

LANGUAGE ARTS & LITERATURE

LEVEL 4

ANSWER KEY

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

The Good and the Beautiful
CURRICULUM

Lesson 1

LESSON 1 UNIT ONE

Parent/Teacher Section

- ○ Complete Chapter 1 of *Whisper Creek* (a read-together book).
- ○ Check the child's work when this lesson has been completed.

Welcome to The Good and the Beautiful Language Arts Level 4!

Before starting this course, log on to the Good and Beautiful Homeschool app (computer version only). You will be logging on to the app every day. Many sections in this course do not contain written instructions because they follow the same process each time.

If you don't have a login, ask your parent or teacher to follow these steps:

1. Open a web browser and navigate to courses.goodandbeautiful.com. Please note that the app can only be used on a computer. It cannot be used on a phone or tablet.
2. Create an account if you don't already have one. Click "New here? Create an account," enter an email and password, then check your email to verify your account.
3. Set up a student profile if you don't have one and create a teacher PIN for navigation.
4. Select your course by choosing Language Arts Level 4 and start at Lesson 1.

Now that you are logged in to the app, watch the About This Course video with your parent or teacher.

Optional App Video

Grammar

New Concept

NOUNS, VERBS, ADJECTIVES

NOUNS
- a word for a person, place, or thing
  (e.g., girl, jungle, book, lake, country, doctor, library)

VERBS
- an action word
  (e.g., run, swim)
- a being word
  (e.g., are, am, is, was, were, been, being)

ADJECTIVES
- a word that describes a noun or pronoun
  (e.g., soft, old, loving, purple, beautiful, quiet, funny, salty, simple)

One of these words is not a noun; cross it out. girl | jug | book | ~~grow~~

One of these words is not an adjective; cross it out. peaceful | quiet | ~~are~~ | purple

One of these words is not a verb; cross it out. rest | read | ~~happy~~ | is

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Determine whether the words in each box are nouns, verbs, or adjectives and circle the correct answer.

soft, calm, brown nouns / verbs / **adjectives**	is, look, lay nouns / **verbs** / adjectives	shoe, hair, tree **nouns** / verbs / adjectives	dog, sheep, sky **nouns** / verbs / adjectives
kind, young, sweet nouns / verbs / **adjectives**	is, enjoy, are nouns / **verbs** / adjectives	cute, fluffy, tired nouns / verbs / **adjectives**	think, recline, were nouns / **verbs** / adjectives

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Lesson 1

Reading & Writing

Dora Read Goodale

LITERATURE READING COMPREHENSION



Twelve-year-old Dora Read Goodale and her 15-year-old sister, Elaine, sat beside each other on the soft grass of their Massachusetts home. Carefully, Dora opened the book she had been cradling in her arms. Aloud, she read:

When the fields are sweet with clover,
And the woods are glad with song,
When the brooks are running over,
And the days are bright and long,
Then, from every nook and bower,
Peeps the dainty strawberry flower.

Dora smiled as she looked over at the brook and the strawberry plants in the distance, for it was the landscape and life around her that had inspired both her and her sister's poems—poems that now had been published in a beautiful hardbound book titled *Apple-Blossoms: Verses of Two Children.* A large New York publishing company had recognized the amazing talent of the young Goodale sisters, and now, Dora and Elaine delighted in their first published book.

They would go on to publish nearly 20 more books of both poetry and prose. ***Prose*** is the ordinary form of written language, without the rhyming or meter of poetry. Prose can be novels, short stories, nonfiction, essays, speeches, and more.

It would be amazing to be able to go back in time to the 1870s and watch young Dora and Elaine play on their farm, which they called Sky Farm. Where would we see them writing their poetry? Would we see their father, who was a published poet himself, teaching and encouraging his daughters? I'm sure we would see the sisters observing the flowers around them, as they went on to publish a book of poetry entirely about wildflowers. In that book Dora wrote the following verse:

The violet blooms with every Spring,
With every Spring the breezes blow,
And once again the robins sing
A song more sweet than June can know.

We can experience the beautiful land around Sky Farm with the Goodale sisters as we read their poetry in this course!



Circle all the items that are true:

(A) Dora had poetry published at age 12.
(B) Poetry is a form of prose.
(C) Short stories are a form of prose.

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LITERATURE READING COMPREHENSION

○ Read Chapter 1 of *Leo and the Lighthouse.*

The author creates ***suspense*** by withholding information in this chapter. Which piece of information does the reader not yet know that creates suspense?

(A) who broke the lute (B) why the lute was broken (C) who made the lute

Fill in the missing names on the character chart.

Mom and Dad

- Fern — younger sister
- Leo
- Joana — older sister

VIVID VERBS

Sentences That Shine

Study the sentences below. Each original sentence has a verb crossed out and replaced with a more vivid verb, which is a verb that is stronger, clearer, or more expressive.

thrust
Martin ~~put~~ his hand into the bag.

whispered
The wind ~~moved~~ through the trees.

For each sentence cross out the verb and write a more vivid verb above it. Use the word bank if needed.

leaped enjoyed grabbed snatched rushed banged
roared gulped sipped rattled devoured plunged

1. The mysterious man ~~took~~ grabbed (example) the box.
2. Albert ~~jumped~~ plunged (example) into the pool.
3. The window ~~shook~~ rattled (example) in the storm.
4. The wind ~~blew~~ roared (example) through the trees.
5. The travelers ~~drank~~ gulped (example) the water.
6. Josiah's family ~~ate~~ enjoyed (example) the meal.

Spelling

○ Complete one or more sessions of *Simply Good and Beautiful Spelling*.

At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

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Lesson 2

LESSON 2 UNIT ONE

Parent/Teacher Section

- Complete Chapter 2 of *Whisper Creek* (a read-together book).
- Check the child's work when this lesson has been completed.

Gratitude Journal

spelling, writing & grammar warm-up

Today, you are going to practice keeping your letters resting on the baseline—a real or imagined line where the main body of each letter rests. Study the incorrect and correct samples.

I love to read. I love to read.

QUESTION: What are 2 things that your parent/caregiver does for you in the morning that you are grateful for? Answer with 2 sentences.

CHECKLIST
- started sentences with a capital letter
- letters rest correctly on the baseline

Answers will vary.

Have the child fix any checklist items that were not completed correctly.

