

LANGUAGE ARTS & LITERATURE

LEVEL 5

COURSE BOOK

PART 1

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

The Good and the Beautiful
CURRICULUM

About This Course

Overview: Language Arts & Literature Courses

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

How to Complete the Course

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

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

Before You Start (App Setup)

Before your child begins this course, you will want to make sure you have a login set up on the Good and the Beautiful Homeschool app (computer version only). The app will not work correctly on a phone or tablet. Your child will log in to the app every day for activities like vocabulary and reading skills practice, geography and grammar flashcards, and art videos. (If you already have an account from a different course or student, you can simply add your new child when you have signed in and skip to Step 3.) Follow these steps to set up your account:

1. Open a web browser and navigate to courses.goodandbeautiful.com.
2. Click "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.

Lesson Breakdown

A typical lesson includes the following sections:

Grammar

The grammar part includes usage, sentence structure, punctuation, capitalization, and more and connects to the unit theme and message. New concepts are indicated with the orange icon shown at the left and are marked the first time they are taught in this level. There are often optional videos on the app to help the student learn these new concepts. These videos are marked by the teal "Optional App Video" icon. Students may have encountered the concept in a previous level.

Reading & Writing

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

Vocab & Reading Skills

This section improves the student's vocabulary, reading fluency, tone, and expression through Echo Reading passages that are completed on the app. Parents or teachers have the option to complete the passages with their child instead of using the app.

Literature

The child reads independently from books that correlate with the course:

- *Mystery of the Crying Caves*, Unit 1
- *The Clockmaker's Son*, Unit 2
- *A Trickle of Water*, Units 3 and 4
- *The Legend of Windhollow*, Unit 5
- *Ice Storm*, Unit 6

Following this independent reading, the child may learn a new literary concept and/or answer reading comprehension questions about the book. The child will also occasionally listen to book discussions on the app to learn how to think about, talk about, and dive deeper into literature.

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About This Course

Continued

Flashcards

Grammar and Geography flashcards are on the app. Flashcards can be reviewed anytime, and parents or teachers have the option to turn off flashcards, either by set or for the entire course, if their child has mastered them. The specific sets for each unit are listed on the Unit Overview pages.

Spelling

At the end of most lessons, the child practices spelling on the Simply Good and Beautiful Spelling program.

Project Lessons

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

Unit Assessments

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

Quick Reference Guide

A separate *Quick Reference Guide* can be purchased from our website. This guide includes reminders for grammar concepts and other helpful references, such as lists of vivid verbs and abbreviations. Lessons that have a corresponding section in the *Quick Reference Guide* are indicated by this orange graphic and the corresponding page number. P. 16

Optional Songs

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



Spelling Philosophy

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

1. having the child read a large amount of varied, rich literature;
2. teaching the child how to segment and decode words (seeing patterns and principles in words rather than just individual letters);
3. focusing on a limited number of important spelling rules that do not have many exceptions;
4. practicing with a wide variety of homophones and commonly confused words; and
5. teaching a select list of commonly misspelled words.

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

Creating Good Writers

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

In Level 5, students build on the solid writing foundation formed in Level 4. As children begin a new school year, Level 5 starts with writing exercises similar to those found at the end of Level 4. As the course progresses, exercises become less guided and students in Level 5 progress in their essay writing.

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About This Course

Continued

Answer Key

A Level 5 Answer Key is available in physical form or as a free download.

Student Pacing

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

Reading

If your child is advanced in reading, have them listen to audiobooks two to three levels ahead. There are numerous benefits to listening to literature that is slightly above one's current reading level. If your child is behind in reading, allow additional time for the independent books. Consider having your child read the independent book aloud to you. Also, consider completing the Level 4 read-aloud books together.

Writing

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

Spelling

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

Typing

Although typing is not required for LA 5, we recommend that students begin learning to type at this level. Starting in Level 6, students will complete writing assignments on the app, and they will have difficulty in that course if they do not have proficient typing skills. In addition, students need typing skills to complete the spelling and will enjoy the program more as their typing improves.

