



LANGUAGE ARTS & LITERATURE LEVEL 5

ANSWER KEY

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


The Good AND THE Beautiful
CURRICULUM

Lesson 1

LESSON

1

UNIT ONE

Parent/Teacher Reminder

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

Welcome to The Good and the Beautiful Language Arts Level 5!

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 5 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.

As part of the independent work, the Good and Beautiful Homeschool app includes these sections:



video lessons, which are usually optional and can be used in place of the lesson or after the lesson for more reinforcement (icons above);



app-only content, which will be geography or grammar flashcards, vocab & reading skills videos, and required audio narrations (icon above);



and **optional music videos**, which are a fun way to help learn certain concepts (icon above).

LITERATURE

READING COMPREHENSION



- Read Chapter 1 of *Mystery of the Crying Caves*.

1. Violet's parents are world-famous scientists who study volcanoes.
2. Based on what we know about Don Roberto so far, which of the following is the truest statement?
 - ☐ A Don Roberto is a very knowledgeable man.
 - ☐ B Don Roberto doesn't have many friends.
 - ☐ C Don Roberto is a very quiet man.
 - ☐ D Don Roberto doesn't like the outdoors.
3. Match each item that Violet observes on the left to her description of it on the right.

concrete houses on the hillside of the city	dark eyes
the farms on the side of the mountain	colorful building blocks that children play with
the shadowy windows of the houses	quilts with squares of every color green imaginable

Introduction to Hymn Lyrics

Right before Jesus Christ went to the Mount of Olives, what did He do? He sang a hymn. Hymns are powerful; they have the power to strengthen faith, create reverence, testify about truth, comfort the weary, and speak peace to the soul.



The lyrics of a hymn are the words. Sometimes the same person writes the lyrics and the music for a hymn. Sometimes the lyrics and the music for a hymn are written by different people. A hymn is different from a

poem because hymns are centered on God and are designed to be sung, so they need to be written in such a way that they can easily be set to music. In this unit we will read hymns, study lyrics, and complete exercises that will help grow your appreciation for hymns.

Hymns are songs of praise and worship. Psalm 69:30 reads, "I will praise the name of God with a song." Additionally, Psalm 100:2 counsels us to "serve the Lord with gladness: come before his presence with singing." Truly, listening to or reading hymns draws us closer to our Heavenly Father and brings holiness and strength into our lives.



Grammar

ADJECTIVES & ADVERBS

New Concept!

Adverb

a word that describes verbs, adjectives, or other adverbs

In this course you will study only adverbs that describe verbs (action or being words). One way you can remember that adverbs describe verbs is that adverb has the word VERB in it.

Birds sang happily. (*HAPPILY describes the verb.*)



Adjective

a word that describes a noun

The bright flowers dance in the breeze. (*BRIGHT describes the noun FLOWERS.*)

The tall trees offer shade. (*TALL describes the noun TREES.*)

For each sentence underline all the adjectives and adverbs. Also, write AJ above each adjective and AV above each adverb. The sentences you will study in this unit are by author Christine von Hagen. The first one is completed as an example.

1. Chico fanned ^{AV} gently, and the coals hummed ^{AV} softly.
2. Chico felt a ^{AJ} soft, ^{AJ} warm tongue touch his ^{AJ} cold feet.
3. The ^{AJ} poor, ^{AJ} tender, ^{AJ} little plants had drooped ^{AV} sadly in their ^{AJ} new homes.
4. ^{AV} Soundlessly, she lifted one ^{AJ} bare foot and then another.

Lesson 1

Reading & Writing

PERSONIFICATION & SIMILES

Sentences That Shine

Masters are people who show great skill in the work they do. In this unit we will study the writings of author Christine von Hagen. Here are two literary devices she often uses to create wonderful writing:

Personification: Nonhuman things are given human attributes. (Thunder grumbled.)

Simile: A word or phrase is used to compare two things using "like" or "as." (Seth sings like an angel.)

Study each sentence by Christine von Hagen and circle the literary device used.

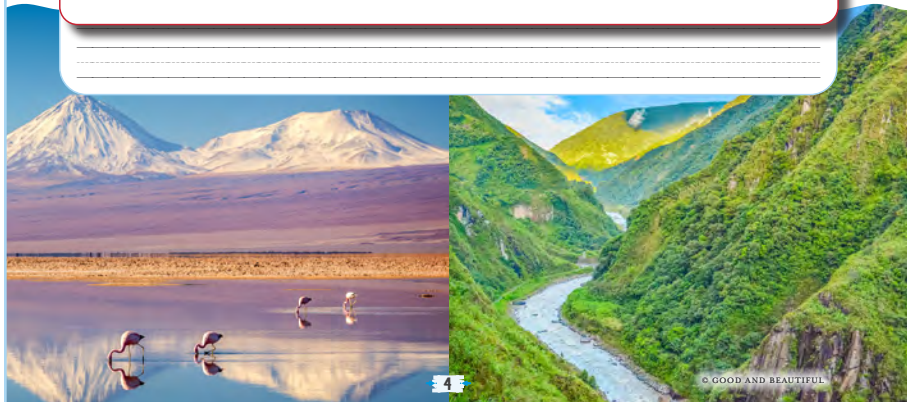
1. A white mass of fog crept through the lower passes. (personification) (simile)
2. The fog fell like a white blanket. (personification) (simile)
3. The little valley was like the bottom of a bowl. (personification) (simile)
4. The stones stared back at him silently. (personification) (simile)
5. Chico sat as still as a statue. (personification) (simile)

Write a sentence that contains a simile based on the photos of South America on this page. You may use any of these idea sparkers: glass, mirror, green, carpet, silver, pale blue, winds like, ribbon, sky, vast, ocean.

The child should have written one sentence containing a simile based on the photos below. They could have used ideas from the list, if wished. For example,

The river winds like a blue ribbon through the hills.

The lake spread out like a vast purple mirror.



Lesson 2

LESSON

2

UNIT ONE

Parent/Teacher Reminder

- 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 sample.

I love to read. I love to read.



