

## ANSWER KEY

### 3RD EDITION

Written by Jenny Phillips and Maggie Taylor with contributions from Heather Hawkins and The Good and the Beautiful Team



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## Reading Check

- Fill in the blanks based on the article you just read.

The focus of this course is designed to help you gain \_\_\_\_\_ knowledge \_\_\_\_\_ and \_\_\_\_\_ skills \_\_\_\_\_ and become more like \_\_\_\_\_ Christ \_\_\_\_\_.

## Vocabulary

- Fill in the blank and complete the exercise.

**CONTENTED** [kuhn-TEN-ted]: happy and satisfied

I'm contented when I'm in nature; the world seems just right.

Contented means happy and satisfied.

A **synonym** [SIN-uh-nim] is a word or phrase that means almost the same thing as another word or phrase. An **antonym** [AN-tuh-nim] is a word or phrase opposite in meaning to another word or phrase. For each word, circle the correct answer; is it a synonym or an antonym to the word CONTENTED?

pleased      synonym | antonym

dissatisfied      synonym | antonym

gratified      synonym | antonym

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## Singular Possessive Nouns

- Read and complete the section.

Add an apostrophe and an "s" to show possession.

*Example: This is Ed's dog. (The dog belongs to Ed.)*



Write the possessive form of the noun that has been placed in parentheses at the end of the sentence.

- I love the \_\_\_\_\_ sparrow's \_\_\_\_\_ contented song. (sparrow)
- When we spied a \_\_\_\_\_ beaver's \_\_\_\_\_ dam, I was contented with our nature walk. (beaver)
- I would be contented with our adventure if we could find a \_\_\_\_\_ fox's \_\_\_\_\_ tracks. (fox)
- Ruth sat contentedly on the \_\_\_\_\_ stream's \_\_\_\_\_ bank. (stream)
- I feel content about my \_\_\_\_\_ puppy's \_\_\_\_\_ new owner. (puppy)

## Editing

- Complete the editing assignment.

Insert three missing apostrophes with this editing mark √. Tip: When you see a noun with an S at the end, ask yourself if it is plural, meaning more than one, or if it shows possession.

I'll help Tim's brother care for the wounded sparrow. I have had several experiences helping hurt birds. The sparrows leg can heal if we put a splint on it. However, I would like to get the vet's advice first. I'm content to follow his counsel.

## Nouns, Verbs, and Adjectives

- Read and complete the section.

<b>Noun</b>	a word for a person, place, or thing (e.g., girl, jungle, book) (Nouns can be concrete things you can touch. Nouns can also be abstract things you cannot touch, like ideas or feelings.)
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One of these words is not a noun; cross it out! bear | joy | ~~sew~~ | girl

<b>Adjective</b>	a word that describes a noun or pronoun (e.g., soft, old, loving)
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One of these words is not an adjective; cross it out! big | calm | bold | ~~ew~~

<b>Verb</b>	an action or being word (e.g., run, swim, is, are, was, has)
-------------	--

One of these words is not a verb; cross it out! belong | ~~eat~~ | beg | write

Determine if the words in each box are nouns, adjectives, or verbs and write the correct answer below each box.

breathe
was
is

verbs

fast
nice
funny

adjectives

carry
has
are

verbs

aunt
jungle
strength

nouns

pain
anxiety
fence

nouns

creamy
deep
shallow

adjectives

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Some words can function as a noun or a verb. For each sentence, circle whether the orange word is being used as a noun or a verb.

I love how contented I feel when I read the Bible.      noun | verb

I feel contented when I think of God's great love.      noun | verb

I have an ache in my lower back.      noun | verb

Will your heart ache if you have to move?      noun | verb

## Writing Workshop

- Complete the writing workshop for Lesson 1 in your workshops book.



After reading for 20 minutes or more, the student should have answered the questions below.

## PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*, and then answer the questions below.

1. Are the page numbers in your book on the header or the footer of the pages? (A **header** is text at the top of a page. A **footer** is text at the bottom of a page.)

2. Is your book set in modern times (today), historic times (in the past), or in the future?

# Lesson 1 Course Book

# Lesson 1 Course Book



# LESSON 1

# WRITING WORKSHOP

Writing is a fantastic way to create! All writing is very much a creative process, even essay writing.

Just as each person has a unique personality and appearance, each person also has the ability to create unique and powerful writings in a way that only he or she can. This course will help you find your writing voice and strengthen your writing skills.

Writing is hard no matter how good you are at it. How does writing become easier? Through practice! That is why you will do a writing workshop every other lesson.



## Learning from the Masters

Almost without fail, skilled writers have something in common: they have read a large number of good books. Reading well-written books greatly improves writing skills.

Read each passage from *Chico of the Andes* by Christine von Hagen, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and underline phrases that you like.

### Passage 1 Without Description

Grandfather and Don Ernesto talked, and Chico trembled as he listened.

### Passage 1

The voices rose and fell. Grandfather's was like the high thin squeak of an ancient tree, but Don Ernesto's boomed even when he tried to keep it low. Chico, as he listened, trembled as though the cold wind passed through him.

### Passage 2 Without Description

The old condor flew over the Paramos looking for food as it did every day. Chan was scared, but Chico was not.

The student should have underlined phrases that he or she liked.

### Passage 2

A black speck wheeled high overhead. While Chico watched, it grew larger and larger, circling over the mountains. The boy raised his arm. There was the old condor. Every day it flew over the Paramos looking for food. Once it had come so low, when Chico was out with Chan, that he had seen its red neck with the white collar of feathers around it and the strong curved beak. Chan had whined with fear, but Chico had not been frightened. The giant condor was like an old friend, a part of the Paramos.

## Writing from the Heart

Finish each sentence with your own ideas. They can be inspiring, beautiful, lighthearted, or silly. Try to write in a way that shows people your heart and your personality. Are you fun but also serious sometimes? Are you often playful or thoughtful? Show who you are by what you write! What does the sentence "The bird flew" say about your personality? Nothing. So don't do that! Put your heart into your writing.



- The bird .....
- I opened my window and .....
- The wind .....

In his or her own words, the student should have finished each sentence using descriptive language.

# Lesson 1 Workshop



## Writing Effective Paragraphs

I am Jenny Phillips, the person writing your course. I want you to think of me, not a textbook, teaching you.

This is a picture of me when I was a child and began to love writing. I often wrote short poems, and I kept notebooks full of story ideas. I had a lot of fun writing! Later in life, I became a professional writer and editor, writing magazine articles, instruction

manuals, children's books, and more. I had a lot of fun doing that, too. I hope that through this course you will also feel how powerful and fun writing can be.

Writing can be a challenge, so we will be taking things step by step. The goal for this course is for you to ENJOY writing and to gain CONFIDENCE that you can write.

Over the next few lessons, you will be writing about yourself, and you will be practicing expanding your descriptions. The following exercise will show you how description makes writing more interesting.

Study the painting on this page. Point to where you see light and shadow. Look at the texture of the dog's fur. Notice how many shades of white are on the girl's apron. There are many ways you could write a description of this girl. Here is one: "Anna has brown hair and blue eyes." Is this description interesting? Not really! Read the expanded descriptions below and circle your favorite description.

- Anna, with her hair tied up with a crimson ribbon and her curls falling around her face, plays with her dog every day and
- Rosy-cheeked Anna plays with her perky pet. The faithful dog loves his gentle, cheerful owner.

The student should have circled his or her favorite description.



# Lesson 1 Workshop

# LESSON 2



## Parent/Teacher

- Administer the Course Reading Assessment in the Appendix of *Level Four Spelling & Writing Workshops* (p. 184).
- Check the child's work when this lesson has been completed.



## Student

# GOOD BOOKS

- Read the section.



A Message from Jenny Phillips

Imagine that you see a cupcake on the counter that looks delicious—except for the green mold on one side and the tiny bugs coming out of it. Would you eat it? Of course not! You know what is good to put into your physical body and what is not.

What we put into our minds is just as important as what we put into our bodies. Just as we should strive to fill our bodies with wholesome food, we should fill our minds with wholesome words, ideas, messages, and stories.

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To keep your mind pure and clean in today's world, you may have to avoid many of today's popular books. In the Bible we read, "Touch no unclean thing; go ye out of the midst of her; be ye clean" (Isaiah 52:11).

In this course you will have the chance to read many good and beautiful books—books that uplift and teach while they entertain. As you read, pay attention to the beautiful writing and descriptions and the way the books make you feel.

## Vocabulary

- Read and complete the section.

**DISCERN [dih-SURN]:** to understand correctly the difference between things

It is important to discern between right and wrong.

Discern means to understand correctly the difference between things.

When you have discernment, you are able to judge between things. In a world with so many false messages, discernment is important. A famous quote says, "Right is right even if no one is doing it; wrong is wrong even if everyone is doing it."<sup>1</sup>

Circle the things you can always count on to help you discern between right and wrong.

<u>scriptures</u>	social media	TV shows
<u>prayer</u>	<u>the Holy Spirit</u>	gossip

## Spelling Workshop

- Complete the spelling workshop for Lesson 2 in your workshops book.



## PERSONAL READING

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

1. Origin unknown, although it is often attributed to St. Augustine or William Penn.

# Lesson 2 Course Book

# LESSON 2

## SPELLING WORKSHOP

### LONG AND SHORT VOWELS

Copy the sentences.

A long vowel says its name; a short vowel does not.

A long vowel says its name; a short vowel does not.

ACORN starts with a long vowel sound; ANT does not.

ACORN starts with a long vowel sound; ANT does not.

OCEAN starts with a long vowel sound; OTTER does not.

OCEAN starts with a long vowel sound; OTTER does not.

Fill in the blanks.

A long vowel says its name; a short vowel does not.

A long vowel says its name; a short vowel does not.

Write the words from the box that start with a long vowel.

idea equal acorn actor usually apron ocean ant

idea usually

equal apron

acorn ocean

### SYLLABLES

A **syllable** is a letter or group of letters said with a single effort. Some words have one syllable, such as CAT, A, and SMART.

Some words have two syllables, such as BE-GIN and JACK-ET. Some words have more than two syllables—for example, ED-U-CA-TION.

Circle the four words that are two syllables long AND have a SHORT vowel sound for the first vowel.

atom art bottom kit+ten trust bottle

When double consonants are in the middle of a word, split the word into syllables between the double consonants. For example, BUTTON is broken into syllables like this: BUT-TON.

Write the words from the box in the correct columns. Write the two-syllable words broken into syllables like this: ap-ple.

wrist hurry collect tongue carry thumb

One Syllable

Two Syllables

wrist

hur-ry

tongue

col-lect

thumb

car-ry

Circle the four words that are TWO syllables long AND have a LONG VOWEL sound for the first vowel.

kettle BECAUSE unique danger HIDDEN

middle pretty Robot ape valley

# Lesson 2 Workshop

CHALLENGING SPELLING WORDS

**1** In alphabetical order, write on the lines below all of your challenging spelling words (Group 1 and Group 2) on page 1 of your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

- Have your parent or teacher make sure you spelled the words correctly.
- When alphabetizing words that begin with the same letter, look at the second letter. If the second letter is the same, look at the third letter, and so on.

Make sure that spelling words from Group 1 and Group 2 on page 1 of the *Level Four Language Arts Course Book* are spelled correctly and are in alphabetical order.

.....

.....

.....

.....

.....

.....

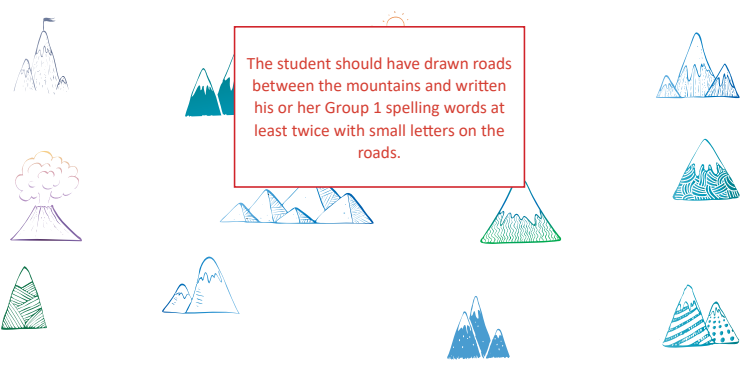
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.....

.....

.....

**2 Mountain Roads:** Draw roads between the mountains. Write your Group 1 spelling words with small letters on the roads. Say the letters aloud as you write them and read each word after you write it. Use all the words at least twice.



The student should have drawn roads between the mountains and written his or her Group 1 spelling words at least twice with small letters on the roads.

**3 Dice Practice:** Use the following instructions to practice your Group 2 spelling words. Roll a dice and use the idea below that corresponds to the number you rolled to practice your Group 2 spelling words. Roll again and use that idea to practice your spelling words in a different way. You may look at the words while doing the exercises. If you don't look at the words, check that you spelled them correctly.

For each word read it, and then

1. spell it aloud in a whisper.
2. spell it aloud, clapping with each letter.
3. spell it aloud while lying on your stomach.
4. spell it aloud while lying on your back.
5. spell it aloud while bouncing in your seat with each letter.
6. spell it aloud, hopping from one foot to the other with each letter.

The student should have completed this section aloud.

Lesson 2 Workshop

Reading Check

Fill in the blanks based on the article you just read.

In which directions does the sun rise and set?  
 Rise: east  
 Set: west

What do N, E, S, and W stand for on a compass rose?  
 N: north E: east  
 S: south W: west

Ponder ways to bring more light into your life. In the box to the right, write one thing you thought of that you could do today!

The student should have written one thing that he or she could do to bring more light into his or her life.

Homophones

Complete the section.

Homophones are words that sound the same but are spelled differently. Write the correct homophone on each blank line.

**it's:** It's raining. (contraction of the words IT IS)  
**its:** The cat licked its paws. (possessive form of IT)  
 Note: An apostrophe is usually used to show possession, but not with ITS.

1. The tiger licked its paws.
2. It's important to pause and take time to smell the roses.
3. I think it's time to get ready for our vacation.
4. The vibrant yellow bird brought a worm to its babies.

**stairs:** I climbed the stairs.  
**stares:** He stares at the painting.

1. Angela stares at the pies in the bakery window.
2. I climbed the steep stairs of the old lighthouse.
3. The rickety stairs creaked and moaned.
4. Diego stares at the green scenery outside his car window.

Abbreviations—Part 1

Read and complete the section.

An **abbreviation** is the shortened form of a word, as in these examples:

Sunday—Sun.	Monday—Mon.	Tuesday—Tues.	Wednesday—Wed.
Thursday—Thurs.	Friday—Fri.	Saturday—Sat.	hour—hr.

Write the abbreviation for each word.

hour hr.      Sunday Sun.      Wednesday Wed.  
 Friday Fri.      Monday Mon.      Saturday Sat.  
 Tuesday Tues.      Thursday Thurs.

Lesson 3 Course Book

## Review: Nouns, Verbs, and Adjectives

Read and complete the exercises. Refer to page 4 if needed.

One of these words is not a noun; cross it out! house | truth | shoe | ~~knit~~

One of these words is not an adjective; cross it out! ill | kind | ~~horse~~ | old

One of these words is not a verb; cross it out! have | is | was | ~~read~~ | knit

Determine if the words in each box are **nouns**, **adjectives**, or **verbs**, and write the correct answer below each box.

different  
dependable  
honest

adjectives

enter  
explore  
expect

verbs

was  
write  
were

verbs

flimsy  
frequent  
colorful

adjectives

life  
peace  
friendship

nouns

teacher  
religion  
faith

nouns

Fill in the blanks.

A noun (person, place, or thing) I can see right now:

A verb (action or being word) I am doing right now:

An adjective that describes your teacher in a kind way:

The student should have written an answer on each blank.

## Writing Workshop

Complete the writing workshop for Lesson 3 in your workshops book.



After reading for 20 minutes or more, the student should have answered the questions below with complete sentences.

### PERSONAL READING

For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Also, read the information below and answer the questions about your book.

### Protagonists and Antagonists

A **protagonist** is the main character in a story.

An **antagonist** is a character or group that works against the main character of the story. Not all stories have antagonists. Sometimes the conflict (struggle) in a story does not come from another person but from having to overcome obstacles such as the dangers of nature, fear, selfishness, and so on.

Answer the questions with full sentences.

Who is the protagonist in your book? \_\_\_\_\_

\_\_\_\_\_

Is there a person or group in your book that functions as an antagonist? If so, who? \_\_\_\_\_

\_\_\_\_\_

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# Lesson 3 Course Book

## LESSON 3

## WRITING WORKSHOP



### Learning from the Masters

Read the passage from *Tiger on the Mountain* by Shirley L. Arora, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and underline phrases that you like.

#### Passage Without Description

Raman came to a path and followed it.

The student should have underlined phrases that he or she liked.

#### Passage

Almost at the crest of the hill, a path led off to the left. Raman turned aside and followed it. It was a narrow path, covered with thick dust that pressed up between Raman's bare toes. The hill people called this the "path on the edge of the mountain," and rightly so, for it was cut right out of the rock itself. From its edge the lonely slopes dropped down, down, without any pause, until they merged with the misty, glittering patchwork of the South Indian plains.

As far as one could see, the plains stretched out, patterned with squares of red plowed earth and brilliant green rice fields and blue ponds left by the rains. Puffs of clouds hung suspended between the plains and the path on which Raman stood.

### Avoiding Redundancy

Being redundant means you unnecessarily use unnecessary words, overusing unneeded words in a sentence so that a sentence is very redundant and repeats itself. Whoa! That first sentence was super redundant and, therefore, hard to read. See how this sentence is much more concise: Being redundant means repeating words or information unnecessarily.

Some redundant sentences can be fixed by simply being careful not to delete anything that would change the meaning of the sentence or make it less effective.

**Cross out words or phrases that are redundant for you as an example.**

1. Eliminate ~~and get rid of~~ extra words in a paragraph. This will help writing flow more smoothly ~~and make writing more smooth~~.
2. It is really hard to read sentences that have so many ~~unneeded and unnecessary~~ words ~~because extra words really make sentences hard to read~~.
3. Do not say things ~~two times or twice~~ in the same sentence.

The student should have crossed out one or more of the highlighted redundant words or phrases in each sentence.

# Lesson 3 Workshop

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## Writing Effective Paragraphs

In this lesson you will write a paragraph about your eyes and your hair, and you will practice expanding your description. You don't want to say something like, "I have brown eyes and black hair." That's . . . a little boring. Get creative and have fun!

In each box write words or phrases that could be used to describe your eyes (include lashes and brows) and hair. Use words or phrases from the green boxes (or let them spark ideas), and/or write your own words or phrases. (You might need to look in the mirror!)



The student should have written words or phrases that could be used to describe his or her eyes.

deep brown	chocolate brown	curious
sky blue	sea green	shining
ocean blue	emerald green	serious
bright	soft hazel	merry/laughing
wide	lively	full, long, dark, or light
almond brown	dancing	eyelashes
light or dark	flecks of green	clear
soft gray		



The student should have written words or phrases that could be used to describe his or her hair.

bouncy	straight	sandy blond
bushy	loose or tight curls	golden stiff
glossy	beautiful black	toffee brown
braided	jet black	often tied in a ponytail
soft	honey blond	frizzy
thick	medium-length	short
curly	spiked	
wavy		

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Using words and phrases you wrote in the boxes, finish the paragraph about yourself. Note that paragraphs should always start out by explaining what you will be writing about. Include two or more of the transition words or phrases in the box below.

first | to start with | next | also | in addition | like my eyes, my hair

God made us all unique and amazing in our own way. Let me tell you about the eyes and hair that God gave me.

Using words or phrases from the boxes to the left, the student should have finished the paragraph about himself or herself that includes two or more of the transition words or phrases from the box above.

If the student did not include enough description, have him or her read the following example paragraph and discuss ways to improve his or her paragraph.

My straight hair is very thick and sandy blond in color, but it wasn't always this way. To start with, my hair was such a light blond color that it was almost white when I was younger! Also, I had big fluffy curls that hung down to my shoulders. Like both my mother and papa, my eyes appear to change color. Depending upon how I feel and what I am wearing, my eyes can look green, blue, gray, or a combination of those colors.

## Lesson 3 Workshop

The map on this page is a **physical map** of Italy. Physical maps use colors to describe the features of an area of land, such as mountains, lakes, and rivers. Human-made features, such as roads, are sometimes included in physical maps.

Physical maps show **elevation**, which is the height the land is above sea level. On these types of maps, green means areas of low elevation, rich with vegetation. Yellow and brown features are areas of higher elevation and show the locations of large hills and mountain ranges—the darker the brown, the higher the mountain. Blue is used to show bodies of water, such as lakes and rivers. The gray areas are not part of Italy but are parts of other countries.

Point to the highest mountains on the map. These are part of the mountain range called the Alps. Knowing that it is hard to live in the mountains, point to the areas that you would guess have the highest populations in Italy.

Study the beauty and details of the photographs of Italy on the next page for at least 40 seconds. Decide which photograph is your favorite.



### Review: Nouns and Verbs

Complete the exercise.

Circle whether the word in orange is used as a noun or a verb.

- |  |                    |
|--|--------------------|
| I <b>answer</b> each question on the exam carefully. | noun   <b>verb</b> |
| I loved the honest <b>answer</b> you gave me.        | <b>noun</b>   verb |
| Take that <b>frown</b> off your face.                | <b>noun</b>   verb |
| I <b>trust</b> you.                                  | noun   <b>verb</b> |
| <b>Trust</b> is an important thing.                  | <b>noun</b>   verb |
| I found a large <b>crack</b> in the pavement today.  | <b>noun</b>   verb |
| <b>Crack</b> the egg carefully.                      | noun   <b>verb</b> |

### Spelling Workshop

Complete the spelling workshop for Lesson 4 in your workshops book.



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

## Lesson 4 Course Book

# SPELLING WORKSHOP

## LONG AND SHORT VOWELS

Read this sentence aloud three times:

A long vowel says its name; a short vowel does not.

Fill in the blanks.

A long vowel says its name; a short vowel does not.

A long vowel says its name; a short vowel does not.

Write the words from the box that start with a long vowel.

ocean equal able otter usually acorn idea atom

ocean usually  
equal acorn  
able idea

## SUFFIXES: -FUL

A **suffix** is a group of letters added to the end of a word that changes the meaning of the word. Some common suffixes are ED, ING, EST, LY, and Y.

Add the suffix (ending) "ful" to each of the words and write each new word on a line.

Example: taste + ful = tasteful

thought | youth | resource | doubt

thoughtful resourceful  
youthful doubtful

## SYLLABLES

When double consonants are in the middle of a word, split the word into syllables between the double consonants. For example, BUTTON is broken into syllables like this: BUT-TON.

Write the words from the box in the correct columns. Write the two-syllable words broken into syllables like this: ap-ple.

crawl button fellow drawn follow fawn

One Syllable

Two Syllables

crawl but-ton  
drawn fel-low  
fawn fol-low

Circle the words that are TWO syllables long AND have a LONG VOWEL sound for the first vowel.

settle before able ranger SUPPLY

usually valley icon bubble middle

Circle the words that are TWO syllables long AND have a SHORT VOWEL sound for the first vowel.

lesson blizzard motor essay FEMALE

legal s-truggle assist Ohio challenge

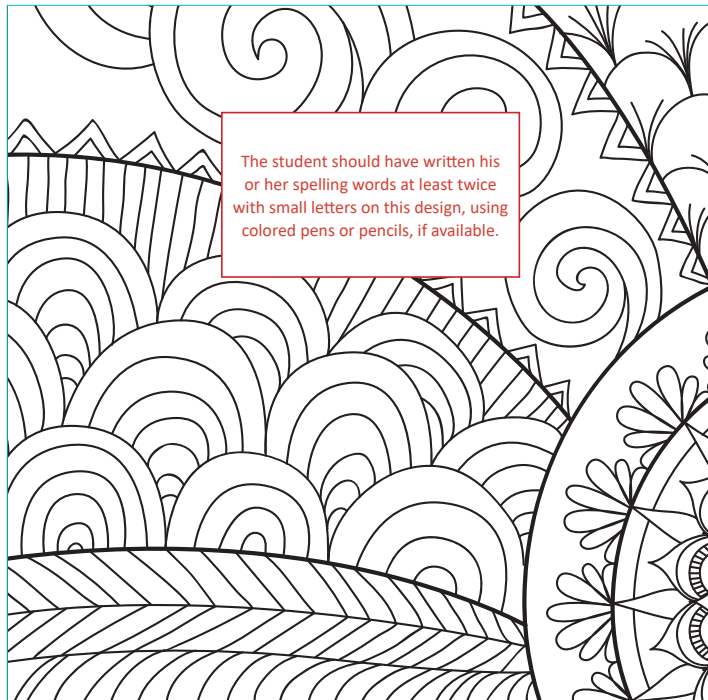
## CHALLENGING SPELLING WORDS

**1** In all UPPERCASE letters, write on the lines below all of your challenging spelling words on page 1 of your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 1 of the *Level Four Language Arts Course Book* are spelled correctly and are written in all uppercase letters.

**2 Design:** Write your spelling words with small letters on the design below. Use colored pens or pencils, if available. Say the letters aloud as you write them and read each word after you write it. Use all the words at least twice but as many times as you desire.



**LESSON 5**

**Parent/Teacher**

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes. Have the child read this word: *onomatopoeia*. [on–uh–mah–tuh–PEA–uh]
- Check the child’s work when this lesson has been completed.

**Student**

# PASTELS

Read the section.

Which artistic mediums have you used to create art? Which ones would you like to use? Read the following types of artistic mediums aloud, and then circle the three mediums you would most like to try.

- oil paint
  - pastels
  - clay
  - paints
  - ink
  - color
- The student should have circled the three mediums he or she would most like to try.

The two pictures of Italy on this page were created with pastels. Both pictures show scenes of the countryside of Italy. Which picture do you like better—the upper or the lower?

In this course you will practice using pastels.



**Pastels** are made from powdered pigment. Pastels can be like hard chalk (the kind you will use in this course), like soft crayons, or like colored pencils.

When you use pastels, the kind of paper you use is important. You should use paper that is not too smooth because pastels stick better to paper that has some texture.

Read the following safety rules aloud to your parent or teacher:

- Do not put pastels into your mouth.
  - Do not rub your face using pastels.
  - Wash your hands after using pastels.
  - Keep pastels and all art materials away from younger children while you are using them. Store them out of the reach of younger children immediately after use.
- The student should have read this section aloud to you.

## Editing

Complete the editing assignment.

Using these editing marks:  $\wedge$   $\frown$   $\uparrow$ , insert three missing punctuation marks at the end of sentences.

Also, the word “I” should always be capitalized. For each word “i” that is not capitalized, add the capitalization editing mark below it:  $\equiv$ .

My brother and i felt so contented after we helped Grandmother weed her yard. Yes, it was hard work, but i have come to realize that hard work usually makes me feel really good. Do you feel the same way?

For each use of the period or exclamation point, either punctuation would be acceptable.

## READING ASSIGNMENT

Read Chapter 1 of *Carlotta* in your Level Four Personal Reader. Then underline ALL the correct answers.

- What did Carlotta do when she got hot and tired while weeding?
  - A. She complained in her heart, but she did not complain aloud.
  - B. She sang a song to give herself encouragement.
  - C. She gave up early and took a nap under a tree.
- During dinner time at Carlotta’s house, the family came together and laughed, talked, and told stories. TRUE | FALSE



## Writing Workshop

Complete the writing workshop for Lesson 5 in your workshops book.

**PERSONAL READING**

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



# WRITING WORKSHOP

## Onomatopoeia

The author of *Carlotta* uses the literary device called **onomatopoeia**: a word that imitates a sound. Here are some uses of onomatopoeia you just read in Chapter 1 of *Carlotta*.

*Bump!* *zoom!* *Y-y-o-o-w!*

*Tribb!* *Z-z-z-z-z-z-z-z-sh-sh!*

Onomatopoeia and other literary devices make writing come alive!

Write two groups of sentences that would make a good opening of a book and that use onomatopoeia. Choose your own words or use any of the following words:

crash	chirp	swish
bang	croak	zoom
smash	purr	buzz

Example: Squish! Amy's feet sunk deep into the mud as she entered the silent swamp.

Book Opening #1

The student should have written two groups of sentences that use onomatopoeia and would make a good opening of a book.

Book Opening #2

## Learning from the Masters

Read the passage from *Pyxie of the Pines* by Ethel Calvert Phillips, first as it could have been written if the writer had not used descriptive language, then the actual passage. Underline phrases that you like.

### Passage Without Description

Pyxie lay in his own room. It was bare and clean.

The student should have underlined phrases that he or she liked.

### Passage

Now Pyxie was lying in his own room, a bare, clean, white little room, that Miss Mattie had made ready for him with her own hands. The floor was scrubbed until it shone. A strip of bright carpet lay beside the white iron bed. There was a chest of drawers, with a tiny mirror hanging over it, and beside it a small wooden chair.

## Writing from the Heart

Everybody has a serious side and a fun side. Show the different sides of your personality in this writing exercise. Continue each sentence with your own ideas, showing the side of you that is listed.



1. [fun] A yellow and black striped bee .....

The student should have finished each sentence using descriptive language and showing the side of himself or herself that is listed.

2. [serious] The dark clouds .....

Lesson  
5  
Workshop

## Writing Effective Paragraphs

In this lesson you will write a paragraph about things that you love. Include more than something like "I like to eat pizza and ride bikes." Write in a way that really shows who you are and how interesting you are. Do you love the soft fur of your rabbit? Do you love the sounds of a basketball dribbling and swooshing through the hoop?

In the first section below, write things you like. In the second section, write activities you like. Use the topics in the boxes to spark ideas.



The student should have written things that he or she likes.

- sounds
- seasons
- places
- animals
- books
- school subjects
- nature
- faith
- weather
- smells
- family
- times of day
- food
- colors



The student should have written activities that he or she likes.

- talents
- family time
- sports
- visiting relatives
- hobbies
- entertainment
- exercise
- church
- family trips
- service

Using words and phrases you wrote in the boxes, finish the paragraph about yourself. Note that paragraphs should always start out by explaining what you will be writing about. Include two or more of the transition words or phrases in the box below.

first | to start with | next | also | in addition | another

There are many things in this beautiful world that I love.....

Using words or phrases from the boxes to the left, the student should have finished the paragraph about himself or herself that includes two or more of the transition words or phrases from the box above.

If the student did not include enough description, have him or her read the following example paragraph and discuss ways to improve his or her paragraph.

First and foremost, my faith is important to me! After that I love my family most dearly. Each person in my family holds a special place in my heart. I don't just love my family members; I also love spending time with my family. I absolutely love taking family trips together. Another way I love to spend time with my family is by serving others. When we are together, my heart feels full!

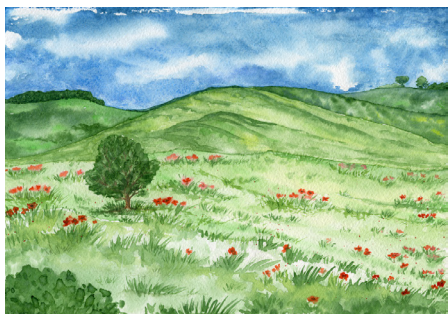
Lesson  
5  
Workshop

## Art Mediums

- In the blue box under each picture, write which medium you think was used to create the picture: pastel chalks or watercolors.



pastel chalks



watercolors

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READING



ASSIGNMENT

- Read Chapter 2 of *Carlotta* in your *Level Four Personal Reader*. Then underline the correct answer.

How does Carlotta and Tony's father feel about living in America?

- A. He loves America and is proud and grateful to live there.  
B. He feels Italy is better than America in every way.

## Spelling Workshop

- Complete the spelling workshop for Lesson 6 in your workshops book.

After reading for 20 minutes or more, the student should have filled out the information below.



## PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*, and then fill out the information below.

Title of Your Book: \_\_\_\_\_

Publisher: \_\_\_\_\_

Copyright Owner: \_\_\_\_\_

Copyright Date: \_\_\_\_\_

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# Lesson 6 Course Book

## LESSON 6

## SPELLING WORKSHOP

### SPELLING RULE: S, F, L, OR Z AT THE END OF WORDS

Read this spelling rule aloud three times:

At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

Write the missing parts of each sentence.

- SWELL ends with two Ls because it is a one-syllable word that has an S, F, or L right after a single short vowel.  
SWELL ends with two Ls because it is a one-syllable word that has an S, F, or L right after a single short vowel.
- POOL ends with one L because the L comes after a vowel combination (not one short vowel).  
POOL ends with one L because the L comes after a vowel combination (not one short vowel).

Add "l" or "ll" or "f" or "ff" to finish each word correctly.



### Clouds

By Dorothy Aldis

If I had a spoon  
As tall as the sky,  
I'd dish out the clouds  
That go slip-sliding by.  
I'd take them right in  
And give them to Cook  
And see if they tasted  
As good as they look.

### IRREGULAR PLURAL NOUNS

**Plural** means more than one. Many nouns are made plural by adding S or ES to the noun. However, some plural nouns are irregular.

On each blank line, write the correct plural noun.

goose = geese person = people mouse = mice woman = women

- A flock of geese flew in a V formation.
- Your three pet mice have cute tails.
- People is the plural form of the word person.
- My aunts are all kind women.

### PREFIXES: PRE-, SEMI-

A **prefix** is a group of letters added to the beginning of a word that changes the meaning of the word. The prefix PRE means "before." The prefix SEMI means "partly, half, or somewhat."

Based on the meaning of the prefix, determine the correct description for each word.

- semicircle A. a full circle B. a half of a circle
- semifinal A. not fully final B. absolutely final
- preview A. to view before B. to view after

Write the correct word based on the description.

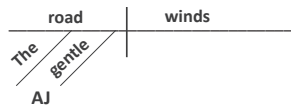
somewhat formal: semiformal  
to pay before: prepay  
partly sweet: semisweet

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# Lesson 6 Workshop

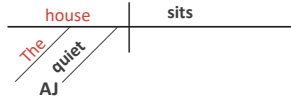
Example: The gentle road winds.



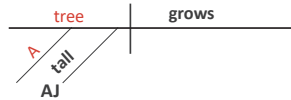
You try it!

Add the missing subjects and articles.

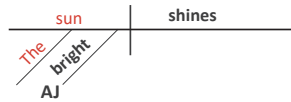
The quiet house sits.



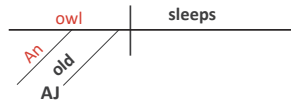
A tall tree grows.



The bright sun shines.

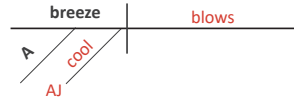


An old owl sleeps.

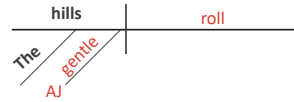


Add the missing adjectives and verbs. Make sure to add AJ for adjective under each adjective.

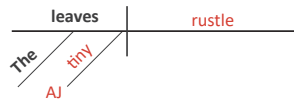
A cool breeze blows.



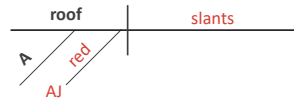
The gentle hills roll.



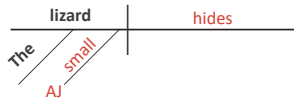
The tiny leaves rustle.



A red roof slants.



The small lizard hides.



Read Chapter 3 of *Carlotta* in your Level Four Personal Reader. Then underline the correct answers.

1. Some books make it look acceptable and normal for parents to be annoying and impatient. But good and beautiful books give the message that parents, although not perfect, are most often helpful and loving. What does Carlotta's mother do in this chapter that shows parents in a positive way?

A. Carlotta's mother lovingly braids Carlotta's hair and cheers up Tony when he is sad that his wooden birds did not sell.

B. Carlotta's mother patiently listens to and helps Carlotta when she is discouraged. Carlotta's mother also does not complain about the noise and mess of Tony's wood carving and compliments him on his work.

2. Carlotta and her brother, Tony, act kindly toward each other. TRUE | FALSE

### Writing Workshop

Complete the writing workshop for Lesson 7 in your workshops book.



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

# Lesson 7 Course Book

## LESSON 7

## WRITING WORKSHOP

### Using Color

In Chapters 2 and 3 of *Carlotta*, the author uses these colors to help paint vivid scenes in our minds:

- red-striped
- red
- purple
- yellow
- black
- blue-black
- charcoal black
- greenish
- green
- purply
- brownish-red

Write two short phrases that use colors (e.g., "pale green," "spotted yellow," "white as a dove").

The student should have written two short descriptive phrases that use colors.

Finish the sentence using colors in your description.

The hillside was covered in The student should have finished the sentence using colors from his or her description.

### Learning from the Masters

Read the passage from *Pyxie of the Pines* by Ethel Calvert Phillips, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and underline phrases that you like.

The student should have underlined phrases that he or she liked.

#### Passage Without Description

Above the trees, clouds floated in the sky. There were many birds in the forest. The sunlight came through the trees.

#### Passage

Above the trees, swaying and murmuring in the wind, lazy little white clouds moved across a soft spring sky. In and out of the scrub-oak bushes and trees, up among the pine boughs, fluttered the birds, busy now with

nest-building and housekeeping cares. There were many birds—speckled brown thrushes, shy little wrens, bold robins, catbirds, and a song sparrow here and there. Over the sandy, pine-strewn ground, pointing through the tree trunks like long fingers, stretched the sunlight in slender yellow bars.

### Writing from the Heart: Poetry Couplets

A **couplet** is two lines of poetry that rhyme and have the same number of beats (syllables), like this one:

I love all things I see up high  
The moon, the clouds, the bright blue sky

Each line has eight syllables.  
Each line rhymes at the end.

Now you get to finish some couplets! Write the second line for the following couplets. Let your personality shine through. There are so many ways to finish each couplet. You can make it funny or inspirational. How do YOU feel about the subject, and what do YOU want to say? Words that rhyme are given to you to help spark ideas. Don't worry about having the exact number of beats in each line for this exercise.

#### COUPLET #1

Here is something I want to do

The couplet should end with a word that rhymes with DO.

Rhyming Words: you, blue, shoe, through, true, goo

#### COUPLET #2

The sun is like a bright round ball

The couplet should end with a word that rhymes with BALL.

Rhyming Words: call, fall, small, tall, above all, nightfall

# Lesson 7 Workshop

Every year, millions of tourists come to see Venice, eager to ride down the Grand Canal in the gondolas, tour the ancient buildings, and walk the cobblestone streets of this marvelous city of wonders. Giant cruise ships continue to drop off thousands of passengers. Glassblowers continue to entertain them.

Through all of Venice's troubles, the City of Canals stands majestic, determined to survive as it faces the uncertain future.

### Reading Check

Fill in the blanks based on the article you just read.

1. Venice is called the City of Canals.

2. Venice has 60-100 floods every year.

3. The only way to get around Venice is by walking or by boat.

### Vocabulary

**plaintive:** sorrowful, sad  
**spry:** active, energetic

Fill in the blanks below with a vocabulary word from above.

Out jumped a little old man, quite spry for his years.

She frowned. "It's too late," she said in a plaintive tone.

### Homophones

Complete the exercises.

their: I love their backyard.  
there: I love the trees over there.  
they're: They're planting carrot seeds.

Write a short sentence that correctly uses the word THEIR.

Write a short sentence **THEIR.**

Write a short sentence **THEY'RE.**

### Quotation Punctuation: Commas

Read and complete the section.

Separate quoted material with a comma. The comma goes inside the quotation marks.

Correct: "You are kind," Ed said. Incorrect: "You are kind" Ed said.

Insert commas where needed.

- "He is so spry; he has so much energy" declared Ronald.
- "The sad man played a plaintive tune on his guitar" Abe said.
- "I am not as spry as I used to be" Karen explained patiently.

# Lesson 8 Course Book

### Review: Singular Possessive Nouns

Read and complete the section.

Add an apostrophe and an S to show possession.

Example: This dinosaur's horn is sharp. (The horn belongs to the dinosaur.)

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



The first two are completed as examples.

- The dinosaur's mother walked slowly. PLURAL NOUN | **POSSESSIVE NOUN**
- The dinosaur's walked slowly. PLURAL NOUN | **POSSESSIVE NOUN**
- Is the baby dinosaur's tail dangerous? PLURAL NOUN | **POSSESSIVE NOUN**
- Can the dinosaur's find enough food? PLURAL NOUN | **POSSESSIVE NOUN**
- Dinosaur's are fascinating to study. PLURAL NOUN | **POSSESSIVE NOUN**
- Was the baby dinosaur's skin rough? PLURAL NOUN | **POSSESSIVE NOUN**
- Was Father's story about a dinosaur? PLURAL NOUN | **POSSESSIVE NOUN**
- How many dinosaur's lived here? PLURAL NOUN | **POSSESSIVE NOUN**
- Daniel's report was about dinosaurs. PLURAL NOUN | **POSSESSIVE NOUN**
- The little dinosaur's tail is cute! PLURAL NOUN | **POSSESSIVE NOUN**
- The mother dinosaur's mouth is huge. PLURAL NOUN | **POSSESSIVE NOUN**

### Editing

Complete the editing assignment.

Insert three missing apostrophes with this editing mark: √. Not all words that end with S should have an apostrophe inserted. Some words have an S because they are plural, but they are not showing possession.

Two periods are also missing in the paragraph. Add them with this editing mark: ∆.

My next door neighbors yard and many yards in my town are filled with topiary bushes. These kinds of bushes have been trimmed into neat shapes. The gardeners in this town have received my grandfathers expert advice about caring for topiary bushes. Grandfathers best tip is to grow the plants around a cage.

Study and enjoy the details of topiary bushes and trees on the next page!

### Spelling Workshop

Complete the spelling workshop for Lesson 8 in your workshops book.

**PERSONAL READING**

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

# Lesson 8 Course Book

# SPELLING WORKSHOP

## SPELLING RULE: S, F, L, OR Z AT THE END OF WORDS

Read this spelling rule aloud three times:

At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

Write the missing parts of each sentence.

- STAFF ends with two Fs because it is a one-syllable word that has an S, F, or L right after a single short vowel.

STAFF ends with two Fs because it is a one-syllable word that has an S, F, or L right after a single short vowel.

- STEAL ends with one L because the L comes after a vowel combination (not one short vowel).

STEAL ends with one L because the L comes after a vowel combination (not one short vowel).

Add "s" or "ss" to finish each word correctly.  
\* = Exception: ends with SS even though it's two syllables long.

- press
- minus
- stress
- floss
- status
- fuss
- cross
- sinus
- hummus
- bless
- glass
- \*female princess
- \*witness
- \*address

Add "l" or "ll" to finish each word correctly.

- tool
- cool
- smell
- baill
- shell

## PLURAL NOUNS: F AND FE

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

Write the plural form of each word. The first two are completed as examples.

calf	calves	knife	knives
self	selves	loaf	loaves
thief	thieves	wolf	wolves
wife	wives	leaf	leaves
shelf	shelves	life	lives

When words end with FF, just add an S to make the word plural.

Write the plural form of each word. The first one is completed as an example.

cuff	cuffs	sniff	sniffs
cliff	cliffs	puff	puffs

## CONTRACTIONS

Write the contraction for each set of words. The letters in red are taken out when forming the contractions. The first one is completed as an example.

are not	aren't	she had	she'd
is not	isn't	who is	who's
we are	we're	can not	can't

# Lesson 8 Workshop

## CHALLENGING SPELLING WORDS

- In REVERSE alphabetical order, write all of your challenging spelling words from your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 1 of the *Level Four Language Arts Course Book* are spelled correctly and are in reverse alphabetical order.

- Waves:** In the blank area, draw ocean waves with colored pencils. Write your Group 1 spelling words above, below, or around the waves. Then spell the words aloud.

The student should have drawn ocean waves with colored pencils and written his or her Group 1 spelling words above, below, or around the waves.

- Balance It on Your Head:** Try to balance each of the items below on your head while practicing all of your Group 2 spelling words. Read each word, and then spell it aloud. Try to get through all the spelling words before the item falls. Then do the same thing with the next item on the list.

Items to Balance:

- A pencil
- A very thin book
- A thick book
- A fork or spoon
- An item of your choice

The student should have completed this section aloud.

Which item was the hardest to balance? Which one was the easiest?

# Lesson 8 Workshop



# Lesson 9 Course Book

# Lesson 9 Workshop

## LESSON 9

**Parent/Teacher**

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.

**Student**

# ART

- Read and complete the section.

Italy is a beautiful country. In this lesson and future lessons, you will observe paintings of some of the beautiful landscapes that God made in Italy. Learning to appreciate, observe, and experience joy from observing God's creations will bless your life! For as long as you choose, observe the painting on the next page called "Italian Landscape with Umbrella Pines" by Hendrik Voogd (1768–1839), painted in 1807.

### Sentence Diagramming

Complete the exercise.

**Add the missing subjects and articles.**

The gentle breeze blows.

breeze	blows
The gentle	
AJ	

The nice family walks.

family	walks
The nice	
AJ	

The fluffy clouds float.

clouds	float
The fluffy	
AJ	

The green grass sways.

grass	sways
The green	
AJ	

READING ASSIGNMENT

- Read Chapter 4 of *Carlotta* in your *Level Four Personal Reader*.

Writing Workshop

- Complete the writing workshop for Lesson 9 in your workshops book.

After reading for 20 minutes or more, the student should have answered the questions below with complete sentences.

## PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*, and then answer the questions with COMPLETE sentences. **Fiction** is a story not based on real people or facts. **Nonfiction** is based on real people and facts.

1. Is your book fiction or nonfiction?  
\_\_\_\_\_
2. What is one thing that you and the main character have in common?  
\_\_\_\_\_  
\_\_\_\_\_

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## LESSON 9

# WRITING WORKSHOP

### Learning from the Masters

Finish each passage from *Tiger on the Mountain* by Shirley L. Arora in your own words using your imagination. Try to continue the type of description the author was using.

Raman shifted from his squatting position to a sitting one, and then rolled over and lay on his stomach, propping his head up with his elbows. He sniffed the fragrance of the damp earth. There was a pink

The student should have finished this passage with his or her own words while trying to continue the type of description the author was using.

After the evening meal, Raman sat quietly on the doorstep where his father had sat the night before, leaning back against the rough wooden frame and watching the sky. It was clear, with a chill wind blowing. The first stars

The student should have finished this passage with his or her own words while trying to continue the type of description the author was using.

### Writing from the Heart: Poetry

Most poems have some type of **rhyme scheme**—a consistent pattern of rhymes at the ends of the lines. Usually each stanza (group of lines) in a poem has the same rhyme scheme.

In this poem, the 1st and 2nd lines rhyme, and the 3rd and 4th lines rhyme, so the poem has this rhyme scheme: AABB.

In broad daylight, and at noon,  
Yesterday I saw the moon  
Sailing high, but faint and white,  
As a school-boy's paper kite.

Circle the correct rhyme pattern for the following poem: AABB | **ABAB** | ABCB

God make my life a little light,  
Within the world to glow,—  
A tiny flame that burneth bright,  
Wherever I may go.

On a separate piece of paper, write a poem that is four lines or longer about the painting on the next page. Your poem should have a rhyme scheme. Let your personality shine through—your poem can be funny or thoughtful.

Are you totally stuck? Try this set of lines, replacing the lines in green with your own lines.

Peacock with feathers long and bright  
(End this line with sight, flight, right, or delight.)  
Brilliant blue and gorgeous green  
(End this line with seen, queen, dream.)

On a separate piece of paper, the student should have written a poem four lines or longer that is inspired by the painting and has a rhyme scheme.

"Peacock and Peacock Butterfly" by Archibald Thorburn (1860–1935), 1917

### Avoiding Redundancy!

The student should have crossed out one or more of the highlighted redundant words or phrases in each sentence.

1. When I opened the window **to look outside**, I saw an owl **outside**.
2. I counted a total of 45 people in my class **when I counted my class**.
3. Because we have **a great number of a lot of so many** mice in our yard, we got a cat.

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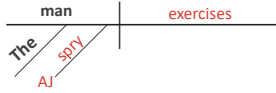
Student

### Sentence Diagramming

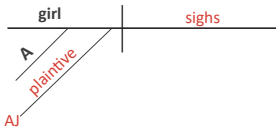
Complete the exercises.

Add the missing verbs and adjectives. Remember to put AJ under adjectives.

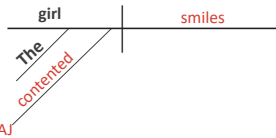
The spy man exercises.



A plaintive girl sighs.



The contented girl smiles.



© Jenny Phillips

### Homophones

Complete the exercises.

heel: I hurt my heel.  
 heal: My finger will heal soon.  
 past: I drove past a hill. | Months went past.  
 passed: I passed the test. | We passed my house. | I passed you the rolls.

Circle the correct word for each sentence.

- We passed | past a stunning blue lake.
- I bruised my heel | (heal).
- We can learn lessons from the passed | (past).
- He passed | past me the potatoes.
- Don't dwell on the passed | (past).
- Your wound will heal | (heel) quickly.

peak: We hiked to the highest peak.  
 peek: Do not peek.

Circle the correct word for each sentence.

- The mountain peak | (peek) was covered in snow.
- I took a peak | (peek) at the sculpture.
- Mt. Everest is the highest mountain peak | (peek) in the world.
- I will peak | (peek) through the curtains.

READING



ASSIGNMENT

Read Chapter 5 of *Carlotta* in your *Level Four Personal Reader*. Then underline the correct answers.

1. How does Carlotta's mother cheer up Carlotta after Bumpy is lost?

- A. She tells her a story about Italy and a game they played with pigs.  
 B. She makes her a special Italian treat.

2. Carlotta refuses to give her pig to Theresa.

TRUE | FALSE

### Spelling Workshop

Complete the spelling workshop for Lesson 10 in your workshops book.



After reading for 20 minutes or more, the student should have circled the correct answer to the question below.

### PERSONAL READING

For 20 minutes or more, read a book from *The Good and the Beautiful Book List*, and then circle the correct answer to the question.

On which continent is the setting of your book?

- Asia | North America | Europe | Australia  
 South America | Antarctica | Africa  
 Imaginary land | Not stated in the book

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# Lesson 10 Course Book

## LESSON 10

## SPELLING WORKSHOP

### SPELLING RULE: S, F, L, OR Z AT THE END OF WORDS

Read this spelling rule aloud three times:

At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

Write the missing parts of each sentence.

- STATUS ends with one S because it is a two-syllable word.  
STATUS ends with one S because it is a two-syllable word.
- SQUIRREL ends with one L because it is a two-syllable word.  
SQUIRREL ends with one L because it is a two-syllable word.

Add "t" or "l" on the blanks to finish each word correctly.



Hansel..... lives in the Alps where his family owns a hotel..... His sister Hazel..... can yodel..... with great skill..... The siblings go exploring one day. They go through a tunnel....., they rappe..... down a cliff, and they marvel..... at all they see. They feel a chill..... Knowing the weather can be brutal....., they head home quickly.

Add "s" or "ss" to finish each word correctly.

\* = Exception: ends with SS even though it's two syllables long.

- grass
- mass
- crisis
- fungus
- \*success
- \*female princess
- \*witness
- \*address
- blisss
- virus
- guess
- \*excess
- gloss
- Venus

### PLURAL NOUNS: F AND FE

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

Make each word plural.

wife	wives	yourself	yourselves
calf	calves	ourself	ourselves
scarf	scarves	hoof	hooves

### CONTRACTIONS

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

it is	it's	she had	she'd
we have	we've	who is	who's
we are	we're	can not	can't

### WORDS THAT END WITH /ER/

If the end of a word has an /er/ sound, end the word with a vowel and R, not just an R.

Examples: water not watr AND trailer not trailr

Add "er" to finish each word:

- waiter
- follower
- fainter
- trailer
- trainer
- plainer
- painter

18

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# Lesson 10 Workshop



1

Write on the lines in one of the fonts in the box all of your challenging spelling words on page 1 of your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

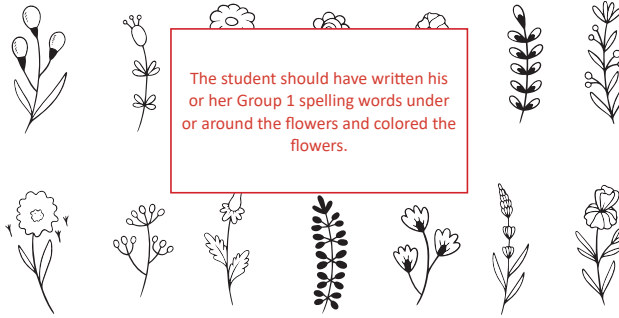
abcdefghijklmnopqrstuvwxyz  
abcdefghijklmnopqrstuvwxyz

Make sure that spelling words from Group 1 and Group 2 on page 1 of the *Level Four Language Arts Course Book* are spelled correctly and are written in one of the fonts from the box above.

## CHALLENGING SPELLING WORDS

2

**Flowers:** Read a Group 1 spelling word aloud, write it under or around a flower, and then color the flower. Complete for each Group 1 spelling word. Start with your favorite flower, and then choose your next favorite flower, and so on.



The student should have written his or her Group 1 spelling words under or around the flowers and colored the flowers.

3



**Tap the Letters:** Say a Group 2 spelling word, and then spell it aloud, tapping the letters below as you say them. Use a spoon or other item of your choice to tap the letters. Complete this section twice for all the words.

ABCDEFGHIJKLM  
NOPQRSTUVWXYZ

The student should have completed this section aloud.

## Pronouns

Complete the exercise.

A **pronoun** is a word that replaces a noun. Examples of pronouns are YOU, HE, SHE, ME, OUR, THEY, IT, US, THOSE, THEM, HER, and HIS.

For each sentence, circle the pronoun that could replace the underlined noun.

- Darnell has visited Florence, the capital of Tuscany. Our | **He** | Me
- Tuscany is a popular tourist destination. **It** | They | His
- Did you know that operas were created in Tuscany? we | **they** | her
- Mom and I noticed that Tuscany has many hills. It | **We** | Those
- They gave the bottle of olive oil to Hailey and me. them | his | **us**
- Jasmine loves the gorgeous cypress trees in Tuscany. **She** | Us | They

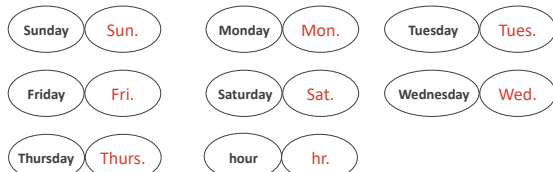
## Review: Abbreviations—Part 1

Complete the exercise.

An abbreviation is the shortened form of a word, as in these examples:

Sunday—Sun.	Monday—Mon.	Tuesday—Tues.	Wednesday—Wed.
Thursday—Thurs.	Friday—Fri.	Saturday—Sat.	hour—hr.

Write the abbreviation for each word.



## Homophones

Write the correct homophone on each blank line.

**it's:** It's raining. (contraction of the words IT IS)

**its:** The cat licked its paws. (possessive form of IT)

Note: An apostrophe is usually used to show possession, but not with ITS.

- The contented kitten cuddled next to \_\_\_\_\_ its mother.
- \_\_\_\_\_ it's amazing to see how spry and active Grandmother is.
- \_\_\_\_\_ It's important to discern what is true and what is not.
- The dog licked \_\_\_\_\_ its wounded paw.

**stairs:** I climbed the stairs.

**stares:** He stares at the painting.

- The spry old man climbed the \_\_\_\_\_ stairs quickly.
- Dad looks so contented as he \_\_\_\_\_ stares at the clouds.
- The \_\_\_\_\_ stairs are made of marble.
- Shanice \_\_\_\_\_ stares contentedly at the peaceful lake.

## Plural Possessive Nouns

Read and complete the section.

**Plural** means more than one. To show possession (belonging) for a plural noun ending with S, add an apostrophe. Do not add an S after the apostrophe.

**Correct:** I washed all six of the goats' hooves.

**Incorrect:** I washed all six of the goats's hooves.



Fill in each blank with the possessive form of the noun in the right column. The first box is completed as an example.

I see ONE <u>bird's</u> nest in that huge tree.	bird
I see TWO <u>birds'</u> nests in that huge tree.	bird

Quietly, ONE <u>cheetah's</u> mother sleeps.	cheetah
Quietly, TWO <u>cheetahs'</u> mothers sleep.	cheetah

Smoke comes out of ONE <u>cabin's</u> chimney.	cabin
Smoke comes out of TEN <u>cabins'</u> chimneys.	cabin

The <u>cupboard's</u> shelves are empty.	cupboard
These TWO <u>cupboards'</u> shelves are empty.	cupboard

ONE <u>fridge's</u> cord is broken.	fridge
THREE <u>fridges'</u> cords are broken.	fridge

## Review: Quotation Punctuation

Read and complete the section.

Separate quoted material with a comma inside the quotes.

### Examples

**Correct:** "You are kind," Ed said. **Incorrect:** "You are kind" Ed said.

Insert commas where needed.

- "That's a good girl" said Papa.
- "Here, take him" Theresa said as they met.
- "Oh, I'd like you for my pet" Carlotta said.
- "The violets go with the dandelions" Carlotta replied.

READING



ASSIGNMENT

Read Chapter 6 of *Carlotta* in your Level Four Personal Reader.

## Writing Workshop

Complete the writing workshop for Lesson 11 in your workshops book.



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

# Lesson 11 Course Book

# Lesson 11 Workshop

## LESSON 11

## WRITING WORKSHOP

### Learning from the Masters

One way to make writing come alive is to use sensory language to describe sounds. Read the passages from *Chico of the Andes* by Christine von Hagen and underline the words and phrases that describe the way the scene sounds.

#### Passage 1

As the charcoal began to burn noisily, Tia Maria said, "Chico, not so hard. Do not burn the house down." She spoke so kindly in her soft, whispering voice that Chico was not frightened, and he even smiled timidly up at her.

Chico fanned more gently, and the coals hummed softly.

#### Passage 2

From overhead came a sharp "clang." It was repeated once. Then from rooftops all over the city, the clatter of a hundred church bells arose. The few people in the street stopped as if a hand had reached out and held each one quiet while they worshiped God.

### Avoiding Redundancy

The student should have crossed out one or more of the highlighted redundant words or phrases in each sentence.

- The fast rabbit dashed across the field very quickly.
- The beginning of my book caught my attention with how it began.
- If you want to, we can immediately go to the park right now if that is something you want to do.
- Making quilts is my favorite hobby because I love making quilts.
- Being kind is definitely something that I am certain I want to do.

### Using Sensory Language: Sound

Study the painting on the next page. Imagine you are writing a story that takes place in the scene and want to bring the scene to life for the reader.

In one or two sentences, describe what it might sound like to be on the sailboat in the painting. If desired, use one or more of these words: *creak, splash, swish, swoosh, whoosh, whip, whisper, whistle*.

Using descriptive language, the student should have written one or two sentences about what it might sound like to be on the sailboat in the painting on p. 21.

### Writing from the Heart

The book *Carlotta* encourages the reader to be kind and respectful to siblings and parents. Unfortunately, many books for children today make it seem funny to complain about parents and siblings and to treat them rudely. It's sad that many authors choose to promote negative messages, but you don't have to. Remember that what you write shows your heart. Does your heart desire to help people have a stronger or a weaker moral character?

Imagine you are a famous author. Answer this question with complete sentences: If you could gain more money and fame by writing books that encourage children to be rude to their parents, would you? Why or why not?

The student should have answered the questions above as if he or she were a famous author.

## Effective Paragraph Writing

In effective paragraphs for essays or articles, a **topic sentence** is at or near the beginning of the paragraph. A topic sentence explains the main idea of the paragraph. Everything in the paragraph should then be about that main idea. If you want to discuss a new idea, you need to start a new paragraph.

For each paragraph below, circle the topic sentence and cross out sentences that do not support the main idea and do not belong in the paragraph. Then read the words in the boxes, which are transition words. The first one is completed as an example.

### Paragraph #1

Carlotta is more than a fun book; it is also a book that encourages high moral character. For example, the story teaches about the importance of hard work. Carlotta does her work with a cheerful attitude, and her family members never complain about working. Also, the book exhibits kindness. Carlotta and her brother sacrifice for other members of the family, and the family always finds ways to serve each other. In addition, the author uses beautiful description, which makes the book come alive. This book is definitely supportive of high character.

### Paragraph #2

There are a few reasons I would love to spend an afternoon in the scene shown in this painting. First, the scene seems so peaceful. From the birds floating in the sky to the calm water, everything in this scene would make me feel calm. Second, the artist was very skillful in how he used shadow and light. This helps the painting feel more realistic. Finally, if I were in this scene, I would love to ride on the boat and experience the wind on my face and the sound of splashing water. Overall, being in this painting would make for a wonderful afternoon!

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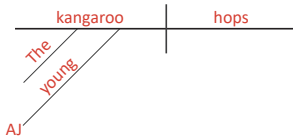
# Lesson 11 Workshop

## Sentence Diagramming

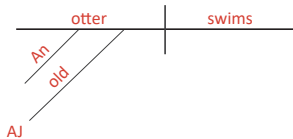
- Complete the exercises.

Diagram the sentences. Put AJ under adjectives. See page 16 for help.

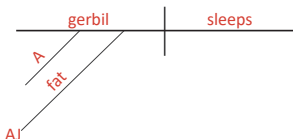
The young kangaroo hops.



An old otter swims.



A fat gerbil sleeps.



## Homophones

- Complete the exercises.

heel: I hurt my heel.  
 heal: My finger will heal soon.  
 past: I drove past a hill. | Months went past.  
 passed: I passed the test. | We have passed my house. | I passed you the rolls.

Circle the correct word for each sentence.

- The runner hurt his heel | heel.
- We passed | past a group of kangaroos.
- Uncle Jared had a camel in the passed | past.
- I have been sick for the passed | past week.
- Wesley passed | past the baby rabbit to me.
- I hope the guinea pig's wound will heal | heel.

peak: We hiked to the highest peak.  
 peek: Do not peek.

Circle the correct word for each sentence.

- Take a peak | peek at my new gerbil.
- I watched a mountain goat skillfully climb the highest peak | peek.
- I saw the baby kangaroo peak | peek out of its mother's pouch.
- I saw an eagle on the mountain peak | peek.

## READING ASSIGNMENT

- Read Chapter 7 of *Carlotta* in your Level Four Personal Reader. Then underline the correct answers.

1. Which description best fits Joanne?

- A. a polite, shy, pretty girl who finds Carlotta's life fascinating  
 B. a proud, pretty city girl who is bossy to Carlotta

2. Tony was not to blame for the doll slipper Billy ate, and yet Tony gave Joanne one of the birds he made to make up for her lost slipper. TRUE | FALSE

## Spelling Workshop

- Complete the spelling workshop for Lesson 12 in your workshops book.

After reading for 20 minutes or more, the student should have circled the correct answer(s) to the question below.



## PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*, and then circle the correct answer to the question.

What things are you learning about in your book? Circle all that apply.

history | science | other people's points of view  
 good messages | other places | good writing

# Lesson 12 Course Book

SPELLING RULE: DOUBLE CONSONANTS TO CLOSE SYLLABLES

Have a parent or teacher read this section to you.

You will learn about the Double Consonants to Close Syllables spelling rule so that you understand why some words have double consonants in the middle (like rabbit). However, there are so many exceptions to the rule that you will not practice the rule—you will practice only some common words that follow the rule. It is not helpful to practice a rule if there are so many exceptions that you never know if you should apply the rule or not. Here is the rule:

Usually double a consonant in the middle of a word if you need to close a syllable so the vowel is not long.

This word follows the rule: happen. If you had only one P in the middle of the word, it would be ha-pen [HAY-pen]. This is because the first syllable would be open (ends with a vowel). When a syllable is open, the vowel is long (says its name). So if we add a P to the first syllable, it closes it off, so that the A is not long: hap-pen [HAP-pen].

Practice words that follow this spelling rule by writing each word three times in the boxes: first small, then medium, then large.

middle

letter

pretty

button

lesson

tunnel

The student should have written each word three times in the boxes: first small, then medium, then large.

PLURAL NOUNS: F AND FE

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

Write the plural form of each word.

wolf	wolves	half	halves
self	selves	loaf	loaves
thief	thieves	calf	calves
knife	knives	leaf	leaves
shelf	shelves	life	lives

When words end with FF, just add an S to make the word plural.

Write the plural form of each word.

whiff	whiffs	sniff	sniffs
cliff	cliffs	puff	puffs
cuff	cuffs	skiff	skiffs

CONTRACTIONS

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

it is	it's	she would	she'd
we have	we've	who is	who's
we are	we're	can not	can't

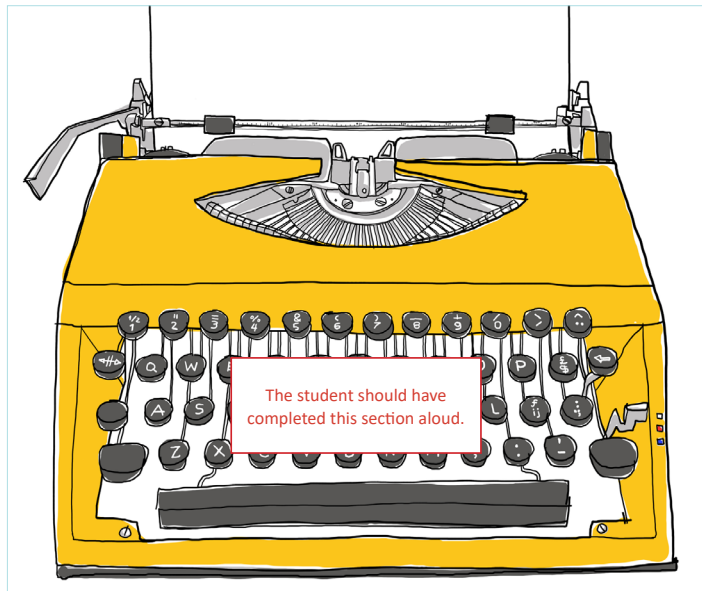
CHALLENGING SPELLING WORDS

1 In REVERSE alphabetical order, write all of your challenging spelling words on page 1 of your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 1 of the *Level Four Language Arts Course Book* are spelled correctly and are in reverse alphabetical order.

2 **Type It:** Read a Group 1 spelling word. Then, with your index finger, touch the typewriter keys to spell each letter of the word. Say each letter as you touch it. "Type" each Group 1 spelling word one time.



The student should have completed this section aloud.

3 **Whisper and Write:** For each Group 2 spelling word, read it, and then whisper the word aloud as you write it with your finger on your arm.

The student should have completed this section aloud.



# Lesson 13 Course Book

9



Step 9 Use a light green pastel to draw furrows on the hill. Create some darker green and brown dots on the furrows, and then lightly blend them in. Take off the tape.



Step 10 Using a cotton swab, soften the edges of the drawing. Spray with fixative outside. You are finished!

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## Writing Workshop

Complete the writing workshop for Lesson 13 in your workshops book.



For 20 minutes or more, read a book from *The Good and the Beautiful Book List*, and then color in the continent that represents the main setting of the book.

After reading for 20 minutes or more, the student should have colored in the continent below that represents the main setting of his or her book.



# Lesson 13 Workshop

## LESSON 13

## WRITING WORKSHOP

### Learning from the Masters

As you have learned, one way to make writing come alive is to use sensory language to describe sound. Read the passages from *Tiger on the Mountain* by Shirley L. Arora and underline the words and phrases that describe the way the scene sounds.

#### Passage 1

Raman had left the bazaar behind now, with its jumble of voices and its smell of hot oil and frying spices. The road still climbed, but less steeply. There was no longer any sidewalk, and smooth black pavement had replaced the uneven cobblestones of the bazaar hill. At one point where the road curved widely, Raman paused, looking down over the green slopes to the right, over the sprinkling of red tile roofs to the gleam of lake water nearly hidden by trees. Faint voices rose from below, punctuated by shrieks of laughter.

#### Passage 2

They were soft, gray-and-white birds with tall crests and splashes of scarlet across each cheek, and they clattered and chortled musically as they feasted.

### Avoiding Redundancy

The student should have crossed out one or more of the highlighted redundant words or phrases in each sentence.

- The lazy lizard basked in the sun lazily.
- The outcome of the book is still unsure as I don't know what the outcome will be.
- The cows in the pasture need to be brought into the barn from the pasture.
- Helpfully, Dan helped me to be able to fix my car.

### Using Sensory Language: Sound

Study the photo on the next page. Imagine that you are writing a story that takes place in the scene and you want to bring the scene to life.

In one or two sentences, describe what it might sound like to be sitting on the edge of this mountain stream. If desired, use one or more of these words:



splashing	musical	rushing
swishing	laughing	melodic
gurgling	singing	soft
babbling	soothing	roaring

Using descriptive language, the student should have written one or two sentences about what it might sound like to be sitting on the edge of the mountain stream shown on p. 25.

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## Student

### Adverbs

Read and complete the section.

**Adverbs** modify (describe) verbs, adjectives, or other adverbs. In this course you will study only adverbs that modify verbs. Adverbs often end in LY (quickly, smoothly), but not always.

Underline the verb in each sentence. Then circle the adverb, which describes the verb. The first two are completed as examples.

The sloth <u>moved</u> <u>slowly</u> .	A gazelle <u>hopped</u> <u>gracefully</u> .
<u>Swiftly</u> a huge walrus <u>swam</u> .	The kangaroo <u>hops</u> <u>skillfully</u> .
Two hyenas <u>moved</u> <u>stealthily</u> .	Oh, the lion <u>sits</u> <u>proudly</u> .
The squirrel <u>rapidly</u> <u>gathered</u> nuts.	In the sky the birds <u>glide</u> <u>smoothly</u> .
<u>Noisily</u> the squirrel <u>chattered</u> .	The bear <u>roared</u> <u>loudly</u> .

Many books for children today show children acting rudely to parents. All the words in the chart below are adverbs. Circle the adverbs that show how honorable children respond to their parents.

angrily	<u>respectfully</u>	<u>lovingly</u>
rudely	<u>honestly</u>	<u>irritably</u>
<u>happily</u>	unkindly	<u>gratefully</u>

### Review: Plural Possessive Nouns

Read and complete the section.

Plural means more than one. To show possession (belonging) for a plural noun ending with S, add an apostrophe. Do not add an S after the apostrophe.

**Correct:** The five wolves' paws were muddy.

**Incorrect:** The five wolves's paws were muddy.



Fill in each blank with the possessive form of the noun in the right column.

ONE <u>leopard's</u> spots were beautiful.	leopard
The TWO <u>leopards'</u> spots were beautiful.	leopard

ONE <u>llama's</u> teeth were huge.	llama
ALL ten of the <u>llamas'</u> teeth were huge.	llama

Water squirts from ONE <u>elephant's</u> trunk.	elephant
Water squirts from TEN <u>elephants'</u> trunks.	elephant

ONE <u>coyote's</u> howl scares me.	coyote
SEVEN <u>coyotes'</u> howls scare me.	coyote

ONE <u>kangaroo's</u> pouch holds a joey.	kangaroo
THREE <u>kangaroos'</u> pouches hold joeys.	kangaroo

# Lesson 14 Course Book

### Review: Pronouns

Complete the exercise.

A pronoun is a word that replaces a noun. Examples of pronouns are YOU, I, HE, SHE, ME, OUR, THEY, IT, US, THOSE, THEM, HER, and HIS.

For each sentence, circle the pronoun that could replace the underlined noun.

- Gracie is one of over 60 million people who live in Italy. Our | She | Me
- Italy has a long history. It | They | His
- Mom and I visited ancient ruins in Rome, Italy. We | They | Her
- Kristin and Emmy visited one of Italy's many forests. It | We | They
- Pasta is very popular in Italy. It | His | Us
- Dad told me that 40% of Italy's land is mountains. She | Us | He
- Italy's rivers are beautiful. They | It | Our

### Vocabulary

**sultry:** hot, humid  
**fleecy:** soft, fluffy, and thick

Fill in the blanks below with a vocabulary word from above.

- It is so sultry today that my skin feels moist.
- I don't need this fleecy blanket when the weather is so sultry.
- The lamb's fleecy wool coat is so soft.

### READING ASSIGNMENT

Read Chapter 8 of *Carlotta* in your Level Four Personal Reader, and then complete the activity.

**Alliteration** is when words that are close together start with the same sound. Alliteration can make writing sound pleasing to our ears. Chapter 8 of *Carlotta* has many uses of alliteration, such as this one: "Soon the sun would be out."

For each sentence below from Chapter 8 of *Carlotta*, underline the first letters of the words that show alliteration.

- And fleecy clouds floated lazily in the blue sky.
- The sultry air fanned her black locks and swirled her soft skirt around her mosquito-bitten knees.
- When the sun stole from behind the broken clouds . . .
- Soon Carlotta's shoes were scraping and scratching through a cloud of dust, and she was running to the roadside stand.

### Spelling Workshop

Complete the spelling workshop for Lesson 14 in your workshops book.