Supplies Needed

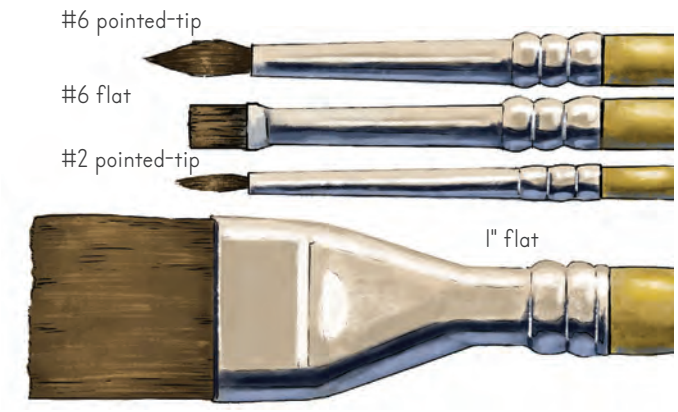
Each Unit Overview page shows where to find the extra supplies needed for that unit (art supplies, ingredients for recipes, etc.). Students should always have basic supplies like pencils, erasers, colored pencils, tape, plain white copy paper, and scissors on hand.

Art Supplies

For the Level 5 watercolor art projects, students will need:

- a set of watercolors,
- a palette,
- art paper,
- a #6 pointed-tip brush,
- a #6 flat brush
- a #2 pointed-tip brush, and
- a 1" flat brush.

(Paintbrushes shown below are true to size.)



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At-a-Glance

These items are found throughout this course book.

Art

Artists

- Albert Bierstadt
- Bartholomew Coles Watkins
- Fanny Raquel Moncayo
- Frederic Edwin Church
- Group of Seven
- Hans Thoma
- Hector Moncayo
- Joseph Thiongo
- Mildred Anna Butler

Projects

- African landscape
- artist lapbook
- Black Forest landscape
- Irish landscape watercolor
- newscaster project
- poppy watercolor
- Thoughtful Note watercolor card
- volcano card game

Recipes

- Black Forest cupcakes
- Irish soda bread

Geography

Locations

- Africa: Great Rift Valley, Indian Ocean, Kenya, Lake Magadi, Lake Nakuru, Maasai Mara, Madagascar, Mount Kilimanjaro, regions of Africa
- California: Antelope Valley, California Poppy Reserve, Golden Gate Bridge, Hoopa Valley Reservation, Lake Tahoe, Mojave Desert, San Francisco, Sierra Nevada
- Canada: Canadian Rocky Mountains, Maritime Provinces, Niagara Falls, Northwest Territories
- Germany: Black Forest, Freudenstadt, Rhine Falls, Rhine River, Sigmaringen Castle, St. Blasien, Triberg
- National Parks: Death Valley, Joshua Tree, Redwood, Sequoia, Yellowstone, Yosemite
- Northern Ireland: Giant's Causeway, Glens of Antrim
- Republic of Ireland: Cliffs of Moher, Fastnet Lighthouse, Hook Lighthouse, Ring of Kerry, Rock of Cashel, Staigue Fort
- South America: Amazon Rainforest, Amazon River, Amazon River Basin, Andes Mountains, Ecuador, Galápagos Islands, Lake Titicaca

Geography Topics

- aurora borealis
- basins
- biomes: deserts, grasslands, Alpine and Arctic tundras
- cardinal directions
- climate
- climate map
- climate zones: tropical, dry, temperate, cold, polar
- coast redwood trees
- compass rose
- developed and developing countries
- elevation
- equator
- estuary
- flora and fauna
- forests: boreal/taiga, rainforest, temperate, tropical
- headland
- lakes: coastal, glacial, river, tectonic
- landforms
- landlocked countries
- latitude
- longitude
- monsoon cycle
- mouth (river)
- Northern Hemisphere
- ocean trench
- peninsula

