Confused \& Challenging Spelling Words

In the paragraph below, cross out the words THAN and THEN and the spelling words COLUMN and FAMILIAR when they are spelled incorrectly. Then write the correct words above the words you cross out. (See page 257 if needed.)

Today I created a budget for our upcoming vacation. First, I created a column for food expenses. I'm planning on eating a lot of I also want familiar
to try foods that are not familar to me.
Then
Then I made a column for accommodations. Staying in a $\triangle$ is less than
expensive a hotel, so we will camp often.
column
Then I made a folum for travel. We'll take the because it's less than
expensive thenting a car, and I'm familiar with the bus system.


## Facts elobout Castles of Germany

- In germany you will find many thousands of castles but many of the castle's are now in ruins. Because castles were usually built for defensive purposes they were often built in strategic locations.
- Although most castles were built for defensive purposes 를 $\stackrel{\equiv}{\overline{1}}$ King ludwig II but he was only able to spend 11 nights in the castle before he died. The castles beauty attracts many visitor's each year.
- Perched on a cliff, lichtenstein Castle lies in germanys black Forest. Although the castle was destroyed twice it was rebuilt each time.

Insert Comma $=5$ mistakes Place a comma after an introductory dependent clause or to separate two independent clauses connected with a coordinating conjunction (on p. 18).

Delete (an apostrophe, extra letter, etc.) = $\mathbf{2}$ mistakes

Capitalize $=6$ mistakes Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.
noun
© Jenny Phillips

$\begin{gathered}\text { New } \\ \text { Concept }\end{gathered} \quad ;$ Predicates
$\square$ Read and complete the section.
As you have learned, the two necessary parts of a sentence are the subject and the predicate. The subject is the person, place, or thing that is doing the action.

## Underline the simple subject in each sentence.

1. The tiny bug was crawling on the tree branch.
2. A new family moved into the neighborhood.
3. The brave boy told everyone the truth
4. The entire group has been picking berries by the stream.

Underline the complete subject in each sentence.

1. The tiny bug was crawling on the tree branch.
2. A new family moved into the neighborhood.
3. The brave boy told everyone the truth.
4. The entire group has been picking berries by the stream.

The simple predicate is the verb or verb phrase that tells what the subject does or is. The simple predicates are underlined in the sentences below.

We have been planting the lovely flowers. | The bear sleeps in a cave.

The complete predicate is the simple predicate with all of its modifiers. The complete predicates are underlined in the sentences below.

We have been planting the lovely flowers. | The bear sleeps in a cave.

## Underline the simple predicate in each sentence.

1. The tiny bug was crawling on the tree branch.
2. A new family moved into the neighborhood.
3. The brave boy told everyone the truth.
4. The entire group has been picking berries by the stream.

Underline the complete predicate in each sentence.

1. The tiny bug was crawling on the tree branch.
2. A new family moved into the neighborhood.
3. The brave boy told everyone the truth.
4. The entire group has been picking berries by the stream.

## Assigned Reading

$\square$ Read Chapter 17 of The Clockmaker's Son, and then answer the questions with full sentences.

1. What are two things that caused the Vogel family to be in financial trouble?

## The Vogel family had financial troubles because Father had

 used all the money to fix the roof and buy more hay for theanimals.
2. Why didn't Fritz tell the teacher that Günter stole his poem?

## Fritz dian't tell the teacher because something had spoken to

his heart and told him to be still and wait quietly.

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

## 

## Writing Workshop



Optimism Essay: Part 2
It's time to continue working on your essay, which has this outline


You have written the opening paragraph for your essay. In this workshop you will continue on with your first body paragraph ("How Optimism Affects Physical Health"). First, let's review what you have learned about creating an effective paragraph from previous lessons.

1. Begin with a topic sentence, which tells the reader what the paragraph will be about.
2. Explain the ideas in the topic sentence, but stick to only the ideas in the topic sentence.
3. End with a closing sentence, which 1) summarizes the main idea, 2) gives final thoughts or opinions, and/or 3) transitions to the next paragraph.
Writing Your First Body Paragraph
4. Use any of the information below or in the next column to create a topic sentence or use one of the following topic sentences:

- Optimism has several benefits to physical health.
- Being optimistic has shown a number of health benefits.
- We all know that things like exercise and sleep affect our physical health, but optimism also impacts our physical bodies

2. Continue your paragraph by writing at least four sentences that explain your topic sentence. Use information from the bottom of the page if desired, but write it in your own words. Use transitional words such as these: first, second, also, additionally, one of the, another, for example, other studies show, another benefit, in addition.
3. Write a closing sentence to your paragraph that summarizes the main idea, gives final thoughts or opinions, or transitions to the next paragraph. Alternately, you may use one of these closing sentences:

- It's hard to ignore the importance of optimism when you consider all the physical benefits it brings. (summarizes)
- These physical benefits of optimism are amazing, but there are other benefits to be gained by a positive outlook. (transitions to the next paragraph you will write)


## Facts About Optimism and Physical Health

Studies show that optimistic people tend to live longer than people with negative attitudes. It's amazing to think that simply looking on the bright side can lengthen your life span.
Optimism affects your immune system, allowing your body to better fight sickness and disease. Our incredible bodies are able to do their jobs of healing more quickly when we are thinking on the bright side of things.

- Studies show that optimists have a much lower risk of heart problems than pessimists. Optimists definitely have healthier hearts.
- Do optimistic people recover more quickly from a serious illness? Yes, they do. Optimism has definitely been shown to speed up recovery.


A verb phrase is the helping verb or verbs plus the main verb. The verb phrases are underlined in the following examples:

I have been hoping to ride a pony. I I am having a great day!
Underline the verb phrase in each sentence.

1. I am waiting for the rain to stop.
2. He was watering Grandma's garden
3. I had hoped for a miracle.
4. We had been sitting on the porch for an hour.
5. The student is trying his best.
6. We should help that lady.
7. The baby can crawl now.
8. They shall spend the night in a tent.
9. I might want some help.

For about 30 seconds, study the overall beauty and the small details of the painting on this page.

Write two sentences about the painting that have verb phrases and circle the verb phrases.
 he or she used in each


## Subjects and Predicates

$\square$ Read and complete the section.
As you have learned, the two necessary parts of a sentence are the subject and the predicate. The subject is the person, place, or thing that is doing or being the action. The predicate is the verb or verb phrase that tells what the subject does or is.

For each sentence, underline the simple subject and circlethe simple predicate. The first one is done for you as an example.

1. The clouds were drifting across the mountain peaks.
2. Tim carriedthe laundry outside for Mother.
3. The ice on the lakethas been melting in the sunshine this week.
4. Josette is stirring the soup over the fire.
5. Sherhas made enough for everyone.


## $\left.\begin{array}{c}\text { New } \\ \text { onceret } \\ \text { Nose }\end{array}\right)$ Sentence Structures

Read and complete the section.
A simple sentence is made of one independent clause (a clause that can act as a sentence on its own).
Example: Rico took the cows to the pasture
A compound sentence is made of two or more independent clauses joined by a coordinating conjunction or semicolon.
Examples: It's cold, so I shut the window. | It's cold; I shut the window.
A complex sentence is made of an independent clause and one or more dependent clauses. (Dependent clauses are underlined below. See pages 141, 149, and 153 for more information on dependent clauses.)
Examples: If it rains, we'll leave. | We'll leave if it rains.


## Assigned Reading

Read Chapter 18 of The Clockmaker's Son.


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


## - Spelling Workshop

## Challenging Spelling Words

Read each Challenging Spelling Word below, and then spell it aloud twice. Write each of your spelling words diagonally in the banner that shows its correct part of speech. See page 197 if needed.


Commonly Confused \& Challenging Spelling Words
Write a sentence for each set of purple words. (See page 257 if needed.) Also, use an adjective in the sentence and circle it. (See page 197 if needed.)
2. Than/vegetable $\qquad$

## Spelling Rule: Singular Words that End with S

When a word ends in S but is not plural, usually add a Silent E .
Considering the spelling rule above, determine which underlined word is spelled correctly and write the correct word in the blank space.

| We'll rehears the song. | We'll rehearse the song. | rehearse |
| :--- | :--- | :--- |
| It's a tortois shell. | It's a tortoise shell. | tortoise |
| The universe is huge. | The univers is huge. | universe |
| I have two receiptse. | I have two receipts. | receipts |
| The diseas is serious. | The disease is serious. | disease |
| I suppose you're right. | I suppos you're right. | suppose |
| He feels remorse. | He feels remors. | remorse |

Contractions


Lesson
87


## PARENT/TEACHER

- Quiz the child on the Challenging Spelling Words (p. 256). If any words are misspelled, consider doing extra practice for the spelling words by quizzing the child on the words daily or by using the spelling practice sheets in the Appendix of this course book.Check the child's work when this lesson has been completed.

ge


Complete the review exercises.
Underline the correct sentence in each group (p. 85, second column).

1. Harry's and Kevin's eyes are brown.

Harry and Kevin's eyes are brown.
2. The farmer and the plumber's solutions are quite different. The farmer's and the plumber's solutions are quite different.
. Blake and Haddie's dog is so cute. (They share the dog.) Blake's and Haddie's dog is so cute. (They share the dog.)

## For the following sentences, underline all the prepositional phrases and

 insert commas where needed (p. 88).1. From the front window I see the penitent boy crying at the park.
2. Beyond the lake I vaguely see a hiker.
3. Within the pages of the book a perplexing mystery evolves
4. During a raging storm I was compelled to walk through the canyon.
5. The courageous woman lives down that street.

Write the correct vocabulary word in each blank.


Underline the item each sentence contains: a compound subject, a compound verb, or a compound direct object (pp. 73 and 101).

1. Yesterday we picked strawberries and peaches. COMPOUND SUBJECT I COMPOUND VERB | COMPOUND DIRECT OBJECT
2. The bees and the butterflies love those flowers. COMPOUND SUBJECT I COMPOUND VERB \| COMPOUND DIRECT OBJECT
3. The Bible teaches truth and gives comfort. COMPOUND SUBJECT I COMPOUND VERB | COMPOUND DIRECT OBJECT
4. The words of Christ bring peace and light. COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT


Fill in the blanks with the correct word: to or too (p. 46).
It's not __too_ early for you __ to_ invite Jill _too.

Read each sentence. Circle whether the sentence contains a run-on sentence or a comma splice. Underline all the correct ways to fix the sentence.


Rewrite each run-on sentence to fix it three ways (p. 106).
Run-On Sentence: The assignment is difficult it is necessary

| Comma and Coordinating Conjunction |
| :---: |
| The assignment is difficult, but it is necessary. |
| Semicolon |
| The assignment is difficult; it is necessary. |
| Period |
| The assignment is difficult. It is necessary. |

Diagram the sentence. Remember to put AJ under adjectives and AV under adverbs (p. 74).

The mayor and the librarian graciously donated many books.


## Edifing

$\square$ Edit the facts，and then enjoy the photos of Germany on this page．

## Facts enobout Germany

－The Zugspitze is the highest mountain in germany and it rises 2，962 meters above seaこ level．
－Germany is the seventh－largest country in Europe $\AA$
－The currency used こin Germany is called the euro．
－Germany shares borders with nine other countries， including工Austria，france and Luxembourg．
－German is the official language of Germanyand it is widely spoken in other european countries．
－Germany is composed of sixteen states Bavaria is the largest state．

Insert Comma $=3$ mistakes Place a comma before a coordinating conjunction（for，and，nor，but，or，yet，so）that joins two independent clauses．Use commas to separate words in a series．Insert Period＝ 2 mistakes

Capitalize $=3$ mistakes Capitalize the names of nationalities， countries，regions，and languages because they are proper nouns．

Close up extra space（s）＝ $\mathbf{3}$ mistakes


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


## Writing Workshop



Optimism Essay：Part 3
It＇s time to continue working on your essay，which has this outline：

I．Opening Paragraph
II．How Optimism Affects Physical Health
III．How Optimism Affects Happiness
IV．Closing Paragraph
You have written the opening paragraph and your first body paragraph．In this workshop you will continue with the second body paragraph（＂How Optimism Affects Happiness＂）．First，let＇s review what you have learned about creating an effective paragraph from previous lessons．
1．Begin with a topic sentence，which tells the reader what the paragraph will be about．
2．Explain the ideas in the topic sentence，but stick to only the ideas in the topic sentence．
3．End with a closing sentence，which 1）summarizes the main idea， 2）gives final thoughts or opinions，or 3）transitions to the next paragraph．

## Writing Your Second Body Paragraph

1．Use any of the information below and in the next column to create a topic sentence，or use one of these topic sentences：
－Optimistic people are happier than pessimistic people．
－Optimism affects more than physical health；it also affects your mental health．
－If you want to be happier，try being more optimistic．
2．Continue your paragraph by writing at least four sentences that explain your topic sentence．Use information from the bottom of the page if desired，but write it in your own words．Use transitional words such as these：first，second，also，additionally，one of the，another，for example， other studies show，another benefit，in addition．

3．Write a closing sentence to your paragraph that summarizes the main idea，gives final thoughts or opinions，or transitions to the next paragraph．Alternately，you may use one of these closing sentences：
－There is no doubt that you will be happier if you choose to be optimistic．
－It＇s easy to see that optimism is a key to happiness．
Facts About Optimism and Happiness
In John 16：33，Jesus said，＂In the world ye shall have tribulation：but be of good cheer；I have overcome the world．＂Choosing to be optimistic makes it so that you can be of good cheer，even in a world of tribulation （trouble or suffering）！
When you are being optimistic，you notice goodness and beauty all around you．Because of this，your heart and mind are filled with gratitude，which leads to joy，the ultimate happiness．
Optimistic people tend to be more social and have better relationships， which greatly increase happiness．
－Optimism reduces stress and helps people feel more in control．
－Optimists endure life＇s challenges better by seeing the blessings even during the trials and by finding ways to learn and grow from the hard days．Learning how to endure life＇s challenges brings happiness．

－Dictate the sentences
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［Set off dependent clauses at the beginning of a sentence with a comma．A dependent clause indicates more to come．See page 153 if needed．］

1．Because the column is broken，they can＇t guarantee that the building won＇t collapse．

2．Since you are familiar with vegetables，you should help us plant the garden．
3．If you want an easy word，choose one with one syllable．
$\square$ Have the child read these new and review terms and definitions．
－inordinate［in－OR－dihn－et］－too much，not within reasonable limits（He ate an inordinate amount of candy and felt sick．）
－deafening［DEF－uhn－ing］—extremely loud（The warning sirens were deafening．）
－surreal［suh－REAL］—not seeming real（Visiting my dream destination was surreal；I could hardly believe I was there．）
－atypical［a－TIP－ic－uhl］—not typical，irregular（His somber attitude is atypical；he＇s usually so cheerful．）
－dejectedly［dih－JEK－ted－ly］－to do something in a depressed or sad manner（After their loss the team walked dejectedly back to the bus．）
$\square$ Check the child＇s work when this lesson has been completed

