



LANGUAGE ARTS & LITERATURE

✧ LEVEL 3 ✧

COURSE BOOK

Phonics | Writing | Reading | Grammar & Punctuation
Spelling | Literature | Geography | Art





FOURTH EDITION

Created by Jenny Phillips and The Good and the Beautiful Team



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Items Needed

Course Set Items

	<i>Level 3 Course Book</i>
	<i>Level 3 Spelling Practice Book</i>
	<i>Level 3 Phonics Read-Together Books</i> (four books)

Required Apps

	Good and Beautiful Letter Tiles app*
	Good and Beautiful Homeschool app

Visit goodandbeautiful.com/apps for information on these free apps, which can be accessed on a computer or mobile device.



This app icon is used whenever you need to use the letter tiles app.



This app icon is used whenever you need to use the homeschool app.

The Good and Beautiful Homeschool app includes

- video lessons, which are usually optional and can be used in place of the lesson or after the lesson for more reinforcement, and
- required audio narrations that are part of some independent work sections.

*You do not have to use the spelling app to complete work. In place of the spelling app, you may simply dictate (say aloud) the words to the child and have the child write the words.

Items to Always Have on Hand

	thin-tipped markers (any kind, 20+ colors) Note: Each level of language arts uses a different art medium for art projects. Markers are required for this course.
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	pencil, scissors, glue stick, tape, a timing device (such as a timer on a smart phone)
	personal reading books at the child's reading level from <i>The Good and the Beautiful Book List</i> (free download available at goodandbeautifulbooklist.com)

Extra Items Needed for Unit 1

	Optional: mango-flavored snack (Lesson 19 page 58)
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Extra Items Needed for Unit 2

	Optional: rolls (Lesson 57 page 187)
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Extra Items Needed for Unit 3

	Optional: oatcake supplies & toppings (See Lesson 85 page 281 for recipe.)
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Extra Items Needed for Unit 4

	Optional: 1 sheet of colored construction paper, 1 sheet of white card stock (See Lesson 99 page 335 for craft.)
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The Good and the Beautiful Handwriting Level 3 workbook or another handwriting program should be used 3 to 4 days a week in conjunction with this course. It is also suggested that the child complete *The Good and the Beautiful Typing 1* course or another typing course.

About This Course

Overview: Language Arts & Literature Courses

- **Preschool to Level 3** courses focus heavily on phonics and reading and require one-on-one time with a parent or teacher each day.
- **Levels 4 and above** are designed to be mainly self-directed by the student.

What This Course Covers

This course combines the following subjects:

Phonics	Reading	Spelling
Writing	Grammar and Punctuation	Literature
Art	Poetry Memorization and Appreciation	Geography

Preparation

If you bought the physical course set, the only preparation needed is to read the About This Course section of the course book and the *Spelling Practice Book*.

If you are using the PDF download, you will need to print out and bind all the course items.

How to Complete the Course

Work on this course book 4 to 5 days a week. A full public school year is about 36 weeks, not including holidays and breaks. If you complete four lessons in this course per week, you will finish the course in 30 weeks. Some children may not finish a full lesson each day (and take longer than one school year to complete the course), while other children may finish more than one lesson a day (and finish the course in less than a year).

If your state requires a certain number of hours to

be spent on language arts each day, or you finish this course before the school year ends and do not want to start on the Level 4 course, consider adding in extra handwriting practice, reading time, typing, and/or language arts electives.

Each day, simply follow the instructions in the course book. Blue text indicates instructions to you, and black text is what you read to the child.

Phonics and Reading

At the beginning of most lessons, you will be directed to read together with the child in one of the phonics read-together books that are integrated with the course. These books contain almost all the phonics instruction for the course. Even if you have an advanced reader, we highly recommend not skipping these books. Even advanced readers need to learn the skills of slowing down and decoding words and not just skipping over them in their minds as they read. In addition, the read-together books allow you to determine if there are any holes in the child's phonics foundation, as phonics instruction ends after Level 3. Advanced readers are likely to go through the books quickly and will benefit from the powerful messages, model writing, and one-on-one time with you.

Principles Behind This Course

• Easy to Teach and No Preparation Time

Parents with no expertise in language arts can give their children top-quality instruction without any preparation time. Spend time exploring and learning right along with the child.

• Connects Multiple Subjects

This course combines multiple subjects. Connecting learning in this manner creates deeper meaning and interest. It also eliminates the expense and

trouble of purchasing and using six or seven different courses.

- **Emphasizes the Good and the Beautiful: God, Family, Nature, and High Moral Character**

This course has a nondenominational Christian foundation, with the goal of producing not only intelligent minds but also high character and hearts that love God, nature, and good literature.

- **Creates Excellent Writers and Editors**

Writing well is one of the most important academic skills a child can gain. However, pushing younger children to complete writing assignments that are too difficult can overwhelm them and cause them to dislike writing. This is because most children in lower levels are still working on basic handwriting, reading, spelling, and grammar skills. There are exceptions; some children are ready to write earlier. If you have young children who love to write more than what is in the course, let them!

In Level 3, fun and meaningful writing exercises start out gently and build in complexity and difficulty as the course progresses. Much scaffolding is provided in early writing assignments, which means parts of the writing are given as starting points, and the child fills in the parts that are missing. Scaffolding allows the child to build confidence in writing without becoming overwhelmed and provides repeated examples of excellent model writing. As the course progresses, the scaffolding is lessened and eventually removed from exercises.

Writing is also taught through audio narrations, which proved very effective and enjoyable in piloting.

Creating fantastic writers is a process that takes years of immersing the child in rich, well-written literature and effective instruction. The Good and the Beautiful has a strong focus on these things.

Answer Key

A Level 3 Answer Key is available in physical form or as a free download and includes answers only to select pages (not every page). To access the free download, go to goodandbeautiful.com, navigate to the Level 3 Language Arts product page, and click on the “FAQs, Helps, and Extras” button below the product image.

Unit Reviews/Assessments

The end of each unit contains a review that will track the child’s progress.

Poetry Memorization

Poetry memorization is a wonderful exercise for the young, growing mind. Author Laura M. Berquist wrote, “Familiarity with truly good poetry will encourage children to love the good” (*The Harp and Laurel Wreath*, page 9).

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

Teacher Read Aloud

Consider reading to the child daily or having the child listen to worthy, clean audiobooks. Choose books that are two to three levels higher than the child’s personal reading level and of the highest literary and moral merit so that the child receives all the spiritual and academic benefits available through literature.

The Good and the Beautiful Book List (free download available at goodandbeautifulbooklist.com) includes hundreds of Jenny Phillips’s top-recommended, wholesome books for all reading levels and a list of Jenny’s top-recommended read alouds.

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At-a-Glance

Note: These items are found in the course book, read-together books, spelling practice book, and audio narrations that are a part of this course.

Art, Literature, Writing, and Reading Comprehension

- Art appreciation, history, and instruction
- Artists studied: Albert König, Carl Bøgh, Claude Monet, Henri Rousseau, Ikeda Shōen, Marianne von Werefkin
- Creative writing: plot outlines, personality traits, using good description, using strong verbs, using transitions, writing poetry, writing narratives, varying sentence lengths and beginnings, adding detail, fiction writing
- Discussing literature
- Drama (reader's theater)
- Expressionism
- Folktales
- Genres
- Impressionism
- Literary devices: alliteration, figurative language, personification, sensory language, onomatopoeia
- Literature studies: *Heidi*, Marguerite Henry, *The Swiss Family Robinson*, Aesop's Fables, *Rescue Dog of the High Pass*, Thornton Burgess, The McGuffey Readers, what makes a book worth reading, messages and themes in books
- Nonfiction writing: book reports, opinion paragraphs, informative essays, instructions, journals, letters, parts of a paragraph, parts of an essay, summaries, persuasive essays, comparative essays, informative paragraphs, writing thank-you cards
- Oral narration
- Poetry: couplets, memorization, mood, rhyming patterns, stanzas, rhyme scheme, rhythm
- Reading comprehension: determining the meaning of unfamiliar words, paying attention to details, identifying main ideas, reading comprehension through geography journals, poetry studies, artist studies, writer studies, and survival guide pages
- Reading orally with emotion, expression, and fluency
- Revising writing
- Elements of plot
- The many forms of visual art

Geography

- Alaska
- Cardinal directions
- Child's local geography
- Continents
- Countries studied: Australia, Austria, China, Ireland, Japan, Scotland, Switzerland, Uganda
- Culture
- Earth's physical systems: lithosphere, biosphere, hydrosphere, atmosphere
- Ecosystems
- Geography terms: elevation, flora, humidity, inhabited, population, poverty, vegetation, standard of living, tundra
- Hemispheres and the equator
- How climate and geography affect culture
- How humans adapt environments and adapt to environments
- Landforms
- Natural and man-made disasters
- Natural resources
- Parts of a map: compass rose, grid, legend, scale, title, key
- Regions of Asia
- Renewable and nonrenewable resources
- Rural, urban, and suburban
- Survival guides: firewood, healing plants, pine trees, deserts
- The movement of goods and ideas
- Types of maps: topographical, political, road, thematic
- Weather vs. climate

Grammar, Usage, and Punctuation

- A sentence needs three things
- Acronyms
- Action and being verbs
- Adjectives and adverbs
- Capitalization in titles
- Capitalizing proper nouns



At-a-Glance

(continued)

- Commas in addresses, dates, series
- Comparative and superlative adjectives
- Compound words
- Compound sentences
- Contractions: aren't, can't, doesn't, don't, couldn't, haven't, he's, I'll, she's, there's, won't, you'll
- Coordinating conjunctions
- Dictionary skills
- Each other vs. one another
- Editing
- Heteronyms: wound, object, use, live, perfect, lead
- Homophones: flour/flower; wear/where; to/ too; in/inn; right/write; wait/weight; dear/deer; know/no; weak/week; would/wood; their/there; hole/whole; ant/aunt
(Note about homophones: Even when words are not homophones where you live or in your dialect, it strengthens a child's communication skills to learn about how others speak.)
- Idioms
- Independent clauses vs. fragments
- Irregular past-tense verbs
- Nouns: common, proper, possessive, plural, abstract, irregular plural, concrete
- Past, present, and future tenses
- Prefixes, suffixes, root words (base words)
- Prepositions
- Pronouns
- Punctuating dialogue
- Sentence diagramming
- Shades of meaning
- Subject of a sentence
- Syllable types
- Synonyms and antonyms
- Types of sentences (statement, question, exclamation, command)
- Using complete sentences

Phonics Principles

- AGE or IAGE can say /ij/
- AIN can say /ain/ or /in/
- ALLY can say /lee/
- ANT can say /ent/
- ATE can say /it/
- Challenging words that are difficult to decode phonetically
- CH can say /k/ or /sh/
- CI, SI, TI, and XI can say /sh/
- Decoding skills
- DU can say /jew/ or /juh/
- ER can say /air/ and /ear/
- GUE can say /g/
- I can say the long E sound
- IE can say the long E or long I sound
- INE can say /in/ or /een/
- ON, ION, and EON can say /en/, /un/, or /yen/
- OUR can say /er/
- OUS, IOUS, and EOUS can say /ē-us/ or /us/
- Phonograms review
- QUE can say /k/
- Soft C and G
- Sounds of AR
- Sounds of EY
- Sounds of IE
- Sounds of OU
- SS can say /sh/
- TION, SION, SSION, and CIAN can say /shun/
- Long and short vowels
- TU can say /ch/
- TURE can say /chur/
- Words with hard C followed by soft C
- Y in the middle of a word

Spelling (see pages x–xi)

Level 3 Spelling Scope & Sequence

Unit 1

Spelling Words (high-frequency and irregular words)

once	because	square
dollar	water	laugh
again	built	nothing

Days of the Week

Tuesday	Wednesday	Saturday
Monday	Thursday	

Spelling Rules

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

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

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

Spelling Patterns

AI: brain, chain, chair, mail, paid, paint, snail, tail, trail, train

OU: found, ground, loud, mouth, proud, shout, sound

QU: quack, queen, quiet, quit, quiz

IGH: bright, fight, high, light, night, right, tight

OY and OI: boil, choice, coin, enjoy, moist, noise, spoil, toy

Words with Double Consonants: better, different, funny, happen, happy, letter, pretty, silly, sudden, summer

Unit 2

Spelling Words (high-frequency and irregular words)

sorry	carry	head
other	hour	heart
sure	bread	ready

Colors

blue	orange	purple
white	yellow	

Spelling Rules

Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix. (Example: bake—baking)

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.

Caboose E: A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.

Spelling Patterns

AW: crawl, draw, hawk, lawn, saw, straw, yawn

EA: beach, dream, each, eat, reach, read, stream, teach, team

ER: after, brother, every, never, over, river, under, verb

EY: donkey, honey, key, money, monkey, turkey, valley

IR: bird, dirt, dirty, first, shirt, stir, third

OA: boat, coat, float, goat, road, soap, throat, toad, toast

Level 3 Spelling Scope & Sequence

Unit 3

Spelling Words (high-frequency and irregular words)

busy	thought	really
also	earth	please
another	early	today

Months of the Year

January	December
July	September

Spelling Rules

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

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. (This part of the rule is learned in higher-level courses: Drop the Y and add IES to words that end with a consonant + Y.)

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

Spelling Patterns

EW: blew, chew, drew, few, flew, grew

SOFT C and G: age, choice, face, huge, large, nice, page, place, space, voice

UR: burn, burst, curl, curve, hurt, nurse, purse, return, turn

Words Ending with Y (long E sound): chewy, cloudy, easy, empty, messy, nobody, noisy, plenty, rainy, sunny

WR: wrap, wreck, wrist, write, wrong, wrote

Unit 4

Spelling Words (high-frequency and irregular words)

across	father	mother
always	already	through
knee	together	picture

Months of the Year

October	November
February	August

Spelling Rules

Consonant + LE: Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L that have no other vowel. (Example: whistle, not whistl)

C or K at the Beginning or Middle of Words: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Review of Spelling Rules from Units 1, 2, and 3

Spelling Patterns

OR Can Say /er/: author, color, doctor, word, world, worse, worst, worth

OW (LONG): blow, bowl, glow, grow, low, show, slow, snow, throw

OW (SHORT): brown, crown, down, frown, owl, town

MB: climb, crumb, lamb, thumb

Sounds of EAR: ear, earn, fear, heard, learn, near

UI: build, built, fruit, juice

UNIT 1

OVERVIEW

These are the main topics covered. See the scope and sequence in the front matter for more details.

Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course:

Unit 1 Spelling Patterns

AI

IGH

OY & OI

OU

DOUBLE CONSONANTS

QU

Unit 1 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.

once	because	square
dollar	water	laugh
again	built	nothing

The child will also practice spelling these days of the week.

Tuesday	Wednesday	Saturday	Monday	Thursday
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Spelling Rules

Using CH or TCH	DGE or GE	C, K, or CK at the End of Words
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Level 2 Review Words

about	many	are	why	they	would
brother	come	could	does	done	friend

Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Editing is included in every unit.

- A sentence needs three things
- Adjectives, adverbs, verbs (action and being), nouns (common and proper)
- **Contractions:** can't, I'll, aren't
- Dictionary skills
- **Heteronyms:** wound, object, use
- **Homophones:** flour/flower; wear/where; to/too; in/inn
- Idioms
- Past, present, and future tenses
- Prefixes and suffixes
- Sentence diagramming
- Shades of meaning
- Subject of a sentence
- Syllable types
- Synonyms and antonyms
- Using complete sentences

Phonics, Reading, and Vocabulary

This unit correlates with *Timothy of the 10th Floor: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

Phonics/Reading Principles

- Challenging words that are difficult to decode phonetically
- CI, SI, TI, and XI can say /sh/
- Decoding skills
- IOUS and EOUS can say /ē-us/ or /us/
- Phonograms review
- Soft C and G
- Sounds of AR
- Sounds of EY
- Sounds of OU
- TION, SION, SSION, and CIAN can say /shun/
- TU can say /ch/
- TURE can say /chur/
- Words with hard C followed by soft C
- Vocabulary words

Art, Literature, Writing, and Reading Comprehension

- **Art appreciation, history, and instruction; expressionism; artist studies:** Carl Bøgh, Marianne von Werefkin
- **Writing:** writing instruction through lessons and audio narrations, creative writing, journal writing, study model essays, opinion essay, persuasive essay, comparative essay, editing
- **Literary devices:** alliteration, sensory language
- **Reading comprehension**
- **Poetry:** memorization, rhyming patterns, stanzas, couplets
- **Literature studies:** *Heidi*, *The Swiss Family Robinson*, what makes a book worth reading

Geography

- Cardinal directions
- Continents
- Countries of Europe
- Hemispheres and the equator
- Rural, urban, and suburban
- Topographical map
- Geography terms: humidity, population, poverty, standard of living

LESSON 1

o o o o o

The Subject of a Sentence

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

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

Lesson



"The Subject of a Sentence"

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

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

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

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

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

The cows walk. [cows] | The air is fresh. [air]

A bird chirps. [bird] | The trees are tall. [trees]

The scene is misty. [scene]

Every sentence needs a subject. If a group of words does not have a subject, it is a fragment, not a sentence. The phrases in purple are not sentences; they are fragments because they are missing subjects. Read each phrase aloud. Then add a subject to the phrase to make it a sentence instead of a fragment and say the sentence aloud.

walks through the stream | have green leaves
swishes its tail | chirps and twitters

Lesson Practice

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

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

Underline the phrases that are missing a subject.

- Are green.
- The tree is lovely.
- Climbs quickly.
- Has a stick in his hand.
- Moss grows on the rocks.



Teacher Tip: You might need to help the child with the first few “Independent Work” sections until the child gets used to doing them independently.



Independent Work

READING COMPREHENSION

ARTIST STUDY

Carl Henrik Bøgh



Read the information, and then circle the correct answers to the questions.

Danish painter Carl Bøgh painted mainly animals and landscapes (areas of land) with animals in them, although he sometimes included people in his paintings. He was most famous for his paintings of deer. His paintings are realistic and almost always show blue skies and bright colors.

Later in his life, Bøgh became a professor and taught other people about art. Imagine being a student of this master artist!



1. Which question makes the most sense to ask Bøgh?

Why did you love painting stormy skies?

Why did you focus on painting animals?

2. If Bøgh's paintings show us about his personality, what word best describes his personality?

grumpy joyful bossy angry





WRITING AND ART

On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Audio > Lesson 1 Audio Narration. Play the audio narration while looking at the painting on page 3.

Teacher Tip: The audio narrations in this course teach

- writing skills (organization, imagination, creativity, descriptive and sensory writing, literary devices).
- the powerful skill of observation.
- the lifelong gift of appreciating art and nature.

You get to write the beginning of a story about the two children in the painting on page 3! Use your imagination to fill in the blanks below, and then finish the beginning of the story by completing the first sentence and adding at least one more sentence. Use words or ideas from the word bank if desired.



Idea Sparkers: beautiful calm fresh lovely quiet

Danish Male Names: Anders Fritz Hans

Danish Female Names: Dana Eva Inga

Story Time

On a _____ summer morning,
_____ and _____ were walking
in the _____ woods on their way
to _____

Personal Reading

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

Spelling Practice Book used

LESSON 2

Spelling Rule: C, K, or CK

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

Lesson & Lesson Practice



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

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

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

C	CK	K
topic	sick	dark
basic	dock	bonk

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



Independent Work

Homophones

flour = I have a cup of flour. | **flower** = I picked a red flower.

A **homophone** is a word that is pronounced the same as another word but is spelled differently and has a different meaning.

Write the correct homophone under each picture.



Homophones

Write the correct homophone on each blank line.

wear = I'll wear a hat. Don't wear out your shoes. | **where** = Where is he?

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

to = Give this to Mom. We'll go to the store. | **too** = I'm too tired. I want to come, too.

- 1. I'd like _____ go on a hike, _____.
- 2. The hills aren't _____ far away.
- 3. It's _____ late _____ go swimming.
- 4. There are _____ many rocks on this trail.



Subjects

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

I slept peacefully.

Yes, Sam is very strong.

The wind whispers softly.

Waves crash loudly.

Edit the Sentences

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

Each sentence has 4 mistakes.

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

Capitalize: ≡

Cross out an incorrect word and write the correct word.

Add a punctuation mark: ^ ? ↑ ↗ ↓

we bought a antique iron on tuesday

yes, the owl I saw on wednesday had an peculiar-looking face



Finish the sentence by stating one of your favorite things. Then write at least one more sentence about that thing. Remember to end each sentence with punctuation.

JOURNAL
WRITING

My favorite



Personal Reading

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

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

LESSON 3

o o o o o

Action and Being Verbs

Teacher Tip: The Independent Work sections contain only concepts taught before the current lesson so that section can be completed any time during the lesson. This allows the child the option to get started on a lesson (doing the independent work section first) if you are not able to start the lesson with the child.

- Complete Chapter 3 with the child in *Timothy of the 10th Floor: A Phonics Read-Together Book*.
- Complete the lesson with the child. Have the child complete the lesson practice section independently.

Lesson



"Action and Being Verbs"

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

Read to the child: God has given us the ability to do so many things: pray, bake, draw, hug, smile, read, learn, and so much more. Words that tell what we DO are action verbs. **Action verbs** tell what the subject DOES. For example, in the sentence "Jane walks," WALKS is the verb.

There are two types of verbs: action verbs and being verbs. What are the two types of verbs? [action and being] An action verb shows an action,

like SING or SLEEP. A **being verb** tells us what the subject IS, WAS, or WILL BE. For example, Sam IS happy. Sam WAS happy. We WERE sad. They WILL BE good.

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

- The bird flies. [flies]
- The soccer player is talented. [is]
- The stars glimmer brightly. [glimmer]
- The snow was beautiful. [was]



Lesson Practice

Being Verbs am is are was were

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

The graduation party was fun.	A B
We visit the antique shop.	A B
Father shares his gourmet chocolate.	A B
They were at the ballet performance.	A B
The caterpillar moves slowly.	A B

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

- The shirt _____ beige.
- Lions _____ fierce animals.

Fill in each blank with an **action verb** of your choice that makes sense.

- We _____ 32 acres of land.
- The villain _____ the gold.



Independent Work

Write two sentences that describe the scene as if you were sitting in one of the boats. Include how the scene might sound and feel. Use words or ideas from the word bank if desired.

CREATIVE WRITING CORNER

Sound: crashing waves water slapping against the boat howling wind booming thunder

Feel: cold air pelting rain spray of water whipping wind

Description

As I sit in the boat,

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, with several blank lines for writing.

Read the geography journal, and then answer the questions.

GEOGRAPHY JOURNAL

READING COMPREHENSION

Continents

Continents are the seven main divisions of land on Earth. **Antarctica** is covered by ice and has no permanent settlements. It is the coldest and driest place on Earth.

North America includes Greenland, which is the northernmost land in the world.

South America has the Andes, the longest above-water mountain range, and Angel Falls, the highest waterfall.

Europe is home to the Alps and famous cities like London and Paris. The land of Europe is divided from **Asia** by mountains. Asia is the biggest continent and the most populated.



Continents by Size

1. Asia
2. Africa
3. North America
4. South America
5. Antarctica
6. Europe
7. Australia

Africa has the most countries (over 50) and the Nile, the world's longest river. **Australia**, the smallest continent, is home to the Great Barrier Reef.

