

LEVEL SEVEN

COURSE

Companion



Answer Key | Quick Reference | Spelling Dictation
Poetry Memorization | Ladders | Course Readings

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STATES AND CAPITALS LADDERS

Instructions

Note: States and Capitals Ladders are also included in the Level 5 course. They are included here as a review. If you remember most of the states and capitals, you will master the ladders quickly. You can then use the extra time to complete work in your course book.

Work on States and Capitals Ladders for 5–10 minutes. You will not work on States and Capitals Ladders every day. Do States and Capitals Ladders one day and poetry memorization the day after that.

1. Using an index card, cover up the capital column. Say the capital for each state. Move the index card to reveal the capital and see if you are correct.
2. Using an index card, cover up the state column. Say the state for each capital. Move the index card to reveal the state and see if you are correct.
3. Once a chart is mastered, check the mastered box.
4. Once all ladders have been mastered, review all the ladders.



STATES AND CAPITALS LADDERS

Ladder #1

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

Have your parent or teacher mark a box when you correctly say the capital for each state in the column while the capitals are covered. Each one must be correct on the first try.

☐ ☐ ☐

Have your parent or teacher mark a box when you correctly say the state for each capital while the states are covered. Each one must be correct on the first try.

☐ ☐ ☐

Mark this box when all the check boxes above are marked.

Ladder Mastered! ☐

Ladder #2

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

Have your parent or teacher mark a box when you correctly say the capital for each state in the column while the capitals are covered. Each one must be correct on the first try.

☐ ☐ ☐

Have your parent or teacher mark a box when you correctly say the state for each capital while the states are covered. Each one must be correct on the first try.

☐ ☐ ☐

Mark this box when all the check boxes above are marked.

Ladder Mastered! ☐

POETRY MEMORIZATION

Instructions

1. Read through the poems on the next few pages, and choose two poems to memorize. Write the titles of the poems here. Note: Some of the poems are also included in other courses.

2. The Daily Checklist guides you to practice poetry memorization. You will practice States and Capitals Ladders one day and work on poetry memorization the day after that.

Here are some tips and ideas for memorizing your poems:

- Learn one poem at a time. Once you have mastered a poem, move on to the next poem, but still recite each poem you have already learned each time you practice poetry memorization.
 - First, spend several days reading the poem out loud over and over again. Then read a line, look away from the paper, and recite the line. Do this for all the lines.
 - Type or write the poem by hand several times. Each time, try to write more of it from memory.
 - Cover a line with an index card and try to say it out loud. If you can't remember the line, move the index card so you see just the first word or two, and see if you can remember the line then.
 - To remember how each stanza begins, draw a picture that reminds you of the first line of each stanza.
 - Write just the first word of each line, and try to recite the poem.
3. Once you have memorized a poem, practice reciting it with feeling and expression. Then, recite the poem for at least three people—a friend, a grandparent, a neighbor, a parent, a sibling, an aunt or uncle, etc. Your poem is then considered mastered!
 4. When you have mastered all your poems, simply recite each of them out loud during poetry memorization time. You will keep doing this until you complete the entire course.

I Have Memorized These Poems

#1 _____

I recited the poem to

1. _____ 2. _____ 3. _____

#2 _____

I recited the poem to

1. _____ 2. _____ 3. _____

Why Spend Time on Poetry Memorization?

Poetry memorization is a wonderful exercise for the young, growing mind. I believe that memorization of poetry and beautiful, powerful literature is a critical part of forming intelligent minds that appreciate and recognize the good and the beautiful. Author Laura M. Berquist wrote, "Familiarity with truly good poetry will encourage children to love the good." (*The Harp and Laurel Wreath*, pg 9)

Memorization also gives confidence, increases focus and attention span, strengthens the capacity of the brain, and builds into children's minds an ability to understand and use complex language. Children learn by example, and their minds are most impressionable in the younger years. Ingraining their minds with examples of beautifully crafted language will help them build a solid foundation for life-long learning and love of the good.

Picture Books

by Edgar Guest

I hold the finest picture-books
Are woods and fields and running brooks;
And when the month of May has done
Her painting, and the morning sun
Is lighting just exactly right
Each gorgeous scene for mortal sight,
I steal a day from toil and go
To see the springtime's picture show.
It's everywhere I choose to tread—
Perhaps I'll find a violet bed
Half hidden by the larger scenes,
Or group of ferns, or living greens,
So graceful and so fine, I swear
That angels must have placed them there
To beautify the lonely spot
That mortal man would have forgot.

What hand can paint a picture book
So marvelous as a running brook?
It matters not what time of day
You visit it, the sunbeams play
Upon it just exactly right,
The mysteries of God to light.
No human brush could ever trace
A drooping willow with such grace!

Page after page, new beauties rise
To thrill with gladness and surprise
The soul of him who drops his care
And seeks the woods to wander there.
Birds, with the angel gift of song,
Make music for him all day long;
And nothing that is base or mean
Disturbs the grandeur of the scene.
There is no hint of hate or strife;
The woods display the joy of life,
And answer with a silence fine

The scoffer's jeer at power divine.
When doubt is high and faith is low,
Back to the woods and fields I go,
And say to violet and tree:
"No mortal hand has fashioned thee."

Silence

by Edgar Guest

I did not argue with the man,
It seemed a waste of words.
He gave to chance the wondrous plan
That gave sweet song to birds.

He gave to force the wisdom wise
That shaped the honeybee,
And made the useful butterflies
So beautiful to see.

And as we walked beneath splendid trees
Which cast a friendly shade,
He said: "Such miracles as these
By accident were made."

Too well I know what accident
And chance and force disclose
To think blind fury could invent
The beauty of a rose.

I let him talk and answered not.
I merely thought it odd
That he could view a garden plot
And not believe in God.



QUICK REFERENCE

MAP KEY—CONTINENTS AND OCEANS





Terms to Know

Adjective	a word that describes nouns	The <u>pretty</u> bird sang. The <u>kind</u> man helped me.
Adverb	a word that describes verbs, adjectives, or other adverbs (not nouns)	He ran <u>quickly</u> . (<i>describes the verb “ran”</i>) My sock is <u>very</u> wet. (<i>describes the adjective “wet”</i>) He ran <u>so</u> quickly. (<i>describes the adverb “quickly”</i>)
Articles	the, a, an	<u>The</u> horse ate <u>an</u> apple.
Coordinating Conjunction	a word that connects words, phrases, and clauses (<i>FANBOYS: for, and, nor, but, or, yet, so</i>)	Dan <u>and</u> I made cookies, <u>but</u> they burned.
Direct Object	the noun or pronoun that receives the action of the action verb in a sentence Not all sentences have direct objects.	We kicked the <u>ball</u> . I made <u>dinner</u> . The bird sang a <u>song</u> .
Interjection	a word or phrase that expresses strong emotion or surprise. (<i>help, hey, hi, wow, look, stop, great, yikes.</i>)	<u>Help!</u> My foot is stuck. <u>Ouch</u> , that really hurts!
Noun	a word for a person, place, or thing	The <u>sunrise</u> gives the <u>girl</u> <u>joy</u> .
Pronoun	a word that replaces a noun (<i>I, me, we, us, you, she, her, him, it, they, them</i>)	<u>We</u> gave the book to <u>her</u> , and <u>she</u> loved <u>it</u> .
Proper Noun	a specific name of a person, place, or thing	<u>Ellen</u> lived in <u>Virginia</u> during the <u>Civil War</u> .
Preposition	links words in a sentence, usually by showing position in time or space (<i>Examples: of, off, at, on, by, in, out, below, from, under, into, through, during, after, inside</i>)	<u>After</u> lunch we walked <u>over</u> the bridge. The bouquet <u>of</u> flowers is <u>from</u> Dad.
Subject	who or what is doing or being (<i>The subject can be a noun or a pronoun.</i>)	<u>Miguel</u> is nice. The beautiful <u>bird</u> sang a song.
Subordinating Conjunction	a connecting word that comes at the beginning of a dependent clause (<i>because, when, since, while, after, even though, + many more</i>)	<u>After</u> the game ended, we ate dinner. We ate dinner <u>after</u> the game ended. <u>When</u> you are ready, we will leave.
Verb	an action or being word such as EAT or AM (<i>A verb can be an action word or a “being” word—form of the verb “to be.”</i>)	The boy <u>jumped</u> and <u>laughed</u> . You <u>are</u> happy, and so <u>am</u> I.

Literary Terms

Allegory	an extended metaphor that presents objects, events, or characters in a symbolic narrative	Christ's parables are examples of allegories.
Alliteration	when words that are next to each other or close together have the same beginning sound. Writers use alliteration to make lines sound more smooth and catchy.	The winter wind whispers outside the window.
Allusion	when an author refers to a subject matter such as a well-know place, event, or literary work by way of a passing reference	Walking through your yard is like visiting Eden. That Scrooge grumbles throughout the whole holiday season.
Anaphora	the repetition of words or phrases at the beginning of sentences or clauses	We shall not fail. We shall go on. We shall prevail!
Assonance	the repetition of vowel sounds in the middle or end of words within a phrase, sentence, or line of a poem.	He hung the <u>bri</u> ght <u>li</u> ght <u>ri</u> ght beside me.
Consonance	the repetition of consonant sounds in the middle or end of words within a phrase, sentence, or line of a poem.	The <u>te</u> nt they <u>se</u> nt has a lot of <u>li</u> nt and <u>an</u> ts.
Hyperbole	an exaggerated statement or claim not meant to be taken literally; an obvious, exaggerated statement	He walks slower than a snail. These shoes are killing me.
Metaphor	a literary device in which a word or phrase is used to make a comparison between two things without using "like" or "as"	The snow was a white blanket. The lawn was a green carpet.
Onomatopoeia	the use of a word that imitates the sound it represents	Bang! Boom! Tick tock.
Personification	a figure of speech in which non-human things are given human attributes	Rain pounded on the roof. The thunder grumbled across the sky.
Sensory Language	writing that appeals to the senses: touch, taste, sound, sight, smell	The clattering of hooves and the tinkling of bells filled the flower-scented air.
Simile	a literary device in which a word or phrase is used to make a comparison between two things using "like" or "as"	Gina is as gentle as a lamb. Seth sings like an angel.

