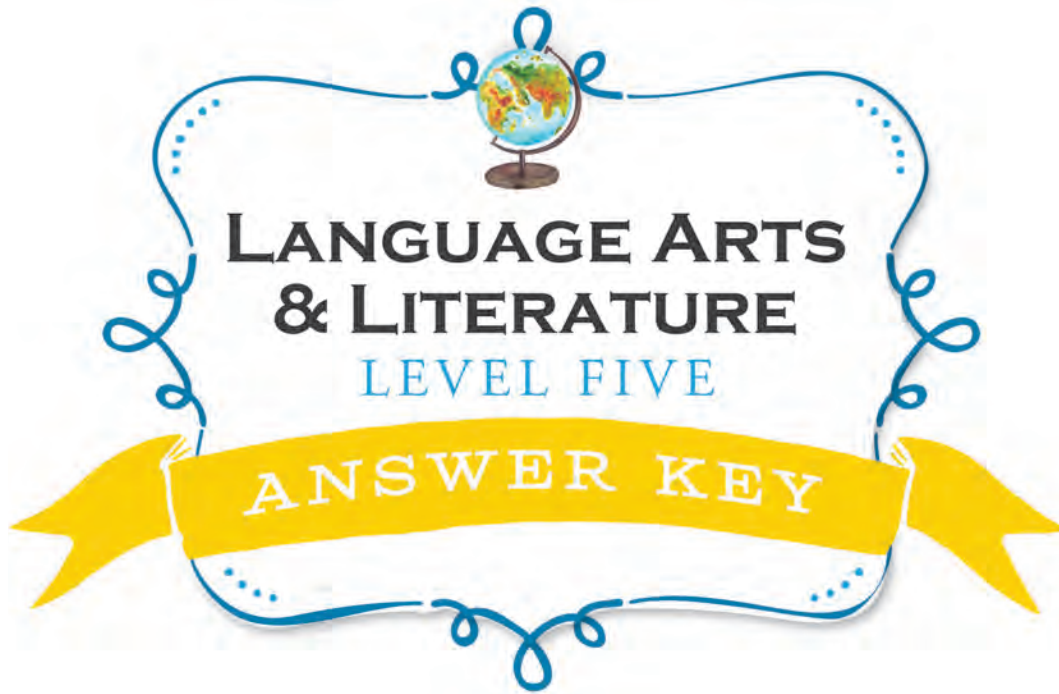




**LANGUAGE ARTS
& LITERATURE**
LEVEL FIVE

ANSWER KEY



3RD EDITION

Written by Jenny Phillips and The Good and the Beautiful Team



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STUDENT

- Work on the unit ladders (p. 9) for about 3 minutes.
- Work on poetry memorization (p. 9) for about 3 minutes. Read the poem aloud three times. Then cover the last 2–3 words of each line with an index card and read the poem aloud, looking at the covered words only if needed.

> Homophones <

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

- AD:** I like that magazine ad.
- ADD:** I will add you to the list.


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



> Pronouns <

- Read and complete the section.

A **pronoun**, such as “I,” “me,” “we,” “us,” “you,” “she,” “her,” “him,” “it,” “they,” or “them,” is a word that replaces a noun. On each blank oval, write a pronoun that can replace the underlined noun.

- I rode the bicycle across France. it
 - The boys bought a new bicycle this autumn. They
 - My aunt loves her bicycle. She
- 

Spelling Workshop

Words with GEN

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

gentle urgent agenda genetics agent agency legend diligent

2 Syllables

3 Syllables

agent

agency

gentle

agenda

legend

diligent

urgent

genetics

Spelling Rule: 1-1-1 Rule

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

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

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

spoil spoiled step stepped rob robbed

avoid avoided boil boiled nod noded

point pointed trot trotted tug tugged

Ecuador

- Read the section and fill in the blanks.

Geography is the study of the land that God has provided for the use of His children. Geographers study physical surfaces (such as mountains, deserts, rivers, and oceans), countries, cultures, and climates. The word “geography” comes from Greek and means “to write about the earth.”

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

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

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

The two countries that border Ecuador are Colombia and Peru. The Pacific

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

Interesting Facts About Ecuador

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



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

LESSON
2

PARENT/TEACHER

Have the child read the following section aloud:

Introduction to *Chico of the Andes*
By Christine Von Hagen

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

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

Here are some terms and their definitions from Chapter 1.

- moor [MORE]—an open area of land covered mainly with grass and heather (a purple flower)
- muleteer [mule-uh-TEER]—a person who drives mules (Note: *Arriero* is the Spanish term for muleteer.)
- Paramos [PAR-ah-mohs]—cold, high, treeless plains in South America
- coarse [COURSE]—a rough texture

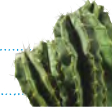
Check the child's work when this lesson has been completed.

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

UNIT 1



STUDENT



New Concept

Capitalization

Read and complete the section.

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

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

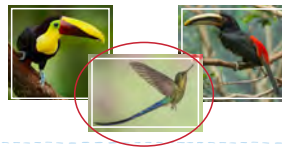
Assigned Reading

Read Chapter 1 of *Chico of the Andes* and complete the exercises.

Draw a line from the character to the character's description.

Don Ernesto — Chico's pet spectacled bear
 Don Fernando — The man raising Chico (Old Man, Grandfather)
 Chan — The arriero (muleteer), a family friend

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



PERSONAL READING

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

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Writing Workshop

Writing About Spectacled Bears



For this assignment you will write a short paragraph about spectacled bears. You will use information from the "Facts" section, but you will write the information in your own words. You can use the same facts, but change the structure of the sentences and delete and/or add words.

Here is an example of how to rewrite a sentence:

Original Sentence (from Ecuador.com): Refer to "Quina," the national tree of Ecuador has long been used in many parts of the world for its life-saving medicinal properties.

Rewritten Sentence: The national tree of Ecuador is known all over the world for its medicinal properties.

How to Write Your Paragraph

You should type your paragraph. If you cannot type on paper, typing allows you to better organize your thoughts around, and edit it.

1. **Type (or write) this opening:** It's easy to see how the spectacled bear got its name. The markings on its face look like it's wearing glasses. These interesting animals are found only in South America. They can often be seen in the dense cloud forests located in the Andes Mountains. Spectacled bears love to climb trees, and their sharp claws help them build their nests. Because they eat plants and animals, spectacled bears are considered omnivores. However, they are mostly vegetarians and love to eat fruit, bark, and berries. These amazing South American bears are just one of God's many unique creations.
2. **Finish the paragraph, organizing your information:**
 - I. Where it lives
 - II. What it eats

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

Facts About Spectacled Bears

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

The child should have written a short paragraph about spectacled bears using the information from the "Facts" section rewritten in his or her own words. The paragraph should include the opening provided, information on where the spectacled bear lives and what it eats, and the conclusion sentence provided.

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

It's easy to see how the spectacled bear got its name. The markings on its face make it look like it's wearing glasses. These interesting animals are found only in South America. They can often be seen in the dense cloud forests located in the Andes Mountains. Spectacled bears love to climb trees, and their sharp claws help them build their nests. Because they eat plants and animals, spectacled bears are considered omnivores. However, they are mostly vegetarians and love to eat fruit, bark, and berries. These amazing South American bears are just one of God's many unique creations.

can be found in different areas of South America, on in the dense cloud forests.

se bears in the Andes Mountains. Thus, they are a den bear.

ctacled bears to climb. Spectacled bears spend the e in trees.

llent climbers, which is good because they build e trees.

omnivores, which means they eat both plants and ey mainly eat plants, berries, leaves, fruit, cacti,

graph with this sentence, which wraps up the ese amazing South American bears are just one ue creations.

below. Make any edits needed to your paragraph tems on the checklist.

CHECKLIST

- original words, such as FOR EXAMPLE, ALSO, ANOTHER, IN ADDITION, FIRST, SECOND, and ALONG WITH.
- I started each sentence with a capital letter and ended with a period, question mark, or exclamation point.
 - I capitalized the names of countries and continents.

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UNIT 1 | 15



STUDENT

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

New Concept **Independent Clauses**

- Read and complete the section.

There are seven **coordinating conjunctions**: FOR, AND, NOR, BUT, OR, YET, SO. The acronym for remembering coordinating conjunctions is FANBOYS.

A coordinating conjunction joins together two independent clauses. An independent clause can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

Fill in the blank. Coordinating conjunctions can join together two independent clauses.

Underline each independent clause and circle the coordinating conjunctions in the following sentences.

- The bird is nice, so I sat by him.
- I caught a fish, but the bird ate it.
- I sat patiently, and finally caught a fish.



Circle the correct answer. In the sentences above, does an independent clause come on either side of each coordinating conjunction? **(YES) NO**

One of the sentences below is not an independent clause; it's a fragment because it is missing either a subject or a verb. Cross it out, and then place periods at the end of the independent clauses, which can stand as full sentences.

- Ecuador is quite small compared to some countries like Brazil.
- ~~Ecuador's vibrant culture and traditions.~~
- The Andes Mountains run north and south through Ecuador.

Assigned Reading

- Read and complete this section, reading each purple word aloud three times.

Ichu grass [EH–chew grass] grows in the Andes Mountains and was important in ancient times to the native people in Ecuador. They bundled dry ichu grass (straw) together to make thatched roofs. This tough grass was also used to make ropes strong enough to hold up bridges.

broad [BRAWD] means wide. For example, a broad hat is a wide hat.

calloused [CAL–ust] means hardened or thickened. For example, your hands might become calloused by using a shovel to dig every day. Calloused can also mean feeling no emotion. For example, if you become calloused about something, you just don't care about something—you have no interest or concern about it.

petulant [PET–chew–lent] means impatient or bad-tempered.

leisurely [LEE–zhur–lee] means not done in a hurry, but rather done at a relaxed pace.

- Read Chapter 2 of *Chico of the Andes*, and then answer the question below with a complete sentence.

Suspense is a literary device that is used to keep the reader's attention. To create suspense, you withhold information that makes the reader want to keep reading to find out that information. At the end of Chapter 1 of *Chico of the Andes*, suspense is created by the author leaving us wondering what Don Ernesto and Grandfather said that would change Chico's whole life. How does the author create suspense at the end of Chapter 2?

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

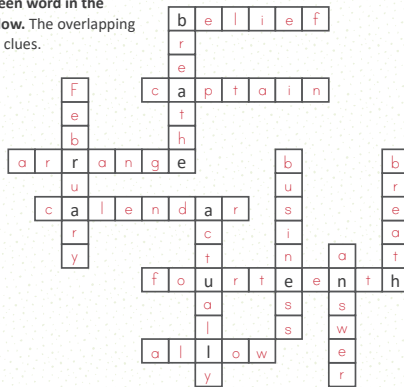


- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Challenging Spelling Words

Write each green word in the crossword below. The overlapping letters are the clues.

actually
allow
answer
arrange
belief
breath
breathe
business
calendar
captain
February
fourteenth



Commonly Confused Words

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

capitol

capital

The child should have written short sentences that correctly use each Commonly Confused Word.

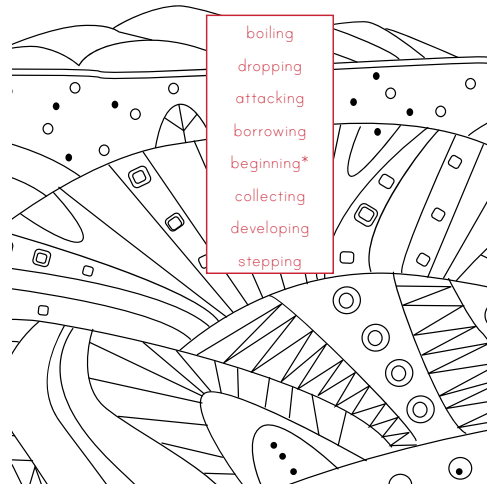
Spelling Workshop

Spelling Rule: 1-1-1 Rule

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

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

boil — drop — attack — borrow — begin* — collect — develop — step



LESSON
4



PARENT/TEACHER

- Dictate the sentences.

[Capitalize nationalities.]

- The Japanese captain took a breath of the ocean air.

[Capitalize months of the year.]

- This calendar actually ends on February fourteenth.

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



STUDENT

- Work on the unit ladders (p. 9) for about 3 minutes.
- Work on poetry memorization (p. 9) for about 2 minutes.

Assigned Reading

- Read Chapter 3 of *Chico of the Andes*, and then circle the correct answers. When answering true or false questions, make sure the ENTIRE statement is either true or false.
- Chico wasted time daydreaming of the Aztecs. TRUE FALSE
 - Chico pretended he was an Inca. TRUE FALSE
 - Chico felt no fear as he journeyed. TRUE FALSE

Writing Workshop

Learning from the Masters

Masters are people who show great skill in the work they do. Christine Von Hagen, the author of *Chico of the Andes*, was definitely a master author. Here are two literary devices Von Hagen uses in the book:

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

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

Study each sentence from the book and circle the literary device used.

- Chico looked back at the little house crouched close to the gray-green earth. (Personification) (Simile)
- The fog fell like a white blanket. (Personification) (Simile)
- Below them, spread out like a fan, was the treeless, barren Paramos. (Personification) (Simile)
- Behind it was a small potato field, the green leaves and purple flowers waving in the afternoon wind. (Personification) (Simile)
- A white mass of fog crept through the passes. (Personification) (Simile)

Study the painting on the next page by Edward Fanshawe (set in South America). Write a sentence about the painting that uses either personification or a simile. (Idea sparkers: house, squats, sits, snow, white sheet, sun, dances, mountains, peek)

The child should have written a sentence about the painting that uses either personification or a simile.



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

LESSON
5



PARENT/TEACHER

- Have the child read the terms and definitions aloud.
- conceive [cun-SEEV]—to form an idea
disclose [dis-KLOZ]—to make known
contrive [cun-TRYV]—to plan or to bring about

- Have the child read the poem aloud.

Creation

By Edgar Guest

I never see a butterfly
Or hear a singing bird,
But what in some strange manner I
Am very deeply stirred.

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

O singing bird upon a tree!
Has ever human mind
Contrived to solve the mystery
Of how you were designed?

Man writes his loftiest thoughts in words,
And builds with brick and stone.
But dreams of butterflies and birds
Belong to God alone.

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



STUDENT

Art

- Read and complete the section.

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

Capitalization

- Read and complete the section.

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

- The spectacled bear, also known as the andean bear, has face markings that make it look like it is wearing glasses (spectacles).
- Unlike other areas of south america, Ecuador does not have large deposits of gold and silver. Thus it did not attract as many european settlers as did some other south American countries.



Assigned Reading

- Read Chapter 4 of *Chico of the Andes*.



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

Spelling Workshop

Contractions

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

Key: The child should have written the contraction for each set of words with a different colored pencil.

Commonly Confused Words

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

- The word capit_o_ refers to a physical building.
- A capit_a_ letter is an uppercase letter.
- All 50 states have a capit_o_ city.
- We will tour the capit_o_ building.
- The capit_a_ of Colorado is Denver.

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Spelling Rule: Using DGE

If the sound /j/ follows a short vowel sound, it is usually spelled DGE.

Ecuador is an incredibly fertile country. **Fertile** [FUR-tull] means capable of growing a large number of healthy plants. Some of the most common crops grown in Ecuador's rich soil are bananas, flowers, and coffee. Ecuador is also known for growing one of the plants at the bottom of the page. Which one do you think it is—peas, cocoa beans (from which chocolate is made), or cabbage? Complete the exercise below to find out if you are right!

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

do_dge_ball	ri_dge_top	e_dge_less	brid_dge_less
an_ge_lfish	sle_dge_hammer	rechar_ge_	dislod_dge_
rearran_ge_	preju_dge_	exchange_	stran_ge_ly

Compound Word
(two words joined together as one)

Starts with a Prefix

Ends with a Consonant Suffix



angelfish
dodgeball
ridgetop
sledgehammer

recharge
dislodge
rearrange
prejudge
exchange

edgeless
strongly
bridgeless

UNIT 1 | 23

LESSON 6

PARENT/TEACHER

- Dictate the sentences.

[The word **CAPITOL** always refers to a physical building.]

- Will they allow us to share our beliefs about the policy at the capitol building?
- I'll give you my actual answer by January fifth.

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

STUDENT

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

Assigned Reading

- Read Chapters 5 and 6 of *Chico of the Andes*.

New Concept

Interjections

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

Hey, let me help you! OR **Hey!** Let me help you.

Note: The word "interjection" comes from the Latin root for "throw" (*ject*) and "among" (*inter*). Hence, an interjection is a word or short phrase "thrown among" the words in a sentence.

Write four interjections not found in the bubbles above:

Answers will vary.

For each set of sentences below, cross out the sentence that contains errors.

- A. Ouch! That really hurt.

~~B. Ouch, That really hurt.~~

C. Ouch, that really hurt.
- A. Bam! The door swung shut.

B. Bam, the door swung shut.

~~C. Bam the door swung shut.~~
- A. Look! Dad is flying.

~~B. Look Dad is flying.~~

C. Look, Dad is flying.
- A. Hooray, my mom made cake!

~~B. Hooray! my mom made cake.~~

C. Hooray! My mom made cake.
- A. Help! I can't swim.

B. Help! I can't swim.

~~C. Help, I can't swim!~~
- A. No! She won't help.

B. No, she won't help!

~~C. No, She won't help.~~

bam, help, hey, hi, oh, oops, ouch, poof, stop, ugh, uh, well, wow

hooray, look, never, yes, whoops, yikes, yippee, great, eek

PERSONAL READING

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

Writing Workshop

Thank-You Notes



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

Answers will vary.

Write a Thank-You Note

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

CHECKLIST

- I followed the format shown in the next column. (Your closing can be SINCERELY, WITH GRATITUDE, IN CHRIST, or something you would like.)
- I wrote at least five sentences. (EXPAND on your list. Say thank you for being nice. Give specific examples of how the person affected you.)
- I started each sentence with a capital letter and a period, question mark, or exclamation point.

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

be warm, sincere, intense, when it takes of the bosom, fills the soul to overflowing and leaves room for any other sentiment or thought."

—John Quincy Adams

Example Thank-You Note

I (Jenny Phillips) wrote a sample thank-you note to one of my children.

thank you 1/5/2021

Dear Gracie,

I wanted to take a moment to thank you for the joy you bring to me and to our whole family.

One of the wonderful things about you is how you notice people around you and what they need. You can often tell when I am having a hard day, and you do nice things for me, which instantly changes my mood. Whenever Ben gets hurt or sad, you bring him his blanket or stuffed animal to calm him down. You are so thoughtful!

Also, you are a very good listener. I feel like you always care about the things I have to say. You make me and the other people around you feel special and loved.

There are so many more things I could say, but I just briefly wanted to let you know that I appreciate you.

With love,
Mom

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UNIT 1 | 25

LESSON 7



PARENT/TEACHER

- Dictate the sentences.

[If /j/ follows a short vowel sound, it is usually spelled with DGE.]

1. You needn't cut a wedge of fudge until I answer your question.
2. We've waited for the judge to open the drawbridge.

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



STUDENT

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

Assigned Reading

- Read Chapter 7 of *Chico of the Andes*, and then circle the correct answers to the questions. *Reluctant* means unwilling or hesitant.

1. Chico is not very excited to weave the fine hat, but he reluctantly agrees to do it. TRUE | FALSE
2. Grandfather plans on letting Chico go to Cuenca, but he is reluctant to do so because he believes Chico might never want to return. TRUE | FALSE

New Concept

Sentence Diagramming

- Read and complete the section.

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

Is it fun? Many children think so. Hopefully, you will think so, too. It's like a puzzle, and it shows you how amazing language is.

When we diagram a sentence, we always start with a horizontal line like this:

Then we add a vertical line like this:

_____ | _____

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

Example: Eduardo studies.

Eduardo | studies

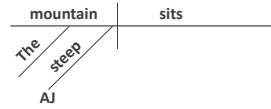
There are three articles: THE, A, and AN. An ARTICLE goes on a slanted line beneath the word it is modifying.

Example: The girl studies.

The | girl | studies

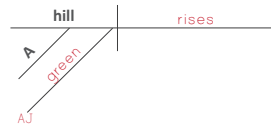
Now you are going to learn how to diagram adjectives. Adjectives are words that describe nouns. Examples of adjectives are SOFT, SWEET, BIG, WET, OLD, and CUTE. The ADJECTIVE goes on a slanted line beneath the word it describes. Write the letters AJ under adjectives.

Example: The steep mountain sits.

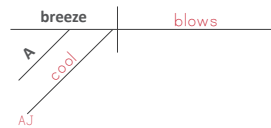


For the sentences below, the subjects and articles are diagrammed. Add the missing **adjectives** and **verbs**. Make sure to add AJ under each adjective.

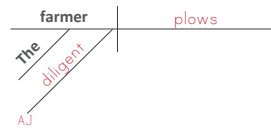
A green hill rises.



A cool breeze blows.

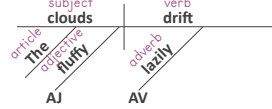


The diligent farmer plows.



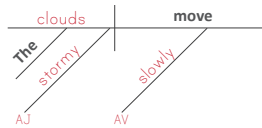
Now you are going to learn how to diagram adverbs. Adverbs modify (describe) verbs. Examples of adverbs are QUICKLY, HAPPILY, and BOLDLY. The ADVERB goes on a slanted line beneath the verb it describes. Write the letters AV under adverbs.

Example: The fluffy clouds drift lazily.

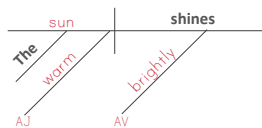


Add the missing **subjects**, **adverbs**, and **adjectives**. Remember to put AJ under adjectives and AV under adverbs.

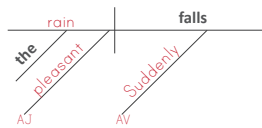
The stormy clouds move slowly.



The warm sun shines brightly.



Suddenly, the pleasant rain falls.



Andes in Ecuador



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

Spelling Workshop

Contractions

Write the contraction for each set of words.

are not aren't	is not isn't	we are we're
she would she'd	who is who's	cannot can't
it is it's	we have we've	need not needn't

Challenging Spelling Words

Write the Challenging Spelling Words in reverse alphabetical order.

calendar | actually | breathe | February | arrange | belief
fourteenth | breath | answer | business | captain | allow

fourteenth	breath
February	belief
captain	arrange
calendar	answer
business	allow
breathe	actually

Spelling Rule: 1-1-1 Rule

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

Rewrite the words in green with the suffix (ending) -ed somewhere on the image below, and then, in the blank boxes, copy your favorite two arrows.

accept — step — clap — trip — cough — contain — grab — slip — hum

Answers will vary.

LESSON
8

PARENT/TEACHER

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

A Fine Day

By Michael Drayton

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

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

The Sun

By John Drinkwater

I told the Sun that I was glad,
I'm sure I don't know why;
Somehow the pleasant way he had
Of shining in the sky,
Just put a notion in my head
That wouldn't it be fun
If, walking on the hill, I said
"I'm happy" to the Sun.

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

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STUDENT

Independent Clauses

- Read and complete the section.

An independent clause needs a subject, a verb, and a complete thought. The subject of a sentence is who or what is doing or being. The subject can be a pronoun (he, it, they, them, etc.). Put a box around the subject in each sentence. The first row is done for you.

I have a calendar. The aisle is narrow. She knows the captain. Yes, I can breathe.
He is the captain. Tim added the flour. No, I didn't place the ad. He is the only heir.

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

Ecuador is the world's largest exporter of bananas, and it is the largest exporter of balsa wood.

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

Many birds are found in Ecuador, so the country is a wonderful place for bird-watching.

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

UNIT 1 | 29

South America

- On the map (in the blank box) draw a compass rose and label each cardinal direction: north, east, south, west. Write neatly. A mnemonic for remembering the order of the cardinal directions going clockwise is "Never eat soggy waffles."



- Read the section and answer the questions with complete sentences.

The map of South America on this page is a **physical map**: a map that shows natural features such as mountains, rivers, and lakes. The crinkly brown areas on a map indicate mountains. The long, thin mountain range on the map is named the Andes.

On which side of the continent are the Andes located—the east or the west?

The Andes are located on the west coast.

Is the Amazon basin in the northern or southern half of South America?

The Amazon basin is located in the northern half of South America.

Is the Patagonia region in the northern or southern part of South America?

The Patagonia region is located in the southern part of South America.



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



30 | UNIT 1


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Editing

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

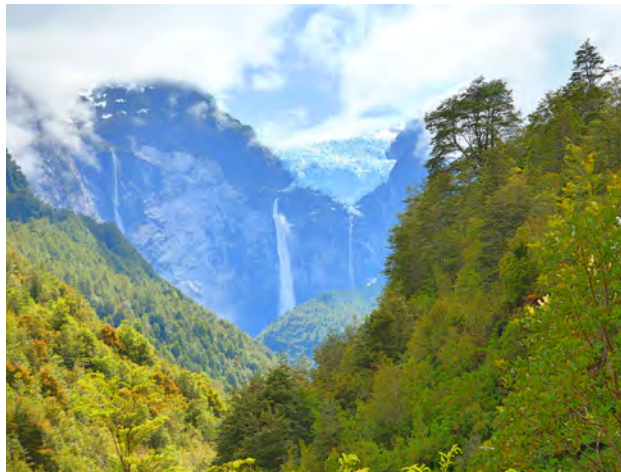
Patagonia

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

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

 **Insert Period = 2 mistakes**

 **Capitalize = 2 mistakes** Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.



Writing Workshop

Writing About Patagonia

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

Here is an example of how to rewrite a sentence:

Original Sentence (from Ecuador.com): Patagonia has its breathtaking scenery, jagged mountain peaks, and glaciers. Much of this land is untouched by humans.

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

How to Write Your Paragraph

You should type your paragraph. If you cannot type on paper, typing allows you to better organize information and edit it.

1. **Type (or write) one of the opening sentences in the sentence and not rewrite it in your own words.**
 - At the southern tip of South America lies a land that is nearly untouched by human hands but full of animal life.
 - Do you love animals? If so, you will love the rich variety of wildlife in Patagonia.

2. **Finish the paragraph using the facts in the next column in your own words.** You do not have to use all the facts.

3. **Conclude your paragraph with this sentence, which wraps up the paragraph nicely:** Truly, Patagonia is home to amazing wildlife.

Facts About Patagonia

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

The child should have written a short paragraph about animal life in Patagonia using the information from the "Facts" section rewritten in his or her own words. The paragraph should include one of the opening sentences provided, facts about Patagonia in his or her own words, and the conclusion sentence provided.

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

Do you love animals? If so, you will love the rich variety of wildlife in Patagonia. For example, you will find over 460 species of birds, as well as foxes, pumas, and armadillos. In addition to incredible land animals, Patagonia also boasts amazing sea life! From whales to penguins, you're sure to spot one of God's many awesome creations. Truly, Patagonia is home to amazing wildlife.

Patagonia is home to over 500 species of wildlife and is known as a bird-lover's paradise. Truly, Patagonia is home to amazing wildlife.

Patagonia is home to over 500 species of wildlife and is known as a bird-lover's paradise. Truly, Patagonia is home to amazing wildlife.

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Patagonia is home to over 500 species of wildlife and is known as a bird-lover's paradise. Truly, Patagonia is home to amazing wildlife.

CHECKLIST

words, such as FOR EXAMPLE, ALSO, IN ADDITION, FIRST, SECOND, NEXT, TO BEGIN WITH, HOWEVER, BESIDES, ALONG WITH, and IN CONTRAST.

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

LESSON
9



PARENT/TEACHER

Dictate the sentences.

[The word CAPITOL always refers to a physical building.]
[Capitalize nationalities and religions.]

- The Catholic man lives in the capital city of Australia.
- Aren't you the heir to your Christian uncle?
- The Jewish man visited the senator at the capitol building.

Have the child read the terms and definitions below from *Chico of the Andes*. If desired, review terms and definitions from previous lessons.

- barracks** [BEAR-icks]—a building or group of buildings that is used to house soldiers
- crestfallen** [CREST-fall-en]—sad and disappointed

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



STUDENT

Work on Geography & Grammar Cards for 3–5 minutes.

Assigned Reading

Read Chapters 8 and 9 of *Chico of the Andes*.

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Homophones

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

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

aloud — The child should have written short sentences that correctly use each homophone. —
allowed —



Abstract & Concrete Nouns

Read and complete the section.

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

- pain bitterness wagon kids discuss
 slither circus talent senator sit
honesty kindness power clean wind
idea grow sorrow science history
life receive mercy create creation

PERSONAL READING

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

UNIT 1 | 33

Spelling Workshop

Plural Nouns: F and FE

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

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

Suffix -cy

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

- bankruptcy — A. the state of being bankrupt — B. getting out of debt
- hesitancy — A. speaking slowly — B. the condition of being hesitant
- decency — A. the state of being decent — B. the state of honesty
- vacancy — A. the state of being vacant — B. being vacant often

Spelling Rule: 1-1-1 Rule

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

Rewrite the words in green with the suffix (ending) -ing.

- step — stepping — drop — dropping — scold — scolding —
snap — snapping — span — spanning — visit — visiting —

Spelling Rule: Using DGE

If the sound /j/ follows a short vowel sound, it is usually spelled DGE.

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

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

ple_dge_d	fi_dge_ts	mana_ge_ment	smu_dge_d
drawbri_dge	ri_dge_top	he_dge_hog	do_dge_d
arran_ge_ment	sta_ge_coach	dre_dge_d	tru_dge_d

Ends with a Vowel Suffix

Compound Word (two words joined together as one)

Ends with a Consonant Suffix

Tatora Reeds

Stalks of Wheat

Bamboo

dodged pledged smudged dredged trudged	drawbridge hedgehog ridgetop stagecoach	arrangement fidgets management
--	--	--------------------------------------

34 | UNIT 1

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PARENT/TEACHER

- Have the child read this section to you.

Poetry Terms

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

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

Good Night

By Rose Fyleman

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

The children in the country,
The children in the city,
Go to their beds with nodding heads;
Good night, good night, my pretty.

The one term that does not apply to this poem is a couplet.

The poem "Good Night" contains examples of all the terms in purple that we read above except for one. Let's look at the poem and identify each

term and how it applies to the poem, looking for the one term that does not apply to the poem. (Check the *Level 5 Answer Key* for help in this section if needed.)

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

Tip for parent/teacher: Teach your child to tell you when he or she thinks it's time to try to pass off the set of *Geography & Grammar Cards* he or she has been working on.



STUDENT

Assigned Reading

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

Answers will vary.

Color Theory

- Read the section and fill in the blanks.

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

These are the primary colors:

red yellow blue

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

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

You create a secondary color by mixing two

primary colors

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

- Yellow + Orange = YELLOW-ORANGE
- Red + Orange = RED-ORANGE
- Red + Violet = RED-VIOLET
- Blue + Violet = BLUE-VIOLET
- Blue + Green = BLUE-GREEN
- Yellow + Green = YELLOW-GREEN

Primary, secondary, and tertiary colors make up the 12 colors of the color wheel, but there are endless possibilities of hues when you combine different amounts of different colors.

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

Yellow and violet

Red and green

Blue and orange

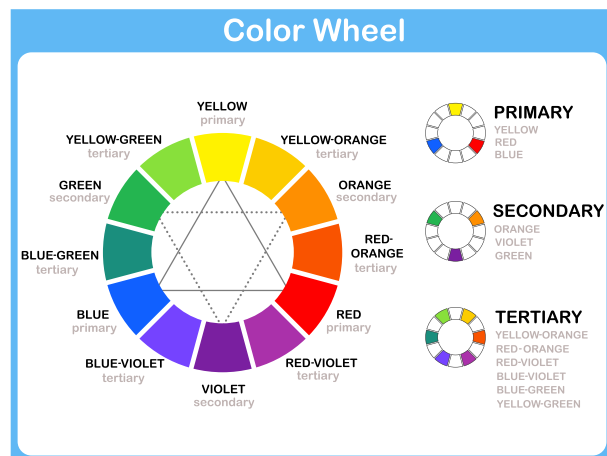
What are the two complementary colors used in this painting?

green red



Art

- On page 6 of your *Watercolor Around the World* book, follow the instructions to create a color wheel in Project 2.



Writing Workshop

Learning from the Masters

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

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

Example: A wisp of wind whispered in my ear.

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

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

A blast of cold, damp wind swept through the half-open door and whirled around the fire, blowing up the ashes.
(Alliteration | Using Strong Verbs | Both)

Chico looked back at the little house crouched close to the gray-green earth. (Alliteration | Using Strong Verbs | Both)

The fire flared. (Alliteration | Using Strong Verbs | Both)

And the old man, followed by Chico and the bear, walked out into the freshly washed Paramos, where the golden sunlight flashed from the mountain tops. (Alliteration | Using Strong Verbs | Both)

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

PERSONAL READING

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

38 | UNIT 1

LESSON 11

PARENT/TEACHER

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

STUDENT

- Work on the unit ladders (p. 9) for about 3 minutes.
- Work on poetry memorization (p. 9) for about 2 minutes. If the poem is already memorized, recite it to someone.

Assigned Reading

- Read Chapter 11 of *Chico of the Andes*, and then circle the correct answers. When answering true or false questions, make sure the ENTIRE statement is either true or false.

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

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Independent Clauses

- Read and complete the section.

An independent clause needs a subject, a verb, and a complete thought. The subject of a sentence is who or what is doing or being. The subject can be a pronoun (he, it, they, them, etc.). Put a box around the subject in each sentence.

He likes the calendar. Actually, **I** will go. **Lungs** help us breathe. **He** took a breath.

Now the **rain** pours. **I** am the only heir. **They** placed an ad. Yes, **they** are here.

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

Conjunction use will vary. Ecuador is the world's largest exporter of bananas, and it is the largest exporter of balsa wood.

We went hiking and biking in Patagonia, yet I liked watching penguins more than anything else.

Vanessa enjoys visiting places with dramatic landscapes, so she would love visiting Patagonia.

Patagonia is a vast and remote wilderness, so we did not see many people while we were there.

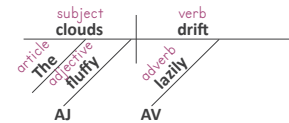
In Patagonia, we visited windswept grasslands, and we also spent time on monstrous glaciers.

© Jenny Phillips

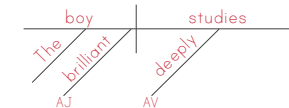
Sentence Diagramming

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

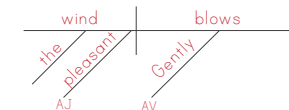
Example: The fluffy clouds drift lazily.



The brilliant boy studies deeply.



Gently, the pleasant wind blows.



PERSONAL READING

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

UNIT 1 | 39

Spelling Workshop

Contractions

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

are not aren't	is not isn't	we are we're
she would she'd	who is who's	cannot can't
it is it's	we have we've	need not needn't

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

Words with GEN

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

urgently generously gentleness legendary diligently gentler	
Ends with a Vowel Suffix	Ends with a Consonant Suffix
legendary	urgently
gentler	generously
	gentleness
	diligently

Spelling Rule: 1-1-1 Rule

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

Rewrite the words in the box. The child should have rewritten the words in green with the suffix -ing and then colored his or her favorite lamp.

			
grab	snap	accept	slip
grabbing	snapping	accepting	slipping
			
step	tempt	clap	strut
stepping	tempting	clapping	strutting

LESSON 12



PARENT/TEACHER

- Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]
[Capitalize nationalities and religions.]

1. He is Catholic, and I am Jewish.
2. He is a pleasant business partner, but I believe we've been working together too long.

- Have the child read the terms and definitions below from *Chico of the Andes*.
 - **plaintively** [PLAIN-tiv-ly]—bitterly, sadly (The man looked plaintively at his shed that had burned down.)
 - **laden** [LAY-den]—weighed down or burdened (The essay is laden with mistakes.)
- Check the child's work when this lesson has been completed.



STUDENT

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

Assigned Reading

- Read Chapters 12 and 13 of *Chico of the Andes*.

Homophones

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

	<ul style="list-style-type: none"> • AISLE: Do not block the aisle; people need to get to their seats. • ISLE: The isle is deserted; no one lives on it.
aisle	The child should have written short sentences that correctly use each homophone and used the interjections "no" or "oh" set off with a comma.
isle	

Abstract & Concrete Nouns

- Read and complete the section.

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

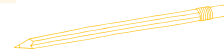
aisle	<u>anger</u>	<u>captain</u>	<u>liberty</u>	discuss
isle	teach	wander	<u>senator</u>	<u>chaos</u>
<u>honesty</u>	<u>heir</u>	<u>anxiety</u>	laden	plaintively
coarse	<u>failure</u>	pleasant	<u>luxury</u>	Australia
<u>argument</u>	argue	<u>marriage</u>	<u>fashion</u>	<u>generosity</u>

PERSONAL READING

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

Writing Workshop

Writing from the Heart



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

“Scottish Landscape” by Jean-Bruno Gassies (1786–1832), 1826 *(p. 10)



1. The clouds _____

2. As I sat on _____

Answers
will
vary.



STUDENT

Editing

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

Facts About Machu Picchu

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



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



Insert Period = 2 mistakes



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



Assigned Reading

- Read each purple word aloud three times.

pliable [PLY-uh-bull] means easily bent, flexible. (He ran his fingers over the soft, pliable straw.)

tierra [tea-AIR-uh] means "earth" or "land" in Spanish.

- Read Chapter 14 of *Chico of the Andes*, and then write a summary that is 4–7 sentences long about the chapter. A summary includes only the most important events.

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

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

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

PERSONAL READING

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

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UNIT 1 | 15

Spelling Workshop

Plural Nouns: F and FE

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

wolf _____ wolves _____ calf _____ calves _____
loaf _____ loaves _____ shelf _____ shelves _____
leaf _____ leaves _____ knife _____ knives _____

Spelling Rule: 1-1-1 Rule

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

Rewrite the words in green with the suffix -ed.

accept _____ accepted _____ stop _____ stopped _____ drip _____ dripped _____

grab _____ grabbed _____ fail _____ failed _____ grin _____ grinned _____

Vowel and Consonant Suffixes

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

answered _____ urgently _____ believing _____ basically _____ diligently _____ abruptly _____

Ends with a Vowel Suffix

Ends with a Consonant Suffix

believing	urgently
answered	abruptness
basically	diligently

LESSON 14

PARENT/TEACHER

- Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]

- An isle is an island, and the British Isles are a group of islands.
- Aren't you going to arrange a pleasant business meeting for the fourteenth of February?

- Have the child read the terms and definitions below from *Chico of the Andes*.

- procession** [pro-SEH-shen]—a group (of people or vehicles) moving together slowly as part of a ceremony or event (The funeral procession drove from the church to the cemetery.)
- solemnly** [SAUL-uhm-ly]—formally and seriously (Henry followed the funeral procession solemnly.)
- relic** [REL-ick]—an object that has survived from an earlier time (The museum has several Egyptian relics on display.)

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

STUDENT

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

46 | UNIT 1

Homophones

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

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

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

Abstract & Concrete Nouns

- Read and complete the section.

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



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Independent Clauses

Read and complete the section.

An independent clause needs a subject, a verb, and a complete thought. The subject of a sentence is who or what is doing or being. The subject can be a pronoun (he, it, they, them, etc.).

Put a box around the subject in each sentence.

Yes, **I** like his business. Well, **we** actually have seven dogs. **It** is beautiful outside. **Ed** adds the numbers.

It is February. **I** am the only heir. Oh, **you** are so kind! Yes, **I** can breathe.

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

Ecuador is the world's largest exporter of bananas, and it is the largest exporter of balsa wood.

Our trip to Ecuador was canceled, so we decided to go to another country in South America.

I can't travel to the Andes Mountains right now, but I can paint pictures of them.

I want to visit Ecuador this autumn, and you want to visit the Amazon basin.

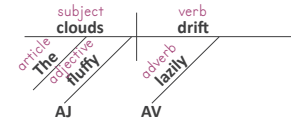
The Andes is the world's longest mountain range, and its mountains are very tall.

© Jenny Phillips

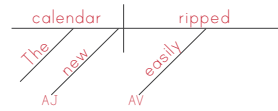
Sentence Diagramming

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

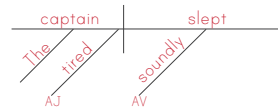
Example: The fluffy clouds drift lazily.



The new calendar easily ripped.



The tired captain slept soundly.



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

UNIT 1 | 47

Writing Workshop

Writing About the Galápagos Islands

For this assignment you will write a short paragraph about the geography of the Galápagos Islands. You will use information from the "Facts" section, but you will write the information in your own words.

How to Write Your Paragraph

You should type your paragraph. If you cannot type, you can write on lined paper. Typing allows you to better organize information and edit it.

1. **Type (or write) one of the opening sentences in your own words.** (You will copy the sentence and words.)

- Right along the equator, hundreds of miles from the mainland, are the unique Galápagos Islands.
- If you were to travel hundreds of miles across the ocean, you would hit the fascinating Galápagos Islands.

2. **Finish the paragraph in your own words in the next column.** You do not have to use all the facts, taking some information from one column and combining it with part of another sentence, and so on.

3. **Conclude your paragraph with these sentences, which wrap up the paragraph nicely:** Every island must be accompanied by a certified naturalist. A policy will help preserve the beauty and uniqueness of the islands for many generations to come.

4. **Review the checklist. Make any edits needed to your paragraph before marking the items on the checklist.**

Facts About the Galápagos Islands

- The 19 islands that make up the Galápagos are very spread out. They are made from volcanoes, which are still expanding some of the islands.
- An astonishing 97 percent of the islands is a national park. All parts of the islands that are not inhabited are part of the national park.

The child should have written a short paragraph about the geography of the Galápagos Islands using the information from the "Facts" section rewritten in his or her own words. The paragraph should include one of the opening sentences provided, facts about the Galápagos Islands in his or her own words, and either the conclusion sentences provided or his or her own conclusion.

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

If you were to travel hundreds of miles across the ocean, west of Ecuador, you would hit the fascinating Galápagos Islands. There is an astonishing total of 19 islands, all made from volcanoes. Thirteen of the volcanoes are still active and continue to expand some of the islands! There are not many people living on the Galápagos Islands. In fact, 97% of the islands are uninhabited and protected as part of the national park system. Also, the Galápagos Islands are teeming with many beautiful and unique plants and animals, including the only species of penguins found in the Northern Hemisphere. A certified naturalist guide must accompany everyone who visits the islands at all times. This policy will help preserve the beauty and uniqueness of the islands for many generations to come.

to Ecuador, and most of the people

inhabited, but the people who do live on the islands through fishing, tourism, and agriculture. The islands originate? So many giant tortoises that the early explorers to the islands named Galápagos, which means "tortoises."

ocean and very isolated. There are many islands that can be found on the islands.

one of the highest areas of volcanic activity. The islands have 13 active volcanoes.

their unique plant life and wildlife, which live in the Northern Hemisphere.

CHECKLIST

- I capitalized specific names of places and languages.
- I used words such as FOR EXAMPLE, ALSO, NEXT, FIRST, SECOND, NEXT, TO BEGIN WITH, ALONG WITH, and IN CONTRAST.
- I started my sentence with a capital letter and ended with a period.



48 | UNIT 1

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STUDENT

- Work on *Geography & Grammar Cards* for 3–5 minutes.
- Work on poetry memorization (p. 9) for about 2 minutes. If the poem is already memorized, recite it to someone.



Editing

- Edit the facts, and then enjoy the photos of Iguazú Falls on this page. This editing assignment introduces a new editing mark: . This mark means to close up a space. Use this mark where you see extra spaces between words. The first one is completed as an example.

Facts About Iguazú Falls

- While Niagara falls is a stunning sight, Iguazú Falls is even more majestic. Iguazú Falls is taller than Niagara Falls and it is twice as wide.
- Iguazú Falls serves as a great natural habitat, and many creatures live near the falls.
- Devil's Throat is the most impressive part of the falls. It is a U-shaped area with 14 impressive waterfalls that all plunge into the same chasm.
- Iguazú Falls is split between Argentina and Brazil, but 80% of the falls resides on the Argentine side. However, Brazil is known for having the best views of the falls.

- Insert Comma = 3 mistakes** Place a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses.
- Insert Period = 4 mistakes**
- Capitalize = 3 mistakes** Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.
- Close up extra space(s) = 3 mistakes (in addition to the one completed)**

UNIT 1 | 51

Homophones

- Write a short sentence that uses each homophone and the interjection "yes" or "well." Refer to page 24 if needed.

AD: We placed an ad in our local newspaper.

ADD: I will add your name to the list.

ad The child should have written short sentences that correctly use each homophone and include the interjection "yes" or "well."

add

Assigned Reading

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

1. _____

2. _____

Answers will vary.



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

52 | UNIT 1

Spelling Workshop

Contractions

On each blank write any appropriate contraction of the following word pairs.

are not | is not | we are | she would | who is | it is | we have | need not

- Aren't you proud of what we've accomplished?
- Isn't it obvious that she'd rather leave now?
- Who's going to find out if it's supposed to rain?
- You needn't make dinner; we're going to a restaurant.

Suffix -cy

In the grid below, the child should have rewritten the words in green with the suffix -cy and then colored his or her favorite shape.

agent	infant	urgent	private
agency	infancy	urgency	privacy
vacant	fluent	secret	accurate
vacancy	fluency	secrecy	accuracy

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LESSON
16



PARENT/TEACHER

☐ Dictate the sentences.

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

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

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



STUDENT

Assigned Reading

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

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

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UNIT 1 | 53

Homophones

☐ Fill in each blank with the correct homophone.

- AIR:** The air outside is cold.
 - HEIR:** An heir receives property when an ancestor dies.
- The millionaire does not have an heir.
 - The air is humid in parts of Ecuador.

New Concept

Words That Can Be Nouns or Verbs

☐ Read and complete the section.

Some words can function either as a noun or as a verb. For each sentence below, if the underlined word functions as a noun, color the cake. If the underlined word functions as a verb, don't color the cake.

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



New Concept

Pronouns & Antecedents

☐ Read and complete the section.

Ante means "before." The word or group of words that a pronoun (p.12) replaces is called its antecedent [ant-uh-SEE-dent].

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

- The window is new, and it is expensive.
- Wendy looked up when she heard the bell ring.
- The captain pulled in the sails, and he gave orders to the crew.
- Please go get the calendar; it is on the table.
- The boarder paid the rent late, even though he is usually on time.
- The border on that card is beautiful; it is a stunning red and blue pattern.
- The woman walking down the aisle is the heir to Uncle George; she is such a kind lady.
- Ricardo and Linda are allowed to attend the meeting; Ricardo will arrange it.
- Mrs. Brighton actually wants to read the book aloud; it contains such beautiful sensory description.
- Our family loves the pounding rain; we love stormy weather.

PERSONAL READING

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

54 | UNIT 1

Writing Workshop

Learning from the Masters

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

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

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

In one passage of *Chico of the Andes*, the author could have written, "Chico heard and saw Tia Maria." Instead, the author made the scene much more interesting with these words:

Chico heard the soft voice of Tia Maria from the other side of the screen. Turning toward it, he could see the shadow of her small figure and her head, with its long pigtail, nodding up and down.

Study the painting on the next page again. Write an uninteresting sentence about the painting on the orange line, such as "The house sits." Then, on the blank lines, rewrite the sentence into multiple sentences that bring the scene to life.

Answers will vary.

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Read and complete the section.

"Plant Life in the Amazon Rainforest" Article

Study the example article on this page and follow the instructions.

1. After you have read the article, underline TRUE or FALSE for each statement.

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

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

- An interesting fact or surprising statistic
A thought-provoking question
A short personal experience
A short but interesting and applicable quote
A short but interesting story
Historical background
Vivid description

3. Put a box around the thesis statement in the article. (A thesis statement is found in the opening paragraph and explains what the article will be about.)

4. Transitions help establish logical connections between sentences, paragraphs, and sections of your paper. The following are some transitional words and phrases you can use: first, second, next, finally, also, in addition, in fact, another, for instance

Each of the body paragraphs (the paragraphs between the opening and closing paragraphs) has transitional words. Circle them.

PLANT LIFE IN THE AMAZON RAINFOREST

If you were to take a walk in the Amazon rainforest one afternoon and were to decide to count all the different kinds of plants and trees you saw, you would be counting to a very high number. The Amazon rainforest is home to more species of plants than any other area in the world. Each of the thousands of types of plants in the Amazon rainforest is interesting to study.



For example the Victoria water lily is a remarkable plant found in the Amazon rainforest. These huge, circular leaves float on water and are so large and strong that a child can sit on one of them without the lily sinking. The leaves, with upturned rims, are anchored by long stems buried in the mud of the river bottom. The flowers on these lilies are spectacular, but they last for only a few days.

Other interesting plants in the Amazon rainforest are pitcher plants. They are, in fact, carnivorous plants that prey on spiders and insects, such as ants and beetles, trapping them inside specialized leaves and digesting them.

Some plants in the Amazon rainforest are simply beautiful. For instance you can find bromeliads with stunning colors and gorgeous flowers almost anywhere in the Amazon rainforest. The most well-known bromeliad is the kind of pineapple we eat, but there are over 2,700 species of this type of plant. Some bromeliads can grow on rocks or trees because they absorb moisture and nutrients through the air.

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

Homophones

Fill in each blank with the correct homophone.

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

- 1. The boarder keeps his room very tidy.
2. I painted a border around my scene.

Words That Can Be Nouns or Verbs

Read and complete the section.

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

- 1. Your answer was actually correct.
2. The gymnast has good balance.
3. The charge on my credit card is fraudulent.
4. The bandage is much too tight.

Abstract & Concrete Nouns

Read and complete the section.

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



Pronouns & Antecedents

Complete the section.

Underline the pronoun in each sentence. Then circle the antecedent the pronoun replaces.

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



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

Spelling Workshop

Challenging Spelling Words

Copy each challenging spelling word broken into syllables.

ac-tu-al-ly ac-tu-al-ly	an-swer an-swer	cal-en-dar cal-en-dar
al-low al-low	ar-range ar-range	busi-ness busi-ness
four-teenth four-teenth	Feb-ru-ar-y Feb-ru-ar-y	cap-tain cap-tain

Commonly Confused Words

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

capitol

The child should have written short sentences that correctly use each Commonly Confused Word.

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Spelling Rule: 1-1-1 Rule

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

Rewrite the words in green with the suffix -ing somewhere on the image below, and then color the design lightly with colored pencils if desired.

avoid — brag — clap — scoot — snap — flap — grip — boil



avoiding
bragging
clapping
scooting
snapping
flapping
gripping
boiling

UNIT 1 | 59

LESSON 18



PARENT/TEACHER

Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]

1. Yes, he admitted that he placed an ad in the magazine, and he said he is allowing boarders in his home.
2. Well, we've been permitting late applications.

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



STUDENT

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

Assigned Reading

Read Chapter 17 of *Chico of the Andes*, and then answer the questions.

1. Chico's birth grandfather had a red birthmark the shape of an apple. TRUE FALSE
2. Chico does not want to go back to the Paramos. TRUE FALSE
3. Chico wants to buy six sheep as a present for Grandfather. TRUE FALSE

60 | UNIT 1

Homophones

Write a short sentence for each homophone.

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

air _____

heir _____

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

Words That Can Be Nouns or Verbs

Read and complete the section.

Some words can function either as a noun or as a verb. For each word in purple, write a sentence that uses the word as a verb and another sentence that uses the word as a noun. Also, use a pronoun in each sentence and circle it.

roar

verb: _____

noun: _____

verb: _____

noun: _____

Answers will vary.



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

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Editing

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

Atacama Desert

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

As you might expect, it is hard for people, plants, and animals to live in the Atacama desert. However, this South american desert has rich deposits of copper and other minerals. [^]

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

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Writing Workshop

Writing from the Heart

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

1. The waterfall _____

2. Right beside the boat _____

Answers will vary.

"View of Cotopaxi" by Frederic Edwin Church (1826–1900), 1857 * (p. 10)





STUDENT

Assigned Reading

- Read Chapter 18 of *Chico of the Andes* (the final chapter).
- Read and complete the section.

A good book review includes the following items:

- The title of the book and the author's name
- A very brief summary of the book (Your summary can be as short as one or two sentences.)
- Your thoughts and opinions about the book (You can explain what you liked and/or disliked and what you learned.)

Read this example book review about another book by Christine Von Hagen. (If you loved *Chico of the Andes*, you might love to read this book!)

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

Use of The child should have written a book review of *Chico of the Andes*.



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

6th | UNIT 1

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Spelling Workshop

Plural Nouns: F and FE

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

thief thieves wife wives
 scarf scarves knife knives
 wolf wolves calf calves

Spelling Rule: 1-1-1 Rule

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

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

permit* permitting chat chatting knit knitting
 appear appearing comb combing let letting
 commit* committing brag bragging beg begging

Spelling Rule: Using DGE

If the sound /j/ follows a short vowel sound, it is usually spelled DGE.

Fill in each blank with either "dge" or "ge."

ple_dge	man_ge_r	misju_dge	smu_dge
enra_ge	ri_dge_top	lod_dge	dod_dge
arran_ge	ju_dge	hin_ge	ri_dge

LESSON 20



PARENT/TEACHER

- Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]

- We visited the British Isles, and we flew over Denmark.
- Wow, aren't you almost too busy to breathe?

- Have the child read the poem excerpt aloud.

The Coming of Spring

By Nora Perry

There's something in the air
 That's new and sweet and rare—
 A scent of summer things,
 A whirl as if of wings.

There's something, too, that's new
 In the color of the blue
 That's in the morning sky,
 Before the sun is high.

And though on plain and hill,
 'Tis winter, winter still,
 There's something seems to say
 That winter's had its day.

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

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STUDENT

- Work on *Geography & Grammar Cards* for 3–5 minutes.
- Work on poetry memorization (p. 9) for about 2 minutes. If the poem is already memorized, recite it to someone.

Homophones

- Fill in each blank with the correct homophone.

ALoud | ALLOWED | BORDER | BOARDER

- You are allowed to read the report aloud.
- He drove all the way to the Mexican border.
- Am I allowed to share my beliefs aloud?
- The boarder found her temporary lodgings acceptable.

- Draw a line from the homophone to its meaning (or one of its meanings).

too ————— in addition, also
 isle ————— a passage between rows of seats
 to ————— an advertisement
 aisle ————— to perform addition
 ad ————— motion toward an object
 add ————— a small island

UNIT 1 | 65

➤ Pronouns & Antecedents <

Read and complete the section.

“Ante” means “before.” The word or group of words that a pronoun replaces is called its antecedent [ant-uh-SEE-dent].

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

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



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

Writing Workshop

Learning from the Masters

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

Simile: a comparison using LIKE or AS

Example: The window pane is like ice.