Why are you grateful for stormy weather? Answer with 2 sentences.



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

Answers will vary.

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

Grammar

Optional
App
Video

New
Concept

CONCRETE & ABSTRACT NOUNS

- A **noun** is a person, place, or thing.
- Concrete nouns** are physical things you can see, hear, or touch.
lizard sunset wind boy city beach
- Abstract nouns** are ideas, feelings, qualities, or concepts. You might be able to touch, hear, smell, taste, or see evidence of an abstract noun, but you can't actually touch, hear, smell, taste, or see the noun itself. For example, joy is a concept that you can't touch, hear, smell, taste, or see.
peace hope courage strength

Lesson 2

For each noun below, check whether you can touch, hear, smell, taste, or see the noun OR ONLY EVIDENCE of the noun, and then check whether the noun is concrete or abstract. The first one is completed as an example.

Noun	You can touch, hear, smell, taste, or see		Concrete/Abstract	
grape	☒ the noun	☐ evidence of the noun	☒ concrete	☐ abstract
winter	☐ the noun	☒ evidence of the noun	☐ concrete	☒ abstract
music	☒ the noun	☐ evidence of the noun	☒ concrete	☐ abstract
Easter	☐ the noun	☒ evidence of the noun	☐ concrete	☒ abstract
education	☐ the noun	☒ evidence of the noun	☐ concrete	☒ abstract
mountain	☒ the noun	☐ evidence of the noun	☒ concrete	☐ abstract

PRONOUNS

New concept

A **pronoun**, such as "I," "me," "we," "us," "you," "she," "her," "he," "him," "it," "they," or "them," is a word that replaces a noun or noun phrase.

On each blank oval, write a pronoun that can replace the underlined noun or noun phrase.

1. South American lizards are fun to study. they
2. Scientists found a new lizard species in the mountains. it
3. Ella loves El Oro Andean-Lizards. She
4. The zookeeper fed crickets to the lizard. them



VOCAB & READING SKILLS

In Argentina, the sport of polo is held in high **regard**. Not only is polo one of the most popular sports in the country, but the game also carries a **regal** heritage as a sport of the elite and the aristocracy since its introduction.* Spectators are often caught up in a **tempest** of tense and fervent emotions.* Clubs and teams actively **solicit** new talent from local communities and schools, seeking to nurture future generations of players.* However, teams guard their strategies, being sure to not **divulge** their tactical plans or training methods.

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Save this page!

You will need it for the next lesson.

Bare-Facts Notes

The child should have written notes only related to what Argentine black and white tegu lizards eat, based on the two articles on the previous page. These notes should contain bare facts without extra descriptive language, and they should not use the same sentence structure or exact phrasing from the articles. The notes do not need to be complete sentences. For example,

- To grow they eat a lot.
- omnivores
- seeds, fruits, rodents, insects, bird and reptile eggs, snails
- Adult, not young, tegus eat larger prey like birds, reptiles, and mammals.
- Forked tongues smell food.
- strong jaws and teeth

LITERATURE



Read Chapter 2 of *Mystery of the Crying Caves*.



Spelling

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



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

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Lesson 3

LESSON 3 UNIT ONE

Parent/Teacher Reminder

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

Grammar

Review

ADJECTIVES & ADVERBS

P. 34 & P. 35

For each sentence underline any adjectives and adverbs. Also, write AJ above each adjective and AV above each adverb. The sentences are by author Christine von Hagen.

1. Slowly, he tossed the yellow sand behind him onto the crisp green moss.
2. Gradually, a sweet odor of sugar filled the air.
3. Pablo sleepily watched his mother and Maria boil the hard, dry corn with ashes.

CONCRETE & ABSTRACT NOUNS

P. 49

Determine whether the words below are concrete nouns or abstract nouns. Write C above concrete nouns and A above abstract nouns.

- | | | |
|---------|---------|----------|
| A | A | C |
| beauty | freedom | mountain |
| C | C | C |
| llama | rain | snow |
| A | A | C |
| justice | wisdom | grass |



UNIT 1 CONTRACTIONS

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

we are — we're — I am — I'm — are not — aren't —

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EDITING

Capitalize: Add a punctuation mark:

Use editing marks to edit the paragraph.

Cross out an incorrect word and write the correct word.

Hints

- Use homophones YOUR and YOU'RE correctly. (Is that YOUR cat? YOU'RE here!)
- Use commas in a series of items or phrases.
- Start and end sentences correctly.

I read ~~your~~ ^{you're} essay on the Floating Islands at Lake Titicaca. The use of totora reeds to make homes, furniture, and the islands themselves is quite fascinating. I also thought ~~you're~~ ^{your} facts about the islands' history were well organized. Keep writing! ~~You're~~ ^{You're} becoming a great writer.

7 Edits



Flashcards

CONTINENTS & OCEANS



VOCAB & READING SKILLS

Picturesque Lake Titicaca straddles the boundary between Peru and Bolivia and has the highest elevation of any large lake in the world.* The floating islands that **sporadically** dot the lake are made by the **indigenous** Uros people. They **utilize** the remarkably **pliant** and **buoyant** totora reeds.* Because the reeds decompose and deteriorate rather quickly, the inhabitants of the island must continuously add new layers to it.* So the island doesn't drift away, eucalyptus rods are stuck into the bottom of the lake to function as anchors.*

LITERATURE

READING COMPREHENSION



Read Chapter 3 of *Mystery of the Crying Caves*.

- Which one wasn't an event from Violet's first day so far?
☐ A learning a new word
☐ B bookwork
☒ C shopping at the market
☐ D drawing plants outside
- The song Violet heard the old woman singing surprised Violet because it was in English.
☒ True
☐ False

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Lesson 3

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

Informative Paragraph

Tegu lizards, native to South America, have a diet suited to their huge size.

The child should have written 3–4 sentences based on the bare-facts notes from the previous lesson. These sentences should only relate to the given topic sentence (above) about what Argentine black and white tegu lizards eat. For example,

As omnivores, they eat many different kinds of food, including fruits, seeds, and eggs. They also have to eat a lot of food to grow to full size. Younger tegus stick to smaller prey like rodents, insects, and snails, but adult tegus also eat larger mammals, reptiles, and birds.