Grammar

Optional App Video

New Concept

ADVERBS

Adverbs are words that modify (describe) verbs, adjectives, or other adverbs. In this course you will study only adverbs that modify verbs. Adverbs often end in -ly (e.g., *quickly*, *smoothly*) but not always. Some adverbs that do not end in -ly are *very, now, never, often,* and *still*. Many adverbs describe HOW or WHEN the verb is done.

Tip: To find an adverb, ask HOW or WHEN.

In the sentence below, the verb is underlined, and the adverb is circled.

Golden light (suddenly) peeked over the mountain.

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The sentences below are about events in the first chapter of *Leo and the Lighthouse*. Underline the verb in each sentence. Then circle the adverb that describes the verb.

1. Leo gasped (loudly).
2. "Yes, sir," Leo replied (softly).
3. (Instantly,) Leo saw that her words were true.
4. (Slowly,) Vivian nodded.
5. Her big brown eyes (quickly) pooled with tears.

As you will study in this course, good and beautiful books encourage strong family relationships by never making it seem funny, acceptable, or normal to act rudely toward parents or siblings, as many popular books unfortunately do. All the words below are adverbs. Circle the adverbs that show how honorable children respond to their family members.

angrily	(respectfully)	(lovingly)
rudely	(honestly)	irritably
(happily)	unkindly	(gratefully)

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Reading & Writing

SENSORY LANGUAGE (SOUND)

Sentences That Shine

It is so fun to make words come alive through writing. Look at how we can take a dull sentence and bring it to life by adding an adjective and describing how something sounds.

Original sentence: The door shut.
With sensory language: The heavy door shut with a clank.

Choose one of the sentences below and rewrite it, adding sensory description. Use the word bank if desired.

roar bang rumble buzzing noisy hum

I heard the thunder. | Bees were by the flowers.

Answers will vary.

The child should have chosen one of the sentences to rewrite and bring to life by adding language that describes how something sounds. Here are a couple of examples:

I heard the thunder: I heard the sharp clap of thunder!

Bees were by the flowers: The bees by the flowers hummed peacefully.

○ Read Chapter 2 of *Leo and the Lighthouse*.

In 3 or more sentences, explain what you have learned about Pastor Hill. Use 1 or more of these transitional words: first, second, also, in addition, another thing.

CHECKLIST ○ started sentences with a capital letter ○ ended each sentence with a period

Answers will vary.

Have the child fix any checklist items that were not completed correctly.

Example answer: Pastor Hill is a pastor. In addition, he makes instruments and is teaching Leo how to make instruments. Another thing I learned about Pastor Hill is that he is a kind and faithful man.

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THE POWER OF POETRY

Read the information and poems and complete the activities on this page.



Through the Branches

By Dora Read Goodale

Note: Gentians are a type of flowering plant.

And when October's gentians deep
Are standing bright and blue,
I see a softer, hazier sky,
The glowing branches thro';
I see a snowy, sailing cloud,
The rosy leaves between,
I see the golden mountain top
With pine trees darkly green.

In this poem the poet talks about seeing bits of a landscape through the branches of a tree. What a unique way to describe an autumn scene! The picture above reveals the stunning fall colors of western Massachusetts, where Dora Read Goodale grew up. Perhaps these autumn surroundings inspired this poem. Dora uses well-chosen adjectives to make writing come alive. List five adjectives that Dora uses in the poem that help bring the poem to life.

Five of These Answers:

bright, blue, softer, hazier, glowing, snowy, sailing, rosy, golden, darkly green

3.

4.

5.

Let Us Thank Our Father Dear

By Dora Read Goodale

For mellow pears we have gathered in,
For rosy apples, and well-filled bin,
That tell of a fruitful year;
For golden grain that is stored away,
For fragrant piles of the clover hay,
Let us thank our Father dear.

Once again, Dora uses wonderful adjectives in her poem. Fill in the chart below, indicating the adjective Dora used for each noun. Then write your own adjective to describe the noun.

Noun	Goodale's Adjective	Your Adjective
pears	mellow	delightful (example)
apples	rosy	crisp (example)
year	fruitful	prosperous (example)

Spelling

○ Complete one or more sessions of *Simply Good and Beautiful Spelling*.

At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

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Lesson 3

LESSON 3 UNIT ONE

Parent/Teacher Section

- ○ Complete Chapter 3 of *Whisper Creek* (a read-together book).
- ○ Check the child's work when this lesson has been completed.

Grammar

Review

NOUNS, VERBS, ADJECTIVES

P. 34, P. 69 & P. 97



Each sentence contains a verb, an adjective, and a noun. Circle each noun. Underline each verb. Put a box around each adjective.

1. I cheerfully pick the lovely flowers.
2. I gently touch the soft petals.
3. I slowly push the old wheelbarrow.
4. The warm wind gently blows.

UNIT 1 CONTRACTIONS

Write the contraction for each set of words. The red letters are replaced with an apostrophe.

are not aren't | I will I'll | do not don't

Review

ADVERBS

P. 35

For each sentence circle the word that the underlined word is modifying (describing). Then circle whether the underlined word is an adjective or an adverb. Note: Adjectives modify nouns, and adverbs modify verbs.

The short-haired guard paused dramatically.	Adjective | Adverb
This cheery place comforted Leo.	Adjective | Adverb
The guard looked longingly at the tray.	Adjective | Adverb
Leo never thought of doing that.	Adjective | Adverb

Fill in the blanks with an appropriate adverb and adjective.

I walked swiftly (example) (adverb) down the steep (example) (adjective) hill.

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Reading & Writing

Cardinal Directions

GEOGRAPHY READING COMPREHENSION

In ***Leo and the Lighthouse***, Leo will use cardinal directions. The four ***cardinal directions*** are north, south, east, and west.



1. Point in the direction in which the sun rose this morning. The direction where the sun rises is called the east.
2. Point in the direction in which you last saw the sun set. The direction where the sun sets is called the west.

If you take a walk in the morning and are directly facing the sun, in which direction are you walking? east Which direction is behind you? west

Once you know how to use the rising or setting sun to identify either east or west, you can determine the three other directions.

1. Stretch out your arms so that your right hand points toward the east and your left hand points toward the west. You are now facing north. The direction behind you is south. Even if you do not have a compass, you can use the sun to determine the four cardinal directions.
2. Point your course book so the N on the compass rose at the top of the page faces north. When the compass rose is facing north, west on the compass rose points west, and south and east are also correctly aligned.

Finish the sentence:
If you are hiking without a compass, you can use the sun

Answers will vary.