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

Example: Yikes! There's a spider! | Yikes, there's a spider!

Study each sentence from *Chico of the Andes*, circle the literary tool used, and underline the use of the tool in the sentence.

He jumped a little when he felt the cold scissors on his neck, but otherwise, he sat as still as a statue. (Simile) Interjection

“Go on! Get away from there. Leave those plants alone!” (Simile) Interjection

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

His brown eyes were dull, and his full lips curved down like the rind of a melon. (Simile) Interjection

“Oh!” All the air blew out of Chico’s lungs. (Simile) Interjection

Write a sentence about the way a snake or dancer moves that uses a simile.

Answers will vary.

“View of the Untersberg in Berchtesgadener Land” by Heinrich Brandes (1803–1868), date unknown * (p. 10)



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

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

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

Answers will vary.

LESSON
21



PARENT/TEACHER

- Quiz the child on the Challenging Spelling Words (p. 8). Dictate the words aloud and have the child write them on a whiteboard. If there are spelling words that the child has not yet mastered, have him or her continue practicing those words as you continue on with the next unit. The child may simply practice by being quizzed on the words daily or by using the spelling practice sheets in the Appendix of this course book.
- Quiz the child on the unit ladders (p. 9). If the child has not yet mastered the ladders, have him or her continue practicing the ladders as you continue on to Unit 2.
- Check the child's work when this lesson has been completed.



STUDENT

Art

- Read and complete the section.

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



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

Spelling Workshop

Spelling Rule: 1-1-1 Rule

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

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

win	winning	commit*	committing
touch	touching	admit*	admitting
trot	trotting	permit*	permitting
spin	spinning	transmit*	transmitting
stop	stopping	submit*	submitting
swim	swimming	step	stepping

Contractions

Between the lines, write the contraction for each set of words.

are not | is not | we are | she would | who is | it is | we have

aren't isn't we're she'd who's it's we've

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

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

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



STUDENT

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

Homophones

- Write a short sentence that uses each homophone.

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

main _____
mane _____

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



Compound Subjects and Verbs

- Read and complete the section.

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

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

Paul and Ryan picked strawberries.

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

Lily cleans and sings.

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

- The unruly horse kicked and bucked.
COMPOUND SUBJECT | COMPOUND VERB
- The unruly spectators and reporters were asked to leave.
COMPOUND SUBJECT | COMPOUND VERB
- The unruly dog chewed my shoes and tracked mud into the house.
COMPOUND SUBJECT | COMPOUND VERB
- The unruly wind and rain thrashed the valley for hours.
COMPOUND SUBJECT | COMPOUND VERB
- His unruly hair stuck up in the back and poked up in the front.
COMPOUND SUBJECT | COMPOUND VERB
- Yesterday, the unruly boy said he was sorry and asked for forgiveness.
COMPOUND SUBJECT | COMPOUND VERB
- Nessa and Bonnie combed their unruly wisps of hair.
COMPOUND SUBJECT | COMPOUND VERB

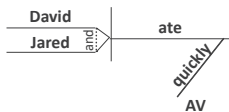


Read and complete the section.

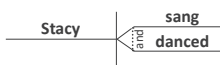
To diagram a compound subject or verb, split the baseline as shown below. The conjunction joining the subjects is placed on a vertical dotted line between the subject lines. Write AJ under adjectives and AV under adverbs.

Examples

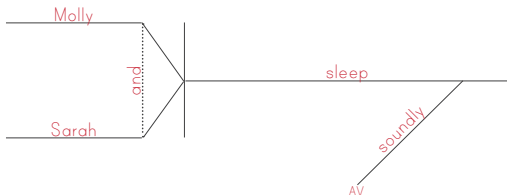
David and Jared ate quickly.



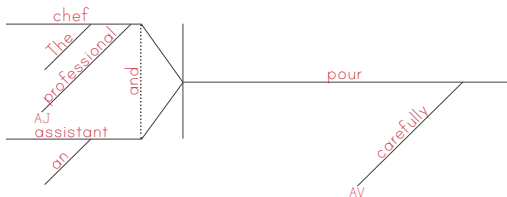
Stacy sang and danced.



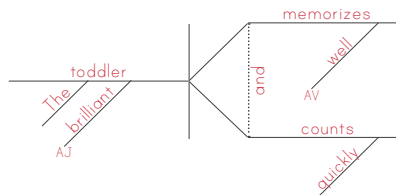
Molly and Sarah sleep soundly.



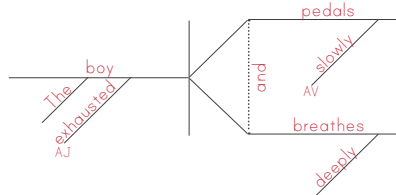
The professional chef and an assistant carefully pour.



The brilliant toddler memorizes well and counts quickly.

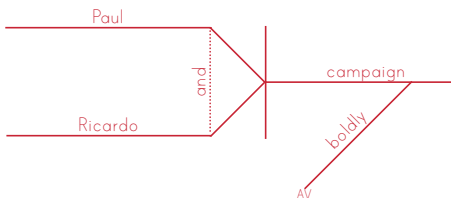


The exhausted boy pedals slowly and breathes deeply.



Draw your own lines as you diagram this sentence:

Paul and Ricardo campaign boldly.



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

Writing Workshop

Comparing and Contrasting

For this assignment you will learn about writing a comparative essay.

Read the essay titled "Summer and Winter: Which One Wins?" Then complete the following items:

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>
I. Opening paragraph	I. Opening paragraph
II. Body paragraph: my favorite season	II. Body paragraph: downsides of winter and summer
III. Body paragraph: downsides of summer	III. Body paragraph: upsides of winter and summer
IV. Closing paragraph	IV. Closing paragraph

Summer and Winter: Which One Wins?

According to one study, only 7% of Americans choose winter as their favorite season. So I agree with the majority of Americans. Although winter has its downsides compared to summer, both seasons have their upsides and downsides.

Let's start with the downsides of both seasons and get the negative things out of the way. We know winter tends to be chilly, especially where I live in the Rocky Mountains. The cold weather means brown grass, bare trees, no flowers, no gardens growing, and no twittering of birds to greet me in the morning. Also, it's not always fun to drive in the snow, to scrape ice off my car, or to shovel the snow off my driveway. Summer also has its downsides, however, hot weather sends us all inside, pesky flies and mosquitoes make their entrance, and sunburns are never fun.

On the other hand, there are so many upsides to both seasons that I could hardly list them all, but I'll cover some of the highlights. Winter brings the beauty of falling snow, cozy fires, warm slippers, sledding, hot cocoa, and holiday cheer. Summer brings its own joys, though, colorful flowers, leaves on the trees, the humming of bees, the songs of birds, camping, swimming, family trips, and gardens.

So which is my favorite—winter or summer? I'll take both seasons, please. They each have their own joys, and they both make me appreciate the other season even more.

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



PARENT/TEACHER

- Dictate the sentences.

Have the child underline the articles [the, a, an].
 [The word CAPITOL always refers to a physical building.]
 1. Do you know the address of the capitol building?
 [Capitalize nationalities.]
 2. An American chef recently made a delicious meal.

- Have the child read the terms and definitions from *Gabriel and the Hour Book*.
 - smarting** [SMART-ing]—feeling a sharp sting or pain physically or emotionally (Elizabeth’s leg was smarting where the ball hit it. I was still smarting from his unkind words.)
 - idly** [EYED-lee]—slowly, lazily, without purpose (He laid idly around all day and accomplished nothing.)
 - haughty** [HA-tee]—proud, stuck-up (The haughty man spoke cold words, feeling he was better than everyone else.)
 - illuminations** [ill-LOOM-in-A-shens]—ornamented parchment pages (The devotional was filled with elaborate illuminations.)
 - corridor** [CORE-in-door]—hall, passageway (Each train car has a corridor running beside the compartments.)
 - wholly** [HOLE-lee]—entirely, fully (He was not wholly satisfied with our plans.)
- Check the child’s work when this lesson has been completed.



STUDENT

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

Vocabulary/Context Clues

- Read the section and fill in the blanks.

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

- These monks, or brothers, as they were often called, lived in monasteries and abbeys and were men who banded themselves together in brotherhoods. They took solemn vows never to have homes of their own or to mingle in the daily lives of others, but to devote their lives to religion.
- This was a room the brothers had kept for years as a meeting place when they and the abbot, who governed them all, wished to talk over the affairs of the abbey.

monasteries : places of residence occupied by a community of persons, especially monks, living in seclusion

solemn : serious, sacred

abbey : a monastery under the supervision of an abbot

monks : members of a religious community of men typically living under vows of poverty, chastity, and obedience

abbot : a man who is the head of a monastery or abbey

Audiobook

- Listen to Chapter 1 of *Gabriel and the Hour Book* (on the Good and Beautiful Homeschool app or goodandbeautiful.com/LA5). Then, in each yellow box, write the name of the character who matches the description.

Brother Stephen | Gabriel Viaud | the abbot | Lady Anne

Brother Stephen

brought to the monastery as an orphaned boy; a talented artist; wants to leave the abbey and paint pictures and study paintings by the world’s great artists; ordered to make the hour book that the king requested

Gabriel Viaud

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

Lady Anne

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

the abbot

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

PERSONAL READING



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

Listening Comprehension

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

- What season is it when the book starts? It is spring when the book starts.
- What divided the farms from each other instead of fences? Tall poplar trees divided the lands and marked the farms.
- What two things did Gabriel do that showed the gladness of April? Gabriel plucked blue violets and sang a song to show the gladness of April.

Homophones

- Write the homophone that answers each riddle.

RIDDLES

- POURS/PORES:** He pours the water. | My skin has pores.
- PATIENTS/PATIENCE:** Dr. Ann shows patience toward her patients.

pores : something that can get clogged

patience : something you can’t see but you can lose

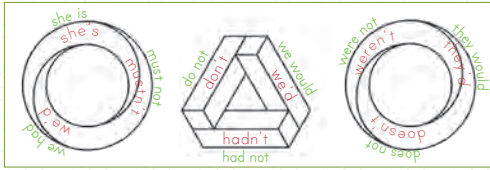
pours : rain often does this

patients : doctors hope that these people have patience

Spelling Workshop

Contractions

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

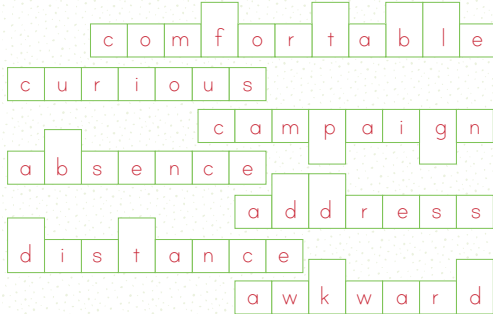


Key: we'd | don't | mustn't | we'd | doesn't | weren't | hadn't | she's | they'd

Challenging Spelling Words

Write each Challenging Spelling Word in the set of boxes that fits the letters correctly.

address | comfortable | awkward | curious | distance | absence | campaign

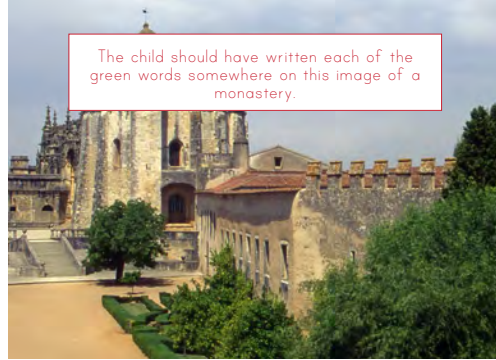


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Silent Letter: H

Rewrite the green words, each of which contains a Silent H, somewhere on the image below of a monastery from the same time period as *Gabriel and the Hour Book*.

rhyme – rhino – exhaust – shepherd – honesty – honor – heirloom – rhythm



The child should have written each of the green words somewhere on this image of a monastery.

Commonly Confused Words

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

accept

except

The child should have written written a short sentence that correctly uses each Commonly Confused Word.

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STUDENT

Vocabulary

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

Read the following words and definitions.

brood: to think or worry persistently or moodily

unruly: disorderly and disruptive

compelled: forced or driven

Write the correct word on each blank line.

The unruly child would not obey.

Do not brood over your past mistakes.

I felt compelled to finish the project quickly.

brood

unruly

compelled

perplexing: completely baffling or puzzling

relent: to soften; to let up or slow; to give in

vaguely: in a way that is not clear or certain

penitent: repentant

Write the correct word on each blank line.

The penitent child apologized sincerely.

You look vaguely familiar.

The rain does not look like it is going to relent.

His actions are perplexing; I don't understand what he is doing.

perplexing

relent

vaguely

penitent

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Audiobook

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

1. Brother Stephen gained a new idea for an illuminated border from

- A. the leaves outside his window.
- B. the flowers Gabriel picked and a butterfly.
- C. the embroidered border on Gabriel's clothes.

2. What effect did Gabriel have on Brother Stephen?

- A. Gabriel's cheerfulness and appreciation for Brother Stephen's work made the monk happy and changed his attitude about work.
- B. The monk was so absorbed in his work that he hardly noticed Gabriel, even though Gabriel tried to get the monk's attention.

Homophones

- Write a short sentence that uses each homophone.

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

flour

flower

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

PERSONAL READING

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

Writing Workshop

Learning from the Masters

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

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

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

blue pink green silver gray

All along the gravelled walks he could race and play ball to his heart's content; while in the midst of the garden a silvery fountain tinkled all day long and in its basin of mossy stones bright gold fishes swam about and glittered through the green water. Beyond the rose garden were the falcon mews whither he went many times a day to watch the care and training of the young birds; while in the center of the grass plot near by, there stood a carved wooden pole and on top of it the most

wonderful pigeon house. It had turrets and gables and quaint little doors and windows, and looked for all the world like a toy chateau. And when the pigeons gathered about it, flashing their white wings and preening their rainbow feathers in the sunlight, Raoul thought there was no prettier sight in all the castle grounds.

silver gold green white rainbow

You Try It!

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

- As Tyrone said, "The child should have rewritten one of the sentences provided into a paragraph using at least four colors."
- I watched the child as she wrote.
- Jada said, "The child should have rewritten one of the sentences provided into a paragraph using at least four colors."

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

CHECKLIST

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



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LESSON
25



PARENT/TEACHER

- Dictate the sentences.

Have the child underline the pronoun and circle the antecedent in each sentence. See page 54 if needed.

1. Amy will address the awkward situation when she meets with the employee.
2. The governor praised the courageous boy for the task he achieved.

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



STUDENT

Art

- Read and complete the section.

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

PERSONAL READING

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

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Spelling Workshop

Words with EI

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

receive receive ceiling ceiling

receipt receipt foreign foreign

ceiling ceiling beige beige

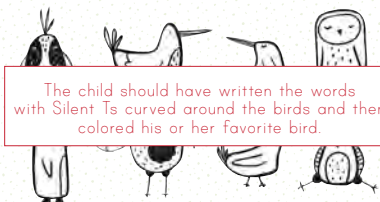
vein vein receive receive

feisty feisty seize seize

Silent T

Write the words with Silent Ts curved around the birds. Then color your favorite bird with colored pencils or pens.

fasten | whistle | ballet | rustle | wrestle | thistle | butcher



The child should have written the words with Silent Ts curved around the birds and then colored his or her favorite bird.



STUDENT

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



Possessive Nouns

Read and complete the section.

Place the apostrophe before the S to show singular possession.

Example: That is my grandfather's journal.

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

- I love the lions mane. PLURAL NOUN | POSSESSIVE NOUN
- The flower petals are pink. PLURAL NOUN | POSSESSIVE NOUN
- The kittens are curious. PLURAL NOUN | POSSESSIVE NOUN
- That's Dad's delicious pie. PLURAL NOUN | POSSESSIVE NOUN
- I have the schools address. PLURAL NOUN | POSSESSIVE NOUN

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

Example: All the soldiers' mail has been delivered.

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

- All ten of the flowers' petals are beautiful. (flower)
- Two chefs' flour containers are empty. (chef)
- Both of the orchestras' conductors are sick. (orchestra)

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UNIT 2 | 85

To show possession of more than one noun, the placement of the apostrophe depends on whether or not the possessors share possession.

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

Example: Alex and Sandy's dog is cute.

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

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

Underline the correct sentence in each group.

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

Audiobook

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

How is suspense created in this chapter?

- The reader wonders if Gabriel will spill paint.
- The reader wonders if the abbot will unchain Brother Stephen.
- The reader wonders if Gabriel will paint a mouse on the bench.



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

Writing Workshop

Comparing and Contrasting

For this assignment you will study a comparative essay.

Read the essay titled "Two Books by Christine Von Hagen." Then complete the following items:

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

<input checked="" type="checkbox"/>	<input type="checkbox"/>
I. Opening paragraph	I. Opening paragraph
II. Body paragraph: the similarities between the two books	II. Body paragraph: the similarities and differences between the two books
III. Body paragraph: the differences between the books	III. Body paragraph: which book is more recommended
IV. Closing paragraph	IV. Closing paragraph

Two Books by Christine Von Hagen

When you read a book that absolutely delights you, it's natural to wonder if the author wrote any other books. This was the case when I read *Chico of the Andes*, a book I loved. After a quick search, I found and read another book by the author: *The Forgotten Finca*. These books have similarities and differences, but both are treasures.

The similarities between these books are hard to ignore. First, the main characters in the two books, Chico and Elvia, are both children who are longing for the security of roots—homes to truly call their own. Next, both children work hard to raise money, Chico through creating an exquisite hat and Elvia through creating a secret garden. Also, in each book there is an old man who ends up meaning a great deal to the main character in an unexpected way. Lastly, both books contain skillful writing and good messages, such as hard work and the importance of family bonds.

There are differences in the books. Though one book takes place in Ecuador, bringing us to the foggy and barren Paramos and also a bustling city. The other book lets us experience the jungle of Panama with its rich soil and thick vegetation. In addition, Chico does not have a friend his age to share his journey, while Elvia has a friend that shares much of her adventure. Another difference is that Chico is looking for his parents, but Elvia lives with her parents.

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

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

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

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

Examples:

Inside the cozy cabin, we slept.

The prepositional phrase is four words or more AND is at the beginning of the sentence.

In the cabin we slept.

The prepositional phrase is less than four words and is at the beginning of the sentence.

We slept inside the cozy cabin.

The prepositional phrase is not at the beginning of the sentence.

For the following sentences, underline all the prepositional phrases and insert commas wherever they are needed. Some sentences have more than one prepositional phrase.

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

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Audiobook

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

- What did Brother Stephen teach Gabriel to do that no other peasant in his village knew how to do? Brother Stephen taught Gabriel to use a pen and brush to illuminate.
- What item from an animal would Gabriel use to make glue? Gabriel used the skin of an eel to make glue.
- Did Brother Stephen ever let Gabriel try creating illuminations? Yes, he did.

Homophones

- Write a sentence for each homophone.

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

pedal _____

 petal _____

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



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

UNIT 2 | 89

Spelling Workshop

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.

Trivia Question: In 2014 an illuminated book of hours created about 500 years ago broke the record for the most expensive illuminated manuscript in the world. How much did it sell for—the equivalent of \$4.1 million, \$13.6 million, or \$167,000?

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

waltz	ostrich	sketch	reflex
activity	chimney	bully	enemy
essay	library	survey	theory

Ends with SH, CH, Z, X, or S

\$4.1 million

Ends with a Consonant + Y

\$13.6 million

Ends with a Vowel + Y

\$167,000

waltzes	activities	chimneys
ostriches	bullies	essays
sketches	enemies	surveys
reflexes	libraries	
	theories	

90 | UNIT 2

Challenging Spelling Words

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

campaign | embarrass | absence | comfortable | broccoli | distance
 courageous | address | brilliant | curious | awkward | delicious



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

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

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



STUDENT

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

Possessive Nouns

Read and complete the section.

Place the apostrophe before the S to show singular possession.

Example: That is my grandfather's journal.

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

- The horses have black manes. PLURAL NOUN POSSESSIVE NOUN
- I wrote the reports main paragraph. PLURAL NOUN POSSESSIVE NOUN
- The curious girls went hiking. PLURAL NOUN POSSESSIVE NOUN
- I read the brilliant scientists book. PLURAL NOUN POSSESSIVE NOUN
- I wrote down a friends address. PLURAL NOUN POSSESSIVE NOUN

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

Example: All the soldiers' mail has been delivered.

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

- We tried not to disturb the squirrels' home. (squirrel)
- We photographed all the birds' nests. (bird)
- Three girls' purses are in the lost and found. (girl)

To show possession of more than one noun, the placement of the apostrophe depends on whether or not the possessors share possession.

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

Example: Alex and Sandy's dog is cute.

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

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

Underline the correct sentence in each group.

Anna and Toni live in the same neighborhood.

- A. Anna and Toni's neighborhood is doing a service project.
B. Anna's and Toni's neighborhood is doing a service project.

Blair and Ron do not live in the same house.

- A. Blair and Ron's home is for sale.
B. Blair's and Ron's homes are for sale.

- A. Gabe and Jamil's hair is wet.
B. Gabe's and Jamil's hair is wet.

Audiobook

Listen to Chapter 5 of *Gabriel and the Hour Book* (on the Good and Beautiful Homeschool app or goodandbeautiful.com/LAS). Then finish the paragraph. Give at least two reasons you would like being a color grinder and two reasons you would not. Use at least three transitional words or phrases from the box.

first	the first reason	also	in addition
another reason	next	however	on the other hand

Being a color grinder in medieval times would be quite the experience. Some aspects of being a color grinder would be good, but others would be difficult.

The child should have finished the paragraph, providing at least two reasons he or she would like being a color grinder and two reasons he or she would not. The child should have used at least three transitional words or phrases from the box above.

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

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

PERSONAL READING

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

Writing Workshop

Learning from the Masters

Here are two literary devices Evaleen Stein (the author of *Gabriel and the Hour Book*) uses in her book *The Little Count of Normandy*:

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

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

The following sentences are from *The Little Count of Normandy*. Study each sentence, and then circle the literary device used.

There he saw two bright points of light that gleamed like little coals of fire burning through the shadows. (Personification Simile)

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

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

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

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

Answers will vary.



PARENT/TEACHER

- Quiz the child on the Challenging Spelling Words (p. 70). Dictate the words aloud and have the child write them on a whiteboard. If any words are misspelled, consider doing extra practice for the spelling words by quizzing the child on the words daily or by using the spelling practice sheets in the Appendix of this course book.
- Have the child read the terms and definitions below from *Gabriel and the Hour Book*.
 - **industrious** [in-DUHS-tree-uhs]—hardworking and diligent (The industrious girl spent all afternoon weeding her garden.)
 - **lustrous** [LUH-struhs]—shining bright (She brushed her lustrous hair.)
 - **exquisite** [ek-SKWIH-zet]—very beautiful, of the highest quality (The exquisite vase was made with great skill.)
 - **immortal** [im-MORE-tul]—living forever, never dying (God is immortal.)
 - **apt** [apt]—appropriate or suitable to the situation; having a tendency to do something (The back cover gives an apt summary of the book. I'm apt to forget things.)
 - **scarlet** [SCAR-let]—brilliant red (The robin had a scarlet breast.)
- Check the child's work when this lesson has been completed.



STUDENT

Compound Subjects and Verbs

- Read and complete the section; refer to page 73 if needed.

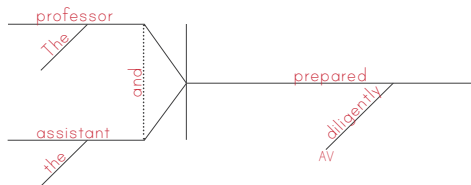
Underline the item each sentence contains: a compound subject or a compound verb. These sentences also help you practice a vocabulary word from *Gabriel and the Hour Book*: **penitent**—repentant.

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

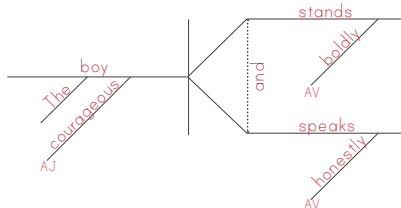
Sentence Diagramming

- Diagram the sentences. Refer to page 74 if needed.

The professor and the assistant prepared diligently.

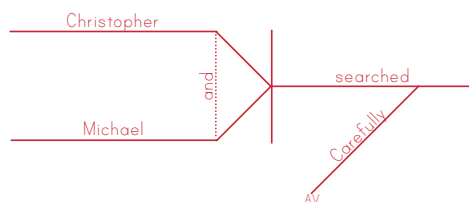


The courageous boy stands boldly and speaks honestly.



Draw your own lines as you diagram this sentence:

Carefully, Christopher and Michael searched.



Audiobook

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

When Gabriel writes his letter to place in the book,

- A. he writes it quickly and sloppily.
- B. he writes it slowly and with great care.

What does Gabriel ask for in the prayer that he writes?

- A. Gabriel asks for his father to be released from prison and that his family can be given back their meadow and sheep.
- B. Gabriel asks to become a monk one day and make his own hour book.

- Listen to the first 60 seconds of the chapter again, paying close attention. Then answer the questions with complete sentences. If needed, listen to the first 60 seconds of the chapter again. Repeat until you can answer all the questions correctly. In the purple box, write the number of times you listened.

Answers will vary.

1. What season is it? It is fall, late in October.
2. Why was Brother Stephen sorry to finish his work on the hour book? Brother Stephen was sorry to finish the hour book because he knew that it would be taken away. He hated to part from it.
3. How did Gabriel feel about the finished hour book? Wonderful! Gabriel had never seen anything half so lovely!



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

Spelling Workshop

Contractions

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

we would do not must not
we'd *don't* *mustn't*

we had does not she is
we'd *doesn't* *she's*

they would were not had not
they'd *weren't* *hadn't*

Key: The child should have written the contraction for each set of words with a different colored pencil. hadn't

Commonly Confused Words

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

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

Spelling Rule: Using CH or TCH







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

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

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

- butterscotch | topnotch | attach | outreach | sketch | stitch
- snatch | switch | crutch | kitchen | sandwich | unlatch

Rewrite each word below, and then color the owl or turtle if the word is an exception to the Using CH or TCH rule, meaning it doesn't follow the rule.

 stretch <u>stretch</u>	 ostrich <u>ostrich</u>	 glitch <u>glitch</u>
 scratch <u>scratch</u>	 splotch <u>splotch</u>	 much <u>much</u>

LESSON 30



PARENT/TEACHER

- Dictate the sentences.

Have the child underline the pronoun and circle the antecedent in each sentence. See page 54 if needed.

- The boy wrote the main address, and he mailed the envelope.
- The girl was courageous, and she didn't lie about the absence.

- Have the child read the poem by Evalene Stein (author of *Gabriel and the Hour Book*) aloud. Have the child point out uses of alliteration (softly stirred, bloomed a bird, etc.).

The Red-Bird

By Evalene Stein

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

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

But ah, unlike the tulips,
 In joyous strain, ere long,
 This red-bird flower unfolded
 A heart of golden song!



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



STUDENT

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

Prepositional Phrases and Commas

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

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

Audiobook

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



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

Writing Workshop

Writing from the Heart

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

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

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

Simile: a comparison between two things (The child should have underlined the words below in the colors indicated.)

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

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

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

1. _____
2. _____
3. _____

The child should have written three descriptive sentences about the painting, starting each one with a prepositional phrase.



STUDENT

New Concept Compound Direct Objects

Read and complete the section.

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

Helen picked strawberries.

When there is more than one direct object in a sentence, it is a **compound direct object**.

Helen picked strawberries and apples.

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

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



Editing

- Edit the article. For an extra challenge, this editing assignment does not give you hints of what to look for, except for this one: There is a prepositional phrase that needs a comma after it. There are 10 mistakes total.

Raphael

Raphael was a master painter during the Renaissance. During his happy childhood, raphael learned the basics of painting from his father.

Raphael had many interests in addition to painting. He studied archaeology, poetry, architecture, and history.

One of Raphael's most famous works was a mural called "School of Athens." It was painted on a wall in the apostolic Palace, which is located in the Vatican. The painting depicts many philosophers of ancient greece, including Aristotle, Plato, and socrates.





STUDENT

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



Run-on Sentences

- Read and complete the section.

A **run-on sentence** is two independent clauses (clauses that can stand on their own as sentences) joined as one sentence without the appropriate conjunction and/or punctuation. See this example and three ways to fix it.

Run-on Sentence: You need help let's work together.

Insert a comma and a coordinating conjunction between the two independent clauses.

You need help, so let's work together.

Insert a semicolon between the two independent clauses. Do not capitalize the word right after a semicolon unless it is a proper noun or the word "I."

You need help; let's work together.

Fix it with a period.

You need help. Let's work together.

Rewrite each run-on sentence to fix it three ways.

Run-on Sentence: I'm curious I want to know everything.

Comma and Coordinating Conjunction

I'm curious, and I want to know everything.

Semicolon

I'm curious; I want to know everything.

Period

I'm curious. I want to know everything.

Run-on Sentence: That's the main issue let's address it.

Comma and Coordinating Conjunction

That's the main issue, so let's address it.

Semicolon

That's the main issue; let's address it.

Period

That's the main issue. Let's address it.

Audiobook

- Listen to Chapter 9 of *Gabriel and the Hour Book* (on the Good and Beautiful Homeschool app or goodandbeautiful.com/LA5). Then summarize what happened in the chapter to a parent, teacher, sibling, friend, or another person.



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

Writing Workshop

Comparing and Contrasting

For this assignment you will study a comparative essay.

Read the essay titled "Comparing *Jade Dragons* and *Tino and the Typhoon*." Then complete the following items:

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>
I. Opening paragraph	I. Opening paragraph
II. Body paragraph: the similarities between the two books	II. Body paragraph: both books are set in Asia but show different ways of life
III. Body paragraph: the differences between the books	III. Body paragraph: a windstorm plays a major role in each book
IV. Body paragraph: how fear plays a role	IV. Body paragraph: fear plays a major role in each book
V. Closing paragraph	V. Closing paragraph

Comparing *Jade Dragons* and *Tino and the Typhoon*

It's amazing how a book can pull you into a different time and a different land. Books truly have the power to help us understand other places and cultures. In ways that are similar and different, both *Jade Dragons* and *Tino and the Typhoon* give us insights into life in Asia about 100 years ago.

First, both books are set in Asia, but they show us how different life can be in different parts of Asia. For example, Tino lives in the Philippines as the son of a lighthouse keeper. His daily chores and activities are extremely different from Wong Ting, who lives on a sampan, which is a flat boat, in China.

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

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

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



STUDENT

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

Run-on Sentences

- Rewrite each run-on sentence to fix it three ways. Refer to page 106 if needed.

Run-on Sentence: Abraham is courageous I admire him.

Comma and Coordinating Conjunction

Abraham is courageous, and I admire him.

Semicolon

Abraham is courageous; I admire him.

Period

Abraham is courageous. I admire him.

Run-on Sentence: The sweater is comfortable I'll buy it.

Comma and Coordinating Conjunction

The sweater is comfortable, so I'll buy it.

Semicolon

The sweater is comfortable; I'll buy it.

Period

The sweater is comfortable. I'll buy it.

© Jenny Phillips

- Fill in the circle by each sentence that is a run-on sentence. (Tip: Circle independent clauses—clauses that can stand on their own as sentences because they have a subject, a verb, and a complete thought.) If there are two independent clauses, insert a semicolon to separate them.

- I paid for the ticket, please let me in.
- I see sheep on a hill far in the distance.
- Don't come with me, you might fall.
- The clouds are very dark, the wind is blowing.
- I know the way, you should come with me.

Observe the overall beauty and the small details of the painting on this page for 30 seconds. Write a short sentence about the painting that is a run-on sentence.

Fix your run-on sentence.

Answers will vary.



"Washerwomen by the River" by Hans Gude (1825–1903), 1872 *(p. 10)

UNIT 2 | 109

New Concept

Sentence Diagramming

- Read and complete the section.

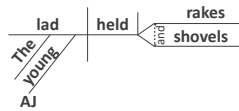
To diagram a direct object, draw a vertical line (one that does NOT cross the horizontal line) after the verb. Then write the direct object as shown in the examples below. Write AJ under adjectives and AV under adverbs.

Examples

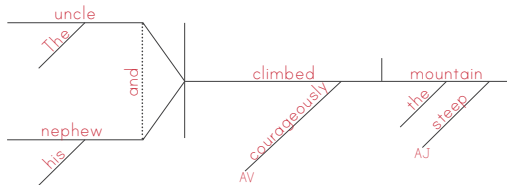
Horses and goats eat hay.



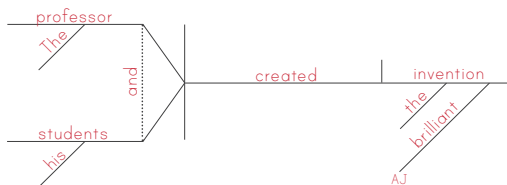
The young lad held rakes and shovels.



The uncle and his nephew climbed the steep mountain courageously.



The professor and his students created the brilliant invention.



110 | UNIT 2

Audiobook

- Listen to Chapter 10 of *Gabriel and the Hour Book* (on the Good and Beautiful Homeschool app or goodandbeautiful.com/LAS). Then underline the correct answers to the questions.

How does the king act about freeing the peasant Viaud (Gabriel's father)?

- A. He is proud and takes credit for being so merciful and gracious.
- B. He gives thanks to God; he is just helping God answer a prayer.

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

- A. He thought he had already asked for and received enough.
- B. He was sure that his shoes would not be filled with gifts.

- Listen to 13:07–15:37 of the chapter again, paying close attention. Don't read the questions first. Then answer the questions with complete sentences. If needed, listen to the section of the chapter again. Repeat until you can answer all the questions correctly. In the purple box, write the number of times you listened.

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

Gabriel first patted the soft woolly back of each sheep.

- Whom did the horseman say the gifts were from?

The horseman said the gifts were from the Christ Child.

- What were two of the gifts that the horseman brought?

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

PERSONAL READING

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

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Spelling Workshop

Contractions

Write the contraction for each set of words with a different colored pencil.

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

Commonly Confused Words

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

- She is expected to arrive at 5:00 p.m. to accept | except the award.
- (Accept | except) for yesterday I have remembered to say my morning prayers every day this week.
- Russ enjoyed the scrumptious salad, (accept | except) he pulled out all the olives.
- She graciously (accepted | excepted) my apology.

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


Spelling Rule: Using CH or TCH

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

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

dich	<u>ditch</u>	ditch
<u>cinch</u>	cintch	cinch
<u>birch</u>	birtch	birch
<u>poach</u>	poatch	poach
Duch	<u>Dutch</u>	Dutch

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

 sketch <u>sketch</u>	 sandwich <u>sandwich</u>	 quench <u>quench</u>
 such <u>such</u>	 snitch <u>snitch</u>	 much <u>much</u>

UNIT 2 | 111

LESSON 34



PARENT/TEACHER

- Dictate the sentences.

Tell the child that each sentence is composed of two independent clauses connected with a semicolon. Have the child circle the pronoun and underline the antecedent in each sentence. See page 54 if needed.

- The exhausted man walked quite a distance on the dangerous road; he was courageous.
- Amy's absence is excused; she is helping with the campaign.

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

The Robin's Bath

By Evaleen Stein

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



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

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STUDENT

Run-on Sentences

- Rewrite the sentences however you would like so that they are not run-on sentences.

The light reflects off the water it looks like glass.

The scene is peaceful nature makes me feel calm.

Answers will vary.

Audiobook

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

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

Answers will vary. The child should have answered the question with at least three complete sentences and two transitional words, such as first, second, also, in addition, one reason, another reason, etc.

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Prepositional Phrases and Commas



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

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

Over the gentle fields the sun shines warmly.

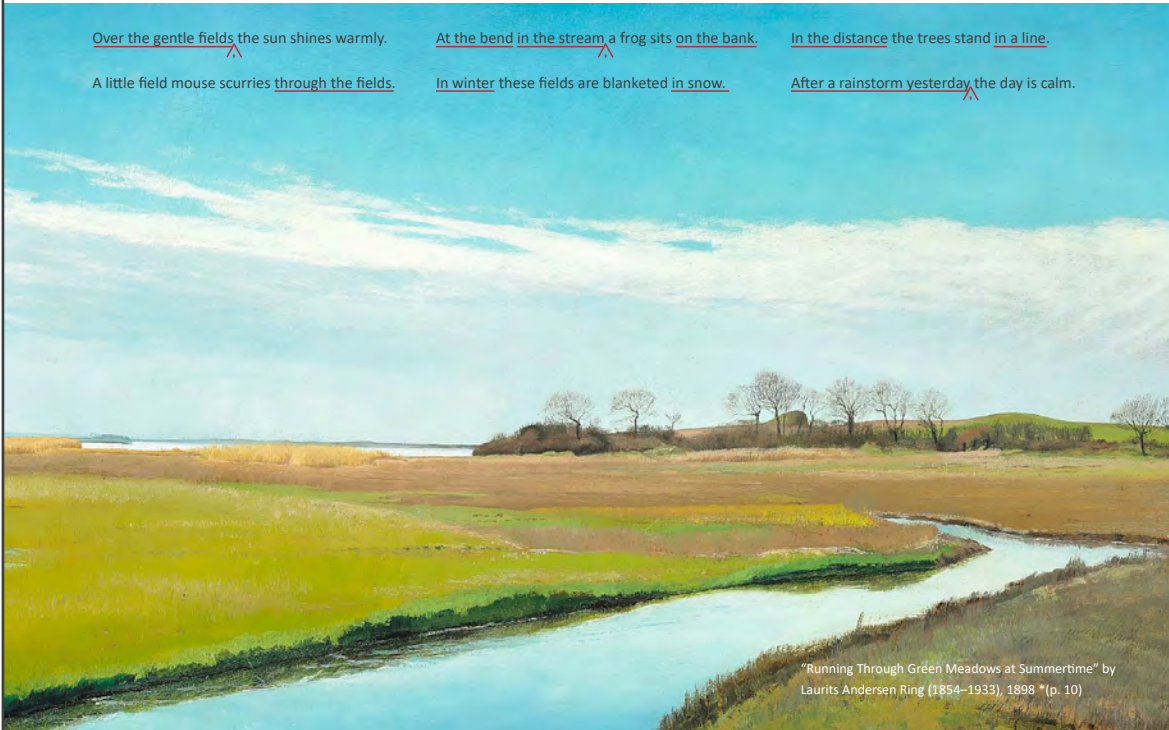
At the bend in the stream a frog sits on the bank.

In the distance the trees stand in a line.

A little field mouse scurries through the fields.

In winter these fields are blanketed in snow.

After a rainstorm yesterday the day is calm.



"Running Through Green Meadows at Summertime" by Laurits Andersen Ring (1854–1933), 1898 * (p. 10)

Writing Workshop



Writing a Comparative Essay: Part 1

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

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

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

Step 1

Title your essay as follows, replacing the question mark with your name. **Make sure the text is centered on the page.**

Step 2
Chico and Gabriel: A Comparative Essay

By ?

Step 3 Read the opening paragraphs below and underline the opening technique of each paragraph. Then circle your favorite opening paragraph. (Notice how each opening paragraph identifies the books and authors. Notice the thesis statements in red text.)

Stephen Covey said, "We develop our character muscles by overcoming challenges and adversity." This quote is proven true in two books: *Chico of the Andes* by Christine Von Hagen and *Gabriel and the Hour Book* by Evaleen Stein.

Although the main characters of the books—Chico and Gabriel—have many differences, they both face similar challenges that make them stronger in the end.

a. an attention-grabbing statement

b. a quote

The child should have circled his or her favorite opening paragraph.

Could a boy living in the rugged South have much in common with a boy living in Normandy hundreds of years later? Yes! *Chico from Chico of the Andes* by Christine Von Hagen and *Gabriel from Gabriel and the Hour Book* by Evaleen Stein have quite different lives, but they face many of the same types of challenges.

a. a question

b. a short personal experience

Step 4 On your page type the opening paragraph you circled or write your own opening paragraph. Now you're done! In the next few lessons, you will continue your essay, writing some of the parts with your own words.

The child should have followed the steps on this page to write an opening paragraph in a program such as Google Docs. Check the child's work and look for check marks in the blue boxes after each step.



LESSON 35



PARENT/TEACHER

- Dictate the sentences.

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

- Noah won't give a reason for his absence, so he is not excused.
- The broccoli is delicious, but the carrots have a curious flavor.
- Introducing yourself may feel awkward, but she'll appreciate it.

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



STUDENT

Art

- Read and complete the section.

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

PERSONAL READING

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

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Spelling Workshop

Challenging Spelling Words

Write each Challenging Spelling Word in the set of boxes that fits the letters correctly.

brilliant – broccoli – courageous – delicious – embarrass

Word boxes for spelling workshop:

- c o u r a g e o u s
- e m b a r r a s s
- b r o c c o l i
- d e l i c i o u s
- b r i l l i a n t

Silent T

Write the words with Silent Ts curved around the plants. Then color your favorite plant with colored pencils or pens.

fasten | whistle | ballet | rustle | wrestle | thistle | butcher

The child should have written the words with Silent Ts curved around the plants and then colored his or her favorite plant.

UNIT 2 | 115

LESSON 36



PARENT/TEACHER

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

A Rain Song
By Evalene Stein

Tinkle, tinkle
Lightly fall
On the peach buds, pink and small;
Tip the tiny grass and twinkle
On the clover, green and tall.

Tinkle, tinkle—
Faster now,
Little raindrops smite and sprinkle
Cherry-bloom and apple-bough!
Pelt the elms, and show them how
You can dash!
And splash! splash! splash!
While the thunder rolls and mutters
And the lightnings flash and flash!
Then eddy into curls
Of a million misty swirls,
And thread the air with silver, and
embroider it with pearls!

And patter, patter, patter
To a quicker time, and clatter
On the streaming window-pane;
Rain, rain,
On the leaves,
And the eaves,
And the turning weather-vane!

Rush in torrents from the tip
Of the gable-peak, and drip
In the garden-bed, and fill
All the cuckoo-cups, and pour
More and more
In the tulip-bowls, and still
Overspill
In a crystal tide until
Every yellow daffodil
Is flooded to its golden rim, and
brimming o'er and o'er!

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

116 | UNIT 2



STUDENT

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



Comma Splices

- Read and complete the section.

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

Example: I will help you, that is a promise.

You can fix comma splices in one of three ways:

#1: Use a period between the independent clauses to create two sentences. (I will help you. That is a promise.)

#2: Use a semicolon between the independent clauses. (I will help you; that is a promise.)

#3: Use a comma and an appropriate conjunction between the two independent clauses. (I will help you, and that is a promise.)

Fix the comma splice with a period. Don't leave yet, I am coming.

Don't leave yet. I am coming.

Fix the comma splice with a semicolon. Dad is responsible, he's always on time.

Dad is responsible; he's always on time.

Fix the comma splice with a comma and coordinating conjunction. The wind whistles, the rain pours.

The wind whistles, and the rain pours.

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Read each sentence. Circle whether the sentence contains a run-on sentence or a comma splice. Underline all the correct ways to fix the sentence.

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

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UNIT 2 | 117

➤ Possessive Nouns ◀

Read and complete the section.

Place the apostrophe before the S to show singular possession.

Example: That is my grandfather's journal.

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

- Randy's soup is delicious! PLURAL NOUN POSSESSIVE NOUN
- The goats tasted the broccoli. PLURAL NOUN POSSESSIVE NOUN
- The hosts absence was awkward. PLURAL NOUN POSSESSIVE NOUN
- Helens ad campaign was effective. PLURAL NOUN POSSESSIVE NOUN
- Are the sofas comfortable? PLURAL NOUN POSSESSIVE NOUN

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

Example: All the soldiers' mail has been delivered.

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

- All the doctors' patients have recovered. (doctor)
- Two students' presentations were brilliant. (student)
- Do you have the helpers' addresses? (helper)

To show possession of more than one noun, the placement of the apostrophe depends on whether or not the possessors share possession.

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

Example: Alex and Sandy's dog is cute.

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

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

Underline the correct sentence in each group.

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

➤ Homophones ◀

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

1. Landon's ___ was rewarded.	<u>patience</u> F	patients T
2. Is whole wheat ___ on the grocery list?	flower A	<u>flour</u> J
3. This is the campaign's ___ event!	<u>main</u> O	mane E
4. Chloe ___ lemonade for the guests.	<u>pours</u> R	pores M
5. The ___ broke when I fell off my bike.	petal S	<u>pedal</u> D

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

Answer: Norwegian F J O R D Horse
1 2 3 4 5



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

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Writing Workshop



Writing a Comparative Essay: Part 2

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

Step 1 Open your essay on the computer. Read through what you have written so far.

Step 2 Leaving a space after the first paragraph, type this second paragraph, filling in the blanks with your own words.

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

Answers will vary.

Note to Parents: The child will write more of his or her own text in future assignments. Modeling at this point is still extremely valuable as a teaching tool, and it helps children feel that writing is easy rather than overwhelming.

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Writing from the Heart

Write a boring sentence that describes something in the painting below with as little description as possible. Answers will vary.

The sky looked stormy. _____

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

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

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



LESSON 37



PARENT/TEACHER

Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]

1. You can help the doctor's patients, or you can pour the water into the bucket.
2. The situation was awkward, and I was embarrassed.
3. The brilliant chef makes everything taste delicious, so don't hesitate to taste the broccoli.

Have the child read the review terms and definitions.

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

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



STUDENT

Work on *Geography & Grammar Cards* for 3–5 minutes.

Compound Subjects and Verbs

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

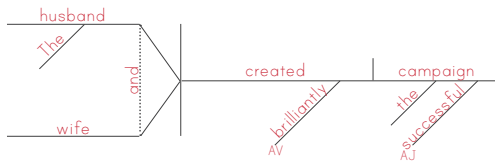
unruly | compel | brood | corridor | penitently | perplexing | idly

1. Laura and Jack sat around _____ idly _____ all afternoon.
COMPOUND SUBJECT | COMPOUND VERB
2. _____ Penitently _____, Liam apologized sincerely and repaired the damage.
COMPOUND SUBJECT | COMPOUND VERB
3. Dad and I studied the _____ perplexing _____ math problem.
COMPOUND SUBJECT | COMPOUND VERB
4. I washed the windows and cleaned the rugs in the _____ corridor _____.
COMPOUND SUBJECT | COMPOUND VERB
5. Lincoln will not _____ brood _____ and stress over the issue.
COMPOUND SUBJECT | COMPOUND VERB
6. Rosie and Ruby will not _____ compel _____ anyone to help.
COMPOUND SUBJECT | COMPOUND VERB
7. Kim and Sarah punished the _____ unruly _____ boy.
COMPOUND SUBJECT | COMPOUND VERB

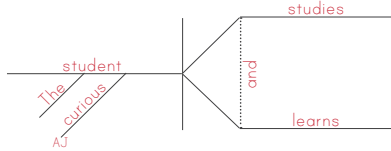
➤ Sentence Diagramming <

- Diagram the sentences. Refer to page 74 if needed.

The husband and wife brilliantly created the successful campaign.

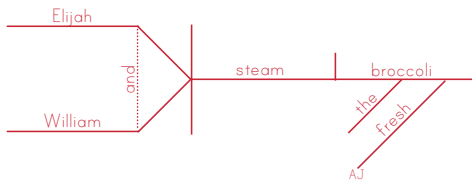


The curious student studies and learns.



Draw your own lines as you diagram this sentence:

Elijah and William steam the fresh broccoli.



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➤ Comma Splices/Run-on Sentences <

- Each sentence in purple is either a comma splice or a run-on sentence. On the image below, write the fixed comma splices on the sky. Write the fixed run-on sentences on the field. Use a comma and a coordinating conjunction to fix the sentences. Refer to pages 106 and 116 if needed.

It's cold, turn on the heater. | It's pouring rain bring an umbrella.

The pedal is broken, Ben can fix it. | Look at the lion's mane, it's beautiful.

It was awkward I was embarrassed. | A train came, I missed it.

Fixed Comma Splices

It's cold, so turn on the heater.
The pedal is broken, but Ben can fix it.
Look at the lion's mane, for it's beautiful.
A train came, but I missed it.

Fixed Run-on Sentences

It's pouring rain, so bring an umbrella.
It was awkward, and I was embarrassed.

- Circle the home that has a run-on sentence below it.



This home is fancy inside; you should see it.

This home is new, and the owners are kind.

Ed lives here, but he is not home now.

I love the orange door it's unique.



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

UNIT 2 | 121

◆ Spelling Workshop ◆

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.

Solve each riddle by writing the plural noun that answers the riddle.

A clipboard with a list of riddles and their plural noun answers written in red:

- We fringe the eyes and rhyme with "sashes." → lashes
- Birds make nests on us as we extend horizontally from trees. → branches
- We are thrown to celebrate, and we often have cake and gifts. → bashes, birthdays, or parties
- We grow on male lions and on all horses too. → manes
- I'm another word for women, but I start with the letters "la." → ladies
- We are larger than towns and are busy urban places. → cities
- We live in trees. In the singular form, we rhyme with "chunky." → monkeys

Write the plural for each word. Reference the Plural Nouns rule if needed. * = exception (Double the Z before adding "es.")

country	countries	berry	berries
compass	compasses	radish	radishes
sketch	sketches	family	families
daisy	daisies	gallery	galleries
class	classes	*quiz	quizzes
library	libraries	navy	navies
valley	valleys	wrench	wrenches
turkey	turkeys	trophy	trophies

Words with EI

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

receive receipt vein ceiling reign seize foreign beige

Postcards for words with EI, categorized by syllable count:

- 1 syllable: vein, receipt, beige
- 2 syllables: receive, reign, ceiling, foreign



122 | UNIT 2

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PARENT/TEACHER

- Quiz the child on the Challenging Spelling Words (p. 70). Dictate the words aloud and have the child write them on a whiteboard. If the child has not yet mastered any of the spelling words, have him or her continue practicing the words as you continue on with the next unit. The child may simply practice by being quizzed on the words daily or by using the spelling practice sheets in the Appendix of this course book.
- Quiz the child on the unit ladders on page 71.
- Have the child read the poem by Evaleen Stein (author of *Gabriel and the Hour Book*) aloud. First, explain that *rifted* means broken apart. Have the child underline phrases that he or she likes and that create interesting images in his or her mind.

The Bluebird

By Evaleen Stein

Today at dawn there twinkled through
The pearly mist a flash of blue
So dazzling bright I thought the sky
Shone through the rifted clouds on high,
Till, by and by,
A note so honey-sweet I heard,
I knew that bright flash was a bird!



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

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STUDENT

Prepositional Phrases and Commas

- Follow the instructions, remembering to put a comma after a prepositional phrase of four words or more at the beginning of a sentence. Refer to pages 88–89 if needed.
1. Write a sentence about the painting that starts with a prepositional phrase that is four words or longer. Include an adjective and circle it.

The child should have written a sentence about the painting that starts with a prepositional phrase that is four words or longer. He or she should have included an adjective and circled it.

2. Write a sentence about the painting that starts with a prepositional phrase that is three words or fewer. Include an adverb and circle it.

The child should have written a sentence about the painting that starts with a prepositional phrase that is three words or fewer. He or she should have included an adverb and circled it.



Compound Direct Objects

- Read and complete the section.

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

Helen picked strawberries and apples.

Underline the item each sentence contains.

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

Homophones

- Fill in each blank with the correct homophone.

patients | patience | pedal | petal | pours | pores

Your skin has pores. | The brake pedal broke.

The doctor has patience with his patients.

Rain pours on the flower petal.

Editing

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

Middle Ages Tapestries

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

Historical stories and legends were common themes woven into the tapestries. religious themes were also popular.

The art of tapestry making is quite old. Fragments of tapestries have been found from ancient peru to tombs of the ancient egyptians.



*(p. 10)



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

Writing Workshop



Writing a Comparative Essay: Part 3

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

Step 1 Open your essay on the computer. Read through what you have written so far.

Step 2 Copy the second body paragraph and then the concluding paragraph below. When you get to the purple text, follow the instructions to add your own words.

Another challenge that both Chico and Gabriel face is needing to solve a problem that has to do with their parents. (Explain how Chico needs to find his parents and Gabriel needs his father free. Then explain how they both make efforts to solve their problems.) In the end both boys have a happy resolution to their problems.

(Explain how Chico and Gabriel were not the only ones to have trials—we all do.) If we work hard and wait on the Lord, we can always get through our trials.

Answers will vary.

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Writing from the Heart

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

Answers will vary.

A lady stood in the field.

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

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

Mary stood in the field watching, not moving a muscle! She felt the gentle breeze brush across her face. Mary glued her eyes to the fluttering amber and gold petals dancing with the wind. She felt the silence of her surroundings. Finally the sun peeked out from behind the clouds to remind Mary that the day was just beginning.

"Walking in a Field of Poppies" by Grace Hudson (1865–1937), date unknown *(p. 10)



LESSONS 39–40 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.
- For Lesson 39 have the child complete all the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section.
- For Lesson 40 quiz the child on the *Geography & Grammar Cards*. Remember, the child has through Level 7 to master all the cards. Place mastered cards in the bag labeled MASTERED and have the child review them occasionally. Then have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in the course. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading or move on to the next lesson.



Student

Capitalization

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

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

Additional Practice

Capitalization

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

1. Many of the world's highest volcanoes are located in the mountains. The highest active volcano on Earth is on the border between Chile and .
2. In most people speak , but there are around 5,000 people who speak . A tiny populace of speak Afrikaans, a language found mostly in .

Concrete & Abstract Nouns

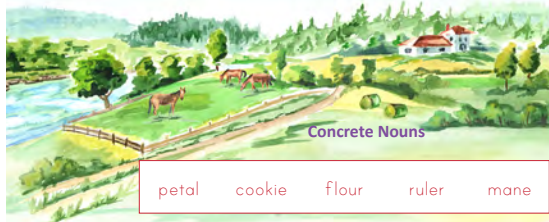
Concrete Noun	a word for a person, place, or thing that you can experience with your five senses (e.g., girl, jungle, book)
Abstract Noun	a word for a thing that you cannot experience with your five senses, like ideas or feelings (e.g., love, friendship)

Determine if the purple words below are **concrete nouns** or **abstract nouns**. Write the concrete nouns in the field and the abstract nouns in the sky.

trust | petal | cookie | victory | flour | rest | dream | faith | ruler | mane

Abstract Nouns

trust victory rest dream faith



petal cookie flour ruler mane

Additional Practice

Concrete & Abstract Nouns

Circle the abstract nouns.

absence | faith | eye | skill | childhood | bean | discussion | jet | patience
 success | pedal | goal | health | wind | soil | courage | broccoli | friendship

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Words That Can Be Nouns or Verbs

Determine if the purple word in each sentence is a noun or a verb. Then write a sentence that uses the word as a verb if the purple word is a noun or as a noun if the purple word is a verb.