Sentence Diagramming (Steps 1–7)

Note: Sentence diagramming for *The Good and the Beautiful* curriculum starts in the Level 2 course. This curriculum uses diagramming to help with the basics of grammar; highly complex diagramming is not a part of these courses. This course goes over all the steps learned in previous courses as a review and for those who have not yet learned sentence diagramming.

Steps 1–4: Subject, Verb, Articles, Adjectives, Adverbs

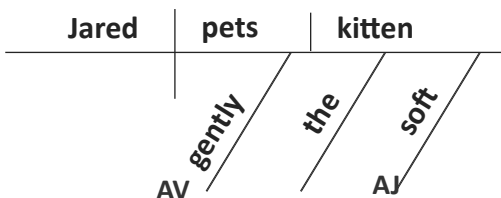
Start with a horizontal line crossed by a vertical line.

- Write the subject (who or what is doing or being in the sentence) to the left of the vertical line.
- Write the verb to the right of the vertical line.
- Write articles (THE, A, AN), adjectives (words that describe nouns), and adverbs (words that describe verbs, adjectives, or other adverbs) on slanted lines under the words they modify.
- Write the letters AJ below adjectives and AV below adverbs.

Step 5: Direct Objects

To diagram a direct object, draw a vertical line (that does not cross the horizontal line) after the verb, and then write the direct object after the vertical line. A direct object is the noun or pronoun that receives the action of the action verb in a sentence (e.g., We washed the CAR. We kick BALLS). Not all sentences have direct objects.

Example: Jared gently pets the soft kitten.

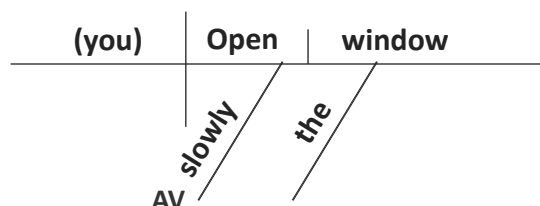


Note: Place possessive adjectives—my, your, his, her, its, our, their—under the noun they modify. Write the letters AJ (for adjective) under possessive adjectives.

Step 6: Commands

When we diagram sentences that are commands, we put the implied subject in parentheses.

Example: Open the window slowly.



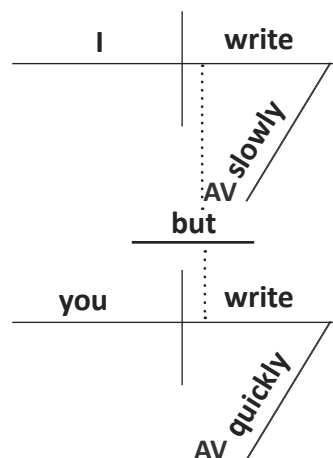
Step 7: Compound Sentences

A compound sentence is made of two independent clauses (clauses that could stand on their own as sentences) joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

To diagram a compound sentence, diagram the first independent clause. Then diagram the second independent clause underneath the first. Then place the coordinating conjunction between the two sentences with a dashed line connecting the two verbs.

Example

I write slowly, but you write quickly.



Apostrophes

1. Contractions

In a contraction, an apostrophe is always placed at the spot where at least one letter has been removed.

Examples: isn't, don't, you're, they're, wasn't

Note: In general, avoid using contractions in formal writing (such as essays, business letters, and presentations) as they tend to create a light and informal tone.

2. Indicating Possession—Singular

Place the apostrophe before the “s” to show singular possession.

Example: That is my grandfather's journal.

Note: Stylebooks and editors give conflicting guidance for showing possession of common nouns or proper nouns that end in “s.” Some prefer this method: The bus' flag belonged to Mr. Jones' class. Others prefer this method: The bus's flag belonged to Mr. Jones's class. You may use either *but should be consistent*.

3. Indicating Possession—Plural

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

Examples: All of the soldiers' mail has been delivered to their captain.

Put the children's books on their desks.

The families' homes were destroyed.

4. Indicating Possession—Multiple Nouns

To show possession of more than one noun, the placement of the apostrophe depends on whether the possessors share possession.

A. If the possessors *share the item together*, use an apostrophe only with the last possessor.

Example: Alex and Sandy's dog is cute.

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

Example: Brother Parker's and Brother Shultz's houses were both destroyed in the fire.

Avoiding Shifts in Person, Voice, and Number

1. Avoid shifts in person.

English has three persons: first person (I, we); second person (you); and third person (he, she, it, they, one). Avoid shifts in person within sentences, paragraphs, and entire essays.

Examples: Incorrect: When cooking, one should wear an apron. Otherwise, you might get dirty.

Correct: When cooking, you should wear an apron. Otherwise, you might get dirty.

Incorrect: Anyone can learn to play the piano if you practice.

Correct: Anyone can learn to play the piano if he or she practices.

2. Avoid shifts in voice.

Do not shift from active voice to passive voice within a sentence or vice versa.

Examples: Incorrect: I brought cookies, and they were eaten quickly by the children.

Correct: I brought cookies, and the children quickly ate them.

3. Avoid shifts in number.

Do not shift from singular nouns or pronouns to plural nouns or pronouns.

Examples: Incorrect: Children with involved parents are more likely to become a good student.

Correct: Children with involved parents are more likely to become good students.

Capitalization Rules 1–4

Rule 1: Proper Nouns

Always capitalize proper nouns. A noun names a person, place, or thing. A proper noun gives the *specific name* of the person, place, or thing.

People and Pets	Names and initials of specific people and pets
Places and Businesses	Names of specific buildings, stores, restaurants, monuments, parks, bridges, streets
Geographical Areas	Names of continents, countries, states, cities, lakes, rivers, oceans, mountains
Languages and Nationalities	<i>Examples:</i> Spanish, British, Dutch, European, Asian, Jewish
Historical Events	<i>Examples:</i> the Renaissance, the Civil War, the Great Depression
Holidays	<i>Examples:</i> Christmas, President's Day
Religious Terms	<i>Examples:</i> Methodist, Christians, Islam, Buddha
Brand Names	<i>Examples:</i> Nike, Whirlpool, Sony
Organizations	Names of schools, libraries, hospitals, foundations, clubs, sports teams

Rule 2: Days of the Week, Months, and Seasons

Always capitalize days of the week and months. Do not capitalize seasons.

Rule 3: Courtesy Titles

Capitalize the title that comes before a person's name such as Dr., Mrs., Mr., Miss.

Rule 4: Job Titles/Formal Titles

1. **Formal job titles** indicate authority or professional/academic position: prophet, bishop, president, mayor, senator, professor, doctor, judge, governor, pope. Formal titles are capitalized only when they come right before a name. Never capitalize a formal title that is not used with a name.

Examples:

Today, Senator Goodman will be in town.
Today, the senator will be in town.

He stood next to the president during the speech.
He stood next to President Reagan during the speech.

2. **Informal job titles**, those that describe a job, are never capitalized, even when coming right before a name. Most job titles are informal: teacher, astronaut, lawyer, actor, plumber.

Examples:

The next speaker will be producer Richard Rich.
I am reading a book by author Jean Lee Latham.

Citing Sources: Part 1

Several widely accepted style guides, such as APA, Chicago Manual of Style, and MLA, give guidance on citing sources. This course teaches a simplified MLA format.

Note: This course does not have you list the city of publication, the publisher name, or the medium of publication which are usually included in MLA format.

Follow these guidelines when citing a source:

ITALICIZE THESE TITLES

Books	Magazines	Newspapers
Websites	Plays	Album Names

PUT THESE TITLES IN QUOTES

Articles	Short Stories	Poems
Speeches	Essays	Songs

WRITE MONTHS AS FOLLOWS

Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
------	------	------	------	-----	------	------	------	-------	------	------	------

FORMAT DATES AS FOLLOWS

day month year Examples: 5 July 2002 and 24 Oct. 1993

INCLUDE THIS INFORMATION

Books	Author Last Name, Author First Name, Title of Book, Year of Publication	Examples: Allen, James, <i>As a Man Thinketh</i> , 1910 Smith, Adam, <i>Wealth of Nations</i> , 1776
Articles	Author Last Name, Author First Name, Title of Article, Title of Magazine, Newspaper, or Encyclopedia, Month and Year of Publication	Examples: Harris, Gabe R., "He is Risen," <i>Instructor Magazine</i> , May 1998 Douglas, Chadwick, "Ghost Cats," <i>National Geographic</i> , Jan. 2014.
Websites	Author Last Name, Author First Name (if listed), Title of Article (if applicable), Title of Website, Date of Publication (if listed)	Examples: "Emily Dickinson: The Writing Years," www.emilydickinsonmuseum.org *No author or publication date listed Mallonee, Laura C, "The Imaginative Man," www.poetry-foundation.org *No publication date listed Klein, Christopher, "A Perfect Solar Storm," www.history.com , 14 Mar. 2012

Participles and Participial Phrases

Why Learn About Participles

- Participial phrases have special comma rules you should know in order to punctuate sentences correctly. Participial phrases are very common, so it is important that you know how to punctuate them.
- You should learn to recognize “misplaced” (also called “dangling”) participial phrases. Dangling participles are a common grammar mistake and a subject on tests such as the ACT.