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

# Lesson 14 Course Book

# SPELLING WORKSHOP

## SPELLING RULE #2

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make). Use each of these words twice: middle, bubble, letter, pretty, button, lesson, kettle, valley, hidden.

Using each of the words in purple above twice, the student should have created a spelling ribbon, which is just words written in a line that curves, waves, or takes any form the student would like to make.

## SUFFIXES: -FUL, -LESS

On the lines write each of the green words, adding the suffix "ful."

thought | youth | resource | doubt

thoughtful resourceful

youthful doubtful

On the lines write each of the green words, adding the suffix "less."

thought | count | cloud | doubt

thoughtless cloudless

countless doubtless

## WORDS WITH QU

Write a sentence that uses each pair of words.

squirrel/quite

quit/liquid

square/quarter

The student should have written a sentence for each pair of words. Make sure that each QU word is spelled correctly.

## WORDS THAT END WITH /ER/

If the end of a word has an /er/ sound, end the word with a vowel and R, not just an R.

In the blank boxes, write each of these words: actor, honor, major, matter, power, super.

actor	honor	major
matter	power	super

## CONTRACTIONS

Write the contraction for each set of words.

it is	it's	she would	she'd
we have	we've	who is	who's
is not	isn't	can not	can't

Lesson  
14  
Workshop

## CHALLENGING SPELLING WORDS

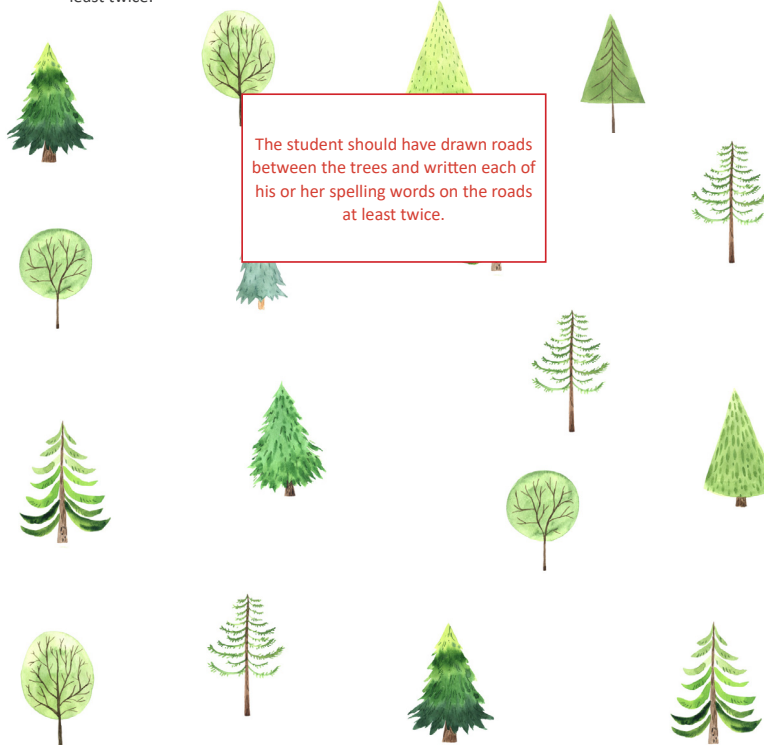
1 In alphabetical order, write all of your challenging spelling words on page 1 of your *Level Four Language Arts Course Book* on the lines below. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 1 of the *Level Four Language Arts Course Book* are spelled correctly and are in alphabetical order.

2 **Forest Roads:** Draw roads between the trees. Write your spelling words on the roads. Say the letters aloud as you write them and read each word after you write it. Use all the words at least twice.

The student should have drawn roads between the trees and written each of his or her spelling words on the roads at least twice.



Lesson  
14  
Workshop



# LESSON 15

Parent/Teacher

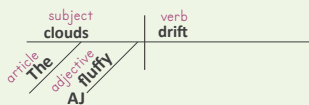
- Have the child read this word: **linguist**. Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes. Note: Get the supplies needed for Lesson 17.
- Check the child's work when this lesson has been completed.

Student

## SENTENCE DIAGRAMMING

- Read and complete the section.

Language is amazing. Did you know that there are over 7,000 languages spoken in the world? A **linguist** is someone who studies languages. In this lesson you will be like a linguist as you study how language works through sentence diagramming. You have already learned how to diagram a sentence like "The fluffy clouds drift."

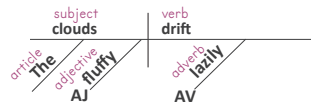


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Now you are going to learn how to diagram adverbs. Adverbs modify (describe) verbs. Examples of adverbs are QUICKLY, HAPPILY, and BOLDLY.

The ADVERB goes on a slanted line beneath the verb it describes. Write the letters AV under adverbs.

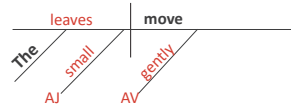
Example: The fluffy clouds drift lazily.



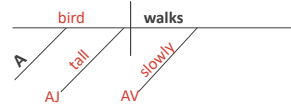
You try it!

Add the missing **subjects**, **adverbs**, and **adjectives**. Remember to put AJ under adjectives and AV under adverbs.

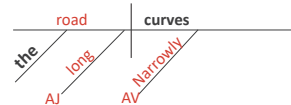
The small leaves move gently.



A tall bird walks slowly.



Narrowly, the long road curves.



# Lesson 15 Course Book

## Homophones

- Complete the exercise.

**their:** I love their backyard.  
**there:** I love the trees over there.  
**they're:** They're planting carrot seeds.

Write a short sentence that correctly uses the word **THEIR**.

Write a short sentence that correctly uses the word **THERE**.

Write a short sentence that correctly uses the word **THEY'RE**.

The student should have written sentences that correctly use **THEIR**, **THERE**, and **THEY'RE**.

## Quotation Punctuation: Periods

- Read and complete the section.

The period goes inside the quotation mark.

### Examples

Correct: Ed said, "You are kind." Incorrect: Ed said, "You are kind".

Cross out misplaced periods and write a period in the correct place.

- "I'll wait," she said. "All crows look alike to me" ~~.~~
- "If they come," she said, "I'll call them Nip and Snip" ~~.~~
- "I see," the woman said, smiling. "I'll take two bags" ~~.~~ And she helped herself to the greens.

## Review: Adverbs

- Read and complete the section.

Underline the verb in each sentence. Then circle the adverb, which describes the verb. Refer to page 38 if needed.

A golden eagle <u>soared</u> <u>majestically</u> .	Careful! The ferret <u>bites</u> <u>hard</u> .
That gopher <u>surely</u> <u>ruins</u> my garden!	The falcon <u>glides</u> <u>nobly</u> .
The cute penguin <u>waddles</u> <u>quickly</u> .	Your adorable gerbil <u>sleeps</u> <u>soundly</u> .
A flamingo <u>stands</u> <u>skillfully</u> on one leg.	A leopard <u>moves</u> <u>stealthily</u> .
The red squirrel <u>worked</u> <u>tirelessly</u> .	<u>Tightly</u> the octopus <u>holds</u> its prey.

## Writing Workshop

- Complete the writing workshop for Lesson 15 in your workshops book.

After reading for 20 minutes or more, the student should have written the title and author of his or her book on the lines below.



## PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. List the title and author of your book.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

# Lesson 15 Course Book

Learning from the Masters

Read the passage from *Chico of the Andes* by Christine von Hagen, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and underline phrases that you like.

Passage Without Description

Chico looked back at the house and the field and the barren land.

Passage

On the hillside touched close to the gray-green field, the green leaves and purple flowers. All around the lonely house rose the high rocky mountain peaks, which cut jaggedly into the blue sky. Below them, spread out like a fan, was the treeless, barren land.

The student should have underlined the phrases that he or she liked.

Avoiding Redundancy

The student should have crossed out one or more of the highlighted redundant words or phrases in each sentence.

- The slow sloth slowly made its way up the tree limb at a slow pace.
- The ending of my book pleased me with how it ended.
- Above all else, kindness matters above all other things.
- I experienced more excitement today than the excitement that I normally feel.
- Morning time is my favorite time of the day because I love morning time.



Writing from the Heart

In your course book, you learned about artist Carl Frederik Aagaard. He painted the picture on the next page. Study the details of this painting.

On a separate piece of paper, write a poem (four lines or longer) that is inspired by the painting on the next page. It could be about summer, peace, trees, or anything you want. Your poem should have a rhyme scheme like AABB or ABAB. Let your personality shine through.

Are you stuck? Try this set of lines, replacing the lines in green with your own lines.

Peaceful is the summer day  
(End this line with way, stay, play, pray, lay, or sway.)  
And in the sky above me bright

On a separate piece of paper, the student should have written a poem four lines or longer that is inspired by the painting on p. 29 and has a rhyme scheme.

Effective Paragraph Writing

You have learned that a topic sentence explains the main idea of the paragraph. Everything in the paragraph should then be about that main idea. If you want to discuss a new idea, you need to start a new paragraph.

For the paragraph below, circle the topic sentence and cross out the sentence that does not support the main idea and does not belong in the paragraph. Then read the words in the boxes, which are transition words.

I could spend a morning in the scene shown in the painting on this page. I would definitely want to do it. The top reason I would like to be in this scene is to see the beautiful nature. I would love to look up into the majestic trees and gaze across the wide waters as well as watch the cows. Also, I'm really impressed with the artist's ability to create perspective, with the trees becoming smaller the farther away they appear. Lastly, I would love to feel the soft grass and the fresh air on my skin. Truly, I would jump at the chance to be in this lovely scene for a morning.

"Two Shepherd Boys" by Carl Frederik Aagaard (1833–1895), 1885

© Jenny Phillips

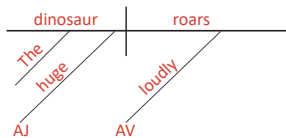


Student

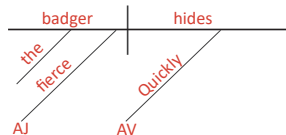
Sentence Diagramming

Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 40 if needed.

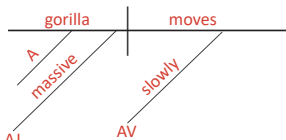
The huge dinosaur roars loudly.



Quickly, the fierce badger hides.



A massive gorilla moves slowly.



READING ASSIGNMENT

Read Chapter 9 of *Carlotta* in your Level Four Personal Reader. Then follow the directions to write a summary of the book.

Write a summary of *Carlotta*, explaining who the main characters are and what happens in the beginning, middle, and end of the book. Only include the main events and details. Include two or more of the transition words in the box below. Note: A summary does not give your opinion of the book.

first | next | also | after that | later | in the end | finally

The student should have written a summary of *Carlotta* that explains who the main characters are and what happens in the beginning, middle, and end of the book. Make sure that only the main events and details are included and that two or more transition words from the box above are included. The summary should not include the student's opinion.

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

*Carlotta* tells the story of a little girl named Carlotta Codelli, her brother, Tony, and her mama and papa. One summer, the family decides to build a roadside stand and sell vegetables from their garden. Carlotta helps by weeding the vegetable patch and working at the roadside stand. One day Carlotta rescues a little pig that fell from a farmer's truck and

names him Bumpy! After that she makes a new friend named Joanne when Joanne's father stops at the gas station that Carlotta's papa owns. In the end Carlotta's family makes enough money at their roadside stand to buy a new red truck.

Spelling Workshop

Complete the spelling workshop for Lesson 16 in your workshops book.



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

# SPELLING WORKSHOP

## IRREGULAR PLURAL NOUNS

Plural means more than one. Many nouns are made plural by adding S or ES to the noun. However, some plural nouns are irregular.

On each blank line, write the correct plural noun.

goose = geese person = people mouse = mice woman = women

- ..... Mice ..... can be pets or pesky rodents.
- Five ..... geese ..... float on our pond.
- All ..... people ....., male and female, are loved by God.
- Your sisters are all wonderful ..... women .....

## PREFIXES: PRE-, SEMI-

A prefix is a group of letters added to the beginning of a word that changes the meaning of the word. The prefix PRE means "before." The prefix SEMI means "partly, half, or somewhat."

Based on the meaning of the prefix, determine the correct description for each word.

- semiconscious A. not conscious B. partly conscious
- semidry A. really wet B. somewhat dry
- precaution A. to caution before B. never caution

Write the correct word based on the description.

- somewhat formal: ..... semiformal .....
- partly solid: ..... semisolid .....
- to plan before: ..... preplan .....

## WORDS WITH QU

Write a sentence that uses each pair of words.

- square/squirrel .....
- quite/quiet .....
- require/quarter .....

The student should have written a sentence for each pair of words. Make sure that each QU word is spelled correctly.

## PLURAL NOUNS: F AND FE

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

Write the plural form of each word. \* = exception (just add "s")

leaf	<u>leaves</u>	loaf	<u>loaves</u>
thief	<u>thieves</u>	scarf	<u>scarves</u>
shelf	<u>shelves</u>	roof*	<u>roofs</u>

## CONTRACTIONS

Write the contraction for each set of words.

it is	<u>it's</u>	she would	<u>she'd</u>
we have	<u>we've</u>	who is	<u>who's</u>
we are	<u>we're</u>	can not	<u>can't</u>

Lesson  
16  
Workshop

## SPELLING RULE: DOUBLE CONSONANTS TO CLOSE SYLLABLES

On each blank, write the missing letters. Then write the whole word.

middle letter pretty button tunnel bubble kettle valley hidden

bu bb le write the word: bubble

mi dd le write the word: middle

pre tt y write the word: pretty

bu tt on write the word: button

hi dd en write the word: hidden

ke tt le write the word: kettle

va ll ey write the word: valley

tu nn el write the word: tunnel

le ss on write the word: lesson

le tt er write the word: letter

## CHALLENGING SPELLING WORDS

1 In all UPPERCASE letters, write on the lines below all of your challenging spelling words on page 1 of your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 1 of the *Level Four Language Arts Course Book* are spelled correctly and are in all uppercase letters.



2 **Dice Practice:** Roll a dice and use the idea below that corresponds to the number you rolled to practice all of your spelling words. Do this two times. You may look at the words while doing the exercises. Make sure you spell them correctly.

For each word, read it, and then

- spell it aloud in a whisper.
- spell it aloud, clapping with
- spe on ing
- spe squ
- spe ng in your seat with each letter.
- spell it aloud, hopping from one foot to the other with each letter.

The student should have completed this section aloud.

Lesson  
16  
Workshop



Avoiding Redundancy

Rewrite each sentence so that it is clearer and less redundant.

Before the sun sets soon in a little while, we need to finish planting the seeds that we are planting.

The student should have rewritten the sentence so that it is clearer and less redundant. One possible answer follows:  
Before the sun sets, we need to finish planting the seeds.

In order to make sure everyone could be at the meeting, the meeting was postponed until later.

The student should have rewritten the sentence so that it is clearer and less redundant. One possible answer follows:  
The meeting was postponed to make sure everyone could attend.

Learning from the Masters

Read the passages from *Summer on the North Star* by Elsa Pedersen and underline the words and phrases that describe the way the scene sounds.

Passage 1

"Listen," she finally breathed into Bruce's ear. "I thought I heard a boat."

They listened breathlessly. The sound was so faint, it was more of a feeling, a throbbing that kept time with her pounding heart.

"It's a boat," Bruce whispered. "Out on the fishing grounds. It must be the pirate."

They listened with such intensity that Mary finally felt frozen into a statue. Cautiously, she flexed her cramped muscles. Any minute she expected to hear the quiet night air shattered by the roar of Walt's outboard motor.

Passage 2

Dad's loud, cheerful voice boomed into the pilothouse. Mary reared up.

She saw a long, bright streak of sunlit water down the center of Hair Seal Bay, where the sun shone through a cleft in the mountains. The peaks, too, were dazzling in the dawn. Only the lower slopes and the shore were left in velvety shadow.

Effective Paragraph Writing

You have learned that a topic sentence explains the main idea of the paragraph. Everything in the paragraph should then be about that main idea.

A topic sentence is NOT always the first sentence in a paragraph, but it is always close to the beginning of a paragraph. At times a sentence or two will lead up to the topic sentence.

When determining the topic sentence, look for the sentence that best explains what is specifically covered in the paragraph.

For the paragraph below, circle the topic sentence and cross out the sentence that does not support the main idea and does not belong in the paragraph. Then read the words in the boxes, which are transition words.

Books are such a great way to learn more about our diverse world.

In *Pedro's Choice* by Catherine Blanton, readers don't even have to leave their homes to learn many facts about Mexico. First, readers learn about the land as they travel with the main character, Pedro, over dusty streets and past fields of sugarcane; and with him, they see distant snow-capped volcano peaks. Second, readers gain an understanding of traditions in Mexico. For example, the author weaves in interesting information about siestas, fiestas, and bullfighting. Third, Pedro learns many important lessons in the story. Lastly, the readers learn about the clothing worn in Mexico in days past, from the priest's clothing, to the attire of bullfighters, and to the everyday clothing of the townspeople. Surely, *Pedro's Choice* is a great book for those wanting to learn more about Mexico.

Lesson 17 Workshop

Writing from the Heart

Study the painting by artist Carl Frederik Aagaard.

- How does the painting make you feel?
- How did the artist make the bark of the trees look real?
- Do your eyes naturally want to follow the pathways?
- Do you wonder what the children are doing and saying? Would you like to live in this village with them?
- What do you think it would sound like if you were in this scene?
- Do you notice the use of perspective, with the pathway getting narrower the farther away it appears and the trees getting smaller the farther away they appear?

On a separate piece of paper, brainstorm ideas for a poem inspired by the painting. Then write a short poem. It could be about childhood, nature, joy, faith, trees, shade, or anything else you want. Your poem should have a rhyme scheme, such as AABB or ABAB. Let your personality shine through.

Are you totally stuck? Try this set of lines, replacing the lines in green with your own lines.

A pathway beside the mighty trees  
(End this line with be, glee, free, or see.)  
Visiting friends on a warm day  
(End this line with sway, way, play, or stay.)

On a separate piece of paper, the student should have written a poem that is four lines or longer, has a rhyme scheme, and is inspired by the painting to the right.



Lesson 17 Workshop

"September Day" by Carl Frederik Aagaard (1833–1895), 1894

# LESSON 18



Extra Item Needed:  
△ tracing paper

## Parent/Teacher

- Follow the instructions on page 45 of this course book to pretest the challenging spelling words for the unit.
- Check the child's work when this lesson has been completed.



## Student

# MEXICO

- Read the section.

Later in this unit, you are going to start reading a book, *Pedro's Choice*, that is set in Mexico about 100 years ago.

Mexico, situated south of the United States, is part of the continent of North America. Study the relief map at the top of this page. **Relief maps** show the height of land. The brown areas represent hills and mountains—the darker the brown, the higher the land. As you can see, Mexico has high mountains running through the center of the country. These mountains are called the **Sierra Madres**. Mexico also has rainforests and huge deserts. Look at the top of the next column to read some more facts about this interesting country.



Official Language: Spanish  
Capital City: Mexico City  
Currency (type of money): Peso



## Capitalizing Proper Nouns

- Read and complete the section.

Always capitalize **proper nouns**, which are specific names of nouns (people, places, or things), including specific names of pets, continents, countries, cities, towns, oceans, lakes, and rivers.

Fill in each box with a proper noun of your choice. Remember to capitalize proper nouns. The first one is completed as an example.

common noun	proper noun	common noun	proper noun
ocean	Pa		
common noun	p		proper noun
boy		dog	

The student should have filled in each box with a proper noun. Make sure each proper noun is capitalized.

Study the map on the next page and fill in the blanks. Capitalize the proper nouns.

- \_\_\_\_\_ **Belize** \_\_\_\_\_, \_\_\_\_\_ **Guatemala** \_\_\_\_\_, and \_\_\_\_\_ **the United States** \_\_\_\_\_ are the three countries that border Mexico.
- The \_\_\_\_\_ **Gulf of Mexico** \_\_\_\_\_ borders both the Southern United States and Eastern Mexico.

## Map Activity

- Using tracing paper, trace the map on the next page (do not trace rivers) and label the following items, capitalizing the proper nouns:

Using tracing paper, the student should have traced the map on page 47 (ignoring rivers) and correctly labeled Mexico, the United States of America, Mexico City, the Gulf of Mexico, and Baja California. Make sure all proper nouns are capitalized.

# Lesson 18 Course Book

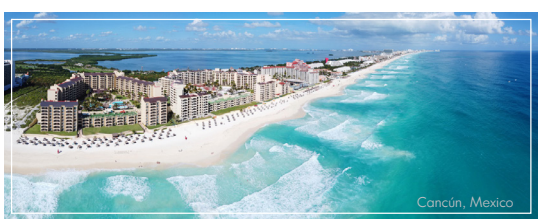
## Homophones

- Write the correct homophone on each blank line.

**brake:** Push on the brake to stop.

**break:** Don't break the vase. | Let's take a break.

- Did the front brake of the motorcycle break before you got to the popular Mexican tourist city of Cancún?



Cancún, Mexico

- I see the ancient Mayan pyramid of Uxmal through the trees in the jungle. Let's take a break. I want to fix my camera strap so that it does not break soon.



Uxmal, Yucatán, Mexico

**bury:** The dog will bury the bone.

**berry:** I picked a berry from the bush.

- The ruins of Ek Balam are composed of more than 45 structures. Did they bury King Ukit Kan Lek Tok in the largest pyramid there?
- I drank two berry lemonades in the desert in Baja California.
- They will bury him at the cemetery by one of Baja California's large berry farms.



San Felipe Desert, Baja California, Mexico

## Spelling Workshop

- Complete the spelling workshop for Lesson 18 in your workshops book.



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

# Lesson 18 Course Book

# SPELLING WORKSHOP

## SPELLING RULE: C, K, OR CK AT THE END OF WORDS

Read this spelling rule aloud two times.

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

End each word with the correct ending: "k," "c," or "ck."

classic__	shrank__	drastic__	stock__	brook__
clerk__	electric__	arctic__	cluck__	aerobic__
crock__	dramatic__	wreck__	knock__	exotic__

## APPLYING SPELLING RULES TO THE BASE WORDS

Apply spelling rules to base words before adding prefixes and/or suffixes or before putting together compound words.

Write the base of each word. The first two are completed as examples.

precooked	..cook	unkindly	..kind
prepaid	..paid	hilly	..hill
unfairly	..fair	fluffy	..fluff
unshelled	..shell	cracked	..crack
rewinding	..wind	taller	..tall
smallest	..small	unfriendly	..friend

Write the two words that make each compound word. The first one is completed as an example.

crosswalk	..cross	..walk
blueberry	..blue	..berry
brainstorm	..brain	..storm
headband	..head	..band

End each base word with the correct ending: "k," "c," or "ck," and then write the base word with the given prefix and/or suffix. The first one is completed as an example.

[pre] coo k [ed]	..precooked
[un] pack [ing]	..unpacking
[pre] soak [ed]	..presoaked
thick [ly]	..thickly

End the second word with the correct ending: "k," "c," or "ck," and then write the two words together as a compound word.

out rank	..outrank
quarter back	..quarterback
pot luck	..potluck

Lesson  
18  
Workshop

## CHALLENGING SPELLING WORDS

**1** In all UPPERCASE letters, write on the lines below all the challenging spelling words on page 45 of your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 45 of the *Level Four Language Arts Course Book* are spelled correctly and are written in all uppercase letters.

**2 Design:** Write your spelling words with small letters on the design below. Use colored pens or pencils. Say the letters aloud as you write them and read each word after you write it. Use all the words at least twice but as many times as you desire.



Using colored pens or pencils, the student should have written each of his or her spelling words at least two times in small letters.

Lesson  
18  
Workshop



# LESSON 19



## Parent/Teacher

- Have the child read the poem to you. Explain to the child that “strong-withered” means fit and fast. Point out the alliteration (words close together that start with the same sound): wind in the wheat. Ask the child to think of other beautiful things that are slow or swift.

### Swift Things Are Beautiful

By Elizabeth Coatsworth

Swift things are beautiful:

Swallows and deer,  
And lightning that falls  
Bright-veined and clear,  
Rivers and meteors,  
Wind in the wheat,  
The strong-withered horse,  
The runner’s sure feet.

And slow things are beautiful:

The closing of day,  
The pause of the wave  
That curves downward to spray,  
The ember that crumbles,  
The opening flower,  
And the ox that moves on  
In the quiet of power.

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

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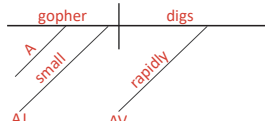


## Student

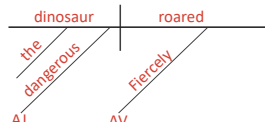
### Sentence Diagramming

- Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 40 if needed.

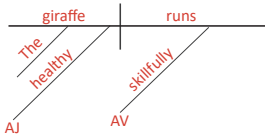
A small gopher digs rapidly.



Fiercely, the dangerous dinosaur roared.



The healthy giraffe runs skillfully.



## Vocabulary

- Fill in the blank and complete the exercise.

**CONSOLE** [kuhn-SOLE]: to give comfort to someone who is sad

I tried to console my friend when her pet died.

Console means to give comfort to someone who is sad.

A synonym [SIN-uh-nim] is a word or phrase that means almost the same thing as another word or phrase. An antonym [AN-tuh-nim] is a word or phrase opposite in meaning to another word or phrase. For each word, circle the correct answer; is it a synonym or an antonym to the word CONSOLE?

comfort  synonym |  antonym  
discourage  synonym |  antonym  
soothe  synonym |  antonym

**KIN**: family, relatives

Are your kin coming for Christmas?

List the names of three people who are your kin. Remember to capitalize names that are proper nouns.

The student should have listed the names of three people who are his or her kin. Make sure the names are capitalized.

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# Lesson 19 Course Book

## Abbreviations—Part 2

- Read and complete the section.

An abbreviation is the shortened form of a word, like the following examples:

Senior—Sr.	versus—vs.	page—p. / pages—pp.	Court—Ct.
Drive—Dr.	Lane—Ln.	Mount, Mountain—Mt.	Boulevard—Blvd.

Write the abbreviation for each word.

Mount     Mt.   
  Senior     Sr.   
  Court     Ct.

page     p.   
  Drive     Dr.   
  Boulevard     Blvd.

Lane     Ln.   
  versus     vs.   
  Mountain     Mt.

## A Sentence Needs Three Things

- Read and complete the section.

A sentence needs three things: a subject, a verb, and a complete thought.

**A Subject:** The subject is who or what is doing or being in the sentence.

**A Verb:** A verb can be an ACTION or BEING word (e.g., RUN or IS).

**A Complete Thought:** An incomplete thought indicates more to come. For example, “When it rains” and “After we eat” sound as if there is more to come. “After we eat, we’ll leave” is a complete thought.

If a sentence is missing a subject, verb, or complete thought, it is called a fragment and is not a complete sentence.

The following groups of words are fragments because they are not complete thoughts. Finish each fragment with a complete thought to make it a sentence. Make sure to put a period at the end of each sentence you create.

If you see a bear, \_\_\_\_\_

After I get dressed, \_\_\_\_\_

Before you leave, \_\_\_\_\_

The student should have finished each fragment with a complete thought to make it a sentence. Make sure that there is a period at the end of each sentence.

Each group of words is a fragment. Put an X in the box that indicates what is missing from the group of words to make it a fragment.

	subject	verb
Sat on the deep green lawn	X	
Harold and the large brown tortoise		X
The most stubborn donkey in the world		X
Skipped stones across the calm lake	X	
An elegant and swift gazelle		X

Put an X in the correct box. Does the group of words have a complete thought or not? Place a period after complete sentences.

	not a complete thought	complete thought
As soon as Ed arrives	X	
If you come, I will smile.		X
After the sun sets	X	

## Writing Workshop

- Complete the writing workshop for Lesson 19 in your workshops book.



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

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# Lesson 19 Course Book



Varying First Words in a Paragraph

Starting sentences with the same words, such as HE or THE, is repetitive and dull. Also, having several short, simple sentences in a row makes writing choppy. Read this example:

He kicked the soccer ball. The ball flew across the field. He hoped it would go in the goal. He held his breath. The other team's goalkeeper jumped to block it. The ball whizzed past. He scored a goal!

Let's look at how we can improve the paragraph by combining sentences and changing the order of words. And, while we are at it, let's add in some description to make it more vivid and interesting.

With a grunt he kicked the soccer ball and sent it flying across the grassy field. Holding his breath, he hoped the ball would go into the goal. In a flash the other team's goalkeeper jumped sideways to block it, but the ball whizzed past. Bam, he scored a goal!

Rewrite the following paragraph, adding description and varying first words, sentence length, and sentence structure.

I jumped into the lake. The water was cool. The water felt refreshing. I floated on my back. I gazed into the blue sky.

The student should have rewritten the paragraph above, adding description and varying first words, sentence length, and sentence structure.

If the student did not include enough description, have him or her read the example paragraphs above to you and discuss ways to improve his or her paragraph.



Lesson  
19  
Workshop

Writing Effective Paragraphs

In the book *Pedro's Choice*, you will read about the Popocatepetl volcano in Mexico, which Pedro can see from a distance. You will learn more about this powerful volcano in this exercise. Explore the photos of the volcano on this page and the previous page.

You have learned that a topic sentence explains the main idea of the paragraph. Everything in the paragraph should then be about that main idea.

The paragraph below starts with an attention-grabbing sentence. On the blank line, write a topic sentence for the paragraph, but first read the entire paragraph so that you fully understand what the paragraph is about. Remember, the topic sentence is supposed to explain what the paragraph will be about. In the orange box at the bottom of the page are some good and poor ideas for topic sentences. If you are stuck, you may choose one of the good topic sentences to use.

Mexico contains an astonishing number of active volcanoes: 48.

The student should have written a topic sentence that explains what the paragraph is about.

Nicknamed Popo, it is the second-highest volcano in North America. In addition, it is one of the most active volcanoes in Mexico. It has had over 15 major eruptions since 1519 AD and thus deserves its name's meaning: smoking mountain. Volcanologists are especially interested in studying this volcano because over 20 million people in Mexico live close enough to it for it to possibly impact them. It's no wonder that many photographers and scientists are interested in this amazing volcano.

- One of the most interesting volcanoes to study is the Popocatepetl volcano.
- Visiting the Popocatepetl volcano is dangerous and not suggested.
- Let's learn about the powerful Popocatepetl volcano.
- I would love to paint a picture of Popocatepetl.



Lesson  
19  
Workshop

# LESSON 20



## Parent/Teacher

- Have the child read the words from *Pedro's Choice* and their definitions.
- siesta** [see-ES-tuh]: an afternoon rest or nap during the hottest part of the day
- padre** [PAH-dray]: father or priest
- sí** [SEE]: yes
- matador** [MAT-uh-door]: a bullfighter
- Carmencita** [kar-men-SEE-tuh]: a girl's name
- corral** [kuh-RAL]: a pen for animals
- señor** [sayn-YOUR]: a man
- rectory** [REK-ter-ee]: a minister's house
- centavo** [sen-TAH-vo]: a small unit of money
- fiesta** [fee-ES-tuh]: a celebration
- José** [hoe-ZAY]: a boy's name
- adiós** [ah-dee-OSE]: goodbye
- café** [ka-FAY]: a small restaurant
- bravo** [BRAH-vo]: a shout of approval
- Check the child's work when this lesson has been completed.

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## Student

### READING ASSIGNMENT



- Read Chapters 1 and 2 of *Pedro's Choice* in your *Level Four Personal Reader*. Then write a summary of the chapters. Only include the **main events and details**. Include two or more of these transitional words: **first, then, also, next, finally, lastly**.

The student should have written a summary of Chapters 1 and 2 from *Pedro's Choice* that includes only the main events and details. Make sure that two or more of the underlined transition words above are included. The summary should not include the student's opinion.

If the student did not follow the directions, have him or her read the directions above and the example summary below to you and discuss ways to improve his or her summary.

Pedro lived in a small town in Mexico and dreamed of becoming a bullfighter someday. One day, his mother sent him to the hacienda to return some clean washing to the señor. Then the señor's daughter, Carmencita, decided to give Pedro a little bull whose mother had died. Pedro happily carried the bull home, but his mother was upset because she had no milk to feed the sickly little bull. Finally, Pedro asked his friend the priest for help, and the priest gave some of his goat's milk to Pedro so the little bull would have food to eat.

## Spelling Workshop

- Complete the spelling workshop for Lesson 20 in your workshops book.



## PERSONAL READING

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

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# Lesson 20 Course Book

# LESSON 20

## SPELLING WORKSHOP

### SPELLING RULE: C, K, OR CK AT THE END OF WORDS

Read this spelling rule aloud two times.

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

End each word with the correct ending: "k," "c," or "ck."

attic__	bunk__	static__	shock__	brick__
clock__	athletic__	arctic__	cluck__	panic__
crock__	clinic__	wreck__	soak__	traffic__

### APPLYING SPELLING RULES TO THE BASE WORDS

Apply spelling rules to base words before adding prefixes and/or suffixes or before putting together compound words.

Write the base of each word.

unfailingly	fail	misaligned	align
unsurely	sure	quietly	quiet
sharper	sharp	insecurely	secure

Write the two words that make each compound word.

arrowhead	arrow	head
bodyguard	body	guard

End each base word with the correct ending: "k," "c," or "ck," and then write the base word with the given prefix and/or suffix.

public__ [ly]	publicly
[un] stock__ [ed]	unstacked
thank__ [ful]	thankful
cluck__ [ing]	clucking

End the second word with the correct ending: "k," "c," or "ck," and then write the two words together as a compound word.

feed back__	feedback
ship wreck__	shipwreck
corn stalk__	cornstalk

### PLURAL NOUNS: O

Words that end with O are made plural by adding S or ES. The words on the chart below are made plural by adding ES. The words with asterisks by them can be made plural by adding "s" or "es."

Write the plural for each word.

echo*	echoes/echos	tomato	tomatoes
potato	potatoes	volcano*	volcanoes/volcanos
hero	heroes	mango*	mangoes/mangos

# Lesson 20 Workshop

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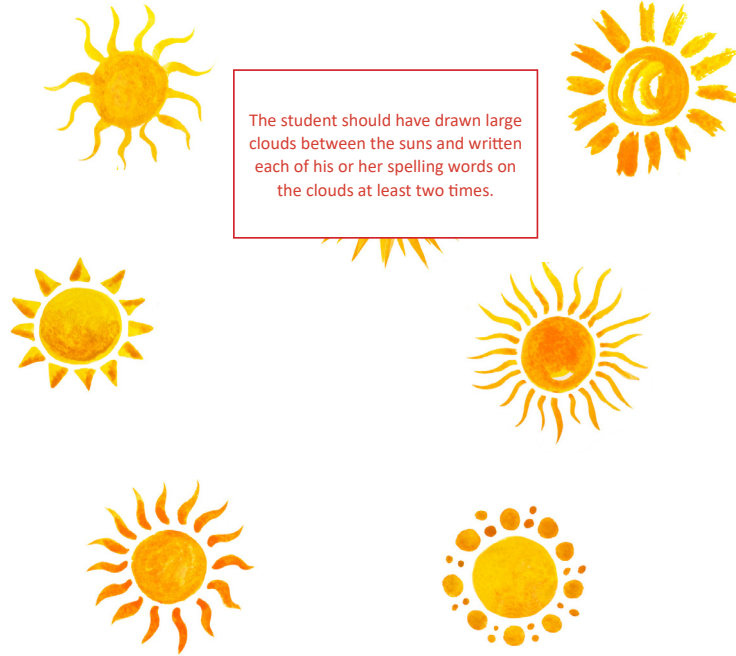
CHALLENGING SPELLING WORDS

**1** In alphabetical order, write all the challenging spelling words on page 45 of your *Level Four Language Arts Course Book* on the lines below. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 45 of the *Level Four Language Arts Course Book* are spelled correctly and are in alphabetical order.

**2** **Sun and Clouds:** Draw large clouds between the suns. Write your spelling words on the clouds. Say the letters aloud as you write them and read each word after you write it. Use all the words at least twice.



The student should have drawn large clouds between the suns and written each of his or her spelling words on the clouds at least two times.

Lesson 20 Workshop

LESSON 21

WRITING WORKSHOP

Varying First Words in a Paragraph

Starting sentences with the same words, such as HE or THE, is repetitive and dull. Also, having several short, simple sentences in a row makes writing choppy. Read this example:

He hurried down the empty street. The snow crunched under his boots. He felt the wind bite at his cheeks. The coat he wore didn't help against the cold. He looked forward to sitting in front of a fire.

Let's look at how we can improve the paragraph by combining sentences and changing the order of words. And, while we are at it, let's add in some description to make it more vivid and interesting.

Running like the wind, he hurried down the empty street. Snow crunched under his black boots, and the icy wind bit at his ruddy cheeks. Unfortunately, his thin woolen coat didn't help much against the bitter cold. With every step he looked forward to sitting in front of his warm, crackling fire.

**Rewrite the following paragraph, adding description and varying first words, sentence length, and sentence structure.**

I climbed the lighthouse stairs. The old wooden stairs creaked. It was dark. The wind moaned. I was scared. I kept climbing.

The student should have rewritten the paragraph above, adding description and varying first words, sentence length, and sentence structure.

If the student did not include enough description, have him or her read the example paragraphs above to you and discuss ways to improve his or her paragraph.

Writing Effective Paragraphs

In this lesson you will write a paragraph about a room in your home, and you will practice expanding your description. Before starting on this project, study the photos on this page and the next page that show what many homes are like in Mexico today.



Lesson 21 Workshop



### Adjectives

- big
- pleasant
- elegant
- spacious
- bright
- interesting
- beautiful
- square
- noisy
- small
- worn with love
- quiet
- cozy
- tidy
- rustic
- snug
- ordinary
- safe
- comfortable
- fancy
- vaulted
- cheerful
- colorful
- warm

Using words and phrases from the box to the left and/or your own words and phrases, write a paragraph about your favorite room in your house. Start with a topic sentence that explains what you will be writing about. Include two or more of the transition words or phrases in the box below. Your paragraph should be at least six sentences long. Include a lot of detail to describe how things look and feel. Write your paragraph on the blank lines to the right.

- first | to start with | next | also | in addition | lastly | finally | definitely | another reason

Using words or phrases from the box to the left and/or his or her own words, the student should have written a paragraph about his or her favorite room in his or her house. The paragraph should include a topic sentence that explains what the paragraph is about, two or more of the transition words or phrases from the purple box to the left, six or more sentences, and a lot of descriptive language.

If the student did not include a topic sentence, transition words, or enough description, have him or her read the following example paragraph and discuss ways to improve his or her paragraph.

There are many rooms in my house, but my favorite room is the kitchen. To start with, I love to cook and bake. When my mom is working in the kitchen, she takes time to teach me new recipes. In addition, the kitchen is where my family gathers every day to share meals and stories about the day. I love to listen to my dad tell us about his day! Lastly, when family and friends visit, they tend to spend most of their time in my favorite room, the kitchen. On special occasions we will have a meal and dessert to celebrate with them. Many happy memories are made in my kitchen, which is why it is my favorite room!

# Lesson 21 Workshop

## LESSON 22

### Parent/Teacher

- Have the child read these words: **parallel structure** (in preparation for his or her independent work). Have the child read the poem and bullet points to you.

#### Books Are Keys

By Emilie Poulsson

- Books are keys to wisdom's treasure;
- Books are gates to lands of pleasure;
- Books are paths that upward lead;
- Books are friends. Come, let us read.

- Poetry is important especially in teaching moral and spiritual values; insights and ideas can be crystallized in just a verse or two. The poet's ability to touch the emotions is a powerful tool in teaching.
- Poetry's use of imagery is important. Images are created that convey not only facts but also feelings.
- Poetry helps in teaching rhythm and in nurturing good writing skills.
- Poetry does more than improve reading fluency and vocabulary. It also has the potential to deepen character and give us a taste for good and beautiful things.

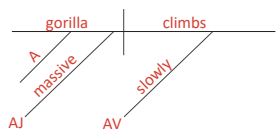
- Check the child's work when this lesson has been completed.

### Student

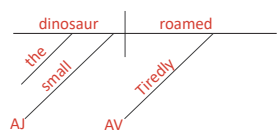
#### Sentence Diagramming

- Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 40 if needed.

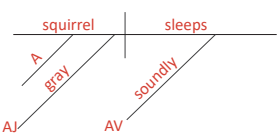
A massive gorilla slowly climbs.



Tiredly, the small dinosaur roamed.



A gray squirrel sleeps soundly.



### Editing

- Complete the editing assignment.

Insert five missing apostrophes with this editing mark: √. Tip: When you see a noun with an S at the end, ask yourself if it is plural, meaning more than one, or if it shows possession.

Bethan~~s~~ brother has been studying ocelots in Mexico with a group of zoologists. Ocelots are small wild cats that grow to the height of a human~~s~~ knee. An ocelot~~s~~ coat looks similar to a jaguar~~s~~ coat, but each ocelot~~s~~ pattern is unique. They sleep in trees and bushes.



# Lesson 22 Course Book

## Parallel Structure in a Series

Read and complete the section.

When you have items in a list, they should use **parallel structure** (the same grammatical form).

**Correct:** I like to hike, jog, and run.

**Incorrect:** I like to hike, jog, and running.

Underline the word or phrase that ends the sentence with parallel structure.

1. She enjoys baking, singing, and to sew | sewing.
2. We should weed, sweep, and painting | paint.
3. I will read, nap, and knit | knitted.
4. The gopher will dig, sleep, and ate | eat.

## Review: A Sentence Needs Three Things

The following groups of words are fragments because they are not complete thoughts. Finish each fragment with a complete thought to make it a sentence. Make sure to put a period at the end of each sentence you create.

Even though it's raining,

The student should have finished each fragment with a complete thought to make it a sentence. Make sure that there is a period at the end of each sentence.

Because it is windy, \_\_\_\_\_

Each group of words below is a fragment. Put an X in the box that indicates what is missing from the group of words to make it a fragment.

	subject	verb
Watches the sun set	X	
A small kangaroo		X
Scampered up the tree	X	
Raced across the field	X	
A very tall giraffe		X

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Put an X in the correct box. Does the group of words have a complete thought or not? Place a period after complete sentences.

	complete thought	not a complete thought
I have two llamas. <u>X</u>	X	
If you hear a leopard		X
Because you saw a cougar		X
Do not touch the python. <u>X</u>	X	
Until we see a buffalo		X

READING



ASSIGNMENT

Read Chapter 3 of *Pedro's Choice* in your Level Four Personal Reader. Then answer the questions.

1. These are good adjectives to describe Padre (the priest): proud, greedy, impatient. TRUE | FALSE
2. Padre encouraged Pedro to draw. TRUE | FALSE

## Spelling Workshop

Complete the spelling workshop for Lesson 22 in your workshops book.



## PERSONAL READING

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

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# Lesson 22 Course Book

# Lesson 22 Workshop

## LESSON 22

## SPELLING WORKSHOP

### SPELLING RULE: C OR K AT THE BEGINNING OR MIDDLE OF WORDS

Read this spelling rule aloud two times.

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.

On each blank, write the correct letter: "k" or "c." \* = exception

I printed my ticket at the <u>k</u> iosk.	<u>C</u> arbon is an element.	I wore a <u>k</u> ilt.
That's a big corn <u>k</u> ernel.	I rode in the train's <u>c</u> aboose.	<u>C</u> alcite is a mineral.
The dog is in the <u>k</u> ennel.	The Japanese woman wore a <u>k</u> imono.	I have a <u>k</u> ayak.*

### APPLYING SPELLING RULES TO THE BASE WORDS

Apply the Double S, F, L, or Z at the End of Words spelling rule to each base word by adding "l" or "ll" to the end of the word. Then write the base word with the given prefix and/or suffix.

swell <u>ll</u> [ing]	<u>swelling</u>
[un] skill <u>ll</u> [ed]	<u>unskilled</u>
[un] appeal <u>ll</u> [ing]	<u>unappealing</u>
[un] civil <u>ll</u>	<u>uncivil</u>

End the second word with the correct ending: "l" or "ll." Then write the two words together as a compound word.

window sill <u>ll</u>	<u>window sill</u>
land fill <u>ll</u>	<u>landfill</u>

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### PLURAL NOUNS: O

Words that end with O are made plural by adding S or ES. The words on the chart below are made plural by adding ES. The words with asterisks by them can be made plural by adding "s" or "es."

Write the plural for each word.

hero	<u>heroes</u>	echo*	<u>echoes/echos</u>
torpedo	<u>torpedoes</u>	mosquito*	<u>mosquitoes/mosquitos</u>
domino*	<u>dominoes/dominos</u>	potato	<u>potatoes</u>
tomato	<u>tomatoes</u>	tornado*	<u>tornadoes/tornados</u>

### CONTRACTIONS

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

we would	<u>we'd</u>	we had	<u>we'd</u>
do not	<u>don't</u>	does not	<u>doesn't</u>
must not	<u>mustn't</u>	she is	<u>she's</u>
were not	<u>weren't</u>	he is	<u>he's</u>

### AGE & UE

Form a word by adding "age" or "ue" after the beginning letters.

postage <u>age</u>	clue <u>ue</u>	courage <u>age</u>	avenue <u>ue</u>	garbage <u>age</u>
manage <u>age</u>	passage <u>age</u>	argue <u>ue</u>	message <u>age</u>	value <u>ue</u>



IRREGULAR PLURAL NOUNS

Plural means more than one. Some nouns are spelled the same in their singular or plural forms, including all the nouns below.

On each blank line, write the correct plural noun.

one deer | seventy deer

one moose | fifteen moose

one sheep | ninety sheep

one salmon | five salmon

one pair of scissors | two pairs of scissors

SUFFIXES: -ANCE & -ENCE

A suffix is a group of letters added to the end of a word that changes the meaning of the word. The suffixes ANCE and ENCE mean "action or process." Pay attention because the last letter on some base words needs to change when adding the suffix.

Write each word with "ence" or "ance."

insurance | interference | assistance | dependence | existence

insure: insurance

interfere: interference

assist: assistance

depend: dependence

exist: existence

CHALLENGING SPELLING WORDS

1 In alphabetical order, write on the lines below all the challenging spelling words that your parent or teacher wrote on page 45 of your *Level Four Language Arts Course Book*.

- Have your parent or teacher make sure you spelled the words correctly.
- When alphabetizing words that begin with the same letter, look at the second letter. If they have the same second letter, look at the third letter, and so on.

Make sure that spelling words from Group 1 and Group 2 on page 45 of the *Level Four Language Arts Course Book* are spelled correctly and are in alphabetical order.

2 **Dice Practice:** Roll a dice and use the idea below that corresponds to the number you rolled to practice all of your spelling words. Roll again and use that idea to practice all of your spelling words in a different way. You may look at the words while doing the exercises. Make sure you spell them correctly.

For each word read it, and then

1. spell it aloud in a whisper.
2. spell it aloud, clapping with each letter.
3. spell it aloud while lying on your stomach.
4. spell it aloud while lying on your back.
5. spell it aloud, bouncing in your seat with each letter.
6. spell it aloud, hopping from one foot to the other with each letter.

The student should have completed this section aloud.

Lesson 22 Workshop

**LESSON 23**

Extra Item Needed: tracing paper

**Parent/Teacher**

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.

**Student**

CLIMATE



Read the section.

Look out a window. What is the weather like—sunny, rainy, snowy?

Weather is not the same thing as climate. *Climate* is the average conditions (such as rainfall, wind speed, and temperature) in a region over a long period of time.

An area's climate determines what life is like there, what plants can grow there, what animals can live there, what natural disasters might occur there, and so on. No two areas of the earth have the exact same climate, but here are some types of general climates:

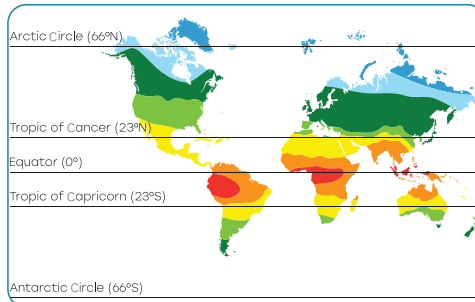
**tropical:** areas that are warm and wet all year

**dry/desert:** areas that receive very little rain and thus have very little vegetation

**temperate:** areas without extreme temperatures or extreme precipitation (rain or snow) that usually have warm summers and cold winters

**polar:** areas that are covered with snow or ice most of the time

A region's climate is affected by its position on the earth. Look at the map to the right. Point to the **equator**, an imaginary line that divides the earth into two equal parts: the **Northern Hemisphere** and the **Southern Hemisphere**. Because they receive more sunlight, areas around the equator have warmer climates than temperate and polar regions. Imaginary **lines of latitude** measure the distance north or south of the equator in degrees.



Point to the **Tropic of Capricorn**, which is one of the five major lines of latitude. This is 23° south of the equator.

Answer the questions with complete sentences.

Is the Arctic Circle or Antarctic Circle closer to the equator? (Hint: Look at the degrees.)

The Arctic Circle and the Antarctic Circle are the same distance from the equator.

How many degrees north of the equator is the Tropic of Cancer?

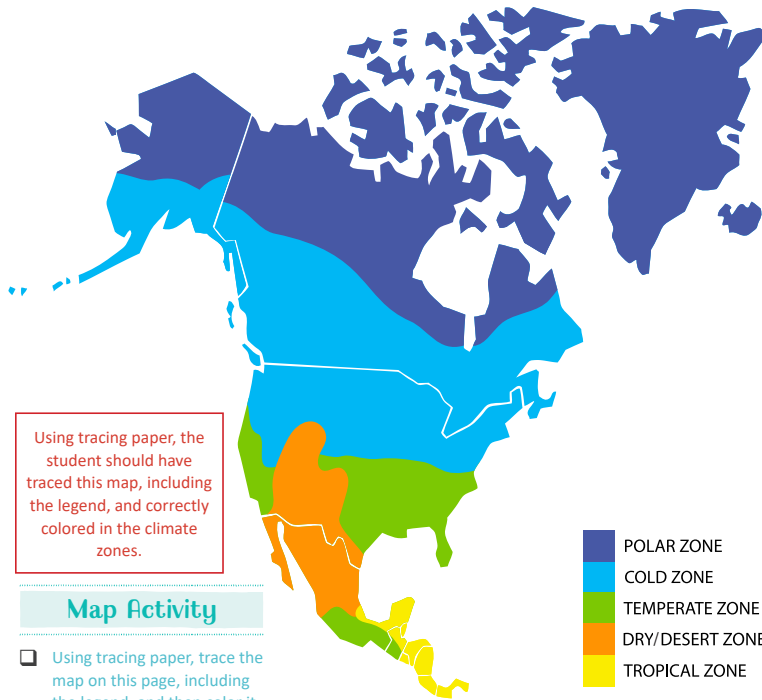
The Tropic of Cancer is 23 degrees north of the equator.

Do you live north or south of the equator?

The student should have answered this question with a complete sentence.

Lesson 23 Course Book

# NORTH AMERICA CLIMATE ZONES



Using tracing paper, the student should have traced this map, including the legend, and correctly colored in the climate zones.

- POLAR ZONE
- COLD ZONE
- TEMPERATE ZONE
- DRY/DESERT ZONE
- TROPICAL ZONE

## Map Activity

- Using tracing paper, trace the map on this page, including the legend, and then color it.

## Sentence Writing

- Using complete sentences, answer this question: What are the climate zones in Mexico? First explain that Mexico has multiple climate zones, and then list them.

Using complete sentences, the student should have first explained that Mexico has multiple climate zones. Then the student should have listed dry/desert, temperate, and tropical zones as Mexico's climate zones.

## Writing Workshop

- Complete the writing workshop for Lesson 23 in your workshops book.

### PERSONAL READING

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

Lesson  
23  
Course  
Book

## LESSON 23

# WRITING WORKSHOP

### Learning from the Masters

One way to make writing come alive is to use sensory language to describe touch. Read the passages from *Tiger on the Mountain* by Shirley L. Arora and underline the words and phrases that describe the way things feel.

#### Passage 1

The bags were not so heavy, but they were bulky and hard to carry, and the pine cones were prickly and scratched through the loosely woven burlap.

#### Passage 2

He could not see in the darkness, but his bare feet felt the way along surely over the wet grass of the slope, the chill, hard ground of the gully, the broken earth of the cultivated space that surrounded his house. Rain thudded on his face and arms as he ran, and lightning forked through the sky beyond the hill.

#### Passage 3

It was hard for Raman to leave the smoky warmth of the room and go out again into the chilly evening, and harder still to splash the cold stream water onto his face and neck and over his arms and bare legs. Clouds had made the darkness fall swiftly, and the damp air was filled with the voices of frogs and night insects.

When they returned to the house, Vasanti was helping her mother spread out the banana leaves on the floor. Then her mother piled hot, steaming rice onto each leaf—first for Raman's father, and for Raman and Dasan, and lastly for Vasanti and herself. A little rice she set aside and mixed with water for the baby. There was pepper water too—a hot soup of green chilies to mix with the rice to give it flavor. Raman scooped up the hot rice in his fingers, tossing it about gently until it was cool enough to transfer to his mouth, and sucked his breath in and out to soothe the hot sting of the chilies.

### Using Sensory Language: Touch

Study the photo on the next page of Tamul Waterfall in Mexico. Imagine that you are writing a story that takes place in the scene.

In one or two sentences, describe what it might feel like to be swimming in the scene. If desired, use one or more of these words: *cool, warm, misty, wet, choppy, smooth*.

The student should have used descriptive language to write one or two sentences about what he or she thinks it might feel like to be swimming in the scene on p. 45.

### Writing from the Heart

Rewrite each sentence to make it more descriptive and more of your own style. Your new description can be one or more sentences long. There is no wrong way to rewrite the sentences, except not to put your heart into it. So imagine, be creative, and show your personality as you rewrite!

I saw the waterfall. ....

The student should have used descriptive language and his or her own style to rewrite the sentences. The new description can be one or more sentences long.

The sun rose. ....

Lesson  
23  
Workshop

# LESSON 24



## Parent/Teacher

- Have the child read the poem to you. Point out **personification** (giving human attributes to nonhuman things: winds play; poppies nod). Discuss the message of the poem and how it applies to both of your lives.

### Out in the Fields with God

By Elizabeth Barrett Browning

The little cares that fretted me,  
I lost them yesterday  
Among the fields above the sea,  
Among the winds at play;  
Among the lowing of the herds,  
The rustling of the trees,  
Among the singing of the birds,  
The humming of the bees.

The foolish fears of what may happen,  
I cast them all away  
Among the clover-scented grass,  
Among the new-mown hay;  
Among the husking of the corn  
Where drowsy poppies nod,  
Where ill thoughts die and good are born,  
Out in the fields with God.

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

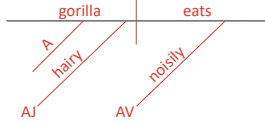


## Student

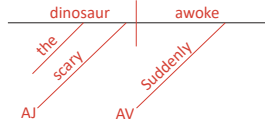
### Sentence Diagramming

- Diagram the sentences. Draw the missing lines and remember to put AJ under adjectives and AV under adverbs. Refer to page 40 if needed.

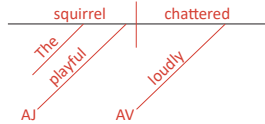
A hairy gorilla eats noisily.



Suddenly, the scary dinosaur awoke.



The playful squirrel chattered loudly.



### Editing

- Complete the editing assignment.

Insert four missing apostrophes with this editing mark: √. Tip: When you see a noun with an S at the end, ask yourself if it is plural, meaning more than one, or if it shows possession. Capitalize two proper nouns.

Kristin's sister is in Mexico taking photos of wild spider monkeys. A baby spider monkey wraps its tail around its mother's tail and also takes rides on its mother's back. Fruit makes up a spider monkeys' main diet. Spider monkeys also live in Central and South America.



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# Lesson 24 Course Book

### Review: Abbreviations—Part 2

- Read and complete the section.

An abbreviation is the shortened form of a word, like these examples:

Senior—Sr.	versus—vs.	page—p. / pages—pp.	Court—Ct.
Drive—Dr.	Lane—Ln.	Mount, Mountain—Mt.	Boulevard—Blvd.

Write the abbreviation for each word.

Mount	Mt.	Senior	Sr.	Court	Ct.
page	p.	Drive	Dr.	Boulevard	Blvd.
Lane	Ln.	versus	vs.	Mountain	Mt.

### Review: A Sentence Needs Three Things

- Read and complete the section. Refer to page 50 if needed.

Each group of words is a fragment. Put an X in the box that indicates what is missing from the group of words to make it a fragment.

	subject	verb
Finds the treasure map	X	
Paisley and her mother		X
A large, angry cougar		X

Put an X in the correct box. Does the group of words have a complete thought or not? Place a period after complete sentences.

	complete thought	not a complete thought
I love giraffes.	X	
If you see a cobra		X
Because a raccoon is here		X

### Review: Parallel Structure in a Series

- Read and complete the section.

When you have items in a list, they should use parallel structure.

Correct: I love to sing, dance, and write stories.

Incorrect: I love to sing, dance, and I love writing stories.

Underline the word or phrase that uses parallel structure.

- The giraffe woke up, drank water, and was eating | ate food.
- The squirrel likes to work, play, and climbing | climb.
- Llamas are friendly, clean, and smart | act smartly.

READING



ASSIGNMENT

- Read Chapter 4 of *Pedro's Choice* in your Level Four Personal Reader.

### Spelling Workshop

- Complete the spelling workshop for Lesson 24 in your workshops book.



### PERSONAL READING

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

# Lesson 24 Course Book

# LESSON 24

## SPELLING WORKSHOP

### SPELLING RULE: C OR K AT THE BEGINNING OR MIDDLE OF WORDS

Read this spelling rule aloud two times.

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.

Begin each word with the correct letter: "c" or "k." \* = exception

__curious	__crackle	__kelp	__cathedral	__koala*
__kerosene	__canyon	__cactus	__canopy	__clumsy
__compel	__kink	__kilo	__composer	__column

### PLURAL NOUNS: O

Words that end with O are made plural by adding S or ES. The words on the chart below are made plural by adding ES.

Write the plural for each word. The words with asterisks by them can be made plural by adding "s" or "es."

hero	heroes	potato	potatoes
volcano*	volcanoes/volcanos	mosquito*	mosquitoes/mosquitos
tomato	tomatoes	torpedo	torpedoes
echo*	echoes/echos	domino*	dominoes/dominos

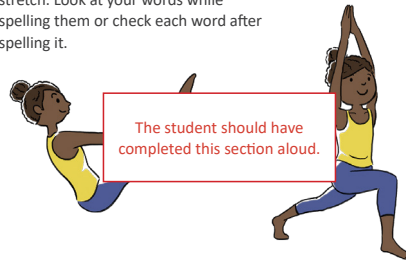
### CHALLENGING SPELLING WORDS

1 In REVERSE alphabetical order, write on the lines below all the challenging spelling words on page 45 of your *Level Four Language Arts Course Book*.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 45 of the *Level Four Language Arts Course Book* are spelled correctly and are in reverse alphabetical order.

2 **Stretching:** Say a word, and then spell it aloud while doing one of the stretches below. Do this for all words for each stretch. Look at your words while spelling them or check each word after spelling it.



# Lesson 24 Workshop

# LESSON 25



## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2-4 minutes.
- Check the child's work when this lesson has been completed.



## Student

### Homophones

Write the correct homophone on each blank line.

**cheap:** Those shoes are \$2; that's cheap!

**cheep:** "Cheep!" said the baby chick.

**crews:** The captain trained two crews of sailors.

**cruise:** We took a cruise to Mexico.

- I heard a little chick cheep.
- We saved crews from two sinking ships.
- We ate at a cheap restaurant.
- Two news crews showed up at the scene.
- Let's go on a river cruise.

- Read Chapter 5 of *Pedro's Choice* in your *Level Four Personal Reader*. Then write a summary of the chapter. If you include only the main events (the most important events), you will not run out of room.

READING



ASSIGNMENT

The student should have written a summary of Chapter 5 from *Pedro's Choice* that includes only the main or most important events. The summary should not include the student's opinion.

If the student did not follow the directions, have him or her read the directions above and the example summary below to you and discuss ways to improve his or her summary.

Pedro's uncle invited Pedro for a visit to Mexico City. Before he left, Pedro's friends Carmencita and the Señor gave him a fine set of clothing to wear. Pedro enjoyed his stay in the city and looked forward to seeing his uncle fight in the bullring. However, when Pedro finally watched the bullfights, he was very upset when the matadors hurt and killed the bulls.

### Writing Workshop

- Complete the writing workshop for Lesson 25 in your workshops book.



### PERSONAL READING

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

# Lesson 25 Course Book

# WRITING WORKSHOP

## Writing Effective Paragraphs

When you write a report or essay, you cannot copy sentences from websites or books. You need to write the facts in your own words. You will practice doing this in this workshop while you learn more about Mexico's flag. Study the examples below of what is and what is not copying.

Here are two original sentences:

An interesting fact about the design of Mexico's flag is that it looks like the green, white, and red Italian flag. However, the Mexican flag was actually designed before the Italian flag.

I cannot fairly rewrite the sentences like this because they are too similar to the author's sentences; I only changed a few words:

A fun fact about the design of Mexico's flag is that it looks like the Italian flag. However, the Mexican flag was actually made before the Italian flag.

I CAN rewrite the sentences like this, in my own words:

The Mexican flag—with its green, white, and red stripes—looks like the Italian flag, but the Mexican flag was actually created first.



### How do you do it?

When rewriting, try to reorder the sentence and also change some of the words. Look at this sentence:

The noble eagle and the snake on Mexico's flag have to do with an ancient legend.

Now see how I reordered it and changed the word ANCIENT to OLD and got rid of the word NOBLE and added my own new words.

There is an old legend in Mexico about an eagle and a snake that is so important to the country's history that those items are displayed on the Mexican flag.

### You try it!

Rewrite the following sentences:

The colors on Mexico's flag have symbolism. The green part means hope and prosperity; the white part signifies purity, while the red part stands for the blood that was shed by the heroes of Mexico over the years.

The student should have rewritten the sentences above in his or her own words.

If the student's sentences are too similar to the original sentences, have him or her read the example sentences on this page to you and discuss ways to improve his or her sentences.



## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Have the child read the poem to you.

### Rain

By Elizabeth Coatsworth



The rain was like a little mouse,  
Quiet, small, and gray,  
It pattered all around the house  
And then it went away.  
It did not come, I understand,  
Indoors at all, until,  
It found an open window and  
Left tracks across the sill.

Have the child find the *simile* (uses LIKE or AS to compare two things) in the first sentence. Rain can be soft and gentle or hard and wild. With the child brainstorm two other possible similes for rain (think of animals, sports, music, etc.) and write them here:

The rain was like \_\_\_\_\_

The student should have completed this section with your help.

The rain was like \_\_\_\_\_

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



## Student

### READING ASSIGNMENT

After reading the final chapter of *Pedro's Choice*, the student should have chosen and completed one of the book report projects below. Make sure the student's work adhered to any instructions provided for that project.

- Read Chapter 6, the final chapter, of *Pedro's Choice* in your *Level Four Personal Reader*. Then choose and complete one of the book report projects below.

#1 Write a letter to a character in the book. Write a letter to a main character in the book. This could be a thank-you note for something he or she taught you or a letter giving him or her some helpful, kind advice.

#2 Write discussion questions. Make a list of six questions about the book that would be fun to discuss. Choose questions that really make you think.

#3 Brainstorm your own story ideas. Write at least three story ideas sparked by characters or events in the book.

#4 Make a timeline of the major events in the book.

#5 Write a letter to a movie producer. Do you think the book would make a good movie? Write a letter to an imaginary movie producer trying to convince him or her to make the book into a movie. Be sure to include a short summary of the book.

#6 Write a letter to the author of the book, Catherine Blanton.

## Spelling Workshop

- Complete the spelling workshop for Lesson 26 in your workshops book.



## PERSONAL READING

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



# LESSON 26

## SPELLING WORKSHOP

### CONTRACTIONS

Write the contraction for each set of words.

we would	we'd	we had	we'd
do not	don't	does not	doesn't
must not	mustn't	she is	she's
were not	weren't	he is	he's

### SUFFIXES: -ANCE & -ENCE

Rewrite each word with a correct ending: "ence" or "ance."

insurance | performance | evidence | tolerance | patience

insure: insurance  
 perform: performance  
 tolerant: tolerance  
 patient: patience  
 evident: evidence

### AGE & UE

Form a word by adding "age" or "ue" after the beginning letters.

package   damage   manage   statue   glue  
 virtue   cottage   luggage   argue   message

### CHALLENGING SPELLING WORDS

1 In all UPPERCASE letters, write on the lines below all the challenging spelling words on page 45 of your *Level Four Language Arts Course Book*. Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 45 of the *Level Four Language Arts Course Book* are spelled correctly and are in all uppercase letters.

2 **Volcano:** With orange and red colored pencils or pens, write each challenging spelling word as if it were lava shooting out of the volcano or running down the mountain. Write small. Then write each word once on your knee with your finger.

The student should have written each challenging spelling word with orange and red colored pencils or pens as if the words were lava shooting out of the volcano or running down the mountain.



# Lesson 26 Workshop

# LESSON 27

## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2-4 minutes.
- Check the child's work when this lesson has been completed.

## Student

### Homophones

Write the correct homophone on each blank line.

**creek:** These stairs creak when I walk up them.  
**creek:** I dipped my feet into the cool creek.  
**chews:** The boy chews his food slowly.  
**choose:** I will always choose to be honest.

- We had a picnic next to the creek.
- It's time to choose another book to read.
- The floorboard will creak when I step on it.
- Tina chews her food quietly.
- Let's choose to swim in the creek.

### Coordinating Conjunctions

Read and complete the section.

There are seven coordinating conjunctions:

for | and | nor | but | or | yet | so

You can remember the coordinating conjunctions by using the acronym FANBOYS. Write the word that each letter of the acronym stands for.

F= for   A= and   N= nor   B= but   O= or   Y= yet   S= so

Coordinating conjunctions can join together words, phrases, or clauses.

Circle the coordinating conjunction in each sentence below.

- The leopard leaped, and the gazelle sped away.
- I'm not scared of raccoons, nor am I scared of buffalo.
- I want an iguana, but my sister wants a python.
- We can hold a baby chimpanzee, or we can ride a llama.
- I love squirrels, yet they are not good pets.



For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two subjects or two verbs?

- Squirrels and raccoons live in this forest. (SUBJECTS) | (VERBS)
- The llama ate and drank. (SUBJECTS) | (VERBS)
- The dolphin and the whale swim. (SUBJECTS) | (VERBS)
- Cougars and leopards are both wild cats. (SUBJECTS) | (VERBS)
- The kangaroo swims and hops. (SUBJECTS) | (VERBS)

# Lesson 27 Course Book

## Review: Capitalizing Proper Nouns

Complete the section.

Rewrite the crossed out words, using correct capitalization of proper nouns.



The United states ~~United States~~ has many raccoons.  
Other parts of north America ~~North America~~, such as  
canada ~~Canada~~, are also home to raccoons.



Pythons like the warm, wet climates of countries in asia  
~~Asia~~, like china ~~China~~ and india ~~India~~.



I saw a squirrel by Lake tahoe ~~Lake Tahoe~~.

## Independent Clauses

Read and complete the section.

An independent clause can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

For each group of words, circle the correct answer. Is it an independent clause or a fragment? (Hint: If it is missing a subject, a verb, or a complete thought, it is a fragment.) If it's an independent clause, place a period at the end.

- The huge python slithered away.  INDEPENDENT CLAUSE  FRAGMENT
- When the leopard wakes up  INDEPENDENT CLAUSE  FRAGMENT
- A raccoon and a squirrel in the tree  INDEPENDENT CLAUSE  FRAGMENT
- Carlos has a pet llama.  INDEPENDENT CLAUSE  FRAGMENT

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Two independent clauses can be connected with a comma and a coordinating conjunction.

For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two independent clauses or two verbs?

- The sun shone brightly, and I put on my hat.  
 INDEPENDENT CLAUSES  VERBS
- Each morning I pray and exercise.  
 INDEPENDENT CLAUSES  VERBS
- Juan kicked the ball, and he scored the first goal.  
 INDEPENDENT CLAUSES  VERBS
- After dinner we read and talk.  
 INDEPENDENT CLAUSES  VERBS
- I visited Grandfather, and I helped him weed his garden.  
 INDEPENDENT CLAUSES  VERBS

## Writing Workshop

Complete the writing workshop for Lesson 27 in your workshops book.



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

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# Lesson 27 Course Book

## LESSON 27

## WRITING WORKSHOP

### Thank-You Note Writing

Complete the following for the paragraph in blue below:

- Circle the topic sentence.
- Cross out the sentence that does not support the main idea and does not belong in the paragraph.

~~Of all the things you will write in your life, thank-you notes will be one of the most important.~~ 1 Thessalonians 5:18 says, "In every thing give thanks." Writing a thank-you note does not take much time, and it brings a spirit of gratitude and thoughtfulness into your life. Also, it can bring joy to others. What better things could you accomplish through writing? ~~Using good handwriting in all the essays and papers you write is important.~~ In a world so focused on success and building up our own lives, simply taking time to write a thank-you note is a grand thing to do.

Follow the instructions to make a thank-you card. As you make it, blow off excess pastel chalk dust often.

**Step 1:** Cut a piece of pastel paper in half, and then fold it in half.

**Step 2:** With a pencil, sketch the scene with a hedgehog.

**Step 3:** Fill the front portion of the hedgehog with a light brown pastel color. Fill the back portion of the hedgehog with a darker brown pastel color.

**Step 4:** Carefully use a cotton swab to blend in the brown colors. As you work, blow off any excess pastel chalk.

**Step 5:** With the edge of a black pastel chalk, color in the nose, add the eye, and add the black markings on the fur, as shown in the picture for Step 5.

**Step 6:** Color the plants and grass with colors of your choice and write "thanks" in the color and style of your choice. Spray it with fixative and let it dry.

**Step 7:** Write a note inside for someone and deliver your thank-you card.

1



2



3



5



4



6



The student should have created a thank-you card with a note inside.

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# Lesson 27 Workshop

quickly changeable. They say you can often experience all four seasons in one day in Scotland!

### Natural Resources

Scotland has many **natural resources**: materials found in nature that are useful to people. Iron, coal, petroleum oil, and zinc are all abundant in Scotland. In addition, the ocean around Scotland provides some of the best fishing in Europe. The rivers and lakes of Scotland are also rich with fish, such as trout and salmon.

### Reading Check

Circle true or false.

1. England, Wales, Northern Ireland, and Scotland were separate countries before they joined as one union called the UK.  TRUE | FALSE
2. Scotland does not have abundant natural resources. TRUE |  FALSE
3. The climate in Scotland is harsh. TRUE |  FALSE



Using tracing paper, the student should have traced this map. Make sure he or she correctly labeled the map, colored the map, and capitalized all proper nouns.

### Map Activity

Using tracing paper, trace the map on this page. Label and color the map.

# Lesson 28 Course Book

### Review: Coordinating Conjunctions

Read and complete the section.

There are seven coordinating conjunctions:

for | and | nor | but | or | yet | so

You can remember them using the acronym FANBOYS. Write the word that each letter of the acronym stands for.

F= for A= and N= nor B= but O= or Y= yet S= so

Coordinating conjunctions can join together words, phrases, or clauses.

For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two independent clauses or two verbs?

1. Leopards and lions are wild cats.  SUBJECTS |  VERBS
2. Raccoons swim and climb well.  SUBJECTS |  VERBS
3. Llamas and alpacas have many differences.  SUBJECTS |  VERBS
4. A buffalo and a cow graze in the field.  SUBJECTS |  VERBS

### Review: Independent Clauses

Read and complete the section.

An **independent clause** can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

For each sentence, circle the correct answer. Is it an independent clause or a fragment? (Hint: A fragment cannot stand on its own as a sentence.) If it's an independent clause, place a period at the end.

1. A really neat dinosaur fossil  INDEPENDENT CLAUSE |  FRAGMENT
2. The kangaroo can hop so high  INDEPENDENT CLAUSE |  FRAGMENT

3. A coyote's loud howl  INDEPENDENT CLAUSE |  FRAGMENT
4. The dolphin swims  INDEPENDENT CLAUSE |  FRAGMENT

For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two independent clauses or two verbs?

1. The spry old woman danced and sang.  INDEPENDENT CLAUSES |  VERBS
2. I feel content when I'm selfless, and I feel unhappy when I'm greedy.  INDEPENDENT CLAUSES |  VERBS
3. The wind howled and whistled all night.  INDEPENDENT CLAUSES |  VERBS
4. My friend tried to console me, and I soon felt better.  INDEPENDENT CLAUSES |  VERBS

### Spelling Workshop

Complete the spelling workshop for Lesson 28 in your workshops book.