1. Please ^{verb} paint the fence.

2. Janet swatted the ^{noun} fly away.

3. Ebony will ^{verb} light the way.

4. Jared put the ^{noun} whistle in his hand.

The child should have written a sentence that uses the purple words correctly. Answers will vary, but see the sentences below for examples.

- I need green paint.
- Sarah can fly the helicopter.
- I stopped at a red light.
- Dad will whistle when dinner is ready.

Additional Practice

Words That Can Be Nouns or Verbs

Each orange word can function as a noun, a verb, or both. If the word can function only as a noun, write it in the blue NOUN section. If the word can function only as a verb, write it in the purple VERB section. If the word can function as either a noun or a verb, write it in the middle BOTH section.



UNIT 2 | 127

Interjections

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

Examples: Hey, let me help you! OR Hey! Let me help you!

In each speech bubble below, underline the interjection and add proper punctuation to each sentence. Fix capitalization errors as needed.

Oh dear! I dumped the yellow paint.

Eww it mixed with the blue paint to create a weird green color.

Uh what should I do now?

Hmm let me think for a moment.

Aha I got it! I'll add a little more blue paint and create a deeper green.

Yahoo that's just the color I need!

Punctuation and capitalization will vary. See page 24 if needed.

Additional Practice

Interjections

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

- A. Umm, I forgot my line.

B. Umm I forgot my line.

C. Umm! I forgot my line.
- A. What? Susie lost a tooth?

B. What Susie lost a tooth?

C. What, Susie lost a tooth?
- A. Yippee, she passed the test!

B. Yippee! She passed the test!

C. Yippee, She passed the test!
- A. Alas! I fear that I'm lost.

B. Alas I fear that I'm lost.

C. Alas, I fear that I'm lost.

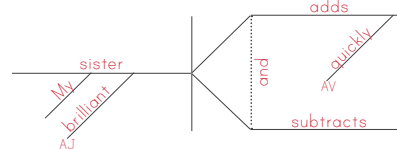
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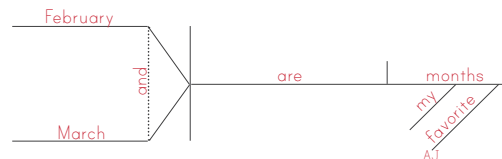
Sentence Diagramming

Diagram the sentences below. See page 74 if needed for review.

My brilliant sister quickly adds and subtracts.

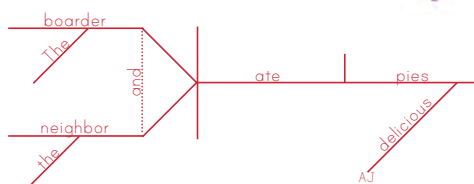


February and March are my favorite months.



Draw your own lines as you diagram this sentence:

The boarder and the neighbor ate delicious pies.

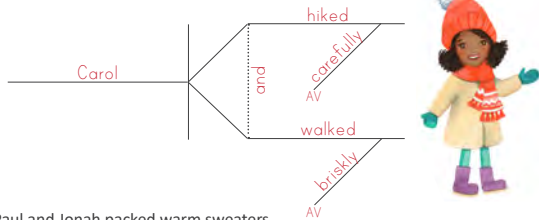


Additional Practice

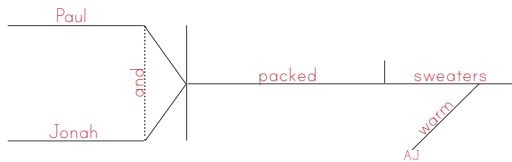
Sentence Diagramming

Diagram the sentences below. See page 74 if needed for review.

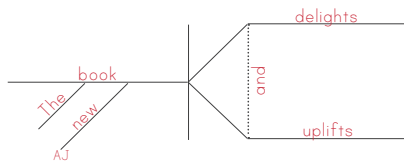
Carol carefully hiked and briskly walked.



Paul and Jonah packed warm sweaters.



The new book delights and uplifts!



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Prepositional Phrases & Commas

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

- In the far pasture my horse is grazing on alfalfa.
- Jesse listened intently to the story about his grandfather.
- Without my mother's care I would not have recovered so quickly.
- Outside my window the bluebird is singing.
- Olivia climbed beneath the warm quilt.

Additional Practice

Prepositional Phrases & Commas

Underline the prepositional phrase or phrases in each sentence and add a comma if needed.

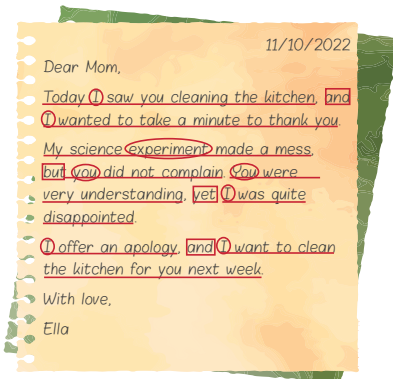
- Our boarder placed his bags inside his room.
- Emma gave her seat to the elderly woman in the aisle.
- After the first frost my uncle made his famous green tomato pie.
- My favorite yellow flowers grow in the field next to my house.
- Around the little brown foal the kittens are playing.



UNIT 2 | 129

Independent Clauses

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



Additional Practice

Independent Clauses

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

- Andean condors have a long wingspan, and they are large birds.
- Nicole will wrap Dad's gift, for he will be home soon!
- I had a great time at camp, yet I missed my family.
- Nate wanted a kitten, or he wanted a puppy.

130 | UNIT 2

Possessive Nouns

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

- Abby brought three flavors of ice cream.
- My dad's car needs a new brake pedal.
- The captain's ship carried us to the isle.
- Jason wrote his answers on the lines.
- Vanessa's and Jen's photos are in the calendar.



Additional Practice

Possessive Nouns

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

- All Megs and Lees answers are correct. PLURAL NOUN POSSESSIVE NOUN
- The new calendars are too large. PLURAL NOUN POSSESSIVE NOUN
- That lions mane adds to his beauty. PLURAL NOUN POSSESSIVE NOUN
- Mom and Dads concert was brilliant! PLURAL NOUN POSSESSIVE NOUN
- Can we visit the isles on our trip? PLURAL NOUN POSSESSIVE NOUN
- The flowers petals were bicolor. PLURAL NOUN POSSESSIVE NOUN

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Compound Subjects, Verbs & Direct Objects

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



- Jessica will arrange and display flowers from her garden.
COMPOUND SUBJECT **COMPOUND VERB** COMPOUND DIRECT OBJECT
- Our delicious meal included broccoli and beef.
COMPOUND SUBJECT | COMPOUND VERB **COMPOUND DIRECT OBJECT**
- Tom's farm and Leo's farm share a border.
COMPOUND SUBJECT COMPOUND VERB | COMPOUND DIRECT OBJECT
- The pastry chef will use whole wheat flour and almond flour.
COMPOUND SUBJECT | COMPOUND VERB **COMPOUND DIRECT OBJECT**
- My address and phone number were recorded by the receptionist.
COMPOUND SUBJECT COMPOUND VERB | COMPOUND DIRECT OBJECT
- The courageous officer serves and protects our town.
COMPOUND SUBJECT **COMPOUND VERB** COMPOUND DIRECT OBJECT
- Sally consistently displays patience and kindness to her patients.
COMPOUND SUBJECT | COMPOUND VERB **COMPOUND DIRECT OBJECT**
- The main event amazed and entertained the crowd.
COMPOUND SUBJECT **COMPOUND VERB** COMPOUND DIRECT OBJECT
- Dad energetically mixed and promptly poured the cement.
COMPOUND SUBJECT **COMPOUND VERB** COMPOUND DIRECT OBJECT

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UNIT 2 | 131

Additional Practice

Compound Subjects, Verbs & Direct Objects

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

COMPOUND SUBJECTS

COMPOUND VERBS

COMPOUND DIRECT OBJECTS

Answers will vary.



Pronouns & Antecedents

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

- Samantha felt the wind as she raced through the tall pine trees.
- Tyler and Walter will be ready for a picnic lunch after they prepare the broccoli and carrots.
- The tour guide stopped for a moment. The tourists were glad that they could sit and rest.
- Please measure the flour and pour it into the mixing bowl.
- Jonah could hardly wait for Saturday; he would finally get to help Grandfather on the farm!

Additional Practice

Pronouns & Antecedents

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

- Abigail prayed fervently. She wanted the child to recover.
- Where is my favorite book? I don't see it anywhere!
- The Williams family loves the outdoors; they go camping several times each summer.
- The captain is not awkward. He steers the ship courageously during the storm.
- When the cows entered the pasture, they immediately started grazing on the ryegrass.



132 | UNIT 2

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Run-on Sentences & Comma Splices

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

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

Fixed Run-on Sentences

The captain took a breath of cold air. A February storm was brewing.

Fixed Comma Splice Sentences

The boarder is comfortable; he is staying until the fourteenth.

Actually Jacob is the heir; he will manage the business now.

Additional Practice

Run-on Sentences & Comma Splices

Circle whether the sentence is a run-on or contains a comma splice, and then fix the sentence using one of the three ways shown on pages 106 and 116.

1. I love broccoli it's so good for me.	RUN-ON COMMA SPICE
2. The _____ als.	RUN-ON COMMA SPICE
3. Broccoli is delicious we eat it all the time.	RUN-ON COMMA SPICE



PARENT/TEACHER

- Go over the unit ladders on pages 134 and 135 with the child, making sure the child can pronounce each geographical location.
- Dictate the sentences.



Have the child underline the direct object. The direct object receives the action. You can find the direct object by asking "who" or "what." I'll learn *what*? [language]

[Place a comma after introductory prepositional phrases that are four words or longer.]

1. In the near future, I'll learn a new language.
2. Below the cruel cliffs, the waves pounded the island.

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



STUDENT

Monhegan Island

- The next book you will read for this course, *Marjorie*, takes place on Monhegan [mon-HAY-gan] Island. Read the facts above the postcard about Monhegan Island. Then look at the images on the next page and imagine that you are visiting the island. Fill out the postcard in your own words, using some facts you read to let a friend know about the island. Write neatly!

- Monhegan Island, 10 miles off the coast of Maine in the United States, is a beautiful vacation spot and also home to many artists and fishermen.
- A lighthouse built on the island almost 200 years ago still stands but is now operated by a computer.
- On the island you won't find any paved roads since it is less than two miles long and less than one mile wide, but it features more than 10 miles of nature trails through thick forests and beautiful meadows and along stunning ocean cliffs.
- From this tiny island, you can see magnificent ocean views, lovely homes with beautiful flower gardens, stony beaches, whales, morning fog, birdlife, seals, and stunning sunsets. You can also see the northern lights toward the end of the summer.



Commas in a Series

- Read and complete the section.

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



Examples:

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

Separating phrases: I hiked, visited friends, and wrote a book.

Separating clauses: In winter Monhegan Island is snowy, most people leave, and tourists do not visit.

Determine if the commas in each sentence are separating words, clauses, or phrases and underline the correct answer.

1. Monhegan's woods have ferns, wildflowers, and mosses. Words | Phrases
2. I saw cliffs, felt the fog, and smelled flowers. Words | Phrases
3. The island is scenic, small, and quiet. Words | Clauses
4. You can rest, you can fish, or you can hike. Words | Clauses

Insert commas where needed.

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

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

Wildlife in Monhegan

- 600 varieties of wildflowers
- 200 species of birds
- rare plants

Ways to make a living in Monhegan

- creating art
- lobster fishing
- tourism

words in a series

phrases

Homophones

- Circle the correct word for each sentence.

- **SIDE:** I sat on the left side of the room.
 - **SIGHED:** Julie sighed as she sat down.
 - **SEAM:** She was learning how to sew a straight seam.
 - **SEEM:** Does she seem sad to you?
1. We stayed on the **sighed** / **side** of the road.
 2. This doesn't **seam** / **seem** right to me.
 3. The **seam** / **seem** came unraveled.
 4. Jane really **seems** / **seams** to like her siblings.
 5. When the routine was over, Harmony **side** / **sighed** in relief.
 6. I like my chicken with a **side** / **sighed** of barbecue sauce.



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

Spelling Workshop

Contractions

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

we will we'll	she has she's	what is what's
have not haven't	did not didn't	it will it'll
he will he'll	should not shouldn't	that will that'll

Key: she's | what's | that'll | we'll | haven't | didn't | it'll | he'll | shouldn't

Commonly Confused Words

Study the Commonly Confused Words **DESERT** and **DESSERT** on page 135. Then write a sentence that uses each word correctly.

desert

dessert The child should have written sentences that correctly use each Commonly Confused Word.

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

- It can be hard to accept ~~except~~ our trials.
- I love all kinds of chocolate accept ~~except~~ for white chocolate.

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They're | Their | There

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

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

Number Prefixes

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

mono-	one
bi-	two
tri-	three
quad-	four
penta-	five
hexa-	six

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

UNIT 3 | 139

STUDENT

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

New Concept <

Dependent Clauses & Subordinating Conjunctions

- Read and complete the section.

An **independent clause** can stand on its own as a sentence.

Independent Clause Has 1) A subject 2) A verb 3) A complete thought

A **dependent clause** cannot stand on its own as a sentence. It has a subject and a verb, but it does not have a complete thought.

Dependent Clause Has 1) A subject 2) A verb

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

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

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

Because it's cold		Before you come	
I love pie.		I walked home.	
After we eat		Since you left	

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

Common Subordinating Conjunctions			
after	by the time	only if	until
although	even if	since	when
as long as	even though	till	whenever
as soon as	if	though	wherever
because	once	unless	while

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

When you are ready, we will leave.

Dependent clause Couldn't stand on its own as a sentence	Independent clause Could stand on its own as a sentence
--	---

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

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

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



UNIT 3 | 141

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

1. _____ we saw the lighthouse, we were saved.

2. _____ Answers will vary. Appropriate subordinating conjunctions would include because, after, since, if, when, etc.

3. _____ you left, there was a big storm.

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

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

1. Because the cat had kittens

The cat had kittens.

2. When I take a walk

I take a walk.

3. Even though my leg is broken

My leg is broken.

4. Since you love to read

You love to read.

Editing

- Edit the article. Use the hints below the paragraph or cover them for an extra challenge.

Sidney Baldwin: Author & Illustrator

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



Insert Comma = 1 mistake Place a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses.

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

Insert Apostrophe = 2 mistakes Use apostrophes in possessive nouns.



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

Writing Workshop

Rewriting Awkward, Wordy Sentences

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

What do you think of these sentences?

Author Sidney Baldwin really had a way with words. Her way with words was clever and beautiful and made scenes come alive. Using sensory language in clever ways, she made the stories really come to life.

See how we can write this information in a less awkward and wordy way:

Author Sidney Baldwin really had a way with words. Her clever and beautiful writing was packed with sensory language that brought her stories to life.

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

Step 1 Open a blank word-processing page on a computer. Rewrite the following paragraph, making it easier to read and less awkward and wordy.

The child should have rewritten the paragraph. Sample answer:

On Tuesday home from that day. Anna it was hurt rabbit and The cold wind whipped across the field as Anna walked home from school Tuesday afternoon. Suddenly Anna saw a rabbit limping along. It was hurt! She picked up the injured rabbit and tucked it gently into her warm coat.

Step 2 When your parent or teacher has time, have him or her review the paragraph that you wrote.



Being a Light When You Write!

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

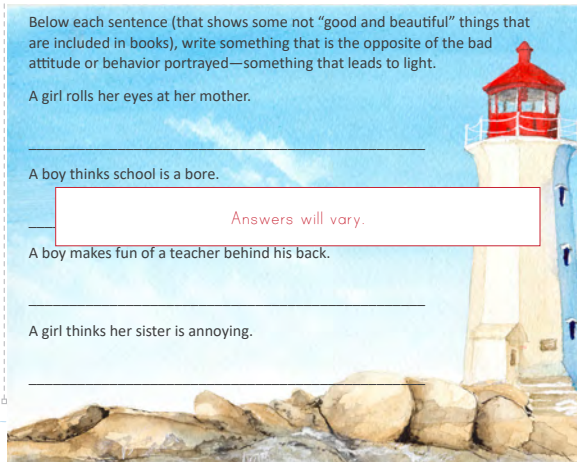
Below each sentence (that shows some not "good and beautiful" things that are included in books), write something that is the opposite of the bad attitude or behavior portrayed—something that leads to light.

A girl rolls her eyes at her mother.

A boy thinks school is a bore.

A boy makes fun of a teacher behind his back.

A girl thinks her sister is annoying.



LESSON
44



PARENT/TEACHER

□ Dictate the sentences.

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

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

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

- roe [ROW]—fish eggs (He spread the roe on his toast.)
- nuisance [NEW-sense]—an obnoxious or annoying thing (That loud noise is such a nuisance.)
- prow [PROW]—the forward point of a ship (She stood in the prow of the boat.)
- tweed [TWEED]—rough, woolen fabric (The tweed coat was sturdy and warm.)
- deliberately [dih-LIB-er-et-lee]—on purpose (He deliberately disobeyed; it wasn't an accident.)

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



STUDENT

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

Dependent Clauses & Subordinating Conjunctions

Common Subordinating Conjunctions				
after	because	if	till	when
although	by the time	once	though	whenever
as long as	even if	only if	unless	wherever
as soon as	even though	since	until	while



□ Read and complete the section. Refer to page 141 if needed.

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

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

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

Answers will vary.

Assigned Reading

□ Read Chapter 1 of *Marjorie* and complete the section.

Write the first name of each character by his or her description. Refer to *Marjorie* if needed.

Lucy used to be Marjorie's nurse when Marjorie was a little girl; had married Dan and moved to Monhegan Island

Marjorie a city girl; an only child; not excited to be coming to stay on the island; has a spoiled attitude

Dan Lucy's husband; a lobster fisherman

Emma a cheerful girl with long red curls who lives on the island and finds it beautiful and wonderful

Answers will vary. Complete sentence examples are given below. writing.

Why does Marjorie come to stay on the island? Marjorie comes to stay on the island for the summer because her father is ill and her mother is taking him to a place in Europe for a cure.

How does Marjorie act when her mother leaves? Before her mother leaves, Marjorie makes a rude comment and throws herself crying on the couch. She continues to cry even after her mother leaves.



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

Writing Workshop

Learning from the Masters

Sidney Baldwin uses colors in Chapter 1 of *Marjorie* to make the scenes come alive. Read these excerpts and circle the colors used.

The long gray shadow on the horizon that her mother pointed out as Monhegan grew larger, and spots of white turned into houses, with the tallest thin one a lighthouse.

and poured a glass of milk from the white pitcher.

a slender gray eyed girl of eleven, with long red curls,

Great clumps of lupine blue pink and white were a background for tulips, narcissus, and hyacinths.

The hundred-year-old house was square and steep-roofed, with gray shingled walls.

Rewrite each sentence, adding in descriptions that use one or more colors.

The vine of roses climbed up the side of the home.

His daughter laughed.

Answers will vary but should include descriptions that use one or more colors.

The wind sighed through the island cliffs.



STUDENT

New Concept Dependent Clauses & Prepositional Phrases

Read and complete the section.

Each sentence below begins with a prepositional phrase or a dependent clause. A dependent clause has both a subject (who or what is acting or being) and a verb, but a prepositional phrase does not have either of these. **After each sentence write whether it is a dependent clause or prepositional phrase.** (Ask yourself if there is a subject and a verb or not.) This exercise also gives you practice spelling these words: dependent, clause, prepositional, and phrase.

As he watched, three men appeared on the balcony. dependent clause

On this island the weather changes rapidly. prepositional phrase

After that spring came quickly. prepositional phrase

In the long evenings, the housewives went a-visiting. prepositional phrase

When the wind was at their backs, all was well and good. dependent clause

Between the lighthouse and the fog, a continuous battle waged. prepositional phrase

After the harvest began, they were turned loose. dependent clause

Commas in a Series

Read and complete the section.

Use commas to separate three or more words, phrases, or clauses in a series. **Insert commas where needed.**

- The weather on the island is cold, cruel, and often unpredictable.
- His knowledge, hard work, and determination will make a difference in his future.
- I look forward to fixing the engine, painting the furniture, and studying a new language.

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Homophones

Fill in each blank with the correct homophone.

- DEER:** I saw a deer in the forest.
 - DEAR:** My mother is dear to me.
 - RIGHT:** Turn right. | That's the right answer.
 - WRITE:** When will you write a book?
- I see a deer right over there.
 - I think you made the right choice.
 - My dear aunt will write a card for my sick grandfather.

Assigned Reading

Read Chapter 2 of *Marjorie*, and then circle the correct answers.

- What is in the center of the island?
A MEADOW | A LAKE | A SWAMP
- Marjorie never ate her dinner. TRUE | FALSE
- What does Emma show Marjorie?
FLOWERS | SEASHELLS | DRIFTWOOD

PERSONAL READING

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

UNIT 3 | 119

Spelling Workshop

Contractions

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

we'll we will	she's she has	what's what is
haven't have not	didn't did not	it'll it will
he'll he will	shouldn't should not	that'll that will

Commonly Confused Words

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

- Grandma makes the best (desert | dessert)!
- Utah is classified as a (desert | dessert).
- The (desert | dessert) is a tremendously dry place to reside.
- In cold (deserts | desserts) fog and snow are forms of precipitation.
- My favorite type of (desert | dessert) is ice cream.

Words with AL & Spelling Rule: Consonant + LE

Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L.

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

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

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

 funeral funeral	 wrinkle wrinkle	 vehicle vehicle
 cathedral cathedral	 miracle miracle	 general general

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PARENT/TEACHER

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

His Eye Is on the Sparrow

By Civilla D. Martin



<p>Why should I feel discouraged, why should the shadows come, Why should my heart be lonely, and long for Heav'n and home, When Jesus is my portion? My constant friend is He: His eye is on the sparrow, and I know He watches me; His eye is on the sparrow, and I know He watches me.</p> <p>I sing because I'm happy, I sing because I'm free, For His eye is on the sparrow, and I know He watches me.</p> <p>"Let not your heart be troubled," His tender word I hear, And resting on His goodness, I lose my doubts and fears; Though by the path He leadeth, but one step I may see; His eye is on the sparrow,</p>	<p>and I know He watches me; His eye is on the sparrow, and I know He watches me.</p> <p>I sing because I'm happy, I sing because I'm free, For His eye is on the sparrow, and I know He watches me.</p> <p>Whenever I am tempted, whenever clouds arise, When songs give place to sighing, when hope within me dies, I draw the closer to Him, from care He sets me free; His eye is on the sparrow, and I know He watches me; His eye is on the sparrow, and I know He watches me.</p> <p>I sing because I'm happy, I sing because I'm free, For His eye is on the sparrow, and I know He watches me.</p>
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- Check the child's work when this lesson has been completed.

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STUDENT

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

New Concept **Commas with Dependent Clauses**

- Read and complete the section.

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

Examples:

When you finish the book, we will go to the park.
We will go to the park when you finish the book.

- Underline the dependent clauses and insert commas where needed.

- Although the sun is shining I am cold.
- I am cold although the sun is shining.
- When I say my prayers I am strengthened.
- I am strengthened when I say my prayers.
- Whenever I feel discouraged you cheer me up.
- You cheer me up whenever I feel discouraged.
- After the sun set we roasted hot dogs.
- We roasted hot dogs after the sun set.

Quotation Punctuation

- Read and complete the section.

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

Examples

Correct: David cried, "Follow me." Incorrect: David cried "Follow me."

Insert commas where needed. Insert periods where needed.

- Tyra called out, "Look at the beautiful daisies!"
- Ben said, "It is late. I'll finish reading the book tomorrow!"
- Dad laughed and said, "Oh dear! That was a funny joke!"

Assigned Reading

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

The child should have written a summary of Chapter 4 that is 3–6 sentences long.

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

A letter arrives announcing that Marjorie's father is still sick, so Marjorie won't be able to join her parents as planned. She's not sure she wants to stay on the island, but when Marjorie finds out that Dan thinks a boarding school is better for her, she is disappointed. Marjorie is surprised to find out that her bad behavior created the problem. She promises Dan that she will do better helping Lucy and showing gratitude if given a chance! Everyone is happy when Dan and Lucy decide that Marjorie can stay on the island for the winter.

Monhegan Island



PERSONAL READING

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

Spelling Workshop

Words with Silent U

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

biscuit disguise guard guilty guess guide guitar

I am the name of a person who directs a tour. **guide**

I can be a dog, a person, or an action, and I rhyme with hard. **guard**

Best followed by an apology, I am sometimes a feeling. **guilty**

Often slathered with butter, I am round and edible. **biscuit**

My strings can be plucked to provide a pleasant noise. **guitar**

I like to hide an identity, but most often I am worn for fun. **disguise**

I might be a correct answer arrived upon by chance. **guess**

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They're | Their | There

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



Circle the correct words.

- Look at all the deer in that field over **their** **(there)**.
- Their** **(They're)** moving all **(their)** **they're** furniture into a moving truck.

Words with IE

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

believe belief fierce niece priest field achieve

1 syllable: field, fierce, niece, priest

2 syllables: believe, achieve



UNIT 3 | 155

LESSON 48



PARENT/TEACHER

- Dictate the sentences.

[When a dependent clause is at the beginning of a sentence, set it off with a comma. See page 153 if needed.]

- When you sighed, it didn't make a difference.
- If you come, you won't be disappointed.
- As you move forward, your future will be positive.

[Set off an interjection at the beginning of a sentence with a comma. See page 24 if needed.]

- Oh dear, it's getting late.
- Yes, a deer seems to be on this island.
- Well, we'll just laugh about it.

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



STUDENT

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



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

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Homophones

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

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

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

Quotation Punctuation

- Read and complete the section.
- Place periods inside quotation marks.
- Separate quoted material with a comma.

Examples

Correct: David cried, "Follow me." **Incorrect:** David cried "Follow me".

Insert commas where needed. Insert periods where needed.

- "I told you he was terrible" said Emma after two or three days.
- "Spring stays here in the island" Lucy swung open the gate and let her guests enter. "I've saved a lot of seedlings, so you can have your own flower bed"
- "We'll go to the light, of course" said her mother. "Get your sweater; it's still cool"

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Idioms/Context Clues

- Read the idioms in the context of a sentence. Then, by the description of each idiom, write the letter of the sentence that contains the idiom.

A

I can't work: I'm feeling under the weather.

B

We'll break new ground; no one has thought of this idea!

C

Don't miss the boat; this job is a great opportunity.

B do something in a new and unusual way

[Origin: Digging before building or planting.]



C miss an opportunity

[Origin: A person missed getting on the boat, and it sailed away.]

A to feel sick

[Origin: When a sailor was seasick because of bad weather causing a stormy sea, he was sent below deck to recover.]

Assigned Reading

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

- Jock put burrs in Marjorie's hair. TRUE FALSE
- Dan used old dominoes to help Marjorie with math. TRUE FALSE
- Marjorie is scared of the spinning wheel. TRUE FALSE
- Lucy agrees to teach Marjorie how to use the spinning wheel. TRUE FALSE

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UNIT 3 | 157

Writing Workshop

Writing a Thank-You Note

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

Thank you 2/3/2022

Dear Aunt Heidi,

I wanted to say thank you for being such a great example in my life.

One thing that I love about you is how cheerful you are. You make me feel happy when I am around you. I feel lifted and strengthened by the hope and joy you carry.

In addition, you have taught me to love good books. It is so fun to talk about books with you and share our favorites.

Truly, I am blessed to have you as an aunt.

With love,

Answers will vary.

CHECKLIST

- I followed the format shown above. (Your closing can be SINCERELY, WITH GRATITUDE, IN CHRIST, or whatever you would like.)
- I wrote at least five sentences. (EXPAND on your ideas. Don't just say thank you for being nice. Give specific examples and explain how they affect you.)
- I left a space between paragraphs.

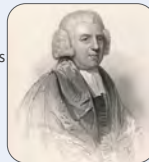
LESSON 49



PARENT/TEACHER

- Have the child read this section to you.

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



Amazing Grace

By John Newton



Amazing Grace, how sweet the sound,
That saved a wretch like me.
I once was lost but now am found,
Was blind, but now I see.

'Twas Grace that taught my heart to fear,
And Grace, my fears relieved.
How precious did that Grace appear
The hour I first believed.

Through many dangers, toils and snares
I have already come;
'Tis Grace that brought me safe thus far
and Grace will lead me home.

The Lord has promised good to me.
His word my hope secures.
He will my shield and portion be,
As long as life endures.

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

The earth shall soon dissolve like snow,
The sun forbear to shine;
But God, who called me here below,
Will be forever mine.

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



STUDENT

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

New Concept

Quotation Punctuation: Part 2

- Read and complete the section.

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

Examples

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

Incorrect: "he is not rich," David said, "But he is kind."

Place three short lines (≡) under letters that should be capitalized. Write *lc* above letters that should be lowercase.

- the engine died," sighed Wes, "lcSo I'll need to fix it."
- Aunt Jane said, "lcwe look forward to our future trip."
- "lcthat's true," Glen laughed, "lcAnd it's quite funny."
- "lcif you come," Mom said, "lcWe'll have a picnic."
- "lcin the old barn," Jeff explained, "we have a new colt."
- "It rained," Karen explained. "lcwe didn't go camping."
- "lccome here, kitty," Dad called. "lcdon't get trapped."

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Assigned Reading

- Read Chapters 6 and 7 of *Marjorie*, paying close attention to Aunt Melvina's example. Then write a paragraph about something you learned from Aunt Melvina. Expand your ideas, giving examples and your own thoughts. Your paragraph should be at least five sentences long.

Answers will vary.



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

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"Earth laughs in flowers . . ." —Ralph Waldo Emerson

Many homeowners in Monhegan cultivate beautiful flowers in their yards like those shown on this page. How amazing it is that God has given us the opportunity to improve spaces and create beauty in the world around us.



Spelling Workshop

Contractions

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



Number Prefixes

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



mono-	one
bi-	two
tri-	three
quad-	four
penta-	five
hexa-	six

Spelling Rule: Drop the E

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.

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

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

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



apologizing



believed



bruised



arguing



aching



analyzed



STUDENT

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

Commas with Dependent Clauses

- Underline the dependent clauses and insert commas where needed. One of the sentences has two dependent clauses. Refer to page 153 if needed.
 - If this doesn't work, I'll have to go back to the drawing board.
 - Even though I warned him not to work too hard, he is definitely burning the midnight oil.
 - You should rest if you are feeling under the weather.
 - If you are feeling under the weather, you should rest.
 - Although it is a difficult hike, I would go with you at the drop of a hat.
 - Because this has never happened before, you are breaking new ground.
 - While you should be cautious, you also don't want to miss the boat when a great opportunity presents itself.
 - Unless you have a better idea, we should go back to the drawing board.
 - We should go back to the drawing board unless you have a better idea.

Assigned Reading

- Read and complete this section, reading each purple word aloud three times.

elaborate [ee-LAB-or-it] means complex because it has a lot of parts. (He has elaborate plans for the house; it will take years to build.)

festoons [fess-TOONS] means chain or garland decoration hung in a curve. (Festoons of flowers were hung on the walls.)
- Read Chapter 8 of *Marjorie*, and then complete the section.
 - Underline all the ways that Christmas was unique and special on Monhegan Island compared to what Marjorie was used to:
 - Most presents were bought, not made.
 - Every island child got a hand-knitted gift from Aunt Gertrude.
 - A mission boat dropped off books for Christmas.
 - Underline TRUE or FALSE: Marjorie seems to think Christmas on the island is quite boring compared to Christmas on the mainland. TRUE | FALSE
 - Underline TRUE or FALSE: Jock would not let his siblings go to the island Christmas party. TRUE | FALSE
 - Underline all the sentences that are true.
 - Marjorie was very reluctant to give a gift to Jock, but she did it anyway.
 - Lily, Jock's sister, refuses to take the gifts.
 - At first Lily thinks she is being tricked with the gifts.



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

Writing Workshop

Preparing to Write Hymn Lyrics

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

Analyzing Hymns

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

I Need Thee Every Hour

By Annie Sherwood Hawks
& Robert Lowry

I need Thee ev'ry hour,
Most gracious Lord;
No tender voice like Thine
Can peace afford.
I need Thee, O I need Thee,
Ev'ry hour I need Thee.
Oh, bless me now, my Savior,
I come to Thee.

Jesus Loves Me, This I Know

By Anna Bartlett Warner
& W.B. Bradbury

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

Prewriting

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

FREEWRITING AND BRAINSTORMING

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

DISCUSSION

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

CLUSTERING AND MAPPING

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

Keep your brainstorming ideas to use in Lesson 52!




ASSIGNMENT

- On a computer or a separate sheet of paper, the child should have used either the Freewriting and Brainstorming or the Discussion technique to come up with ideas for a hymn. (God's creation, God's love, praise, and so on.)
- Do a Clustering and Mapping activity on a separate sheet of paper. On a separate sheet of paper, the child should have created a brainstorming cluster with "shepherd," "love," "faith," or his or her own word in the middle circle.

LESSON
51



PARENT/TEACHER

- Quiz the child on the Challenging Spelling Words (p. 133). Dictate the words aloud and have the child write them on a whiteboard. If any words are misspelled, consider doing extra practice for the spelling words by quizzing the child on the words daily or by using the Spelling Practice Sheets in the Appendix of this course book.
- Have the child read these terms and their definitions to prepare for reading *Marjorie*.
 - **geranium** [juh-RAY-nee-um]—the type of flower shown here (What pretty geraniums!) 
 - **grimace** [GRIM-ihs]—an ugly or painful facial expression (The grimace on her face shows she's in pain.)
 - **salve** [SAHV (Silent L)]—a healing or protecting ointment for the skin (He applied the salve to his wind-worn hands.)
 - **incredulous** [in-CRED-jew-lihs]—finding it hard to believe something (She looked at me incredulously, obviously not believing me.)
 - **tempestuous** [tem-PES-chew-uhs]—stormy, strong weather or emotions (Her tempestuous outburst surprised us all; she's usually so calm.)
- Check the child's work when this lesson has been completed.



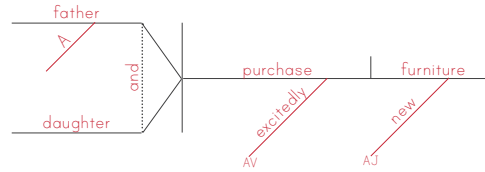
STUDENT

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

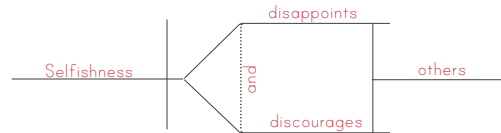
> Sentence Diagramming <

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

A father and daughter excitedly purchase new furniture.



Selfishness disappoints and discourages others.



Draw your own lines as you diagram this sentence:

Kindness and love make a big difference.







Editing



- Edit the section of the story. Use the hints below the paragraph or cover them for the extra challenge of figuring out on your own how many and what types of errors to look for. However, check the hints to see a new editing mark.

"Lucy, come and see our new puppy" Jane said. "He is so cute and he is only six weeks old"
 [A smile spread across Lucys face as she said "Dogs are my favorite animals so I would love to go" In five minutes the two girls had arrived at Jane's house.
 "Come here, Gus" called Jane. A big box in the corner wiggled and the cutest little face popped up.
 "Oh, he's so adorable! It's a precious puppy!" cried Lucy as she clapped her hands. "It's so fun to have a puppy!"

-  **Insert Comma = 6 mistakes** Place a comma before a coordinating conjunction that joins two independent clauses OR to separate quoted material.
-  **Insert Period = 3 mistakes**
-  **Insert Apostrophe = 5 mistakes** Use apostrophes in possessive nouns and in contractions of the words "it is" or "he is."
-  **Move Left = 1 mistake** Don't indent the first line of a paragraph farther than the other paragraphs are indented.

> Assigned Reading <

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

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

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

The shift in Marjorie's attitude while reading *Marjorie* has been a wonderful experience. When Marjorie comes to the island, she is a very selfish child who wants nothing to do with it or the people living there. Instead of helping around the house, she expects Lucy and Dan to do things for her. However, as Marjorie spends her days on Monhegan, a change begins to take place. Although she starts out as a sickly girl from the city, she turns into a vibrant girl who loves the island. As this change takes place, Marjorie also becomes a kind, loving girl with a wonderful sense of empathy for others who have come from different backgrounds than she has.



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

Spelling Workshop

They're | Their | There

Fill in the blanks with the correct word.

- Jesse saw a deer over there.
- The fishermen are disappointed that their nets are not full.
- They're checking the boat's engine before leaving the island.
- The Brown family is looking forward to their picnic.
- His neighbors' furniture is in the truck; they're moving to Texas.
- There are many benefits to being optimistic.

Words with IE

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

believe
belief
fierce
niece
priest
field
chief
achieve



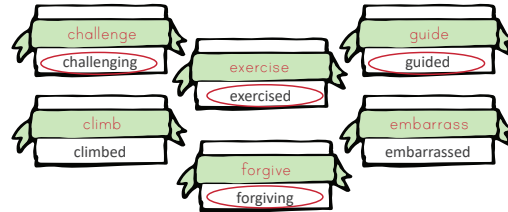
believe priest
belief field
fierce chief
niece achieve

166 | UNIT 3

Spelling Rule: Drop the E

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.

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



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



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STUDENT

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

Quotation Punctuation: Part 2

- Read and complete the section. Refer to pages 152 and 158 if needed.

Read these idioms and their meanings:

- **Hit the roof:** explode in rage
- **Run out of steam:** become tired, lose momentum (force of speed)
- **To bear fruit:** to produce results

Place three short lines (≡) under letters that should be capitalized. Write *lc* above letters that should be lowercase.

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



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

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Writing Workshop

Writing Hymn Lyrics

The child should have followed the instructions below to write a hymn on the computer.

- Take out the brainstorming ideas you did in Lesson 50.
- Use those ideas and phrases, words from below, and/or ideas sparked by the images on the next page to write a hymn on the computer, following these guidelines:
 - Give your hymn a title.
 - Keep the lines of your hymn short.
 - Have a consistent rhyme scheme. (For example, 1st and 3rd lines rhyme, or 2nd and 4th lines rhyme, or 1st and 2nd and 3rd and 4th lines rhyme.)
 - Include two to four verses. Each verse should have the same number of lines.
 - You can include a refrain (a part that is repeated after each verse), but you don't have to.
 - Keep the perspective the same—either speaking to God (Thou, Thine, Thee) or speaking about God (He, His).

Tip: With the permission of your parent or teacher, consider using an online rhyming dictionary.

Idea Sparkers

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

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PARENT/TEACHER

- Dictate the sentences.

[When a dependent clause is at the beginning of a sentence, set it off with a comma. See page 153 if needed.]

- If a hurricane hits the island, I'll guard your daughter.
- If you'll fix the engine, I'll give you lessons in language arts.
- If the audience doesn't laugh, don't feel disappointed.

[Set off an interjection at the beginning of a sentence with a comma.]

- Oh dear, I can't predict the future.
- Yes, it seems your furniture's seams are coming undone.
- Well, he just sighed and told us to move forward.

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



STUDENT

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



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

Homophones

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

- IT'S:** It's (it is) early in the day. | **ITS:** The cat hurt its paw.
- WHO'S:** Who's (who is) coming? | **WHOSE:** Whose hat is that?
- SIDE:** A snake is on the side of the road. | **SIGHED:** Shelly sighed.

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

Quotation Punctuation

- Read and complete the section.

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

Examples:

Correct: David cried, "Follow me." Incorrect: David cried "Follow me".

Finish each sentence using your imagination and correct quotation punctuation.

- Shanice shot up from the grass and said _____

The child should have finished each sentence and used correct quotation punctuation.

- Grad _____

Assigned Reading

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

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

Answers will vary.

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

Answers will vary.

- Did the book end the way you expected, or was the ending a surprise?

Answers will vary.



Spelling Workshop

Challenging Spelling Words

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



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

Commonly Confused Words

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

- I ate so much dinner; I am not sure I have room for (desert | dessert).
- The Atacama (Desert | Dessert) is one of the driest (deserts | desserts) in the world.
- I need to make a (desert | dessert) for the party.
- I found an arrowhead in the (desert | dessert).

172 | UNIT 3

Words with AL & Spelling Rule: Consonant + LE

Every syllable has to have a vowel, so a **Silent E** is added to syllables ending with a consonant + L.

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

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

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



example
example



federal
federal



diagonal
diagonal



legible
legible



several
several



pinnacle
pinnacle

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LESSON
54



PARENT/TEACHER

- Dictate the sentences, which are review sentences from Unit 2.

Have the child underline the pronoun and circle the antecedent in each sentence. See page 54 if needed.

- Amy avoided an awkward situation as she ran the meeting.
- The governor praised the boy for the courageous answer he gave.

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



STUDENT

Art

- Read and complete the section.

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



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



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Writing Workshop

Learning from the Masters

Sidney Baldwin has many great examples of using well-chosen verbs (verbs that bring the sentence to life) in *Marjorie*. Study the examples of the strong verbs she used (purple sentences) compared to examples of weaker verbs she could have used.

- Well-Chosen Verb:** She flew into Lucy's arms.
- Weaker Verb:** She went into Lucy's arms.
- Well-Chosen Verb:** The land dipped again to a valley whose shore was washed by the blue sea rolling in lazily.
- Weaker Verb:** The land went down again to a valley where waves came up on the shore.
- Well-Chosen Verb:** A breaking wave showered them with spray.
- Weaker Verb:** A breaking wave got them wet with spray.

Now you try it! For each underlined word, write a verb you could use instead that would bring the story to life. If needed, use an online thesaurus with permission from your parent/teacher.

Wesley went into the forest. _____

Kate got up. _____

The s_____ Answers will vary.

Quinn looked behind the curtain. _____

Megan took a flower from the garden. _____

The stream moved down the hill. _____

UNIT 3 | 173



STUDENT

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

The Bahamas



- On the map (in the blank box) draw a compass rose and label each cardinal direction: north, east, south, west. A mnemonic for remembering the order of the cardinal directions going clockwise is “Never eat soggy waffles.” Then read the section and fill in the blanks.

Look at The Bahamas, the green islands on the map. The Bahamas lie in the Atlantic Ocean just south of Florida. These islands are an **archipelago**, which is the term used to describe a group or chain of islands.

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

The **equator** is the 0° line of latitude, or the starting point for measuring latitude. The equator is lower than The Bahamas, so it is not on this map, but it divides the earth into two hemispheres: the Northern Hemisphere and the Southern Hemisphere. The 0° line of longitude (not shown on this map) is called the **prime meridian**. Another line of measurement on this map is the **Tropic of Cancer**. This imaginary line runs across the globe at about 23° north of the equator and is the location where the sun is exactly overhead on June 21 each year. Point to the 20°

N line. This is a line of latitude because it circles the globe from east to west. Find the 76° W line. It is a line of longitude circling the globe from north to south. The 78° W longitude line runs through Andros Island. The dashed line that crosses through Long Island is the Tropic of Cancer.



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UNIT 3 | 175



“Cloudy High Mountain Landscape” by Carl Julius Ludwig (1839–1901), c. 1901 * (p. 10)

Commas with Dependent Clauses

- Underline the dependent clauses and insert commas where needed. Refer to page 153 if needed.

- If this doesn't work, I'll have to go back to the drawing board.
- Even though I warned him not to work too hard, he is definitely burning the midnight oil.

- Write a sentence about the painting that **STARTS with a dependent clause** and describes how something sounds or feels. Don't forget the comma after the introductory dependent clause.

Answers will vary.



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

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Writing Workshop

Writing a Book Review

For this assignment you will write a book review.

1. Read the book review on this page. It includes different examples of opening paragraphs.

2. Read the directions and the example below to you and discuss ways to improve his or her book review.

- Include more (at least two) examples of opening paragraphs.

- Include more (at least two) examples of book reviews.

- Include more (at least two) examples of book reviews based on the author's message.

- Discuss the author's message in the book review.

- Mention other books you have read.

- Wrap up the review with a recommendation.

3. Read the book review you can include in your own review.

The child should have written a book review. If the child did not follow the directions, have him or her read the directions and the example below to you and discuss ways to improve his or her book review.

Book Review: *Marjorie*
By Student Name

Sometimes in life, we are faced with things that we don't want to do. However, it's important to keep an open mind and a good attitude because we never know what good or exciting things might happen. *Marjorie* by Sidney Baldwin is the perfect example of this.

Young Marjorie Jefferson is sent to Monhegan Island while her parents travel to Europe to find a cure for Marjorie's ailing father. Marjorie arrives with a poor attitude, but as she spends her days exploring the island and meeting the people who live there, she begins to realize that her time spent on the island might not be as bad as she originally thought.

One of the things I enjoyed about this book was how the author portrayed daily life on the small island. I enjoyed reading about the simple yet fulfilling life that the people of Monhegan Island lived. Additionally, I enjoyed reading about how the people of Monhegan Island interacted with one another and looked out for one another.

Another thing I enjoyed about this book was the messages that were taught. As I read about Marjorie and how she adjusted to life on the island, I appreciated the messages of love, kindness, and the importance of family that the author wove throughout the story.

I highly recommend this book for anyone who loves well-written books and is interested in reading about the adventures and experiences that come from life on a small island.

By Jenny Phillips

Opening Option 1: Some books are exciting. Some books are beautifully written. Some books, like *Flag in Hiding* by Dick Lamson, are both.

Opening Option 2: Have you ever read a book that was so engaging that you hardly realized how much you were learning from it? *Flag in Hiding* by Dick Lamson is a book like that.

Set at the height of the Revolutionary War, the book follows teenage boy who lives him the

author
the beautiful
fiction. The

ing this book,
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ks and is
arn about the

ort
T. FOR
G.
L. IN

- I started each sentence with a capital letter and ended with a period, question mark, or exclamation point.
- I capitalized names of people and places.

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UNIT 3 | 177



STUDENT

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

The Caribbean

- On the map (in the blank box) draw a compass rose and label each cardinal direction: north, east, south, west. A mnemonic for remembering the order of the cardinal directions going clockwise is "Never eat soggy waffles."



- Read the section and fill in the blanks.

The Caribbean comprises over 7,000 islands, which include **islets** (small rocky islands), **cays** (reefs with enough built-up sediment to create a small, flat island), and **reefs** (chains of rocks, coral, or ridges of sand close to the surface of the water). The Caribbean islands are largely situated on the Caribbean tectonic plate. Many of the Caribbean islands were formed by earthquakes or volcanic activity that has occurred along the boundary of this tectonic plate. On the map, slide your finger along the group of islands that make up the Lesser Antilles. This arc of islands, created almost entirely by volcanic eruptions, lies along the eastern boundary of the Caribbean Plate. Of the many volcanoes located here, five of them are active.

Point to the Greater Antilles. While there are a few volcanoes in the Greater Antilles, most of them are inactive. Situated in the Greater Antilles are several island countries, including Cuba, the Cayman Islands, Jamaica, Haiti, the Dominican Republic, and Puerto Rico, which is a territory of the United States.

Do you remember what those vertical and horizontal lines on the map are? The imaginary lines that run from east to west are called lines of

_____ latitude _____. Lines of longitude run from _____ north _____ to _____ south _____. Using these lines, you can find _____ Cuba _____.



located at the intersection of 20° N and 75° W. North of that country is the Tropic of _____ Cancer _____, the sun's northernmost point in its yearly journey.

Reading Comprehension

1. In the box to the right, match these terms with their definitions.

cay	small rocky island
islet	chain of rocks, coral, or ridges of sand close to the surface of the water
reef	reef with enough built-up sediment to create a small, flat island

2. How many active volcanoes are in the Lesser Antilles? _____ five _____

3. List three of the countries or territories located in the Greater Antilles.

Answers may include Cuba, the Cayman Islands, Jamaica, Haiti, the Dominican Republic, and Puerto Rico.

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UNIT 3 | 179

Editing

- Edit the article, and then enjoy the photo of Jamaica on this page. For an extra challenge, this editing assignment does not give you hints of what to look for, except for this one: There are 12 mistakes total, including missing commas in a series.

Jamaica

In the caribbean sea the gorgeous island of Jamaica attracts vacationers with its pleasant weather and picturesque beaches. The mountainous interior of the island offers hikes with stunning views, an abundance of wildlife and plentiful waterfalls. Off the coastline there are patches of coral reefs where sharks, stingrays, and colorful fish can be observed. Since english is the official language, many people find travel within the island quite easy. As Christopher columbus once said, Jamaica is truly the "fairest island eyes have beheld."



Idioms/Context Clues

- Using the context clues in the sentences, draw a line connecting each idiom to its meaning and origin.

Take an umbrella; **it's raining cats and dogs** today.

A good babysitter doesn't let the children **get out of hand**.

Eli was **on the ball** yesterday; he organized the entire pantry.

Meaning	Idiom	Origin
doing a good job	it's raining cats and dogs	baseball term used to describe a good pitcher
get out of control	get out of hand	unknown
it's raining unusually hard	on the ball	from losing grip on the reins of a horse

Commas in a Series

- Read and complete the section.

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

1. She fed the chickens, goats, and sheep before playing in the creek.
2. The cruel weather disappointed him, the cold wind nipped at his nose, and the icy rain kept him unable to move forward.
3. Their language seemed strange, confused us, yet sounded melodious.

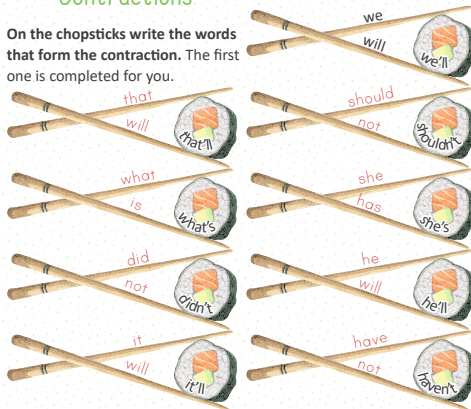


- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Spelling Workshop

Contractions

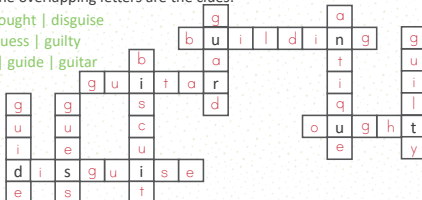
On the chopsticks write the words that form the contraction. The first one is completed for you.



Silent U

Write each green word, which contains a Silent U, in the crossword below. The overlapping letters are the clues.

biscuit | ought | disguise
guard | guess | guilty
building | guide | guitar
antique



Spelling Rule: Drop the E

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.

Each green word in the story has Spelling Rule: Drop the E applied. Cross out the vowel suffix and write the base word above the green word.

Laura's family **move**d into their new home Saturday morning. She tried **imagine** what her first day of school would be like. Mother **notice**d her daughter **mumble** to herself. "Laura, have you **practice**d introducing yourself? **Practice**ing now will help you be less nervous on Monday." Laura was **inspire**d by her mother's **encourage**ing words and asked her mother to assist her.

Following Spelling Rule: Drop the E, combine the base word on the frog with the vowel suffix on the lily, and then write the word on the lily pad.





STUDENT

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

Dependent Clauses & Prepositional Phrases

- Read and complete the section.

A dependent clause often starts with a subordinating conjunction (because, since, although, etc.) and always contains a subject and a verb.

After the sun rose, the newly fallen snow began to melt.

A prepositional phrase always starts with a preposition (above, under, before, at, of, into, etc.) and does NOT contain both a subject and a verb.

After the grand concert, we took a walk around the park.

To tell the difference between a dependent clause and a prepositional phrase, look to see if the group of words contains a subject and verb. In the sentences below, look for and underline any verb that comes before the comma. Then circle the item each sentence contains.

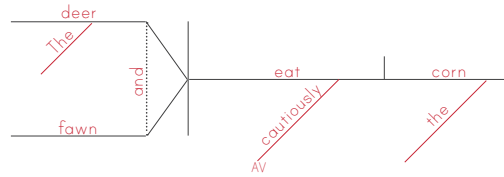
- Before the lovely picnic, Emma helped her father plant a fig tree.
DEPENDENT CLAUSE PREPOSITIONAL PHRASE
- Before Tom ate lunch, he taught his daughter how to draw a deer.
DEPENDENT CLAUSE PREPOSITIONAL PHRASE
- Since the seam ripped, Julie has not been able to wear her ivory dress.
DEPENDENT CLAUSE PREPOSITIONAL PHRASE
- Since February's storm, the pasture has been too muddy for the sheep.
DEPENDENT CLAUSE PREPOSITIONAL PHRASE
- Since Martha weeded the garden, Jesse decided to wash the dishes.
DEPENDENT CLAUSE PREPOSITIONAL PHRASE

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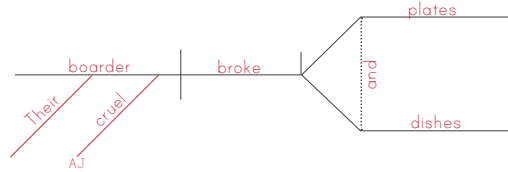
Sentence Diagramming

- Diagram the sentences. Refer to page 74 if needed. Note: Not all lines are given, and you must draw the missing lines.

The deer and fawn cautiously eat the corn.



Their cruel boarder broke plates and dishes.



Draw your own lines as you diagram this sentence:

Laura and Dan made a right turn.



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

UNIT 3 | 183

Writing Workshop

Writing About the Dominican Republic

For this assignment you will write a short paragraph about the geography of the Dominican Republic. You will use information from the "Facts" section, but you will write the information in your own words.

How to

You should type your paragraph on paper. Typing allows you to move words around, and edit it.

- Type (or write) one of your own. (You may copy words from your own words.)

- Where could you go to relax on the beach, dunes, and relax on the beach?
- A little smaller in size than the state of Georgia, the Dominican Republic offers visitors more than just serene beaches.

- Finish the paragraph, using the facts in the next column in your own words. You do not have to use all the facts. You can also reorganize the facts, taking some information from one sentence and combining it with part of another sentence, and so on.

- Conclude your paragraph with this sentence (or write your own), which wraps up the paragraph nicely: *With so much beauty, history, and wildlife, the Dominican Republic is a unique island country.*

- Review the checklist. Make any edits needed to your paragraph before marking the items on the checklist.

Facts About the Dominican Republic

- It is located on the eastern side of the Caribbean island of Hispaniola. It shares the island with Haiti.
- The Dominican Republic's Lake Enriquillo is the only saltwater lake in the Caribbean and the largest natural lake as

The child should have written a short paragraph about the geography of the Dominican Republic. If the child did not follow the directions, have him or her read the directions and the example paragraph below to you and discuss ways to improve his or her paragraph.

