



**LANGUAGE ARTS
& LITERATURE**
LEVEL FOUR

COURSE BOOK

Literature | Grammar & Usage | Punctuation
Art | Geography | Spelling | Vocabulary | Writing



HOW THIS EDITION DIFFERS FROM PAST EDITIONS

Writing and spelling are taught more effectively.

Writing instruction is much stronger in this new edition. Children not only learn to write effectively, but they also discover joy as they let their personalities shine through while writing.

Our new spelling workshops were designed after years of researching and testing spelling instruction, finding what is effective, what is not effective, and what makes spelling practice fun for children. Spelling instruction in the new edition is more robust, effective, and thorough than in previous editions.

There are fewer components.

Past editions of the course had six components. Improved organization of the course retains the effectiveness of the course, using only four components: a course book, a workshops book, and two readers.

The daily checklist items are now incorporated into the lessons.

Past editions included a checklist of items to complete each day. With this new edition, there is no daily checklist. Everything is incorporated into the lessons, making the course easier to use.

Challenging word cards are replaced with The Challenging Sentence Climb.

Rather than having challenging word cards that the child reads to the parent or teacher in most lessons, the course now incorporates those words in The Challenging Sentence Climb, a more fun, effective, and engaging activity that connects words to their meanings.

The lessons are shorter.

Improved organization and lesson design allows for shorter lessons, all while covering the same principles with the same effectiveness.

The answer key is no longer in the back of the course books.

The answer key is now available as a free PDF on the FAQs page for Level Four language arts on goodandbeautiful.com.

Geography & Grammar Cards are no longer used in Level Four.

Children still study grammar and geography principles in Level Four, but the use of *Geography & Grammar Cards* now begins in Level Five.

No book pack is required.

All reading integrated with the course is contained in the two readers that come with the course.

Other Differences in This Edition

- The following topics are now introduced in Level Five rather than Level Four: commas with introductory words, capitalization rules for family names, antecedents, subordinating conjunctions, dependent clauses, diagramming commands, complex sentences, and compound direct objects.
- The course book is now in color, not black and white. Many of the beautiful paintings and maps from the past edition of the *Level Four Creative Companion* are now incorporated into the course book.

LEVEL FOUR AT-A-GLANCE

GEOGRAPHY & ART

- Art and nature appreciation
- Comparing and contrasting artwork
- Pastels instruction and practice
- Art terms: art mediums, blending, cross-hatching, feathering, hue, impressionism, intensity, layering, light and shadow, murals, portrait and landscape orientation, stippling, value
- Geography terms and topics: appreciation for geography, Asia, Belgium, bilingual and multilingual, Canada, cardinal directions, cartography, Central America, climate and climate zones, contiguous states, compass rose, continents, Costa Rica, density, population, elevation, equator, Europe, finding direction by the sun, France, Great Lakes, Italy, key/legend, landlocked, languages of South America, lines of latitude, Luxembourg, Mexico, Mt. Everest, natural resources, Northern and Southern Hemispheres, oceans, patterns in nature, physical maps, political boundaries, provinces and territories, regions, relief maps, rural, scale with maps, Scotland, sea level, Sierra Madres, standard of living, strait, the Mediterranean, the Netherlands, topographic maps, United States of America, urban, Washington, DC
- Artists studied: Carl Frederik Aagaard, Albert Bierstadt, J.E.H. MacDonald, Claude Monet, Emile Claus, Vincent van Gogh, Theodoor Verstraete

GRAMMAR, PUNCTUATION & USAGE

- A sentence needs three things
- Abbreviations
- Alphabetizing
- Avoiding double negatives
- Capitalization rules: proper nouns and titles
- Commas in a series, commas with geographical locations, commas with compound sentences
- Comparative and superlative adjectives

- Compound sentences vs. compound verb phrases
- Compound subjects and verbs
- Coordinating conjunctions
- Editing
- Helping verbs
- Homophones and commonly confused words
- Idioms
- Independent clauses
- Irregular past tense
- Irregular plural nouns
- Much vs. many
- Parallel construction
- Parts of speech (articles, nouns, verbs, adjectives, adverbs, pronouns)
- Possessive nouns and apostrophes
- Prefixes and suffixes
- Prepositions and prepositional phrases
- Quotation punctuation
- Semicolons
- Sentence diagramming
- Simple and compound sentences
- Synonyms and antonyms

WRITING

- Adding description and dialogue
- Adding sensory language and well-chosen verbs
- Avoiding redundancy and writing concisely
- Creating outlines (fiction and nonfiction)
- Learning from the masters
- Poetry writing
- Proofreading
- Rewriting in your own words
- Varying sentence length and structure

- Writing a summary
- Writing book reports and book reviews
- Writing effective opening lines
- Writing effective parts of an essay: opening, body, and closing
- Writing fictional stories
- Writing from the heart
- Writing informative essays
- Writing news articles
- Writing thank-you notes

READING & LITERATURE

- Challenging reading practice
- Comparing and contrasting
- Discerning right and wrong messages in literature
- Identifying main ideas
- Literary devices (simile, personification, alliteration, onomatopoeia)
- Parts of a book
- Plot diagrams
- Poetry appreciation
- Point of view
- Reading and writing about character-building literature of high literary value
- Recognizing and choosing literature with high moral and literary value
- Vocabulary

SPELLING

- Base words, prefixes, and suffixes
- Challenging spelling words
- Contractions
- Spelling patterns, principles, and rules



ABOUT THIS COURSE

Items Included in This Course Set

- *Level Four Course Book*
- *Level Four Spelling & Writing Workshops*
- *Level Four Personal Reader*
- *Level Four World Biographies Reader*

Additional Items Needed

- **Books of your choice from *The Good and the Beautiful Book List* on the child's personal reading level**

Each lesson has the child read a book of his or her choice from *The Good and the Beautiful Book List* for 20 minutes or more. It is important that the child does not skip the reading and that he or she reads books with high moral and literary value. Choose books on the child's reading level (which might be different from his or her course level) or one level higher or lower. Have the child take the Reading Level Assessment on goodandbeautiful.com/bookshop.

- **Tracing paper (or very thin paper)**
- **A set of chalk pastels (at least 24 colors), art tape, workable fixative spray, cotton swabs, white watercolor or pastel paper (at least 10 sheets, 9"x12"), paper towels**
- **A dice**

Subjects Covered in This Course

- Reading
- Literature
- Spelling
- Writing
- Punctuation
- Vocabulary
- Geography
- Art Appreciation
- Art Instruction
- Grammar and Usage

A handwriting course and a typing program from *The Good and the Beautiful*, or another handwriting course and a typing program, should be used two to four days a week in conjunction with this course.

Course Principles

- **Connects Multiple Subjects**
Connecting multiple subjects gives learning deeper meaning and interest. It also eliminates the expense and trouble of purchasing and using six or seven different courses rather than just one.
- **Emphasizes the Good and the Beautiful: God, Family, Nature, and High Moral Character**
- **Focuses on High-Quality, Wholesome Literature**
- **Emphasizes Reading**
Children in Level Four are at a stage when improving and cementing strong reading skills is very important. In addition, reading large amounts of high-quality literature greatly improves writing, spelling, vocabulary, grammar and usage, concentration, analytical thinking skills, character, and more. Thus, Level Four integrates a large amount of reading into the course.
- **Creates Excellent Writers and Editors**

Understanding the Course Items

- **Level Four Course Book**

To complete the course in one school year, the child should complete one lesson in the course book daily, four days a week.