．Work on Geography \＆Grammar Cards for 3－5 minutes


## Homophones

## Circle the homophone that＇s a verb．Write a sentence for each word


－TOAD：an amphibian


## Linking Verbs

## $\square$ Read and complete the section

Linking verbs do not express action；they express a state of being．They are called＂linking verbs＂because they link the subject of the sentence to a word or phrase that renames or describes the subject．

Fill in the blank．Linking verbs do not express action；they express a

## state of being

All forms of the verb＂be＂can be linking verbs：am，is，are，was，were，has been，are being，might have been，will be，etc．

Write four linking verbs that are a form of the verb＂be＂：
The child should have written any four forms of the verb＂be．＂
Other verbs can be linking verbs or action verbs．If you can replace the verb with a form of＂be＂and the sentence makes sense，it is a linking verb For example，＂Amy SEEMS happy＂could be＂Amy IS happy．＂

## Circle the linking verbs in the chart below that deal with the senses．

More Verbs That Can Be Linking Verbs

| feel | look | smell | sound | taste |
| :---: | :---: | :---: | :---: | :---: |
| grow | stay | turn | appear | get |

In the following sentences，the linking verb is underlined．On the blank line after each sentence，write a form of the verb＂be＂that you could use to replace the underlined verb．Both the underlined verb and the verb you write Linking verb use will vary．Examples are shown below．
1．The knife remains sharp


2．The books appear old． $\qquad$


## 3．The green leaves turn yellow．＿will be

4．The banana muffins look delicious $\qquad$

## Underline the linking verbs．

1．Lisa＇s pancakes smell delicious！
2．The traveler looks tired
3．The singer sounds incredible！
4．George＇s cat appears hungry．
5．The caterpillar becomes a butterfly．
In the following sentences，the linking verb is underlined．On the blank line after each sentence，write a form of the verb＂be＂that you could use to replace the underlined verb．Both the underlined verb and the verb you write are linking verbs．
1．The kitten appears hungry． $\qquad$ Linking verbs will vary Acceptable forms of the
2．Asher＇s toy truck sounds loud． $\qquad$ verb＂be＂are below．

3．I feel tired． $\qquad$ is，are，am，was，were， has been，have been
4．The crackers taste salty $\qquad$


5．Janice＇s expensive perfume smells floral． $\qquad$
6．The team looked thrilled after its win！ $\qquad$
Underline the linking verbs．Remember that forms of the verb＂be＂are linking verbs．

1．The train＇s whistle sounds loud．
2．The tree is barren．
3．He remains confident in his decision．
4．The trees are barren．
5．It seems cold outside．
6．The sunflowers grow taller each year．


UNIT $5 \mid 285$

## 三 Assigned Reading

$\square$ Read Chapter 19 of The Clockmaker＇s Son，and then answer the questions with full sentences．

A static character stays mainly the same throughout a story．A dynamic character goes through important changes in personality or
Answers will vary．Examples are provided for reference．
1．Is Fritz a static or dynamic character？What are some examples that support your answer？

Fritz is a dynamic character．He was a bit unhappy and self－－ centered，but his accident，life events，and decision to read the

Bible helped him to become more forgiving，patient，and caring．

2．Are Herr Engel and Amalia static or dynamic characters？
Herr Engel and Amalia are static characters．

3．In your own life story，do you feel that you are a dynamic or static character？

## In our own life stories，we are all dynamic characters，

growing and changing．


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

सा
－Spelling Workshop

## Challenging Spelling Words

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

| difficult column syllable surprise | receipt <br> 2 achieve <br> 2 fyllables <br> column | 3 Syllables <br> difficult |
| :---: | :---: | :---: |
| surprise | syllable |  |
| receipt | familiar |  |
| achieve |  | interrupt |

## Commonly Confused \＆Challenging Spelling Words

In the paragraph below，cross out the words THAN and THEN and the spelling words NECESSARY and ACCEPTABLE when they are spelled incorrectly，and write the correct words above the words you cross out．（See page 257 if needed．）

Next week is my friend Sada＇s birthday．Today，I went shopping with my mother to purchase a Ul Then ．Then I gathered all the necessary to make her a birthday card．I chose $\quad$ paper because Sada likes pink better the purple．Once the card was finished，I wrapped the gift and topped it with a beautiful ．I thought it looked very nice，but I asked acceptable
my mother if she thought it looked just to be sure．I cannot wait to celebrate Sada＇s birthday with her！

$\square$ Dictate the sentences，which are review sentences from Unit 2.
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ｜
Have the child underline the pronoun and circle the antecedent in each sentence．See page 54 if needed．

1．Tim guarantees he is familiar with the issues．
2．Sam has delayed the geography presentation，for it needs work．
$\square$ Check the child＇s work when this lesson has been completed．

－Read and complete the section．
The Black Forest is famous for the cuckoo bird，which became a common decoration on clocks from that area． There are around 127 species of cuckoo birds．They got their name from their call（coo－coo）．You get to create a watercolor of a cuckoo bird！Turn to Project 10 in your Watercolor Around the World book and follow the instructions to paint the cuckoo bird．

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

## 畄

Writing Workshop
Learning from the Masters
The Clockmaker＇s Son has many great examples of using well－chosen verbs（verbs that bring the sentence to life）．Study the examples of the strong verbs the author used（purple sentences）compared to examples of weaker verbs that could have been used．
－Well－Chosen Verb：Jakob somberly chewed on his piece of black bread．
－Weaker Verb：Jakob somberly ate his piece of black bread．
－Well－Chosen Verb：Heavy fog had settled into the valley
－Weaker Verb：Heavy fog had come into the valley．
－Well－Chosen Verb：The dog bounded away
－Weaker Verb：The dog went away．
Now you try it！For each underlined word，write a verb you could use instead that would bring the story to life．If needed，use an online thesaurus with permission from your parent／teacher．

Fritz asked for help．$\quad$ pleaded $\quad$| Answers will |
| :---: |
| vary．Examples |
| are given． |

He broke the glass． $\qquad$

Amalia called across the lake $\qquad$

Gretchen took an apple from the tree．
$\qquad$

The clouds moved across the sky． $\qquad$

Fill in the blanks with the correct word: to or too. (p. 46)
It's not_too soon for you__to register_too_.
$\qquad$ soon for you $\qquad$ register $\qquad$

## Circle the correct word for each sentence.

\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#

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

1. We pulled off on the sighed |side of the road.
2. It doesn't seam |seemlike it is going to rain.
3. The seam seem of the dress is inside out.
4. Gabeseems / seams really happy today.
5. When Jorge found his lost keys, he side \| Sighed in relief.
6. The wheelbarrow is on the eastside | sighed of the house.

Color the doodle object by each clause that is a dependent clause (indicates more to come). Place a period after each independent clause (p. 141).

| Since it is so hot |
| :--- |
| Before you come |
| I am excited |
| Even if we stop |

We ate lunch


Write a sentence about the painting on this page that uses commas to separate a series of words (p. 138).


Write a sentence about the painting on this page that uses commas to separate a series of phrases (p. 138).


Each of the following sentences contains a dependent clause followed by an independent clause. Underline the dependent clause and circle the subordinating conjunction. The first one is completed as an example.

1. When the bees came, Dave ran.
2. Oncewe saw the fox, we stood still.
3. After I saw the fox, I took a photo
4. Because the fox was hungry, it was looking for food.


## Underline the dependent clauses and insert commas where needed.

1. While the bear sits the birds chirp.
2. When we saw the bear we left quietly.
3. Now that winter is here the bear will hibernate.
4. Because the bear's back itches it scratches its back against the tree.
5. Though the bear is so cute it can also be quite fierce.


## Assigned Reading

Read Chapter 20 of The Clockmaker's Son


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

##  <br> Spelling Workshop

## Commonly Confused Words

Study the Commonly Confused Words THAN and THEN on page 257. Then read the sentences below and draw a line to the correct word choice for each sentence.
First, create an outline, and $\qquad$ write the story.

Challenging Spelling Words
Find and circle each spelling word in the word search below.
$290 \mid$ UNIT 5
Spelling Rule: Singular Words that End with S
When a word ends in $S$ but is not plural, usually add a Silent E .
Considering the spelling rule, circle which word is spelled correctly.


Complete the "equations" below by writing the contraction formed by the two words provided. The first one is done for you as an example.




```
            ; STUDENT is
Work on unit ladders (p. 257) for about 3 minutes.
```


## Subjects and Predicates

```
\(\square\) Read and complete the section. Refer to page 270 or page 274 if needed.
```


## Underline the simple subject in each sentence.

```
. Alejandro played baseball yesterday.
2. The suitcases are packed.
3. We love baking.
4. The cute toddler is sleeping.
```