A little smaller in size than the state of Georgia, the Dominican Republic offers visitors more than just serene beaches. For example, the Dominican Republic offers a vast landscape with tropical rainforests, semidesert plains, rugged mountain ranges, and fertile valleys. In addition, more than 6,000 species of plants are found there, with over 2,000 of them, such as the Dominican cherry palm, found only in the Dominican Republic. Off the coast of the Dominican Republic are many small islands and cays, and each winter thousands of humpback whales can be spotted on their return to the warm waters found there. The Dominican Republic is truly a unique island country with so much beauty, incredible plants and wildlife, and an interesting history.

be found in the Cordillera mountain ranges.

city, became the first city in 1496.

of mountain ranges, tropical rainforests, and fertile valleys. 5% of the country remains

turn to the warm waters found there.

here, over 2,000 species of plants and animals, including the Dominican cherry palm.

- Off the coast are multiple small islands and cays.

CHECKLIST

- I used transitional words, such as FOR EXAMPLE, ALSO, ANOTHER, IN ADDITION, FIRST, SECOND, NEXT, TO BEGIN WITH, HOWEVER, BESIDES, ALONG WITH, and IN CONTRAST.
- I started each sentence with a capital letter and ended with a period, question mark, or exclamation point.
- I capitalized specific names of places and languages.



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STUDENT

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

Quotation Punctuation

- Read and complete the section.

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

David cried, "Follow me."

- A quotation begins with a capital letter if a full sentence is being quoted.
John asked, "Do you want to play baseball?"
- If a quotation is interrupted mid-sentence, do not capitalize the second part of the quotation.
"I did not win the race," David said, "but I tried my best."

Add correct quotation punctuation to the first two sets of sentences.

Using your imagination, write a quotation that is interrupted mid-sentence. Punctuation use may vary.

"Mother, look at my test," beamed Jess. "I studied a lot this week."

"Ouch," cried Nick. "You are a cruel rooster!"

"I'm proud of you," Mother said, "and I can see that your hard work paid off."

"Shoo," Heidi said as she chased the rooster away. "Nick, are you hurt?"

The child should have written a sentence that contains a quotation that is interrupted mid-sentence and uses correct punctuation.

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Dependent Clauses & Subordinating Conjunctions

- Read and complete the section. Refer to page 141 if needed.

Each dependent clause below is an unfinished thought. Circle the subordinating conjunction and finish the thought with a complete sentence.

- Since learning about our government, _____
Answers will vary.
- As long as we keep moving forward, _____

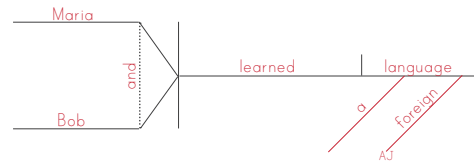
Start each sentence below with a dependent clause that contains a subordinating conjunction, and then circle the subordinating conjunction.

- _____ the difference never affected our friendship. Answers will vary.
- _____ Rick's laughter seemed to welcome the guests in an unexpected way.

Sentence Diagramming

- Diagram the sentence. Refer to page 74 if needed.

Maria and Bob learned a foreign language.



UNIT 3 | 187

Editing

- Edit the article, and then enjoy the photos of Puerto Rico on this page. Use the hints below the paragraph or cover them for the extra challenge of figuring out on your own how many and what types of errors to look for.

Puerto Rico

The main island of Puerto rico is rectangular, and it has three distinct geographic regions comprising o much of the main island. The center is filled with steep mountains covered by rainforest on the north side and drier scrub vegetation on the south side. o The western side of the island is home to sinkholes and caves, so the narrow lowland coastline is where the majority of puerto ricans live.

Some of the most unique spots in puerto Rico are the three bioluminescent bays, for only five of these bays exist in the world. There the water appears to glow when disturbed.

- Insert Comma = 3 mistakes Place a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses.
- Insert Period = 2 mistakes
- Capitalize = 4 mistakes Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.
- Close up extra space(s) = 2 mistakes



PERSONAL READING

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

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Spelling Workshop

They're | Their | There and It's | Its

Cross out any incorrect use of they're, their, there, it's, and its, and then write the correct word above it.

The Baker family is camping on the ~~there~~ ^{They're} working hard to set up their ~~its~~ ^{it's} tent, but ~~its~~ ^{it's} broken. Now the ~~their~~ ^{they're} are rising above ~~there~~ ^{their} tent, and ~~its~~ ^{it's} getting cold. Theo and Jason get ~~they're~~ ^{they're} ~~there~~ ^{there} gathering to start a fire. Dad is holding a ~~its~~ ^{it's} light helps Mom and Lucy see to repair the seam of ~~there~~ ^{their} tent. As the brothers get a ~~started~~ ^{started}, Lucy and Mom finish sewing. They put the tent up next to the tall pine ~~They're~~ ^{They're} ~~Their~~ ^{They're} exhausted and quickly climb into their sleeping bags.

Silent U

Write a silly story that uses all the green words with Silent U.

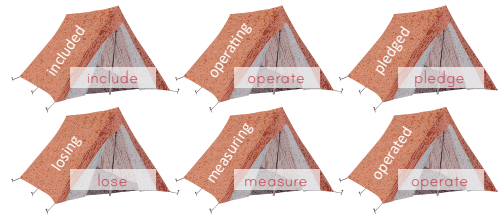
biscuit | ought | disguise | guard | guilty | building
guess | guide | guitar | antique

The child should have written a silly story that uses all the green words above.

Spelling Rule: Drop the E

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.

On each tent is written a word that has Spelling Rule: Drop the E applied. Write the base word in the opening of the tent.



Following Spelling Rule: Drop the E, write either the base word or the base word combined with the column's vowel suffix in each blank box.

Base Word	-ing	-ed
practice	practicing	practiced
notice	noticing	noticed
challenge	challenging	challenged
mumble	mumbling	mumbled
imagine	imagining	imagined
exercise	exercising	exercised
survive	surviving	survived

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UNIT 3 | 189

LESSON
59



PARENT/TEACHER

- Quiz the child on the Challenging Spelling Words (p. 133). Dictate the words aloud and have the child write them on a whiteboard. If the child has not yet mastered any of the spelling words, have him or her continue practicing the words as you continue on with the next unit. The child may simply practice by being quizzed on the words daily or by using the spelling practice sheets in the Appendix of this course book.
- Quiz the child on the unit ladders on pages 134–135.
- Check the child's work when this lesson has been completed.

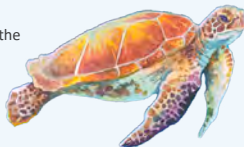


STUDENT

Art

- Read and complete the section.

Of the world's seven species of sea turtles, the warm waters of the Caribbean are home to six of them. Turn to Project 7 in your *Watercolor Around the World* book and follow the instructions to paint a sea turtle.



PERSONAL READING

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

190 | UNIT 3

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Writing Workshop

Learning from the Masters

Sidney Baldwin has many great examples of using well-chosen verbs (verbs that bring the sentence to life) in *Marjorie*. Study the examples of the strong verbs she used (purple sentences) compared to examples of weaker verbs she could have used.

- **Well-Chosen Verb:** Lucy hurried to her side.
- **Weaker Verb:** Lucy went to her side.
- **Well-Chosen Verb:** The boys could dash out, grab their own rope, and, flinging themselves on [their sleds], slide clear across the meadow.
- **Weaker Verb:** The boys could go out, get their own rope, and, putting themselves on [their sleds], go clear across the meadow.

Now you try it! For each underlined word, write a verb you could use instead that would bring the story to life. If needed, use an online thesaurus with permission from your parent/teacher.

The wind blew all night.

The Answers will vary.

Study the picture on the next page. Write a sentence about the picture that uses a weaker verb on each of the orange lines. Then, on the blank lines, rewrite the sentences using well-chosen verbs.

Answers will vary.



STUDENT

- Work on unit ladders (p. 193) for about 3 minutes.



Capitalization with Titles

For titles of books, songs, movies, newspapers, artwork, and magazines, always capitalize the first and last words and all other words except for articles (*the, a, and an*) and short unimportant words such as *and, as, but, in, of, to, or, at, if, or for*. Typed book titles are in italics. Handwritten book titles should be underlined.

Examples: *Ann and the Island Storm* | *Mpengo of the Congo*

- Write the title of each book with correct capitalization. These are other books by Evaleen Stein, the author of *Gabriel and the Hour Book*. Remember to underline the titles.

- the christmas porringer

The Christmas Porringer

- our little norman cousin of long ago

Our Little Norman Cousin of Long Ago

- child songs of cheer

Child Songs of Cheer

- among the trees again

Among the Trees Again

- our little frankish cousin of long ago

Our Little Frankish Cousin of Long Ago

196 | UNIT 4

Homophones

- MARY:** Give the book to Mary.
- MERRY:** Her merry voice lifted my heart.
- MARRY:** Jane is going to marry John.

- Circle the correct word for each sentence.

- Mary | Merry has such a marry | merry attitude.
- He is going to ask Jennifer to marry | merry him.
- Mary | Merry would like to marry | merry Jack.
- The man whistled a merry | Mary | marry tune.
- She served her neighbor with a merry | Mary | marry heart.
- He planned to merry | Mary | marry a woman who loved the Lord.
- The merry | Mary | marry child skipped down the street.

Vocabulary

Some words can function as more than one part of speech. For example, the word CLAMOR can function as a noun or a verb.

Clamor (noun): a loud, continued noise

Clamor (verb): to make a loud, continued noise

- For each sentence, determine if the word CLAMOR is used as a noun or verb and underline the correct choice.

- I heard the CLAMOR of the large crowd. NOUN | VERB
- He CLAMORED all day for justice. NOUN | VERB
- Their voices rose to a CLAMOR. NOUN | VERB
- The crowd CLAMORED for an encore. NOUN | VERB

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Parts of Speech

- Draw a line from each word in the sentence to its part of speech. Refer to the chart below if needed.

article	the, a, an
noun	a word for a person, place, or thing
pronoun	a word that replaces a noun
verb	an action or being word
adjective	a word that describes a noun
adverb	a word that describes a verb, adjective, or other adverb
preposition	a word that links words in a sentence, usually by showing position in time or space

Example Dad planted a garden for me.
 noun verb preposition noun article pronoun

- The dogs wait patiently for the boat.
 noun verb article adverb preposition noun article



- The dog runs in the fresh snow.
 verb article noun article adjective noun preposition



- Shasta is a present for a nice boy.
 proper noun verb article noun noun article preposition adjective



- The white dog loves the mountains.
 article noun adjective verb noun article



- The dalmatian is a very loyal dog.
 verb article noun article adjective adverb noun



- I like the dog with big droopy ears.
 pronoun noun verb article preposition adjective noun adjective



PERSONAL READING

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

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UNIT 4 | 197

Spelling Workshop

Contractions

Write the two words that make up each contraction (p. 7).

she'll she will	where's where is	he's he has
she'd she had	who'll who will	couldn't could not
should've should have	I've I have	you'd you would

Commonly Confused Words

Read the Commonly Confused Words section on page 193. Then underline the correct word choice for each sentence.

- Did you lose/loose) the keys?
- These khaki pants are much too (lose/loose).
- It is important to remain kind and happy, even when you (lose/loose).
- There is a screw in the tree house that looks a little (lose/loose).
- Please hold my hand; I don't want to (lose/loose) you in this crowd.
- Is your tooth (lose/loose)?

Plural Nouns

Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)

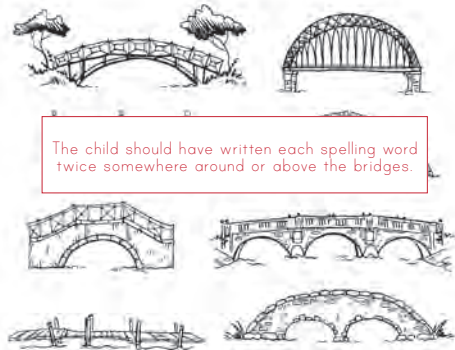
diary diaries discovery discoveries
 monkey monkeys boundary boundaries

Challenging Spelling Words

Write each Challenging Spelling Word twice: first broken into syllables and then not broken into syllables.

license (li-cense)	li-cense	license
listened (lis-tened)	lis-tened	listened
material (ma-ter-i-al)	ma-ter-i-al	material
measure (mea-sure)	mea-sure	measure
mirror (mir-ror)	mir-ror	mirror
nature (na-ture)	na-ture	nature
niece (niece)	niece	niece
physical (phys-i-cal)	phys-i-cal	physical

Write the spelling words from the above section around or above the bridges. Write each word twice.



PARENT/TEACHER

- Dictate the sentences.

[Place a comma after introductory prepositional phrases that are four words or longer.]

Have the child underline the articles [the, a, an] and circle the prepositions.

- With this piece of material, I'll make a skirt for my niece.
- In the line for a license, I listened to an audiobook.
- Alongside my young niece, I went on a nature hike.
- Far in the distance, the lake is a mirror.

- Have the child read these terms and their definitions to prepare for reading *The Clockmaker's Son*.
- waning [WAN-ing]—getting progressively smaller (My enthusiasm for the projects is waning.)
 - subdued [sub-DEWD]—low-spirited, mellow (Ella seemed subdued after her best friend moved away.)
 - rouse [ROWES]—awaken (I was roused from a deep sleep.)
 - radiant [RAY-dee-unt]—shining, bright (His radiant spirit was like the radiant sunlight.)
 - blithe [BLYHTH]—happy, cheerful (Her positive attitude made everyone feel blithe.)
- Check the child's work when this lesson has been completed.



STUDENT

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

New Concept Antonyms & Vocabulary

- Read and complete.

An **antonym** is a word opposite in meaning to another word.

Write the two vocabulary words from the previous column that are antonyms:

blithe subdued

Write the vocabulary word from the previous column that is an antonym to these words: *dark, dim*. radiant

Write the vocabulary word from the previous column that is an antonym to these words: *growing, expanding*. waning

Write the vocabulary word from the previous column that is an antonym to these words: *tire, go to sleep*. rouse

It's/Its

- Read the sentences below and underline the correct word choice for each sentence.

- It's/Its) time to get ready for our camping trip.
- I'll take vanilla; (it's/its) my favorite flavor of ice cream.
- My mom fancies this store because (it's/its) prices are so low.
- That bedraggled dog looks like it hurt (it's/its) leg.

New Concept

Imperative Sentences <

An imperative sentence gives a direct command. The subject is usually implied in the sentence, not directly stated, but it is still considered an independent clause and can stand on its own as a sentence.

Examples: Turn to the left. (*You turn to the left.*)

Please hand me that book. (*You please hand me that book.*)

Meet me at the library. (*You meet me at the library.*)

- Write three imperative sentences inspired by the photo of the Black Forest below. Each sentence should start with one of these words: listen, look, feel, smell, sit, come, or please. Also, include an adjective in each sentence and circle it.

1. _____

2. _____

3. _____

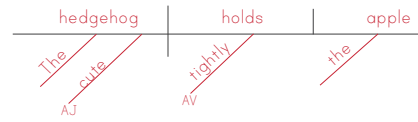
The child should have written three short imperative sentences that begin with "listen," "look," "feel," "smell," "sit," "come," or "please." Each sentence should also have a circled adjective.



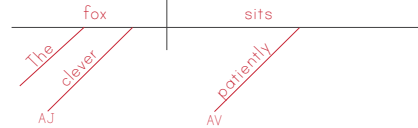
> Sentence Diagramming <

- Diagram the sentences. Refer to page 110 if needed.

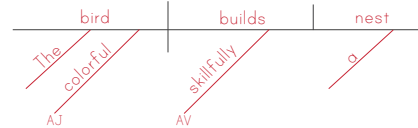
The cute hedgehog holds the apple tightly.



The clever fox sits patiently.



The colorful bird skillfully builds a nest.



> Homophones <

- Circle the homophone that's a verb. Write a sentence for each word.

- HALL:** a passage or corridor in a building
- HAUL:** to drag with effort or force

hall _____

haul _____

The child should have written a short sentence that correctly uses each homophone.

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The Black Forest

- Read and complete the section.

In Unit 1 you learned about political maps, maps that show man-made boundaries such as countries or states. In this lesson you are going to learn more about **physical maps**, maps that show natural landscape features. Physical maps typically have only the most important political markers and boundaries, such as countries, states, major or capital cities, and major landscape features, to allow the reader to have a more accurate view of the area.

The **elevation**, or distance in relation to sea level, of mountains, hills, plains, and even bodies of water is represented by colors on physical maps. The closer to sea level that land is, the lighter green it is. As the land increases in elevation, it is represented by darker green colors. Hills and lower mountains are colored by tan, and higher mountains darken to browns and even grays as they increase in elevation. Shallow water is a light-blue color, and deeper water is represented by darker blues.

Now you get to finish the map to the right by adding labels!

- Label the compass rose with N, E, S, and W. Go clockwise and think of the saying "Never eat soggy waffles."
- Use France as the starting point and move eastward until you get to a river. Label it "Rhine" in the box provided. This is the Rhine River that creates much of the border between France and Germany. Follow the river until it pours into a lake and label the lake "Lake Constance."
- Label the country to the south of Germany and the Rhine River; it is Switzerland. Much of the border between Germany and Switzerland is also formed by the Rhine River. Label the country east of Switzerland "Austria."
- Find the mountain range to the east of the Rhine. These mountains make up the Black Forest region. Label the region "Black Forest."
- The area between the Rhine and the Black Forest is an area of lower elevation. Label this area "Rhine Plain."



- Find the two rivers that originate in the Black Forest. Label the river that flows north "Neckar" and the river that flows east "Danube."
- Lastly, label the mountain range between the Neckar and Danube rivers "Swabian Alps."



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

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UNIT 4 | 201

Writing Workshop

Writing: Words Other than "Said"

One way that good descriptive writers make their text come alive is by substituting more specific verbs for "said" to enhance dialogue.

In the sentences below from Louisa May Alcott's book *Under the Lilacs*, Alcott uses words other than "said" to describe how the dialogue is delivered.

Underline the alternate word for "said" in each sentence. Then read the sentence aloud, replacing the underlined word with "said." Finally, read the sentence aloud as it was originally written. Does the underlined word make the sentence more powerful?

1. "He's coming now. Sanch is barking at the squirrels!" cried Bab, standing up to get a good look down the road.
2. "While the tea draws and the cake cools, let's sit down and rest; I'm so tired!" sighed Betty.
3. "Hold him still; he won't bite," whispered Sam.
4. "What's the matter?" called Ben, coming up briskly with a strong grip of his stout stick.
5. "Leave some smell for me!" commanded Betty, running back to get her fair share of the spicy fragrance.
6. "It's Sanch. It's Sanch! Oh, come and see!" shrieked Betty.
7. "Oh, Thorny, there are three peacocks on the place, and you are the finest!" laughed Miss Celia.
8. "Hold on, don't be in such a hurry!" shouted Sam.
9. "Let's set them round, so they can see too," proposed Bab.
10. "I never can come out, for everyone will hate me," sobbed Bab.
11. "Everything is so horrid!" wailed the poor child lying on the grass.

202 | UNIT 4

Writing from the Heart

Write a boring sentence that describes something in the photo of the Black Forest with as little description as possible.

The child should have written a short, simple sentence.

The hillside is green.

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

The child should have written multiple sentences that use great description and show his or her personality.

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

The beautiful hillside springs to life with vibrant emerald grass. The wind whispers through the trees, and the leaves' colors dance in a kaleidoscope of green natural beauty. Meanwhile, the white flowers seem to sing to heaven above with their upturned faces.



STUDENT

Capitalization with Titles

- Complete the section.

You have studied three books integrated with this course. Write them on the blank lines below in the order in which you enjoyed the books, with #1 being the book you enjoyed the most out of the three. Use proper capitalization for the titles and underline them.

gabriel and the hour book
marjorie of the island
chico of the andes



Order of answers will vary.

- #1 Gabriel and the Hour Book
- #2 Marjorie of the Island
- #3 Chico of the Andes

Imperative Sentences

- Put a check mark in the box before each sentence that is an imperative (a command).

1	✓	Please do not get too close to the cliff.
2		I want to catch that butterfly with yellow wings.
3	✓	Go straight until you arrive at the church.
4	✓	Do not worry about the mess.
5		We should get some ice cream after the game.
6		Will you come with me to the play?
7	✓	Put your dishes in the sink, please.

204 | UNIT 4

Assigned Reading

- Read Chapter 1 of *The Clockmaker's Son* by Jenny Phillips.
- Circle the items that are true about each character.



Fritz Vogel (the main character)

discontented with his future | contented with his future

quiet and shy | outgoing and social

a little self-centered | completely selfless



Peter Vogel (Fritz's brother)

kind | rude

quiet and calm | rowdy and loud

obedient | rebellious

physically strong | physically weak



Jakob Vogel (Fritz's father)

forgiving | unforgiving

farmer and clockmaker | miner

usually cheerful | usually grumpy

unkind to his wife | kind to his wife

PERSONAL READING

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

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Spelling Workshop

Contractions

Write **colored** The child should have written the contraction for each set of words with a different colored pencil.

Commonly Confused Words

Write a sentence for each word. See page 193 if needed.

lose: _____
loose: _____

The child should have written a short sentence that correctly uses each Commonly Confused Word.

Challenging Spelling Words

Write each spelling word twice, first broken into syllables and then not broken into syllables.

necessary (nec-es-sary)	nec-es-sary	necessary
opposite (op-po-site)	op-po-site	opposite
physical (phys-i-cal)	phys-i-cal	physical
possible (pos-si-ble)	pos-si-ble	possible

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Spelling Rule: Changing Y to I

Words that end with a consonant + Y must have the Y changed to an I before adding any suffix. (Example: happy—happiness)

On each sign write the word from the top slat changed to use the suffix in the middle slat. The first one is completed as an example.

UNIT 4 | 205

LESSON 63

PARENT/TEACHER

- Dictate the sentences.

[Place a comma after introductory prepositional phrases that are four words or longer.]

Have the child underline the articles [the, a, an] and circle the prepositions.

- (With your help) I'll haul this mirror into the hall.
- After the physical tragedy, he's probably too weak to hike.
- Ahead of the possible storm, it's necessary to close the gym.
- My niece named Mary is next to the merry girl.

- Have the child read these terms and their definitions to prepare for reading *The Clockmaker's Son*.

- implore** [im-PLORE]—to beg urgently (I implore you to help.)
- ascend** [uh-SEND]—to climb or go up (We began to ascend the majestic mountain.)
- descend** [dee-SEND]—to go down (Angela started to descend the ladder.)
- crest** [CREST]—verb: to reach the top of something; noun: a tuft on a bird or animal or the top of a mountain or hill (We arrived at the crest of the hill and enjoyed the view.)
- prominent** [PROM-ih-nent]—sticking out, noticeable, or widely known (He is a prominent poet.)

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

206 | UNIT 4



STUDENT

- Work on unit ladders (p. 193) for about 3 minutes.

New
Concept

Commas in Dates

- Read and complete.

- Use a comma between the day of the week and the month.
- Use a comma after the day of the month and the year.
- If the date is written in the order day-month-year (12 May 1910), do not use a comma.
- If only the month and the year are stated (May 1910), do not use a comma.

Examples: Grandma arrives on Friday, September 21.
I was born in October 1990.
The meeting took place on 14 February 1989.

For each sentence enter any missing commas.

1	We were both born on April 1, 1998.
2	The book releases on Monday, February 26.
3	The chess match is on Friday, December 9.
4	We will leave for Spain on October 9.
5	Can you believe it is already January 1?
6	The house sold on April 29 of last year.
7	George Washington was born on February 22, 1732.
8	The monument was created in May 1787.
9	My mother's birthday is January 17, 1978.

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> Idioms/Context Clues <

- Read the idioms in the context of a sentence. Then write each idiom in the box that contains the description of it.

Kate had spent hours on her science project, but it would **go down in flames** if she failed to add the elements in the correct order.

Tim decided to **sit on the fence** during the quarrel and not take sides.

Amy has been my friend **through thick and thin**.

You're pulling my leg! I haven't really lost, have I?

I've done all that I can, so now **the ball is in your court**.



sit on the fence
to remain undecided

Origin: The Middle English word "fens" was short for defense, and stone fences divided lords' properties. So "sitting on the fence" meant to remain undecided as to which property's lord you would fight for during a war.

the ball is in your court
it's your turn to keep things going

Origin: Begun in the 1960s, this idiom is connected to the game of tennis, where a ball landing in the court of the opposite player must be hit back to keep the game going.

go down in flames
to fail in a sensational way

Origin: From the 1940s WWII era, this idiom refers to the many airplanes that crashed and then spectacularly burned during that time.

through thick and thin
no matter what

Origin: This comes from a 14th-century English phrase, "through thicket and thin wood." England was mostly forested, with few roads, so this meant a willingness to stay on the journey, no matter which type of wood appeared along the route, thick or thin.

you're pulling my leg
you're joking or pulling a practical joke

Origin: Commonly used in the 20th century; the earliest known definition is in 1883 by the Newark Daily Advocate: "It is now the correct thing to say that a man who has been telling you preposterous lies has been 'pulling your leg.'"

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> Homophones <

- On each blank write the correct homophone. Is the homophone functioning as a noun, verb, or adjective? Circle the correct choice.

- **DIE:** verb: stop living
 - **DYE:** noun: a liquid that gives permanent color | verb: to change something's color by soaking it in dye
 - **WEAK:** adjective: not strong
 - **WEEK:** noun: a period of seven days
- The weak man could not sit up. (noun | adjective)
- I made a pink dye with beet juice. (noun | verb)
- The plant will die if you don't water it. (verb | adjective)
- This week we will haul away the trash. (noun | adjective)
- Mary will dye the cloth yellow. (noun | verb)
- Mary gave a weak excuse. (noun | adjective)

> Assigned Reading <

- Read Chapter 2 of *The Clockmaker's Son*, and then write a discussion question about the book that you could use if you were discussing the book with a group. A good discussion question is not a "yes" or "no" question. Rather, it is a question that encourages people to share their thoughts about the book.

The child should have written a discussion question that encourages people to share their thoughts about the book.



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

UNIT 4 | 207

> Writing Workshop <

Dialogue in Fiction Writing

Well-written dialogue can be used in fiction writing to reveal information; to expose the thoughts, the feelings, and the personality of the characters; and to make the story come alive and move forward. Good dialogue usually fulfills multiple purposes. Read each example of powerful dialogue below from *The Clockmaker's Son* and notice how it is being used.

- Reveals thoughts: "I'll take a human-made pathway over this river any day," Fritz thought as he trotted onto the pathway and picked up his speed.
- Reveals personality: Peter walked over to Gretchen and wiped away the two big tears sliding down her little cheeks. "We'll be outside waiting for you, Gretchen. I really don't think he will keep you long."
- Reveals information and moves the story forward: "Well, Nelly," he said, patting the cow, "if we keep heading straight ahead, we'll hear the river in just a couple minutes and follow its sound. Home is just on the other side of the river."

Dialogue should contain proper punctuation, with periods placed inside quotation marks and quoted material separated with a comma. It also starts a new paragraph each time a different character speaks. See the example below.

"Trying to take out my cow, are you?" said a jovial voice.

Fritz looked up and saw a familiar-looking man, a neighboring farmer wearing a straw hat, looking down on him.

"So sorry," said Fritz. "I didn't see your cow."

"Obviously," said the man. "What were you running so fast for?"

Fritz stood up. "I—I'm just looking for somebody."

- Use one of the paintings below for inspiration and write a passage of dialogue that reveals personality and/or reveals information.

The child should have written a short passage of dialogue about one of the paintings below that reveals information and/or personality.

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

"Be careful on the ice, Grandfather," said the little girl.

"Oh, don't you worry, my dear. I will be just fine. But thank you for your strong hand helping to hold me up," her grandfather replied.

"Of course! I would never let you fall! I love you!"

"Thank you! I love you too! Now let's hurry home before we miss that delicious dinner your mother has been working on."

Large painting: "The Old Man and the Child" by H.A. Brendekilde (1857–1942), 1888 (p. 10)

Small painting: "A Summer Day in Front of the House" by Emil Rau (1858–1937), date unknown (p. 10)





STUDENT



Complete the review exercises.

Finish the sentence using your imagination. Separate quoted material with a comma. Place periods inside quotation marks (p. 152).

The child should have finished the sentence with a quote, separating the quote with a comma and placing a period inside the quotation marks.

Fill in each blank with the correct word: their, they're, or there (p. 139).

They're packing their bags over there.

Underline the dependent clauses and insert commas where needed (p. 141).

- If this plan fails, I'll have to go back to the drawing board.
- Even though he was told to relax, he's definitely burning the midnight oil.

In the boxes below, write each part of speech from the sentence (p. 197).

Ned hauled the necessary materials to the shed.

1 preposition to	1 adjective necessary	2 common nouns materials, shed	1 proper noun Ned
---------------------	--------------------------	-----------------------------------	----------------------

Write a short sentence that uses each homophone (p. 12).

ad	The child should have written a short sentence that correctly uses each homophone.
add	

210 | UNIT 4

Underline each independent clause and circle the coordinating conjunctions in the following sentences (p. 18).

- The store does not have dye, nor does it have material.
- The physical book is unavailable, so we purchased an audio version.

Fill in the blank (p. 18). Coordinating conjunctions can join together two independent clauses.

Write the correct vocabulary word in each blank.

broad | calloused | petulant | leisurely | disclose | contrived

- His calloused hands were used to hard work.
- The petulant boy had a bad temper.
- He would not disclose who had contrived the plan.
- We walked leisurely across the broad valley.

In each set cross out the sentence that contains errors (p. 24).

- Wow! That's really kind. 2. Whoa! Dad is flying.
Wow, that's really kind. ~~Whoa, Dad is flying.~~
~~Wow, That's really kind!~~ Whoa, Dad is flying.

Put a box around the subject in each sentence (p. 29).

The license expired. Your mirror broke. No, Ed is probably sick.

Circle the abstract nouns.

teacher creativity create honesty
discussion discuss talented talent



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Idioms/Context Clues

Read the idioms in the context of a sentence. Then, by the description of each idiom, write the number of the sentence that contains the idiom.

- Eli is always willing to help. He has a heart of gold.
- The women vowed to fight tooth and nail to gain the right to vote.
- Do not fan the flames of a disagreement.
- You should jump on the bandwagon and eat ice cream with us to cool off.
- I planned a surprise party and hoped my niece would not spill the beans.

5 to give away a secret

[Origin: Possibly from ancient Greece, where black and white beans were used to vote and spilled to reveal results, this idiom's first written use was in the 20th century, where "spill" meant "divulge" and the phrase was akin to "upsetting the apple cart," which meant causing a big problem. Hence, to spill the beans means to divulge a secret that might cause big problems.]

1 a kind, generous personality

[Origin: Dating back to the 1500s, this idiom is used to note what a good person someone is and to compare his or her heart to gold, a highly valuable metal.]

4 to join in

[Origin: In 1800s America, a bandwagon was a horse-drawn wagon filled with playing musicians, often attracting the attention of the townspeople before a circus. A clown named Dan Rice first used this phrase while using his bandwagon to bring politicians to their campaign speech sites.]

2 to fight fiercely

[Origin: This dates back to the 1500s, referring to animals' methods of fighting with their natural weapons, then popularized by Dickens' *David Copperfield* (1850): "I got at it tooth and nail."]

3 to make something bad even worse

[Origin: Literally fanning the flames of a fire makes it hotter, so this idiom comes from that action. The first literary use is found in Dickens' *The Old Curiosity Shop* (1840): "Fan the sinking flames of hilarity with the wing of friendship..."]

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Assigned Reading

Read Chapter 3 of *The Clockmaker's Son*, and then complete the exercises.

- Underline all the questions below that show how this chapter creates suspense.
 - How and when will Fritz get out of the forest?
 - Will Fritz be able to ride on the horse safely to the injured boy's home?
 - What will Fritz do with the sack of money he found?
 - Will anyone come along the main road and help Fritz?
 - Who does Fritz hear following him in the forest?
 - What will Fritz do once he wakes up in the morning and leaves the garden shed?
- Underline TRUE or FALSE: Karl Hofer seemed more interested in painting the sunset than getting Fritz to safety. TRUE | FALSE
- Underline TRUE or FALSE: Fritz was able to spend a lot of time talking with Karl Hofer about becoming a famous artist. TRUE | FALSE
- Underline all the sentences that are true. Keep in mind that writing can often reveal information without directly stating the information.
 - The Winkler family looks down on Fritz because he is not wealthy.
 - Karl Hofer doesn't want to go out of his way to help someone in need.
 - Fritz has no trust in God to help him.



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

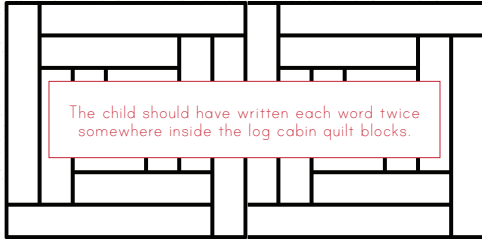
UNIT 4 | 211

Spelling Workshop

Words with QU

Using colored pencils, write each word containing QU twice in the log cabin quilt blocks.

request | quilt | equal | quart | equipment | quote | require



The child should have written each word twice somewhere inside the log cabin quilt blocks.

Challenging Spelling Words

Write each green word in the crossword below. The overlapping letters are the clues.

measure
nature
probably
listened
possible
necessary

```

      m
      e
      a
      n
  l i s t e n e d
      u
  n a t u r e
      e
      s
      a
  p r o b a b l y
      y
      i
      e
  
```

Spelling Rule: Changing Y to I

Words that end with a consonant + Y must have the Y changed to an I before adding any suffix. (Example: happy—happiness)

In each cloud write the word with the suffix following the spelling rule above. The first one is completed as an example.

pretty ^{-est} prettiest fancy ^{-ful} fanciful mercy ^{-less} merciless

rely ^{-able} reliable busy ^{-est} busiest mystery ^{-ous} mysterious

easily ^{-ly} easily greedy ^{-er} greedier duty ^{-ful} dutiful

mercy ^{-est} merriest sloppy ^{-ness} sloppiness happy ^{-est} happiest

glory ^{-ous} glorious silly ^{-est} silliest funny ^{-er} funnier

plenty ^{-ful} plentiful lonely ^{-ness} loneliness

LESSON 65



PARENT/TEACHER

- Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]

Have the child circle the coordinating conjunctions.

- Did you lose your license, or is it possible that it's in your wallet?
- The dye is ready, so hand me the material.
- I listened to the necessary meeting, and I learned that my church group will probably haul away the trash.

- Have the child read these new and review terms and their definitions to prepare for reading *The Clockmaker's Son*.
 - heartily [HART-ih-ly]—wholeheartedly (He heartily agreed.)
 - clamorous [CLAM-er-uhs]—noisy (The clamorous crowd waited for the prominent actor to arrive.)
 - leisure [LEEZH-er]—time away from work and demands (I like to swim and read during my leisure time.)
 - meditative [MED-ih-tate-iv]—absorbed in deep thought (He was quiet and meditative on his walk home; he had a lot to think about.)
 - prominent [PROM-ih-nent]—sticking out, noticeable, or widely known (The prominent family is highly respected.)
- Check the child's work when this lesson has been completed.



STUDENT

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

Imperative Sentences & Commas in Dates

- Put a check mark in the box before each sentence that is an imperative (a command). Then, for each sentence, enter any missing commas.

1	<input checked="" type="checkbox"/>	Wait until April 1, 2023 to buy a new home.
2	<input checked="" type="checkbox"/>	Tell me what happened on February 22, 1732.
3	<input type="checkbox"/>	We're leaving on Friday, December 9.
4	<input type="checkbox"/>	How did you spend your leisure time on May 4, 2022?
5	<input checked="" type="checkbox"/>	Please don't visit until January 5, 2033.
6	<input checked="" type="checkbox"/>	Write an essay on the events of May 1787.
7	<input checked="" type="checkbox"/>	Listen to this song Grandpa wrote on February 7, 1978.

Homophones

- Circle the homophone used as a noun. Write a sentence for each word.

- DIE: stop living
- DYE: a liquid that gives permanent color | to change something's color by soaking it in dye

die _____
dye _____

The child should have written a short sentence that correctly uses each homophone.

Assigned Reading

- Read Chapter 4 of *The Clockmaker's Son*, and then write a summary of the chapter that is at least 5 sentences long.

The child should have written a summary of Chapter 4 of *The Clockmaker's Son* that is at least 5 sentences long.

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

Fritz stays with Roman at the Winklers' house while Roman's shoulder heals. Roman wants Fritz to write the story of the tree in the forest, so Fritz spends hours writing as he enjoys the good food and leisure time at Roman's house. He tries hard to finish the story, but his time to go back home comes before he's done. Roman quizzes Fritz about his family and the farm, and even though Fritz describes life on the farm as hard work, Roman wants to try it! They make plans to visit each other in the future.



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

214 | UNIT 4

Writing Workshop

Types of Conflict in Fiction

Conflict is a struggle between two opposing forces within a story. It is the driving force that moves the plot forward and allows the main character to change, grow, and learn important lessons. The following are some common types of conflict.

PERSON AGAINST NATURE

The main character struggles to overcome forces of nature, such as a sickness, an injury, a snowstorm, getting lost in the wilderness, climbing a mountain, crossing a desert, surviving a storm on the sea, and so on.

PERSON AGAINST PERSON OR SOCIETY

The main character struggles to overcome a conflict with another person, such as a bully, a grumpy neighbor, a villain, and so on. This category can also apply to the main character dealing with things in society, such as moving to a new neighborhood, standing up for his or her beliefs, or trying to raise enough

The child should have written story ideas for each type of story conflict listed on this page—person against nature, person against person or society, and person against self. The child should include ideas for main characters and settings. He or she should keep these notes for the next workshop.

own doubts, fears, or and so on.



Open a blank page in a program such as Google Docs or a blank page in a notebook. In preparation for writing a story, set your timer for three minutes for each type of story conflict listed on this page—person against nature, person against person or society, person against self—and write story ideas that come to mind. Include ideas for main characters and settings. Keep these notes for the next workshop.

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LESSON
66



PARENT/TEACHER

- Dictate the sentences.

Have the child underline the pronoun and circle the antecedent in each sentence. See page 54 if needed.

- I've done a lot of physical labor; it wore me out.
- My niece will measure the material; she is really precise.

Note: It is also correct to break the independent clauses into separate sentences.

- Quiz the child on the *Geography & Grammar Cards*. If any cards are mastered in the set the child has been practicing, replace them with new cards to learn. Remember, the child has through Level 7 to master all the cards.
- Check the child's work when this lesson has been completed.

Art



STUDENT

- Read and complete the section.

In the next lesson, you will read about Fritz going back to his farmhouse in the Black Forest. Turn to Project 8 in your *Watercolor Around the World* book and follow the instructions to paint a typical Black Forest farmhouse from that time period.



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

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Spelling Workshop

Plural Nouns

Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)

country countries

essay essays

trophy trophies

duty duties

grocery groceries

activity activities

library libraries

ability abilities

spray sprays

survey surveys

colony colonies

delay delays

Contractions

Write the contraction for each set of words between the lines.

she will, where is, he has, she had, who will, could not, should have

The child should have written the words "she'll," "where's," "he's," "she'd," "who'll," "couldn't," and "should've" somewhere between the lines.

UNIT 4 | 215



PARENT/TEACHER

- Have the child read aloud all the words you circled in the Challenging Words to Pronounce section columns.
- Have the child read this section to you.

Forest Biomes

Previously in this unit, we learned about biomes, which are regions of the earth with specific climates and specific types of plants and animals. In this lesson we will study forest biomes.

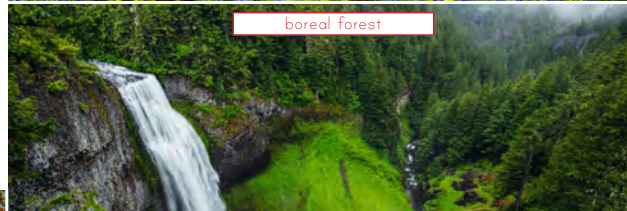
When you picture a forest, what image comes into your mind? Perhaps tall oak trees or elm trees with warm sunlight filtering through the leaves and birds twittering high up in the branches? This type of forest is called a **temperate forest**, which is characterized by warm summers and cool winters, four changing seasons, and deciduous trees (trees that lose their leaves seasonally). But evergreens (trees that have green leaves throughout the year) are also present in some temperate forests.

Boreal [BORE-ee-uhl] forests are composed primarily of coniferous trees—evergreen trees that bear cones and grow well in cold regions.

- Have the child point to each image on this page and say whether it is a temperate or a boreal forest.



temperate forest



boreal forest



boreal forest

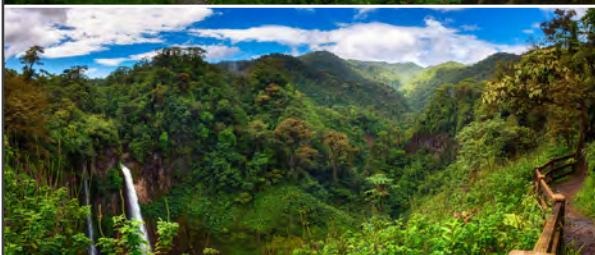
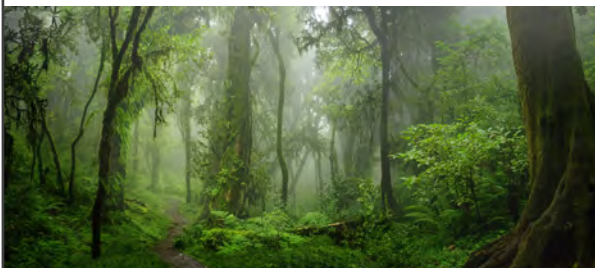


temperate forest

- Have the child read this section to you and then tell you which image of tropical rainforests on this page is his or her favorite.

Rainforests are forests that receive a lot of rain. Temperate rainforests have cool temperatures and receive a lot of rain, but not as much as **tropical rainforests**, which are warm most of the year and receive large amounts of rain. Tropical rainforests are biomes found at or near the equator.

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



STUDENT

- Work on unit ladders (p. 193) for about 3 minutes.

New Concept **Diagramming Commands**

- Read and complete.

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

Example: Open the window slowly.

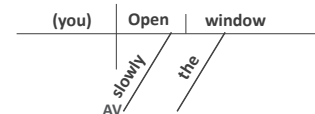
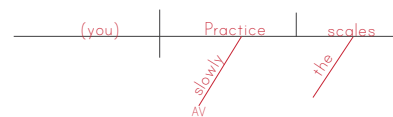
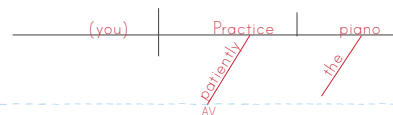


Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

Practice the scales slowly.



Practice the piano patiently.



Idioms/Context Clues

- Read the idioms in the context of a sentence. Then write each idiom in the box that contains the description of it.

The senator's campaign will **go down in flames** if she continues to **sit on the fence** when asked her view on important issues.

The ball is in your court! Please don't **spill the beans** and give away the plot to my new book.

Matt has a **heart of gold**. He cared for me when I was physically ill and has proven that he will be there for me **through thick and thin**.

Taylor proclaimed, "**You're pulling my leg!** I don't believe that you will **jump on the bandwagon** and cut your hair short like your nieces did."

The neighbors will **fight tooth and nail** to save the nature preserve.

Don't **fan the flames** of anger between your siblings when they argue.

through thick and thin loyal no matter what	you're pulling my leg you're joking or pulling a practical joke
sit on the fence to remain undecided	heart of gold a good-hearted and generous nature
the ball is in your court it's your turn to keep things going	spill the beans give away a secret
go down in flames to fail in a sensational way	jump on the bandwagon join in
fan the flames to make something bad even worse	fight tooth and nail fight fiercely

Assigned Reading

- Read the vocabulary section, and then fill in the blanks.

ordeal [or-DEAL] a difficult experience (Trying to remove that stubborn tree stump was quite the ordeal.)

adherence [ad-HEAR-ence] commitment and devotion to something (I love his adherence to honesty.)

interjected [in-ter-JECT-ed] inserted between other things (He interjected appropriate humor into his book.)

- His adherence to his word is admirable.
- Making that 12-layer cake was quite the ordeal.
- "That's not true," interjected John.

- Read Chapter 5 of *The Clockmaker's Son*, and then complete the section.

- Underline TRUE or FALSE:** Gretchen is still holding a grudge against Fritz. TRUE | FALSE
- Underline TRUE or FALSE:** Fritz genuinely loves going to school. TRUE | FALSE
- Underline all the sentences that are true.**

A. In this chapter Fritz sees the two girls that he saw by the tree with the door.

B. Fritz told Peter all about the story he was writing.

C. Roman gave Fritz a fountain pen and a whole box of paper.

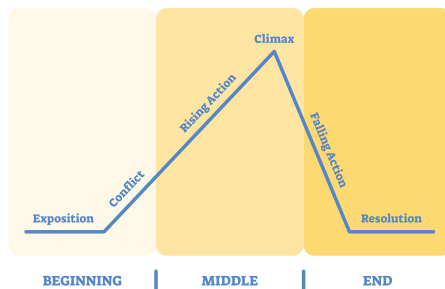


- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Writing Workshop

The Structure of Stories

Most stories have a three-act structure containing a beginning, a middle, and an end. This structure helps to organize the events of the story, or the plot. In the chart below, you can see an example of the different elements of a story and where they typically occur. Below the chart each element is broken down a little more.



- Exposition:** The opening of the story that introduces the reader to the main character, supporting character(s), and the setting of the story.
- Conflict:** A complication or struggle, sometimes called an inciting incident, that the main character faces and that will set in motion the events of the rest of the story.
- Rising Action:** This is usually the largest part of the story and follows a series of events that occur as a result of the conflict and build tension and suspense, moving the plot toward the peak, or climax.
- Climax:** The previous elements of a story all build to this peak of conflict or central turning point where the main character must address the conflict.

- Falling Action:** The main conflict begins to wind down in a series of events that occur after the climax and lead to the resolution.
- Resolution:** The final part of a story that may reveal the outcome of the plot and tie up loose ends.

Plot Charting

Get out your brainstorming page from Lesson 65. Choose your two favorite story ideas and fill out the chart below for each one. After you finish, circle your favorite one to use in future Writing Workshops.

STORY IDEA #1

Main Character: _____
 Supporting Characters: _____
 Conflict: _____
 Rising Action: _____
 Climax: _____
 Falling Action & Resolution: _____

The child should have circled one of his or her story ideas.

STORY IDEA #2

Main Character: _____
 Supporting Characters: _____
 Conflict: _____
 Rising Action: _____
 Climax: _____
 Falling Action & Resolution: _____



PARENT/TEACHER

❑ Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]

Have the child circle the coordinating conjunctions.

1. Tim's tooth is loose, **but** he isn't likely to lose it today.
2. He has many physical trials, **so** it's necessary to help him.
3. We had completely opposite points of view, **for** neither of us could agree on the subject.

❑ Have the child read these review terms and their definitions.

- **heartily** [HART-ih-ly]—wholeheartedly (He heartily agreed.)
- **clamorous** [CLAM-er-uhs]—noisy (The clamorous crowd waited for the prominent actor to arrive.)
- **leisure** [LEESH-er]—time away from work and demands (I like to swim and read during my leisure time.)
- **meditative** [MED-ih-tate-iv]—absorbed in deep thought (He was quiet and meditative on his walk home; he had a lot to think about.)
- **waning** [WANE-ing]—getting progressively smaller (My enthusiasm for the projects is waning.)
- **subdued** [sub-DEWD]—low-spirited, mellow (Ella seemed subdued after her best friend moved away.)

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

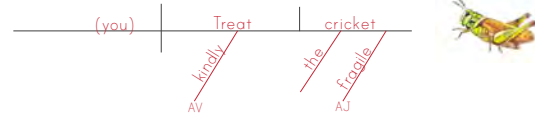


STUDENT

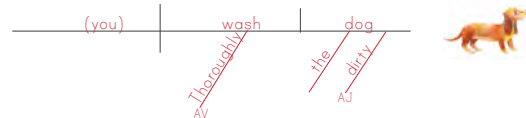
Diagramming Commands

❑ Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

Treat the fragile cricket kindly.



Thoroughly wash the dirty dog.



Homophones

❑ Circle the homophone that's a verb. Write a sentence for each word.

- **GUESSED** He guessed the correct answer.
- **GUEST** We have a guest room.

guessed _____
guest _____
The child should have written a short sentence that correctly uses each homophone.

Editing

❑ Edit the article, and then enjoy the photos of animals in Puerto Rico's tropical rainforest on this page. See the hints below the paragraph for a new editing mark.

Tropical Rainforest: Animals

Tropical rainforests have a constant supply of water, warmth, and food. Thus, tropical rainforests have a greater number of animals than any other biome. However, many of these animals and insects don't set foot on the ground. They live in the different layers of the forest. For example, leopards and squirrels live in the understory on small trees. Sloths and toucans live higher up in the canopy and different species of monkeys live in both the understory and the canopy.

- ⤴ **Insert Comma = 2 mistakes** Place a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses, and add commas to series.
- ✂ **Delete (an apostrophe, extra letter, etc.) = 4 mistakes**
- ≡ **Capitalize = 1 mistake** Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.
- ⤵ **Close up extra space(s) = 1 mistake**



Assigned Reading

❑ Read Chapter 6 of *The Clockmaker's Son*.

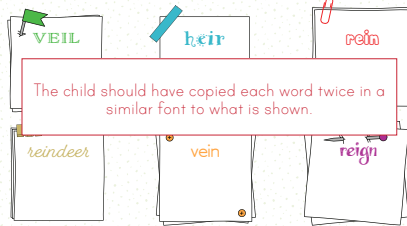


❑ For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Spelling Workshop

Words with EI

Sometimes EI can say the long /ā/ sound. (Example: eight) Copying the font, write each word containing the long /ā/ sound on its note twice.



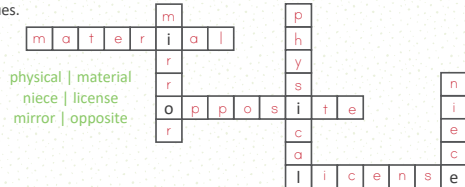
Words with QU

Write QU in the blank to complete each word.

 qu it s qu id e qu ip ban qu et in qu ire
anti qu e re qu est a qu arium qu ote e qu ipment

Challenging Spelling Words

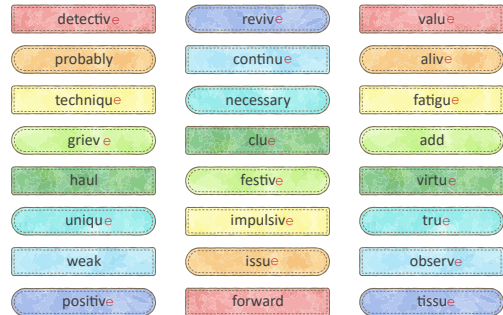
Write each green word in the crossword. The overlapping letters are the clues.



Spelling Rule: Words That End with VE or UE

A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U. (Examples: give, true)

Add a Silent E to words below that end in V or U to follow the spelling rule.



Read the sentences below and underline the correct word choice.

- Please don't (loose | lose) this orange dye. (It's | Its) my favorite one!
- She listened to (there | they're | their) splendid performance.
- June looked in the mirror and saw that her ribbon had come (loose | lose).
- We will (loose | lose) our way if we don't follow the map. (It's | Its) directions are clear and accurate.



STUDENT



Complete the review exercises.

For each sentence below, if the underlined word functions as a noun, color the crown. If the underlined word functions as a verb, don't color the crown (p. 53).

- The track meet is tomorrow.
- We meet every morning.
- This is a security measure.
- I'll measure the wall.



Write the correct word on each blank: heir or air (p. 53).

- The air is cold today.
- The prince is heir to the throne.
- In the Black Forest, the heir was the youngest son.
- The air feels so fresh.

Write a short sentence that uses each homophone (pp. 12 and 41).

ad _____
add _____
aisle _____
isle _____

The child should have written a short sentence that correctly uses each homophone.

For each sentence below, put a box around the subject of each independent clause, underline the first independent clause, double underline the second independent clause, and insert a comma and an appropriate coordinating conjunction (for, and, nor, but, or, yet, so) between the two independent clauses (pp. 18 and 29). The first one is completed as an example.

Ecuador is the w Conjunction use will vary. of balsa wood.

Many castles were built in the Black Forest but most of the castles are in ruins now.

Black Forest craftsmen made cuckoo clocks yet some of them also made music boxes and watches.

The houses are built against the mountain so the hay wagon can drive right into the loft.

Sugar was not easily obtainable so bees were kept on most farms for honey.



Assigned Reading

Read Chapter 7 of *The Clockmaker's Son*, and then complete the exercises.

1. What are the two roads that Herr Engel tells Fritz about? (Answer with complete sentences. Use one of these transition words: also, another, in addition, additionally.)

The child should have written in complete sentences and used at least one transition word to describe the two roads that Herr Engel tells Fritz about.

2. Do you think you would have a hard time forgiving Elsie? Why or why not? (Your answer should be at least three sentences long.)

The child should have written at least three sentences about why it would or would not be hard to forgive Elsie.

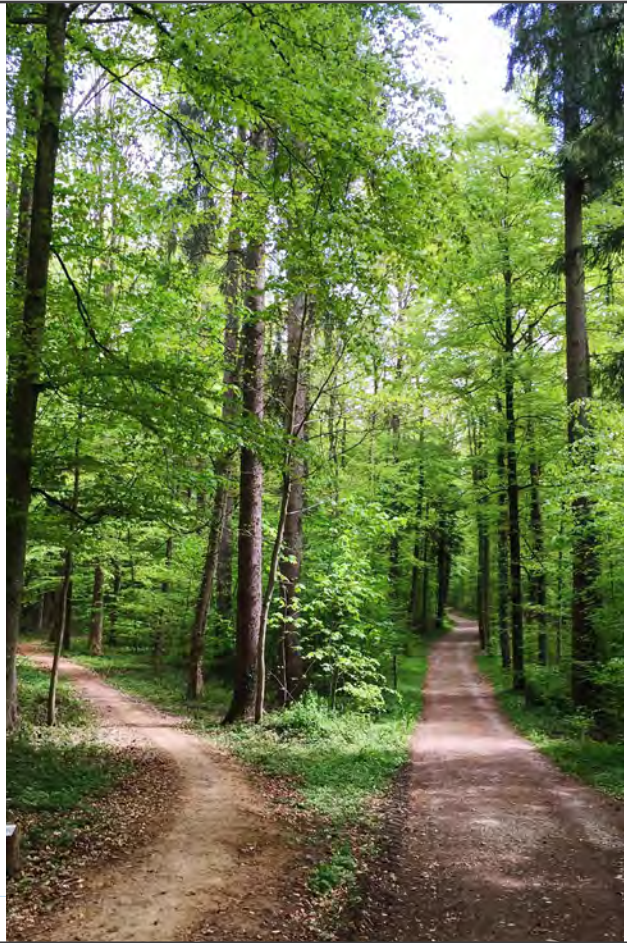
3. Underline TRUE or FALSE: Elsie lost sight in one of her eyes.