Before you can learn how to punctuate participial phrases and avoid their misuse, you must first learn to recognize participles and participial phrases.

Participles are verbs that act as adjectives. They usually end with ED or ING, but not always (e.g., “The hymn sung today is lovely.” (**Gerunds** are also verbs ending in “ing,” but they function as nouns.) A present participle uses the present tense (e.g., “Smiling widely, Ed laughed”). A past participle uses past tense (e.g., “baked today”)

Participles do not act as verbs in a sentence. Participles act as adjectives.

“**Pressed**” used as a verb: Sam pressed the button.

“**Pressed**” used in a participial phrase: Pressed against the wall, Sam was stuck. (“Pressed” describes Sam’s condition.)

“**Sweating**” used in part of a verb phrase: Sam is sweating.

“**Sweating**” used as a participle: Sweating, Sam passed the finish line. (“Sweating” describes Sam’s condition when he passed the finish line.)

A **participial phrase** includes a participle and all the other words that complete its meaning. Participial phrases always act as adjectives.

Examples: Surprised by their generosity, I started to cry.
Amy, scared of getting sick, put on her warmest coat.
Listening intently for sounds of a bear, we continued on the trail.
My dog, holding a stick in his mouth, swam across the lake.
The frog, hopping really fast, was too hard to catch.

Capitol/Capital

Capitol

a building occupied by a legislature, or a group of buildings in which the functions of state government are carried out

Example: They will hold the meeting at the Georgia State Capitol.

Note: Use a capital “C” when referring to a specific capitol building.

Capital

Cities which serve as the seat of the government, or an upper case letter

Examples: Salt Lake City is the capital of Utah. | Use a capital letter to start a sentence.



SUPER SIMPLE TIP: Think “o” for capitol and the fact that most capitol buildings have a dome.

Can/May

Can

Physical or mental ability (to be able)

Examples: I can play the piano.
I can see you.

May

Possibility or permission

Examples: I may go to the library this morning. (*possibility*)
May I borrow that book? (*permission*)



COURSE READINGS

Connecting with Nature

Essay Ideas and Research Notes

Note: For this assignment, you may modify or use, word-for-word, any information in this section that does not have quotes around it.

Information with quotes around it should be paraphrased and quoted, and then the source needs to be cited.



- As of 2008 more people lived in cities than in the countryside.
- Two hundred years ago, most people lived surrounded by fields, farms, and forests.
- “Recent research shows that children are spending half as much time outside as they did 20 years ago.” (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)

- “Today, 8–18-year-olds devote an average of 7 hours and 38 minutes (7:38) to using entertainment media across a typical day (more than 53 hours a week).” (Kaiser Foundation, Jan 2010)

OPENING PARAGRAPH

- Samuel Johnson, wisely stated, “Deviation from nature is deviation from happiness.”
- Helen Keller wrote, “To me a lush carpet of pine needles or spongy grass is more welcome than the most luxurious Persian rug.”
- Most of us have felt the innate pull to spend time in the beauty and peace of nature.
- Henry David Thoreau said, “An early morning walk is a blessing for the whole day.”
- Nature journaling, gardening, puddle jumping, looking at clouds, bird watching, skipping rocks—these things are more than just fun activities . . .
- A growing body of research is exploring the connect between nature and human well-being; the findings are fascinating.
- Is there a connection between nature and mental health?

SUPPORTING POINT #1: “NATURE HELPS IMPROVE MOOD AND MENTAL HEALTH”

- Many studies have shown that spending time outdoors can lessen the symptoms of Attention Deficit Disorder/ADHD. (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- Simply viewing beautiful pictures of nature can have beneficial effects.
- Patients have been shown to recover more quickly simply by being exposed to images of nature.
- “Just viewing nature reduces physiological stress response, increases levels of interest and attention, and decreases feelings of fear and anger and aggression.” (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- “City dwellers have a 20 percent higher risk of anxiety disorders and a 40 percent higher risk of

mood disorders as compared to people in rural areas. People born and raised in cities are twice as likely to develop schizophrenia.” (Stafford News, June 30, 2015)

- “Research conducted at the University of Kansas concludes that people show a 50 percent boost in creativity after living for a few days in nature.” (KU News Release, April 23, 2012)
- “Viewing nature can reduce physiological stress response, increase levels of interest and attention, and decrease feelings of fear, anger, and aggression.” (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- Being outside is not enough; green space is needed. Studies show that walking down a busy city street or playing outside on cement is not nearly as beneficial to your well-being as being in places that have trees, grass, and plants.
- “Short-term exposure to natural areas through brief walks and even looking at images of nature has been found to have a positive effect on mood, reducing feelings of anger and anxiety.” (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- “Time in nature was found to have a positive effect on mood and memory as well as dampening the effect on anxiety.” (Stafford News, June 30, 2015)
- “Nature deprivation, a lack of time in the natural world, largely due to hours spent in front of TV or computer screens, has been associated, unsurprisingly, with depression. (University of Minnesota, “How Does Nature Impact our Well-Being.”)

SUPPORTING POINT #2: “NATURE HELPS IMPROVE PHYSICAL HEALTH”

- Studies have shown that 30 minutes a day outside can result in a better night's sleep.
- “Scientists have shown that kids who play outdoors are generally more fit than those who spend the majority of their time inside. Kids who play outside in natural areas also showed a statistically significant improvement in motor fitness with

better coordination, balance, and agility.” (The Natural Learning Initiative, *Why Naturalize Outdoor Learning Environments*, January 2012)

- “Living in an area with little green space is tied to higher risk of disease, including depression and anxiety, attention deficit/hyperactivity disorder (ADHD), cancer, diabetes, and so much more.” (Traci Pedersen, PsychCentral)
- New research has found that being in nature actually boosts the immune system.
- Several studies show that patients in hospitals who can see a natural landscape get better faster.

SUPPORTING POINT #3: “NATURE IMPROVES ACADEMICS AND BEHAVIOR”

- “Kids in environmental education classes have higher scores in reading, writing, math, science, and social studies.” (*Connecting Today's Kids with Nature*, National Wildlife Federation, 2008)
- “Studies of children in schoolyards found that children engage in more creative forms of play in the green areas. They also played more cooperatively.” (The Natural Learning Initiative, *Why Naturalize Outdoor Learning Environments*, January 2012)
- “Studies in the US show that schools that use outdoor classrooms and other forms of nature-based experiential education support significant student gains in social studies, science, language arts, and math. Students in outdoor science programs improved their science testing scores by 27%.” (The Natural Learning Initiative, *Why Naturalize Outdoor Learning Environments*, January 2012)

The Quakers, Mennonites, and Amish of Pennsylvania

An Informative Essay by Jennifer D. Lerud

(Opening Paragraphs)

The German monk Martin Luther caused quite a commotion when he wrote *The Ninety-Five Theses* in 1517, which was a list of what he felt the Roman Catholic Church was doing wrong. It helped start a rift between the Roman Catholic Church and the people who became known as Protestants—those who protested against the Catholic Church.

The following period, known as the Reformation, saw the creation of new religious groups. One of these was the Quakers. Because those in power were intolerant of dissenting religious opinions, the Quakers went on a mass emigration to America, led by William Penn, whose father was owed a lot of money by King Charles II of England. The present-day lands of Pennsylvania and Delaware were given to William Penn to pay the king's debt. Because of this, William Penn became the largest private owner of land in America. It belonged to him, not to any crown, and he wanted to use it to help his people and others to live in peace and freedom.

(Paragraph A)

William Penn and his Quaker friends knew the horrors of religious persecution and wanted it to stop. He'd personally been imprisoned many times in the Tower of London because of his non-conformist religious beliefs. Many others had too. Even the few Quakers who had come to America to escape religious persecution earlier found themselves being persecuted by the Puritans in the New World, too. Since Penn and his fellow Quakers were pacifists (people who don't believe in war or fighting), having this huge area of land in America was a great blessing. It meant an opportunity for the freedom they sought.



On March 4, 1681, King Charles II signed the charter for Pennsylvania (named “Penn”—in honor of William’s father, and “Sylvannia” which is Latin for “forests” or “woods”). William Penn then wrote: “It is a clear and just thing, and my God who has given it me through many difficulties, will, I believe, bless and make it the seed of a nation.” ¹ And so it was.

(Paragraph B)

William Penn came to America hoping to make the land he owned a wonderful place to live. He set up a government and wrote a charter of liberties that

Benjamin West

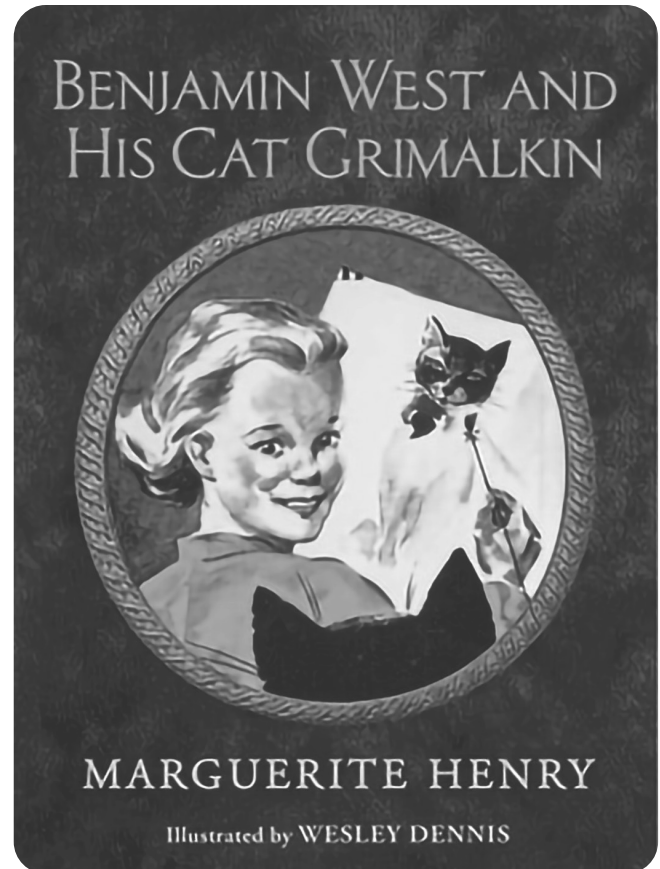
by Nathaniel Hawthorne

In the year 1738, there came into the world, in the town of Springfield, Pennsylvania, a Quaker infant, from whom his parents and neighbors looked for wonderful things. A famous preacher of the Society of Friends had prophesied about little Ben, and foretold that he would be one of the most remarkable characters that had appeared on earth since the days of William Penn. On this account, the eyes of many people were fixed upon the boy. Some of his ancestors had won great renown in the old wars of England and France; but it was probably expected that Ben would become a preacher, and would convert multitudes to the peaceful doctrines of the Quakers. Friend West and his wife were thought to be very fortunate in having such a son.

