Language Arts & Literature

LEVEL FIVE

COURSE BOOK

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

The Good and the Beautiful
CURRICULUM

The Good and the Beautiful
CURRICULUM

About This Course

Course Overview

Level Five Course Book

The course consists of 120 lessons divided into six units, three section reviews, and a course assessment. To complete the course in one average school year, the child should complete one lesson daily, four days a week. This allows for five weeks of vacation days and/or sick days in addition to normal school breaks for Thanksgiving, Christmas, and spring break.

Unit 1: Lessons 1–21	**Section Review: Lessons 79–80**
Unit 2: Lessons 22–38	Unit 5: Lessons 81–95
Section Review: Lessons 39–40	Unit 6: Lessons 96–107; 110–118
Unit 3: Lessons 41–59	**Section Review: Lessons 108–109**
Unit 4: Lessons 60–78	**Course Assessment: Lessons 119–120**

Level Five Book Set

- ***Watercolor Around the World***

  The course book tells students when to complete assignments in the *Watercolor Around the World* book.

- ***Captured Words*, *Chico of the Andes*, *Marjorie*, and *The Clockmaker's Son***

  Assigned reading of each book is integrated with the lessons and required to complete the course.

Geography & Grammar Cards

The course tells students when to practice the *Geography & Grammar Cards*.

Answer Key

An answer key is available to purchase as a printed book or to download as a free PDF on the FAQs page for Level 5 Language Arts on goodandbeautiful.com.

Additional Items Needed

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

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

A set of watercolors (at least 24 colors), paintbrushes, a fine-tipped black pen, paper towels, rock salt (optional), hairdryer (optional)

Subjects Covered in This Course

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

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

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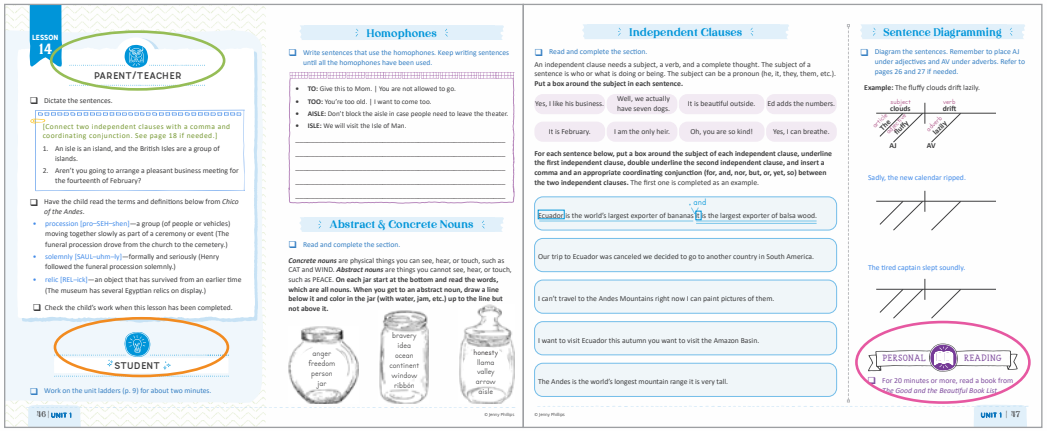
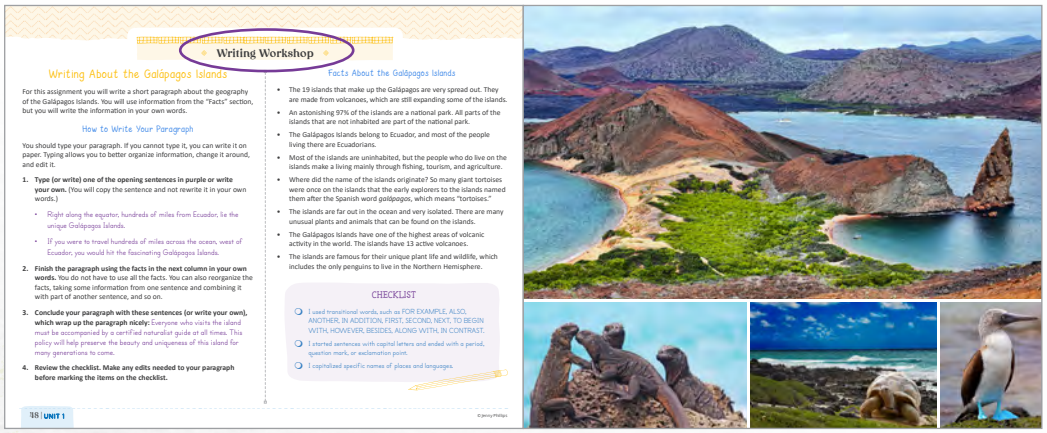
Lesson Overview & Length

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

5 minutes:	Parent/Teacher Section for the child to complete with a parent or teacher
15 minutes:	Student Section for the child to complete independently
20 minutes:	Personal Reading for the child to complete during any time of the day, not necessarily during the lesson
15 minutes:	Spelling Workshop or Writing Workshop for the child to complete, which concludes the lesson





Frequently Asked Questions

Is Language Arts Level 5 a parent-led level?

The child will do much of the learning on his or her own in this course. The lessons are designed to be engaging and very clear. They go in small, incremental steps so that the child is not confused or overwhelmed. The parent or teacher should check the child's work on a daily basis, giving feedback.

What if my child is a slow reader?

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

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

Point out obvious errors, such as missing periods, and make sure the child followed instructions, such as using two or more transition words. Other than that, we suggest not having the child rewrite writing assignments. The child will be prompted to edit and revise writings.

What if lessons take longer than the average time to complete?

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

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Level Five At a Glance

Geography & Art

- Art and nature appreciation
- Art: color theory, colors, comparing art, hues, Native American art, Native American pottery, Native American basket weaving
- Artists: Edward Fanshawe, Ferdinand Georg Waldmüller, Giotto, Raphael
- Geography: Amazon River, the Andes, Brazil, Cuba, Ecuador, Galápagos Islands, Germany, Haiti, Iguazú Falls, islands of the world, Monhegan Island, Patagonia, South America, The Bahamas, the Caribbean Islands, the Black Forest
- Geography terms and topics: alpine tundra, archipelago, arctic tundra, biomes, boreal, cays, desert, elevation, equator, forest biome, grassland, islets, latitude, longitude, Northern Hemisphere, physical map, political map, prime meridian, reef, Southern Hemisphere, taiga forest, Tropic of Cancer, tundra
- Poet: Henry Wadsworth Longfellow
- Watercolor instruction and practice
- Wildlife in the Caribbean

Grammar, Punctuation & Usage

- Abstract and concrete nouns
- Antonyms
- Capitalization rules: continents, countries, months of the year, nationalities, regions, religions, titles
- Commas: in dates, in a series, with coordinating conjunctions, with dependent clauses, with prepositional phrases
- Comma splices
- Compound subjects, verbs, and direct objects
- Context clues
- Correlative conjunctions
- Dependent clauses
- Helping verbs
- Homophones
- Idioms
- Imperative sentences
- Independent and dependent clauses
- Interjections
- Linking verbs
- Metaphors
- Parts of speech
- Point of view
- Possessive nouns and apostrophes
- Prepositional phrases
- Pronouns and antecedents
- Quotation punctuation
- Run-on sentences
- Sentence diagramming: adjectives, adverbs, articles, commands, compound direct objects, compound subjects, compound verbs, direct objects, subjects, verbs, verb phrases
- Sentence structure
- Similes
- Subjects and predicates
- Subordinating conjunctions
- Verb phrases
- Verb tenses
- Vocabulary
- Words that can be nouns or verbs

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Reading & Literature

- Authors: Christine Von Hagen, Evaleen Stein, Frances Williams Browin, Sidney Baldwin
- Biography
- Connecting to family history
- Family in literature
- Genres
- Hymns
- Listening comprehension
- Literary device: suspense
- Mood and tone in poetry
- Nature poems
- Poet: Henry Wadsworth Longfellow
- Poetry terms: alliteration, couplet, iamb, meter, octave, prose, quatrain, refrain, rhyming, rhythm, stanza, trochee, verse
- Proverbs and adages
- Reading comprehension
- The Cherokee Syllabary
- Tone and family in literature
- Vocabulary/context clues

Writing

- Alliteration
- Basic essay outline
- Being a light in writing
- Comparative essay
- Comparing and contrasting
- Dialogue in fiction writing
- Essay writing
- Learning from the masters: alliteration, descriptive writing, personification, sensory language, simile, using description, using strong and well-chosen verbs
- Main idea
- Optimism essay
- Outlines
- Personification
- Plot charting
- Point of view
- Rewriting wordy sentences
- Sensory language
- Simile
- Structure of stories: climax, conflict, exposition, falling action, resolution, rising action
- Thesis statement
- Topic sentence
- Transitional words and phrases
- Types of conflict in fiction
- Using other words for “said”
- Using sensory language
- Varying first words in a paragraph
- Writing: a family newsletter, a paragraph about the Dominican Republic, book reviews, hymns, nature poetry, nonfiction paragraphs, paragraphs, persuasive essays, thank-you notes, words other than “said”
- Writing and editing a story
- Writing from the heart

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Spelling

- Challenging Spelling Words
- Commonly Confused Words
- Contractions
- Irregular simple past tense
- Number prefixes
- Pattern: AL, EI, GEN, IE, QU
- Plural nouns: F and FE
- Silent letters: H, T, U
- Spelling Rules: 1-1-1 Rule, Changing Y to I, Consonant + LE, Drop the E, Singular Words That End with S, Using CH or TCH, Using DGE, Plural Nouns, Words That End with VE or UE
- Suffixes: -CY, consonant, vowel
- Syllables
- They're/their/there

Level 5 Spelling Rules

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.

Using DGE

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

Using CH or TCH

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

Changing Y to I

Words that end with a consonant + Y must have the Y changed to an I before adding any suffix.

Plural Nouns

Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. Drop the Y and add IES to words that end with a consonant + Y.

Drop the E

If a base word ends in a Silent E, drop the E before adding a vowel suffix. But do not drop the E when adding ABLE to words ending in CE or GE.

Consonant + LE

Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L.

Singular Words That End with S

When a word ends in S but is not plural, usually add a Silent E.

Words That End with VE or UE

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

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Contraction Sets

1

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

2

we'd (we had)
don't (do not)
mustn't (must not)
we'd (we would)
doesn't (does not)
weren't (were not)
hadn't (had not)
she's (she is)
they'd (they would)

3

we'll (we will)
she's (she has)
what's (what is)
haven't (have not)
didn't (did not)
it'll (it will)
he'll (he will)
shouldn't (should not)
that'll (that will)

4

she'll (she will)
where's (where is)
he's (he has)
she'd (she had)
who'll (who will)
couldn't (could not)
shoud've (should have)
I've (I have)
you'd (you would)

5

I'll (I will)
I'd (I had)
they're (they are)
I'm (I am)
they've (they have)
you'll (you will)
won't (will not)
he's (he is)
you'd (you had)

6

e'er (ever)
'tis (it is)
might've (might have)
must've (must have)
let's (let us)
o'clock (of the clock)
ma'am (madam)
could've (could have)
shan't (shall not)

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Unit 1 Overview Page

Homophones

ad/add	aisle/isle	boarder/border
air/heir	aloud/allowed	too/to

Grammar, Punctuation & Usage

- Abstract and concrete nouns
- Capitalization rules (continents, countries, languages, months of the year, nationalities, regions, religions)
- Commas
- Coordinating conjunctions
- Independent clauses
- Interjections
- Pronouns and antecedents
- Sentence diagramming: subjects, verbs, articles, adjectives, adverbs
- Words that can be nouns or verbs

Challenging Spelling Words

actually (ac–tu–al–ly)	breathe (breathe)
allow (al–low)	business (busi–ness)
answer (an–swer)	calendar (cal–en–dar)
arrange (ar–range)	captain (cap–tain)
belief (be–lief)	February (Feb–ru–ar–y)
breath (breath)	fourteenth (four–teenth)

Spelling Rules, Principles & Patterns

- Contractions: Set 1
- Pattern: GEN
- Plural Nouns: F and FE
- Spelling Rule: 1-1-1 Rule
- Spelling Rule: Using DGE
- Suffixes: -cy, consonant, vowel
- Syllables

Literature, Art & Geography

- Art: color theory, colors, hues
- Artist: Edward Fanshawe, Ferdinand Georg Waldmüller
- Author: Christine Von Hagen
- Geography: Amazon River, the Andes, Brazil, Ecuador, Galápagos Islands, Iguazú Falls, Patagonia, South America
- Geography terms: equator, biodiverse, Northern Hemisphere, physical map, political map, Southern Hemisphere
- Literary device: suspense
- Poetry terms: couplet, octave, prose, quatrain, refrain, stanza, verse

Writing

- Learning from the masters: alliteration, personification, sensory details, similes, using strong verbs
- Writing from the heart
- Writing paragraphs
- Writing thank-you notes

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Unit 1 Reference Page

Ladders: US Capital Cities

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

Ladders: Canadian Capital Cities

CAPITAL	PROVINCE
Edmonton	Alberta
Victoria	British Columbia
Fredericton	New Brunswick

Instructions for Ladders

1. Using an index card, cover up the capital column. Say the capital for each state or province. Move the index card to reveal the capital and see if you are correct.

2. Using an index card, cover up the state or province column. Say the state or province for each capital. Move the index card to reveal the state or province and see if you are correct.

Commonly Confused Words

Capitol

A government building where legislatures meet

Example: Let's meet at the capitol building.

Capital

Cities that serve as the seat of the government, or an uppercase letter

Example: Atlanta is the capital of Georgia.

Example: Use a capital letter.

Tip: Remember the "o" in capitol looks like the dome on the Capitol Building in Washington, DC.

Poetry Memorization

March Wind

Unknown

The wind is pushing
Against the trees,
He'll take off your hat
Without asking you "please,"
He rattles the windows
And puffs at a cloud,
Then scoots down the chimney
And laughs aloud.

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LESSON 1

PARENT/TEACHER

❑ Read this section to the child:

Sentence Dictation

Look at the painting on the next page. Notice the shades of green on the trees. Observe the colors of the ocean and how the white birds stand out against the dark sky. You can tell that the artist cared about being careful, detailed, and neat. Now, imagine that the painter was careless and left out the middle section of all the trees. Imagine that he also left three big splotches of red paint on the painting. You would likely feel the artist's work was sloppy and careless, and it would be much harder to enjoy the painting.

Being neat and careful with grammar, spelling, and punctuation is a wonderful thing to learn. Whether you are writing an essay, a story, a text message, an email, or a thank-you card, using correct grammar, spelling, and punctuation helps your communications come across as clean, thoughtful, lovely, and effective. Look at the painting on the next page again. It took the artist years of hard work to learn to paint so well. Just as he had to practice painting to get better at it, you will get better and better with your grammar, spelling, and punctuation as you practice.

In the student sections of this course, you will practice grammar, spelling, and punctuation exercises. In the parent/teacher sections, you will also practice grammar, spelling, and punctuation by doing sentence dictation.

You learn *principles* through your exercises, and then sentence dictation helps you *practice* those principles on a higher level as you have to form sentences in your mind and write them down. Sentence dictation is like a bridge that helps you move from understanding a concept to using it correctly when you write.

This is how sentence dictation works.

1. Many lessons include sentence dictation in the parent/teacher section. I will dictate the sentences to you. This means that I say the sentences aloud, and you write them down. The sentences contain Challenging Spelling Words and homophones as well as grammar and punctuation principles that you are learning in the course.

2. I will repeat a sentence as many times as you need. After you write a sentence (on a whiteboard or separate piece of paper), I will check it and have you make any needed grammar or punctuation corrections. Next, I will have you circle incorrectly spelled words. You should then write or spell the word aloud three times. Spelling words, homophones, and grammar and punctuation principles are repeated throughout the course, so don't worry if you make mistakes. You will get more practice.

Let's get started right now with sentence dictation. In this exercise and all sentence dictation exercises, I will make sure that you start each sentence with a capital letter, that you capitalize the word "I," and that you use appropriate end punctuation (period, exclamation point, or question mark).

The green text above the sentences provides you, the parent or teacher, with hints about the concepts being tested and can help when correcting sentences. If you see your child is forgetting or missing certain errors or corrections, you can also use these hints as reminders to your child before or after the child writes the sentence.

[Capitalize continents. Do not capitalize seasons.]

1. I actually visited Europe last autumn.
2. I will arrange a business trip to Asia next summer.

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

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Note: In Lesson 3 you will be instructed on how to start using the *Geography & Grammar Cards*.

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“Stormy Seas” by Aleksander Vasiliev Gine (1830–1880), date unknown *(p. 10)

STUDENT

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

Homophones

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

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

ad _____

add _____

New Concept

Pronouns

- ❑ Read and complete the section.

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

1. I rode <u>the bicycle</u> across France. ( )
2. <u>The boys</u> bought a new bicycle this autumn. ( )
3. <u>My aunt</u> loves her bicycle. ( )

Spelling Workshop

Words with GEN

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

gentle urgent agenda genetics agent agency legend diligent

2 Syllables	3 Syllables
_____	_____
_____	_____
_____	_____
_____	_____

Spelling Rule: 1-1-1 Rule

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

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

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

spoil_____	step_____	rob_____
avoid_____	boil_____	nod_____
point_____	trot_____	tug_____

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Ecuador

❑ Read the section and fill in the blanks.

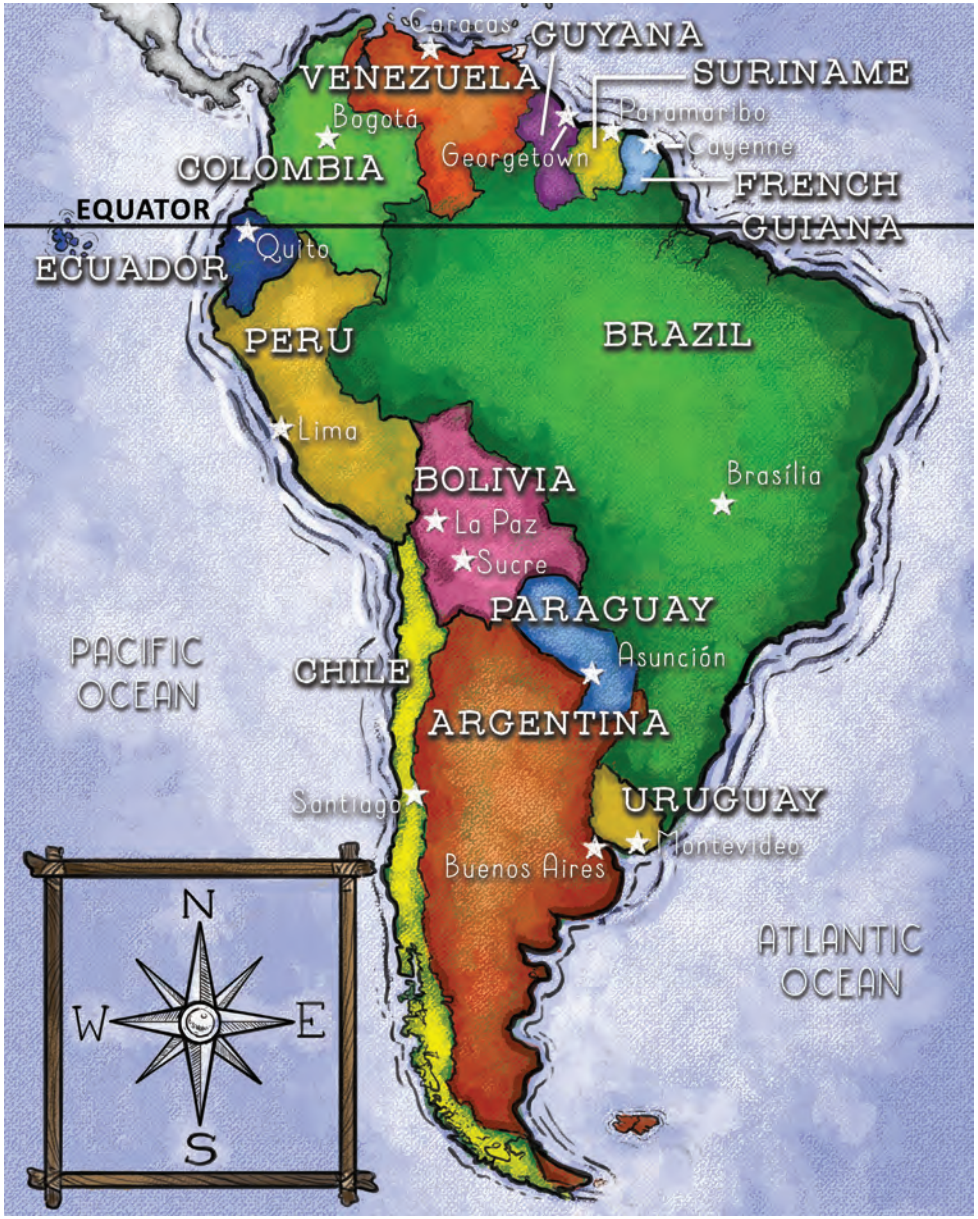
Geography is the study of the land that God has provided for the use of His children. Geographers study physical surfaces (such as mountains, deserts, rivers, and oceans), countries, cultures, and climates. The word "geography" comes from Greek and means "to write about the earth."

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

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

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

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



Interesting Facts About Ecuador

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

PERSONAL READING

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

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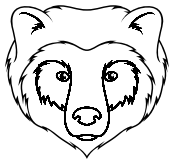
Writing Workshop

Writing About Spectacled Bears



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

Here is an example of how to rewrite a sentence:

> Original Sentence (from Ecuador.com): Referred to locally as "Quina," the national tree of Ecuador has long been appreciated in many parts of the world for its life-saving medicinal properties.
>
> Rewritten Sentence: The national tree of Ecuador is known as "Quina." This tree is known all over the world for its important medicinal properties.

How to Write Your Paragraph

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

1. **Type (or write) this opening:** It's easy to see how the spectacled bear got its name. The markings on its face make it look like it's wearing glasses. These interesting animals are found . . .
2. **Finish the paragraph, organizing your information in this order:**

   I. Where it lives

   II. What it eats

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

Facts About Spectacled Bears

- They are mainly vegetarians; only five percent of their diet is meat.
- In the wild you will not find spectacled bears on any continent other than South America.
- It is the only bear species found in South America.
- While these animals can be found in different areas of South America, they are most common in the dense cloud forests.
- You will only find these bears in the Andes Mountains. Thus, they are also known as the Andean bear.
- Sharp claws help spectacled bears to climb. Spectacled bears spend the majority of their time in trees.
- These bears are excellent climbers, which is good because they build their nests high in the trees.
- Spectacled bears are omnivores, which means they eat both plants and animals. However, they mainly eat plants, berries, leaves, fruit, cacti, grasses, and bark.

3. **Conclude your paragraph with this sentence, which wraps up the paragraph nicely:** These amazing South American bears are just one of God's many unique creations.
4. **Review the checklist below. Make any edits needed to your paragraph before marking the items on the checklist.**

CHECKLIST

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

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Editing

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

Patagonia

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

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

Insert Period = 2 mistakes

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

Writing About Patagonia

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

Here is an example of how to rewrite a sentence:

> Original Sentence (from Ecuador.com): Patagonia is known for its breathtaking scenery, jagged mountain peaks, and enormous glaciers. Much of this land is untouched by human hands.
>
> Rewritten Sentence: Stunning mountain peaks, gigantic glaciers, and remarkable scenery are all found in Patagonia. This region of South America is nearly untouched by humans.

How to Write Your Paragraph

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

1. **Type (or write) one of the opening sentences in purple.** (You will copy the sentence and not rewrite it in your own words.)
   - At the southern tip of South America lies Patagonia: untouched by human hands but full of animal life.
   - Do you love animals? If so, you will love the rich variety of wildlife in Patagonia.
2. **Finish the paragraph using the facts in the next column in your own words.** You do not have to use all the facts.
3. **Conclude your paragraph with this sentence, which wraps up the paragraph nicely:** Truly, Patagonia is home to amazing wildlife.

Facts About Patagonia

- Patagonia is home to over 500 species of wildlife and is known as a bird-lover's paradise.
- From tiny owls to massive condors, Patagonia boasts over 460 species of birds.
- In Patagonia you might see foxes, flamingos, penguins, condors, pumas, armadillos, and the uncommon hog-nosed skunk.
- In Patagonia you can swim with sea lions, watch majestic whales rise out of the water, and walk with penguins.
- Patagonia offers some of the best whale watching in the world.
- Patagonia has great penguin-watching opportunities.
- You can walk in a penguin colony, coming within inches of penguins.
- The Andean condor can be found throughout Patagonia and has the largest wingspan of any land bird.
- Some of the best snorkeling in the world is in Patagonia. While snorkeling you can see amazing fish, sea lions, dolphins, and more.

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

CHECKLIST

- ❍ I used transitional words, such as FOR EXAMPLE, ALSO, ANOTHER, IN ADDITION, FIRST, SECOND, NEXT, TO BEGIN WITH, HOWEVER, BESIDES, ALONG WITH, and IN CONTRAST.
- ❍ I started each sentence with a capital letter and ended with a period, question mark, or exclamation point.
- ❍ I capitalized the names of countries and regions.