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

# Lesson 28 Course Book

# SPELLING WORKSHOP

## SPELLING RULE: 1-1-1 RULE

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

Rewrite the words in green with the suffix "ing" in the purple boxes.



chug

chugging



sit

sitting



spin

spinning



dig

digging



grow

growing



crack

cracking



spray

spraying



clip

clipping

## AGE & UE

Form a word by adding "age" or "ue" after the beginning letters.

postage   clue   courage   avenue   garbage

manage   damage   argue   message   value

## PLURAL NOUNS: F AND FE

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

Write the plural form of each word.

calf	calves	knife	knives
self	selves	loaf	loaves
thief	thieves	wolf	wolves
shelf	shelves	life	lives

When words end with FF, just add an S to make the word plural.

Write the plural form of each word.

cuff	cuffs	sniff	sniffs
cliff	cliffs	puff	puffs

## PLURAL NOUNS: O

When making words that end with O plural, add "s" to words that end with a vowel + O, and add "es" to words that end with a consonant + O.

Write the plural for each word. The word with an asterisk by it can be made plural by adding "s" or "es."

potato	potatoes	tomato	tomatoes
video	videos	volcano*	volcanoes/volcanos
hero	heroes	ratio	ratios
veto	vetoed	torpedo	torpedoes

Lesson  
28  
Workshop

## IRREGULAR PLURAL NOUNS

Plural means more than one. Some nouns are spelled the same in their singular and plural forms.

On each blank line, write the correct plural noun.

one deer | eight deer

one moose | fifteen moose

one sheep | ninety sheep

one salmon | five salmon

one shrimp | seventy shrimp

## SUFFIXES: -ANCE & -ENCE

A **suffix** is a group of letters added to the end of a word that changes the meaning of the word. The suffixes ANCE and ENCE mean "action or process." There are some rules for when to use ANCE or ENCE, but there are so many exceptions that learning them is not that helpful.

Write each word with "ence" or "ance."

clearance | difference | disturbance | guidance | entrance

clear: clearance

disturb: disturbance

different: difference

enter: entrance

guide: guidance

## CHALLENGING SPELLING WORDS

1 In alphabetical order, write on the lines below all the challenging spelling words on page 45 of your *Level Four Language Arts Course Book*.

Have your parent or teacher make sure you spelled the words correctly.

When alphabetizing words that begin with the same letter, look at the second letter. If they have the same second letter, look at the third letter, and so on.

Make sure that spelling words from Group 1 and Group 2 on page 45 of the *Level Four Language Arts Course Book* are spelled correctly and are in alphabetical order.

2 **Dice Practice:** Roll a dice and use the idea below that corresponds to the number you rolled to practice all of your spelling words. Roll again and use that idea to practice all of your spelling words in a different way. You may look at the words while doing the exercises. If you don't look at the words, make sure you spelled them correctly.

For each word read it, and then

- spell it aloud while tapping on the wall for each letter.
- spell it aloud while stretching in whatever way you want.
- spell it aloud while lying on your back.
- spell it aloud while lying on your side.
- spell it aloud while looking out the window. After each word, say something you see outside that is beautiful.
- spell it aloud, holding a pose of your choice.

The student should have completed this section aloud.

Lesson  
28  
Workshop



# LESSON 29



## Parent/Teacher

- ❑ Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- ❑ Check the child's work when this lesson has been completed.



## Student

### Homophones

- ❑ Write the correct homophone on each blank line.

**cheap:** Those shoes are \$2; that's cheap!  
**cheep:** "Cheep!" said the baby chick.  
**crews:** The captain trained two crews of sailors.  
**cruise:** We took a cruise to Mexico.

1. A faint cheep was heard in the coop.
2. The captain is in charge of three crews.
3. I heard the alarm cheep in the office.
4. The cruise ship has 320 rooms.
5. The cheap watch broke in two days.

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# EDINBURGH



- ❑ Read and complete the section.

Imagine a city with steep cliffs, roads winding up green hills, beautiful historic buildings, and an awe-inspiring castle, and you have imagined Edinburgh [ED-in-bur-uh]—the capital city of Scotland and one of the most beautiful cities in Europe. This famous city, built in the Middle Ages, is full of charm and history.

If you were one of the four million people to visit Edinburgh each year, you would have plenty of things to see. Edinburgh Castle might be at the top of your list. Next, you would not want to miss Holyrood Palace where generations of kings and queens lived. Additionally, you might choose to climb Arthur's Seat—a dormant volcano that features breathtaking views. Cathedrals, art galleries, royal botanic gardens, monuments, museums, and another castle (Craigmillar Castle) might also be on your list. As you read in your personal reader in this lesson, you will now be better able to envision Eric Liddell's time living in this beautiful city.



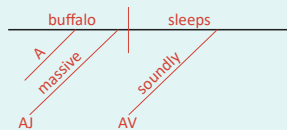
69

# Lesson 29 Course Book

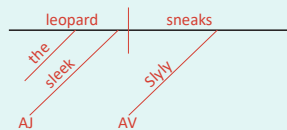
## Sentence Diagramming

- ❑ Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 40 if needed.

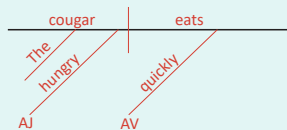
A massive buffalo sleeps soundly.



Slyly, the sleek leopard sneaks.



The hungry cougar eats quickly.



- ❑ Read Chapter 1 of *Faithful and Fast: The Eric Liddell Story* in your *Level Four World Biographies Reader*. Then answer the questions with complete sentences. Use neat handwriting.

READING



ASSIGNMENT

Why did Eric's parents live in China when he was a young child?

In neat handwriting, the student should have answered the question with a complete sentence similar to this example sentence. Make sure proper nouns are capitalized.

When Eric was a young child, his parents lived in China because they were missionaries.

What university did Eric attend? (Remember that names of universities are proper nouns and should be capitalized.)

In neat handwriting, the student should have answered the question with a complete sentence similar to this example sentence. Make sure proper nouns are capitalized.

Eric attended the University of Edinburgh in Scotland.

What two things brought Eric to the attention of others?

In neat handwriting, the student should have answered the question with a complete sentence similar to this example sentence. Make sure proper nouns are capitalized.

The two things that brought Eric to the attention of others were his dedication to his faith and his athletic abilities.

## Writing Workshop

- ❑ Complete the writing workshop for Lesson 29 in your workshops book.



## PERSONAL READING

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

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# Lesson 29 Course Book

Writing Effective Paragraphs

When you write a report or essay, you need to write the facts in your own words. You will practice doing this in this workshop while you learn more about the Edinburgh Castle in Scotland. Study the examples below.

Here is the original sentence:

The Edinburgh Castle serves as one of the biggest tourist attractions in Scotland, receiving over 1.5 million visitors every year.

I cannot fairly rewrite the sentence like this because it is too similar to the author's words; I only changed a couple of words, which are underlined:

The Edinburgh Castle serves as one of the largest tourist attractions in Scotland, receiving over 1.5 million visitors each year.

I CAN rewrite the sentence like this, in my own words:

As one of the largest tourist attractions in all of Scotland, the beautiful Edinburgh Castle is visited by over 1.5 million people each year.



How do you do it?

When rewriting, try to reorder the sentence and also change some of the words. Look at these sentences:

In the late 1700s, American prisoners were held in the castle during the War of Independence. The castle was also used as a prison during both world wars.

See how I reordered them, changed words, and used my own new words:

Believe it or not, the beautiful castle was used to hold American prisoners during the War of Independence. It also functioned as a prison during World War I and World War II.

You try it!

Rewrite the following sentences:

The majestic Edinburgh Castle is built on Castle Rock—an extinct volcano. For centuries the castle was home to royalty, and it has a long and interesting history.

The student should have rewritten the sentences above in his or her own words.

If the student's sentences are too similar to the original sentences, have him or her read the example sentences on this page to you and discuss ways to improve his or her sentences.



Parent/Teacher

Note: Get the supplies needed for making the recipe in Lesson 32.

- Have the child read the *maxims* (short statements that express a truth) aloud:
  - Choose an author as you choose a friend.
  - You'll catch more flies with honey than with vinegar.
  - Happiness is not perfected until it is shared.
  - If at first you don't succeed, try, try again.
  - Resist temptation till you conquer it.
  - The way to be truly honored is to be truly good.
  - Take time to smell the roses.
  - A chain is only as strong as its weakest link.
  - Home is where the heart is.



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



Student

READING ASSIGNMENT

- Read Chapter 2 of *Faithful and Fast: The Eric Liddell Story* in your *Level Four World Biographies Reader*. Then write a summary of Eric Liddell's experience at the Olympics. For what race did people think he would win a gold medal? Why did he not run that race in the Olympics? What ended up happening for Eric at the Olympics?

The student should have written a summary of Eric Liddell's experience at the Olympics after reading Chapter 2 from *Faithful and Fast: The Eric Liddell Story*. The student should have answered these questions in his or her summary:

1. For what race did people think he would win a gold medal?
2. Why did he not run that race in the Olympics?
3. What ended up happening for Eric at the Olympics?

If the student did not follow the directions or answer the questions in his or her summary, have him or her read the directions above and the example summary below to you and discuss ways to improve his or her summary.

Eric Liddell competed in the Paris Olympics of 1924. He had focused on the 100-meter sprint during his training, and people expected him to win a gold medal in that race. However, the qualifying race for the 100-meter sprint took place on a Sunday, and Eric did not compete because he believed the Sabbath should be a day of rest. Since he did not qualify to run the 100-meter sprint, he decided to train for the 400-meter sprint instead. Eric ended up winning the gold medal for the 400-meter sprint as well as setting a new world record for that race! He also won a bronze medal in the 200-meter sprint.

Spelling Workshop

- Complete the spelling workshop for Lesson 30 in your workshops book.



PERSONAL READING

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

# LESSON 30

## SPELLING WORKSHOP

### SPELLING RULE: 1-1-1 RULE

Read this spelling rule aloud two times.

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

Rewrite the words in purple with the suffix "ed."

step stepped drop dropped flap flapped  
 float floated jog jogged grab grabbed  
 grin grinned grip gripped hum hummed

### PLURAL NOUNS: O

Words that end with O are made plural by adding S or ES. The words on the chart below are made plural by adding ES.

Write the plural for each word. The words with an asterisk by them can be made plural by adding "s" or "es."

hero	heroes	potato	potatoes
volcano*	volcanoes/volcanos	mosquito*	mosquitoes/mosquitos

### AGE & UE

Form a word by adding "age" or "ue" after the beginning letters.

village        damage        manage        avenue        glue         
 voyage        cottage        luggage        argue        message       

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### CHALLENGING SPELLING WORDS

1 In reverse alphabetical order, write on the lines below all the challenging spelling words on page 45 of your *Level Four Language Arts Course Book*.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 45 of the *Level Four Language Arts Course Book* are spelled correctly and are in reverse alphabetical order.

2 **Stretching:** Say a word, and then spell it aloud while doing one of the stretches below. Do this for all words for each stretch. Look at your words while spelling them or check each word after spelling it.

The student should have completed this section aloud.



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# Lesson 30 Workshop

# LESSON 31

Parent/Teacher

Note: Get the supplies needed for Lesson 32.

- Work on The Challenging Sentence Climb in your workshops book for 2-4 minutes.
- Check the child's work when this lesson has been completed.

Student

## Homophones

Write the correct homophone on each blank line.

**creek:** These stairs creek when I walk up them.  
**creek:** I dipped my feet into the cool creek.  
**chews:** The boy chews his food slowly.  
**choose:** I will always choose to be honest.

- He chews the food quietly.
- The old sign will creek in the breeze.
- Let's choose a place by the creek.
- We will choose to be positive.
- I listen to the gurgling water in the creek.

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## ISLE OF SKYE

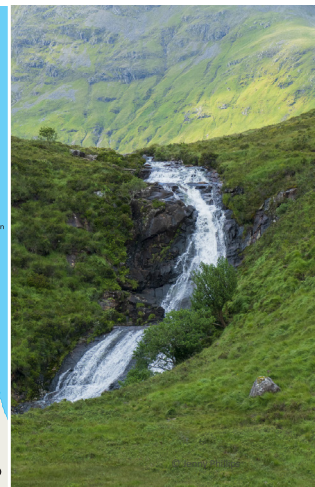


Read and complete the section.

Scotland has many islands, but one of them is particularly notable: the Isle of Skye. This island, with its stunning scenery, is so close to the mainland that it is connected by a bridge that makes it possible to drive there. In addition to white sand beaches, waterfalls, rugged landscapes, and sea lochs (long narrow bays), this island also features many ancient ruins. Numerous standing stones, ruins of stone huts, and underground storage passages can be explored by hiking trails that are woven throughout the island.

Enjoy the photos of the Isle of Skye below and on the next page.

On the map below, point to the Isle of Skye (labeled as Skye). Point to the capital city of Scotland (Edinburgh). Point to England. Point to Northern Ireland.



# Lesson 31 Course Book



## Review: Coordinating Conjunctions

Read and complete the section.

There are seven coordinating conjunctions:

for | and | nor | but | or | yet | so

You can remember them using the acronym FANBOYS. Write the word that each letter of the acronym stands for.

F= for A= and N= nor B= but O= or Y= yet S= so

Coordinating conjunctions can join together words, phrases, or clauses.

For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two subjects or two verbs?

- A gorilla and a cougar are in our zoo. (SUBJECTS) | (VERBS)
- The dinosaur roars and runs. (SUBJECTS) | (VERBS)
- Llamas and alpacas both live in South America. (SUBJECTS) | (VERBS)
- Gerbils and leopards are my favorite animals. (SUBJECTS) | (VERBS)

## Review: Independent Clauses

Read and complete the section.

An **independent clause** can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

For each sentence, circle the correct answer. Is it an independent clause or a fragment? (Hint: A fragment is missing a subject, a verb, or a complete thought.) If it's an independent clause, place a period at the end.

- Dinosaurs are extinct. (INDEPENDENT CLAUSE) | (FRAGMENT)
- The tall red kangaroo (INDEPENDENT CLAUSE) | (FRAGMENT)

- A coyote is near us. (INDEPENDENT CLAUSE) | (FRAGMENT)
- A dolphin in the sea (INDEPENDENT CLAUSE) | (FRAGMENT)

For each sentence, circle the correct answer. Is the coordinating conjunction connecting two independent clauses or two verbs?

- The spry grandmother sweeps and weeds. (INDEPENDENT CLAUSES) | (VERBS)
- I sang to the baby, and she was soon consoled. (INDEPENDENT CLAUSES) | (VERBS)
- The squirrel climbs and chatters. (INDEPENDENT CLAUSES) | (VERBS)

## READING ASSIGNMENT

- Read Chapter 3, the final chapter, of *Faithful and Fast: The Eric Liddell Story* in your *Level Four World Biographies Reader*.

## Writing Workshop

- Complete the writing workshop for Lesson 31 in your workshops book.



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

# Lesson 31 Course Book

# Lesson 31 Workshop

## LESSON 31

## WRITING WORKSHOP

### Writing Effective Paragraphs

When you write a report or essay, you need to write the facts in your own words. You will practice doing this in this workshop while you learn more about Loch Ness. Study the examples below.

Here are the original sentences:

Scotland has over 31,000 lochs—freshwater lakes. One famous loch in Scotland is called Loch Ness, along which sits the ruins of Urquhart Castle.

I cannot fairly rewrite the sentence like this because it is too similar to the author's words; I only reordered one short phrase, which is underlined:

Scotland has over 31,000 lochs—freshwater lakes. Loch Ness is one famous loch in Scotland, along which sits the ruins of Urquhart Castle.

I CAN rewrite the sentences like this, in my own words:

The ruins of the once noble Urquhart Castle sit along Loch Ness—one of over 31,000 lochs (freshwater lakes) scattered across Scotland.



### You try it!

Rewrite the following sentences:

Loch Ness is famous for the Loch Ness monster. Many people have claimed that they saw this large marine creature with a long neck. However, the Loch Ness monster is believed by most people to be just a legend.

The student should have rewritten the sentences above in his or her own words.

If the student's sentences are too similar to the original sentences, have him or her read the example sentences on this page to you and discuss ways to improve his or her sentences.

### Using Sensory Language: Touch

Study the photo of Urquhart Castle on this page. Imagine that you are writing a story that takes place in the scene, where the climate is chilly and wet.

In one or two sentences, describe what it might feel like to be walking through the ruins of the castle. If desired, use one or more of these words or phrases: moist, chilly, fresh, nips my skin, cool, crisp, brisk wind.

The student should have used descriptive language to write one or two sentences about what he or she thinks it might feel like to walk through the ruins of the castle in the picture to the left.

Enjoy the photos on the next page of other lochs in Scotland.



# LESSON 32

Extra Items Needed:  
 △ 1 cup softened butter, 1/2 cup brown sugar,  
 2 cups flour, and a rolling pin



## Parent/Teacher

- Assist the child with making Scottish shortbread where help is needed.
- Check the child's work when this lesson has been completed.



## Student

### Homophones

- Write the correct homophone on each blank line.

- **brake:** Push on the brake to stop.
- **break:** Don't break the pot. | Let's take a break.
- **bury:** The dog will bury the bone.
- **berry:** I picked a berry from the bush.

1. We had berry pie during our break.
2. Press the brake to stop the car.
3. Will the dog bury his bone?
4. Please do not break the phone.

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# SCOTTISH SHORTBREAD



- Follow the instructions to make Scottish shortbread.
1. Make sure the butter is softened. Do not soften the butter by putting it in the microwave. Leave it on the counter until it is soft, which can take 30 to 60 minutes.
  2. Preheat the oven to 325 °F.
  3. Place all ingredients in a bowl and cream them together until well mixed.
    - 1 cup softened butter
    - 1/2 cup brown sugar
    - 2 cups flour
  4. With a rolling pin, roll the dough out until it is 1.2 cm (1/2 in) thick.
  5. Cut the dough into rectangles and place them on an ungreased baking sheet. Prick the dough with a fork.
  6. Bake for 20 minutes or until the cookies are very lightly browned.
  7. Cool and eat the cookies!

### Spelling Workshop

- Complete the spelling workshop for Lesson 32 in your workshops book.



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

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# Lesson 32 Course Book

# LESSON 32

## SPELLING WORKSHOP

### CONTRACTIONS

Write the contraction for each set of words.

we would	<u>we'd</u>	we had	<u>we'd</u>
do not	<u>don't</u>	does not	<u>doesn't</u>
must not	<u>mustn't</u>	she is	<u>she's</u>
were not	<u>weren't</u>	he is	<u>he's</u>

### SUFFIXES: -ANCE & -ENCE

Rewrite each word with a correct ending: "ence" or "ance."

insurance | difference | evidence | tolerance | patience

- insure: insurance
- different: difference
- tolerant: tolerance
- patient: patience
- evident: evidence

### AGE & UE

Form a word by adding "age" or "ue" after the beginning letters.

postage clue courage avenue garbage

manage damage argue message value

### PLURAL NOUNS: O

Words that end with O are made plural by adding S or ES. The words on the chart below are made plural by adding ES.

Write the plural for each word. The words with asterisks by them can be made plural by adding "s" or "es."

hero	<u>heroes</u>	potato	<u>potatoes</u>
volcano*	<u>volcanoes/volcanos</u>	mosquito*	<u>mosquitoes/mosquitos</u>
tomato	<u>tomatoes</u>	torpedo	<u>torpedoes</u>

### PLURAL NOUNS: F AND FE

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

Write the plural form of each word.

wolf	<u>wolves</u>	half	<u>halves</u>
knife	<u>knives</u>	loaf	<u>loaves</u>
shelf	<u>shelves</u>	calf	<u>calves</u>
life	<u>lives</u>	leaf	<u>leaves</u>

When words end with FF, just add an S to make the word plural.

Write the plural form of each word.

whiff	<u>whiffs</u>	sniff	<u>sniffs</u>
cliff	<u>cliffs</u>	puff	<u>puffs</u>
cuff	<u>cuffs</u>	skiff	<u>skiffs</u>

# Lesson 32 Workshop

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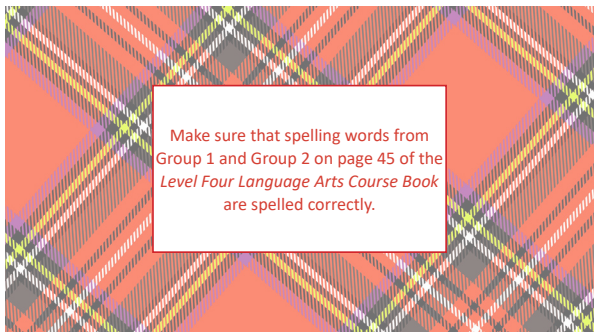
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CHALLENGING SPELLING WORDS

1 Tartan is a patterned cloth that originated in Scotland. Many years ago, the Scottish people made tartan with wool and colored it with dyes they made from berries, mosses, and other plants. Kilts, traditional Scottish clothing shown in the image below, are made with tartan.



Study the tartan pattern below. Imagine the work that would go into weaving it with a loom. Write on the tartan pattern below (diagonally or in any direction) all the challenging spelling words on page 45 of your *Level Four Language Arts Course Book*. Write small and make sure the words are spelled correctly.



Make sure that spelling words from Group 1 and Group 2 on page 45 of the *Level Four Language Arts Course Book* are spelled correctly.

2 **Scottish Dance:** Say a word, and then spell it aloud while doing one of the Scottish dance poses below. Do this for all words for each pose. Look at your words while spelling them or check each word after spelling it.



The student should have completed this section aloud.

Lesson 32 Workshop

LESSONS 33-34

SECTION REVIEW



Parent/Teacher

- Read the following information aloud to the child: Section reviews give you practice with the grammar, punctuation, and usage concepts learned in this course, without having you overpractice concepts that you have mastered. These reviews also give you practice working on exercises for an extended period of time. This helps you to extend focus and attention span and to be better prepared for any type of testing you will have to do in the future. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed. And finally, if you feel you are having trouble focusing, take a quick break to do something like 10 jumping jacks. There are no spelling or writing workshops for Lessons 33-34.
- For Lesson 33, have the child complete all the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section.
- For Lesson 34, have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in Unit 7. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading or move on to the next lesson.



Student

Nouns, Verbs, and Adjectives

Determine if the words in each box are **nouns**, **adjectives**, or **verbs**, and write the correct answer on the line below each box.

accept  
is  
are

verbs

good  
brilliant  
dangerous

adjectives

dark  
deep  
fresh

adjectives

trust  
leopard  
irritation

nouns

llama  
friendship  
goal

nouns

declare  
was  
teach

verbs

Some words can function as a noun or a verb. For each sentence, circle whether the purple word is being used as a noun or a verb.

- I **curl** my little sister's hair. (noun | **verb**)
- The toddler cut a big **curl** of her hair. (**noun** | verb)
- I **cook** soup for the homeless shelter every Friday. (noun | **verb**)
- The **cook** wears a white apron. (**noun** | verb)

Lessons 33-34 Course Book

Additional Practice

Nouns, Verbs, and Adjectives

<b>Noun</b>	a word for a person, place, or thing (e.g., girl, jungle, book) <i>(Nouns can be concrete things you can touch. Nouns can also be abstract things you cannot touch, like ideas or feelings.)</i>
-------------	---

One of these words is not a noun; cross it out! ~~death~~ | mercy | ~~see~~ | rock

<b>Adjective</b>	a word that describes a noun or pronoun (e.g., soft, old, loving)
------------------	---

One of these words is not an adjective; cross it out! cold | cute | ~~air~~ | bold

<b>Verb</b>	an action or being word (e.g., run, swim, is, are, was, has)
-------------	--

One of these words is not a verb; cross it out! ~~decide~~ | ~~faith~~ | eat | is

Nouns are sometimes abstract, meaning they are things you cannot touch, such as MERCY, DREAMS, or PAIN. For each set of nouns below, circle the abstract noun.

snow   stone   bush   <u>adventure</u>   <u>childhood</u>   dinosaur   tissue   rug
cougar   <u>education</u>   beach   paper   tongue   eye   people   <u>argument</u>

Some words can function as a noun or a verb. For each sentence, circle whether the purple word is being used as a noun or a verb.

- I exercise every morning.                      noun | verb
- That exercise is very fun.                      noun | verb
- I drop my backpack onto the chair.              noun | verb
- We have had a drop in sales.                      noun | verb

Singular Possessive Nouns

Add an apostrophe and an "s" to show possession.

*Example: This is Ed's dog. (The dog belongs to Ed.)*

Write the plural or possessive form of the noun that has been placed in parentheses at the end of the sentence.

- I love that llama's long ears. (llama)
- We saw eight llamas today. (llama)
- All beavers have flat tails. (beaver)
- That beaver's lodge is cleverly made. (beaver)



Additional Practice

Singular Possessive Nouns

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



- The cheetahs walk stealthily.              PLURAL NOUN | POSSESSIVE NOUN
- The baby cheetahs mother is strong.              PLURAL NOUN | POSSESSIVE NOUN
- Is that dinosaur's horn dangerous?              PLURAL NOUN | POSSESSIVE NOUN
- Those two dinosaur's have short tails.              PLURAL NOUN | POSSESSIVE NOUN
- Squirrels can find food under snow.              PLURAL NOUN | POSSESSIVE NOUN
- A squirrel's tail is bushy.                      PLURAL NOUN | POSSESSIVE NOUN
- Two coyotes howled all night.              PLURAL NOUN | POSSESSIVE NOUN
- That coyotes howl is loud.                      PLURAL NOUN | POSSESSIVE NOUN

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Book

Quotation Punctuation: Commas

Separate quoted material with a comma. The comma goes inside the quotation marks.

Examples

Correct: "You are kind," Ed said. Incorrect: "You are kind" Ed said.

Insert commas where needed.

- "I heard the lonely puppy give a plaintive cry," said Denzel.
- "We tried to console the girl who was crying," Calvin explained.
- "My weak body is not as spry as it once was," said Grandmother.

Additional Practice

Quotation Punctuation: Commas

Separate quoted material with a comma.

Examples

Correct: "You are kind," Ed said. Incorrect: "You are kind" Ed said.

Insert commas where needed.

- "It's important to discern between right and wrong," said April.
- "Give it to our kin—someone like Aunt Jenny," Roger pleaded.
- "I feel so contented when I serve others," said Uncle Joseph.
- "I love to jump in a cool creek on a sultry day," Bella said.
- "Cheetahs have uniform oval spots, but leopards do not. They have irregularly shaped patterns," explained my teacher.

Adverbs

Adverbs modify (describe) verbs, adjectives, or other adverbs. In this course you will study only adverbs that modify verbs. Adverbs often end in LY (quickly, smoothly) but not always.

Underline the verb in each sentence. Then circle the adverb, which describes the verb.

The hyenas <u>moved</u> <u>slowly</u> .	Look, the cheetah <u>moves</u> <u>swiftly</u> .
<u>Gracefully</u> , a dolphin <u>swims</u> .	A gorilla <u>beats</u> his chest <u>powerfully</u> .
The raccoon <u>skillfully</u> <u>jumps</u> .	Oh, that beaver <u>works</u> <u>hard</u> .

Additional Practice

Adverbs

Adverbs modify (describe) verbs, adjectives, or other adverbs. In this course you will study only adverbs that modify verbs. Adverbs often end in LY (quickly, smoothly) but not always.

Underline the verb in each sentence. Then circle the adverb, which describes the verb.

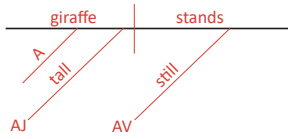
<u>Instantly</u> , the gerbil <u>ran</u> out of the cage.	That elephant <u>walks</u> <u>slowly</u> .
<u>Quietly</u> , the python <u>slithered</u> up a tree.	<u>Carefully</u> , the leopard <u>inches</u> toward its prey.
A dinosaur <u>loudly</u> <u>roars</u> .	The gerbil <u>eats</u> <u>quickly</u> .

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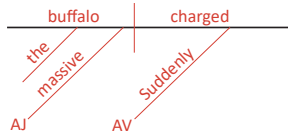
## Sentence Diagramming

Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 40 if needed.

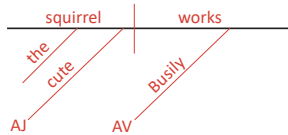
A tall giraffe stands still.



Suddenly, the massive buffalo charged.



Busily, the cute squirrel works.



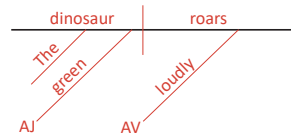
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## Additional Practice

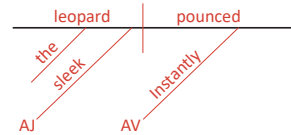
### Sentence Diagramming

Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 40 if needed.

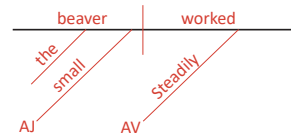
The green dinosaur roars loudly.



Instantly, the sleek leopard pounced.



Steadily, the small beaver worked.



## Quotation Punctuation: Periods

The period goes inside the quotation mark.

### Examples

Correct: Ed said, "You are kind." Incorrect: Ed said, "You are kind".

**Cross out each misplaced period and write a period in the correct place. Not every sentence has a misplaced period.**

- "Look!" said Allison. "That gerbil is dancing" ~~.~~
- "If I see a python," Cami said, "I'll probably faint."
- Megan said, "I saw a gopher pop out of that hole" ~~.~~

## Additional Practice

### Quotation Punctuation: Periods

The period goes inside the quotation mark.

### Examples

Correct: Ed said, "I love you." Incorrect: Ed said, "I love you".

**Cross out each misplaced period and write a period in the correct place. Not every sentence has a misplaced period.**

- Mom said, "You're really good at consoling the baby" ~~.~~
- "What a plaintive sigh," said Tina. "You must be sad" ~~.~~
- Abe said, "My kin live in Italy. I have no family here."
- Dad said, "It's important to discern Satan's lies" ~~.~~

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# Lessons 33-34 Course Book

## Plural Possessive Nouns

Plural means more than one. To show possession (belonging) for a plural noun ending with S, add an apostrophe. Do not add an S after the apostrophe.

**Correct**: The five wolves' paws were muddy.

**Incorrect**: The five wolves's paws were muddy.

Fill in each blank with the possessive form of the noun in the right column.

ONE <u>leopard's</u> foot was hurt.	leopard
The TWO <u>leopards'</u> spotted coats were beautiful.	leopard

ONE <u>llama's</u> fur was soft.	llama
ALL the <u>llamas'</u> owners had a meeting.	llama

## Additional Practice

### Plural Possessive Nouns

Fill in each blank with the possessive form of the noun in the right column.

ONE <u>squirrel's</u> tail was bushy.	squirrel
The TWO baby <u>squirrels'</u> mother returned.	squirrel

ONE <u>giraffe's</u> neck is very long.	giraffe
ALL the <u>giraffes'</u> legs moved quickly.	giraffe

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## Pronouns

A pronoun is a word that replaces a noun. Examples of pronouns are YOU, HE, SHE, ME, OUR, THEY, IT, US, THOSE, THEM, HER, and HIS.

Circle the pronouns that could replace the underlined nouns.

- Bethany does not have a pet coyote. Our | She | Me
- The jungle has many leopards. It | They | Her
- Mom and I love watching squirrels. It | We | They

## Additional Practice

### Pronouns

Circle the pronouns that could replace the underlined nouns.

- The spy old woman sang a song to Ted and me. them | his | us
- Hayley loves the gorgeous painting. She | Us | They
- The unicorn is Scotland's national animal. He | Us | it

## A Sentence Needs Three Things

Each group of words is a fragment because it is missing either a subject or a verb. Put an X in the box that indicates what is missing from the group of words to make it a fragment.

	subject	verb
Watches the sunrise	X	
A small cougar		X
Walked across the green grass	X	
A white, cute llama		X

# Lessons 33-34 Course Book



**Additional Practice**

**A Sentence Needs Three Things**

A sentence needs three things: a subject, a verb, and a complete thought.

**A Subject:** The subject is who or what is doing or being in the sentence.

**A Verb:** A verb can be an ACTION or BEING word (e.g., RUN or IS).

**A Complete Thought:** An incomplete thought indicates more to come. For example, "When it rains" and "After we eat" sound as if there is more to come. "After we eat, we'll leave" is a complete thought.

If a sentence is missing a subject, verb, or complete thought, it is called a fragment and is not a complete sentence.

The following groups of words are fragments because they do not have complete thoughts. Finish each fragment with a complete thought to make it a sentence. Make sure to put a period at the end of each sentence you create.

Because you helped me, \_\_\_\_\_

The student should have finished each fragment with a complete thought to make it a sentence. Make sure that there is a period at the end of each sentence.

After you left, \_\_\_\_\_

Each group of words is a fragment. Put an X in the box that indicates what is missing from the group of words to make it a fragment.

	subject	verb
Stared into the blue sky	X	
Karen and the red squirrel		X
The biggest kangaroo in the world		X
Watched the fluffy clouds roll by	X	
A buffalo with shaggy fur		X

**Abbreviations**

Senior—Sr.	versus—vs.	page—p. / pages—pp.	Court—Ct.
Drive—Dr.	Lane—Ln.	Mount, Mountain—Mt.	Boulevard—Blvd.
Sunday—Sun.	Monday—Mon.	Tuesday—Tues.	Wednesday—Wed.
Thursday—Thurs.	Friday—Fri.	Saturday—Sat.	hour—hr.

Write sentences that use two or more abbreviations from above. Keep writing until all abbreviations have been used. Cross them out as you go to keep track.

The student should have written sentences correctly using two or more abbreviations from above. Make sure that all the abbreviations have been used.

**Additional Practice**

**Abbreviations**

Write the abbreviation for each word. Refer to the table above if needed.

hour	hr.	Senior	Sr.	Saturday	Sat.
Friday	Fri.	versus	vs.	Thursday	Thurs.
page	p.	Court	Ct.	Boulevard	Blvd.
Tuesday	Tues.	Monday	Mon.	Mountain	Mt.
Drive	Dr.	Lane	Ln.	Wednesday	Wed.

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**Conjunctions & Independent Clauses**

There are seven coordinating conjunctions:

for | and | nor | but | or | yet | so

Write the word that each letter of the acronym stands for.

F= for A= and N= nor B= but O= or Y= yet S= so

For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two independent clauses or two verbs?

1. Yesterday I sewed and knitted almost the entire day.  
INDEPENDENT CLAUSES | VERBS
2. A gopher popped out of its hole, and I watched it run across the field.  
INDEPENDENT CLAUSES | VERBS

**Additional Practice**

**Conjunctions & Independent Clauses**

For each sentence, circle the correct answer. Is the coordinating conjunction (AND or BUT) connecting two independent clauses or two verbs?

1. I wanted a pet coyote, but Dad said that was too dangerous.  
INDEPENDENT CLAUSES | VERBS
2. The giraffe eats and sleeps.  
INDEPENDENT CLAUSES | VERBS
3. I wanted to see the leopard, but it stayed hidden in the tree.  
INDEPENDENT CLAUSES | VERBS

**Proper Nouns & Parallel Structure**

When you have items in a list, they should use parallel structure (the same grammatical form).

**Correct:** I like to hike, jog, and run.

**Incorrect:** I like to hike, jog, and running.

Circle the word that ends each sentence with parallel structure. Place three short lines under proper nouns that should be capitalized.

1. The man from Ohio loves hiking, cooking, and (to write | writing).
2. On the Colorado River we fished, kayaked, and (swim | swam).
3. I read, study, and (browse | browsing) at the sunnyvale Library.
4. The hurricane on the atlantic Ocean spun, grew, and (stall | stalled).

**Additional Practice**

**Proper Nouns & Parallel Structure**

Circle the word that ends each sentence with parallel structure. Place three short lines under proper nouns that should be capitalized. Proper nouns are specific names of nouns (people, places, or things). Some examples of proper nouns are specific names of pets, continents, countries, cities, towns, oceans, lakes, and rivers.

1. During my trip to africa, we hiked, danced, and (to shop | shopped).
2. We went to Lake Huron to swim, hike, and (relaxed | relax).
3. The girl from new York City spoke, taught, and (laughing | laughed).
4. The Oakdale museum is a great place to meet, explore, and (learn | learning).

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## Map Activity

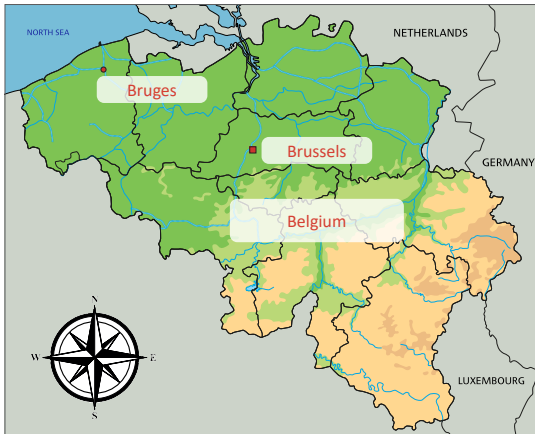


- Answer the questions (not in complete sentences).

The tiny country in red is Belgium. On which continent is Belgium?

\_\_\_\_\_ Europe \_\_\_\_\_

In the large white box below, label the country **Belgium**. Label the capital city **Brussels** (indicated by a red square). Label the city **Bruges** (indicated by a red circle).



Which sea borders Belgium to the north? \_\_\_\_\_ North Sea \_\_\_\_\_

Which country borders Belgium to the north? \_\_\_\_\_ Netherlands \_\_\_\_\_

Is Belgium east or west of Germany? \_\_\_\_\_ west \_\_\_\_\_

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## Semicolons—Part 1

- Complete the section.

This is a semicolon: ; Draw a semicolon in this blank circle: ;

Look at these two sentences, which are independent clauses:

I love Belgian waffles. They are so good.

You can connect two independent clauses with a comma and a coordinating conjunction:

I love Belgian waffles, and they are so good.

Or, you can connect two independent clauses that are closely related with a semicolon:

I love Belgian waffles; they are so good.

You do NOT use a coordinating conjunction (FANBOYS) when you use a semicolon to connect two independent clauses.

For each sentence, circle the coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so), and then cross it out if the conjunction comes right after a semicolon.

1. My little brother ate three Belgian waffles; ~~so~~ he must really like them.
2. You really need to try some Belgian chocolate; ~~but~~ it's smooth and delicious!
3. We rode in a boat to explore Bruges, ~~and~~ the "streets" were made of water!
4. I love the Belgian countryside; ~~and~~ it is very beautiful.
5. Dad loves Belgium for its medieval towns; ~~but~~ I love it for its castles.

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# Lesson 35 Course Book

## Homophones

- Write the correct homophone on each blank line.

**desert:** Cacti thrive in the hot desert. | I will not desert you.  
**dessert:** Save your dessert for after dinner.

1. I want to make a special dessert for my family tonight.
2. A camel can survive for days in the desert without water.
3. The soldier promised to never desert his friend.
4. Grandmother likes to spoil us with a sweet Belgian dessert.
5. We saw wild burros out in the sandy desert.



**flea:** The poor dog had a flea and tick problem.  
**flee:** I knew I must flee from that place as fast as possible.

1. Moses and the Israelites had to flee from Egypt.
2. I might have seen a little flea on the cat.
3. One tiny flea can lay up to 50 eggs each day.
4. The Belgian captives knew they must flee from the soldiers as quickly as possible.

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## Introduction to *The Belgian Twins*

- Read the section.

Lucy Fitch Perkins, born in 1865, was an American author of children's books. She was best known for her series of children's books called "The Twins Books." There are 26 books in the series, and each book features a set of twins. The books are all set in different countries and/or time periods.



In the next lesson, you will start Perkins' book titled *The Belgian Twins*. In this story Jan and Marie live in Belgium during World War I. In 1914 Germany invaded Belgium and remained there for four very difficult years.

In this **historical fiction** book (the story is made up, but the setting is based on historical facts), the Germans take Jan and Marie's parents away. The twins are left alone and decide to go on a quest to find their parents.

What is historical fiction? Historical fiction is a made-up story based on historical facts.

## Writing Workshop

- Complete the writing workshop for Lesson 35 in your workshops book.



## PERSONAL READING

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

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# Lesson 35 Course Book

Learning from the Masters

Read the passages from Redwood Pioneer by Betty Stirling, first as they could have been written if the writer had not used descriptive language, then the actual passages. Then read the actual passages a second time and underline or highlight each phrase that describes a sense: sight, taste, touch, sound, or smell.

Passage 1 Without Description

The redwood trees around him were very tall. He got under his covers and looked at the tanoak trees.

Passage 1

For a minute he stared up at the dim outlines of the tall redwood trees above him, their tops hidden in the fog. He snuggled down in his warm covers under the shelter of a nutmeg tree and listened to the gentle drip of the spring mist in the forest around him. He could smell the sweet perfume of the azalea trees by the creek. They smelled good enough to eat. He could barely make out the outlines of some tanoak trees a short distance away.

Passage 2 Without Description

Mike really liked the pretty sunset over the ocean. There was a cool breeze blowing.

Passage 2

Mike couldn't talk anymore. He hadn't known there were so many things in the world. He watched the sun getting lower over the bright blue ocean. He could feel the sea breeze now. It wasn't like the warm breeze in the little valleys. But it smelled like the fog that rolled in to cover the hills and valleys almost every night in the winter and spring.



Using Sensory Language: Smell

Study the painting by Carl Hasch on the next page. Imagine that you are writing a story that takes place in the scene and want to help the scene come to life for the reader.

In one or two sentences, describe what it might smell like to be on the farm in the painting. If desired, use one or more of these words: fresh, woody, musty, sweet, clean, crisp, familiar, earthy, strong, dirty, delightful, dusty.

The student should have used descriptive language to write one or two sentences about what he or she thinks it might smell like to be on the farm in the painting on p. 59.

Writing from the Heart

Look again at the painting. Just by looking at the painting, do you think you can tell some of the things the artist, Carl Hasch, loved? Do you think he loved lying under a big shady tree? Do you think he loved fair weather and clear skies? Do you think he loved being up in the mountains? Do you think he loved animals?

The kinds of things you paint about, sing about, and write about are the kinds of things people associate with you.

In complete sentences, write at least three things you love that you would be happy for people to associate with you.

The student should have used descriptive language to write at least three things he or she loves that he or she would be happy for people to associate with him or her.

"Landscape with Farm Buildings" by Carl Hasch (1834-1897), unknown

Conflict: Man vs. Man

Great writers usually include some kind of conflict, or challenge, in their stories—something that must be overcome. Conflict can make stories interesting and teach us about challenges! One of the most common types of conflict is called man vs. man. The abbreviation vs. stands for versus, which means opposing or against. In this context "man" could mean any person—man, woman, or child.

Read the three examples of man vs. man conflicts that could take place in this setting. Circle the one that sounds the most interesting to you.

Elsie and David were twins. Elsie always wanted to go swing in the tree swing, but David was afraid of that. He wanted to go on the slide, but Elsie didn't care what he wanted.

Mr. Kite was angry because his dog wouldn't open the door for him. He was so angry that he yelled at the dog. His voice was as loud as a trumpet. He was angry at his father as if he were ten years old.

Martha had experienced a lot of trouble. She had a young goat that needed urgent medical care. But Teddy wouldn't have it. He insisted he knew what to do himself and didn't need help from a "fancy city doctor."

Read the paragraph you circled one more time. Then write the next one or two sentences you would add if this were your story.

The student should have written one or two of his or her own sentences to continue the paragraph that he or she circled.





## LESSON 36



Parent/Teacher



- Follow the instructions on page 83 of this course book to pretest the challenging spelling words for the unit.
- Check the child's work when this lesson has been completed.



Student

# ART

- Read the article.

**Theodoor Verstraete** was born in 1850 in Belgium. He was best known for his paintings of the countryside and coasts of Belgium. At one point in his life, he and 19 other artists formed a group in Brussels called "The Twenty." Some of the other artists were creating artwork that was not in line with what Theodoor felt to be good, so he bravely left the group. He and a friend started a new group called "Wees U Zelf," which in English means "Be Yourself." His is a beautiful example of how we can bravely stand up for what we know is right.

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"High Tide" by Theodoor Verstraete (1850–1907), date unknown



Study the painting of the Belgian girls below. Notice the light on the grass. Notice the shades of blue on the girls' dresses. Look at the girl who is picking flowers.

**Circle the two adverbs that you think best describe the way she is working:**

slowly | gently | noisily | happily | carefully | gladly | roughly

The student should have circled the two adverbs that he or she thinks best describe the way the girl in the painting is working.



"Spring in Schoore" by Theodoor Verstraete (1850–1907), 1894

## Lesson 36 Course Book



**A Belgian Town** Explore this painting of a small Belgian town. Notice the ripples and reflections in the water. **Circle the two adjectives that, in your opinion, best describe this painting.** calm | pretty | lovely | peaceful | charming | pleasant | delightful

The student should have circled the two adjectives that he or she thinks best describe this painting.

"Small Town near De Panne" by Frits Thaulow (1847–1906), 1905

## Lesson 36 Course Book



## Sentence Diagramming

Step 5 of sentence diagramming is diagramming direct objects. If you have already done this before, it should be easy. Even if you haven't done it before, it's quite simple! A **direct object** is the noun or pronoun that receives the action of the action verb in a sentence. For example, the direct objects are in orange text below:

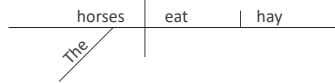
I drew a **horse**. Sam built a **treehouse**. The parrot liked **Mom**.

Not all sentences have direct objects. When determining if a sentence has a direct object, you can ask WHO or WHAT received the action. (WHAT did I draw? WHAT did Sam build? WHOM did the parrot like?)

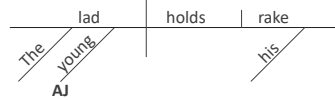
To diagram a direct object, draw a vertical line (one that does NOT cross the horizontal line) after the verb. Then write the direct object.

### Examples:

The horses eat hay.



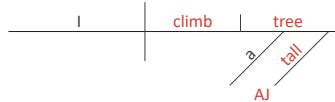
The young lad holds his rake.



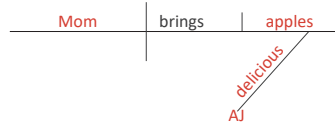
Complete the exercises.

Finish diagramming the sentences. Put AJ under adjectives.

I climb a tall tree.



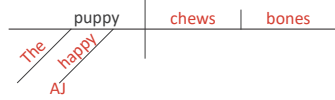
Mom brings delicious apples.



The gusty wind blows my hair.



The happy puppy chews bones.



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READING



ASSIGNMENT

Read Chapter 1 of *The Belgian Twins* in your *Level Four Personal Reader*. Then underline the correct answers.

1. Father Van Hove said his crops were better than ever before, thanks to whom?

- A. Thanks to his own good skills at planting wheat  
B. Thanks be to the good God

2. Jan could tell it was supper time by the seven strikes of the clock, and Marie could tell by her stomach.

TRUE | FALSE

## Spelling Workshop

Complete the spelling workshop for Lesson 36 in your workshops book.



After reading for 20 minutes or more, the student should have answered the question below.

### PERSONAL READING

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

What are the names of two of the secondary characters in your book (characters other than the main character)?

\_\_\_\_\_

\_\_\_\_\_

# Lesson 36 Course Book

# Lesson 36 Workshop

## LESSON 36

## SPELLING WORKSHOP

### SPELLING RULE: PLURAL NOUNS

Read this spelling rule aloud two times.

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

Make each word plural. Add "es" to words that end with SH, CH, Z, X, or S.

friends	branch <u>es</u>	church <u>es</u>	dish <u>es</u>	truck <u>s</u>
mess <u>es</u>	parent <u>s</u>	brush <u>es</u>	box <u>es</u>	beach <u>es</u>
fox <u>es</u>	class <u>es</u>	dress <u>es</u>	tax <u>es</u>	wish <u>es</u>

Rewrite each word in its plural form. Add "es" to words that end with SH, CH, Z, X, or S. If a word ends with a consonant + Y, drop the Y and add "ies". If not, just add "s."

shark	<u>sharks</u>	bush	<u>bushes</u>
baby	<u>babies</u>	belly	<u>bellies</u>
pony	<u>ponies</u>	tree	<u>trees</u>
buzz	<u>buzzes</u>	sky	<u>skies</u>
navy	<u>navies</u>	peach	<u>peaches</u>
watch	<u>watches</u>	inch	<u>inches</u>
glass	<u>glasses</u>	lady	<u>ladies</u>

### SUFFIXES: -ER AND -MENT

A **suffix** is a group of letters added to the end of a word that changes the meaning of the word. The suffix ER is added to a verb and means the person who is doing the verb or something used for the verb. (Example: drive→driver) The suffix MENT is also added to a verb and means the action or instance of the verb. (Example: develop→development)

Based on the meaning of the suffix, circle the correct description for each word.

- computer A. something used for computing B. electric machine
- punishment A. someone who punishes B. the act of punishing
- teacher A. the act of being taught B. someone who teaches
- advertisement A. being advertised B. someone who buys things

Circle the correct word based on the description.

- someone who works at a bank: bankment | banker
- the act or instance of enjoying: enjoyment | enjoyer
- someone who grows a garden: gardener | gardenment
- the act or instance of nourishing: nourisher | nourishment

### CONTRACTIONS

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

we will	<u>we'll</u>	did not	<u>didn't</u>
she has	<u>she's</u>	it will	<u>it'll</u>
what is	<u>what's</u>	he will	<u>he'll</u>
have not	<u>haven't</u>	should not	<u>shouldn't</u>

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**1 Garden Arches:** Write all the

The student should have written all of his or her spelling words from Group 1 on page 83 of the *Level Four Language Arts Course Book* under the arch that correctly corresponds to the part of speech of the word. If needed, refer to the "Nouns, Verbs, and Adjectives" section on page 4 of Lesson 1.

The student should have put an X in the box by the arch that he or she would most want in his or her yard.

Noun or Verb

Adjective

Other (not a noun, verb, or adjective)

**2 Design:** Write your spelling words with small letters on the landscape below. Use colored pens or pencils, if available. Say the letters aloud as you write them and read each word after you write it. Use all the words at least once.

The student should have used colored pens or pencils to write each of his or her spelling words from Group 1 and Group 2 on page 83 of the *Level Four Language Arts Course Book* in small letters on the landscape at least once.



Lesson 36 Workshop

LESSON 37

Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.

Student

Prepositions

- Read and complete the section.

Emile Claus was a Belgian painter who painted many wonderful landscapes of Belgium. Emile knew when he was just a child that he had a love of and a gift for art, but Emile's father wanted him to be a baker, not an artist. Emile worked hard to change his father's mind. Finally, with the help of a famous friend, he convinced his father to allow him to study art.

Emile's art career was a successful one. The day before his death, Emile had painted a pastel of a bouquet of flowers that had been sent to him by Queen Elisabeth of Belgium.

Look at Emile's painting below titled "A Meeting on the Bridge." Which word in the title tells the position of the people in relation to the bridge? On! The people are **ON** the bridge **DURING** the day. **Prepositions** link words in a sentence, usually by showing position in time or space, such as ABOVE, BELOW, AFTER, and DURING. The most common prepositions are ON, OF, IN, AT, TO, BY, FOR, FROM, and WITH.

If Emile had chosen to paint this picture differently, perhaps the meeting would be **UNDER** the bridge **IN** the morning, **BESIDE** the bridge **AT** night, or **NEAR** the bridge **OF** Brussels. **Underline the words in this paragraph that are in all capital letters.** Those words are prepositions.

Use the prepositions in the box to complete the sentences however you like.

- |        |        |        |
|--------|--------|--------|
| under  | by     | before |
| behind | in     | after  |
| over   | with   | from   |
| near   | above  | at     |
| around | across | on     |

1. The pheasant flew \_\_\_\_\_ the fence.
2. An os \_\_\_\_\_ stream.
3. I set t \_\_\_\_\_ the nest.
4. The v \_\_\_\_\_ desert.
5. Six penguins walked \_\_\_\_\_ the ice.

The student should have used any of the prepositions in the box above to complete each sentence.

"A Meeting on the Bridge" by Emile Claus (1849–1924), date unknown



Lesson 37 Course Book

## Vocabulary

- Read and complete the section.

**RUMOR** [ROOM-er]: a story going around that may not be true

It is important not to spread rumors; they can be very harmful.

Rumor means a story going around that may not be true.

**PROMPTLY** [PROMT-lee]: without delay; immediately

When my father or mother asks me to help, I promptly obey.

Promptly means without delay or immediately.

Fill in the blanks with the correct vocabulary words.

- I will help you weed your garden bed promptly after lunch.
- She decided never to spread the rumor about her brother.
- If I hear a mean rumor, I will promptly put an end to it.

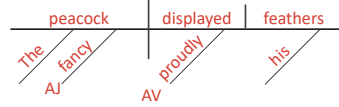
## Sentence Diagramming

- Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 89 if needed.

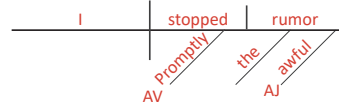
He promptly picked a juicy apple.



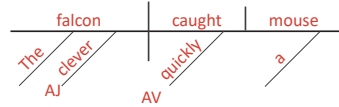
The fancy peacock proudly displayed his feathers.



Promptly, I stopped the awful rumor.



The clever falcon caught a mouse quickly.



READING



ASSIGNMENT

- Read Chapter 2 of *The Belgian Twins* in your *Level Four Personal Reader*. Then underline the correct answers.

1. When Jan came to the table with a face "clean in the middle" but dirty all around the "border,"

- Father Van Hove made him go wash again.
- Mother Van Hove laughed and told him he might as well go eat outside with the pigs.

2. Mother Van Hove did not believe the rumor from Jules Verhulst that there was a German army invading Belgium. TRUE | FALSE

## Writing Workshop

- Complete the writing workshop for Lesson 37 in your workshops book.



After reading for 20 minutes or more, the student should have answered the question below in a complete sentence.

### PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*, and then answer the question in a complete sentence.

What is one trait (such as honesty or kindness) that you like about the main character?

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# Lesson 37 Course Book

# Lesson 37 Workshop

## LESSON 37

## WRITING WORKSHOP

### Learning from the Masters

Read the passage from *Redwood Pioneer* by Betty Stirling, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and highlight each phrase that describes a sense: sight, taste, touch, sound, or smell.

#### Passage Without Description

Mike came to a sandbar by the stream. He fell asleep on the sand, but a noise woke him up.

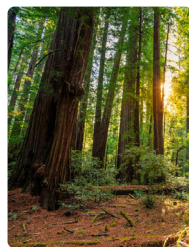
#### Passage

He came to a place where the stream widened and there was a dry sandbar. The warm sand looked so inviting that Mike stretched out in the sunshine and looked up at the blue sky above. All around him the redwoods towered. They seemed more friendly now that he knew them better. From where he lay they looked tall enough to catch the tiny white clouds that floated across the sky.

The bees and other insects made a drowsy sound, and the creek murmured sleepily. Mike's eyes began to droop shut, and soon he was sound asleep.

Suddenly he awoke. He sat up and glanced around trying to see what had awakened him. Then he heard a soft pad-pad noise. His eyes darted this way and that, trying to see what had made the noise. He knew it couldn't be Pa and the boys coming back to the cabin yet, for it was only the middle of the afternoon.

The sound seemed to be coming closer. He was sure it couldn't be a deer, nor either of the cows.



### Writing from the Heart

Doesn't the passage you just read make you want to finish reading to see what was making the sound in the forest? There are limitless ways this story could continue, and if you asked a thousand people to finish it, it's likely that each one would come up with something different. What would you come up with?

Write at least two sentences that continue the story from the passage.

.....

.....

.....

.....

.....

.....

.....

.....

The student should have written at least two sentences continuing the story from the passage to the left with descriptive language.

If the student did not include enough description, have him or her read the example passage to the left to you and discuss ways to improve his or her sentences.

### Using Well-Chosen Verbs

There are countless verbs to choose from in your writing. A well-chosen verb will turn dull writing into something descriptive, engaging, and interesting!

Read the sentences and circle the better, more descriptive verb.

- The old, stooped man walked | hobbled down the dusty path.
- She carefully studied | read the instructions to be sure she understood.
- Abby went | skipped happily to the barn to see | admire the baby goats.
- Five penguins slipped | got into the water and swam away.
- The sly fox crept | went toward the pheasant's well-hidden nest.
- Henry looked | peered over the fence to see the ostriches grazing | eating.

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Page 59



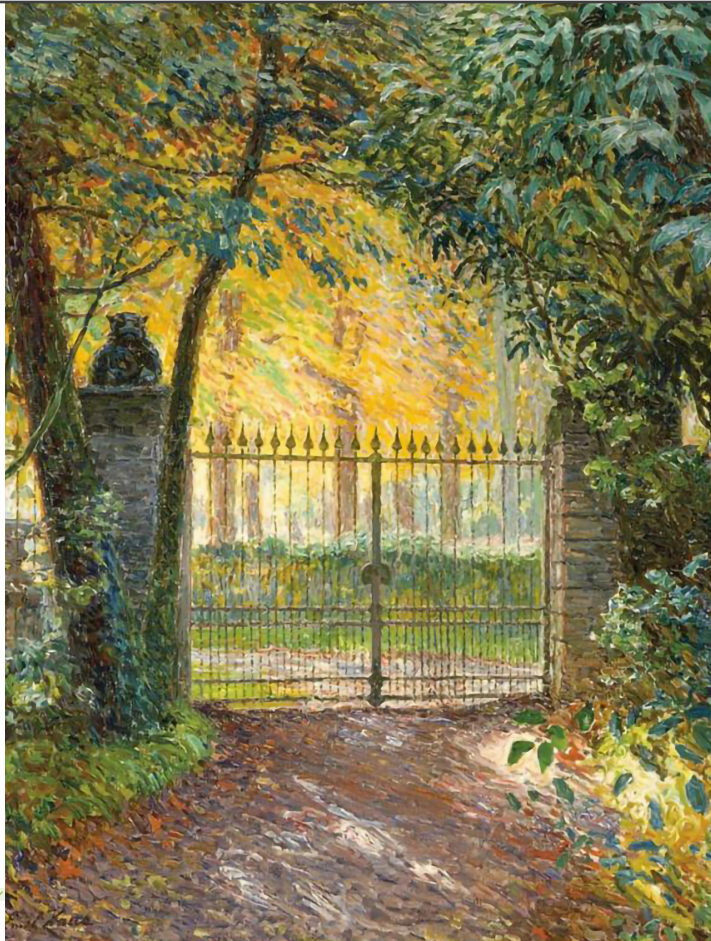
### Conflict: Man vs. Nature

In your last writing workshop, you learned a little about writing a story with a man vs. man conflict. Another kind of conflict that people really enjoy reading about is man vs. nature—typically an adventure that takes place in nature where the main character is up against the elements or wildlife. Most people are drawn to nature and seek that connection. When we are unable to actually be outdoors, we can connect with nature through art and literature.

For at least one minute, study this painting by Emile Claus, whom you learned about in your lesson. Then, in the spaces provided below, brainstorm three different ideas of a man vs. nature story that could take place on the other side of that gate. For example, a person who crosses the gate to go for a walk might be met with a terrible storm, encounter a wild animal, or get lost and need help finding his or her way back. Be creative! You will use one of these ideas in upcoming workshops.

The student should have written three different ideas for a man vs. nature story that could take place on the other side of the gate in the painting to the right.

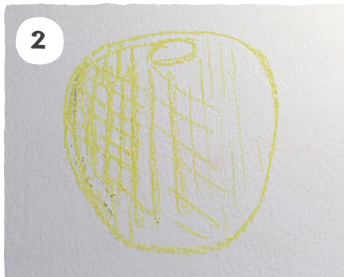
"The Fence of Villa Zonneschijn" by Emile Claus (1849–1924), 1912



# Lesson 37 Workshop

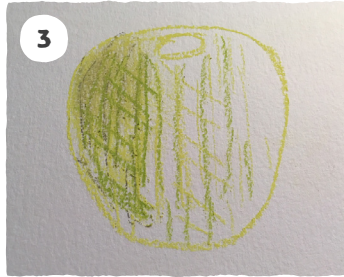
#### Step 2

Using the same pastel stick you used in Step 1, sketch a light cross-hatch pattern on the apple. Make the cross-hatch pattern heavier on the left side (away from the imaginary light source).



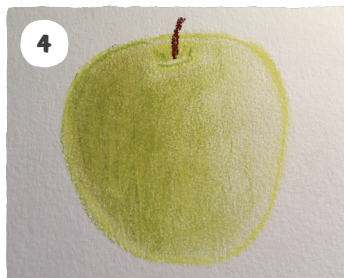
#### Step 3

Using a light green or dark yellow-green pastel stick, add more cross-hatching to the apple. Make the cross-hatching heavier on the left side. Then add just a little bit of light gray cross-hatching, but only on the left side.



#### Step 4

Use your fingers to blend the cross-hatching pattern. Be careful not to pull pastel color over from the left side. Keep the right side lighter. With a brown pastel stick, draw a stem. Your project is complete!



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**VALUES** can also mean a person's principles or standards of behavior. It is interesting to note that the closer a color is to the light source, the brighter and lighter the color is, and the closer our personal values are to the greatest light source of all—Christ—the brighter and lighter our lives are. Colors farthest from the light source are in shadows. Personal values far from the light of Christ are also in shadows, hidden from the light.

#### READING ASSIGNMENT

- Read Chapter 3 of *The Belgian Twins in your Level Four Personal Reader*.

#### Spelling Workshop

- Complete the spelling workshop for Lesson 38 in your workshops book.

#### PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Then, in one or two complete sentences, describe the main character in your book.

After reading for 20 minutes or more, the student should have described the main character in his or her book in one or two complete sentences.

# Lesson 38 Course Book



# SPELLING WORKSHOP

## SPELLING RULE: USING CH OR TCH

Read this spelling rule aloud two times.

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

## USING CH OR TCH BINGO

Following the Using CH or TCH spelling rule above, add "ch" or "tch" to finish each word.

Then find and circle the five words in a row ending in TCH.

ha <u>ch</u>	pin <u>ch</u>	dren <u>ch</u>	ranch <u>  </u>	hu <u>tch</u>
ma <u>tch</u>	por <u>ch</u>	tea <u>ch</u>	cod <u>ch</u>	wren <u>ch</u>
it <u>ch</u>	la <u>tch</u>	rea <u>ch</u>	ben <u>ch</u>	hi <u>tch</u>
sketch <u>  </u>	glit <u>ch</u>	stitch <u>  </u>	snatch <u>  </u>	clutch <u>  </u>
spee <u>ch</u>	scor <u>ch</u>	grou <u>ch</u>	each <u>  </u>	beach <u>  </u>

## PREFIXES: POST-, NON-

A **prefix** is a group of letters added to the beginning of a word that changes the meaning of the word. The prefix POST means "after." The prefix NON means "not."

Based on the meaning of the prefix, circle the correct description for each word.

- postwar      A. after the war      B. before the war
- nonessential      A. not essential      B. somewhat essential
- postelection      A. during the election      B. after the election
- nondairy      A. with some dairy      B. with no dairy

Based on the description, write the word with the correct prefix: "post" or "non."

- not flammable: ..... nonflammable .....
- after season: ..... postseason .....
- not smoking: ..... nonsmoking .....
- with no fat: ..... nonfat .....

## CONTRACTIONS

Write the contraction for each set of words.

we will	we'll	did not	didn't
she has	she's	it will	it'll
what is	what's	he will	he'll
have not	haven't	should not	shouldn't

Lesson  
38  
Workshop

## CHALLENGING SPELLING WORDS

**1** In all UPPERCASE letters, write all the challenging spelling words on page 83 of your *Level Four Language Arts Course Book* on the lines below. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 83 of the *Level Four Language Arts Course Book* are spelled correctly and are in all uppercase letters.

**2** **Maze:** Help the bird find its way back to the nest by writing your spelling words with small letters along the path. If you reach a dead end, try another path. Say the letters aloud as you write them and read each word after you write it. Use all the words at least once but as many times as it takes to complete the path. If you run out of room, write the words around the borders.

Lesson  
38  
Workshop

## LESSON 39



### Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



### Student

# REGIONS

- Read and complete the section.

When studying geography, you will often read or hear the word **region**, which is an area that shares certain features. For example, some regions in Mexico are hot and dry; some regions are full of jungles! Language is another example. You may remember that the official language of Italy is Italian, and the official language of Mexico is Spanish. Belgium is unique because it has not *one*, but *three* official languages! The areas with different official languages are broken up into three regions: Flanders, Brussels, and Wallonia. Let's use the map of Belgium on this page to learn something about each of these regions.

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Look at the **key**. The key of a map—sometimes called the **legend**—is used to unlock the information on the map so that it makes sense. Without the key you would not know what the different colors on the map mean.

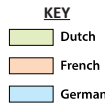
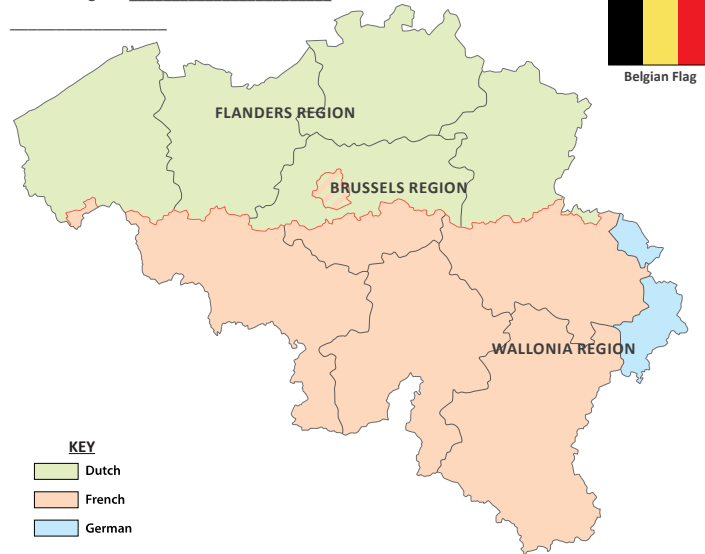
**Use the key to answer the questions (not in full sentences).**

What is the official language of the Flanders region? Dutch

What are the two official languages of the Wallonia region? French and German

What are the two official languages of the Brussels region? Dutch and French

The Van Hove family in *The Belgian Twins*, the story you're reading, lives in the Flanders region. East Flanders is more densely populated (which means it has more people in one area) than anywhere else in Europe. Look at the photographs on the next page, which were all taken in the Flanders region of Belgium.



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# Lesson 39 Course Book



### READING ASSIGNMENT

- Read Chapters 4 and 5 of *The Belgian Twins* in your *Level Four Personal Reader*. Then underline the correct answers.
1. Why did Father Van Hove leave?
    - A. He needed to get some seed, sugar, and wheat from the city.
    - B. All men were asked to join the army because Belgium was invaded by the German army.
  2. With Father gone, there is less work for the Van Hove family to do because they no longer have to gather the wheat crop. TRUE | FALSE
  3. Jan and Marie Van Hove are willing and eager to step in and take care of chores and help Mother out. TRUE | FALSE

### Writing Workshop

- Complete the writing workshop for Lesson 39 in your workshops book.

After reading for 20 minutes or more, the student should have written the title and author of his or her book on the lines below.

### PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. List the title and author of your book.

Title: .....

Author: .....

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# Lesson 39 Course Book

Using Well-Chosen Verbs

Read each sentence, and then cross out the verb in green and replace it with a well-chosen verb to make the sentence come to life! Use the words from the box or words of your own.

- Careful of his swollen ankle, Sam **walked** \_\_\_\_\_ to the warm fire.
- Janey **looked** \_\_\_\_\_ at \_\_\_\_\_ a \_\_\_\_\_ river.
- Jeremy bravely **went** \_\_\_\_\_ to \_\_\_\_\_ reach his sister.
- A sudden burst of wind **blew** \_\_\_\_\_ over the \_\_\_\_\_ grove of trees.
- The two young horses **ran** \_\_\_\_\_ across the green pasture.
- "Oh, won't somebody please come find me!" Sarah **said** \_\_\_\_\_ into the darkness.

The student should have crossed out the verb in green and replaced it with a well-chosen verb for each sentence.

called    raced    **cried**    pleaded

climbed    burst    dashed    gushed

**trotted**    hobbled    sprinted

rushed    peered    **gusted**    roared

limped    prayed    uttered    begged

galloped

stared    gazed    **shuffled**    bolted

darted    **whimpered**    hurried

Outlining a Story

In your last writing workshop, you wrote three possible ideas for a man vs. nature story. Turn to page 63 and read the three ideas you wrote in the boxes. Choose your favorite one, and then come back to this page.

Now it's time to write a story outline on the page to the right. Before you begin, here are two tips:

**Tip #1:** If you start to feel overwhelmed, worry that your ideas aren't good enough, or don't know what to write, let all that go! Just start writing down whatever ideas come to you and have fun with it! Don't worry whether it's good enough. You can always change it later if you want.

**Tip #2:** If you feel stuck, read the examples below to get ideas.

Complications (events leading up to the climax)

Event 1: Travis knows which direction he needs to go, but he comes to a river that is too wide and fast to cross.

Event 2: Dark clouds roll in, and it begins to rain. Travis has to find or make a shelter.

Climax (the most exciting part!)

The storm that rolled in is terrible with wind, rain, thunder, and lightning. Travis stays huddled under a large pine tree all night, hardly able to sleep and not knowing if he will survive the storm.

Resolution (how the conflict or problem is solved)

Travis wakes up in the morning and the storm is gone, the sun is up, and he is okay. He climbs out from under the tree that sheltered him. With clear skies and the sun rising in the east, he sees a bridge in the distance that he can cross to arrive safely home.

Lesson  
39  
Workshop

STORY OUTLINE

Conflict (the problem you wrote down and chose for the story)

Complications (events leading up to the climax)

Event 1:

Event 2:

Climax (the most exciting part!)

The student should have written a story outline by completing the boxes on this page.

If the student did not complete his or her outline in enough detail, have him or her read the "Outlining a Story" section on page 66 to you and discuss ways to improve his or her outline.

Resolution (how the conflict or problem is solved)

Lesson  
39  
Workshop

# LESSON 40

Parent/Teacher

- Have the child read aloud the quotes by educator Charlotte Mason (1842–1923).

## Quotes by Charlotte Mason

- An observant child should be put in the way of things worth observing.
  - Of all the joyous motives of school life, the love of knowledge is the only abiding one; the only one which determines the scale, so to speak, upon which the person will hereafter live.
  - We are all meant to be naturalists, each in his own degree, and it is inexcusable to live in a world so full of the marvels of plant and animal life and to care for none of these things.
  - The most common and the monstrous defect in the education of the day is that children fail to acquire the habit of reading.
  - One more thing is of vital importance; children must have books, living books. The best is not too good for them; anything less than the best is not good enough . . . let go everything that belongs to soft and luxurious living before letting go the duty of supplying the books.
- Check the child's work when this lesson has been completed.



Student

## Homophones

- Write the correct homophone on each blank line.

**flu:** I don't want to get sick with the flu.

**flew:** The bird flew from her nest.

**higher:** I lifted the flag even higher.

**hire:** We should hire the hardest worker.

Write the words that are defined below.

flew : (verb) past tense of fly

flu : (noun) a virus that makes people very sick; short for influenza

Write a complete sentence using each word.

**higher:** .....

The student should have written sentences that correctly use HIGHER and HIRE.

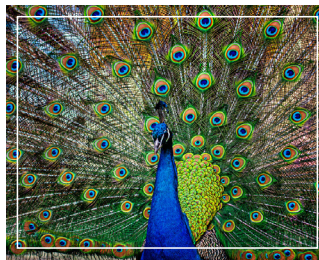
**hire:** .....

## Editing

- Complete the editing assignment.

Insert four missing apostrophes with this editing mark ' . Tip: When you see a noun with an S at the end, ask if it is plural, meaning more than one, or if it shows possession. Capitalize one proper noun.

When I visited the zoo in belgium, my favorite things to see were the birds—the peacocks amazing spread of green and blue feathers, the ostrichs long legs, and the parrots incredible ability to say words like a human. My brothers favorite animals were the giraffes.



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# Lesson 40 Course Book

## Semicolons—Part 2

- Read and complete the section.

This is a semicolon: ; Draw a semicolon in this blank circle: ;

Look at these two sentences, which are independent clauses:

I saw the sunrise. You were asleep.

You can connect two independent clauses with a comma and a coordinating conjunction:

I saw the sunrise, but you were asleep.

Or, you can connect two independent clauses that are closely related with a semicolon:

I saw the sunrise; you were asleep.

When you use a semicolon, the second clause does not start with a capital letter (unless it is a proper noun or the word "I").

For each sentence, circle the coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so), and then cross it out if the conjunction comes right after a semicolon.