Little Ben lived to the ripe age of six years without doing any thing that was worthy to be told in history. But one summer afternoon, in his seventh year, his mother put a fan into his hand and bade him keep the flies away from the face of a little babe who lay fast asleep in the cradle. She then left the room.

The boy waved the fan to-and-fro, and drove away the buzzing flies whenever they had the impertinence to come near the baby's face. When they had all flown out of the window or into distant parts of the room, he bent over the cradle and delighted himself with gazing at the sleeping infant. It was, indeed, a very pretty sight. The little personage in the cradle slumbered peacefully, with its waxen hands under its chin, looking as full of blissful quiet as if angels were singing lullabies in its ear. Indeed, it must have been dreaming about Heaven; for while Ben stooped over the cradle, the little baby smiled.

"How beautiful she looks!" said Ben to himself. "What a pity it is that such a pretty smile should not last forever!"



Marguerite Henry wrote a wonderful fictionalized biography of Benjamin West. This book is part of the Reading Challenge for Level 7. If you have not already read this book, consider starting it now.

Now Ben, at this period of his life, had never heard of that wonderful art, by which a look, that appears and vanishes in a moment, may be made to last for hundreds of years. But, though nobody had told him of such an art, he may be said to have invented it for himself. On a table, near at hand, there were pens and paper and ink of two colors, black and red. The

boy seized a pen and sheet of paper, and kneeling down beside the cradle, began to draw a likeness of the infant. While he was busied in this manner, he heard his mother's step approaching and hastily tried to conceal the paper.

"Benjamin, my son, what hast thou been doing?" inquired his mother, observing marks of confusion in his face.

At first Ben was unwilling to tell, for he felt as if there might be something wrong in stealing the baby's face and putting it upon a sheet of paper. However, as his mother insisted, he finally put the sketch into her hand and then hung his head, expecting to be well scolded. But when the good lady saw what was on the paper in lines of red and black ink, she uttered a scream of surprise and joy.

"Bless me!" cried she. "It is a picture of little Sally!"

And then she threw her arms round our friend Benjamin and kissed him so tenderly that he never afterwards was afraid to show his performances to his mother.

As Ben grew older, he was observed to take vast delight in looking at the hues and forms of nature. For instance, he was greatly pleased with the blue violets of spring, the wild roses of summer, and the scarlet cardinal-flowers of early autumn. In the decline of the year, when the woods were variegated with all the colors of the rainbow, Ben seemed to desire nothing better than to gaze at them from morn until night. The purple and golden clouds of sunset were a joy to him. And he was continually endeavoring to draw the figures of trees, men, mountains, houses, cattle, geese, ducks, and turkeys with a piece of chalk, on barn-doors, or on the floor.

In these old times, the Mohawk Indians were still numerous in Pennsylvania. Every year a party of them used to pay a visit to Springfield, because the wigwams of their ancestors had formerly stood there. These wild men grew fond of little Ben and made him very happy by giving him some of the red and yellow paint with which they were accustomed to adorn their faces. His mother, too, presented him with a

piece of indigo. Thus he now had three colors—red, blue, and yellow—and could manufacture green by mixing the yellow with the blue. Our friend Ben was overjoyed, and doubtless showed his gratitude to the Indians by taking their likenesses in the strange dresses which they wore, with feathers, tomahawks, and bows and arrows.

But all this time, the young artist had no paintbrushes, nor were there any to be bought, unless he had sent to Philadelphia on purpose. However, he was a very ingenious boy and resolved to manufacture paintbrushes for himself. With this design, he laid hold upon—what do you think? why, upon a respectable old black cat, who was sleeping quietly by the fireside.

"Puss," said little Ben to the cat, "pray give me some of the fur from the tip of thy tail!"

Though he addressed the black cat so civilly, Ben was determined to have the fur, whether she were willing or not. Puss, who had no great zeal for the fine arts, would have resisted if she could; but the boy was armed with his mother's scissors and very dexterously clipped off fur enough to make a paintbrush. This was of so much use to him that he applied to Madam Puss again and again, until her warm coat of fur had become so thin and ragged, that she could hardly keep comfortable through the winter. Poor thing! She was forced to creep close into the chimney corner, and eyed Ben with a very rueful physiognomy. But Ben considered it more necessary that he should have paintbrushes than that Puss should be warm.

About this period, Friend West received a visit from Mr. Pennington, a merchant of Philadelphia, who was likewise a member of the Society of Friends. The visitor, on entering the parlor, was surprised to see it ornamented with drawings of Indian chiefs, and of birds with beautiful plumage, and of the wild flowers of the forest. Nothing of the kind was ever seen before in the habitation of a Quaker farmer.

"Why, Friend West," exclaimed the Philadelphia merchant, "what has possessed thee to cover thy walls with all these pictures? Where on earth didst thou get them?"

Research for Fictionalized Biographical Story of Abraham Lincoln

PART 1

From *The Story of Young Abraham Lincoln* by Wayne Whipple

The little Lincoln boy learned to help his father and mother as soon as he could, picking berries, dropping seeds and carrying water for the men to drink. The farm at Knob Creek seems to have been a little more fertile than the other two places on which his father had chosen to live.

Once while living in the White House, President Lincoln was asked if he could remember his “old Kentucky home.” He replied with considerable feeling:

“I remember that old home very well. Our farm was composed of three fields. It lay in the valley, surrounded by high hills and deep gorges. Sometimes, when there came a big rain in the hills, the water would come down through the gorges and spread all over the farm. The last thing I remember of doing there was one Saturday afternoon; the other boys planted the corn in what we called the big field—it contained seven acres—and I dropped the pumpkin seed. I dropped two seeds in every other row and every other hill. The next Sunday morning there came a big rain in the hills—it did not rain a drop in the valley, but the water, coming through the gorges, washed the ground, corn, pumpkin seeds and all, clear off the field!”

Although this was the last thing Lincoln could remember doing on that farm, it is not at all likely that it was the last thing he did there, for Thomas Lincoln was not the man to plant corn in a field he was about to leave. (The Lincolns moved away in the fall.)

Another baby boy was born at Knob Creek farm; a puny, pathetic little stranger. When this baby was about three years old, the father had to use his skill as a cabinet maker in making a tiny coffin, and the Lincoln family wept over a lonely little grave in the wilderness.

About this time Abe began to learn lessons in practical patriotism. Once when Mr. Lincoln was asked what he could remember of the War of 1812, he replied: “Nothing but this: I had been fishing one day and caught a little fish which I was taking home. I met a soldier on the road, and, having been told at home that we must be good to the soldiers, I gave him my fish.

Abe had given the soldier the fish because his mother had taught him that the life of a soldier is hard and that you should always treat soldiers well and be grateful to them.

Although Nancy Lincoln insisted on sending the children to school, when there was any, she had a large share in Abe's early education, just as she had taught his father to write his own name. She told them Bible stories and such others as she had picked up in her barren, backwoods life. She and her husband were too religious to believe in telling

their children fairy tales. Nancy's voice was low, with soft, southern tones and accents.

Abe was only six, but he was a thoughtful boy. He tried to think of some way to show his gratitude to his mother for giving them so much pleasure. While out gathering sticks and cutting wood for the big fireplace, a happy thought came to him—he would cut off some spicewood branches that smelled really good, hack them up on a log, and secrete them behind the cabin. Then, when the mother was ready to read again, and Sarah and the father were sitting and lying before the fire, he brought in the hidden branches and threw them on, a few twigs at a time, to the surprise of the others. It worked like a charm; the spicewood boughs not only added to the brightness of the scene but filled the whole house with the “sweet smelling savor” of a little boy's love and gratitude. While the father and sister were delighted with the crackle, sparkle and pleasant aroma of the bits of spicewood, as Abe tossed them upon the fire, no one could appreciate the thoughtful act of the boy so much as his mother.

PART 2

“He was the shyest, most reticent, most uncouth and awkward-appearing, homeliest and worst-dressed of any in the crowd. So superlatively wretched a butt could not hope to look on long unmolested. He was attacked one day as he stood near a tree by a larger boy with others at his back. But the crowd was greatly astonished when little Lincoln soundly thrashed the first, the second, and third boy in succession; and then, placing his back against the tree, he defied the whole crowd, and told them they were a lot of cowards.”

Evidently Father Tom, who enjoyed quite a reputation as a wrestler, had give the small boy a few lessons in “the manly art of self-defense.”