TRUE | FALSE



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

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Writing Workshop

Starting a Story

How a story begins is important. The opening can set the tone for the book and draw a reader into the story. Interesting openings might start in the middle of some action, use vivid description, invoke emotions, start with a mystery or suspenseful situation, use engaging dialogue, or introduce an intriguing character. Below are examples of interesting openings taken from *The Good and the Beautiful Library* books. Each passage is followed by examples of less interesting openings.

- *Mpengo of the Congo's* opening starts in the middle of some action and introduces an intriguing character: Mpengo skipped merrily through the bushes, keeping out of sight of anyone passing. He was running away from school. Not that he disliked school. Of all the boys who had come from up and down the great Congo River to the mission school, Mpengo liked school the best. Of all the boys in the third year of school, he liked it the best.
- *Mpengo of the Congo's* opening, written in a less interesting way: A boy walked through the bushes. He liked school, but he was not going there.
- *Fiddler Crab's* opening uses vibrant description to pull the reader in: It was a warm evening in spring. A red glow rippled on the waters of the sound. It spread over the sandy beach and the marsh grass growing along the high tide line. The tide was going out. Each small wave broke farther away from the marsh grass and left a little ridge of sand behind.
- *Fiddler Crab's* opening, written in a less interesting way: It was spring. The water rippled over the beach and grass. The tide was going out. Each wave broke farther from shore.
- *The Threatening Fog's* opening creates suspense (Why is the doorbell ringing at that time of night?): It was the jangling doorbell that had wakened him. Eben Tyrell Hall struggled up out of the depths of sleep desperately, like a swimmer trying to reach the surface. He rolled over and threw off the bedcovers, peering groggily at the luminous dial of his clock. It was only eleven thirty.

- *The Threatening Fog's* opening, written in a less interesting way: The doorbell rang. It was 11:30 PM. It woke up Eben.
- *Gold Mountain's* opening uses dialogue to evoke emotions and create mystery and intrigue: "Goodbye! Goodbye!" called Daniel and Betsy. They waved again and again to all the folks standing by the garden gate.
"Goodbye, Grandpa and Grandma Lane. Goodbye, Uncle Will and Aunt Sue. Goodbye, cousins!"
- *Gold Mountain's* opening, written in a less interesting way: Daniel and Betsy waved and said goodbye to their grandparents, uncle, aunt, and cousins.

Writing an Opening

Now that you have read some of the many ways to start a story, you are ready to write your own opening for the story idea you created in the last workshop!

On the list below, underline three opening styles you want to try. Next, open a blank word-processing or notebook page and write an opening for your story that is 3–6 sentences long for each of the opening styles you underlined. Do not worry if your opening isn't perfect. You can always go back and change parts after it is written. Save your openings for the next Writing Workshop.

- Start in the middle of some action
- Use vivid description
- Evoke emotions
- Start with a mystery or suspenseful
- Use engaging dialogue
- Introduce an intriguing character

The child should have underlined three styles from the box to the left that he or she wants to try and then written a story opening that is 3–6 sentences long for each of the opening styles he or she underlined.



STUDENT

Work on *Geography & Grammar Cards* for 3–5 minutes.

Homophones

Fill in each blank with the correct homophone. Hints are given in parentheses for some of the homophones.

guest (person) | guessed (verb) | meet (a noun or a verb) | meat (food)

- We invited a guest to dinner.
- We need to haul equipment to the gymnastics meet.
- The meat is in the oven.
- He guessed the right answer.
- We'll meet at the park this week.

Draw a line from the homophone to its meaning (or one of its meanings).

- too ————— in addition, also
- isle ————— a passage between rows of seats
- to ————— an advertisement
- aisle ————— to perform addition
- ad ————— motion toward an object
- add ————— a small island

Imperative Sentences & Commas in Dates

Put a check mark in the box before each sentence that is an imperative (a command). Then, for each sentence, enter any missing commas.

1	<input checked="" type="checkbox"/>	Change the deadline to February 1, 2022, please.
2	<input type="checkbox"/>	He was born on January 22, 1834.
3	<input checked="" type="checkbox"/>	Look for the letter dated March 1, 2021.
4	<input type="checkbox"/>	Did you know that they were married on October 7, 2019?
5	<input checked="" type="checkbox"/>	Please book a plane ticket for January 7, 2023.

Assigned Reading

Read Chapter 8 of *The Clockmaker's Son*, and then answer the questions with complete sentences.

- What is Fritz's mother saving up her butter money to buy?

Fritz's mother is saving her butter money to buy a gas oven.

- What happened to the picture of clouds that Fritz drew?

A goat ate the picture of clouds that Fritz drew.

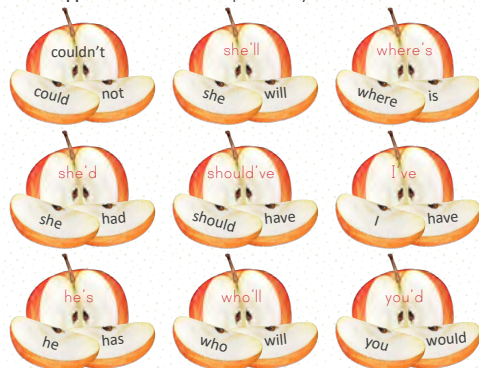


For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Spelling Workshop

Contractions

Write the contraction for each set of words on the apple slices in the halved apple. The first one is completed for you.



Challenging Spelling Words

Write the spelling words on the notes according to how many syllables each word has.

- physical | niece
- material | nature
- mirror | opposite
- necessary | possible
- license | probably
- listened | measure

1 Syllable: niece

4 Syllables: material, necessary

2 Syllables: nature, measure, license, mirror, listened

3 Syllables: opposite, physical, possible, probably

Spelling Rule: Changing Y to I

Words that end with a consonant + Y must have the Y changed to an I before adding any suffix. (Example: happy—happiness)

Use the Changing Y to I rule to fill in the missing answers in the chart below.

Base Word	Suffix	Base Word with Suffix
ready	-ly	readily
tidy	-ness	tidiness
verify	-able	verifiable
dirty	-er	dirtier
grizzly	-est	grizzliest
envy	-able	enviable
merry	-ment	merriment
rely	-able	reliable
lovely	-er	lovelier
eery	-ly	eerily

Commonly Confused Words

Write a sentence that uses both Commonly Confused Words correctly.

lose | its

lose | they're

there | it's

The child should have written sentences that correctly use each pair of Commonly Confused Words.

LESSON
71



PARENT/TEACHER

Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]

Have the child circle the coordinating conjunctions.

- Our guest guessed the surprise, and he was excited.
- Mary will marry John, so I feel merry today.
- We hauled the mirror down the hall, but it definitely did not fit through the doorway.

Have the child read these terms and definitions.

- deliberately** [duh-LIB-er-uh-lee]—on purpose or in a careful, unhurried way (He spoke slowly and deliberately so that we would not misunderstand.)
- bedraggled** [bee-DRAG-uhld]—wet and dirty; in bad condition (My little sister's bedraggled doll was really quite a horrible sight.)
- immensely** [ih-MENCE-lee]—greatly, to a large degree (She enjoyed her dream vacation immensely.)
- balm** [BALM-ee]—warm and soothing (as in weather or air) (We sat on the porch and enjoyed the balmy evening.)
- ample** [AM-puh]—having plenty of space (The trunk of the car had ample room for all the suitcases.)

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

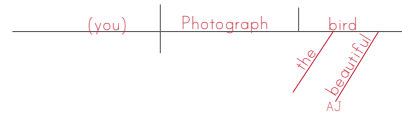


STUDENT

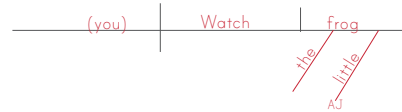
Diagramming Commands

Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

Photograph the beautiful bird.



Watch the little frog.



Homophones

Circle the homophone that's a noun. Write a sentence for each word.

WEAK: not strong

WEEK: a period of seven days

weak _____

week _____

The child should have written a short sentence that correctly uses each homophone.

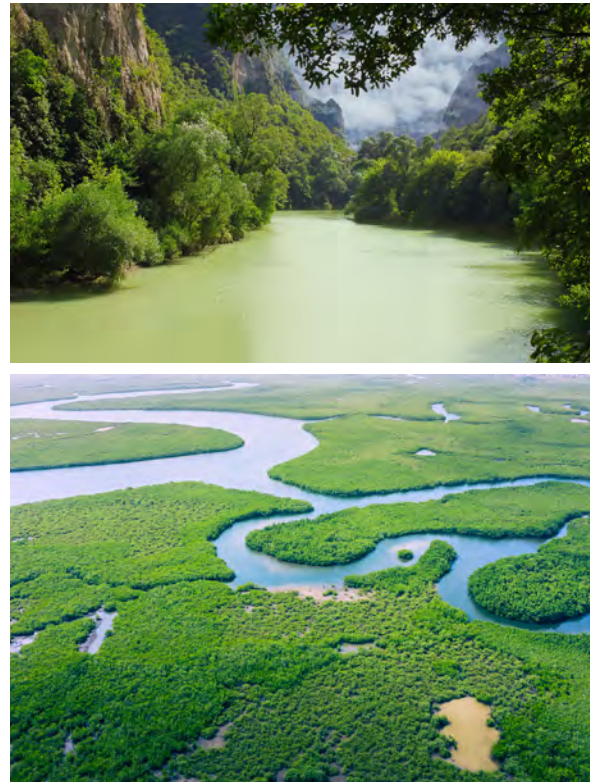
Editing

Edit the article, and then enjoy the photos of the Amazon rainforest on this page. Use the hints below the paragraph or cover them up. Note: The correct capitalization is "Amazon rainforest."

The Amazon Rainforest

With billions of trees, the amazon rainforest is the largest forest in the world. If you were to bring this forest to the united States, the forest would cover half of the country. Across the vast Amazon rainforest, thousands of types of fruits thrive. Many crops are also grown here. In fact, much of the worlds food comes from the Amazon rainforest. Because of this regions climate and vegetation, it is teeming with life. One-third of the worlds birds live here, as do over 400 species of mammals.

- Insert Comma = 4 mistakes** Place a comma after an introductory dependent clause. Place a comma after introductory prepositional phrases four words or longer.
- Delete (an apostrophe, extra letter, etc.) = 2 mistakes**
- Capitalize = 2 mistakes** Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.
- Insert Apostrophe = 3 mistakes** Use apostrophes in possessive nouns.



> It's/Its/Idioms <

- Read the sentences below and underline the correct word choice for each sentence.
- It's / Its time to hit the sack. ("Hit the sack" means "go to bed.")
 - The company is true to it's / its reputation of weathering storms. ("Weather a storm" means "survive a difficult time.")
 - The company allows tours of it's / its facilities once in a blue moon. ("Once in a blue moon" means "rarely.")
 - It's / Its time for me to hit the books. ("Hit the books" means "to study.")

> Assigned Reading <

- Read Chapter 9 of *The Clockmaker's Son*, and then underline the correct answers to the questions.
- What phrase from the Bible inspires Fritz in this chapter?
 - Be of good cheer.
 - Perfect love casteth out fear.
 - If ye love me, keep my commandments.
 - What new story did Fritz start?
 - a story about a famous painter
 - a story about Roman
 - the story of his life



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

Writing Workshop

Continuing Your Story: Part 1

The speed at which you tell your story, or your story's pacing, can make a big difference. Think of a holiday, vacation, or special event that you were excited about. In the days and weeks leading up to it, you were likely excited and greatly anticipated what the day would hold. Much like those days, your story should be paced so that it allows time to create some depth with your character or characters, develop tension and intrigue leading to the climax, and create anticipation for the reader. Good pacing does not rush a story, but it also won't drag out a plotline and bore the reader. If your story starts to get a little boring, it might need to move to the climax more quickly, introduce more suspense or hints, or give more interesting insights into the character.

Today you will continue working on your story.

Continuing from one of the openings you wrote in Lesson 69, finish writing the exposition, or beginning, of your story. Make sure that you include the setting, the characters, the conflict, the rising action, the climax, and the falling action. The child should have completed the beginning of his or her story, including introducing the main character and the story's setting. The child should also have written the story's conflict and rising action.

If you feel stuck, try using some of the tools you've already learned:

- beautiful, vivid description
- dialogue (pp. 202 and 208)
- personification and similes (p. 20)
- alliteration and strong verbs (p. 38)



STUDENT

- Work on unit ladders (p. 193) for 2–3 minutes.

> Capitalization with Titles <

- Write each book title with correct capitalization. Refer to page 196.
- boy of the pyramids Boy of the Pyramids
- bound for oregon Bound for Oregon
- Circle the correct answers.
- When typing, bold | italicize book titles.
 - You should always capitalize the first and last words of a title, even if they are short prepositions or conjunctions (and, or, etc.). TRUE | FALSE

> Homophones <

- Circle the correct word for each sentence. Refer to page 207 if needed.

- What color should we use to die | dye the silky material?
- Next weak | week Mary will visit her niece.
- My legs feel weak | week after yesterday's physical challenge.
- It is possible for the plants to die | dye.
- Hannah created a purple die | dye from cabbage leaves.
- The structure was weak | week as a result of using poor materials.

> Assigned Reading <

- Read Chapter 10 of *The Clockmaker's Son*, and then fill in the blanks with the correct first name of each Vogel.



Maria

gets free time to read scripture, loves clouds



Amalia

is Agatha's twin sister



Flora

is two years old; gets time with Fritz each morning



Agatha

is Amalia's twin sister



Gretchen

is seven years old; Fritz's sister



Elsie

is Fritz's twin sister

- Underline TRUE or FALSE.

- Jakob is impatient with Fritz as he is learning to walk. TRUE | FALSE
- Roman's family is looking for buried money. TRUE | FALSE

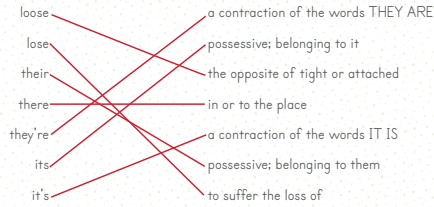


- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Spelling Workshop

Commonly Confused Words

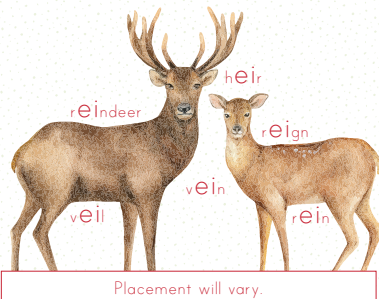
Match each Commonly Confused Word to the correct definition.



Words with EI

Sometimes EI can say the long /ā/ sound. (Example: eight) Write each word around the reindeer, making the "ei" larger than the rest of the word.

rein | veil | reindeer | heir | reign | vein



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Spelling Rule: Changing Y to I

Words that end with a consonant + Y must have the Y changed to an I before adding any suffix. (Example: happy—happiness)

Fill in the missing answers in the chart below. Note: Not all words end with consonant + Y.

Base Word	Suffix	Base Word with Suffix
dry	-er	drier
icy	-est	iciest
plenty	-ful	plentiful
defy	-ant	defiant
penny	-less	penniless
play	-ful	playful
merry	-ment	merriment
deny	-able	deniable
clumpy	-er	clumpier
fray	-ing	fraying

Challenging Spelling Words

Using colored paper, separate the words into straight or curved lines on a different piece of paper. The child should have written the Challenging Spelling Words twice on a separate piece of paper, creating a rainbow ribbon.

physical | niece | material | nature | mirror | opposite | listened
necessary | possible | measure | license | probably

UNIT 4 | 235

LESSON
73



PARENT/TEACHER

Dictate the sentences.

[Place a comma after introductory prepositional phrases that are four words or longer.]

Have the child underline the articles [the, a, an] and circle the prepositions.

1. Inside the business center, I received a physical license.
2. I'll probably add the loose mirror to the list of repairs.
3. After the nature preserve, we made a necessary stop.

Have the child read these terms and definitions.

- rouse [ROWSE]—awaken (I was roused from a deep sleep.)
- blithe [BLYTH]—happy, cheerful (Her positive attitude made everyone feel blithe.)
- ample [AM-puh]—having plenty of space (The trunk of the car had ample room for all of the suitcases.)
- tedious [TEE-dee-uhs]—tiring, boring, or dull (Seth found the process of filling and tying 30 balloons quite tedious.)
- spirited [SPEAR-ih-ted]—full of life, energy, and purpose (The spirited girl marched onto the stage and read her poem aloud.)
- retorted [rih-TOR-ted]—sharply replied ("I did not!" Ben retorted.)

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

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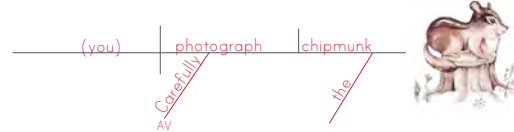


STUDENT

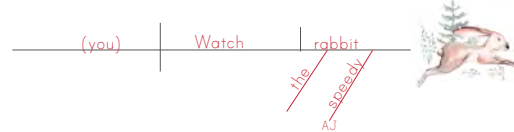
Diagramming Commands

Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

Carefully photograph the chipmunk.



Watch the speedy rabbit.



Homophones

Circle the homophone that's a verb and write a sentence for each word.

- **MEET**: Ella will get to meet her baby sister for the first time today!
- **MEAT**: The casserole recipe calls for a pound of ground meat.

meet _____
meat _____

The child should have written a short sentence that correctly uses each homophone.

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It's/Its/Idioms

Read the sentences below and underline the correct word choice for each sentence.

- It's** | **Its** a race against the clock. ("Race against the clock" means "a big hurry.")
- It's** | **Its** time to let the consequence run **it's** | **its** course. ("Run its course" means "continue naturally until it finishes.")
- It's** | **Its** important not to let the cat out of the bag. ("Let the cat out of the bag" means "reveal a secret.")



Assigned Reading

Read Chapter 11 of *The Clockmaker's Son*, and then underline the correct answers to the questions.

- Which teaching from the Bible inspires Fritz in this chapter?
 - to not judge others
 - to love our enemies
 - to fear not
- How does Fritz feel about clockmaking?
 - He is excited to give it a try.
 - He feels that he may love all the detailed work.
 - He feels it is tedious work and isn't looking forward to it.



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

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UNIT 4 | 237

Writing Workshop

Continuing Your Story: Part 2

In the last Writing Workshop, you worked on writing up to the climax. Today you will focus on writing the climax, falling action, and resolution.

Starting where your story left off, write the climax of your story while keeping in mind your resolution so that you know what your story is moving toward.

Remember that the climax should be big and bold; it is the peak of your story, after all. It is where your main character needs to face his or her obstacle or struggle. He or she must overcome it. Write about him or her. If you have not yet written the climax, listen to the end of your story to begin resolving the conflict. The child should have written the climax and falling action of his or her story, tied up all loose ends, and resolved the story's main conflict.

Write the climax of your story while keeping in mind your resolution so that you know what your story is moving toward. Remember that the climax should be big and bold; it is the peak of your story, after all. It is where your main character needs to face his or her obstacle or struggle. He or she must overcome it. Write about him or her. If you have not yet written the climax, listen to the end of your story to begin resolving the conflict. The child should have written the climax and falling action of his or her story, tied up all loose ends, and resolved the story's main conflict.

The events that unfold after the climax are all part of the falling action, which will lead to the resolution. Write the falling action of your story. It should be unraveling the tension and conflict that were created in the first half of your story and transitioning the reader from the climax to the resolution, or ending. This is the part of *Gabriel and the Hour Book* where Queen Anne and King Louis learn of Gabriel's prayer and set on a course of action that begins to resolve the story.

To end your story, tie up all loose ends and resolve the main conflict. Looking back at *Gabriel and the Hour Book*, the story is resolved by the release of Gabriel's father from prison, the restoration of the farm and livestock to his family, and the revealing of Gabriel's and Brother Stephen's futures as artists working for the king and queen. In a similar fashion, your ending should bring all the elements of your story to a conclusion. Once you write the climax, falling action, and resolution to your story, you are done for today! Do not stress if you feel like your story could use a few improvements; you will have the chance to tweak it in future workshops.

LESSON
74



PARENT/TEACHER

- Have the child read aloud all the words you circled in the Challenging Words to Pronounce section.
- Check the child's work when this lesson has been completed.



STUDENT



Complete the review exercises.

Write "heir" or "air" on each blank line. Underline the pronoun in each sentence or set of sentences. Then circle the antecedent the pronoun replaces (p. 54).

- The king trained the heir; she is an eager learner.
- A boy filled a balloon with air and released it.

Fill in the blanks with the correct word: to or too (p. 46).

It's not too late to go to the store with Anna too.

Write a short sentence that uses each homophone (p. 73).

main	The child should have written a short sentence that correctly uses each homophone.
mane	

Underline the item each sentence contains: a compound subject or a compound verb (p. 73).

- Victor's wound was smarting and bleeding.
COMPOUND SUBJECT | COMPOUND VERB
- The haughty boy and girl sat idly.
COMPOUND SUBJECT | COMPOUND VERB
- Phillip and Wes are wholly committed.
COMPOUND SUBJECT | COMPOUND VERB

Write the correct vocabulary word in each blank.

pores | pours | patience | patients | brood | unruly | flour | flower

- Dan tells his patients not to brood over the past.
- Cecil pours the extra paint back into the can.
- He shows such patience with the unruly boy.
- The cleanser removes excess oil from my pores.
- The bag of flour has a pretty pink flower on it.

Look at each underlined word. Decide if the S is at the end of the word because it is a PLURAL NOUN or a POSSESSIVE NOUN. Circle the correct answer and add an apostrophe where needed (p. 85).

- Let's haul the bags of flour away. (PLURAL NOUN) | (POSSESSIVE NOUN)
- My nieces' foot is injured. (PLURAL NOUN) | (POSSESSIVE NOUN)
- I love natures' many colors. (PLURAL NOUN) | (POSSESSIVE NOUN)

On each blank write the plural possessive form of the noun in the parentheses at the end of the sentence (p. 85).

- All six of the mirrors' frames have been fixed. (mirror)
- All of the dye pots' lids have been removed. (pot)
- Both of the teams' coaches are late. (team)

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Writing Workshop

Editing the Story: Part 1

Editing not only improves your story, but it also helps you to improve as a writer. There are different types of editing, but today you are going to do a type of line editing by specifically focusing on word choice.

WORDS OTHER THAN "SAID"

In Lesson 61 you learned that good descriptive writers enhance their dialogue and make their text come alive by substituting more specific verbs for "said." **Read through your story paying close attention to the dialogue. Find places where you can replace the word "said" with a more descriptive verb. To avoid making your story too wordy and exaggerated, do not replace every use of "said."** Your story should use both the word "said" and more specific verbs in place of "said."

Look at this example from *The Clockmaker's Son* of a balanced use of the word "said."

"Where would you like to go today?" asked Peter as he and Father carried Fritz out of the house. Elsie followed with a basket.
 "Let's see," said Fritz, "how about France? I'd love to visit the Eiffel Tower!"
 "Very funny!" said Peter. "Do you want us to bring you by the river again?"
 "How about the top of the hill?" suggested Fritz.
 "Sounds great!" said Peter.
 "Fifteen years old today!" said Elsie as she tagged along. "Happy birthday, Fritz!"
 "Fifteen!" echoed Father. "I can't believe it. It seems like just yesterday that you two were toddling around like Flora."

Now let's look at the same passage this time using only words other than "said."

"Where would you like to go today?" asked Peter as he and Father carried Fritz out of the house. Elsie followed with a basket.
 "Let's see," pondered Fritz, "how about France? I'd love to visit the Eiffel Tower."

"Very funny!" replied Peter. "Do you want us to bring you by the river again?"

"How about the top of the hill?" suggested Fritz.

"Sounds great!" exclaimed Peter.

"Fifteen years old today!" exclaimed Elsie as she tagged along. "Happy birthday, Fritz!"

"Fifteen!" echoed Father. "I can't believe it. It seems like just yesterday that you two were toddling around like Flora."

Which passage was easier and more engaging to read? The second passage seems almost exaggerated with all the descriptive words used to replace "said." The first passage is more engaging and believable. When editing your dialogue, make sure to keep a healthy balance of descriptive dialogue words and "said" in your story.

STRONG VERBS

Read through your story again. This time look for weak verbs and replace them with stronger, well-chosen verbs. To help you, some weaker verbs and stronger verbs are listed in the chart below. If needed, use an [online thesaurus with permission from your parent/teacher](#).

The child should have read through his or her story and marked places to replace the word "said." The child should also have marked weak verbs and replaced them with stronger, well-chosen verbs.

get	reach
put	place
look	gaze
walk	skip
move	propel
blew	puffed
took	towed

LESSON 76



PARENT/TEACHER

- Dictate the sentences.

Have the child underline the pronoun and circle the antecedent in each sentence. See page 54 if needed.

1. Let's meet (Mary) for lunch; she will probably appreciate the company.
2. (Jason) guessed the correct answer because he listened for the clue in the question.
3. My niece measured the (mirror) to see if it would fit through the hall.

- Have the child read these terms and definitions.

- **buoyed** [BOO-eed]—kept afloat or raised the spirits of (The sunshine buoyed up her spirits.)
- **haughtiness** [HA-tee-ness]—arrogant pride (With haughtiness, he acts like he is better than everyone else.)
- **tedious** [TEE-de-uhs]—tiring, boring, or dull (Seth found the process of filling and tying 30 balloons quite tedious.)
- **spirited** [SPEAR-ih-ted]—full of life, energy, and purpose (The spirited girl marched onto the stage and read her poem aloud.)
- **retorted** [rih-TOR-ted]—sharply replied ("I did not!" Ben retorted.)

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



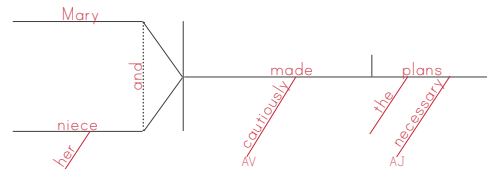
STUDENT

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

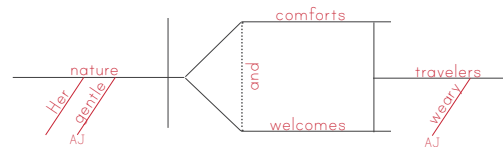
> Sentence Diagramming <

- Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

Mary and her niece cautiously made the necessary plans.



Her gentle nature comforts and welcomes weary travelers.



Draw your own lines as you diagram this sentence:

Greet our merry guest warmly.



Parts of Speech

- Draw a line from each word in the sentence to its part of speech. Refer to page 197, if needed.

Example Dad planted a garden for me.
 noun verb preposition noun article pronoun

- Mary cleans thoroughly for the guest.
 verb proper noun preposition adverb noun article
- Dad hung the tall mirror in the hall.
 article verb proper noun adjective noun article preposition noun
- We carefully stained the silk with teal dye.
 verb article pronoun adverb noun adjective preposition noun
- Jacob excitedly applied for a new license.
 adverb proper noun verb noun adjective article preposition
- The necessary materials arrive in one week.
 article verb noun adjective noun preposition adjective

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Homophones

- Circle the correct homophone in purple.

- I'm too **weak** | week to **haul** | hall the refrigerator across the room.
- Let's hang our pictures in the long **haul** | **hall** next **weak** | **week**.

Assigned Reading

- Read Chapter 13 of *The Clockmaker's Son*, and then write a brief summary of the chapter that is at least four sentences long.

The child should have written at least four sentences summarizing Chapter 13 of *The Clockmaker's Son*.

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

UNIT 4 | 245

Spelling Workshop

Contractions

On the pastries below, write the words that form the contraction. The first one is completed for you.

should've	I've	you'd
should	I	you
have	have	would
she'll	where's	couldn't
she	where	could
will	is	not
who'll	he's	she'd
who	he	she
will	has	had

Words with EI

Sometimes EI can say the long /ā/ sound. (Example: eight) Write the words in REVERSE alphabetical order, making the EI larger than the rest of the word.

veil | heir | rein | vein | reindeer | reign

vēin rēin
 vēill rēign
 rēindeer hēir

Commonly Confused Words

Write the correct word in the blank. Words can be used more than once.

loose | lose | it's | its | they're | there | their

- The twins wanted their braids to be tight, not loose.
- It's possible for our dog to get out of the fence right there.
- They're careful to avoid loose rocks when they climb.
- I won't lose the next round. It's time for a comeback!
- The fierce storm began to lose some of its strength as it trudged across the plains.

Challenging Spelling Words

Circle each Challenge word and write each word

The child should have also written each word twice on a separate sheet of paper.

physical
 niece
 material
 nature
 mirror
 opposite
 listened
 measure
 necessary
 possible
 license
 probably

E	L	D	R	P	A	R	E	S	N	E	C	I
N	E	T	I	S	O	P	P	O	U	J	O	X
E	A	G	D	V	R	C	N	A	W	I	E	E
C	R	L	A	I	R	E	T	A	M	S	V	L
E	O	U	V	O	I	B	E	C	N	T	Q	B
S	B	Q	S	U	M	R	D	I	R	E	Z	I
S	A	Y	I	A	U	P	E	S	B	N	N	S
A	B	S	I	T	E	C	L	Y	K	E	U	S
R	L	E	A	G	E	M	I	H	J	D	J	O
V	V	N	J	Q	M	F	F	P	T	A	W	P

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LESSON
77



PARENT/TEACHER

- Have the child read aloud all the words you circled in the Challenging Words to Pronounce section.
- Check the child's work when this lesson has been completed.



STUDENT



Complete the review exercises.

Circle the correct word in each sentence. Then add commas to each series (p. 138).

- The boarder | border packed his appointment calendar his most comfortable clothes and his favorite book for the business trip.
- It's | Its time to ad | add the eggs milk and oil to the flour | flower.
- A deer | dear leaped over the fence trampled the lettuce and ate the pedals | petals off Mom's favorite flours | flowers.

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Underline the item each sentence contains: a compound subject, a compound verb, or a compound direct object (pp. 73 and 101).

- In the office Nina arranged the furniture and the paintings.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
- The captain and the crew will have two weeks of shore leave.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
- Before each match Sam warms up and stretches.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
- The brilliant inventor experienced successes and failures.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

Write the correct vocabulary word in each blank.

island | cruel | distance | embarrass | captain | delicious | broccoli

- Our ship's captain saw a tiny island in the distance.
- He would not eat the delicious steamed broccoli.
- The cruel girl tried to embarrass her parents.

Circle the dependent clause in each sentence. Then underline the subordinating conjunction. (See p. 141 if needed.)

- If I spend fifteen minutes a day cleaning my room, it will stay clean.
- Jake cleaned the campaign office while Missy wrote her speech.
- Since our visit to the state park, I have been interested in studying local bird species.
- Mom thinks of her childhood home when she smells lilacs.
- As soon as the cream cheese is soft, Beth will begin making a cheesecake!

UNIT 4 | 217

Write a short sentence that uses each homophone (pp. 33 and 77).

aloud _____

allowed _____

patients _____

patience _____

The child should have written a short sentence that correctly uses each homophone.

Circle whether the sentence is a run-on sentence or contains a comma splice. Then

write the correction in the box below it. (See pages 106 and 116 if needed.)

The engine will be repaired, it no longer propels the car forward. RUN-ON
COMMA SPLICE

The engine will be repaired, for it no longer propels the car forward.

I saw that my dress's seam did not unravel I sighed in relief. RUN-ON
COMMA SPLICE

I saw that my dress's seam did not unravel. I sighed in relief.

Whose recipe won first prize what was the main ingredient? RUN-ON
COMMA SPLICE

Whose recipe won first prize, and what was the main ingredient?

I am curious, who's going to run the business while you're away? RUN-ON
COMMA SPLICE

I am curious. Who's going to run the business while you're away?

218 | UNIT 4

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

- Germany is in central europe. The netherlands, belgium, and luxembourg lie to the west of germany. France, switzerland, Austria, poland, and the czech Republic also share a border with Germany.
- The official language of germany and austria is german. It is also one of the official languages of switzerland and Belgium. Switzerland's other official languages are french, Romansh, and italian.

Underline each prepositional phrase and add commas where needed (pp. 88–89). Then circle the correct Commonly Confused Word.

- On the fourteenth of February we will tour the inside of the state capitol | capital.
- After the embarrassing mistake I hope that you can accept | except this cake with my apology.
- Jake's family will stop for desert | desser at the ice cream shop near the beach.
- Because of the pump's loose | lose hinge water is always dripping into the trough.



PERSONAL READING

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

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Writing Workshop

Editing the Story: Part 2

Using proper grammar and spelling is one way to improve your story. Another way to improve your story and to create depth is to use sensory description.

SENSORY DESCRIPTION

The use of sight, smell, sound, taste, and touch details in writing is called sensory description. It allows the reader to feel like he or she is immersed in the story.

Look at these examples of sensory description from *The Good and the Beautiful Library* books.

- **The use of sight in *The Falcon of Eric the Red*:** She was watching, as Jon knew, with eager eyes for some quarry to cross the space between herself and the earth, or for the lure that would sweep about the boy in widening circles as, with practiced hand, Jon might swing the long walrus rope, at the end of which four bird wings were deftly tied.
- **The use of touch or feeling in *Back to Poplar Street*:** Their faces were red and hot and streaked with sweat, and their hands were scratched all over.
- **The use of sound in *Boy of the Pyramids*:** Sailors shouted at each other, oars scraped together, and every so often there was a sharp snap of an overseer's whip on a slave's bare back.

Below are the same sentences with the sensory description removed.

- **Less descriptive version of the same sentence from *The Falcon of Eric the Red*:** She was watching for something to cross between herself and the earth, or for the lure that would circle about the boy.
- **Less descriptive version of the same sentence from *Back to Poplar Street*:** Their faces were hot, and their hands were scratched.
- **Less descriptive version of the same sentence from *Boy of the Pyramids*:** Sailors talked to each other, oars hit together, and every so often there was a sound of a whip on a slave's back.

In the first set of sentences, the reader can see, feel, and hear what the characters in the story see, feel, and hear. The second set of sentences is less effective. The child should have added sensory description to at least two passages in his or her story. for at least two passages.

PROOFREADING

The process of reading your story while looking for and correcting grammatical and spelling mistakes is called proofreading. The final step in editing your story is to proofread it! **Read through your story one final time.** Use the proofreading checklist below to correct some common issues in his or her story.

PROOFREADING CHECKLIST

- **Capitalization:** Make sure the beginning of sentences and proper nouns (specific names of places and people) are capitalized.
- **End-of-Sentence Punctuation:** Each sentence should end with proper punctuation.
- **Commas and Semicolons:** Look for and fix run-on sentences and comma splices. Make sure introductory prepositional phrases of four words or longer are set off with a comma.
- **Dialogue:** Each time dialogue switches characters, start a new paragraph.

TIP: Print out your story and mark errors with a colored pen or pencil as you proofread. Then use that paper to correct the final draft of your story.

TIP: Read the story aloud slowly, looking for one checklist item at a time.

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UNIT 4 | 219

LESSON
78



PARENT/TEACHER

- Quiz the child on the Challenging Spelling Words (p. 192). Dictate the words aloud and have the child write them on a whiteboard. If the child has not yet mastered any of the spelling words, have him or her continue practicing the words as you continue on with the next unit. The child may simply practice by being quizzed on the words daily or by using the spelling practice sheets in the Appendix of this course book.
- Quiz the child on the unit ladders on page 193.
- Check the child's work when this lesson has been completed.



STUDENT

Art

- Read and complete the section.
- For this lesson you will paint Black Forest mushrooms. In the last chapter you read in *The Clockmaker's Son*, Fritz wrote a poem about mushrooms in the Black Forest. Imagine yourself in the Black Forest and the many, many things that you could write a poem about! Turn to Project 9 in your *Watercolor Around the World* book and follow the instructions.



PERSONAL READING

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

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Spelling Workshop

Spelling Rule: Changing Y to I

Words that end with a consonant + Y must have the Y changed to an I before adding any suffix. (Example: happy—happiness).

Use Spelling Rule: Changing Y to I and fill in the missing answers in the chart below.

Base Word	Suffix	Base Word with Suffix
ready	-ly	readily
tidy	-ness	tidiness
justify	-able	justifiable
dirty	-er	dirtier
grizzly	-est	grizzliest
envy	-able	enviable
merry	-ment	merriment
rely	-able	reliable
lovely	-er	lovelier

Words with QU

Write QU in uppercase letters on the blanks to complete each word. Then write each word on the green blank.

s <u>QU</u> int	ac <u>QU</u> aint	<u>QU</u> est
<u>qu</u> int	<u>qu</u> aint	<u>qu</u> est
uni <u>QU</u> e	<u>QU</u> easy	s <u>QU</u> all
<u>qu</u> ie	<u>qu</u> easy	<u>qu</u> all
<u>QU</u> ack	e <u>QU</u> ator	ade <u>QU</u> ate
<u>qu</u> ack	<u>qu</u> ator	ade <u>qu</u> ate

LESSONS 79–80

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.
- For Lesson 79 have the child complete all the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange “Additional Practice” checkbox for that section.
- For Lesson 80 quiz the child on *Geography & Grammar Cards*. Remember, the child has through Level 7 to master all the cards. Place mastered cards in the bag labeled MASTERED and have the child review them occasionally. Then have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in the course. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading or move on to the next lesson.

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Student

Capitalization with Titles

Write the title of each book with correct capitalization. Remember to underline the titles. For titles of books, songs, movies, newspapers, artwork, and magazines, always capitalize the first and last words and all other words except for articles (the, a, and an) and short, unimportant words such as and, as, but, in, of, to, or, at, if, or for.

- tino and the typhoon

Tino and the Typhoon

- jeanne-marie and her golden bird

Jeanne-Marie and Her Golden Bird

- the sign of the anchor

The Sign of the Anchor

Additional Practice

Capitalization with Titles

Write the title of each book with correct capitalization. Remember to underline the titles.

- the falcon of eric the red

The Falcon of Eric the Red

- the dachshunds of mama island

The Dachshunds of Mama Island

UNIT 4 | 251

Quotation Punctuation

Insert commas and periods where needed. Place three short lines (≡) under letters that should be capitalized. Write *lc* above letters that should be lowercase. See pages 152 or 158 if needed for review.

- “I was disappointed” sighed Victor, “But I completed the chore anyway”
- Deb exclaimed, “what a marvelous sunrise. The colors are gorgeous”
- “Let’s hike the waterfalls trail this weekend” Dad said. “Amanda has not hiked that trail before, so it should interest and challenge her”
- “Please help me” cried Zach “For I’ve gotten my foot stuck”

Additional Practice

Quotation Punctuation

Insert commas and periods where needed. Place three short lines (≡) under letters that should be capitalized. Write *lc* above letters that should be lowercase. See pages 152 or 158 if needed for review.

- “Let’s get going soon” Mother called “for we don’t want to be late”
- “Today you will go on a nature hike in these beautiful hills” said our teacher. “who is ready to begin?”
- “The muffins are fluffy” exclaimed Jim, “And they are absolutely delicious!”



252 | UNIT 4

Parts of Speech

Circle the correct part of speech for each purple word.

1. The bedraggled barn was falling apart.	ADVERB ADJECTIVE
2. The boy deliberately broke the rules.	NOUN VERB
3. The sun shone radiantly.	ADVERB ADJECTIVE
4. We reached the crest of the hill.	ARTICLE PRONOUN
5. We are immensely grateful for the medicine.	NOUN VERB
6. We had ample time to read the book.	NOUN PRONOUN

Additional Practice

Parts of Speech

Circle the correct part of speech for each orange word.

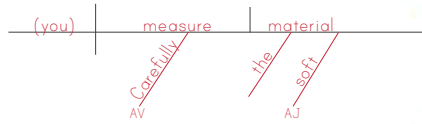
1. The long walk gave us time to chat.	ADVERB ADJECTIVE
2. The gorgeous furniture is quite sturdy.	NOUN VERB
3. The cruel wind sharply whipped around the tree.	ADVERB ADJECTIVE
4. We can spot the difference quite easily.	ARTICLE PRONOUN
5. What languages are you interested in learning?	NOUN PRONOUN
6. My dear friend came for a visit last weekend.	NOUN VERB

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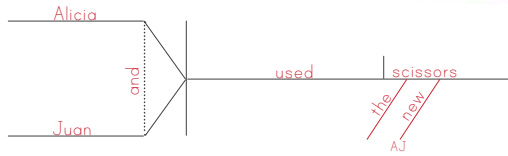
Sentence Diagramming

Diagram the sentences below. Remember to include AJ under adjectives and AV under adverbs. See pages 74 and 217 if needed.

Carefully measure the soft material.

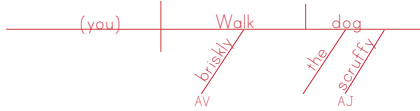


Alicia and Juan used the new scissors.



Draw your own lines as you diagram these sentences:

Walk the scruffy dog briskly.



Neatly write your answers.



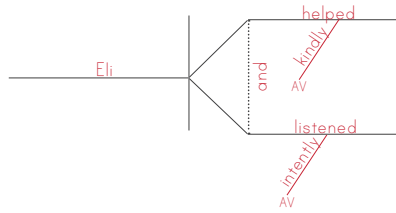
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Additional Practice

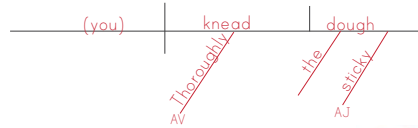
Sentence Diagramming

Diagram the sentences below. Remember to include AJ under adjectives and AV under adverbs. See pages 74 and 217 if needed.

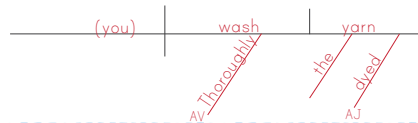
Eli kindly helped and intently listened.



Thoroughly knead the sticky dough.



Thoroughly wash the dyed yarn.



UNIT 4 | 253

Dependent Clauses, Subordinating Conjunctions & Prepositional Phrases

For each sentence below, draw a box around each prepositional phrase AND/OR underline the dependent clause and place a circle around the subordinating conjunction. See pages 88–89, 141, and 149 if needed.

- While there is still sunlight, the guests can stroll through the gardens.
- After she listened to the presentations, Alice awarded prizes to the winners.
- At the rodeo Kyle tied a lasso tightly so that it wouldn't come loose.
- After sunset we will probably see some fireflies in the meadow.
- Between Tuesday and Thursday, Mary will have a booth at the fair.
- In the heat of summer we will need to water the vegetables every night.

Additional Practice

Dependent Clauses, Subordinating Conjunctions & Prepositional Phrases

Write P in the box before each sentence that begins with a prepositional phrase. Place a circle around the subordinating conjunction and a D in the box before each sentence that contains a dependent clause.

D	1. (Until) I read the book, I will wait to watch the movie.
P	2. Beyond the barn there is a deep pond filled with trout.
P	3. After the unruly storm last week, we've been picking up sticks.
D	4. (Since) my niece came to visit, she's helping with the chores.
P	5. Opposite the farm there is a hiking trail leading to a creek.

Imperative Sentences

Underline the three imperative sentences (commands) in the text below from *The Clockmaker's Son*. See page 200 if needed.

"Take my horse. Just let him lead. He knows the way home. Get my family. They will bring their coach."



"Oh, I—I'm sorry, I've never ridden a horse. I couldn't possibly do that. And what if the horse doesn't go home? What if he wanders into the forest?" Fritz shuddered at the thought of being lost in the forest again—maybe this time in the dark on a horse that he didn't even know how to stop.

Additional Practice

Imperative Sentences

Underline the imperative sentence (command) in each paragraph from *The Clockmaker's Son*.

- "Oh dear," he said aloud, grimacing at the amateur picture. Just then, their goat Nodo came click-clacking over the cobblestones to Fritz. The goat took a big bite out of the paper. "Yes, eat the whole thing," said Fritz. The goat was happy to oblige.
- Twenty minutes later, Jakob appeared with Fritz's braces and crutches. "Run in to your mother, Flora, dear. Are you ready, Fritz?"
- "Elsie! Come on over!" Peter called.

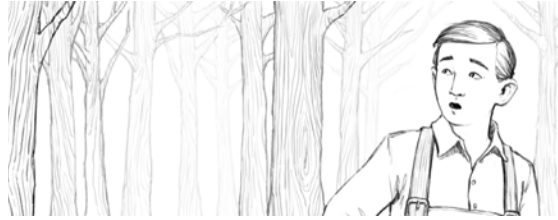
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Dependent & Independent Clauses

In each sentence below, underline each independent clause, circle the subject of each independent clause, and place a box around the coordinating conjunction.

- “It wasn’t me, but I can’t tell you who it is. That person wants to remain anonymous.”
- Tree trunks kept appearing out of the mist, however, and Fritz quickly knew he was lost.
- Peter didn’t take his eyes off the schoolmaster, for it was against the rules to not pay strict attention to the schoolmaster at all times.



Additional Practice

Dependent & Independent Clauses

In each sentence below, underline each independent clause, circle the subject of each independent clause, and place a box around the coordinating conjunction.

- “His actions were so very wrong, but the Bible teaches us to love our enemies.”
- He looked around and had no idea which direction to go, so he implored God to help him find a way out of the forest.

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Commas

To the sentences below, add commas where needed, and then circle the reason for needing the comma(s). See the following pages if needed: 206 (dates), 138 (series), 153 (dependent clauses).

- Her daughter and niece will attend the class on Tuesday January 22.
COMMAS IN DATES | **COMMAS IN A SERIES** | **COMMAS WITH DEPENDENT CLAUSES**
- Before I cut the material I should measure it again.
COMMAS IN DATES | **COMMAS IN A SERIES** | **COMMAS WITH DEPENDENT CLAUSES**
- The languages that Emma can speak are English, French and Korean.
COMMAS IN DATES | **COMMAS IN A SERIES** | **COMMAS WITH DEPENDENT CLAUSES**
- Although I like to be spontaneous I will still plan for my future.
COMMAS IN DATES | **COMMAS IN A SERIES** | **COMMAS WITH DEPENDENT CLAUSES**

Additional Practice

Commas

To the sentences below, add commas where needed, and then circle the reason for needing the comma(s).

- The Statue of Liberty’s dedication ceremony was on October 28 1886.
COMMAS IN DATES | **COMMAS IN A SERIES** | **COMMAS WITH DEPENDENT CLAUSES**
- He’ll probably mow the grass, clean the pool, and water the garden.
COMMAS IN DATES | **COMMAS IN A SERIES** | **COMMAS WITH DEPENDENT CLAUSES**
- Hannah invited her guest, her mom, and her sister to the craft fair.
COMMAS IN DATES | **COMMAS IN A SERIES** | **COMMAS WITH DEPENDENT CLAUSES**
- When we get to the nature preserve, let’s hike to the waterfall.
COMMAS IN DATES | **COMMAS IN A SERIES** | **COMMAS WITH DEPENDENT CLAUSES**

UNIT 4 | 255

LESSON 81



PARENT/TEACHER

- Have the child read this section aloud.

Poetry: Meter and Rhythm

In *The Clockmaker’s Son*, Fritz writes poetry for a poetry competition that his school is having. In this unit we will explore poetry in more depth.

Let’s first explore why poetry matters. We don’t need poetry to live; that is a fact. However, we also don’t need roses climbing up a garden wall, white swans floating on blue rivers, or over 17,000 species of butterflies to live. These things beautify our world just as poetry does. Yes, we can live without poetry, but when poetry becomes a part of our lives, we live more richly.

Poetry can be one of the most powerful forms of language. The child who grows up reading well-written poetry is more likely to notice the wildflowers by the roadside, to feel pleasure in well-crafted words, and to be a great writer.

The first thing we will study about poetry is meter and rhythm.

Meter is a pattern of stressed / and unstressed ~ syllables in a poem. Stressed means emphasized. For example, in the word SUNSHINE, SUN is naturally stressed (emphasized). Some poems have a regular meter, and some do not. A regular meter gives poetry a rhythmical, melodious sound.

In poetry a **foot** has a certain number of syllables in it, usually two or three syllables. The foot pattern is repeated throughout the poem.

There are several kinds of meters. Here are two of the most common:

iamb [I–am] (unstressed, stressed) ~ /

trochee [TRO–key] (stressed, unstressed) / ~

The beat pattern for the first stanza of the poem “Friends” has been given in red. Study the beats and answer the questions by underlining the correct answers.

- Does the stanza have a consistent meter? YES | NO
- Which meter does the poem use? iamb | trochee

Friends

By Abbie Farwell Brown

How good to lie a little while
And look up through the tree!
The Sky is like a kind big smile
Bent sweetly over me.



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

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STUDENT

Work on unit ladders (p. 257) for about 3 minutes.

New Concept

Linking Verbs

Read and complete the section.

Linking verbs do not express action; they express a state of being. They are called “linking verbs” because they link the subject of the sentence to a word or phrase that renames or describes the subject.

Fill in the blank. Linking verbs do not express action; they express a state of being.

All forms of the verb “be” can be linking verbs: am, is, are, was, were, has been, are being, might have been, will be, etc.

Write four linking verbs that are a form of the verb “be”:

The child should have written four of the linking verbs underlined above.

Other verbs can be linking verbs or action verbs. If you can replace the verb with a form of “be” and the sentence makes sense, it is a linking verb. For example, “Amy SEEMS happy” could be “Amy IS happy.”

More Verbs That Can Be Linking Verbs

feel	look	smell	sound	taste
grow	stay	turn	appear	get

In the following sentences, the linking verb is underlined. On the blank line after each sentence, write a form of the verb “be” that you could use to

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replace the underlined verb. Both the underlined verb and the verb you write are linking verbs.

- They seem really nice. are
- Roger felt sick. was
- The waterfall will look beautiful. be
- The bread smells delicious. will be
- The book remained on the floor. was
- The salad tastes good. is
- The sky grew dark. was

Linking verb use will vary.

Underline the linking verbs.

- My brothers are very smart.
- The flowers look beautiful in the vase.
- This sweater feels so soft.
- That music sounds beautiful.
- The road is bumpy.

Assigned Reading

Read Chapter 14 of *The Clockmaker’s Son*, and then circle the correct answers.

- Circle the character trait that Fritz shows in this chapter:
forgiveness | rudeness | thriftiness | competitiveness
- After a good cry about losing his poems, Fritz decided it was time to move on and be cheerful. TRUE FALSE



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

UNIT 5 | 259

Writing Workshop

Introduction to Essay Writing

During your life you will be required to write many different kinds of essays, papers, talks, speeches, letters, or other nonfiction writings. Learning to organize information and write well are skills that will bless your life.

The introductory (beginning) paragraph in an essay usually has an **attention-grabbing opening**, a **transition to the thesis statement**, and a **thesis statement**.

Eight Ways to Start an Introductory Paragraph

First impressions are important. You do not want to start an essay by flatly stating what you are going to be writing about. Think of your first sentence as a hook that grabs your reader’s attention and interest. Be creative and show your personal style.

An introduction could include any of the following items:

- An interesting fact or surprising statistic
- A thought-provoking question
- A short personal experience
- A short but interesting and applicable quote
- An attention-grabbing statement
- A short but interesting story
- Historical background
- Vivid description



In the box below each sentence, write which of the eight ways to start an introductory paragraph is used (e.g., historical background, vivid description). Each way to start an introductory paragraph is used only once in the answers below.

Margaret Young said, “Climbing is as close as we can come to flying.”

A short but interesting and applicable quote

In 2007, almost 30 million Americans participated in hiking.

An interesting fact or surprising statistic

The 15,781-foot, snow-peaked mountain looms above as the trail dips down into the green valley.

Vivid description

Would you like to improve your health, sleep better at night, and experience something beautiful?

A thought-provoking question

Last summer my friend invited me to go hiking.

A short personal experience

After his wife died, Paul Stutzman took a remarkable 2,176-mile hike in search of peace.

A short but interesting story

If I could be anywhere in the world, I would be on a mountain.

An attention-grabbing statement

Taking a walk for pleasure became popular in the 18th century.

Historical background

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Writing a Thesis Statement

- Essays are centered around a thesis statement, which is the central point or idea of the whole essay.
- A thesis statement indicates what you will be emphasizing in your essay.
- A thesis statement helps you as a writer to focus and avoid wandering from your main idea as you write.
- A thesis statement is usually one sentence and is at the end of the first paragraph.

WHAT MAKES A STRONG THESIS STATEMENT?

- It is written concisely (giving information clearly without a lot of words).
- It narrows the topic to a specific main idea.
- It contains only ideas or points discussed in your essay.
- It creates interest and makes the reader curious enough to want to read the rest of the essay.
- It does not start with phrases like "In this paper I will . . ." or "The purpose of my essay is to show . . ."

Based on the information above, fill in the missing words.

- The thesis statement is the central point or idea of the whole essay.
- The thesis statement narrows the topic to a specific main idea.
- The thesis statement is usually only one sentence and is at the end of the first paragraph.

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- Underline the thesis statement in each of the following opening paragraphs.

- In the box below each paragraph, write which of the eight ways to start an introductory paragraph is used in the example.



Opening Paragraph #1

Is a book that was written 100 years ago really that important to read? Why should I care about reading classical literature? Some people may ask themselves these questions in a world that is flooded with instantly entertaining books that are fast and easy to read. However, there are good reasons that classical books are still being printed today while popular "quick-read" books come and go. Classical literature is of great value because it usually explores important ideas and principles, gives greater understanding of history and cultures, and expands the reader's mind by using more complex writing techniques.

Attention-Grabbing Opening

Transition to Thesis

Thesis Statement

A thought-provoking question

Opening Paragraph #2

Joe J. Christensen said, "What we choose to read will make a huge difference in the development of our minds and character." I believe this quote is true; books are more important than we realize. We should choose wisely the books we read because what we read affects our lives in profound ways.

Attention-Grabbing Opening

Transition to Thesis

Thesis Statement

A short but interesting and applicable quote

UNIT 5 | 261

LESSON 82



PARENT/TEACHER

- Dictate the sentences.

Have the child circle the coordinating conjunctions.

- I guarantee I received a receipt, but it's difficult to read.
- A surprise isn't necessary, and it will interrupt the meeting.
- It's acceptable to choose a familiar topic for your report, but make sure you still do your research.
- The book is difficult, but its message is inspiring.

