



LANGUAGE ARTS & LITERATURE

• LEVEL 4 •

COURSE BOOK

PART 2

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



UNIT 4 OVERVIEW

These are the main topics covered in this unit in the course book, Vocab & Reading Skills sections, and independent book.

Unit Themes

France
Historical Fiction

Unit Main Message

The Power of Historical
Fiction



GRAMMAR & USAGE

- abbreviations
- attribution
- capitalization of titles
- editing
- quotations: ending punctuation within quotations
- quotations punctuation: commas
- sentence diagramming
- types of sentences
- **contractions:** couldn't, didn't, hadn't, he'll, it'll, shouldn't

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 Book

Independent book:
Nettie's Letters, Part 1



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.

GEOGRAPHY

Locations: France, Strait of Gibraltar, the Mediterranean

Geography Topics:

- contour lines
- industrialized economy
- currency
- topography
- economy
- euro



ART & PROJECTS

Artist: Vincent van Gogh

Art Topics:

Post-Impressionism, murals, frescoes

Projects:

- Van Gogh style acrylic painting
- French yogurt cake recipe

VOCABULARY

Vocabulary words are from the Vocab & Reading passages and are reviewed in Vocabulary Review pages throughout the course.

Supplies Needed

acrylic paint supplies (see page 46)
French yogurt cake ingredients
(see page 76)

LITERATURE

Literature Topics:

compare and contrast, context clue, historical fiction, juxtaposition, metaphor, mood, mystery, setting, showing instead of telling, simile, suspense, vivid description

Poetry Topics:

contrast, metaphor, sensory language, well-chosen adjectives

WRITING

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

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 a sentence with a capital letter
- using commas and coordinating conjunctions
- using commas with items in a series
- using transitional words/phrases

Topics Taught in Sentences That Shine:

- sensory language (sound, touch)
- writing from the heart

Topics Taught in Powerful Paragraphs and Mini Models:

- comparative paragraph
- cut-and-tape comparative essay
- cut-and-tape personal opinion essay
- prewriting
- topic sentences

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



Grammar



Review

QUOTATIONS: COMMAS Q PP. 82-83

Insert the missing commas in the sentences below. The spoken words are underlined. The orange words tell how many commas are needed.

1. "Look " Mother said "the flowers in the painting look so alive." 2 commas
2. "Wow, you are right! Van Gogh was very talented " I said. 1 comma
3. She responded "The other painting reminds me of when you were little." 1 comma

One pastry is ready to serve; two of them are not. Circle the sentence with correct quotation punctuation—this pastry is ready! Help get the others ready by inserting missing commas where needed.

The chef shouted "Bonjour!
Welcome to my bakery."

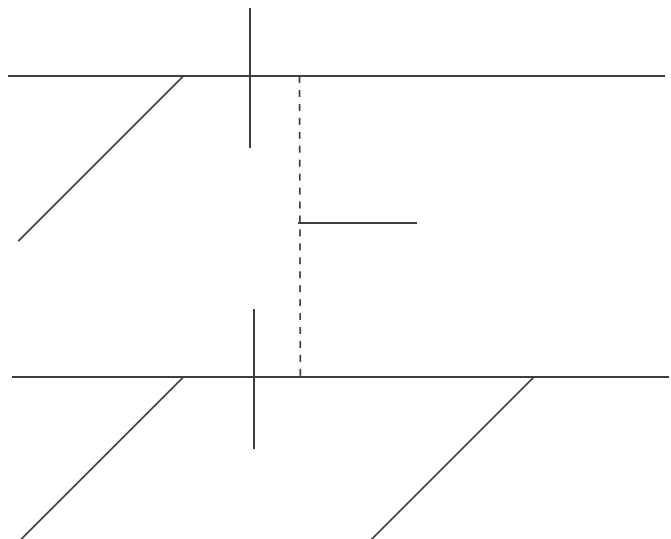
"When the oven opens,"
I said, "the smell of fresh
bread fills the room."

"Croissants are my
favorite " said my aunt.

SENTENCE DIAGRAMMING Q PP. 14-16

Diagram the compound sentence.
Remember to put AJ under adjectives
and AV under adverbs.

The wagon sits, for the
farmer happily rests.







GE GRAPHY

READING COMPREHENSION



French Riviera

In *Nettie's Letters*, Nettie and Colette live in France, which is part of a beautiful and fascinating region of the world known as "**the Mediterranean.**" The Mediterranean may refer to the Mediterranean Sea specifically or the 21 countries that border it. These include Spain, Italy, Greece, Turkey, Israel, Egypt, Morocco, and of course France! The coast of France that lies on the Mediterranean Sea is known as the French Riviera.

Circle "True" or "False."

True | False "The Mediterranean" refers to the Mediterranean Sea ONLY.

Use the map on the next page to answer the following questions.

1. Which Mediterranean countries border Nettie's home country? Circle all correct answers.
Spain | Greece | Monaco | Italy
2. How many African countries touch the Mediterranean Sea? (Hint: The part of Africa shown on the map goes from Morocco to Egypt.) _____
3. If a sailor on the Mediterranean stops

in Syria, Tunisia, and then France, how many continents does the sailor travel to?

The Mediterranean Sea is a massive body of water that spans roughly 4,000 kilometers (2,500 miles) from the Atlantic Ocean to the shores of Asia, about the same width as the country of Australia! In addition, it divides the continents of Africa and Europe by 800 kilometers (500 miles) at its widest point.

Amazingly, this enormous sea connects to the Atlantic Ocean by a passage of water merely 13 kilometers (8 miles) wide! This narrow strait is known as the ***Strait of Gibraltar***, and it passes between two countries from two different continents. Because it is the gateway to the vast Mediterranean and three different continents, the Strait of Gibraltar has been and still remains an incredibly significant passage for travel and trade.

Find the strait on the map. Then, on the image below, write the names of the two countries separated by the strait. Use the labels for clues.

Strait of Gibraltar



The Mediterranean region is known around the world for its natural beauty and unique weather. In fact, the weather pattern in the coastal regions surrounding the sea is so distinct that it has its own name: the Mediterranean climate. People living in a Mediterranean climate experience significant seasonal changes. Summers are hot and dry, while winters are mild and wet. If you like a nice breeze, you may like the Mediterranean, as it experiences plenty of coastal winds.



Using the map below, circle “True” or “False.”

True | False The island of Cyprus likely has hot and dry summers.

You do not have to travel to the southern coast of Europe or the northern shores of Africa, however, to experience the Mediterranean climate. Other regions around the world, all of which are near large bodies of water, share a similar weather pattern. Parts of California, for example, are said to have a Mediterranean climate.

True | False California is part of the Mediterranean region.

If Nettie, from *Nettie's Letters*, were to travel to the French Riviera in winter, what weather condition would she likely NOT experience?

mild temperatures | rain
hot temperatures | wind



PRECIOUS POETRY

Instructions Follow these steps to write a poem about sailing the Mediterranean.

1. Read the title.
2. Write an **adjective** on the blue line.
3. Write a **well-chosen helping verb** on the brown line.
4. Write a **preposition** on the purple line.
5. Write an **adverb** on the orange line.

A Sail Through History

If I sailed the _____ Mediterranean Sea,

I _____ ride through the pages of world history.

_____ the sea, I'd visit Egypt, Greece, and Rome.

And _____ visit Israel, the place Jesus called home.

LITERATURE



○ Read Chapter 7 of *Nettie's Letters*.

App



VOCAB & READING SKILLS

by Jenny Phillips

Beneath a sky of sapphire hue,
By the Mediterranean Sea, vast and blue,*
I walked a beach with a rhythmic tide
Where golden sands stretched far and wide.*
Above me glowed an **orb** of gold—
A cherished memory I'll always hold.*



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.

- This is a project lesson. Check the child's work. This lesson may be split into multiple days to allow more time for the art project.

PROJECT LESSON



BOOK DISCUSSION



Listen to the book discussion “*Nettie’s Letters* Chapters 1–8” on the Homeschool app. After listening to the discussion, complete the steps below.



VAN GOGH STYLE ART PROJECT



Step-by-Step Instructions



In this art project, you will create an acrylic painting of a French landscape, inspired by van Gogh and his famous painting *The Starry Night*. Watch the video if you need extra help. **Note:** Art projects in Units 4–6 use acrylic paint, not watercolors. Acrylic paint may not be washable once it has dried. Avoid getting the paint on clothes or surfaces.