Meanwhile the little brother and sister were learning still better things at their mother's knee, alternately hearing and reading stories from the Bible, *The Pilgrim's Progress*, *Æsop's Fables*, *Robinson Crusoe*, and other books, common now, but rare enough in the backwoods in those days.

The country (where Abraham Lincoln lived) was very rough, especially in the low lands, so thick with brush that a man could scarcely get through on foot. These places were called Roughts. The country abounded in game, such as bears, deer, turkeys, and the smaller game.

Abraham Lincoln's mother was gentle and refined, and would have adorned any station in life. She was beautiful in youth, with dark hair, regular features, and soft sparkling hazel eyes. She was unusually intelligent, and read all the books she could obtain. Says Mr. Arnold: “She was a woman of deep religious feeling, of the most exemplary character, and most tenderly and affectionately devoted to her family. Her home indicated a love of beauty exceptional in the wild settlement in which she lived, and judging from her early death it is probable that she was of a physique less hardy than that of those among whom she lived. Hers was a strong, self-reliant spirit, which commanded the love and respect of the rugged people among whom she dwelt.”

The tender and reverent spirit of Abraham Lincoln, and the pensive melancholy of his disposition, he no doubt inherited from his mother. Amid the toil and struggle of her busy life she found time not only to teach him to read and write but to impress upon him ineffaceably that love of truth and justice, that perfect integrity and reverence for God, for which he was noted all his life. Lincoln always looked upon his mother with unspeakable affection, and never ceased to cherish the memory of her life and teaching.

The Importance of Good Friendships

Essay Ideas and Research Notes

- “The better part of one’s life consists of his friendships.” (Abraham Lincoln, *Letter to Joseph Gillespie*, 13 July 1849)
- “Keep away from those who try to belittle your ambitions. Small people always do that, but the really great make you believe that you too can become great.” (Mark Twain as quoted by Gay Zenola MacLaren, *Morally We Roll Along*, pg 66)
- “A real friend is one who will tell you of your faults and follies in prosperity, and assist you with his hand and heart in adversity.” (Horace Smith, *The Value of Friendship*, edited by Frederic Lawrence Knowles, pg 18)
- “Perhaps more than any other single factor, the quality of our human ties determines the quality of our lives. So a high priority should be the building of relationships with our family and friends.” (No specific author, *Moment’s Pause*, pg 142)
- “The making of friends who are real friends, is the best token we have of a man’s success in life.” Edward Everett Hale, *The National Cyclopaedia of American Biography*, pg 739)
- “If we neglect friendships, we run the risk of becoming ingrown and shriveled or lonely and embittered.” (Joan B. MacDonald, *Holiness of Everyday Life*, pg 79)
- “There is nothing so important as the choice of friendship; for it both reflects character and affects it. A man is known by the company he keeps. (Hugh Black, *The Culture of Friendship*)
- “It is a friendly heart that has plenty of friends.” (William Makepeace Thackeray, *Miscellanies: Sketches and Travels in London—On Love, Marriage, Men, and Women*, pt. iii)
- “Relationships are more important to us than most of us realize. When adults are asked to identify times when they are happy, most indicate that what make them most happy—or most sad—are personal relationships with others. Those relationships are usually more important than personal health, more important than employment, more important than money and material things. (No specific author, *Moment’s Pause*, pg 142)
- “True happiness consists not in the multitude of friends, but in the worth and choice.” (Ben Jonson, *Cynthia’s Revels*, Act III Scene 2)
- “You can make more friends in two months by becoming interested in other people than you can in two years by trying to get other people interested in you.” (Dale Carnegie, *How to Win Friends and Influence People*)
- “In this troubled world, we could all use someone with whom we can talk freely; we could all use more acceptance and openness; we could all use more understanding; we could all use more tolerance. We often find it is our friends who lift us out of our troubles, helping us reach heights we could never attain on our own.” (Joan B. MacDonald, *Holiness of Everyday Life*, pg 79)
- “A friend may well be reckoned the masterpiece of nature.” (Ralph Waldo Emerson, “Friendship”)
- “We take care of our health, we lay up money, we make our roof tight and our clothing sufficient, but who provides wisely that he shall not be wanting in the best property of all—friends.” (Ralph Waldo Emerson, “Friendship”)
- “The only way to have a friend is to be one.” (Ralph Waldo Emerson, “Friendship”)

A Friend's Greeting

by Edgar Guest

I'd like to be the sort of friend that you have been to me;
I'd like to be the help that you've been always glad to be;
I'd like to mean as much to you each minute of the day
As you have meant, old friend of mine, to me along the way.

I'd like to do the big things and the splendid things for you,
To brush the gray from out your skies and leave them only blue;
I'd like to say the kindly things that I so oft have heard,
And feel that I could rouse your soul the way that mine you've stirred.

I'd like to give you back the joy that you have given me,
Yet that were wishing you a need I hope will never be;
I'd like to make you feel as rich as I, who travel on
Undaunted in the darkest hours with you to lean upon.

I'm wishing at this Christmas time that I could but repay
A portion of the gladness that you've strewn along my way;
And could I have one wish this year, this only would it be:
I'd like to be the sort of friend that you have been to me.

The Kindly Neighbor

by Edgar Guest

I have a kindly neighbor, one who stands
Beside my gate and chats with me awhile,
Gives me the glory of his radiant smile
And comes at times to help with willing hands.
No station high or rank this man commands,
He, too, must trudge, as I, the long day's mile;
And yet, devoid of pomp or gaudy style,
He has a worth exceeding stocks or lands.

To him I go when sorrow's at my door,
On him I lean when burdens come my way,
Together oft we talk our trials o'er

And there is warmth in each good-night we say.
A kindly neighbor! Wars and strife shall end
When man has made the man next door his friend.

Bulb Planting Time

by Edgar Guest

Last night he said the dead were dead
And scoffed my faith to scorn;
I found him at a tulip bed
When I passed by at morn.

"O ho!" said I, "the frost is near
And mist is on the hills,
And yet I find you planting here
Tulips and daffodils."

"'Tis time to plant them now," he said,
"If they shall bloom in Spring";
"But every bulb," said I, "seems dead,
And such an ugly thing."

"The pulse of life I cannot feel,
The skin is dried and brown.
Now look!" a bulb beneath my heel
I crushed and trampled down.

In anger then he said to me:
"You've killed a lovely thing;
A scarlet blossom that would be
Some morning in the Spring."

"Last night a greater sin was thine,"
To him I slowly said;
"You trampled on the dead of mine
And told me they are dead."

Example Literary Analysis Essay

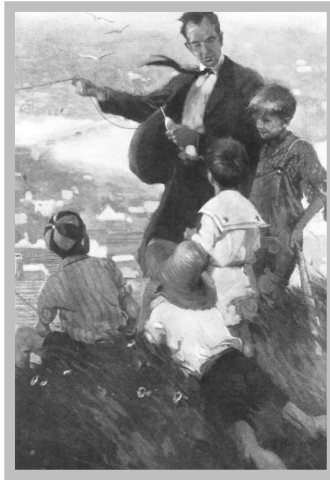
Daddies

I would rather be the daddy
Of a romping, roguish crew,
Of a bright-eyed chubby laddie
And a little girl or two,
Than the monarch of a nation
In his high and lofty seat
Taking empty adoration
From the subjects at his feet.

I would rather own their kisses
As at night to me they run,
Than to be the king who misses
All the simpler forms of fun.
When his dreary day is ending
He is dismally alone,
But when my sun is descending
There are joys for me to own.

He may ride to horns and drumming;
I must walk a quiet street,
But when once they see me coming
Then on joyous, flying feet
They come racing to me madly
And I catch them with a swing
And I say it proudly, gladly,
That I'm happier than a king.

You may talk of lofty places,
You may boast of pomp and power,
Men may turn their eager faces
To the glory of an hour,
But give me the humble station
With its joys that long survive,
For the daddies of the nation
Are the happiest men alive.



Analysis of Edgar Guest's Poem "Daddies"

Edgar Guest has a way of evoking thought through his words, as is evident in his poem "Daddies." The message of this poem, that fatherhood brings more joy than any other position, is effective for several reasons.

The consistent rhyme scheme and meter, marks of Edgar's poetry, give the poem a melodic feel that is easy to read. Alliteration also adds to the musical feel of the poem with phrases such as "romping, roguish," "forms of fun," "dreary days," and "pomp and power."

Not only does Guest's poem please our ears, but it gives an entire sermon about his message in just four stanzas. He accomplishes this by writing aphoristically. Phrases such as "empty adoration," "glory of an hour," and "misses simpler forms of fun," have so much meaning compressed into them that the listener is led to ponder the depth and profundity of the message.

Adding to the impact of his message is Edgar's use of juxtaposition (two opposites being placed close together for contrasting effect), which helps us feel the disparity between fatherhood and prestigious positions. For example, Guest contrasts words such as "horns and drumming" with "quiet," and "lofty" with "humble."

Although many literary devices are used to make the poem effective, it would not mean much without its focused theme. The pay-off line of this poem wraps up and summarizes its profound message with a punch: "For the daddies of the nation are the happiest men alive."

"Daddies" is just one of the many poems by Edgar Guest about fatherhood that brilliantly use literary devices to make the poems so effective and endearing.

SILENCE

by Edgar Guest

I did not argue with the man,
It seemed a waste of words.
He gave to chance the wondrous plan
That gave sweet song to birds.

He gave to force the wisdom wise
That shaped the honeybee,
And made the useful butterflies
So beautiful to see.

And as we walked beneath splendid trees
Which cast a friendly shade,
He said: "Such miracles as these
By accident were made."

Too well I know what accident
And chance and force disclose
To think blind fury could invent
The beauty of a rose.

I let him talk and answered not.
I merely thought it odd
That he could view a garden plot
And not believe in God.