- Have the child read these new and review terms and definitions.
 - mused** [MYOOZD]—to thoughtfully say or think about something (Ben sat by the creek and mused over how to spend the prize money.)
 - colleague** [CALL-leeg]—a coworker or someone in the same profession (Jan's colleague urged her to attend the seminar.)
 - impartial** [im-PAR-shu]—fair, equal, and without preference (The historian offered an impartial observation.)
 - ominous** [AH-mih-ness]—indicating or foreshadowing a bad outcome or event (The ominous clouds worried the sailors.)
 - dejectedly** [dih-JEK-ted-ly]—to do something in a depressed or sad manner (After their loss the team walked dejectedly back to the bus.)
- Check the child's work when this lesson has been completed.

262 | UNIT 5

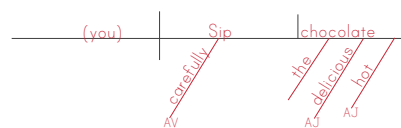


STUDENT

Diagramming Commands

- Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

Sip the delicious hot chocolate carefully.



Wash the dirty bike quickly.



Homophones

- Circle the homophone that's a verb. Write a sentence for each word.

- LESSEN**: to make less
- LESSON**: a period of learning or teaching

lessen — The child should have written a short sentence that correctly uses each homophone.
 lesson —

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Read and complete the section.

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

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

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

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

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

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

Underline the helping verb or verbs and circle the main verb in each sentence.

- I am listening to the wind in the leaves.
- He was leaning against the tall tree.
- I had hoped for a bird's nest in the tree.
- The student is trying his best.
- We should help that lady.
- The girl was practicing her violin.
- They shall spend the night in a tent.
- I might want some help.
- I have always wanted a puppy.
- The baby can crawl now.
- We had been sitting on the porch for an hour.
- A sincere prayer does make a difference.



Read Chapter 15 of *The Clockmaker's Son*, and then write a brief summary of the chapter that is at least four sentences long.

The child should have written at least a four-sentence summary about Chapter 15 of *The Clockmaker's Son*.

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

Fritz's family traveled for four days to visit Aunt Rosa while Fritz stayed with Herr Engel, whose foot was cut. Many things happened while the family was gone. Fritz desired to write more of his life story, but when he went to get it from the chest, it was gone. Before his family returned home, a huge hailstorm blew in, destroying crops and damaging the roof! To add to the hard events, one night robbers entered through the roof, and Fritz believed they stole his mother's money for her stove. Herr Engel revealed to Fritz that his mother spent the missing money earlier to buy Fritz's horse. Herr Engel's foot worsened, and he asked Fritz to read from John: "Let not your heart be troubled."

PERSONAL READING

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

Spelling Workshop

Challenging Spelling Words

Read each spelling word below, and then spell it aloud twice.

Write each of your spelling words like water shooting out of the fountain.

- guarantee
- syllable
- interrupt
- column
- receipt
- familiar
- difficult
- achieve
- acceptable
- surprise
- vegetable
- geography

The child should have written each spelling word in the shape of water shooting out of the fountain.



Commonly Confused Words

Study the Commonly Confused Words **THAN** and **THEN** on page 257. Then read the sentences below and underline the correct word choice for each sentence.

- If you want to come, (than | then) please fill out the application.
- My brother loves rock climbing, but it scares me too much. He has always been more audacious (than | then) I have been.
- The lake is more placid (than | then) it was yesterday during the storm.
- Emma finished the difficult assignment; (than | then) she rode her bicycle.
- Nothing rankles me more (than | then) being cut off on the freeway.

Spelling Rule: Singular Words That End with S

When a word ends in S but is not plural, usually add a Silent E.

Considering the spelling rule above, determine which underlined word is spelled correctly and write the correct word in the blank space.

We watched the <u>eclips</u> .	We watched the <u>eclipse</u> .	eclipse
I'll <u>decreas</u> my speed.	I'll <u>decrease</u> my speed.	decrease
Two <u>orchestras</u> are playing.	Two <u>orchestrse</u> are playing.	orchestras
I <u>immerse</u> myself in light.	I <u>immers</u> myself in light.	immerse
My voice is <u>hoars</u> .	My voice is <u>hoarse</u> .	hoarse
Pick ten <u>orchids</u> .	Pick ten <u>orchidse</u> .	orchids
I eat <u>mousse</u> for dessert.	I eat <u>mouss</u> for dessert.	mousse

Contractions



Find the six hidden contractions. Then write the two words that make up each contraction in the boxes below.

I am	they have	you will
they are	I will	I had



PARENT/TEACHER

- Have the child read this section to you.

Alliteration in Poetry

Alliteration is when words that are next to each other or close together have the same beginning sound. Look at the alliteration in this sentence: "I love the soft sound of sighing wind."

I will read the following poems by Evaleen Stein (author of *Gabriel and the Hour Book*) and circle one use of alliteration in each poem.

The Birds' Bath

In our garden we have made
Such a pretty little pool,
Lined with pebbles neatly laid,
Filled with water clean and cool.

When the sun shines warm and high
Robins cluster round its brink,
Never one comes flying by
But will flutter down to drink.

Then they splash and splash and splash,
Spattering little showers bright
All around, till off they flash
Singing sweetly their delight.

The child should have circled one instance of alliteration in each poem.



Up, Little Ones

A robin redbreast, fluting there
Upon the apple bough,
Is telling all the world how fair
Are apple-blossoms now;
The honey-dew its sweetness spills
From cuckoo-cups, and all
The crocuses and daffodils
Are dressed for festival!

Such pretty things are to be seen,
Such pleasant things to do,
The April earth it is so green,
The April sky so blue,
The path from dawn to even-song
So joyous is today,
Up, little ones! Dance along
The lilac-scented way!

The Firefly

Flash and flicker and fly away,
Trailing light as you flutter far,
Are you a lamp for little children, say?
Or a flake of fire from a falling star?

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



STUDENT

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

Map Reading: Germany

- Complete the section for the political map shown on this page.

- What country borders Germany on the north? Denmark
- How many countries border Germany? nine
- What is the capital city of Germany (in bold by a red box)?
Berlin
- What country is directly east of Berlin? Poland
- The thin purple lines on Germany show the division of states. How many states are in Germany? 16 The Black Forest is in the state of Baden-Württemberg. Circle the region of Germany this state is in: Northwest Germany | Southeast Germany | Southwest Germany
- What two seas does Germany border? North Sea
Baltic Sea

- Complete the section using the chart to the right. **Population density** means the number of people living per unit of area.

Which of the three countries has the highest population density?
Germany Which of the three countries has the highest total population?
United States



Country	Total Population	Population Density
Germany	83,149,300	240 per square kilometer
United States	331,650,781	36 per square kilometer
France	67,060,000	122 per square kilometer

> Linking Verbs <

Read and complete the section. See page 259 if needed.

In the following sentences, the linking verb is underlined. On the blank line after each sentence, write a form of the verb “be” that you could use to replace the underlined verb. Both the underlined verb and the verb you write are linking verbs.

1. My colleague grew angry. _____
2. That food smells tasty. _____
3. Unfortunately, the milk turned sour. _____
4. The garden looks nice. _____
5. The dark clouds remain ominous. _____
6. The man appears dejected. _____

Linking verbs will vary. Acceptable forms of the verb “be” are below.

is, are, was, were, has been, have been, will be

Underline the linking verbs. Not every sentence has a linking verb. Remember that forms of the verb “be” are linking verbs.

1. The windmill is tall.
2. The sun appears bright.
3. A breeze blows lightly.
4. The blades are long.
5. I love the rolling hills.
6. The sun grows brighter.
7. The birds sound happy.
8. Abe mows the lawn.
9. The house looks tidy.



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Each sentence below starts with a prepositional phrase. Prepositional phrases always start with a preposition (under, through, from, of, on, up, etc.). **Underline the prepositional phrase, place a comma after the prepositional phrase if it is four words or more, and circle the linking verb in each sentence. Write the form of “be” that you could use to replace the linking verb.**

- Linking verb use will vary.
1. In the small courtroom, the judge appears tired. is
 2. Around the corner the crowd grows larger and larger. will be
 3. After the storm the blanket felt wet. was
 4. Under the tin roof this rain sounds beautiful. is

Some verbs can be either linking verbs or action verbs. Verbs related to the five senses (smell, sound, taste, etc.) are often this way. If a verb is used to express a state of being and could be replaced with a form of the verb “be,” it is a linking verb. Otherwise, it is an action verb.

Is the underlined word in each sentence an action verb or a linking verb? Underline the correct choice.

- | | |
|---|-------------------------|
| 1. This road often <u>gets</u> hot. | ACTION <u>LINKING</u> |
| 2. Nathan <u>got</u> a cut on his knee. | ACTION <u>LINKING</u> |
| 3. The road <u>appeared</u> muddy. | ACTION <u>LINKING</u> |
| 4. I <u>feel</u> refreshed after my nap. | ACTION <u>LINKING</u> |
| 5. The scent from the skunk <u>smells</u> terrible. | ACTION <u>LINKING</u> |
| 6. The dog <u>smells</u> an animal near us. | ACTION <u>LINKING</u> |
| 7. Your voice <u>sounded</u> beautiful. | ACTION <u>LINKING</u> |



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

UNIT 5 | 267

Writing Workshop



Optimism Essay: Part 1

Optimism means looking for the best in a situation. In *The Clockmaker’s Son*, Fritz is an excellent example of optimism. Optimism is one way of being of good cheer. Over the next few writing workshops, you will work on writing an essay on optimism. If possible, you should type your essay.

Outline

The outline for this essay is given to you. An outline is a list that shows what each paragraph or section of your essay will cover. For your essay on optimism, you will use this outline:

- I. Opening Paragraph
- II. How Optimism Affects Physical Health
- III. How Optimism Affects Happiness
- IV. Closing Paragraph

The child should have written an opening paragraph following the directions on this page and then used the checklist to check his or her work.

Writing Your Opening Paragraph

1. Title your essay as follows, using your own name. Center the text.

Benefits of Being Optimistic
By Gabe Harris
2. Type your attention-grabbing opening by using a question or a statement. You may use any of the following information in your own words. This means you write the same thing or something similar but without using the exact words.

- The simple act of smiling releases feel-good chemicals in the brain. Even a “pretend” smile releases these chemicals.
 - Studies show that pessimists (those who look for the worst in situations) are more likely to develop serious illness later on in life than optimists.
 - Studies show that optimistic people are less likely to have emotional problems, depression, and bad health.
3. Now write a transition sentence or two to lead to your thesis statement. You may use one of the following sentences or create your own.
 - This is just one reason (These are just some reasons) why we should pay more attention to the way we choose to respond to things.
 - The way we choose to view life is more important than we realize.
 4. Now type one of the following thesis statements at the end of your opening paragraph.

There is no doubt that being optimistic positively impacts your physical health and happiness.

Our physical health and happiness are greatly impacted by how optimistic we choose to be.

CHECKLIST

- I started each sentence with a capital letter and ended each sentence with appropriate punctuation.
- I do not have any extra spaces between words or sentences. (Use one space between a period and the first word in a sentence.)
- I reviewed the paragraph for correct spelling.

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STUDENT

Work on unit ladders (p. 257) for about 3 minutes.



Subjects

Read and complete the section.

The two necessary parts of a sentence are the subject and the predicate. The **subject** is the doer of the action or the thing that is "being."

The **simple subject** is who or what is doing or being. The simple subjects are underlined in the sentences below.

That cute bunny eats a huge carrot.

Our thoughtful Aunt Betty is cooking a wonderful dinner.

The **complete subject** is the simple subject with all of its modifiers. **Modifiers** are words that provide additional information. The complete subjects are underlined in the sentences below.

That cute bunny eats a huge carrot.

Our thoughtful Aunt Betty is cooking a wonderful dinner.

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

Underline the simple subject in each sentence.

- The little girl made a nice apron.
- An old man down the street wrote a lovely story.
- I watched the beautiful sunset.
- Thankfully, my mom packed me a huge lunch.
- The hummingbird zoomed around our yard.

- A bright yellow butterfly landed on the pink rose.
- My family watched a fat worm.
- Jake kicked the ball into the goal.
- The hardworking gardener grew cucumbers, peas, and squash.

Underline the complete subject in each sentence.

- The little girl made a nice apron.
- An old man down the street wrote a lovely story.
- I watched the beautiful sunset.
- Thankfully, my mom packed me a huge lunch.
- The hummingbird zoomed around our yard.
- A bright yellow butterfly landed on the pink rose.
- My family watched a fat worm.
- Jake kicked the ball into the goal.
- The hardworking gardener grew cucumbers, peas, and squash.

Homophones

Fill in each blank with the correct homophone.

- DISCUSSED:** We discussed the problem.
- DISGUST:** Tom looked at the rotten food with disgust.
- DOE:** A doe is a female deer.
- DOUGH:** He made cookie dough.

- He looked at the dirty bread dough with disgust.
- We discussed what to do with the wounded doe.
- I feel disgust toward cruelty.
- We discussed what kind of pasta dough to make.

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Assigned Reading

Read Chapter 16 of *The Clockmaker's Son*, and then write about one way that you want to be more like Fritz. Use at least 5 sentences to expand your answer (give examples, reasons, etc.).

The child should have written at least five sentences to describe one way he or she wants to be more like Fritz.

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

Fritz is a wonderful example to me. I want to be more like Fritz in the way he forgives others. Fritz felt hurt by his sister when he fell out of the tree, and he also struggled with Günter taking his poems and using them in the contest. Even though it was hard for Fritz, he worked to forgive and love as Jesus loves. I enjoyed learning that Fritz gave Günter a Bible. Fritz shared his happiness with his friend. I hope I can be more forgiving.

PERSONAL READING

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

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Spelling Workshop

Challenging Spelling Words

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

guarantee geography syllable interrupt difficult acceptable vegetable

3 Syllables

guarantee

syllable

interrupt

difficult

4 Syllables

geography

acceptable

vegetable

Commonly Confused & Challenging Spelling Words

In the paragraph below, cross out the words **THAN** and **THEN** and the spelling words **COLUMN** and **FAMILIAR** when they are spelled incorrectly. Then write the correct words above the words you cross out. (See page 257 if needed.)

Today I created a budget for our upcoming vacation. First, I created a ~~column~~ ^{column} for food expenses. I'm planning on eating a lot of . I also want

to try foods that are not ~~familiar~~ ^{familiar} to me.

~~Then~~ ^{than} I made a column for accommodations. Staying in a is less

expensive ~~than~~ ^{than} a hotel, so we will camp often.

Then I made a ~~column~~ ^{column} for travel. We'll take the because it's less

expensive ~~than~~ ^{than} renting a car, and I'm familiar with the bus system.

UNIT 5 | 271



STUDENT

Editing

- Edit the facts. Then enjoy the photos of German castles on this page.

Facts About Castles of Germany

- In Germany you will find many thousands of castles, but many of the castles are now in ruins. Because castles were usually built for defensive purposes, they were often built in strategic locations.
- Although most castles were built for defensive purposes, Neuschwanstein Castle was not. This castle was built by King Ludwig II, but he was only able to spend 11 nights in the castle before he died. The castle's beauty attracts many visitors each year.
- Perched on a cliff, Lichtenstein Castle lies in Germany's Black Forest. Although the castle was destroyed twice, it was rebuilt each time.



Insert Comma = 5 mistakes Place a comma after an introductory dependent clause or to separate two independent clauses connected with a coordinating conjunction (on p. 18).



Delete (an apostrophe, extra letter, etc.) = 2 mistakes



Capitalize = 6 mistakes Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.



Insert Apostrophe = 2 mistakes Use apostrophes in possessive nouns.

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Neuschwanstein Castle



Lichtenstein Castle



New Concept

Predicates

- Read and complete the section.

As you have learned, the two necessary parts of a sentence are the subject and the predicate. The **subject** is the person, place, or thing that is doing the action.

Underline the simple subject in each sentence.

1. The tiny bug was crawling on the tree branch.
2. A new family moved into the neighborhood.
3. The brave boy told everyone the truth.
4. The entire group has been picking berries by the stream.

Underline the complete subject in each sentence.

1. The tiny bug was crawling on the tree branch.
2. A new family moved into the neighborhood.
3. The brave boy told everyone the truth.
4. The entire group has been picking berries by the stream.

The **simple predicate** is the verb or verb phrase that tells what the subject does or is. The simple predicates are underlined in the sentences below.

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

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

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

Underline the simple predicate in each sentence.

1. The tiny bug was crawling on the tree branch.
2. A new family moved into the neighborhood.
3. The brave boy told everyone the truth.

4. The entire group has been picking berries by the stream.

Underline the complete predicate in each sentence.

1. The tiny bug was crawling on the tree branch.
2. A new family moved into the neighborhood.
3. The brave boy told everyone the truth.
4. The entire group has been picking berries by the stream.

Assigned Reading

- Read Chapter 17 of *The Clockmaker's Son*, and then answer the questions with full sentences.

1. What are two things that caused the Vogel family to be in financial trouble?

The Vogel family had financial troubles because Father had used all the money to fix the roof and buy more hay for the animals.

2. Why didn't Fritz tell the teacher that Günter stole his poem?

Fritz didn't tell the teacher because something had spoken to his heart and told him to be still and wait quietly.



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

Writing Workshop



Optimism Essay: Part 2

It's time to continue working on your essay, which has this outline:

- I. Opening Paragraph
- II. How Optimism Affects Physical Health
- III. How Optimism Affects Happiness
- IV. Closing Paragraph

The child should have written the first body paragraph of his or her optimism essay, following the directions on this page.

You have written the opening paragraph for your essay. In this workshop you will continue on with your first body paragraph ("How Optimism Affects Physical Health"). First, let's review what you have learned about creating an effective paragraph from previous lessons.

1. **Begin with a topic sentence, which tells the reader what the paragraph will be about.**
2. **Explain the ideas in the topic sentence, but stick to only the ideas in the topic sentence.**
3. **End with a closing sentence, which 1) summarizes the main idea, 2) gives final thoughts or opinions, and/or 3) transitions to the next paragraph.**

Writing Your First Body Paragraph

1. Use any of the information below or in the next column to create a topic sentence or use one of the following topic sentences:

- Optimism has several benefits to physical health.

- Being optimistic has shown a number of health benefits.
 - We all know that things like exercise and sleep affect our physical health, but optimism also impacts our physical bodies.
2. Continue your paragraph by writing at least four sentences that explain your topic sentence. Use information from the bottom of the page if desired, but write it in your own words. Use transitional words such as these: *first, second, also, additionally, one of the, another, for example, other studies show, another benefit, in addition.*
 3. Write a closing sentence to your paragraph that summarizes the main idea, gives final thoughts or opinions, or transitions to the next paragraph. Alternately, you may use one of these closing sentences:
 - It's hard to ignore the importance of optimism when you consider all the physical benefits it brings. (summarizes)
 - These physical benefits of optimism are amazing, but there are other benefits to be gained by a positive outlook. (transitions to the next paragraph you will write)

Facts About Optimism and Physical Health

- Studies show that optimistic people tend to live longer than people with negative attitudes. It's amazing to think that simply looking on the bright side can lengthen your life span.
- Optimism affects your immune system, allowing your body to better fight sickness and disease. Our incredible bodies are able to do their jobs of healing more quickly when we are thinking on the bright side of things.
- Studies show that optimists have a much lower risk of heart problems than pessimists. Optimists definitely have healthier hearts.
- Do optimistic people recover more quickly from a serious illness? Yes, they do. Optimism has definitely been shown to speed up recovery.

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UNIT 5 | 275



STUDENT

New Concept

Verb Phrases

- Read and complete the section.

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

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

Underline the verb phrase in each sentence.

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

For about 30 seconds, study the overall beauty and the small details of the painting on this page.

Write two sentences about the painting that have verb phrases and circle the verb phrases.

The child should have written two sentences about the painting and circled the verb phrases he or she used in each.



*"Romsdalshorn" by Johan Fredrik Eckersberg (1822–1870), 1867 * (p. 10)*

Subjects and Predicates

- Read and complete the section.

As you have learned, the two necessary parts of a sentence are the subject and the predicate. The **subject** is the person, place, or thing that is doing or being the action. The **predicate** is the verb or verb phrase that tells what the subject does or is.

For each sentence, **underline** the simple subject and **circle** the simple predicate. The first one is done for you as an example.

1. The clouds were drifting across the mountain peaks.
2. Tim carried the laundry outside for Mother.
3. The ice on the lake has been melting in the sunshine this week.
4. Josette is stirring the soup over the fire.
5. She has made enough for everyone.

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UNIT 5 | 277

Diagramming Verb Phrases

Read and complete the section.

A verb phrase is the main verb plus any helping verbs (e.g., should, could, will, does, must, have, is, are).

Example: He has brushed the horse.

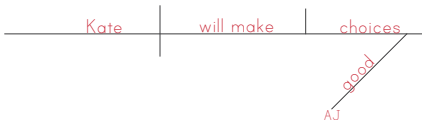
When diagramming verb phrases, write the verb phrase to the right of the long vertical line.

Example:

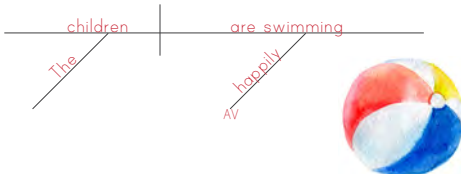


Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

Kate will make good choices.



The children are swimming happily.



New Concept

Sentence Structures

Read and complete the section.

A **simple sentence** is made of one independent clause (a clause that can act as a sentence on its own).

Example: Rico took the cows to the pasture.

A **compound sentence** is made of two or more independent clauses joined by a coordinating conjunction or semicolon.

Examples: It's cold, so I shut the window. | It's cold; I shut the window.

A **complex sentence** is made of an independent clause and one or more dependent clauses. (Dependent clauses are underlined below. See pages 141, 149, and 153 for more information on dependent clauses.)

Examples: If it rains, we'll leave. | We'll leave if it rains.

Draw a line from each sentence to its structure.

- | | |
|--|----------|
| 1. The patients are unruly. | simple |
| 2. When you plant this seed, you'll get a flower! | |
| 3. The rain pours, and the thunder rumbles. | compound |
| 4. If you have patience, it will work out. | |
| 5. You measure the flour, and I pour it. | complex |
| 6. The situation can't be fixed by brooding over it. | |

Assigned Reading

Read Chapter 18 of *The Clockmaker's Son*.



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

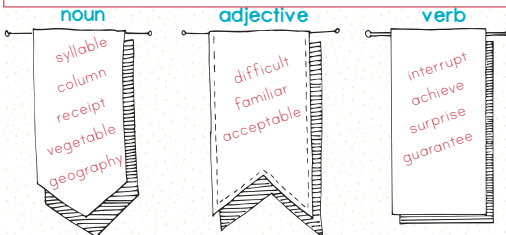
Spelling Workshop

Challenging Spelling Words

Read each Challenging Spelling Word below, and then spell it aloud twice. Write each of your spelling words diagonally in the banner that shows its correct part of speech. See page 197 if needed.

syllable | interrupt | column | receipt | familiar | difficult

Surprise and guarantee may be on the verb or noun banner. Surprise may also be on the adjective noun banner.



Commonly Confused & Challenging Spelling Words

Write a sentence for each set of purple words. (See page 257 if needed.) Also, use an adjective in the sentence and circle it. (See page 197 if needed.)

1. then/guarantee

The child should have written short sentences using each set of purple words and then circled the adjective he or she used for each one.

2. than/vegetable

Spelling Rule: Singular Words That End with S

When a word ends in S but is not plural, usually add a Silent E.

Considering the spelling rule above, determine which underlined word is spelled correctly and write the correct word in the blank space.

We'll <u>rehears</u> the song.	We'll <u>rehearse</u> the song.	<u>rehearse</u>
It's a <u>tortois</u> shell.	It's a <u>tortoise</u> shell.	<u>tortoise</u>
The <u>universe</u> is huge.	The <u>univers</u> is huge.	<u>universe</u>
I have two <u>receiptse</u> .	I have two <u>receipts</u> .	<u>receipts</u>
The <u>diseas</u> is serious.	The <u>disease</u> is serious.	<u>disease</u>
I <u>suppose</u> you're right.	I <u>suppos</u> you're right.	<u>suppose</u>
He feels <u>remorse</u> .	He feels <u>remars</u> .	<u>remorse</u>

Contractions



Find the six hidden pairs of words. Then write the contraction for each pair of words in the boxes below.

he's	I'm	won't
you'll	I'd	you'd

LESSON
87



PARENT/TEACHER

- Quiz the child on the Challenging Spelling Words (p. 256). If any words are misspelled, consider doing extra practice for the spelling words by quizzing the child on the words daily or by using the spelling practice sheets in the Appendix of this course book.
- Check the child's work when this lesson has been completed.



STUDENT



Complete the review exercises.

Underline the correct sentence in each group (p. 85, second column).

1. Harry's and Kevin's eyes are brown.
Harry and Kevin's eyes are brown.
2. The farmer and the plumber's solutions are quite different.
The farmer's and the plumber's solutions are quite different.
3. Blake and Haddie's dog is so cute. (They share the dog.)
Blake's and Haddie's dog is so cute. (They share the dog.)

For the following sentences, underline all the prepositional phrases and insert commas where needed (p. 88).

1. From the front window, I see the penitent boy crying at the park.
2. Beyond the lake, I vaguely see a hiker.
3. Within the pages of the book, a perplexing mystery evolves.
4. During a raging storm, I was compelled to walk through the canyon.
5. The courageous woman lives down that street.

Write the correct vocabulary word in each blank.

exquisite | lustrous | industrious | immortal | apt | scarlet

1. Her hair is long and lustrous.
2. The scarlet-colored scarf was exquisite.
3. The industrious boy did the work of two people.
4. Angels are immortal beings.
5. He is very apt to forget his appointment.

Underline the item each sentence contains: a compound subject, a compound verb, or a compound direct object (pp. 73 and 101).

1. Yesterday we picked strawberries and peaches.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
2. The bees and the butterflies love those flowers.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
3. The Bible teaches truth and gives comfort.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
4. The words of Christ bring peace and light.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

Fill in the blanks with the correct word: to or too (p. 46).

It's not too early for you to invite Jill too.

Read each sentence. Circle whether the sentence contains a run-on sentence or a comma splice. Underline all the correct ways to fix the sentence.

At urgent times you may need to interrupt someone, say excuse me.	run-on sentence <u>comma splice</u>	<u>At urgent times you may need to interrupt someone; say excuse me.</u> At urgent times you may need to interrupt someone say excuse me. <u>At urgent times you may need to interrupt someone. Say excuse me.</u>
Do not just open a closed door knock first.	<u>run-on sentence</u> comma splice	Do not just open a closed door, knock first. <u>Do not just open a closed door. Knock first.</u> Do not just open a closed door; knock first.
You should leave places clean always throw away your trash.	<u>run-on sentence</u> comma splice	<u>You should leave places clean, so always throw away your trash.</u> You should leave places clean, always throw away your trash. <u>You should leave places clean. Always throw away your trash.</u>
Speak quietly at the library, people are studying and reading.	run-on sentence <u>comma splice</u>	<u>Speak quietly at the library. People are studying and reading.</u> <u>Speak quietly at the library, for people are studying and reading.</u> <u>Speak quietly at the library; people are studying and reading.</u>
Eye contact is important look at people when they speak.	<u>run-on sentence</u> comma splice	Eye contact is important, look at people when they speak. <u>Eye contact is important, so look at people when they speak.</u> <u>Eye contact is important. Look at people when they speak.</u>

Rewrite each run-on sentence to fix it three ways (p. 106).

Run-on Sentence: The assignment is difficult it is necessary.

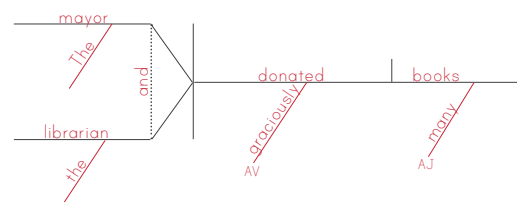
Comma and Coordinating Conjunction
The assignment is difficult, but it is necessary.

Semicolon
The assignment is difficult; it is necessary.

Period
The assignment is difficult. It is necessary.

Diagram the sentence. Remember to put AJ under adjectives and AV under adverbs (p. 74).

The mayor and the librarian graciously donated many books.



Editing

- Edit the facts, and then enjoy the photos of Germany on this page.

Facts About Germany

- The Zugspitze is the highest mountain in Germany and it rises 2,962 meters above sea level.
- Germany is the seventh-largest country in Europe.
- The currency used in Germany is called the euro.
- Germany shares borders with nine other countries, including Austria, France, and Luxembourg.
- German is the official language of Germany and it is widely spoken in other European countries.
- Germany is composed of sixteen states. Bavaria is the largest state.



Insert Comma = 3 mistakes Place a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses. Use commas to separate words in a series.



Insert Period = 2 mistakes



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



Close up extra space(s) = 3 mistakes



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

Writing Workshop



Optimism Essay: Part 3

It's time to continue working on your essay, which has this outline:

- I. Opening Paragraph
- II. How Optimism Affects Physical Health
- III. How Optimism Affects Happiness
- IV. Closing Paragraph

The child should have written the second body paragraph of his or her optimism essay, following the directions on this page.

You have written the opening paragraph and your first body paragraph. In this workshop you will continue with the second body paragraph ("How Optimism Affects Happiness"). First, let's review what you have learned about creating an effective paragraph from previous lessons.

1. **Begin with a topic sentence, which tells the reader what the paragraph will be about.**
2. **Explain the ideas in the topic sentence, but stick to only the ideas in the topic sentence.**
3. **End with a closing sentence, which 1) summarizes the main idea, 2) gives final thoughts or opinions, or 3) transitions to the next paragraph.**

Writing Your Second Body Paragraph

1. Use any of the information below and in the next column to create a topic sentence, or use one of these topic sentences:

- Optimistic people are happier than pessimistic people.

- Optimism affects more than physical health; it also affects your mental health.
 - If you want to be happier, try being more optimistic.
2. Continue your paragraph by writing at least four sentences that explain your topic sentence. Use information from the bottom of the page if desired, but write it in your own words. Use transitional words such as these: *first, second, also, additionally, one of the, another, for example, other studies show, another benefit, in addition.*
 3. Write a closing sentence to your paragraph that summarizes the main idea, gives final thoughts or opinions, or transitions to the next paragraph. Alternately, you may use one of these closing sentences:
 - There is no doubt that you will be happier if you choose to be optimistic.
 - It's easy to see that optimism is a key to happiness.

Facts About Optimism and Happiness

- In John 16:33, Jesus said, "In the world ye shall have tribulation: but be of good cheer; I have overcome the world." Choosing to be optimistic makes it so that you can be of good cheer, even in a world of tribulation (trouble or suffering)!
- When you are being optimistic, you notice goodness and beauty all around you. Because of this, your heart and mind are filled with gratitude, which leads to joy, the ultimate happiness.
- Optimistic people tend to be more social and have better relationships, which greatly increase happiness.
- Optimism reduces stress and helps people feel more in control.
- Optimists endure life's challenges better by seeing the blessings even during the trials and by finding ways to learn and grow from the hard days. Learning how to endure life's challenges brings happiness.

PARENT/TEACHER

Dictate the sentences.

[Set off dependent clauses at the beginning of a sentence with a comma. A dependent clause indicates more to come. See page 153 if needed.]

- Because the column is broken, they can't guarantee that the building won't collapse.
- Since you are familiar with vegetables, you should help us plant the garden.
- If you want an easy word, choose one with one syllable.

Have the child read these new and review terms and definitions.

- inordinate** [in-OR-dih-n-et]—too much, not within reasonable limits (He ate an inordinate amount of candy and felt sick.)
- deafening** [DEF-uh-n-ing]—extremely loud (The warning sirens were deafening.)
- surreal** [suh-REAL]—not seeming real (Visiting my dream destination was surreal; I could hardly believe I was there.)
- atypical** [a-TIP-ic-uhl]—not typical, irregular (His somber attitude is atypical; he's usually so cheerful.)
- dejectedly** [dih-JEK-ted-ly]—to do something in a depressed or sad manner (After their loss the team walked dejectedly back to the bus.)

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



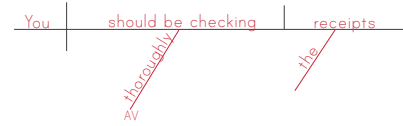
STUDENT

Work on Geography & Grammar Cards for 3–5 minutes.

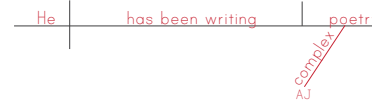
Diagramming Verb Phrases

Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

You should be checking the receipts thoroughly.



He has been writing complex poetry.



Homophones

Circle the homophone that's a verb. Write a sentence for each word.

- TOAD:** an amphibian
- TOWED:** past tense of the verb "tow" (to pull another vehicle)

toad _____

towed _____

The student should have written a short sentence that correctly uses each homophone.

Linking Verbs

Read and complete the section.

Linking verbs do not express action; they express a state of being. They are called "linking verbs" because they link the subject of the sentence to a word or phrase that renames or describes the subject.

Fill in the blank. Linking verbs do not express action; they express a state of being.

All forms of the verb "be" can be linking verbs: am, is, are, was, were, has been, are being, might have been, will be, etc.

Write four linking verbs that are a form of the verb "be":

The child should have written any four forms of the verb "be."

Other verbs can be linking verbs or action verbs. If you can replace the verb with a form of "be" and the sentence makes sense, it is a linking verb. For example, "Amy SEEMS happy" could be "Amy IS happy."

Circle the linking verbs in the chart below that deal with the senses.

More Verbs That Can Be Linking Verbs

feel	look	smell	sound	taste
grow	stay	turn	appear	get

In the following sentences, the linking verb is underlined. **On the blank line after each sentence, write a form of the verb "be" that you could use to replace the underlined verb. Both the underlined verb and the verb you write**

Linking verb use will vary. Examples are shown below.

- The knife remains sharp. _____ is _____
- The books appear old. _____ are _____



3. The green leaves turn yellow. _____ will be _____

4. The banana muffins look delicious. _____ are _____

Underline the linking verbs.

- Lisa's pancakes smell delicious!
- The traveler looks tired.
- The singer sounds incredible!
- George's cat appears hungry.
- The caterpillar becomes a butterfly.



In the following sentences, the linking verb is underlined. **On the blank line after each sentence, write a form of the verb "be" that you could use to replace the underlined verb.** Both the underlined verb and the verb you write are linking verbs.

- The kitten appears hungry. _____
- Asher's toy truck sounds loud. _____
- I feel tired. _____
- The crackers taste salty. _____
- Janice's expensive perfume smells floral. _____
- The team looked thrilled after its win! _____

Linking verbs will vary. Acceptable forms of the verb "be" are below.
is, are, am, was, were, has been, have been

Underline the linking verbs. Remember that forms of the verb "be" are linking verbs.

- The train's whistle sounds loud.
- The tree is barren.
- He remains confident in his decision.
- The trees are barren.
- It seems cold outside.
- The sunflowers grow taller each year.



Assigned Reading

- Read Chapter 19 of *The Clockmaker's Son*, and then answer the questions with full sentences.

A **static character** stays mainly the same throughout a story. A **dynamic character** goes through important changes in personality or

Answers will vary. Examples are provided for reference.

- Is Fritz a static or dynamic character? What are some examples that support your answer?

Fritz is a dynamic character. He was a bit unhappy and self-centered, but his accident, life events, and decision to read the Bible helped him to become more forgiving, patient, and caring.

- Are Herr Engel and Amalia static or dynamic characters?

Herr Engel and Amalia are static characters.

- In your own life story, do you feel that you are a dynamic or static character?

In our own life stories, we are all dynamic characters, growing and changing.



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

Spelling Workshop

Challenging Spelling Words

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

difficult column syllable surprise receipt achieve familiar interrupt

2 Syllables

column

surprise

receipt

achieve

3 Syllables

difficult

syllable

familiar

interrupt

Commonly Confused & Challenging Spelling Words

In the paragraph below, cross out the words **THAN** and **THEN** and the spelling words **NECESSARY** and **ACCEPTABLE** when they are spelled incorrectly, and write the correct words above the words you cross out. (See page 257 if needed.)

Next week is my friend Sada's birthday. Today, I went shopping with my mother to purchase a . ~~Then~~ ^{Then} I gathered all the ~~necessary~~ ^{necessary} supplies to make her a birthday card. I chose paper because Sada likes pink better ~~than~~ ^{than} purple. Once the card was finished, I wrapped the gift and topped it with a beautiful . I thought it looked very nice, but I asked my mother if she thought it looked ~~necessary~~ ^{acceptable} just to be sure. I cannot wait to celebrate Sada's birthday with her!

LESSON 89



PARENT/TEACHER

- Dictate the sentences, which are review sentences from Unit 2.

Have the child underline the pronoun and circle the antecedent in each sentence. See page 54 if needed.

- Tim guarantees he is familiar with the issues.
- Sam has delayed the geography presentation, for it needs work.

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



STUDENT

Art

- Read and complete the section.

The Black Forest is famous for the cuckoo bird, which became a common decoration on clocks from that area. There are around 127 species of cuckoo birds. They got their name from their call (coo-coo). You get to create a watercolor of a cuckoo bird! Turn to Project 10 in your *Watercolor Around the World* book and follow the instructions to paint the cuckoo bird.



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

Writing Workshop

Learning from the Masters

The Clockmaker's Son has many great examples of using well-chosen verbs (verbs that bring the sentence to life). Study the examples of the strong verbs the author used (purple sentences) compared to examples of weaker verbs that could have been used.

- Well-Chosen Verb:** Jakob somberly chewed on his piece of black bread.
- Weaker Verb:** Jakob somberly ate his piece of black bread.
- Well-Chosen Verb:** Heavy fog had settled into the valley.
- Weaker Verb:** Heavy fog had come into the valley.
- Well-Chosen Verb:** The dog bounded away.
- Weaker Verb:** The dog went away.

Now you try it! For each underlined word, write a verb you could use instead that would bring the story to life. If needed, use an online thesaurus with permission from your parent/teacher.

Fritz asked for help. pleaded

Answers will vary. Examples are given.

Elsie held the book tightly. gripped

He broke the glass. shattered

Amalia called across the lake. shrieked

Gretchen took an apple from the tree. snatched

The clouds moved across the sky. flitted



PARENT/TEACHER

Dictate the sentences, which are review sentences from Unit 2.

Have the child underline the pronoun and circle the antecedent in each sentence. See page 54 if needed.

- The meeting is difficult, so please don't interrupt it.
- It's a surprise party, so please don't discuss it.

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



STUDENT



Complete the review exercises.

Determine if the commas in each sentence are separating words or phrases and underline the correct answer (p. 138).

- I ate lunch, brushed my teeth, and made my bed. Words | Phrases
- I saw squirrels, mice, eagles, and frogs. Words | Phrases
- I love to read books, swim in pools, and sing hymns. Words | Phrases
- I sat under a tree, on the beach, or beside a stream. Words | Phrases



"Grazing Horses on Summer Meadow" by Peder Mørk Mønsted (1859–1941) * (p. 10)

Write a sentence about the painting on this page that uses commas to separate a series of words (p. 138).

Answers will vary.

Write a sentence about the painting on this page that uses commas to separate a series of phrases (p. 138).

Answers will vary.

Write the correct vocabulary word in each blank (p. 146).

nuisance | prowl | tweed | deliberately

- He was wearing a rough tweed jacket.
- The captain is at the prow of the ship, not the back of the ship.
- This fly won't go away; it's such a nuisance.
- He deliberately broke the rules; it wasn't an accident.

Fill in the blanks with the correct word: to or too. (p. 46)

It's not too soon for you to register too.

Circle the correct word for each sentence.

- SIDE:** I sat on the left side of the room.
- SIGHED:** Julie sighed as she sat down.
- SEAM:** She was learning how to sew a straight seam.
- SEEM:** Does she seem sad to you?

- We pulled off on the sighed | side of the road.
- It doesn't seam | seem like it is going to rain.
- The seam | seem of the dress is inside out.
- Gabe seems | seams really happy today.
- When Jorge found his lost keys, he side | sighed in relief.
- The wheelbarrow is on the east side | sighed of the house.

Color the doodle object by each clause that is a dependent clause (indicates more to come). Place a period after each independent clause (p. 141).

Since it is so hot		We ate lunch	
Before you come		After we left	
I am excited		I went to bed	
Even if we stop		Because it's late	

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

- When the bees came, Dave ran.
- Once we saw the fox, we stood still.
- After I saw the fox, I took a photo.
- Because the fox was hungry, it was looking for food.



Underline the dependent clauses and insert commas where needed.

- While the bear sits the birds chirp.
- When we saw the bear we left quietly.
- Now that winter is here the bear will hibernate.
- Because the bear's back itches it scratches its back against the tree.
- Though the bear is so cute it can also be quite fierce.



Assigned Reading

Read Chapter 20 of *The Clockmaker's Son*.



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

Spelling Workshop

Commonly Confused Words

Study the Commonly Confused Words **THAN** and **THEN** on page 257. Then read the sentences below and draw a line to the correct word choice for each sentence.

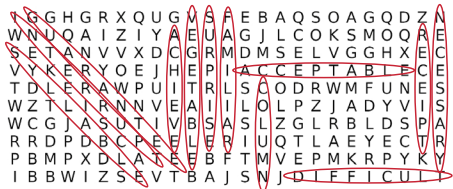
1. I would rather go to the pool _____ the park.
2. Victor drew a pirate coloring page first and _____ a boat coloring page.
3. Until _____ I will continue to pray for healing.
4. The tank is much bigger _____ the bus.
5. Think first, and _____ speak.
6. I am worth more to God _____ the birds of the air.
7. First, create an outline, and _____ write the story.

THAN

THEN

Challenging Spelling Words

Find and circle each spelling word in the word search below.



guarantee | syllable | interrupt | column | receipt | familiar
difficult | achieve | acceptable | surprise | vegetable | necessary

290 | UNIT 5

Spelling Rule: Singular Words That End with S

When a word ends in S but is not plural, usually add a Silent E.

Considering the spelling rule, circle which word is spelled correctly.

- | | |
|---------|---------|
| precise | precis |
| licens | license |
| impose | impos |
| misus | misuse |
| disease | diseas |
| obtus | obtuse |
| synapse | synaps |
| caboose | caboos |

Contractions

Complete the "equations" below by writing the contraction formed by the two words provided. The first one is done for you as an example.

- | | | | | | |
|---|------|---|------|---|---------|
| + | I | + | am | = | I'm |
| + | they | + | have | = | they've |
| + | I | + | will | = | I'll |
| + | they | + | are | = | they're |
| + | I | + | had | = | I'd |
| + | you | + | will | = | you'll |

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STUDENT

- Work on unit ladders (p. 257) for about 3 minutes.

Subjects and Predicates

- Read and complete the section. Refer to page 270 or page 274 if needed.

Underline the simple subject in each sentence.

1. Alejandro played baseball yesterday.
2. The suitcases are packed.
3. We love baking.
4. The cute toddler is sleeping.



Underline the complete subject in each sentence.

1. Alejandro played baseball yesterday.
2. The suitcases are packed.
3. We love baking.
4. The cute toddler is sleeping.

Underline the simple predicate in each sentence.

1. The cold wind blows fiercely.
2. Monica has been praying often.
3. The curious cat is exploring.

Underline the complete predicate in each sentence.

1. The cold wind blows fiercely.
2. Monica has been praying often.
3. The curious cat is exploring.

292 | UNIT 5

Homophones

- Fill in each blank with the correct homophone.

DISCUSSED | DISGUST | DOE | DOUGH

1. Owen felt disgust at the smell of the trash can.
2. Please do not eat the raw cookie dough!
3. She kneaded the dough as she discussed the recipe.
4. We discussed the doe we saw near the tree.

Sentence Structures

- Read and complete the section. Refer to page 278 if needed.

Draw a line from each sentence to its structure.

- | | |
|---|----------|
| 1. When the clouds clear, the sun will shine. | simple |
| 2. The soup is bubbling because it is hot. | compound |
| 3. The storm raged, but the ship did not sink. | |
| 4. The crickets are chirping. | complex |
| 5. Lillian loved her violin, and she practiced daily. | |

Assigned Reading

- Read Chapter 21 of *The Clockmaker's Son*.



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

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Writing Workshop



Optimism Essay: Part 4

Today you will finish up your essay, which has this outline:

- I. Opening Paragraph
- II. How Optimism Affects Physical Health
- III. How Optimism Affects Happiness
- IV. Closing Paragraph

The child should have written the closing paragraph of his or her optimism essay and then edited the essay, following the directions on this page.

You have written the opening paragraph and two body paragraphs for your essay. Now you will write your closing paragraph. Your closing paragraph can be short—just two or three sentences long.

Writing Your Closing Paragraph

1. Do not introduce any new facts in the closing paragraph.
2. Use the closing paragraph to wrap up your essay in a fun or interesting way.
3. Read the following sample closing paragraphs about other topics (smiling, gratitude, and hard work) to get an idea of what a closing paragraph should look like:
 - As we have learned, smiling is contagious. Test it out for yourself! Wherever you go today, look people in the eye, smile kindly, and just see what happens.
 - In conclusion, when you choose to be grateful, you are

happier. When you show gratitude, you help others feel happier, too.

- Hard work leads to feeling good about yourself, getting things accomplished, and better opportunities. Keep that in mind next time a job seems hard.

4. Now you are ready to write the closing paragraph of your essay. Go for it!

Editing Your Essay

Congratulations on finishing your essay! Your last step is to take a few minutes and edit your work. You've worked hard on this essay, and you want to make sure it's clean and ready to go.

CHECKLIST

- I started each sentence with a capital letter and ended each sentence with appropriate punctuation.
- I do not have any extra spaces between words or sentences. (Use one space between a period and the first word in a sentence.)
- I reviewed the paragraph for correct spelling.

Now, if desired, you can share your optimism essay with someone. It may teach them something they don't already know.

"Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence."

-Helen Keller



STUDENT

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

Verb Phrases

- Underline the verb phrase in each sentence. See page 277 if needed.

1. They were going to the theater.
2. We had been playing outside since noon.
3. The washing machine is running quietly.
4. Several flowers had bloomed in the spring.
5. I have been studying French for two years.

Homophones

- Fill in each blank with the correct homophone.

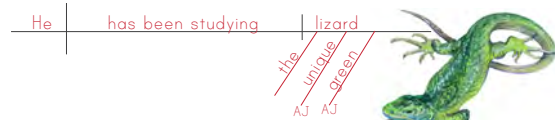
- **FAIR:** a large event with entertainment and exhibits; treating someone right; average; pleasing to the eye; very light (as in skin or hair); clean and sunny
- **FARE:** the money paid by a passenger for public transportation
- **WASTE:** to use or spend in a useless way; leftover and unwanted material
- **WAIST:** the part of the human body right above the hips

1. I wore a money belt around my waist at the fair.
2. Don't waste your money; you need it for bus fare.

Diagramming Verb Phrases

- Diagram the sentences. Remember to put **AJ** under adjectives and **AV** under adverbs.

He has been studying the unique green lizard.



The stealthy lizard has been hiding.



The creature has been silently sitting.



Sentence Structures

- Read and complete the section. Refer to page 278 if needed.

Draw a line from each sentence to its structure.

1. We went on a hike because the weather was fair. simple
2. I paid the bus fare. compound
3. Jane is fair, and she always tells the truth. compound
4. If the weather is fair, we will go camping. complex
5. Since the train fare is so expensive, we'll drive to the lake. complex

Assigned Reading

Read Chapter 22, the final chapter of *The Clockmaker's Son*, and then respond to the short-answer questions with complete sentences.

1. If you could read a book in which the main character was Günter, Lisette, Elsie, Roman, or Peter, which one would you choose and why?

Answers will vary.

2. What are three positive messages the book taught?

Answers will vary.

3. What are two or more words that describe the way the ending of the book left you feeling?

Answers will vary.

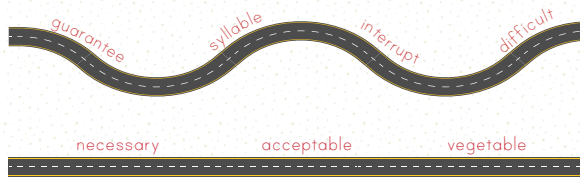


For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Spelling Workshop

Challenging Spelling Words

Practice the Challenging Spelling Words in the key below the roads by writing each 3-syllable word along the curved road and each 4-syllable word on the straight road.



guarantee | necessary | syllable | interrupt | difficult | acceptable | vegetable

Irregular Simple Past Tense

Write the correct past tense form of the verb provided in parentheses.

- Jen's puppy arose from the couch. (arise)
- The detective sought clues throughout the apartment. (seek)
- Most of the players withdrew from the contest. (withdraw)
- A red bird crept across the grass. (creep)
- Patty dealt the cards. (deal)
- Iva mistook the plantain for a banana. (mistake)
- The children awoke early in the morning. (awake)
- The ballplayer struck the ball. (strike)

LESSON 93

PARENT/TEACHER

Dictate the sentences, which are review sentences from Unit 2.

[Set off an interjection at the beginning of a sentence with a comma.]

- Oh dear, this is a difficult mission to achieve.
- Yes, this village seems familiar.
- Well, that interruption was not acceptable.

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

STUDENT



Complete the review exercises.

Insert commas where needed. Insert periods where needed. See pages 152 and 158 if needed.

- "No," said Jakob, "it will be a little while until he tries that, Amalia."
- "You know," said Jakob, studying his son's face, "Karl Hofer got his start as an artist by painting clock faces."
- "Oh, Father," said Roman, "may I, please?"

To tell the difference between a dependent clause and a prepositional phrase, look to see if it contains a subject and verb (p. 149). In the sentences below, look for and underline any verb that comes before the comma. Then circle which type of phrase begins each sentence.

- Because the ship is large, we can all fit on the deck.
DEPENDENT CLAUSE PREPOSITIONAL PHRASE
- Because of a storm, the ship changed its direction.
DEPENDENT CLAUSE | PREPOSITIONAL PHRASE
- After another fifteen minutes, a mist moved in.
DEPENDENT CLAUSE | PREPOSITIONAL PHRASE
- After the carriage left, Fritz joined Herr Engel in the parlor.
DEPENDENT CLAUSE PREPOSITIONAL PHRASE
- Since Liam was so kind, I wrote him a thank-you note.
DEPENDENT CLAUSE PREPOSITIONAL PHRASE



Write the correct homophone on each blank.

DEER | DEAR | RIGHT | WRITE

- A brown deer is right over there.
- My dear mother will write a poem about a deer in the forest.

Fill in the blanks with the correct word: "their" or "there" (p. 139).

Their farm is right over there.



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

◆ Writing Workshop ◆

Writing Nature Poetry Inspired by the Black Forest

As you learned in a previous lesson, most poems have some type of rhyme scheme. In this poem, only the second and fourth lines rhyme, so the poem has this rhyme scheme: ABCB.

So closely gathered were the woods,
I could not see around the bend.
But the friendly path sang, "Follow me!"
And led me to my journey's end.

Circle the correct rhyme pattern for the following poem:

Before the dawning of the day,
The forest shivered, black and cold.
But with the sun's first happy ray,
The forest changed to green and gold.

AABB (ABAB) ABCB

Study the photographs of the Black Forest on this page. Then use one of the rhyming schemes above and write a four-line poem. If desired, you may use some of the rhyming words in the box at the bottom of the page.



The child should have written a four-line poem about the Black Forest in one of the rhyming schemes shown above.

- | | |
|-------------------------------|-----------------------------|
| wood/stood/good/could/should | way/stay/they/day/sway/pray |
| trees/breeze/these | fog/log |
| forest/poorest/chorus | scene/green |
| night/sight/fright/height | high/sky/sigh/try/why |
| stand/hand/land/planned/grand | |

LESSON 94



PARENT/TEACHER

Dictate the sentences.

Have the child underline the pronoun and circle the antecedent in each sentence. See page 54 if needed.

1. Jake grows vegetables that he shares with the neighbors.
2. The Smiths chatted as they hiked the familiar trail.

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



STUDENT

Art

Read and complete the section.

In the next lesson, you get to end this unit by making Black Forest cupcakes. Black Forest cake did not originate in the Black Forest. It was invented by a German baker in 1915 and has rich chocolate layers, cherries, and whipped cream. You get to create a watercolor of a Black Forest cake! Turn to Project 11 in your *Watercolor Around the World* book and follow the instructions to paint the cake.



PERSONAL READING

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

◆ Spelling Workshop ◆

Commonly Confused Words

Study the Commonly Confused Words **THAN** and **THEN** on page 257. Then write a sentence that uses each word correctly.

than

The child should have written a short sentence that correctly uses each Commonly Confused Word.

then

Circle the correct words.

1. I would rather draw than then paint.
2. Miguel washed his hands and than then sliced the fruit.

Irregular Simple Past Tense

Fill in the blank with the correct verb tense provided.



1. Frank lit the lantern before dark. (light | lit)
2. The father's snoring awoke the baby. (awake | awoke)
3. A beautiful tulip sprang through the grass. (spring | sprang)
4. A flash of lightning struck the tree. (strike | struck)
5. Abbie withdrew from the competition. (withdraw | withdrew)
6. The bee fled from the rain. (flee | fled)
7. The devotional dealt with forgiveness. (deal | dealt)



STUDENT

Work on unit ladders (p. 257) for about 3 minutes.

Sentence Structures

Read and complete the section. Refer to page 278 if needed.

Draw a line from each sentence to its structure.

- It's not polite to interrupt others.
- I paid the bus fare, and you paid the train fare.
- If you are honest, you will have peace of mind.
- The roof is supported by columns.
- As the days get colder, we turn on the heater.

simple

compound

complex

Homophones

Fill in each blank with the correct homophone.

FARE | FAIR | LESSEN | LESSON | TOAD | TOWED | WASTE | WAIST

- The campaign is designed to lessen the waste.
- We had a lesson about the American toad.
- I'll pay the bus fare to get to the county fair.
- Ed towed the sled; the rope was tied around his waist.

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Helping Verbs

Read and complete the section.

To review, a helping verb, also called an auxiliary verb, helps show the tense of the main verb. For example, in the purple sentence, the helping verb, which is underlined, helps to show that the action will happen in the future.

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

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

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

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

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

Underline the helping verb or verbs and circle the main verb in each sentence.

- A thoughtful card would bring a smile to her face.
- I might have left my jump rope outside.
- The boys will jump on the trampoline.
- They shall start the performance at noon.
- We do want to go to the museum first.
- He will be helping with the project.
- Gavin is thinking of painting the playhouse.
- Several birds are chirping near the fence.
- We will ride in a hot-air balloon after the party.
- She did not think the snake was poisonous.
- They were playing soccer on the open field.
- A red fox can weigh up to 24 pounds.