## Underline the complete subject in each sentence.

```
1. Alejandro played baseball yesterday.
The suitcases are packed.
3. We love baking.
4. The cute toddler is sleeping.
Underline the simple predicate in each sentence.
1. The cold wind blows fiercely.
2. Monica has been praying often.
3. The curious cat is exploring.
Underline the complete predicate in each sentence.
1. The cold wind blows fiercely.
2. Monica has been praying often.
3. The curious cat is exploring.

\section*{}

Writing Workshop


Optimism Essay: Part 4
Today you will finish up your essay, which has this outline:
I. Opening Paragraph
II. How Optimism Affects Physical Health \begin{tabular}{c} 
The child should have written \\
the closing paragraph of \\
his or her optimism essay \\
and then edited the essay, \\
III. How Optimism Affects Happiness \\
IV. Closing Paragraph
\end{tabular} \begin{tabular}{c} 
thing the directions on this \\
page.
\end{tabular}

You have written the opening paragraph and two body paragraphs for your essay. Now you will write your closing paragraph. Your closing paragraph can be short-just two or three sentences long.

Writing Your Closing Paragraph
1. Do not introduce any new facts in the closing paragraph.
2. Use the closing paragraph to wrap up your essay in a fun or interesting way.
3. Read the following sample closing paragraphs about other topics (smiling, gratitude, and hard work) to get an idea of what a closing paragraph should look like:
- As we have learned, smiling is contagious. Test it out for yourself! Wherever you go today, look people in the eye, smile kindly, and just see what happens.
- In conclusion, when you choose to be grateful, you are
happier. When you show gratitude, you help others feel happier, too.
- Hard work leads to feeling good about yourself, getting things accomplished, and better opportunities. Keep that in mind next time a job seems hard.
4. Now you are ready to write the closing paragraph of your essay. Go for it!

Editing Your Essay
Congratulations on finishing your essay! Your last step is to take a few minutes and edit your work. You've worked hard on this essay, and you want to make sure it's clean and ready to go

\section*{CHECKLIST}

O I started each sentence with a capital letter and ended each sentence with appropriate punctuation.
O I do not have any extra spaces between words or sentences. (Use one space between a period and the first word in a sentence.)
O I reviewed the paragraph for correct spelling

Now, if desired, you can share your optimism essay with someone. It may teach them something they don't already know.
"Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence."
- Helen Keller



STUDENT is
\(\qquad\)
- Work on Geography \& Grammar Cards for 3-5 minutes.

\section*{Verb Phrases \\ \(\square\) Underline the verb phrase in each sentence. See page 277 if needed.}
1. They were going to the theater.
2. We had been playing outside since noon.
3. The washing machine is running quietly.
4. Several flowers had bloomed in the spring.
5. I have been studying French for two years.

\section*{Homophones}
\(\square\) Fill in each blank with the correct homophone.

\section*{}
- FAIR: a large event with entertainment and exhibits; treating someone right; average; pleasing to the eye; very light (as in skin or hair); clean and sunny
- FARE: the money paid by a passenger for public transportation
- WASTE: to use or spend in a useless way; leftover and unwanted material
- WAIST: the part of the human body right above the hips
1. I wore a money belt around my \(\qquad\) at the \(\qquad\)
2. Don't \(\qquad\) waste your money; you need it for bus \(\qquad\) fare

\section*{; Diagramming Verb Phrases}
\(\square\) Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.
He has been studying the unique green lizard.


The creature has been silently sitting.


\section*{Sentence Structures}

Read and complete the section. Refer to page 278 if needed.


\section*{；Assigned Reading}
－Read Chapter 22，the final chapter of The Clockmaker＇s Son， and then respond to the short－answer questions with complete sentences．

1．If you could read a book in which the main character was Günter， Lisette，Elsie，Roman，or Peter，which one would you choose and why？


3．What are two or more words that describe the way the ending of the book left you feeling？
\(\square\)
Answers will vary．
For 20 minutes or more，read a book from The Good and the Beautiful Book List．

－Spelling Workshop

\section*{Challenging Spelling Words}

Practice the Challenging Spelling Words in the key below the roads by writing each 3 －syllable word along the curved road and each 4 －syllable word on the straight road．


guarantee｜necessary｜syllable｜interrupt｜difficult｜acceptable｜vegetable

\section*{Irregular Simple Past Tense}

Write the correct past tense form of the verb provided in parentheses．
I．Jen＇s puppy＿arose from the couch．（arise）
2．The detective sought clues throughout the apartment．（seek）
3．Most of the players withdrew from the contest．（withdraw）
4．A red bird＿crept across the grass．（creep）
5．Patty dealt the cards．（deal）
6．Iva mistook the plantain for a banana．（mistake）
7．The children awoke early in the morning．（awake）
8．The ballplayer＿struck the ball．（strike）

\(\square\) Dictate the sentences，which are review sentences from Unit 2.
｜ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ ［Set off an interjection at the beginning of a sentence with a comma．］

1．Oh dear，this is a difficult mission to achieve．
2．Yes，this village seems familiar．
3．Well，that interruption was not acceptable．
Check the child＇s work when this lesson has been completed．


Insert commas where needed．Insert periods where needed．See pages 152 and 158 if needed．

I．＂No＂said Jakob，it will be a little while until he tries that，Amalia＂
2．＂You know＂，said Jakob，studying his son＇s face，＂Karl Hofer got his start as an artist by painting clock faces＂．
3．＂Oh，Father＂，said Roman＂may I，please？＂
Jenny Phillips

To tell the difference between a dependent clause and a prepositional phrase，look to see if it contains a subject and verb（p．149）．In the sentences below，look for and underline any verb that comes before the comma．Then circle which type of phrase begins each sentence．
1．Because the ship is large，we can all fit on the deck．
©EPENDENT CLAUSEX PREPOSITIONAL PHRASE
2．Because of a storm，the ship changed its direction． DEPENDENT CLAUSE｜RREPOSITIONAL PHRASD

3．After another fifteen minutes，a mist moved in． DEPENDENT CLAUSE｜RREPOSITIONAL PHRASP

4．After the carriage left，Fritz joined Herr Engel in the parlor． DEPENDENT CLAUSD PREPOSITIONAL PHRASE

5．Since Liam was so kind，I wrote him a thank－you note． DEPENDENT CLAUSD PREPOSITIONAL PHRASE

Write the correct homophone on each blank．


\section*{DEER｜DEAR｜RIGHT｜WRITE}


Fill in the blanks with the correct word：＂their＂or＂there＂（p．139）．
Their farm is right over＿＿there

\(\square\) For 20 minutes or more，read a book from The Good and the Beautiful Book List．

\title{
 \\ \\ Writing Workshop \\ \\ Writing Workshop \\ Writing Nature Poetry Inspired by the Black Forest
}

As you learned in a previous lesson，most poems have some type of rhyme scheme．In this poem，only the second and fourth lines rhyme，so the poem has this rhyme scheme：ABCB

So closely gathered were the woods，
I could not see around the bend．
But the friendly path sang，＂Follow me！＂
And led me to my journey＇s end．
Circle the correct rhyme pattern for the following poem：
Before the dawning of the day，
The forest shivered，black and cold．
But with the sun＇s first happy ray，
The forest changed to green and gold．
\(A A B B\) ABAB ABCB


Study the photographs of the Black Forest on this page．Then use one of the hyming schemes above and write a four－line poem．If desired，you may use some of the rhyming words in the box at the bottom of the page．


\section*{PARENT／TEACHER}

D．Dictate the sentences．
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
Have the child underline the pronoun and circle the antecedent in each sentence．See page 54 if needed

1．Jake grows vegetables that he shares with the neighbors．
2．TheSmiths chatted as they hiked the familiar trail

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

Read and complete the section
In the next lesson，you get to end this unit by making Black Forest cupcakes Black Forest cake did not originate in the Black Forest．It was invented by a German baker in 1915 and has rich chocolate layers，cherries， and whipped cream．You get to create a watercolor of a Black Forest cake！Turn to Project 11 in your Watercolor Around the World book and follow the instructions to paint the cake．

\(\square\) For 20 minutes or more，read a book from The Good and the Beautiful Book List．

\section*{} －Spelling Workshop

Commonly Confused Words
Study the Commonly Confused Words THAN and THEN on page 257. Then write a sentence that uses each word correctly． than


\section*{Circle the correct words．}

I．I would rather draw than｜then paint．
2．Miguel washed his hands and than thensliced the fruit． Irregular Simple Past Tense

\section*{Fill in the blank with the correct verb tense provided}

1．Frank \(\qquad\) the lantern before dark．（light｜lit）


2．The father＇s snoring \(\qquad\) the baby．（awake｜awoke）

3．A beautiful tulip \(\qquad\) through the grass．（spring｜sprang）

4．A flash of lightning \(\qquad\) the tree．（strike｜struck）

5．Abbie withdrew from the competition．（withdraw｜ withdrew）

6．The bee \(\qquad\)
\(\qquad\) from the rain．（flee \(\mid\) fled）

7．The devotional \(\qquad\) dealt with forgiveness．（deal｜dealt）

\section*{Homophones}
\(\square\) Fill in each blank with the correct homophone.
\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\# FARE | FAIR | LESSEN | LESSON | TOAD | TOWED | WASTE | WAIST
1. The campaign is designed to \(\qquad\) the \(\qquad\)
We had a \(\qquad\) esson about the American \(\qquad\)
I'll pay the bus \(\qquad\) to get to the county \(\qquad\)
\(\qquad\) the sled; the rope was tied around his \(\qquad\)

\section*{Helping Verbs}
\(\square\) Read and complete the section
To review, a helping verb, also called an auxiliary verb, helps show the tense of the main verb. For example, in the purple sentence, the helping verb, which is underlined, helps to show that the action will happen in the future.

I will go to the store. (will = helping verb, go = main verb)
The most common helping verbs are forms of "to be," "to do," and "to have." I am reading the book. (am = helping verb, reading = main verb) Amy does like the book. (does = helping verb, like = main verb) I have read the book. (have = helping verb, read = main verb)

Underline the helping verb or verbs and circle the main verb in each sentence.
1. A thoughtful card would bringa smile to her face.
2. I might have leftmy jump rope outside.
3. The boys will oump the trampoline.
4. They shallstart)the performance at noon.
5. We do want to go to the museum first.
6. He will be helping with the project.
7. Gavin is thinking) of painting the playhouse.
8. Several birds are chirping near the fence.
9. We will ride in a hot-air balloon after the party.
10. She did not thinkthe snake was poisonous.
11. They were (ayingsoccer on the open field.
12. A red fox can weigh up to 24 pounds.

\title{
 \\ \\ Writing Workshop \\ \\ Writing Workshop \\ Writing Nature Poetry Inspired by the Black Forest
}

Sensory language is a style of writing that helps the reader see, hear, taste, smell, or feel in his or her mind what is being read. For example, this stanza (group of lines in a poem) about the picture below does not use sensory language:

> Surrounded by a lot of trees,
> I walked along a trail today.
> I stopped one time and ate my snack
> Before I headed on my way.

Notice how the sensory language in the stanza below brings the Black Forest picture to life!

Rays of sunshine filtered through
The towering trees that smelled of pine
And landed on the forest floor,
Causing the dewy grass to shine.


Study the photograph above of the Triberg Waterfall in the Black Forest, and then read the examples of sensory language below. Write five of your own words to describe how the scene looks. Then write a four-line poem about the scene above using sensory language.



\section*{Similes \\ Read and complete the section. \\ A simile is a figure of speech that writers use to compare two things by using the words LIKE or AS. \\ Examples: He is as brave as a lion. | He works like a beaver. \\ Read the sentences by Louisa May Alcott and underline all similes.}
"We haven't got any father, either," said Bab, for something in Miss Celia's face made her feel as if a cloud had come over the sun.

Monday it rained, and the little girls paddled off to school like a pair of young ducks.

But his legs shook under him, and he felt a queer dizziness, so he could only hold on to Sancho, and blink at the light like a young owl.
"Oh, do call him in and make him dancel" cried the girls, all chirping at once, till it sounded as if a flock of sparrows had taken possession of the shed.

So out into the fields she went, where the long grass rustled as she passed, and timid birds looked at her from their nests; where lovely wildflowers nodded in the wind and opened wide their fragrant leaves to welcome in the murmuring bees, while butterflies, like winged flowers, danced and glittered in the sun.

It was funny to see her vanish in a hollow tree, drop down in the tall grass, or skip away into the ferns like a timid rabbit

After that day a new life began for Johnny, and he flourished like a poor little plant that has struggled out of some dark corner into the sunshine.

\section*{Avoid Shifts in Verb Tense}

\section*{\(\square\) Read and complete the section.}

The verbs in a sentence or section of writing should not shift verb tense. For example, a sentence in past tense should not switch to present tense partway through, like this: "I liked the apples; they are crunchy."

Cross out each sentence that does not maintain a consistent verb tense.
1. I cuddled up in the soft blanket, and I studied a book about birds.
2. The duck dove into the water, but she does not catch the fish.
3. I think the swans are beautiful; I love their graceful necks.
4. The bear looks at us from across the river, but he did not move.

To maintain a consistent verb tense for each pair of sentences, write the word(s) that should replace the circled word.
1. Igoon a morning walk. I saw a group of deer in the bushes.
\(\qquad\)
2. I will help my mother clean. Then Ipractice the piano.
\(\qquad\)
3. Joseph learned a song on his guitar. Then heperforms it for his mother. performed
4. Ibrush my dog. I got all the tangles out of his fur.

\(\square\) For 20 minutes or more, read a book from The Good and the Beautiful Book List.

- Spelling Workshop

Challenging Spelling Words
For each word in the green box, read the word, determine the number of syllables in the word, and then write the word in the correct column below.
neighbor excellent sincerely privilege schedule successful vacuum persuade
\begin{tabular}{|c|c|}
\hline 3 Syllables & 2 Syllables \\
\hline excellent & neighbor \\
\hline sincerely & schedule \\
\hline privilege & vacuum \\
\hline successful & persuade \\
\hline
\end{tabular}

Write each word with the suffix -cy around the fish. Drop the \(T\) or TE
before addin -a. Mreito amall Than abacan. .nain faunaito three fish and
color them \(\mathbf{4}\) Placement of words will vary. The child

\(\therefore\) -. \(0^{\circ}\) candidacy


Spelling Rule: Words that End with VE or UE See page 222 if needed.


Make each word plural. (Drop the \(Y\) and add IES if a word ends with a consonant + Y.)


Number Prefixes
\begin{tabular}{l} 
Circle the meaning of each prefix. \\
hexa- one two three six \\
mono- one two three four \\
tri- \begin{tabular}{lllll} 
mono- & one \\
quad- & bi- & two \\
bi- two & one three five & tri- & three \\
penta- one two four & quad- & four \\
penta- & five \\
hexa- & six
\end{tabular} \\
\hline
\end{tabular}
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\(\square\) Read and complete the section.
A metaphor is a figure of speech that makes a comparison between two things without using LIKE or AS.

Examples: The snow is a white blanket. The classroom was a zoo.

Similes and metaphors are similar.
Simile: The hill was like a carpet of green.
Metaphor: The hill was a carpet of green.
Simile: The clouds sail like white ships.
Metaphor: The clouds are white ships.
Read each sentence and circle whether it is a simile or metaphor.
1. The kitten was a tiny ball of fluff. SIMILE MNETAPHOR
2. He was as tall as a giraffe. SIMILE METAPHOR
3. Her solution was just a temporary bandage for the problem. SIMILE |METAPHOR
4. The lake was as smooth as glass. SIMILE METAPHOR
5. She ran as fast as lightning. SIMILE | METAPHOR
6. Today was a whirlwind of events. SIMILE METAPHOR
7. Laughter is the music of happy children. SIMILE METAPHOB
8. He ate like a hungry wolf cub. SIMILE) METAPHOR

\(\square\) For 20 minutes or more, read a book from The Good and the Beautiful Book List.

\section*{}

\section*{Writing Workshop}

Writing from the Heart