- **Level Four Spelling & Writing Workshops**

The course book tells students when to complete assignments in the *Level Four Spelling & Writing Workshops* book. This workbook also contains the Appendix for the course and The Challenging Sentence Climb.

- **Level Four Readers**

The course indicates when to read in the readers. The readers are integrated with the lessons and required to complete the course.

How the Course Works

With Level Four and above, the child will practice self-governance and do much of the learning on his or her own. The lessons are designed to be engaging and very clear, and they go in small, incremental steps so that the child is not confused or overwhelmed.

The parent or teacher should check the child's work on a daily basis, giving feedback.

Answer Key

An answer key is available as a free PDF on the FAQs page for Level Four language arts on goodandbeautiful.com.

Art

In addition to learning about the lives and works of different artists, an emphasis is placed on learning to appreciate and find beauty in art. Some lessons focus mainly on art, while art is also integrated within language arts, literature, writing, and geography sections. Establishing connections across the content areas in this way makes learning more meaningful and interesting. Hands-on art projects in the course focus on chalk pastels.

Length of Daily Work/Length of Course

The time needed to complete coursework each day will vary greatly according to each child. Here is a sample schedule for an average child:

2–4 minutes: Parent/Teacher Section

30 minutes: Student Section

20 minutes: Personal Reading (can be done any time of the day)

Because children work at different speeds for different concepts, lessons will not consistently take the student the same amount of time. Plan on lessons usually taking between 15 and 35 minutes.

If the child completes one lesson daily, four days a week, the child will finish the course in one average school year. This allows for five weeks of vacation days and/or sick days in addition to normal school breaks for Thanksgiving, Christmas, and spring break.

Course Reviews

Children learn and practice new grammar, punctuation, and usage concepts in each unit. To prevent children from over practicing concepts they have mastered, three course reviews will test and identify principles that still need practice. Students will then be directed to do additional practice only for those concepts. This is the course structure:

Unit 1: Lessons 1–17	Section Review: Lessons 67–68
Unit 2: Lessons 18–32	Unit 5: Lessons 69–84
Section Review: Lessons 33–34	Unit 6: Lessons 85–99
Unit 3: Lessons 35–50	Section Review: Lessons 100–101
Unit 4: Lessons 51–66	Unit 7: Lessons 102–120 (reviews the entire course)

TIPS FOR PARENTS AND TEACHERS

Slow Readers

Since reading literature of high moral and literary value is one of the best uses of time for children, this course incorporates a good amount of reading. It improves reading fluency and speed, comprehension, spelling, writing, vocabulary, focus, analytical thinking skills, character, and more. If the child is a slower reader, consider reading with the child, alternating each paragraph.

Writing in Small Spaces

Children in Level Four will learn how to write with smaller letters. To help your child fit everything in the space provided, remind the child to start at the very beginning of the line.

The Challenging Sentence Climb

If you find that your child is starting to memorize the sentences in The Challenging Sentence Climb (those who memorize fast or have to work on one of the climbs for a particularly long period of time), skip to a different climb for a week or two, and then go back to the original climb.

Typing Practice

Children in Level Four should practice typing skills often. Many writing assignments in Level Five will be typed, as typing will allow children to more easily edit their writing.

Parent Q&A

Q: In each unit my child practices 12 challenging spelling words (taken from the Appendix of *Level Four Spelling & Writing Workshops*). What do I do if my child seems to have mastered those spelling words before the unit ends?

A: It's up to you. If you are at least halfway through the unit, you can have the child continue to practice the words to make sure they remain mastered. If you are less than halfway through the unit, you may choose to give the child a new list of words, using words from the Appendix of *Level Four Spelling & Writing Workshops*.

Q: Should I be editing my child's writing assignments in the writing workshops and having him or her rewrite them?

A: At this level, after giving deserved praise, point out obvious errors, such as missing periods. Also make sure the child followed instructions, such as using two or more transition words. Other than that, we suggest not having the child rewrite writing assignments until the course prompts the child to edit and revise writings. This is so that beginning writers can better learn to enjoy writing and feel confident and free when they write.

Q: What if the lessons are taking longer than the average time to complete?

A: If the child is able to understand the information but is completing the assignments slowly, consider moving through the course slowly, even if it takes more than one school year. If the child is having a hard time understanding the information, the level may be too advanced for the child.

Q: My child has completed The Challenging Sentence Climb. What do we work on now?

A: If the child masters The Challenging Sentence Climb before the course ends, it is suggested that you do the following in place of The Challenging Sentence Climb. Have the child read 1–2 pages to you from a book that is two levels above the child's personal reading level. Have the child take the Reading Level Assessment on goodandbeautiful.com/bookshop, and use *The Good and the Beautiful Book List* to select a book at the right level.

UNIT 1 OVERVIEW

Grammar, Punctuation & Usage

- Abbreviations—Part 1
- Editing
- Parts of speech: adjectives, adverbs, articles, nouns, pronouns, verbs
- Quotation punctuation: commas
- Quotation punctuation: periods
- Sentence diagramming
- Singular and plural possessive nouns
- Synonyms and antonyms

Homophones

- heal/heel
- it's/its
- past/passed
- peak/peek
- stairs/stares
- their/there/they're

Other

- Alphabetizing
- Reading comprehension
- Vocabulary

Writing (in the *Level Four Spelling & Writing Workshops*)

- Avoiding redundancy
- Learning from the masters
- Opening sentences
- Rhyme schemes
- Summarizing
- Topic sentences
- Using sensory language: color
- Using sensory language: sound
- Writing effective paragraphs
- Writing from the heart
- Writing poetry

Literature, Art & Geography

- Art study
- Art terms: hue, intensity
- Artists: Carl Frederik Aagaard, Herman A. Kahler, Hendrik Voogd
- Choosing good books
- Copyrights
- Geography terms: cardinal directions elevation, physical maps, strait
- Fiction vs. nonfiction
- Italy
- Pastels
- Poetic reading and devices: alliteration, onomatopoeia
- Protagonists and antagonists
- The Mediterranean

Spelling (in the *Level Four Spelling & Writing Workshops* book)

Spelling Rules	S, F, L, or Z at the End of Words
	Double Consonants to Close Syllables
Principles	Long and short vowels
	Syllables
	Words that end with /er/
	Plural nouns: F and FE
Suffixes	-ful, -less
Prefixes	semi-, pre-
Spelling Patterns	Challenging words with QU
Contractions	aren't, isn't, we're, she'd, who's, can't, it's, we've

Challenging Spelling Words

Instructions: When the course indicates to do so, quiz the child on the challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops*. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below. Repeat until all 12 spaces contain a word. These are the challenging spelling words the child will practice in this unit.

Group 1	Group 2

LESSON 1



Parent/Teacher



- Follow the instructions on page 1 of this course book to pretest the challenging spelling words for the unit.
- Check the child's work when this lesson has been completed.



Student



CREATIVITY

- Read the section.

In Noah Webster's 1828 dictionary, the word **CREATIVE** is defined as "having the power to create." Isn't it marvelous that God has given us the power to create?

With imagination and effort, we can create drawings, paintings, stories, songs, poems, flower gardens, quilts, crafts, recipes, forts, sandcastles, rock collections, cards, journals, photos, and so much more. There are endless ways to be creative.

The more skills and knowledge we gain, the greater ability we have to be creative! The painting on this page

shows the famous potter Herman A. Kähler (1846–1917). He created beautiful pottery and a new type of ruby red glaze that people loved. However, Herman could not have created such things without first working hard and gaining skills. He studied at an art school, had private lessons, and traveled to different countries to study pottery.