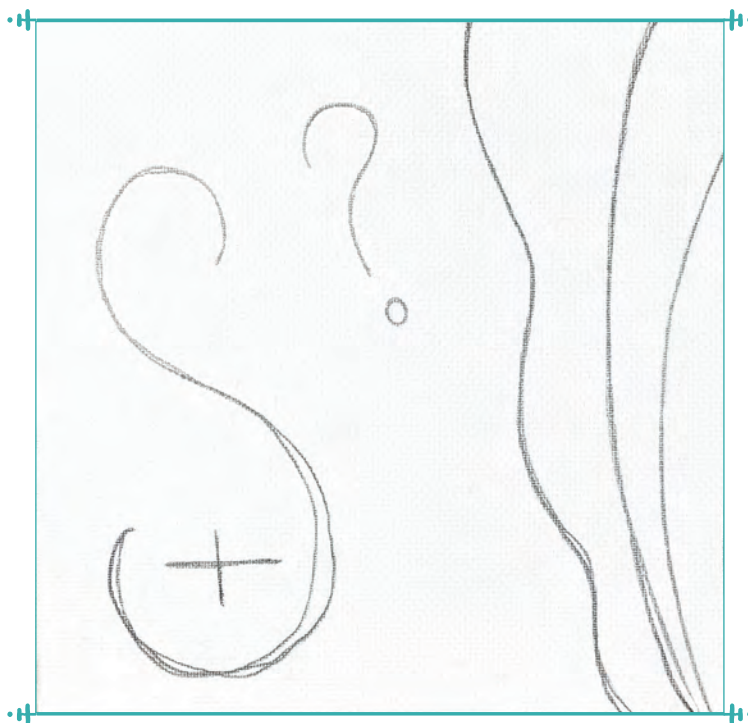
Items Needed

- 8"x8" canvas or paper for acrylics
- acrylic paints: white, yellow, black, brown, light green, red, dark blue
- #6 pointed-tip paintbrush
- pencil and eraser
- water
- paper towel
- palette

1. Set up your space and prepare your supplies by pouring a small amount of each paint color on the palette. Fill a cup of water for rinsing your brush.

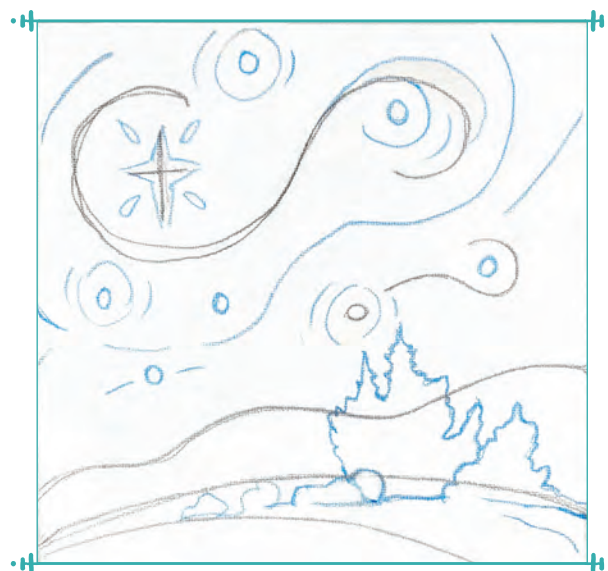
Use a pencil to sketch the guidelines below.

- Make an “S” on the left and put a plus sign in the bottom loop.
- Draw a question mark.
- Draw three swooping arched lines from the bottom to the top.



② Now rotate your canvas to match the picture shown at the right. Follow the steps below.

- Add six small circles in the sky. These will be stars.
- Draw a slightly bigger circle around some of them as shown.
- Draw some other lines as shown in blue at the right.
- Draw some bushy trees on the right, overlapping the top wavy line. Add some bushes to the left of the trees.
- Outline the plus sign to create a star shaped like a lowercase "t."

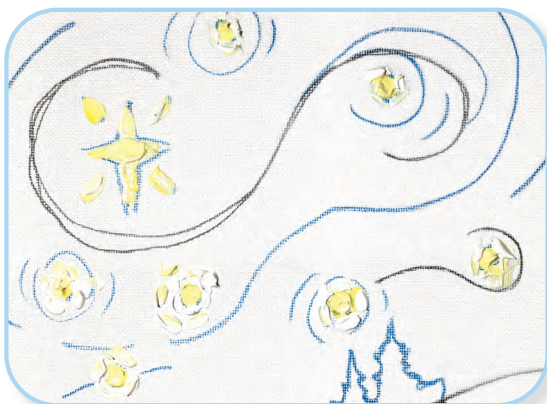


Artist Tip

When sketching, draw very lightly. You may need to erase and redraw several times. Your sketch may not match this one exactly, and that is OK!

③ Use the #6 paintbrush to mix a tiny bit of yellow with a very small amount of white paint. Paint each small circle and the T-shaped star with this light yellow paint. Clean the brush.

Now using only white paint, paint a ring around each small yellow circle. Then add another ring of light yellow strokes around the white ring. This will create the look of a glowing star. **Note:** Acrylic paint is thicker than watercolor paint, and the paint will create raised areas on the canvas.



④ Make a mixture of white, yellow, and a small amount of red to create a light orange color. Paint strokes of yellow, light yellow, and light orange behind the trees, along the skyline, and around the stars in the sky.



Note: Let the painting dry completely before starting Step 5. Acrylic paint does not dry as quickly as watercolor paint, so you may need to come back to the painting later.

- 5° With a clean paintbrush, use blue paint to paint the entire sky in short brushstrokes. Create short lines that circle the stars and S-shape guidelines with blue. This creates a feeling of movement in the sky.



Style Tip

Continue to add paint to your brush to re-create van Gogh's style. His art is known for thick paint, so don't use your paint sparingly.

- 6° Add some white to the blue to make a light blue and continue making stroke patterns to fill the sky. Don't worry if the skipping stroke leaves white canvas spots.



- 7° With a clean brush, use black paint to fill in the remaining parts of the sky, including the white spots. Then use short black strokes to outline the trees, hills, and surrounding land.



- 8° Use a clean brush to create a few different shades of brown using brown, red, and yellow paint.

Use short brushstrokes to fill in the trees and the path. Again, use lots of thick paint in shades of brown to give the objects a 3D effect. **Be sure to leave remaining white space to fill with green in Step 9.**



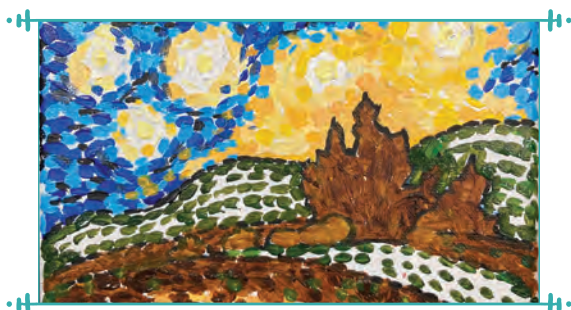
Reminder

Don't worry if there are some white spots still showing on your canvas. You will touch up those spots at the very end.

- 9° Clean the brush and create a variety of green colors using black, yellow, and green paint. Also create a lighter green by adding some white paint.



Fill in the remaining hills and land with various green strokes. Again, use lots of thick green paint. Use the light green color you created to fill in the white space on the land.



- 10° Use the remaining paint to fill any white space that is left. Your painting is complete!



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



Supplies needed:
scissors and tape



Grammar



Review

QUOTATIONS: ENDING PUNCTUATION & COMMAS

Q PP. 82-83

Complete the sentences by correctly inserting ending punctuation (period, exclamation point, or question mark) AND commas as needed. Use the editing marks. The spoken words are underlined. Hint: The orange words tell how many commas are needed.

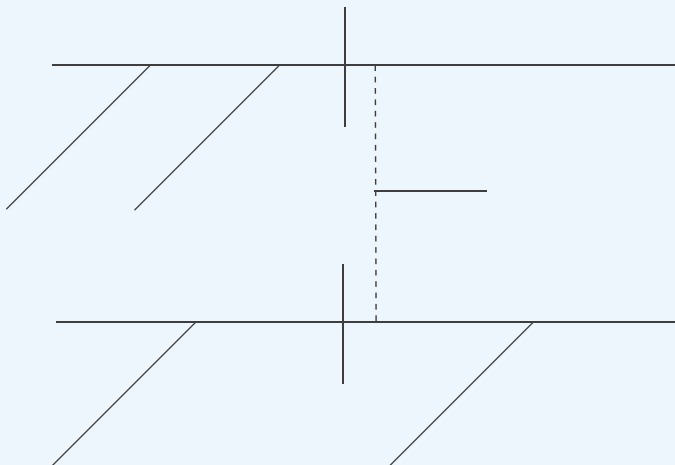
1. "France has many beautiful and unique bridges " Ms. Posey said **1 comma**
2. "Pont du Gard " she continued "is a bridge that once carried water " **2 commas**
3. I asked "When was the bridge built " **1 comma**
4. She responded "Amazingly, the Romans built it in the first century " **1 comma**
5. "Pont Neuf is old too. It is the oldest bridge in Paris " said Ms. Posey **1 comma**
6. "It is a beautiful bridge " I said "and the arches glow in the sunset " **2 commas**

SENTENCE DIAGRAMMING

Q PP. 14-16

Diagram the compound sentence.