The word bland means uninteresting or lacking in strong features or character. Have you ever eaten something-perhaps an old piece of bread or a cracker-that was bland? Maybe it was too dry or just didn't have much flavor to it.

Have you ever read an article or book and felt like it was bland? You can make sure your writing comes from your heart, whether it's inspiring, exciting, lighthearted, or silly. Try to write in a way that shows people your heart and your personality. Try to write in a way that makes your writing come to life!
Is the following sentence bland, or does it come from the heart?

The alligator crawled to the water.
Pretty bland, right? Compare it with the following sentence:

Creeping along the grassy bank of the murky swamp, the alligator crawled stealthily toward the water. Though on land he looked as awkward as a toddler learning to walk, I knew he was a fierce and capable predator.

Did you notice that the new writing included a simile? On the right, rewrite each sentence from your heart. You may include similes and metaphors if you want to.

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1.

2. I split open a coconut. \(\qquad\)

3. We noticed a mountain lion watching us,
\(\qquad\)
4. A jellyfish swam right past the boat added hay have
\(\qquad\)

5. The bear growled
UNIT 6 | 315


Work on Geography \& Grammar Cards for 3-5 minutes.

\section*{Edifing}

Edit the article. Watch for capitalization errors, missing commas, and missing end punctuation. There are eight mistakes total.

\section*{Frances Williams Browin}

Frances williams \(\underline{\underline{\underline{\equiv}}}\) browin, the author of Captured Words, was born in 1898 in Media, pennsylvania. She loved to read, especially about American history and "particularly old letters, diaries, newspapers, and other source materials that help to reconstruct the past." one of her essays earned an award in 1953 from the Freedoms Foundation.

In a way \(\underset{\equiv}{\underline{\equiv}}\) rances was like a detective, finding and studying original source documents to get her information. Because of her studies, she knew a lot about the Cherokee tribe-their area, culture, councils, traditions and language. Sequoya's life and accomplishments were the focus of her studies for months on end.

Very little is recorded about Frances Williams Browin, but her life and legacy live on through the magazine articles, essays and books she penned \(\wedge\)


Read to the child: In preparation for writing essays in later language arts levels, we will read and analyze some short essays together in this unit.

Have the child read the essay to you and complete the section.
Strengthening Family Relationships
* fhere's an old saying that goes, "Friends may come and go, but famivis forever. \(\begin{aligned} & \text { It truly is a joyful thing when siblings and parents have a close and }\end{aligned}\) caring relationship, and there are ways to bring that joy into your own family. - Studies show that children who eat regular meals with their families have higher academic scores and lower chances of abusing drugs, alcohol, and tobacco. Eating together around the table is a wonderful time to share your day with your family and hear what other family members have to say. During meals, practice acts of kindness and courtesy, such as saying please and thank you, giving a compliment, and cleaning up without being asked. All of these kindle good feelings among family members.
- Family recreational activities create higher self-esteem and more sense of belonging and togetherness in children. Ride bikes, go for hikes or walks, or play your favorite sports together. Play some old favorite board games and try new ones. No matter what your family enjoys together, remember to laugh and practice good sportsmanship to make the experience positive for everyone.
- Even though work doesn't always sound enjoyable, there is a sense of accomplishment and long-lasting happiness that comes with it. One option is to serve others, which ties hearts closer to Christ and to one another. Find someone in your community who could use a hand and do something for him or her as a family. Whether it's cleaning up after a meal or serving a neighbor, next time you work with your family, choose to have a cheerful attitude about it and see how it helps your family bond.
\(\star\) Strong family relationships bring immeasurable and irreplaceable joy. Family bonds can be strengthened through eating meals together, playing together, and working together. Just remember to do all three with a cheerful heart, and you will experience stronger family relationships

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\section*{Here is a basic essay outline:} OPENING PARAGRAPH Attention-grabbing opening Thesis statement
BODY PARAGRAPH Topic sentence, supporting ideas BODY PARAGRAPH

Topic sentence, supporting ideas
BODY PARAGRAPH Topic sentence, supporting ideas CLOSING PARAGRAPH

Thesis restated Three main points summarized

Complete the following
O Draw a star by the opening paragraph and by the closing paragraph of the essay.

O Draw a dot by each body paragraph of the essay

O Circle the attention-grabbing opening.

O Double underline the thesis statement.

O Underline the topic sentence of each body paragraph.
\(\square\) Check the child's work when this lesson has been completed.


\section*{Idioms}

STUDENT is

\section*{Sentence Diagramming}
\(\square\) Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

The majestic eagle is sitting patiently.


That bird will be eating shortly.


I am watching the incredible wildlife.


Read the idioms in the context of a sentence. Then, by the description of each idiom, write the letter of the sentence that contains the idiom.

\(\qquad\) took on a task that is much too bigwait patiently

A agree with each other

\section*{Assigned Reading}Read Chapter 2 of Captured Words, and then complete the section.
In Chapter 2, Sequoya explained the need for written language
"A word is like a wild animal," Sequoya explained. "If you want to keep it from escaping, you must have some way to catch it and hold it. When we speak, our words escape into the air and are lost forever. But you white men have learned how to capture these words on paper. You can keep them to work for you, like horses and cows and chickens."
What is the theme (the central idea) of the story Captured Words?
A. Native Americans are familiar with wild animals and nature.
B. Written language is essential for the preservation of language, history, culture, and stories.
C. Horses, cows, and chickens are used for agriculture (farming).


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

\section*{}

\section*{Writing Workshop}

\section*{Writing from the Heart}

In this lesson you will write a paragraph about the perfect day with your family. It can be a day you have spent with your family, or it can be what you imagine would be the perfect day with your family. Instead of writing something like "I would go for a hike," write in a way that shows your personality and how interesting you are. Would you love to roll up your pant legs and stick your feet in the cool, babbling brook to cool down together? Would you love to bite into crispy apple slices when you stop for a snack break? In the section below, write ideas and things you would like to do or enjoy together. Use the box at the bottom to spark ideas, if necessary.

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Using words and phrases you wrote in the box, write a paragraph below about the perfect day with your family. Note that a paragraph should always begin by explaining what you will be writing about. As an extra challenge, include a simile or metaphor in your paragraph.

The child should have written a paragraph about the perfect day with the words and phrases he or she wrote in the box to the left.

If the child did not follow the directions, have him or her read the directions and the example paragraph below to you and discuss ways to improve his or her paragraph

Our family loves anything that has to do with nature. A perfect day for us is when we visit one of our country's national parks where we spend the day marveling at the beauty and wonder of God's amazing creations. When we have a national park Futing planned, we rise early with excitement like child abou uting pla new gift As soon as we arrive at the national to receive a new gir. As soon as we arrive a the national park, we always make a quick stop at the visitor center to
get a map of the park and a Junior Ranger booklet. Over the next several hours, we trek through the vast landscape that
God has provided, searching for new and familiar types of
wildlife and plants to add to our nature journal. We learn about the history of our country as we complete our Junior Ranger booklets, brimming with excitement at the thought of earning a new Junior Ranger badge at the end of the day. As our day of exploration comes to an end, we head back to the visitor center, where we turn our Junior Ranger booklet in to a park ranger, recite the Junior Ranger Pledge, and receive a brand new badge. Our perfect day comes to a close as we travel ack spent together as a family that day.


Have the child read the poem and the paragraph below it to you. Discuss the paragraph together.

The Arrow and the Song By Henry Wadsworth Longfellow

I shot an arrow into the air, It fell to earth, I knew not where For, so swiftly it flew, the sight Could not follow it in its flight.

I breathed a song into the air, It fell to earth, I knew not where For who has sight so keen and strong, That it can follow the flight of song?

Long, long afterward, in an oak I found the arrow, still unbroke; And the song, from beginning to end, I found again in the heart of a friend.


This poem's message is written through imagery and symbolism It compares an arrow shot into the air with a song sung aloud. Both disappear quickly, and neither can be tracked with the eye, but both have far-reaching impacts. What are some similarities and differences between an arrow and a song? What about angry words? Kind words?

\section*{\(\square\) Check the child's work when this lesson has been completed.}

. Work on Geography \& Grammar Cards for 3-5 minutes.

\section*{Similes and Metaphors}
- Read and complete the section.

\section*{Simile:} Metaphor: Simile: He was as swift as a deer He was a swift deer. Metaphor:

The kids are bouncing like kangaroos. The kids are bouncing kangaroos.

Read each sentence and circle whether it is a simile or metaphor
1. The stars are sparkling diamonds in the night sky. SIMILE |đMETAPHOR
2. She knows so many great vocabulary words that she is a walking dictionary SIMILE /METAPHOR
3. The house is as clean as a mountain spring. SIMILE METAPHOR 4. Your smile is a ray of sunshine. SIMILE \|METAPHOR
5. He is as strong as an ox. SIMILE| METAPHOR
6. My neighbors are night owls. SIMILE |METAPHOB
7. You are a shining star. SIMILE METAPHOB
8. The cactus is a living pincushion. SIMILE |METAPHOR
9. The mosquitoes were flying monsters. SIMILE |METAPHOR
10. A whale rose to the surface of the water like a submarine. SIMILE)| METAPHOR
11. My baby brother is a bundle of pure joy. SIMILE METAPHOR


\section*{}

\section*{Spelling Workshop}

Commonly Confused Words
Read the Commonly Confused Words section on page 308. Then underline the correct word choice for each sentence.
. Who is (your | you're) neighbor?
2. (Your \(\mid\) You're) an excellent cello player.
3. (Your | You're) cello looks brand-new.
4. I'm glad (your | you're) an honest person.
5. You should plan out (your | you're) schedule.
6. Tell me if (your | you're) going to vacuum.

Contractions
Write the contraction for each word. Look at the key below if needed.
ever
e'er


Key: e'er | 'tis | might've | shan't | must've | let's | could've | o'clock | ma'am

Plural Nouns
Make each word plural. (Drop the \(Y\) and add IES if a word ends with a consonant \(+\mathrm{Y}_{\text {. }}\) )
\begin{tabular}{|c|c|c|c|}
\hline enemy & enemies & duty & duties \\
\hline canary & canaries & essay & essays \\
\hline poppy & poppies & daisy & daisies \\
\hline attorney & attorneys & delay & delays. \\
\hline
\end{tabular}

Challenging Spelling Words
Write each green word in the crossword below. The overlapping letters are the clues.

\section*{neighbor}
excellent
privilege
vacuum
persuade
successfu


Words with AL
Write the appropriate word from the box in each blank.
loyal | numeral | bifocal | equal
Seven plus nine will \(\qquad\) what \(\qquad\) ?

My \(\qquad\) aunt needs \(\qquad\) lenses.

- Have the child read the essay and poem to you and complete the section.

\section*{Connecting to Your Family History}
* fyouthaven't already researched your family history, you may be sumprised at the amount of joy it brings to connect with your ancestorss There are several ways to begin your joyful journey to connecting to your family history-just don't be surprised if it becomes a new favorite pastime!
- A great way to start is by creating a family tree. Write your name with a "branch" going to each of your parents' names. Add a branch for each of their parents' names, and so on. With the permission of your parent o teacher, search online for a free family tree website where you can print off a family tree, find information about your ancestors, and even add your own information or photographs to the collection.
- Another way to connect with ancestors is to look up important location (towns, cities, and nations) from your family history. Mark a map with locations where your family members have lived. Then learn all about those places. Maybe you can even visit some of those locations. In addition, you can record details about your own home and area through journaling, photographs, or a video. One day your own posterity will love to see what you have recorded!
- Lastly, one of the best ways to learn about family members who have gone before is to talk with your parents and grandparents. Ask them what they remember about their childhoods, about their parents and grandparents, and about specific memories. Record their answers on video or write them in a journal. You will not only learn so much yourself, but you will be giving others the opportunity to know and learn from your family members as well. \(\star\) Connecting to your family history not only brings joy but can be very insightful, too. Each one of your past family members is more than just a name and a date; each person lived a life full of fascinating stories and challenges that you can learn from. Those connections can be formed through creating a family tree, researching important locations, and listening to the stories of family members. Give it a try!
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Here is a basic essay outline: OPENING PARAGRAPH Attention-grabbing opening Thesis statement BODY PARAGRAPH Topic sentence, supporting ideas BODY PARAGRAPH Topic sentence, supporting ideas BODY PARAGRAPH Topic sentence, supporting ideas CLOSING PARAGRAPH Topic restated Three main points summarized

\section*{Complete the following}

O Draw a star by the opening paragraph and by the closing paragraph of the essay.

O Draw a dot by each body paragraph of the essay.
- Circle the attention-grabbing opening.

O Double underline the thesis statement.

O Underline the topic sentence of each body paragraph.
\(\square\) Check the child's work when this lesson has been completed.



Work on unit ladders (pp. 307-308) about 3 minutes.

\section*{\(\underset{\substack{\text { New } \\ \text { Concent }}}{\mathrm{N}}\); Point of View}

\section*{Read and complete the section.}

Point of view is the way the author allows you to see and hear what is going on in the story

\section*{First Person}

First person point of view uses words such as I, ME, and MINE. Often, first person feels as if the writer is the main character. The writing is limited to what the main character knows or experiences for himself or herself.

\section*{Second Person}

Second person point of view is directed to the reader and uses words such as YOU and YOUR. Second person is difficult to continue for lengthy works and is rarely used in novels, but it is sometimes used in shorter works.

\section*{Limited Third Person}

Limited third person point of view uses HE or SHE to refer to the characters. This point of view gives the perspective, thoughts, and feelings of one character at a time, usually the main character.

\section*{Omniscient Third Person}

Omniscient (awm-NIH-shent) third person point of view is written from a narrator's perspective. Thus, the writer can include thoughts and feelings of more characters than just the main character. The writing can be richer and more complex because of this and can include events witnessed only by the narrator and not by any character in the book.

Draw a line from each sentence to the corresponding point of view. Oquana thought how beautiful the


\section*{; Assigned Reading}

Read Chapter 4 of Captured Words, and then complete the section.
1. On the line below, write which point of view Captured Words is written in.

It is written in omniscient third person
2. Read the sentence below from Chapter 4, and then rewrite it in first person, as if Oquana were narrating the story from her perspective.

