


## FOURTH EdItion

Created by Jenny Phillips and The Good and the Beautiful Team

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## Notes

## Journal Writing \& Creative Writing Corner

Because it would be impossible to guess what a child would write for a Journal Writing or Creative Writing Corner activity, we have not included them in this answer key. It is recommended that you carefully read the instructions for each assignment to ensure that the child has completed all requirements in his or her writing.

Instead of marking mistakes, it is suggested that you ask questions that help the child find his or her own mistakes to correct. For example, if the child left off an apostrophe, ask him or her, "Is there anywhere in this paragraph that you should use an apostrophe?" If the child is unable to find the mistake, ask another directing question, such as, "Is there a possessive word in this sentence?" The goal is to help the child find his or her own mistakes and learn from them.

If the child does not add enough description to a sentence, gently guide him or her by asking a few leading questions such as: What do you notice about . . . ? Is there anything special or unique about . . . ? Look at the . . . and describe what you see.

To make writing feel more free, less overwhelming, and more enjoyable at this age, many parents choose to correct things such as grammar and spelling in spelling dictation and nonfiction writing (such as essays and grammar exercises), but they do not correct these things in journal writing and creative writing assignments. Rather, in journal and creative writing, parents encourage the child to expand writing and add description and creativity.

## Not every section has an answer key!

Not every section of every page will include answers. All sections completed independently by the child will have answers included (lesson practice and independent work sections). Some lesson sections will include answers where extra help may be needed (such as in the sentence diagramming lessons).

## Lesson 1

## Course Book - page 2



Teacher Tip: The phonics read-together books make up the bulk of the parent/teacher-led time for each lesson. These books expose children to great literature and contain almost all the phonics instruction for the course.

O Complete Chapter 1 with the child in Timothy of the 10th Floor: A Phonics Read-Together Book.
O Complete the lesson with the child. Have the child complete the lesson practice section independently.
M"-Lesson -4"


Read to the child: Look at the painting titled "In the Woodland Stream" on the next page. This beautiful painting was created by a Danish painter named Carl Henrik Bøgh [Bawh]. We will use the painting in our lesson, and you will learn more about Carl Bøgh in your independent practice.

A subject is who or what is acting or being in the sentence. For example, in the sentence "Squirrels climb a tree," SQUIRRELS is the subject because squirrels are doing the ACTION of climbing in the sentence. Point to the squirrels in the painting.

In the sentence "The water is cool," WATER is the subject because the water is the thing BEING cool.

I'll say a sentence aloud, and you tell me the subject in each sentence. Answers are in brackets.

The cows walk. [cows] | The air is fresh. [air]
A bird chirps. [bird] | The trees are tall. [trees]
The scene is misty. [scene]
Every sentence needs a subject. If a group of words does not have a subject, it is a fragment, not a sentence. The phrases in purple are not sentences; they are fragments because they are missing subjects. Read each phrase aloud. Then add a subject to the phrase to make it a sentence instead of a fragment and say the sentence aloud.
walks through the stream | have green leaves swishes its tail | chirps and twitters

## Lesson Practice

Circle the subject in each sentence. Remember that the subject is who or what is acting or being in the sentence.

The artist is quite talented.
Slowly, the girl)walks in the river.
A breeze blows lightly.
Oh, theforest is so peaceful.

Underline the phrases that are missing a subject.
Are green.

The tree is lovely.

## Climbs quickly.

Has a stick in his hand.

Moss grows on the rocks.

## Lesson 1

Course Book - page 4


## Lesson 2

Course Book - page 6


O Complete Chapter 2 with the child in Timothy of the 10th Floor: A Phonics Read-Together Book.
O Complete the lesson and the lesson practice.

## 쎄 Lesson \& Lesson Practice -itu

On the Good and Beautiful Homeschool app, go to Language Arts > Level $3>$ Videos $>$ C, K, or CK at the End of Words. Watch the video with the child. Then read the spelling rule aloud:

C, K, or CK at the End of Words: For the $/ \mathrm{k} /$ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.

Dictate (say aloud) the following words to the child in random order and have the child write the words in the correct columns of the "Spelling Rules" section of the Spelling Practice Book (Lesson 2).

| C | CK | K |
| :---: | :---: | :---: |
| topic | sick | dark |
| basic | dock | bonk |

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Homophones

flour = I have a cup of flour. $\mid$ flower = I picked a red flower.
A homophone is a word that is pronounced the same as another word but is spelled differently and has a different meaning.

Write the correct homophone under each picture.

flour

## flower

## flour

 flower
## Lesson 2

Course Book - page 7

Homophones Write the correct homophone on each blank line.
wear = Ill wear a hat. Don't wear out your shoes. $\mid$ where $=$ Where is he?

1. You will $\qquad$ out your dress shoes if you $\qquad$ them to school each day.
2. Where is the orange scarf that I love to $\qquad$ wear ?
3. I will $\qquad$ a friendly smile today.

$$
\text { to }=\text { Give this to Mom. We'll go to the store. } \mid \text { too = I'm too tired. I want to come, too. }
$$

1. Ind like $\qquad$ go on a hike, $\qquad$ .
$\qquad$
2. The hills aren't too far away.
3. The hills aren't too far away.
4. It's $\qquad$ late $\qquad$ go swimming.

## 左

$\qquad$ wear
to $=$ Give this to Mom. We'll go to the store. $\mid$ too $=$ I'm too tired. $I$ want to come, too.
'd like

4. There are $\qquad$ too many rocks on this trail.

## Subjects

 If more review is needed on the topic of subjects, review Lesson 1 on page 2 of this course book.Circle the subject in each sentence. The subject is who or what is acting or being in the sentence.
(I )slept peacefully.
Yes, Sam is very strong.
The wind whispers softly.

## Lesson 2

Course Book - page 8

## Edif the Sentences

Edit the sentences using these hints to help you find the errors:
Each sentence has 4 mistakes.

- Start a sentence with an uppercase letter and end a sentence with proper punctuation.
- Capitalize days of the week.
- Use "a" before a word starting with a consonant sound and "an" before a word starting with a vowel sound.

Capitalize: $\overline{\overline{ }}$
Cross out an incorrect word and write the correct word.
Add a punctuation mark: $\uparrow$ ? $\uparrow$ s $\vee$


关es, the owl I saw on wednesday had ant peculiar-looking face.

## Spelling Practice Book - pages 3-4



## Lesson 3

## Course Book - page 9



## Lesson Practice

## Being Verbs

am is are was were
For each sentence, circle the verb. Then circle $A$ if the verb is an action verb or $B$ if the verb is a being verb.

| The graduation party wasfun. | A B |
| :--- | :---: |
| We visit)the antique shop. | A B |
| Fathershares his gourmet chocolate. | A B |
| They were at the ballet performance. | A B |
| The caterpillarmoves slowly. | A B |

Fill in each blank with a being verb of your choice that makes sense.

The shirt $\qquad$ IS orWAS beige.

Lions $\qquad$ ARE $\qquad$ fierce animals.

Fill in each blank with an action verb of your choice that makes sense.
any action verb, such as
We HAVE or OWN 32 acres of land.
any action verb, such as
The villain $\qquad$ the gold.

## Lesson 3

Course Book - page 11

Read the geography journal, and then answer the questions.

## GE READING COMPREHENSION

## Continents

Continents are the seven main divisions of land on Earth. Antarctica is covered by ice and has no permanent settlements. It is the coldest and driest place on Earth. | North America includes | Europe is home to the Alps and famous cities |
| :--- | :--- | Greenland, which is the northernmost land in the world. South America has the Andes, the longest above-water mountain range, and Angel Falls, the highest waterfall.


like London and Paris. The land of Europe is divided from Asia by mountains. Asia is the biggest continent and the most populated.


## Correcting Tip:

To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

1. What is the third-largest continent? Africa Europe North America
2. The continent of Africa has $\square$ countries.
3. Which continent is the most populated?

Europe South America

## Personal Reading

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



## Lesson 4

## Spelling Practice Book - pages 5-6



## Lesson 5

Course Book - page 17

## Edift the Sentences

Edit the sentences using these hints to help you find the errors:

## Each sentence has 4 mistakes.

- Start a sentence with an uppercase letter and end a sentence with proper punctuation.
- Capitalize days of the week and spell them correctly. (HINT: TUESDAY is the correct spelling.)
- Use "a" before a word starting with a consonant sound and "an" before a word starting with a vowel sound.
- Use the homophones FLOUR and FLOWER correctly.

Capitalize: $\overline{\overline{ }}$ Cross out an incorrect word and write the correct word.
Add a punctuation mark: $\uparrow$ ? $\uparrow \uparrow \downarrow$

An
flower Tuesday
A aged man planted a rare type of flour in his yard on Iusday,
a要e used white flower to make ant flower-shaped cookie on tuesday.


## Homophones

$$
\text { in = A turtle is in the pond. } \mid \text { inn }=\text { We rented a room at the inn. (An inn is like a small hotel.) }
$$

Write the correct homophone on each blank line.

1. The $\qquad$ is closed for repairs.
2. The juice is $\qquad$ the fridge.
3. The $\qquad$ was built last year.
4. I left my keys $\qquad$ the car.

## Poetry Memorization

Read the poem "Springtime" on page 13 aloud twice. Then, with an index card, cover the right half of the poem so that the end of each line is covered. Read the poem, removing the card to check the words if needed.


## Lesson 6

Course Book - page 19

## Independent Work

## Subjects

If more review is needed on the topic of subjects, review Lesson 1 on page 2 of this course book.

Circle the subject in each sentence. The subject is Circle the phrase that is missing a subject. who or what is acting or being in the sentence.

A peculiarbirdsleeps.

The antique broke.

An anonymous letter arrived.

Studies archaeology.

If more review is needed on the topic of verbs, review Lesson 3 on page 9 of this course book.

We ARE or WERE watching a lizard.

She $\qquad$ IS or WAS at the library.

Fill in each blank with an action verb of your choice that makes sense.
$\qquad$
I $\qquad$ such as LOVE cloudy weather.

## any action verb, such as

We $\qquad$ SAW or FOUND a gold coin.

## Homophones

$\square$
wear = Ill wear a hat. | Don't wear out your shoes. | where = Where is he?
Write the correct homophone on each blank line.

1. Where is the olive oil?
2. Carpet will $\qquad$ out some day.
3. I' ll $\qquad$ the hand-knitted scarf.
4. I know where Asia is on the map.

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

## Lesson 6

Spelling Practice Book - pages 7-8


## Lesson 7

## Course Book - page 20

## Lesson Practice

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

1. If you come

YES INO
2. I love to read.

YES I NO
3. Because it rained

YES

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

1. The little lamb
2. SUBJECT I VERB
3. Sits next to me
4. Sings a song

## Course Book - page 21

## Edif the Sentences

Edit the sentences using these hints to help you find the errors: Each sentence has 4 mistakes.

- Start a sentence with an uppercase letter and end a sentence with proper punctuation.
- Capitalize days of the week and spell them correctly. (HINT: TUESDAY is the correct spelling.)
- Use " $a$ " before a word starting with a consonant sound and "an" before a word starting with a vowel sound.
- Use the homophones WEAR and WHERE correctly.

Capitalize: $\overline{=}$

## Cross out an incorrect word and write the correct word.

Add a punctuation mark: $\wedge$ ? 个 $\uparrow$ v
$i_{\equiv}{ }^{\prime} l l$ where my hiking boots when we go to Switzerland on tuesday A $_{\text {A }}$

> where $\underline{\equiv}$ don't know wear Heidi found an missing goat on Tusday and.


## Homophones

in = The keys are in my purse. | inn = We stayed at the inn for one night. (An inn is like a small hotel.)
Write the correct homophone on each blank line.

1. We waited for our friends $\qquad$ the lobby of the $\qquad$ .
2. The gentleman will purchase the $\qquad$ in two months.

## Lesson 7

Course Book - page 22
Completed $\square$
Read the geography journal, and then answer the questions.

## GE GRAPHY JOURNAL READING COMPREHENSION

## Hemispheres

A hemisphere is half of a ball or sphere. The dashed orange line on the map below represents the equator, which is an imaginary line around the planet that divides the earth into two hemispheres (halves), the Northern

Correcting Tip:
To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

1. Which hemisphere is Africa in?

Northern Hemisphere Southern Hemisphere both
2. Which of these continents does the equator run through?

Australia Europe
South America
3. Answer the question with a complete sentence.

Do you live in the Northern or Southern Hemisphere?
The child should have answered the question with "। live in the $\qquad$ Hemisphere." Make sure the child began the sentence with a capital letter and ended with a period.

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

## Lesson 8

Course Book - page 25

## Independent Work

## A Sentence Needs Three Things

If more review is needed on the three things a sentence needs, review Lesson 7 on page 20 of this course book.

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

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

| 1. If you are late | YES INO | 1. The tall ladder | SUBJECT I VERB |
| :---: | :---: | :---: | :---: |
| 2. I love flowers. | YES I NO | 2. Flies so high | SUBJECT \\| VERB |
| 3. Because it rained | YES INO | 3. The kangaroo | SUBJECT I VERB |

Vocabulary Read the vocabulary words and definitions. Then circle the correct word for the blank space in each sentence.

Proceed means to begin or continue an action.
The $\qquad$ man frowned.
sullen intend
Sullen means silently grumpy.
1 $\qquad$ to make cookies. sullen 1 intend
Intend means to have as a plan.
The meeting will now $\qquad$ . proceed l sullen

Answer each question by filling in the missing information. Remember to end the sentence with punctuation.
Do you like cats or dogs more?
more than because

## Do you like stormy weather?

I like stormy weather because
$\qquad$
$\qquad$

## Lesson 8

Course Book - page 26

Read the geography journal, and then answer the questions.
GE GRAPHY JOURNAL READING COMPREHENSION

## Europe

The continent of Europe includes over 40 countries, including the British Isles (England, Scotland, Wales, Ireland, and Northern Ireland). Because Europe is surrounded by water on three sides, it is considered

a peninsula. Many tourists come to see the historical attractions, such as the Eiffel

## Correcting Tip:

man ruins,
per of Pisa.
To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

1. Which of the following is not a natural boundary? river canyon road mountain
2. Which European attraction do you most want to see?
3. Finish the sentence. Europe is a peninsula because
it is surrounded by water on three sides.

The child should have circled the attraction he or she would most want to see.

Personal Reading

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

## Lesson 8

## Spelling Practice Book - pages 9-10



## Lesson 9

Course Book - page 29

WRITING You are going to write an essay that explains whether or not you agree with the author's point of view in the opinion essay you just read.

1. Decide in your mind if you agree or disagree with the author's opinion.
2. On the line with blue text, write agree or disagree in the blank space.
3. On the line with brown text, write would or would not in the blank space.
4. Give two reasons why you agree or disagree with the author's opinion. If you are stuck, listen to the audio narration again.
5. On the line with green text, write is or is not in the blank space.

The child should have studied the painting on the previous page, listened to the accompanying audio narration, and decided whether he or she agrees with the opinion essay in the blue box. Then the child should have filled in the essay on this page with his or her own opinions. Answers will vary, but here is an example of what the child could have written:

I disagree with the author. I would like living in this home. I'll share two reasons that I feel this way. First, the home is beautiful and has plenty of space for my family. Second, the view of the huge mountains is amazing. Overall, this is a home for me.

If the child is having trouble thinking of two reasons why he or she agrees or disagrees, try asking questions based on the setting of the painting. For example,

- Would you like or dislike not having neighbors and stores close by?
- Would you love living so close to nature?
- Would you like the peace and quiet, or would it feel lonely to you after a while?
- Would you like playing in nature, or would you rather live close to a town?


## Personal Reading

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

## Lesson 10

Course Book - page 31


## Lesson 10

## Spelling Practice Book - pages 11-12



## Lesson 11

Course Book - page 32


O Complete Chapter 11 with the child in Timothy of the 10th Floor: A Phonics Read-Together Book.
O Complete the lesson with the child. Have the child complete the lesson practice section independently.

## III) Lesson -III



Read to the child: The painting on the next page was created by an artist named Anton Altmann.
He was born in Vienna, Austria. Austria is a country in Europe. Tell me the city, country, continent, and hemisphere in which he was born. [Vienna, Austria, Europe, Northern Hemisphere]

A noun is a person, place, or thing. For example, the word MOM is a noun because it is a person. The word LAKE is a noun because it is a place or thing. TABLE is a noun because it is a thing.