1. What is the third-largest continent? **Africa** **Europe** **North America**

2. The continent of Africa has _____ countries.

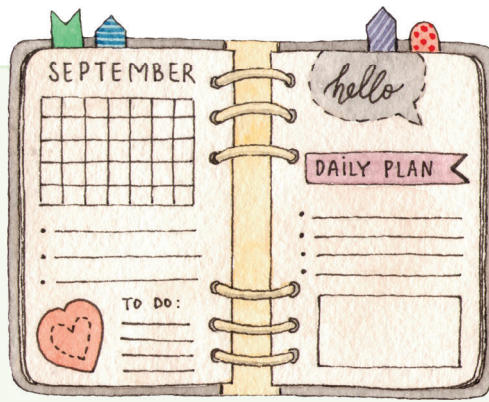
3. Which continent is the most populated? **Europe** **South America** **Asia**



Personal Reading

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





Teacher Tip: Modifying the Course for Your Child

One of the great blessings of homeschooling is adapting the child's education to meet his or her specific needs and levels. Here are some examples of how you can adapt this course.

#1:

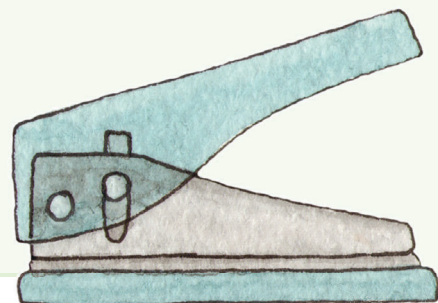
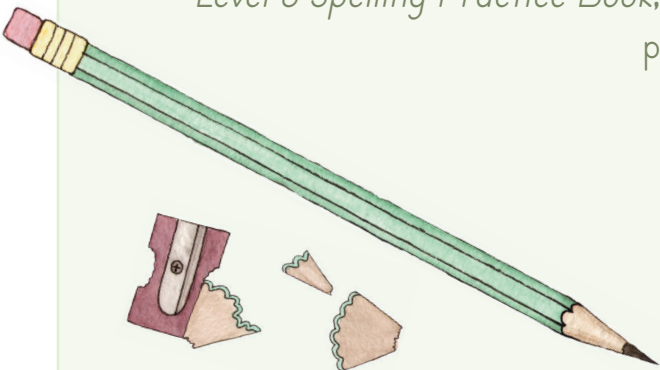
At this age level, children's reading accuracy and speed can vary widely.

If you are finding that the child knows almost all the words on the practice pages and in the chapters of the *Level 3 Phonics Read-Together Books*, consider still going through the books to make sure no foundational phonics principles are missed. (Phonics instruction is not taught in Language Arts Level 4 and above.) To give advanced readers opportunities to pause and sound out challenging words, consider reading the book *Heidi* by Johanna Spyri (or another challenging, well-written book) with the child, alternating reading after each half page or full page.

#2:

Do you want the child to practice more spelling words? You can do that!

Just use the "Extra Spelling Words" section at the beginning of the *Level 3 Spelling Practice Book*, which lists words to practice and ways to practice them.



LESSON 9

o o o o o

Literature Study: *Heidi*

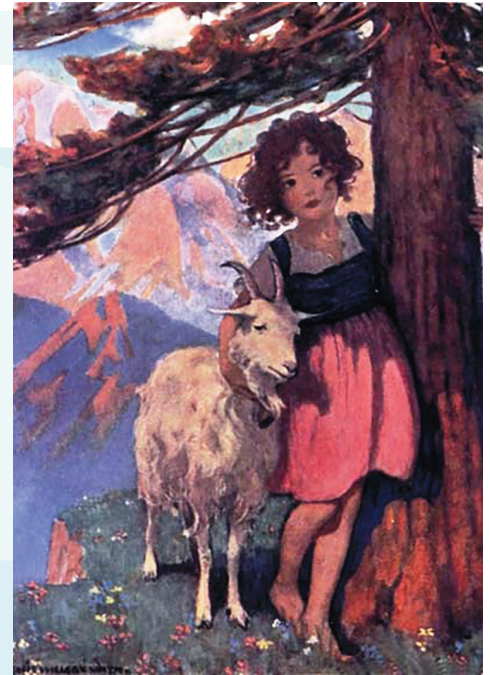
○ Complete Chapter 9 with the child in *Timothy of the 10th Floor: A Phonics Read-Together Book*.

○ Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Literature Study

Read to the child: Johanna Spyri was a gifted author from Switzerland. Just over 100 years ago, she published a book titled *Heidi*, which has been translated into more than 50 languages and has sold more than 50 million copies. A **model** is something that is considered an excellent example. Read the model passage below from *Heidi* aloud.



The old fir trees were rustling, and a mighty wind was roaring and howling through the tree tops. Those sounds thrilled Heidi’s heart and filled it with happiness and joy. She danced and jumped about under the trees, for those sounds made her feel as if a wonderful thing had happened to her. The grandfather stood under the door, watching her, when suddenly a shrill whistle was heard.

1. **Read to the child: Sensory language** describes the senses: taste, sight, smell, touch, sound. I will read the passage again while you underline all the words or phrases that describe sound. Sensory language makes writing come alive!
2. **Read to the child: Alliteration** is when words close to each other begin with the same sound. Examples of alliteration are “little lion” and “red robin.” Alliteration is pleasing to our ears. Below are phrases from the passage you read. Circle the phrases that use alliteration.

wind was

shrill whistle

Heidi’s heart

whistle was



Independent Work



WRITING AND ART

On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Audio > Lesson 9 Audio Narration. Play the audio narration while looking at the painting on this page.



Read the opinion essay in preparation for the writing assignment on the next page. Notice the supporting points, which are underlined. Notice the conclusion, which is in green.

An Opinion Essay

By Tina Parker

The mountains stand majestically in the backdrop, and the tall grass in front of the lovely home waves gently in the breeze. At first glance this home may seem like the ideal home, but I'll share reasons why I don't feel this home would be a great place to live.

To start with, this home is far from a hospital. I like the comfort of knowing a hospital is very near if I get hurt. In addition, there might be more mice and bugs living out in a rural area like this. Last, I feel that it would be much too hard to live so far away from stores.

Even though the home and its surroundings are lovely, I don't think it would be a great place to live.

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

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

Opinion Essay

I _____ with the author.

I _____ like living in this home.

I'll share two reasons that I feel this way.

First,

Second,

Overall, this _____ a home for me.



Personal Reading

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

LESSON 13



Essay Workshop: Switzerland

You will not read in *Timothy of the 10th Floor* today as the lesson portion is longer. Note: After this lesson the book chapter numbers won't match the lesson numbers.

Teacher Tip: Children at this age have not read many essays and need to study model essays before they write their own from scratch. This course guides the child through assembling model essays and filling out guided essay forms. This helps children gain a robust foundation for essay writing without becoming overwhelmed by writing assignments.

○ Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: You are going to learn more about Switzerland by assembling an essay about the country in a fun and easy way. First, let's learn about the geography terms **rural**, **urban**, and **suburban**. Read the terms in the box aloud.

rural
countryside; areas outside of cities or towns

urban
belonging to a large city where people work and live very close together

suburban
pertaining to a community close to a city

Tell me which one best describes where you live. Now look closely at the three small photographs of Switzerland on the next page and tell me which one is rural, which one is urban, and which one is suburban. [*left: urban, middle: rural, right: suburban*] Notice how each is beautiful in its own way.

You will assemble the essay step by step.

1. Cut out the boxes on page 39.
2. Take out page 41. Trace the title of the essay and "Assembled by." Write your first and last name after "Assembled by."

3. Essays begin with an attention-grabbing opening. You can start with an interesting question, statement, or description. Then you want to make it clear what you are going to be writing about. On the page you took out, read the opening paragraph aloud, which is in blue. Notice how this opening paragraph grabs the reader's attention by starting with a question, and it also explains what the essay is going to be about.
4. Each paragraph in an essay should be about one main idea. Your essay has three main ideas: food, nature, and languages. The paragraph boxes that you cut out are your three main ideas.
5. Find the paragraph you cut out that is about FOOD. Glue it onto your paper under the opening paragraph. Next, glue on the paragraph about NATURE and then the paragraph about LANGUAGES.
6. The closing paragraph of an essay wraps everything up without repeating the exact wording you have used before. Read the closing paragraph in brown aloud.
7. Now that you have your whole essay assembled, read the essay aloud to me. Stand up straight, speak clearly, and don't read too quickly.



Switzerland has four official languages: German, which is spoken by the majority of the population; French; Italian; and Romansh. Most Swiss people speak two or three languages.

Switzerland is known for some of its delicious foods, such as chocolate and cheese. A person could find hundreds of different types of cheeses in Switzerland. One way the Swiss people like to eat cheese is by making cheese fondue.

Anyone who enjoys being in nature would love Switzerland, with its majestic mountain peaks, winding rivers, raging waterfalls, wildflower-covered meadows, hidden valleys, and gigantic glaciers. Even in the urban and suburban areas, there is so much beauty to see among the tree-lined rows of lovely homes, cottages, chapels, bakeries, and more.

Switzerland

Assembled by

Have you ever seen photographs of the beautiful Swiss Alps and wished you could go there? Let's learn more about the food, nature, and languages of the amazing little country called Switzerland.

Every country is unique. Switzerland, with its delicious foods, many languages, and lovely landscapes, has its own special beauty.



Teacher Tip: Concepts are reviewed briefly throughout our course and over course levels in different ways and are interlaced with different concepts. Our piloting program and empirical research show that this approach is a highly effective way of retaining learning, as these quotes from *Make It Stick* by Peter C. Brown explain:

- “If learners spread out their study of a topic, returning to it periodically over time, they remember it better. Similarly, if they interleave the study of different topics, they learn better than if they had studied them one at a time in sequence” (Preface). [Note: *Interleave means to alternate.*]
- “When you space out practice at a task and get a little rusty between sessions, or you interleave the practice of two or more subjects, retrieval is HARDER and feels less productive, but the efforts produce longer lasting learning and enable more versatile application of it in later settings” (page 313).



Independent Work

Unit 1 Contractions

If needed, refer to page 45.

Write the contraction for each set of words.

cannot	
I will	
are not	

Write the set of words for each contraction.

can't	
aren't	
I'll	

The words we use can change the mood of our writing. MOOD is the feeling of the writing. For example, we could say “He nibbled the apple” or “He devoured the apple.” Changing one word in the sentence makes a big difference! For each sentence below, write a word in the blank spot. Use one of the options in the blue boxes if desired.



looked gazed peered stared peeked glanced

I _____ out the window.

tumbled shot bolted flew crawled slipped

He _____ out of bed.

flew dashed zoomed darted sprinted raced

I _____ across the soccer field.

LESSON 21

o o o o o

Poetry

- Complete Chapter 19 with the child in *Timothy of the 10th Floor: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice



“Poetry”

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

Read to the child: Before we dive into poetry, let’s review directions on a compass rose. Point to the compass rose on this page, and then start at the top and go clockwise as you say, “Never Eat Soggy Waffles” aloud. The first letter of each word stands for these words: north, east, south, west. Now say the direction for each point of the compass.

Reading poetry can be fun and enjoyable, and it also improves your reading skills, expands your vocabulary, and fills your mind with beautiful language patterns. These things help you become a better writer. In addition, poetry helps us feel and appreciate the wonder of the world God created. Let’s learn some poetry terms and study some poems. Read the text aloud in the purple box that is east of the compass rose.

The poem on the next page, titled “Rainbow in April,” has two stanzas. How many lines are in the first stanza? [6] How many lines are in the second stanza? [2] Point to the stanza that is a couplet. [the last one] How many stanzas does the poem “Spring” have? [3]

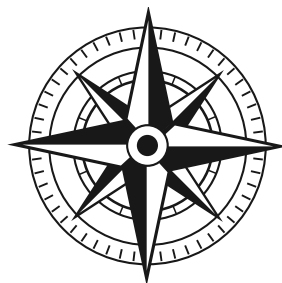
Now read the text aloud in the purple box that is west of the compass rose.

We can determine the rhyming pattern of a poem by looking at the last word of each line and using letters. Look at the poem “Spring.” We always label the first line A. **Write an A after SINGING.** The next line doesn’t rhyme with line A, so we give it the next letter in the alphabet. I will label it B. **Write a B after NEAR.** The next line rhymes with line A (SINGING and SPRINGING), so we will label it A because when two lines rhyme, they are given the same letter. **Write an A after SPRINGING.** The next line rhymes with line B (NEAR and HERE), so we will label it B. **Write a B after HERE.** The rhyming pattern for this stanza is ABAB.

Have the child figure out and write the rhyming pattern for the first stanza of the poem “On Rainy Days” on the next page. [AA, BB, CC]

Now you get to practice reading the poems aloud. Speak slowly and clearly and not too loudly or softly. Don’t rush when reading poetry. The listener needs time to think about the words. Also, give a little pause for commas, periods, exclamation points, and question marks. Pause briefly at the end of lines. **Have the child read the poems on the next page aloud.**

The **rhyming pattern** is the pattern of rhyming words at the end of each line of a poem.



A **stanza** is lines of poetry grouped together.
A **couplet** is a stanza with two lines.

Rainbow in April

By Eliza Lee Cabot Follen

A rainbow in April,
A skylark's call,
The fragrance of field grass
And clover and all,
The rising of sun,
The falling of rain . . .

I sing my prayer: "Thank You
For April again!"

Spring

By Eliza Lee Cabot Follen

Hark! the little birds are singing,—
Winter's gone and summer's near;
See, the tender grass is springing,
And the flowers will soon be here.

Who made the winter and the spring?
Who painted all the flowers?
Who taught the little birds to sing,
And made these hearts of ours?

O, 'tis God! How good He is!
He does every blessing give;
All this happy world is His—
Let us love Him while we live.

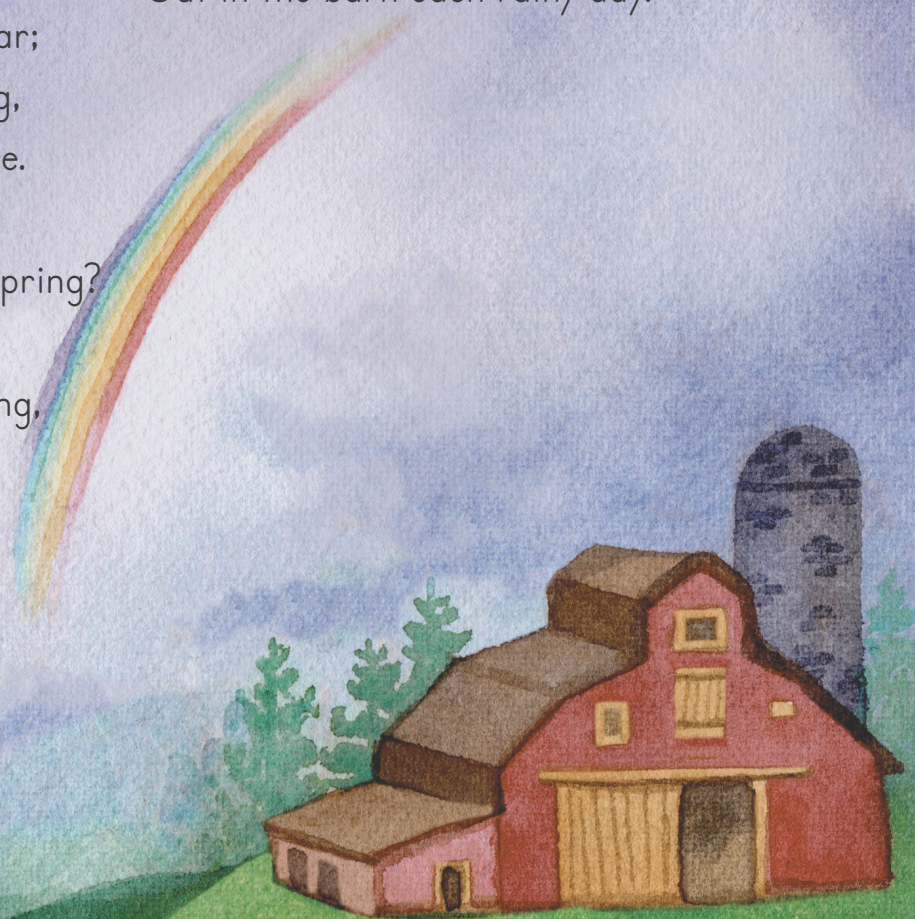
On Rainy Days

By Unknown

On rainy days I love to play
In our big barn, up in the hay,
And hear upon the roof the patter
Of merry raindrops, as they spatter
And slide, and run in rainy glee—
It is a happy sound to me.



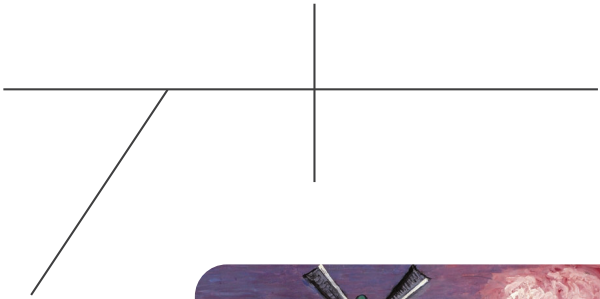
Inside the crickets chirp all day
As, hidden in the fragrant hay,
They sing to all who may be here,
Their joyous little chirps of cheer.
So that is why I love to play
Out in the barn each rainy day.



Sentence Diagramming

Diagram each sentence and enjoy the paintings by Marianne von Werefkin.

The people work.



The road curves.

**Adjectives and Adverbs**

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

The adult leopard moves stealthily.He eats the black licorice quickly.Swiftly, we moved the old canoe.We gladly pick a bouquet of violets.

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

Our honest neighbor works diligently.The cool breeze whispers softly.The huge moon rises slowly.The ripe wheat gently bends.**Homophones**Write the correct homophone on each blank line: **to** or **too**. If needed, refer to page 51.

It's not _____ soon _____ pick the peaches. The pears are ripe _____.

**Personal Reading**

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

LESSON 30

UNIT 1 REVIEW

Reading Assessment

- ☐ Time the child as he or she reads the passage in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of the page. If the child took longer than 1:20 to read the passage or made more than three mistakes, it is suggested that you spend a few days or more reviewing the practice pages in *Timothy of the 10th Floor* before moving on to Unit 2 of this course.

Keep this page. You will be guided to repeat the passage again in Lesson 117 to assess progress.

Dad and I took a canoe across the lake. We sat in an orchard beneath a large bough of a tree. I lay on my stomach as Dad told me a story of adventure. It was about a journey to find a leopard and an ancient geyser. Then we picked a bouquet of daisies in the pasture. Finally, we had a special discussion about how to succeed in making good choices. Dad gave me a lot of helpful information to guide the direction of my life. I want to obey his counsel.



Reading Assessment Scores	
Time	Lesson 30: _____ (date: _____) Lesson 117: _____ (date: _____)
# of Errors	Lesson 30: _____ (date: _____) Lesson 117: _____ (date: _____)

Contractions

Write the contraction for each set of words.

cannot	
I will	
are not	

Additional Practice

Contractions

Write the contraction for each set of words.

are not	
cannot	
I will	

A Sentence Needs Three Things

Write the two missing words in the sentence.

A sentence needs a subject, a _____,
and a complete _____.

Additional Practice

A Sentence Needs Three Things

Write the two missing words in the sentence.

A sentence needs a _____, a verb,
and a _____ thought.

Common and Proper Nouns

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

Yes, Austria is beautiful.	
The trees are so tall.	
Heidi hikes quickly.	

Additional Practice

Common and Proper Nouns

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

The sun starts to set.	
The town is very small.	
Vienna is quite large.	

Theme:



Animals

UNIT 2 OVERVIEW

These are the main topics covered. See the scope and sequence in the front matter for more details.

Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course.

Unit 2 Spelling Patterns

AW

EA

ER

EY

IR

OA

Unit 2 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.

sorry	carry	head
other	hour	heart
sure	bread	ready

The child will also practice spelling these colors.

blue	orange	purple	white	yellow
------	--------	--------	-------	--------

Spelling Rules

Drop the E	1-1-1 Rule	Caboose E
------------	------------	-----------

Level 2 Review Words

any	what	some	school	said	little
should	were	when	where	pretty	people

Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Most principles from earlier units are reviewed throughout the course but are not listed here. Editing is included in every unit.

- Capitalizing proper nouns
- Commas in dates and series
- Compound words
- Contractions:** don't, won't, you'll
- Heteronyms:** live, perfect, lead
- Homophones:** right/write; wait/weight
- Possessive nouns
- Types of sentences

Phonics, Reading, and Vocabulary

This unit correlates with *The Kingdom of Kind: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

Phonics/Reading Principles

- Challenging words that are difficult to decode phonetically
- CH can say /k/ or /sh/
- Decoding skills
- GUE can say /g/
- INE can say /in/ or /een/
- Long and short vowels
- ON, ION, and EON can say /en/, /un/, or /yen/
- Phonograms review
- Sounds of IE
- TU can say /ch/
- TURE can say /chur/
- Vocabulary words
- Y in the middle of a word

Art, Literature, Writing, and Reading Comprehension

- Art appreciation, history, and instruction; artist study:** Henri Rousseau
- Writing:** oral narrations, writing instruction through lessons and audio narrations, creative writing, fiction writing, journal writing, poetry writing, summaries, outlines, revising, book report, comparative paragraph, elements of plot, using transitions, adding detail
- Literary devices:** figurative language, alliteration
- Reading comprehension**
- Poetry:** mood, rhyme scheme
- Literature studies:** Aesop's fables, Thornton Burgess

Geography

- Australia
- Earth's physical systems:** lithosphere, biosphere, hydrosphere, atmosphere
- Ecosystems
- Ireland
- Landforms
- Natural and man-made disasters
- Natural resources
- Parts of a map:** grid, legend, key, scale, compass rose, title

Read the geography journal, and then answer the questions.

GEOGRAPHY JOURNAL

READING COMPREHENSION

Dogs and Disasters

Some disasters, such as wildfires and oil spills, are man-made disasters, meaning they are caused by humans. Natural disasters, such as floods, droughts, blizzards, and hurricanes, are caused by nature.

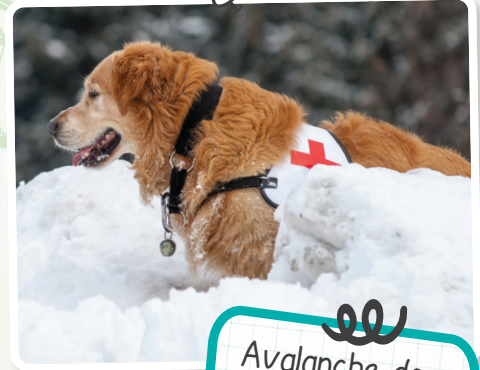


A disaster in one area can affect people in other areas. For example, a blizzard in one state can cause power outages in many areas, or a flood in one area can stop the shipping of goods in and out of another area.

Floods are the most common type of natural disaster.