Keep this paper, as your student will edit the essay in the next lesson.

Handwriting practice lines for the Informative Paragraph.

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

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

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Lesson 4

LESSON

4

UNIT ONE

Parent/Teacher Reminder

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

Reading & Writing

EXCELLENT EDITING

Editing Marks PP. 4–5

You are now ready to edit your paragraph from the last lesson! It's like polishing a silver candlestick to really make it shine!

Step-by-Step Instructions

1 Remove the paragraph you wrote in the last lesson and place the page beside your course book.

Answers will vary.

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

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

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

First, The man helps his neighbors. He cares for the elderly.

God Is Love: Let Heaven Adore Him

Read the hymn. Then underline the phrase of three or more words that is repeated throughout the hymn.

God Is Love: Let Heaven Adore Him

By Timothy Rees

God is Love: let heaven adore Him;
God is Love: let earth rejoice;
 Let creation sing before Him
 And exalt Him with one voice.
 He Who laid the earth's foundation,
 He Who spread the heavens above,



He Who breathes through all creation,
 He is Love, Eternal Love.

God is Love: and He enfoldeth
 All the world in one embrace;
 With secure grasp He holdeth,
 Every child of every race.
 And when human hearts are breaking
 Under sorrow's iron rod,
 That same sorrow, that same aching,
 Wrings with pain the heart of God.

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Lesson 4

- Based on what you've read, Ecuador's name is likely derived from what?
 - ☐ A the country's main language
 - ☒ B its location along the equator
 - ☐ C a river that runs through the country

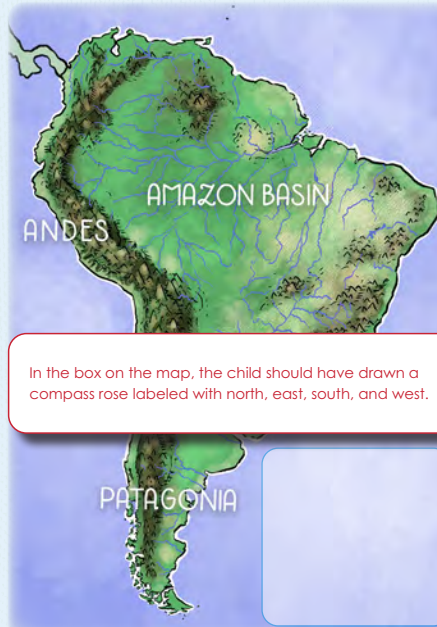
- On the physical map, draw a compass rose in the blank box and label each cardinal direction: north, east, south, and west. Write neatly. A mnemonic for remembering the order of the cardinal directions going clockwise is "Never eat soggy waffles."

- What part of the continent is the Patagonia region?
 - ☐ A northern
 - ☐ B eastern
 - ☒ C southern
 - ☐ D western

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

- The Amazon Basin is a large mountainous | ☒ flat area in the northern part of the continent.

- Chile and Ecuador are the only countries in South America that do not share a border with Brazil.



In the box on the map, the child should have drawn a compass rose labeled with north, east, south, and west.

Diagram the subject, verb, and article.

An eruption begins.



Diagram the adjective and adverb. Always remember to write the letters AJ under adjectives and AV under adverbs.

The towering volcano rumbles loudly.

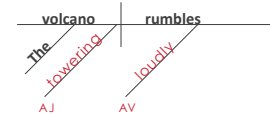


Diagram the sentence.

The huge volcano stands majestically.



VOCAB & READING SKILLS

by Jenny Phillips

A **fortnight** ago in the Andes,
Clouds gathered in the **lead** sky.
The air started to whisper of cold;
The wind gave a **preliminary** sigh.*

All indications **portending** a storm;
We shut the cabin windows tight.
Storm clouds started to **materialize**
As the sun dipped into the night.*

Characteristic of the Andes region,
A thunderstorm came with a bang.
Forks of light streaked the sky,
And thunderclaps echoed and rang.*
Then a **deluge** poured from the sky,
Swelling the streams and banging around.
It left a cloak of mist on the mountains
And rivers of mud on the ground.*



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 26

VOCABULARY REVIEW

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

VOCABULARY WORD	DEFINITION
consensus	the general or majority agreement of a group
genuine	real, honest, or true
hoarse	rough or raspy sounding
invigorate	to energize or fill with life
latter	the second thing or last thing of two or more things listed
laudable	admirable and praiseworthy
mesmerize	to totally capture someone's attention
myriad	a large number, or countless
nimble	light and quick in action or movement
numerous	a large amount or a lot
therapeutic	having healing qualities, or helping to heal an illness or disease
wane	to dwindle or decrease in size

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

wane

decrease | rise

hoarse

tender | raspy

genuine

true | soothing

numerous

many | loud

therapeutic

beneficial | bad

invigorate

excite | drain



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

myriad | laudable | mesmerize | nimble | consensus | latter

His good deed was laudable.

There were a myriad of stars in the sky.

We reached a consensus about where to eat lunch.

A nimble squirrel jumped from branch to branch.

The fireworks seemed to mesmerize the crowd.

If the options are cake or ice cream, I choose the latter.



Spelling

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



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

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Lesson 27

LESSON

27

UNIT TWO

Parent/Teacher Reminder

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

Grammar

Review

SUBORDINATING CONJUNCTIONS & DEPENDENT CLAUSES

P. 94 & P. 51

In each sentence circle the subordinating conjunction and underline the dependent clause. The first one is completed as an example.

Hint: IF, BECAUSE, ALTHOUGH, WHEN, and AS SOON AS are subordinating conjunctions.

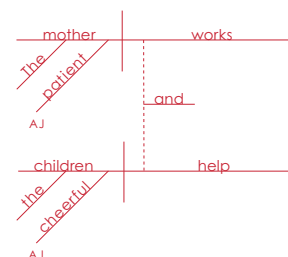
- Henry ran to help because his sister was struggling.
- When Emma saw her mother in the garden, she hurried outside to lend a hand.
- If we all work together, we can grow a beautiful garden.
- Although the soil is rocky, the plants can still grow.
- Jacob will play outside as soon as it stops raining.

