



LANGUAGE ARTS & LITERATURE

✂ LEVEL 4 ✂

COURSE BOOK

PART 1

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



C U R R I C U L U M



About This Course

Overview: Language Arts & Literature Courses

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

How to Complete the Course

This course is easy to teach, with no preparation time needed. Simply read the About This Course section and begin! Have the child work on this course book 4 to 5 days a week. If the child completes 4 lessons per week, they will finish the course in 30 weeks. Each day, simply follow the instructions in the course book.

This course connects multiple subjects and emphasizes the good and the beautiful through connections to God, family, nature, and high moral character.

Lesson Breakdown

A typical lesson includes the following sections:

..... **Read-Together Book (Units 1–3)**

This is a book you and your child read together. Apart from checking your child’s work each day, this is the only parental involvement needed in the course. We believe parent time can be utilized most effectively in this joyful area. This book is designed to be several levels higher than a fourth-grade reading level and to challenge the child because they are reading with your help.

..... **Vocab & Reading Skills (Units 4–6)**

Starting halfway through the course, this section takes the place of the read-together book and is completed on the app (computer version). See the “LA 4 Vocab & Reading Skills Intro” video in Lesson 60 for more details



on Vocab & Reading Skills sections. Parents have the option to complete the Echo Reading passage with their child instead of using the app.

..... **Grammar**

The grammar part includes usage, sentence structure, punctuation, capitalization, and more and connects to the unit theme and message. New concepts are indicated with the orange icon shown at the left



and are marked the first time they are taught in this level. Students may have encountered the concept in a previous level. There are often optional videos on

the app to help the student learn these new concepts. These videos are marked by the blue “Optional App Video” icon shown at the right.



..... **Reading & Writing**

The child spends time writing each day through varied writing prompts and activities. These activities are integrated with art, literature, geography, and poetry and include reading comprehension.

..... **Literature**

The child also reads independently from books that correlate with the course (*Leo and the Lighthouse* in Units 1–3 and *Nettie’s Letters* in Units 4–6). Following this independent reading, the child may learn a new literary concept and/or answer reading comprehension questions about the book. The child will also occasionally listen to book discussions on the app to learn how to think about, talk about, and dive deeper into literature.

..... **Spelling**

At the end of most lessons, the child practices spelling in the Simply Good and Beautiful Spelling program. See the Spelling Philosophy section for more information about our spelling approach.



About This Course

➤ Continued ➤

..... Project Lessons

Students will complete two project lessons in each unit. These project lessons are more extensive than other lessons and may take some children longer to complete. Feel free to spread project lessons over multiple days. You may also want to have your child complete any course book pages before doing the project.

..... Unit Assessments

Concepts are reviewed multiple times throughout a unit, and the end of each unit contains an assessment to track the child's progress.

Quick Reference Guide

A separate *Quick Reference Guide* can be purchased from our website. This guide includes reminders for grammar concepts and other helpful references, such as lists of vivid verbs and abbreviations. Lessons that have a corresponding section in the *Quick Reference Guide* are indicated by this orange graphic with the corresponding page number. 

Optional Songs



Some grammar concepts have optional songs on the app to help with reinforcement. Concepts that have an accompanying song are indicated with a musical note icon as shown here.

Spelling Philosophy

We believe that the best way to create strong spellers is by

1. having the child read a large amount of varied, rich literature;
2. teaching the child how to segment and decode words (seeing patterns and principles in words rather than just individual letters);

3. focusing on a limited number of important spelling rules that do not have many exceptions;
4. practicing with a wide variety of homophones and commonly confused words; and
5. teaching a select list of commonly misspelled words.

Spelling is practiced in our unique, personalized Simply Good and Beautiful Spelling program. Students complete one or more spelling sessions in most lessons and progress through the entire spelling program in Levels 4–8. Spelling includes practice with spelling principles/patterns and includes homophones and commonly confused words. The focus is on both memorizing high-frequency words and learning spelling principles and skills, such as how to segment, decode, and sound out words. In this way the child gains confidence in spelling and learns to apply spelling principles to new words.

Creating Good Writers

Creating good writers is a process that takes years of immersing children in rich, well-written literature and effective instruction. The Good and the Beautiful Language Arts curriculum focuses on these things and helps children gain a love of writing.

In Level 4 students build on the solid writing foundation formed in Level 3. As children begin a new school year, Level 4 starts with writing exercises similar to those found at the end of Level 3. As the course progresses, exercises become less guided, and students in Level 4 progress to writing full-length essays.

Answer Key

A Level 4 Answer Key is available in physical form or as a free download.



About This Course

➤ Continued ➤

Student Pacing

We recommend having your child complete the course that aligns with their grade level. However, it is fine to complete a course that is a level above or below your child's grade level if they are ahead or behind in multiple areas. Parents may wonder what to do if their child is ahead or behind in just one area, like spelling, but on-level in other areas, like reading and writing. Some suggestions are given below.

..... Reading

If your child is advanced in reading, have them listen to audiobooks two to three levels ahead. There are numerous benefits to listening to literature that is slightly above one's current reading level. If your child is behind in reading, allow additional time for the read-together book and the independent book. Consider having your child read the independent book aloud to you. Also consider completing the Level 3 phonics read-aloud books together.

..... Writing

If your child is advanced in writing, allow the child to write more than the lesson requires. The child may want to begin a personal daily journal. If your child is behind in writing, allow breaks during writing or allow multiple days to complete longer writing activities. Help the child brainstorm aloud with you to verbalize their ideas before putting them on paper.

..... Spelling

If your child is advanced or behind in spelling, our individualized Simply Good and Beautiful Spelling program will meet them where they are and help them to progress. Your child can complete as many spelling sessions each day as they would like, allowing them to move through the program at their own speed.