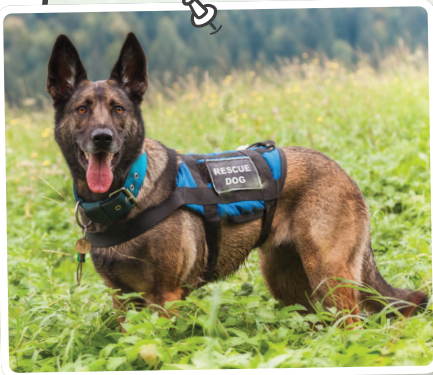
Natural disasters can cause hard times. Many people and animals make great sacrifices to help and serve others in times of disaster.

Did you know that some species of dogs are well suited for helping and rescuing humans? They have a strong sense of smell and better vision and hearing than humans.



Using these senses, the dogs can help find people who are trapped, such as in an avalanche or a collapsed building. With a natural love for humans, search-and-rescue dogs can offer comfort and reduce stress in times of disaster.

Avalanche dogs can smell people buried 4.5 m (15 ft) in the snow.



Summarize to your parent or teacher orally (aloud) what you learned from the geography journal, including what man-made and natural disasters are and how dogs can help in disasters.



Personal Reading

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

LESSON 33



Writing Summaries: Part 1

Teacher Tip: Writing summaries is a very useful skill that may seem like a simple assignment, but it is actually complex. Writing summaries teaches organizational skills for writing and helps children learn critical thinking skills, such as what is relevant information and what is not. Thus, this course teaches summary writing in small steps.

First, the child starts with oral summaries. Then the child will move to writing summaries with guided scaffolding so as not to overwhelm the child and to model the process of writing great summaries. The child will write summaries without guided scaffolding in higher-level courses.

○ Complete Chapter 3 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.

○ Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: Look at the puppies on the next page. I'll tell you a short story about these puppies as we learn about writing summaries of stories.

Have you ever told someone a story about something that happened to you, but you had to tell them quickly so you only included the most important parts? That is a summary! When you summarize a story, you tell only the most important parts, not all the details.

Let's review. Does a summary include a lot of details or only the most important parts of the story? [only the most important parts of the story]

Listen to this short story carefully, and then I'll help you create an example summary of the story.

Abe had three puppies named Fred, Ted, and Jed. They all lived on a beautiful farm nestled between a forest and rolling green hills. Abe wanted to become an artist and had finally saved up enough money for painting supplies. While he fed the pigs, he set the supplies out by the patio, where the three little puppies discovered them. One puppy knocked the lid off the box, and the other two began playing with the supplies,

squeezing out the tubes of paint with their feet, and biting the paintbrushes in a tug-of-war game. When Abe returned and saw that his supplies were ruined, his face turned red with anger. Oh, how hard he had worked to earn money for the supplies. But he knew the puppies meant no harm, so he prayed for patience and instead was kind to the puppies. And he learned to keep his painting supplies out of reach after that.

OK! That's the story. Let's create a summary. **Cut out the box with dashed lines on the next page.** A summary is like taking only the most important things from something large and putting them in a little package. Using your own words, tell me the most important parts of this story aloud, and I'll write down what you say in the box. I'll provide some prompts to guide you. Then we can fold up the paper like an accordion, and it will look like a little package.

Read parts of the story again as often as needed. Use the examples in the green boxes as needed and the green sentence prompts for guidance. Have the child read his or her summary (not the green boxes) when it is completed.



Example

#1: Explain the CHARACTERS in one sentence.

This story is about Abe and his three puppies.

#2: Explain the SETTING in one sentence.

They live on a beautiful farm.

#3: Explain WHAT happens to create a problem in 1 to 3 sentences.

Abe saved up money to buy paint supplies. The puppies get in the supplies and ruin them. Abe feels angry.

#4: Explain how the problem is resolved in 1 to 2 sentences.

Abe prays for patience and is kind to the puppies.

#1:

#2:

#3:

#4:

WRITING Write an essay about one of your favorite animals by filling in the blank spaces. You will give two reasons you like the animal. Give your essay a title on the first line, and then write your name on the second line. Read your essay aloud to your parent or teacher.

Opinion Essay

By _____

_____ are one of my favorite animals in the world for two reasons.

First,

Second,

God made many amazing animals, but _____ are especially neat.

Homophones

right = Turn right. That's right! I'll wait right here. | **write** = I like to write poetry.

1. Please _____ your name _____ on this line.
2. _____ over there is a nice place to sit and _____.



Personal Reading

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

Read the story, and then complete the activity.

READING COMPREHENSION



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

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

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

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



Personal Reading

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

LESSON 43

o o o o o

Literature Study: Thornton Burgess, Part 1

Teacher Tip: Books by Thornton Burgess are wonderfully written, contain great messages, and teach a lot about animals. However, many of his books contain disrespect and wrong behavior that are not corrected. The selections we have included in this course are both delightful and wholesome. While the animals don't talk to humans, they do have some human-like feelings. Skip the lesson portions of Lessons 43-45 if you are not interested in these selections.

You will not read in *The Kingdom of Kind* today.

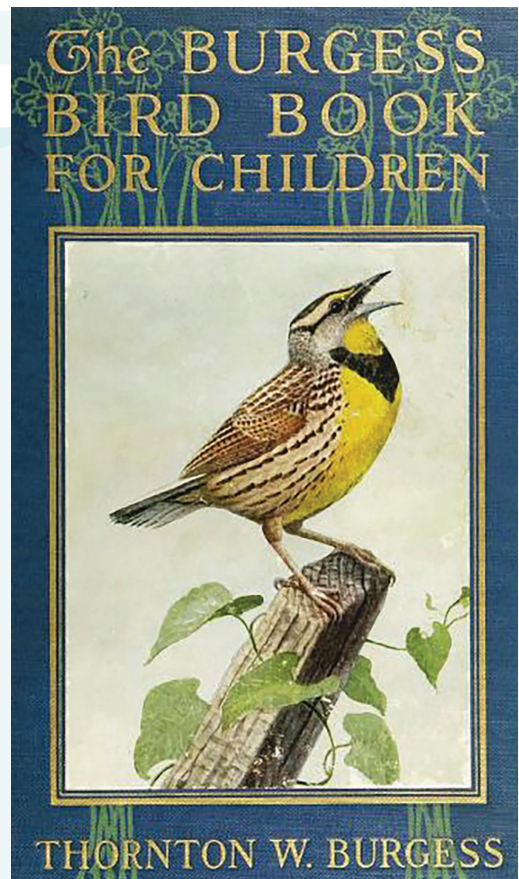
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Literature Study

Read to the child: The theme for this unit is animals. We are going to learn about an author who wrote more than 15,000 stories and 170 books about animals and their fun adventures.

Thornton Burgess was born in Sandwich, Massachusetts, in 1874. As a child, he enjoyed being outdoors as he tended cows, fished, picked berries, and gathered and sold plants. All this time spent outside certainly led to his lifelong love of nature and animals. As an adult, Burgess believed it was important to take care of wildlife and the earth, and he loved writing about all kinds of animals. In the form of fun stories, Burgess's children's books teach information about animals and nature. Perhaps most importantly, though, the books teach lessons about topics such as kindness, forgiveness, and hard work. Through the years, many children have learned about nature from characters like Reddy Fox, Buster Bear, and Jerry Muskrat, and it's all thanks to Thornton Burgess's love of the outdoors and his gift of storytelling.



With the child, read "A School in the Green Forest," which is an excerpt from Burgess's book *Little Joe Otter*. Have the child practice pausing slightly for commas and periods.

Have the child summarize aloud the main parts of the story in his or her own words. If needed, prompt the child with these questions: Who are the main characters? What happened first, second, and last?



A School in the Green Forest

*"It is Old Mother Nature's rule
For everyone to go to school."
~ Little Joe Otter*

STUDENT

Peter Rabbit could not keep away from the Green Forest. No, sir, he couldn't. He just couldn't do it. You see, having discovered those two interesting brown babies under a big tree on the bank of the Laughing Brook, he just had to go back there every chance he could get to watch them.

So, whenever he could, he slipped over there to watch. He kept as still as still could be, and not once did those little brown babies suspect that he was near.

Every day they came out to play, but at the least sound, they would disappear in that snug home, the doorway of which was between the roots of the big tree.

After a little while, Peter discovered that there was a school in the Green Forest, just as there was a school at Johnny Chuck's home in the Old Orchard and another where Danny Meadow Mouse had his home on the Green Meadows. You see, wherever there are babies, there has to be a school. This is one of the laws of Old Mother Nature.

PARENT/TEACHER

Peter had been quite right when he had guessed that these babies were the children of Little Joe Otter.

At first, they seemed to do nothing but tumble over each other and play; it was very rough play, the roughest play that Peter ever had seen. He didn't guess that in that play, those two brown babies were learning something, but they were. They were learning how to use their legs and teeth and bodies.

At first, Peter had seen nothing of Little Joe Otter or Mrs. Joe, but he noticed that at the least rustle of a leaf, the two brown babies disappeared in their home, and by this, he knew that they had been taught that great law of all the little wild people, which is that safety is the first and most important lesson to be learned.

Then one morning, he saw Mrs. Joe out with the two babies, and they were having a grand frolic. Mrs. Joe would get hold of one end of a stick, and the two little Otters would get hold of the other end of the stick and try to pull it away from her. In this way, they were learning how to grow strong and to take care of themselves.

Then Mrs. Joe took them a little way into the woods. It just happened that Reddy Fox had been along that way the night before. She showed them his tracks and made them smell of them, and when she did this, she growled, and thus they knew that Reddy was an enemy to be watched out for.

LESSON 47



Types of Sentences

○ Complete Chapter 14 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.

○ Complete the lesson with the child. Have the child complete the lesson practice section independently.

Lesson



"Types of Sentences"

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

Read to the child: Today we are going to talk about types of sentences. Look at the dogs in the painting on the next page. Did you know there are hundreds of types of dogs? I'm glad there are not as many types of sentences as there are types of dogs.

There are just four types of sentences.

The first type of sentence is a statement. A **statement** tells you information. Statements state facts or opinions. Here are some sentences that are statements:

- The horse is brown and black.
- Horses are amazing creatures.
- I like the dogs.

Tell me a sentence about the painting that is a statement.

The next type of sentence is a question. A **question** asks for information and always ends with a question mark. Here are some sentences that are questions:

- Are the horse and the dog friends?
- Where is the horse's owner?
- Do you like this painting?

Tell me a sentence about the painting that is a question.

The third type of sentence is an exclamation. An **exclamation** shows emotion and always ends with an exclamation point. Here are some sentences that are exclamations:

- Look! The dogs are absolutely adorable!
- I love horses so much!
- Oh, no! The puppy is missing!

Tell me a sentence about the painting that is an exclamation.

The last type of sentence is a command. A **command** tells you what to do. Here are some statements that are commands:

- Tie your horse at the stair rail.
- Don't let the dogs in.
- Please brush the horse.
- Look at what a beautiful day it is.

Tell me a sentence about the painting that is a command.

Often in commands, there is no subject in the sentence because the subject is implied. That means we understand who the speaker is talking to without having to say it. The subject of these types of commands is always an understood YOU. Here are some implied commands:

- Sit down.
- Cut the bread.
- Help me clean.

Main Character

Name: _____

Age: _____

Hair Color: _____

Eye Color: _____

Personality Trait: _____

Supporting Character

Name: _____

Age: _____

Hair Color: _____

Eye Color: _____

Personality Trait: _____

Possible Personality Traits

anxious

creative

patient

brave

faithful

positive

calm

fearful

quiet

caring

friendly

serious

cheerful

fun

wise

Spelling Practice
Book used

LESSON 52

o o o o o

Revising

Teacher Tip: This lesson is a very gentle, brief approach to revising. The hope is that this approach will not overwhelm the child and that it will lay a positive foundation for this principle, which will be built upon in higher-level courses. We recommend that creative writing at this stage not be highly corrected or revised. It's more important for the child to feel confident and happy about writing.

- Complete Chapter 18 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: *Revising* means adding or changing things to make them even better. Look at the drawing on the left below and compare it to the drawing on the right that has been revised to look even better.

We can do the same thing with writing. Even best-selling authors do a lot of revising before their stories are published. In fact, most authors like to have other people read their stories and make suggestions.

Let's look at the story you wrote in Lesson 51 and make it even better.

Help the child add to the story all the items on the checklist, adding an X in the box by each item when the item is completed. Alternatively, you may let the child read the story on his or her own and find places to add the checklist items. Then, if desired, have the child read the story aloud to an extended family member on the phone or through a video call.

Revising Checklist

<p>Add at least two adjectives. (e.g., soft, quiet, cool, green, blue, steep, wide, narrow)</p>	
<p>Add at least two adverbs. (e.g., slowly, quickly, wisely, quietly, merrily, heavily, lightly, bravely, finally)</p>	
<p>Add at least one description using sensory language: how something feels, tastes, smells, looks, or sounds.</p>	



LESSON 54

o o o o o

Word Work

- Complete Chapter 20 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Note: Word work activities help children learn how to break up words and understand their parts in order to improve reading, spelling, and comprehension. **Read to the child:** Today we get to do a fun activity for our lesson. I'll read you the instructions under each house. After you follow the instructions and complete the activity, you get to draw something on the roof of the house: a chimney with or without smoke, a little bird, an owl, the sun rising behind it—whatever you want.



Read to the child: Each word below starts with the prefix RE and ends with the suffix MENT. Underline the root word, and then read the word aloud.

repayment

reassignment

remeasurement

realignment



Read to the child: For each compound word below, draw a line between the two words, and then read the word aloud.

commonsense

headquarters

furthermore

masterpiece



Read to the child: The prefix DIS means not or none. Read each word, and then tell me its meaning aloud (e.g., disadvantage = not an advantage).

disadvantage

dishonest

displease

discontinue

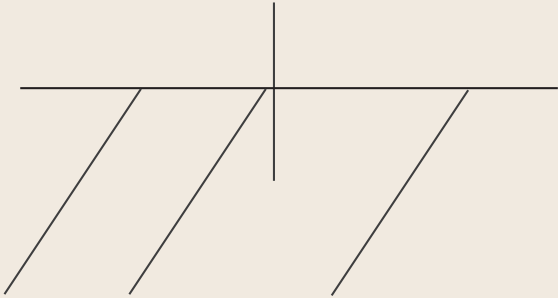


Independent Work

Sentence Diagramming

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

A large lion yawns loudly.



Idiom Study

The Lion's Share



Meaning: the largest part or portion of something

In a sentence: I spent the lion's share of my money on books. (I spent most of my money on books.)

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

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

We saved the majority of our earnings.

The steepest part of the hike was the last stretch.

Unit 2 Contractions

If needed, refer to page 144.

Write the contraction for each set of words.

you will		will not		do not	
----------	--	----------	--	--------	--

Proper Nouns

Rewrite the sentence, using correct capitalization for proper nouns.

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



Rewrite each sentence, adding more description and detail. For example, the sentence “The dog sat” could be changed to “The big brown dog with floppy ears lazily stretched out on the warm deck.”

1 The lions stood.

2 A hawk flew.



Personal Reading

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

Supplies Needed
• Optional: rolls (to eat)

LESSON 57

o o o o o

Discussion and Book Report

- Complete Chapter 23 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

If desired, to celebrate finishing *The Kingdom of Kind*, eat rolls with the child during this lesson, reminding the child how much Prince Eric loved the rolls that Tibby baked. Read to the child: We finished *The Kingdom of Kind*! Now we get to have a discussion about the book. Read aloud to me the sentences in purple text, which talk about good manners during a one-on-one discussion:

1. Listen to the other person and don't interrupt.
2. Be kind and respectful if you disagree with the other person's opinion.
3. When asked a question, don't give a one-word answer like "yes" or "no." Instead, expand on your thoughts.

Have the child choose one question in green to have you both answer while practicing the manners above. (If desired, do more than one question.)

1. What things in the story might not have happened if Prince Eric had never changed from being selfish and mean to being kind?
2. Did you like the ending of the story? Why or why not? Did it end how you thought it would?
3. Creating suspense in a story helps keep a story interesting. What are some ways this book created suspense?

Have the child choose one or more of the questions in brown to have you both answer.

1. Christ taught us to be kind to all people. How was the changed Prince Eric kind to people who worked for him and even to people who were unkind to him?
2. Prince Eric made a dramatic (sudden and extreme) change when he changed from being mean to being kind. Sometimes people do make dramatic changes, like Saul in the Bible. However, people often make little changes over time that add up. What are some little things we can do in our lives to find happiness like Prince Eric did?
3. At first Prince Eric tried to find happiness in the wrong ways. How do people today sometimes try to find happiness in the wrong ways?



Read to the child: For your independent work for this lesson, you get to create a book report on *The Kingdom of Kind*. I'll read you all the options of how you can do your book report, and then I'll circle the option you choose.



Independent Work

Not Your Ordinary Book Report



#1 Record a review of the book. Using a voice recorder or camera, record yourself giving an oral review of the book. Make sure to include the following information in your review:

- A. The name of the book and the author
- B. A short summary of the book
- C. Your thoughts about the book
- D. Whether you recommend this book to others and why or why not

#2 Write a letter to a character in the book. Write or record a letter to a main character in the book. This could be a thank-you note for something he or she taught you or a letter asking the character questions as if you were going to be pen pals.

#3 Create a map. Create a map that shows where major events took place according to your imagination.

#4 Make a time line of all the major events in the book.

#5 Create a character list. Make a list of all the major characters in the book and describe them.

#6 Write a list. Go sit outside with a paper and a pencil and make a list of at least six things that you see, hear, smell, or feel that you are grateful for—just as Prince Eric did when he was with Peter.

#7 Create a quiz. Write a quiz with at least four questions about the book. Include an answer key.

#8 Write a letter to a movie producer. Do you think the book would make a good movie? Write or record a letter to an imaginary movie producer, trying to convince him or her to make the book into a movie. Make sure to include a short summary of the book.

#9 Write a poem or song inspired by the book.



Personal Reading

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



Important Tips for Learning Success

Attitudes are contagious. Make yours worth catching.

- Children have the acute ability to detect their teacher's real attitude toward learning, and it deeply impacts the student's own attitude toward learning—positively or negatively.

Good teachers find the subject fascinating. We may have our favorite subjects, but all subjects, if approached “good and beautiful” style (connected to beauty and meaning) can be fascinating. If you don't feel a subject is fascinating, dig deeper, ask questions, and seek for meaningful connections.

Express gratitude often for the opportunity to learn alongside your child.

If you treat the lesson like something you just need to finish and check off your list for the day, you won't demonstrate an enthusiasm for learning. Take time to discuss and explore, even if it means you don't get through a whole lesson each day.

Example is the most powerful teacher. If you want your child to love reading good books, read good books yourself and talk about them often.

- Reminder: Having the child listen to books that are 2 to 3 levels higher than his or her personal reading level is an excellent (and we believe critical) way to increase reading skills. It is strongly suggested that you read to your child daily and/or have the child listen to higher-level audio books. On goodandbeautifulbooklist.com you can search for books on our list by level and sort them by books that are available in audio book format.

Heads Up

- In Unit 4 of this course, some short sections of *Rescue Dog of the High Pass* by Jim Kjelgaard are studied. If desired for extra enrichment, consider getting this book and reading it aloud to the child or have the child listen to an audio version of the book. For your convenience, *The Good and the Beautiful Book List* (goodandbeautifulbooklist.com) lists other books by Jim Kjelgaard that we recommend.



Weather & Oceans

UNIT 3 OVERVIEW

These are the main topics covered. See the scope and sequence in the front matter for more details.

Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course:

Unit 3 Spelling Patterns

EW

Soft C & G

WR

UR

Words Ending with Y

Unit 3 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.

busy	thought	really
also	earth	please
another	early	today

The child will also practice spelling these months.

January	December	September	July
---------	----------	-----------	------

Spelling Rules

Singular Words That End with S	Plural Nouns	Double S, F, L, or Z at the End of Words
--------------------------------	--------------	--

Level 2 Review Words

who	great	goes	young	move	search
your	only	walk	talk	very	none

Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Most principles from earlier units are reviewed throughout the course but are not listed here. Editing is included in every unit.

- **Contractions:** couldn't, she's, haven't
- **Homophones:** dear/deer, know/no, week/weak, would/wood
- **Nouns:** plural nouns, abstract nouns, concrete nouns, irregular plural nouns
- Pronouns
- **Verbs:** irregular past-tense verbs

Phonics, Reading, and Vocabulary

This unit correlates with *Heather and the Highland Pony: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

Phonics/Reading Principles

- AGE or IAGE can say /ij/
- AIN can say /ain/ or /in/
- ANT can say /ent/
- ATE can say /it/
- Challenging words that are difficult to decode phonetically
- Decoding skills
- DU can say /jew/ or /juh/
- OUR can say /er/
- Phonograms review
- SS can say /sh/

Art, Literature, Writing, and Reading Comprehension

- **Art appreciation, history, and instruction; Impressionism; artist study: Claude Monet**
- **Writing:** writing instruction through lessons and audio narrations, creative writing, journal writing, poetry writing, summary writing, letter writing, instruction writing, using transitions, writing a book report, informative paragraph, using strong verbs, adding detail
- **Reading comprehension**
- **Poetry:** rhythm
- **Literature studies:** Marguerite Henry, poetry, messages and themes in books, the McGuffey Readers

Geography

- Culture
- **Geography terms:** vegetation, flora, elevation, population, inhabited
- North America
- **Maps:** political, road, thematic
- Scotland
- **Weather:** snow, climate, tornadoes

Irregular Past Tense

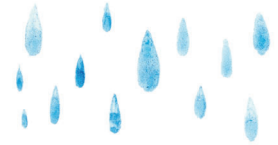
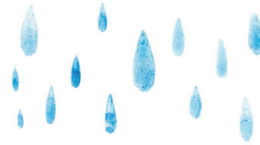
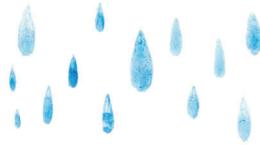
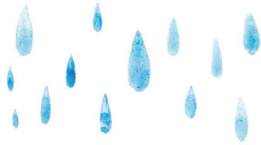
On each cloud, write the irregular past tense of the verb shown above the cloud. If needed, refer to page 202.

sleep

burst

fling

shine

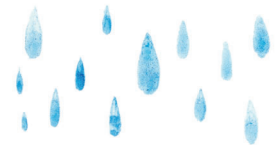
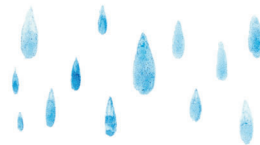
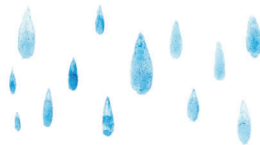
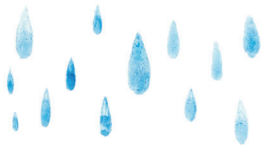


rise

choose

blow

bend



Write at least two sentences that describe two things you would like to do on a very rainy day. Use a transition word such as also, plus, another, or in addition.