SENTENCE DIAGRAMMING

PP. 14-16

Diagram the sentence. Don't forget to put AJ under adjectives.

The patient mother works, and the cheerful children help.



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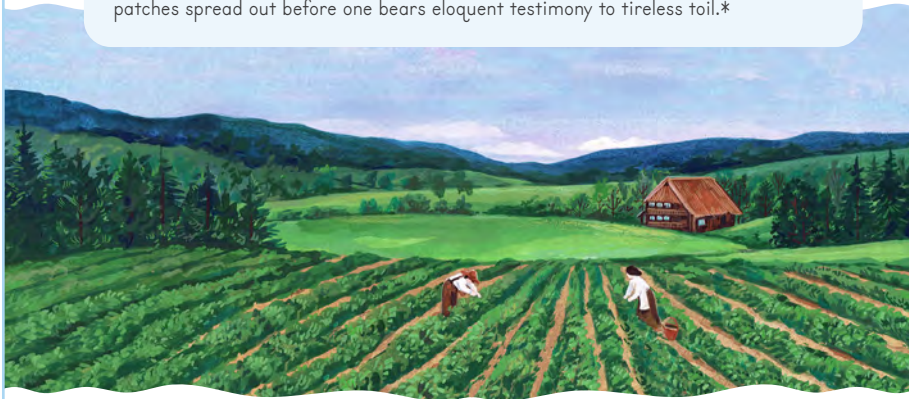
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Lesson 27

Reading & Writing

 VOCAB & READING SKILLS

The Black Foresters have a characteristic aptness at home industries, such as clockmaking.* Trades with **manual** workmanship appear to be their natural calling.* However, this region's **proficiency** in agriculture is also remarkable.* One has no idea the infinite effort cultivating owners of this region bestow upon their plots—how they toil early and late—how they force double and triple crops from a not-always-willing soil.* The examination of the Black Forester's fields and meadows will tell you that he is a most careful cultivator:* the carpet of strips and patches spread out before one bears eloquent testimony to tireless toil.*



LITERATURE READING COMPREHENSION



- Read Chapter 7 of *The Clockmaker's Son*.

1. What gift did Herr Engel give to Fritz?
- ☐ A a soft blanket
- ☐ B money
- ☒ C his Bible
2. What did Fritz need to do before he could move forward on his new path toward God's love and comfort?
- ☐ A find a job
- ☒ B forgive his sister Elsie
- ☐ C have surgery on his feet

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My Powerful Paragraph

If I could choose between hiking in the Black Forest and visiting Sigmaringen Castle, I would choose

The child should have written a paragraph about whether they would choose to go hiking in the Black Forest or visit Sigmaringen Castle. The paragraph should start with a topic sentence stating the child's opinion. The paragraph should contain three supporting points based on the Easy-Peasy Prewriting exercise from the previous lesson. Each supporting point should be introduced by a transition word or phrase and should be followed by at least one more sentence explaining more about the supporting point.

Have the child fix any checklist items (on the previous page) that were not completed correctly.

Here is an example paragraph:

If I could choose between hiking in the Black Forest and visiting Sigmaringen Castle, I would choose to visit the castle. First, this would be a great chance to learn about the history of the people who lived there. The castle is almost a thousand years old, so it could teach me a lot about the history of the Black Forest region. At the same time, I could see some amazing art and architecture. Because the castle is so old, I could even compare art and architecture from more than one time period. It would be fun to see how styles changed over the years. Last, I could view the collection of historical armor and weapons. I'm very interested in knights, so I would really like to see some medieval swords and armor in person. All in all, there would be a lot to enjoy from a visit to Sigmaringen Castle.

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Lesson 28

LESSON
28
UNIT TWO

Parent/Teacher Reminder
 ○ Check the child's work when this lesson has been completed.

Gratitude Journal

spelling, writing & grammar warm-up

QUESTION ? What are 2 ways you can bless someone else's life this week? Answer with 2 complete sentences.

CHECKLIST ✓

○ used proper spacing between letters and words ○ no random capital letters

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

Grammar

Optional App Video

New concept

COMMAS WITH DEPENDENT CLAUSES

- When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma.
- Remember that a dependent clause has a subject and a verb, but it is not a full sentence because it is not a complete thought, and it indicates more to come.
- Dependent clauses often start with a subordinating conjunction, like BECAUSE, ALTHOUGH, WHEN, BEFORE, and IF.

The dependent clauses are underlined.

After the sun came up, I milked the cow.

I milked the cow after the sun came up.

Underline the dependent clause in each sentence. Add a comma where needed to separate an introductory dependent clause from the rest of the sentence. The first one is completed as an example.

1. When you visit the Black Forest, you should hike the beautiful trails.
2. You should hike the beautiful trails when you visit the Black Forest.
3. After the sun goes down, the forest comes alive.
4. The forest comes alive after the sun goes down.
5. Since I started praying every day, I have felt more peaceful and content.
6. I have felt more peaceful and content since I started praying every day.
7. Even though it is hard work, volunteering makes me happy.
8. Volunteering makes me happy even though it is hard work.

Reading & Writing

SENSORY LANGUAGE (SMELL)

Sentences That Shine

Study these adjectives, which can bring writing to life by describing the way something smells.

fruity floral earthy minty ripe stinky sweet smoky citrusy

Read the sentences below and underline the phrases that talk about the way something smells.

1. The breeze carried the fresh scent of pine.
2. The savory smell of homemade pretzels filled the house.
3. I love the earthy scents of gardening.

Choose one of the sentences and rewrite it, adding sensory description.

I can smell flowers. | Mom cooked dinner.

The child should have rewritten one of the sentences above, adding sensory description. For example,
 The sharp, spicy smell of ginger and chilies told me Mom had cooked curry.