A common noun is the general name for a person, place, or thing, such as GIRL or COUNTRY. A proper noun is the specific name of a person, place, or thing, such as AMY or CANADA. Proper nouns are always capitalized. Fill in the blanks. A noun is
$\qquad$ . [a person, place, or thing] A proper noun is $\qquad$ . [the specific name of a person, place, or thing]

Altmann was a very talented artist. In the painting, notice how the sky and background are gray and misty and without much detail. Then notice how the tree in the middle of the painting is vibrant green, has a lot of detail, and has sunlight shining right on it. These things contrast with the dull background, making the tree beautiful and striking.

Point to the house in the painting. The word HOUSE is a thing, so it is a noun. Point to one of the girls in the boat. The word GIRL is a person, so it is a noun. HOUSE and GIRL are common nouns. Let's imagine the girl's name is Hannah. HANNAH is a proper noun because it is the specific name of the noun.

Point to the man walking down the trail. Give the man walking down the path a name. The word MAN is a common noun, but the man's name is a proper noun. For each sentence I say aloud, tell me the noun and if it is a common or proper noun.

The painter is talented.
The mist looks soft.
Austria is beautiful.
Peter is walking.

## Lesson Practice

For each sentence, circle the noun. In the blank box, write C for common noun or P for proper noun.

| France is beautiful. | P |
| :--- | :---: |
| The canoe is very old. | C |
| James is very kind. | P |
| The pageant starts soon. | C |

Write a proper noun for each common noun. Proper nouns are always capitalized.
any man's proper name, such as man MICHAEL or JOSEPH
any country's proper name, such as country UNITFD STATES or JAPAN

## Lesson 11

Course Book - page 35


## Lesson 12

Course Book - page 37

## Independent Work

## Edit the Sentences

Edit the sentences using these hints to help you find the errors:
Each sentence has 4 mistakes.

- Start a sentence with an uppercase letter and end a sentence with proper punctuation.
- Always capitalize days of the week and the specific names of people or places.
- Use "a" before a word starting with a consonant sound and "an" before a word starting with a vowel sound.
- Use the homophones TO and TOO and WEAR and WHERE correctly.

Capitalize: $\overline{\overline{ }}$

## Cross out an incorrect word and write the correct word.

Add a punctuation mark: A 个 个 $\uparrow$ v
yes, we drew an imaginary line called the equator too divide the globe into two halves .

Do you know where werwitzerland and austria are on the map

If more review is needed on the concept of common and proper nouns, review Lesson 11 on page 32 of this course book.

For each sentence, circle the noun. In the blank box, write C for common noun or P for proper noun.

| Yes, Hayden is leaving. | P |
| :--- | :---: |
| The coupon has expired. | C |

Write a proper noun for each common noun.
any girl's proper name, such as
girl_MARIA or SARAH
any country's proper name, such as
country SWITZFRLAND or CANADA

## Verb Tenses

 review Lesson 10 on page 30 of this course book.Write each present-tense
clean $\qquad$ reach $\qquad$

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


## Lesson 12

## Spelling Practice Book - pages 13-14



## Lesson 14

Course Book - page 45

## Independent Work

```
Unit 1 Contractions
cannot = can't | | will = l'll | are not = aren't
```

Write the contraction for each set of words.

| cannot | can't | I will | I'll | are not |
| :---: | :---: | :--- | :--- | :--- |
| aren't |  |  |  |  |

## Poetry Memorization

Read the poem "Springtime" on page 13 aloud twice. Then try to recite the poem without looking at it. Continue practicing until you can recite the poem from memory.

## Edil the Sentences

Edit the sentences using these hints to help you find the errors:
Each sentence has 4 mistakes.

- Start a sentence with an uppercase letter and end a sentence with proper punctuation.
- Always capitalize days of the week and the specific names of people or places.
- Use the homophones TO and TOO correctly.

Capitalize: $\overline{\overline{ }}$
Cross out an incorrect word and write the correct word.
Add a punctuation mark: $\uparrow$ 个 个 $\uparrow \geqslant$

Mrs. nelson was $\ddagger \begin{aligned} & \text { n late to enter the biggest watermelon contest }\end{aligned}$ on tuesday
oh, I ate too to much watermelon on wednesday,


[^0]For at least 20 minutes, read a book on your level from The Good and the Beautiful Book List.

## Lesson 14

## Spelling Practice Book - pages 15-16




## Lesson 15

Course Book - page 46


## Lesson Practice

Diagram the sentences in purple on the lines to the left:

An owl hoots. | A bird chirps.

Course Book - page 47


Course Book - page 48

## Independent Work

Unit 1 Cohtractions
If needed, refer to page 45.

Write the contraction for each set of words.

| cannot | can 't |
| :---: | :---: |
| I will | $I^{\prime} \\|$ |
| are not | aren 't |

Write the set of words for each contraction.

| can't | cannot |
| :---: | :---: |
| aren't | are not |
| I'll | I will |

## Lesson 15

Course Book - page 49

## Homophones

in = The keys are in my purse. | inn = We stayed at the inn for one night. (An inn is like a small hotel.)
Write a sentence for each homophone.
in


Write the correct homophone on each blank line.

1. Don't $\qquad$ wear out your socks.
2. $\qquad$ e is the canoe?
3. I’II $\qquad$ my ballet slippers.
4. Where is the leopard?

| blaring loud |
| :---: |
| loud |
| blaring |

It was so dark/ dim that I couldn't see anything.

The dog was just a little mad/ furious, but it quickly calmed down.

I am a little exhausted / tired but I still have enough energy to help you paint the fence.

## Personal Reading

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

## Lesson 16

Course Book - page 51

## Independent Work $<$ If more review is needed on sentence diagramming, review Lesson 15 on page 46 of this course book.

## Sentence Diagramming

Diagram each sentence. Draw the lines for the second diagram.

The deer rests.


A bunny sleeps.


## Verb Tenses

On the blank line besid the tense of the verb: past, present, or future.
shows that the flower is already there. of the verb The wind blows.
$\qquad$ The wind will blow.
 The wind blew.


## Homophones

to $=$ Give this to Mom. We'll go to the store. $\mid$ too $=$ I'm too tired. I'll ride my bike, too.
Write the correct homophone on each blank line.
I have $\qquad$ many pies, so l'll give some of them $\qquad$ my neighbors.

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

Lesson 16
Spelling Practice Book - pages 17-18


ANSWER:
the biggest one
ou $\mathcal{E}$ ai
Complete the following items for each word in the orange boxes:

1. Read the word aloud, and then spell it aloud, tapping your pencil on the table with each letter.
2. Read the word aloud, and then spell it aloud while lying on your stomach.
different dif-fer-ent
hapen hap-pen
funny $\square$ letter

mouth
sound
shout
paint
brain
chair

## Lesson 17

Course Book - page 55


## Lesson 18

Course Book - page 56


If more review is needed on sentence diagramming, review Lesson 15 on page 46 of this course book.

## Sentence Diagramming Diagram each sentence. Draw the lines for the second diagram.

The flour fell.


The flowers grow.



Course Book - page 57

## Edit the Sentences

Edit the sentences using these hints to help you find the errors:

- Start a sentence with an uppercase letter and end a sentence with proper punctuation.
- Capitalize the specific names of people or places.
- Use the homophones WEAR and WHERE correctly.


## Capitalize: $\overline{\overline{ }}$

Cross out an incorrect word and write the correct word.
Add a punctuation mark:
where
do you know wear amy's pastry shop is
wear


## Lesson 18

## Spelling Practice Book - pages 19-20



Days of the Week
Fill in the missing letter on each day of the week.

| S_u_nday | M___nday | Tu_e_sday | Wed_n_esday | Th_u_rsday | Fr_i_day | Sat_u_rday |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |

20


## Lesson 19

## Course Book - page 58

## Lesson Practice

## In each sentence from the Bible below, the verb is underlined. Circle the adverb, which is HOW or WHEN the verb is done.

"I will behave myselfwisely"
"Charity never faileth."
"The people gladlyreceived him."
Freelygive."

For each sentence from the Bible below, draw a box around each adjective. An adjective describes a noun. Each noun has a wavy line under it.
"He leadeth me beside the still waters."
"Let us make a joyful noise."
"A wise man will hear."
"A merry heart doeth good."

## Lesson 20

Course Book - page 63
Notice how, in a comparative essay, you discuss both the similarities
and differences of topic.

## Lesson 20

## Spelling Practice Book - pages 21-22



## Lesson 21

Course Book - page 66


## Lesson 21

Course Book - page 68


## Adjectives and Adverbs

 In each sentence below, the verb is course book. Circle the adverb, which is HOW or ViIiliv lite vein ulluei il. vial a dux alvuliu tall dujeclive, is done.The adult leopard moves stealthily.
He eats the black licorice quickly.
Swiftly. we moved the old canoe.
We gladly pick a bouquet of violets.
which describes a noun.
Our honest neighbor works diligently.
The cool breeze whispers softly.
The huge moon rises slowly.
The ripe wheat gently bends.

## Homophones

Write the correct homophone on each blank line: to or too. If needed, refer to page 51.
It's not $\qquad$ soon $\qquad$ pick the peaches. The pears are ripe $\qquad$ 100 .

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


## Lesson 22

Course Book - page 70


## Lesson 22

Course Book - page 71


## Spelling Practice Book - pages 23-24



## Lesson 23

Course Book - page 73


## Lesson 23

Course Book - page 74

| Find the group of |
| :--- |
| and objects that are farther away look smaller. We can add trees |
| to the hills in the drawing below to make it seem that there is |
| distance between each hill. Follow these steps, using markers |
| bottom hill. Draw |
| a large tree that |
| starts to the left of |
| the mushrooms. |
| The tree should be |
| as tall as the arrows |
| on the sides of |
| the box. Your tree |
| should look similar |
| to the pine tree on |
| the farthest hill. |


| Find the group of |
| :--- |
| mushrooms on the |
| second hill from |
| the bottom Draw a |
| smaller pine tree that |
| starts to the left of the |
| mushrooms. The tree |
| should be as tall as the |
| arrows on the sides of |
| the box. |


| Find the last group of |
| :--- |
| mushrooms. Draw a |
| smaller pine tree that |
| starts right ABove |
| the mushrooms. The |
| tree should be as tall |
| as the arrows on the |
| sides of the box. |


| If desired, color the |
| :--- |
| rest of the picture or |
| parts of the picture |
| (such as the logs and |
| mushrooms) with |
| your markers. |

## Lesson 23

Course Book - page 75


## Lesson 24

Course Book - page 77


Lesson 24
Spelling Practice Book - pages 25-26


## Lesson 25

Course Book - page 83

## Teacher Tip:

"To be most effective, retrieval [of concepts learned] must be repeated again and again, in spaced out sessions so that the recall, rather than becoming a mindless recitation, requires some cognitive effort. . . Spacing out practice feels less productive for the very reason that some forgetting has set in, and you've got to work harder to recall the concepts. It doesn't feel like you're on top of it. What you don't sense in the moment is that this added effort is making the learning stronger" (Make It Stick by Peter C. Brown, pages 28 and 47).

The Good and the Beautiful language arts courses follow this effective spiral approach, and this is why you will often see little bits of review throughout courses and across course levels.

Note that once a child has been exposed to a concept a certain number of times, the course no longer gives as many hints, such as listing all the being verbs or listing the meaning of the homophones. The child has to work harder to recall the information, which may include having to flip back to an earlier page. This may feel harder and take more effort and time, but it makes learning stronger.

## Independent Work



## Lesson 25

Course Book - page 84

## WOrd Deteckive The Swiss Family Robinson

We can often figure out what unfamiliar words mean by how they work with other words in a sentence. Read each sentence and figure out the meaning of the orange vocabulary word. Circle the answer. It can help to replace the orange word with each possible choice to see which one makes sense.
I. Fritz found the weight of his canes considerably more than he expected.
patiently
merrily
a lot
weaker
2. Soon, we were summoned to dinner, and all right willingly obeyed the call.

```
introduced dismissed late asked to come
```

3. We procured a fresh supply of salt, which we packed upon Turk's back.
got wished for
lost
misplaced


Tina laughs merrily.


The quiet deer sleeps soundly.


## Homophohes

Write the correct homophone on each blank line: flour or flower. If needed, refer to page 31.

1. The bag of $\qquad$ has a $\qquad$ printed on its logo.
2. My bread recipe calls for eight cups of $\qquad$ .

## Personal Reading

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

## Lesson 26

Course Book - page 86

## Unit 1 Contractions

If needed, refer to page 45.

Circle the correct contraction for each word.

| cannot can't ca'nt I will Ill I II are not aren't ar'ent |
| :---: | :---: | :---: | :---: | :---: |

Vocabulary Read the vocabulary words and definitions. Then circle the correct word for the blank space in each sentence.

Vigor means energy, enthusiasm, or good health. The man frowned in $\qquad$ . dismay I vigor

Dismay means unhappiness and discouragement.
He was so excited that he shouted with $\qquad$ .
vigor I reluctance
Reluctance is an unwillingness to do something. Inoticed her___ to work. dismay I reluctance

## Spelling Practice Book - pages 27-28

## LESSON 26

## RIDDLE:

Why is T always a happy letter?

DGE or GE: If the sound / $\mathrm{j} /$ follows a short vowel sound, it is usually spelled DGE.

Sentence Dictation
The moon shines (arderasdines high in the night sky. It is light in the day.

ANSWER:
because it's always next to $U$
Syllables+Words with Double Consonants
Rule: Divide syllables between double consonants.
Write each word below broken into syllables.
hapy hap-py
kther Iet-ter
fumy fun-ny

## oy $\mathcal{E}_{\mathrm{oi}}$

Read each word aloud. Then spell the word aloud, tapping your two index fingers together as you say each letter.

> toy
coin
noise
boil
enjoy


## Lesson 27

Course Book - page 88

## Independent Work

## Edilit the Sentence

Edit the sentence, using these hints to help you find the errors:
The sentence has 4 mistakes.

- Cross out misspelled days of the week and write the correct spelling above them.
- Always capitalize days of the week and the specific names of people or places.
- Use the homophones WEAR and WHERE correctly.
- There are no longer hints listed for every type of error the sentences contain.


## Capitalize: $\overline{\overline{ }}$

Cross out an incorrect word and write the correct word.
Add a punctuation mark: $\uparrow$ 个 个 $\uparrow \vee$

## Tuesday

an
where
On Iusday and wednesday, we camped by \& Alpine lake wear we could see the mountains reflected on the water.


## Poetry Memorization

Read the poem "Springtime" on page 13 aloud. Then, with an index card, cover the right half of the poem so that the end of each line is covered. Read the poem, removing the card to check the words if needed.

If more review is needed on the concept of common and proper
Nouns nouns, review Lesson 11 on page 32 of this course book.

For each sentence, circle the noun. In the blank box, write C for common noun or P for proper noun.


Write a common noun for each proper noun.


Pacific Ocean ocean

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

## Lesson 28

Course Book - page 91


Read the geography journal, and then answer the questions.

## G玉(\%)GRAPH JOURNAL READING COMPREHENSION

## Humiofity

Humidity means how much water vapor is in the air. Relative humidity is the ratio of the amount of water vapor actually present in the air to the greatoct amount possible for Correcting Tip:
low humidity An average relative humidity of is usually considered pleasant an comfortable. This chart shows $t$ humidity of some countries in E July according to currentresults

| Shannon, Ireland | 80 |
| :--- | ---: |
| Athens, Greece | 47 |
| London, England | 76 |
| Rome, Italy | 67 |
| León, Spain | 55 |

$\sqrt{5}$

1. How does humid air feel?

2. The more humid it is, the more water vapor is in the air.
dry and hot cold and fresh
3. What are two countries in Europe that have a pleasant humidity in July? (Answer with a complete sentence.)
it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.
 false

91
Good and Beautiful

## Lesson 28

## Spelling Practice Book - page 29



## Lesson 29

## Spelling Practice Book - page 31



## Lesson 29

Course Book - page 93

## Independent Work

Vocabulary
Read the vocabulary words and definitions. Then circle the correct word for the blank space in each sentence.

Intend means to have as a plan.
I didn't $\qquad$ to be late.
intend various
Insist means unwilling to let go of your demand.
I $\qquad$ that you stay here. various insist

Various means of different kinds.
Enthralling means fascinating. The art show was $\qquad$ enthralling various

I bought $\qquad$ painting supplies. various/ intend


## Verb Tenses

If more review is needed on verb tenses, review Lesson 10 on page 30 of this course book.

Write each present-tense verb in past tense.

enjoy


Write each future-tense sentence in present tense.
I will laugh. I am laughing./I laugh. I will guess. I am guessing./I guess.