JOURNAL
WRITING

On a very rainy day,



Personal Reading

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

LESSON 68

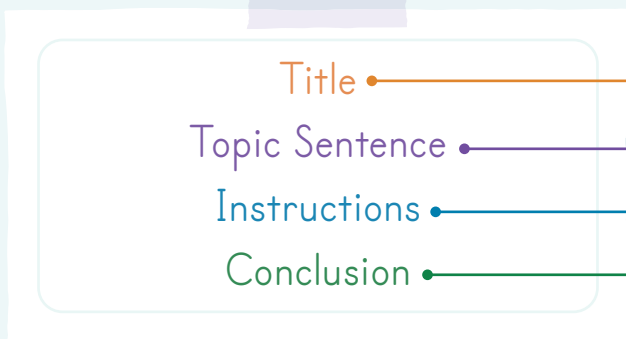
o o o o o

Writing Instructions: Part 1

- Complete Chapter 7 with the child in *Heather and the Highland Pony: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: In this unit you will continue to practice writing summaries. You will also work on writing instructions. Your instructions will include these parts:



How to Prepare for a Windstorm

There are a few important ways to prepare for a windstorm.

1. First, secure items that could blow away, such as patio furniture.
2. Next, place your car in a garage so it won't be hit by flying items.
3. Last, bring your pets indoors.

These simple steps can help prevent damage and keep your pets safe during a windstorm.

The **topic sentence** tells the reader what you are writing about.

Read the information in the purple box on the right to me. Point to each of these sections: the title, the topic sentence, the instructions, and the conclusion.

Spelling Book 3

Read the spelling rule aloud: **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.

Dictate the words on the chart to the right in random order to the child. Have the child write the words in the correct columns of the "Spelling Rules" section of the *Spelling Practice Book*. Tell the child that BUZZ ends with two Zs.

SH, CH, Z, X, or S	All Other Endings
wishes	charts
buzzes	lawns
couches	chairs

Dictate these words and have the child spell them aloud: face, nice, space, grew, drew.

Dictate the brown sentence. Have the child write the sentence in the "Sentence Dictation" section of the *Spelling Practice Book*. I'll write a song on Thursday.

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



Independent Work

WRITING On the lines below, write instructions that describe what you think are the three most important things to do when cleaning up after dinner. The topic sentence and conclusion are given to you. Write the title when you are finished.

Instructions

Title

Topic Sentence

There are a few things you need to do to clean up after dinner.

Instructions

1. First,

Instructions

2. Next,

Instructions

3. Last,

Conclusion

These things really help your parents!

Homophones

dear = You are my dear friend. | **deer** = A deer jumped over the fence.

Write the correct homophone on each blank line.

Look at the _____ with antlers. It's such a _____ creature.



Personal Reading

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

LESSON 69

o o o o o

Weather Poetry: Part 1

You will not read in *Heather and the Highland Pony* today.

- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: Today we are going to read aloud several poems about weather. As you read, try to add expression to your voice. You can talk softly if the poem is about gentle things, happily if it's about happy things, excitedly if it's about exciting things, sadly if it's about sad things, and so on. For example, in the first poem, you will read the line "Quick indoors!" You can say that like an exclamation. You read the first poem, and then we will take turns reading the rest of the poems.



The Shower

By Unknown

Hear the rain, patter, patter,
 On the pane, clatter, clatter!
 Down it pours, helter, pelter;
 Quick indoors! Shelter, shelter!
 See it gush, and roar and whirl,

Swiftly rush, eddy, and swirl
 Through the street, down the gutters!
 How it splashes—but we don't care
 Though it dashes everywhere.
 We don't care, for, peeping through—
 See! Up there—a patch of blue!
 And the sun, in spite of rain,
 Has begun to smile again.

Read to the child: How many stanzas (groups of lines) are in the poem below, titled "The Grass Is Very Glad for Rain"? [2] I'll read the poem now, using expression.

The Grass Is Very Glad for Rain

By Annette Wynne

The grass is very glad for rain,
 And so, I think the windowpane;
 Rain makes the window bright and clean,
 And paints the grass a sweeter green.

And foolish children pout and frown,
 Just because the rain comes down;
 But wiser children bless the rain
 For washing grass and windowpane.

Read to the child: In the poem below, titled “Great White World,” tell me what two words have alliteration in the first line. [white world, because they are words close to each other that start with the same sound] Now read the poem, which describes the way a scene looks after a big snowstorm. At each comma, pause slightly. The commas are in blue as a reminder.

Great White World

By Annette Wynne

Great white world beyond the windowsill.
White fence, white tree, white cart, white hill.
You lie outside all calm and still
As if the ground were never green
And buttercups were never seen.
And red and blue things in the grass
For all the children that may pass;
And twitterings and buzzings, too.
That make us listen passing through;
But now a hush is in the air—
A blanket’s spread out everywhere
And all the world is white and still.
White fence, white tree, white cart, white hill.

Read to the child: I’ll read the next poem, and then you write its rhyme scheme in the boxes.

The Small Clouds Nestled in the Sky

By Unknown

The small clouds nestled in the sky
And hid the sun;
But soon the blustering wind rushed by,
And chased them every one,
And swept the sky so neat and clean
That not a single speck was seen.

<input type="text"/>
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Read to the child: Read the poem “Daisies Standing in the Rain.”

Daisies Standing in the Rain

By Unknown

Note: DAINTY means delicate and charming.

Daisies standing in the rain,
Hold their heads together.
But they never once complain
Of the drenching weather.
Daisies know the sun will dry—
All their dripping laces;
They’re far too wise to frown and sigh
And spoil their dainty faces.



Spelling Practice Book used

LESSON 72



Word Work

- Complete Chapter 10 with the child in *Heather and the Highland Pony: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: The illustration on the next page shows the original owners of Badger Hills Farm (from *The Secret Door*, a book that continues Timothy and Zoey’s story). I’ll read you the instructions for each column below. Follow the instructions in each box to complete the activity.

Read to the child: Each word starts with the prefix AUTO, which means SELF. Underline the root word, and then read the word.

automobile

autograph

autofocus

autorotate

Read to the child: Color some flowers on the illustration or draw your own flower.

Read to the child: For each compound word, draw a line between the two words, and then read the word.

bellyache

buttonhole

scarecrow

quarterback

Read to the child: Add some birds to the sky or color the clouds.

Read to the child: The suffix WARD shows direction in time or space. Underline the root word, and then read the word.

backward

afterward

southward

downward

Read to the child: Add a snake or bunny to the grass or color the rocks.

Spelling Book 3

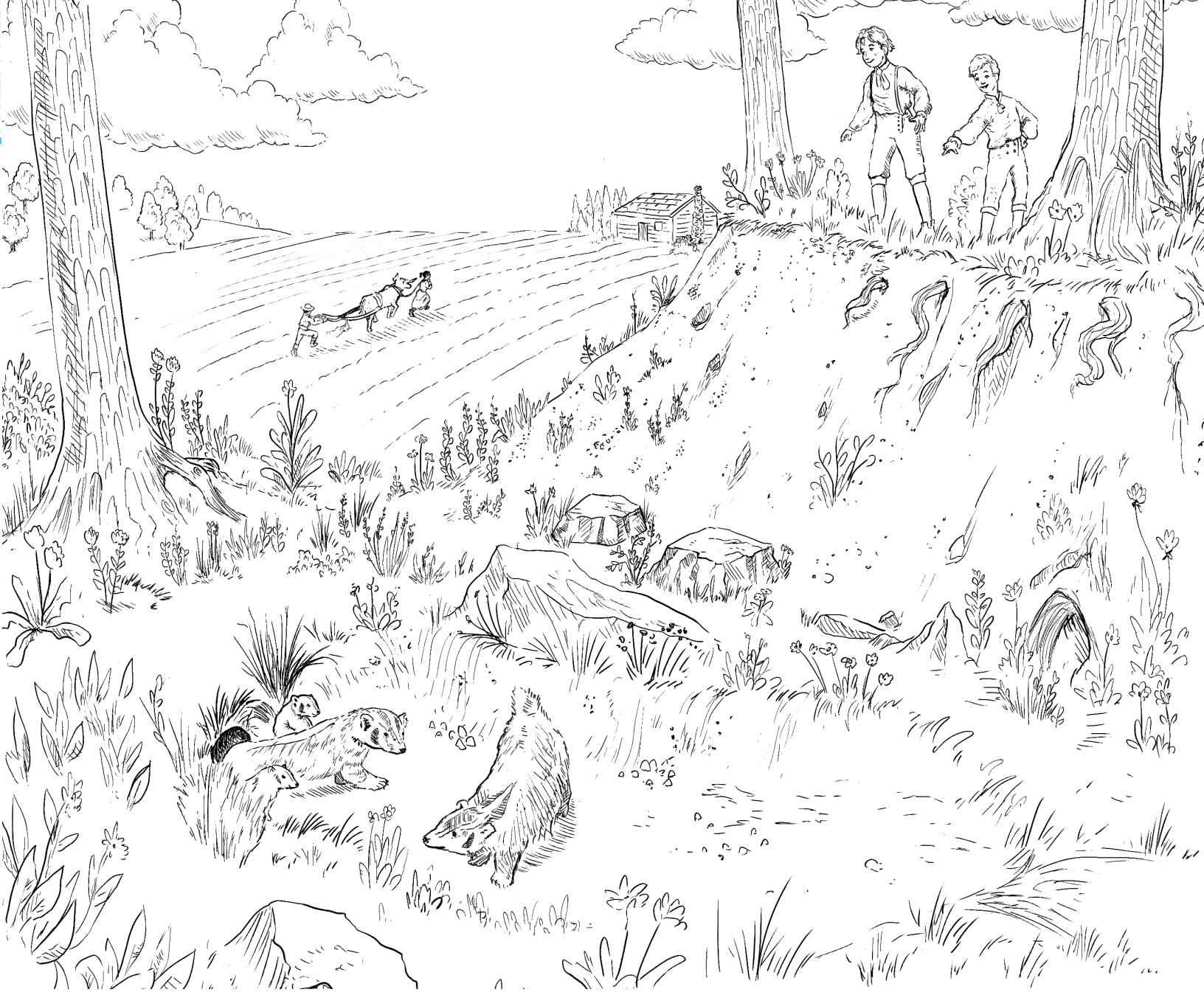
Read the spelling rule aloud: Singular Words That End with S: When a word ends in S but is not plural, usually add a Silent E.

Dictate the green words on the chart to the child and have the child write the words in the “Spelling Rules” section of the *Spelling Practice Book*. Tell the child that one word is plural, so it does not end with Silent E.

Dictate these words and have the child spell them aloud: age, page, huge, few, drew. Reminder: Dictated words practice unit spelling patterns, such as words with soft G and EW.

choose	purse
turkeys	mouse
house	cheese

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

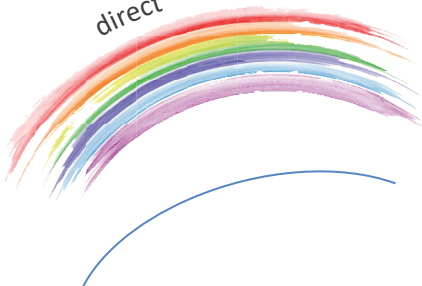


Independent Work

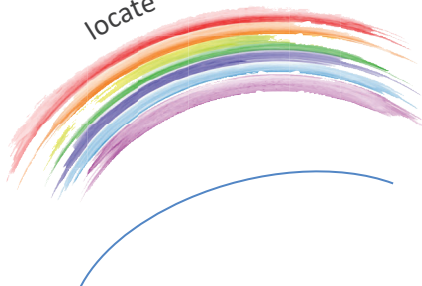
TION

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

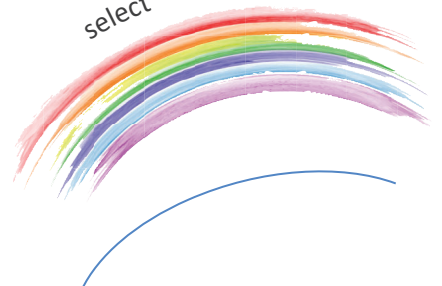
direct



locate



select





Study the painting and decide what you think is beautiful about the scene. Write three sentences that describe the painting. Each sentence should contain at least six words.

JOURNAL
WRITING

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, separated by yellow horizontal bars.



Personal Reading

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

LESSON 79

o o o o o

Messages and Themes in Books

○ Complete Chapter 17 with the child in *Heather and the Highland Pony: A Phonics Read-Together Book*.

○ Complete the lesson with the child.

Lesson

Read to the child: A book or story may have many messages. What were some of the messages in *The Kingdom of Kind*? [overcoming selfishness, being kind, the keys to finding true happiness, etc.] The **theme** of a book is the main message of the whole book.

Messages are in everything we read. It's important that we read books with correct messages that encourage us to become more like Christ. Negative things happen in all books—that is how conflict is created and how we see characters grow and learn. However, good books don't make negative behaviors seem acceptable.

Let's look at the charts on the next two pages. The first chart shows positive messages in *A Penny's Worth of Character* by Jesse Stuart, a book on *The Good and the Beautiful Book List*. The chart also shows how few positive messages are in a current best-selling children's book that has sold 50 million copies. The second chart shows the negative messages in each book. [Read and discuss the charts on the next two pages.](#)

Isn't it amazing how different the messages in books can be? The best-selling book has been translated into 32 languages! Why is a book that



has so many ungodly messages so popular? Because it's easy to make inappropriate things seem harmless, popular, enjoyable, funny, or exciting.

In 1919, Baptist Reverend R.R. Thorngate wrote the following in *The Sabbath Recorder*: "There are more books being written and published today than ever before. Of all this maze of literature, what books shall we select to read? There are both good and bad . . . We must choose our own books as we choose our own friends. But young people need to be as careful in the choosing of

books as in the choosing of friends. The influence of both may make or unmake our lives . . . Read books that cheer and strengthen . . . Be not too anxious to read the bestsellers."

- Why should we be as careful in the choosing of books as in the choosing of friends?
- How do you decide how to choose friends? How does that relate to choosing books?
- At the end of the quote, what two things does Thorngate say a book should do? [cheer and strengthen]

SCOTTISH OATCAKES



Prep Time: 15 minutes



Cook Time: 17–22 minutes (oven times will vary)



Yield: Approximately 10–12 cakes, depending on the size of your cookie cutter

Items Needed

- Rolling pin
- Cookie cutter
- Baking tray
- Mixing bowl
- Blender or food processor
- Whisk

Ingredients

- ½ c steel cut oats
- 1 c rolled oats
- ¼ tsp salt (optional)
- 2 Tbsp butter (melted)
- ¼ c hot water



Topping Ideas

- Peanut butter & banana
- Hummus & carrot
- Strawberry & honey
- Ham & mustard
- Fruit jam (blackberry, strawberry, raspberry, etc.)

Instructions for Parents

1. Preheat oven to 350 degrees Fahrenheit.
2. Blend steel cut oats until you see a coarse, flour-like consistency (about 30–45 seconds).
3. Add rolled oats to the steel cut oats and continue to blend both oats together (about 10–15 seconds).
4. Set aside about 1 Tbsp of the oat flour mixture for dusting your work surface prior to rolling out your dough.
5. In a large mixing bowl, whisk the flour mixture and salt. Add melted butter and mix with your fingers until the flour is coated.
6. Add the hot water and knead the mixture together. The dough will be sticky and wet initially, but keep kneading until the water is absorbed and the dough no longer feels sticky.
7. Form your dough into a ball and sprinkle your work surface with the extra flour. Roll out the dough until it is approximately 3–4 mm (¼ in) thick.
8. Cut out your oatcakes with a cookie cutter.
9. Carefully place your oatcakes on the baking tray and bake for about 17–22 minutes or until lightly golden.

Spelling Practice
Book used

LESSON 86

o o o o o

Parts of Speech Game

You will not read in any read-together phonics books again until Lesson 91, when you start *The Journey of Five*.

- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Either you or the child cut out the boxes with dashed lines on the next page. Read to the child: In this lesson we get to play a game to practice parts of speech that we have learned in this course. We can play this game as many times as we desire.

Setup

1. Each player receives a "Game Card."
2. Place all the blue playing cards facedown in a pile.

Game Instructions

1. The players take turns choosing a card. Place the card in the box next to the corresponding part of speech on your "Game Card." If you already have that part of speech covered, place the card in a discard pile and end your turn. At any time, refer to the Parts of Speech Chart on this page.
2. The first player to fill in all of his or her parts of speech wins.

Parts of Speech Chart

Noun	a person, place, or thing
Action verb	a verb that shows an action
Being verb	a form of the verb TO BE (am, is, are, was, were, etc.)
Adjective	a word that describes a noun
Adverb	a word that describes a verb
Pronoun	a word that replaces a noun (my, you, he, she, it, they, etc.)

Spelling Book 3

Read to the child: I will dictate four words to you that contain soft C or soft G, and you spell them aloud. Dictate these words: space, age, voice, large.

Dictate the words on the chart to the child and have the child write the words in the "Spelling Rules" section of the *Spelling Practice Book*. These words practice the spelling rules learned thus far in the course. If needed, read the spelling rules on the *Spelling Practice Book* page before starting or as many times as needed during the activity. It does not matter what column the words are written in.

house	dresses
smell	fuss
porches	crashes

Dictate the brown sentence (which practices unit spelling concepts). Have the child write the sentence in the "Sentence Dictation" section of the *Spelling Practice Book*. I haven't had a turn.

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

Game Card



Game Card



orchid

mechanic

tangerine

jungle

gnaw

encourage

retrieve

compare

is

am

was

elegant

delicate

hilarious

he

she

quickly

easily

calmly

they

Spelling Practice Book used

LESSON 88

o o o o o

Christ Calms the Storm

Note: The lesson portion is shorter today since the independent work section is longer.

○ Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Spelling Book 3

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

Soft C and G 3

- face
- nice
- page
- huge

WR 3

- write
- wrist
- wrong
- wrote

EW and Words That End with Y 3

- chew
- grew
- plenty
- empty



Independent Work

Vocabulary

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

Ignorant means lacking knowledge, education, or training.

Desolate means lonely, empty, and without people.

Hardy means tough and sturdy.

1. No one lived in the _____ area.

2. _____ people lack knowledge or training.

3. Shetland ponies are small but _____.



WRITING AND ART



On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Audio > Lesson 88 Audio Narration. Play the audio narration while looking at the painting on the previous page.

Summary

Write a summary of the story of Christ calming the storm that you learned about in the audio narration. Your summary should be between 3 and 6 sentences.

Handwriting practice area with multiple sets of solid top and bottom lines and a dashed middle line.



Personal Reading

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



Independent Work



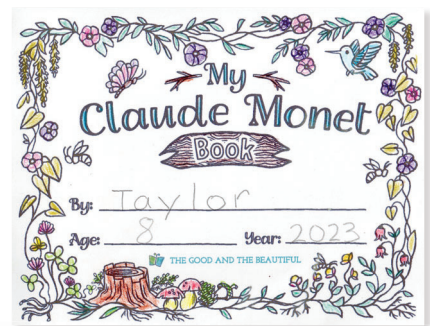
“How to Assemble the Claude Monet Accordion Book”

Optional: Play this video in place of reading the instructions below.

Claude Monet Accordion Book

1. Remove pages 297 to 299 from the course book. Note: Pages should be printed double sided if you printed at home.
2. Cut pages 297/298 in half by cutting along the dashed red lines.
3. Cut out the Monet paintings and the wooden box from page 299 along the dashed red lines.
4. Create the cover by writing your name, your age, and the current year. Color the cover if desired.
5. Complete the page with the circle in the middle by following these instructions:
 - A) Fill in the word “Impressionism” with short colored strokes of different colored markers.
 - B) Write the name of the country in which Monet was born on the line with the star. [France]
 - C) Fill in the blank box on the circle with the number of art pieces Monet created. [2,500]
6. On the page with the blue border, finish the sentence “If I could go back in time and meet Monet, I would . . .”
7. On the dashed blue lines, fold the wooden box you cut out. Glue the flaps you folded back on the wooden box to the top of the gray box on the page with the leaf wallpaper. Put the paintings in the box.
8. On the two pages with stars, align the stars and tape or glue the pages together.
9. If desired, color the back cover of your book (Monet’s Garden).

Accordion Book Cover



≡ Your accordion book is done! ≡

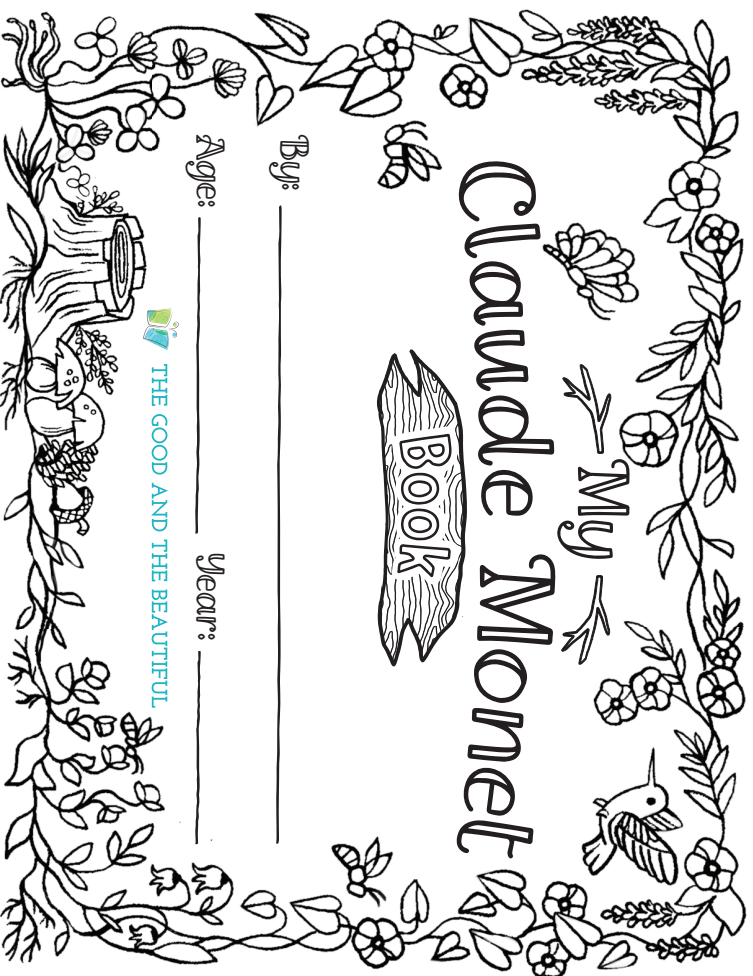
Accordion Book Open, Showing Three Inside Panels



If I could go back in time
and meet Monet, I would

Align the 4 stars.
Tape or glue the panels together.

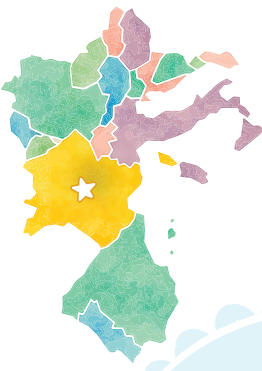
Align the 4 stars.
Tape or glue the panels together.



Monet's Garden



He helped to create 



Write his home country on the line above.