Example answer: If you are hiking without a compass, you can use the sun to determine which direction is north by locating where the sun rose in the morning—that is the east. From there, you can find which direction is north.

west. Its patterns are unchanging. The light of Jesus Christ is also unchanging and constant. We can rely on His light to find direction in our lives. Christ said, "I am the light of the world: he that followeth me shall not walk in darkness, but shall have the light of life" (John 8:12).

Finish the sentence:
One way Christ's light guides me is by _____

Answers will vary.



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Lesson 3

SENSORY LANGUAGE (TOUCH)

Sentences That Shine

Adding sensory language that describes how something feels can make writing more interesting.

Original sentence: I stood by the waterfall.
With sensory language: As I stood by the waterfall, I felt the cool mist on my skin.

Choose one of the sentences below and rewrite it, adding sensory description. Use the word bank if

Answers will vary.

The child should have chosen one of the sentences to rewrite, adding sensory description. Here are a couple of examples:

I sat on the couch: I sank into the comfy, warm couch.

I walked outside: I walked outside and felt the frigid winter air bite my nose.

If the child only added one word to the sentence, encourage the child to add more words. If needed, have the child explain it to you out loud while you add more to the sentence. You can prompt with questions, such as "How would you describe how it feels?"

LITERATURE — READING COMPREHENSION

○ Read Chapter 3 of *Leo and the Lighthouse.*

An ***idiom*** is a group of words that means something different from the actual words on their own. An idiom cannot be understood by defining its words—you have to know what the idiom means. Idioms exist in every language. English has thousands of them.

What does the idiom mean when Pastor Hill tells Leo, "You need to keep a level head"?

(A) to remain calm (B) to not move his head up (C) to act as if he were short

What does the idiom mean when the author said Godric had agitation with his brother written clearly on his face?

(A) His anger was obvious. (B) He wrote on his face. (C) He was hiding his anger.

Spelling

○ Complete one or more sessions of *Simply Good and Beautiful Spelling*.

At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

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Lesson 4

LESSON 4 UNIT ONE

Optional App Video

Parent/Teacher Section

○ You will not read *Whisper Creek* (a read-together book) today.

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

New Concept

Grammar — SENTENCE DIAGRAMMING: STEPS 1-4

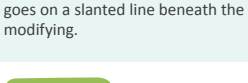
When we diagram a sentence, we always start with a horizontal line like this:

Then we add a vertical line like this:

Next, we write the SUBJECT to the left of the vertical line and the VERB to the right. The subject is WHO or WHAT is the main thing being discussed in the sentence. The subjects are underlined in these sentences: Amy sings. I like bees. The flowers grow. Wind blows.

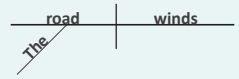


Example: Bees hum.



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

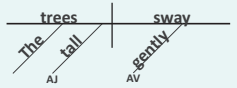
Example: The road winds.



Now you are going to learn how to diagram adjectives and adverbs. Adjectives are words that modify nouns. Examples of adjectives are SOFT, SWEET, BIG, WET, OLD, and CUTE. Adverbs are words that modify verbs, adjectives, or other adverbs. Examples of adverbs are GENTLY, QUIETLY, CHEERFULLY, and EASILY.

The ADJECTIVE or ADVERB goes on a slanted line beneath the word it modifies. Write the letters AJ under adjectives and AV under adverbs.

Example: The tall trees sway gently.



You try it!

Add the missing subjects, articles, and verbs.

The quiet house sits peacefully.

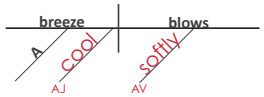


The bright sun shines brilliantly.

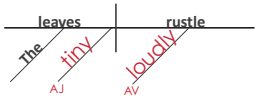


Add the missing adjectives and adverbs. Make sure to add AJ under each adjective and AV under each adverb.

A cool breeze blows softly.



The tiny leaves rustle loudly.



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Lesson 10

LESSON 10 UNIT ONE

Parent/Teacher Section

- ○ Complete Chapter 8 of *Whisper Creek* (a read-together book).
- ○ Check the child's work when this lesson has been completed.

Gratitude Journal

spelling, writing & grammar warm-up

QUESTION

What is a trait you are grateful for in one of your family members? Use a possessive noun in your sentence.

Example phrases that could be included in a complete sentence:

Mom's cheerful smile

Jocie's positive attitude

CHECKLIST

○ used an apostrophe in a possessive noun ○ included a period

Answers will vary.

Have the child fix any checklist items that were not completed correctly.

Optional App Video

Grammar

New Concept

INDEPENDENT CLAUSES

An ***independent clause*** can stand on its own as a sentence because it has a subject, a verb, and a complete thought. If a subject or verb is missing or it does not have a complete thought, it is a fragment.

- Independent clause:

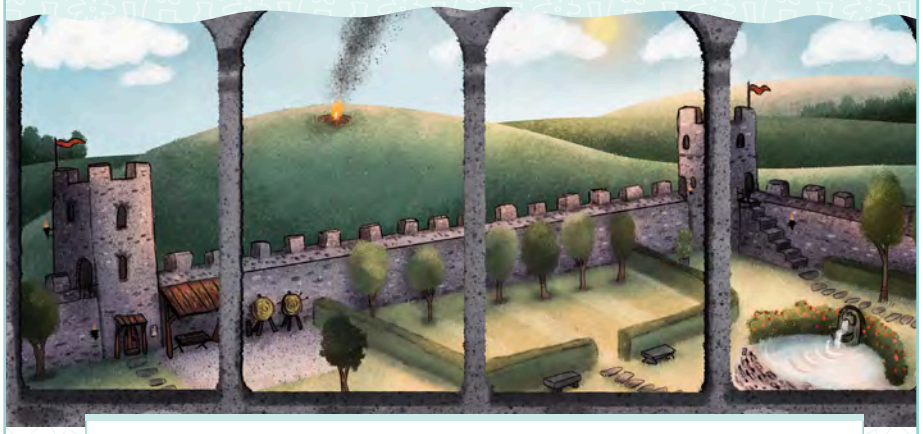
  Leo realized something strange was going on
  Subject: Leo Verb: realized Complete thought? yes

- Not independent clauses:

  Early the next day, feeble rays of first-morning light
  Subject: light Verb: missing Complete thought? no

  Breakfast was not usually served until
  Subject: breakfast Verb: was Complete thought? no

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Mark the items each set of words contains. Then circle "yes" or "no" to indicate whether the group of words is an independent clause or not. Insert periods at the end of independent clauses. (Hint: If it is missing a subject or verb, it is not a complete thought, and thus it is not an independent clause. However, it can have a subject and a verb but still NOT be a complete thought.)