Typing

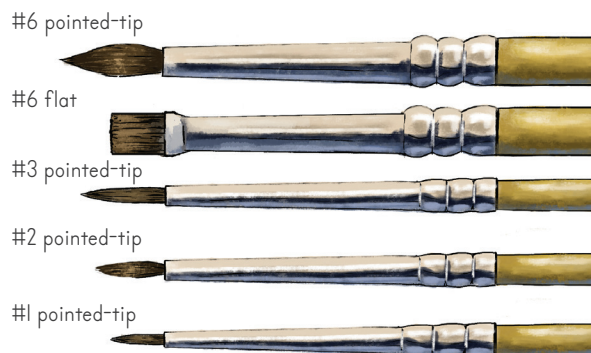
Although typing is not required for Level 4, we recommend that students begin learning to type at this level. Starting in Level 6, students will complete writing assignments on the app, and they will have difficulty in that course if they do not have proficient typing skills. In addition, students need some typing skills to complete the spelling and will enjoy the program more the better they can type.

Supplies Needed

Each Unit Overview page shows where to find the extra supplies needed for that unit (art supplies, ingredients for recipes, etc.). Students should always have basic supplies like pencils, erasers, colored pencils, tape, plain white copy paper, a ruler, and scissors on hand.

..... Art Supplies

For the art projects, students will need the following: a set of watercolors; acrylic paints; a palette; watercolor paper; art paper; cardstock; an 8"x8" canvas; #1, #2, #3, and #6 pointed-tip brushes and a #6 flat brush. (Paintbrushes shown below are true to size.)



Google Maps

Some lessons teach the student how to use Google Maps to study a location. Google, Google Maps, Street View, Pegman, and the Pegman logo are trademarks owned by Google LLC. Google has not endorsed or sponsored this book, and there is no affiliation between Google and The Good and the Beautiful.

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At-a-Glance

➤ These items are found throughout this course book. ◀

Art

Artists

- Carl Frederik Aagaard
- Eugenio Zampighi
- Herb Kāne
- Myles Birket Foster
- Vincent van Gogh

Art Topics

- arches
- art mediums
- backlighting
- camera angle
- chisel
- columns
- composition
- concerto
- domes
- folk art
- folk traditions
- forms of art
- fresco
- golden hour
- hue
- intensity
- Italian marble
- Italian violins
- light and detail in painting
- light in photos
- luthier
- motif
- mural
- photography
- Polynesian art
- Post-Impressionism
- realism
- relief art
- Renaissance art
- Roman architecture

- Swiss cheese and chocolate
- Swiss folk art
- value
- vivid detail
- warm/cool colors
- woodcarving

Projects

- book report
- lighthouse watercolor painting
- owl bookmark
- Swiss landscape acrylic painting
- thoughtful notes: watercolors, pop-ups, acrylics
- Van Gogh-style acrylic painting

Recipes

- French yogurt cake
- gnocchi
- pumpkin soup

Geography

Locations

- Europe
- France
- Germany
- Hawaii
- Hispaniola
- islands of the world
- Italy
- lighthouses around the world
- Mediterranean Sea
- Monhegan Island
- Strait of Gibraltar
- Switzerland

Geography Topics

- altitude
- arable
- archipelago



At-a-Glance

➤ Continued ➤

- atolls
- capes
- cardinal directions
- cartographers
- cartography
- caves
- climate
- climate types
- coastal plains
- cogwheel railway
- commodity
- compass rose
- contour lines
- coordinates
- culture
- currency
- diversity
- economy
- elevation
- emigrate
- equator
- euro
- first/primary/official languages
- glaciers
- gondola/gondolier
- Google Maps skills
- gradient
- humid continental climate
- immigration
- industrialized economy
- islets
- key/legend
- lagoon
- landlocked
- lines of latitude
- lines of longitude
- map scale
- meridians
- natural resource
- Northern Hemisphere
- olive farms
- outflow
- pass
- peninsula
- physical maps
- political maps
- poor drainage
- precipitation
- prime meridian
- quarry
- regions
- relief map
- shoals
- Southern Hemisphere
- spelunkers
- stalactites
- stalagmites
- straits
- subtropical climate
- summit
- tectonic plates
- terrain
- topography
- tropical climate
- types of volcanoes
- uninhabited
- urban/rural
- watershed

Grammar & Usage

- abbreviations and acronyms
- action verbs and being verbs
- adjectives and adverbs
- antonyms
- capitalization of titles
- capitalizing proper nouns
- commas in a series
- commas in introductory prepositional phrases



At-a-Glance

➤ Continued ➤

- comparative and superlative adjectives
- compound sentences
- contractions

aren't	can't	couldn't	didn't	doesn't	don't
hadn't	haven't	he'll	he's	isn't	it'll
it's	I'd	I'll	I'm	mustn't	she'd
she'll	she's	shouldn't	that's	there's	they're
they've	we'd	we'll	we're	we've	what's
who'll	who's	won't	wouldn't	you'll	you're

- coordinating conjunctions
- editing
- formatting: indenting and paragraph breaks
- helping verbs and verb phrases
- independent clauses
- irregular past tense verbs
- irregular plural nouns
- nouns and verbs
- parallel construction: adverbs and adjectives
- parallel construction: verb forms
- parts of speech
- possessive nouns
- prepositions and prepositional phrases
- punctuating relative clauses
- Quotations: capitalization, commas, ending punctuation
- relative clauses
- run-on sentences
- sentence diagramming
- synonyms
- types of sentences
- verb tenses
- words that can be nouns or verbs

- characterization
- cliffhanger
- climax
- compare and contrast
- comprehension of plot
- conflict resolution
- context clues
- dynamic and static characters
- exposition
- falling action
- flashback
- folk tales
- historical fiction
- idioms
- internal and external conflict
- judging books/moral values in writing
- juxtaposition
- metaphors
- mood
- mystery and suspense
- personification
- plot and subplot
- point of view (first and third person)
- predictions
- primary sources
- protagonists
- Renaissance literature
- rising action
- sensory language
- sequencing events
- setting
- showing instead of telling
- simile
- summarize by outline
- suspense
- vivid description

Literature

Literature Topics

- antagonists
- aphorism
- cause and effect
- character arc

Poetry Topics

- alliteration
- anaphora



At-a-Glance

➤ Continued ➤

- contrast
- line
- metaphor
- mood
- narrative poem
- personification
- prose
- refrain
- rhyme scheme
- sensory language
- showing instead of telling
- simile
- stanza
- vivid verbs and adjectives
- well-chosen adjectives
- Y in the middle of a word

Poets

- Dora Read Goodale
- Patricia St. John
- Rachel Field

Spelling

Spelling is personalized and made simple with our Simply Good and Beautiful Spelling program. Students will focus on key spelling principles, spelling rules, decoding skills, and homophones and commonly confused words. See more about our spelling philosophy on page iii.