SILENCE (ANNOTATED)

by Edgar Guest

I did not argue with the man,
It seemed a waste of words. *alliteration*
He gave to chance the wondrous plan
That gave sweet song to birds. *alliteration*
He thought that
it was just an
accident, not God
that created
things as beautiful
and amazing as
butterflies and bees.
He gave to force the wisdom wise *alliteration*
That shaped the honeybee,
And made the useful butterflies
So beautiful to see.

And as we walked beneath splendid trees
Which cast a friendly shade, *beneath, trees,*
He said: "Such miracles as these *these =assonance*
By accident were made."
(the repetition of vowel sounds in the middle or end of words)
Too well I know what accident
And chance and force disclose
To think blind fury could invent
The beauty of a rose.

I let him talk and answered not. *talk, not, odd*
=assonance (the repetition of vowel sounds in the middle or end of words)
I merely thought it odd
That he could view a garden plot *plot, not, God=assonance*
(the repetition of vowel sounds in the middle or end of words)

And not believe in God.

Guest shows and does not TELL his message. He uses dialogue and a story to get his point across rather than just saying: "God created things—it wasn't an accident." I feel this approach is very effective! It pulled me into the poem and made me think. You don't feel defensive because he is not preaching.



EDITING

EDITING SYMBOLS

Capitalize	≡
Add a Comma	^,
Add an Apostrophe	^'
Add a Question Mark	^?
Add a Period	^.
Add an Exclamation Mark	^!
Make a Word Lowercase	lc
Delete a Letter or Word	/
Start a New Paragraph	¶
Change the Order Of	~
Cross out an incorrect word, and write the correct word above the crossed out word.	

EDITING EXPLANATIONS

1. The word “I” is always capitalized.

2. Use AN before word starting with a vowel. Use A before a word starting with a consonant.

3. Three or more words or phrases in a series are separated with commas.

Example: I love birds, trees, clouds, butterflies, and flowers.

Do not use commas in a series when all items are joined by or, and, or nor in a short sentence. “I love birds and clouds and trees.”

Example: You can have apples or oranges or cherries.

4. Use a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so) to connect two independent clauses. An independent clause is a clause that can stand on its own as a sentence. An independent clause needs a subject, a verb, and a complete thought.

Examples: It was hot, so I opened the window. | I wanted to go, but it was too late.

5. No comma is needed here because the conjunction (for, and, nor, but, or, yet, so) is not connecting two independent clauses; it’s connecting a compound verb or verb phrase. Remember that to use a comma and a coordinating conjunction, you need an independent clause on each side of the comma.

6. No comma is needed here because the conjunction (for, and, nor, but, or, yet, so) is not connecting two independent clauses; it’s connecting a compound direct object. Remember that to use a comma and a coordinating conjunction, you need an independent clause on each side of the comma.

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

Examples: When you finish the book, we will go to the park.

We will go to the park when you finish the book.

Do not confuse a dependent clause with a prepositional phrase. A dependent clause turns into an independent clause if you take off the subordinating conjunction at the beginning of the clause.

8. Use a comma between the day of the week and the month. Use a comma between the day of the month and the year. No comma is used between the month and the year when they are the only two elements in the date.

Examples: School ends on Friday, May 21st. | I was born on October 2, 1983.

9. Use commas to separate all geographical places, including cities, states, and countries.

Examples: We went to San Diego, California, for our family vacation.
I live at 3456 Fox Drive, Hill City, Texas, United States.

10. Use a comma after a nonessential introductory word or phrase.

To determine if an introductory word or phrase is nonessential, remove the word or words from the sentence. If the sentence still means the same thing, the word or phrase was not essential and should be set off with commas. Common introductory words include yes, no, okay, oh, well, for example, all right, however, consequently, and sure.

Examples: Yes, I would go on the hike tomorrow morning.
Oh dear, I am allergic to dogs.
No, I have never traveled to Australia.

11. When a name is directly addressed in a sentence, use commas to set off the name.

Examples: Daniel, are you coming with us?
Did you know, Daniel, that the history test is tomorrow?

12. Semicolons connect two closely related independent clauses. Do not capitalize the first word of the second independent clause. "I don't like the cookies; they taste strange." No coordinating conjunction is used with a semicolon, unless it's a long sentence with multiple commas.

13. Place an apostrophe before the "s" to show singular possession.

Example: That is my grandfather's journal.

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

Examples: All of the soldiers' mail has been delivered to their captain.
Put the children's books on their desks.
The families' homes were destroyed.

15. If the possessors share the item together, use an apostrophe only with the last possessor.

Examples: Alex and Sandy's dog is cute.

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

Examples: I washed the cat's and the dog's paws.



CHALLENGING WORDS PRACTICE



Challenging Words Practice #1

Several times during this course, you will read the words on this page to your parent or teacher. If you struggle with the word for longer than a few seconds, your parent or teacher may help you sound out the word (rather than just telling you the word). Note: to hear how a word is pronounced, look up the word on dictionary.com, click on the speaker icon, and listen to the word.

The first time you read through the list, circle all the words you cannot pronounce easily. Then, read only the circled words when you are directed to read the circled words on this page.

subpoena	monstrous	abominable
monotonous	despicable	exhilarating
reiteration	penitentiary	acceleration
expenditures	demeanor	physician
fallacious	indignation	symposium
grimly (<i>grim - ly</i> not <i>grime - ly</i>)	improbable	photosynthesis
aghast	piteously	choreographer
amicable	sonorous	physiologist
provocation	adjourning	disproportionate
futile (<i>few - tool</i>)	buoyancy	unsymmetrical
resolutely	indefinite	authenticity
officious	impenetrable	inexplicable
indictment	fraternize	erroneously
severely	imperious	disingenuous
adjourned	perceptible	conscientiousness
tediously	luxuriantly	spontaneity
apprehension		antagonizing
conscience	BONUS WORDS (Not from <i>The Blind Brother</i>)	homeopathic
deliberation	auditorium	architectural



SENTENCE DICTATION

Sentence Dictation – Instructions

To the Parent

After years of study and testing, the creators of *The Good and the Beautiful* curriculum have determined that the best way to improve spelling skills for upper elementary grades is through

1. Reading large amounts of high-quality literature
2. Learning and applying basic spelling rules*
3. Practicing spelling patterns and targeted words (rule breakers and commonly misspelled words) with repetition

*Some spelling rules are so complex and/or have so many exceptions that they tend to not be helpful, and they are not included in this course.

Sentence dictation exercises are a vital part of the course and have been very carefully designed to target

1. Spelling patterns
2. Words which are rule breakers and commonly misspelled words (listed on the next page)
3. Grammar and punctuation rules
4. Homophones
5. Commonly Confused Word Pairs

The creators of *The Good and the Beautiful* curriculum also found that causing students to utilize and process grammar skills through sentence dictation more effectively helps students understand and retain grammar skills than worksheets and exercises alone.

Note: For practice and repetition some of the spelling pages are duplicated at a later point. Most likely, children will not remember all of the sentences and will not feel it is redundant.


How To Complete Sentence Dictation Exercises

Dictate three sentences to child each day. Say the sentence out loud as many times as the child needs. Child writes the sentence on a personal whiteboard. Do not make any corrections until child completes the entire sentence. Have child correct all the mistakes in a sentence before dictating another sentence:

- A. Have child circle incorrectly spelled words, and then write or spell out loud the word correctly five times.
- B. Explain any missed grammar concepts to child.

If child gets the sentence completely correct, pass off the sentence and do not repeat the sentence again the next day.

If child makes any mistakes in the sentences, do not pass off the sentence, and dictate the sentence the next day. Continue this process each day until the sentence is written correctly.

Note: This symbol  means child should be instructed to underline a part of the sentence according to the instructions.

Note: Most spelling rules are no longer practiced in the Level 7 course.

Sentence Dictation—Lists

In addition to spelling rules, sentence dictation exercises practice the following:

Rule Breakers and Commonly Misspelled Words

a lot (never alot)	column	finally	knowledge	piece	sequel
achieve	courage	foreign	Mississippi	possible	similar
arctic	courageous	generally	mysterious	privilege	statue
Arkansas	different	giraffe	necessary	realize	succeed
audience	embarrass	headache	nickel	relief	temperature
balloon	enough	height	niece	religious	tomorrow
caught	environment	horrible	ninety	rhythm	unique
cereal	experience	Israel	occasion	righteous	usually
cinnamon	fabulous	jealous	opinion	salmon	vegetable
college	familiar	jewelry	opposite	schedule	village
	favorite	judgment	Oregon	scheme	weight

Commonly Confused Words

your/you're	are/our	Its/It's	lose/loose
there's/theirs	affect/effect	Who/Whom/Which/That	accept/except

Spelling Patterns

EX

UE

WR

Two sounds of AIN

Silent H

Y says /i/

U Can Say /CH/

Prefixes:

tele—

inter—

fore—

Suffixes:

—able

—ible

Changing Y to I: Words that end with CONSONANT + Y must have the Y changed to an I before adding any suffix: (Examples: happy-happiness, beauty-beautiful, plenty-plentiful)

Sentence Dictation Exercises: Set #1

Spelling Patterns	EX, UE
Commonly Confused Words	YOUR/YOU'RE THERE'S/THEIRS
Grammar, Usage, Punctuation	<p>Use a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so) to connect two independent clauses. An independent clause is a clause that can stand on its own as a sentence. An independent clause needs a subject, a verb, and a complete thought.</p> <p>Hint: A comma does not always come after a conjunction such as AND. Sometimes a comma connects a compound subject, etc. Have child ask themselves if an independent clause (can stand on its own as a sentence) comes before and after the word AND. If so, use a comma.</p>

1. I will attend the banquet and the boutique tomorrow.
2. I know you're probably fatigued.
3. There's no reason to exaggerate, and there's no excuse for lying.
4. I'm grateful for your frequent support, for it helps me excel.
5. The fondue fountain is theirs, but we can borrow it.
6. There's a knife in the kitchen, and you're welcome to use it.
7. We have excess berries, so we'll have a good revenue.
8. There's room in your schedule, yet you're not coming.
9. The mysterious statues and the antique jewelry are theirs.
10. Your knowledge is exceptional, and your courage is exemplary.
11. There's a piece of pie on the table and some milk on the counter.
12. There's another village close to theirs.
13. The campus has a unique religious environment.
14. I'm serving our favorite vegetable and theirs.
15. It's a sincere privilege to meet your family.