Charlotte Mason wrote: "We all have need to be trained to see and to have our eyes opened before we can take in the joy that is meant for us in this beautiful life."¹

The focus of this course is to help you gain knowledge and skills and become more like Christ so you can feel the joy that is meant for you in this beautiful life. Get ready to learn and be creative!

"Herman Kähler in His Workshop" by Laurits Andersen Ring (1854–1933), 1890



1. *The Charlotte Mason Series*, vol. 4, page 43.

Reading Check

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

The focus of this course is to help you gain _____ and _____ and become more like _____.

Vocabulary

- Fill in the blank and complete the exercise.

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

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

Contented means _____

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

pleased synonym | antonym

dissatisfied synonym | antonym

gratified synonym | antonym

Singular Possessive Nouns

- Read and complete the section.

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

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




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

1. I love the _____ contented song. (sparrow)
2. When we spied a _____ dam, I was contented with our nature walk. (beaver)
3. I would be contented with our adventure if we could find a _____ tracks. (fox)
4. Ruth sat contentedly on the _____ bank. (stream)
5. I feel content about my _____ new owner. (puppy)

Editing

- Complete the editing assignment.

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

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



Note: Get the supplies needed for Lesson 17.

Parent/Teacher

- With the child compare the black and white version of the painting on this page with the color version. Discuss the differences. Have the child read the following section to you:

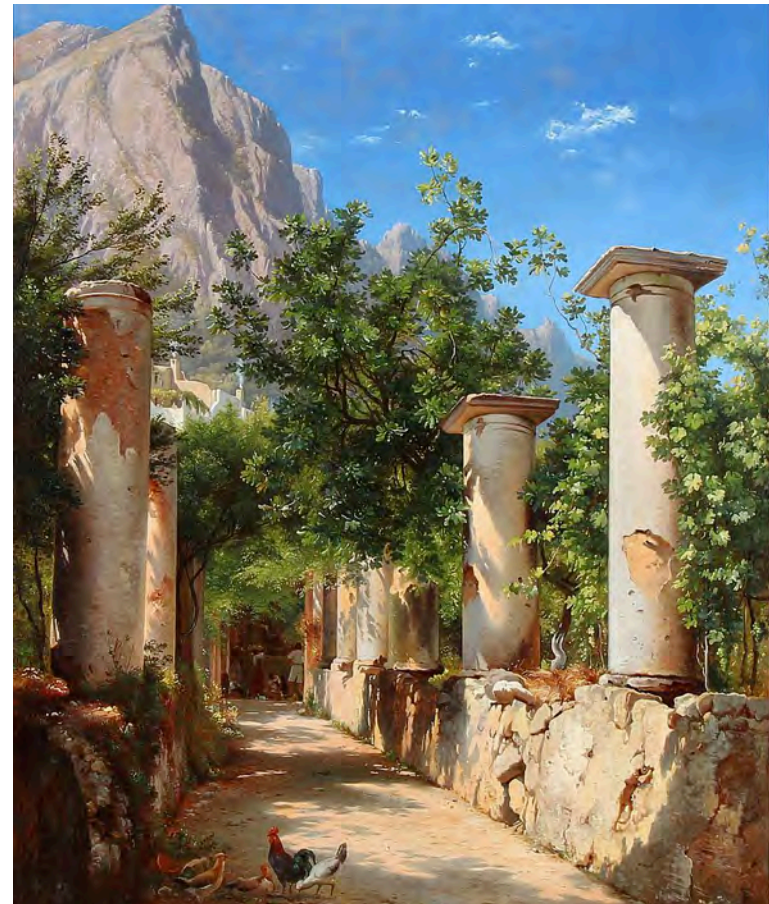
Jenny Phillips' grandfather and brother are both completely colorblind—they see only shades of black and white. Although they still find wonderful beauty in the world, they have never seen



"Ancient Columns, Italy" by Carl Frederik Aagaard (1833–1895), 1874

the azure blue of the sky or the deep green of a leaf. Only 0.001% of people are totally colorblind. Imagine how your life would be different if you could see only black and white. Have you taken for granted the fact that you can see colors? Commit yourself to be more aware of and grateful for the marvelous gift of colors in your life. 1 Thessalonians 5:18 gives this counsel: "In every thing give thanks: for this is the will of God in Christ Jesus concerning you."

- With the child discuss some of the blessings that color brings to your lives.
- Check the child's work when this lesson has been completed.





Student

Adverbs

Read and complete the section.

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

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

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

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

angrily	respectfully	lovingly
rudely	honestly	irritably
happily	unkindly	gratefully

Review: Plural Possessive Nouns

Read and complete the section.

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

Correct: The five wolves' paws were muddy.

Incorrect: The five wolves's paws were muddy.



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

ONE _____ spots were beautiful.	leopard
The TWO _____ spots were beautiful.	leopard

ONE _____ teeth were huge.	llama
ALL ten of the _____ teeth were huge.	llama

Water squirts from ONE _____ trunk.	elephant
Water squirts from TEN _____ trunks.	elephant

ONE _____ howl scares me.	coyote
SEVEN _____ howls scare me.	coyote

ONE _____ pouch holds a joey.	kangaroo
THREE _____ pouches hold joeys.	kangaroo

UNIT 2 OVERVIEW

Grammar, Punctuation & Usage

- A sentence needs three things
- Abbreviations—Part 2
- Capitalizing proper nouns
- Coordinating conjunctions
- Editing
- Independent clauses and fragments
- Parallel structure in a series
- Sentence writing
- Synonyms and antonyms

Homophones

- brake/break
- bury/berry
- cheap/cheep
- chews/choose
- creak/creek
- crews/cruise

Other

- Alphabetizing
- Reading comprehension
- Vocabulary

Writing (in the *Level Four Spelling & Writing Workshops*)

- Adding description
- Conflict
- Effective opening sentences
- Learning from the masters
- Rewriting in your own words
- Topic sentences
- Using sensory language: touch
- Using transition words
- Varying first words in a paragraph
- Writing effective paragraphs
- Writing from the heart
- Writing thank-you notes

Literature, Art & Geography

- Art study
- Geography terms: climate and climate zones, equator, lines of latitude, natural resources, Northern and Southern Hemispheres, relief maps, Sierra Madres, Tropic of Capricorn
- Landscape and portrait orientation
- Maxims
- Mexico
- Pastels
- Poetic devices: alliteration, personification, similes
- Poetry reading
- Scotland

Spelling (in the *Level Four Spelling & Writing Workshops* book)

Spelling Rules	Applying spelling rules to the base words and compound words
	C, K, or CK at the End of Words
	C or K at the Beginning or Middle of Words
	1-1-1 Rule
Principles	Making nouns that end with O plural
	Making nouns that end in F and FE plural
	Irregular plural nouns
Suffixes	-ance, -ence
Spelling Patterns	Challenging words with AGE and UE
Contractions	we'd, don't, mustn't, weren't, doesn't, she's, he's

Challenging Spelling Words

Instructions: The course will indicate when to quiz the child on the challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops*. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below. Repeat until all 12 spaces contain a word. These are the challenging words the child will practice in this unit.

Group 1	Group 2

LESSON 21



Extra Items Needed:

△ See the lesson.



Parent/Teacher



- Have the child reread the words from *Pedro's Choice* and their definitions from page 51.
- Check the child's work when this lesson has been completed.