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At-a-Glance

Continued

- physical features
- physical map
- political map
- population
- population density
- population growth rates
- precipitation
- prime meridian
- provinces
- resource exploitation
- river basin
- rural
- savanna
- sea
- source (river)
- Southern Hemisphere
- sovereignty
- suburban
- territories
- the Scramble for Africa
- transportation
- trees: deciduous, evergreen
- tributaries
- urban
- volcanic massif
- volcanoes
- watersheds
- weather

Grammar & Usage

- action and being verbs
- adjectives and adverbs
- antecedents
- avoiding double negatives
- capitalization of proper nouns
- capitalization of titles
- commas in addresses
- commas in dates
- commas in geographical locations
- comma splices
- commas with dependent clauses
- commas with prepositional phrases
- comparative and superlative adjectives
- compound sentences and coordinating conjunctions
- compound subjects, verbs, and verb phrases
- concrete and abstract nouns
- contractions

aren't	he'd	here's	I'm	I've
they'd	they'll	they're	we'll	we're
weren't	we've	where's	who's	wouldn't
you'd	you're	you've		

- editing
- formatting: alignment, indenting, paragraph breaks
- how to use a dictionary
- identifying sentence structure
- independent clauses
- interjections
- irregular past tense verbs
- irregular plural nouns
- parallel construction: adjectives and adverbs
- parallel construction: verb forms
- possessive nouns: singular and plural
- prepositions and prepositional phrases
- pronouns
- punctuating relative clauses: which/that
- quotation punctuation
- relative clauses: which/that
- run-on sentences
- sentence diagramming steps 1–7
- subject-verb agreement
- subordinating conjunctions and dependent clauses

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At-a-Glance

Continued

- types of sentences: command, exclamatory, question, statement
- verbs: helping
- verbs: linking
- verbs: verb phrases
- words that can be nouns or verbs

Literature

Authors

- Christine von Hagen
- Jenny Phillips
- Michael Mbithi

Literature Topics

- author's purpose
- characterization
- characters
- character traits
- comparing and contrasting
- comprehension
- conflict: external, internal, resolution
- contrast
- discernment in literature
- element of surprise
- idioms
- literary devices
- messages in books
- mood
- personification
- plot
- plot twist
- power of words
- predictions
- sensory descriptions
- sequencing events
- setting
- similes
- static and dynamic characters
- subject-verb agreement
- subplot
- symbolism
- vivid language
- well-chosen adjectives and adverbs

Hymn Topics

- alliteration
- definition of hymn
- lyrics
- meter
- power and value of hymns
- refrain/chorus
- rhyme scheme
- symbolism
- verse

Poetry Topics

- alliteration
- couplet
- epistrophe
- metaphor
- mood
- personification
- prose
- stanza
- syllables
- symbolism

Poets

- Annette Wynne
- Edgar Guest
- Eliza Lee Cabot Follen

Spelling

Spelling is personalized and made simple with our Simply Good and Beautiful Spelling program. Students will focus on key spelling principles, spelling

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At-a-Glance

Continued

rules, decoding skills, and homophones and commonly confused words. See more about our spelling philosophy on page iii.

Writing

Skills & Concepts Practiced in Gratitude Journals

- avoiding random capital letters
- extending letters to the top line
- having proper spacing between letters and words
- including end punctuation
- resting letters on the baseline
- starting sentences with a capital letter
- using adjectives
- using commas in a series of three or more
- using complete sentences
- using correct ending punctuation
- using transition words/phrases
- using well-chosen adjectives and adverbs
- varying first words of sentences

Skills & Concepts Practiced in Hymn Writing

- prewriting: freewriting and brainstorming, discussion, clustering and mapping

Skills & Concepts Practiced in Precious Poetry and Poetry Study

- alliteration
- discussion
- identifying metaphors
- identifying mood
- identifying personification
- line breaks
- prewriting: clustering and mapping; freewriting and brainstorming
- prose
- rhyme scheme
- symbolism
- using prepositional phrases
- using vivid adjectives and verbs
- writing a full poem
- writing couplets using rhyming words