Writing

Skills & Concepts Practiced in Gratitude Journals

- avoiding random capital letters
- extending letters to the top line
- having proper spacing between letters and words
- including end punctuation
- resting letters on the baseline
- starting sentences with a capital letter
- using adjectives

- using commas and coordinating conjunctions
- using commas in a series
- using past tense verbs
- using possessive nouns
- using pronouns
- using transitional words/phrases

Topics Taught in Sentences That Shine and Stories That Sparkle

- adding adjectives and adverbs
- creative writing
- much vs. many
- summarizing a story
- using sensory language (sound, touch, and smell)
- using transitions
- using vivid verbs
- varying first words
- writing dialogue
- writing from the heart

Topics Taught in Powerful Paragraphs and Mini Models

- attention-grabbing openings
- comparative paragraph
- concluding sentences
- cut-and-tape comparative essay
- cut-and-tape personal opinion essay
- editing
- how to/process paragraph
- informative paragraph
- letter writing
- main idea of a paragraph
- parts of an essay
- personal opinion paragraph
- poetry writing
- prewriting
- summarizing an informative paragraph
- taking notes (bare facts)
- thesis statements
- topic sentences

UNIT 1 OVERVIEW

These are the main topics covered in this unit in the course book, read-together book, and independent book.

Unit Theme

Castles Around the World

Unit Main Message

The Blessing of Siblings

GRAMMAR & USAGE

- abbreviations and acronyms
- adjectives
- adverbs
- compound sentences
- coordinating conjunctions
- editing
- independent clauses
- nouns and verbs
- possessive nouns
- run-on sentences
- sentence diagramming, steps 1–4
- synonyms (through vocabulary exercises)
- **contractions:** aren't, don't, I'll, isn't, we've, who's

SPELLING

The end of most lessons instructs the student to complete a Simply Good and Beautiful Spelling program session, which covers the following concepts:

- commonly confused words (e.g., then/than)
- high-frequency and challenging spelling words
- homophones (e.g., stake/steak)
- spelling principles (e.g., words with “ough,” segmenting sounds in a word, prefixes and suffixes, recognizing compound words, etc.)
- spelling rules



Correlated Books

Read-together book:
Whisper Creek, Part I

Independent book:
Leo and the Lighthouse, Part I

READING COMPREHENSION

Reading comprehension is a focus of various *geography*, *literature*, *art*, and *poetry* sections throughout the course. These sections require students to use logic and critical thinking to demonstrate understanding of a passage.

LITERATURE

Poet: Dora Read Goodale

Literature Topics:

contrast, good books, idioms, main idea, mystery and suspense, primary sources, protagonists and antagonists, point of view (first and third person), simile

Poetry Topics:

alliteration, mood, prose, simile, stanza, word choice

VOCABULARY

Vocabulary words are from *Whisper Creek* and are reviewed in Vocabulary Review pages throughout the course.

Supplies Needed

pumpkin soup ingredients (see page 82)
watercolor supplies (see page 58)

GEOGRAPHY

Locations: Europe, Germany

Geography Topics:

- | | |
|-----------------------|-----------------------|
| • cardinal directions | • Northern Hemisphere |
| • climate | |
| • climate types | • physical maps |
| • compass rose | • political maps |
| • elevation | • Southern Hemisphere |
| • equator | |

ART & PROJECTS

Artist: Myles Birket Foster

Art Topics:

art mediums, hue, intensity

Projects:

- pumpkin soup recipe
- Thoughtful Note watercolor card

WRITING

Writing is practiced at the sentence level (through Gratitude Journals, Sentences That Shine, and Stories That Sparkle) and paragraph level (through Powerful Paragraphs) in this unit.

Skills & Concepts Practiced in Gratitude Journals:

- avoiding random capital letters
- having proper spacing between letters and words
- including end punctuation
- resting letters on the baseline
- starting sentences with a capital letter
- using adjectives
- using commas and coordinating conjunctions
- using possessive nouns
- using transitional words/phrases



Topics Taught in Sentences That Shine and Stories That Sparkle:

- adding adjectives and adverbs
- creating an outline
- using sensory language (sound, touch)
- using transitions
- using vivid verbs
- varying first words

Topics Taught in Powerful Paragraphs:

- attention-grabbing openings
- concluding sentences
- editing
- how-to/process paragraph
- informative paragraph
- main idea of a paragraph
- prewriting
- taking notes (bare facts)
- topic sentences

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.



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



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

soft
calm
brown

nouns
verbs
adjectives

⓪

is
look
lay

nouns
verbs
adjectives

⓪

shoe
hair
tree

nouns
verbs
adjectives

⓪

dog
sheep
sky

nouns
verbs
adjectives

⓪

kind
young
sweet

nouns
verbs
adjectives

⓪

is
enjoy
are

nouns
verbs
adjectives

⓪

cute
fluffy
tired

nouns
verbs
adjectives

⓪

think
recline
were

nouns
verbs
adjectives

⓪

**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.



○ 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?