Student



PASTELS

- Follow these instructions to complete a pastel drawing of the Popocatépetl (Popo) volcano.

≡ Step 1 ≡

Orient your paper so that it is wider than it is tall. This is called a **landscape orientation**. When it's taller than it is wide, it's called a **portrait orientation**. Draw the basic shape of the mountain lightly in yellow.

≡ Step 2 ≡

Add some lava flow lines; they don't need to be exactly the same as the example. Add the semicircle of yellow lines above the mountain.

Items Needed

pastels | white art paper | paper towels | fixative spray



11



≡ Step 11 ≡

Smudge the brown, red, and green together to finish the mountain. Spray with fixative outside.

Writing Workshop

- Complete the writing workshop for Lesson 21 in your workshops book.



PERSONAL READING

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



Parent/Teacher

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

Out in the Fields with God

By Elizabeth Barrett Browning

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

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

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



Student

Sentence Diagramming

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

A hairy gorilla eats noisily.

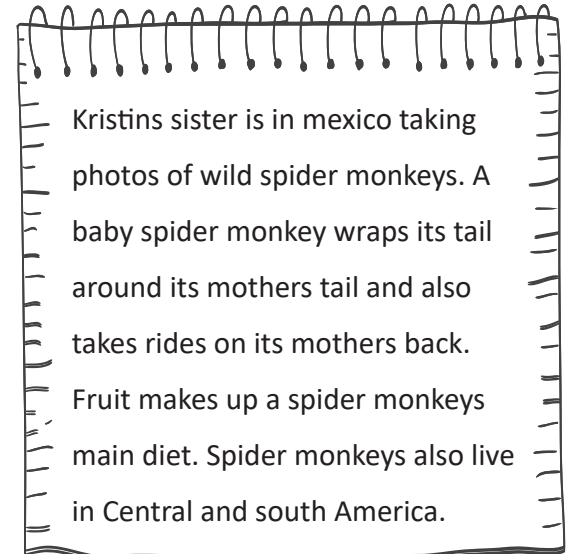
Suddenly, the scary dinosaur awoke.

The playful squirrel chattered loudly.

Editing

- Complete the editing assignment.

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



Review: Abbreviations—Part 2

Read and complete the section.

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

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

Write the abbreviation for each word.

Mount		Senior		Court	
page		Drive		Boulevard	
Lane		versus		Mountain	

Review: A Sentence Needs Three Things

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

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

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

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

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

Review: Parallel Structure in a Series

Read and complete the section.

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

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

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

Underline the word or phrase that uses parallel structure.

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

READING



ASSIGNMENT

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

Spelling Workshop

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



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

LESSON 31



Parent/Teacher

Note: Get the supplies needed for Lesson 32.

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



Student

Homophones

Write the correct homophone on each blank line.

creak: These stairs creak when I walk up them.

creek: I dipped my feet into the cool creek.

chews: The boy chews his food slowly.

choose: I will always choose to be honest.

1. He _____ the food quietly.
2. The old sign will _____ in the breeze.
3. Let’s _____ a place by the _____.
4. We will _____ to be positive.
5. I listen to the gurgling water in the _____.

ISLE OF SKYE

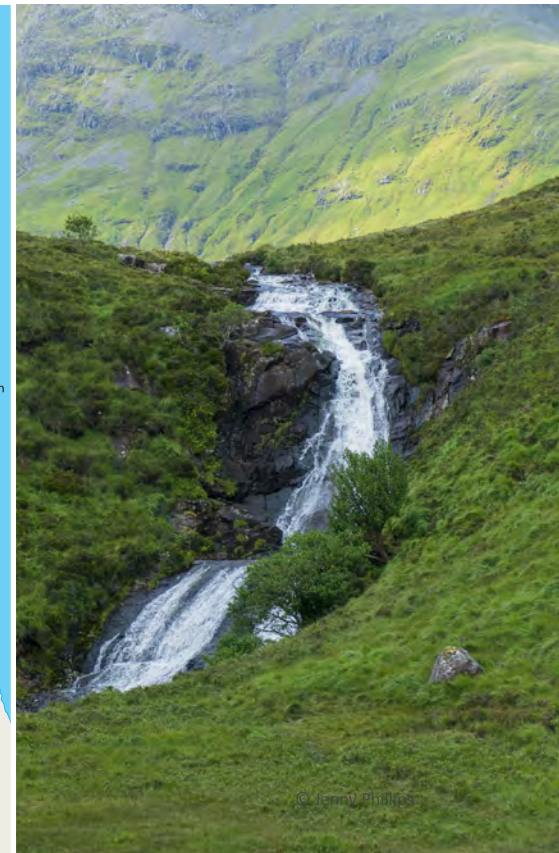


Read and complete the section.

Scotland has many islands, but one of them is particularly notable: the Isle of Skye. This island, with its stunning scenery, is so close to the mainland that it is connected by a bridge that makes it possible to drive there. In addition to white sand beaches, waterfalls, rugged landscapes, and sea lochs (long narrow bays), this island also features many ancient ruins. Numerous standing stones, ruins of stone huts, and underground storage passages can be explored by hiking trails that are woven throughout the island.

Enjoy the photos of the Isle of Skye below and on the next page.

On the map below, point to the Isle of Skye (labeled as Skye). Point to the capital city of Scotland (Edinburgh). Point to England. Point to Northern Ireland.





Review: Coordinating Conjunctions

Read and complete the section.

There are seven coordinating conjunctions:

for | and | nor | but | or | yet | so

You can remember them using the acronym FANBOYS. Write the word that each letter of the acronym stands for.

F=_____ A=_____ N=_____ B=_____ O=_____ Y=_____ S=_____

Coordinating conjunctions can join together words, phrases, or clauses.

For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two subjects or two verbs?

1. A gorilla and a cougar are in our zoo. SUBJECTS | VERBS
2. The dinosaur roars and runs. SUBJECTS | VERBS
3. Llamas and alpacas both live in South America. SUBJECTS | VERBS
4. Gerbils and leopards are my favorite animals. SUBJECTS | VERBS

Review: Independent Clauses

Read and complete the section.

An **independent clause** can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

For each sentence, circle the correct answer. Is it an independent clause or a fragment? (Hint: A fragment is missing a subject, a verb, or a complete thought.) If it's an independent clause, place a period at the end.

1. Dinosaurs are extinct INDEPENDENT CLAUSE | FRAGMENT
2. The tall red kangaroo INDEPENDENT CLAUSE | FRAGMENT

3. A coyote is near us INDEPENDENT CLAUSE | FRAGMENT
4. A dolphin in the sea INDEPENDENT CLAUSE | FRAGMENT

For each sentence, circle the correct answer. Is the coordinating conjunction connecting two independent clauses or two verbs?

1. The spry grandmother sweeps and weeds. INDEPENDENT CLAUSES | VERBS
2. I sang to the baby, and she was soon consoled. INDEPENDENT CLAUSES | VERBS
3. The squirrel climbs and chatters. INDEPENDENT CLAUSES | VERBS

READING

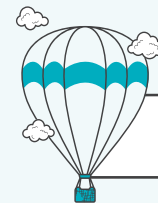


ASSIGNMENT

- Read Chapter 3, the final chapter, of *Faithful and Fast: The Eric Liddell Story* in your *Level Four World Biographies Reader*.

Writing Workshop

- Complete the writing workshop for Lesson 31 in your workshops book.