## Sentence Diagramming <br> If more review is needed on sentence diagramming, review Lesson 23 on page 72 of this course book.

Spring came quickly.


The young man paints slowly.


## Lesson 29

Course Book - page 94


## Lesson 30

Course Book - page 96


## Lesson 30

Course Book - page 97


## Lesson 30

Course Book - page 98


## Lesson 31

Course Book - page 100

| Lasson Practice |  |
| :---: | :---: |
| Underline each ITEM in a series and add the missing commas. The first sentence is completed as an example. | Each PHRASE in the series is underlined. Add the missing commas. |
| The scene is quiet calm and lovely. | The mother will teach the fawns keep them from danger and lead them. |
| The fawn is small graceful and cute. <br> I see brown green white and gray. | It follows its mother across the field, through the fence and into the forest. |
| $\left(\begin{array}{c} 1000 \\ \hline \text { cosesmencominu } \\ \hline \end{array}\right.$ |  |

## Lesson 32

Course Book - page 104

## Independent Work

## Commas in a Series

Underline each ITEM in a series and add the missing commas.

I like its spots color tail and mane.
The words road, goal and goat have a long O sound.

Saw lawn and yawn all contain AW.


Underline each PHRASE in the series and add the missing commas. The first one is completed as an example.

The horse can walk smoothly trot skillfully and gallop wildly.

I take care of the horse by feeding it , $_{\text {, }}^{\text {, }}$ brushing it, and mucking out its stall.

## Lesson 32

## Spelling Practice Book - pages 35-36



## Lesson 33

Course Book - page 108

## Independent Work

## Complete Sentences \& Practice Spelling Colors

Answer the questions with a complete sentence, rather than just "yes" or "no."
Is the sun yellow or purple?

## The sun is yellow.

Are oranges brown or orange?

## Oranges are orange.

Do you know how to spell blue? (Put a comma after yes or no.)

## Yes, I know how to spell blue.



## Action and Being Verbs

Circle all the being verbs in the box. If needed, refer to page 9 for a list of being verbs. Then cross out the one word in the box that is a noun and not a verb at all.

stir
teach


## Lesson 33

Course Book - page 109
Completed $\square$

WRITING Write an essay about one of your favorite animals by filling in the blank spaces. You will give two reasons you like the animal. Give your essay a title on the first line, and then write your name on the second line. Read your essay aloud to your parent or teacher.
The child should have chosen one of his or her favorite animals and
completed the paragraph with two reasons why the animal is his or her
favorite. Then the child should have written a title on the top line and
his or her name on the second line. Finally, the child should have read
his or her opinion essay aloud to a parent or teacher.
Here is an example of what the child could have written:
Cheetahs are one of my favorite animals in the world for two
reasons.
First, they look so graceful when they run.
Second, their spotted fur is beautiful.
God made many amazing animals, but cheetahs are especially neat.

## Homophones

right $=$ Turn right. That's right! Ill wait right here. | write $=1$ like to write poetry.

1. Please $\qquad$ your name

$\qquad$ .

## Personal Reading

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

## Lesson 34

Course Book - page 111

## Spelling Book 3

Read the spelling rule aloud: Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix.
Dictate the words on the chart to the child and have the child write the words in the correct areas of the "Spelling Rules" section of the Spelling Practice Book. Tell the child that each word ends with a C + Silent E and that the Silent E makes the C before it soft (say /s/).

| slice | $\begin{aligned} & \text { odd } \\ & \text { "ing" } \\ & \hline \end{aligned}$ | slicing |
| :---: | :---: | :---: |
| bounce | $\begin{gathered} \text { odd } \\ \text { "ing " } \\ \hline \end{gathered}$ | bouncing |
| practice | $\stackrel{\text { ed }}{ }$ | practiced |

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Commas in a Series

Add missing commas to each sentence. After each sentence use your markers and follow the instructions to draw something on the scene.

They built bridges homes and roads.

Draw a sun sinking behind a mountain.
I love the tall spires, the curving river and the roaring waterfall.

Color the river under the bridge blue.
Let's visit the castle take a hike, and ride horses.
Draw two flags on the castle.


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


## Lesson 34

## Spelling Practice Book - pages 37-38



## Lesson 35

## Course Book - page 112

## Lesson Practice

Read each sentence aloud. Circle the possessive noun. Then write the word that belongs to the possessive noun. The first one is completed for you.

We loveMother'ssmile. Write the word that belongs to MOTHER: smile
I love mysister's name. Write the word that belongs to SISTER:_name
We have Ted'scoat. Write the word that belongs to TED $\qquad$

## Lesson 35

Course Book - page 114

| Read the story, and then complete the activity. |
| :--- |
| Gus, a fluffy little ball of gray fur with blue eyes, was a very curious <br> little kitten. So what do you think Gus did when he saw a red squirrel <br> scamper up a large oak tree? Well, he thought the tree looked quite <br> fun to climb, so he extended his sharp claws and started making his <br> way up the rough bark. Up and up he went. Finally, he was very high <br> in the tree, and he didn't dare come down. Instead, he meowed and <br> meowed until his owner, Mr. Martin, heard him. Mr. Martin held out <br> food, but it did not get Gus to come down. After running home, Mr. <br> Martin returned with a laser pointer and flashed the light on the limb <br> below Gus. The curious little kitten forgot his fear and wanted to try <br> to catch the light, so he climbed down to the lower limb. Mr. Martin <br> kept moving the light down, and Gus kept following it. Finally, Mr. <br> Martin was able to reach Gus and gently carry him home. |

One summary below is well written because it tells the main parts of the story and doesn't include unimportant details. The other summary is not well written because it includes unimportant details and doesn't tell the main parts of the story. Put an X by the summary that is well written.

Gus was a cute and curious kitten. He decided to climb a tree one day and couldn't get down. His owner, Mr. Martin, was able to get Gus down using a laser pointer.

Gus was a kitten that was a ball of gray fur. He had blue eyes. He could extend his sharp claws and thought it looked fun to climb. Mr. Martin was his owner.

## Personal Reading

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


## Lesson 36

Course Book - page 115


## IM1, Lesson \& Lesson Practice -4"



On the Good and Beautiful Homeschool app, go to Language Arts > Level $3>$ Videos > Spelling
Rule: 1-1-1 Rule. Watch the video with the child. Refer to page iii of the Spelling Practice Book to reference the full rule if needed.

Read to the child: Rewrite each word with the suffix "ing" added to it. Before adding "ing," double the consonant if the word ends with a short vowel and then a consonant. Don't double the consonant before adding "ing" if the word ends with two vowels before the consonant.
run
keep
tap
running
keeping
tapping
dig
digging

Read to the child: Rewrite each word with the suffix "ed" added to it. Before adding "ed," double the consonant if the word ends with a short vowel and then a consonant. Don't double the consonant before adding "ed" if the word ends with $\mathrm{w}, \mathrm{x}$, or y .
zap
zapped
mix
pray
beg
prayed
begged

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

Teacher Tip: Independent work sections can sometimes be very short when the Spelling Practice Book activities require more time.

## Possessive Nouns

Circle the possessive noun in each sentence. Then write the word that belongs to the possessive noun.

## The llama'stail is short.

Write the word that belongs to LLAMA:_tail

The gnat's mouth is tiny.
Write the word that belongs to GNAT:


## Lesson 36

Course Book - page 116


## Lesson 36

## Spelling Practice Book - pages 39-40



## Lesson 37

## Course Book - page 119

## Possessive Nouns

Read each sentence aloud. Circle the possessive noun. Then write in the blank the word that belongs to the possessive noun.
The wolf'stail is long.
Write the word that belongs to WOLF: $\qquad$

The moon's light is pretty.
Write the word that belongs to MOON:


## Lesson 38

Course Book - page 121


Read to the child: I'll read you a version of an Aesop fable called "The Two Goats." Then you tell me a summary of the story, meaning the main parts, in your own words.
The Two Goats

It was a fine, clear day. Two goats were traveling in the steep, rocky mountains. At the same time, they each came to the opposite sides of a high cliff. The only way across was a narrow bridge made by a tree trunk that had fallen between the two cliffs. There was only room for one goat to cross at a time, but neither goat would stand aside to let the other goat cross. Instead, they met in the middle of the narrow bridge. Still, both goats were too prideful to go back and let the other one pass first.

So they locked horns and began to fight. Almost instantly, they both fell off the narrow bridge and were swept down the river below.

Have the child summarize the story. Read the story again if needed. Discuss the message of the story. [being prideful and selfish has consequences]


## Spelling Book

Read to the child: Let's practice the 1-1-1 Rule. Rewrite each word with the suffix "ed" added to it. Before adding "ed," double the consonant if the word ends with a short vowel and then a consonant. Don't double the consonant before adding "ed" if the word ends with two consonants.


Read to the child: Rewrite each word with the suffix "ing" added to it. Before adding "ing," double the consonant if the word ends with a short vowel and then a consonant. Don't double the consonant before adding "ing" if the word ends with $\mathrm{w}, \mathrm{x}$, or y .

| draw | fix hum | saw |
| :---: | :---: | :---: |
| drawing | fixing | humming |

Dictate these words and have the child spell them aloud: dream, stream, each.
O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Lesson 38

Course Book - page 122


## Lesson 38

## Spelling Practice Book - pages 41-42



## Lesson 39

## Course Book - page 126

## Independent Work

## Homophones

wait = We will wait for the rain to stop. | weight = The puppy gained weight as it grew.
Write the correct homophone on each blank line.
I'll Wait while you write down the puppy's $\qquad$ .

## Lesson 40

Course Book-page 128


## Lesson \& Lesson Practice -tw

Read to the child: I'll read you a version of an Aesop fable called "The Bear and the Bees." Then you tell me a summary of the story, meaning the main parts in your own words.

## The Bear and the Bees

A bear roaming the woods in search of berries came to an old log in which a nest of bees had stored their honey. The bear began to nose around the log very carefully to find out if the bees were at home. Just then, one of the bees came buzzing happily home from the clover field with a load of nectar. Guessing that the bear was trying to steal honey, the bee flew at him, stung him sharply, and
then disappeared into the hollow log. The bear lost his temper in an instant and sprang upon the log tooth and claw to destroy the nest. But this only brought out the whole swarm. The poor bear had to run swiftly, and he was able to save himself only by diving into a pool of water.

Have the child summarize the story. Read the story again if needed. Discuss the message of the story. [Losing your temper can cause you trouble.]


## Spelling Book 3

Read to the child: Let's practice the 1-1-1 Rule. Rewrite each word with the suffix "ing" added to it. Before adding "ing," double the consonant if the word ends with a short vowel and then a consonant. Don't double the consonant before adding "ing" if the word ends with two vowels before the consonant.


Dictate the brown sentence. Have the child write the sentence in the "Sentence Dictation" section of the Spelling Practice Book. I'll teach at the beach.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Lesson 40

Course Book - page 129

## Independent Work

Teacher Tip: Grammar and usage concepts, such as comma rules, are often incorporated into editing exercises, sentence dictation, etc. Concepts are mastered more thoroughly and remembered longer when they are reviewed and practiced in different ways and integrated with other concepts or subjects.


## Homophones

right or write (Refer to page 109 if needed.)

1. Please $\qquad$ your answer on the $\qquad$ side of the page.
2. $\qquad$ your idea down
 away!

## Personal Reading

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


## Lesson 40

## Spelling Practice Book - pages 43-44



## Lesson 41

Course Book - page 130

## Lesson Practice

Rewrite the sentence, using correct capitalization for proper nouns.

Mrs. davis worked at sunset hill library during world war two.

## Mrs. Davis worked at Sunset Hill Library during World War Two.

## Lesson 41

Course Book - page 132

## WOrd Detective

Read each sentence from the book Heidi and circle the meaning of the orange vocabulary word. It can help to replace the orange word with each possible choice to see which one makes sense.
I. She was so hot and uncomfortable that she only climbed by exerting all her strength.
avoiding
teasing
using
ignoring
2. The boy could tell all the goats' names, for their names were about the only thing he had to carry in his head. She soon knew them, too, for she had listened attentively.
forgetfully sleepily closely carelessly

## Edit the Sentences

Edit the sentences, using these hints to help you find the errors:

- Capitalize each word in a proper noun.
- Use commas in a series of items or phrases.

Capitalize: $\overline{\overline{ }}$
Cross out an incorrect word and write the correct word.
Add a punctuation mark: $\uparrow$ 个 个 $\uparrow$ v

At the $\underline{\underline{\underline{m}}}$ maple hill Library, I read about bees , wasps $_{\boldsymbol{n}}$ and hornets.

$$
\text { Mr. hansen found } \stackrel{\text { an }}{\mathscr{I}} \text { abandoned beehive at Woodland state park. }
$$

## Homophones

wait $=$ We will wait for the rain to stop. $\mid$ weight $=$ The puppy gained weight as it grew.

1. Please $\qquad$ for me.
2. I recorded the baby's
 .

## Personal Reading

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

## Lesson 42

Course Book - page 134

## Edift the Sentences

## Independent Work

Edit the sentences, using these hints to help you find the errors:
Each sentence has 4 mistakes.

- Start a sentence with an uppercase letter and end a sentence with proper punctuation.
- Separate words or phrases in a series with commas.
- Use "a" before a word starting with a consonant and "an" before a word starting with a vowel sound.
- Capitalize proper nouns (specific names of people, places, or organizations).

$$
\text { Capitalize: } \overline{\overline{ }} \quad \text { Cross out an incorrect word and write the correct word. }
$$

Add a punctuation mark: $\uparrow$ ? 个 $\uparrow$ v

Irish hares can be found in ireland's mountains, bogs, and dunes A $_{\text {a }}$ $\stackrel{\text { ir }}{\equiv}$ ish hares have good sense of smell, hearing, and vision.


Teacher Tip: It's critical that you correct work and help the child understand anything that was done incorrectly. For example, if the child spelled a word incorrectly, consider having the child write the word three times correctly.

## Proper Nouns

Rewrite the sentence, using correct capitalization for proper nouns.

Mr. brown works at beacon hospital and green hills library in ireland.

## Mr. Brown works at Beacon Hospital and Green Hills Library in Ireland.

## Lesson 42

Course Book - page 135

Read the geography journal, and then answer the questions.

## GE GRAPH JOURNAL <br> READING COMPREHENSION

## Irish Hares

Ireland is an island in Europe. The divided into two countries: Ireland Ireland. The land is mainly cover and mossy fields, earning it the $n$ Isle. The island has many differen such as mountains, beaches, and There are also large areas of pea the land is a spongy mixture of $m$ Irish hares can be found living in landforms. In addition to these ru hares are also found in urban are cities and towns.

Where are they found? only in Ireland

When are they active? mainly at night

Where do they sleep? well hidden in a flattened patch of tall grass

Hares and rabbits have differences! Hares are generally larger than rabbits and have longer back legs and bigger feet. Hares live above

Correcting Tip:
To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

1. Is a city an urban place?

2. Are hares and rabbits the same thing?
no
yes
no
3. Finish the sentence. Three landforms found in Ireland are


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

Answers may vary but should be a complete sentence starting with "Three landforms found in Ireland are" and include three of the following landforms:
mountains, beaches, sandy dunes, peat bogs

Lesson 42
Spelling Practice Book - pages 45-46


ANSWER:
they're both in the middle of water

oa $\mathcal{E}$ ir
Complete the following items for each word in the orange boxes:

1. Read the word aloud, and then spell it aloud, tapping your pencil on the table with each letter.
2. Read the word aloud, and then spell it aloud while lying on your stomach.

coat
road
toad
bird
dirty
first

## Lesson 44

Course Book - page 141


Course Book - page 144

## Independent Work

Unit 2 Contractions

```
do not = don't | will not = won't | you will = you'll
```

Write the contraction for each set of words.

| you will | you'll |
| :---: | :---: |
| do not | don't |
| will not | won't |

## Commas in Dates

Use a comma to separate the day of the month and the year in a date. Then, in the purple box, write future if the date is in the future or past if it is in the past.
April 19, 2065
future
May 19,1989

## Lesson 44

## Spelling Practice Book - pages 47-48



## Lesson 45

Course Book - page 149


WRITING Fill in the blank spots of the paragraph, giving three ways that river otters and sea otters differ. Use information from the green text.

Sea otters are much bigger than river otters. Sea otter fur is fluffier and longer than river otter fur. Sea otters have shorter tails than river otters. River otters are less clumsy on land than sea otters.

[^1]
## Correcting Tip:

To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

## Personal Reading

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


## Lesson 46

Course Book - page 150


O Complete Chapter 13 with the child in The Kingdom of Kind: A Phonics Read-Together Book.
O Complete the lesson and the lesson practice.