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Writing Workshop

Writing from the Heart

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

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

1. The clouds _____

_____

_____

_____

_____

_____

_____

2. As I sat on a boulder, _____

_____

_____

_____

_____

_____

_____

New Concept

Pronouns & Antecedents

❑ Read and complete the section.

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

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

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

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

Writing Workshop

Learning from the Masters

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

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

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

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

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

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

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"Landscape with a Hammer Mill" by Ferdinand Georg Waldmüller (1793–1865), 1836 *(p. 10)

Unit 2 Overview Page

Homophones

flour/flower
main/mane
patients/patience
pedal/petal
pours/pores

Grammar, Punctuation & Usage

- Comma splices
- Compound subjects, verbs, and direct objects
- Coordinating conjunctions
- Independent clauses
- Possessive nouns and apostrophes
- Prepositional phrases and commas
- Run-on sentences
- Sentence diagramming: compound subjects, compound verbs, direct objects, compound direct objects

Challenging Spelling Words

absence (ab–sence)
address (ad–dress)
awkward (awk–ward)
brilliant (bril–liant)
broccoli (broc–co–li)
campaign (cam–paign)
comfortable (com–fort–a–ble)
courageous (cou–ra–geous)
curious (cu–ri–ous)
delicious (de–li–cious)
distance (dis–tance)
embarrass (em–bar–rass)

Spelling Rules, Principles & Patterns

- Contractions: Set 2
- Patterns: EI
- Silent Letters: H and T
- Spelling Rule: Plural Nouns
- Spelling Rule: Using CH or TCH
- Syllables

Literature, Art & Geography

- Art: comparing art
- Artists: Giotto, Raphael
- Author: Evaleen Stein
- Listening comprehension
- Vocabulary/context clues

Writing

- Alliteration
- Comparative essay
- Comparing and contrasting
- Learning from the masters: alliteration, personification, sensory language, similes
- Thesis statement
- Topic sentence
- Transitional words and phrases

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Unit 2 Reference Page

Ladders: US Capital Cities

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

Ladders: Canadian Capital Cities

CAPITAL	PROVINCE
Charlottetown	Prince Edward Island
Toronto	Ontario
Winnipeg	Manitoba

Instructions for Ladders

1. Using an index card, cover up the capital column. Say the capital for each state or province. Move the index card to reveal the capital and see if you are correct.

2. Using an index card, cover up the state or province column. Say the state or province for each capital. Move the index card to reveal the state or province and see if you are correct.

Commonly Confused Words

Accept

The word ACCEPT is a verb that means "to take or receive what is offered."

Examples: I will accept the award.

I cannot accept the money.

I accept your apology.

Except

The word EXCEPT means "but," "leaving out," or "excluding."

Examples: I would have been on time, except my car broke down.

I love all fruits except oranges.

Tip: The prefix ex- means "out." So if you are talking about leaving something out, use except.

Note: There is no poetry memorization for Unit 2. Future units include poetry memorization.

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Audiobook

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

Brother Stephen | Gabriel Viaud | the abbot | Lady Anne

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

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

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

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

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

Listening Comprehension

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

1. What season is it when the book starts? _____

_____

2. What divided the farms from each other instead of fences?

_____

3. What two things did Gabriel do that showed the gladness of April?

_____

_____

Homophones

❑ Write the homophone that answers each riddle.

RIDDLES

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

_____: something that can get clogged

_____: something you can't see but you can lose

_____: rain often does this

_____: doctors hope that these people have patience

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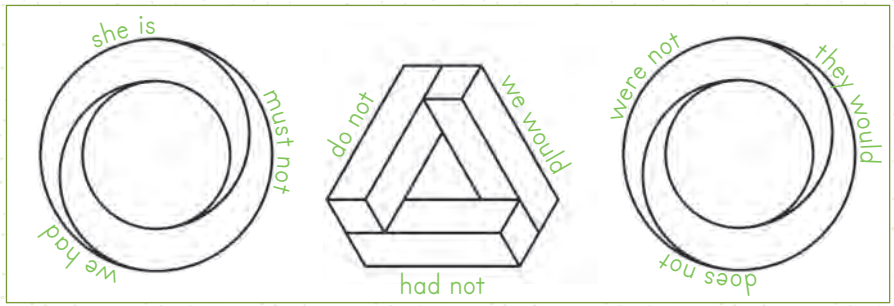
Spelling Workshop

Contractions

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

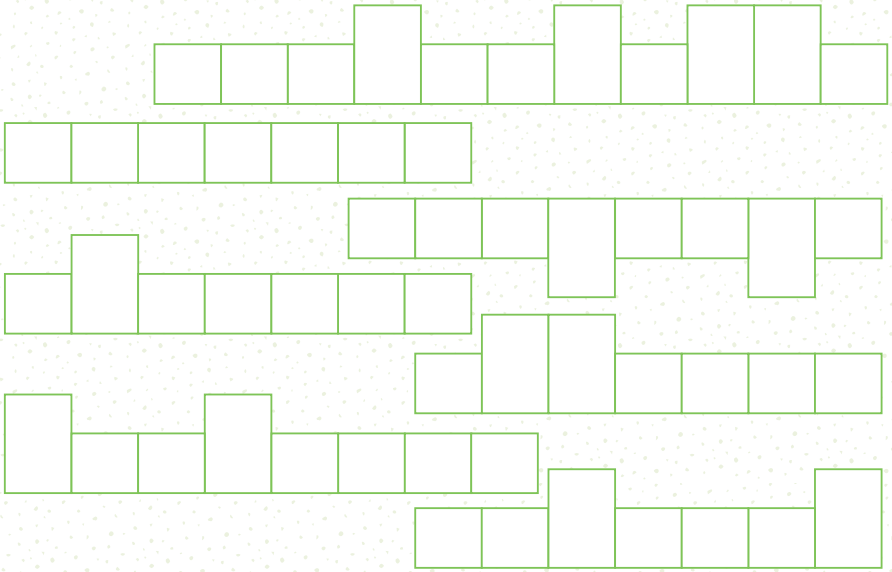


Key: we'd | don't | mustn't | we'd | doesn't | weren't | hadn't | she's | they'd

Challenging Spelling Words

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

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



Silent Letter: H

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

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

Commonly Confused Words

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

accept

except

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STUDENT

New Concept

Compound Direct Objects

❑ Read and complete the section.

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

Helen picked strawberries.

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

Helen picked strawberries and apples.

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

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

Editing

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

Raphael

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

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

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

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Writing a Comparative Essay: Part 1

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

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

Step 1 This essay will be typed (unless your parent/teacher tells you that you will write it on paper instead). **Have your parent or teacher help you open a blank page in a program such as Google Docs.**

☐

Step 2 **Title your essay as follows, replacing the question mark with your name. Make sure the text is centered on the page.**

Chico and Gabriel: A Comparative Essay

By ?

☐

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

Stephen Covey said, "We develop our character muscles by overcoming challenges and adversity." This quote is proven true in two books: *Chico of the Andes* by Christine Von Hagen and *Gabriel and the Hour Book* by Evaleen Stein. Although the main characters of the books—Chico and Gabriel—have many differences, they both face similar challenges that make them stronger in the end.

a. an attention-grabbing statement

b. a quote

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

a. a question

b. a short personal experience

☐

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

☐

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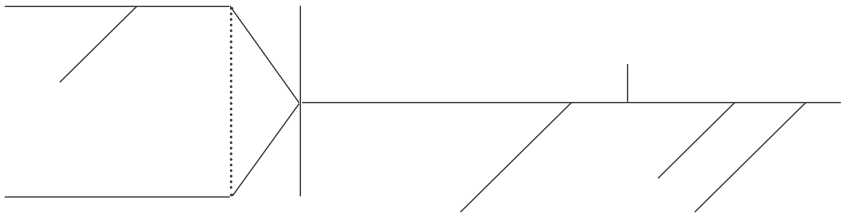
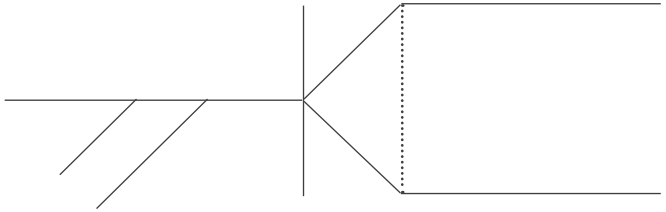
Sentence Diagramming

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

The husband and wife brilliantly created the successful campaign.



The curious student studies and learns.



Draw your own lines as you diagram this sentence:

Elijah and William steam the fresh broccoli.

Comma Splices/Run-On Sentences

❑ Each sentence in purple is either a comma splice or a run-on sentence. On the image below, write the fixed comma splices on the sky. Write the fixed run-on sentences on the field. Use a comma and a coordinating conjunction to fix the sentences. Refer to pages 106 and 116 if needed.

It's cold, turn on the heater. | It's pouring rain bring an umbrella.

The pedal is broken, Ben can fix it. | Look at the lion's mane, it's beautiful.

It was awkward I was embarrassed. | A train came, I missed it.

❑ Circle the home that has a run-on sentence below it.

This home is fancy inside; you should see it.

This home is new, and the owners are kind.

Ed lives here, but he is not home now.

I love the orange door it's unique.

PERSONAL READING

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

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LESSONS 39–40

SECTION REVIEW

Parent/Teacher

- ❑ **Read the following information aloud to the child:** Section reviews give you practice with the grammar, punctuation, and usage concepts learned in this course, without having you overpractice concepts that you have mastered. These reviews also give you practice working on exercises for an extended period of time. This helps you to extend focus and attention span and to be better prepared for any type of testing you will have to do in the future. Here are some tips. First, make sure to always read the instructions carefully. Sometimes you can get answers wrong simply because you did not understand the instructions. Second, do not rush through exercises you think you already know. Instead, make sure to do your work carefully. Sometimes you can get answers wrong, even though you understand the concept, just because you rushed.
- ❑ **For Lesson 39 have the child complete all the exercises with purple headers only. Correct the work. If the child makes one or more mistakes in a section, check the orange "Additional Practice" checkbox for that section.**
- ❑ **For Lesson 40 quiz the child on the *Geography & Grammar Cards*. Remember, the child has through Level 7 to master all the cards. Place mastered cards in the bag labeled MASTERED and have the child review them occasionally. Then have the child complete all the orange sections that are checked. If the child still makes multiple mistakes, make sure the child understands why. All the principles will be reviewed again in the course. If the child has only a few or no orange sections to practice, the child may spend time doing personal reading or move on to the next lesson.**

Student

Capitalization

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

1. The western side of the andes mountains provides a barrier from the cold winds of the pacific Ocean. This protection allows for a tropical climate on the side to the east of the mountains.

2. Some people who live in the andes are descendants of the ancient Uru people. They live on self-made reed islands in lake Titicaca and speak either Aymara or spanish.

❑ Additional Practice

Capitalization

Place three short lines under the first letter of each word below that needs to be capitalized.

1. Many of the world's highest volcanoes are located in the andes mountains. The highest active volcano on Earth is on the border between Chile and argentina.

2. In patagonia most people speak spanish, but there are around 5,000 people who speak welsh. A tiny populace of patagonians speak Afrikaans, a language found mostly in south africa.

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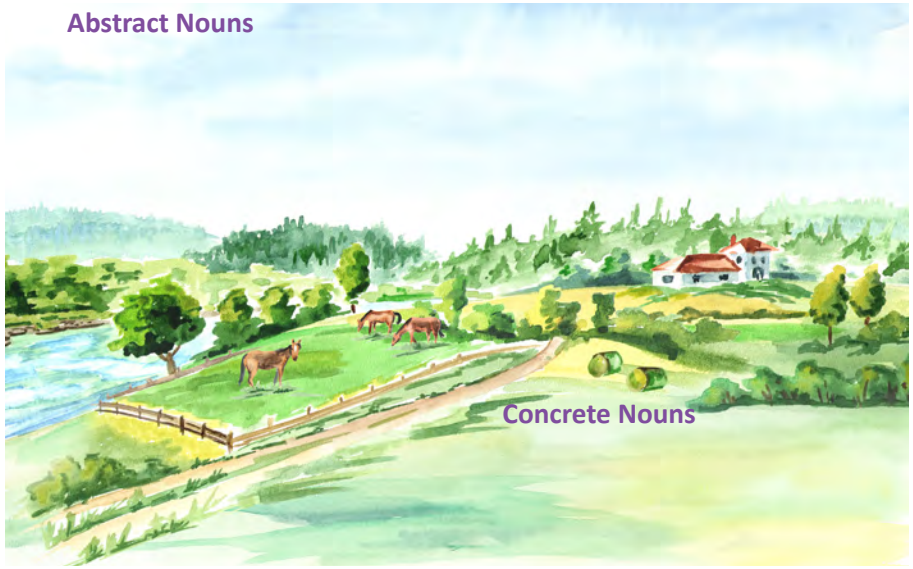
Concrete & Abstract Nouns

Concrete Noun	a word for a person, place, or thing that you can experience with your five senses (e.g., girl, jungle, book)
Abstract Noun	a word for a thing that you cannot experience with your five senses, like ideas or feelings (e.g., love, friendship)

Determine if the purple words below are concrete nouns or abstract nouns. Write the concrete nouns in the field and the abstract nouns in the sky.

trust | petal | cookie | victory | flour | rest | dream | faith | ruler | mane



Additional Practice

Concrete & Abstract Nouns

Circle the abstract nouns.

absence | faith | eye | skill | childhood | bean | discussion | jet | patience

success | pedal | goal | health | wind | soil | courage | broccoli | friendship

Words That Can Be Nouns or Verbs

Determine if the purple word in each sentence is a noun or a verb. Then write a sentence that uses the word as a verb if the purple word is a noun or as a noun if the purple word is a verb.

1. Please paint the fence.

2. Janet swatted the fly away.

3. Ebony will light the way.

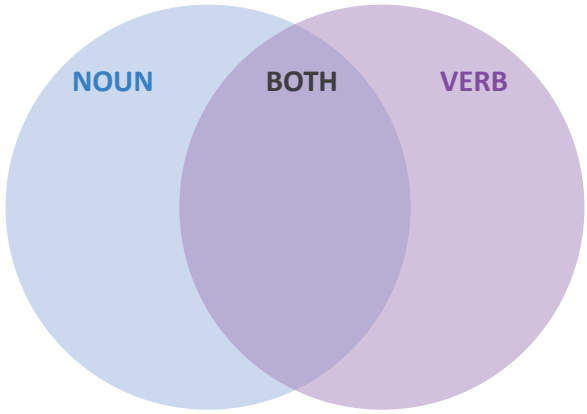
4. Jared put the whistle in his backpack.

Additional Practice

Words That Can Be Nouns or Verbs

Each orange word can function as a noun, a verb, or both. If the word can function only as a noun, write it in the blue NOUN section. If the word can function only as a verb, write it in the purple VERB section. If the word can function as either a noun or a verb, write it in the middle BOTH section.

peel
broccoli
allow
car
answer
park



clean
pet
belief
elephant
arrange
add

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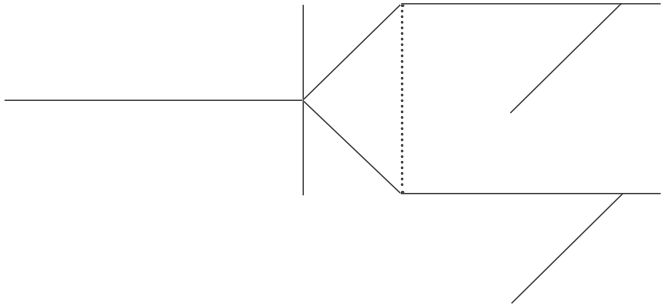
Additional Practice

Sentence Diagramming

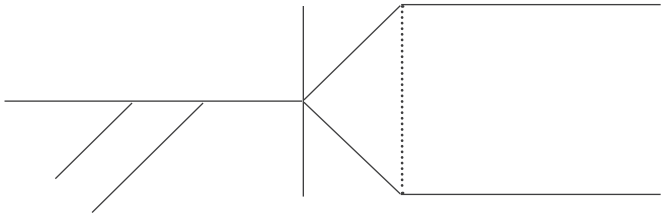
Diagram the sentences below. See page 74 if needed for review.

Carol carefully hiked and briskly walked.



Paul and Jonah packed warm sweaters.

The new book delights and uplifts!



Prepositional Phrases & Commas

Prepositions link words in a sentence, usually by showing position in time or space, such as ABOVE, BELOW, AFTER, and DURING. Use a comma to separate a prepositional phrase from the sentence when the phrase is at the beginning of the sentence AND is four words or more. **Underline the prepositional phrase or phrases in each sentence and add a comma if needed.**

1. In the far pasture my horse is grazing on alfalfa.
2. Jesse listened intently to the story about his grandfather.
3. Without my mother's care I would not have recovered so quickly.
4. Outside my window the bluebird is singing.
5. Olivia climbed beneath the warm quilt.

Additional Practice

Prepositional Phrases & Commas

Underline the prepositional phrase or phrases in each sentence and add a comma if needed.

1. Our boarder placed his bags inside his room.
2. Emma gave her seat to the elderly woman in the aisle.
3. After the first frost my uncle made his famous green tomato pie.
4. My favorite yellow flowers grow in the field next to my house.
5. Around the little brown foal the kittens are playing.

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Unit 3 Overview Page

Homophones

deer/dear	right/write	side/sighed
it's/its	seam/seem	who's/whose

Grammar, Punctuation & Usage

- Commas in a series
- Commas with dependent clauses
- Coordinating and subordinating conjunctions
- Dependent clauses
- Idioms
- Independent clauses
- Prepositional phrases
- Quotation punctuation

Challenging Spelling Words

cruel (cru–el)
daughter (daugh–ter)
difference (dif–fer–ence)
disappoint (dis–ap–point)
engine (en–gine)
forward (for–ward)
furniture (fur–ni–ture)
future (fu–ture)
government (gov–ern–ment)
island (is–land)
language (lan–guage)
laugh (laugh)

Spelling Rules, Principles & Patterns

- Contractions: Set 3
- Number prefixes
- Pattern: IE & AL
- Silent U (biscuit, guilty, etc.)
- Spelling Rule: Consonant + LE
- Spelling Rule: Drop the E
- Syllables
- They're/their/there

Literature, Art & Geography

- Author: Sidney Baldwin
- Geography: Caribbean islands, Cuba, Haiti, Greater and Lesser Antilles, islands of the world, Jamaica, Monhegan Island, The Bahamas, the Caribbean
- Geography terms: archipelago, equator, insular ecosystem, prime meridian, cays, reefs, islets, latitude, longitude, Tropic of Cancer
- Hymns
- Literary devices: personification, simile
- Reading comprehension
- Wildlife in the Caribbean

Writing

- Being a light in writing
- Learning from the masters: personification, similes, using description, well-chosen verbs
- Rewriting wordy sentences
- Writing: a book review, a paragraph about the Dominican Republic, hymns, thank-you notes

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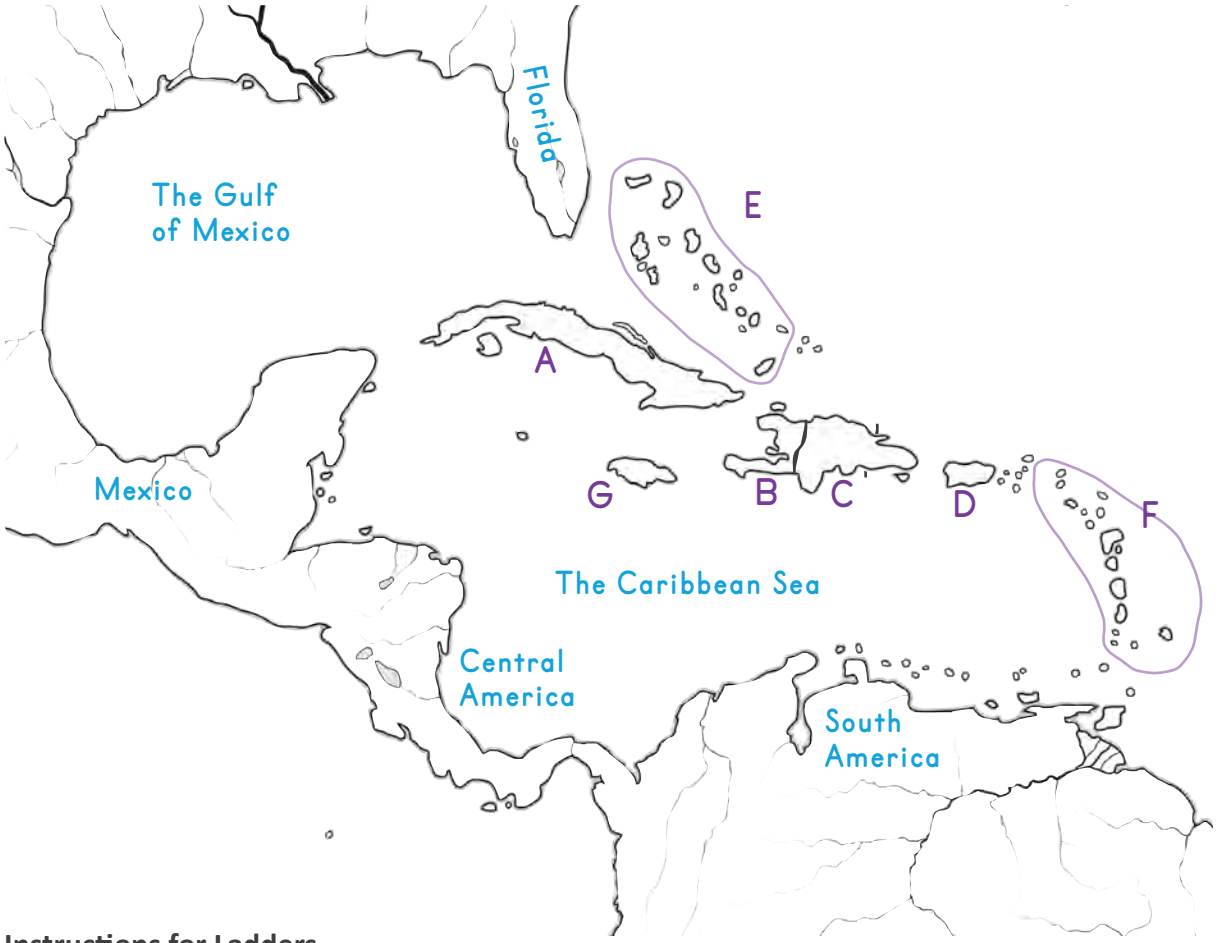
Unit 3 Reference Page

Ladders: Islands

LETTER	ANSWER
A	Cuba
B	Haiti
C	Dominican Republic
D	Puerto Rico
E	The Bahamas
F	The Lesser Antilles Islands
G	Jamaica



Instructions for Ladders

1. Using an index card, cover the answer column. Say the answer for the letter. Move the index card to reveal the answer and see if you are correct.

2. Using an index card, cover the letter column. Say the letter that matches the answer. Move the index card to reveal the letter and see if you are correct.

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Unit 3 Reference Page

Ladders: US Capital Cities

CAPITAL	STATE
Boston	Massachusetts
Lansing	Michigan
Saint Paul	Minnesota
Jackson	Mississippi
Jefferson City	Missouri
Helena	Montana
Lincoln	Nebraska
Carson City	Nevada
Concord	New Hampshire
Trenton	New Jersey

Hymn Memorization

Count Your Blessings

By Johnson Oatman, Jr.

When upon life's billows you are tempest tossed,
When you are discouraged, thinking all is lost,
Count your many blessings, name them one by one,
And it will surprise you what the Lord hath done.

Count your blessings, name them one by one,
Count your blessings, see what God hath done!
Count your blessings, name them one by one,
Count your many blessings, see what God hath done!

Are you ever burdened with a load of care?
Does the cross seem heavy you are called to bear?
Count your many blessings, every doubt will fly,
And you will keep singing as the days go by.

Count your blessings, name them one by one,
Count your blessings, see what God hath done!
Count your blessings, name them one by one,
Count your many blessings, see what God hath done!

First Words of Each Line

When upon
When you are
Count your
And it will
Count
Count
Count
Count your many

Are you
Does the
Count your
And you will

Count
Count
Count
Count your many

Commonly Confused Words

Desert

an arid region

Example: We saw a cactus in the desert.

Dessert

a sweet; usually the last course of a meal

Example: We'll have cake for dessert.

TIP: Everyone wants a double serving of dessert. Thus, think of dessert (the sweet) as having the double "s" in it.

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LESSON 41

PARENT/TEACHER

- ❑ Go over the unit ladders on pages 134 and 135 with the child, making sure the child can pronounce each geographical location.
- ❑ Dictate the sentences.

Have the child underline the direct object. The direct object receives the action. You can find the direct object by asking "who" or "what." I'll learn *what*? [language]

[Place a comma after introductory prepositional phrases that are four words or longer.]

1. In the near future, I'll learn a new language.
2. Below the cruel cliffs, the waves pounded the island.

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

STUDENT

Monhegan Island

- ❑ The next book you will read for this course, *Marjorie*, takes place on Monhegan [mon–HAY–gan] Island. Read the facts above the postcard about Monhegan Island. Then look at the images on the next page and imagine that you are visiting the island. Fill out the postcard in your own words, using some facts you read to let a friend know about the island. Write neatly!