PERSONAL READING

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

UNIT 3 OVERVIEW

Grammar, Punctuation & Usage

- Commas in a series
- Direct objects
- Editing
- Objects of prepositions
- Phrases
- Prepositions and prepositional phrases
- Semicolons
- Sentence diagramming

Homophones

- desert/dessert
- flea/flee
- flour/flower
- flu/flew
- guessed/guest
- higher/hire

Other

- Alphabetizing
- Reading comprehension
- Vocabulary

Writing (in the *Level Four Spelling & Writing Workshops*)

- Conflict
- Effective paragraph writing
- Learning from the masters
- Outlining a story
- Using sensory language: smell
- Using well-chosen verbs
- Writing a book review
- Writing a story
- Writing from the heart

Literature, Art & Geography

- Art study
- Artists from Belgium, the Netherlands, and Luxembourg
- Belgium
- Cartography and cartographers
- Geography terms: bilingual, inland, landlocked, multilingual
- Historical fiction
- Horizon
- Keys and legends
- Luxembourg
- Pastels
- Political boundaries
- Regions
- Standard of living
- The Netherlands
- Art term: Value

Spelling (in the *Level Four Spelling & Writing Workshops* book)

Spelling Rules	Plural Nouns
	Using CH or TCH
Suffixes	-er, -ment
Prefixes	non-, post-, over-, un-
Spelling Patterns	Challenging words with PH
	Challenging words with GN
Contractions	we'll, she's, what's, haven't, didn't, it'll, he'll, shouldn't

Challenging Spelling Words

Instructions: When the course indicates to do so, quiz the child on the words from Unit 2 and write words on the spaces below that the child did not master in Unit 2. The course will also indicate when to quiz the child on the challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops* book. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below. Repeat until all 12 spaces below contain a word. These are the challenging words the child will practice in this unit.

Group 1	Group 2

Paintings of the Netherlands

☐ [Read and complete the section.](#)

Storks often build homes on roofs in the Netherlands, and the people love it! If you look closely at the painting titled “Fenced-in Pastures by a Farm with a Stork’s Nest on the Roof,” you can see a stork’s nest on a roof. This painting is by the Dutch painter Laurits Andersen Ring (1854–1933).

You probably cannot go visit the Netherlands this year, and you definitely can’t visit the Netherlands that existed a hundred years ago, but you can enjoy the beauty of the Netherlands through these paintings.



▲ Above: “A Field with the Corn set up in Traver” by Laurits Andersen Ring (1854–1933), 1906



◀ Left: “Fenced-in Pastures by a Farm with a Stork’s Nest on the Roof” by Laurits Andersen Ring (1854–1933), date unknown



"Harvest Time in Holland" by Carl Skanberg (1850–1883), date unknown

"Summer Landscape" by Jan van Os (1744–1808), date unknown



- Read Chapter 8 of *The Belgian Twins* in your *Level Four Personal Reader*. Then underline the correct answer.

What does Granny do in this chapter that relates to this quote? “Can you see the holiness in those things you take for granted—a paved road or a washing machine? If you concentrate on finding what is good in every situation, you will discover that your life will suddenly be filled with gratitude, a feeling that nurtures the soul.” (Rabbi Harold Kushner)

- A. She feels the singing of the birds is a masterful “symphony.”
- B. She feels she is “rich” because she has two eyes, a tongue, two legs, two hands, and a good heart.
- C. She wishes she had a bigger home.

Spelling Workshop

- Complete the spelling workshop for Lesson 42 in your workshops book.



PERSONAL READING

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

LESSON 47



Parent/Teacher



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



Student



Review: Semicolons

- Read and complete the section.

Each box to the right contains one independent clause. Add a semicolon and an independent clause (the one that is closely related) from the boxes below to finish the sentence. Remember not to capitalize the beginning of the independent clause that you add unless it is the word “I” or a proper noun.

they have strong legs

they’re sweet and crunchy

new trails are always fun

they’re her favorite flower

they have a two-meter wingspan

Bald eagles are huge _____

Horses run fast _____

Mom loves tulips _____

I love apples _____

We love hiking _____

READING



ASSIGNMENT

- Read Chapter 12 of *The Belgian Twins* in your *Level Four Personal Reader*. Then underline the correct answer.

Finish Mother De Smet’s quote: “It’s easy enough to have faith when things are going right, but to have faith when things are going wrong

- A. is impossible.”
- B. is the true test.”

Writing Workshop

- Complete the writing workshop for Lesson 47 in your workshops book.



PERSONAL READING

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

UNIT 4 OVERVIEW

Grammar, Punctuation & Usage

- Abbreviations—Part 3
- Capitalization and titles
- Commands
- Editing
- Parallel construction
- Run-on sentences
- Verb tenses

Homophones

- knead/need
- mail/male
- marry/merry
- pail/pale
- pain/pane

Other

- Alphabetizing
- Reading comprehension
- Vocabulary

Writing (in the *Level Four Spelling & Writing Workshops*)

- Adding description
- Learning from the masters
- News article writing
- Rewriting in your own words
- Summarizing
- Using sensory language: taste
- Varying first words in a paragraph
- Writing effective paragraphs
- Writing from the heart

Literature, Art & Geography

- Art study
- Artist: Albert Bierstadt
- Contiguous states
- Idioms
- Light and shadow
- Literature: context clues, judging books, summarizing
- United States of America
- US Capitol, Washington Monument, White House, Statue of Liberty
- US National Parks
- Washington, DC

Spelling (in the *Level Four Spelling & Writing Workshops* book)

Spelling Rules	Using DGE
	Consonant + LE
Principles	Recognizing vowel vs. consonant suffixes
Suffix	-al
Prefixes	over-, un-
Spelling Patterns	WR
	Challenging words with ACC
Contractions	couldn't, hadn't, he's, it's, she'd, she'll, where's, who'll

Challenging Spelling Words

Instructions: When the course indicates to do so, quiz the child on his or her challenging spelling words from Unit 3 and write the words **broken into syllables** that the child did not master in the spaces below. The course will also indicate when to quiz the child on challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops* book. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below **broken into syllables**. Repeat until all 12 spaces contain a word. These are the challenging words the child will practice in this unit.

Group 1	Group 2



Parent/Teacher

- Have the child read the poems to you.

Snow in Town

By Rickman Mark

Nothing is quite so quiet and clean,
 As snow that falls in the night;
 And isn't it jolly to jump from bed
 And find the whole world white?
 It lies on the window ledges,
 It lies on the boughs of the trees,
 While sparrows crowd at the kitchen door,
 With a pitiful "If you please!"
 No sound there is in the snowy road
 From the horses' cautious feet,
 And all is hushed but the postman's knocks
 Rat-tatting down the street.
 Until men come round with shovels
 To clear the snow away—
 What a pity it is that when it falls
 They never let it stay!

First Snow

By Marie Louise Allen

Snow makes whiteness where it falls.
 The bushes look like popcorn balls.
 And places where I always play,
 Look like somewhere else today.

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



Student

- Read Chapter 4 of *The Tennis Twins* in your *Level Four World Biographies Reader*. You have read about a runner, Eric Liddell, and tennis players, Margaret and Matilda Peters. Answer each question below in a way that the reader would know what the question was without seeing it.

If you could be an award-winning tennis player or runner, which one would you be?

What is one thing you admire about the Peters sisters?

If you could meet Eric Liddell, what is a question you would ask him?

Spelling Workshop

- Complete the spelling workshop for Lesson 62 in your workshops book.

Photos of Tennis Players from *The Tennis Twins*.