Lesson 28

Discernment in Literature

LITERATURE

READING COMPREHENSION

A Message from Jenny Phillips

Worthy books are one of the most powerful ways to teach, uplift, and inspire the human heart and mind. Books can and have changed individual lives and even nations. However, unworthy books can damage our minds and character. The books we choose to read impact our lives more than we know.

The main reason I started *The Good and the Beautiful*—what I feel most strongly about—is to lead people to recognize, love, and seek out literature that uplifts and inspires. There is an amazing, beautiful world of books out there that will take you to far-off lands and into the homes, hearts, and minds of people who can encourage and teach you and expand your knowledge and character in powerful ways. Every book you ever read is a teacher, so pay attention to what you read. Is the book leading you to become more like Christ? Is the book leaving you with an uplifting feeling?

You can feel uplifted even when reading about difficult events that have happened to people. You will find this in *The Clockmaker's Son*.

You will need to develop discernment to know which books are good for you to read and which ones are not. Discernment is the ability to judge well. So how do you judge? There are a lot of opinions in the world about what makes a good book, and you may find that some unworthy books are bestsellers, award winners, and even classics. Those labels are not a good guide for you to judge by. The best guidance I have found

on how to judge books is found in the Bible (Philippians 4:8):

Whatever things are true, whatever things are honest, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report; if there be any virtue, and if there be any praise, think on these things.

Learning grammar, vocabulary, spelling, and writing is very important in your life. However, in my view, learning to discern, seek after, and love things that are true, honest, just, pure, lovely, and of good report will be an even greater blessing to your education and your life.

I hope you are enjoying your ride into the beautiful Black Forest and into studying literature and its impact on our lives.

Circle all the items that are true.

- ☐ A All classic books are clean and worthy.
- ☒ B This article teaches that learning to love and seek for good things is an important part of your education.
- ☒ C God wants us to seek things that are pure and lovely.
- ☐ D Books cannot be teachers.
- ☐ E Discernment means having tolerance for wrong things.

VOCABULARY REVIEW

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

VOCABULARY WORD	DEFINITION
alien	strange and unusual, or different from things you have known
apt	appropriate or likely to do something
burnish	to polish or shine something by rubbing
commanding	dominating or impressive
converge	to meet or unite
distinctive	having a different look, or being set apart from others
formidable	intimidating or awe-inspiring
poise	to balance or hold in the same place or position without moving
predominant	strongest, most important, or most common
rapture	an intense feeling of pleasure, happiness, or joy
renowned	well-known and greatly admired
unpretentious	modest and not flashy

Circle the antonym for each word. An antonym is a word with opposite meaning.

burnish

dirty | polish

alien

new | normal

converge

link | divide

rapture

sadness | joy

Draw a line to match the word to the compliment that contains the correct synonym.

poise

apt

unpretentious

distinctive

renowned

commanding

predominant

formidable

She lives in a **humble** cottage.

Mozart is a **famous** composer.

Your humor is your **strongest** quality.

You're always **likely** to help someone in need.

Leah is an **awe-inspiring** chess opponent.

The gymnast has incredible **balance**.

We all love her **unique** sense of style.

The general has an **impressive** presence.

Lesson 84

Circle which grouping(s) Northern Ireland is part of:

- ☒ A United Kingdom ☐ B Great Britain ☐ C neither of these

Circle which grouping(s) the Republic of Ireland is part of:

- ☐ A United Kingdom ☐ B Great Britain ☒ C neither of these



Spelling

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



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

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Lesson 85

LESSON

85

UNIT FIVE

Parent/Teacher Reminder

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

Grammar

Review

CAPITALIZATION: TITLES

P. 39



Remember to always capitalize the first and last words and all other words except for articles, short prepositions, and conjunctions when writing titles. Use the capitalization editing mark (≡) for letters that should be capitalized and cross out (/) letters that should be lowercase to correct the following titles. The first one is done for you.

1. Leo And The lighthouse
2. timothy ~~o~~f the Tenth floor
3. The mystry ~~o~~f the crying Caves
4. the Clockmaker's son
5. a trickle ~~o~~f water
6. The legend of windhollow

CONCRETE & ABSTRACT NOUNS

P. 49

Determine whether the words below are concrete nouns or abstract nouns. Write C above concrete nouns and A above abstract nouns.

C A C
stone | friendship | puffin

A C A
hope | grass | patience

C A C
island | humility | waves



UNIT 5 CONTRACTIONS

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

we have

who is

you would

we've

who's

you'd

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Lesson 85

Review

SUBORDINATING CONJUNCTIONS, DEPENDENT CLAUSES & COMMAS WITH DEPENDENT CLAUSES

Q P. 94, P. 51 & P. 43

Each underlined dependent clause is missing a subordinating conjunction at the beginning. Write an appropriate subordinating conjunction on each blank line.

Hint: Dependent clauses start with a subordinating conjunction, such as IF, AS, SINCE, WHEN, AFTER, AS LONG AS, THOUGH, and BECAUSE.

1. When (example) they are put under ultraviolet light, puffin beaks glow!
2. Since (example) puffins love fish, it's no wonder they are good divers and swimmers.

In the orange box below, both the dependent and independent clauses are underlined.

1. Label the dependent clause by writing DC under it. Remember, a dependent clause can't stand alone.
2. Circle the subordinating conjunction (refer to the box above).
3. Add a comma (,) where needed.

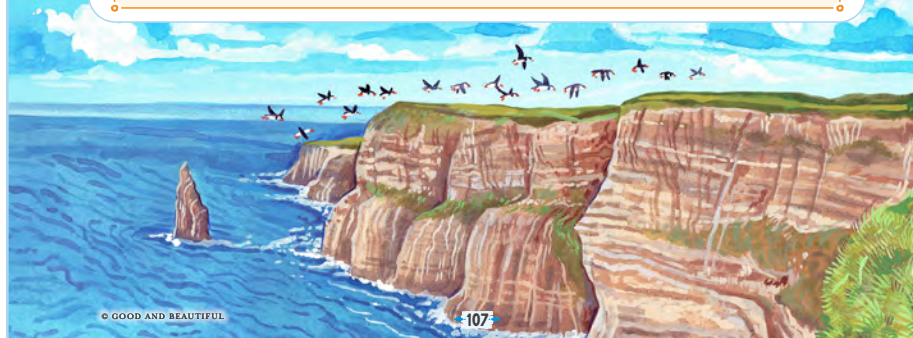
The first one is completed as an example.