The strong bridge stands, and the flowers gently sway.



ABBREVIATIONS (SETS 2, 3 & 4) Q PP. 2-3

These postcards show unique bridges in France. Each postcard is being sent from a French city near each bridge. Use abbreviations to complete the addresses on the postcards.

Send Postcard #1 to:

Doctor Hopkins
4112 Jackson Highway
Atlanta, GA 30317



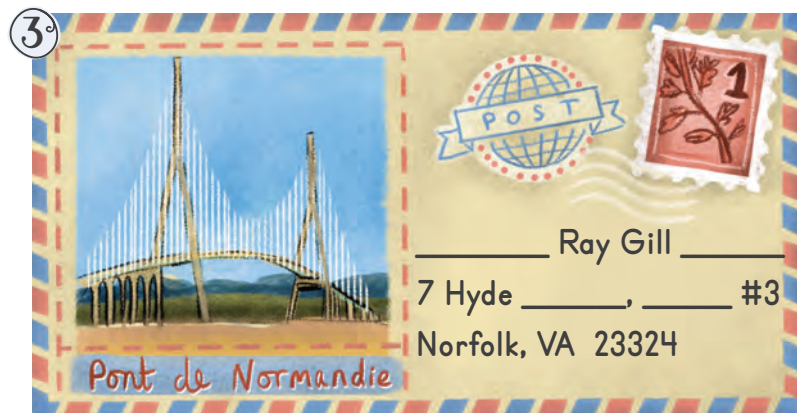
Send Postcard #2 to:

Missus Annie Louis
255 Skyline Avenue
Twin Falls, ID 83301



Send Postcard #3 to:

Mister Ray Gill Senior
7 Hyde Lane, Apartment
#3
Norfolk, VA 23324



Send Postcard #4 to:

Mister Leo Kipp Junior
915 Verona Drive
New York, NY 10009



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



Grammar

Review

IRREGULAR PAST TENSE VERBS Q P. 65

Complete each sentence with the irregular past tense form of the verb in parentheses.

- Everyone _____ how much she loved her granddaughter.
(know)
- She _____ about how grateful she was for her parents.
(think)
- The woman _____ Italian to the children playing nearby.
(speak)
- Eugenio _____ the joyful family before he painted on the canvas.
(draw)
- The baby _____ peacefully in her mother's arms.
(sleep)

EDITING

Capitalize: ≡ Add a punctuation mark: ^ ? ↑ ^ ∨
Indent a paragraph: □

Use editing marks to edit the paragraph.

Cross out an incorrect word and write the correct word.

Hints

- Use commas in a series. (Extra hint: Look at the underlined words.)
- Capitalize proper nouns.
- Insert an indent for a paragraph.
- Use homophones NEW/KNEW correctly. (I KNEW the way. I like my NEW book.)

I am so grateful for my grandmother. We bake cookies work in her garden and go for walks when we are together. She grew up in Italy, and she can still speak italian.

My grandfather is also an important part of my life. He new how to speak Italian as a boy. God has blessed me with grandparents to love.

5 Edits

ART

READING COMPREHENSION

In this unit, as we focus on the blessing of parents and grandparents, we can look to the lovely artwork of Eugenio Zampighi. Eugenio was an Italian artist who was a master at portraying the beauty of family. He was born in Modena, Italy, in 1859. At the young age of 13, he was accepted into Modena Academy, a school of fine arts. Here he developed his art skills, and in 1880 he was recognized for his talents when he received a special award, known as the Poletti Prize.

Circle "True" or "False."

Eugenio displayed his art abilities at a young age. True | False

Eugenio had a heart for painting people. His paintings depict details of everyday life, an art style also known as **realism**. The subjects of his paintings were primarily peasants who lived in the Italian countryside. Often he would take photographs of people in peasant



costumes in his studio to reference later as he painted. Although the people in his paintings may not have lived fanciful lives of wealth, you would never know it when you observe the expressions on their faces. They are rich with joy, contentment, love, and happiness.

Which description below is an art style similar to Eugenio's?

- ☐ A bold, bright shapes painted in a pattern
- ☐ B detailed paintings of people's daily lives

Circle whether Eugenio's art style is similar to or different from Vincent van Gogh's art style.

similar | different

In each of Eugenio's paintings on these pages, you see generations of a family, from children and parents to grandparents, enjoying each other's company and expressing affection



What is a summary?

A summary is a brief overview of a text's most important information—just the key points.

How do you write a summary?

Imagine that you just read a great book, and your friend asks you what it is about. Can you imagine starting like this?

What was the
book about?

First, the family decided to eat lunch at an outdoor cafe. Once they finished their meal, they continued to walk around Rome. They were trying to find someone by asking the people who lived there. I liked this part because . . .

That is probably not how you would begin telling your friend what the book was about, unless you wanted your explanation to take hours. You should share only the information in the story, not your opinion. Your conversation would probably go more like this, giving a summary of the book rather than unimportant details or opinions:

What was the
book about?

This book was about a family who was visiting Italy. During their travels, they searched for a long-lost family member who was revealed in a letter they discovered in their attic. They encountered many different obstacles and adventures as they tried to locate this person.

Here are some tips for writing summaries:

- Include only the most important ideas. These can be the main events in the story. Transition words can also be helpful here (first, next, after that, finally . . .)
- Do not include information or details that are not important, such as characters' names.
- Do not include your own opinion.
- Write the summary in your own words. Do not copy exact phrases or sentences.

Read the paragraph on the next page titled "Family Life in Italy." Then read the two summaries. One is a good example of a summary, and one is a poor example of a summary. Answer the two questions after reading.

So Easy. to Summarize! ✓✓

Family Life in Italy

It is often considered a universal idea that family is important, but in the Italian culture, family relationships are highly valued. Traditionally, it is common to see several generations, such as children, parents, and grandparents, living in one home together. Families often gather together for meals, sharing classic Italian foods and bonding over their conversations. Italian families emphasize the importance of their heritage by passing down recipes and languages, and they show a great respect for the elders of the family. Through strong family bonds and a deep respect for traditions, Italian families ensure these values are passed to future generations.

Summary 1

Family is highly valued in Italian culture. Sometimes people from different generations even live in the same house. That means children may live with their parents as well as their grandparents. It would be a lot of fun to live with my grandparents because we could spend more time together.

Summary 2

In Italian culture, family is extremely important. Several generations often share homes and meals. Italian families value their heritage and traditions and work hard to pass these values to younger generations.

1. Which summary is the good example? Summary 1 | Summary 2
2. Circle ALL the reasons the other summary is not a good example:
 - ☐ A It includes personal opinion.
 - ☐ B It doesn't cover all the main points.
 - ☐ C It copies sentences from the text.



VOCAB & READING SKILLS

The Good and the Beautiful recommends literature that encourages strong family bonds. Healthy families play a substantial role in creating a stable society.* Not only do parents work hard to accommodate their children's physical needs, but parents also offer the affection, modeling, guidance, loving discipline, and encouragement that children need to thrive—things that teachers and peers cannot provide as well as parents can.* Every family is far from perfect, but the struggles within a family allow us opportunities to practice tolerance, forgiveness, and problem-solving skills.* Many people do live in very difficult situations, and it's OK for books to show problems in families. However, we do not recommend books that demean family and make it seem like strong families are not desirable.*



LITERATURE



☐ Read Chapter 19 of *Nettie's Letters*.



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.

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



Grammar



Review



NOUNS, VERBS, ADJECTIVES & ADVERBS

Q P. 69, P. 97, P. 34 & P. 35

Write the correct letters on the lines to identify the nouns (N), verbs (V), adjectives (AJ), and adverbs (AV) in the sentences below. Three have been completed for you. Some hints are given below.

noun: person, place, or thing

adjective: describes a noun

verb: shows action or being

adverb: describes a verb, often ends in LY

N- noun

V- verb

AJ- adjective

AV- adverb

The Tuscan town is tastefully decorated with lush plants and bright flowers. A white

AJ

scooter rests quietly on the cobblestone streets, a familiar scene in the towns of Tuscany.

AV

N

Fill in the blanks with an appropriate adverb or adjective.

Nettie _____ meets Rosa's _____

adverb

adjective

donkey, Pippo. She smiles _____ as Pippo draws the

adverb

carriage through the _____ Tuscan countryside.

adjective





Cathedral of
Santa Maria del Fiore



Ponte Vecchio



Tower of Pisa



Volterra, Italy

Review

QUOTATIONS: CAPITALIZATION

Q P. 82

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

Place the editing mark (≡) under the letters that should be capitalized. Cross out any letter that is capitalized and should not be.