Next Page Middle: Jack Kramer | **Next Page Upper Right:** Serena and Venus Williams
Next Page Lower Left: Arthur Ashe Jr.



PERSONAL READING

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



Art Study + Sentence Writing

Read and complete the section.

Answer each question about the painting below with a complete sentence. Remember to use commas in a series.

1. What are three things you would like to do in this scene?

2. What are three adjectives that describe the painting?



“Bridal Veil Falls, Yosemite Valley, California” by Albert Bierstadt (1830–1902), between 1871 and 1873

Answer the questions about the painting below with a complete sentence.

Who painted the painting, and when was it painted? (Hint: The date is in green text below the painting.) _____



“Sundown at Yosemite” by Albert Bierstadt (1830–1902), c. 1863 (c. means approximately)

Spelling Workshop

Complete the spelling workshop for Lesson 64 in your workshops book.



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



“Mount Corcoran” by Albert Bierstadt (1830–1902), 1876

Commas in a Series

When a sentence contains a series of three or more items, separate the items with commas.

Insert commas where needed. Not all sentences need commas.

1. We will coil the ropes brush the horses and paint the barn.
2. Throw away all wrappers plastic wreaths and wristbands.
3. Uncle Joe will not accept negative attitudes or unkind actions.
4. I love tomatoes, but Gabe loves potatoes squash and carrots.



Additional Practice

Commas in a Series

When a sentence contains a series of three or more items, separate the items with commas.

Insert commas where needed. Not all sentences need commas.

1. My favorite vegetables are broccoli and cucumbers.
2. Do you want me to dice slice or chop the potatoes?
3. I will slice the watermelon wash the grapes and cook the squash.
4. We'll water the plants scrub the floor and polish the table.

Prepositional Phrases

Each sentence has two prepositional phrases. The first prepositional phrase is underlined; underline the second one. Remember that a prepositional phrase always starts with a preposition and ends with an object.

Near my grandfather's home, my cousins are playing in the pond.

My relatives from Spain are visiting us for seven days.

The stately old castle sits on the cliff and guards the land from intruders.

Additional Practice

Prepositional Phrases

Each sentence has two prepositional phrases. The first prepositional phrase is underlined; underline the second one. Remember that a prepositional phrase always starts with a preposition and ends with an object.

Behind the old lighthouse, the waves are crashing on the rough rocks.

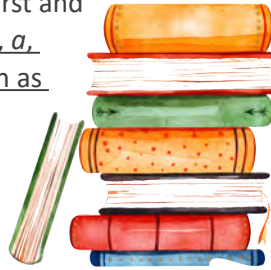
On the gently sloping hill, my sister sits near her pet goat.

The raccoon in the backyard is climbing up the old oak tree.

Capitalization and Titles

For titles of books and movies, always capitalize the first and last words and all other words except for articles (*the, a, and an*) and short prepositions and conjunctions, such as *and, but, in, of, to, or, at, if, or for*. Also, place titles in italics.

Correct Examples: *The Year of the Panda* | *A Leaf, a Stick, and a Stone*



Underline the correctly capitalized title in each group.

1. *Back to poplar Street* | *Back To Poplar Street* | *Back to Poplar Street*
2. *Mpengo of the Congo* | *Mpengo Of The Congo* | *Mpengo of the congo*
3. *The Empty Tower* | *the Empty Tower* | *The Empty tower*
4. *Pyxie of The Pines* | *Pyxie Of the Pines* | *Pyxie of the Pines*
5. *Boy Of The Pyramids* | *Boy of the Pyramids* | *Boy Of the Pyramids*

Additional Practice

Capitalization and Titles

Underline the correctly capitalized title in each group.

1. *Race for the Prairie* | *Race For the Prairie* | *Race for the prairie*
2. *Lions In the Barn* | *Lions In The Barn* | *Lions in the Barn*
3. *Toby Has a Dog* | *Toby Has A Dog* | *Toby Has A dog*
4. *Escape To Freedom* | *Escape to Freedom* | *Escape to freedom*
5. *Red Sails To Capri* | *Red sails to Capri* | *Red Sails to Capri*

Parallel Construction: Adverbs

In a series use either all adjectives or all adverbs.

Correct Example (adverbs underlined): She draws quickly, nicely, and happily.

Incorrect Example (adverbs underlined): The girl draws quickly, nicely, and talented. (TALENTED is an adjective.)

For the words in orange, circle the word that uses correct parallel construction, which would be an ADVERB.

1. We pray sincerely, faithfully, and **serious/seriously**.
2. We do our work honestly, joyfully, and **careful/carefully**.
3. The sun shines brightly, intensely, and **constantly/constant**.

Additional Practice

Parallel Construction: Adverbs

For the words in orange, circle the word that uses correct parallel construction, which would be an ADVERB.

1. We planned our trip abruptly, energetically, and **boldly/bold**.
2. We thanked our host politely, kindly, and **glad/gladly**.
3. We walked through the field calmly, easily, and **slowly/slow**.



UNIT 5 OVERVIEW

Grammar, Punctuation & Usage

- Comparative and superlative adjectives
- Compound sentences
- Compound subjects
- Compound verbs and verb phrases
- Editing
- Helping verbs
- Idioms
- Sentence diagramming

Homophones

- peace/piece
- pear/pair
- plain/plane
- pole/poll
- rain/reign/rein
- to/too

Other

- Reading comprehension
- Venn diagram
- Vocabulary

Writing (in the *Level Four Spelling & Writing Workshops* book)

- Effective paragraph writing
- Learning from the masters
- Rewriting in your own words
- Using an online rhyming dictionary
- Using dialogue
- Using well-chosen verbs
- Varying first words in a paragraph
- Writing with alliteration
- Writing from the heart

Literature, Art & Geography

- Art study
- Artists from Canada
- British Columbia
- Canada
- Geography terms: compass, diverse, culture, fertile, key, legend, provinces, territories
- Great Lakes
- Labeling maps
- Mountains of Canada
- Pastels
- Prince Edward Island
- Quebec and Ontario
- Wildlife in Canada

Spelling (in the *Level Four Spelling & Writing Workshops* book)

Spelling Rules	Drop the E
	Changing Y to I
Suffixes	-ure, -tion
Spelling Principles	Identifying root words
	Irregular past tense
Spelling Patterns	Challenging words ending with OW
Contractions	I'll, I'd, they're, I'm, they've, you'll, I'd, won't

Challenging Spelling Words

Instructions: When the course indicates to do so, quiz the child on his or her challenging spelling words from Unit 4 and write the words the child did not master in the spaces below. The course will also indicate when to quiz the child on the challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops* book. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below. Repeat until all 12 spaces below contain a word. These are the challenging words the child will practice in this unit.

Group 1	Group 2

LESSON 70



Parent/Teacher



- Follow the instructions on page 157 of this course book to pretest the challenging spelling words for the unit.
- Check the child's work when this lesson has been completed.



Student



Compound Sentences

- Read and complete the section.

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

Look at these two independent clauses:

My dad loves cookies. I made some for him.

We may use a comma and a coordinating conjunction to connect the two sentences.

My dad loves cookies, so I made some for him.

Now you have a compound sentence!

When you use a comma and a coordinating conjunction to connect two independent clauses, it is called a compound sentence. One independent clause on its own is called a simple sentence.

Circle the compound sentence below. Draw a star by the simple sentence below.

1. I made cookies for my dad and poured some milk for him.
2. I made cookies for my dad, and I poured some milk for him.



Circle if each sentence is simple or compound.