Sentence Dictation Exercises: Set #2

Spelling Patterns	IBLE ABLE
Grammar, Usage, Punctuation	<ol style="list-style-type: none"> 1. When a name is directly addressed in a sentence, use commas to set off the name. 2. We usually drop the E at the end of words when adding an ending that start with a vowel (e.g., ABLE and IBLE) *do not drop the E if it comes after C.
Homophones	BERRY/BURY CHEEP/CHEAP

1. Amy, don't try to bury your furious feelings.
2. The temperature is very changeable.
3. The cheap container is disposable.
4. The berry left a terrible stain on the restaurant floor.
5. James, can you hear the chick's cheep?
6. The cheap, inflatable ball cost a nickel.
7. Luke, you're so sincere and likable.
8. A noticeable piece of the berry pie is missing.
9. The book's plot was incredible and believable.
10. The most desirable college is debatable.
11. The likable child had a *noticeable dimple.
12. The college's rules are not easily *enforceable.

Sentence Dictation Exercises: Set #17

Commonly Confused Words	AFFECT/EFFECT
Grammar, Usage, Punctuation	<p>When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma (*unless it is an afterthought that interrupts the flow).</p> <p>Do not confuse a dependent clause with a prepositional phrase. A dependent clause has a subject and a verb.</p>
Homophones	COUNCIL/COUNSEL PROFIT/PROPHET



After child has completed a sentence, have child underline the dependent clause in the sentence if there is one.

1. While Moses was a prophet, he freed the Israelites.
2. If you feel jealous, your happiness is affected.
3. When the council met, they decided to build a statue.
4. Her mood is affected positively when she exercises.
5. While we hoped our wise counsel would change her mind, it had the opposite effect.
6. She does not realize what a privilege this is, *although she should.
7. She makes a good profit when she sells jewelry.
8. The words of the prophet had a great effect on the wicked city.
9. When I am in humid places, I sweat more.
10. I bought a square piece of cinnamon cake when we went to the bakery.
11. When I took the medicine, it had no effect on my stomach pain or my headache.
12. When the seasons change, my mood is affected.
13. Did your counsel finally have an effect on Jane?
14. The temperature affects the Mississippi River.
15. His opinion did not affect the council's decision.

Sentence Dictation Exercises: Set #18

Spelling Patterns	TU Can Say /CH/
Grammar, Usage, Punctuation	<p>Use a comma after a nonessential introductory word or phrase. To determine if an introductory word or phrase is nonessential, remove the word or words from the sentence.</p>
Homophones	GROAN/GROWN

1. Meanwhile, the village in Israel experienced peace.
2. Finally, I got in a regular habit of reading the scriptures.
3. Actually, the business has probably grown enough.
4. Generally, our cultures are quite different.
5. The audience groaned when we started another lecture.
6. Please, don't puncture the balloon.
7. This cinnamon cereal has a unique texture.
8. Generally, we have a happy home environment.
9. Usually, the furniture deliveries are on schedule.
10. Occasionally, we read foreign literature.
11. Meanwhile, our village has grown smaller.
12. He speaks my two favorite languages.

Blind Brother Presentation Quiz

1. Jenny Phillips said you should avoid books that

- A. include any negative or gloomy content
- B. focus on things that are negative or gloomy or make these things seem normal or acceptable
- C. never mention negative or gloomy things

2. Write the four criteria for judging the value of a book:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

3. One of the best ways to judge the value of a book is to evaluate how you feel after reading it? TRUE | FALSE

4. The moral value of a book is determined by asking the question _____?

5. Public school textbooks used to have many times more moral messages than they do now? TRUE | FALSE

6. If a book does not have high educational value, it is not worth reading. TRUE | FALSE

7. Write three moral messages from *The Blind Brother* that Jenny Phillips discussed in the presentation:

- 1. _____
- 2. _____
- 3. _____

8. Write two things that give a book higher literary value:

- 1. _____
- 2. _____

9. Why does good description in a book matter? Underline all that apply:

- A. It makes the reading experience more powerful and meaningful.
- B. It makes our minds work more.
- C. It helps us learn how to pause and appreciate the details and beauty around us in our own lives.

Blind Brother Presentation Quiz ANSWERS

1. Jenny Phillips said you should avoid books that
 - A. include any negative or gloomy content
 - B. focus on things that are negative or gloomy or make these things seem normal or acceptable
 - C. never mention negative or gloomy things
2. Write the four criteria for judging the value of a book:
 1. moral value
 2. literary value
 3. educational value
 4. entertainment value
3. One of the best ways to judge the value of a book is to evaluate how you feel after reading it? ☒ TRUE | FALSE
4. The moral value of a book is determined by asking the question how strongly does the book promote good morals?
5. Public school textbooks used to have many times more moral messages than they do now? ☒ TRUE | FALSE
6. If a book does not have high educational value, it is not worth reading. TRUE | ☒ FALSE
7. Write three moral messages from *The Blind Brother* that Jenny Phillips discussed in the presentation: *any three of these:*
 1. honesty, loyalty, faith in God
 2. honoring and respecting parents
 3. repentance, selflessness
8. Write two things that give a book higher literary value: *any two of these:*
 1. how believable are characters and plot
 2. how developed are the characters
a good variation of sentence structures
a rich and challenging vocabulary
good description
good use of literary devices
9. Why does good description in a book matter? Underline all that apply:
 - A. it makes the reading experience more powerful and meaningful
 - B. it makes our minds work more
 - C. it helps us learn how to pause and appreciate the details and beauty around us in our own lives



ANSWER KEY

LESSON 1

- ☐ Read and complete:

Welcome to this course! You will guide yourself through this course. In this lesson, you will learn how the course works.

*Some Things You Need to Know*

1. This course includes a Daily Checklist for you to use each day you have school. Read the instructions on the first page of the Daily Checklist with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

parent initials

2. Open your *Course Companion* to page 5 titled "Poetry Memorization" and read the instructions. Then answer the questions:

How many poems should you work on at a time? one

Once you complete a poem and start on the next one, should you also recite the poem or poems you have already memorized each time you work on poetry memorization? yes

Choose two of the poems from this section to memorize during the course and circle them.

3. Your *Course Companion* contains "States and Capitals Ladders" on page 1. Read the instructions.
4. Each day your parent or teacher will dictate 4-5 sentences to you, meaning he or she will say a sentence out loud and you will write it on a white board or paper. These sentences are in your *Course Companion* and will help you practice spelling words, spelling patterns, spelling rules, commonly confused words, and grammar and punctuation rules. Open your *Course Companion*

to the sentence dictation instructions on page 103 and read the instructions with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

parent initials

5. To complete some of your writing assignments, you will need a blank notebook to use as your "Writer's Notebook." Your longer writing assignments will be done on a computer.

How To Complete This Course Book

1. Each day you will complete one or more lessons in this course book. Simply follow the instructions and mark the check box when you have completed a section. Check the box in the top corner of the page when the entire page is completed. If desired, keep a sticky note on the current lesson so you can quickly find your place each day.
2. Your parent or teacher will use the answer key in your *Course Companion* to check your work and make sure you understand what you are reading and learning.
3. If you do not understand something, look up information in your *Course Companion* or ask your parent or teacher for help. Also, if you are part of the way through a worksheet and you are not sure if you are doing it correctly, ask your parent or teacher to check the answer key.
4. The beginning of this book reviews basic principles taught in previous course levels. If you already know the principles, don't worry! The course will quickly dive deeper into new concepts.

*All right, you are
ready to get started!*

Parts of Speech

Open your *Course Companion* to page 16 titled "Terms to Know." Refer to the page when needed for this lesson and any future lessons.

- ☐ Exercise 1: For each sentence, indicate the part of speech for the underlined word by underlining the correct choice.

CAPACIOUS: capable of holding much, spacious or roomy

1. I left my hat inside the capacious cave.
noun verb preposition adverb adjective pronoun article
2. The new barn was very capacious; it held 20 horses.
noun verb preposition adverb adjective pronoun article
3. The new barn was very capacious; it held 20 horses.
noun verb preposition adverb adjective pronoun article
4. She put it in her capacious bag.
noun verb preposition adverb adjective pronoun article
5. We walked leisurely through the peaceful, capacious gardens.
noun verb preposition adverb adjective pronoun article
6. The capacious room held over three hundred people.
noun verb preposition adverb adjective pronoun article
7. The mansion has a capacious entryway.
noun verb preposition adverb adjective pronoun article
8. David said that he has visited Mr. Carson's capacious mansion.
noun verb preposition adverb adjective pronoun article
9. Her capacious library was decorated so nicely.
noun verb preposition adverb adjective pronoun article
10. Inside the capacious store, we found a plethora of great books.
noun verb preposition adverb adjective pronoun article
11. Inside the capacious store, we found a plethora of great books.
noun verb preposition adverb adjective pronoun article

- ☐ Exercise 2: Underline all the prepositions in the following two sentences.