1. Juan gasped, "the cathedral towers over the city of Florence!"
2. "Ponte Vecchio," his mother said, "Is also in Florence and is the oldest stone bridge in Europe."
3. Ralph pointed and exclaimed, "it looks like the Tower of Pisa is going to fall!"
4. "All of these places," the tour guide said, "Are in Tuscany, including the ancient walled city of Volterra."

HELPING VERBS & VERB PHRASES

Q P. 58

Circle the main verb, underline the helping verb, and then write the verb phrase on the line. Remember that the main verb and helping verb form a verb phrase. Some helping verbs are below.

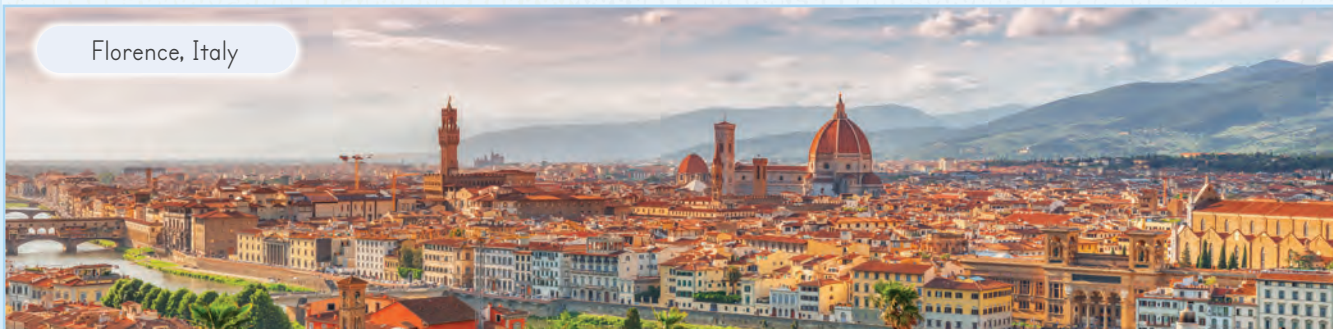
am, are, is, was, were, do, does, did, will, have, has, had

1. One day I will visit Florence. _____
2. The Tower of Pisa is leaning. _____
3. We are crossing the bridge. _____
4. Volterra was built long ago. _____
5. It has stood for 3,000 years. _____

GEOGRAPHY

READING COMPREHENSION

Florence, Italy



Tuscany is a region of Italy world-famous for its astounding natural landscapes and its one-of-a-kind historic cities and architecture. Tuscany is beautifully **diverse** (having a great deal of variety and differences). One way to understand its diversity is through the urban and rural areas of the region. **Urban** refers to anything related to a city, while **rural** refers to the opposite: anything related to the countryside.

In which type of area would you most likely find a famous art museum? Circle one.

urban | rural

The urban areas of Tuscany are unlike any other. Florence, the capital city of the region, is a land of incredible architecture and world-class art museums. One thing you immediately notice about this distinct city are the reddish-orange terra-cotta roofs covering most buildings. Rising above them all is the famous dome of the Cathedral of Santa Maria del Fiore. Florence is also home to the oldest stone bridge in Europe: Ponte Vecchio. A popular attraction, the old bridge is covered and houses several shops.

Which sites could you see during a visit to

Florence? Circle all correct answers.

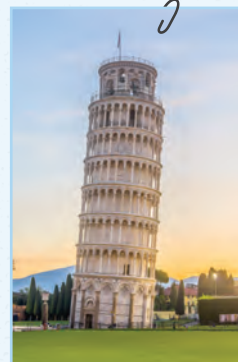
historic buildings | popular shops
a vast vineyard | famous artwork

Pisa is another historic urban center located

Ponte Vecchio



near the Tuscan coastline. This beautiful city is most known for an ancient stone tower with an interesting quality: It leans! That's right, the "leaning" Tower of Pisa is known around the world for standing the test of time despite a noticeable lean caused by soft ground under its foundation when it was built in the 12th century. One place where urban meets rural is the fascinating



city of Volterra. The charming walled city is considered one of the oldest cities in Italy—around 3,000 years old! Volterra's hilltop position in the countryside gives residents and visitors alike incredible views of rural Tuscany.

Circle "True" or "False."

True | False Florence was established before Volterra.

Flying over the Tuscan country, you suddenly spot what looks like a "fortress" town on top of a hill. Which city did you most likely spot?

Florence | Volterra

You have probably seen images or paintings of Tuscany without even realizing it. Photographers and artists flock to the region to capture the unmatched beauty of the vineyards, olive groves, and farms of rural Tuscany. A recognizable feature of this area is the cypress tree. These tall, slender evergreen trees can be seen adorning homes and lining farm roads throughout Tuscany's agricultural countryside.

Write on the line whether the pictures below depict an area in Tuscany that is urban or rural.



Tuscany, both urban and rural, is a land of unique culture. **Culture** is the way a group of people think and behave. There are many things that make up the culture of a group of people, including language, beliefs, food, music, art, traditions, and ways of life. Part of what makes Tuscany's culture so special is its food. Tuscany is known for its delicious food and its special type of bread. Two things make Tuscan bread different. First, it is traditionally made without salt, a common ingredient in bread.



Without salt, Tuscan bread has a different texture and flavor that pairs nicely with salty meats and rich Tuscan soups. In addition, the key ingredient in authentic Tuscan bread is flour made from wheat that is locally grown in the Tuscany region. Indeed, Tuscan culture is so remarkable you can literally taste the difference!

Which are characteristics of authentic Tuscan bread? Circle all correct answers.

no yeast | local wheat | no salt

Circle "True" or "False."

True | False The people of Tuscany share a common practice for making bread. Even something this simple is considered part of a region's culture.

MINI MODELS

Attention-Grabbing Openings

In this lesson you will learn about attention-grabbing openings and practice identifying them. An attention-grabbing opening, sometimes called a “hook,” is critical to writing exciting paragraphs!

Attention-Grabbing Openings

- An attention-grabbing opening is the first sentence in the opening paragraph, meant to capture the reader’s attention and create interest.
- Types of attention-grabbing openings:
 - an interesting fact* *a short, interesting quote* *a vivid description*
 - an impressive statement* *a thought-provoking question*

Read the example paragraph below. The **attention-grabbing opening** is highlighted in orange.

Example

Tuscany is one of the most fascinating regions in all Italy. From historic cities to world-class cuisine to some of the most beautiful farms in the world, Tuscany has something exciting for everyone!

An impressive statement instantly creates interest in the topic of Tuscany.

The topic sentence follows the attention-grabbing opening and introduces three things that make Tuscany fascinating.

Read the opening paragraph below. The orange blank represents where the attention-grabbing opening goes. Below are four examples of attention-grabbing openings that could be used for this paragraph. Match each attention-grabbing opening with its type. One answer is given. Then circle your favorite one.

_____ Indeed, the Tuscan countryside attracts people from all over the world, who come to experience the ancient art of farming, the astounding beauty of nature, and the authentic taste of locally grown Italian foods.

1. Tuscany is home to over 4,000 of the most beautiful farms you will ever see!
2. Leonardo da Vinci once said, “Tuscany is the ultimate canvas, painted with the hues of history and culture.”
3. Did you know Tuscany is famous for its farms?
4. There is nothing quite like the farms of Tuscany.