1. Russia is the largest country in the world, and Canada is the second largest country.
simple | compound
2. Over half of the world's lakes are located in Canada!
simple | compound
3. Toronto is Canada's largest city, and Montreal is the second largest city.
simple | compound
4. Mount Logan is Canada's tallest mountain at 5,959 meters (19,551 feet) above sea level.
simple | compound
5. Hockey is a very popular sport in Canada, but soccer is actually the most popular sport.
simple | compound



READING



ASSIGNMENT

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

What did the neighbors do when they heard that Diana fell through the ice?

- A. They let Jockie borrow a different horse and wished him good luck.
- B. They immediately rushed to help save her.

Spelling Workshop

- Complete the spelling workshop for Lesson 70 in your workshops book.



PERSONAL READING

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

LESSON 72



Parent/Teacher



- Have the child read the poem to you.

Daisies

By Frank Dempster Sherman

At evening when I go to bed
I see the stars shine overhead;
They are the little daisies white
That dot the meadow of the night.

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



Student



- Read and complete the section.

In this lesson you will create a postcard-sized pastel art piece based on a small portion of J.E.H. MacDonald's painting "Nova Scotia Coastal Scene," which you studied in your last lesson.

You might be surprised at just how many layers of colors are in this small, simple picture!



POSTCARD PASTEL

Items Needed

pastels | white 9"x12" art paper | artist tape | cotton swabs | fixative spray

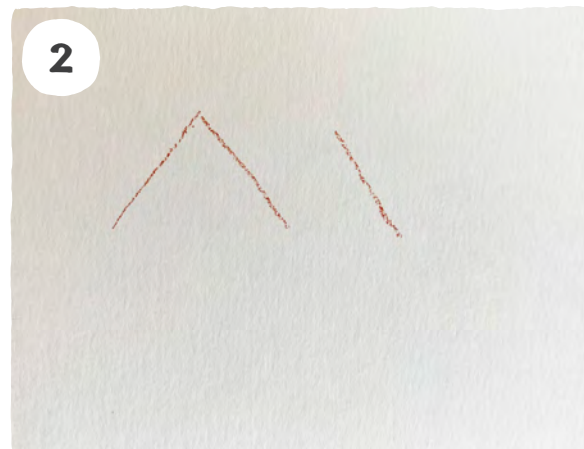
Step 1

Fold a sheet of 9"x12" art paper in half, then cut it along the fold line. Fold it in half again and cut it. Use artist tape or masking tape to tape your postcard to your table or desk.



Step 2

With a reddish-brown pastel, draw the peak lines of the house roof.



Step 3

Add the corners of the house. Add a chimney and some lines in the roof. Darken the front roof line.



Step 4

Add windows and a door. Add wavy lines for the ground. Add a few lines for trees.



Step 11



Add small amounts of red to the roof, the ground, and the trees. Then add small amounts of yellow to the ground and trees.



Step 12

Now you get to blend! Use the tip of a cotton swab to blend the roof and chimney. Then use a different end to blend the windows and door and another cotton swab to blend the house walls. Use another cotton swab to blend the trees, then a different end to blend the sky.



Step 13

Finally, with a new cotton swab, blend the ground. When you are satisfied with your blending, spray your art project with a coat of fixative spray and let it dry. Carefully peel off the tape. Your postcard pastel is done!



Spelling Workshop

- Complete the spelling workshop for Lesson 72 in your workshops book.



PERSONAL READING

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

LESSON 73



Parent/Teacher

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



Student

- Read and complete the section.

Open your *Level Four Spelling & Writing Workshops* to page 109. This is a painting by J.E.H. MacDonald called “Goat Range Rocky Mountains.” Almost all MacDonald’s paintings were created outside as he took in the beautiful scenery around him. In fact, it was a painting of flowers in his backyard that was the first to be noticed by art critics, museums, and buyers.

Look again at “Goat Range Rocky Mountains.” Do you see the wild mountain goats on the rocks? This was painted in 1932, yet to this day wild mountain goats can be spotted in the Rocky Mountains of Canada and the United States. We’ll use the painting to review helping verbs, main verbs, simple sentences, and compound sentences.

For each sentence circle if the sentence is a simple sentence or compound sentence, underline the helping verb or verbs, and circle the main verb or verbs. The first one is done for you as an example.

- The goats are resting on the rocks, but they will play soon. simple | compound
- Mountain goats can leap 12 feet in a single jump. simple | compound
- Horns can protect mountain goats from predators. simple | compound
- They will eat the grass, and the grass will grow back. simple | compound
- I am helping Grandfather plant turnips. simple | compound
- I didn’t see any, but I did spot a red fox. simple | compound
- You should visit the Rocky Mountains someday, for they are amazing. simple | compound
- Have you ever seen animals in the wild, and did you like them? simple | compound

READING ASSIGNMENT

- Read Chapter 4 of *Jockie* in your *Level Four Personal Reader*. Then circle the correct answer.

What fell out of the tree Jockie was climbing?

- Lots of red apples that he gathered for making a pie
- A baby crane that he decided to help

Writing Workshop

- Complete the writing workshop for Lesson 73 in your workshops book.



PERSONAL READING

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

LESSON 76



Parent/Teacher



- Have the child read the following to you.

O Canada!

By Sir Adolphe-Basile Routhier

O Canada!

Our home and native land!

True patriot love in all of us command.

With glowing hearts we see thee rise,

The True North strong and free!

From far and wide,

O Canada, we stand on guard for thee.

God keep our land glorious and free!

O Canada, we stand on guard for thee.

O Canada, we stand on guard for thee.

These words were put to music by Calixa Lavallée and first sung on June 24, 1880. One century later, on July 1, 1980, it was proclaimed Canada's national anthem.

- Have the child read the following definition to you in preparation for today's reading assignment.

furrow: a long narrow trench made in the ground by a plow, especially for planting seeds

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



Student



QUEBEC AND ONTARIO

- Read and complete the section.

Look at the map of Canada you created in Lesson 75 and locate Quebec and Ontario. These two provinces (Quebec and Ontario) combined are sometimes called Central Canada, the core provinces, or the heartland of Canada. Sixty percent of Canada's population lives in Quebec and Ontario, and 75% of Canadian manufactured goods come from these two provinces.

Let's learn about these two provinces that make up Central Canada while also reviewing **compound sentences** and learning about **compound subjects**.

Read the article about Quebec in the blue box and the article about Ontario in the purple box. Look at the photographs that go with the articles.

Home to about eight million people, most of whom live along the Saint Lawrence River, Quebec is primarily a French-speaking province. In fact, more than 75% of the population use French as their first language. Montreal is the second largest mainly French-speaking city in the world, just behind Paris, France. Quebec is Canada's largest producer of **hydroelectricity**—electricity that comes from the harnessed power of moving water.

Quebec, Canada



LESSON 82



Parent/Teacher



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



Student



WILDLIFE

- Read and complete the section.

Have you ever seen a herd of deer grazing in a field, or perhaps a flock of geese flying in a V shape over your head, and felt a thrill of wonder at the beauty and majesty of God's incredible wild creatures? If you enjoy seeing animals in their wild, natural state, touring Canada would be a thrilling adventure for you! With over 200 mammal species, nearly 500 bird species, and a widely diverse range of sea creatures, Canada is a dream come true for animal lovers.

Read the sections about five of Canada's most popular wild animals, and then answer the questions by underlining the correct answers.