Oquana hardly dared to breathe, for she was afraid he would stop telling her all these things.
Hint: Replace pronouns like "she" and "her" with """ and "me."
I hardly dared to breathe, for I was afraid he would stop
telling me all these things


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

\section*{}

\section*{Writing Workshop}

\section*{Learning from the Masters}

Almost all skilled writers have one thing in common：they have read a lot of good books．Reading well－written literature greatly improves writing skills．
Read each passage from Tino and the Typhoon by Alice Geer
Kelsey，first as it could have been written if the writer had not used descriptive language，then the actual passage．Then read the actual passage a second time and underline phrases you like because of similes，metaphors，imagery，use of the senses，or any other descriptive writing

Passage 1 Without Description
The bus started down the road．The passengers talked as they passed the sea and mountains．

\section*{Passage 1}

With much honking of its horn and chattering of its passengers，the bus was on its journey．The children liked to hear the people talk．Most of them spoke their own language，Ilocano．A few were using some of the seventy other dialects spoken in the Philippines．

The National Road curved on and on，sometimes between sea and mountain，sometimes between fields of corn or tobacco，sometimes through small barrios．Soon it came to a place where steep and wild mountains came close to the road on both sides．
Passage 2 Without Description
Tino was afraid of heights，so the thought of being on the balcony of the lighthouse scared him．

\section*{Passage 2}

Trying to think how the familiar scenes would look from the balcony of the lighthouse made Tino＇s head buzz and his stomach flutter．His legs felt as limp as the macaroni－like rice pancit noodles his mother cooked for special occasions．The child should have underlined phrases he or she likes in the passages above
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Writing from the Heart
You can make your own writing just as enjoyable to read by including descriptive writing．Use the literary device and the illustration in the box to complete each sentence below in your own creative way \(\qquad\)
1．I swung the door open and ．．was．．．startled by the wolf．．．．．．．．．．．．．．．．．．．．．．．． standing．just．．beyond the ．landing．His．．gray．fur rose in
 he stared at．．．me． \(\qquad\)


2．The massive white albatross ．．swooped．．．down from．．．the．．sky

\(\qquad\)

3．The first thing I saw when I opened my eyes ．．．was ．．．．．．．giant．．．．．．．



UNIT 6 ｜ 327

LESSON
102


ㅁロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
TConnect two independent clauses with a comma and coordinating conjunction．See page 18 if needed．］

1．She wanted to be an excellent neighbor，so she made extra loaves of bread to share．

2．I sincerely hope we make it on time，but we have a tight schedule to keep．

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


STUDENT is

\section*{Art}

Read and complete the section．
Because you are reading Captured Words，your final painting will be of Native American pottery．Turn to Project 12 in your Watercolor Around the World book and follow the instructions to paint the Native American pottery．

\(\square\) For 20 minutes or more，read a book from The Good and the Beautiful Book List．

\section*{} －Spelling Workshop

Plural Nouns
Make each word plural．（Drop the \(\mathbf{Y}\) and add IES if a word ends with a consonant +Y ．）


Contractions
Write the contraction for each set of words between the arrows． ever｜it is｜might have｜must have｜let us｜of the clock



Read and complete the section.
The main idea of a paragraph, essay, article, or other writing is the point the author is making. The supporting points are there to help the reader understand the main idea.

Read each nonfiction paragraph, and then circle the main idea ( \(\mathrm{A}, \mathrm{B}\), or C).
1. Many people assume the deadliest animal in the world is something big and scary like the crocodile,
 bear, or shark, but it is actually the mosquito. Mosquitoes carry and spread diseases such as malaria, West Nile virus, and dengue fever. It is important to wear clothing that covers the skin and use insect repellent in areas with high mosquito populations.
A. You should wear insect repellent.
B. Mosquitoes are the deadliest animal in the worlds
C. Mosquitoes carry and spread deadly diseases.
2. All tortoises are turtles-reptiles belonging to the scientific order Testudines-but not all turtles are tortoises. Tortoises can be most easily identified
 by the fact that they live strictly on land. However, they have other distinguishing features. Their back legs are built similarly to elephant back legs (as opposed to the flipper-like back legs of other turtles), and most tortoises are vegetarians. Other turtles are omnivores.
A. Tortoises are vegetarians, and other turtles are omnivores.
B. Tortoises have different legs than the turtles that live in water.

Tortoises are a type of turtle, but not all turtles are tortoises
3. Giraffes' tongues are specially designed around the needs of these unique and beautiful animals. Just like their bodies, giraffes' tongues are incredibly long-about 20 inches! The extra length helps the giraffes grab leaves from tall acacia trees for food If you've ever seen a giraffe tongue, you probably noticed that it's very dark-purplish or black. This is likely to prevent sunburn on the frequently exposed appendage.
A. Giraffes have specialized tongues for their
environment.
B. Giraffe tongues are dark, so they don't sunburn
C. Giraffe tongues are 20 inches long.

\section*{Assigned Reading}
\(\square\) Read Chapter 5 of Captured Words, and then complete the section.
In one or two full sentences, write a brief summary of where, why, and how Oquana's family traveled.

After it was suspected that some of the local Cherokee tribe members set fire to Sequoya's studio, Sequoya decided that his family would be safer if they started a new life in a new town. When he heard of the opportunity to relocate to Arkansas country, he and his family packed up any belongings they could manage and set off for their new land, both excited and nervous about what their new life would be like

\(\square\) For 20 minutes or more, read a book from The Good and the Beautiful Book List

\section*{ Writing Workshop}

\section*{Learning from the Masters}

As we discussed previously, reading a lot of good books is very beneficial to help you become a better writer. Reading books with high literary value can have a major positive impact on your writing skills.

Read each passage from Summer on the North Star by Elsa Pedersen, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and underline phrases you like because of similes, metaphors, imagery, use of the senses, or any other descriptive writing.

Passage 1 Without Description
Mary moved the crabs from deck to hold, getting poked now and then by their sharp point Passage 1
Gingerly Mary transferred the crabs from deck to hold. Once or twice, she felt a stab through her heavy glove as though she had pressed on a rose thorn. Gradually she learned to avoid the thick barbs that grew like pointed warts all along the crab legs. Before Dad had emptied the pot, she caught up with him and stowed the crabs as he passed them to her. Passage 2 Without Description

The island was sunny with a slight breeze. Mary sat down in the grass and felt peaceful. The child should have underlined phrases Passage 2 he or she likes in these passages
With a long sigh of pleasure, Mary looked around. Set out in the bay away from the mountains, the island was not shadowed, and the sun beat down with warm intensity. The tiny breeze was just enough to freshen the air and tickle the birch trees into motion.

Best of all was the peace. As she sank down into the grass and clasped her arms around her knees, Mary was struck by the feeling of serenity that hovered over the place

Choose one of the following sentences to rewrite using descriptive language and any literary devices you want (similes, metaphors, imagery, suspense, alliteration, etc.)
1. He was wet and tired, and he knew he was lost.
2. She had been climbing the rocks for what felt like hours, and her arms were tired.
3. The sounds and smells of the forest were lovely.


\section*{PARENT／TEACHER}
\(\square\) Have the child read Column C of the Challenging Words to Pronounce section（ \(p\) ．306）aloud．Highlight or circle words the child cannot pronounce correctly without help．The child will practice these words in future lessons．If needed，read the definitions that are included for words children are more likely to be unfamiliar with．
\(\square\) Dictate the sentences．
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［Connect two independent clauses with a comma and coordinating conjunction．See page 18 if needed．］
1．My rabbit disappeared，and my excellent neighbor helped me find it．
2．She sincerely hoped she could hike to the top，but the height of the mountain worried her．

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


STUDENT is

W．Work on Geography \＆Grammar Cards for 3－5 minutes．


Which modern sport originated with Native Americans？
Answer：\(\frac{L}{1} \frac{A}{2} \frac{C}{3} \frac{R}{4} \frac{0}{5} \frac{S}{6} \frac{S}{7} \frac{E}{8}\)

\section*{シ Point of View}

D Draw a line from each sentence to the corresponding point of view． See page 326 if needed．


Walking quickly，he hoped he would
make it on time． make it on time．
the same thing－it was going to rain．


\section*{}

\section*{－Spelling Workshop}

\section*{Spelling Rule：Using DGE}

If／j／follows a short vowel sound，it is usually spelled with DGE．
Fill in each blank with either＂dge＂or＂ge．＂
\begin{tabular}{|l|l|l|l|}
\hline ho＿dge po＿dge & ran＿ge \(r\) & porri＿dge & smi＿dge \(n\) \\
\hline he＿dge hog & homepa＿ge & misju＿dge & obli＿ge \\
\hline bu＿dge \(t\) & dislo＿dge & hydran＿ge a & acknowle＿dge \\
\hline
\end{tabular}
Commonly Confused Words

Review the Commonly Confused Words CAPITOL and CAPITAL on the Unit 1 Reference Page（ \(p .9\) ）if needed and fill in each blank with an＂ o ＂or an＂a．＂

I．Start proper nouns with a capit a I letter．
2．I memorized the capit a I city of each state．
3．My niece＇s class took a field trip to the capit＿o＿I building．
Challenging Spelling Words
Write each Challenging Spelling Word in REVERSE alphabetical order．
pleasant｜excellent｜neighbor｜sincerely｜height｜disappear｜privilege schedule｜vacuum｜successful｜persuade｜separate
\(\qquad\)
\(\frac{\text { pleasant }}{\frac{\text { persuade }}{\text { neighbor }}}\)
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\section*{Spelling Rule：Plural Nouns}

Usually make a noun plural by adding S，but add ES to make words plural that end with SH，CH，Z，X，or S．Drop the \(Y\) and add IES to words that end with a consonant \(+Y\) ．
Fill in the missing form for each word by writing the singular form in the purple box or the plural form in the white box．Reference Spelling Rule： Plural Nouns if needed．（＊＝exception；double the \(Z\) before adding－es．）
\begin{tabular}{|l|l|l|l|}
\hline mayfly & mayflies & anchovy & anchovies \\
\hline varnish & varnishes & crutch & crutches \\
\hline patch & patches & grocery & groceries \\
\hline archway & archways & wax & waxes \\
\hline peach & peaches & dolphin & dolphins \\
\hline quiz＊ & quizzes & mystery & mysteries \\
\hline kidney & kidneys & \begin{tabular}{ll} 
beach & beaches \\
\hline country & countries
\end{tabular} & \begin{tabular}{ll} 
trolley & trolleys \\
\hline
\end{tabular} \\
\hline
\end{tabular}

\section*{Words with EI}

Sometimes El says the long／ā／sound．（Example：eight）Write each word on the scene below with the El in capital letters．



\section*{Idioms/Context Clues}
\(\square\) Read the idioms in the context of a sentence. Then, by the description of each idiom, write the letter of the sentence that contains the idiom.

_B don't worry or think about something until you need to
[Origin: The origin is lost to history, but the earliest known use in literature is in Henry Wadsworth Longfellow's poem The Golden Legend from 1851.]

\section*{A it' it's your turn to do something}
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\section*{\(\qquad\) \\ do even more than you were expected to do}
[Origin: In Matthew 5:41, Jesus said, "And whosoever shall compel thee to go a mile, go with him twain." He taught us to bear one another's burdens with good cheer.]

\section*{Assigned Reading}
- Read Chapter 6 of Captured Words.

\(\square\) For 20 minutes or more, read a book from The Good and the Beautiful Book List.

\section*{ \\ Writing Workshop}

Varying First Words in a Paragraph
Starting sentences with the same words, such as "he" or "the," is repetitive and dull. Also, having several short, simple sentences in a row makes writing choppy. Read this example:

She stepped into the water with one foot. The water was cold.
She shivered. She decided to just go for it. She jumped all the way in! The pure mountain lake water was so refreshing and cool.

Let's look at how we can improve the paragraph by combining sentences and changing the order of words. And, while we're at it, let's add in some descriptive language to make it more vivid and interesting.

Dipping one foot into the cold mountain lake water, she shivered. Brrr! Making up her mind to just go for it, she jumped all the way in. How refreshing and cool it felt on such a hot summer day.

Rewrite the following paragraph, varying first words, sentence length, and sentence structure.

He crossed the cobblestone street. He went into the little shop.
The shop was busy. He looked for a treat to buy. He found one.

Answers will vary. If the child did not follow the directions, have him or her read the directions and the example below to you and discuss ways to improve his or her sentences.

He crossed the cobblestone street quickly and went into the little shop. Oh! The shop was bustling with people searching for the perfect dessert. Joining the throng was a bit of a challenge. He looked for a treat to buy for himself and quickly found one.

\section*{Using Sensory Language}

Study the photo below. Imagine that you are writing a story that takes place in the scene. In one or two sentences, describe what it might look, smell, sound, taste, or feel like to be in the scene. If desired, use one or more of these descriptive sensory words: crisp, cool, sweet, fresh, choppy, lush, warm, distant, woodsy, earthy, floral.



\section*{Homophones}
\(\square\) Underline the correct homophone. Then place the orange letter from the same box on the corresponding line below to find the answer.
\begin{tabular}{|c|c|c|}
\hline 1. The ___ of the wagon was hard for the horse. & wait L & weight C \\
\hline 2. We made a good ___ from the bake sale. & profit \(H\) & prophet A \\
\hline 3. That corn is __, not ours. & theirs E & there's C \\
\hline 4. I love to ___ God through song. & prays G & praise \(R\) \\
\hline 5. My mother ___ for me daily. & prays 0 & preys H \\
\hline 6. Do you see the boat with the massive ___ & sail K & sale S \\
\hline 7. I hope ___ a rainbow after the storm. & theirs E & there's N \\
\hline 8. She could hardly __ to give the gift. & wait A & weight K \\
\hline 9. Isaiah was a ___ of the Old Testament. & profit 」 & prophet \({ }^{\top}\) \\
\hline 10. Did you get those shoes on a good ___? & sail R & sale I \\
\hline
\end{tabular}


Which of the "Five Civilized Tribes" called themselves Aniyunwiya, meaning "the Principal People," and were originally located in the present-day states of Georgia, the western Carolinas, and eastern Tennessee?

The \(\frac{C}{1} \frac{H}{2} \frac{E}{3} \frac{R}{4} \frac{O}{5} \frac{K}{6} \frac{E}{3} \frac{E}{3} \quad \frac{N}{7} \frac{A}{8} \frac{T}{9} \frac{I}{10} \frac{O}{5} \frac{N}{7}\)

\section*{Assigned Reading}

Read Chapter 7 of Captured Words, and then complete the section. In the box, draw a picture (like a petroglyph or pictograph) of what took place in the chapter.

The child should have drawn a picture (like a petroglyph or pictograph) of what took place in the chapter.

In one or two full sentences, explain one way that written language preserves a culture better than pictures alone can.

The child should have written one or two sentences to describe one way that written language preserves a culture better than pictures alone can
If the child did not follow the directions, have him or her read the directions and the example answer below to you and discuss ways to improve his or her answer
Written language is important to the preservation of a culture for several reasons. It allows stories to be passed down to future generations, even when the elder leaders are gone; it doesn't become misinterpreted in the way that pictures might; it allows for greater detail and emotion to be put into stories.


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

\section*{Spelling Workshop}

Challenging Spelling Words
Write each green word in the crossword below．The overlapping letters are the clues．


Irregular Simple Past Tense
Write the correct past tense form of the verb provided in parentheses．
```