## M, Lesson \& Lesson Practice -ik

On the Good and Beautiful Homeschool app, go to Language Arts > Level $3>$ Videos $>$ Spelling Rule: Caboose E. Watch the video with the child. (Note: This rule was taught in Level 2; the video can be skipped if the child remembers the rule.) Then read the spelling rule aloud:

Caboose E: 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 $U$.

Dictate the words on the chart and have the child write the words in the "Spelling Rules" section of the Spelling Practice Book. If needed, tell the child the phonogram used in the word: EA, OR, AR, or ER. If needed, remind the child of this rule: Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix.

| leave |
| :--- |
| forgive |
| carve |
| serve |



Read to the child: I will dictate three words to you, and you spell them aloud. Dictate these words: stream, dream, teach.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

Uhit 2 Cohtractions If needed, refer to page 144.

Write the correct contraction for each set of words.
will not won't do not don't you will you'll

## Lesson 46

Course Book - page 151

## GE(3)GAPHY JOURNAL

## READING COMPREHENSION

Read the geography journal, and then answer the questions.

## Wombats



Australia is truly a fascinating you know that the majority of reptiles, and mammals in Austral nowhere else in the world? One r is Australia's isolation from the world. Animals can swim or walk when the places are close to eac seeds can blow in the wind to ned Australia is so far from other pl animals and plants don't travel to

Where are they found? only in Australia How rare are they? one of the rarest animals in the world

Where do they sleep? in underground

## Correcting Tip:

To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.
2. Are there any wild animals that live only in Australia?
3. Finish the sentence. Wombats can dig underground tunnels with


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

## Lesson 46

## Spelling Practice Book - pages 49-50



## Lesson 47

Course Book - page 153


Course Book - page 154


## Lesson 47

## Course Book - page 155

## Adjectives and Adverbs

In each sentence below, the verb is underlined. Circle the adverb, which is HOW or WHEN the verb is done.

The gymnast moves skillfully. We sing the reverent hymnsoftly. Thane solved the mystery quickly.
gladly wrote the lyrics to a hymn.

In each sentence a noun has a wavy line under it. Draw a box around each adjective that describes the noun.

The huge snake slithered slowly.
I rode the new bicycle today.
This tank contains pure oxygen.
She just bought a jar of sweet syrup.

## Lesson 48

Course Book - page 157

## Independent Work

## Types of Sentences + Commas in a Series

For each sentence, circle what type of sentence it is. Then insert missing commas in a series. Series of words or phrases are underlined.

Did you buy licorice, pistachios, and tortillas? statement |question| exclamation | command

Eat your spaghetti,crepes, and croissants. statement | question | exclamation |command
Oh, I see a leopard, a rhinoceros, and a lion! statement | question |exclamation command
It's a bouquet of roses, daisies, and orchids.

## statement question | exclamation | command

## Subjects

Circle the subject in each sentence. The subject is who or what is acting or being in the sentence.

The breadsmells delicious.
A yellowbutterflyflits by.

Circle the phrase that is missing a subject.

Falls quietly.

Orange poppies grow tall.

## Lesson 48

## Spelling Practice Book - pages 5l-52



## Lesson 50

Course Book - page 163


## Independent Work



## Unit 2 Contractions

```
                                    If needed, refer to page 144.
```

Write the contraction for each set of words.
do not don't will not won't you will you'll

## Lesson 50

Course Book - page 165

1. On the map on page 164, the grid coordinates for Ribbon Falls are C7. In the white box below each picture, write the grid coordinates that show where each area is found on the map.

2. Using the scale from the map on page 164, circle about how far it is between each set of items.

|  |  |  |  |
| :--- | ---: | ---: | ---: |
| Pine Grove to the closest picnic area | 1 mile | 10 miles | more than 50 miles |
| Sleepy Pond to a paved path | 2 miles | 10 miles | more than 50 miles |
| Mossy Boulders to Pine Grove | 2 miles | 10 miles |  |

3. Label the parts of the map below. Refer to page 164 if needed.


## Personal Reading

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

## Lesson 50

## Spelling Practice Book - pages 53-54



## Lesson 51

Course Book - page 169

## Independent Work

## Word Work

Prefixes: RE means AGAIN | UN means NOT

For each word, circle the root word, which is the word with no prefixes or suffixes. (Hint: Prefixes are at the beginning of words. Suffixes are at the end of words. None of these words have suffixes.) Then circle the correct meaning of the word.

| reopen | not open | open again |
| :---: | :---: | :---: |
| un@ble | not able | able to |
| $\text { a* }^{*} \text { ○ack: }$ | not open | to package again |
| unpleasant | to make pleasant | not pleasant |

## Vocabulary Read the vocabulary words and meanings. Then circle the correct word for the blank space in each sentence.

Initial means starting or happening at the beginning.

The road had plenty of room.
broad I meager
We were able to follow our $\qquad$ plan.

Meager means too small in amount.
Broad means wide.
Evade means to avoid.
Elaborate means detailed or complex.
Dumbfounded means astonished or amazed.

The $\qquad$ supply of butter was soon gone.

initial I evade
I was $\qquad$ when the vase sold for $\$ 8,000$.
elaborate dumbfounded
We tried to $\qquad$ driving in the storm.
evade। broad
The wallpaper had an $\qquad$ design.
elaboratel evade

Personal Reading

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

## Lesson 52

Course Book - page 171

## Spelling Book

Read to the child: Let's practice the 1-1-1 Rule. Rewrite each word with the suffix "ed" added to it. Before adding "ed," double the consonant if the word ends with a short vowel and then a consonant. Don't double the consonant before adding "ed" if the word ends with two consonants.

| ask | wrap | own | drop |
| :---: | :---: | :---: | :---: |
| asked | wrapped | owned | dropped |
| jam | trap | drill | crash |
| jammed | trapped | drilled | crashed |

Dictate the brown sentence (which practices unit spelling concepts). Have the child write the sentence in the "Sentence Dictation" section of the Spelling Practice Book. My brother will read, teach, and eat.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Types of Sentences + Commas in a Series

For each sentence, circle what type of sentence it is. Then insert missing commas in a series. The series of words or phrases are underlined.

The child is precious, hilarious, and curious. $\square$ question | exclamation | command

Did you buy furniture, statues and pictures? statement |question| exclamation | command

Listen to God's counsel, be kind and pray.
statement | question | exclamation
command

Skylar, Charlotte, and Michelle need help! statement | question exclamation command

## Commas in Dates

Use a comma to separate the day of the month and the year in a date. Then, in the purple box, write future if the date is in the future or past if it is in the past.
June 19, 1829
past
March 3,2067
future

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

## Lesson 52

## Spelling Practice Book - pages 55-56




## Lesson 53

Course Book - page 174

## Independent Work

Vocabulary Write the correct vocabulary word on each blank line. Each word is used once.

Shrouded means covered.
Intrigued means to be fascinated.
Aghast means greatly shocked.
Chasm is a deep hole in the ground, ice, or rock.
Loathsome means disgusting or unpleasant.

If a village is covered in fog, you could say it is shrouded in fog.

Something that you hate could be considered loathsome $\qquad$ .

When you see something shockingly surprising, you might feel aghast . If you are intrigued by a book, it might be hard to stop reading it.

You could fall into a $\qquad$ chasm .

## Action and Being Verbs

Circle all the being verbs in the box. If needed, refer to page 9 for a list of being verbs. Then cross out the one word in the box that is a noun and not a verb at all.

## listen


enjoy

were

## Proper Nouns

For each image, draw a heart by the proper noun that names the picture. The proper noun is the SPECIFIC name. Then place three short underlines under any words that need to be capitalized in the proper noun.


## Lesson 53

Course Book - page 175

## Homophones

Write a sentence for each homophone. Refer to page 109 if needed.
Answers will vary, but the child should have written complete sentences demonstrating the correct use of the homophones right and write.

Here are examples of what the child could have written:
Turn right at the next stop sign.
You guessed the right answer!
Please come here right now.
She will write a good book.

Write the correct homophone on each blank line: weight or wait. If needed, refer to page 126.

1. A baby gains $\qquad$ as it grows.
2. The flowers are sold by $\qquad$ -
3. I’l| $\qquad$ under this tree bough.
4. I can't $\qquad$ for our adventure.

## Shades of Meaning

Fill out the charts, putting the two words in order of intensity: the lighter the shade of color, the weaker the intensity.


Idiom Study Until the Cows Come Home


Meaning: for a very long time
In a sentence: This meeting will last until the cows come home. (The meeting is going to last a long time.)

Origin: Cows graze in the pasture all day until the eveming, and they move very slowly as they return home.

Circle the sentence where the underlined part could be replaced with the idiom "until the cows come home."

We are doing the project for all the right reasons.
He might not change his mind for a long time.

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

## Lesson 54

Course Book - page 178

## Spelling Book

Read to the child: Rewrite each word with the suffix "ing" added to it. Before adding "ing," double the consonant if the word ends with a short vowel and then a consonant. Don't double the consonant before adding "ing" if the word ends with $w, x$, or $y$.


Read to the child: I will dictate four words to you, and you spell them aloud. Dictate these words: dirt, lawn, bird, ground.

Dictate the brown sentence (which practices unit spelling concepts). Have the child write the sentence in the "Sentence Dictation" section of the Spelling Practice Book. Is the duck ready to float on the river?

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Possessive Nouns

Read the sentence aloud. Circle the possessive noun. Then write the word that belongs to the possessive noun.
The geyser's water is hot. Write the word that belongs to GEYSER: Water Insert missing apostrophes. The leopard's cub is cute. The orchard's grass is soft.

## Homophones

Write the correct homophone on each blank line: weight or wait. If needed, refer to page 126.
 while you determine the $\qquad$ of the pumpkin.

## WRITING AND ART

On the Good and Beautiful Homeschool app, go to Language Arts > Level $3>$ Audio > Lesson 54 Audio Narration. Play the audio narration while looking at the painting on the next page.

WRITING On the next page, write a three-sentence summary of the story in the audio narration, using the instructions. This exercise helps you see how you can really condense a story down to the main parts.

## Lesson 54

Course Book - page 179


## Lesson 54

## Spelling Practice Book - pages 57-58



## Lesson 55

Course Book - page 181


## Lesson 55

Course Book - page 182

## Independent Work

## Sentence Diagramming

Diagram the sentence below. Include AJ under adjectives (which describe nouns) and AV under adverbs (which describe verbs).

A large lion yawns loudly.


## Idiom Study The Lion's Share



Meaning: the largest part or portion of something In a sentence: I spent the lion's share of my money on books. (I spent most of my money on books.)

Origin: In one of Aesop's fables, a lion asks others to help him hunt, but then the lion keeps most of the kill.

Circle the sentence where the underlined part could be replaced with the idiom "the lion's share."

We saved the majority of our earnings.
The steepest part of the hike was the last stretch.

Unit 2 Contractions $\square$

Write the contraction for each set of words.

you will you'll will not won't | do not |
| :--- |
| don't |

## Proper Nouns

Rewrite the sentence, using correct capitalization for proper nouns.

Mr. richards teaches at green valley elementary school in florida.

## Mr. Richards teaches at Green Valley Elementary School in Florida.

## Lesson 56

Course Book - page 185


## Independent Work

## Types of Sentences + Commas in a Series

For each sentence, circle what type of sentence it is. Then insert missing commas in a series. The series of words or phrases are underlined in the first sentence.

I wrote a hymn, a poem, and an essay.

## statement| question | exclamation | command

Did you draw an orchid, a pigeon,or a stallion? statement |question exclamation | command

Oh, Charlene, Cherilyn, and Ryley are stuck! statement | question |exclamation| command

Help me examine the tires,engine, and axle. statement | question | exclamation

## Lesson 56

## Spelling Practice Book - pages 59-60



## Lesson 58

Course Book - page 191

Assess the spelling concepts taught in this unit by dictating the words on the charts to the child and having the child write the words in the correct section of the Spelling Practice Book.


Write the words your parent/ teacher dictates. The first letter is given to you.

river

yawn



## Independent Work

## Homophones

right, write, wait, or weight (Refer to pages 109 and 126 if needed.)
Write the correct homophone on each blank line.

1. Please_ write your_ weight on the form.
2. $\qquad$ here, and Ill be $\qquad$ back!

## Proper Nouns

Rewrite the sentence, using correct capitalization for proper nouns (specific names of people or places).

Are you sure mr. taylor lives on red hill road in egypt?

## Are you sure Mr. Taylor lives on

Red Hill Road in Egypt?

## Lesson 58

## GE GRAPHY JOURNAL

## READING COMPREHENSION

Read the geography journal, and then answer the questions.

## Giant Pandas



On the continent of Asia is a huge country called China. It is here, and only here, that the giant panda lives in the wild. Why? It has to do with a natural resource.

A natural resource is

## somothina found in natuna



Giant pandas are excellent tree climbers and can sleep in trees.

Giant panda cubs are born hairless and blind. They drink their
 one of Ch especially The giant 11 hours hardl

Does a giant panda live in a desert, $g$ ecosystem? None of these! Pandas liv The high, cool mountain forests of Ch are just right for them.

Correcting Tip:
To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

1. Do giant pandas live in the wild on most continents of the world?

2. Circle all the things that are natural resources. Don't be tricked by things that are MADE from natural resources. All natural resources are found in nature.
silver shrimp cars oil bamboo houses

The child should have finished the sentence with four of the following natural resources:
coal, oil, gold, iron, rice, fish, bamboo


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

## Lesson 58

## Spelling Practice Book - page 61



## Lesson 59

Course Book - page 194

## Independent Work

## Sentence Diagramming

Add the missing items on the sentence diagrams. Include AJ under adjectives (which describe nouns) and AV under adverbs (which describe verbs).

The old machine broke suddenly.


The tiny gnat flew quickly.


## Unit 2 Contractions

 If needed, refer to page 144.Write the contraction for each set of words.
will not wont do not don't you will you'll

## Spelling Practice Book - page 63



## Lesson 60

Course Book - page 197


## Lesson 60

Course Book - page 198


## Lesson 60

Course Book - page 199


## Lesson 61

Course Book - page 205


WRITING Finish the paragraph, explaining what the climate is like in your area in the WINTER and also giving one way that the climate in your area affects how you do things in the winter.


Answers will vary, but the child should have used complete sentences to write a paragraph about the climate in his or her area during winter, including one way that climate affects how he or she does things in winter.

Here is an example of what the child could have written:
Where I live, the winters are cold and snowy. One way the winter climate affects how I do things is that I have to bundle up in layers of warm clothing when I play outside.

## Correcting Tip:

To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

## Lesson 62

Course Book - page 206


## Iㅔㄴ Lesson \& Lesson Practice -IIN

On the Good and Beautiful Homeschool app, go to Language Arts > Level $3>$ Videos > Spelling Rules: Singular Words That End with S. Watch the video with the child. Then read the spelling rule aloud:

Singular Words That End with S: When a word ends in S but is not plural, usually add a Silent E.

Dictate the words on the chart to the child and have the child write the words in the "Spelling Rules" section of the Spelling Practice Book. Tell the child that the /r/ sound is made with UR in these particular words. UR is one of the unit spelling concepts.

Read to the child: I will dictate four words to you that contain
EW, and you spell them aloud. Dictate these words: few, chew, blew, grew.

## Independent Work

## Irregular Past Tense

On each cloud, write the irregular past tense of the verb shown above the cloud. If needed, refer to page 202.


## Lesson 62

## Course Book - page 207



## Lesson 62

## Spelling Practice Book - pages 67-68



## Lesson 63

## Course Book - page 210

Circle the correct answer to the question.
What are the reasons Brandon didn't want to get the harmonica? Circle all the reasons that apply.


One summary below is well written because it tells the main parts of the story and doesn't include unimportant details. The other summary is not well written because it includes unimportant details and doesn't tell the main parts of the story. Put an $X$ by the summary that is well written.
$\square$ Brandon had warm flannel pajamas. He wanted to follow the wise counsel in the Bible. He had a kind father. Flames danced in the fireplace and seemed extra bright.


When it began to rain, Brandon realized he had left his sister's harmonica outside. Remembering a Bible verse encouraged him to get the harmonica. He then felt happy as he sat by the fire.

Course Book - page 211

## Irregular Past Tense

On each cloud, write the irregular past tense of the verb shown above the cloud. If needed, refer to page 202.


## Lesson 64

Course Book - page 213

## Independent Work

## Pronouns

In the blank box below each sentence, write the pronoun that could replace the nouns) or pronouns).