1. Her long locks of hair flew wildly in the wind.
   ☑ Subject ☑ Verb ☑ Complete thought Independent clause? (yes) / no
2. Told her about his father and mother and his two sisters
   ○ Subject ☑ Verb ○ Complete thought Independent clause? yes / (no)
3. More keys were tried.
   ☑ Subject ☑ Verb ☑ Complete thought Independent clause? (yes) / no
4. When you came back
   ☑ Subject ☑ Verb ○ Complete thought Independent clause? yes / (no)
5. She gently shut the little door.
   ☑ Subject ☑ Verb ☑ Complete thought Independent clause? (yes) / no
6. He told her about delivering the golden harp.
   ☑ Subject ☑ Verb ☑ Complete thought Independent clause? (yes) / no

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Lesson 10

Reading & Writing

VIVID VERBS

Sentences That Shine

Study the sentences below. The original sentence has a verb crossed out and replaced with a more vivid verb, which is a verb that is stronger, clearer, or more expressive.

nibbled	tinkled
Mandy ~~ate~~ the crackers.	The raindrops ~~fell~~ on the roof.

For each sentence cross out the verb and write a more vivid verb above it.

Word Bank PP. 22–23

1. The groundhog ~~went~~ into its hole. — scurried (example)
2. I ~~got~~ into the boat. — scrambled (example)
3. I ~~looked~~ at the painting. — gazed (example)
4. A bird ~~flew~~ in the sky. — soared (example)
5. I ~~ran~~ across the field. — dashed (example)
6. The boat ~~moved~~ across the lake. — cruised (example)

LITERATURE

READING COMPREHENSION

- O Read Chapter 10 of *Leo and the Lighthouse*.

The ***point of view*** in writing is the perspective of the narrator telling the story.

In ***first-person point of view***, the story is told as if the main character were telling the story themself. The words "I" and "me" are used. For example, "I stared up at the mountain. The sun shined on me."

In ***third-person point of view***, the narrator is telling a story about the characters. The words "I" and "me" are not used. Character names, "he/she," and "him/her" are used instead. For example, "Dave gazed into the sky. A bird flew by him." (Rather than "I gazed into the sky. A bird flew by me.")

Which point of view is used in *Leo and the Lighthouse*? Circle one. first person | third person

Hint: Does the narrator use "I" and "me" or "he" and "him" to describe Leo and his actions?

Spelling

- O Complete one or more sessions of *Simply Good and Beautiful Spelling*.

At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

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Lesson 11

LESSON 11 UNIT ONE

Parent/Teacher Section

- O Complete Chapter 9 of *Whisper Creek* (a read-together book).
- O Check the child's work when this lesson has been completed.

Optional App Video

Grammar

COORDINATING CONJUNCTIONS

New Concept

Coordinating conjunctions can join together words, phrases, or clauses. There are seven coordinating conjunctions, and they are shown in the box below. An ***acronym*** is a word created from the first letter of each word in a series of words. The acronym FANBOYS can be used to remember the seven coordinating conjunctions.

FANBOYS

for and nor but or yet so

Write the word that each letter of the acronym FANBOYS stands for.

F: for A: and N: nor B: but O: or Y: yet S: so

Some popular acronyms are shown below. Draw lines to match each set of words with its acronym.

NASA	Self-Contained Underwater Breathing Apparatus
ASAP	As Soon As Possible
LASER	National Aeronautics and Space Administration
SCUBA	Light Amplification by Stimulated Emission of Radiation

Read the paragraph below about Myles Birket Foster. Circle all the coordinating conjunctions in the paragraph. There are four coordinating conjunctions.

As a young man, Myles Birket Foster, or Birket as he was commonly known, spent time working at his father's business, but he did not stay there very long. After 10 months Myles's father helped him obtain work with an engraver, for he knew his son showed artistic talent. In this new job, Myles became a draftsman, and he created detailed drawings.



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Lesson 11

Save this page! You will need it for the next lesson.

Bare-Facts Notes

Answers will vary.

The child should have taken bare-facts notes about the two articles on the previous page. The notes should not use exact phrases from the articles. They can be in complete sentences, but they don't have to be. The notes should use as few words as possible to give the information needed.

Here are some example notes:

- Europe = continent with most castles
- Europe used feudalism.
- feudalism = system where castles were used for protection
- frequent wars
- castles built to protect nobles and common people

LITERATURE

○ Read Chapter 11 of *Leo and the Lighthouse.*

Spelling

○ Complete one or more sessions of *Simply Good and Beautiful Spelling*.

At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

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Lesson 12

LESSON 12 UNIT ONE

Parent/Teacher Section

○ You will not read *Whisper Creek* (a read-together book) today.

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

Grammar

Review

INDEPENDENT CLAUSES & COORDINATING CONJUNCTIONS

Q P. 61 & P. 10

For each group of words, circle the correct answer. Is it an independent clause or a fragment? Remember, an independent clause has a subject, a verb, and a complete thought. Insert periods at the end of independent clauses.

When the sisters play in the hay	INDEPENDENT CLAUSE | (FRAGMENT)
Her loving sister tells her a story.	(INDEPENDENT CLAUSE) | FRAGMENT
The girls love working in the field.	(INDEPENDENT CLAUSE) | FRAGMENT
After Mother takes a break	INDEPENDENT CLAUSE | (FRAGMENT)

Write the word that each letter of the acronym FANBOYS stands for.

F: for A: and N: nor B: but O: or Y: yet S: so

UNIT 1 CONTRACTIONS

Write the contraction for each set of words. The red letters are replaced with an apostrophe.

we have — we've

is not — isn't

who is — who's



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Reading & Writing

Physical & Political Maps

GEOGRAPHY

READING COMPREHENSION

You have been learning about castles around the world so far in this unit. Now you are going to learn more about one particular castle—Neuschwanstein Castle—as you learn about two types of maps.



Neuschwanstein Castle is in Germany and sits on part of the Alps, a mountain range that stretches across parts of Europe. The surrounding land is quite rocky. Neuschwanstein Castle was built after the medieval period, and even though it was never fully finished, it is a popular tourist destination today.