- Monhegan Island, 10 miles off the coast of Maine in the United States, is a beautiful vacation spot and also home to many artists and fishermen.
- A lighthouse built on the island almost 200 years ago still stands but is now operated by a computer.
- On the island you won't find any paved roads since it is less than two miles long and less than one mile wide, but it features more than 10 miles of nature trails through thick forests and beautiful meadows and along stunning ocean cliffs.
- From this tiny island, you can see magnificent ocean views, lovely homes with beautiful flower gardens, stony beaches, whales, morning fog, birdlife, seals, and stunning sunsets. You can also see the northern lights toward the end of the summer.

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New Concept

Commas in a Series

❑ Read and complete the section.

Use commas to separate three or more words, phrases, or clauses in a series.

Examples:

Separating words: Monhegan has no doctors, airports, police, gas stations, or banks.

Separating phrases: I hiked, visited friends, and wrote a book.

Separating clauses: In winter Monhegan Island is snowy, most people leave, and tourists do not visit.

Determine if the commas in each sentence are separating words, clauses, or phrases and underline the correct answer.

1. Monhegan's woods have ferns, wildflowers, and mosses. Words | Phrases
2. I saw cliffs, felt the fog, and smelled flowers. Words | Phrases
3. The island is scenic, small, and quiet. Words | Clauses
4. You can rest, you can fish, or you can hike. Words | Clauses

Insert commas where needed.

1. Monhegan Island is at times foggy cool and rainy.
2. More than a dozen sculptors artists and illustrators live on the island.

Using the information in the box, write a sentence about Monhegan that uses commas to separate three or more words and a sentence that uses commas to separate three or more phrases.

Wildlife in Monhegan
- 600 varieties of wildflowers
- 200 species of birds
- rare plants

Ways to make a living in Monhegan
- creating art
- lobster fishing
- tourism

words in a series

phrases in a series

Homophones

❑ Circle the correct word for each sentence.

- **SIDE:** I sat on the left side of the room.
- **SIGHED:** Julie sighed as she sat down.
- **SEAM:** She was learning how to sew a straight seam.
- **SEEM:** Does she seem sad to you?

1. We stayed on the **sighed | side** of the road.
2. This doesn't **seam | seem** right to me.
3. The **seam | seem** came unraveled.
4. Jane really **seems | seams** to like her siblings.
5. When the routine was over, Harmony **side | sighed** in relief.
6. I like my chicken with a **side | sighed** of barbecue sauce.

PERSONAL READING

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

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Spelling Workshop

Contractions

Write the contraction for each word. Look at the key below if needed.

we will

she has

what is

have not

did not

it will

he will

should not

that will

Key: she's | what's | that'll | we'll | haven't | didn't | it'll | he'll | shouldn't

Commonly Confused Words

Study the Commonly Confused Words DESERT and DESSERT on page 135. Then write a sentence that uses each word correctly.

desert

dessert

Review: Think of the A in ACCEPT as standing for action. **Circle the correct words.**

1. It can be hard to **accept | except** our trials.
2. I love all kinds of chocolate **accept | except** for white chocolate.

They're | Their | There

THEY'RE: a contraction of the words THEY ARE (They're ready to go.)
THEIR: possessive; belonging to them (Their kitten is cute.)
THERE: in, at, or to the place (There is hope. | The cat is over there.)

Write the word that means "in, at, or to the place" on the sign. In the joined puzzle pieces, write the contraction formed by combining the words in the separated puzzle pieces. Turn the "i" in "their" into a person to show possession.

they are

the☐r

Number Prefixes

A prefix is a group of letters placed at the beginning of a word that changes the meaning of the word. **Referring to the chart of prefixes, underline the correct meaning for each word.**

mono-	one
bi-	two
tri-	three
quad-	four
penta-	five
hexa-	six

quadruple **A)** increase four times **B)** to duplicate

tricolor **A)** six colors in an object **B)** having three colors

bilingual **A)** able to speak two languages **B)** three linguists

monotone **A)** a sound that stays on one pitch **B)** two-sided

hexapod **A)** having six legs **B)** a rectangle

pentagon **A)** a building with two floors **B)** five-sided polygon

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Rewriting Awkward, Wordy Sentences

Having a lot of words in a sentence is great if the sentence is still clear and the words contribute to the beauty or meaning of the text. However, you don't want to include words that just clutter a sentence and make it awkward and hard to read.

What do you think of these sentences?

> Author Sidney Baldwin really had a way with words. Her way with words was clever and beautiful and made scenes come alive. Using sensory language in clever ways, she made the stories really come to life.

See how we can write this information in a less awkward and wordy way:

> Author Sidney Baldwin really had a way with words. Her clever and beautiful writing was packed with sensory language that brought her stories to life.

You are going to practice rewriting some awkward, wordy sentences. When doing so, it can be easier to type them out so that you can change things around. **Follow these steps and put a check mark in the blue box after completing each step.**

Step 1 **Open a blank word-processing page on a computer. Rewrite the following paragraph, making it easier to read and less awkward and wordy.**

☐

> On Tuesday the cold wind whipped across the field as Anna walked home from school Tuesday afternoon. Walking home from school that day, Anna suddenly saw a rabbit limping along, and she realized it was hurt because it was limping. Gently, she picked up the injured rabbit and snuggled the injured rabbit gently into her warm coat.

Step 2 **When your parent or teacher has time, have him or her review the paragraph that you wrote.**

☐

Being a Light When You Write!

Many books today are packed with disrespectful behavior toward parents and teachers. Young characters often have negative attitudes toward family members and education. Writers often make these things seem funny and acceptable and also focus only on thrill, fun, and self-centered excitement. This type of writing may be popular and may sell a lot of books, but our world desperately needs writers who write to uplift and inspire. You can be that kind of writer! Determine now that your writing will never make inappropriate behavior seem funny or acceptable. You can be a light in this world!

Below each sentence (that shows some not "good and beautiful" things that are included in books), write something that is the opposite of the bad attitude or behavior portrayed—something that leads to light.

A girl rolls her eyes at her mother.

_____

A boy thinks school is a bore.

_____

A boy makes fun of a teacher behind his back.

_____

A girl thinks her sister is annoying.

_____

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LESSON 49

PARENT/TEACHER

❑ Have the child read this section to you.

A Message from Jenny Phillips: John Newton is one of my very favorite historical figures. His story is powerful and changed my own life. I hope one day, when you are older, you will read a biography about his life. He was a selfish and sinful slave shipmaster, bringing slaves from Africa to England. One day a fierce storm almost took his life and helped him turn to God. Newton then became a humble preacher and fought against slavery. After he wrote the powerful lyrics to "Amazing Grace," the song became an anthem of the civil rights marches. Famous singers and choirs have recorded it, and millions sing it every year.

Amazing Grace

By John Newton

Amazing Grace, how sweet the sound,
That saved a wretch like me.
I once was lost but now am found,
Was blind, but now I see.

'Twas Grace that taught my heart to fear.
And Grace, my fears relieved.
How precious did that Grace appear
The hour I first believed.

Through many dangers, toils and snares
I have already come;
'Tis Grace that brought me safe thus far
and Grace will lead me home.

The Lord has promised good to me.
His word my hope secures.
He will my shield and portion be,
As long as life endures.

Yea, when this flesh and heart shall fail,
And mortal life shall cease,
I shall possess within the veil,
A life of joy and peace.

The earth shall soon dissolve like snow,
The sun forbear to shine;
But God, who called me here below,
Will be forever mine.

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

STUDENT

❑ Work on hymn memorization (p. 135) for 3–4 minutes.

New Concept

Quotation Punctuation: Part 2

❑ Read and complete the section.

- A quotation begins with a capital letter if a full sentence is being quoted.
- If a quotation is interrupted midsentence, do not capitalize the second part of the quotation.

Examples

Correct: "He is not rich," David said, "but he is kind."

Incorrect: "he is not rich," David said, "But he is kind."

Place three short lines (≡) under letters that should be capitalized. Write *lc* above letters that should be lowercase.

1. "the engine died," sighed Wes, "So I'll need to fix it."
2. Aunt Jane said, "we look forward to our future trip."
3. "that's true," Glen laughed, "And it's quite funny."
4. "if you come," Mom said, "We'll have a picnic."
5. "in the old barn," Jeff explained, "we have a new colt."
6. "It rained," Karen explained. "we didn't go camping."
7. "come here, kitty," Dad called. "don't get trapped."

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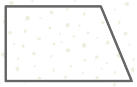
Spelling Workshop

Contractions

Write the contraction for the words on each string in the connected balloon.

Number Prefixes

Fill in the blank with the correct prefix to complete each word.



_____rilateral

_____cycle

_____noculars

_____gon

_____rail

_____merous

mono-	one
bi-	two
tri-	three
quad-	four
penta-	five
hexa-	six

Spelling Rule: Drop the E

If a base word ends in a Silent E, drop the E before adding a vowel suffix. But do not drop the E when adding ABLE to words ending in CE or GE.

Write the base word in the box beside each word below that has Spelling Rule: Drop the E applied.

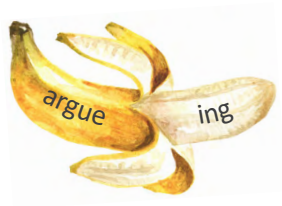
balancing	arranged
assured	bouncing
breathing	approving

On the line, follow Spelling Rule: Drop the E to write the word with the vowel suffix shown on each banana.

_____

_____

_____



_____

_____

_____

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Preparing to Write Hymn Lyrics

You have been studying hymns in this unit, and you will also get to write your own short hymn to show your gratitude and praise to God. In this lesson you will only prepare to write the hymn.

Analyzing Hymns

As you read these stanzas from hymns, notice how they contain short lines, and circle any repeated words or phrases you find.

I Need Thee Every Hour

By Annie Sherwood Hawks & Robert Lowry

I need Thee ev'ry hour;
Most gracious Lord;
No tender voice like Thine
Can peace afford.

I need Thee, O I need Thee;
Ev'ry hour I need Thee;
Oh, bless me now, my Savior,
I come to Thee.

Jesus Loves Me, This I Know

By Anna Bartlett Warner & W.B. Bradbury

Jesus loves me, this I know,
For the Bible tells me so.
Little ones to Him belong;
They are weak, but He is strong.
Yes, Jesus loves me!
Yes, Jesus loves me!
Yes, Jesus loves me!
The Bible tells me so.

Prewriting

Prewriting is the first stage of the writing process. During prewriting you explore ideas for what you will write. Following are some of the most common prewriting techniques.

Freewriting and Brainstorming

When using the freewriting and brainstorming techniques, write down everything about your topic that comes to mind. Full sentences, correct spelling, neatness, and organization are not required. It can help to set a timer for five or ten minutes while you freewrite and brainstorm on a subject.

Discussion

Discussing your topic with friends, classmates, or family is a great way to explore a topic. Write down the ideas that you discover.

Clustering and Mapping

Draw a circle in the middle of a sheet of paper. Write a word or phrase in the circle. Draw a line from that circle, and at the end of that line, draw another circle in which you write another short phrase or thought that is connected to the first thought. Similar thoughts or ideas branch off from the same circle in another direction. Continue creating new strands and expanding your cluster. Do not think too much—just keep writing.

Keep your brainstorming ideas to use in Lesson 52!

START OF EXAMPLE CLUSTER

ASSIGNMENT

- Choose either Freewriting and Brainstorming or Discussion and use the prewriting tools to come up with ideas for a hymn. Do your work on a computer or a separate piece of paper. Think of words, phrases, and a possible title that have to do with prayer, gratitude, God's creations, God's love, praise, and so on.
- Do a Clustering and Mapping activity on a separate sheet of paper by drawing a circle in the middle of the page and putting one of the following words (or your own word) in the middle: shepherd, love, faith. Then follow the steps for clustering and mapping above.

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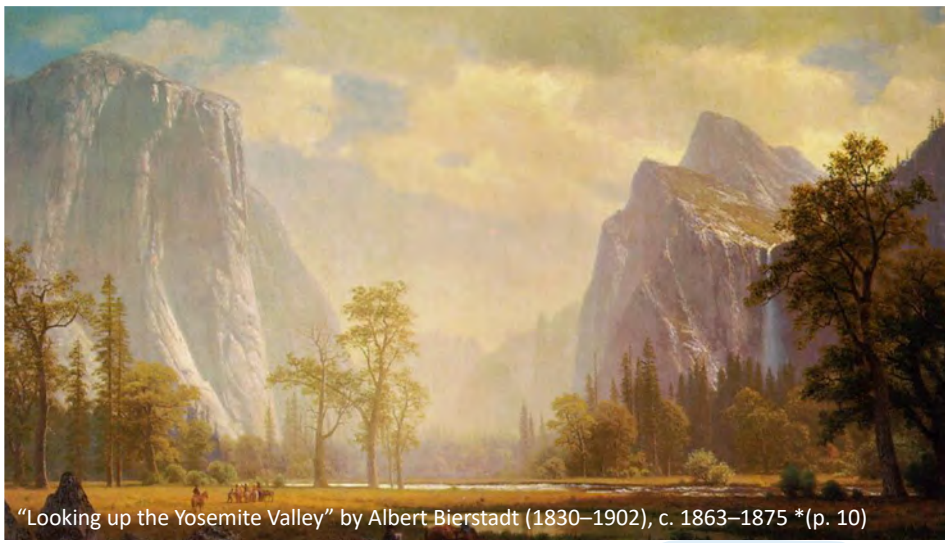
"Sunday Morning" by Thomas Waterman Wood (1823–1903), c. 1877 *(p. 10)

"Puget Sound on the Pacific Coast" by Albert Bierstadt (1830–1902), 1870 *(p. 10)

"A Walk in the Park" by Anders Andersen-Lundby (1841–1923), 1876 *(p. 10)



"Looking up the Yosemite Valley" by Albert Bierstadt (1830–1902), c. 1863–1875 *(p. 10)

LESSON 57

PARENT/TEACHER

❑ Have the child read this section to you.

Wildlife in the Caribbean

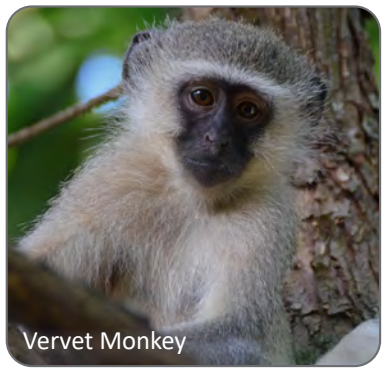
Altogether the Caribbean islands make up about 230,000 sq km (89,000 sq mi) of land that is home to more than 1,300 species of birds, mammals, reptiles, and amphibians. In the over 2.75 million sq km (1,061,780 sq mi) of the Caribbean Sea, you'll find quite a few fringe reefs and two barrier reefs where hundreds of species of fish, marine reptiles, sharks, mollusks, and coral thrive in the crystal clear waters.

The type of landscape found on the islands depends on where you visit. Some islands are flat with grasslands and forests, while others are very mountainous with a more rugged landscape of river valleys, waterfalls, lakes, and volcanoes. All the islands enjoy a tropical climate that supports very diverse wildlife.

The easiest wildlife to find on any Caribbean island is the birds. A leisurely hike will no doubt result in spotting a number of the colorful birds that call this region home. There are more than 500 different species of birds throughout the archipelago, many of which can't be found anywhere else in the world! There are also quite a few species that migrate here from North America to enjoy the warm tropical climate. If you watch very closely, you may catch sight of the elusive bee hummingbird. This tiny bird is endemic to the Caribbean and is considered the smallest bird in the world. It's about the size of a bumblebee! Another interesting bird found only in the Caribbean is the West Indian whistling-duck. These common-looking ducks live a rather uncommon lifestyle in the mangroves and ponds of the islands, where they roost in trees during the day and become active at night! Have you ever seen a duck in a tree?

Bee Hummingbird

Be very careful where you step during your hike! You may accidentally step on one of the world's smallest lizards, the Jaragua sphaero, or dwarf gecko. This little lizard is one of more than 500 species of reptiles found on the islands and measures a mere 1.6 cm (0.62 in) long! You might also find the world's smallest snake, the Barbados threadsnake, which measures only about 10 cm (4 in) long. One fascinating animal that you probably won't have to look very hard to find is the mountain chicken, which isn't a chicken at all. It's actually one of the largest frogs in the world and one of more than 180 species of amphibians found on the islands. Be sure to look around in the trees and undergrowth of the forest for any of the 104 species of mammals found on the islands. You just might spot a green vervet monkey, a mongoose, a pig, or even one of the thousands of wild donkeys that call the islands home.


Vervet Monkey

Off the islands' coasts, you'll find some of the best snorkeling areas in the world among the many fringe reefs. These shallow-water reefs are perfect for watching fish of every color swim through the brilliantly colored coral. You may even find one of the six species of sea turtles that make their nests in the Caribbean. Scientists are still discovering new species of marine life in the Cayman Trench, where the deepest point in the Caribbean Sea is found.

No matter which island you visit, you're sure to find a fascinating variety of wildlife to study and explore.

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

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Writing About the Dominican Republic

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

How to Write Your Paragraph

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

1. **Type (or write) one of the opening sentences in purple, or write your own.** (You may copy a purple sentence and not rewrite it in your own words.)
   - Where could you go to hike up mountains, walk over desert dunes, and relax on beaches full of white sand?
   - A little smaller in size than the state of Georgia, the Dominican Republic offers visitors more than just serene beaches.
2. **Finish the paragraph, using the facts in the next column in your own words.** You do not have to use all the facts. You can also reorganize the facts, taking some information from one sentence and combining it with part of another sentence, and so on.
3. **Conclude your paragraph with this sentence (or write your own), which wraps up the paragraph nicely:** With so much beauty, history, and wildlife, the Dominican Republic is a unique island country.
4. **Review the checklist. Make any edits needed to your paragraph before marking the items on the checklist.**

Facts About the Dominican Republic

- It is located on the eastern side of the Caribbean island of Hispaniola. It shares the island with Haiti.
- The Dominican Republic's Lake Enriquillo is the only saltwater lake in the world where crocodiles can be found, and it is the largest natural lake as well as the lowest elevation in the Caribbean.
- The highest mountain peak in the Caribbean can be found in the Cordillera Central, one of the country's thickly forested mountain ranges.
- Santo Domingo, the nation's capital and largest city, became the first permanent European settlement in the Americas in 1496.
- The landscape varies widely and contains rugged mountain ranges, tropical rainforests, fertile valleys, and semidesert plains.
- To help protect land, plants, and animals, over 25% of the country remains in national parks, reserves, and sanctuaries.
- Every winter thousands of humpback whales return to the warm Dominican waters.
- Of the more than 6,000 species of plants found there, over 2,000 species grow only in the Dominican Republic, including the Dominican cherry palm.
- Off the coast are multiple small islands and cays.

CHECKLIST

- ❍ I used transitional words, such as FOR EXAMPLE, ALSO, ANOTHER, IN ADDITION, FIRST, SECOND, NEXT, TO BEGIN WITH, HOWEVER, BESIDES, ALONG WITH, and IN CONTRAST.
- ❍ I started each sentence with a capital letter and ended with a period, question mark, or exclamation point.
- ❍ I capitalized specific names of places and languages.

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Editing

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

Puerto Rico

The main island of Puerto rico is rectangular and it has three distinct geographic regions comprising much of the main island The center is filled with steep mountains covered by rainforest on the north side and drier scrub vegetation on the south side. The western side of the island is home to sinkholes and caves so the narrow lowland coastline is where the majority of puerto ricans live.

Some of the most unique spots in puerto Rico are the three bioluminescent bays for only five of these bays exist in the world. There the water appears to glow when disturbed

Insert Comma = 3 mistakes *Place a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses.*

Insert Period = 2 mistakes

Capitalize = 4 mistakes *Capitalize the names of nationalities, countries, regions, and languages because they are proper nouns.*

Close up extra space(s) = 2 mistakes

PERSONAL READING

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

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LESSON 59

PARENT/TEACHER

- ❑ Quiz the child on the Challenging Spelling Words (p. 133). Dictate the words aloud and have the child write them on a whiteboard. If the child has not yet mastered any of the spelling words, have him or her continue practicing the words as you continue on with the next unit. The child may simply practice by being quizzed on the words daily or by using the spelling practice sheets in the Appendix of this course book.
- ❑ Quiz the child on the unit ladders on pages 134–135.
- ❑ Check the child's work when this lesson has been completed.

STUDENT

Art

❑ Read and complete the section.

Of the world's seven species of sea turtles, the warm waters of the Caribbean are home to six of them. **Turn to Project 7 in your *Watercolor Around the World* book and follow the instructions to paint a sea turtle.**

PERSONAL READING

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

Writing Workshop

Learning from the Masters

Sidney Baldwin has many great examples of using well-chosen verbs (verbs that bring the sentence to life) in *Marjorie*. Study the examples of the strong verbs she used (purple sentences) compared to examples of weaker verbs she could have used.

- **Well-Chosen Verb:** Lucy hurried to her side.
- **Weaker Verb:** Lucy went to her side.

- **Well-Chosen Verb:** The boys could dash out, grab their own rope, and, flinging themselves on [their sleds], slide clear across the meadow.
- **Weaker Verb:** The boys could go out, get their own rope, and, putting themselves on [their sleds], go clear across the meadow.

Now you try it! **For each underlined word, write a verb you could use instead that would bring the story to life. If needed, use an online thesaurus with permission from your parent/teacher.**

The wind blew all night. _____

The happy girl came into the room. _____

Study the picture on the next page. Write a sentence about the picture that uses a weaker verb on each of the orange lines. Then, on the blank lines, rewrite the sentences using well-chosen verbs.

_____

_____

_____

_____

_____

_____

_____

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Unit 4 Overview Page

Homophones

die/dye	hall/haul	Mary/marry/merry
guessed/guest	meat/meet	weak/week

Grammar, Punctuation & Usage

Note: Starting with Unit 4, Royal Review sections are included.

- Antonyms and vocabulary
- Capitalization with titles
- Commas in dates
- Diagramming commands
- Idioms/context clues
- Imperative sentences
- Parts of speech

Challenging Spelling Words

license (li–cense)	necessary (nec–es–sar–y)
listened (lis–tened)	niece (niece)
material (ma–ter–i–al)	opposite (op–po–site)
measure (mea–sure)	physical (phys–i–cal)
mirror (mir–ror)	possible (pos–si–ble)
nature (na–ture)	probably (prob–a–bly)

Spelling Rules, Principles & Patterns

- Contractions: Set 4
- Plural Nouns
- Spelling Rule: Changing Y to I
- Spelling Rule: Words That End with VE or UE
- Words with EI
- Words with QU

Literature, Art & Geography

- Geography: the Black Forest
- Geography terms: alpine tundra, arctic tundra, biome, boreal, deciduous, desert, elevation, forest biome, grassland, Northern Hemisphere, physical maps, rainforest, taiga forest, temperate forest, tropical rainforest, tundra

Writing

- Dialogue in fiction writing
- Plot charting
- Structure of stories: climax, conflict, exposition, falling action, resolution, rising action
- Types of conflict in fiction
- Writing: words other than “said”
- Writing and editing a story
- Writing from the heart

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Unit 4 Reference Page

Ladders: US Capital Cities

CAPITAL	STATE
Santa Fe	New Mexico
Albany	New York
Raleigh	North Carolina
Bismarck	North Dakota
Columbus	Ohio
Oklahoma City	Oklahoma
Salem	Oregon
Harrisburg	Pennsylvania
Providence	Rhode Island
Columbia	South Carolina

Ladders: Canadian Capital Cities

CAPITAL	PROVINCE
Quebec City	Quebec
St. John's	Newfoundland and Labrador
Halifax	Nova Scotia
Regina	Saskatchewan

Instructions for Ladders

1. Using an index card, cover up the capital column. Say the capital for each state or province. Move the index card to reveal the capital and see if you are correct.

2. Using an index card, cover up the state or province column. Say the state or province for each capital. Move the index card to reveal the state or province and see if you are correct.

Commonly Confused Words

Loose

The word LOOSE is an adjective that means the opposite of tight or attached.

Examples: My tooth is loose.

The loose knot came untied.

The cat was let loose.

Lose

The word LOSE is a verb that means to suffer the loss of.

Examples: The politician could lose votes.

I won't lose hope.

She did not lose her letters.

TIP: Think of the single "o" in "lose" as a hole. You could easily lose something in that hole.