- I need to get enough sleep for my competition tomorrow; ~~so~~ we shouldn't stay up late.
- My mom loves Swiss chocolate best; ~~but~~ my dad loves Belgian chocolate best.
- I wasn't watching my step, ~~so~~ now I have a scraped knee.
- Brian was hoping for Belgian waffles this morning; ~~for~~ that is his favorite breakfast.
- My sister and I really don't like going to the dentist; ~~but~~ we were brave anyway.
- Peacocks have amazing tail feathers; ~~and~~ you can gather them when they are shed every year at the end of summer.

READING ASSIGNMENT

- Read Chapter 6 of *The Belgian Twins in your Level Four Personal Reader*.

## Spelling Workshop

- Complete the spelling workshop for Lesson 40 in your workshops book.



- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Then, in one or two complete sentences, describe the setting (time and place) of your book.

After reading for 20 minutes or more, the student should have described the setting (time and place) of his or her book in one or two complete sentences.

# Lesson 40 Course Book



# SPELLING WORKSHOP

## SPELLING RULE: PLURAL NOUNS

Read this spelling rule aloud two times.

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

Rewrite each word in its plural form. Add "es" to words that end with SH, CH, Z, X, or S. If a word ends with a consonant + Y, drop the Y and add "ies." If not, just add "s."

lunch	lunches	pony	ponies
mix	mixes	box	boxes
leash	leashes	peach	peaches
buzz	buzzes	pheasant	pheasants
enemy	enemies	ostrich	ostriches
mess	messes	peacock	peacocks



## WORDS WITH PH

Write a sentence that uses each pair of words.

nephew/phone .....

elephant/orphan .....

sphere/dolphin .....

The student should have written a sentence for each pair of words. Make sure that each PH word is spelled correctly.

## PREFIXES: OVER-, UN-

A **prefix** is a group of letters added to the beginning of a word that changes the meaning of the word. The prefix **OVER** means "too much." The prefix **UN** means "remove, reverse, or not."

Based on the meaning of the prefix, circle the correct description for each word.

- unhelpful      A. not helpful      B. very helpful
- overcooked      A. not cooked enough      B. cooked too much
- overpaid      A. paid enough      B. paid too much
- undo      A. reverse what was done      B. do it again

Based on the description, write the word with the correct prefix: "over" or "un."

too confident: ..... **overconfident** .....

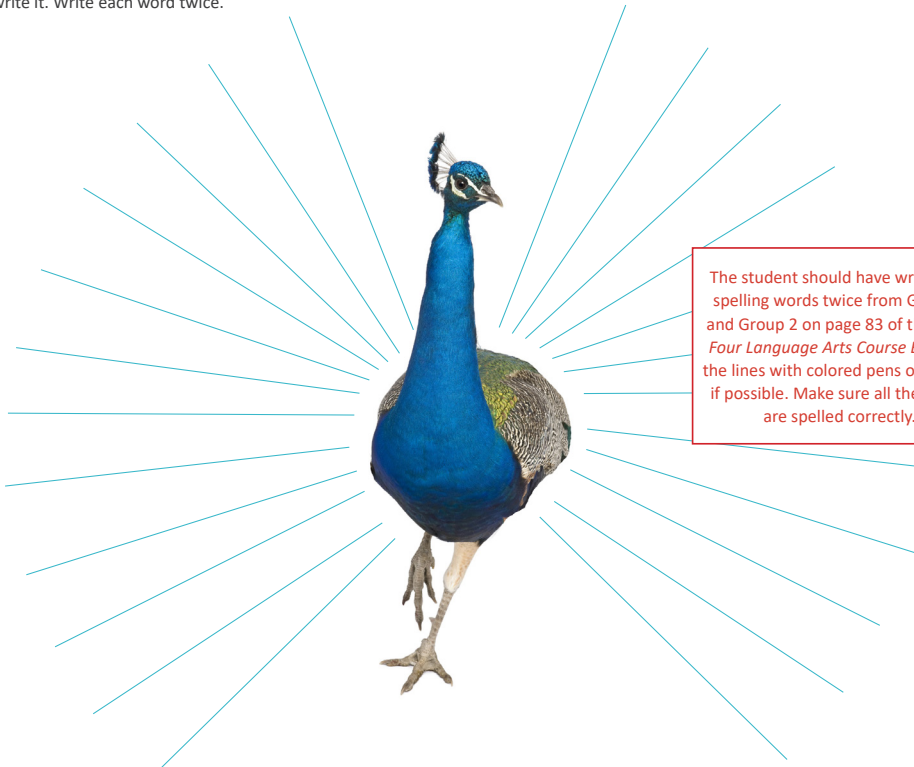
not happy: ..... **unhappy** .....

reacting too much: ..... **overreact** .....

## CHALLENGING SPELLING WORDS

1

**Peacock Design:** Write all the challenging spelling words on page 83 of your *Level Four Language Arts Course Book* on the lines below, with colored pens or colored pencils if possible, to give feathers to the peacock. Say the letters aloud as you write them and read each word after you write it. Write each word twice.

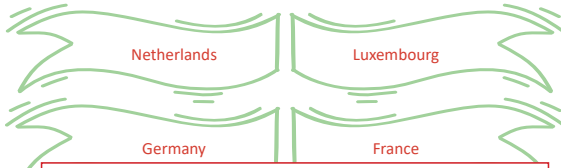


The student should have written all spelling words twice from Group 1 and Group 2 on page 83 of the *Level Four Language Arts Course Book* on the lines with colored pens or pencils if possible. Make sure all the words are spelled correctly.

Lesson  
40  
Workshop

Lesson  
40  
Workshop

In the flags below, write the names of the four countries that share political boundaries with Belgium:



Using tracing paper, the student should have traced the map found on page 98 and labeled Belgium, the Netherlands, and Luxembourg.

- Using tracing paper, trace the map on the previous page and label Belgium, the Netherlands, and Luxembourg.
  - Read the following facts about the Netherlands, and then answer the questions at the bottom:
    - The Netherlands is often referred to as Holland, but Holland is the name for two of the provinces: South Holland and North Holland.
    - The land is mainly flat, and much of it is under sea level and has to be protected from the sea by dikes.
    - People from the Netherlands are called Dutch.
    - The main language in the Netherlands is Dutch, but the majority of Dutch people are **multilingual**, which means they use several languages. All children in the Netherlands learn English in primary school.
    - The Dutch people love bicycling. Many miles of bicycle paths weave through the country.
    - Throughout history it has been easy for foreigners to invade the Netherlands because it has no natural borders or mountain ranges for protection.
1. Most Dutch people are multilingual (use several languages). **TRUE** | FALSE
2. Holland is a name that is often used for the Netherlands, but South Holland and North Holland are actually provinces of the Netherlands. **TRUE** | FALSE



Dutch people riding bikes along a *dike*—a man-made barrier built to keep water out.

READING ASSIGNMENT

- Read Chapter 7 of *The Belgian Twins* in your Level Four Personal Reader.

Writing Workshop

- Complete the writing workshop for Lesson 41 in your workshops book.

**PERSONAL READING**

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

# Lesson 41 Course Book

# Lesson 41 Workshop

LESSON 41

## WRITING WORKSHOP

**Note:** You will need access to a computer for the next several workshops. If you don't have access to a computer or don't yet know how to type, you may use a notebook instead.

The student should have created a word processing document (like Google Docs or Microsoft Word), or used a notebook instead, to begin writing a story based on what he or she wrote in the "Conflict" box on page 67.

The story should include a setting (see Step 3), include a description of the scene (see Step 4), and continue up until the character faces the first complication (see Step 5). The student should have chosen two verbs that could be more descriptive and replaced each one with a well-chosen verb.

If the student struggled or did not complete a step, have him or her read through the steps with you and discuss ways to improve his or her story.



**Step 3** Think of *where* you want to start your story. Picture the *setting*. At the beginning of your story, is your character packing a lunch to go for a walk? Is he or she just about to walk out that gate? Or is your character already experiencing the conflict with nature at the beginning of your story? Is this character all alone or with someone? Any of these ideas or others will work; none of them are wrong. Just picture in your mind your character in the scene.

**Step 4** Now you get to do something amazing! You get to transport your reader from the real world to the imaginary world of your character. Start writing. Describe the scene you pictured in Step 3. If you're stuck, here is an example:  
"Jamie pushed open the heavy iron gate. With the sun filtering through the trees and a backpack full of snacks, this was sure to be a perfect day for a hike."

**Step 5** Now that you've written the beginning of your story, placing your character in the setting, continue your story up until your character faces the first complication you wrote on your outline on page 67, then stop. Use descriptive writing to make the beginning of your story at least two paragraphs long (but you can make it longer if you wish).

**Step 1** Turn to your writing workshop on page 67 and read what you wrote in the box titled "Conflict."

**Step 2** With your parent or teacher's permission, open a word processing document (like Google Docs or Microsoft Word). If you don't have access to a computer or don't yet know how to type, you may use a notebook instead. However, this project will be easier on a computer because you will be making changes to your story during the next several writing workshops.

Using Well-Chosen Verbs

Read through what you have written so far. Find two verbs that could be more descriptive and replace each one with a well-chosen verb.

# LESSON 42



## Parent/Teacher

- Have the child read the poem to you.

### The Netherlands

By Samuel Taylor Coleridge

Water and windmills, greenness, Islets green;  
Willows whose Trunks beside the shadows stood  
Of their own higher half, and willowy swamp:—  
Farmhouses that at anchor seem'd—in the inland  
sky  
The fog-transfixing Spires—  
Water, wide water, greenness and green banks,  
And water seen—

- Have the child read the following definitions to you, and then have him or her read the poem to you one more time.

**islet** [EYE-let]: a small island  
**inland** [IN-land]: in the interior of a country instead of on the coast (the opposite of inland is coastal [COAST-ul])  
**transfixing** [tranz-FIX-ing]: causing someone to become motionless with wonder

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



## Student

- Read and complete the section.

This is a semicolon: ; Draw a semicolon in this blank circle: ○

Look at these two sentences, which are independent clauses: He loves horses. They are beautiful.

You can connect two independent clauses with a comma and a coordinating conjunction: He loves horses, and they are beautiful.

Or, you can connect two independent clauses that are closely related with a semicolon: He loves horses; they are beautiful.

Each box below contains one independent clause. Add a semicolon and an independent clause (the one that is most closely related) from the box to finish the sentence. Remember not to capitalize the beginning of the independent clause that you add unless it is the word "I" or a proper noun.

I don't like vultures; they scare me. they scare me  
they fly in flocks

You love penguins; I love peacocks. I live in Hawaii  
I love peacocks

A sparrow is small; an eagle is big. an eagle is big  
I see a nest

I love parrots; they are smart. ostriches are tall  
they are smart

# Lesson 42 Course Book



"Harvest Time in Holland" by Carl Skanberg (1850-1883), date unknown



## READING ASSIGNMENT

- Read Chapter 8 of *The Belgian Twins* in your *Level Four Personal Reader*. Then underline the correct answer.

**What does Granny do in this chapter that relates to this quote?** "Can you see the holiness in those things you take for granted—a paved road or a washing machine? If you concentrate on finding what is good in every situation, you will discover that your life will suddenly be filled with gratitude, a feeling that nurtures the soul." (Rabbi Harold Kushner)

- A. She feels the singing of the birds is a masterful "symphony."
- B. She feels she is "rich" because she has two eyes, a tongue, two legs, two hands, and a good heart.
- C. She wishes she had a bigger home.

## Spelling Workshop

- Complete the spelling workshop for Lesson 42 in your workshops book.



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

# Lesson 42 Course Book



# LESSON 42

## SPELLING WORKSHOP

### SPELLING RULE: USING CH OR TCH

Read this spelling rule aloud two times.

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

Following the rule above, add "ch" or "tch" to finish each word.

peach\_ porch\_ teach\_ couch\_

match\_ lat\_ reach\_ bench\_

sketch\_ patch\_ stitch\_ beach\_

### CONTRACTIONS

Write the contraction for each set of words.

we will	we'll	did not	didn't
she has	she's	it will	it'll
what is	what's	he will	he'll
have not	haven't	should not	shouldn't

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### CHALLENGING SPELLING WORDS

1 In reverse alphabetical order, write on the lines below all the challenging spelling words on page 83 of your *Level Four Language Arts Course Book*.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 83 of the *Level Four Language Arts Course Book* are spelled correctly and are in reverse alphabetical order.

2 **Spelling Bee:** Have you ever watched a spelling bee? A spelling bee is a competition between people, usually children, who take turns spelling words. Whoever can spell the most words correctly without making a mistake wins a prize! Practice being in a spelling bee: stand in front of a mirror, stand tall, and look yourself in the eye. Spell each word aloud. Start by saying the word, spelling it, and then saying the word again. For example: "Eagle. E-A-G-L-E. Eagle."



The student should have completed this section aloud.

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# Lesson 42 Workshop

# LESSON 43

Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2-4 minutes.
- Check the child's work when this lesson has been completed.



Student

## Sentence Diagramming

- Read and complete the section.

REVIEW: Step 5 of sentence diagramming is diagramming direct objects. A direct object is the noun or pronoun that receives the action of the action verb in a sentence. For example, the direct objects are in orange text below:

I kicked a **ball**. Tom ate an **apple**.  
Fluffy licked **Dad**. My sister hugged **me**.

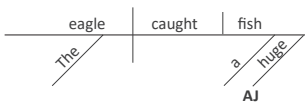
Not all sentences have direct objects. When determining if a sentence has a direct object, you can ask WHO or WHAT received the action. (WHAT did I kick? WHAT did Tom eat? WHOM did Fluffy lick? WHOM did my sister hug?)

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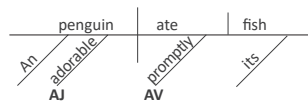
To diagram a direct object, draw a vertical line (that does NOT cross the horizontal line) after the verb. Then write the direct object.

Examples:

The eagle caught a huge fish!

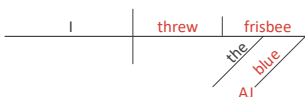


An adorable penguin promptly ate its fish.



Finish diagramming the sentences. Write AJ under adjectives.

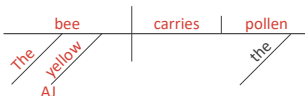
I threw the blue frisbee.



Molly painted a pretty picture.



The yellow bee carries the pollen.



A pretty parrot eats seeds.



### READING ASSIGNMENT

- Read Chapter 9 of *The Belgian Twins* in your *Level Four Personal Reader*. Then underline the correct answer.

Why does Granny send the children to Antwerp (the second largest city in Belgium, which also has a large seaport)?

- A. She feels too old to care for them any longer.
- B. She feels they will be safer there.

### Writing Workshop

- Complete the writing workshop for Lesson 43 in your workshops book.

### PERSONAL READING

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

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# Lesson 43 Course Book



**LESSON 43**

**WRITING WORKSHOP**

Continuing Your Story

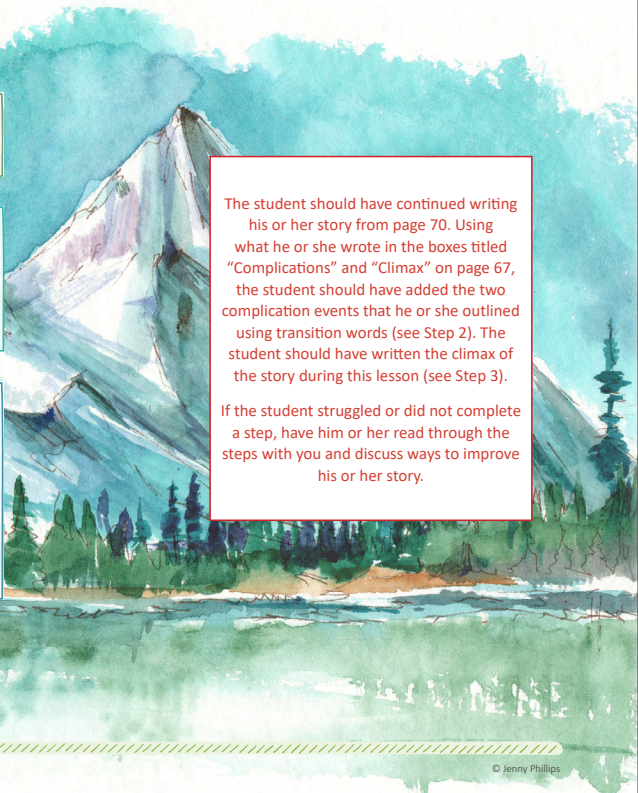
Continue your nature story by following the three steps below.

**Step 1** Turn to your writing workshop on page 67 and read what you wrote in the boxes titled "Complications" and "Climax."

**Step 2** Read what you have written so far. Then add to your story by writing about the two complication events you outlined.  
Remember to use transition words, such as FIRST, NEXT, THEN, AFTER THAT, MEANWHILE, and FINALLY.

**Step 3** If a story were a mountain, the climax would be the tallest peak. So far your story has been climbing steadily, with zigs and zags (complications) along the way. Everything so far has been building up and up to the highest—or most exciting—point! At this turning point in your story, your character will face the most exciting part of his or her journey before resolving it. Write the climax. (You will write the resolution during your next writing workshop.)

The student should have continued writing his or her story from page 70. Using what he or she wrote in the boxes titled "Complications" and "Climax" on page 67, the student should have added the two complication events that he or she outlined using transition words (see Step 2). The student should have written the climax of the story during this lesson (see Step 3).  
  
If the student struggled or did not complete a step, have him or her read through the steps with you and discuss ways to improve his or her story.



Lesson  
43  
Workshop

**LESSON 44**

**SPELLING WORKSHOP**

**SPELLING RULE: PLURAL NOUNS**

Read the spelling rule aloud two times.

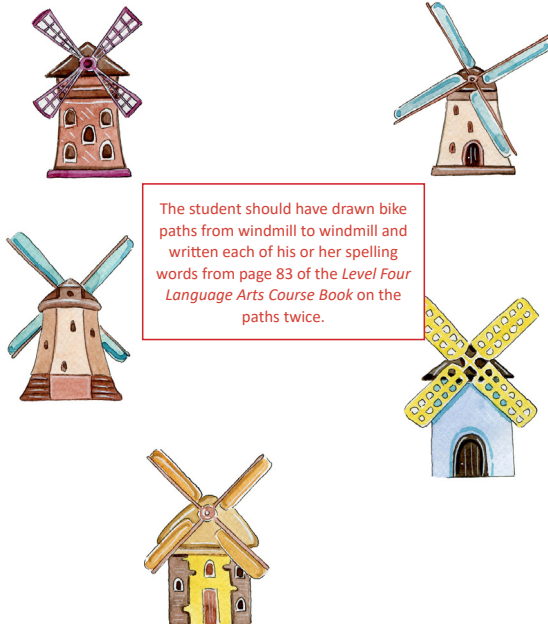
Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. Drop the Y and add IES to words that end with a consonant + Y.

Write the plural form of each word below. Remember, if it ends with a consonant + Y, drop the Y and add "ies." If it ends in a vowel + Y, just add "s."

- donkey ..... donkeys ..... sky ..... skies
- baby ..... babies ..... pony ..... ponies
- birthday ..... birthdays ..... valley ..... valleys
- toy ..... toys ..... turkey ..... turkeys
- bunny ..... bunnies ..... ruby ..... rubies
- family ..... families ..... puppy ..... puppies
- day ..... days ..... chimney ..... chimneys
- key ..... keys ..... trolley ..... trolleys

**CHALLENGING SPELLING WORDS**

**Windmills:** Draw bike paths from windmill to windmill. Then, on the paths, write each of your challenging spelling words from page 83 of your *Level Four Language Arts Course Book* two times.



The student should have drawn bike paths from windmill to windmill and written each of his or her spelling words from page 83 of the *Level Four Language Arts Course Book* on the paths twice.

Lesson  
44  
Workshop

# LESSON 45



## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



## Student

- Write the correct homophone on each blank line.

- flour:** I made bread from whole wheat flour.
- flower:** We each picked a flower for my mom.
- guessed:** My brother guessed the right number.
- guest:** We had a special guest join us for dinner.

1. I gave a flower to our special guest.
2. I guess I shouldn't have guessed how much flour to put in the cookie recipe.
3. Our guest speaker taught us how to grind wheat into flour.
4. I never guessed hiking was so much fun!

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## Commas in a Series

- Read and complete the section.

When a sentence contains a series of three or more items, separate the items with commas.

Example: I set the table with plates, forks, and cups.

Also, when a sentence contains a series of three or more **phrases** (groups of words that work together to create one meaning), separate the phrases with commas.

Example: I walked to the river, watched the ducks, and read my book under the tree.

Insert the missing commas. Then circle the correct answer for each sentence: are the commas separating items or phrases?

1. Alice loves eagles, falcons, and pheasants. (ITEMS) PHRASES
2. I still need to clean my room, dust my desk, and wash the dishes. ITEMS (PHRASES)
3. Tommy wants to be a fireman, teacher, or police officer someday. (ITEMS) PHRASES
4. Spin around, touch the ground, and clap your hands three times. ITEMS (PHRASES)

Write a sentence with the following three words separated by commas in a series.

pheasant      sparrow      vulture

The student should have written a sentence with the three purple words above separated by commas in a series.

Write a sentence with the following three phrases separated by commas in a series.

mow the lawn      bake some bread      clean my room

The student should have written a sentence with the three purple phrases above separated by commas in a series.

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# Lesson 45 Course Book

## Review: Prepositions

- Read and complete the section.

Look at the photograph of Amsterdam, the capital city of the Netherlands, and then read the sentence below it.



The family is riding in a boat through the water to the flower shop by the cheese market with their friends.

Underline all the words in pink above. Those words are all prepositions. Prepositions link words in a sentence, usually by showing position in time or space, such as ABOVE, BELOW, AFTER, and DURING. The most common prepositions are ON, IN, OF, AT, TO, BY, FOR, FROM, and WITH.

Choose the correct preposition in parentheses to complete each sentence.

1. Put the flower in a vase of water. (during | in)
2. The Dutch cheese is a gift from our guest. (from | above)
3. Add four cups of flour to the cookie dough. (below | to)
4. She correctly guessed that I was with my dad. (with | for)

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READING



ASSIGNMENT

- Read Chapter 10 of *The Belgian Twins* in your Level Four Personal Reader. Then underline the correct answer.

What is a lesson that Jan learned during this chapter?

- A. He learned that you should stick to your job, whatever it is.
- B. He learned that you should always be honest.
- C. He learned that you must slap mules to make them go faster.

## Writing Workshop

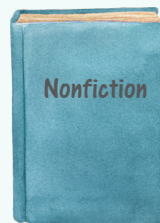
- Complete the writing workshop for Lesson 45 in your workshops book.

After reading for 20 minutes or more, the student should have circled the type of book that he or she is reading.



## PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Then circle the type of book you are reading.



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# Lesson 45 Course Book



Finishing Your Story

In a good story, the **resolution** (how the problem is solved) feels like coming to an open clearing in the forest with the sun shining down on your path, showing you the way home.

Finish your nature story by following the three steps below.

**Step 1** Turn to your writing workshop on page 67 and read what you wrote in the box titled "Resolution (how the conflict or problem is solved)."

**Step 2** Read what you have written so far. Then finish your story by writing the resolution (how the conflict or problem is solved).

**Step 3** Read through your whole story from beginning to end. Choose at least two places to add descriptive writing like you practiced in previous writing workshops (such as sights, smells, and sounds). This will bring your story to life! Also, fix any mistakes you find.  
When you have finished, your story is ready to share with friends and family!

The student should have continued writing his or her story from page 72. Using what he or she wrote in the box titled "Resolution" on page 67, the student should have finished the story by writing how the conflict or problem is solved (see Step 2). The student should have included descriptive language in his or her writing and fixed any mistakes that he or she found while rereading the story (see Step 3). Encourage the student to share his or her story with friends and family!  
  
If the student struggled or did not complete a step, have him or her read through the steps with you and discuss ways to improve his or her story.

Lesson  
45  
Workshop

Luxembourg is a landlocked European country. **Landlocked** means it does not have any access to the sea. It is the wealthiest country in the European Union, and the people enjoy a high standard of living. **Standard of living** refers to the wealth and comfort level of the people.

The national language is Luxembourgish, a blend of French, Dutch, and German. However, French is used by the government. Seventy percent of people use Luxembourgish at home, work, and school, while the rest use mainly French and German. Almost everyone in Luxembourg is **bilingual** (using two languages fluently).

The capital city is also called Luxembourg, and Luxembourg Old Town (pictured to the right) was built during the Middle Ages.

Beautiful vineyards fill much of the countryside of Luxembourg (pictured on the bottom right).

Answer the review questions in complete sentences. Use the map on the previous page if needed.

1. Luxembourg, a landlocked country in Europe, is surrounded by which three countries?

Luxembourg is surrounded by Belgium, France, and Germany.

2. What is the national language of Luxembourg?  
The national language of Luxembourg is Luxembourgish.

3. What is the capital city of Luxembourg?  
The capital city of Luxembourg is also called Luxembourg.

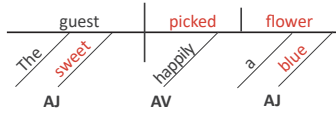


Lesson  
46  
Course Book

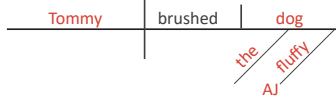
## Sentence Diagramming

- Finish diagramming the sentences with direct objects. Write AJ under adjectives and AV under adverbs.

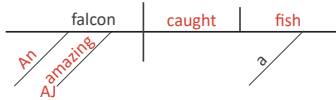
The sweet guest happily picked a blue flower.



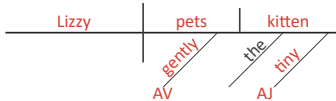
Tommy brushed the fluffy dog.



An amazing falcon caught a fish.



Lizzy gently pets the tiny kitten.



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## Editing

- Complete the editing assignment.

Insert one missing apostrophe and cross out four incorrect apostrophes. Tip: When you see a noun with an S at the end, ask if it is plural, meaning more than one, or if it shows possession. Capitalize two proper nouns.

The bald eagle is a national emblem of the United states of america. This majestic birds wingspan of 2 meters (7 feet) helps it reach height<sup>x</sup> up to 3,000 meters (10,000 feet) in the air. Bald eagle<sup>s</sup> eat fish, ducks, snake<sup>s</sup>, turtles, rabbits, and other small animal<sup>s</sup>. They are amazing hunters.



READING



ASSIGNMENT

- Read Chapter 11 of *The Belgian Twins* in your *Level Four Personal Reader*.

## Spelling Workshop

- Complete the spelling workshop for Lesson 46 in your workshops book.



- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Then, in one or two complete sentences, write down what your book is about.

After reading for 20 minutes or more, the student should have written down what his or her book is about in one or two complete sentences.

# Lesson 46 Course Book

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## LESSON 46

# SPELLING WORKSHOP

### SUFFIXES: -ER AND -MENT

A **suffix** is a group of letters added to the end of a word that changes the meaning of the word. The suffix ER is added to a verb and means the person who is doing the verb or something used for the verb. (Example: drive→driver) The suffix MENT is also added to a verb and means the action or instance of the verb. (Example: develop→development)

Based on the meaning of the suffix, circle the correct description for each word.

- roofer A. someone who builds roofs B. standing under a roof
- payment A. someone who pays B. the act or instance of paying
- farmer A. the act of growing crops B. someone who farms
- commitment A. the act of committing B. someone who commits

Circle the correct word based on the description.

- something used for washing dishes: **dishwashment** | **dishwasher**  
 the act or instance of being amazed: **amazement** | **amazer**  
 someone who writes: **writer** | **writement**  
 the act or instance of being entertained: **entertainer** | **entertainment**

### CONTRACTIONS

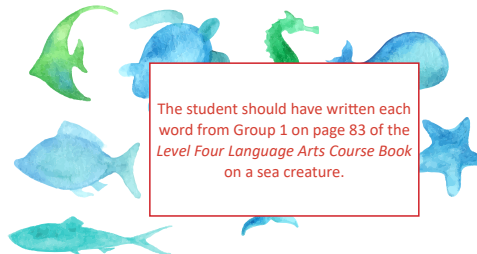
Write the contraction for each set of words.

we will	we'll	did not	didn't
she has	she's	it will	it'll
what is	what's	he will	he'll
have not	haven't	should not	shouldn't

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### CHALLENGING SPELLING WORDS

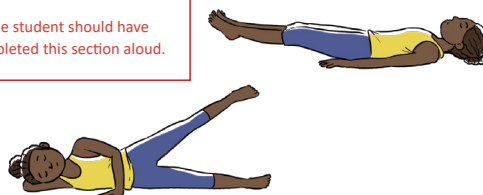
- At the Sea:** Write each of your challenging spelling words from Group 1 on page 83 of your *Level Four Language Arts Course Book* on a sea creature. Then spell each word aloud, clapping for each letter.



The student should have written each word from Group 1 on page 83 of the *Level Four Language Arts Course Book* on a sea creature.

- Stretching:** For each word in Group 2, say a word, and then spell it aloud while doing one of the stretches below. Do this for all words for each stretch. Look at your words while spelling them or check each word after spelling it.

The student should have completed this section aloud.



# Lesson 46 Workshop

75



LESSON 47



Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



Student

Review: Semicolons

- Read and complete the section.

Each box to the right contains one independent clause. Add a semicolon and an independent clause (the one that is closely related) from the boxes below to finish the sentence. Remember not to capitalize the beginning of the independent clause that you add unless it is the word "I" or a proper noun.

they have strong legs

they're sweet and crunchy

new trails are always fun

they're her favorite flower

they have a two-meter wingspan

Bald eagles are huge; **they have a two-meter wingspan.**

Horses run fast; **they have strong legs.**

Mom loves tulips; **they're her favorite flower.**

I love apples; **they're sweet and crunchy.**

We love hiking; **new trails are always fun.**

READING ASSIGNMENT

- Read Chapter 12 of *The Belgian Twins* in your *Level Four Personal Reader*. Then underline the correct answer.

Finish Mother De Smet's quote: "It's easy enough to have faith when things are going right, but to have faith when things are going wrong

- A. is impossible."
- B. is the true test."

Writing Workshop

- Complete the writing workshop for Lesson 47 in your workshops book.



PERSONAL READING

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

LESSON 47

WRITING WORKSHOP

Writing Effective Paragraphs

When you write a report or essay, you need to write the facts in your own words. In this workshop you will practice this skill while you learn more about Luxembourg. Study the examples below.

Here are the original sentences:

The Mullerthal Region of Luxembourg is nicknamed Luxembourg's Little Switzerland. It is home to Beaufort, a 12th-century castle.

I cannot fairly rewrite the sentences like this because it is too similar to the author's words; I only changed one short phrase, which is underlined:

The Mullerthal Region of Luxembourg, also called Luxembourg's Little Switzerland, is home to Beaufort, a 12th-century castle.

I CAN rewrite the sentences like this, in my own words:

The ruins of Beaufort Castle, built in the 12th century, stand grandly in the Mullerthal Region, also known as Luxembourg's Little Switzerland.



You try it!

Rewrite the following sentences:

The Mullerthal Trail stretches 112 kilometers (70 miles) through Eastern Luxembourg. It winds through deep forests, around rocky ledges, over bridges and boardwalks, along crystal clear pools, and to stunning waterfalls.

The student should have rewritten the sentences above in his or her own words.

If the student's sentences are too similar to the original sentences, have him or her read the example sentences on this page to you and discuss ways to improve his or her sentences.

Using Sensory Language: Smell

Study the photo of Beaufort Castle on this page. Imagine that you are writing a story that takes place in the scene during the Middle Ages.

In one or two sentences, describe what it might smell like to walk into the large, open kitchen of the castle. If desired, use one or more of these words: comforting, faint, strong, sweet, fresh, smoky, stuffy, fragrant.

The student should have used descriptive language to write one or two sentences about what he or she thinks it might smell like to walk into the large, open kitchen of the castle in the picture to the left.

Enjoy the photos of Mullerthal Trail on the next page.

## Review: Commas in a Series

Read and complete the section.

When a sentence contains a series of three or more items or phrases, separate the items or phrases with commas.

Insert the missing commas. Then circle the correct answer for each sentence: are the commas separating items or phrases?

- Jared really likes peacocks, parrots, and pheasants. ITEMS | PHRASES
- Today we will wash the car, walk the dogs, and bake some bread. ITEMS | PHRASES
- Someday I hope to write a book, illustrate it, and sell it to people. ITEMS | PHRASES
- On my walk I saw a sparrow, a pheasant, and an eagle! ITEMS | PHRASES

Write a sentence with the following three words separated by commas in a series.

ostrich      zebra      lion

The student should have written a sentence with the three purple words above separated by commas in a series.

Write a sentence with the following three phrases separated by commas in a series.

mow the lawn      rake the leaves      weed the garden

The student should have written a sentence with the three purple phrases above separated by commas in a series.

READING

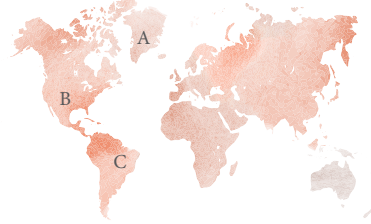


ASSIGNMENT

Read Chapter 13 of *The Belgian Twins* in your *Level Four Personal Reader*. Then underline the correct answer.

To which country were Jan and Marie sent across the ocean to live?

- Greenland
- The United States of America
- Brazil



## Spelling Workshop

Complete the spelling workshop for Lesson 48 in your workshops book.



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

# Lesson 48 Course Book

## LESSON 48

## SPELLING WORKSHOP

### SPELLING RULE: USING CH OR TCH

Read this spelling rule aloud two times.

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

### Peach or Patch

Following the Using CH or TCH spelling rule, figure out if each word on the left should end with CH or TCH. Then write the word in the PEACH box if it ends with CH or in the PATCH box if it ends with TCH.

peach \_\_\_\_\_  
 patch \_\_\_\_\_  
 porch \_\_\_\_\_  
 teach \_\_\_\_\_  
 bench \_\_\_\_\_  
 stitch \_\_\_\_\_  
 beach \_\_\_\_\_  
 reach \_\_\_\_\_  
 sketch \_\_\_\_\_  
 latch \_\_\_\_\_  
 couch \_\_\_\_\_  
 match \_\_\_\_\_

peach      beach  
 porch      reach  
 teach      couch  
 bench



patch      latch  
 stitch      match  
 sketch



### WORDS WITH GN

When a word starts or ends with the GN letter combination, the G is silent, but the N is pronounced.

Read aloud each of the following words with GN and its pronunciation, definition, and sample sentence.

**gnat** [NAT]: a tiny biting bug

These gnats keep biting me!

**gnaw** [NAW]: to bite or nibble continuously

Fluffy the dog was gnawing on a bone.

**gnarled** [NAR-uld]: knobly, rough, twisted

The gnarled old oak tree has no leaves right now.

**gnash** [NASH]: to strike or grind teeth together

The scary dog gnashed its teeth on the other side of the fence.

**design** [de-ZINE]: to plan or arrange lines, shapes, or colors

Francis likes to design T-shirts.

**assign** [uh-SINE]: to appoint a duty or task

My mom assigns me an animal chore every morning before breakfast.

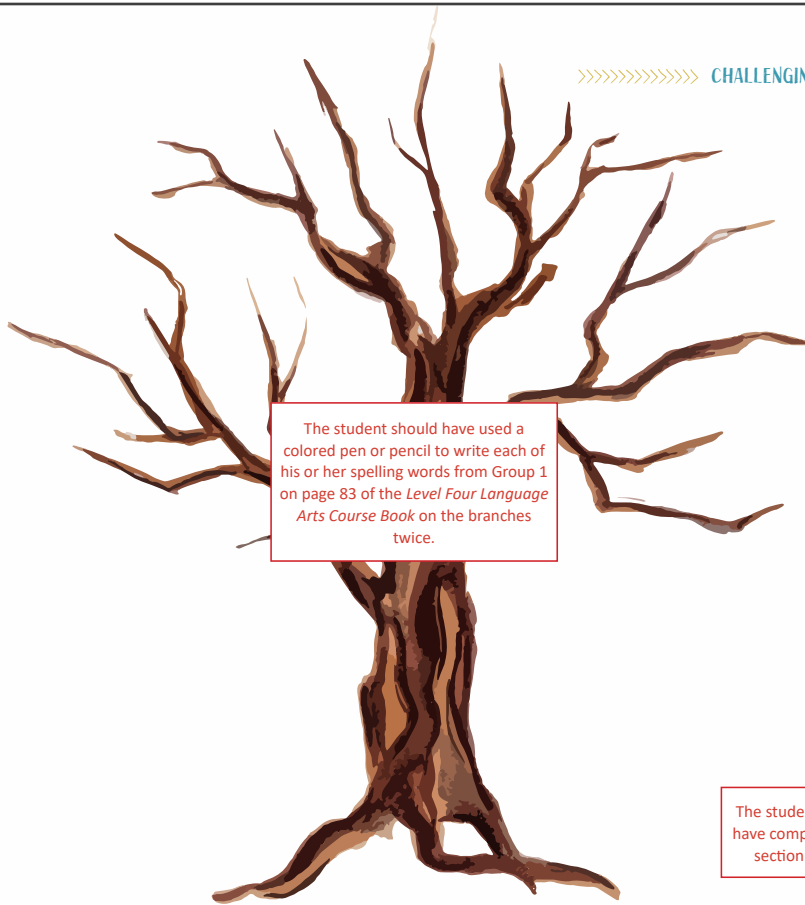
Write a sentence that uses each pair of words.

gnat/gnaw .....  
 assign/design .....

The student should have written a sentence for each pair of words. Make sure that each GN word is spelled correctly.

The student should have completed this section aloud.

# Lesson 48 Workshop



The student should have used a colored pen or pencil to write each of his or her spelling words from Group 1 on page 83 of the *Level Four Language Arts Course Book* on the branches twice.

**1 Oak Tree Leaves:** With a green pen or pencil, write your Group 1 spelling words from page 83 of your *Level Four Language Arts Course Book* on the branches to make them look like they have leaves (or use red and orange if you would rather have an autumn tree). Say the letters aloud as you write them and read each word after you write it. Write each word twice.

**2 Whisper:** Spell each Group 2 spelling word aloud in a whisper. Start by saying the word, then spelling it, and then saying the word again. For example: "Gnarled. G-N-A-R-L-E-D. Gnarled."

The student should have completed this section aloud.

# Lesson 48 Workshop

**LESSON 49**

Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.

Student

**Prepositional Phrases**

Read and complete the section.

You already learned that prepositions link words in a sentence, usually by showing position in time or space, such as ABOVE, BELOW, AFTER, and DURING. The most common prepositions are ON, IN, AT, TO, BY, FOR, FROM, and WITH.

A **prepositional phrase** starts with a preposition and ends with an object.

Example: I got a letter from Grandma.

from = preposition  
Grandma = object of the preposition  
from Grandma = prepositional phrase

The object of the preposition will often have one or more modifiers to describe it.

Example: I got a letter from my wonderful grandma.  
from my wonderful grandma = prepositional phrase



For each sentence below, underline the prepositional phrase. Then write the preposition and the object on the lines. The first two are done for you as examples. (Tip: Look for prepositions like IN, BEFORE, AFTER, OVER, and UNDER.)

	Preposition	Object
1. My dog is sleeping <u>in his homemade doghouse</u> .	in	doghouse
2. <u>After the movie</u> let's go for a walk.	after	movie
3. The pheasant flew <u>over our picket fence</u> .	over	fence
4. Please put your clean clothes <u>in your closet</u> .	in	closet
5. <u>Before the race</u> eat a healthy breakfast.	before	race
6. The vines grew <u>over the bridge</u> .	over	bridge
7. I picked a flower <u>for my beautiful mother</u> .	for	mother

### Silly Sentences with Prepositional Phrases

Finish each sentence below by adding a preposition from the blue box and an object from the purple box.

My friend is chopping the .....  
 I love to jump .....  
 I bought this ..... as a bird.  
 Let's build a treehouse ..... the .....

The student should have finished each sentence by adding a preposition from the blue box on the blue dotted lines and an object from the purple box on the purple dotted lines.

in above on by for  
 from with to  
 after without beside

bed store tree  
 house pasture river  
 beach hills ball

# Lesson 49 Course Book

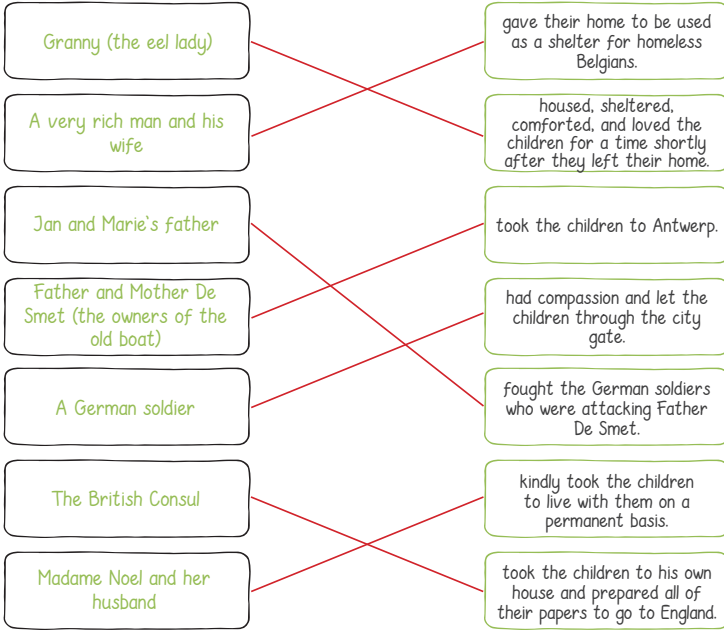




### Digging Deeper

- Read Chapter 14, the final chapter, of *The Belgian Twins* in your Level Four Personal Reader. Then complete the exercises.

We all have a part to play in helping others. We cannot fix everything for everyone, but we can always do our part. Jan and Marie made it through their trials with the help of many different people. Although none of these helpful people solved all the children's problems, each was needed in the children's journey to safety and happiness. Draw a line from the person or people to the service they gave to Jan and Marie.



Just as many different people helped Jan and Marie, many people help you in your life. Make a list of five people, outside of your immediate family, who help or have helped you in little or big ways.



The student should have made a list of five people outside of his or her immediate family who help or have helped him or her in little or big ways.

### Writing Workshop

- Complete the writing workshop for Lesson 49 in your workshops book.

PERSONAL READING

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

# Lesson 49 Course Book

## LESSON 49

# WRITING WORKSHOP

### Writing a Book Review

A **summary** of a book outlines the main events of the book. A **book review** explains your thoughts about and opinions of the book. In a review you should complete the following:

- Include the title of the book (*The Belgian Twins*) and the author (Lucy Fitch Perkins).
- Give a very brief summary of the book. Your summary can be as short as one or two sentences.
- Give your thoughts and opinions about the book. You can explain what you liked and/or disliked and what you learned.

Read this example book review:

*Carlotta*, by Ella Maie Seyfert, tells the story of an Italian family in America running a roadside stand in order to raise money for a truck. This is not a fast-paced book about thrilling events. Rather, it paints a picture of a loving family and their true-to-life activities. I really enjoy the positive, lively, and kind main characters in the book, especially Carlotta, who is funny and full of life. The book teaches about a different place and time and has wonderful messages about nature, family, and high character. If you are looking for a well-written, feel-good book, *Carlotta* is a good choice.

On the lines to the right, write a book review of *The Belgian Twins*. Note: Don't change between tenses when talking about a book.

**Incorrect:** The book is interesting. The book had nice messages.

**Correct:** The book is interesting. The book has nice messages.

- Checklist**
- I included the title and
  - I gave a very brief summary
  - I gave my thoughts and

The student should have completed this checklist.

The student should have written a book review of *The Belgian Twins*. Make sure he or she kept the verb tense the same and included the title and author of the book, gave a brief summary of the book, and gave his or her thoughts and opinions about the book.

If the student changed between tenses, have him or her read the correct and incorrect example sentences on the left to you and discuss how his or her review could be improved by having a consistent tense.

If the student did not include the title and author of the book, give a brief summary of the book, or give his or her thoughts and opinions about the book, have him or her read the example book report on the left to you and discuss ways to improve his or her book report.

# Lesson 49 Workshop

# LESSON 50



## Parent/Teacher

- Have the child read the poem excerpt to you.

### If I Were a Sunbeam

By Lucy Larcom

If I were a sunbeam,  
I know what I would do—  
I'd seek the whitest lilies  
The sunny woodland through.  
Stealing in among them,  
The softest light I'd shed,  
Until each graceful lily  
Raised its drooping head.



If I were a sunbeam,  
I know where I would go—  
Into the lowly hovels  
All dark with want and woe.  
Until sad hearts look upward,  
I would there shine and shine.  
Then they would think of heaven,  
Their sweet home and mine.

- Have the child read aloud the following definition and what it means in the poem.

**hovel** [HUV-ul]: a small, unpleasant, or poorly constructed dwelling

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

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## Student

## Review: Prepositional Phrases

- Read and complete the section.

A prepositional phrase **starts with a preposition** and **ends with an object**.

Write a complete sentence for each of the following prepositional phrases.

at the park



through our house



with their dog



on my blue bike



under the bridge



before breakfast



for her missing keys



The student should have written a complete sentence for each prepositional phrase.

# Lesson 50 Course Book

## Editing

- Complete the editing assignment.

Insert one missing apostrophe and cross out four incorrect apostrophes. Tip: When you see a noun with an S at the end, ask if it is plural, meaning more than one, or if it shows possession.

Quails are small ground-nesting bird's with adorable "hats" called crest's. A male and female quail pair up for life and share all of their parenting duties equally. Quail's can only fly a short distance, so you're more likely to see them walking than flying. A quails diet consists mostly of seeds, grain, and insect's.



male quail

female quail

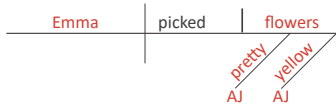
## Sentence Diagramming

- Finish diagramming the sentences with direct objects. Write AJ under adjectives and AV under adverbs.

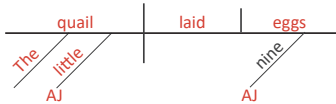
We finally tasted the Belgian dessert.



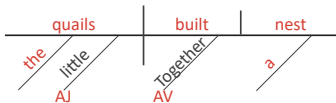
Emma picked pretty yellow flowers.



The little quail laid nine eggs.



Together the little quails built a nest.



## Homophones

- Write the correct homophone on each blank line.

**desert:** Cacti thrive in the hot desert. | I will not desert you.

**dessert:** Save your dessert for after dinner.

- Bring lots of water to the hot desert.
- My sister and I want to cook a special Belgian dessert for our family tonight.
- The vulture circled over the sandy desert.
- We had to desert the beach because of a big storm rolling in.

## Spelling Workshop

- Complete the spelling workshop for Lesson 50 in your workshops book.

### PERSONAL READING

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

# Lesson 50 Course Book

# SPELLING WORKSHOP

## PREFIXES: OVER-, UN-

A **prefix** is a group of letters added to the beginning of a word that changes the meaning of the word. The prefix **OVER** means “too much.” The prefix **UN** means “remove, reverse, or not.”

Based on the meaning of the prefix, circle the correct description for each word.

- unable      A. not able    B. too able
- overthink    A. not think enough    B. think too much
- overcook      A. cook just right    B. cook too much
- untidy        A. very tidy    B. not tidy

Write the correct word based on the description.

heat too much:      overheat

not well:            unwell

eat too much:      overeat

## SPELLING RULES REVIEW

Fill in the blanks. Review pages 73 and 78 if needed.

**Spelling Rule: Plural Nouns**  
Usually make a noun plural by adding s, but add es to make words plural that end with SH, CH, Z, X, or S. Drop the y and add ies to words that end with a consonant + Y.

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

## CHALLENGING SPELLING WORDS

- In alphabetical order, write on the lines below all the challenging spelling words on page 83 of your *Level Four Language Arts Course Book*. Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 83 of the *Level Four Language Arts Course Book* are spelled correctly and are in alphabetical order.

- Dice Practice:** Roll a dice and use the idea below that corresponds to the number you rolled to practice all of your spelling words. Roll again and use that idea to practice all of your spelling words in a different way. You may look at the words while doing the exercises. If you don't look at the words, make sure you spelled them correctly.

Read each word in Group 1, and then

- spell it aloud while tapping on the floor or table for each letter.
- spell it aloud while stretching in whatever way you want.
- spell it aloud while lying on your stomach.

Read each word in Group 2, and then

- spell it aloud while lying on your back.
- spell it aloud while holding a pose of your choice.
- spell it aloud while hopping on one foot for each letter.

The student should have completed this section aloud.

## Parent/Teacher

- Quiz the child on the challenging spelling words on page 83 of this course book (words he or she practiced in the last unit). If the child spells any of the words incorrectly, write the words in the challenging spelling words section on page 119, to be practiced again in this unit.
- Have the child read these words aloud: barren, desert, contiguous states, populous, inhabitants, motto.
- Check the child's work when this lesson has been completed.

## Student

# UNITED STATES OF AMERICA

Read the section.  
What is the official name of the world's third largest country in size: United States of America, USA, America, or US? It is the United States of America, although the other names are used regularly.



The geography of the US varies widely, from the tropical beaches of Florida to the rugged Rocky Mountains, from the stunning Grand Canyon to the barren deserts and rolling plains.

The US is made up of the 48 **contiguous states** (connected states), the states of Hawaii and Alaska, and 14 territories.

### Fun Facts About the US

- The motto of the US is “In God We Trust.” This motto appears on US currency.
- The largest state by land mass is Alaska, which is more than twice the size of Texas.
- The hottest place in the US is Death Valley, a desert in California.
- An average of 1,000 tornadoes occur in the United States each year—almost 10 times more than any other country.
- The most populous state is California with approximately 40 million people. Wyoming is the least populous state with about half a million inhabitants.

Primary Language: English  
Capital City: Washington, DC  
Official Bird: Bald Eagle  
Currency: US Dollar (\$)

## Capitalization and Titles

Read and complete the section.  
For titles of books and movies, always capitalize the first and last words and all other words except for articles (the, a, and an) and short prepositions and conjunctions, such as and, but, in, of, to, or, at, if, or for. Also, place titles in italics.

Correct Examples: *The Year of the Panda* | *A Leaf, a Stick, and a Stone*

Underline the correctly capitalized title in each group.

- Along Came a Dog | Along Came A Dog | Along Came a dog
- The Cabin faced West | The cabin faced West | The Cabin Faced West
- A Place for Peter | A Place For Peter | A place for Peter



## Map Activity

Complete the activity.

List the four states that border Mexico. California

Arizona, New Mexico, Texas

List the three contiguous states that border the Pacific Ocean.

Washington, Oregon, California

List three states that are landlocked (have no direct access to the sea). Answer with a complete sentence and remember to place commas between items in a series.

The student should have written a complete sentence listing three states that are landlocked and remembered to place commas between the state names.



# Lesson 51 Course Book

## Homophones

Write the correct homophone on each blank line.

**pail:** I filled the pail with sand.

**pale:** Pale means light in color or having little color.

1. I filled my pail with pale pink flowers while in the Great Plains, a large expanse of flat land in the US.



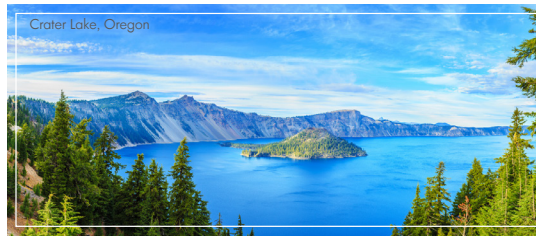
2. I filled my pail with seashells while I visited the gorgeous beaches of the Oregon coast.
3. I stared into the pale blue sky as I walked along the beautiful beach.



**pain:** I was in a lot of pain after I broke my foot.

**pane:** He broke the pane of glass on the front door.

1. Crater Lake in Oregon fills a partially collapsed volcano. When I visited the lake, it looked like a smooth pane of glass.
2. Through the pane of glass in my hotel window, I watched my family leave for a hike to Crater Lake. I could not go with them because of the pain in my leg.



## Writing Workshop

Complete the writing workshop for Lesson 51 in your workshops book.



## PERSONAL READING

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

# Lesson 51 Course Book

Learning from the Masters

One way to make writing come alive is to use sensory language to describe taste. Read the passage from *The Forgotten Finca* by Christine von Hagen and note how she uses sensory descriptions of taste. Does it sound good to you?

First came the soup. Elvia's mouth watered as she handed a plateful of soup to Señor Castillo. It was a pale golden color, and pieces of white potato were mixed with the green cabbage leaves on the bottom of the dish. And Lefia was generous with the portions. The delicious steam tickled Elvia's nose.

As fast as the soup was served, Mamita handed around corn tortillas. They were hot and crisp from the deep oil in which they had been fried. Little bubbles sputtered on top of them.

It was when Lefia lifted out the big roast of beef that Elvia became really very hungry. It had been cooking all morning in the bottom of a large earthen pot and was crisp and brown on the outside. Señora Castillo had cut little pockets in the meat and filled them with slices of onions. When the roast was sliced, there were pieces of onion clear into the center of the meat. Elvia could hardly wait for her share.

More of the flat tortillas, which Mamita, in between passing the plates, patted out briskly between her hands, were dropped into the hot oil. It seemed as though the men could not get enough of them. From the same pan of fat, Lefia scooped out pieces of meat that had been fried hard and crisp. These were *chichero*nes. Elvia and Jacinto managed to get a few of those into their mouths as they worked. They were so hot they could hardly hold them, but they could wait no longer for food.

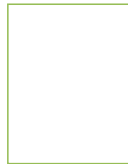
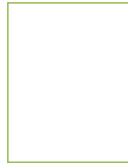
Using Sensory Language: Taste

Choose two food items that you can taste. If items are not available to taste, choose two food items that have tastes that are very familiar to you. In the two empty boxes, draw the two foods. Then taste each food and write 1–3 sentences that could be in a fictional book and describe how the food tastes. See the example.

Example



Paco slowly licked the cherry ice cream, surprised at the sweet yet tart taste that filled his mouth. "This is the creamiest and smoothest ice cream I've ever tasted," he exclaimed.



The student should have drawn a food item in each green box to the left, tasted the food item, and then written 1–3 sentences that could be in a fictional book and that describe how the food tastes.

If the student did not include enough description, have him or her read the example sentences above to you and discuss ways to improve his or her sentences.



Parent/Teacher

- Follow the instructions on page 119 of this course book to pretest the challenging spelling words for the unit.
- Check the child's work when this lesson has been completed.



Student

Parallel Construction—Adverbs

- Read and complete the section.

In a series use either all adjectives or all adverbs.

Correct Examples (adverbs underlined): The girl draws quickly, nicely, and happily.

Incorrect Examples (adverbs underlined): The girl draws quickly, nicely, and talented. (TALENTED is an adjective.)

For the words in orange, circle the word that uses correct parallel construction, which would be an ADVERB.

1. We eat quickly, quietly, and gratefully grateful.
2. She sings softly, sweetly, and pretty prettily.
3. The wind blows wildly, constantly, and fierce fiercely.

- Read Chapter 1 of *Jesse Owens: A Story of Triumph* in your Level Four World Biographies Reader. Then write a summary of the chapter. If you include only the main events (the most important events), you will not run out of room.

READING



ASSIGNMENT

The student should have written a summary of Chapter 1 in *Jesse Owens: A Story of Triumph* that includes only the main events (the most important events). The summary should not include the student's opinion.

If the student did not follow the directions, have him or her read the directions above and the example summary below to you and discuss ways to improve his or her summary.

When he was five years old, J.C. Owens had a lump on his chest. His family couldn't afford to go to the doctor, so his mother cut off the lump with a knife. After three days J.C.'s father prayed that God would stop the bleeding and spare J.C.'s life. The bleeding stopped a few minutes later.

Spelling Workshop

- Complete the spelling workshop for Lesson 52 in your workshops book.



PERSONAL READING

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

# LESSON 52

## SPELLING WORKSHOP

### SPELLING RULE: USING DGE

Read this spelling rule aloud two times.

If the sound/j/ follows a short vowel sound, it is usually spelled DGE.

Each word in orange below is missing either G or DG. Circle the letter right before each box and determine if it is a short vowel. If so, write "dg" in the box. If it is a consonant, a long vowel, or two vowels together, write "g" in the box. Then write the whole orange word on the blank line.

- She tro dg ed through the snow. trudged
- He arro g ed the cupboard. arranged
- The bo dg et is too unrealistic. budget
- Sales suo g ed last month. surged
- He no dg ed the boy next to him. nudged

### WORDS WITH ACC

Read each word, and then write it broken into syllables in the first column and not broken into syllables in the second column.

ac—cept	ac—cept	accept
ac—cuse	ac—cuse	accuse
ac—cord—ing	ac—cord—ing	according
ac—count	ac—count	account

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### CHALLENGING SPELLING WORDS

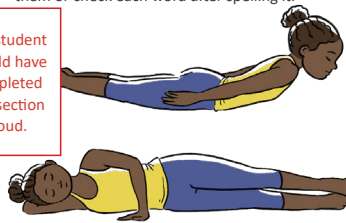
- In reverse alphabetical order, write on the lines below all the challenging spelling words (Groups 1 and 2) from page 119 of your *Level Four Language Arts Course Book*.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 119 of the *Level Four Language Arts Course Book* are spelled correctly and are in reverse alphabetical order.

- Stretching:** Say a word, and then spell it aloud while doing one of the stretches below. Do this for all the words you wrote for each stretch. Look at your words while spelling them or check each word after spelling it.

The student should have completed this section aloud.



# LESSON 53

## Parent/Teacher

- Have the child read the poem to you. With the child find two or more uses of alliteration (e.g., so soft, dark den, warm weather, tall tree, fallen fruits).



### The Fieldmouse

By Cecil Frances Alexander

Where the acorn tumbles down,  
Where the ash tree sheds its berry,  
With your fur so soft and brown,  
With your eye so round and merry,  
Scarcely moving the long grass,  
Fieldmouse, I can see you pass.  
Little thing, in what dark den,  
Lie you all the winter sleeping?  
Till warm weather comes again,  
Then once more I see you peeping  
Round about the tall tree roots,  
Nibbling at their fallen fruits.

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

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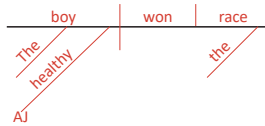


## Student

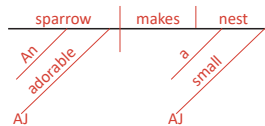
### Sentence Diagramming

- Diagram the sentences. Draw the missing lines and remember to put AJ under adjectives and AV under adverbs. Refer to page 40 and/or 89 if needed.

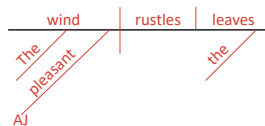
The healthy boy won the race.



An adorable sparrow makes a small nest.



The pleasant wind rustles the leaves.



### Editing

- Complete the editing assignment.

Insert missing apostrophes with this editing mark √. Tip: When you see a noun with an S at the end, ask if it is plural, meaning more than one, or if it shows possession. Capitalize three proper nouns.

The Statue of Liberty stands on an island just outside of New York City. It was frances' gift to America in 1885. It came in sections and took a year to put together. The statue's crown has seven rays that represent the seven continents. The statue's original color was not green. It is made of copper that has oxidized.



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# Lesson 52 Workshop

# Lesson 53 Course Book



## Abbreviations—Part 3

Read and complete the section.

An abbreviation is the shortened form of a word, like these examples:

Mistress/Mister—Mrs./Mr.	Street—St.	Highway—Hwy.	Avenue—Ave.
Post Office—P.O.	Junior—Jr.	Apartment—Apt.	Road—Rd.

Write the abbreviation for each word.

Mistress	Mrs.	Street	St.	Mister	Mr.
Highway	Hwy.	Avenue	Ave.	Post Office	P.O.
Junior	Jr.	Road	Rd.	Apartment	Apt.

## Commands

Read and complete the section.

Sentences that are commands are called **imperative** sentences. Imperative sentences do not make a statement; instead, they tell someone to do or not do something.

Put an X on the blank lines by sentences that are commands.

1. <input checked="" type="checkbox"/>	Do not talk about an invitation in front of someone who might not have received the same invitation.
2. <input type="checkbox"/>	It is not polite to interrupt others when they are talking.
3. <input checked="" type="checkbox"/>	Return borrowed items in the same or a better condition.
4. <input type="checkbox"/>	Always putting trash in a trash bin is a good habit.
5. <input checked="" type="checkbox"/>	Do not cancel a commitment at the last minute if possible.

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READING



ASSIGNMENT

Read Chapter 2 of *Jesse Owens: A Story of Triumph* in your *Level Four World Biographies Reader*, and then underline the correct answers.

- Which description best fits Jesse?
  - A. a happy, active boy who loves to run and be outside
  - B. a sickly, weak boy who prefers to stay inside and read
- Jesse's mother wanted him to be able to attend a good school and have lots of opportunities for a better life. TRUE | FALSE
- What was Jesse's reaction upon moving to Cleveland?
  - A. He was amazed at the tall buildings, the fancy dress of the people, and the busyness of the city.
  - B. He was upset that he had to leave Alabama and didn't want to go to his new school.

## Writing Workshop

Complete the writing workshop for Lesson 53 in your workshops book.



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

# Lesson 53 Course Book

# Lesson 53 Workshop

## LESSON 53

## WRITING WORKSHOP

### News Article Writing

News articles start with a **lead** (or **lede**), the first paragraph or paragraphs that are designed to grab the readers' attention so they want to keep reading. Read the following two leads from news articles about Jesse Owens and circle the one that is a poor lead.

#### Passage 1

A few seconds, perhaps a fraction of a second, can mean the difference between victory and defeat.

"People come out to see you perform, and you've got to give them the best you have within you," the track-and-field star Jesse Owens said. "A lifetime of training, for just 10 seconds."

Yet that lifetime of training seemed for a time as if it might be of little use to Owens. With the rise of Nazi Germany in Europe, it was thought that Americans might not be able to compete in the 1936 Olympics.

#### Passage 2

Jesse Owens was a really great runner. He won a lot of races and broke a lot of records. He recently raced in the Olympics in Berlin and did really well. Let me tell you about what happened.

### Catchy Headlines

A **headline** (the title of a newspaper article) should also be catchy. Circle the headline below that catches your attention the LEAST.

Jesse Owens: A chilly reception in Nazi Germany

Jesse Owens takes the 1936 Olympics by storm

Jesse Owens participates in the Olympics

How Jesse Owens foiled Hitler's plans

### You try it!

Read the following true facts about Jesse Owens, and then, on the orange lines, write a catchy headline for the information. Note: Headlines are written in present tense and have only the first word and proper nouns capitalized.



- After winning four gold medals, Jesse Owens traveled the country for years, racing against trains, motorcycles, and even racehorses.
- This was a unique and creative way for Owens to earn money to take care of his family.
- Few humans could beat Owens on a race track, but a racehorse finally did beat him. Owens often won against racehorses, but in 1945, a horse won a 150-yard race in North Dakota.

The student should have written a catchy headline based on the true facts listed above. Make sure that the headline is in present tense and only the first word and proper nouns are capitalized.

If the headline isn't catchy, have the student read the headlines in the "Catchy Headlines" section and discuss ways to improve his or her headline.



# LESSON 54



## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



## Student

### Homophones

- Write the correct homophone on each blank.

**marry:** He asked her to marry him.  
**merry:** What a joyful, merry day we've had!  
**need:** I need to wake up early tomorrow.  
**knead:** I will knead the bread before baking it.

- He has a very merry personality.
- The recipe says to knead the dough.
- Do you need a ride to the party?
- He wants to marry Linda.
- I need you to knead the bread for me, please.

- Read Chapters 3–4 of *Jesse Owens: A Story of Triumph* in your *Level Four World Biographies Reader*. Then answer the questions with complete sentences. Use neat handwriting.

READING



ASSIGNMENT

Who did Jesse's high school coach say was Jesse's toughest opponent?

Coach Riley said that Jesse's toughest opponent was himself.

What was Jesse's answer to the injustice he faced for being black?

Jesse did not allow himself to be distracted or bitter. He persevered and did his best.

What trial did Jesse face at the Track and Field Championships in Michigan, and how did he overcome it?

Jesse injured his back the week before the event. He decided to compete even though he was in pain. As he focused his mind, the pain disappeared.

### Spelling Workshop

- Complete the spelling workshop for Lesson 54 in your workshops book.



### PERSONAL READING

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

# Lesson 54 Course Book

# LESSON 54

## SPELLING WORKSHOP

### SPELLING RULE: CONSONANT + LE

Read this spelling rule aloud two times.

Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L. (Example: whistle, not whistl)

Add a Silent E to words that have a syllable ending with a consonant + L.

f-a-ble    spar-kl-e    ar-ti-fi-cial  
 spe-cial    ram-ble    war-ble  
 cu-bi-ble    ve-hi-ble    par-cel  
 sim-ple    i-ci-ble    lo-gi-cal

### RECOGNIZING VOWEL SUFFIXES

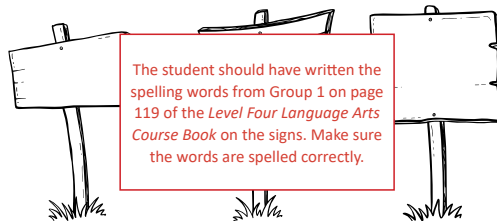
A **vowel suffix** is a suffix that starts with a vowel, such as ED, ING, ABLE, IBLE, IST, EST, AGE, ION, IVE, and AL.

Circle the words that have a vowel suffix.

musical ...    orphanage ...    spotless ...  
 faithfully ...    positional ...    emotionless ...  
 cuteness ...    thankful ...    pointed ...

### CHALLENGING SPELLING WORDS

- Signs:** Write all of your challenging spelling words from Group 1 on page 119 of your *Level Four Language Arts Course Book* on the signs. Write small so that you can fit all the words on the signs.



The student should have written the spelling words from Group 1 on page 119 of the *Level Four Language Arts Course Book* on the signs. Make sure the words are spelled correctly.

- Graph Paper:** Write all of your challenging spelling words from Group 2 on the graph paper, writing one letter per blue square. Write the words broken into syllables. Then read each word and spell it aloud.

The student should have written the spelling words from Group 2 on page 119 of the *Level Four Language Arts Course Book* on the graph paper. There should be one letter in each blue square, and each word should be broken into syllables. Make sure the words are spelled correctly.

# Lesson 54 Workshop

# Lesson 55 Course Book

## LESSON 55

**Parent/Teacher**

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.

**Student**

**Review: Parallel Construction—Adverbs**

Read and complete the section.

In a series use either all adjectives or all adverbs.

**For the words in orange, circle the word that uses correct parallel construction, which would be an ADVERB.**

1. The dog barks often, angrily, and loudly/loud.
2. Eagles fly majestically, gracefully, and swift/swiftly.
3. The storm rages fiercely, violently, and noisy/noisily.
4. She whistles gently, softly, and beautifully/beautiful.
5. The knight rides well, regally, and proud/proudly.

Read Chapter 5 of *Jesse Owens: A Story of Triumph* in your Level Four World Biographies Reader. Then write a summary of the chapter.

The student should have written a summary of Chapter 5 of *Jesse Owens: A Story of Triumph*. The summary should not include the student's opinion.

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

Jesse Owens competed at the 1936 Olympics in Berlin, Germany, even though Hitler's government discriminated against black people. Jesse believed it was his duty to stand up against racism and hate. He ended up winning four gold medals at the Olympics that year.

**Writing Workshop**

Complete the writing workshop for Lesson 55 in your workshops book.

**PERSONAL READING**

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

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## LESSON 55

# WRITING WORKSHOP

### News Article Writing

As you have learned, news articles start with a lead, the first paragraph or paragraphs that are designed to grab the readers' attention so they want to keep reading. Read the following two leads of news articles about Jesse Owens and circle the one that is a poor lead.

**Passage 1**

As Jesse Owens stretched one last time before taking his mark on the starting line of the 100-meter race, he glanced up at the crowd. He knew the German Führer, Adolf Hitler, was watching, but it wasn't for him that Jesse was running.

"I wasn't in Berlin to compete against any one athlete. The purpose of the Olympics, anyway, was to do your best," Jesse said.

Jesse certainly did his best. He ran the 100-meter race in 10.3 seconds, winning the first of four gold medals that he would earn at the 1936 Olympics.

**Passage 2**

Jesse Owens won the 100-meter race at the 1936 Olympics. He ran the race in 10.3 seconds. He also won the 200-meter race, the 400-meter relay, and the long jump.

### Catchy Headlines

A headline (the title of a newspaper article) should also be catchy. Circle the headline below that catches your attention the LEAST.

Jesse Owens wins gold while Hitler watches

A runner from the US wins race

How Jesse Owens shocked the world

Jesse Owens steals the show at the Olympics

The student should have written a catchy headline based on the true facts listed above. Make sure that the headline is in present tense and only the first word and proper nouns are capitalized.


If the headline isn't catchy, have the student read the headlines in the "Catchy Headlines" section and discuss ways to improve his or her headline.

**You try it!**

Read the following true facts about Jesse Owens, and then, on the orange lines, write a catchy headline for the information. Note: Headlines are written in present tense and have only the first word and proper nouns capitalized.

- In the 1936 Olympics, Jesse Owens almost didn't make it to the final round in the long jump—one of his best events.
- A German athlete named Luz Long, the European record holder in the long jump, told Jesse to adjust his run-up to the jump, advice which Jesse later said helped him win.





# Lesson 55 Workshop





Varying First Words in a Paragraph

Starting sentences with the same words, such as HE or THE, is repetitive and dull. Also, having several short, simple sentences in a row makes writing choppy. Read this example:

He found the perfect tree. The tree had a few low branches. The branches were thick and sturdy. He hammered some boards to the trunk.

Let's look at how we can improve the paragraph by combining sentences and changing the order of words. And, while we are at it, let's add in some description to make it more vivid and interesting.

In his backyard, he discovered the perfect oak tree. It had a few low branches that were thick and sturdy. Delighted, he hammered six short boards up the thick trunk.

Rewrite the following paragraph, adding description and varying first words, sentence lengths, and sentence structures.

The king's royal carriage rolled down the street toward the castle. The carriage had shiny gold doors. The purple curtains at the window moved aside. The king poked his head out of the carriage. He enjoyed the cool breeze.



The student should have rewritten the paragraph above, adding description and varying first words, sentence lengths, and sentence structures.

If the student did not include enough description, have him or her read the example paragraphs above to you and discuss ways to improve his or her paragraph.



Parent/Teacher

- Have the child read this section to you.

**Chronological order** means the order in which things happen.

**Segregated** means set apart from each other. A very sad and wrong part of history is when African Americans were segregated by not being allowed to go to the same schools or restaurants as white Americans. Eventually, segregation was no longer allowed.

**Diagonal** means something with a slanted line that goes from one NON-ADJACENT corner to another.

- Have the child read the quotes to you. Tell the child which quote is your favorite.

"I cannot live without books." —Thomas Jefferson

"A book is like a garden carried in the pocket." —Chinese Proverb

"Read the best books first, or you may not have a chance to read them at all." —Henry David Thoreau

"If we encounter a man of rare intellect, we should ask him what books he reads." —Ralph Waldo Emerson

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



Student

READING ASSIGNMENT

- Read Chapter 1 of *The Tennis Twins* in your *Level Four World Biographies Reader*. Then complete the exercise.

Write the numbers 1–6 in each blank box to indicate the chronological order of the events. You may need to refer to your reader.

- 6 Margaret and Matilda Peters passed away.
- 1 Tennis was played in ancient Greece.
- 5 Schools were desegregated in the US.
- 4 Restaurants were desegregated in the US.
- 3 White and black children played together at Rose Park before segregation was ended in the US.
- 2 Margaret and Matilda Roumania Peters were born in Washington, DC.

Idioms

- Read and complete the section.

In your reader you read that Margaret and Matilda were not actually twins, but they were like "two peas in a pod." This is an idiom that means two people are very similar in appearance or in interests. An **idiom** is a word or phrase that should not be taken literally. The two sisters were not actually peas. Idioms are used in all languages much more often than people may realize. **Draw a line from each idiom to its meaning.**

bite the bullet	stop working on something
sit tight	get something over with
call it a day	wait patiently
pitch in	to neither gain nor lose money
break even	join in to help with something

Spelling Workshop

- Complete the spelling workshop for Lesson 58 in your workshops book.

**PERSONAL READING**

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

# LESSON 58

## SPELLING WORKSHOP

### CONTRACTIONS

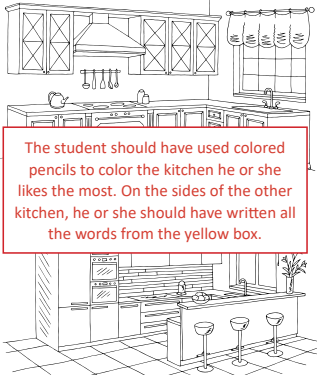
Write the contraction for each set of words. The letters in red are taken out when forming the contractions.

she will	she'll	who will	who'll
where is	where's	could not	couldn't
he has	he's	it has	it's
she had	she'd	had not	hadn't

### WR

Choose the kitchen you would most like to have in your future home and color it with colored pencils. On the sides of the other kitchen, write all the words from the yellow box.

wreck | wrong | wrist | wreath | wrench | wrapper | wrestle | wrinkle



The student should have used colored pencils to color the kitchen he or she likes the most. On the sides of the other kitchen, he or she should have written all the words from the yellow box.