1. We went to the mountains after school ended on April 20th.
2. The two cubs in the field sat by their mother on the grass and listened to the birds.



- ☐ Exercise 3: Abstract nouns are things you cannot touch such as PEACE, HOPE, and STRENGTH. Underline all the words below that are abstract nouns.

weakness grief hopeful science determined
determination weak kindness kind prayer
patience patient minute hour sing

Helping Verbs

- ☐ Read:

A helping verb, also called an auxiliary verb, helps show the tense of the main verb. For example, in this sentence the helping verb, which is underlined, helps show that the action will happen in the future.

I will go to the store. (will=helping verb, go=main verb)

The most common helping verbs are forms of "to be," "to do," and "to have."

I am reading the book. (am=helping verb, reading=main verb)

Amy does like the book. (does=helping verb, like=main verb)

I have read the book. (have=helping verb, read=main verb)

Sometimes more than one auxiliary is used. For example, "We should have been careful." Generally, verb phrases using "have" use perfect tense and verb phrases using a form of "to be" are called progressive tenses.

- ☐ Exercise: Underline the helping verb or verbs and circle the main verb in each sentence.

1. I am waiting for the rain to stop.
2. He was watering Grandma's garden.
3. I had hoped for a miracle.
4. We had been sitting on the porch for an hour.
5. The student is trying his best.
6. We should help that lady.
7. The baby can crawl now.
8. They shall spend the night in a tent.
9. I might want some help.
10. I have always wanted a puppy.
11. We will be going to the lake tomorrow.
12. A sincere prayer does make a difference.

Verb Phrases

A verb phrase is the helping verb or verbs plus the main verb. The verb phrases are underlined in the following examples:

I have been hoping to ride a pony. | I am having a great day!

- ☐ Exercise: Underline the verb phrase in each sentence.

1. I am waiting for the rain to stop.
2. He was watering Grandma's garden.
3. I had hoped for a miracle.
4. We had been sitting on the porch for an hour.
5. The student is trying his best.
6. We should help that lady.
7. The baby can crawl now.

LESSON 3

Subjects

- ☐ Read and complete the exercises:

The two necessary parts of a sentence are the subject and the predicate.

The **simple subject** is who or what is doing or being. **Modifiers**, words that provide additional information, are not part of the simple subject. The simple subjects are underlined in the sentences below.

That cute bunny eats a huge carrot.

Our thoughtful Aunt Betty is cooking a wonderful dinner.

The **complete subject** is the simple subject with all its modifiers. The complete subjects are underlined in the sentences below.

That cute bunny eats a huge carrot.

Our thoughtful Aunt Betty is cooking a wonderful dinner.

Often there is more than one noun in a sentence. Not all nouns are subjects. To determine the subject, identify the main verb or verb phrase in the sentence and ask who or what is doing or being that action.

Exercise 1: Underline the simple subject in each sentence.

1. The little girl made a nice apron.
2. An old man down the street wrote a lovely story.
3. I watched the beautiful sunset.
4. Luckily, my mom packed me a huge lunch.
5. The hummingbird zoomed around our yard.
6. A bright yellow butterfly landed on the pink rose.

Exercise 2: Underline the complete subject in each sentence.

1. The little girl made a nice apron.
2. An old man down the street wrote a lovely story.
3. I watched the beautiful sunset.
4. Luckily, my mom packed me a huge lunch.
5. The hummingbird zoomed around our yard.
6. A bright yellow butterfly landed on the pink rose.
7. My family watched a fat worm.
8. Jake kicked the ball into the goal.

Predicates

- ☐ Read and complete the exercises:

The **simple predicate** is the verb or verb phrase that tells the action or being of the subject. The simple predicates are underlined in the sentences below.

We have been picking the lovely flowers. | The bear sleeps in a cave.

The **complete predicate** is the simple predicate with all its modifiers. The complete predicates are underlined in the sentences below.

We have been picking the lovely flowers. | The bear sleeps in a cave.

Exercise 1: Underline the simple predicate in each sentence.

1. The tiny bird built a nice home on the tree branch.
2. A new family moved into the neighborhood.
3. The brave knight fought the two-headed monster.
4. The entire group of children has been picking berries by the stream.
5. The king will be sending a message in the morning.

Exercise 2: Underline the complete predicate in each sentence.

1. The tiny bird built a nice home on the tree branch.
2. A new family moved into the neighborhood.
3. The brave knight fought the two-headed monster.
4. The entire group of children has been picking berries by the stream.
5. The king will be sending a message in the morning.

Direct Object & Indirect Objects

- ☐ Read and complete the exercise:

A **direct object** receives the action performed by the subject. The direct objects are underlined in the sentences below.

Amy kicked the ball. | David washed the window.

Not all sentences have direct objects.

An **indirect object** indirectly receives the action of the verb. If there is an indirect object, it will answer the question to or for whom or what and typically will come between the verb and the direct object. The indirect object is underlined in the sentences below.

Give Mom the flowers. Dad gave me a new baseball.

Exercise: Underline the direct objects and circle the indirect objects.

1. Dad made (Kevin) a delicious cake.
2. Aunt Jane read (Kate) a funny book.
3. The knight gave the (princess) a bouquet of flowers.
4. I gave my (dog) a bath last night.
5. Can you pour (me) a drink?
6. Helen wrote (Mrs. Davis) a nice letter.
7. I sewed (Becky) a pillowcase.

- ☐ ✓ **Reading Check:** Underline or write the correct answer:

- There are two tiers of local government: counties
and cities/towns.
- All 50 states are subdivided into counties. TRUE | FALSE
- A county is a political and geographic subdivision of a state.
- List four things for which towns/cities generally take responsibility:
The child should list any four of the following:
parks and recreation services, police and fire departments,
housing services, emergency medical services, municipal courts,
transportation, public works, streets, sewers, snow removal.

Commas in a Series

- ☐ Insert commas where needed. Use commas in a series of three or more words or phrases unless all items are joined by OR, AND, or NOR.



- A solitary bird sat on a branch and sang.
- The brawny man carried a suitcase, a trunk, and a box.
- My capacious bag holds a binder, four books, and my lunch.
- The physical exertion did not make me sweaty nor thirsty nor tired.
- You can augment your faith by studying and praying and serving.
- The contemptuous man was neither kind nor merciful nor patient.

Types of Sentences

There are four types of sentences:

Statement (declarative): David is in the barn.

Question (interrogative): Do you like dogs?

Exclamation (exclamatory): This is amazing!

Command (imperative): Sit down.

- ☐ **Exercise 1:** Underline the sentence type for each sentence.

- The tiny dog raced across the field.
STATEMENT | QUESTION | EXCLAMATION | COMMAND
- You did a great job!
STATEMENT | QUESTION | EXCLAMATION | COMMAND
- Milk the cows before you eat breakfast.
STATEMENT | QUESTION | EXCLAMATION | COMMAND
- Did you go to the hospital yesterday?
STATEMENT | QUESTION | EXCLAMATION | COMMAND

An imperative sentence gives a direct command. The subject in this type of sentence is often implied. For example, if you say "Sit down," the implied subject is "you": "(You) sit down." Or, you could say, "Jane, sit down."

- ☐ **Exercise 2:** Put an X in the box before each sentence that is imperative (a command).

1	x	Please put your shoes by the front door, James.
2		Were you able to procure all the signatures you needed?
3	x	Tell me which puppy you like the most.
4	x	Tabitha, do not worry about the burned cake.
5	x	Do not worry about the burned cake.
6	x	Rob, please save some of that pie for Dad.
7		Jason always sits at the head of the table.
8	x	Listen to the wind blowing in the trees.

Independent and Dependent Clauses / Phrases

For further help, refer to page 35 titled "Independent and Dependent Clauses" in your *Course Companion*.

- ☐ Read and complete:

There are two kinds of clauses:

An independent clause can function by itself as a sentence because it contains a subject, a verb, and a complete idea.

A dependent clause has a subject and a verb but not a complete idea (because it indicates more to come). Thus, a dependent clause cannot function by itself as a sentence.



HINT: A dependent clause always starts with a subordinating conjunction, (such as **BECAUSE**, **AFTER**, or **INSTEAD OF**). When you add a subordinating conjunction to the beginning of an independent clause, it changes it to a dependent clause because it indicates more to come. Look at the following examples.

Because Jane smiled

When Dad arrived

As soon as Dad arrived

These are dependent clauses because they indicate more to come. But, if you took off the words in bold (which are subordinating conjunctions), you would be left with independent clauses (complete sentences). Put your finger over the words in bold and see how complete sentences are left!

If a group of related words is missing a subject or a verb it is not a clause at all—it is a phrase. There are many types of phrases: infinitive phrases, prepositional phrases, gerund phrases, and more. We will learn about all these types of phrases later in the course.

- ☐ **Exercise 1:** Underline the correct choice for each question.

- When considering phrases, dependent clauses, and independent clauses, which must have a subject **AND** a verb?
A. a phrase, an independent clause, and a dependent clause
B. an independent clause and a dependent clause
C. an independent clause
- The following group of words is a phrase because it is missing what?
to listen carefully
A. a subject
B. a verb
- The following group of words is a phrase because it is missing what?
the red wagon
A. a subject
B. a verb

- ☐ **Exercise 2:** For each sentence, indicate if the underlined group of words is an independent clause or a dependent clause by circling the correct choice. (Hint: dependent clauses indicate more to come.)

- Although we watched carefully, we did not see a shooting star.
dependent clause | independent clause
- Although we watched carefully, we did not see a shooting star.
dependent clause | independent clause
- The sunlight danced on the field, and the clouds floated by merrily.
dependent clause | independent clause
- The sunlight danced on the field, and the clouds floated by merrily.
dependent clause | independent clause