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Challenging Words to Pronounce

Column A

biennial (taking place every other year)
deity (God)
diesel
mediocre (only OK, not great)
eerie
bouquet
gnat (a tiny, biting fly)
heir
heirloom (a valuable object that has belonged to the family for generations)
heroism ([HAIR-oh-ism] great bravery)
hoarse (sounding rough and harsh)
irrelevant (not relevant to or applicable to the issue)
mimic
naive (lacks experience, innocent)
referee
asthma
colonial
mischievous
drought
psychologist
peasant
conscious
mortgage (a type of loan used to finance property)
reign
salmon
gourmet
handkerchief

Column B

catastrophe
adequate
chronological (arranged in order of time)
continuous
elaborate
hypothesis (a statement that can be tested by research)
bureau (a chest of drawers)
detour
neutral
omelet
premiere
silhouette
tournament
reservoir (an artificial lake)
jalapeño
vanilla
karate
numeral
evidently
dialogue
cylinder
entrepreneur (someone who creates businesses)
humorous
honorable
maneuver
questionnaire
referral
scheme

Column C

tyranny
tyrannical
influenza
archaeology
axle
ballot
cacti
corduroy
gerbil
humidity
disguise
chameleon
eloquent
equivalent
prerequisite (a requirement before something can happen)
quinoa
terrain (a stretch of land)
dehydrated
parallel
disciple
scenario
chaos
scholarship
circuit
quarantine
bizarre
cologne
synchronize
irregular
synthetic (made from artificial materials)

© Jenny Phillips

The Black Forest

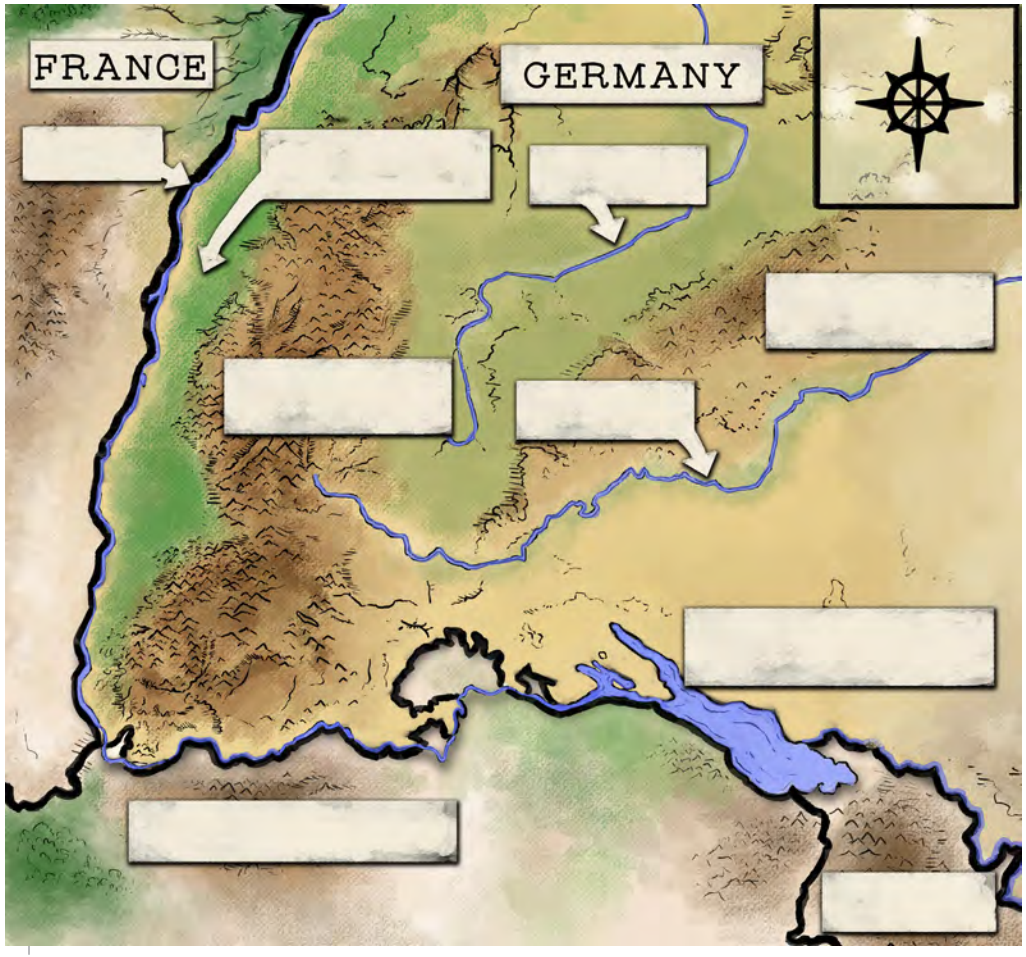
❑ Read and complete the section.

In Unit 1 you learned about political maps, maps that show man-made boundaries such as countries or states. In this lesson you are going to learn more about ***physical maps***, maps that show natural landscape features. Physical maps typically have only the most important political markers and boundaries, such as countries, states, major or capital cities, and major landscape features, to allow the reader to have a more accurate view of the area.

The ***elevation***, or distance in relation to sea level, of mountains, hills, plains, and even bodies of water is represented by colors on physical maps. The closer to sea level that land is, the lighter green it is. As the land increases in elevation, it is represented by darker green colors. Hills and lower mountains are colored by tan, and higher mountains darken to browns and even grays as they increase in elevation. Shallow water is a light-blue color, and deeper water is represented by darker blues.

Now you get to finish the map to the right by adding labels!

1. Label the compass rose with N, E, S, and W. Go clockwise and think of the saying "Never eat soggy waffles."
2. Use France as the starting point and move eastward until you get to a river. Label it "Rhine" in the box provided. This is the Rhine River that creates much of the border between France and Germany. Follow the river until it pours into a lake and label the lake "Lake Constance."
3. Label the country to the south of Germany and the Rhine River; it is Switzerland. Much of the border between Germany and Switzerland is also formed by the Rhine River. Label the country east of Switzerland "Austria."
4. Find the mountain range to the east of the Rhine. These mountains make up the Black Forest region. Label the region "Black Forest."
5. The area between the Rhine and the Black Forest is an area of lower elevation. Label this area "Rhine Plain."



6. Find the two rivers that originate in the Black Forest. Label the river that flows north "Neckar" and the river that flows east "Danube."
7. Lastly, label the mountain range between the Neckar and Danube rivers "Swabian Alps."

PERSONAL READING

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

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12
PROJECT
TEMPLATES

Watercolor
Around the World
TEMPLATE SHEETS

The Good and the Beautiful
CURRICULUM

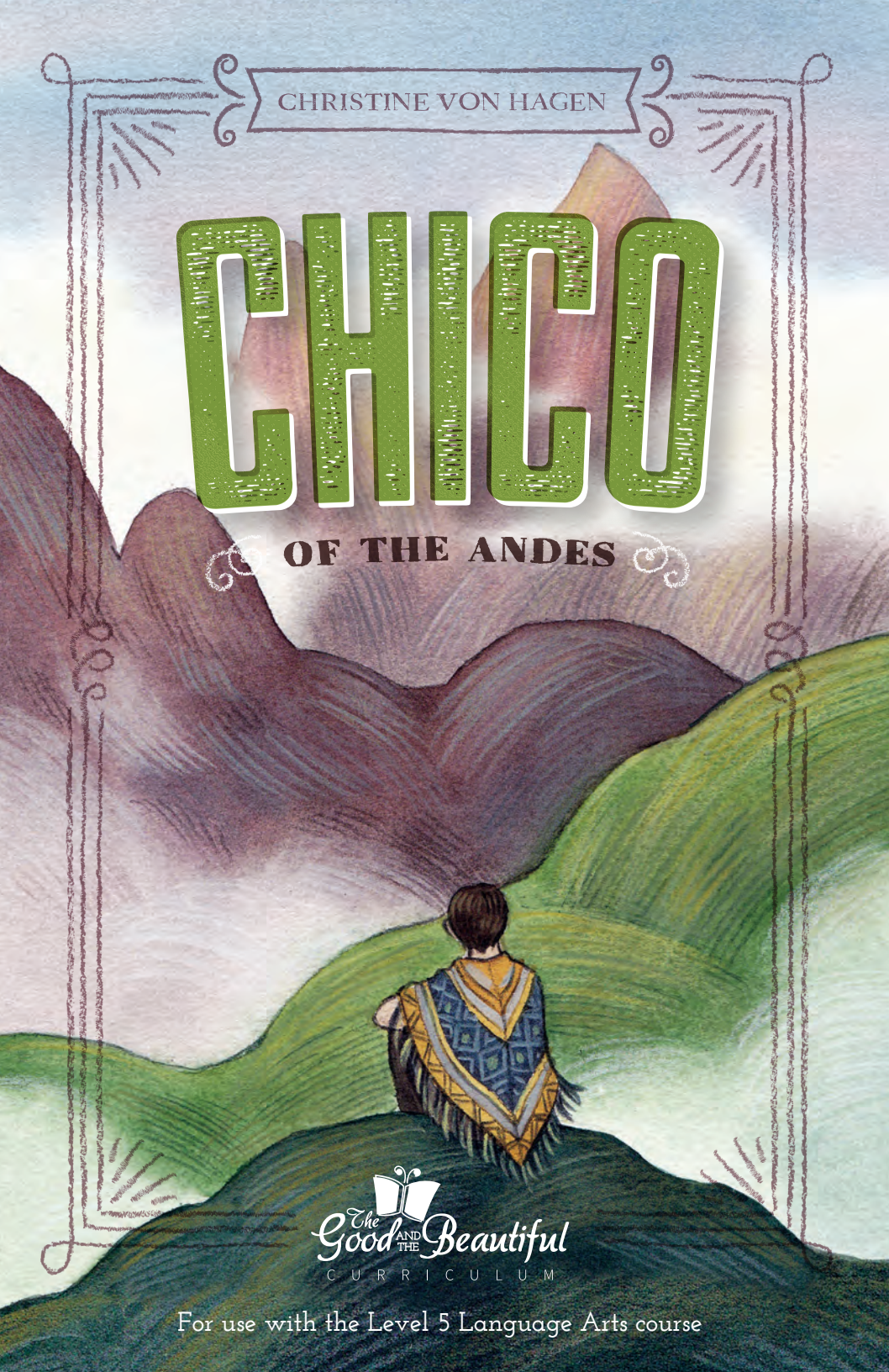
For use with the Level 5 Language Arts course

SKU 384.1

CHRISTINE VON HAGEN

CHICO

OF THE ANDES



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For use with the Level 5 Language Arts course

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The Good and the Beautiful
CURRICULUM

One

CHICO

"Old Man! Old Man, here he comes! He is here!" a boyish voice shouted.

A young boy with a round, brown-skinned face and short, stocky body jumped up from the doorsill of a small stone house. His brown, almost black, eyes sparkled as he leaned inside the door and shouted. Without waiting for an answer, he started to run down the narrow trail toward the distant sound.

An old man, his faded red *poncho* pushed back over one shoulder, came to the door and peered out of smoke-filled eyes across the empty, treeless moors.

"Who is coming? What are you talking about?" he called after the flying figure in the white trousers and tattered *poncho*.

Then, as he listened, there came through the sunlit silence of the Paramos the sharp "clink" of a hoof

striking stone. The old man smiled, and his face crinkled into a thousand tiny lines.

"Don Ernesto!" he exclaimed to himself. By this time, the boy was far away.

A line of mules climbed up over the hill. One after another they came into sight, each loaded with two big sacks. Behind the last one walked a strong, sturdy man, dressed in white trousers, a *poncho*, and a straw hat. In his hand he carried a stick, which he shook at the animals as he shouted, "*Anda, mulas*—get on."

When he saw the boy waiting for him on the rocky trail, the *arriero* waved his stick in greeting. A broad smile spread over his square, weather-beaten face, and he called, "*Hola—hola*, Chico. How are you? And how is the old man?"

"Well, Don Ernesto. We are both well," the boy answered, dancing up and down happily.

With encouraging shouts, Chico helped the muleteer drive his animals on up the trail. At the grass-thatched stone hut, the mules stopped and waited patiently to be unloaded, their tired heads drooping almost to the ground. The old man and the muleteer embraced each other.

"Well, and how are you, Don Ernesto?" asked the old man. "We had given you up this year. Is it not so, Chico?"

"*Sí, sí*," the boy laughed. "We thought you were not

coming at all, Don Ernesto."

"You cannot be rid of an old mountain *arriero* so easily, Don Fernando," exclaimed Ernesto loudly. "No, things did not go well with my mules. Their hooves broke off from so much rain, and I had to wait until they grew back again. But I have a fine cargo here for the mines at Zaruma, so I have lost nothing," he said, slapping the bulging sacks of corn.

The man blew out his breath in a whistle and wiped his face with his sleeve. Then he turned toward the boy and looked at him carefully: first the tough, bare feet and sturdy legs, then the strong little body and the brown face and merry dark eyes. He saw the deep cleft in the firm chin and the straight black hair, which kept falling over his eyes. As usual, when he was excited, Chico was tugging at his stained trousers as though he thought they would fall off. The *arriero*'s eyes twinkled.

"Well, Chico, you are still small, eh? You never grow, it seems." He winked at the old man.

Chico laughed. This was an old joke between them. Because his name meant *little*, Don Ernesto pretended that he never grew. But Grandfather was always complaining that he grew so fast that he could not keep him in trousers.

Just then, Chan, Chico's pet bear, wandered out of the house. He stopped to stretch his short legs and

yawned until they could see down into his pink throat. Then he turned his head to one side and stared out of his fur-encircled eyes. The dark fur made him look as if he had spectacles on, and his name, most appropriately, meant "spectacled bear."

"*Caramba*! What is that?" Don Ernesto jumped back as though he were afraid of the little animal.

"This is Chan," Chico answered proudly. He stooped down and picked up the little bear. Chan stuck out a rough pink tongue and licked the boy's cheek.

"Where did you get him?" The *arriero* touched the bear with one finger as though he expected him to bite.

"I found him on the Paramos," Chico said excitedly. "One day, when I was out there, I heard a crying noise behind a rock. When I looked, there was Chan. Oh, he was wild then." The boy held up one arm and showed a red scar. "When I tried to pick him up, he scratched me and bit my hand. But I wrapped my *poncho* around him and carried him home. He is tame now and follows me everywhere. Does he not, Grandfather?"

"*Sí*, *sí*. He is not a bad little fellow," the old man answered. The *arriero* resumed his conversation with the old man. He was eager to tell him of his hard trip up the mountain.

"*Ai-ya*. What a trip! Never have I seen such trails.

The mud came to here." He measured half up his leg. "And the rain, I thought it would never end."

"It was that way here for a while. But now the weather is fine." The old man waved toward the sky that looked like a blue bowl turned upside down on the towering crags of the Andes. "The trail on the other side of the mountains will be fine," he added.

Chico was as polite as Grandfather had taught him to be. While the men talked, he stood by quietly. Still, he could not help glancing out of the corner of his eye at the saddlebags, stuffed with packages, that hung over the cargo of the last mule. Usually, Don Ernesto brought him a present from Cuenca.

At last, Chico could stand his curiosity no longer. He slipped to the saddlebag and prodded it. He could feel something hard and something soft.

"Chico." Don Ernesto's voice boomed over the quiet Paramos.

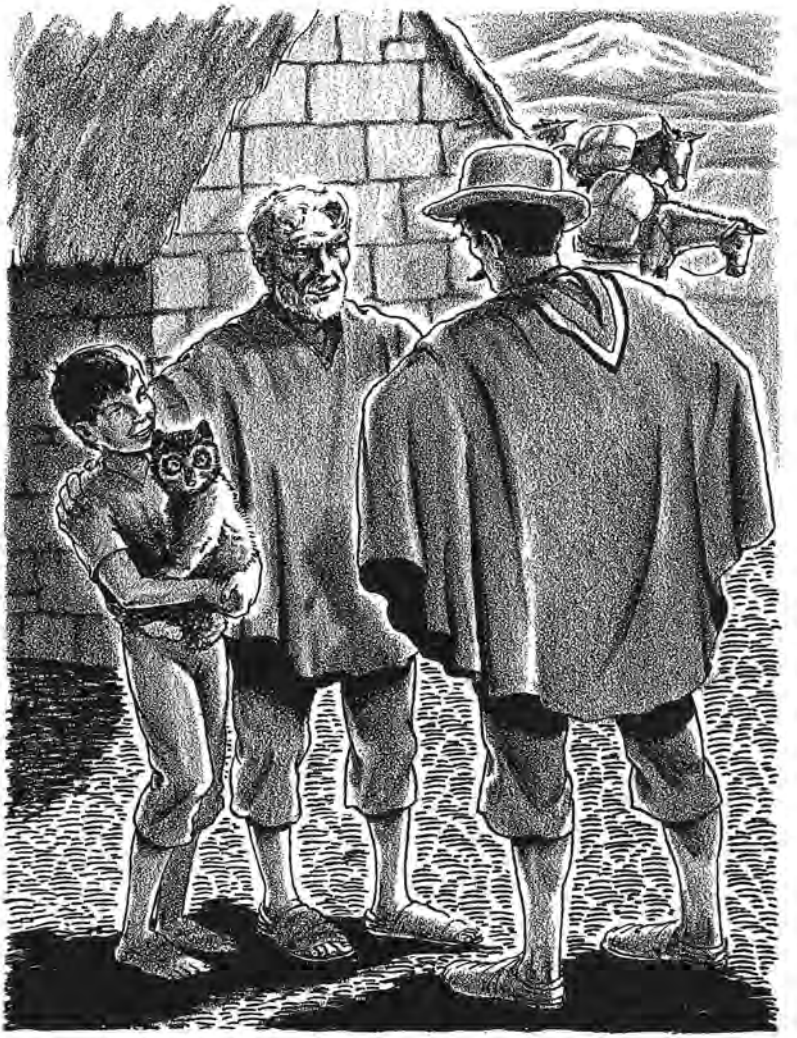
Chico jumped guiltily.

The two men laughed.

"Do me the favor of bringing that bag here, Chico," called the muleteer.

Chico stood on tiptoe to pull down the double bags, woven of white cotton and decorated with little colored figures of animals. He carried them to the house.

Don Ernesto made a great fuss over the packages. He knew how lonesome it must be for these two who



"Ai-ya. What a trip! Never have I seen such trails."

lived high in the Andes, far from any town. He always looked forward to staying the night with them and taking a present, especially for Chico.

First, he pulled out some round brown cakes of sugar wrapped in dry corn husks. He handed these to the old man and said, "Here is something to sweeten your coffee, old man."

Then he pulled out a long bundle and gave it to Chico. His eyes twinkled as he said, "Some fine new straw to weave your hats, Chico. Plenty of it."

Chico made a face, and Don Ernesto laughed. But Grandfather frowned. He did not like it that the boy should take no interest in hat weaving. True, the boy worked at it, but his thoughts were always somewhere else.

Don Ernesto pulled out a pair of *alpargatas*, white cotton sandals with rope soles. Chico smiled. That was a real present. His old ones had fallen apart months ago.

Then there was a small book with colored pictures in it. Chico took it eagerly. Grandfather would teach him to read it.

When he saw the paper package of hard pink candy, he exclaimed, "*Gracias*, Don Ernesto. *Muchas gracias*."

Chico never had enough sweet things to eat.

When they had their presents, Grandfather turned

toward the house. He paused to pick up the half-woven hat on which Chico had been working when Don Ernesto arrived. Then he went inside to make coffee for his tired friend.

Chico helped to unload the mules and pile the sacks and saddles under the long thatch of the roof. When the mules were free, they wriggled their skin back and forth and then lay down to roll on the hard earth.

Grandfather called from the house, "The coffee is ready, *amigo*. Chico, take the mules out and hobble them before it gets dark."

Chico nodded and picked up the rope on the lead mule. He started back down the trail that led across the Paramos. Halfway down it, he turned up the hill and away from the trail and led them toward the place where the ichu grass grew longest.

On the hillside, Chico looked back at the little house crouched close to the gray-green earth. Behind it was a small potato field, the green leaves and purple flowers waving in the afternoon wind. All around the lonely house rose the high rocky mountain peaks, which cut jaggedly into the blue sky. Below them, spread out like a fan, was the treeless, barren Paramos.

The little figure of Chan trotted down the trail. Chico waved the end of the rope at him.

"Go home, Chan. Go home," he called.

But Chan paid no attention. Keeping out of reach of the rope, he circled the boy and ran after the mules. In a few seconds, he had them scattered all over the hillside.

Chico made angry sounds at the bear as he ran after the animals. Just when he wanted to get through quickly and go back to listen to the men talking, Chan had to be a bother!

As soon as Chico caught a mule, he tied its lead rope between its legs to hobble it. Not that it would make much difference, for before morning the mules would have hobbled far away.

Chan lost interest in the mules and went off to explore the long ichu grass. Suddenly he began to whine and bark as he did when he was excited. Chico looked toward him.

"What is it, Chan?"

The bear often found something. Sometimes, however, he just barked to make his master pay more attention to him.

Chico walked toward him. When he reached the tall clump of grass, there was a sudden whir of wings. A little bird, no larger than Chico's smallest finger, fluttered out of the grass. Although it was tiny, it was covered with golden-green feathers that made it gleam like a jewel in the sunlight. A long tail, five times as long as its body, streamed behind.

"*Qué linda*!" the boy exclaimed.

Chico watched the little hummingbird, its tiny wings beating the air. He thought of how Grandfather had told him that once, many hundreds of years ago, the rulers of the ancient people of the Andes had made long cloaks from the tiny feathers of the hummingbird. It made him feel sad to think of so many little birds killed just to make a cloak.

But still, the bird fluttered close by. Chico hurried toward the grass and parted it. Just as he had thought! A tiny, tiny nest hung near the top of the coarse grass. Two little eggs were in it.

Chan had been whining excitedly. Now he ran up and began to scratch at the grass.

"For shame, Chan," Chico scolded him. "Do you want to tear up the nest?"

That was just what the little bear wanted to do.

Chico caught hold of his pet. How could he keep him away until he had finished hobbling the mules? The piece of rope he held in his hand gave him an idea. He tied the rope around the bear's neck. Then, walking a good distance away so that the mother bird would not be frightened, he fastened the bear to a clump of grass.

"Ha ha," he laughed down at the disappointed Chan, "that will keep you from hurting the poor little bird."

CHICO

OF THE ANDES

High in the rugged Andes of Ecuador, ten-year-old Chico works hard and lives happily with his grandfather and his pet bear, Chan. By firelight, Grandfather tells Chico amazing stories about the Inca and the other ancient people who once inhabited their land. Chico has always felt a close connection to the mountains, his *tierra*—that is, until he discovers he is an orphan, found out on the moors, and that his grandfather is merely a kind stranger who took Chico in as a baby. Shocked and confused, Chico determines to travel to the city, leaving behind his beloved mountains, to track down his lost family and discover who he truly is.

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SKU 384.4

SIDNEY BALDWIN

MARJORIE

The Good and the Beautiful
CURRICULUM

For use with the Level 5 Language Arts course

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The Good and the Beautiful
CURRICULUM

CHAPTER 1
Marjorie Comes to Monhegan

The tap of the bell on the teacher's desk signaled recess, and the children raced for the open door. Emma Hammond, a slender gray-eyed girl of eleven with long red curls, ran to join her next-door neighbor, Lucy Barter, wife of Dan, the best fisherman on the island, who was sitting on a nearby rock.

"Emma, you said yesterday you'd like to see Marjorie Jefferson. Well, you may have the chance."

Emma looked at the letter in Lucy's hand.

"Is that from her?"

"From her mother. She wants me to take Marjorie for the summer. Her father, who hasn't been well, is going to a place in Europe for a cure, and, of course, Marjorie's mother must go with him. But it isn't any place for a little girl."

"Monhegan's a wonderful place for anybody," said Emma loyally. "You were her nurse, weren't you? Will you have to take care of her the way you did before?"

"I came to Monhegan with the Jeffersons. That's when I met Dan. But Marjorie's as old as you are. I wouldn't have to be her nurse now."

"I wonder how she'll tell her friends where she's coming. Do you suppose she'll look Monhegan up on the map?"

"Probably she'll just say, 'It's an island off the coast of Maine, where fishermen live.'"

"She ought to say how beautiful it is, and that there are cliffs, and two beaches, and a hotel, and summer cottages, and that we've got a big bronze plaque set in a rock that says that Captain John Smith landed here in 1608—and that we've got a beautiful harbor, and Cathedral woods—" Emma was out of breath.

"She can't tell all that; she doesn't know it. She was just a baby when she was here before. She's not very strong, and she's the only child, so probably she's been spoiled. I'll have to ask Dan about her. I'm afraid he won't want anybody to live in our house."

"Here he comes now. You can ask him. It would be fun to have another girl—especially now that Dan's sister Mary can't come, the way she did last summer."

"Mary's big enough to help her mother this year. She was a lot of help to me, but we can't expect a city

child to take hold the way Dan's sister did." Lucy got to her feet and joined her husband on his way home from the fish beach.

"What's in the pail, Dan?"

"Roe—the first of the season. What's in your letter?"

"From Mrs. Jefferson. She liked the rugs." Lucy did not want to speak of Marjorie until she had Dan in a good humor.

"She'd better like 'em. They were swell. I almost kept them for myself."

The husband and wife went up the hill by the schoolhouse to their own cottage, which was still called "Aunt Clementina's place," though Lucy and Dan had lived there for four years. Aunt Clementina had been proud of her garden, and Lucy never opened the picket gate without a feeling of pleasure. There, in season, grew all the flowers—the old-fashioned ones, as well as newer plants that the seed catalogs offered. The hundred-year-old house was square and steep-roofed, with gray shingled walls. Every day in summer found easels set up along the road, and the pictures of the rose-covered cottage had taken many prizes in city exhibitions.