UNIT 5 | 301

Writing Workshop

Writing Nature Poetry Inspired by the Black Forest

Sensory language is a style of writing that helps the reader see, hear, taste, smell, or feel in his or her mind what is being read. For example, this stanza (group of lines in a poem) about the picture below does not use sensory language:

Surrounded by a lot of trees,
I walked along a trail today.
I stopped one time and ate my snack
Before I headed on my way.

Notice how the sensory language in the stanza below brings the Black Forest picture to life!

Rays of sunshine filtered through
The towering trees that smelled of pine
And landed on the forest floor,
Causing the dewy grass to shine.



Study the photograph above of the Triberg Waterfall in the Black Forest, and then read the examples of sensory language below. Write five of your own words to describe how the scene looks. Then write a four-line poem about the scene above using sensory language.

Sound: rushing, soothing, swishing, soft, roaring, splash, drizzle

Touch: misty, wet, cool, sun-warmed, jagged, smooth, slippery

Smell: fresh, sweet, clean, woody, crisp, unique, earthy

Sight: clear, bright, green, jagged, steep

Answers will vary. Examples are given.

The child should have written a four-line poem about the scene above using sensory language.

The rushing water falls from above,
Down the jagged rocks created with God's love.

Splashing into the clear pool below,
It's nature's way of saying hello.

304 | UNIT 5

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STUDENT

Work on unit ladders (pp. 307–308) for about 3 minutes.

New Concept

Verb Tenses

Verbs come in three basic tenses: **past** (already happened), **present** (happening now), and **future** (yet to happen). The tenses can be broken down further, as this chart illustrates:

simple present	simple past	simple future
She rides the horse.	She rode the horse.	She will ride the horse.
present continuous	past continuous	future continuous
She is riding the horse.	She was riding the horse.	She will be riding the horse.
present perfect	past perfect	future perfect
She has ridden the horse since dawn (and still is).	She had ridden the horse.	She will have ridden the horse.
present perfect continuous	past perfect continuous	future perfect continuous
She has been riding the horse since dawn (and still is).	She had been riding the horse.	She will have been riding the horse.

Fill in the missing parts of the chart.

simple present	simple past	simple future
I paint a picture.	I painted a picture.	I will paint a picture.
present continuous	past continuous	future continuous
I am painting a picture.	I was painting a picture.	I will be painting a picture.
present perfect	past perfect	future perfect
I have painted a picture since lunch (and still am).	I had painted a picture.	I will have painted a picture.
present perfect continuous	past perfect continuous	future perfect continuous
I have been painting a picture since lunch (and still am).	I had been painting a picture since lunch.	I will have been painting a picture since lunch.

310 | UNIT 6

Homophones

Fill in each blank with the correct homophone.

- PROFIT:** Our shop makes a lot of profit.
 - PROPHET:** Moses was a prophet.
 - WAIT:** Wait for me!
 - WEIGHT:** We measured the dog's weight.
- The puppy gained weight this week.
 - God sent the prophet Elijah.
 - How much profit did you make when you sold your home?
 - We should wait for better weather.

Circle the homophone that's a contraction. Write a sentence for each word.

- THEIRS:** belongs to them
- THERE'S:** there is

theirs _____

there's _____

The child should have written a short sentence that correctly uses each homophone.

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Similes

Read and complete the section.

A **simile** is a figure of speech that writers use to compare two things by using the words LIKE or AS.

Examples: He is as brave as a lion. | He works like a beaver.

Read the sentences by Louisa May Alcott and underline all similes.

"We haven't got any father, either," said Bab, for something in Miss Celia's face made her feel as if a cloud had come over the sun.

Monday it rained, and the little girls paddled off to school like a pair of young ducks.

But his legs shook under him, and he felt a queer dizziness, so he could only hold on to Sancho, and blink at the light like a young owl.

"Oh, do call him in and make him dance!" cried the girls, all chirping at once, till it sounded as if a flock of sparrows had taken possession of the shed.

So out into the fields she went, where the long grass rustled as she passed, and timid birds looked at her from their nests; where lovely wildflowers nodded in the wind and opened wide their fragrant leaves to welcome in the murmuring bees, while butterflies, like winged flowers, danced and glittered in the sun.

It was funny to see her vanish in a hollow tree, drop down in the tall grass, or skip away into the ferns like a timid rabbit.

After that day a new life began for Johnny, and he flourished like a poor little plant that has struggled out of some dark corner into the sunshine.

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New Concept

Avoid Shifts in Verb Tense

Read and complete the section.

The verbs in a sentence or section of writing should not shift verb tense. For example, a sentence in past tense should not switch to present tense partway through, like this: "I liked the apples; they are crunchy."

Cross out each sentence that does not maintain a consistent verb tense.

- I cuddled up in the soft blanket, and I studied a book about birds.
- ~~The duck dove into the water, but she does not catch the fish.~~
- I think the swans are beautiful; I love their graceful necks.
- ~~The bear looks at us from across the river, but he did not move.~~

To maintain a consistent verb tense for each pair of sentences, write the word(s) that should replace the circled word.

- I go on a morning walk. I saw a group of deer in the bushes.
_____ went _____
- I will help my mother clean. Then I practice the piano.
_____ will practice _____
- Joseph learned a song on his guitar. Then he performs it for his mother.
_____ performed _____
- I brush my dog. I got all the tangles out of his fur.
_____ brushed _____



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

UNIT 6 | 311

Spelling Workshop

Challenging Spelling Words

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

neighbor excellent sincerely privilege schedule successful vacuum persuade

3 Syllables

excellent

sincerely

privilege

successful

2 Syllables

neighbor

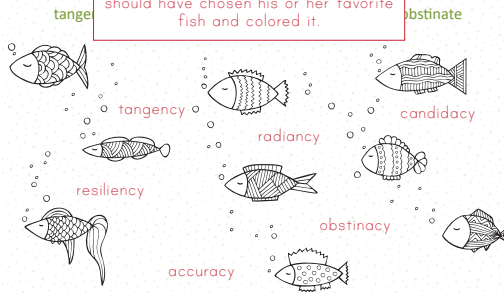
schedule

vacuum

persuade

Suffix -CY

Write each word with the suffix -cy around the fish. Drop the T or TE before adding -cy. Write all the words on four fish and color them with a marker. Placement of words will vary. The child should have chosen his or her favorite fish and colored it.



Spelling Rule: Words That End with VE or UE

See page 222 if needed.

Add a Silent E to words below that end in V or U to follow the spelling rule.



Plural Nouns

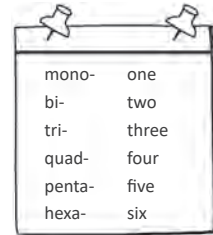
Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)



Number Prefixes

Circle the meaning of each prefix.

hexa-	one	two	three	six
mono-	one	two	three	four
tri-	one	two	three	five
quad-	one	two	three	four
bi-	one	two	three	six
penta-	one	two	three	five



312 | UNIT 6

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STUDENT

- Work on unit ladders (pp. 307–308) for about 3 minutes.

Avoid Shifts in Verb Tense

- Read and complete the section.

The verbs in a sentence or section of writing should not shift verb tense. For example, a sentence in present tense should not switch to past tense partway through, like this: "I liked the apples that grow on the tree last year."

Cross out each sentence that does not maintain a consistent verb tense.

- ~~I sat on the couch and tell a story.~~
- ~~The duck dove under the water, but it does not catch the fish.~~
- Swans are beautiful; I love their graceful necks.
- ~~The bear looks at us, and we did not move.~~

To maintain a consistent verb tense for each sentence, write the word that should replace the circled word.

- I went on a walk and see a deer.
_____ saw _____
- I was singing a song, am cleaning my room, and was feeling cheerful when Dad came home.
_____ was _____
- I took my sister birdwatching, and we spot a great blue heron.
_____ spotted _____
- As I was riding my bike along the river, I see a fox!
_____ saw _____



314 | UNIT 6

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New Concept

Metaphors

- Read and complete the section.

A **metaphor** is a figure of speech that makes a comparison between two things without using LIKE or AS.

Examples: The snow is a white blanket.
The classroom was a zoo.

Similes and metaphors are similar.

Simile: The hill was like a carpet of green.

Metaphor: The hill was a carpet of green.

Simile: The clouds sail like white ships.

Metaphor: The clouds are white ships.

Read each sentence and circle whether it is a simile or metaphor.

- The kitten was a tiny ball of fluff. SIMILE | METAPHOR
- He was as tall as a giraffe. SIMILE | METAPHOR
- Her solution was just a temporary bandage for the problem. SIMILE | METAPHOR
- The lake was as smooth as glass. SIMILE | METAPHOR
- She ran as fast as lightning. SIMILE | METAPHOR
- Today was a whirlwind of events. SIMILE | METAPHOR
- Laughter is the music of happy children. SIMILE | METAPHOR
- He ate like a hungry wolf cub. SIMILE | METAPHOR



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

♦ Writing Workshop ♦

Writing from the Heart

The word **bland** means uninteresting or lacking in strong features or character. Have you ever eaten something—perhaps an old piece of bread or a cracker—that was bland? Maybe it was too dry or just didn't have much flavor to it.



Have you ever read an article or book and felt like it was bland? You can make sure *your* writing comes from your heart, whether it's inspiring, exciting, lighthearted, or silly. Try to write in a way that shows people your heart and your personality. Try to write in a way that makes your writing come to life!

Is the following sentence bland, or does it come from the heart?

The alligator crawled to the water.

Pretty bland, right? Compare it with the following sentence:

Creeping along the grassy bank of the murky swamp, the alligator crawled stealthily toward the water. Though on land he looked as awkward as a toddler learning to walk, I knew he was a fierce and capable predator.

Did you notice that the new writing included a simile? **On the right, rewrite each sentence from your heart.** You may include similes and metaphors if you want to.



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1. The blue heron flew past me.

.....



2. I split open a coconut.

.....



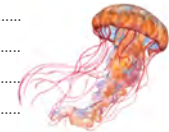
3. We noticed a mountain lion watching us.

.....



4. A jellyfish swam right past the boat.

.....



5. The bear growled.

.....



Answers will vary. The child should have rewritten the sentences from the heart to make them more interesting and may have added similes or metaphors.

LESSON 98



PARENT/TEACHER

- Have the child read Column B of the Challenging Words to Pronounce section (p. 306) aloud. Highlight or circle words the child cannot pronounce correctly without help. The child will practice these words in future lessons. If needed, read the definitions that are included for words children are more likely to be unfamiliar with.
- Dictate the sentences.

Have the child underline the pronoun and circle the antecedent in each sentence. See page 54 if needed.

1. Eli and I walk to our favorite park, and we see the brook.
2. The council made its decision before the meeting ended.
3. Amir and Kal fixed the turbans before they went out.

- Have the child read these new terms and definitions.
 - **brook** [BROOK]—a small stream (She floated her paper boat down the peaceful brook.)
 - **council** [COWN-sill]—a group of people who make laws or give advice (I got a building permit from the city council.)
 - **turban** [TER-bun]—headwear made of cloth wound up on the head (The man riding the camel wore a silk turban.)
- Check the child's work when this lesson has been completed.



♦ STUDENT ♦

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

Editing

- Edit the article. Watch for capitalization errors, missing commas, and missing end punctuation. There are eight mistakes total.

Frances Williams Browin

Frances williams browin, the author of *Captured Words*, was born in 1898 in Media, pennsylvania. She loved to read, especially about American history and "particularly old letters, diaries, newspapers, and other source materials that help to reconstruct the past." one of her essays earned an award in 1953 from the Freedoms Foundation.

In a way frances was like a detective, finding and studying original source documents to get her information. Because of her studies, she knew a lot about the Cherokee tribe—their area, culture, councils, traditions, and language. Sequoya's life and accomplishments were the focus of her studies for months on end.

Very little is recorded about Frances Williams Browin, but her life and legacy live on through the magazine articles, essays, and books she penned.

Read and complete the section.

A **correlative conjunction** is a pair of conjunctions that work together in a sentence. Here are some common correlative conjunctions and some examples of how they are used:

either . . . or	We need to either clean the house or mow the lawn before we go to the park.
neither . . . nor	He could neither read nor write.
rather . . . than	I would rather weed the garden than wash the windows.
no sooner . . . than	No sooner had I set out all my art supplies than a beautiful butterfly landed on the dandelion by me.
both . . . and	I can carry both the grocery bag and the jug of milk for you, Mom.
if . . . then	If we eat some vegetables and fruits first, then we can have a little treat after.
whether . . . or	I like to play outside whether it's sunny or rainy.

Read each sentence and circle whether it has a coordinating conjunction (FANBOYS) or a correlative conjunction.

- I swept, and Henry folded laundry. **COORDINATING** | CORRELATIVE
- Both the crocodile and the alligator are members of the reptilian order Crocodylia. **COORDINATING** | **CORRELATIVE**
- Crocodiles live in salt water, but alligators are freshwater animals. **COORDINATING** | CORRELATIVE
- I was scared, but I chose to be brave. **COORDINATING** | CORRELATIVE
- You can eat either an apple or grapes. **COORDINATING** | **CORRELATIVE**
- Whether you walk or ride your bike, you'll make it in time. **COORDINATING** | **CORRELATIVE**

Read and complete the section.

Often you can understand the meaning of words in literature through **context**, which is the situation or background surrounding the word. For example, read this sentence: "It was odd." Without context you don't know if it was an *odd number* (like 3 or 5) or if it was *strange*. Context can also teach you the meaning of new vocabulary words, as in the exercises below.

Read each sentence and choose the correct meaning for each word.

He appeared nonchalant, yet I know that he cares about the issue deeply.

Nonchalant: **A) calm, casual** B) passionate C) considerate

Trial can be helpful; they help build fortitude.

Fortitude: A) honesty **B) mental and emotional strength** C) forts

I love to read biographies because they augment my knowledge of history and people.

Augment: **A) increase** B) give credit to C) care

Assigned Reading

Read Chapter 1 of *Captured Words*, and then circle the correct answers.

- Circle the character trait that Oquana shows toward her father: honesty | **compassion** | bitterness | jealousy
- Sequoya believes the white men had an advantage because they had found a way to capture words on paper. **TRUE** | FALSE



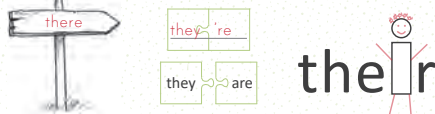
For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Spelling Workshop

They're | Their | There

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

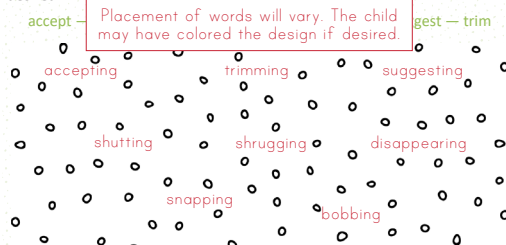
Write the word that means "in, at, or to the place" on the sign. In the joined puzzle pieces, write the contraction formed by combining the words in the separated puzzle pieces. Turn the "i" in "their" into a person to show possession.



Spelling Rule: 1-1-1 Rule

See page 12 if needed.

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



Challenging Spelling Words

Write each spelling word twice, first broken into syllables and then not broken into syllables.

neighbor (neigh-bor)	neigh-bor	neighbor
excellent (ex-cell-ent)	ex-cell-ent	excellent
sincerely (sin-cere-ly)	sin-cere-ly	sincerely
height (height)	height	height
disappear (dis-ap-pear)	dis-ap-pear	disappear
privilege (priv-i-lege)	priv-i-lege	privilege
schedule (sched-ule)	sched-ule	schedule

Write the spelling words around the nature items. Write each word twice.





PARENT/TEACHER

- Read to the child: In preparation for writing essays in later language arts levels, we will read and analyze some short essays together in this unit.
- Have the child read the essay to you and complete the section.

Strengthening Family Relationships

★ There's an old saying that goes, "Friends may come and go, but family is forever." It truly is a joyful thing when siblings and parents have a close and caring relationship, and there are ways to bring that joy into your own family.

- Studies show that children who eat regular meals with their families have higher academic scores and lower chances of abusing drugs, alcohol, and tobacco. Eating together around the table is a wonderful time to share your day with your family and hear what other family members have to say. During meals, practice acts of kindness and courtesy, such as saying please and thank you, giving a compliment, and cleaning up without being asked. All of these kindle good feelings among family members.
- Family recreational activities create higher self-esteem and more sense of belonging and togetherness in children. Ride bikes, go for hikes or walks, or play your favorite sports together. Play some old favorite board games and try new ones. No matter what your family enjoys together, remember to laugh and practice good sportsmanship to make the experience positive for everyone.
- Even though work doesn't always sound enjoyable, there is a sense of accomplishment and long-lasting happiness that comes with it. One option is to serve others, which ties hearts closer to Christ and to one another. Find someone in your community who could use a hand and do something for him or her as a family. Whether it's cleaning up after a meal or serving a neighbor, next time you work with your family, choose to have a cheerful attitude about it and see how it helps your family bond.
- ★ Strong family relationships bring immeasurable and irreplaceable joy. Family bonds can be strengthened through eating meals together, playing together, and working together. Just remember to do all three with a cheerful heart, and you will experience stronger family relationships.

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Here is a basic essay outline:

- OPENING PARAGRAPH**
 - Attention-grabbing opening
 - Thesis statement
- BODY PARAGRAPH**
 - Topic sentence, supporting ideas
- BODY PARAGRAPH**
 - Topic sentence, supporting ideas
- BODY PARAGRAPH**
 - Topic sentence, supporting ideas
- CLOSING PARAGRAPH**
 - Thesis restated
 - Three main points summarized

Complete the following:

- Draw a star by the opening paragraph and by the closing paragraph of the essay.
- Draw a dot by each body paragraph of the essay.
- Circle the attention-grabbing opening.
- Double underline the thesis statement.
- Underline the topic sentence of each body paragraph.

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



"Happy Family in a Barn" by Adolf Eberle (1843-1914), date unknown *(p. 10)

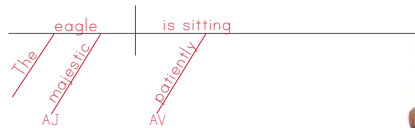


STUDENT

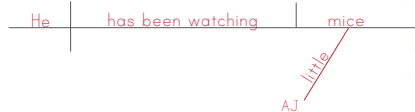
Sentence Diagramming

- Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

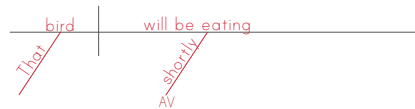
The majestic eagle is sitting patiently.



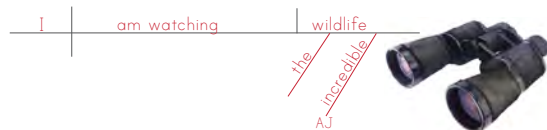
He has been watching little mice.



That bird will be eating shortly.



I am watching the incredible wildlife.



Idioms

- Read the idioms in the context of a sentence. Then, by the description of each idiom, write the letter of the sentence that contains the idiom.

A Then you agree with me: I'm glad we see eye to eye.

B I'm afraid I bit off more than I can chew.

C Just hold your horses: we'll be ready to go soon.

- B** took on a task that is much too big
- C** wait patiently
- A** agree with each other

Assigned Reading

- Read Chapter 2 of *Captured Words*, and then complete the section. In Chapter 2, Sequoya explained the need for written language:

"A word is like a wild animal," Sequoya explained. "If you want to keep it from escaping, you must have some way to catch it and hold it. When we speak, our words escape into the air and are lost forever. But you white men have learned how to capture these words on paper. You can keep them to work for you, like horses and cows and chickens."

What is the theme (the central idea) of the story *Captured Words*?

- A** Native Americans are familiar with wild animals and nature.
- B** Written language is essential for the preservation of language, history, culture, and stories.
- C** Horses, cows, and chickens are used for agriculture (farming).



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

Writing Workshop

Writing from the Heart

In this lesson you will write a paragraph about the perfect day with your family. It can be a day you have spent with your family, or it can be what you imagine would be the perfect day with your family. Instead of writing something like "I would go for a hike," write in a way that shows your personality and how interesting you are. Would you love to roll up your pant legs and stick your feet in the cool, babbling brook to cool down together? Would you love to bite into crispy apple slices when you stop for a snack break? **In the section below, write ideas and things you would like to do or enjoy together. Use the box at the bottom to spark ideas, if necessary.**

The child should have written ideas of things he or she would like to do or enjoy with his or her family on a perfect day.

sports	service	nature	animals
activities	travel	books	relatives
hobbies	exercise	seasons	faith
games	food	places	music

Using words and phrases you wrote in the box, write a paragraph below about the perfect day with your family. Note that a paragraph should always begin by explaining what you will be writing about. As an extra challenge, include a simile or metaphor in your paragraph.

The child should have written a paragraph about the perfect day with the words and phrases he or she wrote in the box to the left.

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

Our family loves anything that has to do with nature. A perfect day for us is when we visit one of our country's national parks, where we spend the day marveling at the beauty and wonder of God's amazing creations. When we have a national park outing planned, we rise early with excitement like a child about to receive a new gift. As soon as we arrive at the national park, we always make a quick stop at the visitor center to get a map of the park and a Junior Ranger booklet. Over the next several hours, we trek through the vast landscape that God has provided, searching for new and familiar types of wildlife and plants to add to our nature journal. We learn about the history of our country as we complete our Junior Ranger booklets, brimming with excitement at the thought of earning a new Junior Ranger badge at the end of the day. As our day of exploration comes to an end, we head back to the visitor center, where we turn our Junior Ranger booklet in to a park ranger, recite the Junior Ranger Pledge, and receive a brand new badge. Our perfect day comes to a close as we travel back home, reminiscing together about the wonderful time we spent together as a family that day.

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UNIT 6 | 321

LESSON
100



PARENT/TEACHER

- Have the child read the poem and the paragraph below to you. Discuss the paragraph together.

The Arrow and the Song
By Henry Wadsworth Longfellow

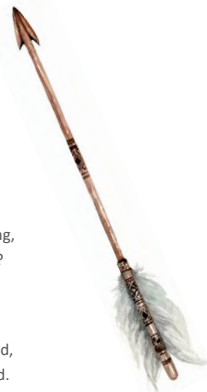
I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

This poem's message is written through imagery and symbolism. It compares an arrow shot into the air with a song sung aloud. Both disappear quickly, and neither can be tracked with the eye, but both have far-reaching impacts. What are some similarities and differences between an arrow and a song? What about angry words? Kind words?

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



STUDENT

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

Similes and Metaphors

- Read and complete the section.

Simile: He was as swift as a deer.
Metaphor: He was a swift deer.
Simile: The kids are bouncing like kangaroos.
Metaphor: The kids are bouncing kangaroos.



Read each sentence and circle whether it is a simile or metaphor.

1. The stars are sparkling diamonds in the night sky. **SIMILE** | **METAPHOR**
2. She knows so many great vocabulary words that she is a walking dictionary. **SIMILE** | **METAPHOR**
3. The house is as clean as a mountain spring. **SIMILE** | **METAPHOR**
4. Your smile is a ray of sunshine. **SIMILE** | **METAPHOR**
5. He is as strong as an ox. **SIMILE** | **METAPHOR**
6. My neighbors are night owls. **SIMILE** | **METAPHOR**
7. You are a shining star. **SIMILE** | **METAPHOR**
8. The cactus is a living pincushion. **SIMILE** | **METAPHOR**
9. The mosquitoes were flying monsters. **SIMILE** | **METAPHOR**
10. A whale rose to the surface of the water like a submarine. **SIMILE** | **METAPHOR**
11. My baby brother is a bundle of pure joy. **SIMILE** | **METAPHOR**



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Verb Tenses

Complete the section. See page 310 for extra help if needed.

Fill in the missing parts of the chart.

simple present	simple past	simple future
I smell the lilacs.	I smelled the lilacs.	I will smell the lilacs.
present continuous	past continuous	future continuous
I am smelling the lilacs.	I was smelling the lilacs.	I will be smelling the lilacs.
present perfect	past perfect	future perfect
I have smelled the lilacs.	I had smelled the lilacs.	I will have smelled the lilacs.
present perfect continuous	past perfect continuous	future perfect continuous
I have been smelling the lilacs.	I had been smelling the lilacs.	I will have been smelling the lilacs.

Avoid Shifts in Verb Tense

Read and complete the section.

The verbs in a sentence or section of writing should not shift verb tense. For example, a sentence in past tense should not switch to present tense partway through, like this: "I liked the apples that grow on the tree last year."

To maintain a consistent verb tense for each sentence, write the word that should replace the circled word.

- I went fishing and catch two trout for dinner.
_____ caught _____
- She walked home and sees a little spotted fawn.
_____ saw _____
- I will pick some lilacs for my mom and gave them to her.
_____ give _____
- As she sang the hymn, I feel the Holy Spirit.
_____ felt _____



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Assigned Reading

Read Chapter 3 of *Captured Words*, and then answer the questions with full sentences.

The chapter is titled "The Game in the Cabin." What kind of "game" are Oquana and Sequoya "playing" in the cabin?

Oquana and Sequoya are playing a game of capturing sounds from words and turning them into signs.

How is this "game" affecting Oquana's relationship with her father? Is it having a positive or negative effect? Give a specific example.

The "game" has a positive effect on Oquana's relationship with her father. By spending time with Sequoya, capturing the sounds of the Cherokee language, Oquana realizes that her father is doing something impressive. She is proud of him and wants to share this with others.

PERSONAL READING

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

UNIT 6 | 323

Spelling Workshop

Commonly Confused Words

Read the Commonly Confused Words section on page 308. Then underline the correct word choice for each sentence.

- Who is your | you're neighbor?
- (Your | You're) an excellent cello player.
- (Your | You're) cello looks brand-new.
- I'm glad (your | you're) an honest person.
- You should plan out (your | you're) schedule.
- Tell me if (your | you're) going to vacuum.



Contractions

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

ever
e'er

it is
'tis

might have
might've

must have
must've

let us
let's

of the clock
o'clock

madam
ma'am

could have
could've

shall not
shan't

Key: e'er | 'tis | might've | shan't | must've | let's | could've | o'clock | ma'am

Plural Nouns

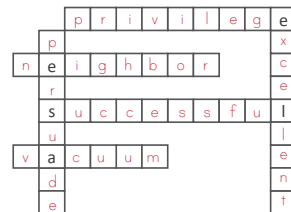
Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)

- enemy _____ enemies _____ duty _____ duties _____
- canary _____ canaries _____ essay _____ essays _____
- poppy _____ poppies _____ daisy _____ daisies _____
- attorney _____ attorneys _____ delay _____ delays _____

Challenging Spelling Words

Write each green word in the crossword below. The overlapping letters are the clues.

- neighbor
excellent
privilege
vacuum
persuade
successful



Words with AL

Write the appropriate word from the box in each blank.

loyal | numeral | bifocal | equal

- Seven plus nine will _____ equal _____ what _____ numeral ?
My _____ loyal _____ aunt needs _____ bifocal _____ lenses.

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PARENT/TEACHER

- Have the child read the essay and poem to you and complete the section.

Connecting to Your Family History

★ ~~if you haven't already researched your family history, you may be surprised at the amount of joy it brings to connect with your ancestors.~~ There are several ways to begin your joyful journey to connecting to your family history—just don't be surprised if it becomes a new favorite pastime!

- A great way to start is by creating a family tree. Write your name with a "branch" going to each of your parents' names. Add a branch for each of their parents' names, and so on. With the permission of your parent or teacher, search online for a free family tree website where you can print off a family tree, find information about your ancestors, and even add your own information or photographs to the collection.
 - Another way to connect with ancestors is to look up important locations (towns, cities, and nations) from your family history. Mark a map with locations where your family members have lived. Then learn all about those places. Maybe you can even visit some of those locations. In addition, you can record details about your own home and area through journaling, photographs, or a video. One day your own posterity will love to see what you have recorded!
 - Lastly, one of the best ways to learn about family members who have gone before is to talk with your parents and grandparents. Ask them what they remember about their childhoods, about their parents and grandparents, and about specific memories. Record their answers on video or write them in a journal. You will not only learn so much yourself, but you will be giving others the opportunity to know and learn from your family members as well.
- ★ Connecting to your family history not only brings joy but can be very insightful, too. Each one of your past family members is more than just a name and a date; each person lived a life full of fascinating stories and challenges that you can learn from. Those connections can be formed through creating a family tree, researching important locations, and listening to the stories of family members. Give it a try!

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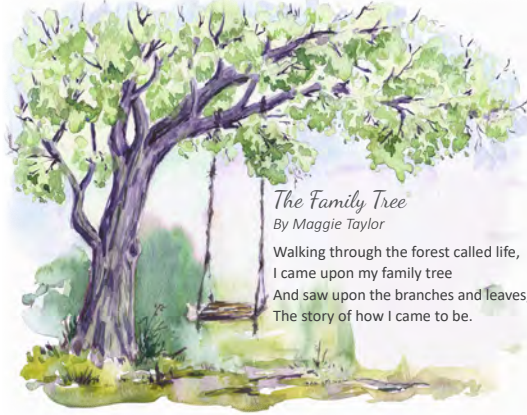
Here is a basic essay outline:

- OPENING PARAGRAPH**
 - Attention-grabbing opening
 - Thesis statement
- BODY PARAGRAPH**
 - Topic sentence, supporting ideas
- BODY PARAGRAPH**
 - Topic sentence, supporting ideas
- BODY PARAGRAPH**
 - Topic sentence, supporting ideas
- CLOSING PARAGRAPH**
 - Topic restated
 - Three main points summarized

Complete the following:

- Draw a star by the opening paragraph and by the closing paragraph of the essay.
- Draw a dot by each body paragraph of the essay.
- Circle the attention-grabbing opening.
- Double underline the thesis statement.
- Underline the topic sentence of each body paragraph.

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



The Family Tree
By Maggie Taylor

Walking through the forest called life,
I came upon my family tree
And saw upon the branches and leaves,
The story of how I came to be.



STUDENT

- Work on unit ladders (pp. 307–308) about 3 minutes.

New Concept

Point of View

- Read and complete the section.

Point of view is the way the author allows you to see and hear what is going on in the story.

First Person

First person point of view uses words such as I, ME, and MINE. Often, first person feels as if the writer is the main character. The writing is limited to what the main character knows or experiences for himself or herself.

Second Person

Second person point of view is directed to the reader and uses words such as YOU and YOUR. Second person is difficult to continue for lengthy works and is rarely used in novels, but it is sometimes used in shorter works.

Limited Third Person

Limited third person point of view uses HE or SHE to refer to the characters. This point of view gives the perspective, thoughts, and feelings of one character at a time, usually the main character.

Omniscient Third Person

Omniscient (awm-NIH-shent) third person point of view is written from a narrator's perspective. Thus, the writer can include thoughts and feelings of more characters than just the main character. The writing can be richer and more complex because of this and can include events witnessed only by the narrator and not by any character in the book.

- Draw a line from each sentence to the corresponding point of view.

Oquana thought how beautiful the flowers were; her brother thought they looked like weeds.

I began shaving the stick with my pocketknife, one stroke at a time.

You walk between the trees and notice a path jutting off to your right.

She wondered how she would break the news to her dad, but she knew how much he valued honesty.

First Person

Second Person

Limited Third Person

Omniscient Third Person

Assigned Reading

- Read Chapter 4 of *Captured Words*, and then complete the section.

1. On the line below, write which point of view *Captured Words* is written in.

It is written in omniscient third person.

2. Read the sentence below from Chapter 4, and then rewrite it in first person, as if Oquana were narrating the story from her perspective.

Oquana hardly dared to breathe, for she was afraid he would stop telling her all these things.

Hint: Replace pronouns like "she" and "her" with "I" and "me."

I hardly dared to breathe, for I was afraid he would stop telling me all these things.



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

Writing Workshop

Learning from the Masters

Almost all skilled writers have one thing in common: they have read a lot of good books. Reading well-written literature greatly improves writing skills.

Read each passage from *Tino and the Typhoon* by Alice Geer Kelsey, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and underline phrases you like because of similes, metaphors, imagery, use of the senses, or any other descriptive writing.

Passage 1 Without Description

The bus started down the road. The passengers talked as they passed the sea and mountains.

Passage 1

With much honking of its horn and chattering of its passengers, the bus was on its journey. The children liked to hear the people talk. Most of them spoke their own language, Ilocano. A few were using some of the seventy other dialects spoken in the Philippines.

The National Road curved on and on, sometimes between sea and mountain, sometimes between fields of corn or tobacco, sometimes through small *barrios*. Soon it came to a place where steep and wild mountains came close to the road on both sides.

Passage 2 Without Description

Tino was afraid of heights, so the thought of being on the balcony of the lighthouse scared him.

Passage 2

Trying to think how the familiar scenes would look from the balcony of the lighthouse made Tino's head buzz and his stomach flutter. His legs felt as limp as the macaroni-like rice *pancit* noodles his mother cooked for special occasions.

The child should have underlined phrases he or she likes in the passages above.

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Writing from the Heart

You can make your own writing just as enjoyable to read by including descriptive writing. Use the literary device and the illustration in the box to complete each sentence below in your own creative way.

Answers will vary.

1. I swung the door open and ...was startled by the wolf...
...standing just beyond the landing. His gray fur rose in...
...peaks along his back, and his yellow eyes glowed as...
...he stared at me.



2. The massive white albatross ...swapped down from the sky...
...as swiftly and gracefully as an eagle.



3. The first thing I saw when I opened my eyes ...was a giant...
...spider staring wide-eyed at me. His eyes were...
...golden moons against black silk.



UNIT 6 | 327

LESSON 102

PARENT/TEACHER

- Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]

- She wanted to be an excellent neighbor, so she made extra loaves of bread to share.
- I sincerely hope we make it on time, but we have a tight schedule to keep.

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

STUDENT

Art

- Read and complete the section.

Because you are reading *Captured Words*, your final painting will be of Native American pottery. Turn to Project 12 in your *Watercolor Around the World* book and follow the instructions to paint the Native American pottery.

PERSONAL READING

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

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Spelling Workshop

Plural Nouns

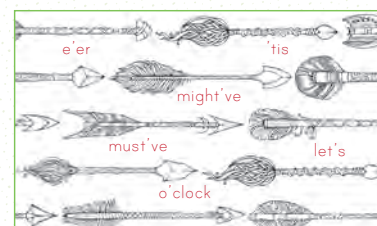
Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)

boy	boys	bully	bullies
theory	theories	supply	supplies
berry	berries	activity	activities
library	libraries	valley	valleys
spy	spies	alley	alleys
duty	duties	rally	rallies

Contractions

Write the contraction for each set of words between the arrows.

ever | it is | might have | must have | let us | of the clock



Placement of answers will vary.

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STUDENT

New Concept

Main Idea

Read and complete the section.

The **main idea** of a paragraph, essay, article, or other writing is the point the author is making. The supporting points are there to help the reader understand the main idea.

Read each nonfiction paragraph, and then circle the main idea (A, B, or C).

1. Many people assume the deadliest animal in the world is something big and scary like the crocodile, bear, or shark, but it is actually the mosquito. Mosquitoes carry and spread diseases such as malaria, West Nile virus, and dengue fever. It is important to wear clothing that covers the skin and use insect repellent in areas with high mosquito populations.



- A. You should wear insect repellent.
B. Mosquitoes are the deadliest animal in the world.
 C. Mosquitoes carry and spread deadly diseases.

2. All tortoises are turtles—reptiles belonging to the scientific order Testudines—but not all turtles are tortoises. Tortoises can be most easily identified by the fact that they live strictly on land. However, they have other distinguishing features. Their back legs are built similarly to elephant back legs (as opposed to the flipper-like back legs of other turtles), and most tortoises are vegetarians. Other turtles are omnivores.



- A. Tortoises are vegetarians, and other turtles are omnivores.
 B. Tortoises have different legs than the turtles that live in water.
C. Tortoises are a type of turtle, but not all turtles are tortoises.

3. Giraffes' tongues are specially designed around the needs of these unique and beautiful animals. Just like their bodies, giraffes' tongues are incredibly long—about 20 inches! The extra length helps the giraffes grab leaves from tall acacia trees for food. If you've ever seen a giraffe tongue, you probably noticed that it's very dark—purplish or black. This is likely to prevent sunburn on the frequently exposed appendage.



- A. Giraffes have specialized tongues for their environment.**
 B. Giraffe tongues are dark, so they don't sunburn.
 C. Giraffe tongues are 20 inches long.

Assigned Reading

Read Chapter 5 of *Captured Words*, and then complete the section.

In one or two full sentences, write a brief summary of where, why, and how Oquana's family traveled.

Answers will vary.

After it was suspected that some of the local Cherokee tribe members set fire to Sequoya's studio, Sequoya decided that his family would be safer if they started a new life in a new town. When he heard of the opportunity to relocate to Arkansas country, he and his family packed up any belongings they could manage and set off for their new land, both excited and nervous about what their new life would be like.

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

PERSONAL READING

Writing Workshop

Learning from the Masters

As we discussed previously, reading a lot of good books is very beneficial to help you become a better writer. Reading books with high literary value can have a major positive impact on your writing skills.

Read each passage from *Summer on the North Star* by Elsa Pedersen, first as it could have been written if the writer had not used descriptive language, then the actual passage. Then read the actual passage a second time and underline phrases you like because of similes, metaphors, imagery, use of the senses, or any other descriptive writing.

Passage 1 Without Description

Mary moved the crabs from deck to hold, getting poked now and then by their sharp points.



Passage 1

Gingerly Mary transferred the crabs from deck to hold. Once or twice, she felt a stab through her heavy glove as though she had pressed on a rose thorn. Gradually she learned to avoid the thick barbs that grew like pointed warts all along the crab legs. Before Dad had emptied the pot, she caught up with him and stowed the crabs as he passed them to her.

Passage 2 Without Description

The island was sunny with a slight breeze. Mary sat down in the grass and felt peaceful.

Passage 2

The child should have underlined phrases he or she likes in these passages.

With a long sigh of pleasure, Mary looked around. Set out in the bay away from the mountains, the island was not shadowed, and the sun beat down with warm intensity. The tiny breeze was just enough to freshen the air and tickle the birch trees into motion.

Best of all was the peace. As she sank down into the grass and clasped her arms around her knees, Mary was struck by the feeling of serenity that hovered over the place.

Writing from the Heart

Choose one of the following sentences to rewrite using descriptive language and any literary devices you want (similes, metaphors, imagery, suspense, alliteration, etc.).

- He was wet and tired, and he knew he was lost.
- She had been climbing the rocks for what felt like hours, and her arms were tired.
- The sounds and smells of the forest were lovely.

Answers will vary. The child should have rewritten one of the three sentences above to include descriptive language and literary devices.

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

He was soaked to the bone, and his exhaustion pulled at him, making his feet drag slowly through the mud. Despite his sloth-like speed, he tried to orient himself. Without a shadow of a doubt, he was lost.



PARENT/TEACHER

- Have the child read Column C of the Challenging Words to Pronounce section (p. 306) aloud. Highlight or circle words the child cannot pronounce correctly without help. The child will practice these words in future lessons. If needed, read the definitions that are included for words children are more likely to be unfamiliar with.

- Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]

- My rabbit disappeared, and my excellent neighbor helped me find it.
- She sincerely hoped she could hike to the top, but the height of the mountain worried her.

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



STUDENT

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

Homophones

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

1. Please just ___ patiently.	wait L	weight T
2. Noah was an excellent ___.	profit J	prophet A
3. ___ a reason she has that privilege.	Theirs O	There's C
4. Kate ___ for the people she teaches.	prays R	praise U
5. The dragonfly ___ on mosquitoes.	prays S	preys O
6. Have you put your house up for ___ ?	sail P	sale S
7. The red kayak is ___, not mine.	theirs S	there's F
8. James set ___ for Jamaica.	sail E	sale T

Which modern sport originated with Native Americans?

Answer: L A C R O S S E
1 2 3 4 5 6 7 8



Point of View

- Draw a line from each sentence to the corresponding point of view. See page 326 if needed.

You rode your bike quickly from the bus stop to the post office. — First Person

When I heard a rustling behind me, I whipped around but saw nothing. — Second Person

Walking quickly, he hoped he would make it on time. — Limited Third Person

Tami and her mother were thinking the same thing—it was going to rain. — Omniscient Third Person



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

Spelling Workshop

Spelling Rule: Using DGE

If the sound /j/ follows a short vowel sound, it is usually spelled DGE.

Fill in each blank with either "dge" or "ge."

ho_dge_po_dge	ran_ge_r	porri_dge	smi_dge_n
he_dge_hog	homepa_ge	misju_dge	obli_ge
bu_dge_t	dislo_dge	hydran_ge_a	acknowle_dge

Commonly Confused Words

Review the Commonly Confused Words CAPITOL and CAPITAL on the Unit 1 Reference Page (p. 9) if needed and fill in each blank with an "o" or an "a."

- Start proper nouns with a capit_a_ letter.
- I memorized the capit_o_ city of each state.
- My niece's class took a field trip to the capit_o_ building.

Challenging Spelling Words

Write each Challenging Spelling Word in REVERSE alphabetical order.

pleasant	excellent	neighbor	sincerely	height	disappear	privilege	schedule	vacuum	successful	separate	persuade
vacuum	pleasant	successful	persuade	sincerely	neighbor	separate	height	schedule	excellent	privilege	disappear

Spelling Rule: Plural Nouns

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

Fill in the missing form for each word by writing the singular form in the purple box or the plural form in the white box. Reference Spelling Rule: Plural Nouns if needed. (* = exception; double the Z before adding -es.)

mayfly	mayflies	anchovy	anchovies
varnish	varnishes	crutch	crutches
patch	patches	grocery	groceries
archway	archways	wax	waxes
peach	peaches	dolphin	dolphins
quiz*	quizzes	mystery	mysteries
kidney	kidneys	beach	beaches
country	countries	trolley	trolleys

Words with EI

Sometimes EI says the long /ā/ sound. (Example: eight) Write each word on the scene below with the EI in capital letters.

rein | veil | reindeer | heir | reign | vein

Placement will vary.



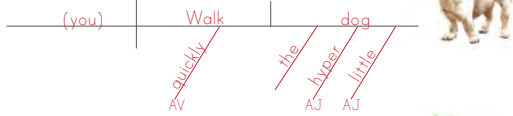
STUDENT

- Work on unit ladders (pp. 307–308) for about 3 minutes.

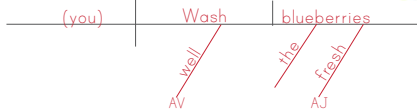
Diagramming Commands

- Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs.

Walk the hyper little dog quickly.



Wash the fresh blueberries well.



Homophones

- Write a sentence for each word.

- SAIL:** (noun) material used to catch wind and propel a boat; (verb) travel in a boat powered by cloth and wind
- SALE:** exchange of money for goods

sail — The child should have written a short sentence that correctly uses each homophone. —
sale —

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Idioms/Context Clues

- Read the idioms in the context of a sentence. Then, by the description of each idiom, write the letter of the sentence that contains the idiom.

A I'll leave that up to you because the ball is in your court.

B Don't worry just yet; we'll cross that bridge when we come to it.

C I'm proud of you because you always go the extra mile.

B don't worry or think about something until you need to

[Origin: The origin is lost to history, but the earliest known use in literature is in Henry Wadsworth Longfellow's poem *The Golden Legend* from 1851.]

A it's your turn to do something

[Origin: In the game of tennis, when the ball bounces in your court, it's your turn to take action.]

C do even more than you were expected to do

[Origin: In Matthew 5:41, Jesus said, "And whosoever shall compel thee to go a mile, go with him twain." He taught us to bear one another's burdens with good cheer.]



Assigned Reading

- Read Chapter 6 of *Captured Words*.

PERSONAL READING

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

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Writing Workshop

Varying First Words in a Paragraph

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

She stepped into the water with one foot. The water was cold. She shivered. She decided to just go for it. She jumped all the way in! The pure mountain lake water was so refreshing and cool.

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

Dipping one foot into the cold mountain lake water, she shivered. Brrr! Making up her mind to just go for it, she jumped all the way in. How refreshing and cool it felt on such a hot summer day.

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

He crossed the cobblestone street. He went into the little shop. The shop was busy. He looked for a treat to buy. He found one.

Answers will vary. If the child did not follow the directions, have him or her read the directions and the example below to you and discuss ways to improve his or her sentences.

He crossed the cobblestone street quickly and went into the little shop. Oh! The shop was bustling with people searching for the perfect dessert. Joining the throng was a bit of a challenge. He looked for a treat to buy for himself and quickly found one.

Using Sensory Language

Study the photo below. Imagine that you are writing a story that takes place in the scene. In one or two sentences, describe what it might look, smell, sound, taste, or feel like to be in the scene. If desired, use one or more of these descriptive sensory words: crisp, cool, sweet, fresh, choppy, lush, warm, distant, woody, earthy, floral.

Answers will vary. If the child did not follow the directions, have him or her read the directions and the example below to you and discuss ways to improve his or her sentences.

The crisp mountain air filled my lungs as I watched the choppy waves crash against the rocks near my feet. Cool droplets of water splashed onto my toes as I gazed at the distant mountains and breathed in the fresh woody scents surrounding me.



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LESSON
106



PARENT/TEACHER

- Have the child read the paragraph and the poem.

Below is a small portion of a very long (22-chapter) non-rhyming poem called *The Song of Hiawatha* by Henry Wadsworth Longfellow. It is about a Native American boy named Hiawatha. Nokomis is his grandmother. Notice the use of metaphors and native language.

At the door on summer evenings
Sat the little Hiawatha;
Heard the whispering of the pine-trees,
Heard the lapping of the water,
Sounds of music, words of wonder;
"Minne-wawa!" said the pine-trees,
"Mudway-aushka!" said the water.

Saw the firefly, Wah-wah-taysee,
Flitting through the dusk of evening,
With the twinkle of its candle
Lighting up the brakes and bushes;
And he sang the song of children,
Sang the song Nokomis taught him:

"Wah-wah-taysee, little firefly,
Little, flitting, white-fire insect,
Little, dancing, white-fire creature,
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids!"

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

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STUDENT

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

Editing

- Edit the article. For an extra challenge, this editing assignment does not tell you what to look for except for these hints: There is a misspelled word, three missing capitalizations, and a comma splice. There are 10 mistakes.

Petroglyphs and Pictographs

Petroglyphs are ancient rock carvings, and pictographs are ancient rock paintings. Both can be found in North America. These ancient art forms tell the stories of those who lived long ago. In fact, they are a form of communication without the use of words. Unfortunately, much information is lost from civilizations that had no written language.

The petroglyphs in the photograph on the left are in Daddy Canyon in Utah. The pictographs in the photograph on the right are in Horseshoe Canyon, which is also in Utah.



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Homophones

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

1. The ___ of the wagon was hard for the horse.	wait L	<u>weight</u> C
2. We made a good ___ from the bake sale.	<u>profit</u> H	prophet A
3. That corn is ___, not ours.	<u>theirs</u> E	there's C
4. I love to ___ God through song.	prays G	<u>praise</u> R
5. My mother ___ for me daily.	<u>prays</u> O	preys H
6. Do you see the boat with the massive ___?	<u>sail</u> K	sale S
7. I hope ___ a rainbow after the storm.	theirs E	<u>there's</u> N
8. She could hardly ___ to give the gift.	<u>wait</u> A	weight K
9. Isaiah was a ___ of the Old Testament.	profit J	<u>prophet</u> T
10. Did you get those shoes on a good ___?	sail R	<u>sale</u> I



Which of the "Five Civilized Tribes" called themselves Aniyunwiya, meaning "the Principal People," and were originally located in the present-day states of Georgia, the western Carolinas, and eastern Tennessee?

The C H E R O K E E N A T I O N
1 2 3 4 5 6 3 3 7 8 9 10 5 7

Assigned Reading

- Read Chapter 7 of *Captured Words*, and then complete the section. In the box, draw a picture (like a petroglyph or pictograph) of what took place in the chapter.

The child should have drawn a picture (like a petroglyph or pictograph) of what took place in the chapter.

- In one or two full sentences, explain one way that written language preserves a culture better than pictures alone can.

The child should have written one or two sentences to describe one way that written language preserves a culture better than pictures alone can.

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

Written language is important to the preservation of a culture for several reasons. It allows stories to be passed down to future generations, even when the elder leaders are gone; it doesn't become misinterpreted in the way that pictures might; it allows for greater detail and emotion to be put into stories.

PERSONAL READING

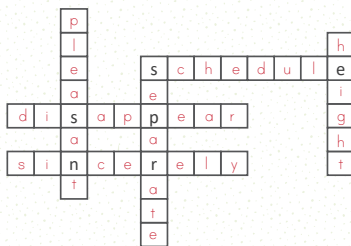
- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*.

Spelling Workshop

Challenging Spelling Words

Write each green word in the crossword below. The overlapping letters are the clues.

- separate
- height
- disappear
- sincerely
- pleasant
- schedule



Irregular Simple Past Tense

Write the correct past tense form of the verb provided in parentheses.

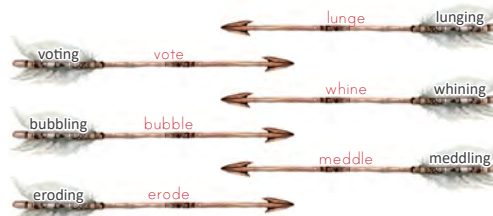
- The winter was so cold that the lake froze over. (freeze)
- I really thought carefully about my answers. (think)
- Most of the players withdrew from the contest. (withdraw)
- Zoe built a massive sandcastle. (build)
- There's a roll of wire bound together in the shed. (bind)
- My neighbor caught a swordfish on his fishing trip. (catch)
- Meg wrote an intriguing book about frogs. (writes)
- The Millers sold bicycles at their yard sale. (sell)

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Spelling Rule: Drop the E

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.

On each feather is written a word that has Spelling Rule: Drop the E applied. Write the base word along the arrow.



Following Spelling Rule: Drop the E, write either the base word or the base word combined with the column's vowel suffix in each blank box.

Base Word	-ing	-ed
separate	separating	separated
approve	approving	approved
persuade	persuading	persuaded
release	releasing	released
wrestle	wrestling	wrestled
grumble	grumbling	grumbled
compile	compiling	compiled

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LESSON 107



PARENT/TEACHER

- Dictate the sentences.

[Connect two independent clauses with a comma and coordinating conjunction. See page 18 if needed.]

- You can help your neighbor, or you can add service to your schedule.
- He sincerely hoped for rain, but the clouds disappeared.
- The height of the tree is excellent for picking, and the cherries are delicious.

- Have the child read the review terms and definitions.

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

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

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STUDENT

- Work on unit ladders (pp. 307–308) for about 3 minutes.

Correlative Conjunctions

- Circle each owl that has a correlative conjunction below it. See page 317 for extra help if needed.

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Verb Tenses

Complete the section. See page 310 for extra help if needed.

Fill in the missing parts of the chart.

simple present	simple past	simple future
We play together.	We played together.	We will play together.
present continuous	past continuous	future continuous
We are playing together.	We were playing together.	We will be playing together.
present perfect	past perfect	future perfect
We have played together.	We had played together.	We will have played together.
present perfect continuous	past perfect continuous	future perfect continuous
We have been playing together.	We had been playing together.	We will have been playing together.

Avoid Shifts in Verb Tense

On the waves, rewrite each sentence so that it has a consistent verb tense.

- My family walked to the lake and swim.
- We eat apples and built sandcastles.
- She finds seashells and gives them to me.
- As we played together, I feel happy.
- Soon it will get late, so we walked home.



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Assigned Reading

Read Chapter 8 of *Captured Words*, and then complete the section.

Oquana was excited to begin writing letters to her father, but she hesitated because she didn't know what to write about.

In 1–2 sentences, summarize Sequoya's advice, but don't just copy his quote word for word.

The child should have written 1–2 sentences, summarizing Sequoya's advice, but he or she should not have copied the quote word for word.

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

Sequoya assured Oquana that she would be able to write to him about anything she could think of, including what she ate that day, the flowers she saw, the birds she heard, etc. He encouraged her to start with the signs she knew and to let him know when she came across a sound they hadn't created a sign for yet so that they could work on that when they had time.

PERSONAL READING

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

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Writing Workshop

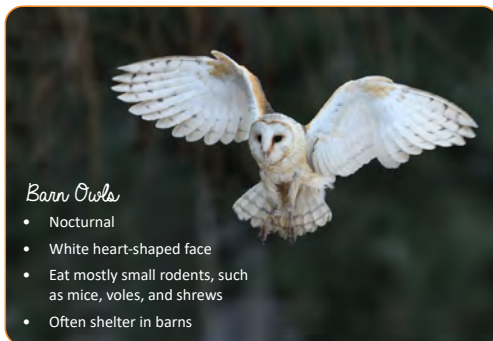
Writing Nonfiction Paragraphs

Just as with other types of writing (poetry, fiction, etc.), even nonfiction writing can be interesting and beautiful if done right. Having several short, simple sentences in a row makes writing choppy. Read this example, which comes from the list of facts below:

Barn owls are nocturnal. They have white heart-shaped faces. They eat mostly small rodents, such as mice, voles, and shrews. Barn owls often shelter in barns.

Let's look at how we can improve the paragraph by combining sentences and changing the order of words. Notice how much more interesting the same facts become.

Because they are nocturnal, barn owls are rarely seen flying during the day, but if you do get the chance to see one, you can recognize it immediately by its beautiful, white heart-shaped face. Barn owls live up to their name and help farmers by eliminating pesky rodents such as mice, voles, and shrews from barns and farms.



Use the facts below to write a nonfiction paragraph about snowy owls. Vary first words, sentence length, and sentence structure to make it much more interesting.

Snowy owls are beautiful white birds that glide over the Arctic tundra. They are also called polar owls, just like the polar bears they fly over. These solitary birds have excellent eyesight and hearing, which they use to be excellent hunters. Small rodents, rabbits, fish, and birds must be wary of these skilled and beautiful hunters.

Answers will vary.



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LESSONS 108–109

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.
- For Lesson 108 have the child complete all the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section.
- For Lesson 109 quiz the child on *Geography & Grammar Cards*. Remember, the child has through Level 7 to master all the cards. Place mastered cards in a bag labeled MASTERED and have the child review them occasionally. Then have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in the course. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading or move on to the next lesson.

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Student

Linking Verbs

In each of the following sentences, the linking verb is underlined. Draw a line to match the linking verb to the balloon containing a form of the verb "be" that could replace the underlined verb. Both the underlined verb and the "be" verb are linking verbs.

- The cheetah appears hungry.
- The fire truck sounded loud.
- We felt tired yesterday.
- My cookies taste sweet.
- I remain steadfast.