Artist of over pieces of art

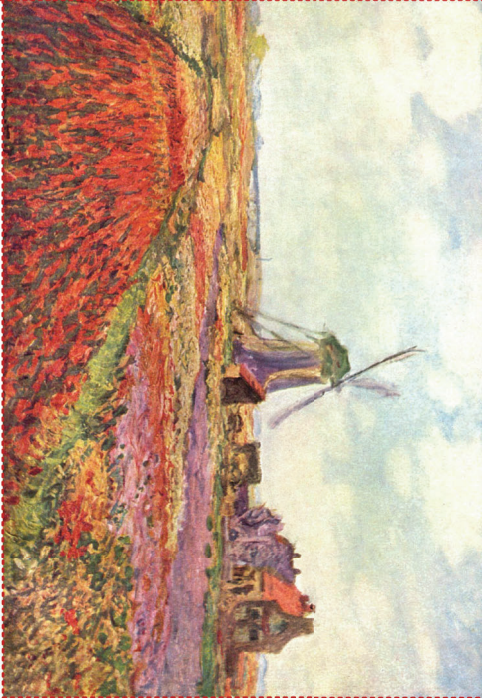
He  created an amazing personal garden

IMPRESSIONISM





^
Fold Back



LESSON 90

UNIT 3 REVIEW

Reading Assessment

- ☐ Time the child as he or she reads the passage in purple, which tests phonics principles taught in Unit 3. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of the page. If the child took longer than 1:30 to read the passage, or made more than three mistakes, it is suggested that you spend a few days or more reviewing the practice pages in *Heather and the Highland Pony* before moving on to Unit 4 of this course. Unlike other unit reading assessments, you will not be guided to reassess this passage at the end of the course (as there is not time to do so many assessments at the end of the course). But you can come back and assess this passage again, if you would like, at the end of the course to assess improvement.

Last year my parents encouraged each individual in our family to join them in some new, appropriate health goals. At first I was hesitant to be a participant in their plan. However, they didn't pressure me, and fortunately, I decided to join them. It was certainly worth it.

We gardened and ate more nutritious foods. I especially liked eating Mom's cabbage soup because it had a delicious aroma. We drank healthier beverages. Also, we added more exercise into our schedule.

We managed to meet our goals!



Reading Assessment Scores

Time: _____ (date: _____) **# of Errors:** _____ (date: _____)



Forests and Survival

Note: Survival skills should not be used without expertise and parental permission.

UNIT 4 OVERVIEW

These are the main topics covered. See the scope and sequence in the front matter for more details.

Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course.

Unit 4 Spelling Patterns

EAR

MB

OR CAN SAY /ER/

OW

UI

Unit 4 Spelling Words

These words are either high frequency, commonly misspelled, or rule breakers. The child will work on memorizing these words.

across	father	mother
always	already	through
knee	together	picture

The child will also practice spelling these months.

October	November	February	August
---------	----------	----------	--------

Spelling Rules

Consonant + LE	C or K at the Beginning or Middle of Words	Review: Rules from Units 1–3
----------------	--	------------------------------

Level 2 Review Words

small	tall	way	say	cry	sky
think	drink	chalk	wall	call	pink

Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Most principles from earlier units are reviewed throughout the course but are not listed here. Editing is included in every unit.

- Acronyms
- Capitalization in titles
- Commas in addresses
- Comparative and superlative adjectives
- Compound sentences
- **Contractions:** he's, there's, doesn't
- Coordinating conjunctions
- Each other vs. one another
- **Homophones:** ant/aunt, their/there, hole/whole
- Independent clauses
- Prepositions
- Punctuating dialogue

Phonics, Reading, and Vocabulary

This unit correlates with *The Journey of Five: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

Phonics/Reading Principles

- ALLY can say /lee/
- Challenging words that are difficult to decode phonetically
- Decoding skills
- ER can say /ear/ and /air/
- I can say the long E sound
- OUS, IOUS, and EOUS can say /us/
- Phonograms review
- QUE can say /k/
- Review of principles from the other *Level 3 Phonics Read-Together Books*

Art, Literature, Writing, and Reading Comprehension

- **Art appreciation, history, and instruction; forms of visual art; artist studies:** Ikeda Shōen, Albert König
- **Writing:** writing instruction through lessons and audio narrations, creative writing, journal writing, poetry writing, summary writing, comparative paragraph, descriptive writing, oral narration, opinion paragraph, letter writing, writing thank-you cards, writing book reports, varying sentence lengths and beginnings
- **Literary devices:** personification, onomatopoeia
- **Reading comprehension**
- **Poetry:** rhyme scheme
- **Literature studies:** *Rescue Dog of the High Pass*, folktales, drama (reader's theater), genres

Geography

- Alaska
- Child's local geography
- **Geography term:** tundra
- Japan
- Northern and Southern Hemispheres review
- Regions of Asia
- Renewable and nonrenewable resources
- **Survival guides:** firewood, healing plants, pine trees, deserts
- Uganda

LESSON 94

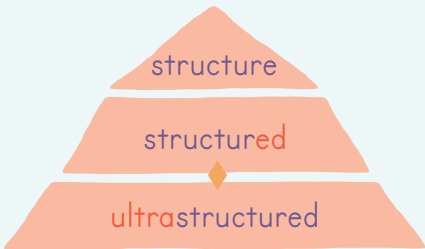
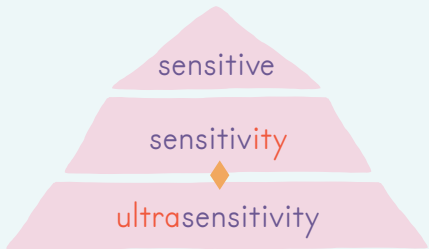
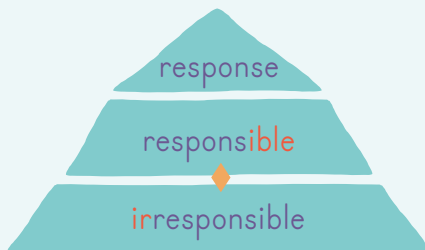
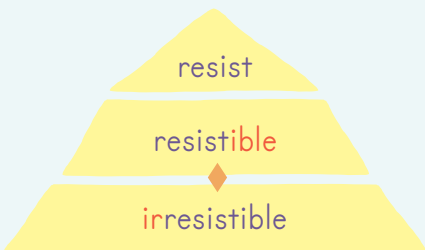
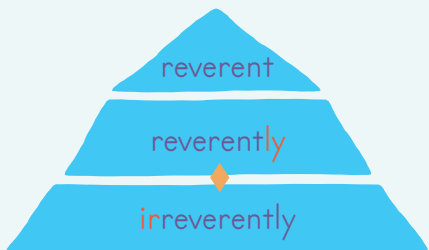
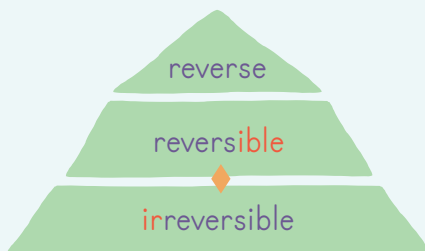
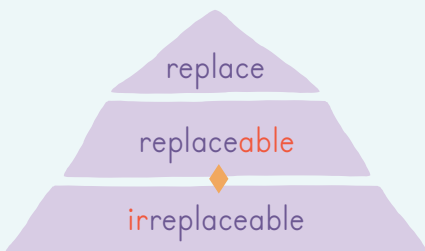
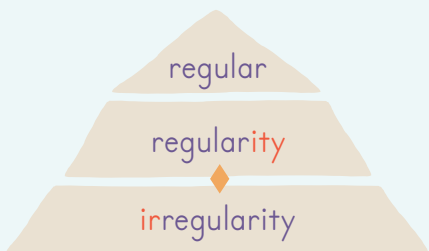


Word Work

- Complete Chapter 4 with the child in *The Journey of Five: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Note: Word work activities help children learn how to break up words and understand their parts to improve reading, spelling, and comprehension. Read to the child: Today you will read words that start with the prefix IR (pronounced /ear/), which means NOT or NO. You will also read words with the prefix ULTRA, which means EXTREMELY. Read the word at the top of the tent, and then go down the tent and read the word with a suffix added and then a prefix added. Once you have read the words on all the tents, choose your favorite color tent and draw some pine trees by it.



Read to the child: Read the words in each box aloud, and then draw a line either horizontally, vertically, or diagonally through the three words that are synonyms. Synonyms are words that have similar meanings.

fatigued	precious	polished
old	tired	niece
desolate	tangerine	exhausted

mechanic	plague	stomach
mustache	dialogue	brochure
courageous	brave	fearless

LESSON 95

o o o o o

Coordinating Conjunctions

- Complete Chapter 5 with the child in *The Journey of Five: A Phonics Read-Together Book*.
- Complete the lesson with the child. Have the child complete the lesson practice section independently.

Lesson



“Coordinating Conjunctions”

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

Read to the child: **Conjunctions** are words that join words, phrases, and clauses together. Today we will talk about coordinating conjunctions. There are seven coordinating conjunctions: FOR, AND, NOR, BUT, OR, YET, SO.

Look at the painting on this page—it shows a woman living in Japan long ago. What is the woman holding? [a fan] We can use the word FAN to help us remember the seven coordinating conjunctions. An **acronym** is a word created from the first letter of each word in a series of words. We can use the acronym FANBOYS to remember the seven coordinating conjunctions.



FANBOYS

Do you see the word FAN in the acronym? Here is what the acronym FANBOYS stands for:

- The F in FANBOYS represents the word FOR.
- The A stands for AND.
- N is for the word NOR.
- B is for BUT.
- O stands for the word OR.
- The Y in FANBOYS is for the word YET.
- And the S is for the word SO.

That’s how the acronym FANBOYS helps us to remember the seven coordinating conjunctions:

for, and, nor, but, or, yet, so.

What is the acronym to remember the seven coordinating conjunctions? [FANBOYS] I will say a letter from the acronym FANBOYS, and you tell me what coordinating conjunction it represents. You may refer to the orange chart below. **Say the letters FANBOYS.**



Have the child recite the seven coordinating conjunctions twice while looking at the chart.

Lesson Practice

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

F	A	N	B	O	Y	S

Circle the acronym in each blue sentence. Then circle the correct meaning of the acronym. Hint: Try each phrase in place of the acronym in the sentence to see what makes the most sense.

1. Just **FYI**, I have read 87 pages of the book.

for your information | forget your interests

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

finally acting quickly | frequently asked questions

3. We need to explain the safety rules to all the participants **ASAP**.

as soon as possible | as silly as pie

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



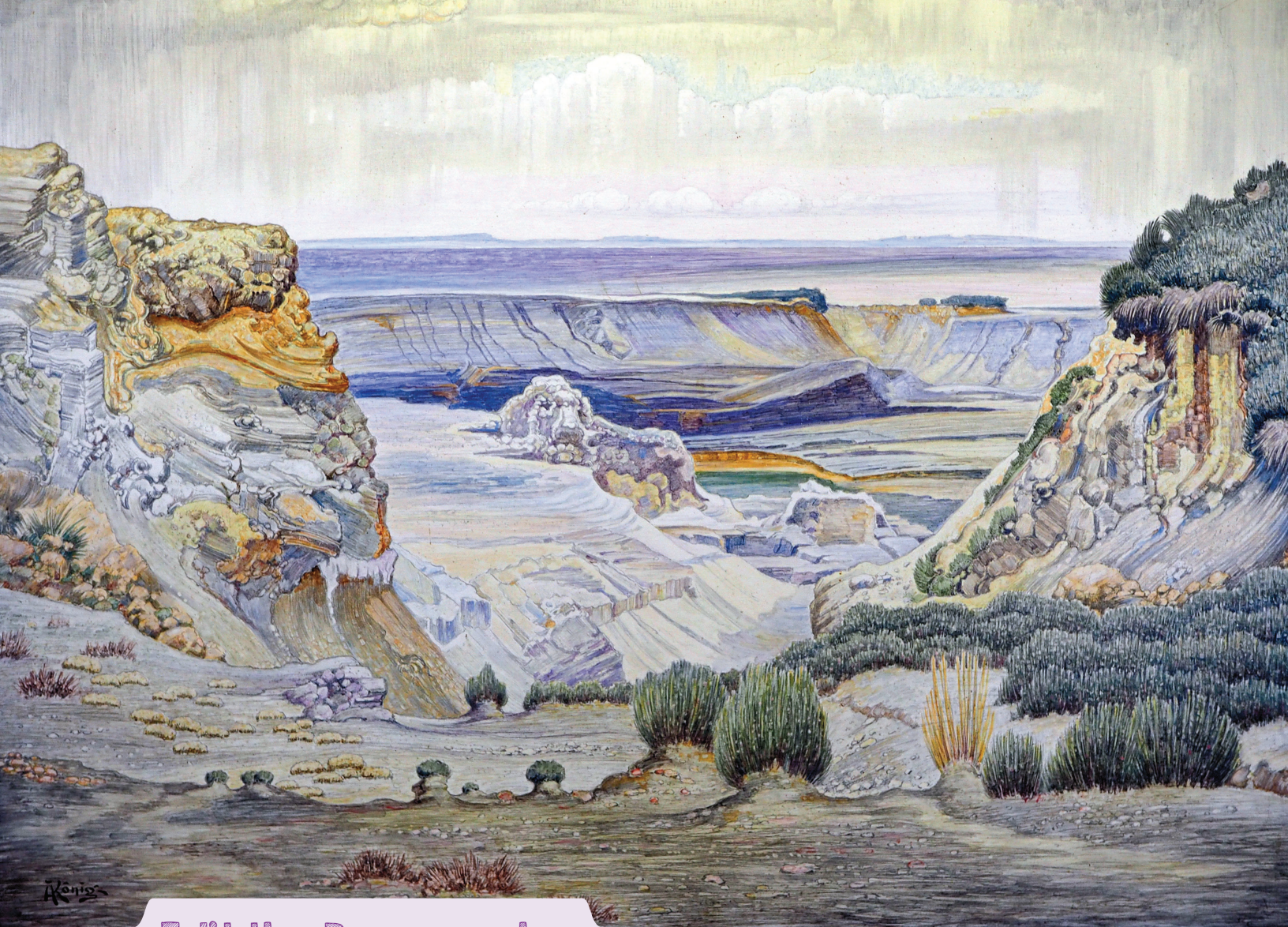
Independent Work

Independent Clauses

Each phrase is missing either a subject or verb. Rewrite the phrase, changing it into a sentence by adding a subject or verb. Don't forget capitalization and end punctuation.

drinks juice

The snow



Edit the Paragraph

Edit the sentences about the painting above. Here are some hints:

The paragraph has 5 mistakes.

- Use homophones THERE and THEIR correctly. Remember to cross out an incorrect word and write the correct word.
- Use commas in a series of items or phrases.

Capitalize: ≡

Cross out an incorrect word and write the correct word.

Add a punctuation mark: ^ ? ↑ ^ ↓

Albert König's painting shows a desolate but beautiful landscape. König brought this painting to life through beautiful colors, incredible detail, and the use of perspective. There are also many interesting shapes and lines.

Read the survival guide, and then answer the questions.

SURVIVAL GUIDE

READING COMPREHENSION






Healing Plants

By Jenny Phillips



yarrow

Could a plant help relieve the pain of a scorpion sting or help heal burns? Yes! Plants have been used for healing purposes for many millennia. For example, during the Civil War, soldiers used a plant called yarrow to stop bleeding when they were cut off from supplies.

wild sage		Wild sage can be rubbed on your skin or burned in your campfire to keep insects away.
comfrey		Cooked, mashed comfrey roots can be applied to the skin and give relief to bruises and burns.
plantain		This common weed can be crushed into a paste that relieves insect stings and bites.
black willow bark		Bark from young black willow trees has often been chewed as a way to relieve pain.
jewelweed		Jewelweed is great for poison ivy rashes! Crush into a slimy paste, apply to rash, and wash off after two minutes.

Have fun reading the chart to the left about some of the amazing plants God made and how people have learned to use them. You will see some of these plants used in **THE JOURNEY OF FIVE**.

It is interesting to learn how plants can calm, relieve pain, and heal. However, plants can be poisonous. It can be dangerous if plants are identified incorrectly or used in the wrong way. Plants can heal, but they can also kill! Never eat or use a plant as medicine or food without your parent's approval.

Jelly harvested from crushed up cattails can help with burns.

LESSON 97

o o o o o

Commas in Addresses

- Complete Chapter 7 with the child in *The Journey of Five: A Phonics Read-Together Book*.
- Complete the lesson with the child. Have the child complete the lesson practice section independently.

Lesson



“Commas in Addresses”

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

Read to the child: Look at the three photos below of houses in the forest. We’ll use these photos today in our lesson, using a made-up address for each house. Look at the first house by the pond. Here is the address of the house without commas:

33 Fir Tree Road Warren Vermont
United States

In an address, place a comma after the street name, between the city and state, and between the state and the country. Watch as I add commas.

- First, I’ll place a comma after the street name: 33 Fir Tree Road. **Place a comma after ROAD above.**
- Next, I’ll place a comma between the city and the state. The city is Warren, and the state is Vermont. **Place a comma after WARREN above.**
- Last, I’ll put a comma between the state and the country. The state is Vermont, and the country is the United States. **Place a comma after VERMONT above.**

Now you try it. Look at the home in the middle photo. Here is its address without commas.

456 East Springhill Lane Ennis Texas
United States

Listen to my instructions, and add commas to the green address above.

- First, place a comma after the street name: 456 East Springhill Lane.
- Next, place a comma between the city and the state. The city is Ennis, and the state is Texas.
- Lastly, put a comma between the state and the country. The state is Texas, and the country is the United States.

This is the address for the third house. Add commas to the address in the correct places.

50 West Boulder Drive Heber Utah
United States

Great work! Which of the three homes would you most want to live in?



- If Desired:**
- 1 sheet colored construction paper;
 - 1 sheet white card stock

LESSON 99

o o o o o

Each Other vs. One Another

- Complete Chapter 9 with the child in *The Journey of Five: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Note: This lesson covers reciprocal pronouns (“each other” and “one another”), but we do not use the term reciprocal pronouns for this grade level. Read to the child, emphasizing the underlined words: In *The Journey of Five*, each member of the group will end up helping on the journey. As God’s children, we all need one another. Look at the painting on this page of a mother and a child. They both love each other. Today we are going to learn when to use the words EACH OTHER and ONE ANOTHER.



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

MORE THAN TWO PEOPLE
When you are referring to more than two people, use ONE ANOTHER. For example, the following words often refer to more than two people: class, team, neighbors.

Have the child write “each other” or “one another” on each line, referring to the box above. If needed, ask the child if the sentence has to do with two people or more than two people.

The mom and the child share love with _____.

All God’s children should respect _____.

My neighbors always watch out for _____.

You and I should pray for _____ every day.

Art Project: Thank-You Card

In *The Journey of Five*, Finn notices that Abigail is often grateful. You get to practice being grateful in this assignment. For each category below, list two people you are grateful to have in your life.

My Immediate or Extended Family

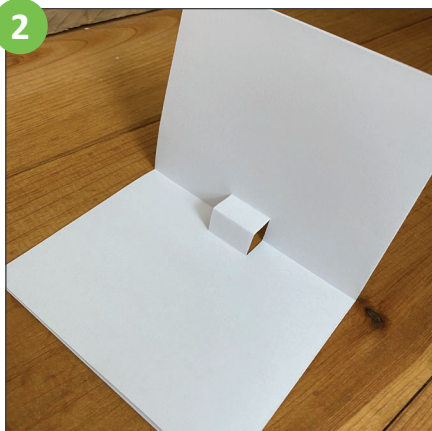
Authors, Religious Leaders, etc.

My Neighborhood or Community

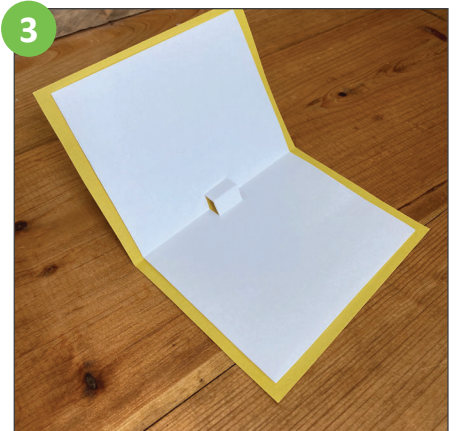
Make a pop-up thank-you card for one of the people you listed above. Follow the instructions below.



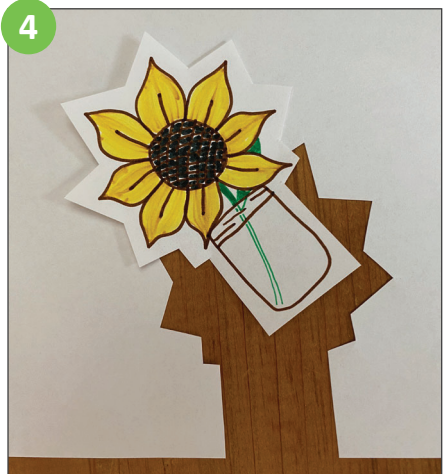
1 Cut a sheet of white card stock in half. Then fold it in half. On the folded edge, cut two 1-inch slits and fold the tab up.



2 Open the card stock and push the tab so it “pops up” inside the card.



3 Cut a piece of colored construction paper slightly bigger than the white card stock and glue it to the outside of your card. Don’t glue the pop-up part.



4 On the leftover half-sheet of white card stock from Step 1, use markers to draw a small picture (up to about three inches). Then cut it out.



5 Write a thank-you message on the inside of the card. Embellish the front and inside of the card, if desired.



6 Use a small amount of glue to attach the small picture to the pop-up tab. Now your card is ready to give away!

Personal Reading

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



WRITING AND ART

On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Audio > [Lesson 111 Audio Narration](#). Play the audio narration while looking at the paintings on this page.

Now you are going to imagine that you lived at the time that Albert König was alive. Follow the instructions on the next page to write him a letter.

Painting 1



Painting 2



Painting 3



Painting 4



Letter Writing

Write a Letter to Albert König

- Write today's date in the box that says "Date."
- On the line after the greeting, start the body of your letter. Explain to König that you have been studying his paintings.
- Thank him for creating his art.
- Then explain one thing you like about his works of art.
- Explain another thing you like about his art.
- Ask him a question.
- Sign your name under "Kind Regards."

Date:

Dear Mr. König,

Kind Regards,

Personal Reading

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

LESSON 115



Folktales and Reader's Theater

- Complete Chapter 24 with the child in *The Journey of Five: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: A **folktale** is a fictional story from long ago that was passed down orally, which means spoken aloud instead of written. Today we are going to read a short folktale that was written as a drama. A **drama** is one **genre** or type of literature. Other genres of literature are fiction, nonfiction, poetry, mystery, and so on. The Eastern European folktale we will read is titled "The Noisy Home." I will play the part of the rabbi, which is a Jewish teacher, and you will play the part of the farmer. As we read, we will focus on reading with expression, which means reading with feeling and emotion that matches what you are reading. **Take out the next page and give it to the child. You use this page. Read the reader's theater aloud with expression. If needed, repeat. Then ask the child these questions: How did the farmer learn to be grateful for what he had? What can we do when we find ourselves complaining about our situation?**

FARMER

Oh, how crowded this house is! Oh, how noisy this house is with my wife, five children, and my parents crammed into just three little rooms. I cannot stand it! I really can't! I must go to the rabbi and ask his advice.