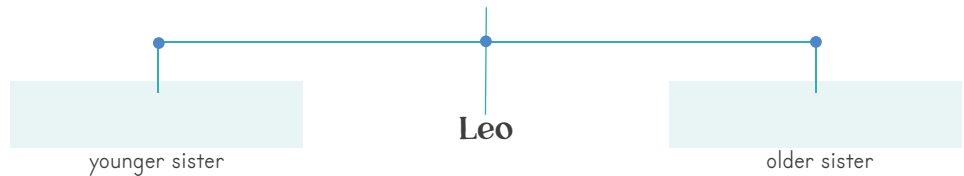
A who broke the lute

B why the lute was broken

C who made the lute

Fill in the missing names on the character chart.

Mom and Dad



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

- The mysterious man took the box.
- Albert jumped into the pool.
- The window shook in the storm.
- The wind blew through the trees.
- The travelers drank the water.
- Josiah's family ate 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.

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.



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



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



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.



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

Sentences That Shine



Original sentence: The door shut.

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

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

roar bang rumble buzzing noisy hum

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

READING COMPREHENSION



- 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**.



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



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.



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.

- 1.
- 2.
- 3.
- 4.
- 5.

Noun	Goodale's Adjective	Your Adjective
pears		
apples		
year		



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.

LESSON

11

UNIT ONE

Parent/Teacher Section

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



Grammar



COORDINATING CONJUNCTIONS



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: _____ A: _____ N: _____ B: _____ O: _____ Y: _____ S: _____

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.





EASY-PEASY PREWRITING



In this lesson you will complete the prewriting for another informative paragraph. Remember that informative paragraphs give true information about a subject. Today, you will research which continent has the most castles.

Step-by-Step Instructions

- 1  On the Homeschool app, go to the writing section for this lesson and watch the video “How to Take Bare-Facts Notes.”
- 2 Read the articles on this page and take bare-facts notes **ONLY ABOUT WHAT ANSWERS THIS QUESTION: Which continent has the most castles, and why?** If it’s helpful, you can underline or highlight information that applies to the question you are writing about.

When you write notes on the next page, use your own words, writing **just the bare facts.**

Article 1

With over one million castles in the world, it’s no wonder you can find them dotted across the globe. However, where can you find the most castles? Not surprisingly, Europe takes the cake for the continent with the most castles. In fact, Europe has tens of thousands of castles. You may wonder why Europe has so many more castles than other continents, like North America. This is because, long ago, Europe practiced feudalism. In this system the common people relied on the noblemen’s castles for protection against warfare.

Article 2

Europe is widely known for its impressive castles. In fact, Europe has more castles than any other continent. Although they look beautiful nestled in mountains, sitting by lakes, or perched on hillsides, castles were built largely for security. Unfortunately, warfare was common, and castles offered protection to the nobles who lived in the castles and the people who lived in the surrounding areas.

Grammar & Usage Assessment

- Have your parent or teacher read this section: This section reviews the major grammar and usage concepts taught in Unit I and identifies and gives practice for any concepts that need further review. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, help them correct the mistakes. Then check the orange “Additional Practice” checkbox for that section. On another day the child should complete all the orange sections that are checked, if any. If they still make mistakes, be sure they understand why. These concepts will continue to be reviewed in upcoming units.

NOUNS & VERBS

Circle each noun (two per sentence) and underline each verb.

A huge castle sits on a hill.
Lovely birds are in the sky.

☐ Additional Practice Q. P. 69 & P. 97
NOUNS & VERBS

Circle each noun and underline each verb.

White sheep graze peacefully.
There is a lovely stream.

ADVERBS & ADJECTIVES

Circle whether the underlined word is an adverb or an adjective.

The lazy cows move slowly.

adverb | adjective

A large crowd visits the castle.

adverb | adjective

☐ Additional Practice Q. P. 35 & P. 34
ADVERBS & ADJECTIVES

Determine whether the words in each box are adverbs or adjectives and circle the correct answer.

cold _____
brilliant _____
fresh _____

adverbs
adjectives

swiftly _____
gracefully _____
quietly _____

adverbs
adjectives



ABBREVIATIONS

Write the correct abbreviation for each word.
Remember to include the period at the end.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

hour

☐ Additional Practice Q PP. 2-3

ABBREVIATIONS

Write the correct abbreviation for each word.
Remember to include the period at the end.

Wednesday

hour

Friday

Monday

Sunday

Saturday

Thursday

Tuesday

INDEPENDENT CLAUSES

Determine whether or not each set of words is an independent clause and circle "yes" or "no." For each "no," circle what is missing for the words to be an independent clause. Insert periods at the end of independent clauses.

1. When the castle doors opened yes | no
subject | verb | complete thought
2. The new tapestry was hung in the great hall yes | no
subject | verb | complete thought
3. The generous king and queen yes | no
subject | verb | complete thought

☐ Additional Practice Q P. 61

INDEPENDENT CLAUSES

Determine whether or not each set of words is an independent clause and circle "yes" or "no." For each "no," circle what is missing for the words to be an independent clause. Insert periods at the end of independent clauses.

1. The kingdom experienced many years of peace yes | no
subject | verb | complete thought
2. After the knights returned yes | no
subject | verb | complete thought

- Complete Chapter 18 of *Whisper Creek* (a read-together book).
- Check the child's work when this lesson has been completed.

Students will need to access Google Maps in this lesson.



Grammar



Review



COMMAS WITH INTRODUCTORY PREPOSITIONAL PHRASES

P. 44

Mark whether or not each sentence contains an introductory prepositional phrase. Remember, a prepositional phrase starts with a preposition and ends with a noun or pronoun. Circle "yes" or "no" to indicate if a comma is needed after the prepositional phrase and add the commas. A comma is needed if the prepositional phrase is four or more words.