"Here's your roe—cooked with eggs, the way you like it, and here's your mince pie—about the last of the mincemeat."

"Stop fussing and sit down. You've got something on

your mind, I can tell. Mrs. Jefferson want more rugs?"

"No, it's something else. You remember Marjorie, the little Jefferson girl?"

"I'm not likely to forget that nuisance. A man doesn't forget his courting days. What about her?"

"Mrs. Jefferson wants us to take her for the summer."

"What!"

"Now, Dan, wait a minute before you make up your mind. She's been sick, and the doctor wants her to have a change of air. He thinks the sea would be good for her. But—Mr. Jefferson has to go to Europe, so Mrs. Jefferson thought of us."

She looked at her husband's stern face anxiously. "They were awfully good to me—to us—when we got married, Dan," she reminded him. "I always wanted to do something for them. This is the first chance I've ever had."

Dan looked at the photograph of the eleven-year-old girl Lucy laid before him. He remembered small Marjorie very well—brown eyes, black hair, and a will of her own.

"She don't look very good to me," he said.

"Oh, Dan! Then you won't have her?"

Dan didn't want any strange girl in his house, but he always tried to please Lucy.

"She says she'll pay well. That would help toward the new boat engine, Dan."

"Something will have to help toward it. Fishin' isn't doing enough. Well, Lucy, you'll get all the bother. I guess I can stand it for a summer. I'm not home till evening, anyhow."

"Marjorie'll be around in the evening now," his wife reminded him. "She's not a little girl anymore."

"Suit yourself." And Dan went whistling down toward his lobster traps on the fish beach.

And that was the reason, two weeks later, Lucy and Dan stood on the Monhegan wharf, watching the prow of the mail boat as she plowed her way toward the island.

Marjorie was not eager to arrive. The excitement of getting ready for the summer had died down when she found that, instead of the pretty silk clothes that her friends were buying, her summer wardrobe was made up of sturdy cotton clothes and tweed coats, since her school clothes were all she would need in the little fishing community.

"Don't I dress up for dinner?" she had asked, back home in Ohio.

"They don't even eat dinner," her father had commented. "They call it supper, and it ends with stewed fruit—how well I remember!"

The long gray shadow on the horizon that her mother pointed out as Monhegan grew larger, and spots of white turned into houses, with the tallest thin

one a lighthouse. Boats lay at anchor between Duck Rock and the island. Though it was still early in the season, there were a good many people on the wharf, having come down to see the little girl some of them remembered.

Lucy was at the edge of the slip as the gangplank was pushed out.

"Do you remember me, Marjorie?" she asked as she took the little girl in her arms. "And do you remember Dan, who used to carry you?"

"I remember Dan very well," said Marjorie's mother, shaking hands.

"I'm glad to see you, Mrs. Jefferson," the tall, young fisherman greeted her. "If you will show me your bags, I'll take them up to the house."

The Jefferson luggage was sorted out from the pile of boxes, cartons, bags, and lumber that had arrived on the mailboat, and the four began to walk up the hill.

Marjorie was tired. She had not slept well on the sleeper that had brought them from Boston, and the breakfast in Thomaston was so early that she had not been hungry. She did not look at the long hotel at the top of the hill or listen to the eager words of her old nurse, Lucy, who was telling Mrs. Jefferson of the changes that had been made since the summer when they had all been together on the island.

"Our house has a lovely garden, set in the rocks."

Lucy stopped to pull a leaf from the fragrant bay bush that grew beside the road and handed the crushed leaf to her guest. "I've kept Aunt Clementina's flowers as well as I could. Dan helps me. He loves flowers."

"This is a lovely place." Marjorie's mother drew long breaths of the fresh, cool air, tinged with the pungent bay she was holding. "Smell this, Marjorie."

"I'm beginning to remember, a little." The girl looked around her. "Didn't we used to get ice cream cones up a long boardwalk?"

"Yes, on the second floor of a fish house, but now we have a new store—two new ones, one the post office. We pass them in a minute. The place we live in was built by Dan's grandfather."

Past the schoolhouse set on the hill and a turn off to a second road that led to the lighthouse they went—Dan coming along with the Jefferson luggage in his wheelbarrow. Tired as she was, Marjorie exclaimed with delight as a picket fence came in sight, and the old gray house sat quietly beyond a spring garden. Great clumps of lupine—blue, pink, and white—were a background for tulips, narcissus, and hyacinths.

"Oh, Mother, the lilacs haven't bloomed yet." Marjorie caught a branch hanging over the fence. "Ours were over long ago."

"Spring stays here in the island." Lucy swung open

the gate and let her guests enter. "I've saved a lot of seedlings, so you can have your own flower bed."

But Marjorie was not interested in flower beds. She was not interested in the old house, or her little room under the eaves, with an old-fashioned spool bed and a patchwork quilt that had been made by Dan's grandmother when she was a little girl. She would not try to take a nap, but clung close to her mother.

Not even the entrance of Emma, who would be her next-door neighbor, made her smile, and at the first chance, she whispered, "Mother, I don't want to stay here. I'm going back with you."

Lucy heard her. She was sorry for Marjorie's mother, but she was sorry for Marjorie, too. She knew what it was like to come away from everybody and everything a little girl was used to.

"Wouldn't you like to have Emma take you up to the light?" she suggested. "You can see the whole island from the top, and Emma can show you where you'll have lots of good times this summer."

"I'm not going to stay here this summer," Marjorie answered.

"We'll go to the light, of course," said her mother. "Get your sweater; it's still cool."

"I'll have supper ready by the time you get back," Lucy said. "We eat early. Dan is up in the morning before the sun is, so he goes to bed with the birds."

"How funny!" said Marjorie.

"Those are fishermen hours. You'll have to be a fisherman this summer."

Marjorie did not expect to be a fisherman. Not all of Emma's eager stories about the island—the meadow that was now filled with frost flowers but later would have blue iris, and still later cattails; not her stories of how the island children fished for pollock from the sterns of their fathers' boats moored in the harbor; nor her description of lobster picnics on the rocks of Lobster Cove, where they boiled lobsters over fires of driftwood—made Marjorie feel any better. Her mother was leaving the next morning, and she was going with her, and nothing Emma could say would make her change her mind.

She was afraid to go up the long, winding stair to the balcony outside the light, and her mother did not leave her, but they sat for several minutes on the long grass outside and looked over the water to the mainland. Emma wandered away and went down the hill to her own house.

For the first time in her life, Marjorie found her mother firm in her decision to leave her daughter on Monhegan while she joined her husband in New York. None of Marjorie's tears could change her mind, although it was a sad person who entered Lucy's kitchen, where Dan was sitting, waiting for his supper.

"A real fisherman's supper, Marjorie," he said kindly. "Clam chowder, pilot biscuit, and hot applesauce and gingerbread."

Marjorie had been hungry, but the big bowl of chowder set before her was so new that she did not think she could eat it. She put in her spoon and lifted a quarter of an onion. She hated onions, but her mother was anxiously watching her, and Marjorie loved her mother too much to disappoint her.

"I'll try it," she said bravely. She tasted her first spoonful critically, and it was so good that she emptied her big bowl and even asked for more. By bedtime she was so sleepy that she hardly knew when her mother tucked her into bed, and the tears she had expected to shed were forgotten.

But there were plenty of tears the next morning when she woke to find a thick fog outside her window and watched the drops of water collect on the bushes. When Dan, looking at the big old clock, said that it was time to go to the wharf, Marjorie broke down completely.

"Mother! You can't mean to leave me here! I won't stay in this horrid, nasty little house while you and Father go away and have a good time. You can't really mean it. I won't stay. I'll run away. Oh, I think you're horrid!"

Lucy was glad that Dan had started ahead, carrying

MARJORIE

Marjorie Jefferson is used to a life of indulgence in Ohio, but when her parents must travel overseas for her father's health, Marjorie is sent to stay with Lucy, her childhood nurse. Lucy lives on the beautiful island of Monhegan, where hard work and kindness are of great value. However, Marjorie doesn't see anything valuable in living on Monhegan Island, and Dan, Lucy's husband, doesn't appreciate Marjorie's poor attitude. The longer Marjorie stays on the island, though, the more she finds that there's something special about life on Monhegan that could forever change her—something more than just the fresh sea air.

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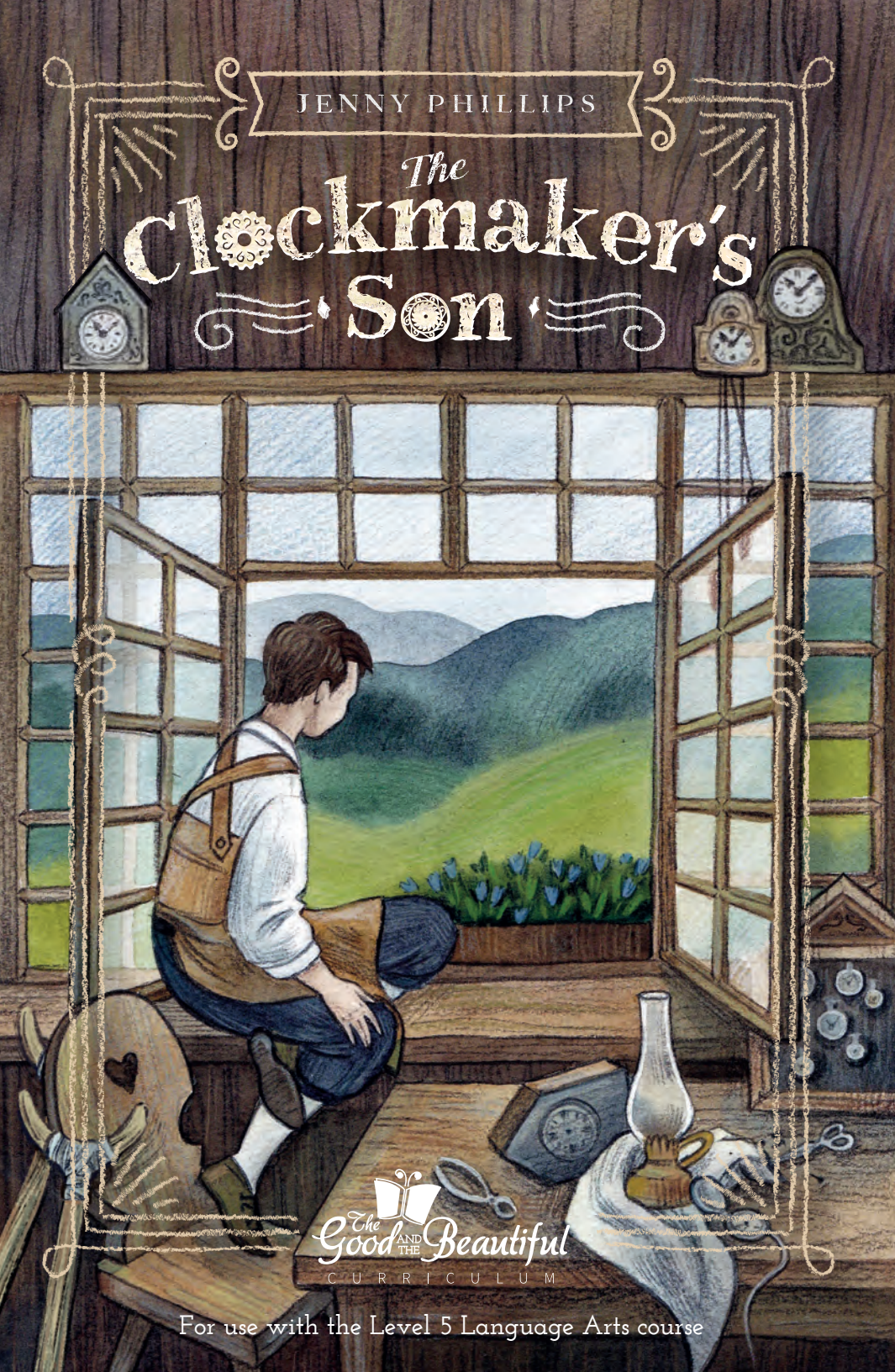
SKU 384.3

JENNY PHILLIPS

The Clockmaker's Son



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For use with the Level 5 Language Arts course

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Chapter 1

Tucked deep into the Black Forest of Germany beside a small gurgling stream was a little schoolhouse filled with the thoughts of twenty-nine children. However, the only sound to be heard within the walls was the young schoolmaster's voice.

"Right here, right now, in our valley of Gutach, walking our beautiful hills and forests, is the famous artist Karl Hofer."

Famous! thought Fritz Vogel. That word was often on his fourteen-year-old mind, for Fritz had a secret determination that he would one day leave this isolated forest and be someone great, someone important. He could never decide what exactly he would be famous for, but now he had a new idea—an artist. Perhaps he would be a famous artist!

Fritz focused his attention back on the schoolmaster's words. "Karl Hofer, as many of you know, achieved wonderful success last year with his paintings of our very own Black Forest. Now he is here to find more scenes of the Black Forest to paint."

Fritz glanced at his brother, Peter, who was just a year and a half older. Peter, as usual, was listening intently to the schoolmaster. Fritz wanted Peter to know how excited he was. With a little jab in the ribs, Fritz poked his brother several times. But Peter didn't take his eyes off the schoolmaster, for it was against the rules not to pay strict attention to the schoolmaster at all times.

"Karl Hofer has studied with some of the great masters of our day," continued the schoolmaster with enthusiasm. "He has traveled the world. Imagine what he has seen in the great cities of France and Italy!"

Suddenly, there was a little squeal from the back of the room, then the scrape of a chair and the patter of little feet.

"Gretchen Vogel!" said the schoolmaster sternly. "What are you doing?"

"Look! It's a red crossbill bird!" cried Fritz's seven-year-old sister as she stuck her head out

the open window. “It’s on the branch over there. Father showed me one once, and I’ve never seen one again until now. Oh, just look how pretty it is.”

Peter was aghast at Gretchen’s actions, but Fritz was amused, as was his twin sister, Elsie. Amalia and Agatha, the other Vogel siblings, also twins, hardly dared to breathe as they watched the schoolmaster’s flustered face. He walked over to Gretchen and folded his arms.

“Gretchen Vogel, I’m aware of your great love of birds, and, yes, a red crossbill is quite worthy of notice, but it is not appropriate to get up in the middle of school and disrupt my teaching. You may stay after school for detention today, and”—he took a look at his pocket watch—“it’s time for school to end now. Gather your things, students. Class is dismissed.”

Fritz groaned quietly. All the Vogel children would have to wait for Gretchen.

Peter walked over to Gretchen and wiped away the two big tears sliding down her little cheeks. “We’ll be outside waiting for you, Gretchen. I really don’t think he will keep you long.”

The Vogel children gathered together outside by the school steps.

“Can you believe it?” said Fritz. “The one day

we have a chance to meet someone famous in our hills, Gretchen keeps us waiting for her."

"I know you're excited about Karl Hofer," said Elsie kindly, always supportive of her twin brother, "but look at poor Gretchen." She pointed into the schoolroom where they could all see Gretchen through the open schoolroom door. The little girl had tears streaming down her face.

Spared a long detention by the kind-hearted teacher, Gretchen came dashing out the door only five minutes later. Her yellow braids flying and her eyes blurry from all the tears, she tumbled right down the schoolhouse steps and landed in a little heap at the bottom.

Amalia and Agatha gasped.

"My foot!" sobbed Gretchen. "My elbow! Oh, I'm hurt."

After a quick assessment from Elsie, Gretchen was found to be without serious harm, but she was definitely not able to make the very long walk home.

"Fritz and I will take turns carrying you," declared Peter. He picked her up with strong arms. "It's a good thing you're light as a feather. Now, let's see if we can find that red crossbill on the way home."

"Peter," said Fritz, as he followed his older

brother. "How *are* you so perfect?" he said sincerely. "Can I call you Perfect Peter?"

"Of course not," said Peter.

"Well, I don't know that I have ever seen you do anything wrong," stated Fritz. "Hotel Zum will be blessed to have you."

Peter didn't answer, but Fritz was used to Peter's quiet ways. He was not much of a talker.

"Well, I don't want you to go work at Hotel Zum," said Gretchen as she leaned into Peter's broad chest.

"He has to," said Elsie. "He's turning sixteen, and since he can't afford to go to university, he has to start earning money after the fall semester is over. He'll make a perfect front desk assistant, and he'll even be able to live in the hotel for free. It's really a great opportunity."

"Why can't he just stay with us and help Father on the farm?" asked Gretchen.

"No, the farm goes to the youngest son," replied Elsie. "Fritz will run the farm one day."

"I can't stand it any longer!" cried Fritz loudly. Everyone stopped and stared at him.

"Everyone has my life planned for me, but it's not *my* plan! I don't like the farm. I don't want it. It's too small. We can only produce a little more than what we need ourselves. That's why Father

has to make clocks all winter in his stuffy shop. I don't want to farm, and I don't want to make clocks all winter. I don't want to make *any* clocks. And I won't! I'm going to do something great. I'm going to leave our crowded little farm and travel to the great cities of the world. I'm going to be someone important. I'm going to be a painter like Karl Hofer. You'll see!"

Fritz turned on his heels and ran off the dirt road into the forest.

"Fritz! Where are you going?" yelled Peter.

"I'm going to find Karl Hofer," Fritz called over his shoulder.

"Fritz! Come back. You need to help me carry Gretchen home—and Father will need help with the chores."

There was no answer from Fritz. The siblings stood listening as the sounds of Fritz running in the forest grew fainter and then disappeared. Birds chirped cheerfully in the green canopy above them, but all else was still.

Agatha and Amalia, quite the tenderhearted nine-year-old girls, began to cry.

"Oh, Fritz!" cried Agatha, shaking her long light hair.

"What will happen?" cried Amalia, pulling on her long brown braids. "What will Father think?

Oh, Fritz will break Father's heart."

"We can let Fritz tell Father about this; it should not come from us," said Peter solemnly, still staring off into the forest where Fritz had disappeared. "Fritz will need to work this out on his own." He set Gretchen down. "My arms just need a quick break, Gretchen, and then we can all head home."

It felt good to run. Many months of pent-up worries and conflicted feelings flowed through Fritz, sending him swiftly across the fields. Over the hills Fritz went, scanning the area for any sign of the famous artist. After stopping for a quick rest and a drink from a clear, bubbling stream, Fritz ran again. There was no sign of the artist. Fritz dashed into a thicket of trees and nearly ran into a cow. Dodging the cow made him topple head over heels, and he finally landed, unharmed, flat on the ground. He heard a deep chuckle.

"Trying to take out my cow, are you?" said a jovial voice.

Fritz looked up and saw a familiar-looking man, a neighboring farmer wearing a straw hat, looking down on him.

"So sorry," said Fritz. "I didn't see your cow."

"Obviously," said the man. "What were you running so fast for?"

Fritz stood up. "I—I'm just looking for somebody."

The farmer studied the boy's face. "Oh, you live just over that hill, right? You are the clockmaker's son."

The clockmaker's son! Will I always be known as just a clockmaker's son? thought Fritz. *My name is Fritz Vogel, and I am more than a clockmaker's son. Someday he'll know my name.*

Fritz gave a slight nod and ran off.

The sinking sun was just disappearing behind the hills by the time Fritz practically stumbled into his farmhouse, exhausted from his fruitless search for Karl Hofer. The family had just begun dinner. With hesitation Fritz sat down at the table. All was quiet except for the scraping of wooden spoons in wooden bowls. Fritz's usually blithe father, Jakob, somberly chewed on his piece of black bread. Then he looked up at Fritz with a twinkle in his eye and asked, "Did you find Karl Hofer?"

Fritz lowered his head. "No, Father. I'm really sorry. I should not have run off like that."

"No, you shouldn't have. Not only did Peter have to carry Gretchen home all by himself, but Peter also had to do all your chores. You know the cow has to be milked, and the vegetable garden is not going to water itself."

"I know. I'm sorry. May I do extra work tomorrow?"

"You may," said his father, dipping his spoon in his thick, steaming potato soup. "Thank you, Fritz."

Fritz stole a glance at Peter and found him staring down at his soup. His mother was staring at her soup, too, as she held two-year-old Flora on her lap. Fritz then stole a glance at Gretchen. She was narrowing her eyes at him. Never had Fritz remembered feeling so terrible.

Just then, unfailingly supportive Elsie patted Fritz's knee and gave him a smile.

Oh, good Elsie! thought Fritz.

Jakob cleared his throat. "Well, Fritz, do you want to tell me why you were so set on finding Karl Hofer?"

Fritz froze. He saw Agatha's and Amalia's big, round eyes staring at him from across the table. Fritz knew he could never tell his hardworking, ever-loving father how he truly felt about the farm and clockmaking. He could never let his

father down. Honest Fritz also could not lie, not even the tiniest bit. He could not make up a story about why he wanted to find Karl Hofer.

Fritz shook his head. "No, sir. I don't want to tell you, but I promise I'll never do something like that again."

Jakob let out a hearty laugh. "OK, Fritz, I'll accept that. Now eat up. Your mother has outdone herself again with this delicious potato soup."

Maria, Fritz's mother, smiled at Jakob, and then she gave a small smile to Fritz. Gretchen, however, continued to narrow her eyes at Fritz, and Peter kept his eyes glued to his soup. Although Father didn't know about Fritz's feelings, all his siblings now did.

The Clockmaker's Son

During the early 1900s in the Black Forest in Germany, a fourteen-year-old boy named Fritz became lost in a fog, setting in motion a life-changing adventure. Two mysterious girls, a door in a tree, a major accident, profound relationships, and more all weave together to bring the reader laughter, tears, and reflection on the things that matter most. Penned with a beautifully descriptive style, *The Clockmaker's Son* tells the fictional story of one young man as his family, friends, and Christ help him turn his life around when things seem darker than he could have ever imagined.

ORIGINAL PUBLICATION

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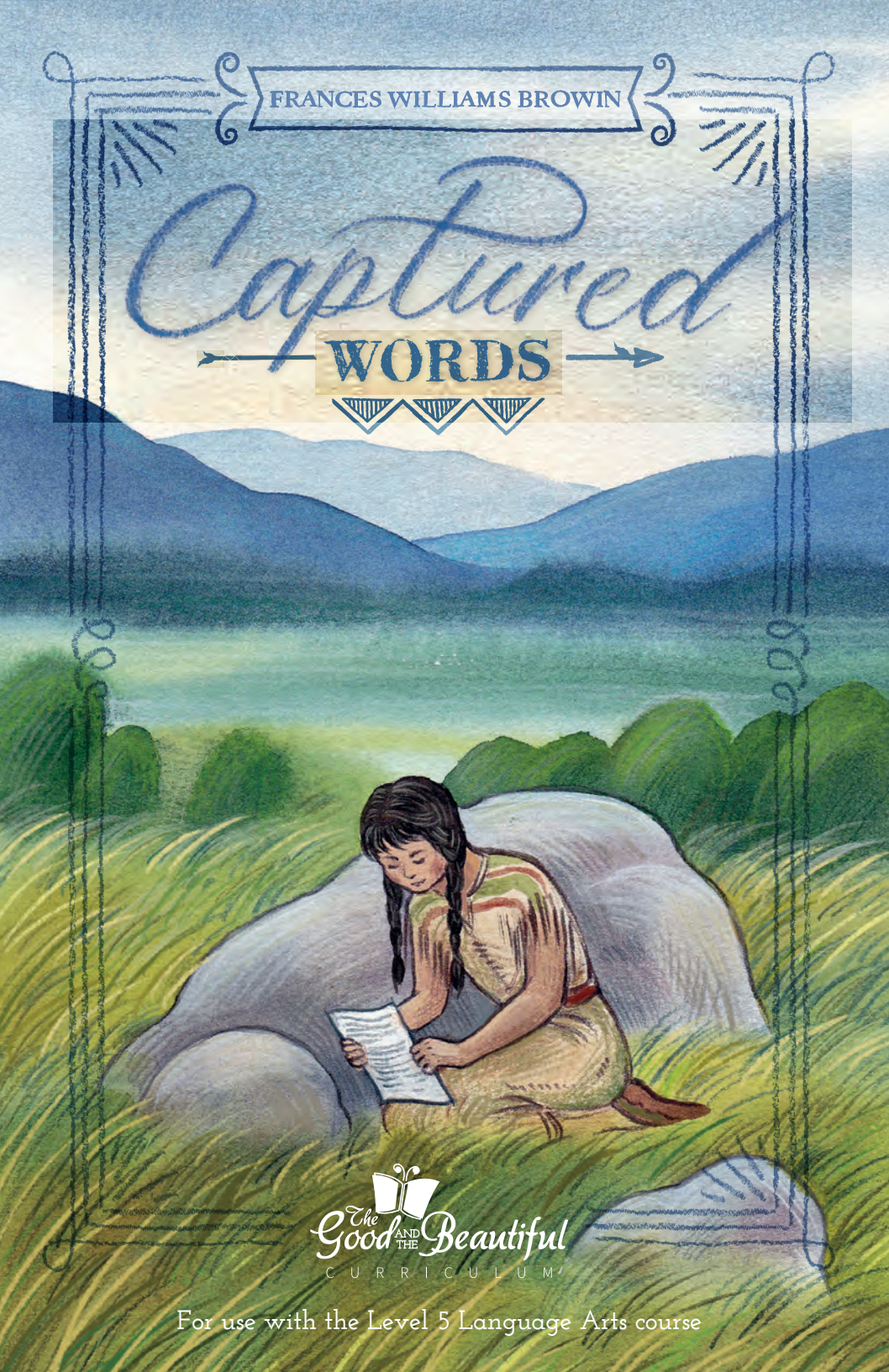
FRANCES WILLIAMS BROWIN

Captured WORDS



The Good AND THE Beautiful
CURRICULUM

For use with the Level 5 Language Arts course

a e i o u v
ga ka ge gi go gu gv
ha he hi ho hu hi
la le li lo lu lv
ma me mi mo mu
nu hna gna na ni no nu nv
gua que qui quo quu quv
sa s se si so su sv
da ta de te di te do du dv
dla tla tlo tli tla tlu tlv
tsa tse tsi tso tsu tsv
wa we wi wo wa wv
ya ye yi yo yu yv

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The Good and the Beautiful
CURRICULUM

CHAPTER 1

SUSPICION

It worried Oquana to hear how people talked about her father. She, herself, thought that he was wonderful, yet she could not help knowing that other children made fun of him. There was the day, for instance, when her friend Oolassa asked her teasingly, "Why doesn't your father ever work, like other men?"