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### CHALLENGING SPELLING WORDS

**1 Pumpkin-Flavored Food:** Write all of your challenging spelling words (broken into syllables) from Group 1 on page 119 of your *Level Four Language Arts Course Book* on the lines. Next, read each word, and then spell it aloud as you tap your eraser on each letter. Finally, circle the food item below that you think would taste best with the flavor of pumpkin.



The student should have written the spelling words (broken into syllables) from Group 1 on page 119 of the *Level Four Language Arts Course Book*. Make sure the words are spelled correctly. The student should have circled a food item.

**2 Active Practice:** Choose one of the activities below to practice Group 2 of your challenging spelling words.

**#1: Plastic Building Bricks (like LEGO®):** Read a word. Cover it. Spell it. Check it. Repeat. Then take a building brick for each letter of the word and set it in a pile. For example, if the word has six letters, take six bricks. **Once you have practiced all the words, build something with your building bricks.**

**#2: Dance Pose:** Read a word. Freeze in a dance pose for each letter of the word. Repeat. Complete twice for all of your words.

**#3: Typing:** Type each word twice on a keyboard.

**#4: Balance on One Foot:** Read a word and spell it aloud on one foot. Complete twice for all of your words.

The student should have practiced Group 2 of his or her spelling words using one of the activities listed.

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# Lesson 58 Workshop

# LESSON 59

## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.

## Student

# WASHINGTON, DC

- Read and complete the section.

Before you read the next chapter of *The Tennis Twins*, you will learn more about Washington, DC, where Margaret and Matilda Roumania Peters grew up.

Here's a riddle. What is an area of the United States that is not a state and is not in a state and is the center of the country but is not *in* the center of the United States? The answer is Washington, DC—a 176-square-kilometer (68-square-mile) federal district that is the political center of the United States.

Called the District of Columbia; Washington, DC; or sometimes just Washington, this area of the United States is the capital city of the US and the location where the national government functions. Hundreds of thousands

of people live in DC, and there are many businesses, schools, and performing arts centers, but DC is especially known for its historic buildings and monuments.

**US Capitol:** Pictured on the upper right of this page, the United States Capitol is where Congress meets. There is a large dome, called a rotunda, in the center.

**White House:** The White House is a nine-minute drive from the US Capitol and is where the president of the United States lives and works. Every president of the United States has lived there since the year 1800.

**Washington Monument:** Pictured to the right, this monument is an obelisk shape—the tallest stone structure in the world. It is a memorial to George Washington.



Answer the questions with complete sentences.

If you could visit the US Capitol or the White House, which one would you visit?

The student should have answered this question with a complete sentence.

Where does Congress meet?

Congress meets in the US Capitol.

Where does the president of the United States live?

The president of the United States lives in the White House.

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# Lesson 59 Course Book





### Map Activity

Referring to the map, answer the questions with complete sentences.

1. Which two states border Washington, DC?

Maryland and Virginia border Washington, DC.

2. What shape is Washington, DC?

Washington, DC, is a rectangle.

3. Does the Potomac River reach Washington, DC?

The Potomac River reaches Washington, DC.

### Review: Abbreviations—Part 3

Read and complete the section.

Mistress/Mister—Mrs./Mr.	Street—St.	Highway—Hwy.	Avenue—Ave.
Post Office—P.O.	Junior—Jr.	Apartment—Apt.	Road—Rd.

Write sentences that use two or more of the abbreviations from above. Keep writing sentences until you have used all the abbreviations.

The student should have written sentences that use two or more abbreviations per sentence until all the abbreviations are used.

### Commands

Read and complete the section.

Sentences that are commands are called imperative sentences. Imperative sentences do not make a statement; instead, they tell someone to do or not do something.

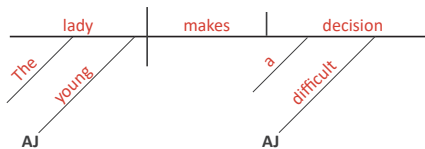
Put an X on the blank lines by sentences that are commands.

1. <input checked="" type="checkbox"/>	Do not interrupt others when they are talking.
2. <input type="checkbox"/>	It is not polite to talk about an invitation you received with someone who might not have received the same invitation.
3. <input type="checkbox"/>	I always try to return items that I borrow in the same or a better condition.
4. <input checked="" type="checkbox"/>	Never leave your trash for other people to pick up.
5. <input type="checkbox"/>	Canceling at the last minute is not polite.

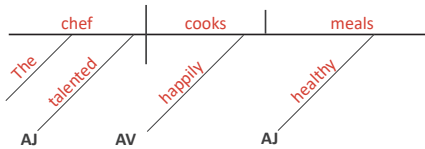
### Sentence Diagramming

Diagram the sentences. AJ is for adjectives, and AV is for adverbs. Refer to pages 40 and/or 89 if needed.

The young lady makes a difficult decision.



The talented chef happily cooks healthy meals.



### Writing Workshop

Complete the writing workshop for Lesson 59 in your workshops book.



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

Writing Effective Paragraphs

When you write a report or essay, you cannot copy sentences from websites or books. You need to write the facts in your own words. You will practice doing this in this workshop while you learn more about the US Capitol. Study the examples below of what is and what is not copying.

Here are two original sentences:

The Rotunda, located below the capitol's dome, is the tallest part of the capitol. The dome stands just over 180 feet tall.

I cannot fairly rewrite the sentences like this because they are too similar to the author's sentences; I only added two words:

The Rotunda, located below the capitol's dome, is by far the tallest part of the capitol. The dome stands just over 180 feet tall.

I CAN rewrite the sentences like this, in my own words:

Looming over 180 feet high, the capitol's dome is the center of the US capitol. The famous Rotunda, visited by thousands of people each day, sits under the dome.



How do you do it?

When rewriting, try to reorder the sentence and also change some of the words. Look at this sentence:

An important piece of art in the capitol building is a bust of Martin Luther King Jr., which was created in 1982 after Congress held a competition to find a sculptor.

Now see how I reordered it and added the word FAMOUS.

In 1982, Congress held a competition to find a sculptor who could create a work of art for the capitol building: a bust of the famous Martin Luther King Jr.

You try it!

Rewrite the following sentences:

The US Capitol has more than 540 rooms. This huge building has a north wing and a south wing. The Senate meets in the north wing, and the House of Representatives meets in the south wing. These wings are also called chambers.

The student should have rewritten the sentences above in his or her own words.

If the student's sentences are too similar to the original sentences, have him or her read the example sentences on this page to you and discuss ways to improve his or her sentences.



Parent/Teacher

Note: It is highly recommended that your child practice proper typing skills now as they will be needed for The Good and the Beautiful Level Five Language Arts course. Use The Good and the Beautiful typing courses or other typing courses.

- Have the child read the poem to you.

October

By Rose Fyleman

The summer is over,  
The trees are all bare,  
There is mist in the garden  
And frost in the air.  
The meadows are empty  
And gathered the sheaves—  
But isn't it lovely  
Kicking up leaves!

John from the garden  
Has taken the chairs;  
It's dark in the evening  
And cold on the stairs.  
Winter is coming  
And everyone grieves—  
But isn't it lovely  
Kicking up leaves!

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



Student

READING ASSIGNMENT

- Read Chapter 2 of *The Tennis Twins* in your *Level Four World Biographies Reader*. Then answer the questions with complete sentences.

1. How often did the sisters practice tennis?

Margaret and Matilda practiced nearly every day.

2. Who taught the two sisters to play tennis?

The sisters taught themselves to play tennis.

3. What did the sisters have to do to the tennis court each day before they played?

The girls had to clean the tennis court each day before they practiced. They removed sand, dirt, rocks, and garbage and swept the court with a broom. Lastly, they marked the lines with dry lime powder.

Spelling Workshop

- Complete the spelling workshop for Lesson 60 in your workshops book.



PERSONAL READING

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



SPELLING RULE: CONSONANT + LE

Read this spelling rule aloud two times.

Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L.

Add a Silent E to words that have a syllable ending with a consonant + L.

mir-a-cle    dou-ble    ac-tu-al  
 ter-ri-ble    vir-tu-al    trou-ble  
 flor-al    par-ti-cle    e-qual  
 sim-ple    tum-ble    ob-sta-cle

RECOGNIZING VOWEL SUFFIXES

A vowel suffix is a suffix that starts with a vowel, such as ED, ING, ABLE, IBLE, IST, EST, AGE, ION, and AL.

Circle the words that have a vowel suffix.

likable    canceled    reversible  
 adorable    comical    historical  
 grateful    thankful    detailed

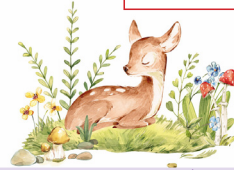
CHALLENGING SPELLING WORDS

**1 Grass:** Give the deer some grass. With a green colored pencil, write all of your challenging spelling words from Group 1 on page 119 of your *Level Four Language Arts Course Book* beneath the deer as "grass." Then say each word and write it on your arm with your finger.



The student should have used a green colored pencil to write the spelling words from Group 1 on page 119 of the *Level Four Language Arts Course Book* beneath the deer as "grass." Make sure the words are spelled correctly.

**2 Clouds:** Help the deer get shade from the sun. Write all of your Group 2 spelling words above the deer in the shape of clouds. Then say each word, tapping your foot with each letter. Spin around between each word.



The student should have written the spelling words from Group 2 on page 119 of the *Level Four Language Arts Course Book* above the deer in the shape of clouds. Make sure the words are spelled correctly.

Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2-4 minutes.
- Check the child's work when this lesson has been completed.

Student

Run-On Sentences

Read and complete the section.

In a **run-on sentence**, two or more independent clauses are joined as one sentence without the appropriate conjunction and/or punctuation.

Example: I love hedgehogs they are so cute.

THREE WAYS TO FIX RUN-ON SENTENCES

**#1:** Use a period between the independent clauses (sentences) and create two sentences.

I love hedgehogs. They are so cute.

**#2:** Use a semicolon between the independent clauses if the ideas are closely related.

I love hedgehogs; they are so cute.

**#3:** Use a comma and an appropriate coordinating conjunction between the two clauses.

I love hedgehogs, and they are so cute.



The sentences below have the independent clauses underlined. Put an X in the boxes by run-on sentences. A run-on sentence is two independent clauses that are not connected with a comma and a coordinating conjunction or with a semicolon. They just run together incorrectly.

- 1. Don't talk about the invitation in front of Abe he might not have been invited to the party.
- 2. Do not interrupt others wait until they are done talking.
- 3. Keep your agreements; it's important to be trustworthy.
- 4. It's important not to be late you should respect other people's time.

Fix the run-on sentence by adding a comma and a coordinating conjunction between the two independent clauses.

You can borrow items from other people's homes.

The student could have used any coordinating conjunction that fits the sentence, not just the one shown.

You can borrow items from others, but always return them in good condition.

Fix the run-on sentence by adding a semicolon between the two independent clauses.

Do not leave your trash on the counter; it belongs in the garbage can.

Do not leave your trash on the counter, ; it belongs in the garbage can.

Fix the run-on sentence by adding a period between the two independent clauses. Don't forget to capitalize the first letter of the second sentence.

Try not to be late. Punctuality shows respect for others.

Try not to be late. ; Punctuality shows respect for others.

## Verb Tenses

Read and complete the section.

Verbs come in three basic tenses: **past** (already happened), **present** (happening now), and **future** (yet to happen). **Present progressive**, also called present continuous tense, describes actions that are in progress and ongoing.

past	present	future	present progressive
He walked home.	He walks home.	He will walk home.	He is walking home.
I planted corn.	I plant corn.	I will plant corn.	I am planting corn.
They sang.	They sing.	They will sing.	They are singing.

Read the sentence in each speech bubble. Write the tense of the sentence on the blank line above the speech bubble: **past**, **present**, **future**, or **progressive**.

past                      present progressive                      future



present progressive                      present                      past



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## READING ASSIGNMENT

Read Chapter 3 of *The Tennis Twins* in your *Level Four World Biographies Reader*, and then underline the correct answers.

- Margaret and Matilda were offered scholarships to college, but they did not accept them. TRUE | FALSE
- Margaret and Matilda made a lot of money through playing tennis. TRUE | FALSE
- As an adult, what did Matilda do for underprivileged children?

- A. She gave them tennis lessons for free.  
 B. She gave them scholarships to college.



## Writing Workshop

Complete the writing workshop for Lesson 61 in your workshops book.



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

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# Lesson 61 Course Book

# Lesson 61 Workshop

## LESSON 61

## WRITING WORKSHOP

### Writing Effective Paragraphs

When you write a report or essay, you cannot copy sentences from websites or books. You need to write the facts in your own words. You will practice doing this in this workshop while you learn more about the Lincoln Memorial. Study the examples below of what is and what is not copying.

Here are two original sentences:

A large piece of land runs from the US Capitol Building to the Lincoln Memorial. This strip of land, known as the National Mall, contains many of Washington, DC's famous landmarks.

I cannot fairly rewrite the sentences like this because they are too similar to the author's sentences; I only reordered the underlined phrase.

A large piece of land runs from the US Capitol Building to the Lincoln Memorial. Known as the National Mall, this strip of land contains many of Washington, DC's famous landmarks.

I CAN rewrite the sentences like this, in my own words. Notice how I reordered words and phrases, changed some words, and added some of my own words.

Known as the National Mall, a large piece of land lies between the US Capitol Building and the Lincoln Memorial. It is in this area that many of Washington, DC's famous landmarks can be found.



### You try it!

Rewrite the following sentences:

Created to honor the life of Abraham Lincoln, the Lincoln Memorial is built in the shape of a white temple. Past the large pillars of the entryway sits a huge statue of Lincoln. Much of the building is symbolic, including the 36 pillars, which represent the 36 states that were a part of the United States when Lincoln died. This famous structure is pictured on the five-dollar bill.

The student should have rewritten the sentences above in his or her own words.

If the student's sentences are too similar to the original sentences, have him or her read the example sentences on this page to you and discuss ways to improve his or her sentences.

# LESSON 62



## Parent/Teacher

- Have the child read the poems to you.

### Snow in Town

By Rickman Mark

Nothing is quite so quiet and clean,  
As snow that falls in the night;  
And isn't it jolly to jump from bed  
And find the whole world white?  
It lies on the window ledges,  
It lies on the boughs of the trees,  
While sparrows crowd at the kitchen door,  
With a pitiful "If you please!"  
No sound there is in the snowy road  
From the horses' cautious feet,  
And all is hushed but the postman's knocks  
Rat-tatting down the street.  
Until men come round with shovels  
To clear the snow away—  
What a pity it is that when it falls  
They never let it stay!

### First Snow

By Marie Louise Allen

Snow makes whiteness where it falls.  
The bushes look like popcorn balls.  
And places where I always play,  
Look like somewhere else today.

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



## Student

## READING ASSIGNMENT

- Read Chapter 4 of *The Tennis Twins* in your *Level Four World Biographies Reader*. You have read about a runner, Eric Liddell, and tennis players, Margaret and Matilda Peters. Answer each question below in a way that the reader would know what the question was without seeing it.

If you could meet Eric Liddell, what is a question you would ask him?  
 If you could meet Margaret and Matilda Peters, what is a question you would ask them?  
 If I could meet Eric Liddell, I'd ask him what the greatest physical challenge was that he had to overcome.

What is one thing you admire about the Peters sisters?

If you could meet Eric Liddell, what is a question you would ask him?

## Spelling Workshop

- Complete the spelling workshop for Lesson 62 in your workshops book.

Photos of Tennis Players from *The Tennis Twins*.

Next Page Middle: Jack Kramer | Next Page Upper Right: Serena and Venus Williams  
 Next Page Lower Left: Arthur Ashe Jr.

**PERSONAL READING**

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

# Lesson 62 Course Book

# LESSON 62

## SPELLING WORKSHOP

### SUFFIX -AL

The suffix AL means "relating to."

Copy each word. Then draw a line from the word in each box to its meaning.

seasonal	seasonal	relating to arriving
central	central	relating to the seasons
arrival	arrival	relating to the center
financial	financial	relating to emotions
emotional	emotional	relating to finances
surgical	surgical	relating to flowers
floral	floral	relating to surgery

### WORDS WITH ACC

Read each word, and then write it broken into syllables in the first column and not broken into syllables in the second column.

ac—ci—dent	ac—ci—dent	accident
ac—count	ac—count	account
ac—cent	ac—cent	accent
ac—cept	ac—cept	accept
ac—cuse	ac—cuse	accuse

### RECOGNIZING VOWEL SUFFIXES

On the image below, with colored pencils, color each section of the picture that contains a word with a vowel suffix.

The student should have colored the highlighted areas with colored pencils.

### CONTRACTIONS

Write the contraction for each set of words.

she will	she'll	where is	where's
he has	he's	she had	she'd
who will	who'll	could not	couldn't

### CHALLENGING SPELLING WORDS

For a challenging spelling activity, ask someone to quiz him or her on the spelling words on page 119 of the *Level Four Language Arts Course Book*.

# Lesson 62 Workshop





# Lesson 63 Course Book

### Map Activity

Complete the activity.

List the two states that have eight or more national parks.

Alaska , California

List the two national parks in Texas.

Big Bend , Guadalupe Mountains

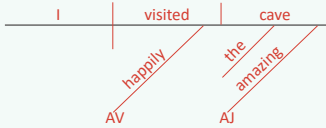
List four national parks that you would like to visit.

The student should have listed four parks that he or she would like to visit.

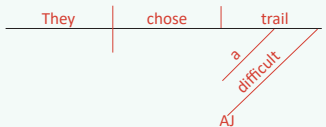
### Sentence Diagramming

Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 40 and/or 89 if needed.

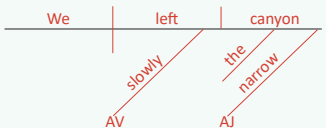
I happily visited the amazing cave.



They chose a difficult trail.



We slowly left the narrow canyon.



### Run-On Sentences

For each sentence below, the independent clauses are underlined. Put an X in the boxes by run-on sentences. A run-on sentence is two independent clauses that are not connected with a comma and a coordinating conjunction or a semicolon. They just run together incorrectly.

- 1. We have to hurry the tour of Carlsbad Caverns starts at noon!
- 2. We have to wait in line we need to buy tickets.
- 3. Don't be afraid to go down into the caves; they are very well lit.

Fix the run-on sentence by adding a comma and a coordinating conjunction between the two independent clauses.

The tall columns are incredible my favorite

The student could have used any coordinating conjunction that fits the sentence, not just the one shown.

The tall columns are incredible but my favorite features are the stalactites.

Fix the run-on sentence by adding a semicolon between the two independent clauses.

We are in the large chamber called the Big Room it is the largest chamber in North America.

We are in the large chamber called the Big Room ; it is the largest chamber in North America.

Fix the run-on sentence by adding a period between the two independent clauses. Don't forget to capitalize the first letter of the second sentence.

A teenager discovered Carlsbad Caverns wouldn't that have been amazing?

A teenager discovered Carlsbad Caverns . Wouldn't that have been amazing?

### Writing Workshop

Complete the writing workshop for Lesson 63 in your workshops book.



### PERSONAL READING

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

# Lesson 63 Course Book

Learning from the Masters

One way to make writing come alive is by using well-chosen words. Read these beautiful passages from *Cornelli* by Johanna Spyri. There are blank purple lines after some well-chosen verbs. Write a standard verb the author could have used that would not have been as powerful.

Passage 1

Cornelli was quietly creeping \_\_\_\_\_ along the edge of the path. She was staring \_\_\_\_\_ at the ground, without once looking up at the merry birds which were whistling above her. Not once did she glance \_\_\_\_\_ to right or left. They were full of red daisies and blue forget-me-nots, which ordinarily loved to pick.

The student should have written a less powerful, standard verb on the purple blank after each well-chosen verb.

Examples  
creeping—walking  
staring—looking

Passage 2

She flew \_\_\_\_\_ down the steep cliff, led down to the narrow valley. She kept on a small wooden house, which looked down on a roaring mountain stream. . . .

The lively little girl now leaped \_\_\_\_\_ up the steps, two at a time.

Writing from the Heart

In the story *Clare Marie Hodges*, we read about a woman who loved being out in nature. Nature has a powerful effect on us, boosting our immune systems, reducing our stress levels, and improving our moods. You don't actually have to be in nature, though, to receive all the benefits of nature. Did you know that just studying a painting of nature or reading beautiful descriptions of nature are also beneficial to physical and mental health?

For a couple of minutes, study the painting on the next page. Imagine you are in the scene. How does it feel physically and mentally? What does it sound like? What does it smell like?

Finish the sentence below, and then continue the paragraph, which should be a fictional paragraph about you hiking in the scene. Describe the way it feels, smells, and sounds. Use words from the word bank, if desired.

Word Bank

soothing breeze	wildflowers splashing color across the valley	waving grass	still
calm	tall, straight tree pointing to the sky	merry whistle of the birds	striking, snow-capped peak in the distance
fresh	cool air	undisturbed	majestic mountain
pine-scented		relaxing	mist-covered hills

I came out of the forest and \_\_\_\_\_

The student should have finished the sentence and written a fictional paragraph about hiking, inspired by the scene on page 95. The paragraph should describe the way it feels, smells, and sounds in the scene. The student could have used words from the word bank.

If the student did not include enough description, have him or her read the example paragraph below to you and discuss ways to improve his or her paragraph.

I came out of the forest and surveyed the vast meadow before me. Colorful clusters of wildflowers dotted the landscape. Here at the edge of the woods, their subtle fragrance mixed with the scent of pine. As the sunlight warmed my skin, I sat down to rest for a moment when something caught my eye. It was the snow-capped peak of the mountain in the distance. Surrounded by mist-covered hills, the mountain appeared to rise out of the clouds.

Lesson 63 Workshop

LESSON 64

Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.

Student

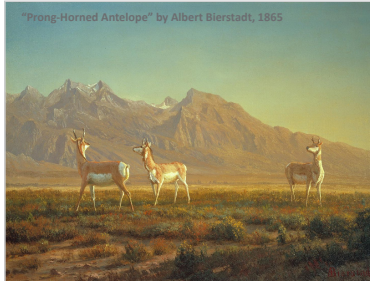
ALBERT BIERSTADT

- Read and complete the section.

If you cannot visit one of the popular national parks of the American West in person, like Yosemite National Park or Rocky Mountain National Park, there is still a way you can see their grandeur [GRAN-jur]—through paintings!

Albert Bierstadt (1830–1902) was born in Prussia, but he moved to New York in 1831 as an infant. When he grew up, Bierstadt was fascinated with the American West; the sweeping vistas and mountains amazed him.

Bierstadt traveled to many natural areas to get inspiration. He made sketches of all the places he visited and then took them back to his home in New York and painted them on large canvases, usually with oil paints.



Many of the places Bierstadt painted eventually became US national parks. His Yosemite Valley paintings in 1868 won him much fame and many invitations west with explorers. He even had a private exhibition for Queen Victoria in London! Just as the queen must have done, you, too, can explore America's untamed West through the beautiful paintings of Albert Bierstadt.



Answer the question with a complete sentence.

What art medium (type of paint or material) did Bierstadt primarily use?  
Bierstadt primarily used oil paints.

Lesson 64 Course Book



## Art Study + Sentence Writing

Read and complete the section.

Answer each question about the painting below with a complete sentence. Remember to use commas in a series.

1. What are three things you would like to do in this scene?

The student should have answered these questions about the painting below with complete sentences. Make sure that commas are used in a series.

2. What are three adjectives that describe the painting?



"Bridal Veil Falls, Yosemite Valley, California" by Albert Bierstadt (1830–1902), between 1871 and 1873

Answer the questions about the painting below with a complete sentence.

Who painted the painting, and when was it painted? (Hint: The date is in green

text below the painting.) **Albert Bierstadt painted**

**"Sundown at Yosemite" around 1863.**



"Sundown at Yosemite" by Albert Bierstadt (1830–1902), c. 1863 (c. means approximately)

## Spelling Workshop

Complete the spelling workshop for Lesson 64 in your workshops book.



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

# Lesson 64 Course Book

## LESSON 64

## SPELLING WORKSHOP

### SPELLING RULE: USING DGE

Read this spelling rule aloud two times.

If the sound /j/ follows a short vowel sound, it is usually spelled DGE.

Write the word that answers each riddle in the box. Each word ends with either GE or DGE. The first one or two letters are given to you.

### RIDDLES

You can walk on me to cross over water without getting wet.

bridge

Keep my door shut so that food doesn't spoil.

fridge

People often cut me in squares before eating me.

fudge

Don't hold this when you are mad at someone.

grudge

You'll find me in a court of law passing judgment.

judge

You perform on me as an audience watches.

stage

I hold cars and often bikes, tools, and lawn mowers.

garage

Some things never \_\_\_\_\_. I'll \_\_\_\_\_ my clothes.

change

### SPELLING RULE: CONSONANT + LE

Read this spelling rule aloud two times.

Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L.

Add a Silent E to words that have a syllable ending with a consonant + L.

ba-gel      mir-a-cle      ve-hi-cle

spar-ke      freck-le      wob-ble

ob-sta-ble      an-gel      grum-ble

stum-ble      scrib-ble      ex-cel

### WORDS WITH ACC

Read each word, and then write it broken into syllables in the first column and not broken into syllables in the second column.

ac—cuse	ac—cuse	accuse
ac—cord—ing	ac—cord—ing	according
ac—count	ac—count	account
ac—ci—dent	ac—ci—dent	accident
ac—cept	ac—cept	accept

# Lesson 64 Workshop





Varying First Words in a Paragraph

Rewrite the following paragraph, adding description and varying first words, sentence lengths, and sentence structures.

The forest was quiet. The trees were still. The snow blanketed the ground. A fox walked through the forest. It had a bushy tail. It hardly made any noise. It moved gracefully. It disappeared into the trees.

The student should have rewritten the paragraph above, adding description and varying first words, sentence lengths, and sentence structures.

If the student did not include enough description, have him or her reread the "Varying First Words in a Paragraph" and/or "Writing Effective Paragraphs" sections on pages 88, 90, or 92 to you and discuss ways to improve his or her paragraph.



Lesson  
65  
Workshop



Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



Student

Homophones

- Write the correct homophone on each blank.

**pail:** I filled the pail with sand.  
**pale:** Pale means light in color or having little color.  
**pain:** I was in a lot of pain after I broke my foot.  
**pane:** He broke the pane of glass.

1. I felt severe pain when I fell into the fence.
2. The window pane is broken.
3. The metal pail is full of gravel.
4. Your pale skin will burn easily in the sun.
5. The wooden pail fell against the window pane.

- Read Chapters 2 and 3 of *Clare Marie Hodges* in your Level Four World Biographies Reader.

READING



ASSIGNMENT

Review: Verb Tenses

- Read and complete the section.

past	present	future	present progressive
He walked home.	He walks home.	He will walk home.	He is walking home.

Study the details of the painting on the next page. Then imagine you are in the scene and write a sentence that uses sensory language (smell, touch, taste, sight, sound) and the verb form listed.

1. past
2. present
3. future
4. present progressive

The student should have studied the details of the painting on page 149, imagined that he or she is in the scene, and written sentences that use sensory language and the verb forms listed.

Spelling Workshop

- Complete the spelling workshop for Lesson 66 in your workshops book.



PERSONAL READING

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

Lesson  
66  
Course  
Book

# SPELLING WORKSHOP

## CONTRACTIONS

Write the contraction for each set of words.

she will	she'll	who will	who'll
where is	where's	could not	couldn't
he has	he's	it has	it's
she had	she'd	had not	hadn't

## WR

Choose the living room you would most like to have in your future home and color it with colored pencils. On the sides of the other living room, write all the words from the yellow box.

wreck | wrong | wrist | wreath | wrench | wrapper | wrestle | wrinkle



The student should have used colored pencils to color the living room he or she likes the most. On the sides of the other living room, he or she should have written all the words from the yellow box.



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## CHALLENGING SPELLING WORDS

**1 Lily Pads:** Write your challenging spelling words (broken into syllables) from Group 1 on page 119 of your *Level Four Language Arts Course Book* on the lines. Next, under each frog, draw a lily pad and write two of the spelling words on the lily pad. Finally, read each word and spell it aloud.

The student should have written the spelling words (broken into syllables) from Group 1 on page 119 of the *Level Four Language Arts Course Book*. Next the student should have drawn a lily pad under each frog and written two spelling words on each lily pad. Make sure the words are spelled correctly.



**2 Active Practice:** Choose one of the activities below to practice Group 2 of your challenging spelling words.

**#1: Stretching:** For each spelling word, get in a different stretching position that is not too uncomfortable for you. Read the word and spell the word aloud twice while you say the word in the stretching position.

**#2: Dance Pose:** Read a word. Freeze in a dance pose aloud. Complete twice for all of your words.

**#3: Typing:** Type each word twice on a keyboard.

**#4: Balance an Item on Your Head:** Read a word and spell it aloud while balancing an item on your head. Complete twice for all of your words.

The student should have practiced Group 2 of his or her spelling words using one of the activities listed.

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# Lesson 66 Workshop

## LESSONS 67-68

# SECTION REVIEW



Parent/Teacher

- Read the following information aloud to the child: Section reviews give you practice with the grammar, punctuation, and usage concepts learned in this course, without having you overpractice concepts that you have mastered. These reviews also give you practice focusing on testing exercises for an extended period of time. This helps you to extend focus and attention span and to be better prepared for any type of testing you will have to do in the future. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed. And finally, if you feel you are having trouble focusing, take a quick break to do something like 10 jumping jacks. There are no spelling or writing workshops for lessons 67-68.
- For Lesson 67, have the child complete all the sections with purple headers only. Correct the work. If the child misses one or more exercises in a section, check the orange "Additional Practice" checkbox for that section.
- For Lesson 68, have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in Unit 7. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading or move on to the next lesson.

150



Student

## Semicolons

Place a semicolon between each closely related independent clause.

- Jesse Owens never gave up; his persistence inspires me.
- It's going to rain soon; shut the door.
- Washington, DC, is a neat place to visit; there is so much to do there.

Additional Practice

## Semicolons

Each section below contains one independent clause. Add a semicolon and choose the independent clause that is most closely related from the box to finish the sentence. Remember not to capitalize the beginning of the independent clause that you add, unless it is the word "I" or a proper noun.

I like peaches; they're so sweet. they're so sweet  
let's eat lunch

The vase is fragile; don't break it. I like it  
don't break it

Don't slip; the floor is wet. the floor is wet  
we can go now

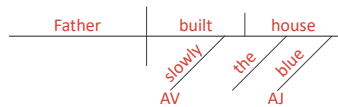
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# Lessons 67-68 Course Book

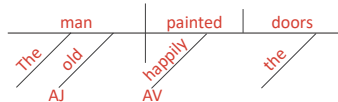
## Sentence Diagramming

Finish diagramming the sentences. Put AJ under adjectives and AV under adverbs. Refer to page 40 and/or 89 if needed.

Father slowly built the blue house.



The old man happily painted the doors.



Additional Practice

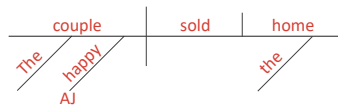
## Sentence Diagramming

Finish diagramming the sentences. Put AJ under adjectives.

We bought the tall home.



The happy couple sold the home.



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## Prepositions

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



Circle the three prepositions in the sentences.

Sue sits in the swing and starts pumping her legs. She looks into the sky as she rises high above the ground.

Additional Practice

## Prepositions

Look at each underlined word. Decide if it is a noun or a preposition. Circle the correct answer.

1. Give the spatula to Mom. NOUN | **PREPOSITION**
2. Give the spatula to Mom. **NOUN** | PREPOSITION
3. Knead the dough for five minutes. **NOUN** | PREPOSITION
4. Knead the dough for five minutes. NOUN | **PREPOSITION**
5. The horses rest inside the barn. NOUN | **PREPOSITION**
6. The horses rest inside the barn. **NOUN** | PREPOSITION
7. The group is eating by the pond. NOUN | **PREPOSITION**
8. The group is eating by the pond. **NOUN** | PREPOSITION

## Commas in a Series

When a sentence contains a series of three or more items, separate the items with commas.

Insert commas where needed. Not all sentences need commas.

1. We will coil the ropes, brush the horses, and paint the barn.
2. Throw away all wrappers, plastic wreaths, and wristbands.
3. Uncle Joe will not accept negative attitudes or unkind actions.
4. I love tomatoes, but Gabe loves potatoes, squash, and carrots.



Additional Practice

## Commas in a Series

When a sentence contains a series of three or more items, separate the items with commas.

Insert commas where needed. Not all sentences need commas.

1. My favorite vegetables are broccoli and cucumbers.
2. Do you want me to dice, slice, or chop the potatoes?
3. I will slice the watermelon, wash the grapes, and cook the squash.
4. We'll water the plants, scrub the floor, and polish the table.

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## Prepositional Phrases

Each sentence has two prepositional phrases. The first prepositional phrase is underlined; underline the second one. Remember that a prepositional phrase always starts with a preposition and ends with an object.

Near my grandfather's home, my cousins are playing in the pond.

My relatives from Spain are visiting us for seven days.

The stately old castle sits on the cliff and guards the land from intruders.

Additional Practice

## Prepositional Phrases

Each sentence has two prepositional phrases. The first prepositional phrase is underlined; underline the second one. Remember that a prepositional phrase always starts with a preposition and ends with an object.

Behind the old lighthouse, the waves are crashing on the rough rocks.

On the gently sloping hill, my sister sits near her pet goat.

The raccoon in the backyard is climbing up the old oak tree.

# Lesson 67-68 Course Book

# Lesson 67-68 Course Book



## Capitalization and Titles

For titles of books and movies, always capitalize the first and last words and all other words except for articles (*the, a, and an*) and short prepositions and conjunctions, such as *and, but, in, of, to, or, at, if, or for*. Also, place titles in italics.



Correct Examples: *The Year of the Panda* | *A Leaf, a Stick, and a Stone*

Underline the correctly capitalized title in each group.

1. Back to poplar Street | Back To Poplar Street | Back to Poplar Street
2. Mpengo of the Congo | Mpengo Of The Congo | Mpengo of the congo
3. The Empty Tower | the Empty Tower | The Empty tower
4. Pyxie of The Pines | Pyxie Of the Pines | Pyxie of the Pines
5. Boy Of The Pyramids | Boy of the Pyramids | Boy Of the Pyramids

### Additional Practice

## Capitalization and Titles

Underline the correctly capitalized title in each group.

1. Race for the prairie | Race For the prairie | Race for the prairie
2. Lions In the Barn | Lions In The Barn | Lions in the Barn
3. Toby Has a Dog | Toby Has A Dog | Toby Has a Dog
4. Escape To Freedom | Escape to Freedom | Escape to freedom
5. Red Sails To Capri | Red sails to Capri | Red Sails to Capri

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## Parallel Construction: Adverbs

In a series use either all adjectives or all adverbs.

Correct Example (adverbs underlined): She draws quickly, nicely, and happily.

Incorrect Example (adverbs underlined): The girl draws quickly, nicely, and talented. (TALENTED is an adjective.)

For the words in orange, circle the word that uses correct parallel construction, which would be an ADVERB.

1. We pray sincerely, faithfully, and serious/seriously.
2. We do our work honestly, joyfully, and careful/carefully.
3. The sun shines brightly, intensely, and constantly/constant.

### Additional Practice

## Parallel Construction: Adverbs

For the words in orange, circle the word that uses correct parallel construction, which would be an ADVERB.

1. We planned our trip abruptly, energetically, and boldly/bold.
2. We thanked our host politely, kindly, and glad/gladly.
3. We walked through the field calmly, easily, and slowly/slow.



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## Run-On Sentences

In a run-on sentence, two independent clauses are joined as one sentence without the appropriate conjunction and/or punctuation.

Example: You can change it's never too late.

### THREE WAYS TO FIX RUN-ON SENTENCES

#1: Use a period between the independent clauses (sentences) and create two sentences.

You can change: *It's never too late.*

#2: Use a semicolon between the independent clauses if the ideas are closely related.

You can change: *it's never too late.*

#3: Use a comma and an appropriate coordinating conjunction (*for, and, nor, but, or, yet, so*) between the two clauses.

You can change, and it's never too late.

For each sentence below, the independent clauses are underlined. Put an X in the boxes by run-on sentences. A run-on sentence is two independent clauses that are not connected with a comma and a coordinating conjunction or with a semicolon. They just run together incorrectly.

1.  He shares his generous blessings with others he is never selfish or greedy.
2.  Don't interrupt the meeting they are discussing urgent matters.
3.  I keep my promises; you can count on me to follow through.
4.  My father taught me persistence, so I will not give up.

Fix the run-on sentence by adding a comma and a coordinating conjunction (*for, and, nor, but, or, yet, so*) between the two independent clauses.

Baby horses have strong legs they are born.

The student could have used any coordinating conjunction that fits the sentence, not just the one shown.

Baby horses have strong legs, so they can walk soon after they are born.

Fix the run-on sentence by adding a semicolon between the two independent clauses.

Newborn horses don't eat grass they drink their mothers' milk.

Newborn horses don't eat grass; they drink their mothers' milk.

Fix the run-on sentence by adding periods between the three independent clauses. Don't forget to capitalize the first letter of the second and third sentences.

Please do not be confused foals are not ponies foals are baby horses.

Please do not be confused. Foals are not ponies. Foals are baby horses.

Fix the run-on sentence by adding a comma and a coordinating conjunction (*for, and, nor, but, or, yet, so*) between the two independent clauses.

Newborn foals usually try to stand immediately after birth often walking within a few minutes.

The student could have used any coordinating conjunction that fits the sentence, not just the one shown.

Newborn foals usually try to stand immediately after birth, and they are often walking within a few minutes.

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# Lesson 67-68 Course Book

# Lesson 67-68 Course Book

Additional Practice

**Run-On Sentences**

For each sentence below, the independent clauses are underlined. Put an X in the boxes by run-on sentences. A run-on sentence is two independent clauses that are not connected with a comma and a coordinating conjunction or with a semicolon. They just run together incorrectly.

- 1. God helps me endure difficult and frustrating situations. He is my greatest source of strength.
- 2. I love your new baby horse it is adorable.
- 3. The narrow canyon is dangerous; be careful.
- 4. I definitely accept your apology. I owe you an apology as well.



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Fix the run-on sentence by adding a comma and a coordinating conjunction (*for, and, nor, but, or, yet, so*) between the two independent clauses.

Lorenzo did not receive an invitation your invitation in front of him.

The student could have used any coordinating conjunction that fits the sentence, not just the one shown.

Lorenzo did not receive an invitation to the event , so do not talk about your invitation in front of him.

Fix the run-on sentence by adding a semicolon between the two independent clauses.

A baby female horse is a filly a baby male horse is a colt.

A baby female horse is a filly ; a baby male horse is a colt.

Fix the run-on sentence by adding a period between the two independent clauses. Don't forget to capitalize the first letter of the second sentence.

I strive hard to be on time punctuality shows that I respect your time.

I strive hard to be on time . Punctuality shows that I respect your time.

Fix the run-on sentence by adding a comma and a coordinating conjunction (*for, and, nor, but, or, yet, so*) between the two independent clauses.

I'll return items in the same condition them I'll return them in a better condition.

The student could have used any coordinating conjunction that fits the sentence, not just the one shown.

I'll return items in the same condition they were in when I borrowed them , or I'll return them in a better condition.

Lesson 67-68 Course Book

**Commands**

Sentences that are commands are called imperative sentences. Imperative sentences do not make a statement; instead, they tell someone to do or not do something.

Write a sentence that is a command and uses a location that is a proper noun (the specific name of a continent, country, state, town, lake, library, etc.). Remember to capitalize proper nouns.

The student should have written a sentence that is a command and uses a location that is a proper noun. Make sure the proper noun is capitalized.

Write a sentence that is NOT a command and uses a location that is a proper noun.

The student should have written a sentence that is NOT a command and uses a location that is a proper noun. Make sure the proper noun is capitalized.

Additional Practice

**Commands**

Put an X on the blank lines by sentences that are commands.

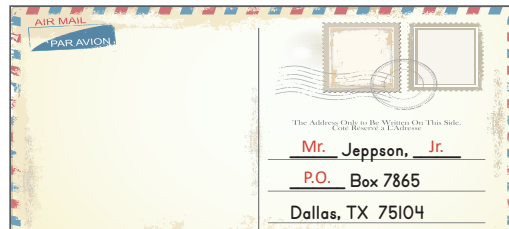
- |  |  |
|--|--|
| 1. <input type="checkbox"/>            | Canceling at the last minute is impolite.  |
| 2. <input checked="" type="checkbox"/> | Wait until others are done speaking; don't interrupt them.                                       |
| 3. <input checked="" type="checkbox"/> | Return borrowed items in the same or a better condition.   |
| 4. <input type="checkbox"/>            | It shows disrespect to leave your garbage on the ground.   |
| 5. <input checked="" type="checkbox"/> | Do not discuss a party you were invited to in front of someone who was not invited to the party. |

**Abbreviations—Part 3**

An abbreviation is the shortened form of a word, like these examples:

Mistress/Mister—Mrs./Mr.	Street—St.	Highway—Hwy.	Avenue—Ave.
Post Office—P.O.	Junior—Jr.	Apartment—Apt.	Road—Rd.

On each blank line of the addresses, write a suitable abbreviation.



Additional Practice

**Abbreviations—Part 3**

On each blank line, write a suitable abbreviation from the chart above.

Mr. Wong moved to a home at 48 Sunrise St./Rd. He used to live at 22 West Hwy. SR74. | My address is 34 Aspen St./Rd. Ave. Apt. #7.

Lesson 67-68 Course Book

# LESSON 69



## Parent/Teacher

Quiz the child on the challenging spelling words on page 119 of this course book (words he or she practiced in the last unit). If the child spells any of the words incorrectly, write the words in the challenging spelling words section on page 157, to be practiced again in this unit.

Have the child read the following definitions and sentences to you in preparation for today's reading assignment.

**pier:** a platform supported on pillars leading from the shore into a body of water used for docking boats

*I untied my little rowboat from the pier.*

**coax:** to gently and persistently (without giving up) encourage and persuade someone to do something

*She coaxed the scared kitten to follow her.*

**knoll:** a small hill or mound

*He peered across the grassy knoll.*

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



## Student

# PRINCE EDWARD ISLAND



### Read and complete:

Canada is the largest country in North America, only slightly larger than the United States. **Point to Canada on Map 1.** There are ten provinces and three territories in Canada, which you can see on Map 2. In this unit you will learn about the beautiful provinces and territories of Canada, starting with the smallest province, Prince Edward Island. **Point to Prince Edward Island on Map 2.**

Though small, Prince Edward Island has so much to see and experience, from handsome lighthouses on sandy beaches to colorful forests and **fertile** farmland (capable of producing plentiful crops).

Enjoy the photographs of Prince Edward Island on the right, and then answer the question in a full sentence:

What is the smallest Canadian province?

The smallest Canadian province is Prince Edward Island.

# Lesson 69 Course Book

## Helping Verbs

### Read and complete the section.

A **helping verb** is used with a main verb. Here are some of the most common helping verbs:

- forms of **to be** (be, am, are, is, was, were, been, being)
- forms of **to do** (do, does, doing, did, done, will)
- forms of **to have** (have, has, having, had)

Here are some examples:

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

**Do** you like the book? (do = helping verb, like = main verb)

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

Underline the helping verb and circle the main verb in each sentence.

- I am sitting by the open window.
- I will shut the window soon.
- Does Helen like the flowers on the windowsill?
- I have washed all the windows.
- I will make yellow curtains for the windows.
- Did you plant the beautiful flowers?



## Introduction to *Jockie*

### Read the section.

*Jockie: A Story of Prince Edward Island*, by Lilla Stirling, was first published in 1951. By reading the story, you'll learn much more about the beautiful little island province of Canada named in honor of Prince Edward, the father of England's Queen Victoria.

We don't know much about the author except that she was born March 19, 1902, and she died at the age of 91 on February 6, 1994. We can also tell by her books that she loved family, animals, and the beauties of nature.

### READING ASSIGNMENT

Read Chapter 1 of *Jockie* in your Level Four Personal Reader. Then underline the correct answer.

Why did Diana follow Jockie across the crack in the ice?

- Jockie coaxed Diana across with a bucket of hot mash (grain).
- Jockie was kind to Diana since she was a baby, so she trusted him.

## Writing Workshop

Complete the writing workshop for Lesson 69 in your workshops book.



## PERSONAL READING

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

# Lesson 69 Course Book

Note: There are no workshops for Lessons 67–68.

# WRITING WORKSHOP

## Writing with Alliteration

**What is alliteration?** Alliteration is the use of words close together that have the same beginning sound.

For example: The winter wind whirls wildly outside the window.

**Why use alliteration?** Alliteration guides readers to focus on a specific section of text. It creates interest, mood, and rhythm. Poetry especially benefits from alliteration. Above all, alliteration can be fun both to write and to read. Try it!

Finish the following sentences using alliteration. Ideas are given in the box to the right of each sentence. Use any of the words from the box or choose your own, but use at least two words with alliteration.

- Eight angry alligators..... ate  
acorn  
agent
- Five friends..... flew  
fiercely  
flap
- When I was..... whistled  
whale  
worried
- Six slithering snakes..... slipped  
slide  
swamp

The student should have finished each sentence using at least two words with alliteration. If the student did not use alliteration to finish the sentences, have him or her read the example sentence above to you and discuss ways to improve his or her sentences.

## Using Well-Chosen Verbs

Read each sentence, and then cross out the verb in green and replace it with a well-chosen verb to make the sentence come to life!

- The old man with a cane walked across the street.
- We looked at the left shoe; it was lost.
- Anne bravely went leaping waist-high stream.
- "I'm so excited you must be through tears of joy.
- The leopards ran fast at full speed.

## Writing from the Heart


Look at the artwork on the right page. These paintings were painted by Canadian watercolor artist Caroline Louisa Daly in 1857. She painted the top painting when she saw a stranded whale on Tracadie Harbor of Prince Edward Island surrounded by many people working together to help the whale back into the water. To this day, whales sometimes get stranded on beaches and can be saved only when many people are willing to come together and work hard to save them.

Now look at the bottom left painting of three moose in the Canadian woods. The painting shows a bull moose, a cow moose, and a baby moose. Clearly Caroline Daly loved animals, and she chose to spend her time painting them.

There are countless topics you may write about, but when you write about things that interest YOU, it's more enjoyable to write. In a complete sentence, name three things that interest you.


The student should have written a complete sentence naming three things that interest him or her.

### LESSON 70



**Parent/Teacher**

- Follow the instructions on page 157 of this course book to pretest the challenging spelling words for the unit.
- Check the child's work when this lesson has been completed.



**Student**

### Compound Sentences

- Read and complete the section.

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

Look at these two independent clauses:

My dad loves cookies. I made some for him.

We may use a comma and a coordinating conjunction to connect the two sentences.

My dad loves cookies, so I made some for him.

Now you have a compound sentence!

When you use a comma and a coordinating conjunction to connect two independent clauses, it is called a compound sentence. One independent clause on its own is called a simple sentence.

Circle the compound sentence below. Draw a star by the simple sentence below.

- I made cookies for my dad and poured some milk for him.
- I made cookies for my dad, and I poured some milk for him.



Circle if each sentence is simple or compound.

- Russia is the largest country in the world, and Canada is the second largest country. simple | compound
- Over half of the world's lakes are located in Canada! simple | compound
- Toronto is Canada's largest city, and Montreal is the second largest city. simple | compound
- Mount Logan is Canada's tallest mountain at 5,959 meters (19,551 feet) above sea level. simple | compound
- Hockey is a very popular sport in Canada, but soccer is actually the most popular sport. simple | compound



### READING ASSIGNMENT

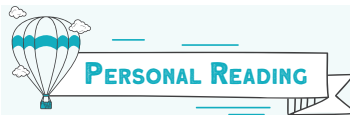
- Read Chapter 2 of *Jockie in your Level Four Personal Reader*. Then circle the correct answer.

What did the neighbors do when they heard that Diana fell through the ice?

- They let Jockie borrow a different horse and wished him good luck.
- They immediately rushed to help save her.

### Spelling Workshop

- Complete the spelling workshop for Lesson 70 in your workshops book.



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



# SPELLING WORKSHOP

## SPELLING RULE: DROP THE E

Read this spelling rule aloud two times.

If a base word ends in a final Silent E, drop the E before adding a vowel suffix. (Example: bake—baking) But do not drop the E when adding ABLE to words ending in CE or GE. (Examples: change—changeable, notice—noticeable)

Rewrite each word with the suffix "ing" added. If the base word ends in a final Silent E, drop the E before adding -ING. The first one is done for you as an example.

take <u>taking</u>	bake <u>baking</u>	walk <u>walking</u>
hike <u>hiking</u>	love <u>loving</u>	move <u>moving</u>
try <u>trying</u>	complete <u>completing</u>	write <u>writing</u>

Add the vowel suffix in parentheses to the base word. Drop the E before adding the suffix. The first one is done for you as an example.

- fine (-EST) ..... finest
- safe (-ER) ..... safer
- hope (-ED) ..... hoped
- like (-ABLE) ..... likable
- style (-ISH) ..... stylish
- adore (-ING) ..... adoring

Rewrite each word with the suffix ABLE added. If the base word ends in CE or GE, do not drop the E. The first one is done for you as an example.

change	changeable
notice	noticeable
believe	believable
desire	desirable
pronounce	pronounceable
manage	manageable
exchange	exchangeable

## CONTRACTIONS

Write the contraction for each set of words. The letters in red are taken out when forming the contractions. \*exception = won't

I will	I'll	they have	they've
I had	I'd	you will	you'll
they are	they're	I would	I'd
I am	I'm	will not*	won't

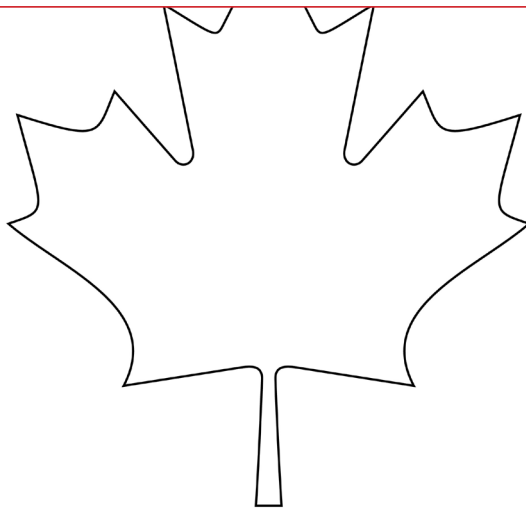
## CHALLENGING SPELLING WORDS

This is the Canadian flag.



With a red colored pencil or pen, write your Group 1 spelling words in the left rectangle of the blank flag. Then write your Group 2 spelling words in the right rectangle of the blank flag. Finally, write all of your spelling words inside the maple leaf. Color in the flag with a red crayon or colored pencil if desired.

With a red colored pencil or pen, the student should have written all the spelling words from Group 1 and Group 2 on page 157 of the *Level Four Language Arts Course Book* inside the maple leaf. The spelling words from Group 1 should also be written in the rectangle on the left, and spelling words from Group 2 should also be written in the rectangle on the right. Make sure that all the words are spelled correctly.



# LESSON 71



## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Have the child read the following definitions and sentences to you in preparation for today's reading assignment.

**exhibition:** a public display of works of art  
**dam and sire:** when related to horses (and some other animals), the mother (dam) and father (sire)

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



## Student

### Review: Helping Verbs

- Read and complete the section.

Let's review. A helping verb is used with a main verb. Here are some of the most common helping verbs:

- forms of **to be** (be, am, are, is, was, were, been, being)

- forms of **to do** (do, does, doing, did, done)
- forms of **to have** (have, has, having, had)

Here are some examples:

I am riding a horse. (am = helping verb, riding = main verb)

Do you love horses, too? (do = helping verb, love = main verb)

Have you ever ridden a horse? (have = helping verb, ridden = main verb)



**Underline the helping verb and circle the main verb in each question. Then, in a complete sentence, write an answer to the question that uses a helping verb and a main verb. The first one is done for you as an example.**

1. Does she like baby horses?

She does like baby horses.

2. Were you feeding the horses hay?

\_\_\_\_\_

3. Will you saddle up the pony?

\_\_\_\_\_

4. Did you know ponies are small horses?

\_\_\_\_\_

5. Are you interested in learning about horses?

\_\_\_\_\_

6. Have you ridden a horse before?

\_\_\_\_\_

The student should have underlined the helping verb and circled the main verb in each question as shown. Then he or she should have written an answer to each question that is a complete sentence and uses a helping verb and a main verb. See question #1 if an example is needed.

# Lesson 71 Course Book

## Homophones

- Write the correct homophone on each blank line.

- rain: It looks like it might rain today.
- reign: A good king will reign kindly.
- rein: I pulled the left rein to turn the horse.

Write the words that are defined below.

\_\_\_\_\_ reign \_\_\_\_\_: to hold a royal office

\_\_\_\_\_ rain \_\_\_\_\_: water falling from a cloud

\_\_\_\_\_ rein \_\_\_\_\_: a long strap attached to a horse's bit for guiding it

Write a complete sentence using each word.

rein: \_\_\_\_\_  
The student should have written a complete sentence using each word.

reign: \_\_\_\_\_

rain: \_\_\_\_\_

## Editing

- Complete the editing assignment.

Capitalize proper nouns and any word at the beginning of a sentence. Mark any letter that should be capitalized by drawing three short lines under it, like this: underline.

The climate on prince edward island is much milder than the harsh, arctic climate of inland canada. the warm water of the Gulf of St. Lawrence gives the island seasonal weather, but when the sharp arctic air meets the warm gulf air, drastic temperature swings can occur daily.



## READING



## ASSIGNMENT

- Read Chapter 3 of *Jockie* in your *Level Four Personal Reader*. Underline the correct answers.

1. Grandfather compared Diana and Jockie's relationship to which Bible story?

A. Joseph of Egypt because he interpreted dreams.

B. Ruth: "Whither thou goest I will go."

2. Peter Brown wrote to tell Grandfather that Diana would not be allowed in the race.

TRUE | FALSE

## Writing Workshop

- Complete the writing workshop for Lesson 71 in your workshops book.

After reading for 20 minutes or more, the student should have answered the question below in a complete sentence.



## PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*, and then answer the question in a complete sentence.

What is one trait (such as honesty or kindness) that you like about the main character?

\_\_\_\_\_

# Lesson 71 Course Book

# WRITING WORKSHOP

## Learning from the Masters

Read the passage from *Juddie*, a story that takes place in Canada, by Florence Wightman Rowland, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and highlight or underline each well-chosen verb.

### Passage Without Description

Juddie was worried about Pa, so he gave him his jacket and hurried home to get the wood sled. He only stopped twice to catch his breath.

### Passage

Pa **slumped** against the tree. "I'm done in."

Juddie was scared. If Pa stayed here, he would **freeze** to death in no time. Besides, it would be dark soon. It would be impossible to find their way home through the forest when daylight was gone.

Glad he had worn a sweater too, Juddie **tore** off his jacket and **draped** it over Pa's shoulders. "It'll keep you warm, Pa. I'm going home to get the wood sled. I'll pull you out of here on the wood sled. It won't be long."

"Leave . . . my rifle," Pa spoke slowly.

Juddie **handed** it to him, knowing he must **hurry** if he was going to save Pa.

The trip was a blur of worry and agonizing effort. Juddie's snowshoes fairly **flew** across the drifts. Only twice, when his chest **pained** him, did he stop to **catch** his breath.

J.E.H. MacDonald

The four paintings on the right were painted on wood boards by J.E.H. MacDonald in the early 1900s. Each one is a scene in Canada, where MacDonald immigrated to from England at the age of 14 with his family. Spend at least two minutes studying the paintings. What do you like

about them? In what ways is MacDonald's art style unique compared with the other art you've studied in this course? Would you like to visit these places in Canada? Which is your favorite? Did MacDonald use very few colors or many colors in each painting?

## Varying the First Words in a Paragraph

Starting sentences with the same words, such as HE or THE, is repetitive and dull. Also, having several short, simple sentences in a row makes writing choppy. Read this example:

J.E.H. MacDonald was born in England. He moved to Canada. He was 14 when he moved there. He was really interested in art. He attended Hamilton Art School in Hamilton, Ontario, Canada. He did really well. He specialized in landscape paintings of Canada. He loved to explore the wilderness. He would explore and then find a place to stop and paint the scene.

Rewrite the paragraph above, adding description and varying first words, sentence length, and sentence structure.

The student should have rewritten the paragraph above, adding description and varying first words, sentence length, and sentence structure.

If the student's paragraph is repetitive or dull, have him or her read the example paragraph on this page to you and discuss ways to improve his or her paragraph.

1. "Nova Scotia Coastal Scene" by J.E.H. MacDonald (1873–1932), c. 1922
2. "One Nee Hill, Petite Rivière, Nova Scotia" by J.E.H. MacDonald (1873–1932), unknown
3. "Lake McArthur, Yoho Park" by J.E.H. MacDonald (1873–1932), 1924
4. "Mount Lefroy" by J.E.H. MacDonald (1873–1932), 1932

# Lesson 71 Workshop

# SPELLING WORKSHOP

## SPELLING RULE: DROP THE E

Read this spelling rule aloud two times.

If a base word ends in a Silent E, drop the E before adding a vowel suffix. (Example: bake—baking) But do not drop the E when adding ABLE to words ending in CE or GE. (Examples: change—changeable, notice—noticeable)

Rewrite each word in purple with the suffix "able" added. If you need to drop the E before adding -ABLE, write the word in the sky. If you keep the E and add -ABLE, write the word in the sand.

## CONTRACTIONS

Write the contraction for each set of words.

I will	I'll	they have	they've
I had	I'd	you will	you'll
they are	they're	I would	I'd
I am	I'm	will not	won't

drop the E

sizable      lovable      erasable

recognizable      adorable

recyclable      relatable

keep the E

changeable      peaceable      manageable

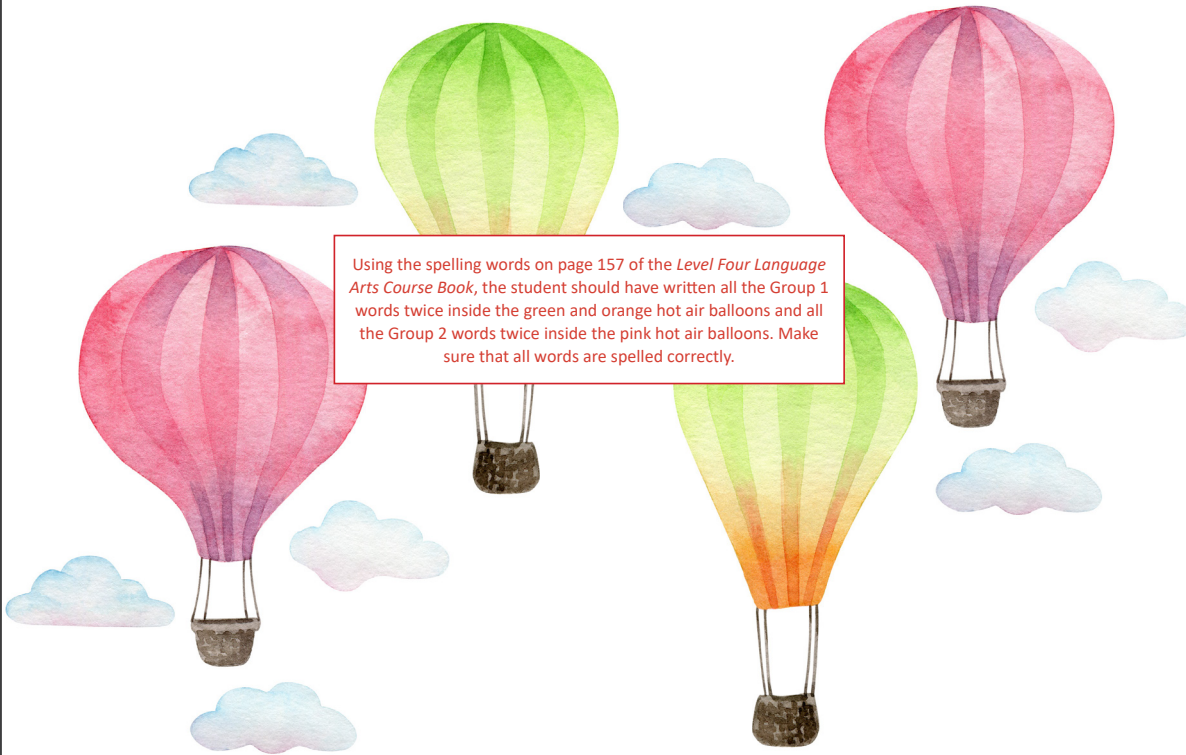
knowledgeable      pledgeable

serviceable      noticeable

- change
- size
- knowledge
- recognize
- service
- recycle
- peace
- pledge
- love
- adore
- relate
- erase
- notice
- manage

# Lesson 72 Workshop

**Hot Air Balloons:** Write your Group 1 spelling words twice in the green and orange hot air balloons, and then spell each word aloud in a whisper. Next, write your Group 2 spelling words twice in the pink hot air balloons, and then spell each word aloud in a deep voice. Make sure all of your words are spelled correctly. (Tip: Turn your page sideways to write the words inside the stripes!) Draw people inside the baskets if desired.



Using the spelling words on page 157 of the *Level Four Language Arts Course Book*, the student should have written all the Group 1 words twice inside the green and orange hot air balloons and all the Group 2 words twice inside the pink hot air balloons. Make sure that all words are spelled correctly.

# Lesson 72 Workshop

**LESSON 73**

**Parent/Teacher**

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.

---

**Student**

- Read and complete the section.

Open your *Level Four Spelling & Writing Workshops* to page 109. This is a painting by J.E.H. MacDonald called "Goat Range Rocky Mountains." Almost all MacDonald's paintings were created outside as he took in the beautiful scenery around him. In fact, it was a painting of flowers in his backyard that was the first to be noticed by art critics, museums, and buyers.

Look again at "Goat Range Rocky Mountains." Do you see the wild mountain goats on the rocks? This was painted in 1932, yet to this day wild mountain goats can be spotted in the Rocky Mountains of Canada and the United States. We'll use the painting to review helping verbs, main verbs, simple sentences, and compound sentences.

For each sentence circle if the sentence is a simple sentence or compound sentence, underline the helping verb or verbs, and circle the main verb or verbs. The first one is done for you as an example.

1. The goats are resting on the rocks, but they will play soon.      simple | compound
2. Mountain goats can leap 12 feet in a single jump.      simple | compound
3. Horns can protect mountain goats from predators.      simple | compound
4. They will eat the grass, and the grass will grow back.      simple | compound
5. I am helping Grandfather plant turnips.      simple | compound
6. I didn't see any, but I did spot a red fox.      simple | compound
7. You should visit the Rocky Mountains someday, for they are amazing.      simple | compound
8. Have you ever seen animals in the wild, and did you like them?      simple | compound

**READING ASSIGNMENT**

- Read Chapter 4 of *Jockie* in your *Level Four Personal Reader*. Then circle the correct answer.

**What fell out of the tree Jockie was climbing?**

A. Lots of red apples that he gathered for making a pie

B. A baby crane that he decided to help

**Writing Workshop**

- Complete the writing workshop for Lesson 73 in your workshops book.

**PERSONAL READING**

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

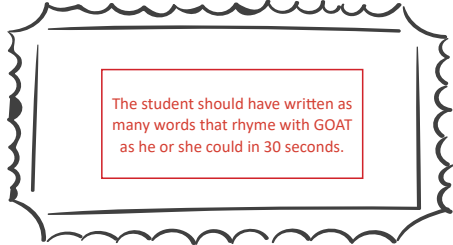
# Lesson 73 Course Book



Using an Online Rhyming Dictionary (Part 1)

**What is a rhyming dictionary?** A rhyming dictionary is a special kind of dictionary that, rather than giving definitions, is designed to help write poems and song lyrics.

**Why use one?** To demonstrate why a rhyming dictionary is so helpful, let's do a little exercise. Set a timer for 30 seconds. Start the timer and write all the words you can think of that rhyme with GOAT in the box below before the timer runs out.



Now, with a parent or teacher's permission and help, open a web browser on a computer. Note: Always practice internet safety. Only visit safe websites that are allowed by your parent. Do not click on advertisements. Even some websites that seem safe may have inappropriate material pop up. If that happens, immediately look away and get a trusted adult to help. Search for and go to a rhyming dictionary for kids.

Use the website to search for words that rhyme with GOAT by typing GOAT into the page's search bar.

Look at how many words you have now! A rhyming dictionary will bring to mind so many words that you may not have thought of on your own. It can be a very helpful tool, and it can be a lot of fun!

With the help of one of the online rhyming dictionaries, finish the following poetry couplets. (Type the underlined word into the search bar.)

In the Rocky Mountains, way up high.

The mountain goats, all white as snow.

With hooves like springs, they jump and climb.

Their playground's a mountain made of stone.

Camping out under the stars every night.

If I could be a mountain goat for a day.

The student should have completed each couplet. Check the last word of each line to make sure each couplet rhymes.

"Goat Range Rocky Mountains" by J.E.H. MacDonald (1873–1932), 1932

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Parent/Teacher



Student

Sentence Diagramming

- Have the child read the poem to you.

Summer Song of the Strawberry-Girl

By Mary Botham Howitt

Oh! Summer is a pleasant time,  
with all its sounds and sights,  
Its dewy mornings, balmy eves,  
and tranquil calm delights;

I sigh when first I see the leaves  
fall yellow on the plain,  
And all the winter long I sing—  
Sweet summer, come again.

- Have the child read the following definitions to you in preparation for today's reading assignment.

**wharf:** like a pier, a platform at the shore of a body of water used for docking boats

*He docked his boat at the wharf.*

**beckon:** make a gesture with the hand, arm, or head to encourage someone to follow or come closer

*He beckoned to Granddad.*

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

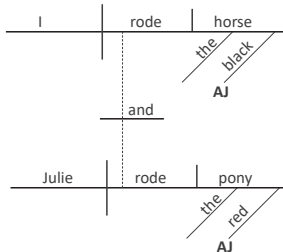
- Read and complete the section.

Today you will diagram compound sentences. Two independent clauses joined by a comma and a coordinating conjunction (FANBOYS) is a compound sentence. An independent clause can stand on its own as a sentence.

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

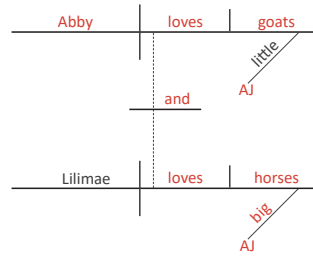
Example:

I rode the black horse, and Julie rode the red pony.

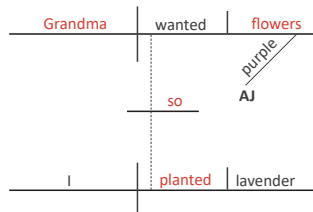


Finish diagramming the sentences. Write AJ under adjectives and AV under adverbs.

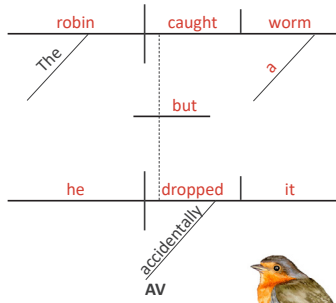
Abby loves little goats, and Lilimae loves big horses.



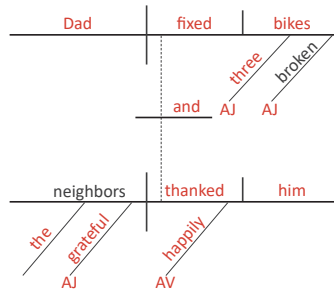
Grandma wanted purple flowers, so I planted lavender.



The robin caught a worm, but he accidentally dropped it.



Dad fixed three broken bikes, and the grateful neighbors happily thanked him.



### Homophones

- pear:** I picked a pear from the pear tree.
- pair:** I could really use a new pair of shoes.
- plain:** Without furniture the room looks so plain.
- plane:** They flew to Canada on a plane.



- The small plane flew low over the orchard of pear trees.
- I liked the fancy boots, but it was much less expensive to buy a pair of very plain shoes.
- The pilot's old plane needed a new pair of wings.
- I added some pear jam to the plain yogurt to make it tastier!

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READING



ASSIGNMENT

Read Chapter 5 of *Jockie* in your *Level Four Personal Reader*. Underline the correct answers.

1. Jockie said the flowers they picked were called mayflowers, but Mary Ann called them arbutus. Who was correct?

- A. Jockie was correct.
- B. Mary Ann was correct.
- C. They were both correct.

2. Jockie found a red balloon with a \$20 bill inside.

TRUE | FALSE

### Spelling Workshop

Complete the spelling workshop for Lesson 74 in your workshops book.

After reading for 20 minutes or more, the student should have written a complete sentence that uses two adjectives to describe his or her book.

### PERSONAL READING

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

Use two adjectives to describe your book in a complete sentence.

## LESSON 74

# SPELLING WORKSHOP

### SPELLING RULE: CHANGING Y TO I

Read this spelling rule aloud two times.

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

Rewrite each word with the suffix from the banner added to it. Remember, if the word ends with a consonant + Y, change the Y to an "I" before adding any suffix.

- lovely ..... loveliest est
- merry ..... merriment ment
- silly ..... silliness ness
- easy ..... easily ly
- funny ..... funniest est
- greedy ..... greediest est
- friendly ..... friendliness ness
- rainy ..... rainier er
- plenty ..... plentiful ful
- study ..... studied ed

### WORDS ENDING WITH OW

Write a sentence that uses each pair of words.

sparrow/hollow .....

.....

.....

.....

borrow/arrow .....

.....

.....

.....

tomorrow/meadow .....

.....

.....

.....

borrow/pillow .....

.....

.....

.....



The student should have written a sentence for each pair of words. Make sure that each OW word is spelled correctly.

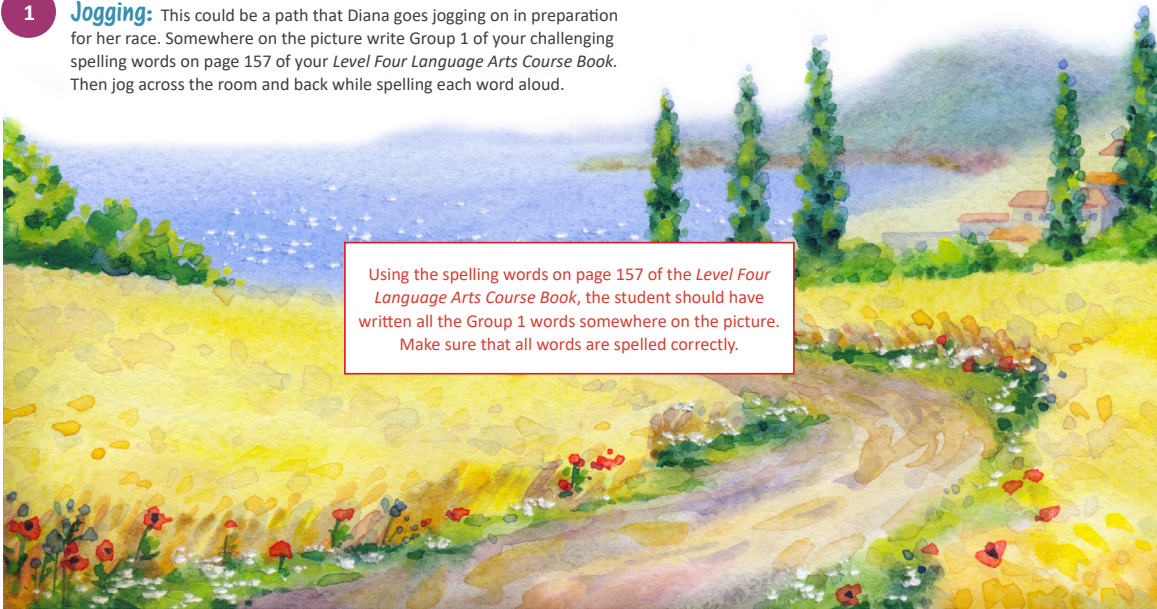
110

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# Lesson 74 Course Book

# Lesson 74 Workshop

**1** **Jogging:** This could be a path that Diana goes jogging on in preparation for her race. Somewhere on the picture write Group 1 of your challenging spelling words on page 157 of your *Level Four Language Arts Course Book*. Then jog across the room and back while spelling each word aloud.