## Pronouns:

I you he she we they
Amy is really busy. She

Dad and I will leave today. We

Idiom Study


## Come Rain or Shine



Meaning: It will happen no matter what.
In a sentence: Come rain or shine, Ill go to bed at 9:00 p.m. each night. (No matter what, Ill go to bed at 9:00 p.m.)

Origin: The phrase came from a popular song written long ago.

Circle the sentence in which the underlined part could be replaced with the idiom "come rain or shine."

I'll be at the meeting no matter what happens.
We'll plant the garden if we have enough time.

## Possessive Nouns

Read the sentence aloud. Circle the possessive noun, and then write the word that belongs to the possessive noun.

The canoe's.oar is gone. Write the word that belongs to CANOE: _OCR Insert missing apostrophes. The mechanic's tool is big. A pistachio's shell is hard.

## Homophones

 dear = You are my dear friend. $\mid$ deer = A deer jumped over the fence.Write the correct homophone on each blank line.
oh dear
, the $\qquad$ hurt its foot.

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


## Lesson 64

## Spelling Practice Book - pages 69-70



## Lesson 65

Course Book - page 216

## Independent Work

## Edifit the Sentences

Edit the sentences, using these hints to help you find the errors:

## Each sentence has 4 mistakes.

- Start a sentence with an uppercase letter and end a sentence with proper punctuation.
- Separate words or phrases in a series with commas.
- Capitalize proper nouns (specific names of people, places, or organizations).

Capitalize: $\overline{=}$
Cross out an incorrect word and write the correct word.
Add a punctuation mark:

Texas, Kansas and oklahoma are the states with the most tornadoes A $_{\text {A }}^{\text {. }}$



Prohoulhs In the blank box under each sentence, write the pronoun that could replace the noun.


## Lesson 65

Course Book - page 217


1. Does the state of Alaska have a lot of tornadoes? (The map will give you the answer.) yes no
2. Finish the sentence. Three different types of maps are


## Personal Reading

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

## Lesson 66

Course Book - page 218

## Independent Work

## Irregular Past Tense

On each cloud, write the irregular past tense of the verb shown above the cloud. If needed, refer to page 202.
burst

bite
bit

shine

rise


Completed
week = A week is seven days. | weak = My muscles are weak.

Write a sentence for each homophone: week and weak.

| week | Answers will vary but should demonstrate correct usage <br> of the homophones WEEK and WEAK. <br> Here are examples of what the child could have written: <br> The science test is next week. <br> I am too weak to lift the heavy box. <br> weak |
| :--- | :--- |

Unit 3 Contractions $\square$
Refer to page 207 if needed.
Write the contraction for each set of words.

| she is | she's |
| :---: | :--- |
| have not | haven't |
| could not | couldn't |

## Lesson 66

## Spelling Practice Book - pages 71-72




## Lesson 67

## Course Book - page 222

## Independent Work

## Homophones

wood = I'll chop some wood. | would = I would like to eat spaghetti.
Write the correct homophone on each blank line.
$\qquad$

## Lesson 68

Course Book - page 225

## Independent Work

WRITING On the lines below, write instructions that describe what you think are the three most important things to do when cleaning up after dinner. The topic sentence and conclusion are given to you. Write the title when you are finished.
 do to clean up after dinner.
Instructions Answers may vary, but the child should have filled in the blanks with instructions that describe the three most important things to do when cleaning up after dinner. Then he or she should have written a title on the top line.

Instructions Here is an example of what the child could have written:
How to Clean Up After Dinner

1. First, scrape any remaining food from your plate into the trash.
2. Next, put your plate and silverware in the dishwasher.
3. Lastly, wipe the table clean and sweep the floor.

## Homophones

dear $=$ You are my dear friend. $\mid$ deer $=A$ deer jumped over the fence.
Write the correct homophone on each blank line.
Look at the $\qquad$ with antlers. It's such a $\qquad$ dear creature.

## Personal Reading

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

## Lesson 68

## Spelling Practice Book - pages 73-74




## Lesson 69

Course Book - page 228

## Independent Work

## Sentence Add the missing items on the sentence diagrams. Include AJ under adjectives Diagramming <br> (which describe nouns) and AV under adverbs (which describe verbs).

The cool wind blew softly.


A nice girl writes slowly.


Unit 3 Contractions If needed, refer to page 207.

Write the contraction for each set of words.
have not haven't she is she's could not couldn't


Finish the sentence and write another sentence about what you'd do on a snowy day. Use a transition word, such as also. Include an adjective in each sentence.

## On a snowy day, I' d like to


$\qquad$
$\qquad$

## Lesson 69

Course Book - page 229

Read the geography journal, and then answer the questions.

## GE (8) GRAPHY JOURNAL READING COMPREHENSION

Snow is made of tiny ice crystals that fall from clouds. These tiny ice crystals clump together to create beautiful snowflakes. Incredibly, most snowflakes have six sides, but no two snowflakes look the same.

For snow to form, the temperature usually must be at or below $0{ }^{\circ} \mathrm{C}\left(32^{\circ} \mathrm{F}\right)$. The higher the elevation, the colder it gets, so it is more likely to snow higher up in the mountains.

There are some places where it never snows, but about
Correcting Tip:
To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.


## Lesson 70

Course Book - page 231

## Spelling Book

Dictate these words and have the child spell them aloud: few, drew, place, face, nice.
Read the spelling rule aloud to help the child prepare for the work in the Spelling Practice Book, which is all student directed for this lesson: 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 .

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

WRITING On the lines below, write instructions that give what you think are the three most important things to do when getting ready for bed each night. The topic sentence and conclusion are given to you. Write the title when you are finished.

Instructions | Here is an example of what the child could have written: |
| :--- |
| How How to Get Ready for Bed |
| Instructions that describe important things to do when getting ready |
| 2. Next, brush your teeth. |
| 2. Lastly, give your parents a good-night hug. |

condusion: These things help bedtime go smoothly.

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

## Lesson 70

## Spelling Practice Book - pages 75-76



## Lesson 71

## Course Book - page 232



## Course Book - page 233

## Independent Work

## PCETRY

ReAding comprehension
Read the poem, and then underline the correct answer to each question.

Tired of Snow
By Annette Wynne
The world is tired of snow-
Tired of loud winds that blow
All night long through brown bare trees
The world is tired!-so

Give us back the birds and trees,
The children want to play
Out in the sun all day-
We welcomed you right well, O SnowBut now, at last, it's time to go-
We want to hear the bluebird singWe want to welcome spring!

| What is the main idea of the poem? | a) It's time for the cold, snowy winter to be done. <br> b) The birds are coming back because spring is coming. <br> c) Winter winds blow hard. |
| :---: | :--- |
| Was winter welcome at first? | yes no n n |

## Lesson 71

Course Book - page 234

Read the geography journal, and then answer the questions.

## GE GRAPHY JOURNAL READING COMPREHENSION



Shetland Islands

In the book Heather and the trying to get from Scotland and wet most of the year. He environment.


Correcting Tip:
To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.


Answers will vary, but the child should have completed the sentence with three types of plants that grow in his or her area.

## Lesson 71

Course Book－page 235

## Edit the Sentences

Edit the sentences，using these hints to help you find the errors：
Each sentence has 4 mistakes．
－Cross out letters that should not be uppercase and write the lowercase letter above it．
－Use＂a＂before a word starting with a consonant and＂an＂before a word starting with a vowel sound．
－Add missing commas in a series．

Capitalize：$\overline{\overline{ }}$
Cross out an incorrect word and write the correct word．
Add a punctuation mark：今 个 个 $\uparrow$ v

You are Kens likely to see art rainbow in the winter．



## Proper Nouns

Rewrite the sentence，using correct capitalization for proper nouns．

My cousin sarah lives by big oaks park in canada．
My cousin Sarah lives by Big Oaks Park in Canada．

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

## Lesson 72

Course Book - page 237


## Lesson 72

## Spelling Practice Book - pages 77-78



## Lesson 73

Course Book - page 240

## Completed $\square$

## Independent Work

## TION

On the curved blue line beneath each rainbow, rewrite the word shown above the rainbow, adding the suffix TION to the word. Remember to drop the T or TE when you add the suffix.


Unit 3 Contractions

Write the contraction for each set of words.
she is she's have not haven't could not couldn't


After writing a poem about a rainstorm on the next page, follow these instructions to complete the art project below the poem.

Compare the picture on this page with the one on the next page. Notice what is missing from the picture on the next page. With a pencil, draw the missing items on the picture on the next page.

With your markers, color the items that you drew. If desired, color in the boy and his umbrella as well.


## Lesson 74

Course Book - page 244

## Lesson Practice

Now you get to practice using strong verbs. The purple sentences are adapted from Marguerite Henry's writing. The verb in each sentence is missing. Read the sentences aloud and choose the most interesting and effective verb from the two choices above the blank line. Write the verb on the line, and then read the whole sentence aloud.
going down | sinking

The sun was __ sinking below the gray-green trees.

```
strikes | reaches
```

When the sun strikes the tower, come to the palace.
$\square$
The sun $\square$ slid behind the tower.
was on | warmed

## The sun warmed their backs.

## Spelling Book

Read the spelling rule aloud: Singular Words That End with S: When a word ends in S but is not plural, usually add a Silent E.

Dictate the green words on the chart to the child and have the child write the words in the "Spelling Rules" section of the Spelling Practice Book. One word does not end with E because it is a plural word.

Read to the child: I will dictate four words to you that contain EW, and you spell them aloud. Dictate these words: few,

| $\overline{\text { noise }}$ |  |
| :--- | :--- |
| $\overline{\text { rinse }}$ | $\overline{\text { mouse }}$ |
| $\overline{\text { lights }}$ |  |
| nurse |  |

flew, blew, drew.
Dictate the brown sentence (which practices unit spelling concepts). Have the child write the sentence in the "Sentence Dictation" section of the Spelling Practice Book. Don't write the wrong number.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Lesson 74

Course Book - page 245

|  |
| :---: |
| READING COMPREHENSION <br> TARTIST STUDY <br> Claude Monet <br> Read the article. Then circle or write the correct answers to the questions. <br> It's hard to study art without coming across the name of the French artist Claude Monet [clawed moh-nay]. He is one of the most famous painters of all time. Over his lifetime he created thousands of wonderful paintings, and he also helped start Impressionism, which is an art fori light and color using dabs or short <br> Monet was very interested in sunlị how it changed colors. He was also in how weather changed landscape he created many paintings of the e same location at different times of different levels of sunlight) and in types of weather. <br> In this lesson you studied beautiful sunlight. Now, notice how Monet u <br> Correcting Tip: <br> To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly. <br> If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read. page. We'll look at more art by Monet soon! <br> I. Claude Monet's art is beautiful, but he has never become well known. <br> 2. What is Impressionism? (Answer with a complete sentence.) <br> Impressionism is an art form that focuses on light and color using dabs or short paint strokes. Good and the Beautiful Book List. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Lesson 74
Spelling Practice Book - pages 79-80

LESSON 74

RIDDLE:
What do you grow by working hard?

Soft C \& G
Create a word by adding ce or ge in each blank spot.


Spelling Rules
noise
rinse
lights
$\square$
loose
mouse
$\qquad$
nurse

Sentence Dictation
Don't write the wrong number.
Student Check $\square$ Started with a capital letter $\square$ Ended with a period
No random capital letters


## Lesson 75

Course Book - page 248

## Independent Work

## Homophones

wood = I will chop the wood. | would = I would like to come.
Write the correct homophone on each blank line.
 you please gather $\qquad$ for the fire?

Course Book - page 249


## Lesson 76

Course Book - page 251
Spelling Book
Inctar
Read the spelling rule aloud to help the child prepare for the work in the Spelling Practice Book, which is
all student directed for this lesson: 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.

## Lesson 76

## Spelling Practice Book - pages 81-82



## Lesson 77

Course Book - page 252


## Lesson 77

Course Book - page 253

## Lesson Practice -III

Change each singular word to a plural word. If a word ends with F or FE, drop the F or FE and add VES.

> wolf + yes $=$ wolves
leaf
leaves
life
lives
hoof
hooves

## Write the correct word on each line.

One deer plus one more deer equals two

## deer

One buffalo plus another buffalo equals two $\square$ buffalo One salmon plus one more salmon equals two salmon

## Independent Work

Describe two things you appreciate about the person teaching you this course. Use at least two sentences. Use transition words such as also or plus.

## One thing I appreciate about

## Lesson 7 ry

Course Book - page 254

Read the geography journal, and then answer the questions.

GE GRAPHY JOURNAL READING COMPREHENSION Scotland can be divided into three areas: Highlands, islands, and Lowlands.

You'll find beautiful hills, tall mountains, and lovely lochs (lakes) in the Highlands. They are also sparsely populated, which means the area contains fewer people.

Most of Scotland's several hundred islands have no inhabitants. Some of them are Scotland inhabited (meaning people live th also have sparse populations.

The Lowlands-with dense forest farmland-have a lower elevatio height above sea level. The Lowl densely populated (more people than the Highlands.


Scottish Highlands

Correcting Tip:
To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

1. Scotland's islands are crowded with people.
2. The Lowlands have a really high elevation.
true
true false
false


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

Answers may vary, but the child should have completed the sentence by writing whether he or she would rather visit Scotland's highlands or lowlands. The child should have given at least one reason for his or her choice.

## Lesson 78

Course Book - page 255


O Complete Chapter 16 with the child in Heather and the Highland Pony: A Phonics Read-Together Book.
O Complete the lesson and the lesson practice.

## HM, Lesson \& Lesson Practice -सtu

Double S, F, L, or Z at the End of Words: At the end of one-syllable words, usually double the letters S, F, L, or $Z$ right after a short vowel.

Dictate the words on the chart to the right in random order to the child. Have the child write the words in the correct columns of the "Spelling Rules" section of the Spelling Practice Book. Note: Do not double S, F, L, or $\mathbf{Z}$ after two vowels together.

| Double the S, F, L, or Z | Do Not Double |
| :---: | :---: |
| stress | proof |
| stiff | tool |
| dwell | swirl |

Read to the child: I will dictate five words to you that contain soft C or soft G , and you spell them aloud. Dictate these words: face, place, space, age, page.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Irregular Past Tense

On each cloud, write the irregular past tense of the verb shown above the cloud. If needed, refer to pages 202 and 220 .


## Lesson 78

Course Book - page 256

## Types of Sentences + Commas in a Series

For each sentence, circle what type of sentence it is. Then insert missing commas in a series. A series of words or phrases is underlined in the first sentence.

Help me pick the apples, pears, and cherries. statement | question | exclamation |command

Do you like onions, turnips, or corn best?
statement $\square$ exclamation | command Wow, your peas, onions, and yams are huge! statement | question exclamation command

I made a chair, a stool, and a cushion.
question | exclamation | command

## Irregular Plural Nouns

Change each singular word to a plural word. If a word ends with F or FE, drop the F or FE and add VES.

$$
\begin{aligned}
& \text { wolf }+ \text { ves }= \\
& \text { wolves }
\end{aligned}
$$

knife
knives

Write the correct word on each line.
One sheep plus one more sheep equals two $\square$ sheep

One moose plus another moose equals two moose
One deer plus one more deer equals two _ deer

## Personal Reading

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

## Lesson 78

## Spelling Practice Book - pages 83-84



## Lesson 79

Course Book - page 261


## Lesson 80

Course Book - page 264


One summary below is well written because it tells the main parts of the story and doesn't include unimportant details. The other summary is not well written because it includes unimportant details and doesn't tell the main parts of the story. Put an X by the summary that is well written.

Morning light was coming through the windows. The sisters whispered quietly. The breakfast tray was white. Mother bit into the delicious omelet.

One morning, two sisters quietly made breakfast in bed for their mother as a birthday surprise. They brought the healthy food to her on a tray with a bouquet of daisies.

## Lesson 80

Course Book - page 265


## Lesson 80

## Spelling Practice Book - pages 85-86



Course Book - page 266


## Lesson 81

## Course Book - page 267

## Lesson Practice

Change each singular word to a plural word. If a word ends with F or FE, drop the F or FE and add VES.

> wolf + yes $=$ wolves
life
lives

## Write the correct word on each line.

One foot plus another foot equals two $\square$ feet

One mouse plus another mouse equals two mice people

## Independent Work

Describe what your dream backyard would be like. Use at least three sentences that are at least 10 words long. Use transition words such as also or plus.