thought-provoking
question

interesting fact

impressive statement

short, interesting quote

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

Gratitude Journal

spelling, writing & grammar warm-up

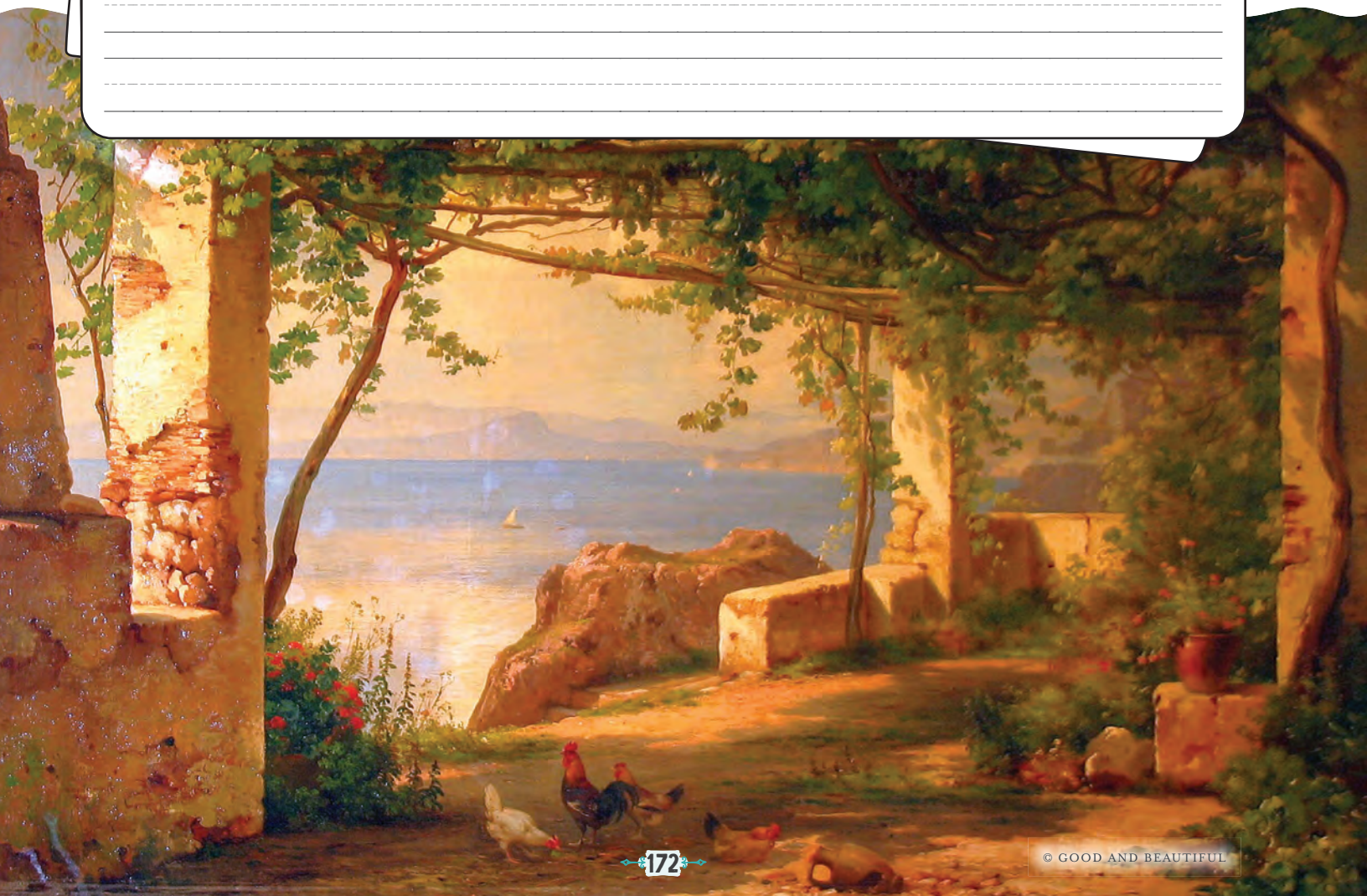


Below is a beautiful painting of the Bay of Naples by Carl Frederik Aagaard. As you can tell, the Bay of Naples is a gorgeous area in Italy. It is a great place to spot dolphins and whales too! Nature and art are wonderful blessings. What do you like in the painting? Write 1 sentence and include 3 adjectives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



☐ no random capital letters

☐ started sentence with a capital letter



WORDS THAT CAN BE NOUNS OR VERBS

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

NOUN

The light is flickering.

“Light” is the thing that is flickering.

VERB

The candles light the room.

“Light” is what the candles are doing.

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

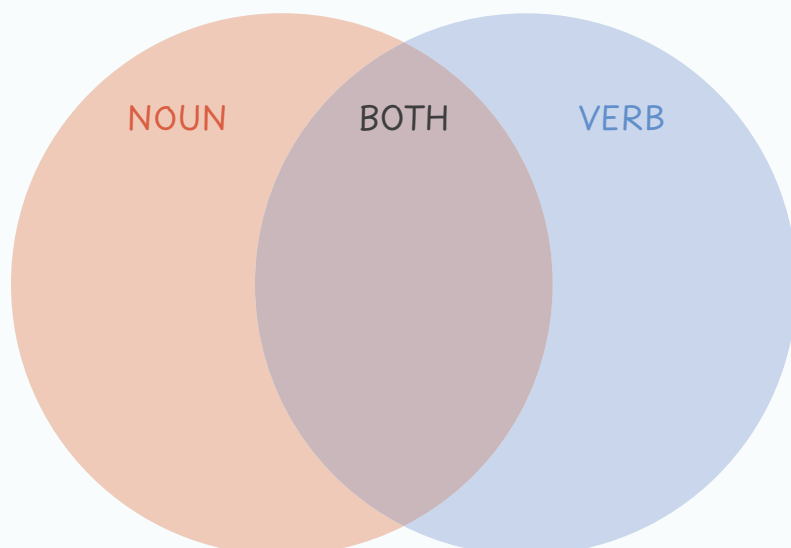
walk, paint, fly, park, swim, run, sleep, jump, work, break, light, whistle, bark

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

- I park my car by the dirt road. N | V
- He read on his lunch break. N | V
- Let's paint the old, dirty shed. N | V
- Ducks fly over the truffle field. N | V
- The train whistle is really loud. N | V
- We went on a walk together. N | V
- She will work on a puzzle. N | V
- 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



SO EASY TO
SUMMARIZE

Summarizing Informative
Paragraphs

In this section you are going to write a short summary of a paragraph. Follow the instructions.

What is a summary?

A summary is a brief overview of a text's most important information—just the key points.

Instructions

①

State the main idea or purpose of the paragraph.

1. Read the entire paragraph so you are familiar with the whole thing.
2. The main idea of a paragraph can be found at the beginning, and often at the end, of the paragraph. The underlined parts show the main idea of this paragraph. The first sentence in the summary has been started for you and should tell the main idea of the paragraph. You simply need to fill in the missing words by filling in the green box.

②

In 1 sentence, summarize the section of the paragraph that is in purple text.

1. Read the purple text again.
2. Complete the missing part of the purple sentence to summarize the purple text. Remember to only include the most important parts and leave out your opinion.

③

In 1 sentence, summarize the section of the paragraph that is in brown text.

1. Read the brown text again.
2. Complete the missing part of the brown sentence to summarize the brown text. Remember to only include the most important parts and leave out your opinion.

④

Read the summary aloud.

So Easy. ✓ to Summarize!

- ① A truffle is a rare underground mushroom that is known for costing a lot. There are a couple of reasons
- ② truffles are so expensive. First, truffles are hard to grow. You can't just grow fields of truffles as you grow fields of corn. This is because truffles grow completely underground, and truffles have to grow next to certain types of trees and require very specific
- ③ 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
- ① dug up. Did you know that truffles were so much work to grow, find, and harvest? No wonder they are expensive.

There are a couple of reasons that

First, truffles are

Second, truffles are hard to



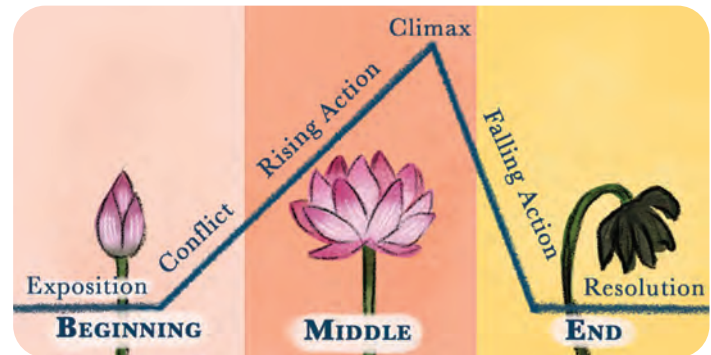


○ Read Chapter 28 of *Nettie's Letters*.

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?



Ask a Grandparent

What a blessing it is to have a loving grandparent! Because of the life experiences they have had, grandparents have so much enjoyment and knowledge to share, if only we would ask questions. *If you have a loving grandparent in your life, you can share in their joy and wisdom by asking them two simple, meaningful questions.*

B1

First, you may ask your grandparent, “Could you tell me a story from your life that made you laugh really hard?” Asking this question may bring your grandparent joy as they recall a really happy and funny moment in their life. Perhaps you will laugh along with them as they share their story.

B2

Second, you may ask your grandparent, “What’s a lesson you have learned that would be helpful for me to know?” Asking this question will give your grandparent a chance to ponder important lessons and give you a wonderful piece of wisdom that will help you live well. Your grandparent will be so happy you asked because they want to bless you!

When we take time to talk with our grandparents, we discover what great blessings from God they really are. So the next time you are with your grandparent, pull up a chair and ask meaningful questions. Joy, wisdom, and quality time together are just waiting for both of you!

VOCABULARY REVIEW

This section reviews vocabulary words from the Vocab & Reading Skills sections.

adorned: decorated with ornaments or other beautiful objects
relish: to really enjoy something
hone: to sharpen, or to improve
dominate: to command, or to rise higher than the surroundings
blithely: in a carefree way, without concern
skirted: to go around or evade
deliberately: with purpose and awareness, or slowly in a careful manner
adept: very skilled or good at something
scarcity: a state of short supply, or a very small amount
aromatic: having a strong or distinctive smell
notorious: widely known and talked about, usually in a negative way
immense: exceptionally large in size or amount



Complete the sentences by filling in the correct word from the word bank.

aromatic | hone | adept | immense

The kitchen is filled with the _____ scents of basil and tomatoes. Maria begins to _____ her cooking skills. She is now quite _____ at making the pasta and seasoning the sauce. As the meal is served, _____ happiness fills her heart.