Hint: Only an introductory dependent clause (or a dependent clause coming at the beginning of a sentence) needs a comma. Do not place a comma before a dependent clause that comes at the end of a sentence.



1. As puffins don't build nests they dig holes for their eggs.
DC
2. Because they only lay one egg a year the puffin population can't grow quickly.
DC
3. A puffin's white underbelly is a protection since it camouflages the puffin from below.
DC
4. As long as the puffins are above something dark the black feathers hide them from sky predators.
DC
5. Only Atlantic puffins visit the Cliffs of Moher though three other puffin species exist.
DC

Fun Fact: This kind of double-sided camouflage that animals like puffins and penguins have is called **countershading**.



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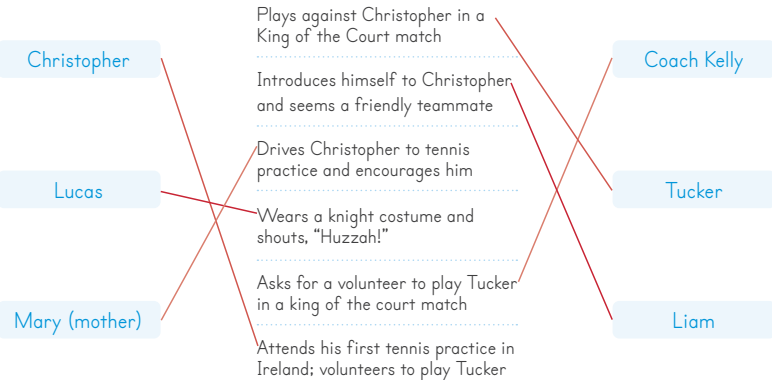
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LITERATURE READING COMPREHENSION



Read Chapter 2 of *The Legend of Windhollow*.

Who is who? Draw a line matching each character to something they did in this chapter.



MINI MODELS

Concluding Paragraphs

The last paragraph of your essay is the concluding paragraph. A strong concluding paragraph wraps up the essay, reminds the reader of the essay's thesis, and lets the reader know that your essay is complete.

Parts of an Essay

- Opening Paragraph**
the starting point of the essay; tells what the essay will be about
- Body Paragraphs**
the middle of an essay; several paragraphs that support the main topic
- Concluding Paragraph**
wraps up the essay by summarizing the main points

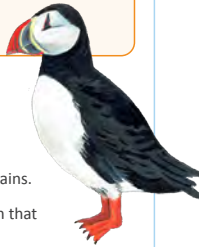
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Lesson 85

Tips for Writing a Strong Concluding Paragraph

- ❌ **Avoid overused phrases.** Instead of boring, overused phrases like “In conclusion” and “As shown in the essay,” start your concluding paragraph with an engaging statement.
- ❌ **Do NOT include any new information.** New examples, evidence, and information belong in the body paragraphs.
- ✅ **Restate the thesis.** Remind the reader of your main point without repeating it exactly.
- ✅ **Keep it short.** Three or four sentences are enough to give your essay a strong and clear ending.



Step-by-Step Instructions

Follow the steps below to identify the strongest concluding paragraph.

- 1 Read the **thesis statement**, and then read **concluding paragraphs A and B**.
- 2 Use the **checklist in orange** and check off each item the concluding paragraph contains.
- 3 Circle the letter of the **stronger concluding paragraph**. Hint: It will be the paragraph that checked off all the boxes.

Thesis Statement

The Cliffs of Moher attract visitors from around the world because they are one of Ireland's most magnificent natural wonders.

A Another fun fact is that the Cliffs of Moher are home to lots of unique wildlife. Nesting along the cliffs are thousands of seabirds, such as kittiwakes and guillemots. Whales, dolphins, seals, and sharks can all be seen in the waters below the cliffs. As I stated in this essay, the Cliffs also have great views. In closing, make sure to see the Cliffs of Moher in person.

- ☐ avoids overused phrases
- ☐ does NOT include any new information
- ☐ restates the thesis without repeating it exactly
- ☐ is short (three or four sentences)

B Few places in the world are as remarkable as the Cliffs of Moher with their beauty, size, and ocean views. People travel from around the world to Ireland to see this breathtaking natural wonder. Visiting these cliffs is truly an unforgettable experience.

- ☒ avoids overused phrases
- ☒ does NOT include any new information
- ☒ restates the thesis without repeating it exactly
- ☒ is short (three or four sentences)



Now it is your turn to write a concluding paragraph. Read the essay below, then use the checklist to write your strong concluding paragraph.

My strong concluding paragraph

- ☐ avoids overused phrases.
- ☐ restates the underlined thesis without repeating it exactly.
- ☐ does NOT include any new information.
- ☐ is short (three or four sentences).

Puffins and the Cliffs of Moher

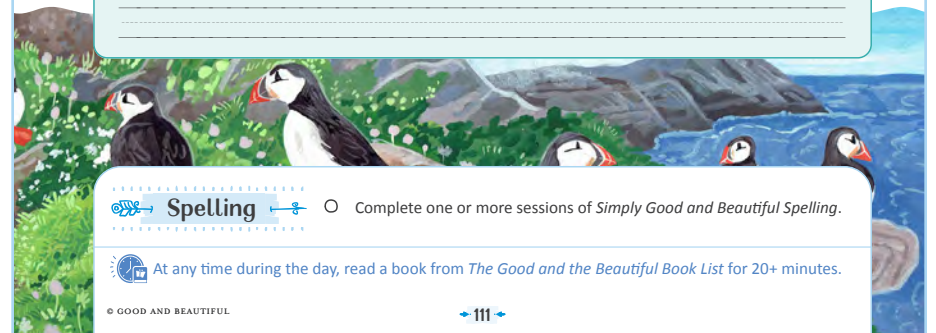
The Cliffs of Moher tower so high above the Atlantic Ocean that they seem like a desolate place. However, many seabirds find safety in the steep, rocky ledges and nest along the cliffs. One unique bird to make its home here is the puffin.