## Lesson 81

Course Book－page 268

## Edifithe Sentences

Edit the sentences，using these hints to help you find the errors．There Each sentence has 4 mistakes． is not a hint for every type of error．
－Add missing apostrophes in contractions and in possessive nouns．
－Add missing commas in a series．

## Capitalize：$\overline{=}$

Cross out an incorrect word and write the correct word．
Add a punctuation mark：A ？ 个 今 $v$
shetland ponies arent as big as horses．however，they are strong A $_{\text {A }}$

Sarah＇s Shetland pony is friendly loyal and intelligent 。 $_{\text {a }}$

Vocabulary Write the correct vocabulary word on each blank line．Each word is used once．

Simultaneously means at the same time．
Distress is a feeling of extreme worry or trouble．

Hardy means tough and sturdy．
Unison means together at the same time．
Suitable means appropriate for the purpose．
1．Shetland ponies are
 and can thus withstand harsh weather．

2．Chocolate is not a suitable food for Shetland ponies．

3．The words simultaneously and $\qquad$ deal with things happening at the same time．

4．In times of＿distress ，brush－ ing my Shetland pony helps me relax．
－For at least 20 minutes，read a book on your level from The Good and the Beautiful Book List．

## Lesson 82

Course Book - page 270
"Besides, they wash and dress children; they mend their toys and dress their dolls; yet, they find time to bathe the head of the little girl who is so sick in the next house to theirs.
"They are full of good deeds to every living thing. I have seen them patting the tired horse and the lame dog in the street. They are always ready to help those who need help."
"I shall never think Mary's hands are ugly anymore, Miss Roberts."
"I am glad to hear you say that, Daisy. I must tell
you that they are beautiful because they do their work gladly and cheerfully."
"Oh, Miss Roberts! I feel so sorry," said Daisy, looking into her teacher's face with tearful eyes.
"Then, my dear, show your sorrow by deeds of kindness. Goodness is what is truly beautiful."

1. Have the child summarize the story aloud.
2. Ask the child to explain the message of the story. [True beauty comes from being cheerful, kind, and hardworking.]

## Spelling Book

Read the spelling rule aloud:
|-|-| Rule: If a word is I syllable and ends with I vowel (not 2 vowels) followed by I consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include $|-|-|$ words that end

jogged

floating
yawned
entered in $W, X$, or $Y$.

Dictate the green words on the chart. Have the child write the words in the "Word Dictation" section of the Spelling Practice Book. Have the child first write the word without ED or ING, then think of the spelling rule before finishing the word.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## TION

On the curved blue line beneath each rainbow, rewrite the word shown above the rainbow, adding the suffix TION to the word. Remember to drop the T or TE when you add the suffix.


## Lesson 82

Course Book - page 271

## Irregular Plural Nouns

Change each singular word to a plural word. If a word ends with F or FE , drop the F or FE and add VAS.


Write the correct word on each line.
One sheep plus one more sheep equals two sheep One person plus another person equals two people One goose plus one more goose equals two geese

## Word Work

$\square$

For each word, circle the root word, which is the word with no prefixes or suffixes. (Hint: Prefixes are at the beginning of words. Suffixes are at the end of words. None of these words have suffixes.) Then circle the correct meaning of the word.


## Personal Reading <br> For at least 20 minutes, read a book on your level from The Good and the Beautiful Book List.

## Lesson 82

## Spelling Practice Book - pages 87-88



## Lesson 83

Course Book - page 275


## Lesson 84

Course Book - page 278

## Independent Work

## Irregular Past Tense

On each cloud, write the irregular past tense of the verb shown above the cloud. If needed, refer to page 220.
bring catch




## Irregular Plural Nouns

Change each singular word to a plural word. If a word ends with F or FE, drop the F or FE and add VES.


Write the correct word on each line.
One sheep plus one more sheep equals two
 One person plus another person equals two _-_ people One child plus one more child equals two children

## Action and Being Verbs

Circle all the being verbs in the box. If needed, refer to page 9 for a list of being verbs. Then cross out the one word in the box that is a noun and not a verb at all.


## Personal Reading

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

## Lesson 84

## Spelling Practice Book - pages 89-90



## Lesson 86

Course Book - page 285

## Independent Work

Unit 3 Contractions

Write the contraction for each set of words.

If needed, refer to page 207.
have not haven't she is she's could not couldn't

## Homophones

Write a sentence for each homophone. Refer to page 219 if needed.
Answers will vary but should demonstrate correct usage of the homophones WEAK and WEEK.

Here are examples of what the child could have written:
I feel weak when I am sick.
We are leaving in one week.
Write the correct homophone on each blank line: would, wood, know, or no. If needed, refer to pages 207 and 222.

1. Does the mechanic $\qquad$ how to fix the car's engine?
2. $\qquad$
$\qquad$ not like to add any more $\qquad$ to the fire.

Write two sentences that answer the question "What are two things you are glad God made?" Use a transition word such as also or plus.

WRITING
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

## Personal Reading

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


## Lesson 86

## Spelling Practice Book - pages 91-92



## Lesson 87

## Spelling Practice Book - pages 93-94



## Lesson 88

## Course Book - page 291

## Vocabulary Write the correct vocabulary word on each blank line. Each word is used once.

Ignorant means lacking knowledge, education, or training.

Desolate means lonely, empty, and without people.

Hardy means tough and sturdy.

1. No one lived in the
 area.
2. Ignorant knowledge or training.
3. Shetland ponies are small but
hardy

## Lesson 88

Course Book - page 293


Answers will vary, but the child should have studied the painting as he or she listened to the audio narration. Then the child should have written a three- to six-sentence summary about the story of Christ's calming the storm, heard in the audio narration.

Here is an example of what the child could have written:
One night as Jesus and his disciples were sailing, a terrible storm arose. The storm worsened, the waves tossed the boat, and the disciples became more afraid. When they saw that Jesus was asleep, they woke him to ask if he cared about them. Then Jesus arose and calmed the storm by saying, "Peace. Be still." The disciples' hearts were filled with wonder and faith.

## Lesson 88

## Spelling Practice Book - page 95



## Lesson 89

## Spelling Practice Book - page 97



## Lesson 90

Course Book - page 302

| Completed $\square$ |  |  |
| :---: | :---: | :---: |
| Grammar and Usage Assessment |  |  |
| This section reviews most of the major grammar and usage concepts taught in Unit 3 and identifies and gives practice for any concepts that need further review. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, help the child correct the mistakes. Then check the orange "Additional Practice" checkbox for that section. On another day the child should complete all the orange sections that are checked, if any. If the child still makes mistakes, be sure the child understands why. These concepts will continue to be reviewed in the upcoming unit. |  |  |
| Refer to pp. 207, 213, 219, and 222 for more help. |  |  |
| Circle the correct homophone in each sentence. | Homop | hones |
| A dear/deerjumped over the gate. <br> I don't know/ no Spanish. | There are know /no The wood/would more seats. is dry. |  |
| We moved last I wood / (vould) like <br> to take a nap.  | My muscles are week / weak. | Adear/ deer little girl sang a song. |
| Forming TION Words | Refer to Lesson 71, p. 232, for more help. |  |
| On the curved blue line beneath each rainbow, rewrite the word shown above the rainbow, adding the suffix TION to the word. | On the curved blue line beneath the rainbow, rewrite the word shown above the rainbow, adding the suffix TION to the word. Remember to drop the T or TE when you add the suffix. |  |
| completion | direct | tion |
| $\binom{302}{0 \text { cood and Beautitul }}$ |  |  |

## Lesson 90

Course Book - page 303


## Lesson 90

Course Book - page 304

| Contractions |  |  | Completed $\square$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Refer to Lesson 62, p. 207, for more help. |  |  |
| Write the contraction for each set of words. |  |  | Write the contraction for each set of words. |  |  |
|  | could not | couldn't | she is | she's |  |
|  | she is | she's | have not | haven't |  |
|  | have not | haven't | could not | couldn't |  |
|  | Irregu <br> On each cloud the verb show <br> hear <br> chear <br> 1 $\square$ <br> if 1 <br> hear <br> -hear | ast Tense: Set 2 <br> the irregular past tense o the cloud. <br> bring <br> brought <br> catch <br> caught | Refer to Lesson <br> Irregut <br> On each cloud, the verb shown <br> catch <br> caugh <br> bring <br> broug | p. 220, for more help. <br> st Tense: Set 2 <br> he irregular past tense of the cloud. <br> hear <br> cheard <br> hear <br> -heard |  |

## Lesson 91

Course Book - page 306


O Complete Chapter 1 with the child in The Journey of Five: A Phonics Read-Together Book.
O Complete the lesson with the child. Have the child complete the lesson practice section independently.

## 

Read to the child: In this unit we'll enjoy the theme of forests and survival. For your safety, the survival skills you learn should not be used without parental permission and supervision.

There are over three trillion trees on the earth, and none of them are exactly alike. Trees are one of God's most incredible creations. Study the painting on the next page. Notice the texture of the tree trunks [pause], how the trees change color where the light hits them [pause], the interesting curves of the branches up high [pause], and how many short, vertical strokes are used to paint the grass.

"Prepositions"
Optional: Play this video in place of the lesson or after the lesson if the child could use further help.

Prepositions link words in a sentence, usually by showing position in time or space, such as ABOVE, BELOW, AFTER, BEFORE, ON, OF, IN, AT, TO, BY, FOR, FROM, and WITH.

I will say some sentences aloud, and you tell me the preposition in the sentence. The prepositions are in all capital letters for your reference. If the child struggles to identify the preposition, remind him or her that prepositions can show a physical position or a position in time.

Bark is ON the tree. \| Clouds are ABOVE the tree.
Fields are BY the tree. | We'll eat AFTER church.
Give a hug TO Mom. \| I'm AT home.
Go THROUGH the tunnel. | Go AROUND the lake.
We're AT the park. | A nest is IN the tree.
Read the following preposition chart to me:

| at | to | in |
| :--- | :--- | :--- |
| around | of | over |
| through | on | near |
| before | behind | by |
| inside | into | like |
| past | under | onto |
| from | off | during |

## Lesson Practice

Write an appropriate preposition on each blank line. Use a word from the purple chart above.
The sun shines $\qquad$ Answers will vary. Using the purple chart above, the child should have written an appropriate preposition on each blank line.
I walk $\qquad$ you.

Circle the three prepositions in the purple sentence.
(In)the tree behindyou, a squirrel runs (on) a branch.

## Lesson 91

Course Book - page 309

1. Do some types of wood light on fire easier than others?
2. Wet wood is hard to light, but then it burns really well.
3. Finish the sentence (remember commas in a series):

Answers may vary slightly but should include two of the following: keeping away animals, helping cook food, and/or boiling water.

WRITING Finish the paragraph, giving three ways that hardwood and softwood are different. Use three transition words from the box.


## Lesson 92

Course Book - page 310


O Complete Chapter 2 with the child in The Journey of Five: A Phonics Read-Together Book.
O Complete the lesson and the lesson practice.

## Lesson \& Lesson Practice -ith

On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Videos > Spelling Rule: Consonant + LE. Watch the video with the child. Then read the spelling rule aloud:

> Consonant + LE: Every syllable has to have a vowel, so a Silent $E$ is added to syllables ending with a consonant + $L$ that have no other vowel.

Dictate the words on the chart to the child and have the child write the words broken into syllables in the correct areas of the "Spelling Rules" section of the Spelling Practice Book. Point out how the syllables that need an E added would have no vowel otherwise.

Read to the child: You will practice spelling words with OW in this unit.

| The last syllable <br> ending with $L$ does <br> NOT have a vowel. | The last syllable <br> ending with $L$ has a <br> vowel. |
| :---: | :---: |
| un - cle | tool |
| mar - ble | ho - tel |
| sim - ple | spool | OW can say /ow/ as in DOWN or the long O sound as in LOW. I will dictate three words to you in which OW says /ow/, and you spell them aloud. Dictate these words: town, down, frown. I will dictate three words to you in which OW says /oh/, and you spell them aloud. Dictate these words: slow, grow, show.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Unit 4 Contractions

$$
\begin{aligned}
\text { he is } & =\text { he's } \\
\text { there is } & =\text { there's } \\
\text { does not } & =\text { doesn't }
\end{aligned}
$$

Write the contraction for each set of words.

| there is | there's |
| :---: | :---: |
| does not | doesn't |
| he is | he's |

Lesson 92
Spelling Practice Book - pages 101-102


## Lesson 93

Course Book - page 314

## Independent Work

## Geography

Read the information below, and then finish labeling the Northern Hemisphere, Southern Hemisphere, and equator in the blank boxes

As a review, a hemisphere is half of a ball or sphere. The dashed orange line on the map to the right represents the equator, which is an imaginary line around the planet that divides the earth into two hemispheres (halves), the Northern Hemisphere (above the equator) and the Southern Hemisphere (below the equator).


On the blank map below, label all the continents. Refer to the names in the yellow boxes for correct spelling. Remember that continents are proper nouns and should be capitalized.


## Lesson 93

Course Book－page 315

## Commas in Dates

Use a comma to separate the day of the month and the year in a date．Then，in the purple box，write future if the date is in the future or past if it is in the past．

## April 11， 2072 <br> future <br> May 29， 1975

## Homophones

there $=$ There are five pies．Look over there！｜their $=($ belongs to people）It is their cat．

1. $\qquad$ are many people who share $\qquad$ love with others．

2．Do you know if $\qquad$ are any people who need $\qquad$ cars fixed？

## Edifit the Paragraph

Edit the sentences from The Journey of Five．Use these hints：
－Use homophones THERE and THEIR correctly．
－Use commas in a series of items or phrases．

## Capitalize：$\overline{\overline{ }}$

Add a punctuation mark：

There
Their were no lakes and no wells in the area．The huge river was their only source of water．From the sparkling river，they got there water for drinking，cooking，and cleaning．

## Personal Reading

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

## Lesson 94

Course Book - page 317


## Independent Work

## Possessive Nouns

Read the sentence aloud. Circle the possessive noun. Then write the word that belongs to the possessive noun.

The journal's cover is red. Write the word that belongs to JOURNAL: cover Insert missing apostrophes. The gym's owner is here. The hymn's lyrics are nice.

## Prepositions

IN, OVER, and BY are prepositions. Circle the preposition or prepositions in each sentence.

## Gloria is(by)the tulips(in)the garden.

## An eagle flewover the trees.

By)the pond, a duck isinthe grass.

## Unit 4 Contractions

Write the contraction for each set of words. The red letters will be removed.

| there is | there's |
| :---: | :---: |
| does not | doesn't |
| he is | he's |

## Lesson 94

Course Book - page 318

## Sentence Diagramming

Add the missing items on the sentence diagrams. Include AJ under adjectives (which describe nouns) and AV under adverbs (which describe verbs).

The tiny chipmunk c hatters noisily.


A small deer listens ca refully.


## Pronouns

For each sentence, write a pronoun that could replace the underlined noun or noun phrase. The first one is given as an example. See page 208, if needed

1. The ribbons and bows are mine. They

2. The camel is not tired. $\qquad$
3. Rachel is kind.

4. The girls coiled the rope. $\qquad$
5. Ann has good balance. She
$\qquad$ _
6. The desert is hot. It
7. Give it to the coaches. $\qquad$
8. Phil and Ralph love hiking. They
9. Dad and I boiled the corn. We
10. Hank is my friend. $\qquad$
11. Michelle and Tim are kind. Their

## Personal Reading

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


## Lesson 94

## Spelling Practice Book - pages 103-104



The last syllable ending with (add an E).
han - dee
sta - ble
fum - ble

The last syllable ending with $L$ has a vowel (don't add an E).
A - prim un - til mo - tel Months
Each month is broken into syllables. 1) Read each word, and then spell it aloud. 2) Write each word with a space between each syllable. Months of the year are always capitalized.
Feb ru ar y
Au gust
No ven bier
Oc to bert
Feb ru ar y Au gust $\square$ No vem ber Oc to ber


## Lesson 95

Course Book - page 320

## Lesson Practice

Write the seven coordinating conjunctions. Refer to the previous page if needed.


Circle the acronym in each blue sentence. Then circle the correct meaning of the acronym. Hint: Try each phrase in place of the acronym in the sentence to see what makes the most sense.
I. Just FYI, I have read 87 pages of the book.
for your information
forget your interests

## 2. The FAQ page should answer all of your questions.

finally acting quickly | frequently asked questions
3. We need to explain the safety rules to all the participants ASAP. as soon as possible as silly as pie

Teacher Tip: In Unit 2 the child learned how to create summaries through oral narration. In this unit the child writes summaries of survival guide pages. Example sentences are given that the child can copy. This is an important step in our process of teaching writing. Writing a full-page summary without a lot of guidance is overwhelming to most children in Level 3 and is not yet expected or needful. Our approach allows the child to repeatedly read, study, and model correct examples of nonfiction summaries while also gaining more practice with the mechanics of physically writing longer sentences. Higher-level courses will discontinue the copying of example sentences.