FARMER

Oh, Rabbi! I can't help being annoyed. My home is so crowded and noisy. People are always in my way. I never have peace and quiet.

RABBI

Do you have chickens? Do you have goats? Do you have a cow?

FARMER

Yes, I do have chickens, a goat, and a cow.

RABBI

Wonderful! My advice to you is to bring them all into your home, and then I will come visit you next week.

FARMER

It's been seven days, and things are worse than ever! The chickens are laying eggs everywhere, the cow is breaking things, and the goat is chewing up all my chairs. And the noise! Oh, the terrible noise. It's worse than ever. Oh, there is a knock at the door. Well, hello, Rabbi. I am sorry to say that your advice did not work.

RABBI

I see. Well, here is what you must do. Bring the cow, the chickens, and the goat back to your farmyard.

FARMER

I will be happy to do that!

[The next day]

FARMER

Oh, what a fine morning this is. With only a wife, five children, and my parents in the home, it is such a peaceful, quiet place. How fortunate I am to have such a comfortable house!



THE NOISY HOUSE

FARMER

Oh, how crowded this house is! Oh, how noisy this house is with my wife, five children, and my parents crammed into just three little rooms. I cannot stand it! I really can't! I must go to the rabbi and ask his advice.

FARMER

Oh, Rabbi! I can't help being annoyed. My home is so crowded and noisy. People are always in my way. I never have peace and quiet.

RABBI

Do you have chickens? Do you have goats? Do you have a cow?

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Yes, I do have chickens, a goat, and a cow.

RABBI

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FARMER

It's been seven days, and things are worse than ever! The chickens are laying eggs everywhere, the cow is breaking things, and the goat is chewing up all my chairs. And the noise! Oh, the terrible noise. It's worse than ever. Oh, there is a knock at the door. Well, hello, Rabbi. I am sorry to say that your advice did not work.

RABBI

I see. Well, here is what you must do. Bring the cow, the chickens, and the goat back to your farmyard.

FARMER

I will be happy to do that!

[The next day]

FARMER

Oh, what a fine morning this is. With only a wife, five children, and my parents in the home, it is such a peaceful, quiet place. How fortunate I am to have such a comfortable house!

LESSON 117

o o o o o

Reading and Spelling Assessment 1

Reading Assessment

- This reading assessment was administered in Lesson 30. Administer it again today to track progress. Time the child as he or she reads the passage in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made on page 95 of Unit 1 to track progress. If the child took longer than 70 seconds to read the passage or made more than three mistakes, it is suggested that you have the child read Level 3 books aloud to you and review with the child the practice pages in the *Level 3 Phonics Read-Together Books*.

Dad and I took a canoe across the lake. We sat in an orchard beneath a large bough of a tree. I lay on my stomach as Dad told me a story of adventure. It was about a journey to find a leopard and an ancient geyser. Then we picked a bouquet of daisies in the pasture. Finally, we had a special discussion about how to succeed in making good choices. Dad gave me a lot of helpful information to guide the direction of my life. I want to obey his counsel.



Spelling Book

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

ui & mb

- fruit
- built
- lamb
- climb

ow

- glow
- snow
- town
- crown

OR Can Say /er/

- world
- worse
- word
- doctor

Sounds of EAR

- learn
- heard
- fear
- near

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





WRITING AND ART

On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Audio > Lesson 117 Audio Narration. Play the audio narration while looking at the painting on the previous page.

Summary

Write a summary of the story of the wise man and the foolish man, as told in the audio narration. Your summary should be between three and six sentences.

Handwriting practice area with multiple sets of three horizontal lines (top, middle, bottom) for writing a summary.



Personal Reading

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

LESSON 120

UNIT 4 REVIEW

Reading Assessment

- Time the child as he or she reads the passage in purple, which tests phonics principles taught in Unit 4. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of the page.

It's fun to imagine jobs I could have in the future. I could own a store that sells old antiques. I'd like to be a chef and make special onion soup. I would also like being a chemist and studying bacteria. Or I could be a fashion designer with my own style. Going into education and teaching ancient history would be fun. Or I could direct a choir. I'm very curious, so it might be nice to be the captain of a ship and see many places. If I were a coach, I'd encourage a league of baseball players. Maybe my mission is to study poisonous plants? Yes, I have many choices!



According to national oral reading fluency norms published by Hasbrouck & Tindal in 2017, the national USA average for third graders reading grade-level text at the end of third grade is 112 words per minute. There are 112 words in the passage, but we consider the passage to be at a moderately advanced third-grade reading level. Please remember that all children progress differently, and what is important is that your child is making progress. If the child took longer than 70 seconds to read the passage or made three or more mistakes, it is suggested that you have the child read Level 3 books aloud to you and review the practice pages in the *Level 3 Read-Together Books* (*Timothy of the 10th Floor*, *The Kingdom of Kind*, *Heather and the Highland Pony*, *The Journey of Five*). Occasionally, have the child take the assessment again until the child can read the passage in 70 seconds or less with no more than three mistakes, and then move to the *Level 4 Language Arts Course*.

Grammar and Usage Assessment

This section reviews most of the major grammar and usage concepts taught in Unit 4 and identifies and gives practice for any concepts that need further review. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, help the child correct the mistakes. Then check the orange "Additional Practice" check box for that section. On another day the child should complete all the orange sections that are checked, if any. If the child still makes mistakes, be sure the child understands why. These concepts will continue to be reviewed in upcoming course levels.

Homophones

Circle the correct homophone in each sentence.

I like there / their cabin.	There's a hole / whole in my shirt.
My ant / aunt is quite funny.	Please sit over there / their .

Additional Practice

Homophones

Circle the correct homophone in each sentence.

I bought a hole / whole pie.	A lion is over there / their .
Is that there / their house?	An ant / aunt is an insect.

Note: Some people pronounce ANT and AUNT the same, and some do not.

Independent Clauses

The sentence is missing either a subject or verb. Rewrite the phrase, changing it into a sentence by adding a subject or verb. Don't forget capitalization and end punctuation.

has an ear

Additional Practice

Independent Clauses

The sentence is missing either a subject or verb. Rewrite the phrase, changing it into a sentence by adding a subject or verb. Don't forget capitalization and end punctuation.

a zebra



Contractions

Write the contraction for each set of words.

he is	
there is	
does not	

Additional Practice

Contractions

Write the contraction for each set of words.

there is	
he is	
does not	

Punctuating Dialogue

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

Frank declared, "It's cold

Gabby replied, "We're lost

Additional Practice

Punctuating Dialogue

Add the missing comma before the first quotation mark.

Cindy said "Dinner is ready."

Mark yelled "You can do it!"

Commas in Addresses

Add the needed commas to the address below.

In an address, place a comma

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

22 Daisy Road Green Valley California United States

Additional Practice

Commas in Addresses

Add the needed commas to the address below.

56 N. Lighthouse Drive Avon Maine United States

Prepositions

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

Bree is in the apple tree by the barn.



Additional Practice

Prepositions

Circle the preposition in the sentence.

The leopard is in the tree.

Comparative & Superlative

Fill in the missing words on the chart.

adjective	comparative	superlative
quiet		
good		



Additional Practice

Comparative & Superlative

Fill in the missing words on the chart.

adjective	comparative	superlative
good		
cold		

Compound Sentences

Combine the two independent clauses (sentences) into one compound sentence by using a COMMA and SO (one of the seven coordinating conjunctions).

I follow Jesus. I am kind.

--



Additional Practice

Compound Sentences

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

It was cloudy. It didn't rain.

--

SPELLING

❧ PRACTICE BOOK ❧

Correlated with the Level 3 Language Arts Course Book



SPELLING PRACTICE BOOK

For use with *The Good and the Beautiful Level 3 Language Arts Course Book*



How This Book Works:

The *Level 3 Language Arts Course Book* will tell you when and how to use this book. It is used about every other lesson; thus, you will see lesson numbers skipped.

Each day that the child works in this book, he or she should read the riddle on the first page of the lesson but not turn the page to see the answer until the first page of the lesson is completed.



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SPELLING SCOPE & SEQUENCE

Unit 1: Lessons 1 to 30

Spelling Words (high frequency and irregular words)

once	because	square
dollar	water	laugh
again	built	nothing

Days of the Week

Tuesday	Wednesday	Saturday
Monday	Thursday	

Spelling Rules

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

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

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

Spelling Patterns

AI: brain, chain, chair, mail, paid, paint, snail, tail, trail, train

OU: found, ground, loud, mouth, proud, shout, sound

QU: quack, queen, quiet, quit, quiz

IGH: bright, fight, high, light, night, right, tight

OY and OI: boil, choice, coin, enjoy, moist, noise, spoil, toy

Words with Double Consonants: better, different, funny, happen, happy, letter, pretty, silly, sudden, summer

Unit 2: Lessons 31 to 60

Spelling Words (high frequency and irregular words)

sorry	carry	head
other	hour	heart
sure	bread	ready

Colors

blue	orange	purple
white	yellow	

Spelling Rules

Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix.
(Example: bake—baking)

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.

Caboose E: A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.

Spelling Patterns

AW: crawl, draw, hawk, lawn, saw, straw, yawn

EA: beach, dream, each, reach, read, stream, teach, team

ER: after, brother, every, never, over, river, under, verb

EY: donkey, honey, key, money, monkey, turkey, valley

IR: bird, dirt, dirty, first, shirt, stir, third

OA: boat, coat, float, goat, road, soap, toad, toast, throat

SPELLING SCOPE & SEQUENCE CONTINUED

Unit 3: Lessons 61 to 90

Spelling Words (high frequency and irregular words)

busy	thought	really
also	earth	please
another	early	today

Months of the Year

January	December
July	September

Spelling Rules

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

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. (This part of the rule is learned in higher-level courses: Drop the Y and add IES to words that end with a consonant + Y.)

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

Spelling Patterns

EW: blew, chew, drew, few, flew, grew

Soft C and G: age, choice, face, huge, large, nice, page, place, space, voice

UR: burn, burst, curl, curve, hurt, nurse, purse, return, turn

Words Ending with Y (long E sound): chewy, cloudy, easy, empty, messy, nobody, noisy, plenty, rainy, sunny

WR: wrap, wreck, wrist, write, wrong, wrote

Unit 4: Lessons 91 to 120

Spelling Words (high frequency and irregular words)

across	father	mother
always	already	through
knee	together	picture

Months of the Year

October	November
February	August

Spelling Rules

Consonant + LE: Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L that have no other vowel.
(Example: whistle, not whistl)

C or K at the Beginning or Middle of Words: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

**Review of Spelling Rules
from Units 1, 2, and 3**

Spelling Patterns

OR can say /er/: author, color, doctor, word, world, worse, worst, worth

OW (long): blow, bowl, glow, grow, low, show, slow, snow, throw

OW (short): brown, crown, down, frown, owl, town

MB: climb, crumb, lamb, thumb

Sounds of EAR: ear, earn, fear, heard, learn, near

UI: build, built, fruit, juice

EXTRA SPELLING WORDS

A note from Jenny Phillips: After hundreds of hours spent researching spelling instruction, analyzing the effectiveness of spelling programs, and piloting spelling with many children, I believe that most children best improve spelling by reading a lot and practicing the following skills:

1. learning to segment words into phonograms (a single sound made with a letter or group of letters) and sound chunks (e.g., na-tur-al)
2. memorizing the spelling of certain irregular and high-frequency words
3. learning spelling rules

I believe that spending extra time reading usually benefits most children over the long run more than spending extra time memorizing spelling words. However, there is value in having children memorize carefully selected spelling words. We offer this list of well-chosen words for those who would like their Level 3 children to work on extra spelling words.

Suggestions for Practice

1. Quiz the child until you find 4–8 words that the child misspells. Practice those words until they are all mastered, and then move on to a new group of words.
2. Each day, have the child write the words in sound chunks (if a word is more than one syllable), and then write the word not broken up. The list shows the words broken into

sound chunks, but the child can break words into chunks any way that works best for the child.

3. Each day, also have the child practice each word in kinesthetic, auditory, and visual ways (Ideas are listed on pages viii–ix.).

Note: Syllable division rules are complex and even vary among experts. Also, the way syllables break is not always helpful for spelling. For example, NATURAL is usually broken into syllables like this: nat–u–ral. It is easier to spell the word broken into sound chunks that make sense: na–tur–al (because the T and U *together* say /ch/). Thus, we encourage children to break words into sound chunks that make sense, unless they are applying a spelling rule like “Consonant + LE” to the last syllable of a word.

AL

royal	roy al
normal	norm al
animal	an i mal
final	fi nal
equal	e qu al
oval	o val
loyal	loy al

WORDS WITH SILENT LETTERS

listen	lis ten
doubt	doubt
half	half
honest	hon est

UE

value	val ue
glue	glue
clue	clue
argue	ar gue
guest	guest
cruel	cruel
fuel	fuel

OR CAN SAY /ER/

mirror	mir ror
worm	worm
worthy	wor thy
worker	wor ker

SOUNDS OF OU

trouble	trou ble
touch	touch
cough	cough
brought	brought
fought	fought
although	al though
country	coun try

EA SAYS THE SHORT E SOUND

spread	spread
bread	bread
heavy	heav y

TU

nature	na ture
adventure	ad ven ture
moisture	mois ture
creature	crea ture
fortune	for tune

Y IN THE MIDDLE

mystery	my ster y
gym	gym
type	type
style	style
symbol	sym bol
syrup	syr up

SPELLING PRACTICE IDEAS

AUDITORY

Record yourself saying and spelling your words. Play it back.

Play “Sparkle.” Take turns with the child, or in a group, saying the next letter of a word. When complete, the last person says, “Sparkle!” (or whatever word you choose).

Pass a ball back and forth, saying one letter each time you throw the ball.

Have a spelling bee for an audience of stuffed animals or toys.

Write the words on a whiteboard, and then spell each word out loud, erasing each letter as you say it.

Say each letter, and then spin around once. Take a bow after you end each word.

Spell a word standing on one foot. Switch feet to spell your next word.

Climb up and down stairs by saying one letter of a word for each stair you climb.

Spell the words out loud while trying to keep a balloon in the air, tapping it upward with each letter.

Write spelling words on index cards. If you have multiple children, consider having the children quiz each other by spelling the words aloud.

VISUAL

Write spelling words three times on one line—small, medium, and then large.

Write words on scratch paper (colorful paper coated in black paint-like material).

Use washable window or dry-erase markers to write words on glass doors or windows.

Write the words with a phone/tablet drawing tool.

Write your spelling words in the order of the longest to the shortest.

Type the words using a fun font and color.

Use water to paint spelling words on construction paper.

KINESTHETIC

Use the A–Z section of the free Good and Beautiful Letter Tiles app to spell the words.

Put together an easy puzzle. Let the child put one piece in place when he or she spells a word correctly.

Use your finger to write words in the sand or on a cookie sheet with flour, salt, or sugar.

Jump across the room or the lawn. For each spelling word that is correct, the child may take one jump.

Hold an exercise pose while spelling each word.

Make a balance beam with a long piece of string. Spell the words aloud as you walk on the beam.

Write the words in the air using a feather.

Lay on your back. Lift a leg for each letter you spell.

Stamp the letters into play dough with letter stamps.

Use sign language to sign each letter of a spelling word. This may be slow at first, but the child will become proficient in signing letters by the end of the year.

Write the spelling word with your finger on the palm of your other hand.

Shoot a basketball or kick a ball into a goal each time you spell a word correctly.

Use letter magnets to spell the words on the fridge.

Spell out the word with your finger on someone's hand or back; does he or she know what you are spelling?

Stand in a martial arts stance and punch with each hand alternately while saying the letters. End each word with a kick.

Create a block tower. For each correct word, the child gets a block to add to a tower. See how high the tower can be built before it falls.

Tape letters around the room in alphabetical order. Have the child run and touch each letter as he or she spells out the word.

UNIT 1

SCOPE & SEQUENCE

Unit 1 Spelling Patterns and Corresponding Words

QU

quack
queen
quiet
quit
quiz

AI

brain
chain
chair
mail
paid
paint
snail
tail
trail
train

IGH

bright
fight
high
light
night
right
right
tight

OU

found
ground
loud
mouth
proud
shout
sound

OY & OI

boil
choice
coin
enjoy
moist
noise
spoil
toy

DOUBLE CONSONANTS

better letter
different pretty
funny silly
happen sudden
happy summer

Unit 1 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.*

once	because	square
dollar	water	laugh
again	built	nothing

The child will also practice spelling these days of the week.

Tuesday	Wednesday	Saturday	Monday	Thursday
---------	-----------	----------	--------	----------

*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

Unit 1 Spelling Rules

RULE	VIDEO
<p>C, K, or CK at the End of Words: For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.</p>	<p>Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>C, K, or CK at the End of Words</u></p>
<p>Using CH or TCH: If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. The following words are exceptions: SUCH, MUCH, RICH, and WHICH (as in “Which one?”).</p>	<p>Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Using CH or TCH</u></p>
<p>DGE or GE: If the sound /j/ follows a short vowel sound, it is usually spelled DGE.</p>	<p>Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>DGE or GE</u></p>

LESSON 12

RIDDLE:

What is smaller than a flea's mouth?

Spelling Rules

CH

Follows a long vowel sound, vowel team, or consonant

TCH

Follows a short vowel sound

Exceptions to the Rule

Word Dictation

ai

Finish each word in purple using the clue next to it. Each word contains **ai**.

is found in a mailbox

m

helps you think

br

a dog wags this

t

you sit in it

ch

you hike on this

tr

ANSWER:

what goes in it

Syllables+ Words with Double Consonants

Rule: Divide syllables between double consonants.

Write each word below broken into syllables.

happy

sudden

summer

better

Unit 1 Spelling Words

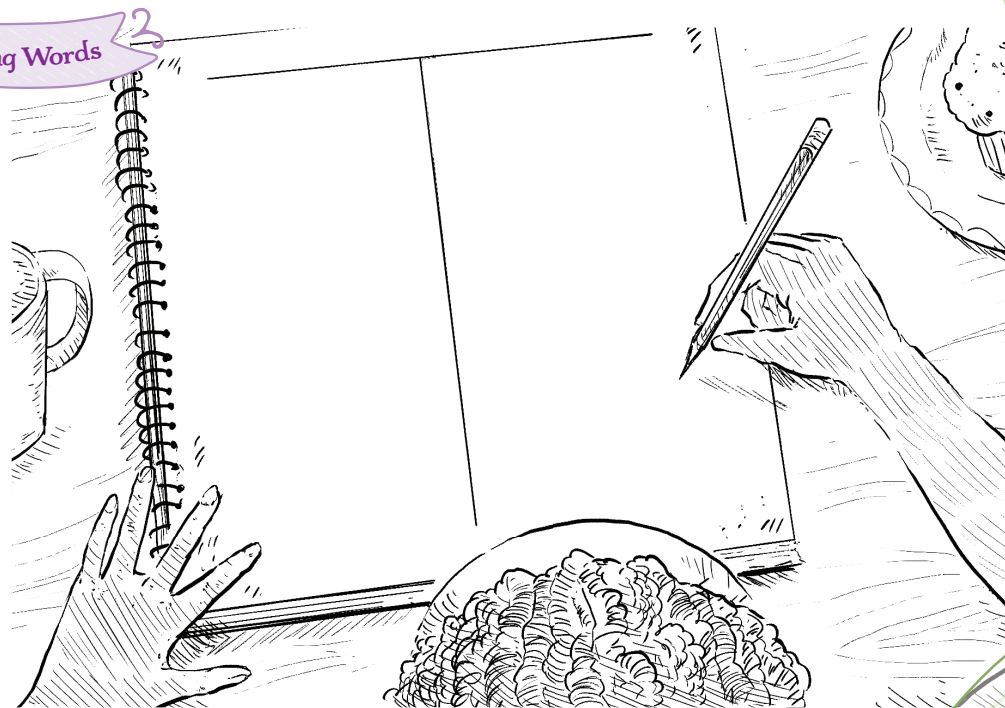
Write each spelling word below on Zoey's notebook two times.

laugh

water

built

again



LESSON 14

RIDDLE:

What can be put
into a barrel to
make it weigh less?



Spelling Rules

C

2+ syllables

CK

1 syllable
after a short vowel

K

1 syllable after a long vowel,
2 vowels, or a consonant

Unit 1 Spelling Words



On the Good and Beautiful Letter Tiles app, go to Level 3 > Spelling Words: Unit 1 and complete the activity to practice all the Unit 1 Spelling Words. (Press the speaker button to begin the game.)

OR Have your parent or teacher quiz you on the words and practice any words that you spell incorrectly.

once

dollar

laugh

nothing

because

built

square

water

again

ANSWER:

holes

qu

Write the word for each clue. The words all start with **qu** and end with the purple letters.

to give
up

t

a short
test

z

opposite
of loud

t

a duck makes
this sound

ck

Days of the Week

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

S____nday

M____nday

Tu____sday

Wed____esday

Th____rsday

Fr____day

Sat____rday

LESSON 29

Note: This book is usually used every other lesson, but it is used for two lessons in a row at the end of each unit.

RIDDLE:

What speaks every language?

UNIT 1 SPELLING WORDS AND DAYS OF THE WEEK ASSESSMENT

Unit 1 Spelling Words

o

d

a

b

w

b

s

l

n

Days of the Week

Handwriting practice area with four sets of lines (top, dashed middle, bottom) for writing the days of the week.

UNIT 2

SCOPE & SEQUENCE

Unit 2 Spelling Patterns and Corresponding Words

AW

crawl
draw
hawk
lawn
saw
straw
yawn

EA

beach
dream
each
eat
reach
read
stream
teach
team

ER

after
brother
every
never
over
river
under
verb

EY

donkey
honey
key
money
monkey
turkey
valley

IR

bird
dirt
dirty
first
shirt
stir
third

OA

boat
coat
float
goat
road
soap
throat
toad
toast

Unit 2 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.*

sorry	carry	head
other	hour	heart
sure	bread	ready

The child will also practice spelling these colors.

blue	orange	purple	white	yellow
------	--------	--------	-------	--------

*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

Unit 2 Spelling Rules

RULE	VIDEO
Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix. (Example: bake—baking)	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Drop the E</u>
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.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>1-1-1 Rule</u>
Caboose E: A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Caboose E</u>

Note: Spelling Rules from Unit 1 are also reviewed.

LESSON 32

Word Dictation

RIDDLE:

What animal
sleeps with
its shoes on?

Spelling Rules

add
"ing"



add
"ing"



add
"ed"



ey

Write the word for each picture. Each word uses **ey**. The first letter or two are given.



do



mo



k



tu

ANSWER:

a horse

Unit 2 Spelling Words



Read a spelling word aloud, take a picture of it in your mind, close your eyes, and spell the word aloud again. Check it. Repeat twice for each word.

carry

heart

other

head

Unit 2 Spelling Words

CRACK THE CODE

Write each spelling word below its set of code images. Read the word aloud, and then spell it aloud.



a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	y

UNIT 3

SCOPE & SEQUENCE

Unit 3 Spelling Patterns and Corresponding Words

EW

blew
chew
drew
few
flew
grew

Soft C & G

age
choice
face
huge
large
nice
page
place
space
voice

UR

burn
burst
curl
curve
hurt
nurse
purse
return
turn

Words Ending with Y

chewy
cloudy
easy
empty
messy
nobody
noisy
plenty
rainy
sunny

WR

wrap
wreck
wrist
write
wrong
wrote

Unit 3 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.*

busy	thought	really
also	earth	please
another	early	today

The child will also practice spelling these months.