In English, "Neuschwanstein Castle" means "New Swan Stone Castle." The castle has over 200 rooms, including a man-made cave. The grotto, as it is called, contains stalactites and once had a waterfall.



Circle "True" or "False" to answer these questions about Neuschwanstein Castle.

1. True | False The geography around Neuschwanstein Castle consists mostly of flat plains.

2. True | False "Neuschwanstein" is a German word that means "New Swan Stone."

The map below is an example of a political map. A ***political map*** shows man-made boundaries, such as countries and states. Some political maps show more details, such as cities and towns.



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Look at the political map of Germany on the previous page. Notice that Germany shares political boundaries with the Netherlands, Belgium, France, Switzerland, Austria, the Czech Republic, and Poland. The capital of Germany is shown with a red box.

What is the capital of Germany? Circle one.

Erfurt | Wiesbaden | Berlin

Find Neuschwanstein Castle on the political map. It is marked with a green dot. Germany is divided into 16 federal states.

In which federal state is Neuschwanstein Castle located? Circle one.

Lower Saxony | Bavaria | Hesse

Which site is closer to the capital of Germany? Circle one.

Neuschwanstein Castle

The State of Thuringia

Physical maps show natural landscape features, like rivers, mountains, lakes, forests, and deserts. Sometimes political boundaries for countries, states, or major cities are shown as well as man-made features, such as roads, to give an overall view of the area. Physical maps often show ***elevation***, which is the height of the land in relation to sea level. Colors are used to show elevation. The physical map to the right uses the following colors:

green: areas of low elevation, often rich with vegetation

yellow and brown: areas of higher elevation like hills and mountains (The darker the brown, the higher the elevation.)

blue: bodies of water, such as lakes and rivers

gray: other countries that are not part of Germany (Elevation is not shown on those countries.)

Which federal state has a higher elevation?

Berlin | Bavaria



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Lesson 12

Save this page! You will need it for the next lesson.

Informative Paragraph

Answers will vary.

The child should have used their bare-facts notes from the previous lesson to write a paragraph answering the question: Which continent has the most castles in the world, and why?

It is completely acceptable for students to use the sample sentences right now if they have difficulty writing their own sentences. As students progress through the courses, scaffolding will become less and less until students are writing entirely on their own.

Here is an example paragraph:

Over a million castles dot the earth, but one area of the world is particularly known for its castles. In fact, Europe has more castles than any other continent in the world. There are a couple of reasons for this. First, long ago, Europe practiced feudalism, which is a system where castles were a symbol of a nobleman's power and authority. Also, castles were a source of protection for the noblemen and the common people during warfare. While castles can be found all over the world, the continent that beats the rest for the most castles is definitely Europe.

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VOCABULARY REVIEW

This section reviews vocabulary words from Chapters 4–9 of *Whisper Creek*.

audacious: incredibly bold or daring
affectionate: loving, tender
nostalgia: a yearning for something from the past
silhouette: a dark shape or outline against a lighter background
enigmatic: mysterious
demeanor: outward behavior
dehydrated: lacking or in need of water
disposition: a person's mood or attitude
cooed: to speak in a fond or loving way
famished: very hungry
cache: a hiding place for storing things
undeterred: not discouraged or prevented from action

Based on the meaning of the vocabulary word in red, determine whether the statement makes sense. Circle "yes" or "no."

He feels **famished** after eating the large meal. yes | (no)

The man yearns to be home; he has **nostalgia**. (yes) | no

She doesn't want water because she is **dehydrated**. yes | (no)

You must be **audacious** to be a mountain climber. (yes) | no



Circle the synonym for each word. A synonym is a word with similar meaning.

demeanor
(behavior) | cold

undeterred
short | (determined)

cache
(supply) | strong

disposition
easy | (attitude)

Draw a line to match the word with its definition.

affectionate — loving, tender
silhouette — a dark shape or outline against a lighter background
cooed — to speak in a fond or loving way
undeterred — not discouraged or prevented from action
enigmatic — mysterious

Spelling

○ Complete one or more sessions of *Simply Good and Beautiful Spelling*.

At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

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Lesson 13

LESSON 13 UNIT ONE

Parent/Teacher Section

- Complete Chapter 10 of *Whisper Creek* (a read-together book).
- Check the child's work when this lesson has been completed.

Gratitude Journal

spelling, writing & grammar warm-up

QUESTION:

What are 4 things in your home that you are grateful for? Answer in 2 sentences with 2 things in each sentence. Include an adjective with every item (for example, "cozy kitchen").

CHECKLIST

- used a period
- included 4 adjectives (1 for each item)

Answers will vary.

Have the child fix any checklist items that were not completed correctly.

Optional App Video

Grammar — COMPOUND SENTENCES

New Concept

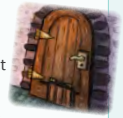
Recall that an ***independent clause*** can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

A ***compound sentence*** is made of two independent clauses joined by either a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

When you use a comma and a coordinating conjunction to connect two independent clauses, it is called a ***compound sentence***.

Look at these two independent clauses:

A sound at the door caught his attention. He watched as many pieces of wood were pushed through the slot.



We can use a comma and a coordinating conjunction to connect the two sentences like this:

A sound at the door caught his attention, and he watched as many pieces of wood were pushed through the slot.

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Warwick Castle, England



The Alhambra, Spain



Château de Chenonceau, France



Peles Castle, Romania

One independent clause on its own is called a simple sentence. Circle whether each sentence is simple or compound.

1. Warwick Castle was built in 1068 by William the Conqueror.

   (simple) | compound

2. The Alhambra is also called the Red Fortress, for its iron-rich clay gives it a red color.

   simple | (compound)

3. Château de Chenonceau served as a hospital for injured soldiers.

   (simple) | compound

4. Peles Castle sits in the Carpathian Mountains, and it is a stunning sight to behold.

   simple | (compound)

For each pair of independent clauses, create a compound sentence by filling in the missing comma and a coordinating conjunction of your choice. The first one is completed for you.

1. Castles contain many rooms, but the most important room is the great hall.
2. Warfare was common, so (example) the drawbridge could be lifted to protect the castle from enemies.
3. I would love to visit a castle, for (example) I have always been interested in the Middle Ages.
4. Most castles have a tower, and (example) it is one of the strongest and safest places in the castle.

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Lesson 13

Reading & Writing

EXCELLENT EDITING

Answers will vary.

Have the child fix any checklist items that were not completed correctly.