Grizzly Bear

Highly adaptable to many habitats, grizzly bears are found throughout all three Canadian territories as well as the westernmost provinces. Grizzly bears are omnivores with big appetites, gobbling up fish, fruit, nuts, berries, leaves, roots, mushrooms, rodents, sheep, and elk.

Moose

With lanky, twig-like legs, elongated heads, and bulky antlers, male moose (bulls) are a sight to see! Their awkwardly long legs prove helpful in deep snow and over obstacles like fallen trees. A new set of antlers begins growing each spring and is shed each fall.



Mountain Lion

A solitary feline with many names—cougar, puma, and mountain lion—she easily leaps from ledges with her long, agile body. She can jump up to 12 meters (40 feet) in one jump! Her swift, graceful moves are often so silent that her prey has no idea she is watching and waiting from a distance.

Gray Wolf

As the largest member of the canine family, gray wolves have only one predator—humans. Typically nocturnal (active at night), gray wolves live and hunt in packs. Their keen sense of smell, physical strength, and excellent communication skills within the pack make them highly successful hunters.



Canada Goose

Did you know that true geese are only found in North America and that there are actually up to 50 different variations of the Canada goose? They vary in size and markings, but all have black necks and a white patch on their throats. Most Canada geese migrate south for the winter and back home for the warmer months.

1. Which word describes the eating behavior of grizzly bears?

- A. carnivore
- B. omnivore

2. Which word describes the activity behavior of gray wolves?

- A. diurnal (mostly active during the day)
- B. nocturnal (mostly active at night)

Review: Helping Verbs

- Read and complete the section.

A helping verb is used with a main verb. Here are some of the most common helping verbs:

- forms of **to be** (be, am, are, is, was, were, been, being)
- forms of **to do** (do, does, doing, did, done, will)
- forms of **to have** (have, has, having, had)

Here are some examples:

I **am** watching birds. (am = helping verb, watching = main verb)

Do you like birds? (do = helping verb, like = main verb)

I **have** seen three geese. (have = helping verb, seen = main verb)

Underline the helping verb and circle the main verb in each sentence.

1. The grizzly bear has caught three salmon.
2. I will watch out for bears in the woods.
3. Have you seen the Canada geese at the lake?
4. We are going to the Canadian Rockies next year.
5. The gray wolves are hunting as a pack.
6. The moose is tramping through the snow with his long legs.



- Read Chapter 13 of *Jockie* in your *Level Four Personal Reader*. Then underline the correct answer.

How did Harry the crane save Jockie, Dannie Allan, and Red Roary?

- A. He caught enough fish for everyone to eat while they waited for help.
B. He flew through the storm to where Granddad was watching for them.

Spelling Workshop

- Complete the spelling workshop for Lesson 82 in your workshops book.




PERSONAL READING

- For 20 minutes or more, read a book from *The Good and the Beautiful Book List*. Then answer the question with complete sentences.

What do you think might happen next in your book?

LESSON 87



Parent/Teacher

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



Student

Homophones

- Write the correct homophone on each blank line.

stairs: I climbed the stairs.
stares: He stares at the painting.
creek: We put our feet in the creek.
creak: I moved, making the sofa creak.

- The _____ wind up the castle tower.
- I heard the door _____.
- Father _____ into the sky with a smile.
- I sat by the gurgling _____ and read a delightful book.



- Read Chapter 1 of *Treasures at My Fingertips: A Story of Louis Braille* in your *Level Four World Biographies Reader*. Then write two discussion questions that could be used to discuss the chapter with a group. The questions should encourage opinions and thoughts rather than just answering with a yes or no or a fact about the story.

1. _____

2. _____

Writing Workshop

- Complete the writing workshop for Lesson 87 in your workshops book.



PERSONAL READING

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

A **table of contents** is a list at the beginning of a book that shows how the book is divided into chapters or sections. Does your book have a table of contents? If so, how many chapters are in your book? Answer with complete sentences.



Parent/Teacher

- Have the child read these words and their definitions from *Treasures at My Fingertips: A Story of Louis Braille*:

Louis [LOO-ee]: a boy's name

Braille [brayl]: a system of touch reading

parish [PEAR-ish]: an area over which one Christian pastor (minister, priest) is in charge

resigned [ree-ZINED]: chose to leave a job; accepted that something cannot be avoided

- Have the child read the poem to you.

I Like to See a Thunderstorm

By Elizabeth Coatsworth



I like to see a thunderstorm,
A dunder storm,
A blunder storm,
I like to see it, black and slow,
Come stumbling down the hills.

I like to hear a thunderstorm,
A plunder storm,
A wonder storm,
Roar loudly at our little house
And shake the windowsills!

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



Student

- Complete the exercise.

For the following sentences, insert commas after each geographical place name in a series (except ones at the end of a sentence). Then indicate the order in which you would most want to visit the places in the photos by writing "first" and "second" in the orange boxes.



This old mill is on the Seine River Vernon France.

I'm visiting the mill in Vernon France tomorrow.

Vernon France has a quaint old mill on the Seine River.



These mountains in Auvergne France are incredible.

I live in a rural area of Auvergne France Europe.

My address is 24 Ivy Road Cusset France Europe.



PERSONAL READING

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

READING



ASSIGNMENT

- Read Chapter 2 of *Treasures at My Fingertips: A Story of Louis Braille* in your *Level Four World Biographies Reader*.

Spelling Workshop

- Complete the spelling workshop for Lesson 88 in your workshops book.

Sentence Diagramming

- ❑ Diagram the sentences. Remember to put AJ under adjectives and AV under adverbs. Refer to page 103 if needed.

The young eagle flies.

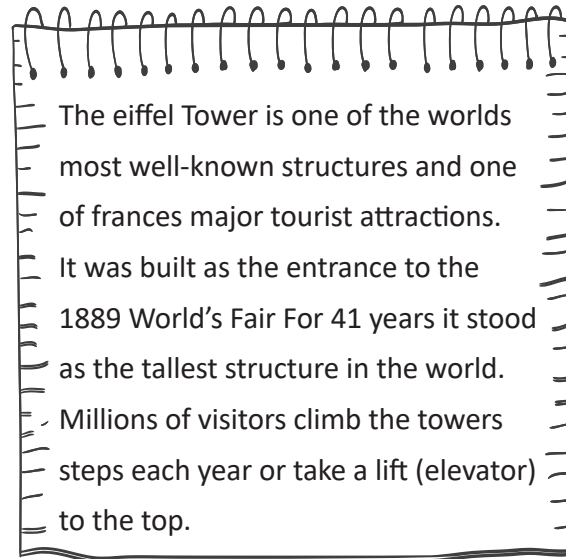
A nervous raccoon hides quietly.

Cleverly, the beautiful sparrow built a nest.

Editing

- ❑ Complete the editing assignment.

Insert the missing apostrophes and missing period. When you see a noun with an S at the end, ask if it is plural, meaning more than one, or if it shows possession. Capitalize two proper nouns.



Spelling Workshop

- ❑ Complete the spelling workshop for Lesson 90 in your workshops book.



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

Plot Diagram

Exposition is the introduction to a story where you meet the main character and learn about the setting of the book. The **conflict** introduces a problem, struggle, or obstacle. The **rising action** is where more suspense or interest in the story is created or the problem gets more complicated. The **climax** is the most intense part of the story. **Falling action** is what happens after the climax and before the **resolution**, which is the end of the story. **On the chart below, draw a star on the part of the diagram that shows what part you are currently reading in your book.**