Prepositions to look for:

upon	to	as	with	into	by	at
------	----	----	------	------	----	----

1. With love and strength Leo encourages Fern.

- Contains an introductory prepositional phrase Comma needed? yes / no

2. Upon the wind Snowball welcomes the family.

- Contains an introductory prepositional phrase Comma needed? yes / no

3. Leo dives into the water to rescue his mother.

- Contains an introductory prepositional phrase Comma needed? yes / no

4. At the sight of dense fog Leo wonders about finding shelter.

- Contains an introductory prepositional phrase Comma needed? yes / no

5. Joana keeps the canvas bags dry as the rain blows.

- Contains an introductory prepositional phrase Comma needed? yes / no

UNIT 2 CONTRACTIONS

Write the contraction for each set of words.

we are

she had

cannot

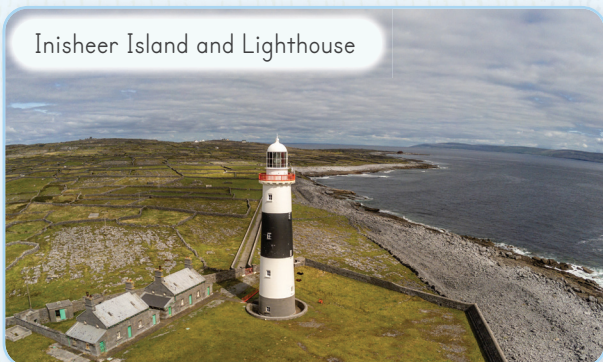
Inisheer Lighthouse & Google Maps

GEOGRAPHY

READING COMPREHENSION

In *Leo and the Lighthouse*, Leo and his family arrive on a lush green treeless island. Jagged rocks defend the shores beneath an old stone lighthouse calmly standing over raucous waters. Of course, Leo's island and lighthouse are fictional. Yet, if you look closely at the pictures on this page, you may notice the description is wildly similar to a real place: Ireland's Inisheer Island, home of the stunning Inisheer Lighthouse!

Inisheer Island and Lighthouse



In 1857 Inisheer Lighthouse shone its first beam of light 20 nautical miles across the North Atlantic Ocean, guiding ships through the southern entrance of Galway Bay. Today, the incredible 34-meter-tall (112 feet) limestone structure remains in operation. Though equipped with modern features, like automation and an LED light, the lighthouse's broad white-and-black stripes and red gallery still adorn the timeless beauty of nineteenth-century architecture.

Circle "True" or "False."

1. True | False Inisheer Lighthouse has been in operation for over 150 years.

2. True | False The lighthouse's technology is outdated.

Just as modern technology helps Inisheer Lighthouse function well, modern tools like Google Maps can help us explore the geography of this historic landmark.

With permission and guidance from a parent or teacher, follow this step-by-step guide to begin exploring!

1. Using a web browser, visit maps.google.com.
2. Type "Inisheer Lighthouse" in the search bar. Press **Enter/Return**. You will see a map with a red "pin" showing the lighthouse's location.
3. Be sure your map is set to the "satellite" layer. If your map does not look similar to the image below, switch layers by clicking the square icon on the bottom of your screen labeled "layers."



This layer is made of real images taken from satellites in space! Notice how the ocean appears dark blue, and the land reveals different shades of gray (rocks, sand) and green (grass). You can even see the white foam of waves along the shore. Observe what you see and complete the following exercises.

Cross out each item as you locate it on the map.

Inisheer Lighthouse | rocky coast
lush green fields | foamy waves

Is the lighthouse in an urban (city) or rural (country) area? Circle one. urban | rural

4. Locate the **plus (+)** and **minus (-)** buttons at the bottom right corner of your screen. Zoom in by clicking the **plus symbol (+)** until you can see the lighthouse grounds up close.



Write how many lightkeepers' houses you see near the lighthouse: _____

Pretend you are going to visit the lighthouse. How will you get there? The map provides clues about transportation. For example, long gray lines indicate roads, dotted lines in the ocean indicate ferry routes to and from bodies of land, and an airplane icon indicates the location of an airport. Follow the next steps to find two means of access to the island.

5. Click the **minus symbol (-)** to zoom out until you see all of Inisheer Island.
6. Next, click on the map near the north end of the island. (North is up; south is down.)



Then, while holding the "click" button down, move the mouse downward. You will notice the island in the image moving down as well. This is called "dragging." Use the drag and zoom features to identify two ways to access the island, both located on the north end.

Cross out each item as you locate it on the map.

ferry route | airport

Finally, it is time to answer the following question: Where on Earth is Inisheer Lighthouse? Follow the final step and discover for yourself! And remember, the red pin shows the location of the island.

7. Click the **minus symbol (-)** to zoom out. Continue zooming out until you can almost see the entire world. Observe the location of the island in relation to the world.

A sailboat is traveling from North America to Inisheer Island. Which direction is it coming from? Circle the correct direction on the compass rose.



Optional Idea: With permission from your parent/teacher, watch "Be Thou My Vision" on The Good and the Beautiful Kids YouTube channel. It was filmed at Inisheer Lighthouse!

RUN-ON SENTENCES P. 86

Editing Marks:    

In this exercise you will explore the blessing of work as you recall and practice the three ways to fix a run-on sentence.

Use editing marks to place a period between the independent clauses (sentences) and create two sentences. The second sentence needs to be capitalized.

Many hands make light work together we can do more while having fun.

Use editing marks to place a semicolon between the independent clauses that are closely related. The second independent clause is not capitalized.

Work is a gift from God through work we can make the world a better place.

Use editing marks to place a comma and an appropriate coordinating conjunction between the two independent clauses.

Working to help others is fun it reminds me that work can be a blessing.

LITERATURE

READING COMPREHENSION



☐ Read Chapter 23 of *Leo and the Lighthouse*.

How were Leo's family and Pastor Hill able to find and secure safe shelter so quickly?

- ☐ A The fog went away. ☐ B They all worked together. ☐ C The house was perfect.

Despite the struggles ahead, hope is in Leo's heart. What is the main source of this feeling?

- ☐ A Izzie's letters ☐ B the lighthouse view ☐ C togetherness



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.

An essay on gardening is on the next page. You will practice identifying the parts of an essay and learn more about each part. Review the parts of an essay below.