1. **Remove the paragraph you wrote in the last lesson and place the page beside your course book. Then follow Step 2.**

2. **Complete each of the checklist items, putting a check by each item when it is completed.**

   ☐ Make sure that every sentence starts with a capital letter and ends with appropriate end punctuation (a period, question mark, or exclamation point).

   ☐ Did you use at least two transition words, such as FIRST, NEXT, ALSO, IN ADDITION, THUS, AS A RESULT, ONE REASON, or ANOTHER REASON? If not, add in more transition words or phrases as shown in the example. Note: If you add a word to the beginning of the sentence, use a slash over the first letter of the word, which is the editing mark for making the letter lowercase.

   First, also
   My mom taught me to work hard. She taught me to be patient.

3. **Read the paragraph to your parent or teacher and congratulate yourself on writing and editing a paragraph. With every paragraph you write, writing will become easier!**

LITERATURE — READING COMPREHENSION

○ Read Chapter 12 of *Leo and the Lighthouse*.

Match the character to the trait they exhibited in this chapter.
Write the letter of the trait on the line next to the character's name.

Leo __A__ Izzie __D__

A. hopeful
B. disloyal
C. jealous
D. courageous

Spelling

○ Complete one or more sessions of *Simply Good and Beautiful Spelling*.

At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

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Lesson 14

THE POWER OF POETRY

Read the information and poems and complete the activities on this and the next page.

An Autumn Picture

By Dora Read Goodale

Note: Asters are flowers that are often purple, blue, or pink with a yellow center. Goldenrod is a type of yellow flower.

Sky deep, intense, and wondrous blue,
With clouds that sail the heavens thro';
And mountain slopes so broad and fair,
With here and there amongst the green,
A maple or an ash tree seen
In glowing color, bright and rare.

Green fields, where silvery ripples fade,
With cattle resting in the shade;
Far mountains touched with purple haze,
That, like a veil of morning mist,
By gleams of golden sunlight kissed,
Seems but a breath of bygone days.

And clover, which has bloomed anew
Since shining scythes did cut it thro';
And corn fields with their harvest fair;
And golden rod upon the hill,
And purple asters blooming still,
And sunlight melted into air.



A ***stanza*** is a set of lines in a poem. There are three stanzas in the poem you just read.

The poem you just read also contains ***alliteration***, which is when words close to each other begin with the same sound. Look at the underlined words on the fourth line of the second stanza that show alliteration. Write the two words in the fifth line of the second stanza that use alliteration.

gleams
golden

Underline the three words that use alliteration in the second line of the third stanza.

This poem paints a lively scene of a landscape in autumn. One way the author does this is by describing color. In the box below, write four colors or words that describe color that the poem uses.

1. Four of these options:
2. blue
3. green
4. purple
   golden
   silvery

Older Brother

By Jenny Phillips

Running, romping in our youth,
Helping me hold on to truth.
When we're together, I always find
Laughter and sweet peace of mind.
Always there for one another,
I thank Thee, God, for an older brother.

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Lesson 14



Apple-Blossom Time

By Dora Read Goodale

Note: Only the first two stanzas of this poem are below.

The sky is rich in shimmering sheen
Of deep, delicious blue;
The earth is freshly, softly green,
Of one translucent hue;
The choir of birds in wood and field
Ring out a happy chime;
The trees their fairest foliage yield
In apple-blossom time.



The orchard rows are all ablush,
The meadows all aglow;
On every bough a vivid flush,
A drift of petalled snow;
The clustered bloom, with faint perfume,
Wreathes many a garland fine,
And many a rosy, nodding plume
In apple-blossom time.

A poem's ***mood*** is its feeling. Circle the mood of the poem.

Mood: sad | cheerful

Siblings

By Nicki Savinda

We are a team, a group of three.
We love to laugh so joyfully.
We share a home; we share a life.
We make mistakes, have sibling strife.
But when we err, we always know,
Forgiveness, mercy, we will show.
For we remember, we always must,
We love because God first loved us.

In this poem the poet repeats the word "we." Repeating words helps the poem give a sense of unity and togetherness that can be found in sibling relationships. Fill in the blanks with three things the siblings do in the poem. An example is given.

Three of these options:

are a team
love to laugh
make mistakes
err
always know
will show forgiveness and mercy
remember



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Lesson 15

LESSON 15 UNIT ONE

Parent/Teacher Section

- Complete Chapter 11 of *Whisper Creek* (a read-together book).
- Check the child's work.

Check Lesson 20 for ingredients you may want to start gathering.

Reading & Writing

THOUGHTFUL NOTE

"In every thing give thanks: for this is the will of God in Christ Jesus concerning you." ~ 1 Thessalonians 5:18

In the last lesson, you created a watercolor card. Today, you will write a thoughtful note inside your card. Follow the steps below to write your thoughtful note.

1. **Recipient:** In the box below, write the names of four people who could benefit from a thoughtful note. Think of someone who serves you, who could use encouragement, or whom you appreciate.

The child should have written four names and circled one.

2. Think about the above list and circle the name of the person who will receive this thoughtful note. Don't worry about the other people on your list at this time. You will have more opportunities to write thoughtful notes in this course, and you can always write a thoughtful note on your own.

Examples: Read the examples below of a simple note and a more detailed note. Sometimes a simple note is all that is needed, but it is great to give specific details in your note to make it more meaningful to the person receiving it.

Simple Note

Dear Mrs. Fields,

Thank you for being a great neighbor. I'm happy I get to live near you!

With love,
Madison

Detailed Note

Dear Mrs. Fields,

Having a neighbor like you is such a blessing. I love when you invite me over for cookies on your porch. I enjoy our talks and learning from you. Also, your flower bed brings such beauty and joy to our neighborhood. Thank you for being a bright spot in my life!

Warmly,
Madison

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Lesson 91

LITERATURE READING COMPREHENSION

○ Read Chapter 27 of *Nettie's Letters.*

After seeing Uncle Marco give Nico a gift for Nico's father, Nettie is _____.

A remorseful for judging him B all the more suspicious C happy for Nico

How would Nettie most likely describe her father's secret musical message at this point?

A "Confusing." (She still has no idea what it says.)

B "Exciting!" (She has figured out how to decode the message.)

C "Solved!" (She has finished decoding the message and knows its meaning.)