Although puffins nest in the cliffs, they spend most of the year floating on the ocean. In winter they travel south for warmer water even though their waterproof feathers tend to keep them warm and dry. When winter is over, puffins return to the cooler waters off Ireland's coast and prepare for nesting season.

Each spring, puffins descend on the cliffs to lay eggs. While most birds nest in trees, puffins burrow into the ground and nest on the cliffside. These burrows help protect the eggs and keep the baby pufflings safe from predators. Since the cliffs are close to the sea, puffin parents can easily take quick trips back to the ocean to catch fish for their young.

The child should have read the essay and used the checklist to create a concluding paragraph below. For example,

The treacherous Cliffs of Moher may seem like an unlikely place to find animals, but they actually provide the perfect environment for puffins to nest. These adorable little seabirds make use of both Ireland's land and the sea. Seeing them and the Cliffs of Moher at the same time would be a breathtaking sight.



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 86

LESSON 86

UNIT FIVE

Parent/Teacher Reminder

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

Note: Students will need guidance and supervision to research Irish food on the internet today.

Grammar

COMPOUND SUBJECTS, VERBS & VERB PHRASES

New concept

You have learned that two of the things a sentence needs are a subject and a verb. However, that does not mean that a sentence will always have only ONE subject and ONE verb.

- When there are two or more subjects in a sentence, they form a **compound subject**. For example, this sentence contains a compound subject:
Christopher and Liam play tennis.
- When there are two or more verbs in a sentence, they form a **compound verb**. For example, this sentence contains a compound verb:
The fluffy sheep walked and grazed in the field.
- This is also the same for verb phrases. Remember, a verb phrase is the helping verb or verbs plus the main verb. A sentence has a **compound verb phrase** when it has one subject and two verb phrases together in the same clause. For example, this sentence contains a compound verb phrase:
Eva is visiting Ireland and will go hiking there.

Underline the compound subjects, verbs, or verb phrases, then circle the item the sentence contains.

1. The waves churned and crashed against the cliff.
compound subjects | compound verbs | compound verb phrases

2. We are riding our bikes now and will swim later.
compound subjects | compound verbs | compound verb phrases

3. My father said hello and gave me a hug.
compound subjects | compound verbs | compound verb phrases

4. Quaint cottages and lush trees lined the countryside.
compound subjects | compound verbs | compound verb phrases

5. Ireland's castles and churches are rich in history.
compound subjects | compound verbs | compound verb phrases

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Reading & Writing

LITERATURE

READING COMPREHENSION

Read Chapter 3 of *The Legend of Windhollow*.

How does Christopher feel about his brother's sudden interest in tennis? How can you tell? Answer with 2 or more sentences.

The child should answer with at least two sentences. Answers will vary. For example, Christopher feels worried, and I can tell by the description that he "felt a sinking feeling." Lucas hasn't liked tennis in the past, and he has never scored a point.

App

VOCAB & READING SKILLS

Though English is widely spoken in Ireland today, the Gaelic language, also known as Irish, remains a **hallowed** part of Irish heritage.* Gaelic was the dominant language of Ireland during the Middle Ages. However, with the **advent** of English rule on the island, Gaelic began to decline.* In fact, the language was in danger of becoming **obsolete**. When many people emigrated from Ireland in the 1800s, the number of Gaelic speakers continued to wane.* Despite this decline, efforts have been made to revive the language. Today, it is recognized as the first official language of Ireland.* Many Irish people take pride in speaking the language and teaching it in schools. There are also designated Gaelic-speaking areas in Ireland where the language remains robust.*

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Lesson 86

The child should have, with permission, researched savory Irish dishes and written notes about three kinds, including standout ingredients and when the recipes are traditionally served. Answers will vary. Examples are given.

Colcannon

- mashed potatoes but with cooked cabbage mixed in
- eaten mostly around Halloween and St. Patrick's Day

Savory Food #2

Soda bread

- uses baking soda and buttermilk rather than yeast
- made year-round

Savory Food #3

Irish stew

- made with lamb, and mashed potatoes thicken it
- made all winter long and on St. Patrick's Day

Note: This page is part of Lesson 87. The child should have, with permission, researched sweet Irish dishes and written notes about three kinds, including standout ingredients and when the recipes are traditionally served. Answers will vary. Examples are given.

Sweet Food #1

Carrageen moss pudding

- includes seaweed, milk, vanilla, and egg
- being high in protein, some eat it when sick

Sweet Food #2

Irish apple tart

- like an apple pie but more shallow, better ratio
- made for holidays and celebrations

Sweet Food #3

Bread and butter pudding

- like bread pudding, but you butter the bread before layering
- everyday dessert or for holidays and celebrations

Lesson 120 - Unit 6 Assessment

LESSON 120 UNIT SIX

Parent/Teacher Reminder

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

Level 5 GEOGRAPHY Flashcard Review

In the box beside each state name, write the letter found in the correct state on the map.

Maine	H	A	Virginia
New Mexico	P	M	Texas
Oregon	T	E	Indiana
Pennsylvania	L	Q	New York
Florida	D	I	South Carolina



Rhode Island	F	G	Colorado
Missouri	B	S	Minnesota
Hawaii	N	C	South Dakota
Kentucky	J	O	Mississippi
Georgia	R	K	Nevada

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Unit 6 GRAMMAR CARDS: SET 2 Flashcard Review

Write the acronym for remembering the coordinating conjunctions. FANBOYS

Circle the correct orange option(s) to complete each sentence.

- A comma and a coordinating conjunction can join together two independent dependent clauses.
- A verb subject is who or what is acting or being in the sentence.
- In addition to starting with a capital letter and ending with punctuation, a sentence needs three things: a rhyme subject, a verb rhythm, and a complete thought new idea.
- A(n) independent dependent clause can stand on its own as a sentence.