I．The winter was so cold that the lake

``` \(\qquad\)
``` froze ov ver．（freeze）
2．I really
``` \(\qquad\)
``` thought carefully about my answers．（think）
3．Most of the players
``` \(\qquad\)
``` from the contest．（withdraw）
4．Zoe
``` \(\qquad\)
``` built a massive sandcastle．（build）
5．There＇s a roll of wire
``` \(\qquad\)
``` ound together in the shed．（bind）
6．My neighbor
``` \(\qquad\)
``` a swordfish on his fishing trip．（catch）
7．Meg wrote
```

$\qquad$

``` an n intriguing book about frogs．（writes）
8．The Millers
``` \(\qquad\)
``` bicycles at their yard sale．（sell）
```

Spelling Rule：Drop the E
If a base word ends in a final Silent E ，drop the E before adding a vowel suffix．（Example：bake－baking）
On each feather is written a word that has Spelling Rule：Drop the E applied．Write the base word along the arrow．


Following Spelling Rule：Drop the E，write either the base word or the base word combined with the column＇s vowel suffix in each blank box．

| Base Word | －ing | －ed |
| :---: | :---: | :---: |
| separate | separating | separated |
| approve | approving | approved |
| persuade | persuading | persuaded |
| release | releasing | released |
| wrestle | wrestling | wrestled |
| grumble | grumbling | grumbled |
| compile | compiling | compiled |



PARENT／TEACHER

Dictate the sentences．
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ
［Connect two independent clauses with a comma and coordinating conjunction．See page 18 if needed．］

1．You can help your neighbor，or you can add service to your schedule．
2．He sincerely hoped for rain，but the clouds disappeared
3．The height of the tree is excellent for picking，and the cherries are delicious．
$\square$ Have the child read the review terms and definitions．
－industrious［in－DUHS－tree－uhs］－hardworking and diligent（The industrious girl spent all afternoon weeding her garden．）
－lustrous［LUHS－truhs］—shining bright（She brushed her lustrous hair．）
－exquisite［ek－SKWIH－zet］－very beautiful，of the highest quality （The exquisite vase was made with great skill．）
－immortal［im－MORE－tul］－living forever，never dying（God is immortal．）
－apt［APT］－appropriate or suitable to the situation；having a tendency to do something（The back cover of the book gives an apt summary of the book．I＇m apt to forget things．）
－scarlet［SCAR－let］—brilliant red（The robin had a scarlet breast．）
$\square$ Check the child＇s work when this lesson has been completed．


## Verb Tenses

Complete the section. See page 310 for extra help if needed.

## Fill in the missing parts of the chart.

| simple present | simple past | simple future |
| :--- | :--- | :--- |
| We play together. | We played together. | We will play to gether. |
| present continuous | past continuous | future continuous |
| We are playing together. | We were playing together. | We will be playing together. |
| present perfect | past perfect | future perfect |
| We have played together. | We had played together. | We will have played together. |
| present perfect continuous | past perfect continuous | future perfect continuous |
| We have been playing together. | We had been playing <br> together. | We will have been playing <br> together. |

## Avoid Shifts in Verb Tense

$\square$ On the waves, rewrite each sentence so that it has a consistent verb tense.

1. My family walked to the lake and swim.
2. As we played together, I feel happy.
3. We eat apples and built sandcastles. 5. Soon it will get late, so we walked home.
4. She finds seashells and gave them to me.


## Assigned Reading

$\square$ Read Chapter 8 of Captured Words, and then complete the section.

Oquana was excited to begin writing letters to her father, but she hesitated because she didn't know what to write about.

In 1-2 sentences, summarize Sequoya's advice, but don't just copy his quote word for word.

The child should have written 1-2 sentences, summarizing Sequoya's advice, but he or she should not have copied the quote word for word
If the child did not follow the directions, have him or her read the directions and the example sentence below to you and discuss
ways to improve his or her answer
Sequoya assured Oquana that she would be able to write to him about anything she could think of, including what she ate that day, the flowers she saw, the birds she heard, etc. He encouraged her to start with the signs she knew and to let him know when she came across a sound they hadn created a sign for yet so that they could work on that when they had time

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

## 

## Writing Workshop

## Writing Nonfiction Paragraphs

Just as with other types of writing (poetry, fiction, etc.), even nonfiction writing can be interesting and beautiful if done right. Having several short, simple sentences in a row makes writing choppy. Read this example, which comes from the list of facts below:

Barn owls are nocturnal. They have white heart-shaped faces. They eat mostly small rodents, such as mice, voles, and shrews. Barn owls often shelter in barns.

Let's look at how we can improve the paragraph by combining sentences and changing the order of words. Notice how much more interesting the same facts become

Because they are nocturnal, barn owls are rarely seen flying during the day, but if you do get the chance to see one, you can recognize it immediately by its beautiful, white heart-shaped face. Barn owls live up to their name and help farmers by eliminating pesky rodents such as mice, voles, and shrews from barns and farms.


Use the facts below to write a nonfiction paragraph about snowy owls. Vary first words, sentence length, and sentence structure to make it much more interesting.

Snowy owls are beautiful white birds that alide over.................................tic........ tundra They are also called polar owls.......................................ar bears......


 beautiful hunters................................................................................................




#### Abstract

LESSONS 108-109 (2)

\section*{\& Pe Parent/Teacher !}

Read the following information aloud to the child: Section reviews give you practice with the grammar, punctuation, and usage concepts learned in this course, without having you overpractice concepts that you have mastered. These reviews also give you practice working on exercises for an extended period of time. This helps you to extend focus and attention span and to be better prepared for any type of testing you will have to do in the future. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed. - For Lesson 108 have the child complete all the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section. - For Lesson 109 quiz the child on Geography \& Grammar Cards. Remember, the child has through Level 7 to master all the cards. Place mastered cards in a bag labeled MASTERED and have the child review them occasionally. Then have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in the course. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading or move on to the next lesson.


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## Linking Verbs

In each of the following sentences, the linking verb is underlined. Draw a line to match the linking verb to the balloon containing a form of the verb "be" that could replace the underlined verb. Both the underlined verb and the "be" verb are linking verbs.


Underline the linking verbs. Remember that forms of the verb "be" are linking verbs.

1. The ambulance's siren sounds loud.
2. My balance is better than ever!
3. It appears to match the color of the leaves.
4. The leaves are bright green.
5. You seem more confident now.
6. His pumpkins look bigger by the day.


UNIT $6 \mid 343$

## Helping Verbs

A helping verb helps show the tense of the main verb. The most common helping verbs are forms of "to be," "to do," and "to have."

I am reading the book. ( $\mathrm{am}=$ helping verb, reading $=$ main verb)
Amy does like the book. (does = helping verb, like = main verb)
I have read the book. (have = helping verb, read = main verb)
Underline the helping verb or verbs and circle the main verb in each sentence.

1. A kind note would ering a smile to his face.
2. I have traveled a little with my family.
3. I will write my spelling words.
4. The goat is browsingon tree branches.

5. My siblings and I are playing at the playground together.

Additional Practice

## Helping Verbs

Write a helping verb from the word bank on each line and circle the main verb in each sentence. Helping verb use may vary.

| 1. I am iisteningto the ocean waves. | will |
| :---: | :---: |
| 2. He is hopingto see a rainbow. | is |
| 3. I have cleanedmy room thoroughly. | Was |
| 4. Five birds are singingjoyfully. | are |
| 5. We will help Mom with the groceries. | $2 m$ |
| 6. The girl was helpingthe elderly woman. | have |



## Subjects and Predicates

The two necessary parts of a sentence are the subject and the predicate. If a sentence does not have both a subject and a predicate, it is an incomplete sentence.

## Determine whether each sentence is complete or incomplete and circle

 the answer.1. The horses are running through the field.
2. Five large, black vultures.
3. Eating freshly made mozzarella cheese.
4. You appear to be excited for the day!
5. Henry has been helping his neighbor.
6. All twenty of us.
7. We like to pick cherries with Mom.
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## Verb Phrases

A verb phrase is the helping verb or verbs plus the main verb. The verb phrases are underlined in the following examples:

## have been hoping to ride a pony. | I am having a great day!

## Underline the verb phrase in each sentence.

1. I am waiting for the rain to stop.
2. He was watering Grandma's garden.
3. I had hoped for a miracle.
4. We had been sitting on the porch for an hour
5. The student is trying his best
6. We should help that lady.

## 

For each set of sentences below, circle the sentence containing a verb phrase.

1. A. I carry my baby sister to the car.
B. I carried my baby sister to the car.

Twill be carrying my baby sister to the cap
2. A. The firefighters are putting out the fires
B. The firefighters put out the fire.
C. The firefighters extinguished the fire.
3. A. Zippy the kitten plays with the yarn.

B. Zippy the kitten played with the yarn. Cippy the kitten has been playing with the yarm

## Sentence Structures

A simple sentence is made of one independent clause (a clause that can act as a sentence on its own).

Example: Rico took the cows to the pasture
A compound sentence is made of two or more independent clauses joined by a coordinating conjunction or semicolon.
Examples: It's cold, so I shut the window. | It's cold; I shut the window.
A complex sentence is made of an independent clause and one or more dependent clauses. (Dependent clauses are underlined below.)
Examples: If it rains, we'll leave. | We'l| leave if it rains.

Draw a line from each sentence to its structure.


## Additional Practice

## Sentence Structures

Draw a line from each sentence to its structure.


UNIT 6 |345

## Similes \& Metaphors <br> Simile: He was as swift as a deer. <br> Metaphor: <br> He was a swift deer. <br> Read each sentence and circle whether it is a simile or metaphor. <br> 1. The bright sun was a furnace. SIMILE METAPHOR <br> 2. She sings like an angel. SIMILE METAPHOR <br> 3. The snow is a white blanket across the field. SIMILE |METAPHOR <br> 4. You were as brave as a lion. SIMILE | METAPHOR <br> 5. Your room is as clean as a whistle. SIMILE METAPHOR <br> 6. The storm blew in like a raging bull. SIMILE| METAPHOR <br> 7. The lighthouse was a steady friend guiding us. SIMILE (METAPHOR <br> 8. He tiptoed as quietly as a mouse. SIMILE METAPHOR <br> Additional Practice <br> Similes \& Metaphors



## Avoid Shifts in Verb Tense

The verbs in a sentence or section of writing should not shift verb tense. To maintain a consistent verb tense for each sentence, write the word that should replace the circled word.

1. Sawyer draw a picture and colored it.
$\qquad$
$\qquad$
2. After chores, Jan will ride her bike to the store and buys bananas
$\qquad$
3. I love skiing in Colorado, but livedin Minnesota
$\qquad$
4. Carrie went to the park and plays with her little brother
$\qquad$
Additional Practice

## Avoid Shifts in Verb Tense

Circle the consistent verb tense for each sentence and write it on the blank line.

1. Leslie $\qquad$ in the church choir tomorrow. SANG | HAS BEEN SINGING WILL SING| SINGS
2. The sun $\qquad$ in the east and sets in the west. ROSE | HAS BEEN RISING | WILL RISE | RISES
$\qquad$ from its cocoon while we watched. EMERGED| HAS BEEN EMERGING | WILL EMERGE | EMERGES
3. The whole time I've been washing the dishes, my sister has been drying _ them. DRIES KHAS BEEN DRYING| WILL DRY | DRIED

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$\square$ Have the child read the review terms and definitions.

- smarting [SMART-ing]-feeling a sharp sting or pain physically or emotionally (Elizabeth's leg was smarting where the ball hit it. I was still smarting from his unkind words.)
- idly [EYED-lee]—slowly, lazily, without purpose (He laid idly around all day and accomplished nothing.)
- haughty [HA-tee] - proud, stuck-up (The haughty man spoke cold words, feeling he was better than everyone else.)
- illuminations [ill-LOOM-in-A-shens]-ornamented parchment pages (The devotional was filled with elaborate illuminations.)
- corridor [CORE-ih-door]-hall, passageway (Each train car has a corridor running beside the compartments.)
- wholly [HOLE-lee]—entirely, fully (He was not wholly satisfied with our plans.)
$\square$ Check the child's work when this lesson has been completed.

$\boxed{\square}$ Complete the review exercises.



## your folks about that."

Fill in the blanks with the correct word: their, they're, or there (p. 139).
They're walking __ their dogs over __ there

Underline dependent clauses and insert commas where needed (p. 153).

1. If it works for you I'd like to bring dinner to your family Friday night.
2. Because it's too early to tell we can cross that bridge when we get there

In the boxes write each part of speech from the sentence (p. 197).
Caleb carried the heavy groceries into the house.

| 1 adjective | 2 common nouns | 1 proper noun |
| :---: | :---: | ---: |
| heavy | groceries, house | Caleb |

Write a short sentence that uses each homophone (p. 310).
$\left\{\begin{array}{ll|l|l|}\text { wait } \\ \text { weight }\end{array} \quad \begin{array}{c}\text { The child should have written a short sentence } \\ \text { that correctly uses each homophone. }\end{array} \quad-\right\}$

Underline each independent clause and circle the coordinating conjunctions in the following sentences (p.18).

1. I won't lie,nor)will I use inappropriate language.
2. The restaurant was closed, (so we made pizza from scratch at home.

Fill in the blank (p.18). Coordinating conjunctions can join together two


## ; Assigned Reading

Read Chapter 9 of Captured Words, and then complete the exercises.

1. Underline all the sentences that summarize something that happened in this chapter.
A. Sequoya told Chief Jolly that it only takes a few days to learn the Cherokee written language.
B. Sequoya and Oquana proved to Chief Jolly that the Cherokee language could be written and understood.
C. Sequoya taught the whole village how to read and write Cherokee.
D. The villagers angrily refused to learn the written language.
E. Sally and Tessee became proud of Sequoya for his work to create a written Cherokee language.
2. Circle TRUE or FALSE: Although Wovanu and Nenoquo struggled to learn the white man's written language, they were able to quickly learn the new Cherokee written language. TRUE \| FALSE
3. Underline the sentence that describes how the chapter built suspense (a literary device called foreshadowing).
A. Tessee warned his father that there could be venomous snakes on the trail this time of year.
B. Sequoya was warned that the eastern Cherokees might not receive him well.
C. Oquana and her mother saw a pillar of smoke to the east.

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

## 

## - Spelling Workshop

Plural Nouns: F and FE
Drop the F or FE and add VES to make each word plural.
$\qquad$ shelf

## Silent T

Write the words with Silent Ts curved around the birds. Then color your favorite bird with colored pencils or pens.

> fasten | whistle | ballet | rustle | wrestle | thistle | butcher
*
The child should have written the words with Silent Ts curved around the birds and colored his or her favorite bird.

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

Circle the right way to spell each word, and then write it in the box. Note: Two vowels in a row (such as OO or OU) do not count as a short sound.

| stich | stitch | stitch |
| :--- | :--- | :--- |
| pouch | poutch | pouch |
| reach | reatch | reach |
| twich | twitch | twitch |

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Words with AL \& Spelling Rule: Consonant + LE
Every syllable has to have a vowel, so a Silent E is added to syllables ending with a CONSONANT + L.

Considering Spelling Rule: Consonant +LE , choose the right way to spell each word and write it in the box (not broken into syllables).

| vir-tu-al | vir-tu-ale | virtual |
| :--- | :--- | :---: |
| shin-gl | shin-gle | shingle |
| bar-na-cl | bar-na-cle | barnacle |
| sprin-kl | sprin-kle | sprinkle |
| na-tion-al | na-tion-ale | national |
| per-pet-u-al | per-pet-u-ale | perpetual |
| thim-bl | thim-ble | thimble |

## Words with EI

Write the following words, writing the "ei" bigger than the rest of the word. Some words are repeated for extra practice.

| receive | receive | ceiling | ceiling |
| :---: | :---: | :---: | :---: |
| receipt | recelipt | foreign | foreign |
| ceiling | ceiling | beige | beige |
| vein | vein | receive | receive |
| feisty | feisty | seize | selze |



Write a short sentence that uses each homophone.

| prays |  |
| :---: | :---: |
| praise | The child should have written a short sentence that correctly uses each homophone. |
| preys |  |

For each sentence below, put a box around the subject of each independent clause, underline the first independent clause, double underline the second independent clause, and insert a comma and an appropriate coordinating conjunction (for, and, nor, but, or, yet, so) between the two independent clauses. The first one is completed as an example (p.18).


## Assigned Reading

Read Chapter 10 of Captured Words, and then complete the exercise.The child should have drawn one of the events
from the boxes to the left.
Read the sentences below. In the purple boxes, write the order in which the events took place (1, 2, 3, 4, and 5). Then, in the large box to the right, draw one of the events.


## Writing Workshop

Answers will vary

## Writing Nonfiction Paragraphs

Just as with other types of writing (poetry, fiction, etc.), even nonfiction writing can be interesting and beautiful if done right. Having several short, simple sentences in a row makes writing choppy. Read this example, which comes from the list of facts below:

Iguanas can grow up to six feet long. They dwell high up in trees in rainforests. They live in South America and parts of Central and North America. They can survive falls of 40 to 50 feet. They are mainly herbivores.

Let's look at how we can improve the paragraph by combining sentences and changing the order of words. Notice how much more interesting the same facts become.