App

VOCAB & READING SKILLS

In today's fast-paced world, it's important to take the time and make intentional efforts to connect with our grandparents if possible.* They can play valuable and pivotal roles in our lives as they share their stories, skills, and wisdom.* In a chaotic world, spending time with grandparents can bring comfort, reassurance, and stability.* When we deliberately make efforts to call, write, or visit our grandparents, we nurture our relationships with them, find joy, create lasting memories, and show appreciation and respect for all they have done for us.*

Spelling

○ Complete one or more sessions of *Simply Good and Beautiful Spelling*.

At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

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Lesson 92

LESSON 92 UNIT FIVE

Parent/Teacher Section

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

Gratitude Journal

spelling, writing & grammar warm-up

QUESTION!

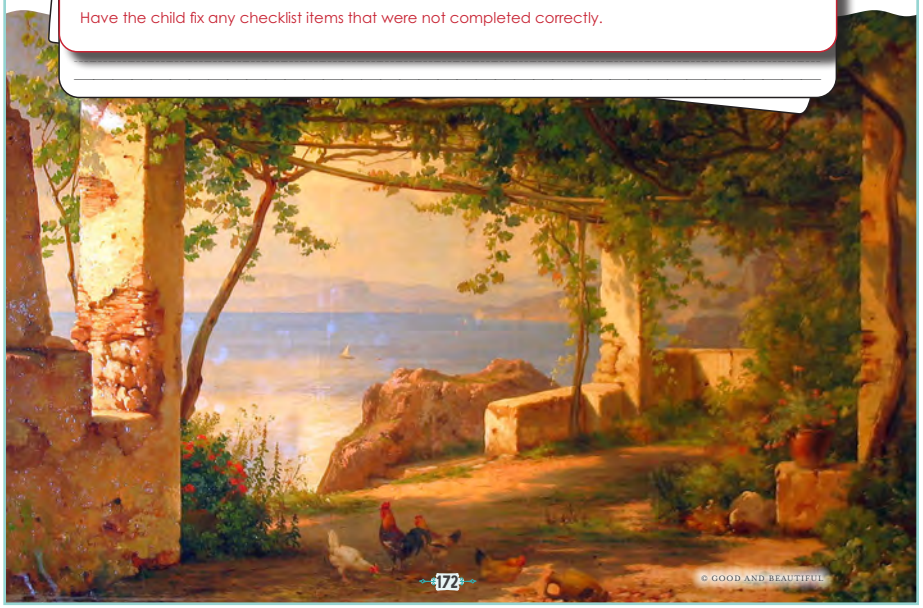
Below is a beautiful painting of the Bay of Naples by Carl Frederik Aagaard. As you can tell, the Bay of Naples is a gorgeous area in Italy. It is a great place to spot dolphins and whales too! Nature and art are wonderful blessings. What do you like in the painting? Write 1 sentence and include 3 adjectives in a series, separated by commas.

CHECKLIST

○ no random capital letters ○ started sentence with a capital letter

Answers will vary.

Have the child fix any checklist items that were not completed correctly.



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Optional App Video

Grammar

New Concept

WORDS THAT CAN BE NOUNS OR VERBS

Some words can be nouns or verbs, depending on how they are used in a sentence.

NOUN	VERB
The light is flickering.	The candles light the room.
"Light" is the thing that is flickering.	"Light" is what the candles are doing.

Some common words that can be a noun or a verb include the following:

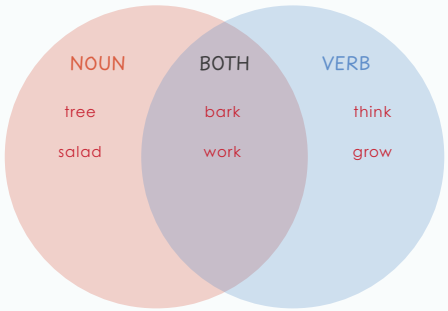
walk, paint, fly, park, swim, run, sleep, jump, work, break, light, whistle, bark

Circle whether the highlighted word functions as a noun (N) or a verb (V) in each sentence.

1. I park my car by the dirt road. N | (V)
2. He read on his lunch break. (N) | V
3. Let's paint the old, dirty shed. N | (V)
4. Ducks fly over the truffle field. N | (V)
5. The train whistle is really loud. (N) | V
6. We went on a walk together. (N) | V
7. She will work on a puzzle. N | (V)
8. A deer made a nice high jump. (N) | V

Look at the blue words. Two of the words function only as nouns, two function only as verbs, and two can function as nouns or verbs. Write each word in the correct section.

work, tree, think, salad, grow, bark





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So Easy to Summarize!

There are a couple of reasons that

The child should have followed the steps and used the sentence prompts given to write a summary of the paragraph. For example,

There are a couple of reasons that truffles cost so much. First, truffles are very hard to grow without specific growing conditions. Second, truffles are hard to find because they grow underground, so it takes an animal to sniff them out.

have to grow next to certain types of trees and require very specific soil conditions. But this is not the only reason this type of fungi is so expensive. Truffles are also hard to locate and harvest. Humans don't have eyes that can see under the dirt or noses that can smell truffles from above ground. However, some animals do! For this reason, animals with a keen sense of smell, such as pigs or dogs, are often used to locate truffles, and then they have to be dug up. Did you know that truffles were so much work to grow, find, and harvest? No wonder they are expensive.

Second, truffles are hard to



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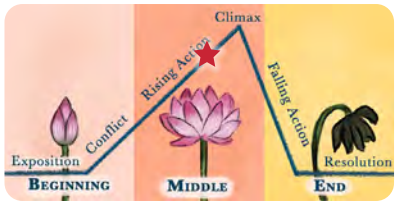
Lesson 92

LITERATURE — READING COMPREHENSION

○ Read Chapter 28 of *Nettie's Letters*.

What is a plot?

A ***plot***, also known as a storyline, is the order of events that make up a story. There are generally six elements that make a plot: exposition, conflict, rising action, climax, falling action, and resolution. In the plot diagram at the right, you can see how the elements of the plot represent movement in the story. Like a flower that blossoms in the spring and withers in the fall, a good story has an up-and-down journey to it. Read about the six elements of plot below. Then draw a star on the part of the diagram that shows which part you are currently reading in *Nettie's Letters*.