An antonym is a word with *opposite* meaning. For example, hot and cold are antonyms. Circle the **antonym** for each word.

skirted

faced | dressed

relish

design | dislike

scarcity

plenty | fear

deliberately

accidentally | hard

Draw a line to match the word with its definition.

blithely

to command or rise higher than the surroundings

notorious

decorated with ornaments or other beautiful objects

dominate

widely known and talked about, usually in a negative way

adorned

in a carefree way, without concern

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

Gratitude Journal

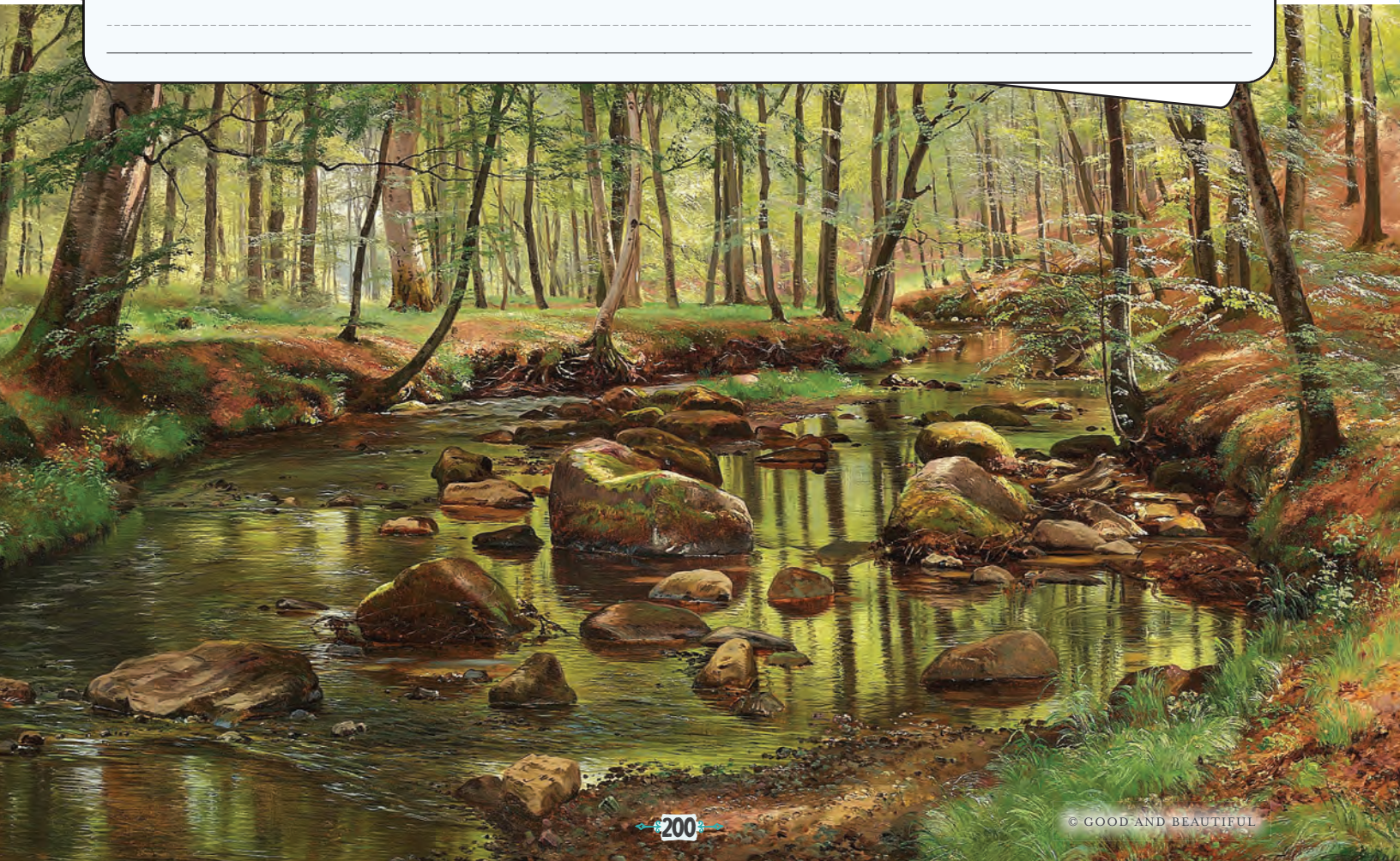
spelling, writing & grammar warm-up



Being out in nature is a great blessing. In Carl Frederik Aagaard's painting below, you can see his appreciation for nature in the vivid details. What are 3 things you would like to do in this scene? Describe them in 1 sentence. Include all 3 items or phrases in a series, separated by commas.



- ☐ extended letters to the top line appropriately
- ☐ proper spacing between letters and words





Review

IRREGULAR PLURAL NOUNS Q P. 64

Complete each sentence with the irregular plural form of the singular noun below the line. Remember, sometimes the irregular plural noun is the same as the singular form of the noun.

1. All the _____ enjoy making crafts.
(child)
2. Papa and I catch many _____.
(fish)
3. I see 10 _____ grazing in the grasslands.
(bison)

Circle the correct irregular plural form.

a nest of mouses/mice

a flock of geese/geese

many people/persons

two women/womans

Review

WORDS THAT CAN BE NOUNS OR VERBS Q P. 103

All the orange words can be nouns or verbs. Under each one, circle whether the word is being used as a noun or a verb in the sentence. Hint: If the word comes after "a," "an," or "the," it is a noun.

I go for a **walk** in the **park**. Some people **walk**, while others **run**.
noun / verb noun / verb noun / verb noun / verb

Some **ride** bikes and **park** them by the lake where ducks **swim**.
noun / verb noun / verb noun / verb

It's a beautiful day for a **swim**. I hear a dog **bark**. Look! It's a
noun / verb noun / verb

chase! Two squirrels are on the **run**. They **jump** into a tree. Wow,
noun / verb noun / verb noun / verb

what a **leap**! A piece of **bark** falls on the dog's nose. I **smile**.
noun / verb noun / verb noun / verb

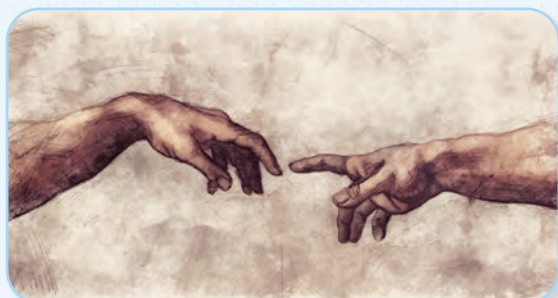
LITERATURE & ART

READING COMPREHENSION

Long ago, lots of exciting things began to happen across Europe. It was a time when amazing art, new ideas, and inventions would change the world forever. Today, it is known as the Renaissance period, and it all began in Italy in the 14th century. In this lesson you will explore why the world of art, science, and literature has never been the same since.

Renaissance art is still celebrated around the world today for its incredible realism. **Realism** is a style that depicts people and scenes in an authentic or accurate way.

Circle the picture below that best represents the realism of Renaissance art.



Perhaps you have heard the names Leonardo da Vinci or Michelangelo. These men are just two of many great Renaissance artists. Da Vinci is best known for his world-famous paintings:



Moses by Michelangelo

Mona Lisa and *The Last Supper*. Michelangelo is most famous for his painting of the Sistine Chapel and his marble sculptures, such as *Moses*. Michelangelo's *Moses* sculpture is an example of realism.

Observe the sculpture above and list two things in the sculpture that look realistic.

In the world of science, new inventions of the Renaissance changed how we learn and study the world and beyond. The invention of the telescope allowed us to observe space. Microscopes allowed us to observe the invisible world of germs and cells. The printing press allowed for a lot more books to be made. Suddenly, people everywhere could now learn new ideas and skills through reading. The



Globe Theatre, London

scientific method was also developed during this time period. It allowed scientists to study the world more effectively.

Circle two things you could NOT do before the Renaissance.

- ☐ A study the structure of a cell
- ☐ B come up with creative ideas
- ☐ C check out books at a library

The Renaissance also introduced new styles of literature. William Shakespeare is a well-known writer from this time period. He is most famous for writing plays like *Hamlet* and *Romeo and Juliet*. In fact, Shakespeare's plays are still performed today at the Globe Theatre in London!