Dwelling way up high in trees of South, Central, and sometimes North America is a huge lizard, growing up to six feet long-the iguana. He sometimes falls from his home in the canopy, but he is tough enough to survive a fall of 40 or 50 feet! He mainly lives off the plants in his rainforest home, but he sometimes finds other non-plant snacks.


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Use some of the facts below to write a nonfiction paragraph about chameleons. Vary first words, sentence length, and sentence structure to make it more interesting.

Dwelling in warm places like rain forests and deserts is a lizard.... that changes colors depending on his mood. The chameleon is .... his name. He doesn't iust change his colors based on his mood When the weather gets cold, he turns a darker color and when he gets hungry. he can change his color to hide among. the branches. Small birds. insects. and lizards need to be wary of his liahtning fost tonaue and eyes that swivel any direction they. like. independent of one another



- Have the child read aloud all the words you circled in the Challenging Words to Pronounce section (p. 306).
$\square$ Check the child's work when this lesson has been completed.
Complete the review exercises
Circle the correct word in each sentence.

1. We drove to the boarder border of Canada and the United States.
2. (1t's) Its time to water the flour | flowergarden.
3. I prays |fraise the person who preys | rrays to God, even if others mock or disapprove.
4. The chameleon preys) prays on insects such as flies and beetles.

Underline the item each sentence contains: a compound subject, a compound verb, or a compound direct object (pp. 73, 101).

1. My night-light and the full moon fill the room with a warm glow. COMPOUND SUBJECT | COMPOUND VERB \| COMPOUND DIRECT OBJECT
2. The sail filled with wind and carried the boat toward shore. COMPOUND SUBJECT \| COMPOUND VERB \| COMPOUND DIRECT OBJECT
3. At the market I bought oranges and grapefruit. COMPOUND SUBJECT \| COMPOUND VERB \| COMPOUND DIRECT OBJECT
4. My dad knows how to take care of popped bike tires and scraped knees COMPOUND SUBJECT \| COMPOUND VERB \| COMPOUND DIRECT OBJECT

Write the correct vocabulary word in each blank.


Circle the dependent clause in each sentence. Then underline the subordinating conjunction. (See page 141 if needed.)

1. $\mathbb{I}$ you like this flavor best, I'd be happy to trade with you.
2. Anna washed the dishes lan dried them and put them away
3. Snce our visit to the nursing home, I have been making cards and posters to bring to our new friends
4. My little sister laughs when I read her that book
5. As soon as you're ready, let's go for a walk through the park.


Circle whether the sentence is a run-on sentence or contains a comma splice. Then rewrite the sentence in the box below it, fixing the error. (See pages 106 and 116 if needed.)

| Corrections will vary. |  |
| :--- | :--- |
| The horse ran to the stream, it was so thirsty. | RUN-ON |
| COMMA SPLICE |  |

The horse ran to the stream; it was so thirsty
I didn't think the bridge looked safe I went the other way. RUN-ON COMMA SPLICE

I didn't think the bridge looked safe, so I went the other way
Whose shoes are these, why are they on the stairs? RUN-ON

Whose shoes are these, and why are they on the stairs?
Jacob is learning Japanese he wants to travel to Japan someday. RUN-ON
Jacob is learning Japanese. He wants to travel to Japan someday.

Underline each prepositional phrase and add commas where needed (p.88). Then circle the correct Commonly Confused Word.

1. After we visited the natural history museum we toured the statecapitol capital building.
2. Accept |exceptfor the loud music over there this park is a very peaceful setting.

; Assigned Reading :
Read Chapter 11, the final chapter of Captured Words, and then complete the exercise.

Often when a reader finishes a book, feelings come to the surface. In at least one full sentence, write the feelings you have about Captured Words. In the next lesson, you will be guided through writing a book review.

The child should have written at least one full sentence about his or her feelings upon finishing Captured Words.
If the child did not follow the directions, have him or her read the directions and the example sentence below to you and discuss ways to improve his or her answer
As I read the last conversation between Sequoya and Oquana, I was inspired and felt love and joy wash over me as Sequoya praised his daughter and her role in capturing the words of the Cherokee Nation.


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

## 

- Spelling Workshop

Spelling Rule: Changing Y to I
Words that end with a consonant $+Y$ must have the $Y$ changed to an I before adding any suffix (Example: happy-happiness).

Use the spelling rule to fill in the missing answers in the chart below.

| Base Word | Suffix | Base Word with Suffix |
| :---: | :---: | :---: |
| gaudy | -ly | gaudily |
| hefty | -ness | heftiness |
| specify | -able | specifiable |
| hazy | -er | hazier |
| dusty | -est | dustiest |
| classify | -able | classifiable |
| embody | -ment | embodiment |

Spelling Rule: Singular Words that End with S
When a word ends in $S$ but is not plural, usually add a Silent E .
Considering the spelling rule above, determine which underlined word is spelled correctly and write the correct word in the blank space.

| Let's perus the craft aisle. | Let's peruse the craft aisle. | peruse |
| :--- | :--- | :---: |
| Copy the phras. | Copy the phrase. | phrase |
| It is unwis to eat raw meat. | It is $\underline{\text { unwise to eat raw meat. }}$ | unwise |
| She grabbed several $\underline{\text { cups. }}$ | She grabbed several $\underline{\text { cupse. }}$ | cups |
| The sea is immens. | The sea is immense. | immense |
| Jane carried the $\underline{\text { mirrors. }}$ | Jane carried the $\underline{\text { mirrorse. }}$ | mirrors |
| I watched the lunar eclips! | I watched the lunar eclipse! | eclipse |

## Vowel and Consonant Suffixes

For each word in the green box, read the word, determine if the suffix starts with a vowel or a consonant, and then write the word in the correct column.
urgently believing basically diligently abruptness answered
Suffix Starts with a Vowel Suffix Starts with a Consonant

| believing |  | urgently |
| :---: | :---: | :---: |
| basically |  |  |
| answered |  | diligently |

Challenging Spelling Words and
Commonly Confused Words Commonly Confused Words
Write the correct Challenging Spelling Word in the green box on the blanks and circle the correct Commonly Confused Word or words in each sentence.
separate pleasant persuade vacuum privilege height neighbor
I. The doctor will measure (you're your) height and weight.
2. (Its |It's) a privilege to spend time with my grandmother.
3. His server put the sweet (desert | dessert) on a separate_check.
4. Their There / They're) new neighbor is quite___ pleasant.
5. Seth worked hard to _persuade his sisters that they would have more fun swimming today than | then) they would have riding bikes.
6. Ben was able to finish all of his chores (accept | except) for using the vacuum in his room.

## PARENT/TEACHER

Quiz the child on the Challenging Spelling Words (p. 306). If any words are misspelled, consider doing extra practice for the spelling words by quizzing the child on the words daily or by using the spelling practice sheets in the Appendix of this course book.
$\square$ Check the child's work when this lesson has been completed.


Underline the correct sentence in each group (p. 85, second column).

1. Lizzy's and Mari's hair is so curly.

Lizzy and Mari's hair is so curly.
2. My grandmother and grandfather's accents are nothing alike. My grandmother's and grandfather's accents are nothing alike.
3. Tommie and Shelby's mom is so kind. Tommie's and Shelby's mom is so kind.
Fill in the blanks with the correct word: to or too (p. 46).
It's not__too_late for you__to_take the card___ to Aunt Belle.
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Write a short sentence that uses each homophone (p. 89)

| pedal |
| :---: | :---: | :--- | :--- |
| petal |$\quad$| The child should have written a short sentence |
| :---: |
| that correctly uses each homophone. |$\quad-$

For the following sentences, underline all the prepositional phrases and insert commas where needed (p.88).

1. From looking at the schedule I discovered that it's your turn next.
2. After his excellent service with the police department I realized what a privilege it was to be his neighbor.
3. Once I saw the height of the bridge I sincerely hoped it was stable.
4. Behind the cluster of trees the group of deer essentially disappeared.


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

1. I need to pack a toothbrush and toothpaste. COMPOUND SUBJECT I COMPOUND VERB I COMPOUND DIRECT OBJECT
2. Shane and Gabe helped their little sisters. COMPOUND SUBJECT I COMPOUND VERB | COMPOUND DIRECT OBJECT
3. Mom kneaded the dough and rolled it out COMPOUND SUBJECT I COMPOUND VERB | COMPOUND DIRECT OBJECT
4. The hymn about Jesus filled my soul with joy and comfort. COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

Read each sentence. Circle whether the sentence contains a run-on sentence or a comma splice. Underline all the correct ways to fix the sentence.

| You don't want to spread germs cover your mouth when you sneeze. | ¢un-on sentence\| comma splice | You don't want to spread germs, so cover your mouth when you sneeze. |
| :---: | :---: | :---: |
|  |  | You don't want to spread germs. Cover your mouth when you sneeze. <br> You don't want to spread germs; cover your mouth when you sneeze. |
| Be selfless think of others' feelings above your own. | Hun-on sentence\| comma splice | Be selfless, think of others' feelings above your own. <br> Be selfless. Think of others' feelings above your own. <br> Be selfless; think of others' feelings above your own. |
| Your parents work hard try to help them out. | Hun-on sentence\| comma splice | Your parents work hard, so try to help them out. <br> Your parents work hard, try to help them out. <br> Your parents work hard. Try to help them out. |
| You don't have to agree, you should be respectful. | run-on sentence \|comma splice | You don't have to agree. You should be respectful. <br> You don't have to agree, but you should be respectful. <br> You don't have to agree; you should be respectful. |
| A firm handshake and eye contact are important they show confidence. | Hun-on sentence\| comma splice | A firm handshake and eye contact are important, they show confidence. <br> A firm handshake and eye contact are important, for they show confidence. <br> A firm handshake and eye contact are important. They show confidence. |

Rewrite the run-on sentence to fix it three ways (p. 106).
Run-On Sentence: The deer are nervous they might run.

| Comma and Coordinating Conjunction <br> The deer are nervous, so they might run. |
| :--- |
| The demicolon |
| The are nervous; they might run. |
| Theriod |
| Theer are nervous. They might run. |

Diagram the sentence. Remember to put AJ under adjectives and AV under adverbs ( $p .74$ ).
The woman and her husband kindly served many warm meals.


## Writing Workshop



Writing a Book Review：Part 1
A summary of a book outlines the main events of the book．A book review explains your thoughts about and opinions of the book．In a book review， you should complete the following：
1．Give the title of the book（Captured Words）and the author（Frances Williams Browin）．

2．Give a very brief summary of the book．Your overview can be as short as 2－3 sentences．
（3）Give your thoughts and opinions about the book．You can explain what you liked and／or disliked and what you learned．

In a book review，don＇t change between tenses（e．g．，past tense，present tense）when talking about the book．

Incorrect：The book is interesting．The book had nice messages
Correct：The book is interesting．The book has nice messages．
Read this example review：
Carlotta by Ella Maie Seyfert tells the story of an Italian family in America．This family runs a roadside stand in order to raise money for a truck．This is not a fast－paced book about thrilling events．Rather，it paints a picture of a loving family and their true－to－life activities．I really enjoyed the positive，lively，and kind main characters in the book，especially Carlotta，who is funny and full of life．The book taught me about a different place and time and had wonderful messages about nature， family，and high character．If you are looking for a well－written，feel－good book，Carlotta is a good choice．

Today you will complete Steps 1 and 2 of your book review of Captured Words．First，in the example review of Carlotta，underline the two sentences that complete Steps 1 and 2.

Next，use the space provided below to write Steps 1 and 2 of your book review of Captured Words．

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$\square$ Dictate the sentences．
ロロロロロロロロロロロロロロロロロロロロロロロロロロロロロロ

9
Have the child underline the pronoun and circle the antecedent in each sentence．See page 54 if needed．

1．Lee addressed the absence when he met with the teacher．
2．The courageous girl）is praised for what she has achieved．
$\square$ Check the child＇s work when this lesson has been completed．


Determine if the commas in each sentence are separating words or phrases and underline the correct answer（p．138）．

| I．The sun，the moon，and the stars are in the sky． | Words $\mid \underline{\text { Phrases }}$ |
| :--- | :--- | :--- |
| 2．I ate eggs，toast，and oranges for breakfast． | $\underline{\text { Words } \mid \text { Phrases }}$ |
| 3．I love to write poems，sing songs，and play soccer． | Words $\mid$ Phrases |
| 4．She sat down and drew squirrels，rabbits，and mice． | Words $\mid$ Phrases |



Write a sentence about the photograph of a waterfall in Tennessee that uses commas to separate a series of words（p．138）．
－．．．．．．． sat and watched the waterfall，trees，and moss．

Write a sentence about the photograph of a waterfall in Tennessee that uses commas to separate a series of phrases（p．138）．

I sat and watched the crashing water，the trees swaying in the
breeze，and the moss growing on the rocks．
Write the correct vocabulary word in each blank（p．146）．

$$
\text { nuisance } \mid \text { prow } \mid \text { tweed } \mid \text { deliberately }
$$

1．The young Irish lad $\qquad$ set the tweed
hat on top of the wooden chest so it would be found．
2．Through his binoculars，the first mate saw land beyond the
$\qquad$ of the boat．
3．It＇s such a $\qquad$ how my computer keeps freezing．

Fill in the blanks with the correct word: to or too (p. 46).
$\qquad$
$\qquad$ late for you $\qquad$ make one $\qquad$

Circle the correct word for each sentence.


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

1. Isighed | side in relief when I found my kitten under the bed.
2. It doesn't seam | seemlike good weather for fishing today.
3. The seam / seem of my coat is wearing out.
4. Johnny seems | seams exceptionally kind lately.
5. Whichside। sighed would you like to have?
6. He carried the grain bags to the otherside | sighed of the barn

Draw a line from each clause to the correct sign, depending on whether it is a dependent clause (indicates more to come) or an independent clause.
Place a period after each independent clause (p. 141).


Each of the following sentences contains a dependent clause followed by an independent clause. Underline the dependent clause and circle the subordinating conjunction. The first one is completed as an example.

1. Whenthe baby is ready, the mother takes it to the rest of the herd.
2. As soon asthe baby was born, he started trying to stand.
3. AfterI took a photo, I looked closer with binoculars.

4. Because the baby was hungry, the mother fed him.
5. Since the baby was so young, the mother kept him close.

Underline the dependent clauses and insert commas where needed.

1. While the bird walks I watch quietly.
2. When I saw the pheasant I held still.
3. Now that summer is here we have many more birds around.
4. Once the pheasant hears me he'll fly away.
5. Although the pheasant is beautiful to watch I need to try to not scare him.

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

Commonly Confused Words
Match each Commonly Confused Word to the correct definition.


Review the Commonly Confused Words ACCEPT and EXCEPT on page 71 if needed. Then write a sentence that uses each word correctly.


Spelling Rule: 1-1-1 Rule
See page 12 if needed.
Rewrite the words in green with the suffix -ing.
limit limiting $\quad$ split_splitting
clear bet betting
clearing drag dragging
tend set setting
tending snip snipping
rub rubbing

Silent Letter: H
While some Native Americans have lived in tepees, the Cherokee
Tribe traditionally lived in wattle-and-daub homes like the one in the image below. Rewrite the green words, which each contain a Silent H, somewhere on the picture frame of the image below.
rhyme - rhino - exhaust - shepherd - honesty - honor - heirloom - rhythm



Insert commas and periods where needed. See pages 152 and 158 if needed.
I. "I'm afraid" began my father "that we will need to cross the river soon"
2. "You know" I answered "there was a place back there that had plenty of stepping-stones"
3. "Oh, yes" Father said "I'm so glad you remembered that spot"'


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To tell the difference between a dependent clause and a prepositional phrase, look to see if it contains a subject and verb. In the sentences below, look for and underline any verb that comes before the comma. Then circle which type of phrase each sentence begins with.

1. Because the bananas are very ripe, we can make banana bread.

2. Because of your help, I was able to finish on time. DEPENDENT CLAUSE I RREPOSITIONAL PHRASE
3. After we carried the groceries in, we put them away. ©EPENDENT CLAUSP| PREPOSITIONAL PHRASE
4. Since my brother shared with me, I felt like sharing with him. EEPENDENT CLAUSEI PREPOSITIONAL PHRASE

## Fill in the blanks with the correct word for each sentence



Fill in the blanks with the correct word: their or there (p. 139).
$\qquad$ white car is right over $\qquad$

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


## Writing Workshop



Writing a Book Review: Part 2
Remember, these are the three parts of a book review:
(1)

Give the title of the book (Captured Words) and the author (Frances Williams Browin).Give a very brief summary of the book. Your overview can be as short as 2-3 sentences.

3 Give your thoughts and opinions about the book. You can explain what you liked and/or disliked and what you learned.

In the last Writing Workshop, you completed Steps 1 and 2. Today you will review what you wrote on page 360 . Write it again below, making any changes or edits you feel will improve your writing. Then complete Step 3. If desired, read the example review of Carlotta on page 360 again. With the permission of your parent or teacher, you may type your book report instead of writing it on this page, if desired.
$\qquad$
$\qquad$



Together, read the information below and then find at least four different genres of books in your home.

## Genres

Literary genres fall under two categories: fiction (writing is nonfactual) and nonfiction (writing is factual). Following are some of the most common genres:

| Autobiography | Historical Fiction | Poetry |
| :--- | :--- | :--- |
| Biography | History | Religious |