Topics Taught in Powerful Paragraphs and Mini Models

- editing
- identifying parts of an essay
- main idea of a paragraph
- summarizing passages
- taking notes (bare facts)
- topic, supporting, and concluding sentences
- using transition words/phrases
- writing a persuasive essay
- writing a thesis statement
- writing comparative, personal opinion, informative, and process/how-to paragraphs and essays
- writing opening, body, and concluding paragraphs

Topics Taught in Sentences That Shine and Stories That Sparkle

- using personification and similes
- using sensory language (smell, sound, touch/feel, sight)
- using transitions
- using transition words/phrases
- using vivid verbs
- using well-chosen adjectives
- using words instead of “said”
- varying beginnings of sentences
- varying length of sentences
- writing from the heart

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Painting Credits

The credits for all the paintings used in this course are given on these pages rather than on the course book pages, as there is rarely room on the pages themselves for this information. Put a sticky note on this page for quick reference to painting credits if you like to look at the credits often.

NOTE: Unless otherwise indicated, each painting is in the public domain.

Unit 1

page 27 (Lesson 6)
"Landscape of the Ecuadorian East" by Fanny Raquel Moncayo (living), 2023, publishing rights owned by Jenny Phillips

page 45 (Lesson 9)
"Cerro Puntas, Part of the Eastern Mountain Range" by Fanny Raquel Moncayo (living), 2023, publishing rights owned by Jenny Phillips

page 67 (Lesson 14)
"Landscape of the Ecuadorian Sierra" by Fanny Raquel Moncayo (living), 2024, publishing rights owned by Jenny Phillips

page 87 (Lesson 19)
"Waterfall in Baños de Agua Santa, Ecuador" by Fanny Raquel Moncayo (living), 2024, publishing rights owned by Jenny Phillips

Unit 2

page 100 (Lesson 21)
"Spring in the Black Forest" by Arnold Lyongrün (1871–1935), 1912

page 101 (Lesson 21)
Top: "View into a Black Forest Living Room with a Little Girl on the Oven Bench" by Georg Saal (1817–1870), 1861
Bottom: "Bernau-Oberlehen" by Julius Heffner (1877–1951), 1928

page 133 (Lesson 28)
"The Hornberg" by Julius Heffner (1877–1951), c. 1937

page 156 (Lesson 33)
"Hofsgrund on Schauinsland Mountain" by Julius Heffner (1877–1951), 1939

page 159 (Lesson 34)
"Spinning Room in the Black Forest" by Heinrich Hoffmann (1859–1933), date unknown

page 168 (Lesson 35)
"Self-Portrait in a Birch Grove" by Hans Thoma (1839–1924), 1899

page 169 (Lesson 35)
"Shepherd Girl with Goat" by Hans Thoma (1839–1924), c. 1890

page 177 (Lesson 37)
"The Falls of the Rhine at Schaffhausen" by Hans Thoma (1839–1924), 1876

page 185 (Lesson 39)
"Grainfield near Oberursel" by Hans Thoma (1839–1924), 1902

Unit 3

page 213 (Lesson 44)
"Valley of the Yosemite" by Albert Bierstadt (1830–1902), 1864

page 235 (Lesson 49)
"Giant Redwood Trees of California" by Albert Bierstadt (1830–1902), 1874

page 297 and 301 (Lesson 62)
Top Left: "Bridal Veil Falls, Yosemite Valley, California" by Albert Bierstadt (1830–1902), c. 1871–1873
Top Right: "Prong-Horned Antelope" by Albert Bierstadt (1830–1902), c. 1865
Bottom Left: "Lake Tahoe" by Albert Bierstadt (1830–1902), 1872
Bottom Right: "Among the Sierra Nevada" by Albert Bierstadt (1830–1902), 1868