## Independent Work

## Independent Clauses

drinks juice

The snow

Answers will vary, but the child should have rewritten each phrase, changing it into a complete sentence by adding a subject or verb, correct capitalization, and punctuation.

Here is an example of what the child might have written:
The thirsty girl drinks juice.
The snow fell softly outside my window.

## Lesson 95

## Course Book - page 321



## Lesson 95

Course Book - page 323

1. Which of the following uses for plants does the guide cover?
snake bites
broken bones
2. What is the main idea of the article? Plants can be used for healing. God made many plants.

WRITING Finish the summary of the survival guide page by following these steps:
$\square$ Purple Section: Read the topic sentence, which explains what the paragraph is about.
$\square$ Blue Section: Write a sentence that explains what the main idea of the article is. You can use this example or your own: The guide discusses several healing plants and their uses.

Blue Section: Add a sentence that gives two examples of plants mentioned in the guide and their uses. You can use this example or your own: For example, wild sage can help burns, and jewelweed helps poison ivy.Blue Section: Add a sentence that talks about the warning given in the article. You can use this example or your own: Finally, the guide ends with a warning about using plants incorrectly.


## Correcting Tip:

To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

## Personal Reading

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

## Lesson 96

Course Book - page 326

Spelling Book

Dictate the brown sentence (which practices possessive apostrophes and words with UI). Have the child write the sentence in the "Sentence Dictation" section of the Spelling Practice Book. We built Tom's fruit juice stand.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Homophones

there $=$ There are five pies. Look over there! | their = (belongs to people) It is their cat.

1. $\qquad$ are 15 tangerines on $\qquad$ their tree.
2. Are $\qquad$ any pies over $\qquad$ on the counter?

## Independent Clauses

## has an ear

a lamb

Answers will vary, but the child should have rewritten each phrase, changing it into a complete sentence by adding a subject or verb, correct capitalization, and punctuation.

Here is an example of what the child might have written:
The little dog has an ear.
A lamb lives on the farm.

## ION

On the curved blue line beneath each rainbow, rewrite the word shown above the rainbow, adding the suffix TION to the word.


## Personal Reading

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

Lesson 96
Spelling Practice Book - pages 105-106

LESSON 96

RIDDLE: What instrument is grand?

Spelling Rules
If the sound/ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. Tip: A long vowel says its name; a short vowel does not. Fill in each blank by correctly completing the word in the blue box with either "ch" or "th."
$\qquad$ stretch my legs. cru This $\qquad$ crutch helps me to walk. pun Who made the orange _punch?
$\qquad$ Let's make a $\qquad$ batch of cookies.

The dog will $\qquad$ fetch the stick.

The doctor will $\qquad$ stitch up the cut.

Sentence Dictation
We built Tom's fruit juice stand.
Student Check $\square$ Started with a capital letter
Included an apostrophe in the possessive noun $\square$ No random capital letters


## Lesson 97

Course Book - page 328

## Lesson Practice

Add the needed commas to the addresses below.
In an address, place a comma

- after the street name
- between the city and state
- between the state and the country


## 657 Apple Drive,Placerville,California, United States

## 65 West Church Drive, Morriston, Florida, United States

Canada is divided into PROVINCES AND TERRITORIES, not states. Just like states, provinces also need to be set off from towns or cities and countries with a comma. Ontario is a province in Canada. Look at the orange example, and then add the needed commas to the other addresses.

## 43 River Lane, Gravenhurst, Ontario, Canada

## 30 W Rose Road,Perth, Ontario, Canada

## 678 River Lane, Brantford, Ontario, Canada

## Independent Work

## Coordinating Conjunctions

List the seven coordinating conjunctions. Refer to page 319 if needed.


## Homophones

hole $=$ Don't step in the hole. $\mid$ whole $=1$ bought a whole pie.
Write the correct homophone on each blank line.
The dog buried a $\qquad$ bone in the $\qquad$ -

## Lesson 98

Course Book - page 332

## Types of Sentences + Commas in a Series

For each sentence, circle what type of sentence it is. Then insert missing commas in a series. Series of words or phrases are underlined in the first sentence.

Do you like roses, daisies, and orchids? statement |question| exclamation | command

Help me make cakes, crepes, and cookies.
statement | question | exclamation |command

I see cows, sheep, and oxen in the pasture. $\square$ question | exclamation | command

The shed,bridge, and orchard are on fire!
statement | question |exclamation| command

## Commas in Addresses

Add the needed commas to the addresses below.

In an address, place a comma

- after the street name
- between the city and state/province
- between the state/province and the country


## 100 West Red Leaf Road,Alder, Oregon,United States

## 77 Lighthouse Drive,Kingsville,Ontario,Canada

On each second house, draw the three missing items that you see on the first house (look closely). Then add missing commas in the silly address of the house.


## Personal Reading

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

## Lesson 98

Spelling Practice Book - pages 107-108


## Lesson 100

Course Book - page 337


## Independent Work

## Subjects

Circle the subject in each sentence. The subject is who or what is acting or being in the sentence.

## Theantique is old.

## (Maria)helps willingly.

## A yellow canarysings.

## Being Verbs am is are was were

For each sentence, circle the verb. Then circle $A$ if the verb is an action verb or $B$ if the verb is a being verb.


## Homophones

Note: Some people pronounce ANT and AUNT the same, and some do not.
ant = An ant is an insect. $\mid$ aunt $=$ My aunt is my father's sister.

1. My $\qquad$ bought some $\square$ spray.
2. $\qquad$ Rachel has an $\qquad$ farm.

## Lesson 100

## Course Book - page 338

WRITING The purple sentences below are adapted from Rescue Dog of the High Pass. The verbs in the sentences are missing. Read each sentence aloud and choose the most interesting and effective verb from the two verb choices above the blank line. Write the chosen verb on the line, and then read the whole sentence aloud.

Illustration by Edward Shenton from Rescue Dog of the High Pass


In the soft snow, the dog___ plowed his own path with his tremendous shoulders.
$\square$
wrenched | took
Franz wrenched his axe from the birch stump.
whirled | came
A week later, the snow came. It __ whirled down so thickly that it was impossible to see more than a few yards.

## sounded \| rumbled

The wind _rumbled from the north.
$\bigcirc$
For at least 20 minutes, read a book on your level from The Good and the Beautiful Book List.

## Lesson 100

## Spelling Practice Book - pages 109-110



## Lesson 101

Course Book - page 340

## Lesson Practice

Add the missing period and a quotation mark to the end of each line of dialogue.
Ron said, "I like licorice."
Ann said, "'ill make crepes."

Add the missing comma before the first quotation mark.

Liz said, "We need a receipt." Ed replied, "I like that idea."

Add the missing quotation mark after each comma.
"I ate spaghetti," Tim said.
"I sing in a choir," Sam said.

## Independent Work

## Coordinating Conjunctions

List the seven coordinating conjunctions. Refer to page 319 if needed.


## Homophones

hole $=$ Don't step in the hole. $\mid$ whole $=1$ bought a whole pie.
Write the correct homophone on each blank line.
My $\qquad$ foot fell into the $\qquad$ .

## Verb Tenses

Write each present-tense sentence in past tense.
I learn a lot. I learned a lot.
We earn money. We earned money.

## Lesson 101

Course Book - page 341


## Lesson 101

Course Book - page 342


## Lesson 102

Course Book - page 344

## Spelling Book <br> 33

Read the spelling rule aloud: Consonant + LE: Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + $L$ that have no other vowel.

Dictate the words on the chart to the child and have the child write the words (divided into syllables) in the correct areas of the "Spelling Rules" section of the Spelling Practice Book. Tell the child that the /ow/ sound in the words is created with OW and the long A sound is made with AI.

| The last syllable end- <br> ing with L does NOT <br> have a vowel. | The last syllable <br> ending with L has a <br> vowel. |
| :---: | :---: |
| hum - ble | growl |
| ti - the | howl |
| jun - gle | nail |
| ex - am - ple | fail |

Read to the child: OW can say /ow/ as in DOWN or the long O sound as in LOW. I will dictate three words to you in which OW says /ow/, and you spell them aloud. Dictate these words: town, frown, down. I will dictate three words to you in which OW says/oh/, and you spell them aloud. Dictate these words: slow, low, glow.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Prepositions

IN, OVER, and BY are prepositions. Circle the preposition or prepositions in each sentence.

Gloria is(by)the tulips(in)the garden.

An eagle flew over the trees.
(By) the pond, a duck is(in)the grass.

## Unit 4 Contractions

Write the contraction for each set of words.

| there is | there's |
| :---: | :---: |
| does not | doesn't |
| he is | he's |

## Punctuating Dialogue

Add the missing period and quotation mark to the end of each dialogue.
Greg said, "You are special." Carlos replied, "Ism tired."

Add the missing comma before the first quotation mark.
Destiny said, "Let's eat now." Trevor yelled, "Way to go!"

## Lesson 102

## Spelling Practice Book - pages 111-11\&



## Lesson 103

Course Book - page 347


## Lesson 103

Course Book - page 349


## Lesson 104

Course Book - page 351

## Spelling Book

Read the spelling rule aloud:
C or K at the Beginning or Middle of Words: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters. There are exceptions to the rule, such as SKUNK and SKATE. They use the letter $K$ for the $/ k /$ sound, even though the $/ k /$ sound does not come before E, I, or Y.

Dictate the words on the chart to the child and have the child write the words in the correct areas of the "Spelling Rules" section of the Spelling Practice Book. (* = exception to the rule) Read this rule if needed:

Using CH or TCH: If the sound/ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. The following words are exceptions: SUCH, MUCH, RICH, and WHICH (as in "Which one?").

| K <br> (before $\mathrm{E}, \mathrm{I}$, or Y ) | C |
| :---: | :---: |
| sketch | scratch |
| Kevin | hopscotch |
| skate* | crunch |
| skunk* | clutch |

Dictate the brown sentence (which practices spelling concepts from this unit). Have the child write the sentence in the "Sentence Dictation" section of the Spelling Practice Book. My ear is near my mouth.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Compound Sentences

Combine the two independent clauses (sentences) into one compound sentence by using a COMMA and BUT (one of the seven coordinating conjunctions). Do not capitalize the second independent clause.

## Abe is tired. He will help us.

## Abe is tired, but he will help us.

## Punctuating Dialogue

Add the missing period and quotation mark to the end of each dialogue.
Raven said, "Let's draw."
Pedro claimed, "I'm ready."

Add the missing comma before the first quotation mark.
Karen said, "I love it here."
Sandra yelled, "Come back!"

## Lesson 104

Course Book - page 352


On the blank map below, label all the continents. Refer to the names in the yellow boxes for correct spelling.
Remember that continents are proper nouns and should be capitalized.


## Lesson 104

Course Book - page 353


## Lesson 104

## Spelling Practice Book - pages 113-114



## Lesson 105

Course Book - page 357

## Independent Work

## Sentence Diagram the sentences. Include AJ under adjectives (which describe nouns) and Diagramming

A brown owl hooted softly.


The kind mother laughed loudly.


Unit 2 Contractions
If needed, refer to page 144.

Write the contraction for each set of words.
will not wont do not don't you will you'll

## Edit the Porrogroph

Edit the sentences. Use these hints:

- Use homophones THERE and THEIR correctly.
- Use commas in a series of items or phrases.

Capitalize: $\overline{\overline{ }}$
Add a punctuation mark:

Their
There mom is teaching about nouns.
"A noun is a person place or thing," she says. "The words picture knee, and scorpion are nouns."
(1) Personal Reading
(1)
,
For at least 20 minutes, read a book on your level from The Good and the Beautiful Book List.

## Lesson 106

Course Book - page 361


## Lesson 106

## Course Book－page 362

## Punctuating Dialogue

Add the missing period and quotation mark to the end of each dialogue．

Frank declared，＂It＇s cold．＂

Add the missing comma before the first quotation mark．
Cindy said，＂Dinner is ready．＂

Gabby replied，＂We＇re lost．＂

Mark yelled，＂You can do it！＂

## Homophones

Write a sentence for each homophone．Refer to page 337 if needed．

| Answers will vary，but the child should have written sentences that |
| :--- |
| demonstrate correct usage of the homophones ANT and AUNT． |
| Here is an example of what the child might have written： |
| The ant crawled onto the picnic blanket． |
| My aunt is kind and funny． |

Write the correct homophone on each blank line：their or there．Refer to page 315 if needed．

1. $\qquad$ are pears on the tree．
3．Is it
$\qquad$ surfboard？
2．Put your coat over $\qquad$ ．
2. $\qquad$ father is patient．

## Verb Tenses

Finish the second sentence in future tense．
Today the plant grows．Tomorrow the plant $\qquad$ ．

## （⿴囗⿱一一日儿）Personal Reading <br> －For at least 20 minutes，read a book on your level from The Good and the Beautiful Book List．

## Lesson 106

## Spelling Practice Book - pages 115-116



## Lesson 107

Course Book - page 364
Choose a word to finish the title. Remember that you always capitalize the first word of a title.

| Answers will vary, but the child should have completed the first |
| :--- |
| two titles, making sure that first, last, and important words are |
| capitalized. Then he or she should have come up with his or her |
| own four-word title with "in the" in the middle, making sure |
| that first, last, and important words are capitalized and the short |
| preposition and article are lowercase. |
| Here is an example of what the child might have written: |
| Jesus and the Lost Lamb |
| Mystery of the Mountain |
| Swimming in the Sea |

## Independent Work

## Proper Nouhs

For each image, draw a heart by the proper noun that names the picture. The proper noun is the SPECIFIC name. Then place three short underlines under any letters that need to be capitalized in the proper noun.


## Lesson 107

Course Book - page 365

WRITING Write an opinion paragraph that explains what one of the most important things you are learning this year is and why it's important. Follow these steps:
$\square$ Decide what one of the most important things that you are learning this year is. If needed, talk to your parent or teacher to get ideas.

- Finish the opening sentence.
$\square$ Create a new sentence that starts with "This is important because," and then finish the sentence.
$\square$ Create another sentence that starts with "Also" and gives another reason that the thing you are learning is important.

The concluding sentence is already written. Your paragraph is done! Read your paragraph aloud to a parent or teacher.


Unit 3 Contractions
If needed, refer to page 207.
Write the contraction for each set of words.
she is she's could not couldn't have not haven't

## Personal Reading

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

## Lesson 108

Course Book - page 367

## Spelling Book

Read the spelling rule aloud:

> Consonant + LE: Every syllable has to have a vowel, so a Silent $E$ is added to syllables ending with a consonant + $L$ that have no other vowel.

Dictate the words on the chart to the child and have the child write the words broken into syllables in the correct areas of the "Spelling Rules" section of the Spelling Practice Book. Point out how the syllables that need an E added would have no vowel otherwise. This exercise gives practice spelling three-syllable words.

Read to the child: I will dictate words to you in which EAR says /er/ as

| The last syllable <br> ending with L does <br> NOT have a vowel. | The last syllable <br> ending with $L$ has a <br> vowel. |
| :---: | :---: |
| ar - ti - cle | bowl |
| ex - am - ple | feel |
| flex - $\mathrm{i}-$ ble | ho - tel | in YEARN, and you spell the words aloud. Dictate these words: learn, heard. (Note: The same words are repeated in lessons by design.)

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Capitalization in Titles

Finish the title by adding a missing word. Remember that you always capitalize the first word of a title.

Answers will vary, but the child should have completed the first two titles, making sure that first, last, and important words are capitalized. Then he or she should have come up with his or her own four-word title with "and the" in the middle, making sure that first, last, and important words are capitalized and the conjunction and article are lowercase.

Here is an example of what the child might have written:
Goats at the Farm
Daniel Visits a Zoo
Susie and the Giraffe

## Lesson 108

Course Book - page 369

This assignment is one paragraph. When you add a new sentence, put it after the last sentence, with just a little space between each sentence.

WRITING Finish the summary of the survival guide page by following these steps:
Blue Section: Finish the topic sentence, which explains who wrote the guide page and the topic of the guide page.
O Orange Section: Write a sentence that summarizes the opening paragraph. You can use this example or your own: First, the page explains why it is hard to survive in the desert.