January	December	September	July
---------	----------	-----------	------

*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

Unit 3 Spelling Rules

RULE	VIDEO
Singular Words That End with S: When a word ends in S but is not plural, usually add a Silent E.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Singular Words That End with S</u>
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. (This part of the rule is learned in higher-level courses: Drop the Y and add IES to words that end with a consonant + Y.)	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Plural Nouns</u>
Double S, F, L, or Z at the End of Words: At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.	Video can be found on the Good and Beautiful Homeschool app by going to Language Arts > Level 3 > Videos > <u>Double S, F, L, or Z at the End of Words</u>

Note: Spelling rules from Units 1 and 2 are also reviewed.

LESSON 70

Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S.

RIDDLE:

What piece of clothing would never win a race?



Spelling Rules

Rewrite each word in its plural form.

beach

wrist

mess

squash

quiz (double the Z when plural)

wrench

Colors

In each box, write the color of the box: purple, white, orange, blue, or yellow.



Unit 3 Spelling Words 3

Spell each word twice with sign language using your right hand.
Say the letters aloud as you sign them.

ANSWER:

a tie

earth

E



A



R



T



H



early

E



A



R



L



Y



Review Words Set 3 3



On the Good and Beautiful Letter Tiles app, go to Level 3 > Review Words: Unit 3 and complete the activity to review spelling words from lower-level courses. Note: This review will not be repeated in this course, but you can do this activity as often as needed. **OR** Have your parent or teacher quiz you on the words and practice any words that you spell incorrectly.

who

great

goes

young

move

search

your

only

walk

talk

very

none

LESSON 76

RIDDLE:

Which is the best state to buy school supplies in?



Spelling Rules

3

Rewrite each word in its plural form.

match

bush

glass

beach

turn

quiz (double the Z when plural)

wr

3

1. Read each word in the box, and then spell it aloud.
2. Write each word in the blue box in which it fits.

write
wrist
wrong

--	--	--	--	--	--

--	--	--	--	--	--

--	--	--	--	--	--

Words Ending with Y

3

ANSWER:

pencil-vania (Pennsylvania)

Finish each word in purple, using the clue next to it. Each word ends with Y.

Opposite of somebody

n

Opposite of difficult

e

Opposite of not enough

plen

Opposite of quiet

noi

Opposite of sunny

cl

Unit 3 Spelling Words

3



On the Good and Beautiful Letter Tiles app, go to [Level 3 > Spelling Words: Unit 3](#) and complete the activity to practice all the Unit 3 Spelling Words.

OR Have your parent or teacher quiz you on the words and practice any words that you spell incorrectly.

busy

really

another

thought

earth

early

also

please

today

LESSON 78

RIDDLE:

What part of the body is never behind schedule?

Spelling Rules

Double the S, F, L, or Z

Do Not Double

ur

Write the words in alphabetical order.

curve
return
curl

Months

1) Read each word, and then spell it aloud. 2) Write each word with a space between each syllable. Months of the year are always capitalized.

Ju ly

Jan u ar y

De cem ber

Sep tem ber

Words Ending with Y ³

Add the missing letters to describe the type of weather shown. Each word ends with Y.



c



r



nn

ur

LOGIC TIME Use logic to write each word once in the green boxes.

burn nurse turn curve purse burst

b						
		n				

		b		

ANSWER:
a head (ahead)

UNIT 4

SCOPE & SEQUENCE

Unit 4 Spelling Patterns and Corresponding Words

OR Can Say /er/

author
color
doctor
word
world
worse
worst
worth

OW (long)

blow
bowl
glow
grow
low
show
slow
snow
throw

OW (short)

brown
crown
down
frown
owl
town

MB

climb
crumb
lamb
thumb

Sounds of EAR

ear
earn
fear
heard
learn
near

UI

build
built
fruit
juice

Unit 4 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.*

across	father	mother
always	already	through
knee	together	picture

The child will also practice spelling these months.

October	November	February	August
---------	----------	----------	--------

*If the child already has these words mastered, you can use extra spelling words from page vii. Also, you may consider writing down words the child spells wrong in writing assignments and using those words as additional spelling words.

Unit 4 Spelling Rules

RULE	VIDEO
<p>Consonant + LE: Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L that have no other vowel. (Example: whistle, not whistl)</p>	<p>Video can be found on the Good and Beautiful Homeschool app, by going to Language Arts > Level 3 > Videos > <u>Consonant + LE</u></p>
<p>C or K at the Beginning or Middle of Words: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.</p>	<p>Video can be found on the Good and Beautiful Homeschool app, by going to Language Arts > Level 3 > Videos > <u>C or K at the Beginning or Middle of Words</u></p>

Note: Spelling rules from Units 1, 2, and 3 are also reviewed.

LESSON 96

RIDDLE:

What instrument is grand?

Spelling Rules

3

If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH. Tip: A long vowel says its name; a short vowel does not. Fill in each blank by correctly completing the word in the blue box with either “ch” or “tch.”

stre

I need to _____ my legs.

cru

This _____ helps me to walk.

pun

Who made the orange _____?

ba

Let's make a _____ of cookies.

fe

The dog will _____ the stick.

sti

The doctor will _____ up the cut.

Sentence Dictation

Student Check

Started with a capital letter

Included an apostrophe in the possessive noun

No random capital letters

ui & or

Create a word by adding **ui** or **or** in the blank spot on each line. (Hint: OR can say /er/.)

w _ _ | d _ _

j _ _ | c e _ _

c o l _ _

b _ _ | d _ _

w _ _ | d _ _

f r _ _ | t _ _

w _ _ | s e _ _

b _ _ | t _ _

ow (long)

ANSWER:

a piano

In the blue boxes, write three words that you can create by adding "ing" to these words:
snow, grow, throw.

Months

Each month is broken into syllables. 1) Read each word, and then spell it aloud.
2) Write each word inside its bubble letters.

Feb ru ar y

Au gust

LESSON 106

RIDDLE:

What is the cleanest letter in the alphabet?



Spelling Rules

3

1-1-1 Rule: Rewrite each word with the suffix “ing” added to it. Before adding “ing,” double the consonant if the word ends with a short vowel and then a consonant. Don’t double the consonant before adding “ing” if the word ends with two vowels before the consonant.

plan

sleep

wrap

stop

1-1-1 Rule: Rewrite each word with the suffix “ing” added to it. Before adding “ing,” double the consonant if the word ends with a short vowel and then a consonant. Don’t double the consonant before adding “ing” if the word ends with w, x, or y.

tug

draw

sit

say

ear & ui

Write the present tense of each word. Each word you write will contain **ear** or **ui**.

learned

earned

built

juiced

or & ow

Create a word by adding **or** or **ow** in the blank spot on each line. (Hint: OR can say /er/.)

s | _____

l | _____

w | _____

l d

g r

w | _____

s t

t h r

g l | _____

w | _____

d

ANSWER:

H, because it is always in the middle of washing.

ear

Write the words in alphabetical order. Say the letters aloud as you write each word.

learn
earn
near

LESSON 117

UNIT 4 SPELLING PATTERNS ASSESSMENT

RIDDLE:

What kind of animal likes baseball games?

ui & mb

3

ow

3

OR Can Say /er/

3

Sounds of EAR

3

ANSWER:

bats



Notes for Parent/Teacher

If the child misspelled words in this spelling patterns assessment, consider practicing words with those spelling patterns from page 99, using practice ideas on pages viii–ix.

Unit 4 Spelling Words

3



On the Good and Beautiful Letter Tiles App, go to Level 3 > Spelling Words: Unit 4 and complete the activity to practice all the Unit 4 Spelling Words.

OR Have your parent or teacher quiz you on the words and practice any words that you spell incorrectly.

across

father

mother

always

already

through

knee

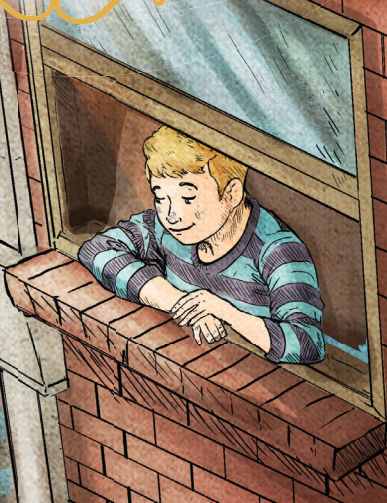
together

picture



TIMOTHY OF THE 10TH FLOOR

By Jenny Phillips



THE GOOD AND THE BEAUTIFUL CURRICULUM

A decorative border surrounds the page. At the top, two stylized white clouds are connected by a thick, multi-colored line (yellow, orange, and red) that forms a rectangular frame. The bottom of the frame is filled with a colorful illustration of a cityscape. On the left and right sides, there are tall, multi-story buildings with many windows. In the center, there are several green trees of various sizes, a small blue pond, and a building with a prominent dome. The sky is a light blue gradient.

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Chapter 1: Practice Page

PHONICS

Decoding

Read to the child: A phonogram is a letter or group of letters that together make a sound. You have already learned many phonograms, and this course will not review all phonograms. The letters in green boxes in this course show phonograms that almost always say the same sound. Point to each box and say the sound of the phonogram.

ur

turn

qu

quit

oi

oil

ir

bird

oa

oat

wr

write

Some groups of letters can make different sounds. The phonograms in gray boxes in this course have different sounds. Read the words with different sounds of OU in the orange box.

ou

out, found, round, pound
group, coupon, wound, youth, soup
country, cousin, double
four, pour, course, court

VOCABULARY

Read the vocabulary section to the child. The vocabulary words given on practice pages are included in the chapter and throughout the book.

Proceed means to begin or continue an action.

The bus stopped at the light before proceeding down the road.

Vigor means energy and enthusiasm or good health.

The man was 90 years old but still full of vigor.



Chapter 1: Zoey Arrives



STUDENT

The Bedford Apartments building, with its ten stories of dirty brown bricks and black metal fire escapes, looked much like the other tall buildings huddled together in the city center. But there was something special about that particular building, or rather, there was someone special who lived in the building: an eleven-year-old boy named Timothy Todd.

This is Timothy's story. It's not true, of course, but it could be, and it's a reminder that all of our stories could be just as amazing as Timothy's. For you see, it's not *what happens to us*, but rather *what we choose to do*, that makes the best stories.

Our story begins on the tenth floor of the Bedford Apartments building one overcast Sunday evening in early spring.

 PARENT/TEACHER

With a sigh, Timothy picked up the last box in his bedroom and looked around at the bare walls.

As he had done a hundred times in the past couple of days, he tried to ignore his angry feelings. The guest bedroom where Nanna Bell would stay was tiny, with only enough room for one twin bed, so he had to give up his room to Zoey and sleep in the living room instead. He didn't like the idea, but there was nothing he could do about it.

Without warning, a new perspective came to him. *What will Zoey think of this room?* Timothy thought, noticing several dozen chips in the white-painted cinder-block walls. Timothy's father, John, had scrubbed the walls with vigor, but stains still made the walls look a bit dirty. At least the bed looked nice. It was made up with the pink bedspread that John had saved every extra penny all month to buy. Timothy's eyes then wandered down to the carpet that was so worn it had holes in a few spots, revealing a dull gray carpet pad underneath. *Well, this is all we have*, thought Timothy.

 STUDENT

After plodding into the living room and setting his box down next to the wall, Timothy pressed his nose against the window. Even from ten floors up, Timothy recognized his father's bright blue sweater among the people on the sidewalk below.

"That's them!" he cried, noticing two people walking with his father.



PARENT/TEACHER

Timothy's heart started to pound. It wasn't every day that two new people came to live with you—permanently. *What will Zoey and her grandmother be like?* Timothy thought. He had met his cousin Zoey—who was just a year older—when he was four years old, but he didn't remember anything about her. Then she had moved to Canada. Timothy had seen pictures of her, though, and one day he had asked his father why he and Zoey had different skin colors if they were cousins. His father had explained that Zoey's mother had dark skin.

Both our mothers have died, thought Timothy. *But my mother died when I was a baby. Her father died a few years ago, and her mother died last month.*

Timothy wasn't quite sure how to act around a girl who had lost both her parents, and he wondered how it would be to have Zoey's grandmother, Nanna Bell, live with them. She had lived with Zoey's family ever since they moved to Canada. John had explained to Timothy that Nanna Bell felt she was too old to raise Zoey by herself and that she didn't have enough money to care for Zoey. Since John and Timothy were Zoey's only other relatives, John had invited Zoey and Nanna Bell to live with them and be part of their family.

STUDENT

The apartment door swung open, and John—with his usual calm, pleasant smile—introduced Timothy to Zoey and Nanna Bell. Zoey shook Timothy’s hand with vigor. Her dark brown eyes sparkled, and she had a look of cheerfulness about her. Timothy noticed how much Zoey looked like Nanna Bell. They both had the same bright smile.

Right away, Zoey shocked Timothy.

“We’ve prepared Timothy’s room for you,” John said.

“He is happy to sleep in the living room.”

“Thank you very much, Uncle John and Timothy, but the living room will work fine for me.”

Timothy’s jaw dropped as Zoey then proceeded to pick up his things and move them back to his room. She was serious! She removed the pink bedspread from the bed, folded it up, and then put it on the living room couch. Within twenty minutes, all Timothy’s things were back in his room, and Zoey had slid her suitcases beside the couch in what would be the living room during the day and her bedroom at night.

 PARENT/TEACHER

During dinner Zoey told John and Timothy about the horse ranch her family had lived on. Her mother had taken care of it for the owner in exchange for living there. Timothy thought it sounded incredible—a little river running through the property, a small forest behind the home, gently rolling hills covered in wildflowers where the horses pastured.

Without thinking, Timothy blurted, “Isn’t it hard to move to the city after living in a place like *that*?”

Kindhearted John quickly spoke up. “Oh, Timothy, let’s not ask questions like that.”

A sad look crossed Zoey’s face, and her eyes grew misty. “Nanna Bell says that you can find beauty and happiness wherever you are. Besides—” Zoey hesitated for a second before continuing, “there’s still a chance that I could buy the horse ranch, and we could all go live there.”

Timothy’s eyes widened, and he saw John’s confused look.

“What do you mean, Zoey?” asked John. “It’s up for sale now, but how could you possibly buy it?”

“Oh . . . it has to do with a key we found in my mother’s room after she passed away, but I want to keep that between Nanna Bell and me for now,” Zoey said.

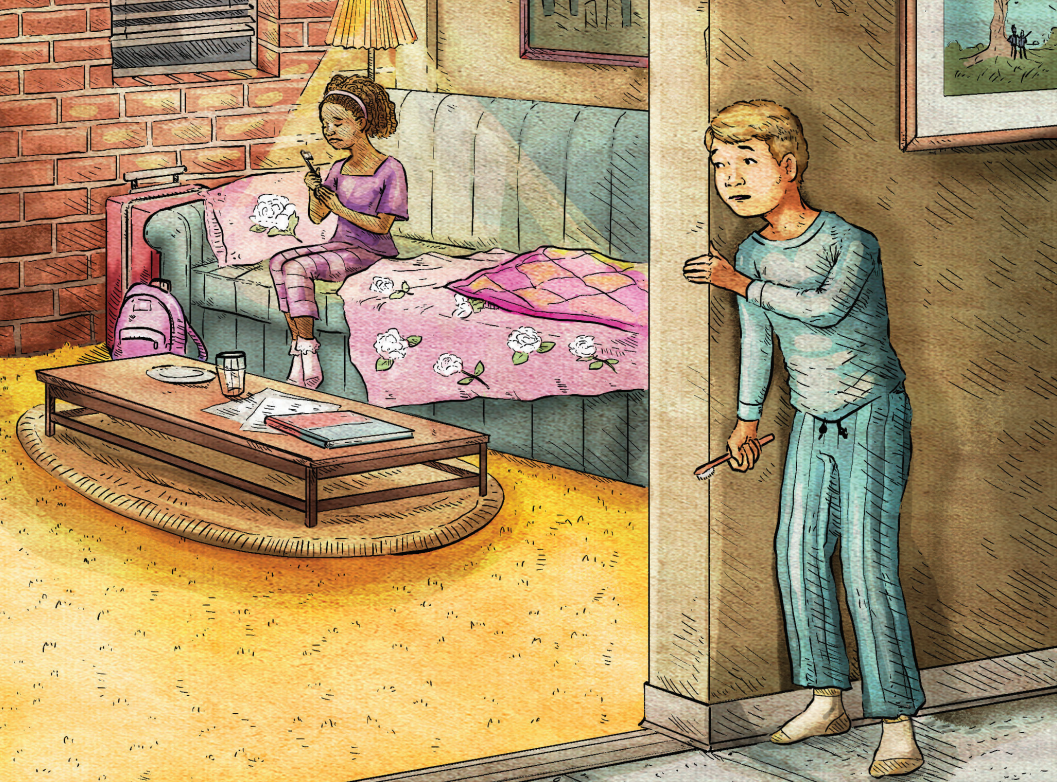
Nanna Bell changed the subject. “John, tell us about your job as a security guard. It sounds exciting.”

John laughed. “The art museum is great, but not that exciting. It’s not my dream job, but I’m grateful for it.”

“Well, what would you do instead if you could do anything for work?” Zoey asked.

“I’d be a gardener,” John said after thinking for a moment.

Timothy never knew his dad wanted to be a gardener, but he hardly had time to think about it because Zoey was already on to a new subject, asking a million questions.



STUDENT

Later that night, the apartment was quiet, and moonlight slanted through the blinds. Timothy came out of the bathroom after brushing his teeth. He peeked around the corner into the living room and saw Zoey sitting on the couch, holding a big black iron key in her hand. Then she sniffed, and Timothy could tell she was crying.

He hurried down the hall to his room and sat on his bed. *She is going to be like my sister*, he thought. He knelt by his bed and prayed. *God, help me know how to be a good brother and to be able to help Zoey feel happy here.*



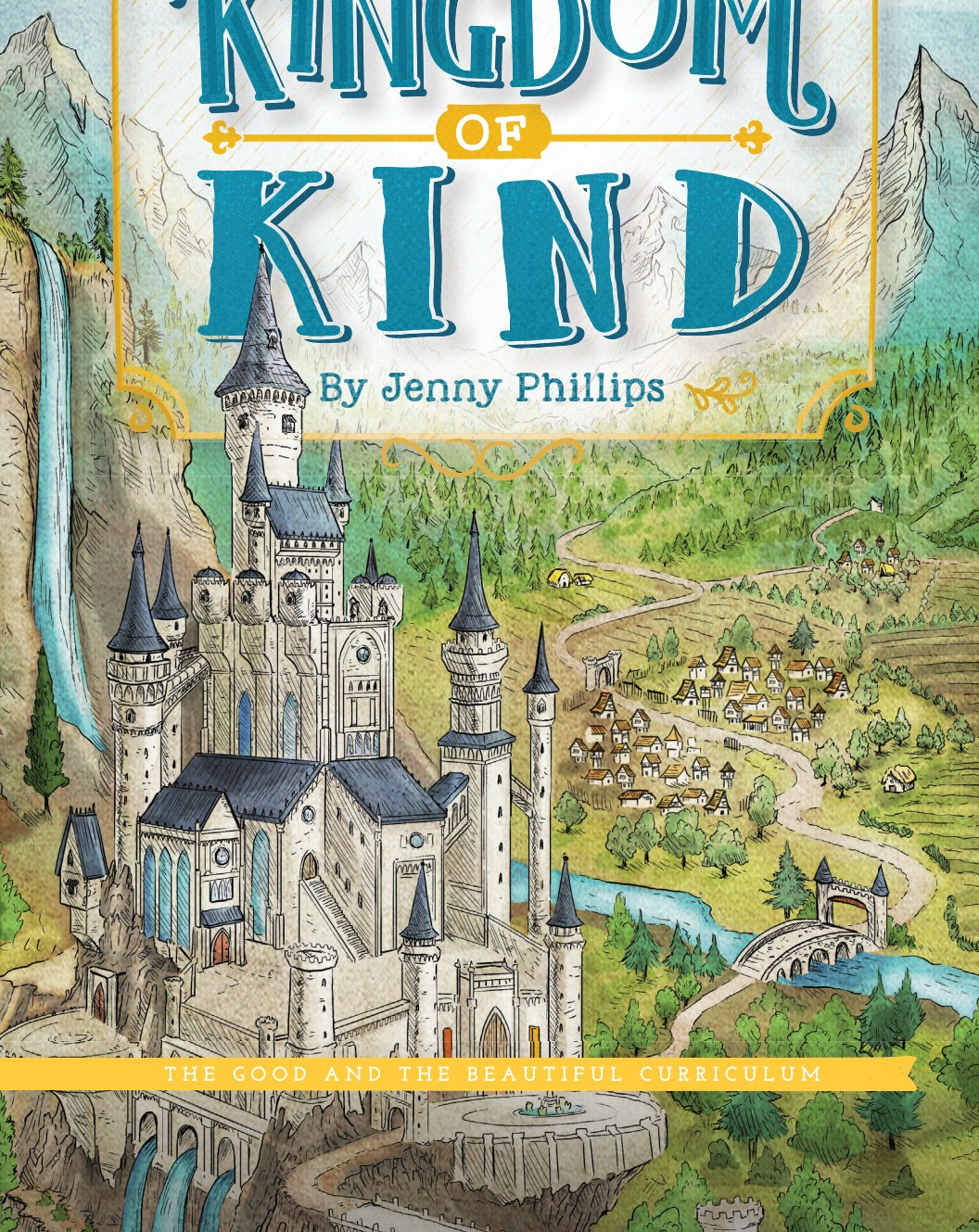
 ORIGINAL PUBLICATION





THE
KINGDOM
OF
KIND

By Jenny Phillips



THE GOOD AND THE BEAUTIFUL CURRICULUM



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PHONICS

Decoding

Many children can read difficult words by guessing the word in the context of a sentence. It's helpful to gain and practice the skill of decoding words. Then children can avoid guessing or skipping difficult or unfamiliar words. By design, these practice pages include unfamiliar words (like "boilerplates") at times, forcing the child to sound out the words. You needn't look up or explain the words' meanings, as they are used as phonics exercises and not helpful vocabulary words. Read to the child: A phonogram is a letter or group of letters that together make a single sound. The green boxes in this course show phonograms that almost always say the same sound.

1. Say the sound of the phonogram in green.
2. For each purple box, say the sound of each circled phonogram, and then read the word. If needed, sound out the parts of the word as given below the word.

oi

oil

boilerplates

boi ler plates

oa

oat

loadmaster

load mas ter



VOCABULARY

Read the vocabulary section to the child. The vocabulary words given on practice pages are included in the chapter and throughout the book.

Initial means happening first or at the beginning.

My initial reaction when I saw a snake was to freeze.





Chapter 1: The Gold Coins



If you use your imagination, you might be able to picture the Kingdom of Kind with its vast forests, turquoise lakes, and rolling hills of rich soil and long, waving grass. Knights, peasants, merchants, and royalty dwell in the valleys and hills. Just behind the kingdom loom towering gray mountains with their craggy peaks often veiled in mist.