"He *does* work!" Oquana protested.

"Ha!" snorted Oolassa's brother Keewatee. "I've watched him, and I know better. He doesn't do a thing! He lets your mother and Tessee do all the work on the farm. He's so lazy that he doesn't even cut wood or go hunting."

"How can he go hunting when he is lame?" Oquana was trying not to cry. "He's the best artist in the whole Cherokee Nation, and he makes the finest things out of silver. Look—he made me this bracelet." She thrust out her wrist for them to see the slender silver band. "Could *your* father carve such beautiful deer as those, Keewatee?"

"My father's too busy raising corn and beans and cows and chickens to bother with such things as that," answered Keewatee. "But your father doesn't spend much time carving bracelets. He's always going around making crazy signs and sounds or hiding himself away in that funny-looking little cabin. Do you know what my father says about *your* father, Oquana?"

"Don't tell her that, Keewatee!" begged his sister, who was beginning to feel sorry for Oquana. "Maybe it isn't true."

"I *will* tell her!" Keewatee answered angrily. "I think she ought to know. Listen, Oquana, here's what my father said about yours just last night. He said he thinks there's something awfully suspicious about Sequoya. The neighbors all say that your father is crazy and dangerous."

This time the tears came. "That's not so, Keewatee!" Oquana sobbed. "That's just not so! Father is proud of being a Cherokee. He'd *never* do anything to hurt our people!"

"Then what *is* he doing?" persisted Keewatee. "One day last week he walked right past me on the road and never even saw me. He was making silly marks on a piece of beech bark in his hand and muttering 'Qua! Qua! Qua!' Sounded more like a duck than a man. Everybody's talking about how strangely Sequoya behaves. What *is* he doing, Oquana?"

"I don't know," Oquana admitted mournfully through her tears, "but I'll ask him right away."

Nearly a week passed, however, before the girl had a chance to ask her father why he did these things that made people suspicious. The trouble was that she hardly ever saw Sequoya alone. Every day he spent most of his time hidden in the tiny cabin that he had built for himself in the weed-grown field behind the house. And in the evenings Tessee was at home.

Tessee was Oquana's older brother, who went to the mission school, where he was learning to read and write the white man's words. Oquana was afraid that he would laugh at her if she questioned her father. Also, she hesitated to say anything that might set her mother to grumbling about the way Sequoya was always leaving all the work for her to do.

At last, one day, Oquana was playing alone, with Gili, the dog, beside her. She was making small boats

of leaves and twigs to sail in the brook when her father came out of the woods nearby. He was limping slowly toward his small cabin. Though Oquana was almost in his path, he did not notice her. He kept staring at some wild flowers he was holding in his hands. As he looked at them, he kept repeating their names aloud.

Much as she hated to do it, Oquana had to admit to herself that Keewatee was partly right; her father was a little odd. What other man in the tribe would go around saying the names of common field flowers to himself?

But she did not let that thought stop her from calling, "Hello, Father! What are you doing?" There! The question was out with no trouble at all!

Sequoya smiled and came over to sit beside his daughter on a big flat stone by the brook. "I'm glad you asked me, Oquana," he said. "I'm trying to think of ways to write down the names of these flowers. Maybe you can help me."

Oquana was surprised. "But you forget, Father. I've never been to school yet. Tessee is the one who could help you because he's learning to write."

"No, the writing that they teach at the mission school isn't what I want. That's white men's talk, so it's no good for us. You and I and most of our people don't speak or think in English. What *I* want to do is to invent a way of reading and writing in our own Cherokee language."

Oquana breathed a sigh of relief. "So *that's* what you're doing when you go around making funny noises and marking signs on pieces of bark. Keewatee told me that he saw you doing it."

"And did Keewatee tell you too,"—Sequoya sounded amused—"that your father was crazy or lazy or wicked or maybe all three put together?"

"How did you know?"

"Oh, it's all an old story to me. Ever since I first got the idea of trying to capture our language and put it down on paper, people have been calling me crazy or worse. Why should it be good for the white men to make paper talk and the Cherokees to be unable to communicate except face to face? Writing is useful for the white man; why not for us? Yet ever since the time, years ago, when I spoke of this, people have looked at me with suspicion."

"They shouldn't call you crazy!" Oquana was indignant. "It isn't right!"

Her father's expression was calm. "I don't mind it much," he said. "I can stand it, for I know that what I'm trying to do is a good thing. But I realize that maybe it *is* hard on you and your mother and Tessee."

"I won't mind what they say, Father. But—" and here Oquana paused, feeling shy again.

"But what?"

"Well, would you mind if I told Keewatee and

Oolassa what you just told me—how you are making up a way to catch Cherokee words and put them down on paper?"

"Why, of course not, child! Go ahead and tell them. It's no secret."

Oquana, followed by her dog, ran away in search of her neighbors. Never again, she felt sure, would Keewatee speak rudely of her father.

Sequoya remained seated on the stone by the brook, scratching signs in the muddy bank with a long stick. Some of these signs he looked at doubtfully, then shook his head and rubbed them out with his foot. Others, however, he studied carefully, saying aloud, over and over again, the sounds for which they stood.

He was still deep in this work, gazing at one of the wilting flowers in his hand, when Oquana came slowly back, her feet dragging. All her relief and happiness had vanished. Indeed, she looked as if she would have liked to have a tail like her dog's, so that she could have let it droop as Gili's was doing.

"What's the matter, daughter?" her father asked.

Oquana's eyes were red. "They made fun of me again," she told him. "They said that writing had all been invented long ago. They said that if you want to learn to write, why don't you go to school and let the missionaries teach you? And they said that their big brother's teacher told him that nobody can put

Cherokee in writing. They can't fit the sounds to what they call letters, the way white men do. And they said, too . . ." She stopped.

"Go on. What else did they say?"

"Well, they said that even if anybody *was* going to invent a way to write down Cherokee, it wouldn't be you." She looked away and blinked hard to hold back the tears. "They said you didn't even know how to read or write or talk in the white man's way."

Sequoya wiped his daughter's wet cheek with the tail of his long red-fringed shirt. "Don't be angry with them," he comforted her. "Part of what they say may be right. You see, I've been working at this thing for many years now, and I still have a long way to go. No matter how hard I work, I just don't seem able to finish it, though I began long before you were born."

"Before I was born!" Oquana was amazed. "What ever made you start?"

"Well, when I was a young man in the north country, it worried me to see how the white men kept taking over more and more of our land. The fields and the hills had always belonged to us Cherokees."

He paused a moment, so Oquana asked: "How was it that they were able to do it, Father? Were they wiser, perhaps, or stronger?"

"No, it wasn't that. As a matter of fact, they couldn't equal the Cherokees at running or shooting

or swimming or finding their way through the woods. I don't think they were any wiser, either."

"Then, why did they always keep getting the better of us?"

"Some people say one thing about that, and some say another. In *my* opinion, though, the trouble was that our leaders' wisdom often died with them. The only way they could pass it on to their children was by word of mouth. But the white men had a way of passing on their knowledge to each other on paper. When they wrote something down with their special signs, it seemed much more important, somehow, than when they just said it."

To Oquana this seemed like a very poor explanation for the white men's success in winning land away from the Cherokees. She shook her head. "But I still don't see—"

"What happened," her father went on, "was that every time the white men wanted to take something away from us, they would show us a piece of paper with markings all over it—markings that we couldn't understand. They called it a treaty.

"Our chiefs and their men would have a meeting and agree to the use of the land. Then they would write down the agreement. Maybe the chief would die or maybe he couldn't remember. Then white men would show the paper. And they always said it gave them the

right to do whatever it was they were doing. To us it seemed amazing, the way they could make that paper carry their thoughts, even if the thoughts were not always true.

"The rest of us knew that the white men were able to get the better of us because they had found a way for capturing words on paper."

"Couldn't the Cherokees learn to do that, too?"

"That's what we often used to talk about, over our council fires. Some said that this ability was given to the white men alone by God and was not meant for us Cherokees. Others said that the thing to do was to let the white men teach us to read and write their language."

"Well, they *are* teaching us now, aren't they? Isn't that what Tessee's learning at the mission school?"

"Yes," Sequoya nodded. "Our people asked the missionaries to open schools in the Cherokee Nation. Our children, they thought, might then have a better chance in the white men's world than we have had."

"Were you one of the ones who asked them, Father?"

"No, I wasn't. I was glad enough to help the others cut the timber and split the logs and raise the roof when they built the schoolhouse. Still, I felt that it would be better for Cherokees to try to find a way of talking to each other on paper in their own language. It was many years ago that I first had this thought, but for a long while, I didn't do much about it."

Captured WORDS

It *can't* be done. At least that's what everyone but Oquana and her father, Sequoya, think. They won't let others' doubts deter them, though, for Sequoya's dream is too important: the Cherokee people need a written language for communication and so their history and stories won't be forgotten. The task of capturing words on paper isn't easy though. Dislike and mistrust plague Oquana and Sequoya every step of the way, but they keep trying, for they may be running out of time. The Cherokee Nation has begun to split up, and a written language may be the key to keeping peace between the two groups.

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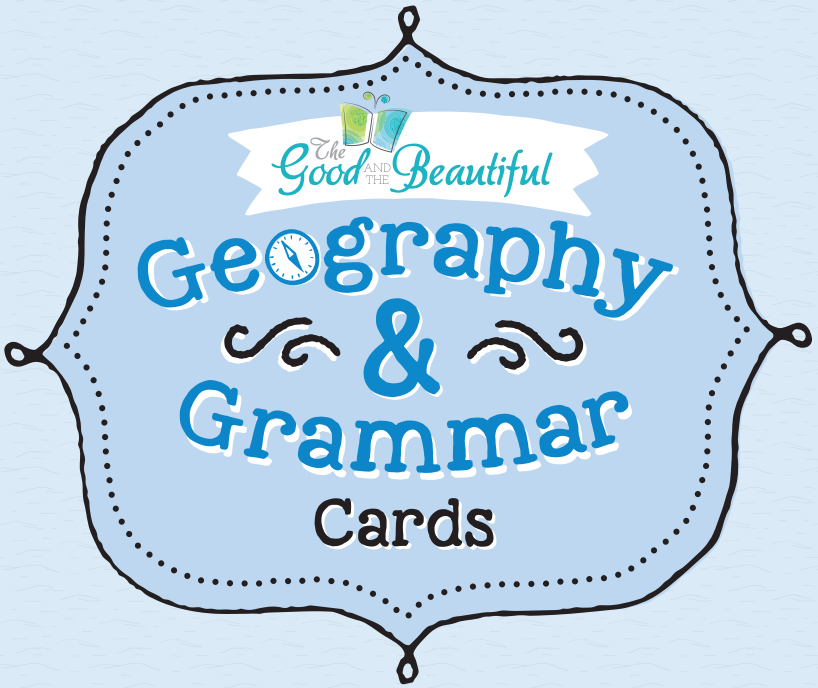

For use with the Levels 5–7 Language Arts and Literature courses

Geography & Grammar Cards

Levels 5–7

1. Cut out the cards. Store these instructions and the cards in a box, coupon organizer, or set of envelopes or pouches with tabs or labels marked LEARNING, MASTERED, and NOT LEARNED.
2. Have the child practice 5–10 cards at a time (which are stored as LEARNING).
3. Once the child has mastered a card (can say the answer without hesitation the first time), store the card as MASTERED. Review the mastered cards once every one to two weeks.

Note: For the grammar cards, words in blue are for your reference. The child does not need to say the words in blue as part of the memorized grammar rules.

Note

Each day the child should practice either the geography or grammar cards for five to six minutes. It is recommended that children have all the geography and grammar cards mastered by the end of Level 7. However, some children master all of them much earlier. As soon as the child masters all the cards, have the child review them weekly.

Note

The geography cards do not cover every country or area of the world. Many more countries are taught in the high school cards.

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Illustrations by Kessler Garrity

Card #2

What is a pronoun?
Give six examples.

Card #1

What is a noun?

Card #4

What is a subject?

Card #3

What is a verb?

Answer

A noun is a word for a person, place, or thing.

Answer

A pronoun is a word that replaces a noun.

Examples: HE, SHE, WE, I, YOU, IT, THEY, THEM, HER, HIM, HIS, MY, etc.

(The child needs to give at least six examples of pronouns.)

Answer

A verb is an action or being word.

Examples: JUMP and AM

Answer

A subject is who or what is acting or being in the sentence.

Card #10

What are the four sentence types?

Card #9

When do you capitalize a family name, such as Mom, Dad, Aunt, or Grandmother?

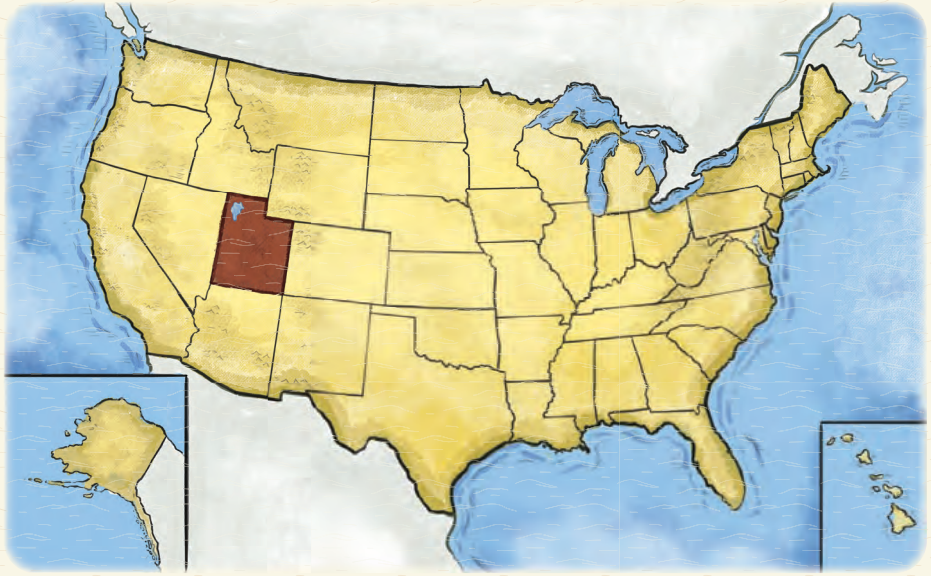
Card #12

What is a dependent clause? Give an example.

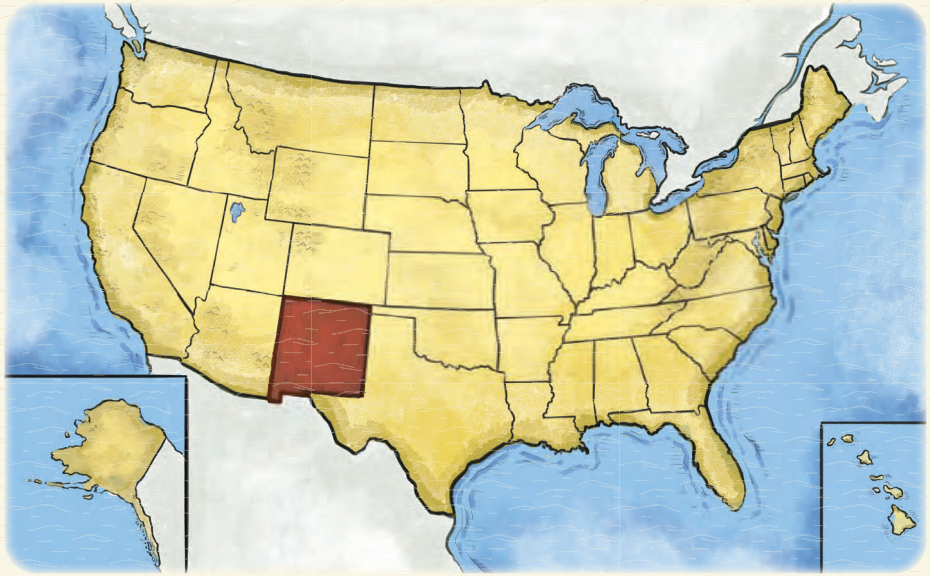
Card #11

What is an independent clause? Give an example.

United States



United States



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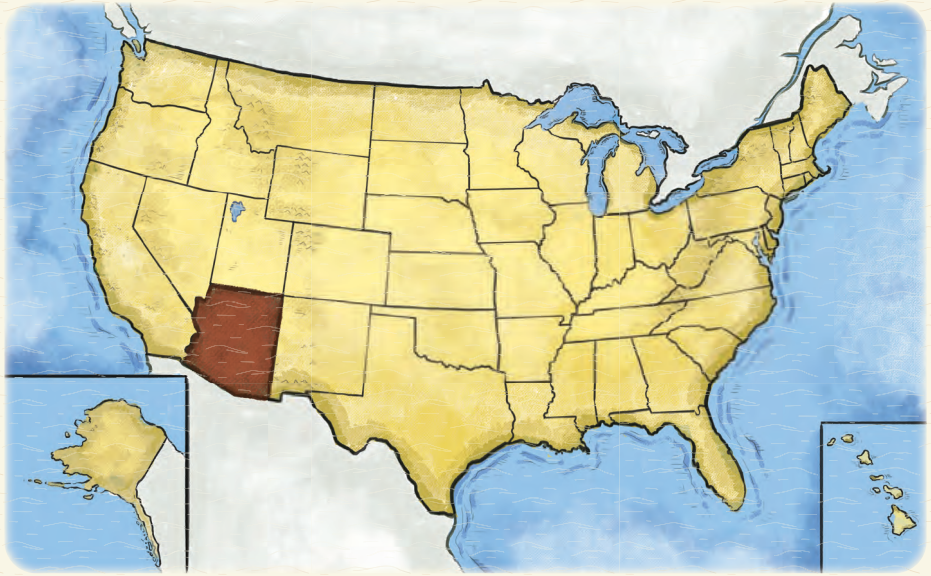

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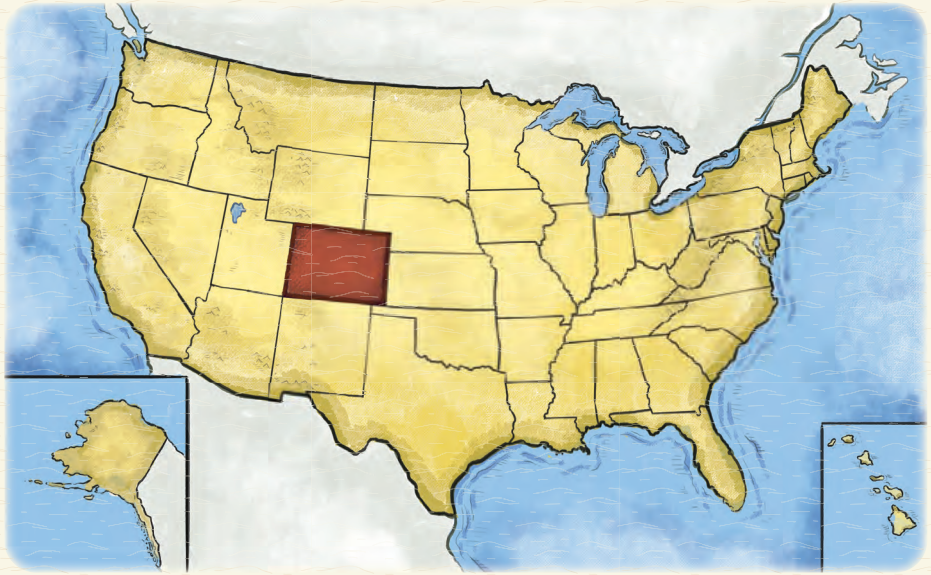
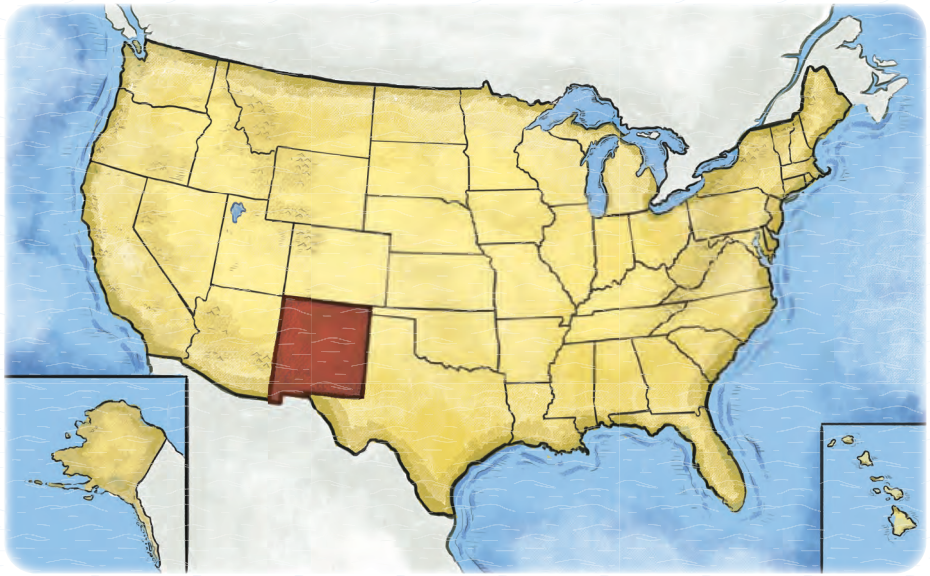