- Orange Section: Write a sentence that explains the first main idea of the guide. You can use this example or your own: Next, the guide explains how and why to find water.
Orange Section: Write a sentence that explains the next main idea of the guide. You can use this example or your own: Also, the page gives tips for (finish the sentence on your own).
Orange Section: End by summarizing the conclusion. You can use this example or your own: The guide ends with a warning to plan wisely while visiting the desert.


This survival guide page by Jenny Phillips is about
Answers will vary, but the child should have followed the directions above, using the suggested sentences or his or her own ideas to finish this summary of the survival guide page.

Here is an example of what the child might have written:
. . . surviving in the desert. First, the page explains why it is hard to survive in the desert. Next, the page explains how and why to find water. Also, the page gives tips for maintaining a good body temperature. The guide ends with a warning to plan wisely while visiting the desert.

## Correcting Tip:

To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

## Lesson 108

## Spelling Practice Book - pages 117-118



## Lesson 109

## Course Book - page 371

## Combine the two independent clauses (sentences) into one compound sentence by using a COMMA and SO (one of the seven coordinating conjunctions). Do not capitalize the second independent clause.

Ed enjoys learning. He reads a lot.
Ed enjoys learning, so he reads a lot.
It is hot here. Bring a lot of water.
It is hot here, so bring a lot of water.

Course Book - page 372

## Independent Work

## Edil ine Porogroph

Edit the sentences. Use these hints:

## The paragraph has 4 mistakes.

- Use homophones THERE and THEIR correctly.
- Use commas in a series of items or phrases and use apostrophes in contractions.

Capitalize: $\overline{\overline{ }}$
Cross out an incorrect word and write the correct word.
Add a punctuation mark: $\uparrow$ 个 个 $\uparrow$ v
Their
There dad is teaching about deserts.
"Deserts are dry, desolate, and harsh," he explains. "It's's hard for many types of plants and animals to thrive in deserts."


## Lesson 110

Course Book - page 375

## Spelling Book

Read to the child: I will dictate words to you in which OW says /ow/ as in NOW, and you spell the words aloud. Dictate these words: crown, town, brown. Now I will dictate words to you in which OW says /oh/ as in LOW, and you spell them aloud. Dictate these words: glow, blow, low, show, throw.

Dictate the brown sentence (which is similar to a sentence in an earlier lesson and practices possessive apostrophes and words with UI). Have the child write the sentence in the "Sentence Dictation" section of the Spelling Practice Book. Don't drink Jane's fruit juice.

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Compound Sentences

Add a comma and a coordinating conjunction (for, and, nor, but, or, yet, so) to complete each purple compound sentence. FOR can mean BECAUSE. Use "for" twice in this exercise.

## I'll sleep. I am tired.

Ill sleep, for I am tired.

I want to help. I can't.
I want to help, but I can't.

I shut the door. It is cold. I shut the door, for it is cold.

We were hungry. We ate.
We were hungry, sO we ate.

## Adjectives and Adverbs

In each sentence below, the verb is underlined. Circle the adverb, which is HOW or WHEN the verb is done.
The glowing sun slowly set.
The wind blows gently through the grass.
The man barely kicked the soccer ball.
We gladly pick a bouquet of roses.

In each sentence the noun has a wavy line under it. Draw a box around each adjective, which describes the noun.

The small canoe works well.
The soft cushion is expensive.
Polish the old boots.
Listen to his wise counsel.

## Lesson 110

Course Book - page 377


## Lesson 110

## Spelling Practice Book - pages 119-120



## Lesson 111

Course Book - page 379

| Adjective | Comparative Form |
| :--- | :--- |
| near | nearer |
| slow | slower |

## Lesson 111

Course Book - page 379

| Adjective | bemparative Form | buperlative Form |
| :--- | :--- | :--- |
| good | better | best |
| little | farther | least |
| far | worse | worst |
| bad |  |  |

## Independent Work

## Commas in Addresses

In an address, place a comma

- after the street name
- between the city and state/province
- between the state/province and the country

On each second house, draw the three missing items that you see on the first house (look closely). Then add missing commas in the silly address of the house. See page 327 if needed.


54 Banana Lane,Monkeyville,Florida,United States


88 North Paper Drive,Pencil Town, Ontario, Canada

## Lesson 111

Course Book - page 381


## Lesson 112

## Course Book - page 383

## Homophones <br> Note: Some people pronounce ANT and AUNT the same, and some do not.

ant = An ant is an insect. $\mid$ aunt $=$ My aunt is my father's sister.

1. A fire $\qquad$ just bit my $\qquad$ aunt

## Course Book - page 384

ant colony.

Units 1 and 2 Contractions
Amy read me a book about an $\qquad$ $t$
$\qquad$ .

位

| cannot cant I will Ill are not aren't |
| :---: | :---: | :---: | :---: | :---: |

## Spelling Practice Book - pages 121-12む



## Lesson 113

Course Book - page 385


## Compound Sentences

Combine the two independent cla

so (one of the seven coordinating | Refer to Lesson 103, p. 346, and |
| :--- |
| Lesson 109, p. 370, for more help. |

Ed enjoys learning. He reads a lot.

## Ed enjoys learning, so he reads a lot.

## Each Other vs. One Anothe

Refer to Lesson 99, p. 333, for more help.

WO PEOPLE
Write the correct choice on each blank line: "each other" or "one another.
The two sisters love each other
Everyone should be kind to one another
Dad and Mom serve each other

When you are referring to two people, use EACH OTHER.

## MORE THAN TWO PEOPLE

When you are referring to more than two people, use ONE ANOTHER.

## Lesson 113

Course Book - page 386

## Independent Work

## Possessive Nouns

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

Fred


1. I washed $\qquad$ Fred's $\qquad$ yellow shirt.
2. 1 am
 good friend.

## Action and Being Verbs

Circle all the being verbs in the box. If needed, refer to page 9 for a list of being verbs. Then cross out the one word in the box that is a noun and not a verb at all.

## listen



## Irregular Plural Nouns

Change each singular word to a plural word. If a word ends with F or FE , drop the F or FE and add VES.

$$
\begin{aligned}
& \text { wolf }+ \text { ves }= \\
& \text { wolves }
\end{aligned}
$$



Write the correct word on each line.
One foot plus one more foot equals two $\square$ feet

One mouse plus another mouse equals two $\qquad$ mice $\qquad$ -
One person plus one more person equals two _ people

## Lesson 114

Course Book - page 390

## Independent Work

## Homophones

dear $=$ You are my dear friend. $\mid$ deer $=A$ deer jumped over the fence.
Write the correct homophone on each blank line.
My $\qquad$ sister wants to paint a $\qquad$ with antlers.

## Irregular Past Tense

On each cloud write the irregular past tense of the verb shown above the cloud.


## Irregular Plural Nouns

Change each singular word to a plural word. If a word ends with F or FE , drop the F or FE and add VES.


Write the correct word on each line.
One sheep plus one more sheep equals two $\qquad$ sheep

One person plus another person equals two


One child plus one more child equals two $\qquad$ children

## Lesson 114

Course Book - page 391

Comparative and Superlative Adjectives

| Adjective |  |
| :--- | :--- |
| good | better |

## Edilh ine Porogroph

Edit the sentences. Use these hints:

- Use homophones THERE and THEIR correctly.
- Use commas in a series of items or phrases and use apostrophes in possessive nouns.

Capitalize: $\overline{\overline{ }}$
Cross out an incorrect word and write the correct word.
Add a punctuation mark: A 个 个 $\uparrow \geqslant$
their
The Davis family loves to learn_During there homeschool lesson, they studied coordinating conjunctions. Kates dad taught that there are seven coordinating conjunctions: for, and, nor but or, yet, and so.
their
After the homeschool lesson was over, they took a ride on there cute pony named names misty.

## Lesson 114

## Spelling Practice Book - pages 123-124



## Lesson 115

Course Book - page 395

## ㅁ

## Independent Work $\quad$ POETRY

READING COMPREHENSION
Read the poem, and then underline the best answer to each question.

## The Bough of a Tree

By Jenny Phillips
The bough of a tree-
What an amazing thing!
With bark that's rough and brown
And twigs and branches all around.

Fortunately, our God made
Millions of boughs to give us shade,
And gladden our hearts,
And give birds rest,
And have a place for little nests.
The bough of a tree-
What an amazing thing!


## Homophones

Write a sentence for each homophone. Refer to page 219 if needed.

| weak |
| :--- |
| week |

Answers will vary, but the child should have written sentences that demonstrate correct usage of the homophones WEAK and WEEK. Here is an example of what the child might have written:

Write the co
My legs felt weak after hiking up the mountain.
The dance recital is next week. and 222.

1. Would a mechanic or a carpenter $\qquad$ know how to build things with $\qquad$ WOOd ?
2. $\qquad$ I would not like to use $\qquad$ to make a chair; Ill use metal.

## Lesson 116

Course Book－page 398

## Edifit the Porogroph

Edit the sentences．Use these hints：
－Use homophones THERE and THEIR correctly．
－Use commas in a series of items or phrases．
Capitalize：$\overline{\overline{ }}$
Add a punctuation mark：今 ？ 个 介 $v$

Their
There－teacher is talking about nouns and verbs．
＂A noun is a person place or thing，＂he explains．＂A verb is an action or being word．Theirare many examples of action verbs．For example，these words are action verbs：sit sing，and read．Here are some examples of being verbs：are am is was and were．＂

Their teacher＇s instruction is helpful．

## Sentence Diagramming

Diagram the sentences．Include AJ under adjectives（which describe nouns） and AV under adverbs（which describe verbs）．

The tall tree grows slowly．


Snow falls gently．


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

## Lesson 117



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

## Lesson 117

Spelling Practice Book - page 125


## Lesson 118

Course Book - page 403

Spelling Book

Assess the Unit 4 Spelling Words and months by dictating the words on the charts to the child and having the child write the words in the correct sections of the Spelling Practice Book.


| Mortise |
| :--- |
| October |
| November |
| February |
| August |

O Have the child complete the rest of the work in the Spelling Practice Book. Check the work.

## Independent Work

## Vocabulary Write the correct vocabulary word on each blank line. Each word is used once.

Equivalent means equal in value.
Savor means to really enjoy and appreciate something.

Provisions means a supply of something.
Inkling means a slight suggestion or hint.

Turbulent means wild, violent, and disordered.
Loathsome means disgusting or unpleasant.
Bondage means being under the control of another person.

Even though worms are edible, many people think it is $\qquad$ loathsome to eat them. a turbulent storm hit the island.

I had no _ inkling $\qquad$ that you had been planning a surprise party.

Our provisions started to run low, so we left.
Twelve inches is equivalent to one foot.
I love this cake so much; Ill $\qquad$ every bite.

It is not right to put a person into $\qquad$ bondage

## Lesson 118

Course Book - page 404

## Compound Sentences

Combine the two independent clauses (sentences) into one compound sentence by using a COMMA and AND (one of the seven coordinating conjunctions).
God made me. I'm special.

## God made me, and I'm special.

## Punctuating Dialogue

Add the missing period and quotation mark to the end of each dialogue.
Helen said, "I'm a chemist." Carl claimed, "I like onions."

Add the missing comma before the first quotation mark.

## Cindy said, "I'm a chef."

## Comparative \& Superlative

Fill in the missing words on the chart.

| adjefiniog | comperotive | superatative |
| :---: | :---: | :---: |
| dark | darker | darkest |
| good | better | best |

Kim yelled, "That's poisonous!"

## Unit 4 Contractions

Write the contraction for each set of words.
The red letters are removed.

| there is | there's |
| :---: | :---: |
| does not | doesn't |
| he is | he's |

## Each Other vs. One Another

Write the correct choice on each blank line: "each other" or "one another." My two cats love $\qquad$ each other
We should all support _one another My friends are kind to _one another

## TWO PEOPLE

When you are referring to two people, use EACH OTHER.

MORE THAN TWO PEOPLE
When you are referring to more than two people, use ONE ANOTHER.

## Spelling Practice Book - pages 127-128



Course Book - page 406
Lessonn

## Grammar and Usage Assessment

$\square \quad$ This section reviews many of the major grammar and usage concepts taught in Units 1-3 and identifies and gives practice for any concepts that need further review. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, help the child correct the mistakes. Then check the orange "Additional Practice" check box for that section. On another day the child should complete all the orange sections that are checked, if any. If the child still makes mistakes, be sure the child understands why. These concepts will continue to be reviewed in upcoming cou

## Homophones

Circle the correct homophone in each sentence.

| We ground wheat <br> intoflour- flower. | We stayed at a <br> cute in / inn. |
| :---: | :---: |
| I'll (vear-/ where my |  |
| sunglasses. | We are to / too <br> late; the train left. |

## Commas in Dates

Use a comma to separate the day of the month and the year in each date. Then, in the purple box, write future if the dates are all in the future or past if they are in the past.

June 18,2097
July 2,2245
future

## Lesson 119

Course Book - page 407


## Lesson 119

Course Book - page 408


## Lesson 120

Course Book - page 410

| Completed $\quad$ - |  |  |  |
| :---: | :---: | :---: | :---: |
| Grammar and Usage Assessment |  |  |  |
| This section reviews most of the major grammar and usage concepts taught in Unit 4 and identifies and gives practice for any concepts that need further review. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, help the child correct the mistakes. Then check the orange "Additional Practice" check box for that section. On another day the child should complete all the orange sections that are checked, if any. If the child still makes mistakes, be sure the child understands why. These concepts will continue to be reviewed in upcoming course levels. |  |  |  |
| Homophones |  | efer to pp. 315, 328, and 337 for more help. |  |
| Circle the correct homophone in each sentence. |  | Homophones |  |
| I like there / their cabin. | There's a hole/ whole in my shirt. | Circle the correct homophone in each sentence. |  |
|  |  | I bought a hole / wholepie. | A lion is over there/ their. |
| My ant / aunt is quite funny. | Please sit over there/ their. | Is that there / their house? | An ant/ aunt is an insect. |
|  | ............................. | Note: Some people pronounce ANT and AUNT the same, and some do not. |  |

The sentence is missing either a subject or verb. Rewrite the phrase, changing it into a sentence by adding a subject or verb. Don't forget capitalization and end punctuation.
has an earAdditional Practi

## Independent

The sentence is missing eithe subject or verb. Don't forget

Answers will vary, but the child should have decided whether the sentence is missing a subject or a verb. Then he or she should have added a subject or verb to make the sentence complete, remembering capitalization and end punctuation.

Here are examples of what the child might have written:
The rabbit has an ear.
A zebra runs to join its herd.

Refer to Lesson 93, p. 312, for more help.


## Lesson 120

Course Book - page 411

|  |  | Completed $\square$ |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Contractions |  | Refer to Lesson 92, p. 310, for more help. |  |  |
| Write the contraction for each set of words. |  | Write the contraction for each set of words. |  |  |
| he is | he's |  |  |  |
| there is | thers | there is | there's |  |
|  |  | he is | he's |  |
| does not | doesn $\dagger$ | does not | doesn'† |  |

## Punctuating Dialogue

Add the missing period and quotation mark to the end of each dialogue.
Frank declared, "It's cold." Gabby replied, "We're lost."
Refer to Lesson 101, p. 339, for more help.
Punctuating Diatogue
Add the missing comma before the first quotation mark.
Cindy said, "Dinner is ready." Mark yelled, "You can do it!"

## Commas in Addresses

Add the needed commas to the address below.

In an address, place a comma

- after the street name
- between the city and state/province
- between the state/province and the country

22 Daisy Road,Green Valley,California,United States

Refer to Lesson 97, p. 327, for more help.

## Commas in Addresses

Add the needed commas to the address below.

56 N. Lighthouse Drive,Avon,Maine,United States

## Lesson 120

Course Book - page 412


## Compound Sentences

Combine the two independent clauses (sentences) into one compound sentence by using a COMMA and SO (one of the seven coordinating conjunctions).
I follow Jesus. I am kind.
I follow Jesus, so I am kind.

Refer to Lesson 103, p. 346, and Lesson 109, p. 370, for more help.

## Compound Sentences

Combine the two independent clauses (sentences) into one compound sentence by using a COMMA and BUT (one of the seven coordinating conjunctions). Do not capitalize the second independent clause.
It was cloudy. It didn't rain.

## It was cloudy, but it didn't rain.


[^0]:    Personal Reading

[^1]:    Using information from the green text above, the child should have completed the paragraph by filling in the blank spaces with three ways that river otters and sea otters differ.

    Here is an example of what the child could have written:
    For example, sea otters are bigger than river otters.
    Also, sea otter fur is fluffier and longer than river otter fur.
    Finally, sea otters have shorter tails than river otters.