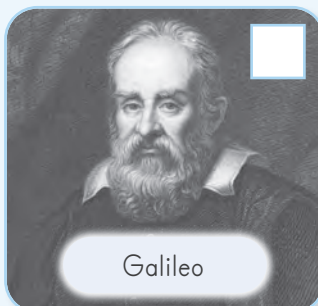
If you ever hear someone being called

a "Renaissance man," it is a compliment!

During the Renaissance period, several men became known for their many different talents. For example, Galileo Galilei was a great **astronomer** (a scientist who studies planets and stars) and inventor. Michelangelo was a talented sculptor, painter, architect, and poet. Da Vinci was an artist, scientist, and inventor. So the term "Renaissance man" means someone is talented at many different things.

Match each statement to the "Renaissance man" it best describes. Write A, B, C, or D in the white boxes on the images below.

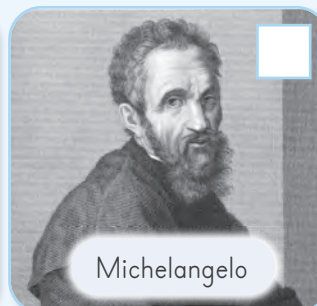
- ☐ A loved to create art out of marble
- ☐ B painted a famous picture of a young lady
- ☐ C wrote over 30 plays
- ☐ D the first person to observe Saturn's rings



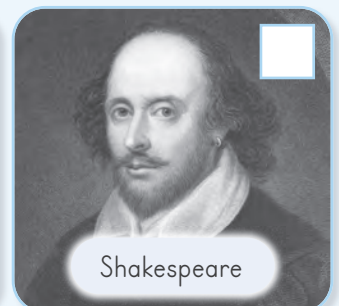
Galileo



Da Vinci



Michelangelo



Shakespeare

In this section you are going to write a short summary of a paragraph. Follow the instructions.

What is a summary?

A summary is a brief overview of a text's most important information—just the key points.

Instructions

①

State the main idea or purpose of the paragraph.

1. Read the entire paragraph so you are familiar with the whole thing.
2. The main idea of a paragraph can be found at the beginning, and often at the end, of the paragraph. The underlined parts show the main idea of this paragraph. The first sentence in the summary has been started for you and should tell the main idea of the paragraph. You simply need to fill in the missing words by filling in the green box.

②

In 2 sentences, summarize the section of the paragraph that is in purple text.

1. Read the purple text again.
2. Complete the missing parts of the purple sentences to summarize the purple text. Remember to include only the most important parts and leave out your opinion.

③

In 2 sentences, summarize the section of the paragraph that is in brown text.

1. Read the brown text again.
2. Complete the missing part of the brown sentences to summarize the brown text. Remember to include only the most important parts and leave out your opinion.

④

Read the summary aloud.



Grammar & Usage Assessment

- **Have your parent or teacher read this section:** This section reviews the major grammar and usage concepts taught in Unit 5 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.

WORDS THAT CAN BE NOUNS OR VERBS

Circle whether the underlined word is acting as a noun or a verb in each sentence.

1. The flames of the fire light the room.
NOUN | VERB
2. Making many pizzas is a lot of work.
NOUN | VERB
3. They both whistle while they cook.
NOUN | VERB
4. The man takes a short break.
NOUN | VERB

ABBREVIATIONS

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

Post Office

page

Company

minute

pages

☐ Additional Practice Q P. 103

WORDS THAT CAN BE NOUNS OR VERBS

Circle whether the underlined word is acting as a noun or a verb in each sentence.

1. We paint the Italian landscape in class.
NOUN | VERB
2. Painting details can be intense work.
NOUN | VERB
3. The artwork illustrates beautiful light.
NOUN | VERB

☐ Additional Practice Q PP. 2-3

ABBREVIATIONS

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

Company

pages

page

Post Office

minute

PARTS OF SPEECH

Use the following sentence to match each word to the corresponding part of speech for how it is used in the sentence. Each part of speech has a hint given to help you.

Bright sunbeams scatter and shine gently on my face.

sunbeams

NOUN
(person, place, thing)

on

VERB
(action or being)

shine

ADJECTIVE
(describes a noun)

and

ADVERB
(describes a verb)

bright

CONJUNCTION
(FANBOYS)

gently

PREPOSITION
(position in time or space)

my

PRONOUN
(replaces a noun)

Additional Practice PP. 10-11

PARTS OF SPEECH

Use the following sentence to match each word to the corresponding part of speech for how it is used in the sentence. Each part of speech has a hint given to help you.

Trees wave softly in the gentle breeze.

wave

NOUN
(person, place, thing)

trees

VERB
(action or being)

gentle

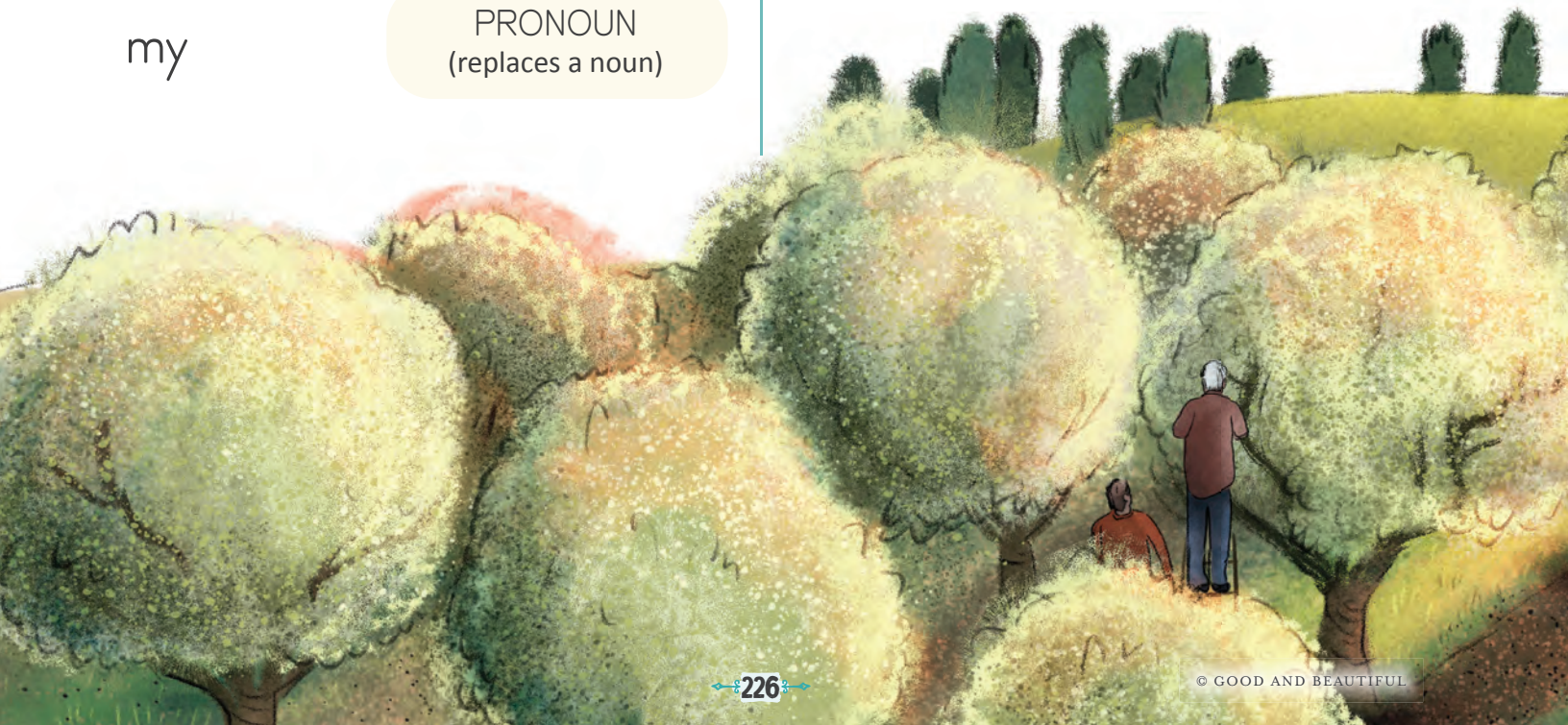
ADJECTIVE
(describes a noun)

in

ADVERB
(describes a verb)

softly

PREPOSITION
(position in time or space)



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



Grammar



Review

WORDS THAT CAN BE NOUNS OR VERBS Q P. 103

Circle whether the underlined word functions as a noun or a verb in each sentence.

1. The fireworks light the sky.

NOUN | VERB

4. No one will work on the holiday.

NOUN | VERB

2. The event will be in the park.

NOUN | VERB

5. Mama needs my help today.

NOUN | VERB

3. The people paint the fun scene.

NOUN | VERB

6. The whistle can make music.

NOUN | VERB

Circle whether the red word is a noun or a verb in the sentence. Then write the red word in the blank and circle whether it is a noun or verb in the new sentence.