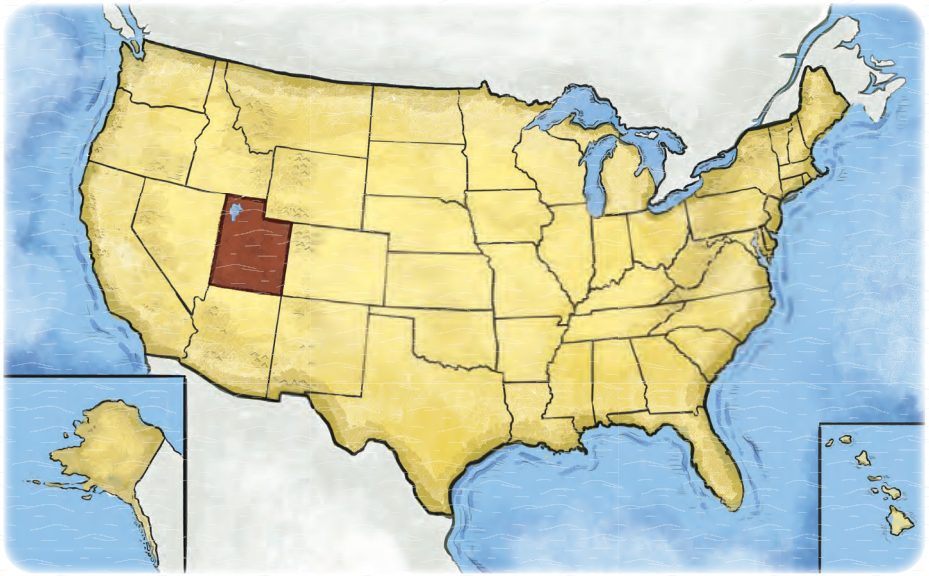
Answer

New Mexico



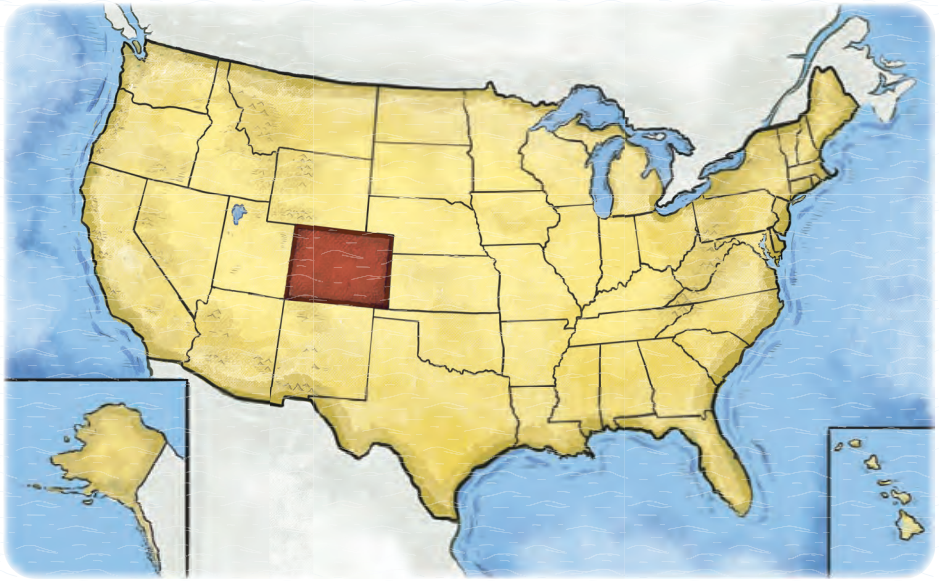
Answer

Utah



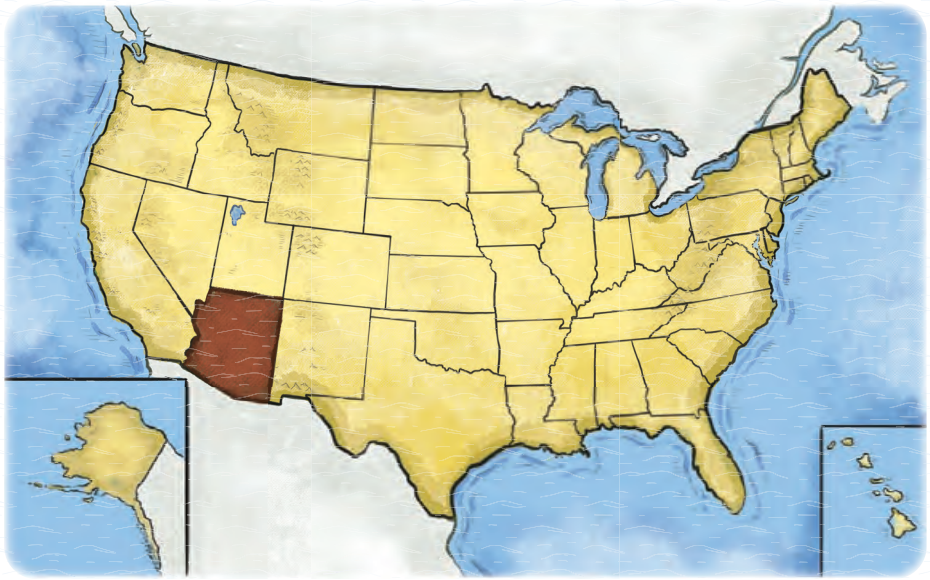
Answer

Colorado

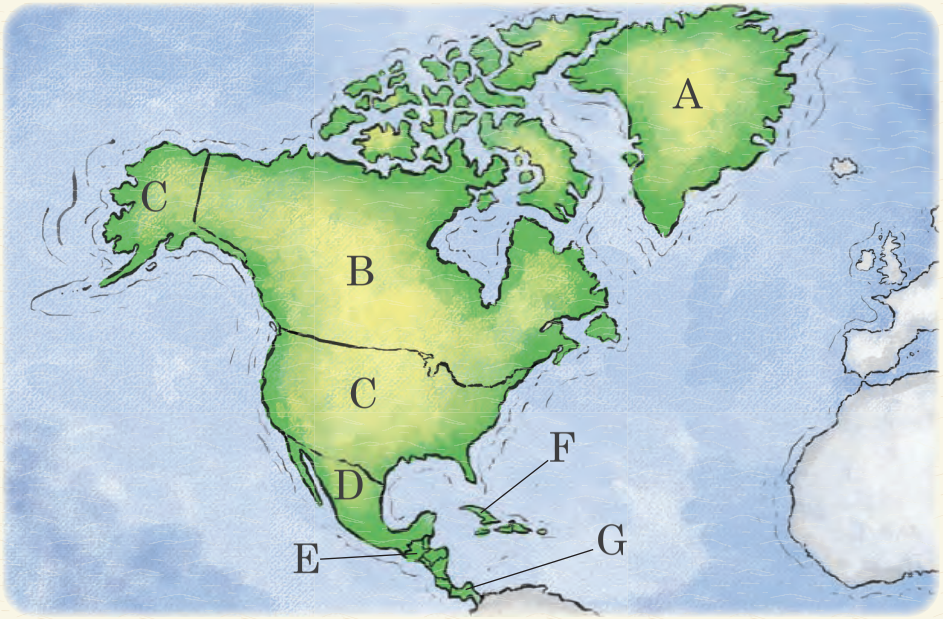


Answer

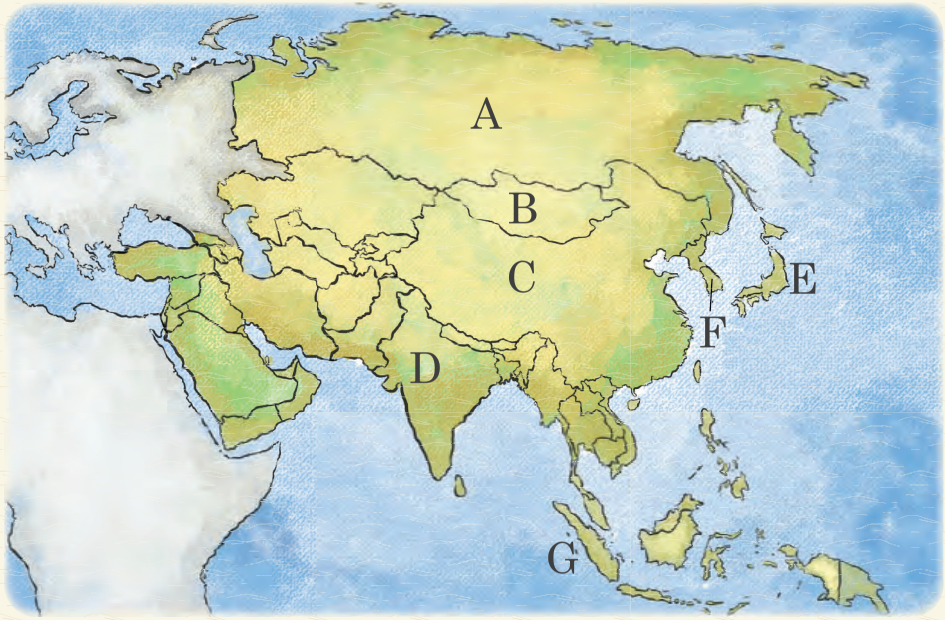
Arizona



North America



Asia



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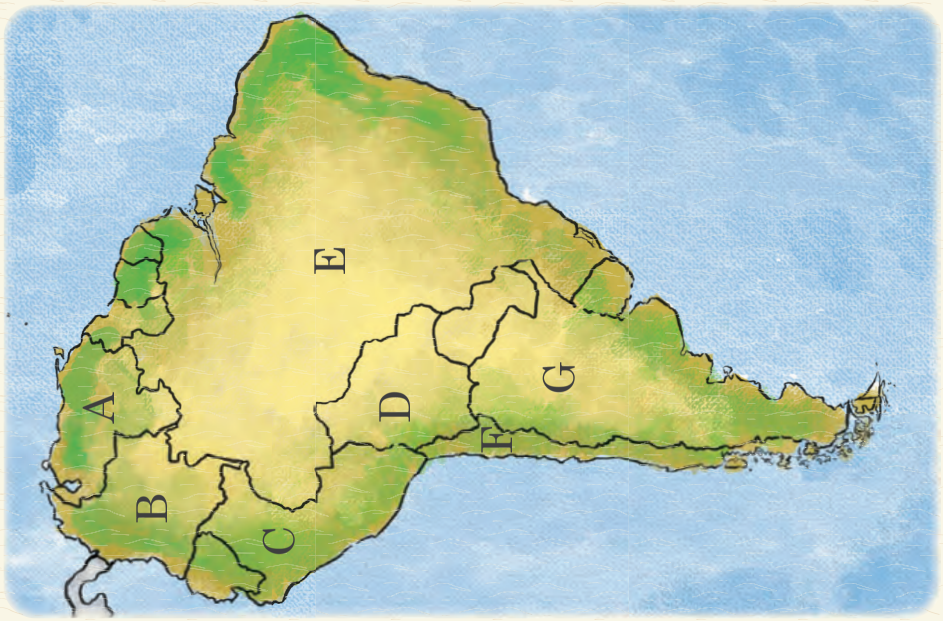

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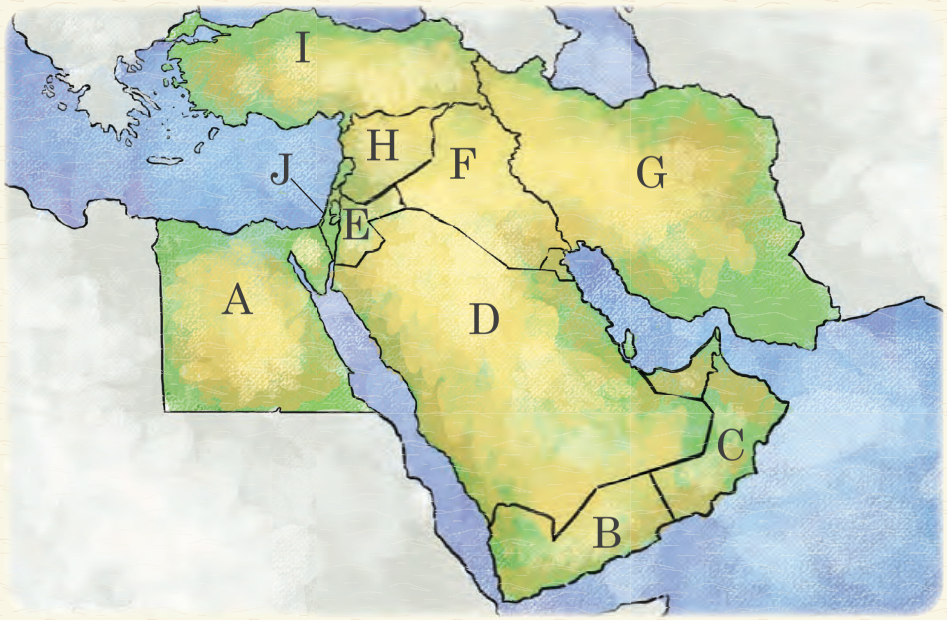
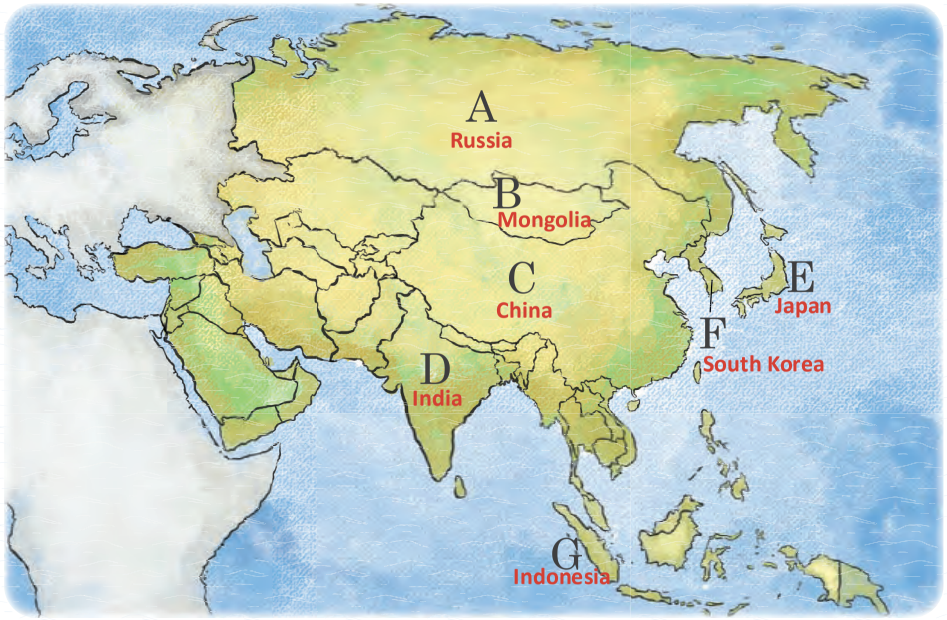


Answer



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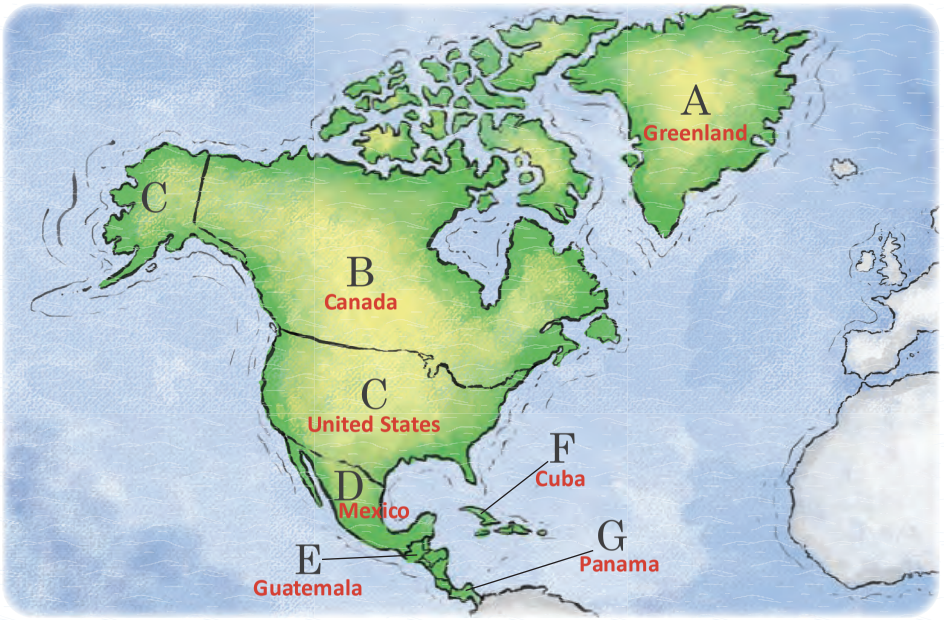
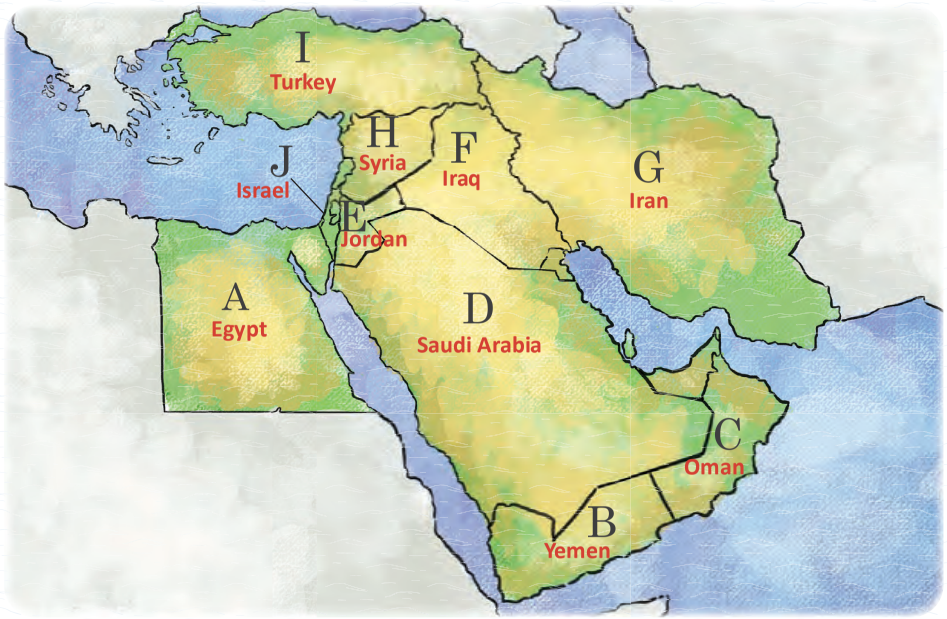
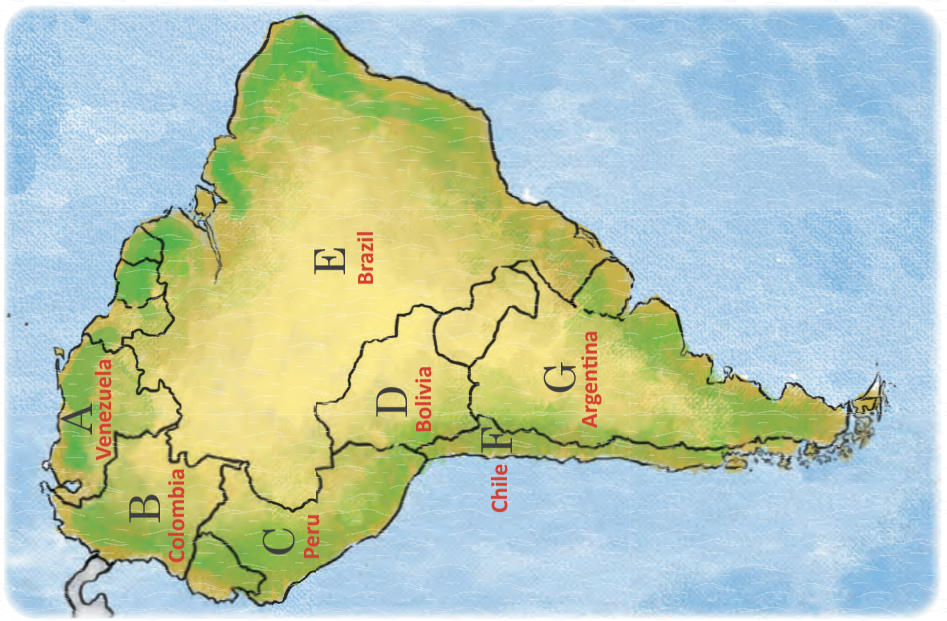


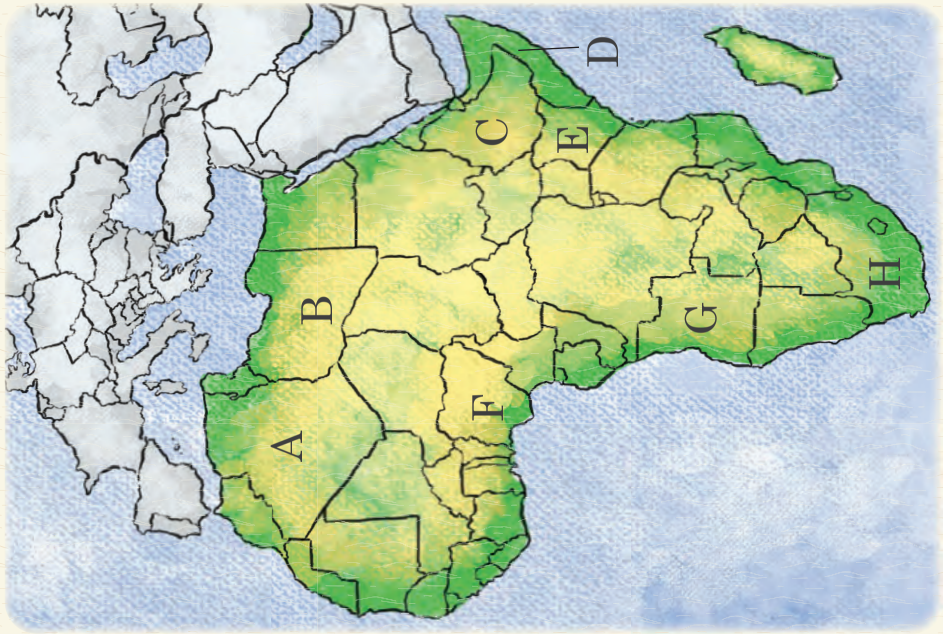
Answer



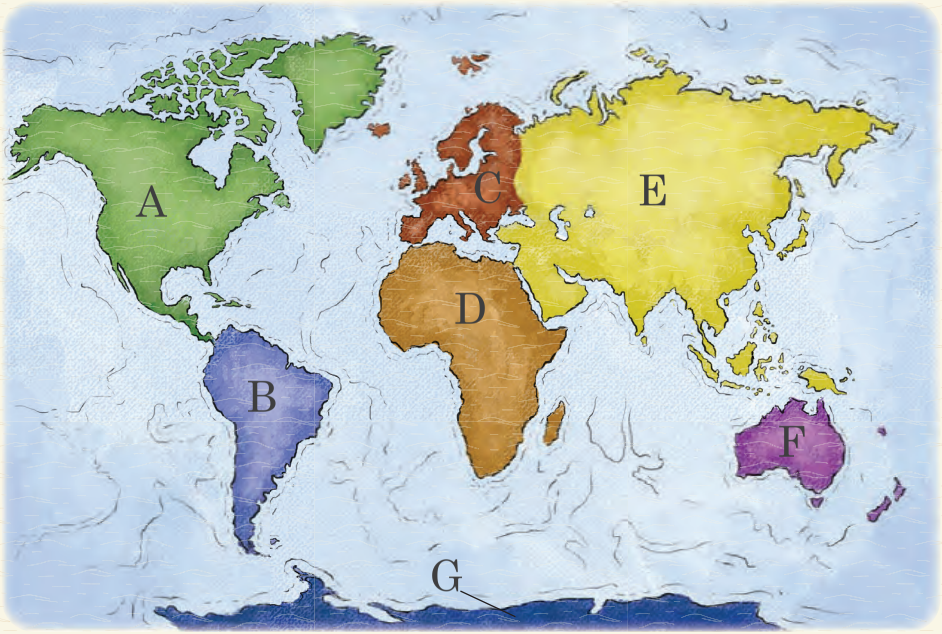
Answer



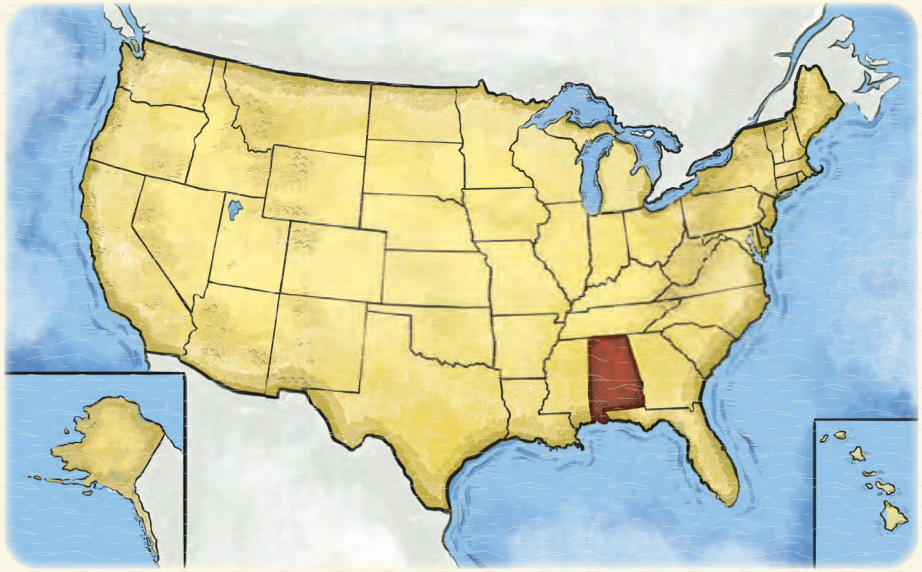
Africa



Continents



United States



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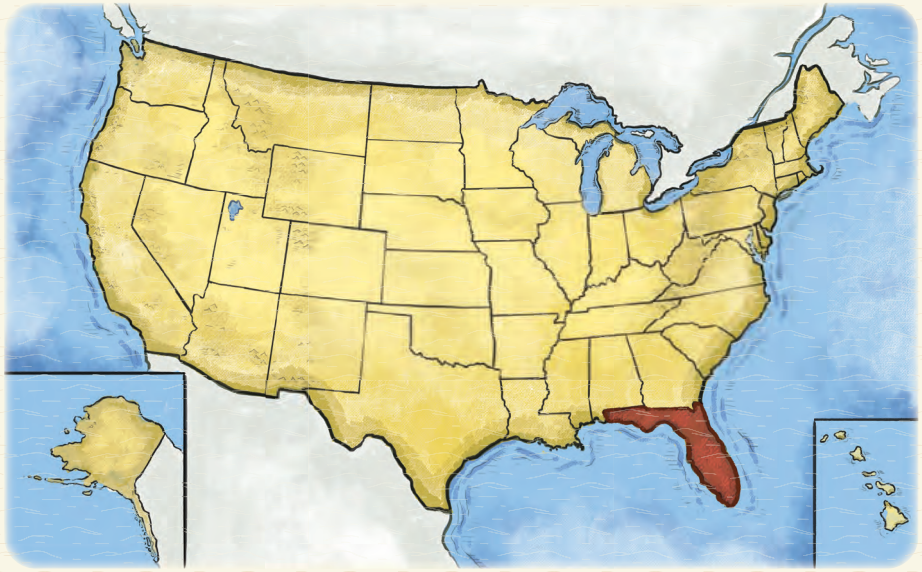