Parts of an Essay

O Opening Paragraph

catches the reader's attention; tells what the essay will be about

B Body Paragraphs

the middle of an essay; several paragraphs that support the main topic

C Concluding Paragraph

wraps up the essay by summarizing the main points

Read the essay on the next page. Then follow the steps below.

1. Write "O" in the circle by the essay's opening paragraph.
2. This essay has three body paragraphs. Write "B1" in the circle by the first body paragraph. Write "B2" in the circle by the second body paragraph. Write "B3" in the circle by the third body paragraph.
3. Write "C" in the circle by the essay's concluding paragraph.
4. What does the opening paragraph start with? Circle the correct answer.

☐ A a quote

☐ B a question

☐ C an interesting fact

5. What is the main idea of the first body paragraph?

6. What transition word does the third body paragraph start with?





Family Gardening

A poet once said, “To nurture a garden is to feed not just the body, but the soul.” Gardening at home with your family is one of the best ways to garden. There are different types of gardens and many things you can grow, but any type of family garden has numerous physical and mental benefits.

There are many types of gardens to suit different types of homes. Houses with large yards can have in-ground gardens, where seeds are planted directly in the earth. For homes with small yards, balconies, or no outdoor space at all, you can plant a container garden. This is when plants are grown in pots, tubs, or baskets.

In home gardens, families can grow things that are beautiful to look at or tasty to eat. Flower gardens are popular because colorful petals can brighten any space. Gardens full of vegetables, fruits, and herbs bring happiness by providing food to eat. It is quite rewarding to eat something you grew yourself.

Additionally, gardening is good for both the body and the soul. Gardening has many physical benefits. It is a form of exercise and can produce healthy food to strengthen your body. Gardening is also excellent for your mental health. In addition to reducing stress, gardening is a fun way to spend time with your family.

Family gardening is a great way to explore different types of gardens and plants while nurturing your body and soul. It may be hard work at times, but it is so worth it!

LITERATURE



○ Read Chapter 29 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.

LESSON

35

UNIT TWO

Parent/Teacher Section

- ☐ Complete Chapter 24 of *Whisper Creek* (a read-together book).
- ☐ Check the child's work when this lesson has been completed.

Grammar

Review

COMPOUND SENTENCES

P. 88

One independent clause on its own is called a simple sentence. A compound sentence is made of two independent clauses joined by either a semicolon or a comma and a coordinating conjunction. Write "simple" or "compound" below each sentence.

1. The sky turns cloudy and gray.

2. Waves crash upon the shore, and gulls soar above the lighthouse.

3. Tired fishermen are returning home.

UNIT 1 CONTRACTIONS

Write the contraction for each set of words. This is a review of the Unit 1 contractions.

are not _____

I will _____

do not _____

we have _____

is not _____

who is _____

Reading & Writing

LITERATURE

READING COMPREHENSION



- ☐ Read Chapter 31 of *Leo and the Lighthouse*.



Leo and his family make two important discoveries in this chapter. What are they? Circle both correct answers.

- ☐ A a huge freshwater pond
- ☐ B an abandoned ship
- ☐ C a flock of chickens

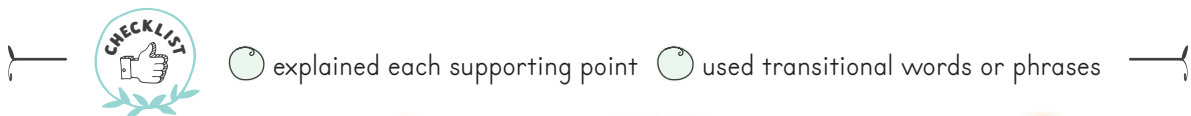


In this section you will write a personal opinion paragraph explaining which character from *Leo and the Lighthouse* you would most like to have over to dinner and why.

Step-by-Step Instructions

- ① Think of the character you chose in the last lesson. If needed, refer back to page 145 to review the reasons you would have this character over to dinner.
- ② Start your paragraph with a topic sentence. Remember that a topic sentence lets the reader know what your paragraph is about. The topic sentence has been started for you. Finish the topic sentence on the next page.
- ③ You are now ready to support your opinion. Using the two reasons (which are your two supporting points) that you listed in the previous lesson, explain why you chose that character. Connect each supporting point with a transitional word or phrase (**also, another reason, additionally, plus, first, second, last, next, in addition**). Read Step 4 before completing this step.
- ④ After you give each reason, **explain WHY using 2–3 sentences**. For example, don't just write, "First, I would like to have the king over to dinner because he is interesting." You would need to expand and say more than that. For example, you could write, "First, I would like to have the king over to dinner because I think it would be interesting to meet a king. I would like to ask him what it is like to rule a kingdom. I would also like to show him our modern world and see what he thinks of it. Finally, I would like to learn about his kingdom's history and politics."
- ⑤ Write a concluding sentence. You may use this concluding sentence (filling in the blank) or your own.
For these reasons, _____ is the character I would most like to have over to dinner.

Make sure you complete the items on the checklist.



- This is a project lesson. The child will not read the read-together book or the independent book. Check the child's work.

PROJECT LESSON



BOOK DISCUSSION



Listen to the book discussion “*Leo and the Lighthouse* Chapters 27–32” on the Homeschool app. After listening to the discussion, complete the steps below.



LIGHTHOUSE POP-UP CARD



In *Leo and the Lighthouse*, the lighthouse has been a central part of the story. Today you are going to design a lighthouse pop-up card. You will write the message that goes inside in the next lesson.