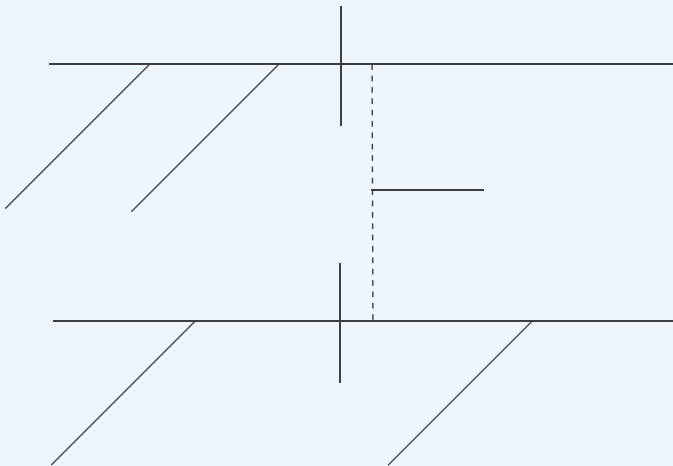
He paints with a brush. NOUN | VERB

I _____ my dog's fur.
NOUN | VERB

SENTENCE DIAGRAMMING

Diagram the compound sentence.

The happy girl dances, and the band plays loudly.



RELATIVE CLAUSES Q P. 84

Underline the relative clause that describes the orange noun. Recall that a relative clause begins with **THAT** or **WHO**.

1. The festival that celebrates spring begins with the ringing of a bell.
2. She went to an event that marks the origin of Switzerland.
3. A man who yodels well won the event in the Swiss Yodeling Festival.
4. These festivals celebrate traditions that are important to the Swiss.

In the last lesson, you taped the opening paragraph for your essay on your long white paper. In this lesson you will prepare to write your body paragraph by doing a prewriting exercise. Below is an outline for your essay. **Complete the subject of your body paragraph by writing the topic you chose for your essay.**

I. Opening Paragraph (completed in the last lesson)

II. Body Paragraph (will complete in the next lesson after prewriting in this lesson)

How to _____

III. Concluding Paragraph

In this prewriting activity, you will brainstorm specific steps for your how-to essay. Your body paragraph will discuss these steps in a simple format so that the reader can easily learn how to do something new. Your body paragraph needs to have a topic sentence, three specific steps, and details for each step. Read this example of a body paragraph for a similar essay on “[How to Build a Birdhouse](#).”

There are three simple steps to building a birdhouse. First, gather your supplies. This includes tools like a hammer, measuring tape, and a drill. You also need wood planks, nails, and a wood peg. Next, build a wooden box. Use a hammer to nail the wood planks together into a cube. Lastly, make it bird-friendly. On one side, drill a hole large enough for a bird to go through. Then install the wood peg beneath the hole. Birds use the peg to land on as they go in and out of the birdhouse.

The **blue** sentence is the topic sentence.

The **underlined** sentences are the three specific steps chosen in the prewriting exercise.

The **green** words are transition words (**first, next, lastly, also, etc.**) These help you move to the next step.

The **brown** sentences give more details for each step.

Now that you see how a body paragraph works in a how-to essay, it is time to prepare your specific steps!

Body Paragraph Prewriting Exercise

1° Practice brainstorming: Brainstorming is when you take time to think of ideas and then write them down. It is an excellent prewriting activity for a how-to essay!

Take some time to think about the steps you would like to teach in your how-to essay. Then continue your brainstorming activity at the top of the next page.

- This is a project lesson. Check the child's work.

PROJECT LESSON



BOOK DISCUSSION



Listen to the book discussion “*Nettie’s Letters* Chapters 44–50” on the Homeschool app. After listening to the discussion, complete the steps below.

NOT YOUR ORDINARY BOOK REPORT

Choose one of the book report options below to complete for *Nettie’s Letters*.

Options

Letter

- Write a letter to a friend or family member, encouraging them to read the book. Make sure to explain 3 or more specific reasons that you recommend the book and why you think it’s a worthwhile read. Include at least 6 sentences.
- Pretend that you are Nettie’s friend Colette. Write a letter to Nettie that describes your experiences back home in France. Your letter should be at least 8 sentences long.
- Write a letter to a fictional movie company, trying to convince the company to make the book into a movie. Give specific reasons, and include at least 6 sentences.

Poem or Song

- Write a poem or song that expresses a message you learned from the book.

Fiction Writing

- Choose a scene from a part of the book that Rosa was in. Write 1 or more pages that describe the scene from Rosa’s perspective, as if she were the main character.

Oral Book Review

- Give an oral book review to your parent or teacher aloud, or record your oral book review. For your review, first summarize the book. Then give your opinion of these things:
 - what you liked or didn’t like
 - the messages
 - why you do or do not recommend it

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

Gratitude Journal

spelling, writing & grammar warm-up



"Folk" music or art refers to the traditional styles of a group of people. In this lesson you will experience Swiss folk music and folk art, such as the mugs you see below. In 1 sentence, describe a type of music or art that you are grateful for.



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

Grammar

Review

ABBREVIATIONS (UNITS 3-6) PP. 2-3

Match each word with the correct abbreviation.

Street

Rd.

Boulevard

Mt.

minute

vs.

Drive

St.

Court

P.O.

page

sec.

Road

Ln.

mountain

Blvd.

pages

Mt.

Lane

Dr.

Company

Co.

versus

p.

Avenue

Hwy.

Post Office

Ct.

Mount

min.

Highway

Ave.

Apartment

Apt.

second

pp.



COMPARATIVE & SUPERLATIVE ADJECTIVES: PART 3 Q PP. 46-47

Each sentence contains an adjective (in **blue**) describing a scene on one of the Swiss mugs. Circle the correct comparative form and write the superlative form of each adjective on the line below. Remember, for adjectives with three or more syllables, add **MORE** if comparative and add **MOST** if superlative.



Fishing was **enjoyable** today.
more enjoyable | enjoyabler



The packed snow is **slippery**.
slipperer | more slippery



White flowers are **beautiful**.
more beautiful | beautifuler



PUNCTUATING RELATIVE CLAUSES: WHO/THAT Q P. 80

Remember that relative clauses only need to be set off with commas if the information in the clause is extra and not essential to understand who or what the clause is describing. The relative clauses are underlined. Draw a line from each clause to either **essential** or **extra**. Add commas where needed.

The mug that has the sled is my favorite.

My father who loves fishing likes the first one.

essential

extra

essential

extra

UNIT 4 & 5 CONTRACTIONS

Write the contraction for each set of words.

would not

there is

you are

that is

did not

it will

he will

should not

could not

had not

she will

who will

ADDING ADJECTIVES & ADVERBS

Sentences That Shine

Study the sentence below, which contains underlined adjectives and adverbs that bring writing to life.

The bright colors are purposefully chosen to make the painting lively and playful.

Make the sentence below more interesting by filling in each blank with an adjective or adverb as indicated.

The _____ people _____
gather in the _____ village.
They _____ celebrate together.

Choose one of the sentences and rewrite it, adding at least one adjective and one adverb.

I hear the alphorn blowing. | The cows are grazing on the hillside.



VOCAB & READING SKILLS

The long, wooden horn featured below is called an alphorn. This musical instrument has been part of Swiss culture for centuries.* Originally used as a cattle call, the low, deep resonance of the alphorn also played a role in communication, as its sound is capable of traveling vast distances.* Today the alphorn is still played at ceremonies and festivals by those desiring to keep the tradition alive.*



Read the information and poems and complete the activities on these pages.

Waterfall

By Julia Rejholec

Majestic, massive, mighty
 Stands the lofty mountain wall.
 Emerald moss enveloped
 By an icy waterfall.
 The veil of hurried water
 Thunders into its bed;
 Diamond droplets spray
 In a beam of sunlight overhead.

Remember that alliteration (words close together starting with the same sound) can give a poem rhythm and interest. Underline the two instances of alliteration in the poem.

Practice alliteration by replacing the first three adjectives in the poem (majestic, massive, mighty) with three new adjectives that all begin with the same sound. Remember, the adjectives are describing a "lofty mountain." Write them on the lines below.

Sensory language can help the reader connect with a poem through the senses of touch, sight, sound, smell, and taste. Match the sensory words below with the correct sense.

lofty

icy

thunders

sound

sight

touch



Sunrise

By Julia Rejholec

A bed of downy green
 Is sheltered by mountains tall.
 A rosy morning glow,
 Painted behind snow-capped wall.
 Warm beams of light stretch,
 Yawning as night becomes the day,
 Bathing the valley in sunlight,
 Chasing darkness away.

Recall that personification is when nonhuman places or things are described as doing human things or as possessing human qualities. Consider this sentence: "The moon dances while the forest sleeps." Of course the moon does not actually dance, and the forest does not actually sleep. These are things a person does, but using human actions like these helps readers connect with the poem in a personal way that they can understand.