One chilly autumn evening, when daylight was fading and night was descending upon the kingdom, Prince Eric, the king's only son, was riding back to the castle. His carriage suddenly swerved around a corner as the drivers tried to avoid a stretch of thick, oozing mud. Much to the prince's disappointment, the carriage came to an abrupt halt. One of the wheels sank deep into the moist, mushy mud.

"Ugh!" cried the prince to his drivers with a hint of impatience. "Hurry up already, and get me out of here! I am getting cold, and I'm not safe here."

 PARENT/TEACHER

The prince stuck his head out the window and sighed as his men took out coils of rope and went to work trying to free the carriage.

“Come on, hurry, hurry! I have a dinner appointment with the king at seven o’clock,” the prince complained.

A slight motion just beyond the mud patch caught the prince’s attention. An old, feeble woman wearing a worn, patched dress and a ragged shawl came hobbling in the direction of the carriage and looked directly at the prince.

“Please, Your Highness,” she entreated with a gentle, humble voice, “have you any food?”

With emotion in her voice, she briefly told the prince of her sad plight. Her husband and two children had died years ago, and her fingers had become old and stiff. She could no longer weave or sew to earn a living. That very day she had been cast out of her home because she had no money to pay the rent for her dilapidated cottage. She was traveling to a relative’s home many miles away but had no way to obtain food or shelter until she arrived.





The prince took her story into consideration. Initially, he was suspicious of the old woman, and he was most definitely upset by this disruption.

Surely she has brought these conditions upon herself by not planning ahead and saving her money, the prince rationalized in his mind. I cannot help every poor peasant. The castle would be overrun with beggars.

The prince sighed heavily. He didn't like looking at the woman, with her ragged clothes and sorrowful face. He just wanted her to go away.

He thought of the leather pouch full of gold coins resting on his thigh. There was no question that even one coin would delight the old woman and feed her for an entire week.

It would not be a disappointment to lose just one coin, thought the prince.

He fished a single coin out of his pouch. With a feeling of satisfaction, he leaned out the window and threw the shiny coin, aiming for the woman's feet just beyond the mud. But as he did so, seven gold coins spilled out of the pouch and quickly sank out of sight into the oozing mud.

 PARENT/TEACHER

Bothered, the prince shook his head. *This wretched situation has spoiled my evening*, he thought miserably.

He had no intention of getting dirty by searching for the coins, nor did he want to be delayed any further by having his drivers search for the lost money.

Just then the drivers jumped back onto the carriage. “It is all taken care of, Your Highness,” one said. “We will have you back to the castle in twenty minutes.”

As the carriage started to roll, the prince motioned to the old woman, who was wrapping her worn shawl tightly around her cold shoulders. “If you can find the coins,” said the prince, “they are yours to keep.”

 STUDENT

As the carriage drove on, the prince snuggled back into his warm velvet seat. His initial reaction was to be extremely annoyed that he had lost the precious coins. But upon further reflection, he decided that the woman would most likely find the coins. *Yes, she might have to get a little muddy*, thought the prince, *but she is sure to find the coins. Then she will be fed for nearly two months.*

Feeling quite satisfied with himself, the prince wrapped up in a warm blanket. A proud expression crept across his face. *Yes*, he thought, *I was mighty generous tonight.*

PARENT/TEACHER

But then the prince shook his head. *Surely she didn't need eight coins. She may not even live long enough to need them. Even one coin would have shown great compassion.*

Nevertheless, within minutes he had forgotten all about the old woman's plight and was thinking of the delicious broiled lamb steaks, warm gingerbread, and luscious custard he would soon be eating by bright candlelight in the warm, spacious castle.

Not long after the prince left, another poor peasant, a man named Drogo, came to that same patch of mud, shivering as he pulled his cart of tools. When he veered to the right to avoid the oozy ground, his expression changed to confusion. The daylight was nearly gone, but he could still make out the shape of an old woman kneeling and digging in the mud.





 ORIGINAL PUBLICATION





HEATHER

AND THE

HIGHLAND PONY

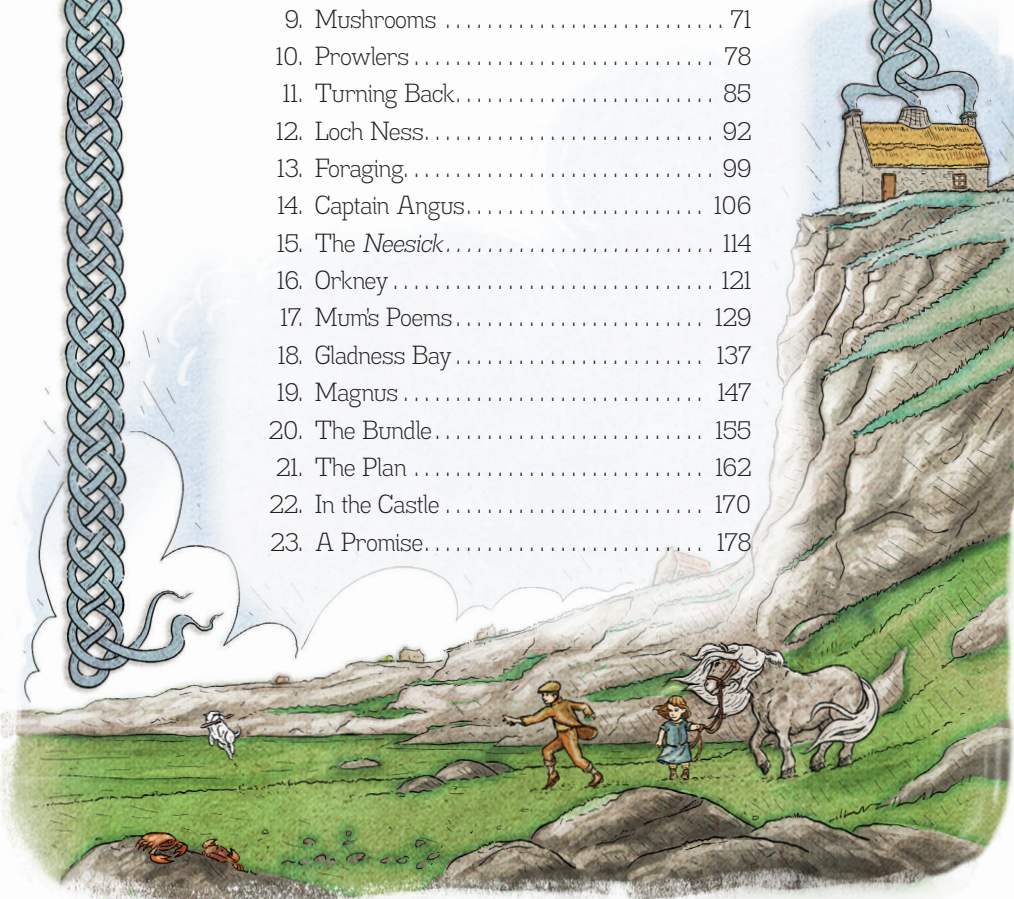
By Maggie Felsch



THE GOOD AND THE BEAUTIFUL CURRICULUM

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Chapter 1: Practice Page



PHONICS

Decoding

Read to the child: A phonogram is a letter or group of letters that together make a sound. You have already learned many phonograms, and this course will not review all phonograms. The letters in green boxes in this course show phonograms that almost always say the same sound. Point to each box and say the sound of the phonogram.

ai

rain

qu

quit

oi

oil

ir

bird

oa

oat

wr

write

Some groups of letters can make different sounds. The phonograms in gray boxes in this course have different sounds. Read the words with different sounds of OU in the orange box.

OU

grouch, bounty, lounge, bough
 group, souvenir, acoustic, routine
 country, cousin, nervous, generous



VOCABULARY

Read the vocabulary section to the child. The vocabulary words given on practice pages are included in the chapter and throughout the book.

Distress is a feeling of extreme worry or trouble.

I looked at the broken vase in distress.

Hardy means tough and sturdy.

The hardy plant withstood the cold winter.



Chapter 1: Hurry!



“Wake up, my wee lassie!” came a fierce whisper.

Blinking in confusion, Heather rolled over to face her mum in the dark room. “Mum, what’s—”

“No time for questions, lassie,” came Mum’s frantic voice. “Please take your brother to the big rosebush by the waterwheel. Make sure the soldiers don’t see you and wait there for Da and me to come and collect you.”

Obediently, Heather propped herself up on her mat and grabbed her wool dress, pulling it quickly over her sleeping gown and not even bothering to tie the sash.

Heather’s mum quickly pressed a heavy cloth bag into her daughter’s arms. “Heather, if we’ve not arrived at the waterwheel by sunrise, you should leave town. Look after your brother and take care of this bundle. It will help you. You need to—”

But Heather’s mum couldn’t finish her sentence. A soldier called her name loudly.

“I love you, Heather,” she said instead. “I must go. Stay hidden. Hurry!”

 PARENT/TEACHER

Heather's heart pounded. How she wished she had said, "I love you, too, Mum," but her mum had already turned and disappeared out of the dark room.

Suddenly, she heard her da's raised voice just outside. "I know nothing about stolen items nor how the MacKinnons's things ended up in my barn!" His voice was confident, and Heather knew he was being truthful.

I have no idea what is happening, Heather thought. All she could piece together was that some soldiers were accusing her da of stealing from the MacKinnons. *How absurd! My da is no thief, and who are the MacKinnons anyway?* Heather hurried over to her brother's mat in the opposite corner of the room and shook him gently.

"Archie, put on your coat and come with me."

At only nine years old, Archie was three years younger than Heather, but he was already several inches taller. Like their mum and da, Archie was average height. Heather was the only person in her family born with dwarfism.

Archie sleepily shrugged on his wool overcoat. He tried to ask Heather what was happening, but she simply told him, "Not now!" The siblings crept through the small, dark house to the back door. It creaked loudly as it swung open, and the children froze, afraid they would be discovered. But the raised voices at the front of the house never changed.

A light rain, not much more than mist, sprinkled their faces—a familiar feeling to anyone who lived in the Scottish Highlands. It took a brave and hardy person to embrace the constantly changing and sometimes harsh weather of that beautiful, wild land.





In the dim early morning light, the children could barely see their way down the path, which was lined by a stone wall. However, they had been to the waterwheel at the iron forge so many times that they probably could have found their way with their eyes closed. All the while, painful words rang in Heather's ears. *Stolen items. MacKinnons. Stay hidden.*

Hurrying down the path, the siblings stayed close to the wall and moved farther and farther from the voices outside their home.

As they approached the waterwheel, Heather knew exactly where her mum wanted them to hide. A huge patch of wild rose bushes spread across the hill just behind the stone wall of the iron forge. Three or four years ago, Heather had discovered a small tunnel-like opening in the stone wall. Being a wee lassie, she had crawled into the opening and found a network of these openings in the rose bushes.

On a few different occasions, she had seen little bunnies in the tunnels. At first, they had been afraid of her, but eventually, they had grown to trust her as she had never caused them any harm.





Now Heather tugged Archie's hand and said, "We need to crawl under here and wait. No time for questions."

Archie crawled on his stomach to squeeze through the gap in the wall first, and then Heather passed the bag to him. Just as she got on her hands and knees to crawl through behind him, the glow of a lantern caught her attention. In its warm light, she saw two soldiers leading her family's beautiful Highland pony, Bonnie, down the path. They were coming in her direction. Without another thought, Heather scrambled through the hole as quickly as she could, hoping her legs had not been seen by the soldiers.

Holding her breath, she listened as they passed.

"Why'd you even bring the old pony?" one soldier asked.

"It might be old, but it's still strong and healthy," the other responded. "It'll be worth a few pounds at the factory."

Highland ponies are a tall and very strong breed that can live for thirty years. Bonnie was around twenty, so she still had many years left. More importantly, she was a gentle and noble friend to Heather and her family.

 PARENT/TEACHER

Heather's distress was nearly too much to bear, and she blinked back tears. *I want to be brave for Archie*, she thought, *and there's nothing I can do for Bonnie just now*. Heather laid her head down near Archie. She tried to hang on to the hope that her mum and da would come to collect them in the morning, help get Bonnie back, and reassure them that everything was once again normal.

Beside her, Archie sniffled and began to cry quietly.

"Here," she said gently as she sat up and pulled his head into her lap. With calming hands, she stroked his hair and sang softly. Soon, he quieted and began to breathe slowly and deeply as he fell asleep. Often, Heather felt irritated with her younger brother, and they squabbled at times, but at this moment, she realized just how important family was.

Wearily, Heather leaned against the bag and closed her eyes. Events from that evening replayed through her mind, and she couldn't understand what had happened. Why were men accusing her da of stealing things? He was an honest man, a longtime blacksmith at the iron forge. Everyone in town knew he was a skilled, diligent worker.

Then Heather's thoughts turned to her mum. What had she said? "If we've not arrived by sunrise . . ." A lump grew in Heather's throat as she tried to ignore the possibility of her parents not showing up in the morning.

And what about Bonnie? Heather wondered as images of the tall, stocky, noble pony whirled in her mind. Heather had always thought Bonnie's long white mane and tail flowed and glistened like waterfalls. Soon, Heather's thoughts turned into dreams of sparkling waterfalls. All was quiet as the moon shone down on the rosebush and stone wall that hid two sleeping children.



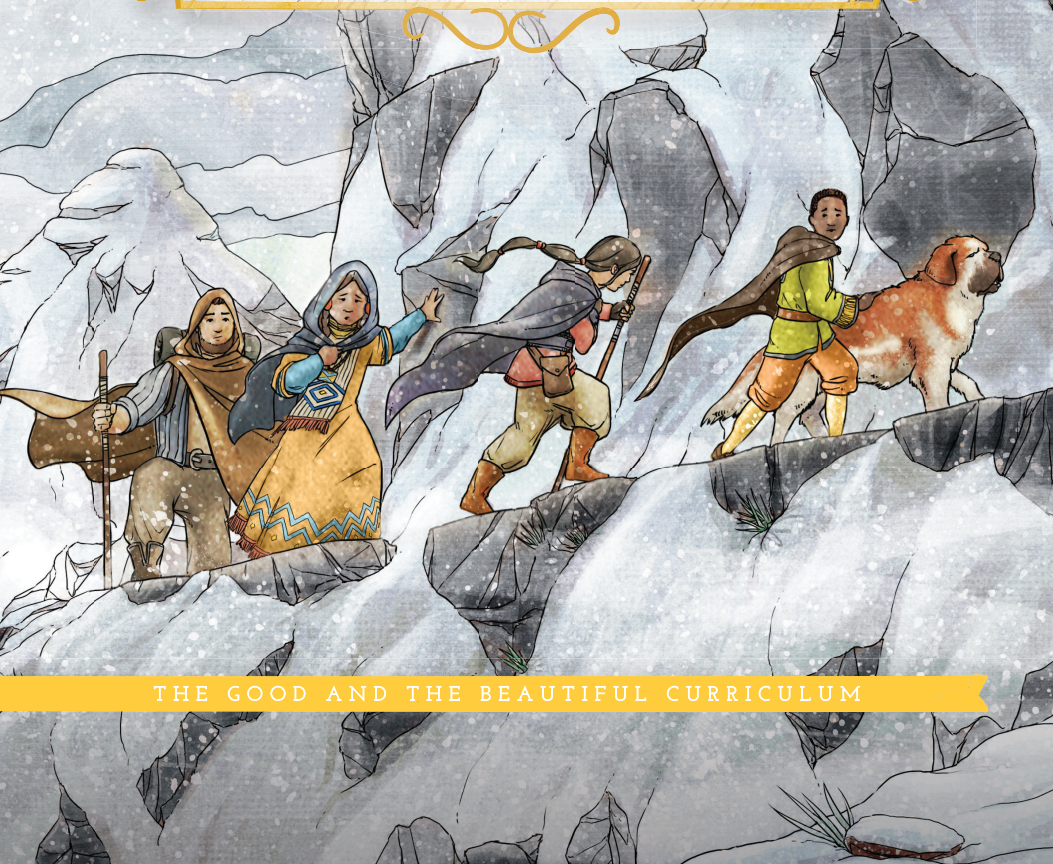
 ORIGINAL PUBLICATION





THE
JOURNEY
OF
FIVE

By Jenny Phillips



THE GOOD AND THE BEAUTIFUL CURRICULUM



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Chapter 1: Practice Page

PHONICS

Decoding

Read to the child: A phonogram is a letter or group of letters that together make a sound. The green boxes below show many of the phonograms that almost always say the same sound. Place an index card under each phonogram to cover the pronunciation hint. Then point to each box and say the sound of the phonogram. **As the child reads,** use a pencil to lightly circle the phonograms that the child does not say the sound for quickly and correctly. (You can erase the pencil mark in order to use this book for another child at a later date.) This book will not review these phonograms again, but it will direct you to return to this page and practice the phonograms that you circled.

ai

pause

ar

car

au

pause

aw

saw

ay

saydgebadge

er

hergngnawighhigh

ir

birdknknit

oa

boat

oi

oil

or

for

oy

boy

ph

phone

ur

turn

qu

quack

wh

when

wr

write

I Can Say the Long E Sound

Parent/teacher note: If the child can't read the word, don't tell the child the word. Help the child sound out the word. For example, you can ask, "What does OR say?" Read to the child: The letter I can make the long E sound. Also, remember that A can say /uh/. Read the words and sentences in purple. Whenever an I is red in this book, it makes the long E sound.

triv*i*a

triv i a

medi*i*a

me di a

- Here is a trivia question: How many moons does Saturn have? The answer is 83.
- Media is a way of communicating with a lot of people, such as news media, social media, or print media (newspapers, magazines, etc.).

malaria*i*

ma lar i a

magnolia*i*

mag no li a



A can say /uh/

AR can say /air/

Lydia*i*

Ly di a

Sophia*i*

So phi a

Olivia*i*

O liv i a

Y in the middle of a word can make the long or short I sound

millennium*i*

mill enn i um

chia seeds*i*

ch i a seeds

- A millennium is a period of a thousand years.
- Chia seeds have been used by humans for many millennia.



Chapter 1: The Mystery of the River



Since turning twelve a couple of years ago, Finn had trained himself to wake up with the first rays of morning sunlight. He could feel those rays now softly falling on his face.

Today, however, Finn was sorely tempted to stay snuggled in bed. The changing weather of early autumn had moved into the land, leaving the mornings with a slight chill. Warm under his heavy quilt, Finn dreaded stepping onto the cold wooden floor of his little bedroom.

Swinging his feet out of bed, he looked down at his right foot, which had been twisted since birth. The heavy limp it caused slowed him down considerably. He pressed his lips together firmly, gripping the edge of the bed. He was determined to wake up early in the morning. It was the only way he could do all the chores and work for his parents that any other boy his age could do. He had to start early.

As quickly as he could, Finn got dressed, laced up his boots, and made his way to the top of the nearby hill.

I actually love being awake at this time, Finn thought as he breathed in the strong scent of pine and earth damp with morning dew. From the top of the hill, he could see the village center nestled in the curve of the big river. Little cottages and big barns were scattered here and there for miles along the riverbanks. Near most cottages were either orchards or plowed fields.



STUDENT

Finn entered the forest at the top of the hill, looking for dead branches that had broken off but were caught in the tree instead of having fallen to the ground.

Aunt Debbie taught me well, Finn thought as he snapped off dry branches and placed them in his bucket. During her many visits over the years, she had shared her expertise about nature and taught him many things. Her words ran through his mind: *Gather sticks that snap easily. Hold wood to your cheek. Wood with moisture in it will feel cooler on your skin.*

With his bucket full of dry sticks, Finn descended the hill, noticing how the leaves of some magnolia trees had started turning yellow and bronze. Briefly, Finn stopped to pull a strip of bark off a paper birch tree. His aunt Debbie had taught him that the bark's oil made it a very flammable material.

Finally back at home, he used shavings from the birch bark to start a fire, hoping it would warm the room before his parents woke up.

Now it's time for water, Finn thought. Every morning he walked the short distance to the river and filled his bucket with the water needed to cook, drink, and clean in the morning.

 PARENT/TEACHER

As he marveled at the yellow hue bursting throughout the morning sky, he swung his bucket and walked through the cool, dew-covered grass.

However, as soon as Finn turned his eyes toward the river, he gasped and stopped in his tracks.

“The river! What happened?” he cried. Something was terribly wrong.

The deep water had always flowed near the top of the banks, but today the water was several feet lower than usual. It looked so strange to see the bare banks of the river. Every day for years, Finn had come to the river, and nothing like this had ever happened before. He dropped his bucket and limped home as fast as he could.



STUDENT

Finn burst into the door of his house. His parents were warming their hands in front of the fire, which was crackling cheerfully.

“The river!” he gasped. “Its banks are bare!”

Finn’s parents were as surprised as he was.

“How could the river drop like that in one day?” asked his mother.

“I have no idea,” replied his father.

Finn and his family were not the only people to notice how low the river was. In the village square, everyone gathered and talked about it.

The next morning, Finn once again gasped in surprise when he saw the river. It had dropped even more! The river no longer made its familiar, rich rushing sound as it moved along. Instead, it moved slowly, with just a slight tinkling sound.

I don’t understand, Finn thought as he peered over the edge of the bank. Usually, he was able to scoop up water right from that spot, but now he had to climb carefully down the steep, muddy bank. Cool water moved slowly over his bare feet as he stepped into the river. He took several steps into the water and then stopped.





The water used to go as high as Finn's shoulders when he walked just a little into the river, but now it went up only to his ankles.

Finn's mother and father came to evaluate the river for themselves. His mother, Greta, shook her head, her long black curls bouncing. "I can't even imagine how this could be happening. A river doesn't just nearly dry up like this in two days. What are we going to do?"

Finn's father, Gabriel, who was a skilled carpenter, rubbed his chin and then put his arm around his wife's shoulders. "Whatever happens, we will get through it together."

All the villages in the land were built along the wide, winding river. There were no lakes and no wells in the area. The huge river was their only source of water. From the sparkling river, the villagers got their water for drinking, cooking, and cleaning. They also watered their fields, gardens, and crops with the river water. Little ditches connected to the river had been dug around many of the homes. By simply cranking a lever, the villagers could lift a square wooden stopper that allowed water from the river to flow into the ditches. When they had enough water, they lowered the stopper back into place to stop the flow of water.

Now, when the townspeople cranked the stoppers up, only a trickle of water filled the ditches. It would not be enough to water all the gardens and crops in the village.

Finn thought about his neighbor, Charlotte. She was elderly and would not be able to climb down the riverbank to get water for herself. Finn decided that he would fetch water for her.



The next day, Finn woke up right as the sun started to rise. After dressing, he grabbed his bucket and an extra one for Charlotte's water and headed to the river.

As he walked, the sunlight stretched across the land and began to wake up the world around him. The gray shadows of night now gave way to green, gold, and brown. Typically, Finn loved to spot the furry brown bunnies with little white fluffball tails that hopped around at this time of day.

This morning, however, his mind was focused on the river. With all his heart, he hoped the river would somehow be higher. What he saw made his heart race. Forgetting his buckets, he hobbled quickly toward home.

“Mother! Father!” he cried as he burst into the house.
“The river! It's gone! It's all dried up!”



■ ORIGINAL PUBLICATION