Additional Practice

Linking Verbs

Underline the linking verbs. Remember that forms of the verb "be" are linking verbs.

- The ambulance's siren sounds loud.
- My balance is better than ever!
- It appears to match the color of the leaves.
- The leaves are bright green.
- You seem more confident now.
- His pumpkins look bigger by the day.



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Helping Verbs

A helping verb helps show the tense of the main verb. The most common helping verbs are forms of "to be," "to do," and "to have."

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

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

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

Underline the helping verb or verbs and circle the main verb in each sentence.

- A kind note would bring a smile to his face.
- I have traveled a little with my family.
- I will write my spelling words.
- The goat is browsing on tree branches.
- My siblings and I are playing at the playground together.



Additional Practice

Helping Verbs

Write a helping verb from the word bank on each line and circle the main verb in each sentence. Helping verb use may vary.

- I am listening to the ocean waves.
- He is hoping to see a rainbow.
- I have cleaned my room thoroughly.
- Five birds are singing joyfully.
- We will help Mom with the groceries.
- The girl was helping the elderly woman.

will
is
was
are
am
have

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Subjects and Predicates

The two necessary parts of a sentence are the subject and the predicate. The **subject** is the person, place, or thing that is doing or being the action. The **predicate** is the verb or verb phrase that tells what the subject does or is.

For each sentence, underline the simple subject and circle the simple predicate. The first one is done for you as an example.

- The pig (was eating) happily.
- John carried a bucket of water to the trough.
- A lamb watched John curiously.
- The trees were swaying gently in the breeze.
- The farm is welcoming to everyone.



Additional Practice

Subjects and Predicates

The two necessary parts of a sentence are the subject and the predicate. If a sentence does not have both a subject and a predicate, it is an incomplete sentence.

Determine whether each sentence is complete or incomplete and circle the answer.

- The horses are running through the field. COMPLETE | INCOMPLETE
- Five large, black vultures. COMPLETE | INCOMPLETE
- Eating freshly made mozzarella cheese. COMPLETE | INCOMPLETE
- You appear to be excited for the day! COMPLETE | INCOMPLETE
- Henry has been helping his neighbor. COMPLETE | INCOMPLETE
- All twenty of us. COMPLETE | INCOMPLETE
- We like to pick cherries with Mom. COMPLETE | INCOMPLETE

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Verb Phrases

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

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

Underline the verb phrase in each sentence.

- I am waiting for the rain to stop.
- He was watering Grandma's garden.
- I had hoped for a miracle.
- We had been sitting on the porch for an hour.
- The student is trying his best.
- We should help that lady.

Additional Practice

Verb Phrases

For each set of sentences below, circle the sentence containing a verb phrase.

- A. I carry my baby sister to the car.
 B. I carried my baby sister to the car.
 C. I will be carrying my baby sister to the car.
- A. The firefighters are putting out the fire.
 B. The firefighters put out the fire.
 C. The firefighters extinguished the fire.
- A. Zippy the kitten plays with the yarn.
 B. Zippy the kitten played with the yarn.
 C. Zippy the kitten has been playing with the yarn.



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Sentence Structures

A **simple sentence** is made of one independent clause (a clause that can act as a sentence on its own).

Example: Rico took the cows to the pasture.

A **compound sentence** is made of two or more independent clauses joined by a coordinating conjunction or semicolon.

Examples: It's cold, so I shut the window. | It's cold; I shut the window.

A **complex sentence** is made of an independent clause and one or more dependent clauses. (Dependent clauses are underlined below.)

Examples: If it rains, we'll leave. | We'll leave if it rains.

Draw a line from each sentence to its structure.

- The geese are honking. simple
- If you wear that, I'll wear mine too! compound
- The sun came out, and a rainbow appeared. compound
- When I smile, others smile back. complex
- We washed the car, and I vacuumed it. compound

Additional Practice

Sentence Structures

Draw a line from each sentence to its structure.

- When the beans are done, we can eat. simple
- The garden looks great because we weeded it. complex
- I will go, for my mother asked me to. compound
- Three meadowlarks landed in the tree. simple
- Lillimae loves her pony, and she brushes her daily. compound

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Similes & Metaphors

Simile: He was as swift as a deer.

Metaphor: He was a swift deer.

Read each sentence and circle whether it is a simile or metaphor.

- The bright sun was a furnace. SIMILE | METAPHOR
- She sings like an angel. SIMILE | METAPHOR
- The snow is a white blanket across the field. SIMILE | METAPHOR
- You were as brave as a lion. SIMILE | METAPHOR
- Your room is as clean as a whistle. SIMILE | METAPHOR
- The storm blew in like a raging bull. SIMILE | METAPHOR
- The lighthouse was a steady friend guiding us. SIMILE | METAPHOR
- He tiptoed as quietly as a mouse. SIMILE | METAPHOR

Additional Practice

Similes & Metaphors

Draw a line from each sentence to the literary device used (simile or metaphor).

- He is a night owl. simile
- The classroom was a zoo. metaphor
- It was as big as an elephant. simile
- After skating I was an ice cube. metaphor
- The cake was as dry as a bone. simile
- It's as easy as ABC. simile
- The horse was as black as coal. metaphor



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Avoid Shifts in Verb Tense

The verbs in a sentence or section of writing should not shift verb tense. To maintain a consistent verb tense for each sentence, write the word that should replace the circled word.

- Sawyer draw a picture and colored it.
drew
- After chores, Jan will ride her bike to the store and buys bananas.
buy or will buy
- I love skiing in Colorado, but I lived in Minnesota.
live
- Carrie went to the park and plays with her little brother.
played

Additional Practice

Avoid Shifts in Verb Tense

Circle the consistent verb tense for each sentence and write it on the blank line.

- Leslie will sing in the church choir tomorrow.
 SANG | HAS BEEN SINGING | WILL SING | SINGS
- The sun rises in the east and sets in the west.
 ROSE | HAS BEEN RISING | WILL RISE | RISES
- The beautiful butterfly emerged from its cocoon while we watched.
EMERGED | HAS BEEN EMERGING | WILL EMERGE | EMERGES
- The whole time I've been washing the dishes, my sister has been drying them.
 DRIES | HAS BEEN DRYING | WILL DRY | DRIED



Correlative Conjunctions

Read each sentence and circle whether it has a coordinating conjunction (FANBOYS) or a correlative conjunction.

- We ~~do not~~ know whether we like to or not. ~~COORDINATING~~ **CORRELATIVE**
- I neither yell nor say mean things. ~~COORDINATING~~ **CORRELATIVE**
- My mom cooked, and I helped. ~~COORDINATING~~ **CORRELATIVE**
- I was worried, but it all worked out. ~~COORDINATING~~ **CORRELATIVE**
- The store sells both beans and rice. ~~COORDINATING~~ **CORRELATIVE**
- You may eat either an apple or a carrot. ~~COORDINATING~~ **CORRELATIVE**

Additional Practice

Correlative Conjunctions

Use the "common correlative conjunctions" bank at the bottom to complete the sentences below. Use each correlative conjunction only once.

- No sooner had I put up the tent than it began to rain.
- Both the ducks and the chickens eat grasshoppers.
- Whether you like apples or not, they are good for you.
- Neither the horse nor the goat wanted the moldy hay.
- She plays not only the violin but also the piano.
- You can choose either a kitten or a guinea pig.

both ... and **neither ... nor**
either ... or **not only ... but also**
whether ... or **no sooner ... than**

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Point of View

Draw a line from each sentence to the corresponding point of view.

- You chose to take the path to the left, for it looked more shaded and cool. **First Person**
- I dipped my toe quickly into the water to see how cold it was. **Second Person**
- She knew she must tell the truth, for she cared very much about being trusted. **Limited Third Person**
- Every person in the room wondered the same thing. **Omniscient Third Person**

Additional Practice

Point of View

Pronouns give clues as to which point of view is being used.

Draw a line from each set of pronoun "clues" to the corresponding point of view.

- you** **First Person**
- they, them (gives thoughts and insights about more than one person)** **Second Person**
- I, we, me, my** **Limited Third Person**
- he, she, it, they, them** **Omniscient Third Person**

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LESSON 110



PARENT/TEACHER

Dictate the sentences.

Have the child underline the articles [the, a, an].
 [Do not capitalize seasons or common plant or animal names.]

1. The bluebird built a nest in an apple tree this summer.

[Capitalize nationalities.]

2. The African singer had an amazing voice.

Have the child read the review terms and definitions.

- smarting** [SMART-ing]—feeling a sharp sting or pain physically or emotionally (Elizabeth's leg was smarting where the ball hit it. I was still smarting from his unkind words.)
- idly** [EYED-lee]—slowly, lazily, without purpose (He laid idly around all day and accomplished nothing.)
- haughty** [HA-tee]—proud, stuck-up (The haughty man spoke cold words, feeling he was better than everyone else.)
- illuminations** [ill-LOOM-in-A-shens]—ornamented parchment pages (The devotional was filled with elaborate illuminations.)
- corridor** [CORE-ih-door]—hall, passageway (Each train car has a corridor running beside the compartments.)
- wholly** [HOLE-lee]—entirely, fully (He was not wholly satisfied with our plans.)

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

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STUDENT



Complete the review exercises.

Finish the sentence with a comma. Place the period at the end of the sentence. Answers will vary. Ensure that periods are inside quotation marks.

He saw what I was holding and said, "You better make sure to tell your folks about that."

Fill in the blanks with the correct word: their, they're, or there (p. 139).

They're walking their dogs over there.

Underline dependent clauses and insert commas where needed (p. 153).

- If it works for you, I'd like to bring dinner to your family Friday night.
- Because it's too early to tell, we can cross that bridge when we get there.

In the boxes write each part of speech from the sentence (p. 197).

Caleb carried the heavy groceries into the house.

1 adjective heavy	2 common nouns groceries, house	1 proper noun Caleb
----------------------	------------------------------------	------------------------

Write a short sentence that uses each homophone (p. 310).

wait — The child should have written a short sentence that correctly uses each homophone.
 weight —

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Underline each independent clause and circle the coordinating conjunctions in the following sentences (p. 18).

- I won't lie, nor will I use inappropriate language.
- The restaurant was closed, so we made pizza from scratch at home.

Fill in the blank (p. 18). Coordinating conjunctions can join together two _____ independent _____ clauses.

Write the correct vocabulary word in each blank.

broad | calloused | petulant | leisurely | disclose | contrived

- He ambled leisurely through the broad street.
- Her feet were calloused from going barefoot.
- I cannot disclose how we contrived the plan.
- Please cooperate and don't be petulant.

In each set cross out the sentence that contains errors (p. 24).

- Hey! The duckling survived. ~~Hey, the duckling survived.~~
Hey, the duckling survived.
- ~~Ouch, That rose bush is prickly.~~
Ouch! That rose bush is prickly.
Ouch, that rose bush is prickly!

Put a box around the subject in each sentence (p. 270).

Your shoes look nice. My hat blew away. Wait, Sam needs a drink!

Circle the abstract nouns.

lion bravery brave courage
curiosity curious cat confidence



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Assigned Reading

Read Chapter 9 of *Captured Words*, and then complete the exercises.

1. Underline all the sentences that summarize something that happened in this chapter.

- Sequoya told Chief Jolly that it only takes a few days to learn the Cherokee written language.
- Sequoya and Oquana proved to Chief Jolly that the Cherokee language could be written and understood.
- Sequoya taught the whole village how to read and write Cherokee.
- The villagers angrily refused to learn the written language.
- Sally and Tessee became proud of Sequoya for his work to create a written Cherokee language.

2. Circle TRUE or FALSE: Although Wovanu and Nenoquo struggled to learn the white man's written language, they were able to quickly learn the new Cherokee written language. **TRUE** FALSE

3. Underline the sentence that describes how the chapter built suspense (a literary device called foreshadowing).

- Tessee warned his father that there could be venomous snakes on the trail this time of year.
- Sequoya was warned that the eastern Cherokees might not receive him well.
- Oquana and her mother saw a pillar of smoke to the east.



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

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Spelling Workshop

Plural Nouns: F and FE

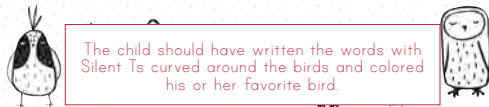
Drop the F or FE and add VES to make each word plural.

knife knives calf calves
loaf loaves shelf shelves
leaf leaves wolf wolves

Silent T

Write the words with Silent Ts curved around the birds. Then color your favorite bird with colored pencils or pens.

fasten | whistle | ballet | rustle | wrestle | thistle | butcher



Using CH or TCH

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

Circle the right way to spell each word, and then write it in the box. Note: Two vowels in a row (such as OO or OU) do not count as a short sound.

stich	<u>stitch</u>	stitch
<u>pouch</u>	poutch	pouch
<u>reach</u>	reatch	reach
twich	<u>twitch</u>	twitch

Words with AL & Spelling Rule: Consonant + LE

Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L.

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

vir-tu-al	vir-tu-ale	<u>virtual</u>
shin-gl	shin-gle	<u>shingle</u>
bar-na-cl	bar-na-cle	<u>barnacle</u>
sprin-kl	sprin-kle	<u>sprinkle</u>
na-tion-al	na-tion-ale	<u>national</u>
per-pet-u-al	per-pet-u-ale	<u>perpetual</u>
thim-bl	thim-ble	<u>thimble</u>

Words with EI

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

receive <u>recEive</u>	ceiling <u>cEiling</u>
receipt <u>recEipt</u>	foreign <u>forEign</u>
ceiling <u>cEiling</u>	beige <u>bEige</u>
vein <u>vEIn</u>	receive <u>recEive</u>
feisty <u>fEisty</u>	seize <u>sEize</u>

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STUDENT



Complete the review exercises.

For each sentence below, if the underlined word functions as a noun, color the feather. If the underlined word functions as a verb, don't color the feather (p. 53).

- She will hammer the nails in. 
- I brought a hammer and a saw. 
- I wash my face every day. 
- Let's face the situation with courage. 

Write the correct word on each blank: sale or sail (p. 335).

- The boat's sail caught the wind.
- These grapes were on a good sale.
- Are the shoes on sale today?
- A sudden gust filled the canvas sail.

Write a short sentence that uses each homophone.

prays _____

praise _____

preys _____

The child should have written a short sentence that correctly uses each homophone.

For each sentence below, put a box around the subject of each independent clause, underline the first independent clause, double underline the second independent clause, and insert a comma and an appropriate coordinating conjunction (for, and, nor, but, or, yet, so) between the two independent clauses. The first one is completed as an example (p. 18).

The Cherokee Nation had no written language, so Sequoia set out to create one.

Some Native American tribes lived in tepees, but many built permanent structures for homes.

Many Eastern tribes built longhouses, but some Southwestern tribes built homes into the cliff.

Native Americans were experts at living off the land, but they respected natural resources.

Currency (money) was not common, yet many items were obtained and sold through trade.

Coordinating conjunction use may vary.



Assigned Reading

Read Chapter 10 of *Captured Words*, and then complete the exercise.

Read the sentences below. In the purple boxes, write the order in which the events took place (1, 2, 3, 4, and 5). Then, in the large box to the right, draw one of the events.

3	Sequoia and Oquana spent the night at Uhneealee's place where a woman kindly helped Oquana with her pains.
1	Sequoia and Oquana set out for the east but very quickly got lost.
4	Sequoia shot a deer for supper, and they shared it with the ferryman. Even though they could not speak to each other, there was a feeling of friendship between them.
5	Sequoia and Oquana spent the night with James Green and his Cherokee wife, Awuntalee, and their family.
2	Sequoia discovered a salt spring from which the horses drank greedily.



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

The child should have drawn one of the events from the boxes to the left.

Writing Workshop

Answers will vary.

Writing Nonfiction Paragraphs

Just as with other types of writing (poetry, fiction, etc.), even nonfiction writing can be interesting and beautiful if done right. Having several short, simple sentences in a row makes writing choppy. Read this example, which comes from the list of facts below:

Iguanas can grow up to six feet long. They dwell high up in trees in rainforests. They live in South America and parts of Central and North America. They can survive falls of 40 to 50 feet. They are mainly herbivores.

Let's look at how we can improve the paragraph by combining sentences and changing the order of words. Notice how much more interesting the same facts become.

Dwelling way up high in trees of South, Central, and sometimes North America is a huge lizard, growing up to six feet long—the iguana. He sometimes falls from his home in the canopy, but he is tough enough to survive a fall of 40 or 50 feet! He mainly lives off the plants in his rainforest home, but he sometimes finds other non-plant snacks.

Iguana

- Can grow up to 2 meters (6 feet) long
- Dwells high up in trees in rainforests
- Lives in South America and parts of Central and North America



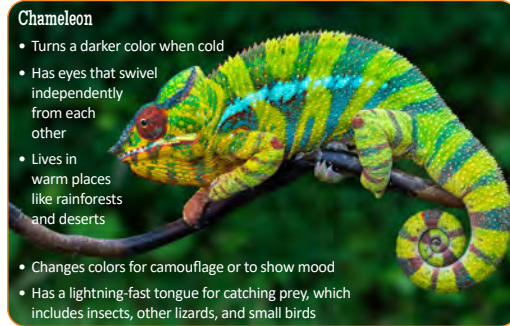
- Can survive falls of 12 to 15 meters (40 to 50 feet)
- Is primarily a herbivore but sometimes eats non-plant foods

Use some of the facts below to write a nonfiction paragraph about chameleons. Vary first words, sentence length, and sentence structure to make it more interesting.

Dwelling in warm places like rainforests and deserts is a lizard that changes colors depending on his mood. The chameleon is his name. He doesn't just change his colors based on his mood. When the weather gets cold, he turns a darker color, and when he gets hungry, he can change his color to hide among the branches. Small birds, insects, and lizards need to be wary of his lightning-fast tongue and eyes that swivel any direction they like, independent of one another.

Chameleon

- Turns a darker color when cold
- Has eyes that swivel independently from each other
- Lives in warm places like rainforests and deserts



- Changes colors for camouflage or to show mood
- Has a lightning-fast tongue for catching prey, which includes insects, other lizards, and small birds

LESSON 112



PARENT/TEACHER

- Have the child read aloud all the words you circled in the Challenging Words to Pronounce section (p. 306).
- Check the child's work when this lesson has been completed.



STUDENT



★ Complete the review exercises.

Circle the correct word in each sentence.

1. We drove to the **boarder** | **border** of Canada and the United States.
2. **It's** | **Its** time to water the **flour** | **flower** garden.
3. I **prays** | **praise** the person who **preys** | **prays** to God, even if others mock or disapprove.
4. The chameleon **preys** | **prays** on insects such as flies and beetles.

Underline the item each sentence contains: a compound subject, a compound verb, or a compound direct object (pp. 73, 101).

1. My night-light and the full moon fill the room with a warm glow.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
2. The sail filled with wind and carried the boat toward shore.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
3. At the market I bought oranges and grapefruit.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
4. My dad knows how to take care of popped bike tires and scraped knees.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

Write the correct vocabulary word in each blank.

island | cruel | distance | embarrass | captain | delicious | broccoli

1. I cooked you some delicious roasted broccoli.
2. I never want to be cruel or embarrass my siblings.
3. The wise captain turned the boat toward the island in the distance.

Circle the dependent clause in each sentence. Then underline the subordinating conjunction. (See page 141 if needed.)

1. if you like this flavor best, I'd be happy to trade with you.
2. Anna washed the dishes while Ian dried them and put them away.
3. since our visit to the nursing home, I have been making cards and posters to bring to our new friends.
4. My little sister laughs when I read her that book.
5. As soon as you're ready, let's go for a walk through the park.

Write a short sentence that uses each homophone (p. 310).

theirs _____

there's _____

profit _____

prophet _____

The child should have written a short sentence that correctly uses each homophone.

Circle whether the sentence is a run-on sentence or contains a comma splice. Then rewrite the sentence in the box below it, fixing the error. (See pages 106 and 116 if needed.)

Corrections will vary.

The horse ran to the stream, it was so thirsty.	RUN-ON COMMA SPLICE
The horse ran to the stream; it was so thirsty.	
I didn't think the bridge looked safe I went the other way.	RUN-ON COMMA SPLICE
I didn't think the bridge looked safe, so I went the other way.	
Whose shoes are these, why are they on the stairs?	RUN-ON COMMA SPLICE
Whose shoes are these, and why are they on the stairs?	
Jacob is learning Japanese he wants to travel to Japan someday.	RUN-ON COMMA SPLICE
Jacob is learning Japanese. He wants to travel to Japan someday.	

Underline each prepositional phrase and add commas where needed (p. 88). Then circle the correct Commonly Confused Word.

- After we visited the natural history museum we toured the state capitol | capital building.
- Accept | Except for the loud music over there this park is a very peaceful setting.



Assigned Reading

- Read Chapter 11, the final chapter of *Captured Words*, and then complete the exercise.

Often when a reader finishes a book, feelings come to the surface. In at least one full sentence, write the feelings you have about *Captured Words*. In the next lesson, you will be guided through writing a book review.

The child should have written at least one full sentence about his or her feelings upon finishing *Captured Words*.

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

As I read the last conversation between Sequoia and Oquana, I was inspired and felt love and joy wash over me as Sequoia praised his daughter and her role in capturing the words of the Cherokee Nation.



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

Spelling Workshop

Spelling Rule: Changing Y to I

Words that end with a consonant + Y must have the Y changed to an I before adding any suffix (Example: happy—happiness).

Use the spelling rule to fill in the missing answers in the chart below.

Base Word	Suffix	Base Word with Suffix
gaudy	-ly	gaudily
hefty	-ness	heftiness
specify	-able	specifiable
hazy	-er	hazier
dusty	-est	dustiest
classify	-able	classifiable
embody	-ment	embodiment

Spelling Rule: Singular Words That End with S

When a word ends in S but is not plural, usually add a Silent E.

Considering the spelling rule above, determine which underlined word is spelled correctly and write the correct word in the blank space.

Let's <u>perus</u> the craft aisle.	Let's <u>peruse</u> the craft aisle.	peruse
Copy the <u>phras</u> .	Copy the <u>phrase</u> .	phrase
It is <u>unwis</u> to eat raw meat.	It is <u>unwise</u> to eat raw meat.	unwise
She grabbed several <u>cups</u> .	She grabbed several <u>cupse</u> .	cups
The sea is <u>immens</u> .	The sea is <u>immense</u> .	immense
Jane carried the <u>mirrors</u> .	Jane carried the <u>mirrose</u> .	mirrors
I watched the lunar <u>eclips</u> !	I watched the lunar <u>eclipse</u> !	eclipse

Vowel and Consonant Suffixes

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

urgently	believing	basically	diligently	abruptness	answered
Suffix Starts with a Vowel	Suffix Starts with a Consonant				
believing	urgently				
basically	diligently				
answered	abruptness				

Challenging Spelling Words and Commonly Confused Words

Write the correct Challenging Spelling Word in the green box on the blanks and circle the correct Commonly Confused Word or words in each sentence.

separate pleasant persuade vacuum privilege height neighbor

- The doctor will measure (you're | your) height and weight.
- (Its | It's) a privilege to spend time with my grandmother.
- His server put the sweet (desert | dessert) on a separate check.
- Their There | They're) new neighbor is quite pleasant.
- Seth worked hard to persuade his sisters that they would have more fun swimming today (than | then) they would have riding bikes.
- Ben was able to finish all of his chores (accept | except) for using the vacuum in his room.

LESSON
113



PARENT/TEACHER

- Quiz the child on the Challenging Spelling Words (p. 306). If any words are misspelled, consider doing extra practice for the spelling words by quizzing the child on the words daily or by using the spelling practice sheets in the Appendix of this course book.
- Check the child's work when this lesson has been completed.



STUDENT



Complete the review exercises.

Underline the correct sentence in each group (p. 85, second column).

- Lizzy's and Mari's hair is so curly.
Lizzy and Mari's hair is so curly.
- My grandmother and grandfather's accents are nothing alike.
My grandmother's and grandfather's accents are nothing alike.
- Tommie and Shelby's mom is so kind.
Tommie's and Shelby's mom is so kind.

Fill in the blanks with the correct word: to or too (p. 46).

It's not too late for you to take the card to Aunt Belle.

Write a short sentence that uses each homophone (p. 89).

pedal The child should have written a short sentence
petal that correctly uses each homophone.

For the following sentences, underline all the prepositional phrases and insert commas where needed (p. 88).

- From looking at the schedule I discovered that it's your turn next.
- After his excellent service with the police department I realized what a privilege it was to be his neighbor.
- Once I saw the height of the bridge I sincerely hoped it was stable.
- Behind the cluster of trees the group of deer essentially disappeared.



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

- I need to pack a toothbrush and toothpaste.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
- Shane and Gabe helped their little sisters.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
- Mom kneaded the dough and rolled it out.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT
- The hymn about Jesus filled my soul with joy and comfort.
COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT



Read each sentence. Circle whether the sentence contains a run-on sentence or a comma splice. Underline all the correct ways to fix the sentence.

You don't want to spread germs cover your mouth when you sneeze.	<u>run-on sentence</u> comma splice	<u>You don't want to spread germs, so cover your mouth when you sneeze.</u> <u>You don't want to spread germs. Cover your mouth when you sneeze.</u> <u>You don't want to spread germs; cover your mouth when you sneeze.</u>
Be selfless think of others' feelings above your own.	<u>run-on sentence</u> comma splice	Be selfless, think of others' feelings above your own. <u>Be selfless. Think of others' feelings above your own.</u> <u>Be selfless; think of others' feelings above your own.</u>
Your parents work hard try to help them out.	<u>run-on sentence</u> comma splice	<u>Your parents work hard, so try to help them out.</u> Your parents work hard, try to help them out. <u>Your parents work hard. Try to help them out.</u>
You don't have to agree, you should be respectful.	run-on sentence <u>comma splice</u>	<u>You don't have to agree. You should be respectful.</u> <u>You don't have to agree, but you should be respectful.</u> <u>You don't have to agree; you should be respectful.</u>
A firm handshake and eye contact are important they show confidence.	<u>run-on sentence</u> comma splice	A firm handshake and eye contact are important, they show confidence. <u>A firm handshake and eye contact are important, for they show confidence.</u> <u>A firm handshake and eye contact are important. They show confidence.</u>

Rewrite the run-on sentence to fix it three ways (p. 106).

Run-on Sentence: The deer are nervous they might run.

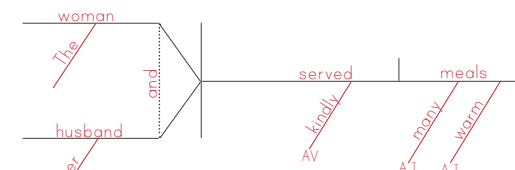
Comma and Coordinating Conjunction
The deer are nervous, so they might run.

Semicolon
The deer are nervous; they might run.

Period
The deer are nervous. They might run.

Diagram the sentence. Remember to put AJ under adjectives and AV under adverbs (p. 74).

The woman and her husband kindly served many warm meals.



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

Fill in the blanks with the correct word: to or too (p. 46).

It's not too late for you to make one too.

Circle the correct word for each sentence.

- **SIDE:** I sat on the left side of the room.
 - **SIGHED:** Julie sighed as she sat down.
 - **SEAM:** She was learning how to sew a straight seam.
 - **SEEM:** Does she seem sad to you?
1. sighed | side in relief when I found my kitten under the bed.
 2. It doesn't seem | seem like good weather for fishing today.
 3. The seam | seem of my coat is wearing out.
 4. Johnny seems | seams exceptionally kind lately.
 5. Which side | sighed would you like to have?
 6. He carried the grain bags to the other side | sighed of the barn.

Draw a line from each clause to the correct sign, depending on whether it is a dependent clause (indicates more to come) or an independent clause. Place a period after each independent clause (p. 141).

We ate a snack ^

Since we're so tired ^

Before you go ^

I love it ^

After we have dinner ^

Even if it's cold ^

I am tired ^

Independent

Dependent

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

1. When the baby is ready, the mother takes it to the rest of the herd.
2. As soon as the baby was born, he started trying to stand.
3. After I took a photo, I looked closer with binoculars.
4. Because the baby was hungry, the mother fed him.
5. Since the baby was so young, the mother kept him close.



Underline the dependent clauses and insert commas where needed.

1. While the bird walks I watch quietly.
2. When I saw the pheasant I held still.
3. Now that summer is here we have many more birds around.
4. Once the pheasant hears me he'll fly away.
5. Although the pheasant is beautiful to watch I need to try to not scare him.



PERSONAL READING

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

Spelling Workshop

Commonly Confused Words

Match each Commonly Confused Word to the correct definition.

loose	a contraction of the words THEY ARE
lose	possessive; belonging to it
their	the opposite of tight or attached
there	in or to the place
they're	a contraction of the words IT IS
its	possessive; belonging to them
it's	to suffer the loss of

Review the Commonly Confused Words ACCEPT and EXCEPT on page 71 if needed. Then write a sentence that uses each word correctly.

accept _____
 except _____

The child should have written a short sentence that correctly uses each Commonly Confused Word.

Spelling Rule: 1-1-1 Rule

See page 12 if needed.

Rewrite the words in green with the suffix -ing.

- limit limiting split splitting bet betting
- clear clearing drag dragging set setting
- tend tending snip snipping rub rubbing

Silent Letter: H

While some Native Americans have lived in teepees, the Cherokee Tribe traditionally lived in wattle-and-daub homes like the one in the image below. Rewrite the green words, which each contain a Silent H, somewhere on the picture frame of the image below.

rhyme – rhino – exhaust – shepherd – honesty – honor – heirloom – rhythm

The child should have rewritten the green words, which each contain a Silent H, somewhere on this picture's frame.



STUDENT



Complete the review exercises.

Insert commas and periods where needed. See pages 152 and 158 if needed.

- "I'm afraid," began my father, "that we will need to cross the river soon"
- "You know," I answered, "there was a place back there that had plenty of stepping-stones"
- "Oh, yes," Father said, "I'm so glad you remembered that spot"



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To tell the difference between a dependent clause and a prepositional phrase, look to see if it contains a subject and verb. In the sentences below, look for and underline any verb that comes before the comma. Then circle which type of phrase each sentence begins with.

- Because the bananas are very ripe, we can make banana bread.
(DEPENDENT CLAUSE) PREPOSITIONAL PHRASE
- After the song, we said a prayer.
DEPENDENT CLAUSE (PREPOSITIONAL PHRASE)
- Because of your help, I was able to finish on time.
DEPENDENT CLAUSE (PREPOSITIONAL PHRASE)
- After we carried the groceries in, we put them away.
(DEPENDENT CLAUSE) PREPOSITIONAL PHRASE
- Since my brother shared with me, I felt like sharing with him.
(DEPENDENT CLAUSE) PREPOSITIONAL PHRASE



Fill in the blanks with the correct word for each sentence.

deer | dear | right | write

- I see a little spotted deer right over there!
- My dear sister likes to write and draw with her right hand.

Fill in the blanks with the correct word: their or there (p. 139).

Their white car is right over there.



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

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Writing Workshop



Writing a Book Review: Part 2

Remember, these are the three parts of a book review:

- Give the title of the book (*Captured Words*) and the author (Frances Williams Brown).
- Give a very brief summary of the book. Your overview can be as short as 2–3 sentences.
- Give your thoughts and opinions about the book. You can explain what you liked and/or disliked and what you learned.

In the last Writing Workshop, you completed Steps 1 and 2. Today you will review what you wrote on page 360. Write it again below, making any changes or edits you feel will improve your writing. Then complete Step 3. If desired, read the example review of Carlotta on page 360 again. With the permission of your parent or teacher, you may type your book report instead of writing it on this page, if desired.

Handwriting practice lines for writing a book review.

The child should have rewritten his or her book review from page 360. Changes or edits should have been made to improve the writing, and the child should have added Step 3 of the report.

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

Captured Words, by Frances Williams Brown, tells the story of a Cherokee man, Sequoya, and his daughter, Oquana. Despite adversity from others, they are trying to develop a way to write down the words, stories, and language of the Cherokee Nation to preserve it for generations to come. While this book is not a thrilling adventure, it does take the reader on Sequoya's journey to developing a syllabary. I thoroughly enjoyed how Sequoya and Oquana worked together on the task at hand and how Oquana came to appreciate her father and his efforts. If you are looking for a well-written book emphasizing family, *Captured Words* is a good choice.

Handwriting practice lines for reading and writing a book review.

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UNIT 6 | 367



PARENT/TEACHER

Together, read the information below and then find at least four different genres of books in your home.

Genres

Literary genres fall under two categories: fiction (writing is nonfactual) and nonfiction (writing is factual). Following are some of the most common genres:

- | | | |
|----------------------|--------------------|-----------------|
| Autobiography | Historical Fiction | Poetry |
| Biography | History | Religious |
| Diaries and Journals | How-To | Science |
| Drama | Informational | Science Fiction |
| Essay | Inspirational | Scripture |
| Fairy Tale | Mystery | Travel |
| Fantasy | Philosophy | Western |

A **biography** is the true story of a person's life. An **autobiography** is a biography written by an author about his or her own life. For example, if you wrote a biography about yourself, it would be an autobiography.

Some literature fits into more than one genre. The book *Captured Words* is a biography about Sequoia. It has both nonfiction (factual) components and fiction (nonfactual) components. The author studied the life of Sequoia, the setting (time period and place), the Cherokee language, and more through letters, diaries, and other writings. But she also used her imagination and writing skills to fill in all the gaps, such as dialogue and details about animals, relationships, events, and so on.

Also, because there is so much history woven into the story, it fits into the historical fiction category. Reading historical fiction can be a very enjoyable way to learn about different time periods, cultures, customs, and people. *The Good and the Beautiful Book List* has many suggestions for historical fiction stories if you would like to read more.

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



STUDENT



Complete the review exercises.

Fill in the blank with the correct homophone.

- **DISCUSSED:** We discussed what to do next.
 - **DISGUST:** I was filled with disgust.
 - **DOE:** A doe is a female deer or goat.
 - **DOUGH:** She carefully kneaded the bread dough.
- When I picked the piece of cookie dough up off the dirty floor, I was filled with disgust.
 - While Dad and I watched the deer, we discussed the differences between a buck and a doe.
 - She felt disgust about the rudeness she witnessed.
 - Our whole group discussed which kind of bread dough to make in the baking class.

Fill in the blanks with the correct word: then or than (p. 257).

I picked up the bucket of water and then realized it was heavier than I thought.

Review what a linking verb is and complete this page.

Linking verbs do not express action; they express a state of being. They are called linking verbs because they link the subject of the sentence to a word or phrase that renames or describes the subject.

Fill in the blank. Linking verbs do not express action; they express a state of being.

All forms of the verb "be" are always linking verbs: am, is, are, was, were, has been, are being, might have been, will be, etc.

Write four linking verbs that are a form of the verb "be":

am, is, are, was Answers may vary.

Other verbs can be linking verbs or action verbs. If you can replace the verb with a form of "be" and the sentence makes sense, it is a linking verb. For example, "Sam LOOKS excited" could be "Sam IS excited."

Circle the linking verbs in the chart below that deal with the senses.

More Verbs That Can Be Linking Verbs				
feel	look	smell	sound	taste
grow	stay	turn	appear	get

In the following sentences, the linking verbs are underlined. **On the blank line after each sentence, write a form of the verb "be" that you could use to replace the underlined verb.** Both the underlined verb and the verb you write are linking verbs.

- The swing set remains broken. is
- This breakfast looks delicious. is
- Your puppy stays with you. is
- I feel so grateful. am



Underline the linking verbs.

- That bread smells delicious.
- My jeans look dirty.
- Those birds sound noisy.
- The turkeys appear hungry.
- My grandpa became a farmer.



In the following sentences, the linking verb is underlined. **On the blank line after each sentence, write a form of the verb "be" that you could use to replace the underlined verb.** Both the underlined verb and the verb you write are linking verbs.

- The engine appears cold. is
- My voice sounds different than yours. is
- She feels tired. is
- These raspberries taste sweet. are
- The lilacs smell fragrant. are

Answers may vary.

Underline the linking verbs. Not every sentence has a linking verb. Remember that forms of the verb "be" are linking verbs.

- The tractor's engine sounds loud.
- My grandpa is patient.
- He works on the farm.
- I ran out to bring his lunch.
- It seems hotter today than yesterday.



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

Spelling Workshop

IE Words

In each blank box, write the word with IE that solves the riddle.

believe – belief – niece – priest – field – chief – achievement

I am the daughter of your sibling. niece

I am a verb that shows trust or acceptance. believe

Crops grow in me, but forests do not. field

I am there when you reach your goal. achievement

Some religions ordain me to lead a congregation. priest

I am something you can hold, but not physically. belief

I can be the top position or something of utmost importance. chief

Challenging Spelling Words

Write each Challenging Spelling Word in the set of boxes that fits the letters correctly.

height | vacuum | neighbor | excellent | disappear

v a c u u m

d i s a p p e a r

h e i g h t

n e i g h b o r

e x c e l l e n t

Words with Silent U

Write each word with Silent U twice along the waterfall or in the pond.

biscuit – disguise – guard – guilty – guess – guide – guitar



The child should have written each word with Silent U twice along the waterfall or in the pond.

STUDENT



Complete the review exercises.

Underline the simple subject in each sentence.

1. Four wooden crates held vegetables.
2. The old yellow dog sat nearby.
3. My mom bought sweet corn.
4. Four children sold it to her.

Underline the complete subject in each sentence.

1. Four wooden crates held vegetables.
2. The old yellow dog sat nearby.
3. My mom bought sweet corn.
4. Four children sold it to her.

Underline the simple predicate in each sentence.

1. The horse runs smoothly across the field.
2. Its rider is standing in the stirrups.
3. The obedient dog is watching from the porch.

Underline the complete predicate in each sentence.

1. The horse runs smoothly across the field.
2. Its rider is standing in the stirrups.
3. The obedient dog is watching from the porch.



Underline the helping verb or verbs and circle the main verb in each sentence.

1. Grandma and Grandpa would love a phone call.
2. I might have dropped my keys on the trail.
3. The girls will get up the booth.
4. You may have an apple.
5. We do want to make sure it's safe first.
6. He did bring the books over.
7. She is delivering flowers on her bike.
8. Some wild turkeys are walking through the backyard.
9. We will sing "Happy Birthday" when she gets home.
10. He did not ask a second time.
11. They were playing hopscotch last time I checked.



Fill in each blank with the correct homophone.

FARE | FAIR | LESSEN | LESSON | TOAD | TOWED | WASTE | WAIST

1. The pulley is designed to lessen the waste.
2. We had a science lesson about the spotted toad.
3. Pay the bus fare to ride to the county fair.
4. I towed the wagon with a rope tied around my waist.



PERSONAL READING

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

Writing Workshop

Family Newsletter: Part 1

A newsletter is a printed (or electronic) report with news and updates about a particular organization or topic. A family newsletter is a fun way to share news about events, accomplishments, and more within your own immediate and extended family. Today you will prepare to write a family newsletter by doing some brainstorming.

- 1** Write a list of family members (and friends, if you want) you may like to share your family newsletter with. This is your **audience**. Good authors think about who their audience is before writing. That way the writing style, the topics, and the substance of the writing can be geared toward the specific audience.

The child should have written a list of family members and/or friends he or she wants to share a family newsletter with.

- 2** Think of some possible titles for your family newsletter. You can choose something basic, such as *[Last Name] Family Newsletter*, or you can get very creative. Some fun words you could use instead of "newsletter" are "update," "buzz," or "scoop." Write at least three title ideas in the green box. Later you can choose your favorite.

The child should have written at least three title ideas for his or her family newsletter.

- 3** Write a list of specific things you may want to include in your family newsletter. Some topic ideas include celebrations (such as accomplishments and birthdays), vacations, changes, events, favorite family recipes, funny stories (just make sure they are always kind), interviews with family members (perhaps an interview with a different family member for each newsletter), and genealogy research. Be creative!

The child should have written a list of specific things he or she may want to include in his or her family newsletter.

In your next Writing Workshop, you will write your family newsletter. It may be your first of many family newsletters once you see how much your family members enjoy reading it!

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STUDENT



Complete the review exercises.

Draw a line from each sentence to its structure.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Ostriches can run fast and far. 2. I washed the peaches, and Mom sliced them. 3. If you like the yellow one, I'll take the green one. 4. Pottery looks so fun to make. 5. We wanted to surprise him. 6. While Dad was gone, we decorated for his birthday. | <div style="border: 1px solid purple; background-color: #4b4b8b; color: white; padding: 5px; margin-bottom: 10px;">simple</div> <div style="border: 1px solid purple; background-color: #4b4b8b; color: white; padding: 5px; margin-bottom: 10px;">compound</div> <div style="border: 1px solid purple; background-color: #4b4b8b; color: white; padding: 5px;">complex</div> |
|--|---|

Underline the verb phrase in each sentence.

1. They were riding bikes last time I checked.
2. We have been practicing every day.
3. The geese are migrating south.
4. They will be living there until it warms back up.
5. I have been helping my neighbor on the weekends.



PERSONAL READING

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

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Writing Workshop

Family Newsletter: Part 2

With the permission of your parent or teacher, create a new word-processing document. If desired, with your parent or teacher's help, you can create a new document from a template. Choose a template that you think would look nice as a family newsletter. All of the titles, text, and images in a template can be changed.

Look at your family newsletter template. Circle the title and the text you like best. Then, write a title and three items to include in your family newsletter. Use the ideas from the previous lesson and the proofreading checklist to edit it.

Finally, write about the topics you circled. Think about making the newsletter interesting for your audience. When you have finished writing, use the proofreading checklist below to check your work. Then your family newsletter is ready to share with your family!

PROOFREADING CHECKLIST

- Capitalization:** Make sure the beginning of each sentence and proper noun (specific names of places and people) is capitalized.
- End of Sentence Punctuation:** Each sentence should end with proper punctuation.
- Commas and Semicolons:** Look for and fix run-on sentences and comma splices. Make sure any introductory prepositional phrases of four words or longer are set off with a comma.

TIP: Print out your newsletter and mark errors with a colored pen or pencil as you proofread. Then create a final draft of your newsletter.

TIP: Read the newsletter aloud slowly, looking for one checklist item at a time.

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LESSONS 119-120

COURSE ASSESSMENT



Parent/Teacher

- Read the following information aloud to the child: Just like with the section reviews, the course assessment gives you practice with the grammar, punctuation, and usage concepts learned in this course without having you overpractice concepts that you have mastered. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed.
- For Lesson 119 have the child complete all the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section.
- For Lesson 120 quiz the child on *Geography & Grammar Cards*. Remember, the child has through Level 7 to master all the cards. Place mastered cards in the bag labeled MASTERED and have the child review them occasionally. Then have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading.

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Student

Capitalization

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

- Costa rica is a small country in Central america with rich rainforests, farmlands, and mountains. The capital city of costa rica is san jose. "Costa Rica" is spanish for "rich coast."
- Just south of costa rica is the country of panama. The people of panama mostly speak spanish, but there are many native languages spoken there, including buglere, yue, hakka, embera, teribe, and more.

Additional Practice

Capitalization

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

- Lake victoria is the largest freshwater lake in africa and the second-largest freshwater lake in the world. Considered a tropical lake, it expands into three countries: uganda, tanzania, and kenya.
- Many languages are spoken in uganda, a country in East africa. The official languages are english and swahili, but luganda is the most widely spoken native language.

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Concrete & Abstract Nouns

Determine if the purple words below are concrete nouns or abstract nouns. Circle the concrete nouns and underline the abstract nouns.

charity (bee) pizza victory freedom duck anger rose friendship

Additional Practice

Concrete & Abstract Nouns

Circle the abstract nouns.

liberty faith nose talent child potato discussion car patience

Interjections

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

- A. Wow, how did you do that? B. Wow how did you do that? C. Wow? How did you do that?
- A. Yuck a bug just landed on me. B. Yuck, a bug just landed on me. C. Yuck! A bug just landed on me.

Additional Practice

Interjections

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

- A. Hey! How did it go? B. Hey How did it go! C. Hey, how did it go?
- A. Phew, I found the key! B. Phew I found the key. C. Phew! I found the key.

Hey!

Wait!

Oops!

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Prepositional Phrases & Commas

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

- Before the ballet recital we will view the artwork in the lobby.
- I need to wash the outside of the second-story windows.
- Beside the sleeping dog I sat and ate my snack.
- I rode my bike to the post office and back.
- In the hollow tree I saw a cute little owl.



Additional Practice

Prepositional Phrases & Commas

Underline the prepositional phrase or phrases and add a comma if needed.

- Our kittens are growing very quickly according to the vet.
- Several frogs hopped out of the creek and onto the rocks.
- After the beautiful sunrise the wind stopped.
- Under the willow tree I found a wonderful place to sit and read.
- Before the birthday celebration let's say a little prayer.



UNIT 6 | 377

Independent Clauses

Underline each independent clause and place a box around the coordinating conjunction (for, and, nor, but, or, yet, so) in each sentence.

- Andy loves the crust, and I love the inside part.
- We should wash the dishes, for Mom has been working hard all day.
- I wanted to buy it, yet I felt better about saving my money.

Additional Practice

Independent Clauses

Underline each independent clause and place a box around the coordinating conjunction (for, and, nor, but, or, yet, so) in each sentence.

- I can't see the bird anymore, nor can I hear it.
- Joseph flew to England, so I will mail him a package.
- We looked everywhere, but we never found the missing puzzle piece.

Similes & Metaphors

Circle each simile below. Draw a box around each metaphor.

- The bright sun was a furnace. The snow is a white blanket.
- She sings like an angel. He is as brave as a lion.

Additional Practice

Similes & Metaphors

Read each sentence and circle whether it is a simile or metaphor.

- Her heart is pure gold. SIMILE | METAPHOR
- You are my sunshine. SIMILE | METAPHOR
- Your smile is like sunshine. SIMILE | METAPHOR








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Possessive Nouns

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

- We saw four kinds of mushroom today. 
- My dads mountain bike has two flat tires. 
- The birds wing healed up perfectly. 
- Kerry baked muffins to share with everyone. 
- Laurels and Taylor's paintings are hanging up. 

Additional Practice

Possessive Nouns

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

- Behind the clouds the sun shines. PLURAL NOUN POSSESSIVE NOUN
- The cheetahs spots are beautiful. PLURAL NOUN | POSSESSIVE NOUN
- Are Jacks and Debs speeches ready? PLURAL NOUN | POSSESSIVE NOUN



Pronouns & Antecedents

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

- Ruth tossed the bat aside as she eagerly sprinted toward first base.
- After the ornaments rolled onto the floor, Thomas placed them into the storage box.
- The science teacher instructed the students to begin the experiment; they were eager to look in the microscope.



Additional Practice

Pronouns & Antecedents

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

- Connie's family owns a dairy farm; they always have plenty of fresh, delicious ice cream to share!
- Have you met the new pastor's wife? She is very kind and loves to volunteer with the children!
- Sasha's little brother plays the piano. He's teaching himself to play the clarinet, too!



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Run-on Sentences & Comma Splices

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

- We drove to the border, we only stopped once.
- The bus driver missed the stop it was raining visibility was low.
- We visited the Grand Canyon we enjoyed the beauty of God's creation.

Fixed Run-on Sentences

The bus driver missed the stop. It was raining and visibility was low.

We visited the Grand Canyon, and we enjoyed the beauty of God's creation.

Fixed Comma Splice Sentences

We drove to the border; we only stopped once.

Corrections may vary.

Additional Practice

Run-on Sentences & Comma Splices

Circle whether the sentence is a run-on or contains a comma splice, and then fix the sentence using one of the three ways shown on pages 106 and 116.

- | | |
|---|---|
| 1. I take vitamins, they keep me healthy. | RUN-ON |
| | COMMA SPICE |
| 2. Math is my favorite subject in school, I like numbers. | RUN-ON |
| | COMMA SPICE |
| 3. The traveler looked weary, he walked all night. | RUN-ON |
| | COMMA SPICE |

Corrections may vary.

UNIT 6 | 379

Quotation Punctuation

Insert commas and periods where needed. Place three short lines (=) under letters that should be capitalized. Write *lc* above letters that should be lowercase. See pages 152 and 158 if needed for review.

- "I've been playing for six years" announced Emma Kate, "And I love the violin"
- George yelled, "why is the refrigerator making that noise? We should call a repairman"
- "Now hurry and get your coat on" Mom said, "For you do not want to get sick"



Additional Practice

Quotation Punctuation

Insert commas and periods where needed. Place three short lines (=) under letters that should be capitalized. Write *lc* above letters that should be lowercase. See pages 152 and 158 if needed for review.

- Chen exclaimed, "Wait! don't forget to bring an umbrella. It is storming outside"
- "Welcome to Blueberry Hills" the guide announced, "we hope you enjoy picking fresh blueberries on our farm today"
- "You are a wonderful goalie, Fred" said Lance, "And we are blessed to have you on our team"



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Parts of Speech

Circle the correct part of speech for each purple word.

1. The generous family was kind to others.	ADVERB ADJECTIVE
2. The brand new toy was broken.	NOUN VERB
3. The student answered the question brilliantly.	ADVERB ADJECTIVE
4. The dentist gave her the red toothbrush.	ARTICLE PRONOUN



Additional Practice

Parts of Speech

Circle the correct part of speech for each orange word.

1. The blue whale is the world's largest mammal.	ADVERB ADJECTIVE
2. The wise teenager obeyed her loving mother.	NOUN VERB
3. The big brother gently hugged his baby sister.	ADVERB ADJECTIVE
4. Can you hit a home run?	ARTICLE PRONOUN

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Commas

To the sentences below, add commas where needed, and then circle the reason for needing the comma(s). See the following pages if needed: 206 (dates), 138 (series), 153 (dependent clauses).

- After the students finished the assignment, they went outside to play.
COMMAS IN DATES | COMMAS IN A SERIES | **COMMAS WITH DEPENDENT CLAUSES**
- The musical is scheduled to debut on Tuesday August 23, 2022.
COMMAS IN DATES | COMMAS IN A SERIES | COMMAS WITH DEPENDENT CLAUSES
- Jack's book club includes Phillip, Manuel, Anders, and Li.
COMMAS IN DATES | **COMMAS IN A SERIES** | COMMAS WITH DEPENDENT CLAUSES



Additional Practice

Commas

To the sentences below, add commas where needed, and then circle the reason for needing the comma(s).

- The children made their beds, put the toys away, and swept the floors.
COMMAS IN DATES | **COMMAS IN A SERIES** | COMMAS WITH DEPENDENT CLAUSES
- Colson's little brother was adopted on Monday January 15, 2018!
COMMAS IN DATES | COMMAS IN A SERIES | COMMAS WITH DEPENDENT CLAUSES
- Since Anna loves working with children, she wants to be a teacher.
COMMAS IN DATES | COMMAS IN A SERIES | **COMMAS WITH DEPENDENT CLAUSES**

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Dependent & Independent Clauses

In each sentence below, circle the subject of each independent clause, underline each independent clause, and place a box around the coordinating conjunction.

- The Alvarez family was excited to move into their new home, and they made cookies for all their neighbors.
- The hungry puppy scarfed his bowl of food, yet he still had room for two yummy treats.
- The seasoned sailors weren't affected by the tumultuous waves, but the newcomers often found themselves feeling nauseated.



Additional Practice

Dependent & Independent Clauses

In each sentence below, circle the subject of each independent clause, underline each independent clause, and place a box around the coordinating conjunction.

- He likes ham-and-cheese sandwiches the best, yet he also enjoys turkey with mustard.
- I wanted to be sure you heard me, but I am very sorry I upset you."

UNIT 6 | 381

Helping Verbs

A helping verb helps show the tense of the main verb. The most common helping verbs are forms of "to be," "to do," and "to have."

- I am reading the book. (am = helping verb, reading = main verb)
- Amy does like the book. (does = helping verb, like = main verb)
- I have read the book. (have = helping verb, read = main verb)

Underline the helping verb or verbs and circle the main verb in each sentence.

- She has tried to help me study for the math test.
- I am going to travel to Barcelona this summer.
- He does need to put the train track together.



Additional Practice

Helping Verbs

Write a helping verb from the word bank on each line and circle the main verb in each sentence.

- They will go to the mountains on Friday.
- I am or was thinking of studying Latin.
- She is or was playing an intense game of chess.
- We have found a buried treasure map.
- I am or was running a 5K last Saturday.

is
will
was
am
have

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Subjects & Predicates

The two necessary parts of a sentence are the subject and the predicate. The **subject** is the person, place, or thing that is doing or being the action. The **predicate** is the verb or verb phrase that tells what the subject does or is.

For each sentence, **underline the simple subject and circle the simple predicate.** The first one is done for you as an example.

- The girl was singing joyfully.
- Naomi carefully placed the eggs into the basket.
- The birds are sitting on the tree branch.



Additional Practice

Subjects & Predicates

The two necessary parts of a sentence are the subject and the predicate. If a sentence does not have both a subject and a predicate, it is an incomplete sentence.

Determine whether each sentence is complete or incomplete and circle the answer.

- The green bananas are not yet ripe. COMPLETE | INCOMPLETE
- Jumping across the babbling brook. COMPLETE | INCOMPLETE
- Without a doubt, it seemed Harry. COMPLETE | INCOMPLETE

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Verb Phrases

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

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

Underline the verb phrase in each sentence.

- The captain had been waiting for roll call to begin.
- Johnny was thinking it might be time to ask his father for help.
- They had been hiking up the trail for over three hours.
- I have been wanting to try that new sushi restaurant.



Additional Practice

Verb Phrases

For each set of sentences below, circle the sentence containing a verb phrase.

- A. She eats shrimp for dinner.

B. She will be eating shrimp for dinner.

C. She ate shrimp for dinner.
- A. The policeman helped the child safely cross the busy street.

B. The policeman helps the child safely cross the busy street.

C. The policeman will be helping the child safely cross the busy street.



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Sentence Structures

A **simple sentence** is made of one independent clause (a clause that can act as a sentence on its own).

Example: Rico took the cows to the pasture.

A **compound sentence** is made of two or more independent clauses joined by a coordinating conjunction or semicolon.

Examples: It's cold, so I shut the window. | It's cold; I shut the window.

A **complex sentence** is made of an independent clause and one or more dependent clauses (dependent clauses are underlined below).

Examples: If it rains, we'll leave. | We'll leave if it rains.

Draw a line from each sentence to its structure.

- Our new playground is open, so we'll go play. simple
- The dogs are barking. compound
- If you go, I'll go too! simple
- The doctor smiled, and the report was good news. compound

Additional Practice

Sentence Structures

Draw a line from each sentence to its structure.

- The car looks clean because we washed it. simple
- Tony will help, for his father asked him to. compound
- The laundry is finished. simple
- When his speech is finished, we'll go. simple

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