SUPPLIES

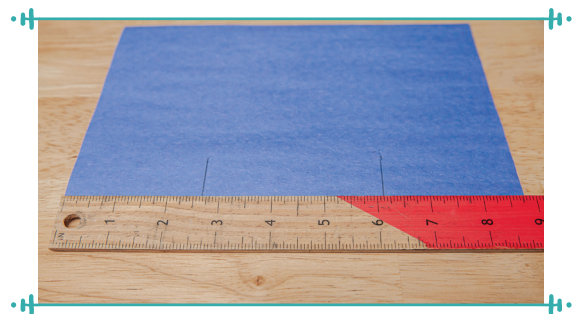
- 1 piece of yellow paper, 9"x12"
- 1 piece of blue paper, 8.5"x11"
- 1 piece of white cardstock
- glue
- scissors
- pencil
- colored pencils, crayons, or markers
- ruler

INSTRUCTIONS

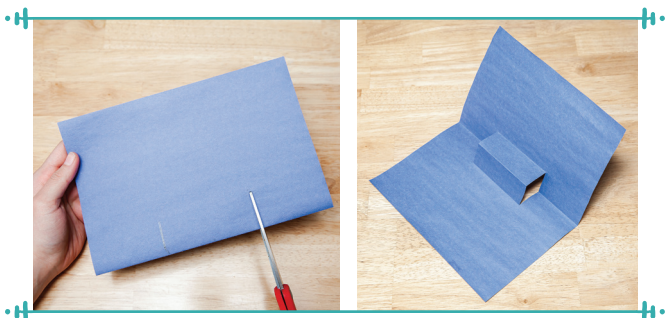
- ① Fold each piece of colored paper in half.



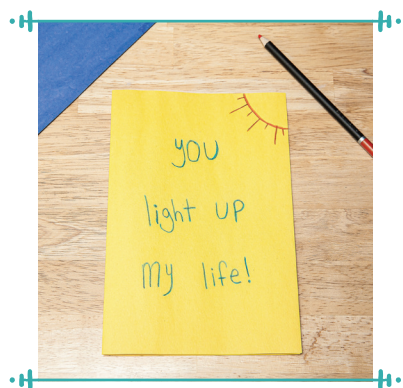
- ② Along the folded edge of the blue paper, use the ruler to draw two parallel lines that are approximately 1.5" tall and 4.5" apart. This does not need to be exact, but they should be evenly spaced in the center of the paper.



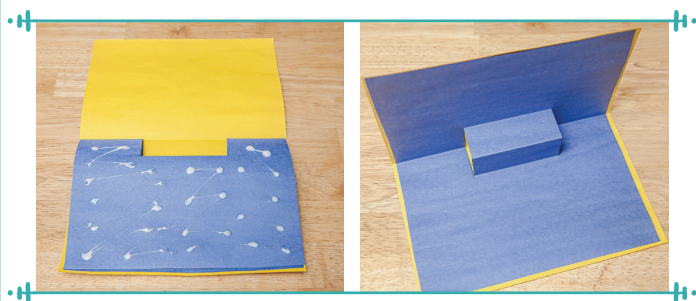
- ③ Cut each vertical line on the folded edge and open the paper. Fold the pop-up piece along the cut lines in order for it to stand up.



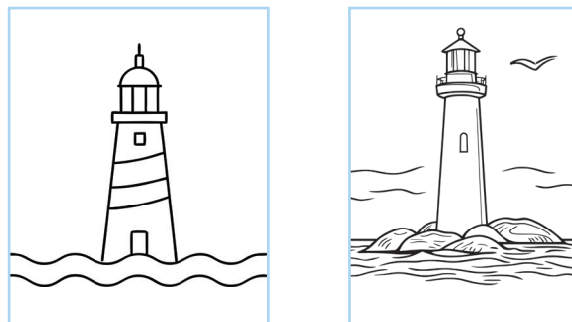
- ④ On the front of the folded yellow paper, write a short greeting. You may choose from the following options or create your own.
- Thank you for always shining your light.
 - You light up my life!
 - "And the light shineth in darkness; and the darkness comprehended it not." John 1:5



- ⑤ Line up and center the blue paper inside the yellow paper. Glue it in place. Do not glue the pop-up tab in the center.



- ⑥ On the white cardstock, draw and color a lighthouse approximately 4" tall; then cut it out along the edges. You may use the examples below as guides. Be creative and add additional items if you would like!



- ⑦ Glue the cut-out pieces onto the pop-up tab. Place additional drawings if desired. You have completed your pop-up card!



Keep this card for the next lesson, where you will write your thoughtful note.

- ☐ Complete Chapter 36 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



What are 2 things that make you smile? Use a comma and coordinating conjunction to connect 2 independent clauses.



☐ no random capital letters ☐ extended letters to the top line appropriately



Grammar



Review



HELPING VERBS

P. 58

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

1. I will visit Hawaii Volcanoes National Park in November.
2. An orchid was growing from the trunk of a palm tree.
3. Every summer I had traveled to the island of Maui.





Review



PREPOSITIONS & PREPOSITIONAL PHRASES Q PP. 76-77

Circle the prepositions, and then underline the prepositional phrases. Remember that prepositional phrases always start with a preposition and end with the first noun or pronoun after the preposition. Prepositions are connecting words that show TIME (during, before) and SPACE (on, in, from, at, under).

1. Let's look at the fruit.
2. We put the bananas in a bag.
3. On the long shelf, coconuts rest.
4. We ate mangoes during our trip.

COMMAS WITH INTRODUCTORY PREPOSITIONAL PHRASES Q P. 44

Underline the prepositional phrase in each sentence. Color in the pineapple if a comma is needed after the prepositional phrase and add commas where needed. (Hint: A comma is needed if the prepositional phrase is four words or more.)

With one big bite Nico
tasted the pineapple.



At the store we bought
pineapple.



Across the open field
pineapple plants grow.



ABBREVIATIONS (SET 3) Q P. 2-3

Circle the correct abbreviation for each word.

Road

Rd. | Ro.

Drive

Dv. | Dr.

second

snd. | sec.