Exposition 1
- the introduction
- introduces the main and supporting characters
- where you learn about the setting of the story

Conflict 2
- introduces the main problem, struggle, or obstacle that faces the characters, especially the main character

Rising Action 3
- rising tension
- more suspense and interest created
- main conflict gets more difficult

Climax 4
- the most exciting part
- the height of tension
- when the main character faces the conflict head on
- turning point of change

Falling Action 5
- the action after the climax
- tension gradually resolves
- questions answered
- characters face the consequences of actions

Resolution 6
- when the main conflict is fully resolved
- brings a close to the story
- captures the overall message of the story

Tensions are certainly rising in Chapter 28. The conflict (the war) is getting more difficult. Because the conflict is increasing, you are at which point in the plot?

(A) rising action (B) climax (C) falling action

Which clue from Chapter 28 suggests that tensions are rising and the conflict is getting more difficult?

(A) Nico is acting weird. (B) The war has reached Italy. (C) Pippo is getting faster.

Read about resolution again, and then answer this question with one brief sentence. What do you hope will happen during the resolution of the story?

I hope the war ends and Nettie gets to go home. (example)

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Lesson 93

LESSON 93 UNIT FIVE

Parent/Teacher Section

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

Check Lesson 95 for ingredients you may want to start gathering.

Grammar

Review

VERB TENSES PP. 98–99

Recall the three basic verb tenses: past (already happened), present (happening now), and future (yet to happen). Another tense is present progressive tense, also called continuous tense. This tense describes actions that are in progress and ongoing. Draw a line to match each sentence with the correct verb tense.

past	present	future	present progressive
I pray.	I prayed.	I am praying.	I will pray.

UNITS 2-4 CONTRACTIONS



Circle the correct contraction for each set of words.

we are we're | w'are	she had she'd | she'ad		
it is i'is | it's	does not does'nt | doesn't	we had we'd | weh'd	she is she'is | she's
he is he's | h'is	must not mustn't | mus'nt	we will wew'll | we'll	what is what's | what'is
have not haven't | have'nt	did not did'ot | didn't	it will itw'll | it'll	he will he'll | hew'll
should not shouldn't | should'nt	could not could'nt | couldn't	had not hadn't | had'nt	cannot cann't | can't

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Lesson 120 - Unit 6 Assessment

COMPARATIVE & SUPERLATIVE ADJECTIVES

Circle the correct comparative or superlative adjective to complete each sentence.

1. It is the tallest/most tall chocolate fountain in the world.
2. Milk chocolate is creamyer/creamier than dark chocolate.
3. This tradition is the oldest/most old one.

Write the adjective in blue in comparative and superlative forms in the chart below.

delicious

comparative (ER/more)	superlative (EST/most)
more delicious	most delicious

Additional Practice ····· PP. 46–47

COMPARATIVE & SUPERLATIVE ADJECTIVES

Circle the correct comparative and superlative adjective to complete each sentence.

1. This piece of chocolate tasted more sweet/sweeter than that piece.
2. Her painting is beautifuler/more beautiful than the first one.

Write the adjective in blue in comparative and superlative forms in the chart below.

funny

comparative (ER/more)	superlative (EST/most)
funnier	funniest

PARALLEL CONSTRUCTION: VERBS

Cross out the verb that does not match the form of the others, and then rewrite it correctly above the word. The verbs are underlined.

1. The man plans, designs, and ~~carved~~ carves the wooden figurine.
2. Traditions should be appreciated, ~~practice~~ practiced, and shared with others.
3. She selects, ~~admired~~ admires, and buys the art.
4. He can clap, dance, and ~~singing~~ sing to the music.

Additional Practice ····· P. 71

PARALLEL CONSTRUCTION: VERBS

Underline the set of verbs in each box that is written in correct parallel form.

discovers, plans, creating
discovers, plans, creates

celebrating, listening, enjoying
celebrates, listening, enjoying

chose, tasted, savoring
chose, tasted, savored



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PARALLEL CONSTRUCTION: ADVERBS & ADJECTIVES

Circle the orange word that correctly completes the sentence using parallel construction. Remember, a set of words should be either ALL adjectives or ALL adverbs.

1. We feel cozy, calm/calmly, and relaxed in the ski lodge.
2. Skiers glide quickly, effortlessly, and graceful/gracefully down the slope.
3. Her ski gear is expensively/expensive, new, and colorful.
4. The ski lift swiftly, instantly, and safely/safe takes us up the mountain.

Additional Practice ····· P. 69

PARALLEL CONSTRUCTION: ADVERBS & ADJECTIVES

Underline the set of words in each box that correctly shows parallel construction.

cheerful, kind, polite
cheerfully, kind, polite

bravely, careful, patiently
bravely, carefully, patiently

abruptly, loudly, energetically
abruptly, loudly, energetic



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Lesson 120 - Unit 6 Assessment

PUNCTUATING RELATIVE CLAUSES: WHO/THAT

Circle whether the underlined relative clause is essential or extra. Insert commas where needed.

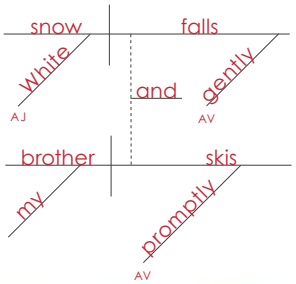
Essential: necessary information, no commas
Extra: nonessential information, use commas

1. My friend who loves cheese lives in Switzerland. (essential) | extra
2. Her father who loves music yodeled at the festival. essential | (extra)
3. The cave that we explored was so interesting. (essential) | extra

SENTENCE DIAGRAMMING

Diagram the sentence. Do not forget to put AJ under adjectives and AV under adverbs.

White snow gently falls, and my brother promptly skis.



Additional Practice P. 80

PUNCTUATING RELATIVE CLAUSES: WHO/THAT

Circle whether the underlined relative clause is essential or extra. Insert commas where needed. Use the information in the blue box at the left to help you.

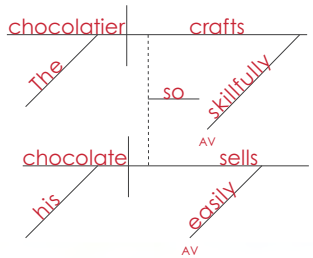
1. The shopkeeper who was friendly created many cheeses. essential | (extra)
2. Many people who love skiing visit the Swiss Alps. (essential) | extra
3. A group of people who were skilled skiers went down the slope. essential | (extra)

Additional Practice PP. 14–16

SENTENCE DIAGRAMMING

Diagram the sentence. Do not forget to put AJ under adjectives and AV under adverbs.

The chocolatier skillfully crafts, so his chocolate sells easily.







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