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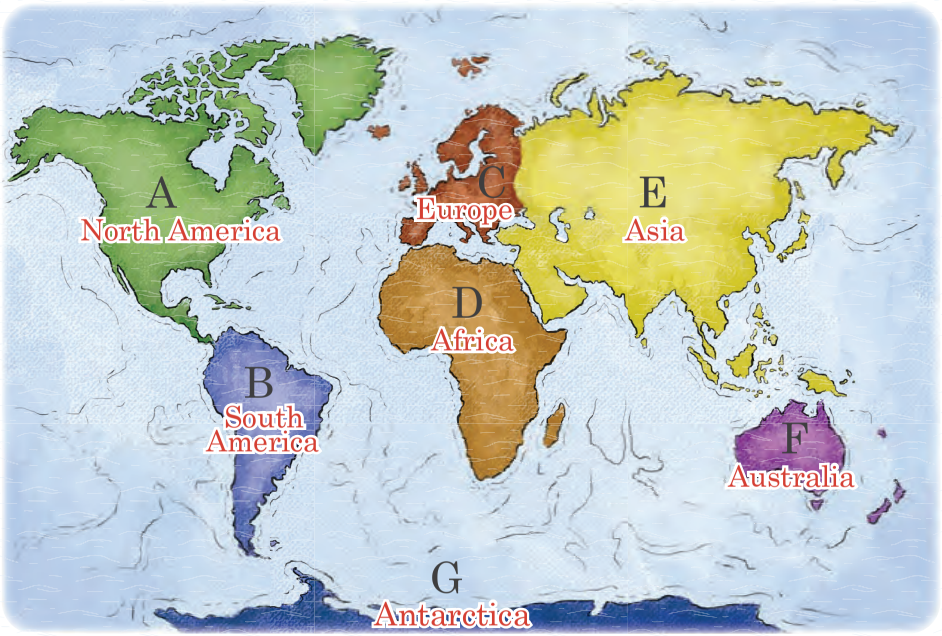

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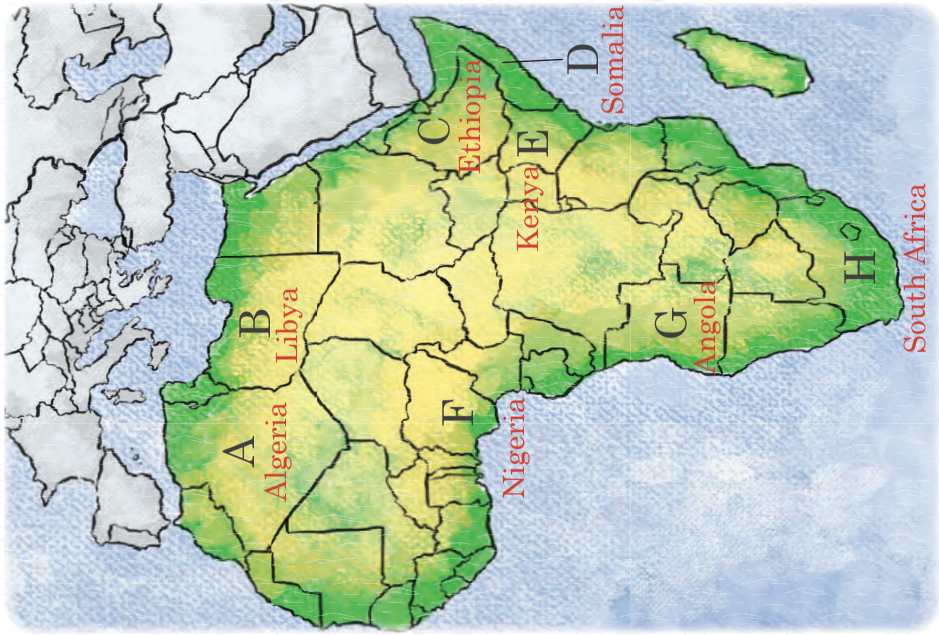
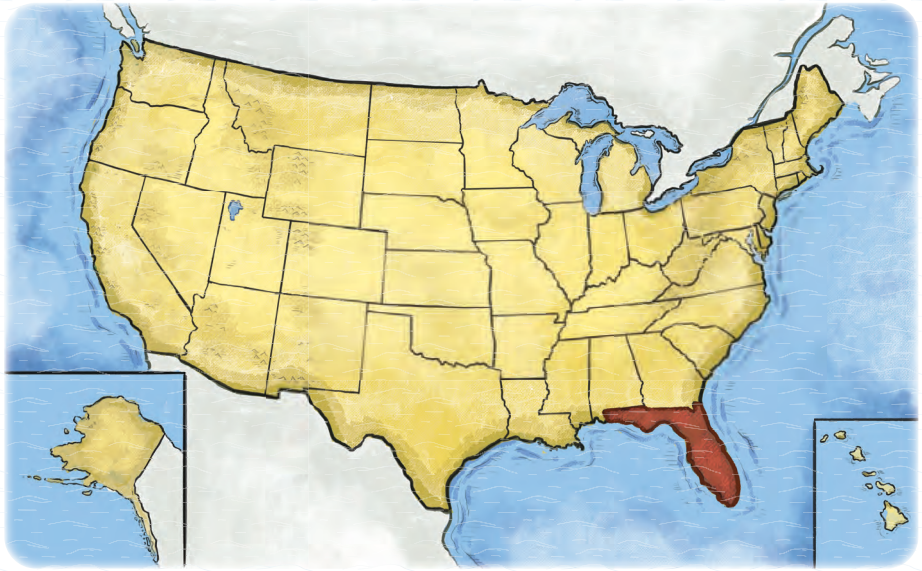


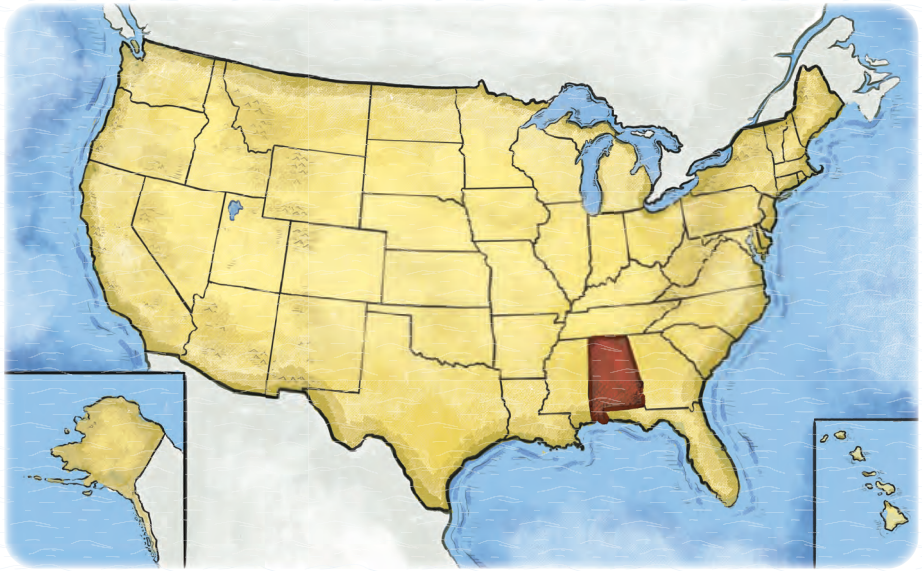
Answer

Florida



Answer

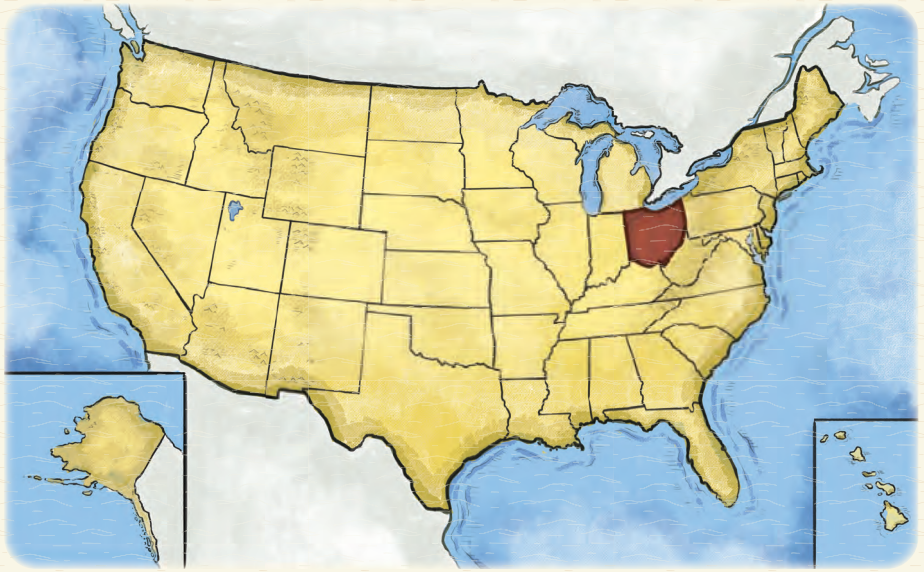
Alabama



State Capitals

Point to the following states and say the capital city of each state:
Alabama, Arizona, Kansas, Maine, Michigan, and Washington.

United States



State Capitals

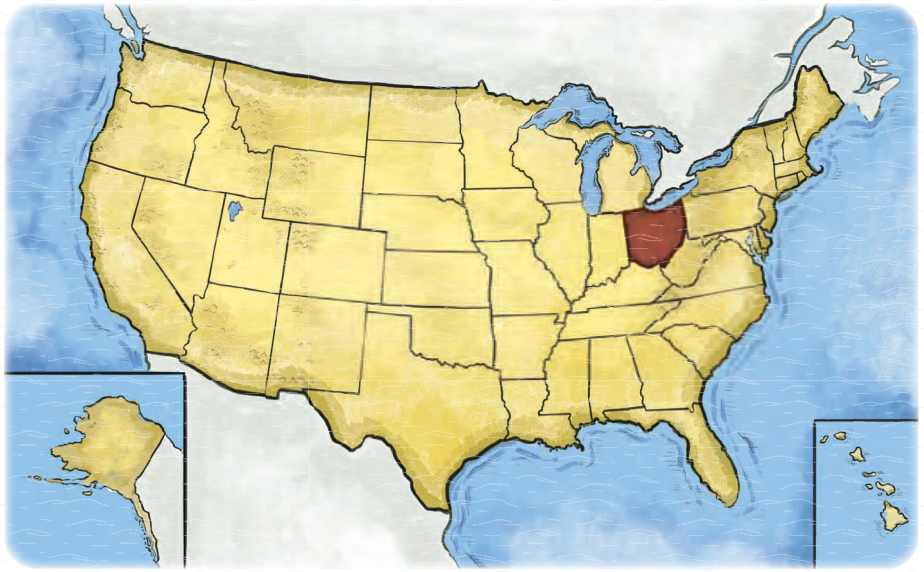
Point to the following states and say the capital city of each state:
Colorado, Arkansas, Minnesota, Montana, Ohio, and New Mexico.

State Capitals

Point to the following states and say the capital city of each state:
California, Texas, Utah, Oklahoma, Florida, and North Dakota.

Answer

Ohio

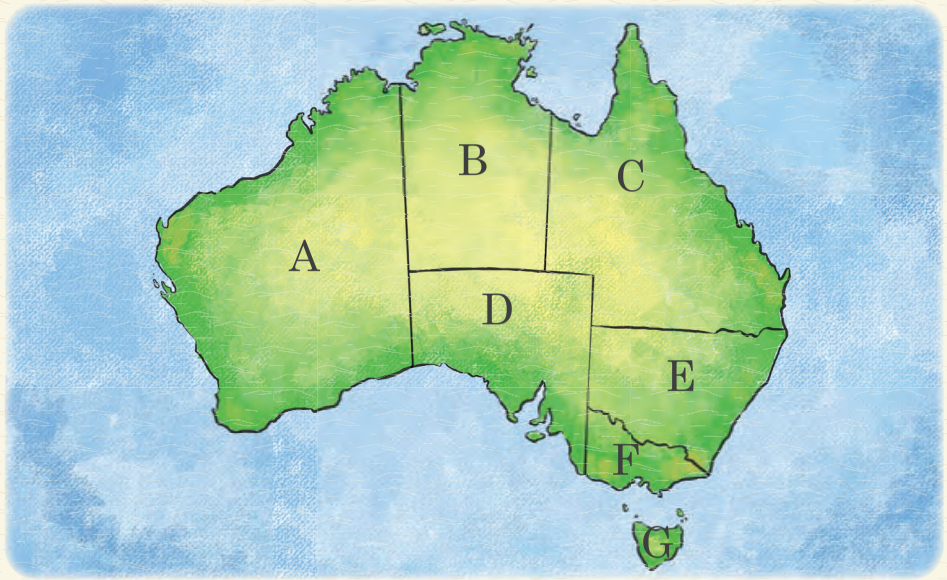


Answer

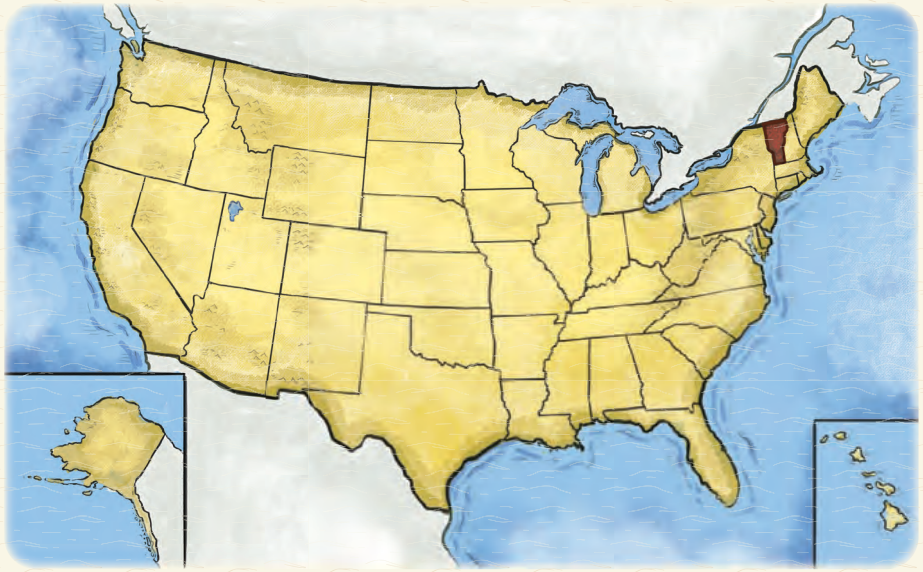
Answer

Answer

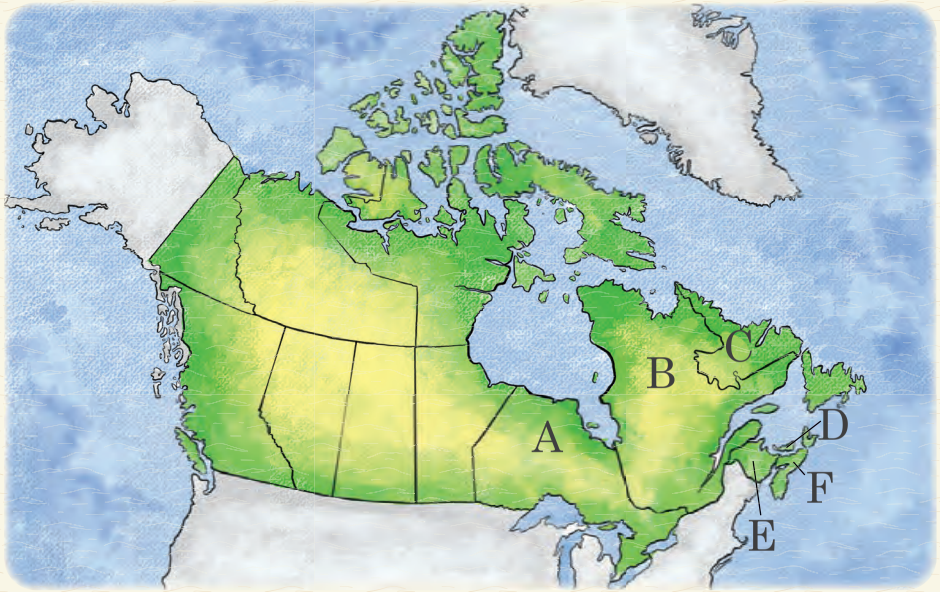
Australia



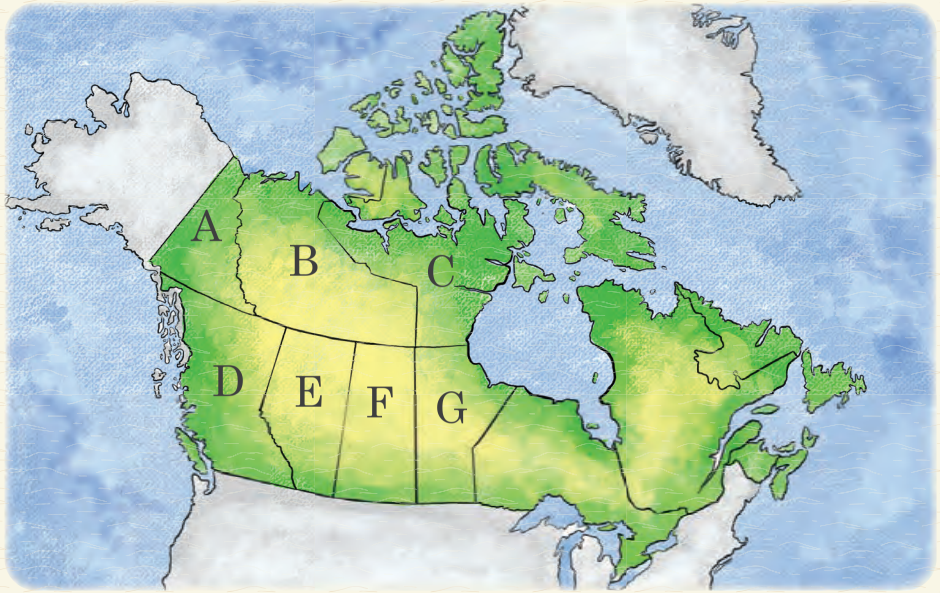
United States



Canada

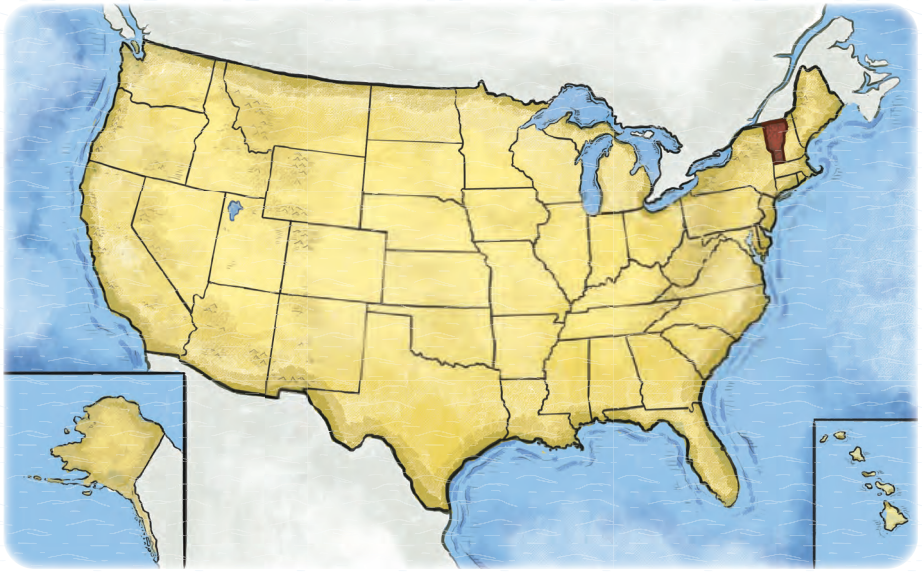


Canada

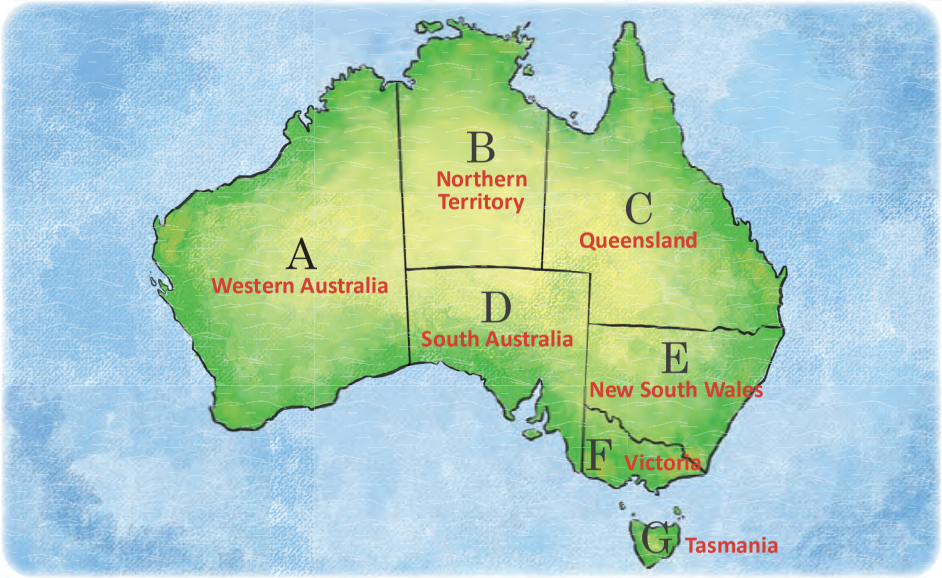


Answer

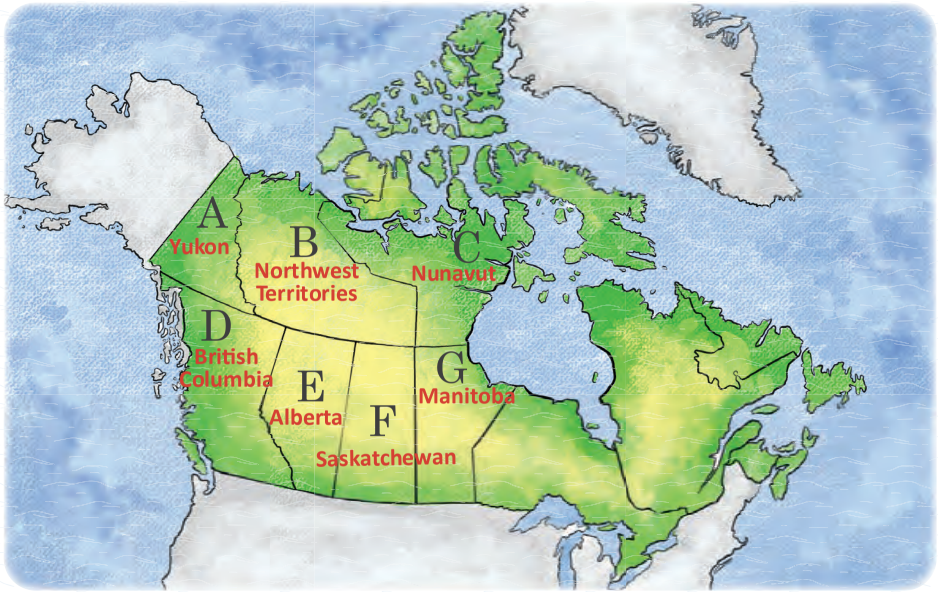
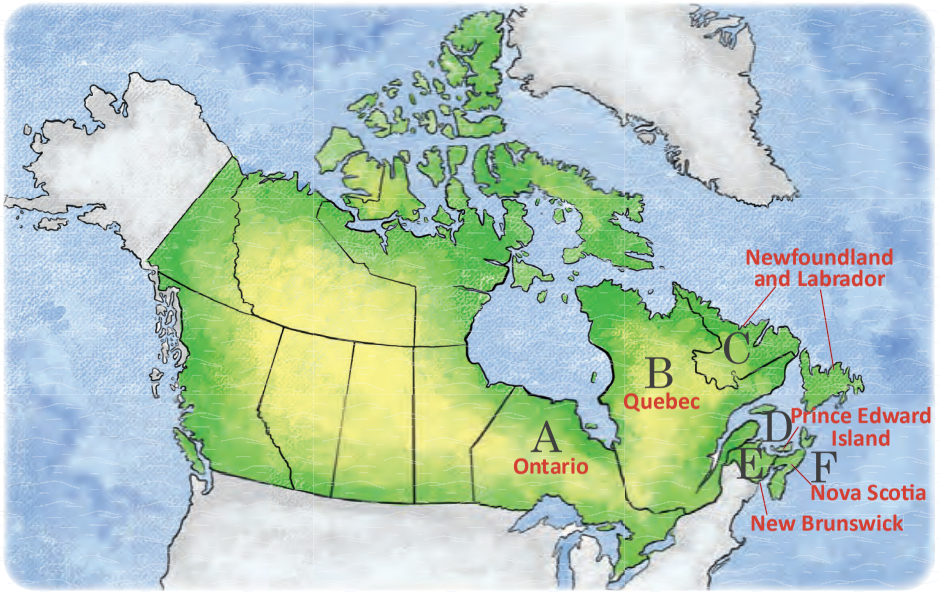
Vermont



Answer



Answer



Answer