| Diaries and Journals | How-To | Science |
| Drama | Informational | Science Fiction |
| Essay | Inspirational | Scripture |
| Fairy Tale | Mystery | Travel |
| Fantasy | Philosophy | Western |

A biography is the true story of a person's life. An autobiography is a biography written by an author about his or her own life. For example, if you wrote a biography about yourself, it would be an autobiography.

Some literature fits into more than one genre. The book Captured Words is a biography about Sequoya. It has both nonfiction (factual) components and fiction (nonfactual) components. The author studied the life of Sequoya, the setting (time period and place), the Cherokee language, and more through letters, diaries, and other writings. But she also used her imagination and writing skills to fill in all the gaps, such as dialogue and details about animals, relationships, events, and so on.

Also, because there is so much history woven into the story, it fits into the historical fiction category. Reading historical fiction can be a very enjoyable way to learn about different time periods, cultures, customs, and people. The Good and the Beautiful Book List has many suggestions for historical fiction stories if you would like to read more
$\square$ Check the child's work when this lesson has been completed.

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7 Complete the review exercises.
Fill in the blank with the correct homophone.

## \#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#

- DISCUSSED: We discussed what to do next.
- DISGUST: I was filled with disgust.
- DOE: A doe is a female deer or goat.
- DOUGH: She carefully kneaded the bread dough

1. When I picked the piece of cookie ___ dough $\qquad$ up off the dirty floor, I was filled with
$\qquad$ _.
2. While Dad and I watched the deer, we $\qquad$ discussed the differences between a buck and a $\qquad$ e.
3. She felt $\qquad$ about the rudeness she witnessed.
4. Our whole group $\qquad$ which kind of bread
$\qquad$ to make in the baking class.

Fill in the blanks with the correct word: then or than (p. 257). I picked up the bucket of water and __ then__ realized it was heavier than I thought.
$\qquad$

## Review what a linking verb is and complete this page.

Linking verbs do not express action; they express a state of being. They are called linking verbs because they link the subject of the sentence to a word or phrase that renames or describes the subject.

Fill in the blank. Linking verbs do not express action; they express a

## state of being

All forms of the verb "be" are always linking verbs: am, is, are, was, were, has been, are being, might have been, will be, etc.

Write four linking verbs that are a form of the verb "be":


Other verbs can be linking verbs or action verbs. If you can replace the verb with a form of "be" and the sentence makes sense, it is a linking verb. For example, "Sam LOOKS excited" could be "Sam IS excited."

Circle the linking verbs in the chart below that deal with the senses.

More Verbs That Can Be Linking Verbs

| feel | look | smell | sound | taste |
| :---: | :---: | :---: | :---: | :---: |
| grow | stay | turn | appear | get |

In the following sentences, the linking verbs are underlined. On the blank line after each sentence, write a form of the verb "be" that you could use to replace the underlined verb. Both the underlined verb and the verb you write are linking verbs.

> Answers may vary.

1. The swing set remains broken. $\qquad$
2. This breakfast looks delicious. $\qquad$
3. Your puppy stays with you. $\qquad$ $\square$


## Underline the linking verbs.

1. That bread smells delicious.
2. My jeans look dirty.
3. Those birds sound noisy.
4. The turkeys appear hungry.
5. My grandpa became a farmer.


In the following sentences, the linking verb is underlined. On the blank line after each sentence, write a form of the verb "be" that you could use to replace the underlined verb. Both the underlined verb and the verb you write are linking verbs.

1. The engine appears cold.


Answers may vary
2. My voice sounds different than yours. $\qquad$
3. She feels tired. $\qquad$
4. These raspberries taste sweet. $\qquad$
5. The lilacs smell fragrant. $\qquad$ are

Underline the linking verbs. Not every sentence has a linking verb. Remember that forms of the verb "be" are linking verbs.

1. The tractor's engine sounds loud.
2. My grandpa is patient.
3. He works on the farm.
4. I ran out to bring his lunch.
5. It seems hotter today than yesterday.

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


## Spelling Workshop

IE Words
In each blank box, write the word with IE that solves the riddle.
believe - belief - niece - priest - field - chief - achievement


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## Challenging Spelling Words

Write each Challenging Spelling Word in the set of boxes that fits the letters correctly.
height | vacuum | neighbor | excellent | disappear


Words with Silent U
Write each word with Silent $U$ twice along the waterfall or in the pond.
biscuit - disguise - guard - guilty - guess - guide - guitar


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Underline the simple subject in each sentence.

1. Four wooden crates held vegetables.
2. The old yellow dog sat nearby.
3. My mom bought sweet corn
4. Four children sold it to her

Underline the complete subject in each sentence.

1. Four wooden crates held vegetables.
2. The old yellow dog sat nearby.
3. My mom bought sweet corn
4. Four children sold it to her.

Underline the simple predicate in each sentence.


1. The horse runs smoothly across the field
2. Its rider is standing in the stirrups.
3. The obedient dog is watching from the porch

Underline the complete predicate in each sentence.

1. The horse runs smoothly across the field.
2. Its rider is standing in the stirrups
3. The obedient dog is watching from the porch

Underline the helping verb or verbs and circle the main verb in each sentence.

1. Grandma and Grandpa would Iovea phone call.
2. I might have droppedmy keys on the trail.
3. The girls willset up the booth.
4. You may havean apple.
5. We dowant to make sure it's safe first.
6. He did bring the books over.
7. She is delivering flowers on her bike.

8. Some wild turkeys arewalkingthrough the backyard.
9. We willsing "Happy Birthday" when she gets home
10. He did notaska second time.
11. They were (laying hopscotch last time I checked.

Fill in each blank with the correct homophone.
\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#\#
FARE | FAIR | LESSEN | LESSON | TOAD | TOWED | WASTE | WAIST

1. The pulley is designed to $\qquad$ the $\qquad$ waste —.
2. We had a science $\qquad$ about the spotted $\qquad$
3. Pay the bus fare__ to ride to the county ___ fair
4. I towed the wagon with a rope tied around my $\qquad$ waist..


## 

## Writing Workshop

## Family Newsletter: Part 1

A newsletter is a printed (or electronic) report with news and updates about a particular organization or topic. A family newsletter is a fun way to share news about events, accomplishments, and more within your own immediate and extended family. Today you will prepare to write a family newsletter by doing some brainstorming


Write a list of family members (and friends, if you want) you may like to share your family newsletter with. This is your audience. Good authors think about who their audience is before writing. That way the writing style, the topics, and the substance of the writing can be geared toward the specific audience.

(3) Write a list of specific things you may want to include in your family newsletter. Some topic ideas include celebrations (such as accomplishments and birthdays), vacations, changes, events, favorite family recipes, funny stories (just make sure they are always kind), interviews with family members (perhaps an interview with a different family member for each newsletter), and genealogy research. Be creative!
$\qquad$
The child should have written a list of specific
things he or she may want to include in his or
her family newsletter.
$\qquad$
$\qquad$

$\qquad$

In your next Writing Workshop, you will write your family newsletter. It may be your first of many family newsletters once you see how much your family members enjoy reading it!

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## Mu

## Writing Workshop

Family Newsletter: Part 2
With the permission of your parent or teacher, create a new wordprocessing document. If desired, with your parent or teacher's help, you can create a new document from a template. Choose a template that you think would look nice as a family newsletter. All of the titles, text, and images in a template c
Look at you The child should have created a family te title (from Step newsletter, including his or her favorite title and ideas from the previous lesson, and used Next, read the proofreading checklist to edit it. st three things to w $\qquad$
Finally, write about the topics you circled. Think about making the newsletter interesting for your audience. When you have finished writing, use the proofreading checklist below to check your work. Then your family newsletter is ready to share with your family!

## PROOFREADING CHECKLIST

Capitalization: Make sure the beginning of each sentence and proper noun (specific names of places and people) is capitalized.

End of Sentence Punctuation: Each sentence should end with proper punctuation.

Commas and Semicolons: Look for and fix run-on sentences and comma splices. Make sure any introductory prepositional phrases of four words or longer are set off with a comma.

TIP: Print out your newsletter and mark errors with a colored pen or pencil as you proofread. Then create a final draft of your newsletter.

TIP: Read the newsletter aloud slowly, looking for one checklist item at a time.

# LESSONS 119-120 $\mathbb{C} \mathbb{O} \cup \mathbb{R} \mathbb{E}$ ASSESSMENT 

## (8) <br> Oge, Parent/Teacher:

Read the following information aloud to the child: Just like with the section reviews, the course assessment gives you practice with the grammar, punctuation, and usage concepts learned in this course without having you overpractice concepts that you have mastered. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed.
$\square$ For Lesson 119 have the child complete all the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section.
For Lesson 120 quiz the child on Geography \& Grammar Cards. Remember, the child has through Level 7 to master all the cards. Place mastered cards in the bag labeled MASTERED and have the child review them occasionally. Then have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading.

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## Concrete \& Abstract Nouns

Determine if the purple words below are concrete nouns or abstract nouns. Circle the concrete nouns and underline the abstract nouns.
charity |bee| (pizza) victory | freedom | (duck| anger |rosel friendship

## $\square$ Additional Practice

## Concrete \& Abstract Nouns

Circle the abstract nouns.
(iberty |faith| nose | alaten| | child | potato | बiscussion | car | oatience

## Interjections

For each set of sentences below, circle the sentence or sentences with correct punctuation.

1. A. Wow, how did you do thats
B. Wow how did you do that?
C. Wow? How did you do that?
2. A. Yuck a bug just landed on me. B. पuck, a bug just landed on me C. पuck! A bug just landed on me


## Additional Practice

## Interjections

For each set of sentences below, circle the sentence or sentences with correct punctuation.

1. A. Hey! How did it gos
B. Hey How did it go!
. Hey, how did it go?
2. A.Phew, I found the kevD
B. Phew I found the key.
. Phew! I found the key
Hey:
© Jenny Phillips

## Independent Clauses

Underline each independent clause and place a box around the coordinating conjunction (for, and, nor, but, or, yet, so) in each sentence.

Andy loves the crust, and I love the inside part.
We should wash the dishes, for Mom has been working hard all day.
I wanted to buy it, yet| felt better about saving my money
$\square$ Additional Practice

Underline each independent clause and place a box around the coordinating conjunction (for, and, nor, but, or, yet, so) in each sentence.

1. I can't see the bird anymore, nor can I hear it.
2. Joseph flew to England, so will mail him a package.
3. We looked everywhere, but we never found the missing puzzle piece.

## Similes \& Metaphors

Circle each simile below. Draw a box around each metaphor.

| The bright sun was a furnace. | The snow is a white blanket. |
| :--- | :--- |
| She sings like an anged | He is as brave as a lion |

Additional Practice

## Similes \& Metaphors

Read each sentence and circle whether it is a simile or metaphor.

1. Her heart is pure gold. SIMILE |METAPHOR
2. You are my sunshine. SIMILE |METAPHOR
3. Your smile is like sunshine. SIMILE) I METAPHOR

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## Pronouns \& Antecedents

Ante" means "before." The word or group of words that a pronoun replaces is called its antecedent [ant-uh-SEE-dent]. Underline the pronoun in each sentence or set of sentences. Then circle the antecedent the pronoun replaces.

1. Ruthtossed the bat aside as she eagerly sprinted toward first base.
2. After the ornamentsrolled onto the floor, Thomas placed them into the storage box.
3. The science teacher instructed thestudents to begin the experiment; they were eager to look in the microscope.
Additional Practice

## Pronouns \& Antecedents

Underline the pronoun in each sentence or set of sentences. Then circle the antecedent the pronoun replaces.

1. Connie's familyowns a dairy farm; they always have plenty of fresh, delicious ice cream to share!
2. Have you met the new pastor's wife? She is very kind and loves to volunteer with the children!

3. Sasha's little brotherplays the piano. He's teaching himself to play the clarinet, too!
OJenny Phillips

## Possessive Nouns

Decide if the $S$ is at the end of the underlined word because it is a PLURAL NOUN or a POSSESSIVE NOUN. Color the mushroom next to the sentences that have a possessive noun and add apostrophes where needed.

1. We saw four kinds of mushroom today.


Kerry baked muffins to share with everyone
5. Laurels and Taylors paintings are hanging up.

$\square$ Additional Practice

## Possessive Nouns

Look at each underlined word. Decide if the $S$ is at the end of the word because it is a PLURAL NOUN (more than one) or a POSSESSIVE NOUN. Circle the correct answer and add an apostrophe where needed.

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## Run-On Sentences \& Comma Splices

Determine whether the sentence is a run-on sentence or contains a comma splice. Then rewrite the sentence in the correct box, fixing the error. One box will have two sentences. See pages 106 and 116 if needed

1. We drove to the border, we only stopped once.
2. The bus driver missed the stop it was raining visibility was low.
3. We visited the Grand Canyon we enjoyed the beauty of God's creation. Fixed Run-On Sentences
The bus driver missed the stop. It was raining and visibility was low.
We visited the Grand Canyon, and we enjoyed the beauty of God's creation.

Fixed Comma Splice Sentences
We drove to the border: we only stopped once.


| Quotation Punctuation | Parts of Speech |  |
| :---: | :---: | :---: |
| Insert commas and periods where needed. Place three short lines ( $\equiv$ ) | Circle the correct part of speech for each purple word. |  |
| should be lowercase. See pages 152 and 158 if needed for review. | 1. The generous family was kind to others. | ADVERB \\| $\triangle$ ADJECTIV |
| Kate, "And I love the violin". | 2. The brand new toy was broken. | NOUN IVERB |
| 2. George yelled "why is the refrigerator making that | 3. The student answered the question brilliantly. | ADVERB\| ADJECTIVE |
| 3. "Now hurry and get your coat on" Mom said "For you do not want | 4. The dentist gave her the red toothbrush. | ARTICLE I PRONOUN |
|  | Wemin |  |
| dditional Practice | Additional Practice |  |
| Quotation Punctuation | Parts of Speech |  |
| Insert commas and periods where needed. Place three short lines $\models$ ) under letters that should be capitalized. Write $\ell c$ above letters that should be lowercase. See pages 152 and 158 if needed for review. | Circle the correct part of speech for each orange word. |  |
|  | 1. The blue whale is the world's largest mammal. | ADVERB \\| बDJECTIV |
| 1. Chen exclaimed "Wait! don't forget to bring an umbrella. It is | 2. The wise teenager obeyed her loving mother. | NOUN VERB |
| 2. "Welcome to Blueberry Hills" the guide announced "we hope you | 3. The big brother gently hugged his baby sister. | ADVERB \| ADJECTIVE |
|  | 4. Can you hit a home run? | ARTICLD PRONOUN |
| 380 \|UNIT 6 |  | $\bigcirc$ Jenny Prilips |

## Commas

To the sentences below, add commas where needed, and then circle the reason for needing the comma(s). See the following pages if needed: 206 (dates), 138 (series), 153 (dependent clauses).

1. After the students finished the assignment they went outside to play. commas in dates | Commas in a series |đommas with dependent clauses
2. The musical is scheduled to debut on Tuesday August $23{ }^{2022}$

COMMAS IN DATES| COMMAS IN A SERIES | COMMAS WITH DEPENDENT CLAUSES
3. Jack's book club includes Phillip_Manuel Anders and Li.

COMMAS IN DATES | COMMAS IN A SERIES| COMMAS WITH DEPENDENT CLAUSES


## Additional Practice

## Commas

To the sentences below, add commas where needed, and then circle the reason for needing the comma(s).

1. The children made their beds put the toys away, and swept the floors. commas in dates | OMMAS IN A SERIES| COMmAS WITH DEPENDENT CLAUSES
2. Colson's little brother was adopted on Monday January 15 ( $\mathrm{A}^{2018 \text { ! }}$

OMMAS IN DATES| COMMAS IN A SERIES | COMMAS WITH DEPENDENT CLAUSES
3. Since Anna loves working with children she wants to be a teacher.

COMmAS in dates | commas in a series | OMMAS WITH DEPENDENT CLAUS:

## Dependent $\mathcal{E}$ Independent Clauses

In each sentence below, circle the subject of each independent clause, underline each independent clause, and place a box around the coordinating conjunction.

1. The Alvarez family was excited to move into their new home, and they made cookies for all their neighbors.
2. The hungry (ֵuppyscarfed his bowl of food, yet (e) still had room for two yummy treats.
3. The seasoned sailors) weren't affected by the tumultuous waves, but the newcomers) often found themselves feeling nauseated.


## Additional Practice

## Dependent \& Independent Clauses

In each sentence below, circle the subject of each independent clause, underline each independent clause, and place a box around the coordinating conjunction.

1. He likes ham-and-cheese sandwiches the best, yet (e)also enjoys turkey with mustard.
2. (1)wanted to be sure you heard me, but(0)am very sorry I upset you."


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[^1]:    Check the child＇s work when this lesson has been completed．

[^2]:    

    Insert Comma = 4 mistakes Place a comma after an introductory dependent clause. Place a comma after introductory prepositional phrases four words or longer.Delete (an apostrophe, extra letter, etc.) $=2$ mistakes
    $=$ Capitalize $=\mathbf{2}$ mistakes Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.

    Insert Apostrophe = 3 mistakes Use apostrophes in possessive nouns.