Write the coordinating conjunctions.

f for
a and
n nor
b but
o or
y yet
s so



Grammar & Usage Assessment

- Have your parent or teacher read this section: This section reviews the major grammar and usage concepts taught in Unit 6 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 they should complete all the orange sections that are checked, if any. If they still make mistakes, be sure the child understands why.

CONTRACTIONS

Write the contraction for each set of words.

you are

you're

we will

we'll

they are

they're

Additional Practice CONTRACTIONS

Write the contraction for each set of words.

we will

we'll

you are

you're

they are

they're

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Lesson 120 - Unit 6 Assessment

SENTENCE TYPES

Label the sentences with the sentence type using the letters below and add the correct ending punctuation.

Statement **S** Question **Q**
Command **C** Exclamation **E**

- S Canada has the longest coastline in the world.
- C Do not pet the moose.
- Q Is lacrosse a national sport of Canada?
- E Whoa, I can't believe how blue that lake is!

Additional Practice P. 96

SENTENCE TYPES

Label the sentences with the sentence type using the letters below and add the correct ending punctuation.

Statement **S** Question **Q**
Command **C** Exclamation **E**

- Q Do Canadians celebrate Thanksgiving?
- S Canada has six time zones.
- E Wow, that polar bear is huge!
- C Study the Canadian territories.



COMMAS IN ADDRESSES & DATES

Place the commas where they belong in the following addresses and dates.

1. April 24, 1979
2. 3318 Collins Ave.
Atlanta, GA 30301
3. 21 October 1920
4. Send it to 1485 Windy Rd., Hilltop City, MN.

HINT: A comma is needed between the street and city when addresses are in sentences.

Additional Practice P. 42 & P. 43

COMMAS IN ADDRESSES & DATES

Place the commas where they belong in the following addresses and dates.

1. 17 August 2011
2. 21 Polar Ln.
Dunedin, FL 33755
3. July 4, 1887
4. 581 Moose Blvd.
Ontario, NY 14520

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SUBJECT-VERB AGREEMENT

Underline the subjects, put a box around the conjunction (and/or/nor) that is between them, and circle the correct form of the verb in parentheses.

1. Walkie-talkies and snowmobiles (was / were) invented by Canadians.
2. Neither Sally nor Eric (take / takes) the train through the Rockies.
3. Either Mom or Dad (make / makes) poutine for dinner.
4. Owls and eagles (fly / flies) across Canadian skies.



Additional Practice P. 92-93

SUBJECT-VERB AGREEMENT

Underline the subjects, put a box around the conjunction (and/or/nor) that is between them, and circle the correct form of the verb in parentheses.

1. Either Antoine or Arielle (speak / speaks) French and English in Ontario.
2. A whale and an orca (swim / swims) off the coast of Canada.
3. Neither fighting nor tripping (is / are) allowed in hockey.
4. Porcupines and squirrels (live / lives) throughout Canada.

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Lesson 120 - Unit 6 Assessment

WORDS THAT CAN BE NOUNS OR VERBS

Circle N if the underlined word is acting as a noun.
Circle V if the underlined word is acting as a verb.

- Sam heard the echo. ☐ N ☒ V
- I dance to the bagpipes. ☐ N ☒ V
- Her voice echoes. ☐ N ☒ V
- He invited me to the dance. ☐ N ☒ V
- Jess made a wish by the well. ☐ N ☒ V
- I wish for sunshine. ☐ N ☒ V

Additional Practice P. 103

WORDS THAT CAN BE NOUNS OR VERBS

Circle N if the underlined word is acting as a noun.
Circle V if the underlined word is acting as a verb.

- Should he make the call? ☐ N ☒ V
- The match started the fire. ☐ N ☒ V
- You call the doctor, please. ☐ N ☒ V
- Write your guess on the paper. ☐ N ☒ V
- The twins match their dresses. ☐ N ☒ V
- I guess the number. ☐ N ☒ V

AVOIDING DOUBLE NEGATIVES

Place a check mark next to the sentences containing only one negative. Place an X next to the incorrect sentences and choose one of the two negatives to cross out.

- ☒ Sheena could not ~~hardly~~ see the grizzly bear. (example)
- ☒ Eddie has never been to Montreal.
- ☒ They would ~~not~~ look nowhere for the elk. (example)



Additional Practice P. 37

AVOIDING DOUBLE NEGATIVES

Place a check mark next to the sentences containing only one negative. Place an X next to the incorrect sentences and choose one of the two negatives to cross out.

- ☒ Edna should not ride the ferry to Vancouver.
- ☒ The horses would not ~~barely~~ eat their food. (example)
- ☒ I do not want to go ~~nowhere~~ near that bear. (example)



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VOCABULARY REVIEW

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

VOCABULARY WORD	DEFINITION
aspiration	the desire or ambition to achieve something, or the object of that desire
base	lacking in morals or value
deportment	behavior, or the way a person acts around other people
ethics	moral values or principles that help people decide how to live
fervent	intense or passionate
genuine	real, honest, or true
grandiose	excessively impressive in appearance, style, or effect
linguist	a person who studies languages
pervade	to spread through every part of something
serenity	a state of complete calm
soberness	the quality of being serious or solemn
sublime	outstanding or awe-inspiring
vital	very important, or essential



Circle the correct answer in each sentence.

- Which is **vital** for a healthy body?
☐ A junk food
☒ B sleep
☐ C not eating
- A **grandiose** building would likely have
☒ A fancy ceilings.
☐ B cracked walls.
☐ C plain doors.
- If a view is **sublime**, it is
☐ A ugly.
☐ B boring.
☒ C breathtaking.

Look at each word pair (vocabulary words are bold). Circle the pairs that are synonyms (same) and put a box around pairs that are antonyms (opposite).

- aspiration | desire base | noble genuine | dishonest
- soberness | playfulness ethics | beliefs deportment | behavior
- linguist | language expert serenity | chaos fervent | unemotional
- pervade | fill



Spelling

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

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

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