Using the spelling words on page 157 of the *Level Four Language Arts Course Book*, the student should have written all the Group 1 words somewhere on the picture. Make sure that all words are spelled correctly.

**2** **Stretches and Jumping Jacks:** Complete the following for each word of Group 2 of your challenging spelling words.

- Sit on the floor with your legs together out in front of you. Read a word and spell it aloud, leaning forward and stretching your fingertips toward your ankles with each letter. It's OK if you can't reach! Just stretch as far as you can comfortably stretch.
- Stand up. Read a word and spell it aloud, performing a jumping jack with each letter.

The student should have completed this section aloud.

# Lesson 74 Workshop

**LESSON 75**

**Parent/Teacher**

- Work on The Challenging Sentence Climb in your workshops book for 2-4 minutes.
- Check the child's work when this lesson has been completed.

**Student**

## PROVINCES AND TERRITORIES

The student should have followed the instructions on page 171 to complete the map, which should include the title, labels for the provinces and territories, a legend, and a compass.

Read and complete the section.  
Read the paragraph to the left of this map. Then follow Steps 1-6 on the next page to complete the map below.

You may recognize the map on the next page from the first lesson of this unit. You might also remember that Canada has ten provinces and three territories. The primary difference between a province and a territory is how the area is governed. Provinces have their own constitutional powers to govern themselves; territories are grouped together and ruled by the national Canadian government. Each province and territory has its own beautiful and unique features. All have amazing scenic nature and wildlife!



# Lesson 75 Course Book



- Title:** A map should have a clear title telling the location of the map. In the box above your map, write "Canada."
- Compass:** To show cardinal directions on the map, draw a compass inside the circle by your map. Label north, south, east, and west.
- Labels:** Neatly and clearly label each territory and province (use the map above for guidance). Be sure to spell each word correctly!
- Territories:** Color the territories blue. The territories are Northwest Territories, Nunavut, and Yukon.
- Provinces:** Color the provinces yellow. The provinces are Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Quebec, and Saskatchewan.
- Key or Legend:** Somewhere in the blank space, draw a key or legend showing that blue = territories and yellow = provinces.

Read Chapter 6 of *Jockie* in your *Level Four Personal Reader*. Then answer the questions in complete sentences.

1. What did Jockie get for Grandmother and Mary Ann at Allan's store?

Jockie got his grandmother an egg-beater bowl. He got an English china cup for Mary Ann.

2. What news about Diana did Peter Brown send Grandfather in his letter?

Peter said that Diana wasn't doing as well as he had hoped. She also had a sore foot, so Peter asked Jockie to send black alder mud for a poultice.

### Writing Workshop

Complete the writing workshop for Lesson 75 in your workshops book.

After reading for 20 minutes or more, the student should have listed the title and author of his or her book below.



### PERSONAL READING

For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. List the title and author of your book.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

# Lesson 75 Course Book

## LESSON 75

## WRITING WORKSHOP

### Varying First Words in a Paragraph

Starting sentences with the same words, such as SHE or THE, is repetitive and dull. Also, having several short, simple sentences in a row makes writing choppy. Read this example:

She walked down the path. The flowers were blooming. She needed a walk because she was upset. The fresh air helped her feel better. She heard a sound in the bushes. She froze!

Let's look at how we can improve the paragraph by combining sentences and changing the order of words. And, while we are at it, let's add in some alliteration and description to make it more interesting.

Down the dusty path between the vivid bunches of blooming violets, she strode. Her heart was aching, and she desperately needed to breathe in the fresh, fragrant air. Oh, how this path soothed her soul when she needed it most. Her breath steadied, and a feeling of calm began to blanket her, when suddenly she heard a rustle only feet away from her in the bushes! She froze.

Rewrite the following paragraph, adding description and varying first words, sentence length, and sentence structure.

I looked under my bed. I checked outside. I couldn't find my dog anywhere. I looked all over the house. I was worried. He was missing.

The student should have rewritten the paragraph above, adding description and varying first words, sentence length, and sentence structure.

If the student's paragraph is repetitive or dull, have him or her read the example paragraphs above to you and discuss ways to improve his or her paragraph.

### Writing Sentences with Alliteration

When you write with alliteration, you don't need to make all the words start with the same sound; you don't even need to make most of the words start with the same sound. Yet, it's amazing what two or three words with alliteration can do to improve the feel of the sentence. Take this example:

The bees flew around the pear tree flowers.



The bees buzzed around the pear tree blossoms.

Can you sense the difference? Doesn't the alliteration add more interest?

Underline the words that use alliteration in the following sentences.

The sun sparkled deep into the clear water, and the boys swam over the silvery surface.

The fluffy kitten fell face-first into the warm milk then began to drink.

Now you try it! Write a sentence using alliteration for each of the following sounds:

S \_\_\_\_\_

L \_\_\_\_\_

M \_\_\_\_\_

The student should have written a sentence using alliteration for each of the sounds provided.

# Lesson 75 Workshop





Ontario, Canada

More than 12 million people, or about one-third of Canada's entire population, live in Ontario. After Quebec, Ontario has the second-largest French-speaking population in Canada. The city of Toronto, Ontario, is Canada's largest city and financial center. If you visit the southern tip of Ontario, you will be able to see Niagara Falls, a breathtaking group of three massive waterfalls on the Niagara River.



Niagara Falls, Ontario, Canada

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**Read the sentences.**

Quebec is the largest province in Canada. Ontario has the highest population.

**Now combine the two sentences into one compound sentence.** Hint: replace the period with a comma and a coordinating conjunction (FANBOYS).

The student should have combined the two sentences into one compound sentence using a coordinating conjunction and replacing the period with a comma. One possible answer is below.  
Quebec is the largest province in Canada, but Ontario has the highest population.

A subject is who or what is doing or being in the sentence. When there are two or more subjects in a sentence, they're called **compound subjects**.

**Example:** Quebec and Ontario are the core provinces of Canada.

**Underline the compound subjects in each sentence.**

- Mom and I are visiting Quebec City together.
- Mom or Dad once read me a story of a man who floated down the Saint Lawrence River.
- Ontario and New York share the famous Niagara Falls.
- Seafood and pastries are popular foods in Quebec and Ontario.

READING



ASSIGNMENT

- Read Chapter 7 of *Jockie* in your *Level Four Personal Reader*. Then underline the correct answer.

**What did Jockie learn to do at Dannie Allan's farm?**

- He learned about the history of horse racing on Prince Edward Island.
- He learned to plow with the horses, Maggie Belle and Katie Belle.

Spelling Workshop

- Complete the spelling workshop for Lesson 76 in your workshops book.



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

Lesson 76 Course Book

Lesson 76 Workshop

LESSON 76

SPELLING WORKSHOP

SUFFIXES: -URE AND -TION

A **suffix** is a group of letters added to the end of a word that changes the meaning of the word. The suffix URE is added to a verb and means an action or result of an action. (Example: depart→departure) The suffix -TION is also added to a verb and also means the action or result of an action. (Example: educate→education)

Based on the meaning of the suffix, circle the correct description for each word.

- pressure    A. the result of pressing    B. a person who presses
- information    A. asking for help    B. the result of being informed
- architecture    A. the result of an architect's creation    B. farming
- pollution    A. running a business    B. the result of polluting

Circle the correct word based on the description.

- the act or result of constructing: destruction | construction  
 the act or result of failing: failure | falling  
 the result of mixing: mixer | mixture  
 the act or result of correcting: correction | introduction

CONTRACTIONS

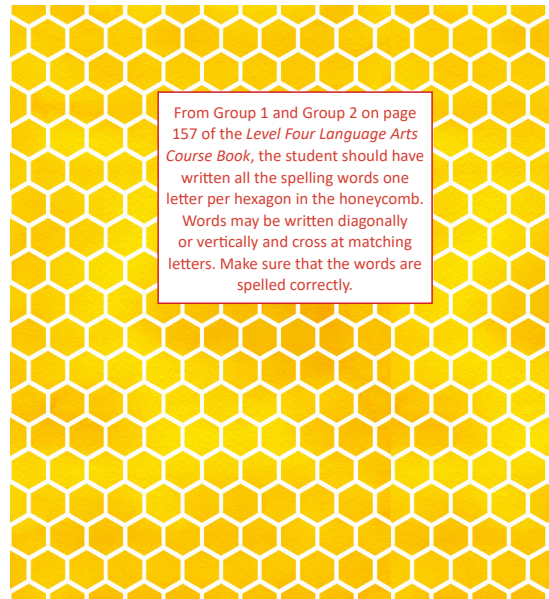
Write the contraction for each set of words.

I will	<u>I'll</u>	they have	<u>they've</u>
I had	<u>I'd</u>	you will	<u>you'll</u>
they are	<u>they're</u>	I would	<u>I'd</u>
I am	<u>I'm</u>	will not	<u>won't</u>

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CHALLENGING SPELLING WORDS

**Honeycomb:** Inside the honeycomb write all of your challenging spelling words on page 157 of your *Level Four Language Arts Course Book*, one letter per hexagon. You can write diagonally or vertically. You may even make the words cross at matching letters like in a word search, if desired. Then read each word and spell it aloud.



From Group 1 and Group 2 on page 157 of the *Level Four Language Arts Course Book*, the student should have written all the spelling words one letter per hexagon in the honeycomb. Words may be written diagonally or vertically and cross at matching letters. Make sure that the words are spelled correctly.

# LESSON 77



## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



## Student

# BRITISH COLUMBIA

- Read the section and answer the question in a complete sentence.

Look at the map of Canada you created in Lesson 75 and locate British Columbia.

About one-third of the people living in British Columbia, also commonly called BC, immigrated there from a foreign country. A great word to describe British Columbia is *diverse*—having a great deal of variety and differences.

Circle the answer. Based on the vocabulary word you just read, which of these examples would be considered diverse?

- A. In our neighborhood we have friends from Somalia, Mexico, Japan, France, and Canada.
- B. Everyone in my art class was born and raised in El Paso, Texas.

**Culture** is the way a group of people think and behave. There are many things that make up the culture of a group of people, including language, beliefs, food, music, art, traditions, and ways of life. Because so many immigrants have traveled to British Columbia and made it their home, it has many beautifully diverse cultures.

There are also diverse landscapes in British Columbia. The Pacific Ocean lines the West Coast, and the incredible Canadian Rocky Mountains lie across British Columbia, Alberta, and the Yukon Territory. You will read more about these mountains in this lesson's writing workshop.

## Compound Verbs

- Read and complete the section.

When two verbs in a sentence are placed together in the same independent clause, the verbs are called **compound verbs**.

**Example:** Stacy sang and danced.

Underline the compound verbs in each sentence.

1. Darren brushed and hugged the puppy.
2. I washed and dried the dishes.
3. Will you please brush and floss your teeth?

Write a complete sentence using each pair of compound verbs.

1. run and jump
2. eat and drink

The student should have written a complete sentence using each pair of compound verbs.

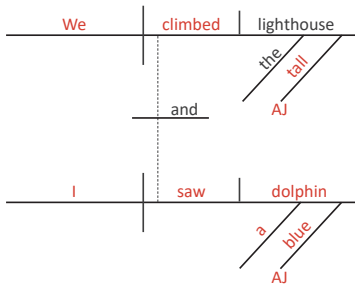


# Lesson 77 Course Book

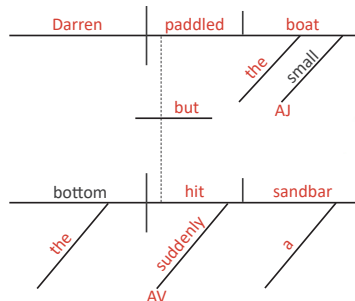
## Sentence Diagramming

- Finish diagramming the compound sentences.

We climbed the tall lighthouse, and I saw a blue dolphin.



Darren paddled the small boat, but the bottom suddenly hit a sandbar.



## READING ASSIGNMENT

- Read Chapter 8 of *Jockie* in your Level Four Personal Reader. Then answer the questions in complete sentences.

1. Why did Jockie and Red Roary miss the races?

They missed the races because the bus to Riverhead left a little early, so they had to wait for the next bus.

2. Red Roary promised to not shave his beard until what happened?

Red Roary said he wouldn't shave his beard or cut his hair until Diana set a record.

## Writing Workshop

- Complete the writing workshop for Lesson 77 in your workshops book.

After reading for 20 minutes or more, the student should have copied down one sentence that he or she liked.



## PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Then copy down one sentence you liked.

# Lesson 77 Course Book

Writing Effective Paragraphs

When you write a report or essay, you need to write the facts in your own words. In this workshop you will practice this skill while you learn more about the mountains in Canada. Study the examples below.

Here is the original sentence:

Mount Logan, at a massive 5,959 meters (19,551 feet), is the tallest mountain in Canada and the second tallest mountain in North America.

I cannot fairly rewrite the sentence like this because it is too similar to the author's words; I only changed one short phrase, which is underlined:

Mount Logan, a whopping 19,551 feet (5,959 meters) tall, is the tallest mountain in Canada and the second tallest mountain in North America.

I CAN rewrite the sentence like this, in my own words:

Standing taller than any other mountain in Canada at 19,551 feet, Mount Logan is the second tallest mountain on the North American continent.



You try it!

Rewrite the following sentences:

Most of the big mountains of Canada are found in the West, particularly the Yukon Territory and the provinces of British Columbia and Alberta. Tall mountains, clear lakes, seemingly endless forests, and a huge variety of wildlife are a big draw to adventurers, photographers, and nature lovers.

The student should have rewritten the sentences above in his or her own words.

If the student's sentences are too similar to the original sentences, have him or her read the example sentences on this page to you and discuss ways to improve his or her sentences.

Enjoy the photos of the lakes and mountains in Canada on the next page.

Top left: Athabasca Falls, Jasper National Park, Alberta, Canada  
 Top right: Moraine Lake, Banff National Park, Alberta, Canada  
 Bottom: Emerald Lake, Yoho National Park, British Columbia, Canada



Parent/Teacher

- Have the child read the poem to you.

Waiting to Grow

By Frank French

Little white snowdrop just waking up,  
 Violet, daisy, and sweet buttercup,  
 Think of the flowers that are under the snow,  
 Waiting to grow!  
 And think what a number of queer little seeds,  
 Of flowers and mosses, of ferns and of weeds,  
 Are under the leaves and under the snow,  
 Waiting to grow!  
 Think of the roots getting ready to sprout,  
 Reaching their slender brown fingers about,  
 Under the ice and the leaves and the snow,  
 Waiting to grow!  
 No seed is so small, or hidden so well,  
 That God cannot find it; and soon He will tell  
 His sun where to shine, and His rain where to go,  
 Making it grow!

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



Student

Compound Sentences vs. Compound Verb Phrases

- Read and complete the section.

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).

Don't confuse compound verb phrases with compound sentences. For example, the simple sentence "I opened the window and looked outside" has two verb phrases: "opened the window" and "looked outside." The conjunction AND is not connecting two independent clauses; it is connecting two verb phrases.

Change each simple sentence to a compound sentence by adding a comma and a subject.

Example:

My cat sat on my lap and purred softly.

The student could have used any pronoun or noun that makes sense, not just the one shown.

My cat sat on my lap, and she purred softly.

- The captain saw the island and headed in that direction.

The captain saw the island, and he headed in that direction.

- The politician received the information and made a decision.

The politician received the information, and she made a decision.

- In the autumn we sold our home and moved to a new neighborhood.

In the autumn we sold our home, and we moved to a new neighborhood.



Spelling Workshop



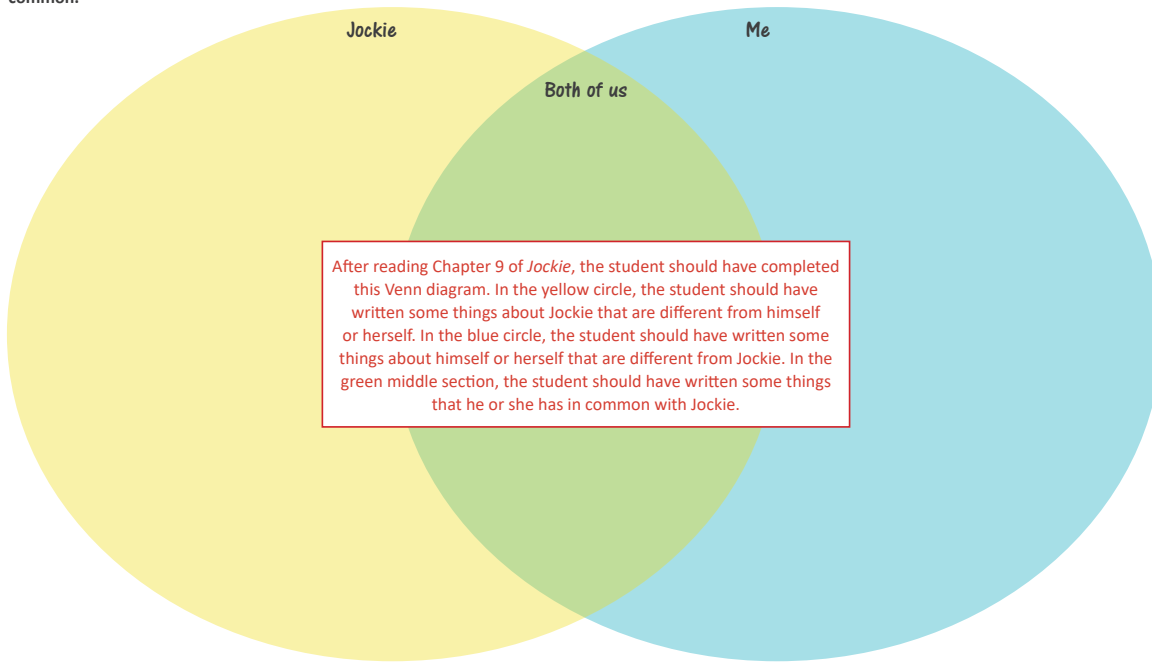
PERSONAL READING

- Read Chapter 9 of *Jockie* in your *Level Four Personal Reader*. Then come back and complete the Venn diagram below.

- Complete the spelling workshop for Lesson 78 in your workshops book.

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

**Venn Diagram Instructions:** In the yellow circle, write some things about Jockie that are different from you. In the blue circle, write some things about you that are different from Jockie. In the green middle section, write some things that you and Jockie have in common.



After reading Chapter 9 of *Jockie*, the student should have completed this Venn diagram. In the yellow circle, the student should have written some things about Jockie that are different from himself or herself. In the blue circle, the student should have written some things about himself or herself that are different from Jockie. In the green middle section, the student should have written some things that he or she has in common with Jockie.

Lesson 78 Course Book

LESSON 78

SPELLING WORKSHOP

IRREGULAR PAST TENSE

We usually make a word past tense by adding -ED, but there are some words with irregular past tense, such as those in the box below:

brought	caught	thought
bought	built	taught

Fill in the blank of each sentence below with the irregular past tense verb from the box that matches the present tense verb in parentheses. You will also be reading many commonly misspelled words that contain EI and IE.

- My mom taught me to believe in God. (teach)
- I was relieved when we caught our escaped kitten. (catch)
- Sammy bought eight pencils for the school year. (buy)
- Dad built a shelter in the field for the goats. (build)
- Our nice neighbor brought cookies over for us. (bring)
- The fire chief thought of a way to put out the fire. (think)
- Grandma taught me I could achieve anything. (teach)
- I thought the height of the tree was perfect. (think)
- When my little brother caught a fish, he shrieked. (catch)
- I asked for a receipt for the shoes I bought. (buy)
- We built a weird building out of blocks. (build)
- Dad brought his passport to the foreign country. (bring)

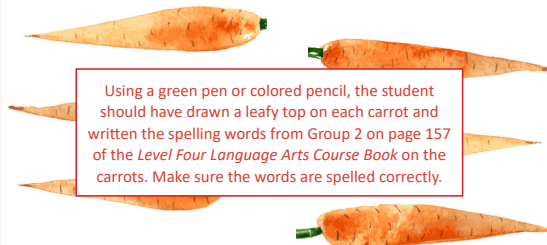
CHALLENGING SPELLING WORDS

- Flower Stems:** With a green pen or colored pencil, draw a long stem on each flower, and then write Group 1 of your challenging spelling words on page 157 of your *Level Four Language Arts Course Book* on the stems. Then read each word and spell it aloud.



Using a green pen or colored pencil, the student should have drawn a long stem on each flower and written the spelling words from Group 1 on page 157 of the *Level Four Language Arts Course Book* on the stems. Make sure the words are spelled correctly.

- Carrots:** With a green pen or colored pencil, draw a leafy top on each carrot, and then write Group 2 of your challenging spelling words on the carrots. Then read each word and spell it aloud in a whisper.



Using a green pen or colored pencil, the student should have drawn a leafy top on each carrot and written the spelling words from Group 2 on page 157 of the *Level Four Language Arts Course Book* on the carrots. Make sure the words are spelled correctly.

Lesson 78 Workshop



# LESSON 79



## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



## Student

### Idioms

- Read and complete the section.

Have you ever heard someone say “Hold your horses”? If so, you probably knew that person didn’t mean you should really hold on to your horses; he or she meant “Just wait patiently.” But why does “Hold your horses” mean “Just wait patiently,” and why do we say it?

The phrase “Hold your horses” is an *idiom*—a group of words that means something different from the actual phrase. An idiom cannot usually be understood by defining its words—you have to know what the idiom means.

Idioms exist in every language. English has thousands of idioms! You already know and use

some idioms without realizing it because you have heard or read them. The more idioms you know, the more you will understand conversations and literature. **Just for fun, see how many idioms you can match with their meanings. Then, when your parent or teacher checks your work, see how many you got right, and learn the meanings of any you didn’t already know.**

a fine kettle of fish	pouring rain
raining cats and dogs	an awkward or bad situation
on a wild goose chase	pointlessly searching for something
when pigs fly	until you're completely exhausted
as cool as a cucumber	very easy
until you're blue in the face	never
a piece of cake	very calm
she has a bee in her bonnet	in trouble
let the cat out of the bag	tell or told a secret
a bull in a china shop	she is upset
in hot water	someone who is very clumsy
night owl	without warning
see eye to eye	someone who stays up late
I'm all ears	agree
out of the blue	you have my full attention



### READING ASSIGNMENT

- Read Chapter 10 of *Jockie* in your *Level Four Personal Reader*. Then circle the correct answer.

What is Jockie, Dannie Allan, Mary Ann, and Granny's secret?

- A. Jockie is going to plow at the Old Home Week contest.
- B. Jockie rode Dugalina against Grandpa's wishes.

### Writing Workshop

- Complete the writing workshop for Lesson 79 in your workshops book.

## PERSONAL READING

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

# Lesson 79 Course Book

# LESSON 79

## WRITING WORKSHOP

### Using an Online Rhyming Dictionary (Part 2)

Remember using a rhyming dictionary to help you write a poem about mountain goats? Today you will use an online rhyming dictionary once more, this time to create a poem based on the painting below by Elizabeth Forbes, who was born in Ontario, Canada, in 1859. The painting is of her son, Alec.

With a parent or teacher's permission and help, open a web browser on a computer. **Note:** Remember to always practice internet safety. Search for a kids' rhyming dictionary.



"The Half Holiday" by Elizabeth Forbes (1859–1912), unknown

With the help of one of the online rhyming dictionaries, finish the following poetry couplets. (Type the underlined word into the search bar.)

When my work is finished for the day,

Sitting under my favorite tree,

I find inside my story book

It takes me to another land

It takes me to another time

Tomorrow I hope to read some more

The student should have completed each couplet. Check the last word of each line to make sure each couplet rhymes.

# Lesson 79 Workshop

# LESSON 80



## Parent/Teacher

- Have the child read the poem to you.

### There Isn't Time

By Eleanor Farjeon

There isn't time, there isn't time  
To do the things I want to do,  
With all the mountaintops to climb,  
And all the woods to wander through,  
And all the seas to sail upon,  
And everywhere there is to go,  
And all the people, every one  
Who lives upon the earth, to know.  
To know a few, and do a few,  
And then sit down and make a rhyme  
About the rest I want to do.

- Have the child read aloud the following definitions in preparation for today's reading assignment.

**fawn:** a baby deer

**wistful:** feeling or showing a quiet longing, especially for something in the past

**tomfoolery:** foolish or silly behavior

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

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## Comparative and Superlative Adjectives—Part I

- Read and complete the section.

An adjective is a word that describes a noun. (the tall tree) A **comparative adjective** is used to compare two things. (the taller tree) A **superlative adjective** is used to compare one thing to all other things in a group. (the tallest tree)

Usually a single-syllable adjective is made into a comparative or superlative adjective by adding ER or EST at the end.

Complete the chart by filling in the missing adjectives, comparative adjectives, and superlative adjectives. The first row is completed for you.

adjective	comparative	superlative
cool	cooler	coolest
bright	brighter	brightest
sweet	sweeter	sweetest
soft	softer	softest
fast	faster	fastest
kind	kinder	kindest
old	older	oldest
long	longer	longest

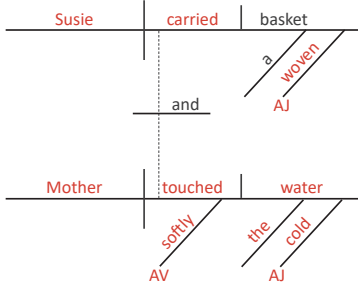
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# Lesson 80 Course Book

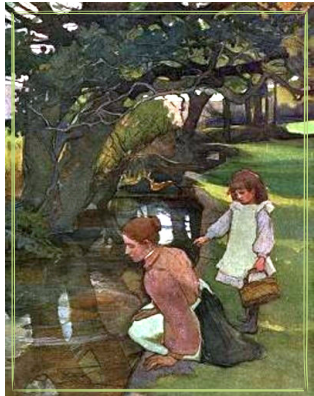
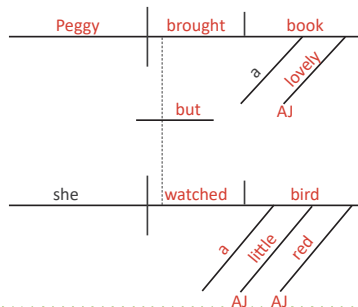
## Sentence Diagramming

- Finish diagramming the compound sentences. The sentences are based on the paintings by Elizabeth Forbes, the Canadian artist you learned about in your last writing workshop.

Susie carried a woven basket, and Mother softly touched the cold water.



Peggy brought a lovely book, but she watched a little red bird.



"By the Brook" by Elizabeth Forbes (1859-1912), unknown



"The Open Book" by Elizabeth Forbes (1859-1912), unknown

## READING ASSIGNMENT

- Read Chapter 11 of *Jockie* in your Level Four Personal Reader. Then circle the correct answers.

1. What idiom did Jockie's grandfather use to describe Diana in the race?

- A. She has a bee in her bonnet.
- B. She let the cat out of the bag.
- C. She's like a bull in a china shop.

2. How did Diana do in the Old Home Week race?

- A. She won first place—a blue ribbon!
- B. She seemed upset, she kept messing up the start of the race, and she lost every heat, but when she saw Jockie, she seemed calm and happy.
- C. She started out very well, but she hurt her foot during the second heat and lost.

## Spelling Workshop

- Complete the spelling workshop for Lesson 80 in your workshops book.



## PERSONAL READING

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

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# Lesson 80 Course Book

SUFFIXES: -URE AND -TION

A **suffix** is a group of letters added to the end of a word that changes the meaning of the word. The suffix **URE** is added to a verb and means an action or result of an action. (Example: depart→**departure**) The suffix **TION** is also added to a verb and also means the action or result of an action. (Example: educate→**education**)

Based on the meaning of the suffix, circle the correct description for each word.

- pressure    A. the result of pressing    B. a person who presses
- organization    A. asking for directions    B. the result of organizing
- enclosure    A. the result of enclosing    B. closing an envelope
- direction    A. forcing something    B. the act or result of directing

Circle the correct word based on the description.

- the act or result of destroying: **destruction** | construction
- the act or result of exposing: **exposure** | expedition
- the act or result of being moist (wet): **moistly** | **moisture**
- the act or result of introducing: **correction** | **introduction**

CONTRACTIONS

Write the contraction for each set of words.

I will	I'll	they have	they've
I had	I'd	you will	you'll
they are	they're	I would	I'd
I am	I'm	will not	won't

CHALLENGING SPELLING WORDS

- Race Track:** Write Group 1 of your challenging spelling words on page 157 of your *Level Four Language Arts Course Book* on the race track with a pen. Then read each word and spell it aloud while zooming around the track with the eraser end of a pencil.

Using a pen, the student should have written the spelling words from Group 1 on page 157 of the *Level Four Language Arts Course Book* on the race track. Make sure the words are spelled correctly.

- Road Signs:** Write Group 2 of your challenging spelling words in the road signs. Then read each word and spell it aloud.

The student should have written the spelling words from Group 2 on page 157 of the *Level Four Language Arts Course Book* in the road signs. Make sure the words are spelled correctly.



Parent/Teacher

- Have the child read the poem to you.

*How Beautiful the Setting Sun*

By Eliza Lee Cabot Follen

How beautiful the setting sun!  
The clouds, how bright and gay!  
The stars, appearing one by one,  
How beautiful are they!

And when the moon climbs up the sky,  
And sheds her gentle light,  
And hangs her crystal lamp on high,  
How beautiful is night!

And can it be, that I'm possessed  
Of something brighter far?  
Glow's there a light within this breast,  
Outshining every star?

Yes, should the sun and stars turn pale,  
The mountains melt away,  
This flame within shall never fail,  
But live in endless day.



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

Comparative and Superlative Adjectives—Part 2

- Read and complete the section.

An adjective is a word that describes a noun. (a **pleasant song**) A **comparative adjective** is used to compare two things. (a **more pleasant song**) A **superlative adjective** is used to compare one thing to all other things in a group. (the **most pleasant song**)

Usually a word with more than one syllable is made into a comparative or superlative adjective by adding MORE or MOST before the word. There are many exceptions, but in this lesson you will only practice words that follow the rule.

Complete the chart by filling in the missing adjectives, comparative adjectives, and superlative adjectives. The first row is completed for you.

adjective	comparative	superlative
important	more important	most important
talented	more talented	most talented
expensive	more expensive	most expensive
terrible	more terrible	most terrible
successful	more successful	most successful
wonderful	more wonderful	most wonderful
confusing	more confusing	most confusing
tired	more tired	most tired

## Homophones

- Write the correct homophone on each blank line.

**peace:** I feel peace when I pray.  
**piece:** I gave the rabbit a small piece of banana.  
**pole:** He leaned tiredly against the telephone pole.  
**poll:** I took a poll to see who likes bananas best.



- The city took a poll to see how many people wanted to remove the large telephone pole in the park.
- This lovely valley is full of peace; it's like a little piece of heaven.
- I took a poll to see how many people felt peace whenever they spent some quiet time in nature.
- A piece of Emily's fishing pole broke off when she fell.

## Editing

- Complete the editing assignment.

Capitalize the first letter of a sentence. End every sentence with punctuation. Cross out any letters that should not be capitalized and write them the correct way.

- always give credit where Credit is due. ~~C~~
- always take the blame when blame is due. ~~t~~
- put your hand over your mouth when you yawn while in the Presence of others. ~~P~~
- if you have to Cough or Sneeze, turn your head away from others. ~~C S~~

READING



ASSIGNMENT

- Read Chapter 12 of *Jockie* in your *Level Four Personal Reader*. Then complete the assignment.

Read again the last two paragraphs from Chapter 12. Copy down your favorite descriptive sentence from those two paragraphs.

After reading Chapter 12 of *Jockie*, the student should have reread the last two paragraphs and then copied down his or her favorite descriptive sentence from those two paragraphs.

## Writing Workshop

- Complete the writing workshop for Lesson 81 in your workshops book.



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

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# Lesson 81 Course Book

## LESSON 81

## WRITING WORKSHOP

### Using Dialogue

**What is dialogue and why use it?** *Dialogue* [DIE-uh-log] is conversation in a story. It's a useful and important tool in writing. It helps develop characters and the relationships between them, it sets a mood, it breaks up long stretches of story or description, it adds interest, and it can make the story more exciting.

To see how dialogue can improve a story, read the passage from Chapter 12 of *Jockie*, first as it could have been written if Lilla Stirling had not used dialogue, then the actual passage.

#### Passage Without Dialogue

Red Roary was wondering why Jockie kept asking about the plowing match at Clam Cove. Dannie Allan thought Jockie might as well tell Red Roary their secret since he already knew something was up. So Jockie told him that he was going to plow at the match at Clam Cove.

#### Passage

"Wouldn't you kinda like to see the plowing match at Clam Cove, Red Roary?" asked Jockie.

"What's all this fuss about the plowing match? You've asked me that a dozen times now," said Red Roary.

Dannie Allan looked at Jockie and winked. "We'll tell you this much—that if you want to see some first-class plowing, you'd better be there."

"Now what are you two hatching up?" Red Roary pulled another cod off his hook.

Jockie whispered to Dannie Allan, "Could we tell Red Roary the plowing secret?"

"He knows something is up. You might as well tell him," said Dannie Allan.

"Do you know, Red Roary, I am going to plow at the plowing match at Clam Cove?" said Jockie.

**Your turn!** Rewrite the paragraph below, adding dialogue between the characters and making it more interesting. Remember to use quotation marks!

Sam and Sarah were on a small rowboat. Sam told Sarah that a storm was blowing in, even though it was sunny. Soon the sky darkened. Sarah wondered how Sam knew about the storm. Sam asked Sarah to help him get the boat back to shore by steering while he paddled with the oars. Sarah helped him.

The student should have rewritten the paragraph above, adding dialogue between the characters and making it more interesting. Make sure that the student used quotation marks where needed.

If the student did not add dialogue or make the paragraph more interesting, have him or her read the example passage on this page to you and discuss ways to improve his or her paragraph.

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# Lesson 81 Workshop



# LESSON 82

## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2-4 minutes.
- Check the child's work when this lesson has been completed.

## Student

# WILDLIFE

- Read and complete the section.

Have you ever seen a herd of deer grazing in a field, or perhaps a flock of geese flying in a V shape over your head, and felt a thrill of wonder at the beauty and majesty of God's incredible wild creatures? If you enjoy seeing animals in their wild, natural state, touring Canada would be a thrilling adventure for you! With over 200 mammal species, nearly 500 bird species, and a widely diverse range of sea creatures, Canada is a dream come true for animal lovers.

Read the sections about five of Canada's most popular wild animals, and then answer the questions by underlining the correct answers.



### Grizzly Bear

Highly adaptable to many habitats, grizzly bears are found throughout all three Canadian territories as well as the westernmost provinces. Grizzly bears are omnivores with big appetites, gobbling up fish, fruit, nuts, berries, leaves, roots, mushrooms, rodents, sheep, and elk.

### Moose

With lanky, twig-like legs, elongated heads, and bulky antlers, male moose (bulls) are a sight to see! Their awkwardly long legs prove helpful in deep snow and over obstacles like fallen trees. A new set of antlers begins growing each spring and is shed each fall.



### Mountain Lion

A solitary feline with many names—cougar, puma, and mountain lion—she easily leaps from ledges with her long, agile body. She can jump up to 12 meters (40 feet) in one jump! Her swift, graceful moves are often so silent that her prey has no idea she is watching and waiting from a distance.

### Gray Wolf

As the largest member of the canine family, gray wolves have only one predator—humans. Typically nocturnal (active at night), gray wolves live and hunt in packs. Their keen sense of smell, physical strength, and excellent communication skills within the pack make them highly successful hunters.



### Canada Goose

Did you know that true geese are only found in North America and that there are actually up to 50 different variations of the Canada goose? They vary in size and markings, but all have black necks and a white patch on their throats. Most Canada geese migrate south for the winter and back home for the warmer months.

1. Which word describes the eating behavior of grizzly bears?  
A. carnivore  
B. omnivore
2. Which word describes the activity behavior of gray wolves?  
A. diurnal (mostly active during the day)  
B. nocturnal (mostly active at night)

# Lesson 82 Course Book

## Review: Helping Verbs

- Read and complete the section.

A helping verb is used with a main verb. Here are some of the most common helping verbs:

- forms of **to be** (be, am, are, is, was, were, been, being)
- forms of **to do** (do, does, doing, did, done, will)
- forms of **to have** (have, has, having, had)

Here are some examples:

I am watching birds. (am = helping verb, watching = main verb)

Do you like birds? (do = helping verb, like = main verb)

I have seen three geese. (have = helping verb, seen = main verb)

Underline the helping verb and circle the main verb in each sentence.

1. The grizzly bear has caught three salmon.
2. I will watch out for bears in the woods.
3. Have you seen the Canada geese at the lake?
4. We are going to the Canadian Rockies next year.
5. The gray wolves are hunting as a pack.
6. The moose is tramping through the snow with his long legs.



## READING ASSIGNMENT

- Read Chapter 13 of *Jockie* in your *Level Four Personal Reader*. Then underline the correct answer.

How did Harry the crane save Jockie, Dannie Allan, and Red Roary?

- A. He caught enough fish for everyone to eat while they waited for help.
- B. He flew through the storm to where Granddad was watching for them.

## Spelling Workshop

- Complete the spelling workshop for Lesson 82 in your workshops book.



## PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Then answer the question with complete sentences.

What do you think might happen next in your book?

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After reading for 20 minutes or more, the student should have answered the above question with complete sentences.

# Lesson 82 Course Book

# SPELLING WORKSHOP

## IDENTIFYING ROOT WORDS

On each row circle the word that has the same root word (the word before prefixes or suffixes are added) as the word in the box.

1. FRIENDLY	BENDY	FRIENDSHIP	FRIED
2. UNHAPPY	HAPPINESS	SAD	HAPPENING
3. CRYING	TRYING	CARING	CRIED
4. CURLY	CURLED	PEARLY	CURTSY
5. DRIEST	WETTEST	DRINK	DRIED
6. TIGHTLY	TIGHTER	LOOSELY	RIGHTLY
7. IMPOSSIBLE	POSSUM	POSSIBLY	IMPATIENT
8. LAZIER	LABELS	LAYERS	LAZIEST
9. SNOWING	SNOWY	KNOWING	RAINING
10. TASTIER	PASTIER	TACTLESS	TASTELESS
11. RAINING	REINING	HAILING	RAINED
12. LAUGHING	GIGGLING	LAUGHABLE	LATELY
13. UNIMPORTANT	IMPORTANTLY	UNDERSTOOD	CRITICAL
14. PRECOOKED	PRECONCEIVED	CHICKEN	COOKING
15. DEFROST	FROSTY	FROTHY	DETOXIFY

# Lesson 82 Workshop

## CHALLENGING SPELLING WORDS



The student should have written the spelling words from Group 1 on page 157 of the *Level Four Language Arts Course Book* along the moose's antlers and long legs. Make sure the words are spelled correctly.

**1** **Moose:** Write Group 1 of your challenging spelling words on page 157 of your *Level Four Language Arts Course Book* along the moose's antlers and long legs. Say the letters aloud as you write them and read each word after you write it.

**2** **Whisper:** Spell each Group 2 spelling word aloud in a whisper. Start by saying the word, then spell it, and then say the word again. For example: "Moose. M-O-O-S-E. Moose."

The student should have completed this section aloud.

# Lesson 82 Workshop

# LESSON 83



## Parent/Teacher

- Have the child complete the following with you and tell you the answers.
  - 1. Point to Lake Superior on the map.
  - 2. Point to Lake Michigan.
  - 3. Point to Lake Huron.
  - 4. Point to Lake Erie.
  - 5. Point to Lake Ontario.
  - 6. These are the Great Lakes. Read the names of the Great Lakes aloud.
  - 7. Which Canadian province borders the Great Lakes to the north? **Ontario**
  - 8. Which eight states border the Great Lakes to the south? **Minnesota, Wisconsin, Michigan, Illinois, Indiana, Ohio, Pennsylvania, New York**
  - 9. Which of the Great Lakes is the largest? **Lake Superior**
  - 10. Which of the states is completely split by Lake Michigan? **Michigan**
  - 11. Tell me the names of the Great Lakes without looking. (The child may have as many tries as it takes.) **Lake Superior, Lake Michigan, Lake Huron, Lake Erie, Lake Ontario**
- Check the child's work when this lesson has been completed.



## Student

# THE GREAT LAKES



- Read and complete the section.

When you stand at the shore of one of the Great Lakes and look across, it feels as though you're looking across the ocean. The other side of the lake is so far away you can't see it! What you do see are rolling waves, huge ships and barges gliding across the surface, and birds hunting for fish to eat.

Together the Great Lakes make up the largest body of fresh water on the earth.

Enjoy the photographs of the Great Lakes on the following page.

# Lesson 83 Course Book

## Compound Sentences, Subjects, and Verbs

For each sentence, circle if the sentence is a compound sentence or if it has compound subjects or compound verbs.

1. I was most excited to see the lighthouse, but he was most excited to climb on the rocks.  
**compound sentence** | compound subjects | compound verbs
2. Mom and I want to visit the beautiful Niagara Falls someday.  
compound sentence | **compound subjects** | compound verbs
3. The mountain lion leaped and pounced on its unsuspecting prey.  
compound sentence | compound subjects | **compound verbs**
4. Lake Ontario and Lake Erie are the smallest of the Great Lakes.  
compound sentence | **compound subjects** | compound verbs
5. They are the smallest, yet you still can't see all the way across to the other side.  
**compound sentence** | compound subjects | compound verbs
6. I ran and jumped into the fresh water of Lake Huron.  
compound sentence | compound subjects | **compound verbs**
7. Mountain lions and gray wolves are predators.  
compound sentence | **compound subjects** | compound verbs
8. The mother grizzly bear scratched and clawed the ground for grubs and mushrooms.  
compound sentence | compound subjects | **compound verbs**
9. Toronto and Ottawa are both huge cities on the Canadian side of Lake Ontario.  
compound sentence | **compound subjects** | compound verbs
10. Lake Superior is the largest of the Great Lakes, and Lake Huron is the second largest.  
**compound sentence** | compound subjects | compound verbs

## Homophones

**to:** Please give this to David.

**too:** I am too old. | I will come too.

1. Is it too late to add my name to the list?
2. I will give a gift to the soccer coach too.



READING



ASSIGNMENT

- Read Chapter 14 of *Jockie* in your Level Four Personal Reader.

## Writing Workshop

- Complete the writing workshop for Lesson 83 in your workshops book.



## PERSONAL READING

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

# Lesson 83 Course Book





SPELLING RULE: CHANGING Y TO I

Read this spelling rule aloud two times.

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

Rewrite each word with the suffix from the box added to it. Remember, if the word ends with a consonant + Y, change the Y to an "I" before adding any suffix.

funny	funniest	est
enjoy	enjoyment	ment
kind	kindness	ness
merry	merrily	ly
silly	silliest	est
stormy	stormiest	est
likely	likeliness	ness
heavy	heavier	er
pity	pitiful	ful
carry	carried	ed

CHALLENGING SPELLING WORDS

1 In alphabetical order, write on the lines below all the challenging spelling words on page 157 of your *Level Four Language Arts Course Book*.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 157 of the *Level Four Language Arts Course Book* are spelled correctly and are in alphabetical order.

2 **Dice Practice:** Roll a dice and use the idea below that corresponds to the number you rolled to practice all of your spelling words. Roll again and use that idea to practice all of your spelling words in a different way. You may look at the words while doing the exercises. If you don't look at the words, make sure you spelled them correctly.

Read each word in Group 1, and then

- spell it aloud while tapping on the floor or table for each letter.
- spell it aloud while stretching in whatever way you want.
- spell it aloud while lying on your stomach.

Read each word in Group 2, and then

- spell it aloud while lying on your back.
- spell it aloud while holding a pose of your choice.
- spell it aloud while hopping on one foot for each letter.

The student should have completed this section aloud.

Parent/Teacher

- Quiz the child on the challenging spelling words on page 157 of this course book (words the child practiced during the last unit). If the child spells any of the words incorrectly, write the words in the challenging spelling words section on page 189, to be practiced again in this unit.
- Check the child's work when this lesson has been completed.

Student

FRANCE

Read the section.

In Lesson 87 you are going to start reading a book, *Treasures at My Fingertips: A Story of Louis Braille*. The main character, Louis, was born in France over 200 years ago. In this lesson you will learn about France.



Historic cities, quaint villages, the Eiffel Tower, fashion, beautiful landscapes, croissants, cheese, and pastries—

France is famous for all of these things and more. Perhaps they are reasons why France is one of the most visited places in the world.

Look at the map on the next page and read aloud the names of all the countries that border France.

On the map, point to the English Channel. France's coastline along the English Channel has many rugged cliffs.

Run your finger along the border of France and Spain until you hit the tiny country of Andorra, which is not even as big as New York City. Its *terrain* (type of land) is mainly rugged mountains.

On the map, run your finger along France's border with Switzerland and Italy. What do you think is along this border? The Alps! This incredible mountain range extends across eight countries, and France is one of them.

France has several long rivers. Can you find the longest one? It's called the Loire.

**Official Language:** French  
**Capital City:** Paris  
**Currency (type of money):** Euro

Vocabulary

Read and complete the section.

**AMBITIOUS** [am-BISH-us]: determined to succeed

The ambitious boy never gave up; he kept working toward his goal.

Ambitious means determined to succeed.

A synonym [SIN-uh-nim] is a word or phrase that means almost the same thing as another word or phrase. An antonym [AN-tuh-nim] is a word or phrase opposite in meaning to another word or phrase. For each word, circle the correct answer; is it a synonym or an antonym for the word AMBITIOUS?

- lazy                      synonym | **antonym**
- motivated              **synonym** | antonym
- hardworking            **synonym** | antonym

It's important in life that we are ambitious about the right things. List three things you want to be ambitious about in life.

The student should have listed three things that he or she wants to be ambitious about in life.



**Editing**

Complete the editing assignment.

Insert the missing apostrophes. Tip: When you see a noun with an S at the end, ask if it is plural, meaning more than one, or if it shows possession. Capitalize proper nouns. Your parent or teacher will check to see if you caught all the edits.

Many tourists visit the beautiful villandry castle in france. Some of the castles features are bridges, balconies, and pavilions. The castle has been home to some of frances noble families. The castles grounds are well loved for their exquisite beauty.



Lesson 85 Course Book

**Homophones**

Write the correct homophone on each blank line.

**it's:** It's raining. (contraction of the words IT IS)  
**its:** The cat licked its paws. (possessive form of IT)  
**chews:** Dave chews his food with his mouth closed.  
**choose:** Please choose a book to read.

1. France is known for its beautiful castles.
2. It's fun here! This castle has a maze in its garden.



Castle, or Chateau, de Chenonceau, France

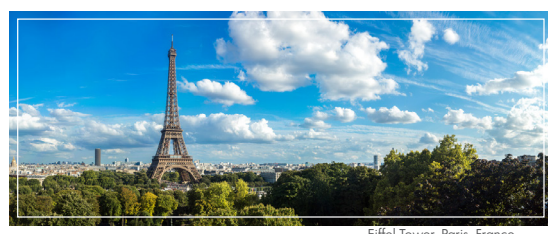
3. Tina chews gum as she views the famous white cliffs of Northern France. She can't choose whether she likes the smell of the sea or the feel of the wind best.



North Coast of France

**their:** I love their backyard.  
**there:** I love the trees over there.  
**they're:** They're planting carrot seeds.

1. There are 1,665 steps to climb inside the Eiffel Tower.
2. They're going to the Eiffel Tower with their grandparents.
3. There are 20,000 light bulbs shining on the Eiffel Tower at night.



Eiffel Tower, Paris, France

**Writing Workshop**

Complete the writing workshop for Lesson 85 in your workshops book.



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

Lesson 85 Course Book

Varying First Words in a Paragraph

Starting sentences with the same words is repetitive and dull. Also, having several short, simple sentences in a row makes writing choppy. For example

**He** hurried down the empty street. **The** snow crunched under his boots. **He** felt the wind bite at his cheeks. **The** coat he wore didn't help against the cold. **He** looked forward to sitting in front of a fire.

Look how we can improve the paragraph by combining sentences and changing the order of words. And, while we are at it, let's add in some description to make it more vivid and interesting.

Running like the wind, he hurried down the empty street. Snow crunched under his black boots, and the icy wind bit at his ruddy cheeks. Unfortunately, his thin woolen coat didn't help much against the bitter cold. With every step he looked forward to sitting in front of his warm, crackling fire.

Using the photograph below as an inspiration, rewrite the following paragraph, adding description and varying first words and sentence lengths.

I walked down the path. The wind was on my face. I could smell the salty air. The white sand beach stretched below me. I gazed across the blue water.

The student should have rewritten the paragraph above, adding description and varying first words and sentence lengths.  
 If the student did not vary the first words, have him or her read the example paragraphs above to you and discuss ways to improve his or her paragraph.

Alabaster Coast, France



Lesson  
85  
Workshop

Effective Paragraph Writing

You are going to write a paragraph about the size and population of France. Follow these steps to write your paragraph on the lines below.

1. Start with an opening topic sentence that grabs the reader's attention and explains what the paragraph is about. Copy one of these sentences or write your own:

**Option 1:** France is a large country, both in land and population—bigger than most people realize.

**Option 2:** Just how big is the country of France, and how many people live there?

2. Write the rest of the paragraph, using any of the facts below that you want to include. However, reorder and reword the sentences—**do not copy them directly**. Your entire paragraph should be at least four sentences long. Use at least two transitional words/phrases from the green box.

for example | although | but | also | however | lastly | finally | definitely | in fact

- While France is a large country—one of the largest countries on the continent of Europe—it is smaller than the state of Texas.
- The United States is about 18 times bigger than France.
- France is approximately 551,000 square kilometers. That makes it one of the largest countries on the continent of Europe.
- France has a lot of land, but does it have a lot of people?
- France has about 67 million people. As you might imagine, many of those people live in large cities like Paris. The rural areas are more sparsely populated.
- The population of citizens living in small towns in France is growing.
- With approximately 122 people per square kilometer, France does not have as high a population density as some countries, such as Germany, but its population density is much higher than Russia's, which has nine people per square kilometer on average.

Lesson  
85  
Workshop

Using Option 1 or Option 2 above for an opening topic sentence or writing his or her own opening sentence, the student should have written a paragraph containing any of the facts above. The paragraph should be at least four sentences long, use at least two transitional words/phrases from the green box, and have the facts reordered and reworded. Make sure that he or she did not directly copy the fact sentences.

If he or she did not follow the instructions, have him or her read the following example paragraph and discuss ways to improve his or her paragraph.

France is a large country, both in land and population—bigger than most people realize. In relation to other European countries, France is among the largest countries with about 551,00 square kilometers. However, it is about 18 times smaller than the United States. In fact, the state of Texas is bigger than France! Despite having so much land, most of the people living in France are located in large cities like Paris. Although it has a lower population density than Germany, France has a higher population density than Russia.



# LESSON 86



## Parent/Teacher

- Follow the instructions on page 189 of this course book to pretest the challenging spelling words for the unit.
- Have the child read these words and their definitions from *Treasures at My Fingertips: A Story of Louis Braille*:

**curtsied** [KERT-seed]: performed a curtsy

**Louis** [LOO-ee]: a boy's name

**Braille** [brayl]: a system of touch reading

**embossed** [em-BOST]: decorated with a raised design or pattern (see example below)



**interior** [in-TEER-ee-ur]: the inner or indoor part of something

**gouging** [GOW-jeeng]: making a hole or cut in something

**tapestry** [TAP-uh-stree]: a decorated cloth used for a wall hanging



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

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## Student

## Commas with Geographical Locations

- Read and complete the section.

When geographical place names are next to each other, place a comma after each name.

### Examples

We visited San Diego, California, yesterday.

I'm at 3456 Fox Drive, Hill City, Texas, United States.

The student should have inserted commas as shown in the following sentences. Then he or she should have written "first," "second," and "third" in the orange boxes in the order in which he or she would most want to visit the places in the photos.



Isn't Gerberoy, France, a charming village?

Is 47 Rose Street, Gerberoy, France, your address?

Many tourists visited Gerberoy, France, today.



I'm at Val Castle in Lanobre, France, now.

The castle is by the Dordogne River, France, Europe.

It is located 486 kilometers from Paris, France.



I visited Colmar, France, today; it's a historic town.

Our boat is on a canal in Little Venice, Colmar, France.

I live at 33 Joffre Avenue, Colmar, France, Europe.

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# Lesson 86 Course Book

## Homophones

- Complete the exercises.

**heel:** I hurt my heel.

**heal:** My finger will heal soon.

**past:** I drove past a hill. | Months went past.

**passed:** I passed the test. | We passed my house. | I passed you the rolls.

Circle the correct word for each sentence.

- We passed | past a wonderful castle.
- I bruised my heel | heal today.
- We can learn from our passed | past mistakes.
- She passed | past me the delicious rolls.
- I had sheep in the passed, | past but I sold them.
- Your scrape will heal | heel in a few days.

**peak:** We hiked to the highest peak.

**peek:** Do not peek.

Circle the correct word for each sentence.

- The mountain peak | peek was covered with clouds.
- We took a peak | peek at Mrs. Smith's new baby.
- Mont Blanc is a magnificent peak | peek in France.
- Close your eyes and do not peak | peek.
- Let's take a quick peak | peek at the weather report.

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## Context Clues

- Read and complete the section.

A context clue is information about a word or phrase that helps determine its meaning.

Based on context clues, underline the correct meaning of each orange word below.

- The professional cartographer created 17 maps of Northern France last year.

a. a person who loves drawing   b. a mapmaker   c. someone who makes carts

- Spain and New Zealand are antipodes. If you were to dig in a straight line from Spain through the earth, you would come out in New Zealand!

a. places exactly opposite of each other on the globe   b. enemies   c. friends

- The river Ain is a tributary to the Rhone River. I see where they come together.

a. a large river   b. a smaller river joining with a larger river   c. a small river

## Spelling Workshop

- Complete the spelling workshop for Lesson 86 in your workshops book.



## PERSONAL READING

After reading for 20 minutes or more, the student should have circled the continent on which his or her book is set.

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*, and then circle the correct answer to the question.

On which continent is the setting of your book?

Asia | North America | Europe | Australia | South America | Antarctica | Africa

Imaginary land | Not stated in the book

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# Lesson 86 Course Book



**SPELLING RULE: WORDS THAT END WITH VE OR UE**

Read this spelling rule aloud two times.

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.

For each word, write "1," "2," or "3" (referring to the key) to indicate why the word ends with a Silent E.

**KEY** 

- 1. so the word does not end with V or U | 2. to make the C or G soft
- 3. to make the vowel before it say its name

dissolve	1	encourage	2	scene	3
circulate	3	captive	1	garbage	2
shelve	1	sleeve	1	practice	2
cursive	1	fatigue	1	motive	1
resolve	1	groove	1	deserve	1
message	2	starve	1	involve	1

Write the word that answers each riddle in the box. Each word has a Silent E at the end so that the word does not end with V.

**RIDDLES**

to get better at something   rhymes with "remove" starts with IMPR	improve
not to die   continue to live   starts with SUR	survive
your hand fits inside it   rhymes with "love"	glove
a dozen   starts with T	twelve
opposite of "below"   the sun in comparison to Earth	above
on a tree   often green or black   often made into oil	olive

**CONTRACTIONS**

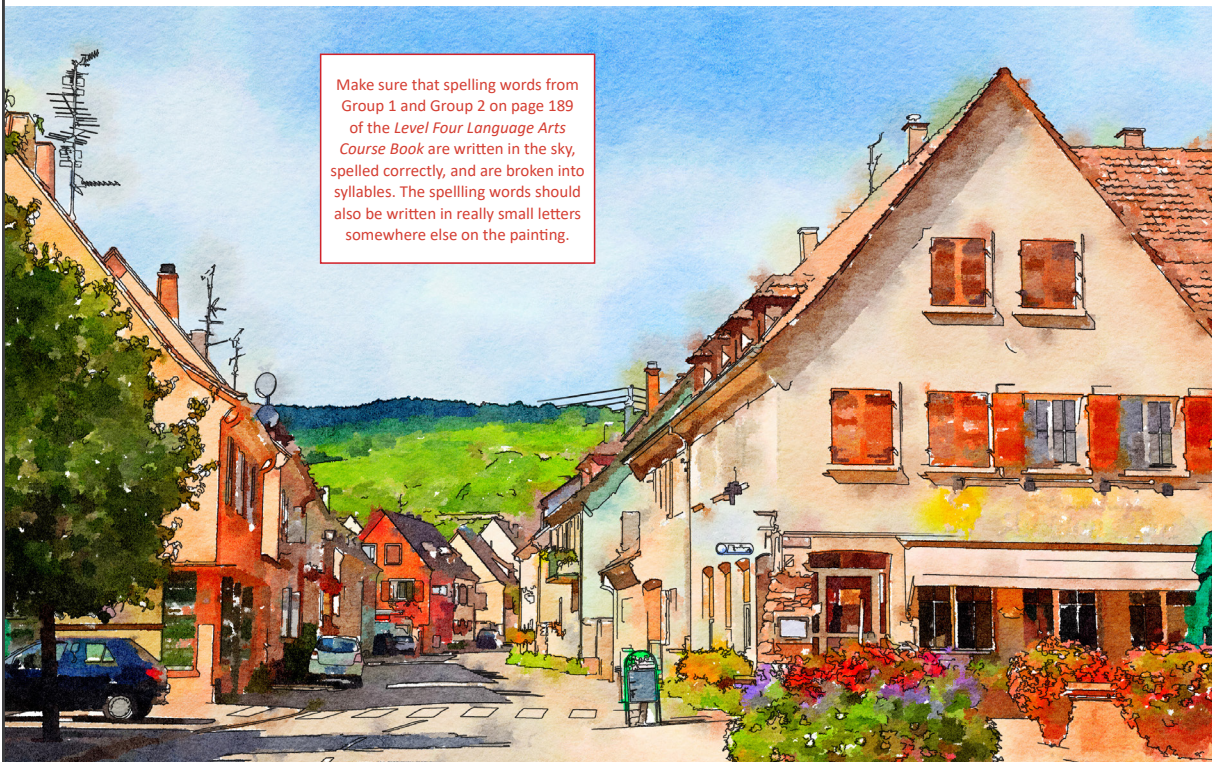
Write the contraction for each set of words. The letters in red are taken out when forming the contractions.

he would	he'd	he had	he'd
that is	that's	does not	doesn't
would not	wouldn't	there is	there's
you are	you're	here is	here's

**CHALLENGING SPELLING WORDS**

**French Village:** In the sky write each challenging spelling word (broken into syllables) on page 189 of your *Level Four Language Arts Course Book* (both Group 1 and Group 2 words). Then write each spelling word in really small letters somewhere else on the painting. The words can be horizontal, vertical, curved, etc. Then spell each word aloud, alternating the way you say each letter: loudly and then softly.

Make sure that spelling words from Group 1 and Group 2 on page 189 of the *Level Four Language Arts Course Book* are written in the sky, spelled correctly, and are broken into syllables. The spelling words should also be written in really small letters somewhere else on the painting.



# LESSON 87



## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



## Student

### Homophones

- Write the correct homophone on each blank line.

**stairs:** I climbed the stairs.  
**stares:** He stares at the painting.  
**creek:** We put our feet in the creek.  
**creak:** I moved, making the sofa creak.

1. The stairs wind up the castle tower.
2. I heard the door creak.
3. Father stares into the sky with a smile.
4. I sat by the gurgling creek and read a delightful book.

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- Read Chapter 1 of *Treasures at My Fingertips: A Story of Louis Braille* in your *Level Four World Biographies Reader*. Then write two discussion questions that could be used to discuss the chapter with a group. The questions should encourage opinions and thoughts rather than just answering with a yes or no or a fact about the story.

1. \_\_\_\_\_

2. \_\_\_\_\_

After reading Chapter 1 of *Treasures at My Fingertips: A Story of Louis Braille*, the student should have written two discussion questions that could be used to discuss the chapter with a group. The questions should encourage opinions and thoughts rather than just answering with a yes or no or a fact about the story.

### Writing Workshop

- Complete the writing workshop for Lesson 87 in your workshops book.



### PERSONAL READING

After reading for 20 minutes or more, the student should have answered the questions below with complete sentences.

A **table of contents** is a list at the beginning of a book that shows how the book is divided into chapters or sections. Does your book have a table of contents? If so, how many chapters are in your book? Answer with complete sentences.

\_\_\_\_\_

\_\_\_\_\_

# Lesson 87 Course Book

# LESSON 87

## WRITING WORKSHOP

### Learning from the Masters

As you read the paragraph below from *Gold Mountain* by Gwendolen Lampshire Hayden and Pearl Clements Gischler, notice the use of color and personification (giving human attributes to nonhuman things). Underline all the adjectives (including colors).

The ox team at last pulled the big covered wagon into a deep, green valley. A rushing stream ran singing along between the high, rocky hills. Along its banks grew beautiful cottonwood and pine trees. Blue and pink and yellow wildflowers peeked out of the tall waving grasses. Dainty flowers bloomed in shady places.

Now read the paragraph with the adjectives and personification taken out. What a difference! Which one paints a more interesting picture?

The ox team at last pulled the covered wagon into a valley. A stream ran along between the hills. Along its banks grew cottonwood and pine trees. Wildflowers were in the grass. Flowers bloomed.

### Writing from the Heart

Whenever I see a path or little road that bends around a corner or over a hill, I can't help wondering where it might take me. My imagination comes alive with the possibilities. In fact, when I find them, I like to take pictures of pathways like this to spark story ideas.

Write a paragraph of a story that shows what might be just over the hill or around the bend in one of the photos on this page or the next. Show your own fun and interesting personality as you write. You can read my example first. Which picture do you think I chose?

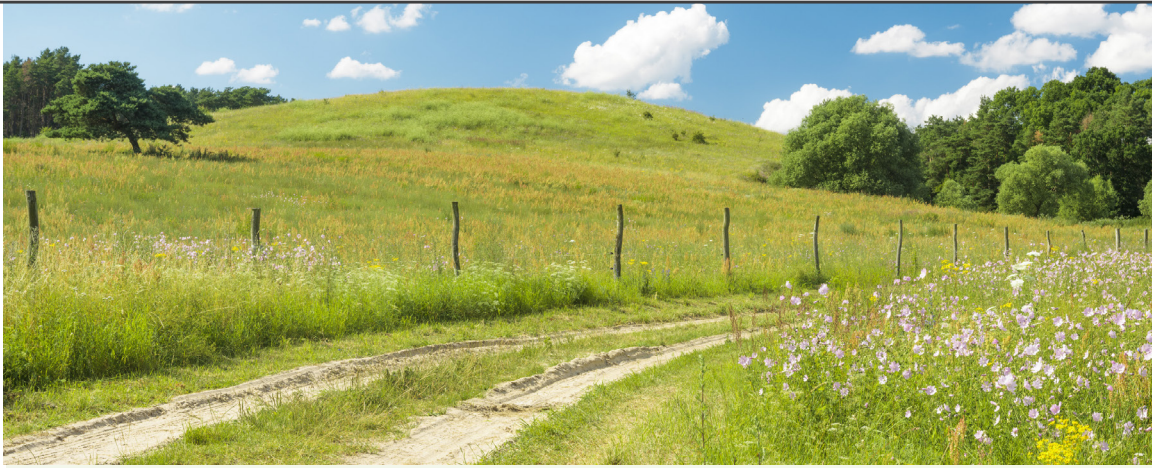
The wagon rattled roughly over the dirt road, but the fresh country breeze felt smooth against my skin. I pulled my eyes away from the lavender wildflowers and tall, tender grass swaying in the wind and gazed at the road ahead. I could see the grove of lush green trees in which Grandma's cottage sat. In just a minute, I would glimpse the bright white boards and red brick chimney through the trees.



# Lesson 87 Workshop



# Lesson 87 Workshop



The student should have written a paragraph of a story that shows what might be over the hill or around the bend, inspired by one of the photographs on page 128 or this page.

If he or she struggled to write an imaginative and descriptive paragraph, have him or her read the example paragraph on page 128 to you and discuss ways to improve his or her paragraph.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

# Lesson 88 Course Book

## LESSON 88



### Parent/Teacher

- Have the child read these words and their definitions from *Treasures at My Fingertips: A Story of Louis Braille*:

**Louis** [LOO-ee]: a boy's name

**Braille** [brayl]: a system of touch reading

**parish** [PEAR-ish]: an area over which one Christian pastor (minister, priest) is in charge

**resigned** [ree-ZINED]: chose to leave a job; accepted that something cannot be avoided

- Have the child read the poem to you.

### *I Like to See a Thunderstorm*

By Elizabeth Coatsworth



I like to see a thunderstorm,  
A dunder storm,  
A blunder storm,  
I like to see it, black and slow,  
Come stumbling down the hills.

I like to hear a thunderstorm,  
A plunder storm,  
A wonder storm,  
Roar loudly at our little house  
And shake the windowsills!

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



### Student

- Complete the exercise.

The student should have inserted commas as shown in the following sentences. Then he or she should have written "first" and "second" in the orange boxes in the order in which he or she would most want to visit the places in the photos.



This old mill is on the Seine River, Vernon, France.

I'm visiting the mill in Vernon, France, tomorrow.

Vernon, France, has a quaint old mill on the Seine River.



These mountains in Auvergne, France, are incredible.

I live in a rural area of Auvergne, France, Europe.

My address is 24 Ivy Road, Cusset, France, Europe.



### PERSONAL READING

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

READING



ASSIGNMENT

- Read Chapter 2 of *Treasures at My Fingertips: A Story of Louis Braille* in your *Level Four World Biographies Reader*.

### Spelling Workshop

- Complete the spelling workshop for Lesson 88 in your workshops book.

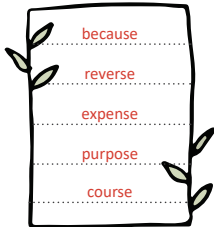
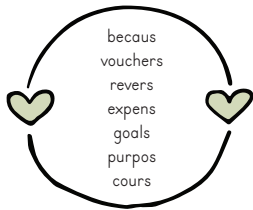
# SPELLING WORKSHOP

## SPELLING RULE: SINGULAR WORDS THAT END WITH S

Read this spelling rule aloud two times.

When a word ends in S but is not plural, usually add a Silent E.

Study each word in the circle. In the box write only the words for which this spelling rule applies, adding the missing Silent Es.



## WORDS WITH Y IN THE MIDDLE

Y in the middle of a word can make the long or short I sound.

Write each word from the box in the correct columns.

type | crystal | cycle | python | myth | paralyze | mystery | gym

Y Makes the Long I Sound

Y Makes the Short I Sound

..... type .....	..... crystal .....
..... cycle .....	..... myth .....
..... python .....	..... mystery .....
..... paralyze .....	..... gym .....

## PLURAL NOUNS: F AND FE

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

Make each word plural.

wife	wives	yourself	yourselves
calf	calves	ourself	ourselves
scarf	scarves	hoof	hooves
knife	knives	life	lives
shelf	shelves	leaf	leaves

## CONTRACTIONS

Write the contraction for each set of words.

he would	he'd	he had	he'd
that is	that's	does not	doesn't
would not	wouldn't	there is	there's
you are	you're	here is	here's

## -FUL & -LESS

Form a word by adding "ful" or "less" after the beginning letters.

needful/less painful/less doubtful/less endless fearful/less

careful/less useful/less powerful/less tasteful/less hopeful/less

## CHALLENGING SPELLING WORDS

**1 Crescendo:** Crescendo is a musical term that means to become louder. Practice each challenging spelling word from Group 1 on page 189 of your *Level Four Language Arts Course Book* with a crescendo. Spell each word aloud, saying the first letter in a quiet whisper and making each letter a little louder as you go. Do this twice for each word.

The student should have completed this section aloud.

**2 Landscape:** Write your challenging spelling words from Group 2 with small letters on the French landscape picture below. Use colored pens or pencils, if available. Say the letters aloud as you write them and read each word after you write it. Use all the words twice. Color the picture if desired.

Using colored pens or colored pencils, the student should have written the spelling words from Group 2 on page 189 of the *Level Four Language Arts Course Book* twice on the French landscape picture below. Make sure the words are spelled correctly.





# LESSON 89



## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



## Student

### Homophones

- Write the correct homophone on each blank line.

- brake:** Push on the brake to stop.
- break:** Don't break the pot. | Let's take a break.
- bury:** The dog will bury the bone.
- berry:** I picked a berry from the bush.

- I drank berry soda during our break.
- Press the brake to stop the golf cart.
- Will the dog bury his bone in the yard?
- Helen put a red berry on each dessert.
- Please do not break the window.

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## READING ASSIGNMENT

- Read Chapter 3 of *Treasures at My Fingertips: A Story of Louis Braille* in your *Level Four World Biographies Reader*. Then write a short summary of the chapter. Include only the most important events so that your summary is not more than four sentences.

The student should have written a summary of Chapter 3 of *Treasures at My Fingertips: A Story of Louis Braille*. The summary should include only the most important events and be no longer than four sentences.

If the student did not follow the directions, have him or her read the directions above and the example summary below to you and discuss ways to improve his or her summary.

Louis sent a letter to his family because he wanted to go home. However, when his father arrived, Louis changed his mind and decided to stay in Paris. One day Louis asked his father to send him a leather alphabet so he could trace the letters to make words. Mr. Haiÿ asked Louis to keep working on more ideas to help blind people write.

### Writing Workshop

- Complete the writing workshop for Lesson 89 in your workshops book.



### PERSONAL READING

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

# Lesson 89 Course Book

# LESSON 89

## WRITING WORKSHOP

### Varying First Words in a Paragraph

Starting sentences with the same words is repetitive and dull. Also, having several short, simple sentences in a row makes writing choppy. For example

He jumped over the rocks on the shore. The seawater rolled into the bay. He slipped off the next rock. He tumbled down. The water splashed all over him.

Look how we can improve the paragraph by combining sentences and changing the order of the words. And, while we are at it, let's add in some description to make it more vivid and interesting.

Cool seawater rolled into the sunlit bay, swirling around the rocks as the playful boy leaped over the wet rocks lining the sandy shore. Suddenly, he felt his foot slide out from under him as he tumbled headlong off a slippery stone and splashed into the shallow water.

**Rewrite the following paragraph, adding description and varying first words, sentence length, and sentence structure.**

I sat on the hill. I gazed out across the village. The village looked peaceful. It was tucked into the valley. It was surrounded by green fields.

The student should have rewritten the paragraph above, adding description and varying first words, sentence length, and sentence structure.

If the student did not include enough description, have him or her read the example paragraph above to you and discuss ways to improve his or her paragraph.

Ammerschwihr, Alsace, France



# Lesson 89 Workshop

# LESSON 90



## Parent/Teacher

Note: Get the supplies needed for making the recipe in Lesson 95.

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



## Student

# CLAUDE MONET Part I

- Read the section.

Claude Monet [KLAWD moh-NAY] was a famous French artist who lived more than a hundred years ago. His father wanted him to go into the family grocery business, but Claude followed his dream to paint. He loved using short brushstrokes, which is called **impressionism**. Not only did Monet delight in painting natural scenes of his home country of France, but he was also fascinated with the way light and shadow changed during different parts of the day. Enjoy Monet's paintings in this lesson.

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## Simple and Compound Sentences

- Read and complete the section.

An independent clause has a subject, verb, and complete thought. Circle the group of words that is an independent clause and put a period at the end of the clause.

A delicious muffin

Squirmed away

The young boy slept.

A **simple sentence** is made of one independent clause.

A **compound sentence** is made of two independent clauses joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so). Circle the compound sentences.

Grandfather is old, but he is still spry and curious.

You are thoughtful; he is gentle.

I try not to be a jealous person.

Circle the simple sentences.

This fresh butter is delicious.

I thought it would taste awful, but it tasted delightful.

My heel will heal.

Change the sentence below into a compound sentence by adding a comma and a subject.

The student could have used any pronoun or noun that makes sense, not just the one shown. \_\_\_\_\_ ed a beautiful melody.

The bird sat on the tree, and it chirped a beautiful melody.

1. My cousin Ryan has a printing business and prints calendars.

**My cousin Ryan has a printing business, and he prints calendars.**

2. The teacher was patient and taught me many things.

**The teacher was patient, and he taught me many things.**

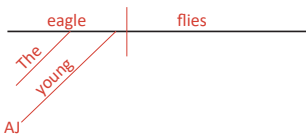
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# Lesson 90 Course Book

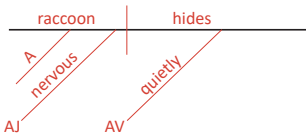
## Sentence Diagramming

- Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 103 if needed.

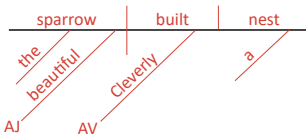
The young eagle flies.