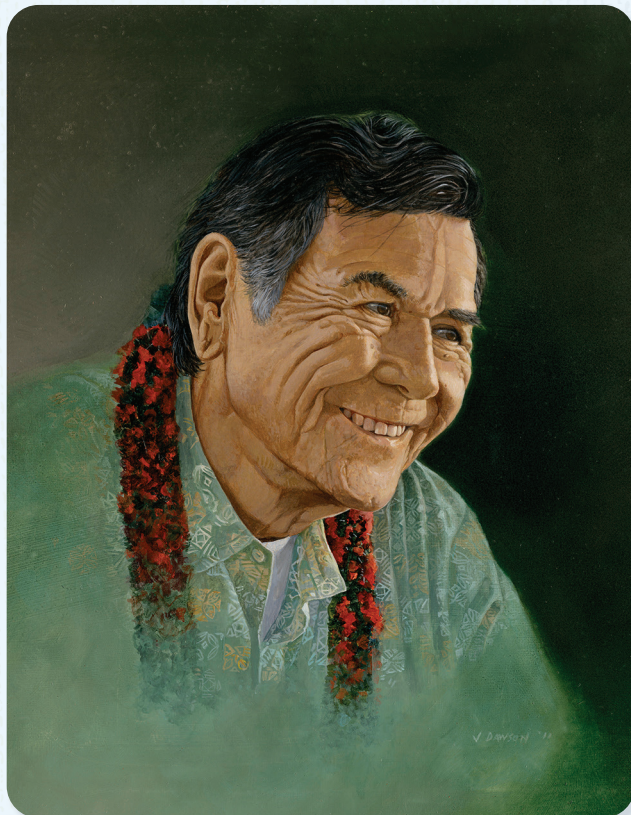
Street

St. | Str.



ART

READING COMPREHENSION



Pictured above is a painting of Herb Kāne (pronounced “kah-nay”), a man who proved that art and fascination can truly make a difference.

When you look at a Herb Kāne oil painting, like the one on the next page, you might immediately notice the incredibly vibrant colors or the amazingly realistic details. Kāne’s paintings are certainly known for these qualities, but they are more than stunning pieces of art; they are a glimpse into the history of Polynesian culture and the life of Herb Kāne himself!

Imagine that Herb Kāne has created a painting of you and your family on a

sailboat. Based on his style, how would the painting most likely look? Circle all correct answers.

colorful | dull-colored
messy | detailed

Kāne was living in Chicago, Illinois, and racing boats on Lake Michigan when he became fascinated with Hawaiian canoes. After much research he put his brush to canvas and produced several vividly detailed paintings of historic Polynesian sailing canoes. Later, he sold the paintings to the Hawaii State Foundation of Culture and Arts. The money from the sale allowed Kāne to move to Hawaii, where his passion for historic voyaging vessels grew.

Which type of boat would you most likely find in a Herb Kāne painting? Circle one.

motorboat | voyaging boat

Kāne became known for his beautiful paintings that depict Polynesian culture with incredible accuracy. He was so committed to detail that he even studied the weather patterns at different time periods to best represent the historical events of his paintings.

Write a vivid adjective to describe the weather in the painting on the next page.

Based on what you observe in the painting, what primary force pushed traditional Polynesian boats across the sea? Circle one.

motor | wind | paddles

How many different shades of blue do you see in the water?

1 2 3+

How many different colors or shades of colors do you see in the clouds?

1 2 3+

Kāne painted more than seafaring boats. He accurately depicted scenes from everyday

Polynesian life as well. Because of this, his work is greatly appreciated and recognized in Hawaiian culture. At one time his art was displayed in the Hawaii State Capitol as well as Hawaii Volcanoes National Park. Kāne was even given the honor of designing seven different US postage stamps recognizing Hawaii's statehood.

Circle "True" or "False." Hawaiian culture embraced Herb Kāne's work mostly for its vivid colors.

True | False

Circle the correct answer. Was there ever a time when a letter could be mailed stamped with Herb Kāne's artwork?

yes | no



LETTER
WRITING

My Letter to Herb Kāne

In this unit you have seen some amazing works by Herb Kāne. His stunning painting on this page is called *Terns at Teti'aroa*. Follow the steps below to write a letter to Herb Kāne expressing gratitude for sharing his gift of painting with the world.

Step-by-Step Instructions

- ① Write today's date on the line that says "Date."
- ② Put a comma after the greeting: "Dear Mr. Kāne,"
- ③ Use the guide to place an indent at the beginning of your letter. Include 3 sentences as follows:
 - ☐ Thank Herb Kāne for creating wonderful art for all to enjoy.
 - ☐ Share 1 thing you really like about his art.
 - ☐ Share 1 thing that you like about *Terns at Teti'aroa* in particular.
- ④ Sign your name under "Sincerely."



VOCABULARY REVIEW

This section reviews vocabulary words from Chapters 33–38 of *Whisper Creek*.

subside: to become quiet or lessen

sow: a female bear

cease: to come to an end; to stop

gnarled: knotted and twisted, usually due to age

contemplative: in a state of deep, quiet thought

perceive: to notice something using the senses

vexed: annoyed or frustrated

brotherhood: the relationship or fellowship among men

vigilant: alert and watchful to keep safe from danger

brute: physical, often with an animal-like quality

duration: length of time that something lasts

appeal: to be pleasing or interesting to someone

Complete the sentences by filling in the correct term. Use the word bank.

sow | vigilant | perceive | gnarled

The _____ man observed the large _____ with her babies. She paused near the _____ tree and explored a patch of berries. Suddenly, she could _____ danger and ran off into the woods with the cubs.



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

vexed

bothered | fancy

brotherhood

risk | friendship

appeal

interest | freshen

cease

startle | end

Use the clues in the sentence to help understand the meaning of the underlined word. Circle the correct definition of the underlined word.

Joel felt contemplative during the sunset.

energetic and loud

in deep, quiet thought

He used brute strength to lift the boulder up.

physical

watchful, on guard

Ava's headache began to subside after rest.

display creativity

lessen, become quiet

The car ride is over five hours in duration.

length of time

natural ability or skill