A nervous raccoon hides quietly.



Cleverly, the beautiful sparrow built a nest.

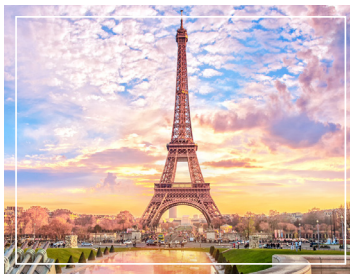


## Editing

- Complete the editing assignment.

Insert the missing apostrophes and missing period. When you see a noun with an S at the end, ask if it is plural, meaning more than one, or if it shows possession. Capitalize two proper nouns.

The Eiffel Tower is one of the world's most well-known structures and one of France's major tourist attractions. It was built as the entrance to the 1889 World's Fair. For 41 years it stood as the tallest structure in the world. Millions of visitors climb the towers steps each year or take a lift (elevator) to the top.



## Spelling Workshop

- Complete the spelling workshop for Lesson 90 in your workshops book.

After reading for 20 minutes or more in a book, the student should have put a star on the diagram showing what part he or she is currently reading.

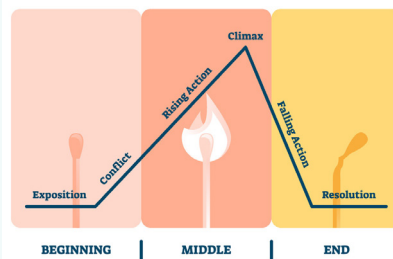


## PERSONAL READING

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

## Plot Diagram

**Exposition** is the introduction to a story where you meet the main character and learn about the setting of the book. The **conflict** introduces a problem, struggle, or obstacle. The **rising action** is where more suspense or interest in the story is created or the problem gets more complicated. The **climax** is the most intense part of the story. **Falling action** is what happens after the climax and before the **resolution**, which is the end of the story. On the chart below, draw a star on the part of the diagram that shows what part you are currently reading in your book.



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# Lesson 90 Course Book

# SPELLING WORKSHOP

## SPELLING RULE: WORDS THAT END WITH VE OR UE

Read this spelling rule aloud two times.

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.

Write the word that answers each riddle in the box. Each word has a Silent E at the end so that the word does not end with the letter V.

## RIDDLES

What Christ taught us to do to our enemies   starts with an L	love
Not cheap   costly   three syllables long	expensive
A person who solves mysteries, crimes   starts with a D	detective
Opposite of ARRIVE   rhymes with HEAVE	leave
If you never ate, you would . . .   starts with an S	starve
Opposite of "to doubt"   contains ELIE in the middle	believe
To push   rhymes with GLOVE	shove
Handwriting with connected letters   contains URS	cursive
I can't be straight   I bend   I start with a C	curve

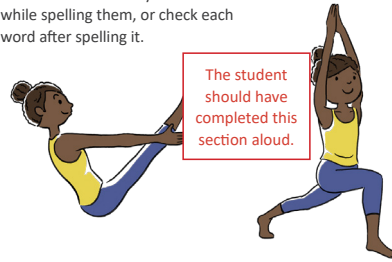
## CHALLENGING SPELLING WORDS

1 In reverse alphabetical order, write on the lines below all the challenging spelling words on page 189 of your *Level Four Language Arts Course Book* (both Group 1 and Group 2).

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 189 of the *Level Four Language Arts Course Book* are spelled correctly and are in reverse alphabetical order.

2 **Stretching:** Say a word, and then spell it aloud while doing one of the stretches below. Do this for all words for each stretch. Look at your words while spelling them, or check each word after spelling it.



### Parent/Teacher

- Have the child read the poem to you. Point out the underlined use of personification (giving human attributes to nonhuman things). Have the child find at least one use of alliteration (e.g., pictures painted).

### The Great Picture Book

By Frank Ellis

The world's a pleasant picture book,  
Wherein my eyes may daily look,  
And see the things set there to please:  
Mountains and valleys, rocks and trees.

Soft rivers where the sunbeams play;  
The blue sky spread far, far away;  
Bright flowers that blossom at my feet,  
The tender grass, the ripened wheat.

Though I am young, I may grow wise  
When on this book I turn my eyes,  
And, as I look, with reverence see  
The pictures painted there for me.

'Tis God who made this book so fair,  
Who gave the colors that are there;  
Who paints the daisies red and white,  
And in the sky sets stars at night.

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



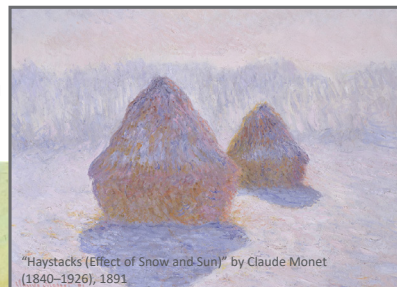
### Student

# CLAUDE MONET Part 2

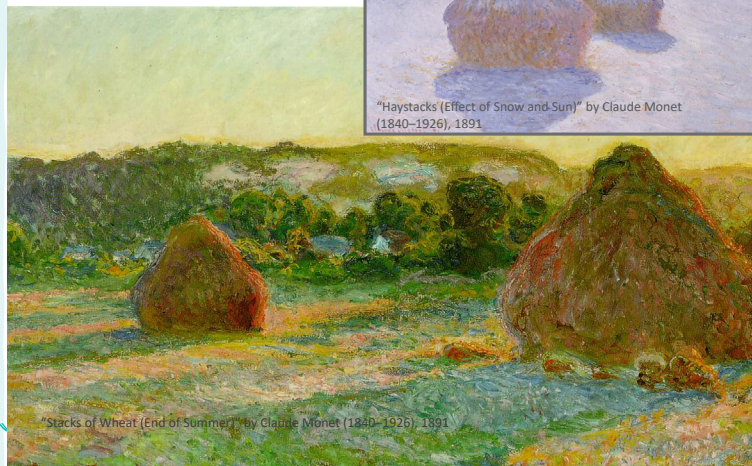
- Read the section.

If you saw a couple of haystacks, would you think, "I would like to paint those haystacks dozens of times"? Claude Monet did! At age 43 Monet moved to a small village in France. It was here that Monet painted a series of around 30 pictures of haystacks from a field near his home. Why did he do this? He wanted to show how the same **subject** (the main idea represented in a work of art) looked at different times of the day and in various seasons and weather.

We can learn a lot from Monet and the way he was observant of simple things in the world around him. For months he found wonder in studying the way common haystacks looked.



"Haystacks (Effect of Snow and Sun)" by Claude Monet (1840–1926), 1891



"Stacks of Wheat (End of Summer)" by Claude Monet (1840–1926), 1891



## Review: Simple and Compound Sentences

- Read and complete the section.

An independent clause has a subject, verb, and complete thought. Circle the group of words that is an independent clause and put a period at the end of the clause.

The frustrating trial

The narrow lane ended.

Held the precious gem

A **simple sentence** is made of one independent clause.

A **compound sentence** is made of two independent clauses joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

Circle the compound sentences.

The young boy was very polite.

I love babies; they are so precious.

The tree is dead, and it is hollow.

Circle the simple sentences.

It is a delightful day!

Push on the brake, and the golf cart will stop.

We took a break.

Change each sentence into one compound sentence by adding a comma and a subject.

Example: *The bird sat on the tree and chirped a beautiful melody.*

The bird sat on the tree, and it chirped a beautiful melody.

The student could have used any pronoun or noun that makes sense, not just the one shown.

1. *The gentle girl is kind and is a wonderful friend.*

The gentle girl is kind, and she is a wonderful friend.

2. *The sunset is beautiful but will not last long.*

The sunset is beautiful, but it will not last long.

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## Vocabulary

- Read and complete the section.

**DECISIVE** [dee-SIGH-siv]: able to make decisions quickly and confidently

The decisive girl made a quick decision.

Circle whether the boy's actions in each sentence are decisive or indecisive.

- The boy cannot make a decision about which ice cream flavor to choose. decisive | indecisive
- Andy wants to swim and hike, but he quickly decides to go hiking first. decisive | indecisive

On each blank write the correct word: **decisive** or **ambitious**.

- That's an ambitious goal; you'll have to work hard to achieve it.
- The decisive girl chose a pet quickly.

## Writing Workshop

- Complete the writing workshop for Lesson 91 in your workshops book.



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

# Lesson 91 Course Book

# Lesson 91 Workshop

## LESSON 91

## WRITING WORKSHOP

### Effective Paragraph Writing

You are going to write a paragraph about Mont-Saint-Michel, which is shown on this page. Follow these steps to write your paragraph on the lines below.

- Start with an opening sentence that grabs the reader's attention and is also the topic sentence that explains what the paragraph is about. Copy one of these sentences or write your own:

**Option 1:** Mont-Saint-Michel is one of France's most famous landmarks.

**Option 2:** It's not hard to see why the amazing Mont-Saint-Michel is a popular tourist destination in France.

- Write the rest of the paragraph using any of the facts in purple that you want to include. However, reorder and reword the sentences—do not copy them directly. Also, put your information in an order that makes sense. (For example, don't talk about the history, then the geographical location, and then the history again. Keep all the sentences about history together, etc.) You don't need to include all the information, but your paragraph should be at least four sentences long.

- During the Hundred Years' War, England repeatedly attacked the island, but they were unsuccessful in

seizing it because of its strong fortifications, quicksand, and high tides.

- Pilgrims and tourists flock to the island—millions each year—making it one of the most-visited places in France.
- What is Mont-Saint-Michel? It's a medieval village that sits just one kilometer off the coast of France. Is it an island? Yes, but only during high tides. Today about 50 people live on the island to run the shops and restaurants for tourists.
- This historic village was built in the Middle Ages, and there are many interesting legends about the island.



Using Option 1 or Option 2 above for an opening topic sentence or writing his or her own opening sentence, the student should have written a paragraph containing any of the facts above. The paragraph should be at least four sentences long and have the facts reordered and reworded. Make sure that he or she did not directly copy the fact sentences.

If the student copied the facts directly, put the information in an order that does not make sense, or did not reorder the facts, have him or her read through the instructions with you and discuss ways to improve his or her paragraph.

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# LESSON 93



## Parent/Teacher

Have the child read the quote and poem to you.

“Except a living man there is nothing more wonderful than a book! A message to us from . . . human souls we never saw, who lived, perhaps, thousands of miles away. And yet these, in those little sheets of paper, speak to us . . . teach us, comfort us, open their hearts to us” (Charles Kingsley, *A Dictionary of Thoughts* by Tryon Edwards, 1908).

### Books

By Eleanor Farjeon

What worlds of wonder are our books!  
As one opens them and looks,  
New ideas and people rise  
In our fancies and our eyes.

The room we sit in melts away,  
And we find ourselves at play  
With someone who, before the end,  
May become our chosen friend.

Or we sail along the page  
To some other land or age.  
Here’s our body in the chair,  
But our mind is over there.

Each book is a wondrous box  
Which with a touch a child unlocks.  
In between their outside covers  
Books hold all things for their lovers.

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



## Student

## Avoiding Double Negatives

Read and complete the section.

*Scarcely, hardly, never, not, nowhere, and barely* are already negative adverbs. Do NOT use these words with another negative term in a sentence because in English only one negative term is ever used at a time in a sentence.

*Example:* Incorrect: I **could not hardly** find a seat.  
Correct: I **could not** find a seat. | I **could hardly** find a seat.

Rewrite each sentence twice, showing two ways to avoid the double negative.

The scientist has not stolen nothing.

**The scientist has not stolen anything.**

**The scientist has stolen nothing.**

I can’t find no silverware.

**I can’t find any silverware.**

**I can find no silverware.**

Read Chapter 5 of *Treasures at My Fingertips: A Story of Louis Braille* in your Level Four World Biographies Reader.



## Writing Workshop

Complete the writing workshop for Lesson 93 in your workshops book.



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

# Lesson 93 Course Book

# LESSON 93

## WRITING WORKSHOP

### Thank-You Note Writing

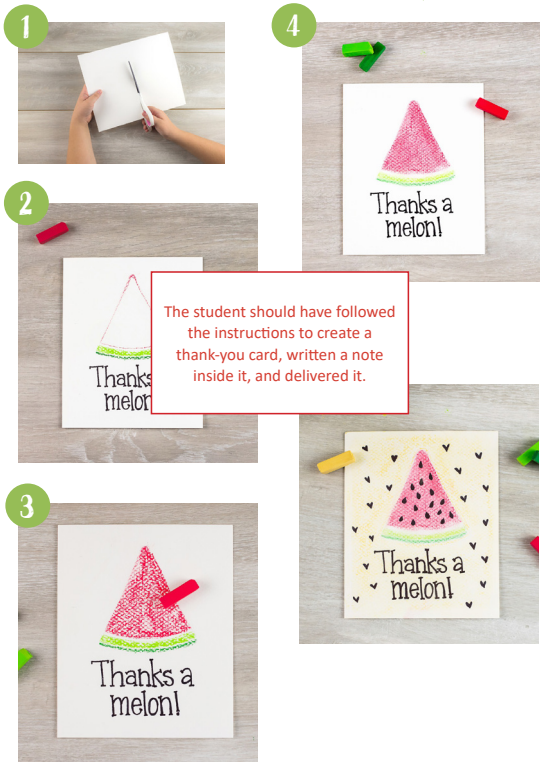
Complete the following for the paragraph in the blue box below:

1. Circle the topic sentence.
2. Cross out the sentence that does not support the main idea of the paragraph and does not belong in the paragraph.

Writing thank-you notes may seem like a small thing, but it can have big benefits. Did you know that research has shown time and again that showing gratitude toward others is good for your health and your mood? It’s true: people who regularly express gratitude toward others tend to be healthier and happier. In fact, grateful people even tend to sleep better. In addition, people who write thank-you notes and show gratitude in other ways have more self-confidence. ~~Thank you notes can be handmade or store-bought.~~ Saying thank you is well worth your time.

Follow the instructions to make a thank-you card. As you make it, regularly blow off excess pastel chalk dust.

- Step 1: Cut a piece of pastel paper in half, and then fold it in half.
- Step 2: With a permanent marker, write “Thanks a melon!” at the bottom of the page. Then sketch the watermelon with a red pastel. Leave a white space before adding the light green and dark green sections of the rind.
- Step 3: Fill in the sections of the watermelon with more color. Leave the white space between the red and green sections of the watermelon.
- Step 4: Use a cotton swab to blend the colors. Blow off excess chalk as needed.
- Step 5: Add a light yellow or brown color to the background and blend it with a cotton swab. With a permanent marker, draw seeds on the watermelon and hearts or dots on the background. Spray it with a fixative spray outside and let dry.
- Step 6: Write a note inside for someone and deliver your thank-you card.



The student should have followed the instructions to create a thank-you card, written a note inside it, and delivered it.

# Lesson 93 Workshop

**LESSON 94**

**Parent/Teacher**

Note: Get the supplies needed for making the recipe in Lesson 95.

- Work on The Challenging Sentence Climb in your workshops book for 2-4 minutes.
- Check the child's work when this lesson has been completed.

**Student**

**Homophones**

Write the correct homophone on each blank line.

- bury:** He will bury the treasure.
- berry:** We grow berry bushes.
- cheap:** The cheap suitcase fell apart.
- cheep:** I hear the chick cheep.

- I put a delicious berry into my mouth.
- Will the bird cheep all morning?
- The snow will bury the grass.
- The cheap hamburger tasted awful.

**READING ASSIGNMENT**

Read Chapter 6 of *Treasures at My Fingertips: A Story of Louis Braille* in your Level Four World Biographies Reader. Then answer the questions with complete sentences.

What is one positive message from the book?

1. \_\_\_\_\_

\_\_\_\_\_

After reading Chapter 6 of *Treasures at My Fingertips: A Story of Louis Braille*, the student should have answered the questions with complete sentences.

What is something you admire about Louis Braille?

2. \_\_\_\_\_

\_\_\_\_\_



All over the world, people still use Louis Braille's system for reading with their fingertips by means of raised dots.

**Spelling Workshop**

Complete the spelling workshop for Lesson 94 in your workshops book.

**PERSONAL READING**

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

Lesson 94 Course Book

**LESSON 94**

**SPELLING WORKSHOP**

**WORDS IN WHICH CH SAYS /K/**

Write the correct word from the word bank next to each description.

- orchid | orchestra | ache | technology | stomach | scholar

- Part of your body: stomach
- The creation and use of technical means: technology
- A type of flowering plant: orchid
- A person who is well educated: scholar
- A group playing instruments: orchestra
- A pain in part of your body: ache

Write the missing letters to form words from the orange box above.

or. chi. d. | or. chestr. | a. | a. ch. e. | te. | chnlog. | y. | st. oma. ch. l. s. | chola. | r.

**WORDS THAT END WITH /ER/**

If the end of a word has an /er/ sound, end the word with a vowel and R, not just an R. Examples: water not watr AND trailer not trailr.

Add "er" or "or" to finish each word: actor, honor, major, matter, power, super, laser.

- honor
- matter
- actor
- power
- super
- major
- laser

**SPELLING RULE: WORDS THAT END WITH VE OR UE**

Read this spelling rule aloud two times.

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.

Circle each word that ends with an E because of the Words that End with VE or UE spelling rule and not because of Silent E Job #1, in which the Silent E makes the vowel before it say its name.

shade (above) (glove) (serve) grate (have)

cove (nerve) (curve) (active) (massive) (love)

(shove) (extensive) wade fade (relative) (give)

(sensitive) (detective) (aggressive) trade (addictive) (weave)

**WORDS WITH Y IN THE MIDDLE**

Write a sentence that uses each pair of words.

- hymn/lyric \_\_\_\_\_
- type/syrup \_\_\_\_\_

The student should have written a sentence for each pair of words. Make sure that each word with Y in the middle is spelled correctly.

**CHALLENGING SPELLING WORDS**

Have someone quiz you on the spelling words on page 189 of your Level Four Language Arts Course Book.

The student should have had someone quiz him or her on the spelling words on page 189 of the Level Four Language Arts Course Book.

Lesson 94 Workshop

**LESSON 95**

**Parent/Teacher**

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child’s work when this lesson has been completed.

**Student**

**Homophones**

Write the correct homophone on each blank line.

**past:** We drove past the lake. | I study the past.  
**passed:** I passed the test. | I passed you the salt.  
**crews:** Two cleaning crews cleaned the mess.  
**cruise:** We took a cruise to Mexico.

- History is in the past.
- He passed the harmonica to Andrea.
- We walked past a large pond.
- Three crews of cooks prepared our food on the cruise.

**FRENCH YOGURT CAKE**

Read and complete this section.

You are going to wrap up your study of France by making a French dessert! French yogurt cake is often the first cake children in France make because of how easy and delicious it is. Traditionally, it is called “Gâteaux de Mamie,” which translates to “Granny Cake” because French grandmothers often make the cake with their grandchildren.

**Ingredients Needed** Gluten & Dairy Free: Use gluten-free flour and coconut yogurt.

½ c Greek or plain yogurt | 1 c sugar | 3 eggs | 1 ½ c all-purpose flour | ½ tsp salt | 2 tsp baking powder | ½ c vegetable oil or olive oil | ½ tsp vanilla extract | 2 Tbsp powdered sugar

**Directions (Have your parent or teacher help with Step 6 for safety purposes.)**

- Read the text in purple on the next page. Preheat the oven to 350 °F.
- Spray a bread pan or round cake pan with nonstick oil.
- In a medium-sized mixing bowl, whisk together the yogurt, sugar, and eggs until blended.
- Next, stir in the flour, baking powder, salt, and vanilla.
- Finally, stir in the oil until smooth.
- Pour the batter into the pan and bake for 40–50 minutes. You can check if it is done by using a toothpick test; it is more accurate than timing your baking. Insert a toothpick into the center of your cake.
- Allow the cake to cool in the pan for 10–15 min. Drizzle with glaze as directed on the next page or sprinkle with powdered sugar. Then slice and eat.

**Writing Workshop**

Complete the writing workshop for Lesson 95 in your workshops book.

**PERSONAL READING**

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

**Lesson 95 Course Book**

**LESSON 95**

**WRITING WORKSHOP**

**Learning from the Masters**

Read each passage from *Summer on the North Star* by Elsa Pedersen, noticing the underlined uses of personification (giving human attributes to nonhuman things), such as the wind sighing, the breeze tickling, and the trees standing.

- The tiny breeze was just enough to freshen the air and tickle the birch trees into motion.
- The remaining birch trees reached skyward with naked, twisted limbs; while across the little lake, the spruce trees stood straight as soldiers.
- Only the sigh of the wind disturbed the air.



Write a sentence that uses personification. If desired, use words from the bank.

**Word Bank:** waves | dance | storm | pound | stream | wind | howl | whisper

The student should have written a sentence that uses personification. Words from the word bank may be used.

**Paragraph Writing Practice**

You have learned how to vary the beginnings of sentences (not always starting with THE or HE, etc.). You have also learned how to rewrite sentences in your own words. Read the paragraph to the right, and then rewrite it in your own words, varying the beginnings of sentences. Here are some tips for varying the first words of sentences:

- Start a sentence with a prepositional phrase. For example, for the first sentence, you could change the word order so it starts with “In 1883.”
- Start a sentence with a transitional word, such as THEN, EVENTUALLY, or SURELY.

Claude Monet moved to a small village in France in 1883. He then became interested in gardens. He bought the land in front of his home. He built a beautiful Japanese garden. The garden had flowers, shrubs, willow trees, a huge pond, and a bridge going over the pond. The garden was one of Monet’s favorite places to paint. The pond had huge water lilies. He painted about 250 paintings of his water lilies. The paintings showed the water lilies in different seasons and at different times of day.

The student should have rewritten the paragraph above in his or her own words, adding description and varying the beginnings of sentences.

If the student did not vary his or her sentence beginnings, have him or her read the “Paragraph Writing Practice” section on this page to you and discuss ways to improve his or her paragraph.

**Next Page:** Paintings by Claude Monet (1840–1926) **Upper Left:** “Water Lilies” 1906 **Bottom:** “The Artist’s Garden at Giverny” 1900 **Upper Right:** “The Japanese Footbridge and the Water Lily Pool, Giverny” 1899 **Middle Right:** “Water Lilies” 1915

**Lesson 95 Workshop**



# LESSON 96



## Parent/Teacher

- Have the child read the poem to you. First explain what it means to trim a lamp: cutting the wick on an oil lamp so that the flame remains clean. Have the child find alliteration (brightly beams, sin has settled, some poor sailor, let the lower lights, be burning, tempest-tossed, struggling seaman).

### Brightly Beams Our Father's Mercy

By Philip Paul Bliss

Brightly beams our Father's mercy  
From His lighthouse evermore,  
But to us He gives the keeping  
Of the lights along the shore.

Dark the night of sin has settled;  
Loud the angry billows roar.  
Eager eyes are watching, longing,  
For the lights along the shore.

Trim your feeble lamp, my brother;  
Some poor sailor, tempest-tossed,  
Trying now to make the harbor,  
In the darkness may be lost.

Let the lower lights be burning;  
Send a gleam across the wave.  
Some poor fainting, struggling seaman  
You may rescue, you may save.



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

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## Student

### Review: Avoiding Double Negatives

- Read and complete the section.

*Scarcely, hardly, never, not, nowhere,* and *barely* are already negative adverbs. Do not use these words with another negative term.

Rewrite each sentence, showing one way to avoid the double negative.

You'll not \_\_\_\_\_  
I cannot \_\_\_\_\_

The student should have rewritten each sentence, showing one way to avoid the double negative. The two possible answers for each sentence are below.

You'll not find a truer friend. OR You'll never find a truer friend.  
I cannot tell a lie. OR I can never tell a lie.

### Much vs. Many

- Read and complete the section.

Use MUCH if the noun is referring to something you CANNOT count easily, like water or air. Example: There is so much water on the floor.

Use MANY if the noun is referring to something you CAN count easily, like apples or shoes. Example: There are so many apples in the basket.

MUCH—CANNOT count easily | MANY—CAN count easily

On each blank write the correct word: "much" or "many." Then circle the plant you would most like to keep in your room.

After writing the correct words on the blanks below, the student should have circled the plant he or she would most like to keep in his or her room.

I have many donkeys in my barn. I have many people in my family. I heard too much noise last night. I find much peace in Christ.

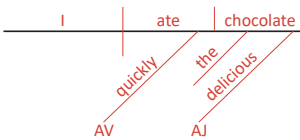
© Jenny Phillips

# Lesson 96 Course Book

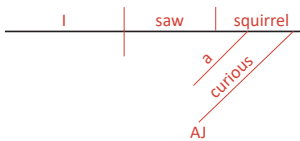
### Sentence Diagramming

- Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 103 if needed.

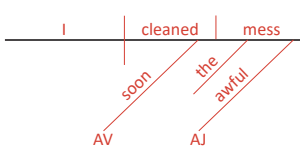
I quickly ate the delicious chocolate.



I saw a curious squirrel.



I soon cleaned the awful mess.



### Editing

- Complete the editing assignment.

Insert the missing commas. When connecting two independent clauses (complete sentences) with a coordinating conjunction, you need a comma before the coordinating conjunction. There is one other mistake with no hint.

I just read a book titled *The Life of an Alpine Ibex*. These wild goats mainly live in the higher parts of the Alps, but they move to lower altitudes in the winter. The males have short beards and big horns. This fascinating animal avoids deep snow, but it has amazing climbing skills. It can even climb trees!



### Context Clues

- Read and complete the section.

Based on context clues, underline the correct meaning of each orange word below.

- The plateau has miles of level ground lifted above the surrounding landscape by steep, high cliffs.

a. a highland area that is flat on top b. triangular-shaped land that forms at the mouth of a river

- The atoll was so small that no hotels could fit on it, but it was a wonderful place for snorkeling.

a. a narrow ocean inlet with high cliffs on three sides b. a small island circled by a reef

- While hiking the glacier, we stayed away from crevasses.

a. deep cracks in a glacier b. type of glaciers.

### Spelling Workshop

- Complete the spelling workshop for Lesson 96 in your workshops book.



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

# Lesson 96 Course Book

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# SPELLING WORKSHOP

## SPELLING RULE: S, F, L, OR Z AT THE END OF WORDS

Read this spelling rule aloud three times:  
At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

Add "s" or "ss" to finish each word correctly.  
\* = exception (ends with "ss" even though it's two syllables long)

1. grass   2. mass   3. crisis   4. fungus   5. \*success  
6. \*female prince~~s~~   7. \*witness   8. \*address   9. bliss   10. virus  
11. guess   12. \*excess   13. gloss   14. Venus

## SPELLING RULE: SINGULAR WORDS THAT END WITH S

Read this spelling rule aloud two times.  
When a word ends in S but is not plural, usually add a Silent E.

Study each word. Circle the words for which the Singular Words that End with S spelling rule applies and add the missing Silent E.

because	symbols	cycles	reverse	systems	purse
lyrics	course	cause	false	rhymes	nurse
house	mouse	worse	choose	crystals	pause
rinse	gyms	noise	bruise	cruise	moose

## WORDS WITH QU

Write a sentence that uses each pair of words.

squirrel/quiet .....  
square/quite .....  
require/quarter .....

The student should have written a sentence for each pair of words. Make sure that each QU word is spelled correctly.

## WORDS THAT END WITH /ER/

If the end of a word has an /er/ sound, end the word with a vowel and R, not just an R. Examples: water not watr AND trailer not trailr.

Add "er" or "or" to finish each word: actor, honor, major, matter, power, super, laser.

1. hono~~r~~   2. matte~~r~~   3. act~~or~~   4. powe~~r~~  
5. super   6. major   7. laser

## CONTRACTIONS

Write the contraction for each set of words.

it is	it's	she would	she'd
we have	we've	who is	who's
is not	isn't	can not	can't

Lesson 96 Workshop

## SPELLING RULE: DOUBLE CONSONANTS TO CLOSE SYLLABLES

On each blank, write the missing letters. Then write the whole word.

middle letter pretty button lesson tunnel bubble kettle valley hidden

bu bb le write the word:            bubble

mi dd le write the word:            middle

pre tt y write the word:            pretty

bu tt on write the word:            button

hi dd en write the word:            hidden

ke tt le write the word:            kettle

va ll ey write the word:            valley

tu nn el write the word:            tunnel

le ss on write the word:            lesson

le tt er write the word:            letter

## CHALLENGING SPELLING WORDS

**1** Broken into syllables, write on the lines below all the challenging spelling words on page 189 of your *Level Four Language Arts Course Book* (both Group 1 and Group 2). Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 189 of the *Level Four Language Arts Course Book* are spelled correctly and are correctly broken into syllables.



**Active Practice:** Choose

The student should have completed this section aloud.

Look at the words while doing the exercises. Make sure you spell them correctly.

Read each word, and then

- spell the word and shoot a basket. You can use a basketball and hoop or any ball and a basket on the floor.
- spell it aloud, clapping with each letter.
- spell it aloud while lying on your side.
- spell it aloud while dancing.
- write it with sidewalk chalk.
- spell it aloud while doing a different stretch for each word.

Lesson 96 Workshop

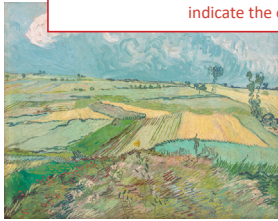


### Review: Commas with Geographical Locations

Read and complete the section.

When geographical place names are next to each other, place a comma after each name.

For the painting, write the name of the artist's favorite painting. The student should have inserted commas as shown in the following sentences. Then he or she should have written "first," "second," and "third" in the orange boxes to indicate the order of his or her favorite paintings.



"Wheat Fields After the Rain" 1890

The fields outside Vouvant, France, are lovely.  
She lives at 45 Country Lane, Amiens, France, Europe.  
Vézelay, France, is surrounded by beautiful countryside.



"Olive Grove" 1889

Does the olive grove line Sunset Lane, Èze, France?  
Does the olive grove sit by Blue River, France, Europe?  
The grove is located 210 kilometers from Nice, France.



"Houses at Auvers" 1890

I live at 34 Rose Road, Èze, France.  
I visited Grandma's home in Giverny, France, today.  
My home is by Marne River, France.

### Much vs. Many

Read and complete the section.

MUCH—CANNOT count easily  
MANY—CAN count easily

On each blank write the correct word: "much" or "many."

#### Manners: Being a Good Houseguest

- There are so many ways to be a good houseguest. For example, you should offer to help out.
- Making your bed and cleaning up after yourself shows so much kindness when you are a houseguest.
- When you are a houseguest, find many ways to show your host that you are enjoying yourself.
- As a houseguest, there are many items you should not use without asking: the computer, phone, TV, and so on.
- Making too much noise is not good as a houseguest. Do not listen to loud music or stay up talking late into the night.

# Lesson 97 Course Book

### Review: Simple and Compound Sentences

Read and complete the section.

An independent clause has a subject, verb, and complete thought. Circle the group of words that is an independent clause and put a period at the end of the clause.

A curious toddler

Delicious apple muffins

A young girl slept.

A simple sentence is made of one independent clause.

A compound sentence is made of two independent clauses joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

Circle the compound sentences.

I thought the trip would be awful, but it was lovely.

I enjoy pears; they are delicious.

It has been a wonderful day!

Circle the simple sentences.

He's not jealous; he's happy.

The average score was 92.

I felt nervous.

Change two simple sentences to one compound sentence by adding a comma and the coordinating conjunction "so."

Example: The garden looked awful. I weeded it.

The garden looked awful, so I weeded it.

The student could have used any pronoun or noun that makes sense, not just the one shown.

1. The delicious cake is gone. I will make another one.

The delicious cake is gone, so I will make another one.

2. I felt jealous. I prayed for kinder feelings.

I felt jealous, so I prayed for kinder feelings.

### Vocabulary

Read and complete.

ENDEAVOR [in-DEV-er]: (verb) to try hard to accomplish something; (noun) an attempt to accomplish something

I'll endeavor to be honest at all times.

Your endeavor to remodel your house is ambitious.

For each underlined word, circle the correct choice: is it functioning as a noun (person, place, or thing) or a verb (action word)?

- I will endeavor to write a novel. noun | **verb**
- Writing a novel is a huge endeavor. **noun** | verb
- He endeavors to be in the Olympics. noun | **verb**
- I endeavor to be kind. noun | **verb**
- I made an endeavor to be kind. **noun** | verb

### Writing Workshop

Complete the writing workshop for Lesson 97 in your workshops book.



#### PERSONAL READING

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

# Lesson 97 Course Book

"Tulip Fields at Sassenheim, near Leiden" by Claude Monet (1840–1926), 1886



Painting by Fritz Chwala

- the more vibrant, bright colors
- the stronger use of shadow and light
- the more realistic feel
- having a person in the painting, which gives it more emotional connection
- the smoother brushstrokes

Painting by Claude Monet

- the more muted and mellow colors
- the short, bold brushstrokes
- the reflection of light on the water
- the variety of colors used in the flowers
- the soft feeling of the sky

Under the artist whose painting he or she liked best, the student should have circled the top three reasons why he or she liked the painting more. The student may have written his or her own reasons.

Fritz Chwala and Claude Monet were both master artists. They each created a painting with flowers in a field. While both of these paintings are beautiful, my favorite is \_\_\_\_\_'s painting for three reasons.

The student should have finished the paragraph above using transitional words and phrases such as the ones on page 142.

If the student did not include enough description, discuss ways to improve his or her paragraph.

Lesson 97 Workshop

LESSON 98

Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.

Student

Much vs. Many

- Complete the exercise.

On each blank write the correct word: "much" or "many."

Manners: Being a Good Houseguest

1. Many houseguests write a thank-you card or note for their host after their stay.
2. Look for many opportunities to help around the house while you are a houseguest.
3. There is much wisdom in not being snooty while you are a houseguest.

Review: Simple and Compound Sentences

- Read and complete the section.

For the sentence in the box, underline the first independent clause and double underline the second independent clause. Then separate the sentence into two simple sentences.

Houseguests should be polite, so do not turn on the TV without asking first.

Houseguests should be polite. Do not turn on the TV without asking first.

For the sentence in the box, underline the first independent clause and double underline the second independent clause. Then separate the sentence into two simple sentences.

Do not leave your items or trash around the house; it is rude.

Do not leave your items or trash around the house. It is rude.

For the sentences in the box, join the two sentences (independent clauses) as one sentence with a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

Your host may not ask you to clean things, but you should offer to help.

Your host may not ask you to clean things, but you should offer to help.

For the sentences below about Vincent van Gogh, insert missing commas or semicolons.

Van Gogh was born in the Netherlands, but he eventually moved to France.

Some artists take weeks to create a painting, yet Van Gogh often created a painting in one day.

His paintings were sometimes very thick, they took weeks to dry.

Lesson 98 Course Book



## Art Study + Sentence Writing

Read and complete the section.

The student should have answered the questions below about the "Green Wheat Field with Cypress" painting with complete sentences, remembering to use commas in a series.

1. What three colors do you think are used the most in the painting?

.....  
 .....  
 .....

2. What are three adjectives that describe the painting?

.....  
 .....  
 .....



"Green Wheat Field with Cypress" by Vincent van Gogh (1853–1890), 1889

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Answer the questions about the painting below with a complete sentence.

Who painted the painting, and when was it painted? (Hint: The date is in blue

below the painting.) Vincent van Gogh painted "First Steps, After Millet" in 1890.



"First Steps, After Millet" by Vincent van Gogh (1853–1890), 1890

## Spelling Workshop

Complete the spelling workshop for Lesson 98 in your workshops book.



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

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Lesson  
98  
Course  
Book

## LESSON 98

# SPELLING WORKSHOP

### WORDS IN WHICH CH SAYS /K/

Write the correct word from the word bank next to each description.

mechanic | anchor | architect | chemical | chemist | choir

An organized group of singers: choir

A person who repairs cars: mechanic

A substance: chemical

A heavy object that moors boats: anchor

A person who designs buildings: architect

An expert in chemistry: chemist

Write the missing letters to form words from the orange box above.

m. echan. ic. | anchor. .... | architect. .... | .. . chemical. | .. . chemist. | .. . choir. ....

### SUFFIX: -SION

A suffix is a group of letters added to the end of a word that changes the meaning of the word. Some common suffixes are ED, ING, EST, LY, and Y.

Add the suffix "sion" to each of the words and write each new word on a line. Note: Drop the "de" when adding "sion."

Example: conclude + sion = conclusion

invade | erode | divide | intrude

invasion ..... division .....

erosion ..... intrusion .....

### SPELLING RULE: SINGULAR WORDS THAT END WITH S

Read this spelling rule aloud two times.

When a word ends in S but is not plural, usually add a Silent E.

Study each word. Circle the words for which this spelling rule applies, adding the missing Silent Es.

pause | loose | orchids | raise | praise | owls  
 sense | goose | moose | blouse | echoes | paws  
 lease | gyms | disease | course | horse | lyrics  
 styles | hymns | nurse | worse | tense | bruise

### WORDS WITH Y IN THE MIDDLE

Write a sentence that uses each pair of words.

mystery/gym .....

hymn/lyric .....

type/rhyme .....

The student should have written a sentence for each pair of words. Make sure that each word with Y in the middle is spelled correctly.

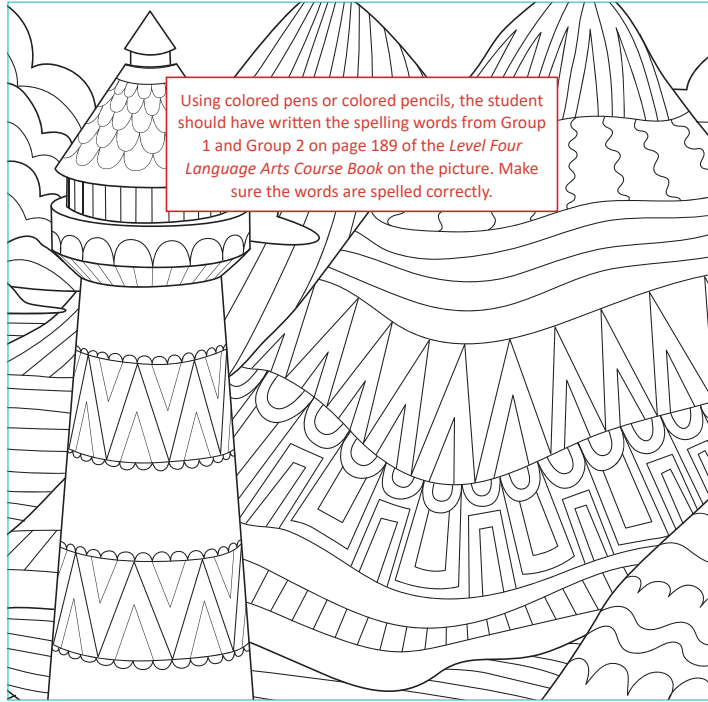
Lesson  
98  
Work-  
shop

**1** In all UPPERCASE letters, write on the lines below all the challenging spelling words on page 189 of your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 189 of the *Level Four Language Arts Course Book* are spelled correctly and are in all uppercase letters.

**2 Design:** Write all of your challenging spelling words with small letters on the picture below. Use colored pens or pencils. Say the letters aloud as you write them and read each word after you write it. Use all the words once.



Using colored pens or colored pencils, the student should have written the spelling words from Group 1 and Group 2 on page 189 of the *Level Four Language Arts Course Book* on the picture. Make sure the words are spelled correctly.

# Lesson 98 Workshop

## LESSON 99

## WRITING WORKSHOP

### Learning from the Masters

Read each passage from *Ann and the Island Storm* by Elspeth Bragdon, noticing the underlined uses of personification (giving human attributes to nonhuman things).

- Just in front of the pinkish stone there stood a small rosebush on which a late rose nodded and danced in the wind.
- He could see the flashing light with big snowflakes dancing in front of it.
- Deep blue and ruffled with whitecaps, the sea danced and chortled (laughed) under a warm July wind.

Write a sentence that uses personification. If desired, use words from the bank.

**Word Bank:** storm | sobbed | pounded | clouds | skipped | marched | fog | swallowed

The student should have written a sentence that uses personification. Words from the word bank may be used.

### Paragraph Writing Practice

You have learned how to vary the beginnings of sentences (not always starting with THE or HE, etc.). You have also learned how to rewrite sentences in your own words. Read the paragraph to the right, and then rewrite it in your own words, varying the beginnings of sentences. Here are some tips for varying the first words of sentences:

- Start a sentence with a prepositional phrase. For example, for the first sentence, you could change the word order so it starts with "In the spring of 1888."
- Combine sentences and change them so they do not start with HE or THE: Setting his easel right in the fields, he painted trees that had become special to him.

Vincent van Gogh painted a series of 14 paintings in the spring of 1888. The paintings were of flowering orchards. The trees were special to Van Gogh. The trees were a symbol. The trees made him think of hope and new life. He found a lot of joy in painting the trees. He set his easel up right in the fields. He liked painting the trees so much that he completed all 14 paintings in a month.

The student should have rewritten the paragraph above in his or her own words, adding description and varying the beginnings of sentences.

If the student did not vary his or her sentence beginnings, have him or her read the "Paragraph Writing Practice" section on this page to you and discuss ways to improve his or her paragraph.

# Lesson 99 Workshop

# LESSONS 100–101

## SECTION REVIEW



Parent/Teacher

- Read the following information aloud to the child: Section reviews give you practice with the grammar, punctuation, and usage concepts learned in this course, without having you overpractice concepts that you have mastered. These reviews also give you practice focusing on testing exercises for an extended period of time. This helps you to extend focus and attention span and to be better prepared for any type of testing you will have to do in the future. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed. And finally, if you feel you are having trouble focusing, take a quick break to do something, like 10 jumping jacks. There are no spelling or writing workshops for Lessons 100–101.
- For Lesson 100 have the child complete all the sections with purple headers only. Correct the work. If the child misses one or more exercises in a section, check the orange “Additional Practice” checkbox for that section.
- For Lesson 101 have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in Unit 7. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading or move on to the next lesson.

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Student

### Commas with Geographical Locations

When geographical place names are next to each other, place a comma after each name.

#### Examples

We visited San Diego, California, yesterday.  
I'm at 3456 Fox Drive, Hill City, Texas, United States.

For the following sentences, insert commas where needed.

Would you rather visit Le Mont-Saint-Michel, France or Versailles, France?

Le Mont-Saint-Michel is in the region of Normandy, France.

I've heard the abbey is amazing at Le Mont-Saint-Michel, Normandy, France.

However, the gardens at the Palace of Versailles, Versailles, France, look beautiful in pictures.

Send a letter from Normandy, France, to me at my address: 323 Sunrise Drive, Omaha, Nebraska, USA.



It's your turn! Write a sentence about one of the places in France that we have talked about in this unit. Make sure you include the full geographical location (city, region if known, and country) with commas.

The student should have written a sentence about one of the places in France discussed in this unit. Make sure the full geographical location (city, region if known, and country) and commas are included.

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# Lessons 100-101 Course Book

### Additional Practice

#### Commas with Geographical Locations

For the following sentences, insert commas where needed.

- I wonder how many paintings Vincent van Gogh painted while living in Auvers-sur-Oise, France.
- The address for my cottage is 12 Chateau Road, Nice, France.
- Saint-Rémy, France, Europe, is my favorite city.
- Would you send me a postcard to my home at 7332 Peach Avenue, Apt. 87, Springfield, Illinois?
- Lamartine, Arles, France, is one of the places in which Vincent van Gogh painted.

#### Much vs. Many

MUCH—CANNOT count easily | MANY—CAN count easily

On each blank write the correct word: “much” or “many.” Circle the whimsical house in which you think it would be the most fun to live.

After writing the correct words on the blanks below, the student should have circled the house in which he or she thinks it would be the most fun to live.

I have many windows in my house. There is too much light in this room. Many people live in my house. I ate too many candies yesterday.

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### Additional Practice

#### Much vs. Many

Read each sentence. Decide if the word in each blank should be MUCH or MANY and circle it.

- \_\_\_\_\_ hands make light work. MUCH | MANY
- You can have too \_\_\_\_\_ of a good thing. MUCH | MANY
- Oh, it was just \_\_\_\_\_ ado about nothing. MUCH | MANY
- I have too \_\_\_\_\_ tasks to do! MUCH | MANY
- There are not \_\_\_\_\_ to choose from. MUCH | MANY
- Squirrels store \_\_\_\_\_ nuts for the winter. MUCH | MANY
- How \_\_\_\_\_ times have you been here? MUCH | MANY
- There is so \_\_\_\_\_ water in the lake! MUCH | MANY



#### Avoiding Double Negatives

Scarcely, hardly, never, not, nowhere, and barely are already negative adverbs. Do not use these words with another negative term.

Circle the misused phrase that contains a double negative, and then rewrite the phrase correctly, showing one way to avoid the double negative.

- I can't hardly wait for the party tomorrow! can hardly/can't
- He didn't never say that I should go. didn't ever/didn't/did never/never did had listened to none/
- The author hadn't listened to none of the advice. hadn't listened to any

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# Lessons 100-101 Course Book

Additional Practice

Avoiding Double Negatives

Scarcely, hardly, never, not, nowhere, and barely are already negative adverbs. Do not use these words with another negative term.

Circle the word that makes the sentence correct by avoiding a double negative.

- You shouldn't (NEVER | EVER) eat cake for breakfast.
- He (COULD | COULDN'T) barely see the stop sign in the downpour.
- I scarcely (HAD | HADN'T) left before I needed to turn around.
- We (CAN | CAN'T) hardly blame Amy for the accident.
- That dead-end road won't get us (NOWHERE | ANYWHERE).

Underline the compound subjects and circle the compound verbs. Hint: Some sentences may have both a compound subject and a compound verb or neither.

- We repaired and cleaned the old tennis court.
- Did you and Dad bring your tennis rackets and balls?
- Jeffrey and I will be on a team and serve first.
- You have to hit the ball over the net!
- You and Mom played and won a great game!



Additional Practice

Compound Subjects & Compound Verbs

Read each sentence and decide if it has a compound subject or a compound verb. Circle the correct answer.



- Our pear tree is growing and bearing fruit. COMPOUND SUBJECT | COMPOUND VERB
- Rex and Jackie are coming home. COMPOUND SUBJECT | COMPOUND VERB
- The children and their grandparents are tired. COMPOUND SUBJECT | COMPOUND VERB
- The large pink flowers withered and died. COMPOUND SUBJECT | COMPOUND VERB
- The phone is ringing and vibrating. COMPOUND SUBJECT | COMPOUND VERB
- Can neither Charles nor Ben go with us? COMPOUND SUBJECT | COMPOUND VERB

Compound Subjects & Compound Verbs

A subject is who or what is doing or being in the sentence. When there are two or more subjects in a sentence, they're called **compound subjects**.

Example: Mom and Dad rode in a boat.

A verb tells what the subject is or does. When two verbs in a sentence are placed together in the same independent clause, the verbs are called **compound verbs**.

Example: Stacy sang and danced.

Diagramming Sentences

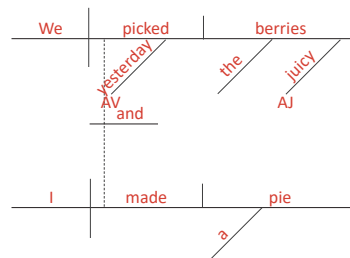
To diagram a compound sentence, diagram the first independent clause. Then diagram the second independent clause underneath the first. Finally, place the coordinating conjunction between the two sentences with a dashed line connecting the two verbs.

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

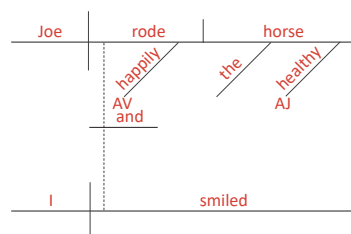
I saw the young deer, so I quietly took a picture.



We picked the juicy berries yesterday, and I made a pie.



Joe happily rode the healthy horse, and I smiled.

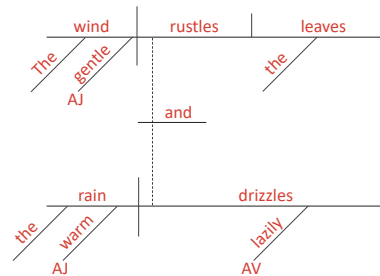


Additional Practice

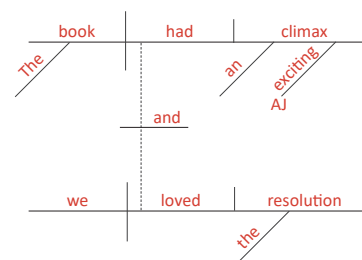
Diagramming Sentences

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

The gentle wind rustles the leaves, and the warm rain drizzles lazily.



The book had an exciting climax, and we loved the resolution.





## Comparative and Superlative Adjectives

An adjective is a word that describes a noun (the tall tree). A comparative adjective is used to compare two things (the taller tree). A superlative adjective is used to compare one thing to all other things in a group (the tallest tree).

Usually a single-syllable adjective is made into a comparative or superlative adjective by adding ER or EST at the end.

Complete the chart by filling in the missing adjectives, comparative adjectives, and superlative adjectives.

Adjective	Comparative	Superlative
sweet	sweeter	sweetest
calm	calmer	calmest
cruel	crueler	cruellest
kind	kinder	kindest
slow	slower	slowest
bright	brighter	brightest
clean	cleaner	cleanest



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## Additional Practice

### Comparative and Superlative Adjectives

Complete the chart by filling in the missing adjectives, comparative adjectives, and superlative adjectives.

Adjective	Comparative	Superlative
dark	darker	darkest
fast	faster	fastest
firm	firmer	firmest
great	greater	greatest

Write in each blank the comparative or superlative form of the adjective that is in parentheses.



- This tent is smaller than that one. (small)
- My sleeping bag is the warmest one of all. (warm)
- Let's make the hot chocolate sweeter! (sweet)
- The Davis' campfire is brighter than ours. (bright)
- The lake is deeper than the pool. (deep)

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# Lessons 100-101 Course Book

## Simple and Compound Sentences

A **simple sentence** is made of one independent clause.

A **compound sentence** is made of two independent clauses joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

Circle the simple sentence and underline the compound sentence below.

- We went to Prince Edward Island, and we saw a lighthouse.
- We went to Prince Edward Island and saw a lighthouse.



Circle if each sentence is simple or compound.

- The storm raged, and the rain beat against the windows. simple | compound
- We were safe inside the warm lighthouse. simple | compound
- The wild waves were lashing against the rocks, and the wind was howling. simple | compound
- Our light was shining brightly into the night. simple | compound
- We had an important job; we kept ships safe. simple | compound
- The storm has passed, and the boats are again safe to sail. simple | compound
- My job is important, so I keep the lighthouse in good shape. simple | compound

## Additional Practice

### Simple and Compound Sentences

An independent clause has a subject, verb, and complete thought. Circle the group of words that is an independent clause and put a period at the end of the clause.

Played with blocks

The leaf fell.

Circle the compound sentence.

He took a bath and washed his hair.

The air turned cool, and the leaves began to fall.

Circle the simple sentence.

The warty, green frog leapt to the lily pad.

I knocked, and Tom opened the door.

Change each sentence into one compound sentence by adding a comma and a subject.

Example: *The bird* \_\_\_\_\_ *The student could have used any pronoun or noun that makes sense, not just the one shown.*

The bird sat on the tree, and it chirped a beautiful melody.

- Mom rocked the baby and hummed a lullaby.



Mom rocked the baby, and she hummed a lullaby.

- The children sang a song and clapped their hands.

The children sang a song, and they clapped their hands.

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# Lessons 100-101 Course Book

## Helping Verbs

A helping verb is used with a main verb. Here are some of the most common helping verbs:

- forms of **to be** (be, am, are, is, was, were, been, being)
- forms of **to do** (do, does, doing, did, done)
- forms of **to have** (have, has, having, had)

Here are some examples:

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

**Do** you like the book? (do = helping verb, like = main verb)

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

Underline the helping verb and circle the main verb in each sentence.

1. Eric is **running** in a race on Friday.
2. He has **trained** for many weeks.
3. He will **need** a lot of training and practice.
4. He has **participated** in races before.
5. He will **have** a lot of family attend the race to cheer him on.
6. My family will **enter** the race next year.
7. We are **already training**.



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## Additional Practice

### Helping Verbs

A helping verb is used with a main verb. Here are some of the most common helping verbs:

- forms of **to be** (be, am, are, is, was, were, been, being)

Fill in each blank with a **to be** helping verb. There may be more than one correct choice.

1. We are traveling to my aunt's house next week.
2. She is/was planning many fun activities for us to do.
3. We were hoping to be there last week when she was picking her blueberries.
4. I am/was really looking forward to tasting her blueberry pie!



- forms of **to do** (do, does, doing, did, done)
- forms of **to have** (have, has, having, had)

Fill in each blank with a **to do** or **to have** helping verb. There may be more than one correct choice.

1. What did you eat this morning for breakfast?
2. I have enjoyed my time with you this week!
3. The wind has/had been blowing all day.
4. Did you trim the rosebushes last winter?

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# Lessons 100-101 Course Book

## Compound Sentences vs. Compound Verb Phrases

A **compound sentence** is made of two independent clauses joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

**Example:** *The dog barked, and the cat ran away.*

A **compound verb phrase** is when there is one subject but two verbs in an independent clause.

**Example:** *The wind howled and banged.*

Don't confuse compound verb phrases for compound sentences. Check to see whether the conjunction in the sentence is connecting two independent clauses or two verbs.

Read the sentences below. Put an X in the box that indicates whether there is a compound sentence or a compound verb phrase.

	Compound Sentence	Compound Verb Phrase
The helicopter pilot started the rotor blades and lifted off the ground.		X
A pair of geese flew by, and my dog barked at them.	X	
The snow kept falling, and I wondered when it would stop.	X	
Jack was running a high fever, so we took him to the doctor.	X	
The photographer pulled out her camera and started taking pictures.		X
I want to play a game and then eat dinner.		X
The music was too loud, but I didn't know how to turn the volume down.	X	
The clouds rolled in and unleashed a torrent of rain.		X

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## Additional Practice

### Compound Sentences vs. Compound Verb Phrases

Change each simple sentence to a compound sentence by adding a comma and a subject.

**Example:**

The student could have used any pronoun or noun that makes sense, not just the one shown.

*My cat rubbed against my leg and purred softly.*

My cat rubbed against my leg, and she purred softly.

1. *The police officer saw the car on the side of the road and pulled over to help.*

The police officer saw the car on the side of the road, and she pulled over to help.

2. *The donkey brayed and would not move.*

The donkey brayed, and it would not move.

3. *Victor dribbled the basketball and passed it to a teammate.*

Victor dribbled the basketball, and he passed it to a teammate.



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# Lessons 100-101 Course Book

# LESSON 102

## Parent/Teacher

- Quiz the child on the challenging spelling words on page 189 of this course book (words the child practiced in the last unit). If the child spells any of the words incorrectly, write the words in the challenging spelling words section on page 229, to be practiced again in this unit.
- Check the child's work when this lesson has been completed.

## Student

### Homophones

- Draw a line from each homophone to its meaning.

flea	a sweet dish or treat
flee	a tiny bloodsucking insect
desert	a barren area with little rain
dessert	to run away from danger
heel	to restore to health
heal	part of your foot

### Review: Nouns, Verbs, and Adjectives

- Read and complete the section.

**Noun** a word for a person, place, or thing (e.g., girl, jungle, book)  
(Nouns can be concrete things you can touch. Nouns can also be abstract things you cannot touch, like ideas or feelings.)

One of these words is not a noun; cross it out! **peace** | honesty | courage | ~~tree~~ | owl

**Adjective** a word that describes a noun or pronoun (e.g., soft, old, loving)

One of these words is not an adjective; cross it out! ~~compassion~~ | merciful | loving | early

**Verb** an action or being word (e.g., run, swim, is, are, was, has)

One of these words is not a verb; cross it out! **is** | are | was | sew | pray | ~~loyalty~~ | were

Determine if the words in each box are **nouns**, **adjectives**, or **verbs**, and write the correct answer below each box.

integrity  
childhood  
growth

nouns

mouse  
cougar  
anxiety

nouns

allow  
obey  
vanish

verbs

has  
was  
is

verbs

bake  
imagine  
scatter

verbs

moist  
shallow  
short

adjectives

# Lesson 102 Course Book

### Review: Singular Possessive Nouns

Add an apostrophe and an S to show possession.

Example: This is Ed's dog. (The dog belongs to Ed.)

Write either the **plural** or **possessive** form of the noun that has been placed in parentheses at the end of the sentence.



- I love the color of that penguin's feathers. (penguin)
- Three penguins are walking across my lawn. (penguin)
- That pigeon's nest looks flimsy. (pigeon)
- Those pigeons make a loud cooing sound. (pigeon)

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



- The hawks hunt mainly at night. (PLURAL NOUN) (POSSESSIVE NOUN)
- That hawk's beak is curved. (PLURAL NOUN) (POSSESSIVE NOUN)
- There are six species of flamingos. (PLURAL NOUN) (POSSESSIVE NOUN)
- That flamingo's wing is hurt. (PLURAL NOUN) (POSSESSIVE NOUN)
- Parrots live in tropical areas. (PLURAL NOUN) (POSSESSIVE NOUN)
- I'm amazed at your parrot's intelligence. (PLURAL NOUN) (POSSESSIVE NOUN)
- A sparrow's nest is on our porch. (PLURAL NOUN) (POSSESSIVE NOUN)
- Many sparrows live in my yard. (PLURAL NOUN) (POSSESSIVE NOUN)

### Review: Pronouns & Adjectives

- Complete the exercise.

A pronoun is a word that replaces a noun. Examples of pronouns are YOU, HE, SHE, ME, OUR, THEY, IT, US, THOSE, THEM, HER, and HIS. An adjective describes a noun. Examples of adjectives are WET, BIG, FAST, and RED.

Write three sentences. Each sentence should contain a pronoun and an adjective. Circle the pronoun and put a box around the adjective.

The student should have written three sentences. Each sentence should contain a pronoun and an adjective. The pronouns should be circled, and the adjectives should have a box around them.

### Review: Abbreviations—Part 1

- Complete the exercise.

An abbreviation is the shortened form of a word, as in these examples:

Sunday—Sun.	Monday—Mon.	Tuesday—Tues.	Friday—Fri.
Thursday—Thurs.	Wednesday—Wed.	Saturday—Sat.	hour—hr.

Write sentences that contain two or more of the abbreviations above. Continue writing sentences until you have used each abbreviation at least once.

The student should have written sentences that contain two or more of the abbreviations per sentence until all the abbreviations are used.

# Lesson 102 Course Book

## Editing

Complete the editing assignment.

1. Imagine your family is going to move into one of the homes pictured to the right. You will edit the paragraph at the bottom of the page to find out which home it is.

2. To edit the paragraph in the box below, first insert missing apostrophes. (Tip: When you see a noun with an S at the end, ask if it is plural, meaning more than one, or if it shows possession.) Use the key in green to determine which letter on the image (A-F) you should use to locate the home. Write it here:     E    

- 6 missing apostrophes = A | 5 missing apostrophes = B
- 4 missing apostrophes = C | 3 missing apostrophes = D
- 2 missing apostrophes = E | 1 missing apostrophe = F

3. Next, capitalize proper nouns in the paragraph below. Write the number of nouns that need to be capitalized:     4     Use this number and the letter you wrote above to locate the home. Have your parent or teacher check the answer key to see if you are right.



## Spelling Workshop

Complete the spelling workshop for Lesson 102 in your workshops book.

**PERSONAL READING**

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

# Lesson 102 Course Book

The sloth Institute is located in Central     a    merica, in the     m    anuel Antonio National Park in     c    osta Rica. The organizations     g    oal is to help sloths. They take care of injured sloths until they can be released back to the rainforest. Once back in the rainforest, a sloth's     m    ovement and progress are tracked.

# Lesson 102 Workshop

## LESSON 102

Note: There are no workshops for Lessons 100–101.

## SPELLING WORKSHOP

### SPELLING RULE : C, K, OR CK AT THE END OF WORDS

Read this spelling rule aloud two times.

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

End each word with the correct ending: "k," "c," or "ck."

clinic <u>   </u>	crank <u>   </u>	drastic <u>   </u>	stock <u>   </u>	comic <u>   </u>
picnic <u>   </u>	athletic <u>   </u>	cork <u>   </u>	exotic <u>   </u>	traffic <u>   </u>
prank <u>   </u>	fabric <u>   </u>	public <u>   </u>	knack <u>   </u>	academic <u>   </u>

### WORDS THAT END WITH /ER/

When words end with /r/, you need a vowel before the R. Write the words from the yellow box that end with OR on the horizontal lines and words that end with ER on the vertical lines.

letter	major   Savior   letter   color   mayor   editor   better   answer   doctor
better	<div style="display: flex; justify-content: space-around;"> <span>major</span> <span>color</span> <span>editor</span> </div>
answer	<div style="display: flex; justify-content: space-around;"> <span>Savior</span> <span>mayor</span> <span>doctor</span> </div>

### AGE & UE

Form a word by adding "age" or "ue" after the beginning letters.

postage     clue     courage     avenue     garbage      
 manage     damage     argue     message     value    

### CONTRACTIONS

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

I have	I've	they would	they'd
they will	they'll	you had	you'd
you would	you'd	they had	they'd

### PLURAL NOUNS: O

In each blank box, write the plural word for the picture above it. (Note: Volcanos or volcanoes are both acceptable. Buffalo, buffalos, or buffaloes are all acceptable.)

volcanoes / volcanos

tomatoes

potatoes

buffalo / buffalos / buffaloes



IRREGULAR PLURAL NOUNS

Plural means more than one. Some nouns are spelled the same in their singular and plural forms.

On each blank line, write the correct plural noun.

one deer | eight ...deer.....

one moose | fifteen ...moose.....

one sheep | ninety ...sheep.....

one salmon | five ...salmon.....

one shrimp | seventy ...shrimp.....

SUFFIXES: -ANCE & -ENCE

A suffix is a group of letters added to the end of a word that changes the meaning of the word. The suffixes ANCE and ENCE mean "action or process." There are some rules for when to use ANCE or ENCE, but there are so many exceptions that learning them is not that helpful.

Write each word with "ance" or "ence."

patience | endurance | disturbance | guidance | silence

patient: ...patience.....

disturb: ...disturbance.....

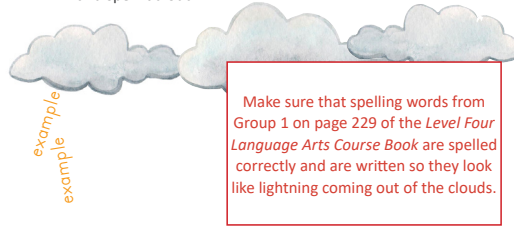
endure: ...endurance.....

silent: ...silence.....

guide: ...guidance.....

CHALLENGING SPELLING WORDS

**1 Lightning:** Write Group 1 of your challenging spelling words on page 229 of your *Level Four Language Arts Course Book* so they look like lightning coming out of the clouds. Then read each word and spell it aloud.



**2 Syllable Ovals:** Write Group 2 of your challenging spelling words below, with each syllable in a separate oval. Then read each word and spell it aloud.

1 [ ] [ ] [ ] [ ]

2 [ ] [ ] [ ] [ ]

3 [ ] [ ] [ ] [ ]

4 [ ] [ ] [ ] [ ]

5 [ ] [ ] [ ] [ ]

6 [ ] [ ] [ ] [ ]

Make sure that spelling words from Group 2 on page 229 of the *Level Four Language Arts Course Book* are spelled correctly and are correctly broken into syllables with one syllable in each oval. Note: Some words will have blank ovals.

Lesson 102 Workshop

**LESSON 103**

**Parent/Teacher**

- Follow the instructions on page 229 of this course book to pretest the challenging spelling words for the unit.
- Check the child's work when this lesson has been completed.

**Student**

COSTA RICA

Read the article.

Though only about 41% the size of New York, the beautiful country of Costa Rica is home to long stretches of beaches, at least five active volcanoes in numerous mountain ranges, and rainforests filled with some of the most colorful plants and exotic animals in the world. More than 25% of Costa Rica is dedicated to national parks, reserves, and refuges.

Costa Rica is made up of seven provinces and also includes Isla del Coco, an island southwest of the mainland that is one of the largest uninhabited islands in the world.

FUN FACTS ABOUT COSTA RICA

- Each year around 100,000 olive ridley turtles lay more than 10 million eggs on the isolated beaches of Costa Rica.
- The sun rises and sets in Costa Rica at the same time every day, all year.
- There are more than 20,000 different kinds of spiders in Costa Rica!

- Costa Rica is known as the hummingbird capital of the world because it is home to more than 20 species of hummingbirds.

Official Language: Spanish

Capital City: San José (1.4 million people)

Official Flower: Orchid

Official Currency: Colón

Reading Comprehension/Logic

Is each statement TRUE or FALSE? Circle the correct answer. You will need to use logic (reasoning) to figure out the answers.

1. Costa Rica is a landlocked country. TRUE | **FALSE**

2. Costa Rica is one of the largest countries in the world. TRUE | **FALSE**

3. All Costa Ricans live in rural areas (the countryside). TRUE | **FALSE**

4. Costa Rica has the same amount of daylight year round. **TRUE** | FALSE



Arenal Volcano, Costa Rica



Lesson 103 Course Book

### Review: Adverbs

Read and complete the section.

Adverbs modify (describe) verbs, adjectives, or other adverbs. In this course you will study only adverbs that modify verbs. Adverbs often end in LY (e.g., quickly, smoothly), but not always.

Underline the verb in each sentence. Then circle the adverb, which describes the verb.

The giraffe <u>ate</u> the leaves <u>lazily</u> .	<u>Suddenly</u> , the python <u>struck</u> its prey.
The cougar <u>crept</u> <u>stealthily</u> .	<u>Yesterday</u> , the buffalo <u>charged</u> them!
The elephant <u>nuzzled</u> her baby <u>lovingly</u> .	We <u>heard</u> the coyote <u>howl</u> <u>loudly</u> .
The peacock <u>showed</u> off his bright feathers <u>proudly</u> .	The gerbil <u>ate</u> <u>hungrily</u> .
The raccoon <u>came</u> to our house <u>nocturnally</u> .	The llama <u>lifted</u> its head <u>abruptly</u> .

### Review: Quotation Punctuation—Periods

Read and complete the section.

The period goes inside the quotation mark.

Correct: Ed said, "You are kind." Incorrect: Ed said, "You are kind".

Cross out each misplaced period and write a period in the correct place.

- "Yes," Mom said. "It is good to discern the best way first".
- "Grandpa is so spry," I said, "that he can hike with us".
- "Are you OK?" the woman asked. "You look quite plaintive".

### Review: Homophones

Draw a line from each sentence to a blank line.

Please note that there is an error in this exercise, so PAST should not be used, and PASSED should be used twice.

- I broke a \_\_\_\_\_ of glass. \_\_\_\_\_ pain
- Ouch! I'm in a lot of \_\_\_\_\_. \_\_\_\_\_ pane
- The captain directs three different \_\_\_\_\_. \_\_\_\_\_ creak
- These stairs \_\_\_\_\_ when I step on them. \_\_\_\_\_ creek
- We booked a \_\_\_\_\_ to Mexico. \_\_\_\_\_ crews
- I read a book on the bank of the \_\_\_\_\_. \_\_\_\_\_ cruise
- We \_\_\_\_\_ my old home. \_\_\_\_\_ past
- Yes, \_\_\_\_\_ getting late. \_\_\_\_\_ passed
- I \_\_\_\_\_ the rolls to my friend. \_\_\_\_\_ its
- The cat hurt \_\_\_\_\_ paw. \_\_\_\_\_ it's

### Writing Workshop

Complete the writing workshop for Lesson 103 in your workshops book.



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

# Lesson 103 Course Book

## LESSON 103

## WRITING WORKSHOP

### Rewriting in Your Own Words

When you write a report or essay, you cannot copy sentences from websites or books. You need to write the facts in your own words. You will practice doing this in this workshop while you learn more about Costa Rica. Study the examples below of what is and what is not copying.

Here is the original sentence:

More than 25% of Costa Rica's land is protected, which is the largest percentage of protected land of any country in the world.

I cannot fairly rewrite the sentence like this because it is too similar to the author's words; I only changed a couple of words, which are underlined:

Greater than 25% of Costa Rica's land is protected, which is the greatest percentage of protected land of any country in the world.

I CAN rewrite the sentence like this, in my own words:

No other country has more protected land. In fact, more than 25% of Costa Rica's land is safeguarded as protected parks and reserves.



### You try it!

Rewrite the following sentences about a cloud forest in Costa Rica. Cloud forests are rain forests that are at high altitudes.

The Monteverde Cloud Forest Reserve in Costa Rica—one of the most famous cloud forests in the world—contains over 2,000 plant species, including many orchids. Also, more than 400 types of birds and 100 types of mammals make their homes in the forest.

The student should have rewritten the sentences above in his or her own words.

If the student's sentences are too similar to the original sentences, have him or her read the example sentences on this page to you and discuss ways to improve his or her sentences.

### Using Sensory Language

Study the photos of the Monteverde Cloud Forest Reserve on the next page. Imagine that you are writing a story that takes place in the scene.

In 2–3 sentences, describe what it might feel like and sound like to be walking through the cloud forest.

The student should have used descriptive language to write two or three sentences about what it might feel and sound like to be walking through the cloud forest in the pictures on page 151.

# Lesson 103 Workshop

# Lesson 104 Course Book

## LESSON 104



### Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



### Student

### Map Activity

- Read and complete the section.

Part of the next book you will read in your *World Biographies Reader* takes place in Costa Rica. Costa Rica is part of Central America, along with six other countries: El Salvador, Belize, Guatemala, Honduras, Nicaragua, and Panama.

Reference the map to fill in the blanks.

1. Central America is a narrow neck of land connected to Mexico in the north and Colombia (South America) in the south. The country of Panama in Central America borders South America.

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2. None of the countries in Central America are landlocked.
3. The two Central American countries that border Mexico are Guatemala and Belize.
4. The North Pacific Ocean is on one side of Central America, and the Caribbean Sea is on the other side.
5. None of the countries in Central America border the Gulf of Mexico.
6. Costa Rica is bordered by Panama on the south and Nicaragua on the north.



### Review: Homophones

- Draw a line from each sentence to the homophone that belongs on its blank line.

The mountain \_\_\_\_\_ is very tall. peek  
 She \_\_\_\_\_ into the deep blue sky. peak  
 Don't \_\_\_\_\_! It's a surprise. stairs  
 The \_\_\_\_\_ lead up to the attic. stares  
 Yes, \_\_\_\_\_ coming to the picnic. their  
 No, \_\_\_\_\_ dad is not from Montana. there  
 My uncle is standing over \_\_\_\_\_. they're

### Review: Abbreviations—Part 2

- Read and complete the section.

An abbreviation is the shortened form of a word, like these examples:

Senior—Sr.	versus—vs.	page—p. / pages—pp.	Court—Ct.
Drive—Dr.	Lane—Ln.	Mount, Mountain—Mt.	Boulevard—Blvd.

Write the abbreviation for each word.

Mount	<u>Mt.</u>	Senior	<u>Sr.</u>	Court	<u>Ct.</u>
page	<u>p.</u>	Drive	<u>Dr.</u>	Boulevard	<u>Blvd.</u>
Lane	<u>Ln.</u>	versus	<u>vs.</u>	Mountain	<u>Mt.</u>

### Review: Singular Possessive Nouns

- Read and complete the section.

Add an apostrophe and an S to show possession.

*Example:* The raccoon's face is like a mask. (The face belongs to the raccoon.)

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



1. That covotes howl is very near. PLURAL NOUN POSSESSIVE NOUN
2. Leopards live in Africa and Asia. PLURAL NOUN POSSESSIVE NOUN
3. The kangaroos tail helps it balance. PLURAL NOUN POSSESSIVE NOUN
4. Is the pythons skin rough? PLURAL NOUN POSSESSIVE NOUN
5. Squirrels store up nuts for winter. PLURAL NOUN POSSESSIVE NOUN
6. Did you clean out the gerbils cage? PLURAL NOUN POSSESSIVE NOUN

### Spelling Workshop

- Complete the spelling workshop for Lesson 104 in your workshops book.



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

# Lesson 104 Course Book

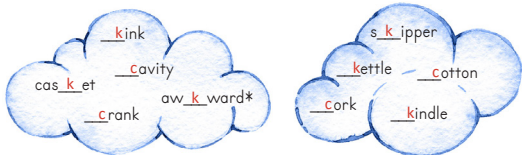
# SPELLING WORKSHOP

## SPELLING RULE: C OR K AT THE BEGINNING OR MIDDLE OF WORDS

Read this spelling rule aloud two times.

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.

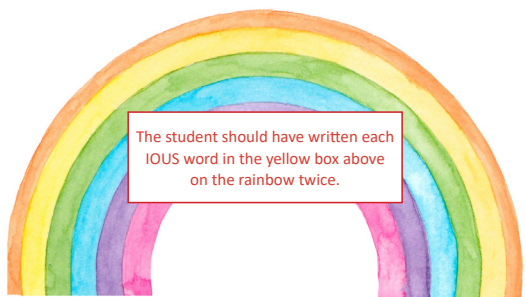
On each blank, write the correct letter: "k" or "c." \* = exception



## SUFFIX: -IOUS

The suffix IIOUS means having the qualities of something. Write each of the words with IIOUS on the rainbow twice.

delirious | glorious | cautious | spacious | pious | various



## PREFIXES: NON-, POST-, OVER-, UN-

For each sentence, choose the correct prefix to combine with the word in parentheses and write it on the blank line. Prefixes may be used more than once.

non | post | over | un

- We will take a nonstop flight to Europe. (stop)
- Don't overload your schedule this year! (load)
- What is the postmark date on the envelope? (mark)
- I prefer nonfiction books; I like to read about facts and things that are real. (fiction)
- One of my daily chores is to unload the dishwasher. (load)
- A postscript is a note written after the main message and signature in a letter. It is abbreviated "P.S." (for post script)

## CONTRACTIONS

Write the contraction for each set of words.

I have	I've	they would	they'd
they will	they'll	you had	you'd
you would	you'd	they had	they'd

## SPELLING RULE: 1-1-1 RULE

Read this spelling rule aloud two times.

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

Rewrite the words in green with the suffix "ing" in the purple boxes. Then choose your favorite fish and color it with colored pencils or pens.

The student should have rewritten the words in green with the suffix "ing" in the purple boxes. Then he or she should have colored his or her favorite fish with colored pencils or pens.

grab | snap | accept | slip  
grabbing | snapping | accepting | slipping

hum | strum | boil | shut  
humming | strumming | boiling | shutting

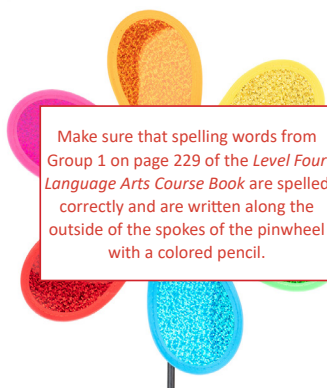
skip | squawk | attach | clip  
skipping | squawking | attaching | clipping

clap | dig | squirt | flap  
clapping | digging | squirting | flapping

## CHALLENGING SPELLING WORDS

1

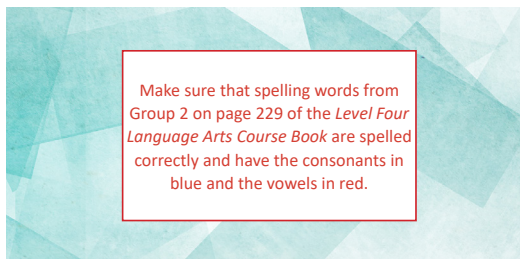
**Pinwheel:** Write Group 1 of your challenging spelling words on page 229 of your *Level Four Language Arts Course Book* along the outside of the spokes of the pinwheel with a colored pencil. Write one spelling word per spoke.



Make sure that spelling words from Group 1 on page 229 of the *Level Four Language Arts Course Book* are spelled correctly and are written along the outside of the spokes of the pinwheel with a colored pencil.

2

**Colored Letters:** Write Group 2 of your challenging spelling words on the design below with colored pencils, writing the consonants in blue and the vowels in red.



Make sure that spelling words from Group 2 on page 229 of the *Level Four Language Arts Course Book* are spelled correctly and have the consonants in blue and the vowels in red.



# Lesson 105 Course Book



In this traditional Costa Rican scene, a boy is leading along a pair of bulls pulling a bright red wagon. Green bushes, trees, and hills lead to the blue sea.

The student should have written a description for the mural above.

## Review: Capitalizing Proper Nouns

Read and complete the section.

Always capitalize proper nouns, which are specific names of nouns (people, places, or things), including specific names of pets, continents, countries, cities, towns, oceans, lakes, and rivers.

Fill in each box with a proper noun of your choice that is a specific name of the common noun. Remember to capitalize proper nouns. The first one is completed as an example.

common noun	proper noun	common noun	proper noun
ocean	Pacific Ocean	country	
continent			
lake			
library		town	

The student should have filled in each box with a proper noun of his or her choice. Make sure that each proper noun is capitalized.

## Review: A Sentence Needs Three Things

Read and complete this section.

The following groups of words are fragments because they do not have complete thoughts. Finish each fragment with a complete thought to make it a sentence. Make sure to put a period at the end of each sentence you create.

When the bell rings, \_\_\_\_\_  
 Because you told the truth, \_\_\_\_\_

The student should have finished each fragment with a complete thought to make it a sentence. Make sure that there is a period at the end of each sentence.

Each group of words is a fragment. Put an X in the box that indicates what is missing from the group of words to make it a fragment.

	subject	verb
sits beside the ocean	X	
my really nice sister-in-law		X
dashed down the steep hill	X	
gave a wonderful speech	X	
an interesting and extinct dinosaur		X

## Review: Parallel Structure in a Series

Read and complete the section.

When you have items in a list, they should use parallel structure (the same grammatical form).

Correct: I like to hike, jog, and run. Incorrect: I like to hike, jog, and running.

Underline the word in the pair that uses parallel structure.

- Would you like to go hiking, running, or (swim | swimming)?
- The python slithers, hisses, and (will eat | eats).
- A male kangaroo can jump, kick, and (bite | biting).
- The coyote startled, scared, and (surprises | surprised) the guest.

## Writing Workshop

Complete the writing workshop for Lesson 105 in your workshops book.



For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Then, in 2–3 complete sentences, describe the personality of the main character in your book.

After reading for 20 minutes or more, the student should have described the personality of the main character in his or her book in 2–3 complete sentences.

# Lesson 105 Course Book

“My Animal Essay” Part 1

You are going to write an informative essay on either JAGUARS or MACAWS, creatures that are found in Costa Rica.



Writing an informative essay can be an overwhelming task when you are new to writing essays. Thus, this course gives you extra help with your essays. In higher level courses, you will write your own outlines. For this essay, the outline is given to you. Using model outlines when you are beginning to write essays will give you a great understanding of how to organize essays so that you can do it on your own in the future.

Here is the outline for your informative essay:

- I. Opening Paragraph
- II. Physical Appearance
- III. How and Where They Live
- IV. Closing Paragraph

Make sure that the student has read through the information and chosen an animal to write about.

This lesson includes information on jaguars and macaws that you can use for your essay. You are welcome to research additional information if you would like. Read through the information and choose which animal you would like to write about. You will start writing your essay in Lesson 107.

MACAWS

- Macaws are the king-sized birds of the parrot family that have brilliant, colorful plumage.
- They have large, powerful beaks that easily crack open nuts and seeds.
- Macaws like to gather in flocks of about 10–30 birds.
- Their brilliant coloring helps them to hide among the vibrant green leaves and brightly colored red and yellow fruits found in the rain forests of Central and South America.
- Macaws have powerful, gripping toes that clench branches and allow them to study things they are holding.
- Macaws reach adulthood in 2–10 years, depending on the species.
- Macaws are very intelligent. They like to talk to other birds with loud calls, screams, and squawks. Some macaws can even mimic human speech!
- Macaws have very long, graceful, and colorful tails.
- Macaws are omnivores, which means they eat both plants and animals.



Parent/Teacher

- Have the child read the poem to you, and then point out the rhyme scheme of each stanza (ABCB).

*I Say a Prayer Each Morning*

Unknown

I say a prayer each morning,  
So the day will turn out right,  
And when the sun has disappeared,  
I tell the Lord good night.

The world looks brighter in the dawn  
When I pronounce a prayer,  
Because it reassures me  
The Lord is really there,

And that I seem to walk with Him  
Each hour of the day,  
While I am occupied with work  
Or taking time to play.

I listen to His counsel  
And find my courage strong  
Whenever I am weary  
Or when anything goes wrong.

And when the day is over  
And the moon and stars are bright,  
I feel the least that I can do  
Is tell the Lord good night.

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



Student

READING ASSIGNMENT

- Read Chapters 1–2 of *The Amazing Story of Franklin Ramón Chang-Díaz* in your *Level Four World Biographies Reader*. Then write two discussion questions that could be used to discuss the chapters with a group. The questions should encourage opinions and thoughts rather than just answering with a yes or no or a fact about the story.

Your questions could be about comparing your own life to his in some way, asking how the reader feels about one of the character’s choices, asking if the reader agrees with a character’s actions, etc.

1. \_\_\_\_\_

2. \_\_\_\_\_

After reading Chapters 1–2 of *The Amazing Story of Franklin Ramón Chang-Díaz*, the student should have written two questions that could be used to discuss the chapters with a group. The questions should encourage answers that contain opinions and thoughts.

Spelling Workshop

- Complete the spelling workshop for Lesson 106 in your workshops book.

After reading for 20 minutes or more, the student should have written the title of his or her book on the line below.



PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Then write the title of the book.

SPELLING RULE: PLURAL NOUNS

Read this spelling rule aloud two times.

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

Rewrite each word in its plural form. Add ES to words that end with SH, CH, Z, X, or S. If a word ends with a consonant + Y, drop the Y and add IES. If not, just add S.

- lunch lunches      elephant elephants
- mix mixes      ostrich ostriches
- leash leashes      library libraries
- buzz buzzes      baby babies
- enemy enemies      church churches
- mess messes      glass glasses
- pony ponies      fox foxes

IRREGULAR PAST TENSE

We usually make a word past tense by adding ED, but there are some words with irregular past tense, such as those in the box below:

brought	caught	thought
bought	built	taught

Fill in the blank of each sentence below with the irregular past tense verb from the box that matches the present tense verb in parentheses. You will also be reading many commonly misspelled words that contain EI and IE.

- I brought my passport to the foreign country. (bring)
- Grandfather taught me to believe in honesty. (teach)
- I was relieved when we caught our snake. (catch)
- Aunt Ginny built a barn in that field. (build)
- Our neighbor brought us a homemade pie. (bring)
- The fire chief thought the firehouse should be painted. (think)
- Dad taught me I can achieve many things if I work hard. (teach)
- We bought flowers for the priest. (buy)

Lesson  
106  
Workshop

SPELLING RULE: USING CH OR TCH

Read this spelling rule aloud two times.

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

Bench or Watch

Following this spelling rule, figure out if each word on the left should end with CH or TCH. Then write the word in the BENCH box if it ends with CH or in the WATCH box if it ends with TCH.

- clinch
- patch
- perch
- teach
- brunch
- drench
- stretch
- reach
- sketch
- clutch
- stitch
- speech



clinch      drench

perch      reach

teach      speech

brunch




patch      clutch

stretch      stitch


sketch

CHALLENGING SPELLING WORDS

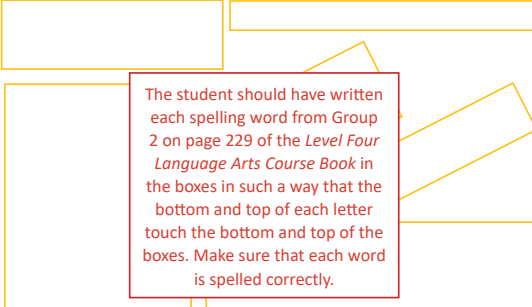
- Roads:** Draw roads between the cars, and then write Group 1 of your challenging spelling words on page 229 of your *Level Four Language Arts Course Book* on the roads, broken into syllables. Then read each word and spell it aloud.



The student should have drawn roads between the cars and then written the spelling words from Group 1 on page 229 of the *Level Four Language Arts Course Book* on the roads, broken into syllables. Make sure that each word is spelled correctly.



- Boxes:** Write Group 2 of your challenging spelling words in the boxes (one word in each box) in such a way that the bottom and top of each letter touch the bottom and top of the boxes. Then read each word and spell it aloud.



The student should have written each spelling word from Group 2 on page 229 of the *Level Four Language Arts Course Book* in the boxes in such a way that the bottom and top of each letter touch the bottom and top of the boxes. Make sure that each word is spelled correctly.

Lesson  
106  
Workshop

# LESSON 107

## Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.

## Student

### Homophones

- Draw a line from each homophone to its meaning.

flour	items sent through the post office
flower	finely ground wheat or other crop
flu	type of respiratory disease
flew	part of a plant with petals that produces seeds
mail	man or boy
male	past tense of fly

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### Review: Independent Clauses and Fragments

- Read and complete the section.

An **independent clause** can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

For each group of words, circle the correct answer. Is it an independent clause or a fragment? (Hint: If it is missing a subject, a verb, or a complete thought, it is a fragment.) If it's an independent clause, place a period at the end.

- An eagle landed in the large nest. **INDEPENDENT CLAUSE** | FRAGMENT
- If you see a peacock **INDEPENDENT CLAUSE** | **FRAGMENT**
- A pet pigeon and a little sparrow **INDEPENDENT CLAUSE** | **FRAGMENT**
- An ostrich is in that field. **INDEPENDENT CLAUSE** | FRAGMENT

Two independent clauses can be connected with a comma and a coordinating conjunction.

For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two independent clauses or two subjects?

- A cat sits on the steps, and a cat sits on a ledge. **INDEPENDENT CLAUSES** | SUBJECTS
- A cactus and a tree grow in pots. **INDEPENDENT CLAUSES** | **SUBJECTS**
- The door and the shutters are blue. **INDEPENDENT CLAUSES** | **SUBJECTS**
- The flowers are yellow, and the cactus is green. **INDEPENDENT CLAUSES** | SUBJECTS



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# Lesson 107 Course Book

### Review: Homophones

- Write the correct homophone on each blank line.

**guessed:** I could have guessed the right answer.  
**guest:** We will have a guest for dinner.  
**higher:** That shelf is higher than I can reach.  
**hire:** The boss will hire another employee.

- Would you like to be our guest on our trip to Costa Rica?
- Would you have ever guessed that Costa Rica has volcanoes?



- We will need to hire a guide to take us up to the waterfall because it is at a higher elevation in the mountains.



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- Draw a line from each sentence to the homophone that belongs on its blank line.

I will _____ the bread dough for six minutes.	plain
The dress is very _____.	plane
There are 75 seats on the _____.	knead
The dog _____ his bone slowly.	need
Please _____ a chair to sit in.	cheap
The purse was very _____; it fell apart quickly.	cheep
Do you _____ a bandage for your leg?	chews
The chick let out a little _____.	choose

### Review: Coordinating Conjunctions

- Read and complete the section.

You can remember the coordinating conjunctions by using the acronym FANBOYS. Write the word that each letter of the acronym stands for.

F= for A= and N= nor B= but O= or Y= yet S= so

Coordinating conjunctions can join together words, phrases, or clauses.

For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two subjects or two verbs?

- Python's bite and squeeze their prey. **SUBJECTS** | **VERBS**
- Leopards and cougars are big cats. **SUBJECTS** | **VERBS**
- Its head feathers and tail feathers are colorful. **SUBJECTS** | **VERBS**
- Squirrels scamper and run through the forest. **SUBJECTS** | **VERBS**

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# Lesson 107 Course Book



## Review: Plural Possessive Nouns

Read and complete the section.

Plural means more than one. To show possession (belonging) for a plural noun ending with S, add an apostrophe. Do not add an S after the apostrophe.

**Correct:** I cleaned out all six of the gophers' cages.

**Incorrect:** I cleaned out all six of the gophers's cages.



Fill in each blank with the possessive form of the noun in the right column.

A <u>whale's</u> tail fin helps it swim.	whale
The TWO <u>whales'</u> tail fins help them swim.	whale

ONE <u>eagle's</u> flight was graceful.	eagle
The TWO <u>eagles'</u> flights were graceful.	eagle

The ONE <u>falcon's</u> beak is hooked.	falcon
The TWO <u>falcons'</u> beaks are hooked.	falcon

An <u>otter's</u> feet are webbed.	otter
The TWO <u>otters'</u> feet are webbed.	otter

A <u>dolphin's</u> teeth are strong.	dolphin
The THREE <u>dolphins'</u> teeth are strong.	dolphin

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## Review: Quotation Punctuation—Commas

Read and complete the section.

Separate quoted material with a comma inside the quotation marks.

**Examples**

**Correct:** "You are kind," Ed said. **Incorrect:** "You are kind" Ed said.

Insert commas where needed.

- "This meal is so healthy" said Mama.
- "This dangerous mission" José said, "makes me nervous."
- "What a difficult math problem" Henry said.
- "Spot is a handsome horse" LaDonna said.
- "Narrow is the way, which leadeth unto life" Jesus said.
- "The squirrel lives in the hollow of the tree" I said.

## Writing Workshop

Complete the writing workshop for Lesson 107 in your workshops book.

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

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# Lesson 107 Course Book

## LESSON 107

## WRITING WORKSHOP

### "My Animal Essay" Part 2

In preparation for writing your opening paragraph for your animal essay, read the following model paragraphs to your parent or teacher. Notice how each paragraph starts out in a way that grabs the reader's interest and attention and then explains what the essay is about.

#### Model Opening Paragraphs

##### Red Fox

The red fox is a cunning animal. All over the world he's known as a trickster. Why? Instead of using his fangs or claws to fight for what he wants, he uses his mind. Let's explore some other interesting things about the red fox.

##### Penguin

All dressed up in a black-and-white tuxedo, the elegant penguin takes flight. No, wait! Penguins can't fly. They have flippers. They swim in the water. Are they fish? No, they are actually birds. Let's take a closer look at these amazing animals.

##### Tiger

What can grow to be over six feet long, weigh as much as a grand piano, and run 40 miles per hour? If you guessed a tiger, you are right! This largest cat in the world is an amazing animal.

##### Camel

Why do camels have humps? Why do they do so well in desert areas? How can they go without eating for over a week? Let's discover the answers to these questions and more as we explore the incredible animal called the camel.

### Animal Essay: Opening Paragraph

On a separate sheet of paper, write an opening paragraph for your animal essay (on macaws or jaguars). Use facts from pages 154–156. Keep these notes in mind as you write your opening paragraph:

- Title your paper and put your name on it. Center the title and your name, as shown to the right.
- Opening paragraphs can be very short. They are not designed to give a lot of information about your animal. They are designed to simply catch the reader's attention. As a reminder, the information you will write the section on is listed below.

My Animal Essay By Angela Ruiz
This is the opening paragraph. The opening paragraph grabs the reader's attention and explains what the essay is going to be about.

Keep the rest of the details where the animal lives for in the next writing workshop.

- Are you stuck? Here are some ideas:
  - Try starting with a question.
  - Try starting with an interesting fact.

On a separate sheet of paper, the student should have written an opening paragraph on the animal of his or her choice (macaws or jaguars). The paragraph should use facts from pages 154–156.

Make sure the student titled his or her paper properly and included his or her name (see Step 1). This paragraph should be short and is not required to have a lot of information, but it should catch the reader's attention (see Step 2). Do not correct spelling, punctuation, capitalization, usage, or spacing issues as the student will correct these issues in Lesson 115.

If the student struggled or did not complete a step, have him or her read through the steps with you and discuss how he or she could improve his or her essay.

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# Lesson 107 Workshop



WORDS ENDING WITH OW

Write a sentence that uses each pair of words.

borrow/arrow

The student should have written a sentence for each pair of words. Make sure that each OW word is spelled correctly.



sparrow/follow



meadow/shadow



narrow/pillow



CHALLENGING SPELLING WORDS

1

**Fireflies:** Draw dotted wavy lines between the fireflies. On the lines you drew, write Group 1 of your challenging spelling words on page 229 of your *Level Four Language Arts Course Book*.



The student should have drawn dotted wavy lines between the fireflies and then written the spelling words from Group 1 on page 229 of the *Level Four Language Arts Course Book* on the lines. Make sure that each word is spelled correctly.

2

**Geometric Shapes:** Write Group 2 of your challenging spelling words on page 229 of your *Level Four Language Arts Course Book* on the boxes below. You may write the words horizontally, vertically, or curved around edges. Then read each word and write it on your desk with your elbow.

The student should have written each spelling word from Group 2 on page 229 of the *Level Four Language Arts Course Book* on the boxes horizontally, vertically, or curved around the edges. Make sure that each word is spelled correctly.

Lesson 108 Workshop

LESSON 109



Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child's work when this lesson has been completed.



Student

Homophones

- Write the correct homophone on each blank line.

**brake:** Push on the brake to stop.  
**break:** Don't break the pot. | Let's take a break.  
**berry:** I picked a berry from the bush.  
**bury:** The dog will bury the bone.

1. I drank berry soda during our break.
2. Press the brake to stop the golf cart.
3. Will the dog bury his bone in the yard?
4. Helen put a red berry on each dessert.
5. Please do not break the window.

READING ASSIGNMENT

- Read Chapter 4 (the final chapter) of *The Amazing Story of Franklin Ramón Chang-Díaz* in your *Level Four World Biographies Reader*. Then finish the paragraph that is started below, adding at least two more sentences.



Franklin Ramón Chang-Díaz said, "My advice to everyone is to find your dream and to follow it. But you know that the only way it can come true is if you really chase it." What I think Franklin meant by really chasing your dream is \_\_\_\_\_

The student should have finished the paragraph that is started above, adding at least two more sentences.

Writing Workshop

- Complete the writing workshop for Lesson 109 in your workshops book.



PERSONAL READING

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

Lesson 109 Course Book







## Review: Homophones

- Complete the exercises.

Draw a line from each homophone to its meaning.

to	a long, slender item
too	motion toward something/someone
pole	a counting or recording of votes
poll	also or more than is wanted

Write the correct homophone on each blank line. Add an "s" if necessary.

**rain:** It looks like it is going to rain today.  
**reign:** The queen will reign over her kingdom.  
**rein:** Pull on the left rein to turn the horse.

- Hold a rein in each hand to gently guide the pony.
- "The rain is falling all around,  
It falls on field and tree,  
It rains on the umbrellas here,  
And on the ships at sea."  
—Robert Louis Stevenson
- The reign of the good king lasted many years.



## Editing

- Complete the editing assignment.

Insert missing commas in compound sentences and series of words or phrases.

You know that it is good manners to say thank you <sup>^</sup> please <sup>^</sup> and you're welcome. There are also ways to show good manners when you are having a conversation with someone. First, you should not interrupt people <sup>^</sup> nor should you always talk about yourself. You should look at the person who is speaking <sup>^</sup> and you should show interest in what he or she is saying.

## Writing Workshop

- Complete the writing workshop for Lesson 111 in your workshops book.



## PERSONAL READING

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

# Lesson 111 Course Book

## LESSON 111

## WRITING WORKSHOP

### "My Animal Essay" Part 4

In the last lesson, you wrote the first body paragraph for your animal essay. Now, write the second body paragraph. Start your second body paragraph after your first body paragraph. Leave a blank line between paragraphs, as shown to the right.

As a reminder, the outline of your essay is below. For this lesson you will write the section in green:

- I. Opening Paragraph
- II. Physical Appearance
- III. How and Where They Live
- IV. Closing Paragraph

Use the facts from pages 154–156, writing them in your own words. If desired, and if your parent or teacher approves, you may do additional research on the animal in books or online.

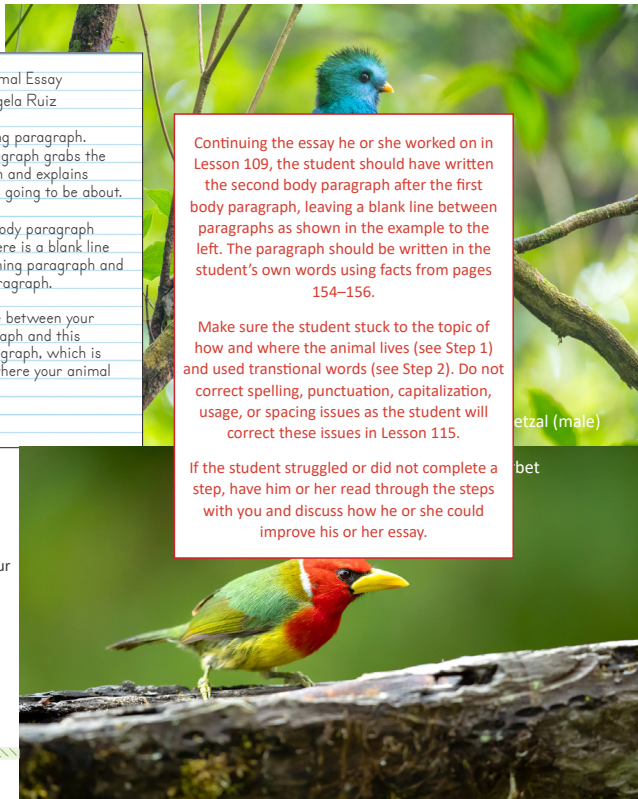
- Make sure your paragraph sticks to the topic of how and where the animal lives.
- Transitions help connect sentences, paragraphs, and sections of your essay. Here are some transitional words and phrases:  
*first, second, next, finally, also, in addition, in fact, for example, actually, plus, equally as amazing*
- Enjoy the photos of birds that live in Costa Rica.

My Animal Essay By Angela Ruiz	
This is the opening paragraph. The opening paragraph grabs the reader's attention and explains what the essay is going to be about.	
Start your first body paragraph here. See how there is a blank line between the opening paragraph and the first body paragraph.	
Leave a blank line between your first body paragraph and this second body paragraph, which is about how and where your animal lives.	

Continuing the essay he or she worked on in Lesson 109, the student should have written the second body paragraph after the first body paragraph, leaving a blank line between paragraphs as shown in the example to the left. The paragraph should be written in the student's own words using facts from pages 154–156.

Make sure the student stuck to the topic of how and where the animal lives (see Step 1) and used transitional words (see Step 2). Do not correct spelling, punctuation, capitalization, usage, or spacing issues as the student will correct these issues in Lesson 115.

If the student struggled or did not complete a step, have him or her read through the steps with you and discuss how he or she could improve his or her essay.



etzel (male)

bet

# Lesson 111 Workshop

## LESSON 112



### Parent/Teacher

Note: It is recommended that the child learn proper typing skills as they will be needed for the *Level Five Language Arts Course*.

- Have the child read the poem to you. Discuss the importance of treating pets and wild animals with respect.

### Kindness to Animals

Unknown

Little children, never give  
Pain to things that feel and live:  
Let the gentle robin come  
For the crumbs you save at home—  
As his meat you throw along  
He'll repay you with a song;  
Never hurt the timid hare  
Peeping from her green grass lair,  
Let her come and sport and play  
On the lawn at close of day;  
The little lark goes soaring high  
To the bright windows of the sky,  
Singing as if it were always spring,  
And fluttering on an untired wing,  
Oh! let him sing his happy song,  
Nor do these gentle creatures wrong.



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

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### Student

- Read and complete the sections.

This is a semicolon: ; Draw a semicolon in this blank circle: ○

Look at these two sentences, which are independent clauses:

My gerbil is furry. He is so cute.

You can connect two independent clauses with a comma and a coordinating conjunction:

My gerbil is furry, and he is so cute.

Or, you can connect two independent clauses that are closely related with a semicolon:

My gerbil is furry; he is so cute.

Each sentence below is one independent clause. Add a semicolon and an independent clause from the box (the one that is closely related) to finish the sentence. Remember not to capitalize the beginning of the independent clause that you add, unless it is the word "I" or a proper noun.

I like to pet my llama; he is soft.

He is soft.  
He can spit.

The dinosaur roars; it is loud.

It has scaly skin.  
It is loud.

The buffalo scares me; it is dangerous.

It is dangerous.  
It is brown.

Leopards are solitary; they live alone.

They live alone.  
They are spotted.

© Jenny Phillips

# Lesson 112 Course Book

You do NOT use a coordinating conjunction (FANBOYS) when you use a semicolon to connect two independent clauses.

For each sentence, circle the coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so), and then cross it out if the conjunction comes right after a semicolon.

- Do not open mail addressed to someone else, and do not read another person's mail without his or her permission.
- I love to write thank-you notes when people give me a gift, but it shows that I am appreciative of them.
- It is polite to hold the door open for someone; and it is good manners to say "thank you" if someone holds the door open for you.
- At the dinner table, I am careful not to interrupt my siblings, and they do not interrupt me when it is my turn to speak.
- I enjoy playing games with my friends; and win or lose, it is important to always be a good sport.

### Idioms and Context Clues

An idiom is a group of words that means something different from the actual words and cannot usually be understood by just defining its words. If you read an idiom that you cannot understand, you can use the context of the sentence around it to help you figure out what it means.

Circle the correct definition of the underlined idiom by using context clues.

- We only go to the beach once in a blue moon; it is such a long drive for us!  
(rarely) often
- You need to sign up for your art class soon; you don't want to miss the boat!  
(miss an opportunity) not go fishing
- She loves her grandson so much; he is the apple of her eye.  
(precious to someone) hard to understand

© Jenny Phillips

### Review: Homophones

**flu:** I don't want to get sick with the flu.

**flew:** The bird flew from her nest.

**higher:** I lifted the flag even higher.

**hire:** We should hire the hardest worker.

Write the word that is defined below.

       flew : (verb) past tense of fly

       flu : (noun) a virus that makes people sick; short for influenza

Write a complete sentence using each word.

higher:

The student should have written a complete sentence using HIGHER and a complete sentence using HIRE.

hire:

### Spelling Workshop

- Complete the spelling workshop for Lesson 112 in your workshops book.



### PERSONAL READING

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

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# Lesson 112 Course Book

# SPELLING WORKSHOP

## SPELLING RULE: CHANGING Y TO I

Read this spelling rule aloud two times.

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

Rewrite each word with the suffix from the banner added to it. Remember, if the word ends with a consonant + Y, change the Y to an "I" before adding any suffix.

heavy	heaviest	est
merry	merriment	ment
silly	silliness	ness
easy	easily	ly
grouchy	grouchiest	est
squishy	squishiest	est
friendly	friendliness	ness
rainy	rainier	er
plenty	plentiful	ful
study	studied	ed

## SPELLING RULE: WORDS THAT END WITH VE OR UE

Read this spelling rule aloud two times.

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.

For each word, write "1," "2," or "3" (referring to the key) to indicate why the word ends with a Silent E.

### KEY



1. so the word does not end with V or U
2. to make the C or G soft
3. to make the vowel before it say its name

halve	1	courage	2	waste	3
circulate	3	captive	1	garbage	2
nerve	1	sleeve	1	practice	2
cursive	1	curve	1	remove	1
resolve	1	active	1	deserve	1
twelve	1	native	1	involve	1

Lesson  
112  
Workshop

## WORDS IN WHICH CH SAYS /K/

Write the correct word from the word bank next to each description.

orchid | orchestra | ache | technology | stomach | scholar

A person who is well educated:	scholar
The creation and use of technical means:	technology
A type of flowering plant:	orchid
Part of your body:	stomach
A group playing stringed instruments:	orchestra
A pain in part of your body:	ache

Add the missing letters to create words from the orange box above.

or\_ ch\_i d | or\_ ch\_e str\_ a | a\_ ch\_ e | t\_e\_ ch\_nolog\_ \_ y | st\_ o ma ch | s\_ chola \_ r\_

## PLURAL NOUNS: F AND FE

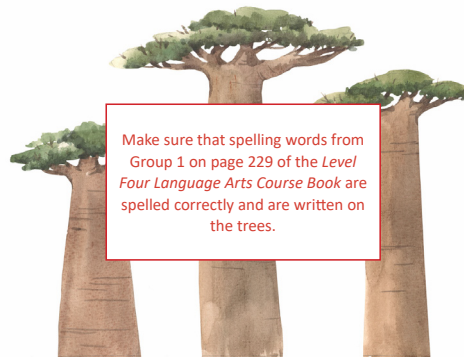
Drop the F or FE and add VES to make each word plural.

Write the plural form of each word.

calf	calves	knife	knives
self	selves	loaf	loaves
thief	thieves	wolf	wolves
shelf	shelves	life	lives

## CHALLENGING SPELLING WORDS

- 1 **Baobab Trees:** On the trees write Group 1 of your challenging spelling words on page 229 of your *Level Four Language Arts Course Book*. Then read each word and spell it aloud, tapping your foot for each letter.



Make sure that spelling words from Group 1 on page 229 of the *Level Four Language Arts Course Book* are spelled correctly and are written on the trees.

- 2 **Knee Lifts and Punches:** Complete the following for each word of Group 2 of your challenging spelling words.

1. Read a word and spell it aloud, tapping your foot for each letter.
2. Read a word and spell it aloud, tapping your foot for each letter. Make sure the student should have completed this section aloud.
3. Stand up. Lift a knee. Read each word, and then write it with your finger on your knee. Switch knees with each word.

Lesson  
112  
Workshop



**LESSON 113**

Extra Item Needed:  
△ ruler

**Parent/Teacher**

- Work on The Challenging Sentence Climb in your workshops book for 2-4 minutes.
- Check the child's work when this lesson has been completed.

**Student**

**Review: Vocabulary**

- Write the appropriate vocabulary word on each blank line.

**wharf** [WORF]: like a pier, a platform at the shore of a body of water used for docking boats

**beckon** [BEK-en]: make a gesture with the hand, arm, or head to encourage someone to follow or come closer

The man waved his hand to beckon us; he wanted us to pull our boat alongside the wharf to unload our cargo.

**Review: Capitalization and Titles**

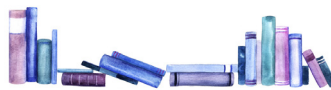
- Read and complete the section.

For titles of books and movies, always capitalize the first and last words and all other words **except** for articles (*the, a, and an*) and short prepositions and conjunctions, such as *and, as, but, in, of, to, or, at, if, or for*. Also, place titles in italics.

Correct Example: *The Year of the Panda*

Underline the correctly capitalized title in each group.

- Little house on the prairie* | Little House on the Prairie | Little House On The Prairie
- Boy of the Pyramids | Boy of the pyramids | Boy Of The Pyramids
- Escape to Freedom | Escape to freedom | Escape To Freedom



**Geography: Using Scale**

- Read and complete the section.

On the map on the next page, the legend indicates that one centimeter on the map equals one-half kilometer. Use a ruler to determine about how many kilometers are between the places below. Round up to the nearest kilometer. Do not measure along roads. Measure straight from one place to another.

- The post to the restaurant: 3 kilometers
- The supermarket to the bank: 3 kilometers
- The museum to the hospital: 5 kilometers
- The hotel to the school: 4 kilometers

Lesson 113 Course Book

Lesson 113 Course Book



**Editing**

- Complete the editing assignment.

Insert missing apostrophes in words that show possession. Insert missing periods.

I live in a big city, and my familys home is an apartment. In urban areas many people live and work close together; the citys population is often diverse. The citys parks are busy with families playing and walking their pets. My two dogs favorite place is the park. I love living in a city!



**Writing Workshop**

- Complete the writing workshop for Lesson 113 in your workshops book.

**PERSONAL READING**

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

“My Animal Essay” Part 5

In preparation for writing your closing paragraph for your animal essay, read the following model paragraphs to your parent or teacher. Notice how each paragraph wraps up the essay in an interesting way, reminding the reader what was covered in the essay without directly writing something like “So that is what my essay was about.”

Continuing the essay he or she worked on in Lesson 111, the student should have written the closing paragraph after the second body paragraph, leaving a blank line between paragraphs. The paragraph should use facts from pages 154–156 written in the student’s own words.

Make sure the student did not introduce any new facts (see Step 1), wrapped up the essay in a fun way (see Step 2), and saved the essay for use in Lesson 115. Do not correct spelling, punctuation, capitalization, usage, or spacing issues as the student will correct these issues in Lesson 115.

If the student struggled or did not complete a step, have him or her read through the examples and steps on this page with you and discuss how he or she could improve his or her essay.

As we have learned, this unique animal is just o

If you ever get unique they ar into the amaz

I hope you nev tigers are amaz of a tiger, reme biggest cat in t

his unique ed.

er how just a little look

e learned, u see a picture d about the

Camel

In conclusion, camels are fascinating creatures. I am amazed at what a unique and useful animal God created.

In Lesson 111, you finished your last body paragraph for your animal essay. Now write the closing paragraph. Start your closing paragraph after your last body paragraph. Leave a blank line between paragraphs. Your closing paragraph can be short—just 2–3 sentences long.

As a reminder, the outline of your essay is below. For this lesson you will write the section in green:

- I. Opening Paragraph
- II. Physical Appearance
- III. How and Where They Live
- IV. Closing Paragraph

1. Make sure your closing paragraph does not introduce any new facts.
2. Make sure your paragraph wraps up the essay in a fun way. Are you stuck? For this assignment, feel free to copy any of the model closing paragraphs, substituting words and phrases to match your animal.
3. Save your essay because you will proofread it in Lesson 115.
4. Enjoy the photo of a glasswing butterfly, one of many species of butterflies found in Costa Rica. This amazing butterfly has transparent wings!



Lesson 113 Workshop

LESSON 114



Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child’s work when this lesson has been completed.



Student

Review: Parallel Construction

- Read and complete the section.

In a series use either all adjectives or all adverbs.

For the words in orange, circle the word that uses correct parallel construction.

1. The wolf howls nightly, loudly, and closely close.
2. Tigers prowl stealthily, bravely, and silent silently.
3. Grandpa hums melodically, softly, and sweetly sweet.
4. The rain is refreshing, quiet, and gentle gently.
5. The girl reads smoothly, quickly, and easily easy.

Geography: Languages of South America

- Read the section, and then write the official language(s) beside each country.

Your **first language** is the language you learned and spoke in your home.

Your **primary language** is the language that you use most often at school, work, and home.

The **official language** or languages of a country are the languages that are approved by the government to be used in government, schools, etc.

Spanish is the official language of several countries in South America, such as Argentina, Chile, Ecuador, and Uruguay. Portuguese is only spoken in one country—Brazil. However, because Brazil has such a high population, Portuguese is the language of South America with the most speakers. Some countries in South America have two official languages, such as Paraguay (Spanish and Guaraní [gwarr-ah-NEE]) and Peru (Spanish and Quechua [KETCH-wah]). Guyana is the only country in South America where English is the official language.

(Remember that names of languages are proper nouns and should be capitalized.)

1. Chile \_\_\_\_\_ Spanish
2. Argentina \_\_\_\_\_ Spanish
3. Ecuador \_\_\_\_\_ Spanish
4. Brazil \_\_\_\_\_ Portuguese
5. Uruguay \_\_\_\_\_ Spanish
6. Guyana \_\_\_\_\_ English
7. Paraguay \_\_\_\_\_ Spanish \_\_\_\_\_ Guaraní
8. Peru \_\_\_\_\_ Spanish \_\_\_\_\_ Quechua



Lesson 114 Course Book

**Review: Run-On Sentences**

Read and complete the section.

In a run-on sentence, two independent clauses are joined as one sentence without the appropriate conjunction and/or punctuation.

Example: I love hedgehogs they are so cute.

**THREE WAYS TO FIX RUN-ON SENTENCES**

**#1:** Use a period between the independent clauses (sentences) and create two sentences.

I love hedgehogs. They are so cute.

**#2:** Use a semicolon between the independent clauses if the ideas are closely related.

I love hedgehogs; they are so cute.

**#3:** Use a comma and an appropriate coordinating conjunction between the two clauses.

I love hedgehogs, and they are so cute.

For each sentence below, the independent clauses are underlined. Circle run-on sentences. Remember a run-on sentence is two independent clauses that are not connected with a comma and a coordinating conjunction or a semicolon.

1. Say please when asking for something say thank you when receiving something.
2. Respect your property respect the property of others.
3. Return borrowed items in good shape.
4. Put away toys and electronics at mealtime.

Fix the run-on sentence by adding a **comma and a coordinating conjunction (for, and, nor, but, or, yet, so)** between the two independent clauses.

The student could have used any coordinating conjunction that fits the sentence, not just the one shown.

You should ask to be excused from the table you should clear your plate.

You should ask to be excused from the table, and you should clear your plate.

Fix the run-on sentence by adding a **semicolon** between the two independent clauses.

Do not interrupt others let them finish before you speak.

Do not interrupt others; let them finish before you speak.

Fix the run-on sentence by adding a **period** between the two independent clauses. Don't forget to include the capitalized first letter of the second sentence.

Be kind to the elderly assist them in any way you can.

Be kind to the elderly, Assist them in any way you can.

Fix the run-on sentence by adding a **comma and a coordinating conjunction (for, and, nor, but, or, yet, so)** between the two independent clauses.

Privacy is important knock on doors before you enter.

Privacy is important, so knock on doors before you enter.

**Spelling Workshop**

Complete the spelling workshop for Lesson 114 in your workshops book.



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

**LESSON 114**

**SPELLING WORKSHOP**

This lesson continues on the next page.

**SPELLING RULE: 1-1-1 RULE**

Read this spelling rule aloud two times.

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

Rewrite the words in green with the suffix "ing" in the purple boxes.



chop

chopping



hop

hopping



harvest

harvesting



pick

picking



cut

cutting



pour

pouring



lug

lugging



lift

lifting

**WORDS WITH PH**

Write a sentence that uses each pair of words.

nephew/graph .....

elephant/paragraph .....

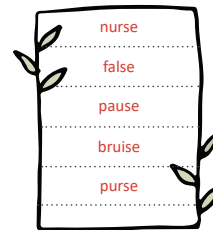
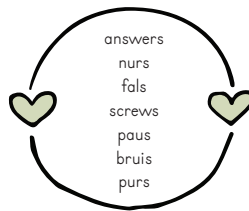
The student should have written a sentence for each pair of words. Make sure that each PH word is spelled correctly.

**SPELLING RULE: SINGULAR WORDS THAT END WITH S**

Read this spelling rule aloud two times.

When a word ends in S but is not plural, usually add a Silent E.

Study each word in the circle. In the box write only the words for which the Singular Words that End with S spelling rule applies, adding the missing Silent Es.



**WORDS WITH Y IN THE MIDDLE**

Y in the middle of a word can make the long or short I sound.

Write the words from the box in the correct columns.

lyric | style | syllable | rhyme | symbol | cycle | typhoon | gymnast

Y Makes the Long I Sound

Y Makes the Short I Sound

style

rhyme

cycle

typhoon

lyric

syllable

symbol

gymnast

**1** In all UPPERCASE letters, write on the lines below all the challenging spelling words on page 229 of your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 229 of the *Level Four Language Arts Course Book* are spelled correctly and are in all uppercase letters.

.....

.....

.....

.....

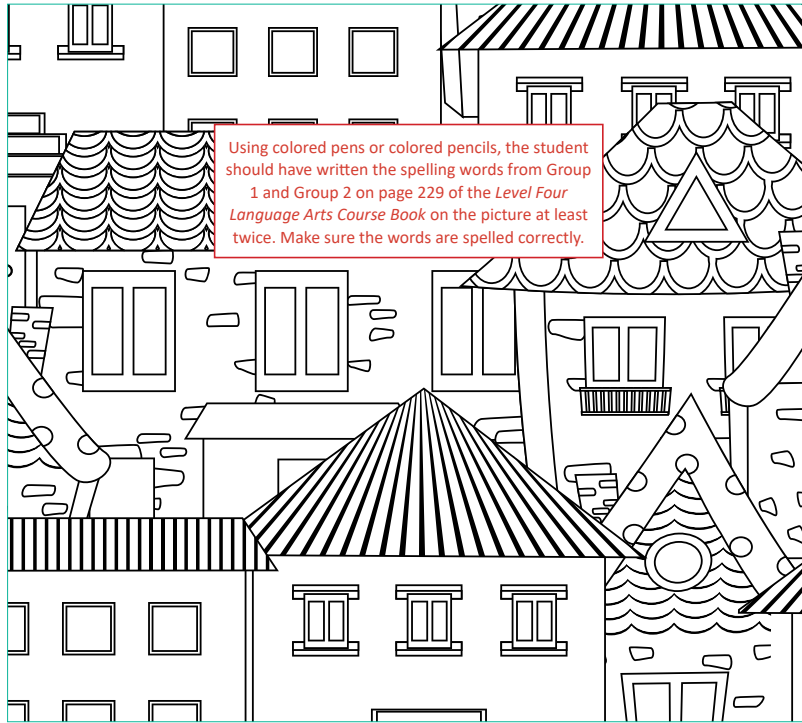
.....

.....

.....

.....

**2 Design:** Write your spelling words with small letters on the design below. Use colored pens or pencils. Say the letters aloud as you write them and read each word after you write it. Use all the words at least twice, but you can use them as many times as you desire.



Using colored pens or colored pencils, the student should have written the spelling words from Group 1 and Group 2 on page 229 of the *Level Four Language Arts Course Book* on the picture at least twice. Make sure the words are spelled correctly.

# Lesson 114 Workshop

## LESSON 115



Parent/Teacher

- Have the child read the poem to you. Discuss how taking time to pray can bless our lives.

### The Difference

Unknown

I got up early one morning and rushed right into the day; I had so much to accomplish that I didn't have time to pray. Problems just tumbled about me, and heavier came each task; "Why doesn't God help me?" I wondered. He answered, "You didn't ask." I wanted to see joy and beauty, but the day tolled on gray and bleak; I wondered why God didn't show me. He said, "But you didn't seek." I tried to come into God's presence; I used all my keys at the lock. God gently and lovingly chided, "My child, you didn't knock." I woke up early this morning And paused before entering the day; I had so much to accomplish that I had to take time to pray.

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



Student

### Review: Verb Tenses

- Read and complete the section.

Verbs come in three basic tenses: past (already happened), present (happening now), and future (yet to happen). Another tense is progressive tense, also called continuous tense. This tense describes actions that are in progress and ongoing.

past	present	future	progressive
He walked home. They sang.	He walks home. They sing.	He will walk home. They will sing.	He is walking home. They are singing.

Read the sentence in each frame. Write the tense of the sentence on the blank line above the frame: past, present, future, or progressive.

progressive	future	progressive	present
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">I am listening to the rain on the roof.</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">They will wait until the rain stops.</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">The rain is falling on the hills.</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">The rain falls on the hills.</div>
past	future		
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">The rain fell on the hills.</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">We will leave when the rain stops.</div>		
present	future		
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">I love the home's green roof.</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">I will swim in the lake.</div>		



# Lesson 115 Course Book



## Editing

- Complete the editing assignment.

Insert one missing apostrophe and cross out four incorrect apostrophes. **Tip:** When you see a noun with an S at the end, ask if it is plural, meaning more than one, or if it shows possession.

Gorilla~~s~~ live in the jungles and mountain~~s~~ of Africa. A male gorilla lives with his family and is usually quiet and gentle. The gorilla~~s~~ family wander~~s~~ around the jungle looking for food. The male gorilla sleep~~s~~ on the ground, and his family sleeps in the low branches of a tree. The male is very protective of his family.

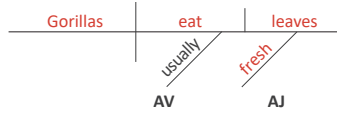


© Jenny Phillips

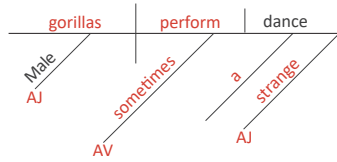
## Sentence Diagramming

- Finish diagramming the sentences. Write AJ under adjectives and AV under adverbs.

Gorillas usually eat fresh leaves.



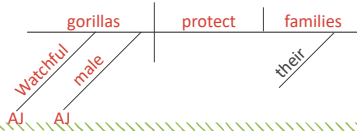
Male gorillas sometimes perform a strange dance.



The baby gorilla followed his mother.



Watchful male gorillas protect their families.



## Review: Commands

- Read and complete the section.

Sentences that are commands are called imperative sentences. Imperative sentences do not make a statement; instead, they tell someone to do or not do something.

Put an X on the blank lines by sentences that are commands.

1. <input checked="" type="checkbox"/>	Cover your mouth when you sneeze.
2. <input type="checkbox"/>	It is polite to say "excuse me" when you need to interrupt someone.
3. <input checked="" type="checkbox"/>	Do not eat with your mouth open.
4. <input type="checkbox"/>	It is so important to show respect to the elderly.
5. <input checked="" type="checkbox"/>	Do not cancel at the last minute.

## Writing Workshop

- Complete the writing workshop for Lesson 115 in your workshops book.

### PERSONAL READING

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

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# Lesson 115 Course Book

# Lesson 115 Workshop

## LESSON 115

## WRITING WORKSHOP

### Proofreading

Read the paragraph aloud from *Ponies for a King* by Helen B. Waters. The paragraph contains spelling, usage, and spacing errors.

The breeze felt cool on his tanned face he sniffed a smell of rain for an instant he earth felt Soft he looked Over glaring he blind he was asleep. Now, read the paragraph again. The breeze felt For an instant The earth felt Once again he seemed so glar slowly. By then he was asleep.

Using the essay he or she completed in Lesson 113, the student should have checked for correct spelling, punctuation, capitalization, usage, and spacing.

Make sure the student completed each of the steps in the checklist to the right and checked each of the boxes.

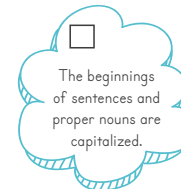
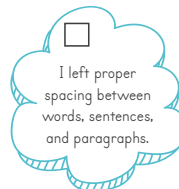
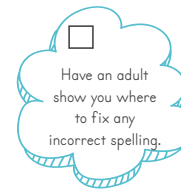
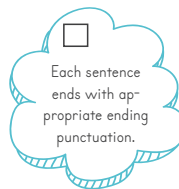
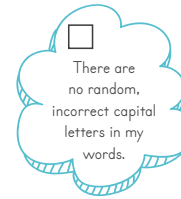
If the student struggled or did not complete an item, have him or her read through the example on this page and the missed checklist item with you and discuss how he or she could improve his or her essay through proofreading.

The first paragraph in green had the same wonderful words and descriptions, but it is hard to enjoy it when it is written with messy spelling, usage, and spacing.

You put a lot of work into your animal essay! You don't want to leave it messy with easy-to-fix errors and mistakes. That's where proofreading comes in. Whenever you write something—an essay, a story, a poem, an

email, a text message, or a thank-you card—it is important to take a little time to reread the text and make sure that you have used appropriate spelling, punctuation, and capitalization.

Use the checklist below to proofread your animal essay.



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# LESSON 116



## Parent/Teacher

- Work on The Challenging Sentence Climb in the workshops book.
- Check the child's work when this lesson has been completed.



## Student

### Review: Vocabulary

- Fill in each blank with the appropriate vocabulary word.

ambitious | decisive | endeavor

- The decisive paramedics make a quick decision.
- Shannen has an ambitious goal; she wants to build a school in Ghana, Africa.
- Mom undertook the huge endeavor to homeschool me.
- In dangerous decisions, it's important to be decisive.
- What you are doing is a very worthy endeavor.

### Review: Abbreviations—Part 3

- Read and complete the section.

Mistress/Mister—Mrs./Mr.	Street—St.	Highway—Hwy.	Avenue—Ave.
Post Office—P.O.	Junior—Jr.	Apartment—Apt.	Road—Rd.

Write the abbreviation for each word.

Mistress Mrs. Mister Mr. Highway Hwy. Avenue Ave. Street St.  
 Post Office P.O. Junior Jr. Apartment Apt. Road Rd.

### Review: Helping Verbs

- Read and complete the section.

A helping verb is used with a main verb. Here are some common helping verbs:

forms of **to be** (be, am, are, is, was, were, been, being)  
 forms of **to do** (do, does, doing, did, done)

Underline the helping verb and circle the main verb in each sentence. The first one is completed as an example.

- Today I am training my new border collie.
- He does obey his mother promptly.
- Daniel was painting a picture of the vast valley.
- I do scorn disrespectful behavior.

### Spelling Workshop

- Complete the spelling workshop for Lesson 116 in your workshops book.



### PERSONAL READING

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

# Lesson 116 Course Book

# LESSON 116

## SPELLING WORKSHOP

### SPELLING RULE: DROP THE E

Read this spelling rule aloud two times.

If a base word ends in a Silent E, drop the E before adding a vowel suffix. But do not drop the E when adding ABLE to words ending in CE or GE.

Rewrite each word from the purple notepad with the suffix "ing" added. Write words with prefixes on the blue sky. Write words with no prefixes on the clouds.

- redecorate
- deserve
- divide
- rearrange
- write
- disapprove
- believe
- balance
- reassure
- chase
- choose
- misuse
- annoy
- mismanage

Write words with prefixes on the blue sky.

redecorating      reassuring  
 rearranging      misusing  
 disapproving      mismanaging

Write words with no prefixes on the clouds.

deserving      believing      choosing  
 dividing      balancing      annoying  
 writing      chasing

### CONTRACTIONS

Write the contraction for each set of words.

I will	I'll	they have	they've
I had	I'd	you will	you'll
they are	they're	I would	I'd
I am	I'm	will not	won't

# Lesson 116 Workshop

SPELLING RULE: CONSONANT + LE

Read this spelling rule aloud two times.

Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L. (Example: whistle, not whistl)

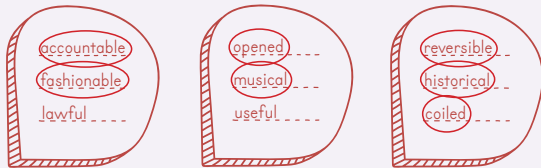
Add a Silent E only to words that have a syllable ending with a consonant + L.

pad-dle    cy-cle    fac-tu-al  
 ter-ni-ble    vir-tu-al    rat-tle  
 sten-cil    cud-dle    e-qual  
 nee-dle    rum-ble    fes-ti-val

RECOGNIZING VOWEL SUFFIXES

A vowel suffix is a suffix that starts with a vowel, such as ED, ING, ABLE, IBLE, IST, EST, AGE, ION, and AL.

Circle the words that have a vowel suffix.



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CHALLENGING SPELLING WORDS

**Snow Scene:** On the painting below, write (slanted, curved, straight, etc.) all the challenging spelling words on page 229 of your *Level Four Language Arts Course Book*. Then spell each word aloud twice.



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Lesson 116 Workshop

Review: Adverbs

Read and complete the section.

Adverbs modify (describe) verbs, adjectives, or other adverbs. In this course you have studied only adverbs that modify verbs. Adverbs often end in LY (e.g., quickly, smoothly) but not always.

Underline the verb in each sentence. Then circle the adverb, which describes the verb.

The giraffe <u>suddenly</u> jumped.	Swiftly the python <u>slithered</u> behind the rock.
The elephant <u>lumbered</u> slowly.	I <u>waved</u> politely to the buffalo farmer.
<u>Silently</u> the cougar <u>moved</u> .	We <u>definitely</u> heard the coyote howl.
My brother <u>skillfully</u> painted a colorful peacock.	We <u>properly</u> care for the gerbil.
The raccoon <u>seldom</u> comes to our home anymore.	We <u>happily</u> pet the adorable llama.

Review: Quotation Punctuation—Periods

Read and complete the section.

The period goes inside the quotation marks.

Correct: Ed said, "You are kind." Incorrect: Ed said, "You are kind".

Cross out misplaced periods and write periods in the correct places.

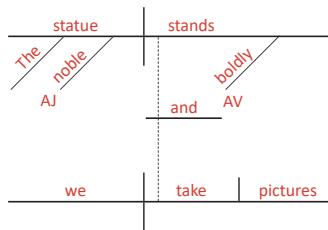
- "Yes," Mom said. "That spy man is eighty years old."
- "Thank you," I said, "for teaching me not to spread rumors."
- "Do you see the fleecy clouds?" I asked. "They're beautiful."

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Sentence Diagramming

Diagram the sentences. Put AJ under adjectives and AV under adverbs. If needed, refer to page 103. Remember that adjectives modify nouns.

The noble statue stands boldly, and we take pictures.



Writing Workshop

Complete the writing workshop for Lesson 117 in your workshops book.



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

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Lesson 117 Course Book

Learning from the Masters

One way to make writing come alive is by using well-chosen verbs. Read these beautiful passages from *The Threatening Fog* by Leon Ware. There are blank purple lines after some well-chosen verbs. Write a standard verb the author could have used that would not have been as powerful.

Passage 1

He rolled over and threw \_\_\_\_\_ off the bed covers, peering \_\_\_\_\_ groggily at the luminous dial of his clock. It was only eleven-thirty. He and his mother had \_\_\_\_\_ and had come home a little after ten, \_\_\_\_\_ stumbled \_\_\_\_\_ toward the \_\_\_\_\_ heard his mother hurrying down the c\_\_\_\_\_

The student should have written a less powerful, standard verb on the blank after each well-chosen verb.

Passage 2

Somebody had built a fire in the fireplace, and as the rain struck \_\_\_\_\_ down hard, the old house suddenly seemed a pleasant place. There was a lot of laughter and confusion, and overhead the rain beat \_\_\_\_\_ through the broken roof but only trickled \_\_\_\_\_ through the rough planks of the story overhead.

Point of View

The point of view in writing is the perspective of the narrator telling the story. In *first person point of view*, the story is told from your perspective—the author. For example, “I stared up at the majestic mountain.” In *third person point of view*, the author is telling a story about the characters. For example, “Dave stared up at the majestic mountain.”

Writing from the Heart

For a couple of minutes, study the painting on the next page. Imagine you are in the scene. How does it feel? What does it sound like? What details do you notice?

Write a fictional paragraph in third person point of view about someone who is, or could be, in the scene shown in the painting. Use rich description and the words from the word bank, if desired.

Word Bank

brisk	crackling	thick wool coat	gliding
nippy	freezing	fluffy mufflers	gleeful
blustery	frigid	warm mittens	like a mirror
cozy	crisp air	sparkling	merrily
	frosty	toasty	twirling

The student should have used descriptive language to write a paragraph in third person point of view about someone who is, or could be, in the scene shown in the painting on page 175. The student should have used rich descriptive words, which may include words from the word bank.

If the student did not write in third person point of view, have him or her read the “Point of View” section on this page to you and discuss how he or she could improve his or her paragraph.

Parent/Teacher

- Work on The Challenging Sentence Climb in your workshops book for 2–4 minutes.
- Check the child’s work when this lesson has been completed.

Student

Review: Homophones

Write the correct homophone on each blank line.

peace: I feel at peace when I pray.  
 piece: I gave the rabbit a small piece of banana.  
 pear: I picked a pear from the pear tree.  
 pair: I could really use a new pair of shoes.

- I ate a piece of a pear.
- Peace fills my soul when I read the Bible.
- I bought a new pair of pants today.
- Peace is the antonym of conflict.
- A piece is a part of a whole.

Review: Comparative and Superlative Adjectives

Read and complete the section.

An adjective is a word that describes a noun. (the tall tree) A comparative adjective is used to compare two things. (the taller tree) A superlative adjective is used to compare one thing to all other things in a group. (the tallest tree)

Usually a single-syllable adjective is made into a comparative or superlative adjective by adding ER or EST at the end.

Complete the chart by filling in the missing adjectives, comparative adjectives, and superlative adjectives. The first row is completed for you.

adjective	comparative	superlative
calm	calmer	calmest
close	closer	closest
cruel	crueler	cruellest
frail	frailer	frailest
high	higher	highest
mean	meaner	meanest
moist	moister	moistest
neat	neater	neatest



## Review: Compound Sentences, Subjects, and Verbs

☐ Complete the exercise.

For each sentence, circle if the sentence is a compound sentence or if it has compound subjects or compound verbs.

- Heather is scattered across the hillside, and the patches of green grass look lovely.  
compound sentence | compound subjects | compound verbs
- My little sister and I watch the peaceful cows.  
 compound sentence | compound subjects | compound verbs
- The cows graze lazily and enjoy the gentle breeze on the hillside.  
 compound sentence | compound subjects | compound verbs
- It's time to go home now, but I don't want to leave this peaceful place.  
compound sentence | compound subjects | compound verbs
- The puffy clouds sail in the sky, and the distant sea looks as smooth as glass.  
compound sentence | compound subjects | compound verbs

"Scene from Halland North Coast" by Johan Krouthén (1858–1932), 1912



## Review: Much vs. Many

☐ Complete the exercise.

MUCH—CANNOT count easily  
 MANY—CAN count easily

On each blank write the correct word: "much" or "many."

### Manners: Being a Good Houseguest

- There are so many ways to help out around the house when you are a houseguest; look for those opportunities.
- It shows much respect to not leave your trash on the floor when you are a houseguest.
- There are many things you should ask your host to use before helping yourself: the computer, phone, TV, and so on.

## Spelling Workshop

☐ Complete the spelling workshop for Lesson 118 in your workshops book.



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

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# Lesson 118 Course Book

## LESSON 118

## SPELLING WORKSHOP

### SPELLING RULE: 1-1-1 RULE

Read this spelling rule aloud two times.

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

Rewrite the purple words with the suffix "ed."

wrap wrapped drop dropped flap flapped  
 grin grinned grip gripped step stepped

### WORDS WITH IE & EI

Finish each word by writing "ie" or "ei" on the blank line. Then rewrite the word in the box. Use the word bank to make sure you spell each word correctly.

#### Word Bank

thief	piece	believe	field
their	belief	grief	shield

gr\_ie\_f

grief

p\_ie\_ce

piece

bel\_ie\_f

belief

f\_ie\_ld

field

bel\_ie\_ve

believe

sh\_ie\_ld

shield

th\_ie\_f

thief

th\_ei\_r

their

### CHALLENGING SPELLING WORDS

1

In reverse alphabetical order, write on the lines below all the challenging spelling words on page 229 of your *Level Four Language Arts Course Book*.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 229 of the *Level Four Language Arts Course Book* are spelled correctly and are in reverse alphabetical order.

2

**Stretching:** Say a word, and then spell it aloud while doing one of the stretches below. Do this for all words for each stretch. Look at your words while spelling them or check each word after spelling it.

The student should have completed this section aloud.



# Lesson 118 Workshop

**SPELLING RULE: DOUBLE CONSONANTS TO CLOSE SYLLABLES**

On each blank, write the missing letters. Then write the whole word.

middle letter pretty button lesson tunnel bubble kettle valley hidden

bu bb le write the word: \_\_\_\_\_ bubble

mi dd le write the word: \_\_\_\_\_ middle

pre tt y write the word: \_\_\_\_\_ pretty

bu tt on write the word: \_\_\_\_\_ button

hi dd en write the word: \_\_\_\_\_ hidden

ke tt le write the word: \_\_\_\_\_ kettle

va ll ey write the word: \_\_\_\_\_ valley

tu nn el write the word: \_\_\_\_\_ tunnel

le ss on write the word: \_\_\_\_\_ lesson

le tt er write the word: \_\_\_\_\_ letter

**CHALLENGING SPELLING WORDS**

**1** In all UPPERCASE letters, write on the lines below all of your challenging spelling words on page 229 of your *Level Four Language Arts Course Book*. Then follow the instructions on this page.

Have your parent or teacher make sure you spelled the words correctly.

Make sure that spelling words from Group 1 and Group 2 on page 229 of the *Level Four Language Arts Course Book* are spelled correctly and are in all uppercase letters.



**2** **Dice Practice:** Roll a dice and use the idea below that corresponds to the number you rolled to practice all of your spelling words. Do this two times. You may look at the words while doing the exercises. Make sure you spell the words correctly.

- For the
- The student should have completed this section aloud.
- spell it aloud in a whisper.
  - spell it aloud, clapping with each letter.
  - spell it aloud while lying on your side.
  - spell it aloud while squatting.
  - spell it aloud, bouncing in your seat with each letter.
  - spell it aloud, hopping from one foot to the other with each letter.

Lesson 118 Workshop

**LESSON 119**

**Parent/Teacher**

- Administer the Course Reading Assessment on page 184 of the *Level Four Spelling & Writing Workshops*.
- If the child has not mastered all The Challenging Sentence Climbs, decide if and how you will continue to practice those after the course is finished.
- Check the child's work when this lesson has been completed.

**Student**

**Homophones**

Draw a line from each homophone to its meaning.

marry	happy
merry	a bucket
pail	lacking color
pale	to join in marriage

**Review: Avoiding Double Negatives**

Read and complete the section.

*Scarcely, hardly, never, not, nowhere,* and *barely* are already negative adverbs. Do NOT use these words with another negative term in a sentence.

Rewrite each sentence, showing one way to avoid the double negative.

The student should have rewritten each sentence, showing one way to avoid the double negative. The two possible answers for each sentence are below.

I never can find science books at the library. OR I can find no science books at the library.  
Don't use double negatives in sentences. OR Use no double negatives in sentences.

**Review: Simple and Compound Sentences**

Read and complete the section.

A **simple sentence** is made of one independent clause. An independent clause has a subject, verb, and complete thought.

A **compound sentence** is made of two independent clauses joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

Circle the compound sentences.

I do not like violence, nor do I like disrespect.    I love this trail; it smells of pine.    I am training for the big race next week.

Change two simple sentences to one compound sentence by adding a comma and the coordinating conjunction "and."

My younger sister is thoughtful. She is quite curious.

My younger sister is thoughtful, and she is quite curious.

The student could have used any pronoun or noun that makes sense, not just the one shown.

Lesson 119 Course Book

## Review: Comparative and Superlative Adjectives

- Read and complete the section.

An adjective is a word that describes a noun. (a [pleasant song](#)) A comparative adjective is used to compare two things. (a [more pleasant song](#)) A superlative adjective is used to compare one thing to all other things in a group. (the [most pleasant song](#))

Usually a word with more than one syllable is made into a comparative or superlative adjective by adding MORE or MOST before the word. There are many exceptions, but in this lesson you will only practice words that follow the rule.

Complete the chart by filling in the missing adjectives, comparative adjectives, and superlative adjectives. The first row is completed for you.

adjective	comparative	superlative
modern	more modern	most modern
beautiful	more beautiful	most beautiful
famous	more famous	most famous
terrible	more terrible	most terrible
reliable	more reliable	most reliable
successful	more successful	most successful
wonderful	more wonderful	most wonderful
delightful	more delightful	most delightful

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## Writing Workshop

- Complete the writing workshop for Lesson 119 in your workshops book.



- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Then read this Bible verse. On the lines below, finish the sentence by adding at least three adjectives from the Bible verse. Remember to put commas between items in a series.

Philippians 4:8

Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

The books I read should lead me to be  
more

After reading for 20 minutes or more, the student should have read the Bible verse above and finished the sentence by adding at least three adjectives from the Bible verse with commas between items in a series.

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# Lesson 119 Course Book

# Lesson 119 Workshop

## LESSON 119

## WRITING WORKSHOP

### Learning from the Masters

Read the passage from *Fairing Weather* by Elspeth Bragdon, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and underline phrases that you like.

#### Passage Without Description

Two days after the storm, school had begun again. Betsy and Ann made popcorn balls to celebrate the end of the storm.

#### Passage

Two days later Bleak Island lay green and peaceful under a sunny sky, with the sea making a small white ruffle all along its shore. If it hadn't been for the driftwood and the tangles of seaweed, thrown high on the shore by the waves, the ground, you'd never have seen the popcorn balls and after less than an hour, I had begun again, to celebrate the end of the storm.

The popcorn balls were delicious, the kitchen was flooded with afternoon sunlight, and Betsy suddenly realized she was completely and absolutely happy. She licked molasses from her fingers and looked around her thoughtfully.

### Avoiding Redundancy

Being redundant means repeating words or information unnecessarily.

Some redundant sentences can be fixed by simply deleting words, being careful not to delete anything that would change the meaning of the sentence or make it less effective.

Cross out words or phrases that are redundant. The first one is completed for you as an example.

The student should have crossed out one or more of the highlighted redundant words or phrases in each sentence.

- Every day we should pick some of the apples **that are on the apple tree for the reason** so that we do not get too many **apples** and the tree limbs get too weighed down.
- For a period of six days, we had a **daily** meeting **each day** that was brief **in length** but helped us stay organized.

### Writing from the Heart

This is the last writing workshop in this course. I hope you feel that you have become a better writer. I also hope that you can better notice what is beautiful in the world around you and that you can also better discern what is good and pure in writing and what is not. These things will bless your life.

As you continue to write, enjoy finding your own writing style. It will be different and unique, just like you! To illustrate this idea, study the paintings on the next page. They both show trees, water, and rocks. They are both beautiful. However, if you look closely, you will see that the paintings were created with styles that are quite different from one another. Study the differences between the two paintings. For example, look at the tree trunks closely.

Finish the sentence with your own ideas and add more sentences. Show your mood and style. What does the sentence "The wind blew" say about your personality? Nothing interesting, so don't do that!

The wind .....  
.....  
.....  
.....  
.....

The student should have finished the sentence and added more sentences using descriptive language and showing his or her mood and style.

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## Student

### Editing

Complete the editing assignment.

- Imagine you are going to have a picnic somewhere in the painting to the right. You will edit the paragraph at the bottom of the page to find out where the imaginary picnic would be.
- To edit the paragraph in the box below, first insert missing apostrophes. (Tips: Look for missing apostrophes in contractions. Also, when you see a noun with an S at the end, ask if it is plural or if it shows possession.) Use the key in green to determine which letter on the image (A-F) you should use to locate the place for the picnic. Write it here:   A

6 missing apostrophes = A | 5 missing apostrophes = B  
 4 missing apostrophes = C | 3 missing apostrophes = D  
 2 missing apostrophes = E | 1 missing apostrophe = F

- Next, capitalize proper nouns in the paragraph below. Write the number of nouns that need to be capitalized:   3   Use this number and the letter you wrote above to find the location of your imaginary picnic.

The world's view of right and wrong is constantly changing, but God's view of right and wrong never changes. It doesn't matter if you are in Africa or Asia or Canada. The Bible's teachings apply to you wherever you are. Isn't it wonderful to know that you can always count on God's commandments to lead you to safety and light?



### Spelling Workshop

Complete the spelling workshop for Lesson 120 in your workshops book.

**PERSONAL READING**

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

Page 265: "Sunlit Forest Path" by Johan Krouthén (1858–1932), 1909  
 Page 266: "Summer Landscape with Grazing" by Johan Krouthén (1858–1932), 1906

# Lesson 120 Course Book

# Lesson 120 Workshop

## LESSON 120

## SPELLING WORKSHOP

### IRREGULAR PLURAL NOUNS

Plural means more than one. Many nouns are made plural by adding S or ES to the noun. However, some plural nouns are irregular.

On each blank line, write the correct plural noun.

goose = geese person = people mouse = mice woman = women

- ..... Mice ..... can be pets or pesky rodents.
- Eight ..... geese ..... are flying in a formation.
- All ..... people ....., male and female, are loved by God.
- Your sisters are all wonderful ..... women .....

### PREFIXES: PRE-, SEMI-

A prefix is a group of letters added to the beginning of a word that changes the meaning of the word. The prefix PRE means "before." The prefix SEMI means "partly, half, or somewhat."

Based on the meaning of the prefix, determine the correct description for each word.

- semiconscious    A. not conscious    B. partly conscious
- semidry            A. really wet            B. somewhat dry
- precaution        A. to caution before    B. never caution

Write the correct word based on the description.

somewhat formal: ..... semiformal .....

partly soft: ..... semisoft .....

to pay before: ..... prepay .....

### WORDS WITH QU

Write a sentence that uses each pair of words.

square/required .....

quite/quiet .....

squish/quarter .....

The student should have written a sentence for each pair of words. Make sure that each QU word is spelled correctly.

### PLURAL NOUNS: F AND FE

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

Write the plural form of each word. \* = exception (just add "s")

leaf	<u>leaves</u>	loaf	<u>loaves</u>
thief	<u>thieves</u>	scarf	<u>scarves</u>
shelf	<u>shelves</u>	roof*	<u>roofs</u>

### CONTRACTIONS

Write the contraction for each set of words.

it is	<u>it's</u>	she would	<u>she'd</u>
we have	<u>we've</u>	who is	<u>who's</u>
we are	<u>we're</u>	can not	<u>can't</u>



SUFFIX -AL

The suffix AL means "relating to."

Copy each word. Then draw a line from the word in each box to its meaning.

accidental	accidental	relating to arriving
logical	logical	relating to an accident
arrival	arrival	relating to logic
financial	financial	relating to emotions
emotional	emotional	relating to finances
surgical	surgical	relating to nature
natural	natural	relating to surgery

WORDS WITH ACC

Read each word, and then write it broken into syllables in the first column and not broken into syllables in the second column.

ac—ci—dent	ac—ci—dent	accident
ac—count	ac—count	account
ac—cent	ac—cent	accent
ac—cept	ac—cept	accept
ac—cess	ac—cess	access

SPELLING RULE: CHANGING Y TO I

Read this spelling rule aloud two times.

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

Rewrite each word with the suffix from the box added to it. Remember, if the word ends with a consonant + Y, change the Y to an "I" before adding any suffix.



snowy	snowiest	est
enjoy	enjoyment	ment
icy	iciness	ness
cheery	cheerier	er
chilly	chilliest	est
cloudy	cloudiest	est
clumsy	clumsiness	ness
cuddly	cuddlier	er

Lesson  
120  
Workshop