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Painting Credits

Continued

page 299 (Lesson 62)
"Malkasten, Bierstadt's Mansion in Irvington-on-Hudson" by unknown artist, c. 1870–1880

page 303 (Lesson 62)
"Seal Rock, California" by Albert Bierstadt (1830–1902), c. 1872

Unit 4

page 39 (Lesson 71)
"Giraffes with Baby" by Joseph Thiongo* (1967–living), 2013, publishing rights owned by Jenny Phillips

page 40 (Lesson 71)
"Gathering at Mt. Kilimanjaro" by Joseph Thiongo* (1967–living), 2010, publishing rights owned by Jenny Phillips

page 41 (Lesson 71)
"Mountain Village" by Joseph Thiongo* (1967–living), 2011, publishing rights owned by Jenny Phillips

page 66 (Lesson 76)
"Lions by the Baobab" by Joseph Thiongo* (1967–living), 2009, publishing rights owned by Jenny Phillips

*Joseph Thiongo's art is available on TrueAfricanArt.com.

Unit 5

page 165 (Lesson 97)
"Autumn Days" by Mildred Anne Butler (1858–1941), 1928

page 169 (Lesson 98)
"Landscape Near Killarney (Killarney National Park)" by Bartholomew Colles Watkins (1833–1891), 1869

page 172 (Lesson 99)
Top: "A Hill Near Esher, Surrey" by Bartholomew Colles Watkins (1833–1891), 1876
Bottom: "Shades of Evening" by Mildred Anne Butler (1858–1941), 1904

Unit 6

page 217 (Lesson 107)
Top: "Reflections" by Frank Johnston (1888–1949), date unknown
Bottom: "Falls, Montreal River" by J.E.H. MacDonald (1873–1932), 1920

page 218 (Lesson 107)
"Lone Lake" by Franklin Carmichael (1890–1945), 1929

page 268 (Lesson 118)
"Home by the Lake" by Frederic Edwin Church (1826–1900), 1852

page 269 (Lesson 118)
"Niagara" by Frederic Edwin Church (1826–1900), 1857

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UNIT 1 OVERVIEW

These are the main topics covered in this unit in the course book, in the correlated book, and on the Homeschool app.

Unit Theme

South America

Unit Main Message

Gratitude Brings Joy

GRAMMAR & USAGE

- action and being verbs
- adjectives and adverbs
- compound sentences and coordinating conjunctions
- concrete and abstract nouns
- editing
- independent clauses
- interjections
- pronouns
- punctuation
- sentence diagramming steps 1–4 and 5
- **contractions:** aren't, I'm, we're



Correlated Book

Mystery of the Crying Caves

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., there's/theirs)
- high-frequency and challenging spelling words
- homophones (e.g., in/inn)
- spelling principles (e.g., words with "-tion," segmenting sounds in a word, prefixes and suffixes, recognizing compound words, etc.)
- spelling rules

Flashcards

(Flashcards are on the Homeschool app.)

CONTINENTS & OCEANS

USA STATES: SET 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.

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GEOGRAPHY

Locations:

South America

- Amazon Rainforest
- Amazon River
- Amazon River Basin
- Andes Mountains
- Ecuador
- Galápagos Islands
- Lake Titicaca

Geography Topics:

- basins
- cardinal directions
- climate
- climate map
- climate zones: cold, dry, polar, temperate, tropical
- compass rose
- equator
- estuary
- mouth (river)
- Northern Hemisphere
- physical map
- political map
- precipitation
- river basin
- source (river)
- Southern Hemisphere
- tributaries
- volcanoes
- watersheds
- weather

LITERATURE

Author: Christine von Hagen

Literature Topics:

characters, character traits, characterization, conflict, discernment in literature, messages in books, plot, setting, similes

Hymn Topics:

alliteration, definition of hymn, lyrics, meter, power and value of hymns, refrain/chorus, rhyme scheme, symbolism, verse

ART & PROJECTS

Artists:

- Fanny Raquel Moncayo
- Hector Moncayo

Projects:

- Thoughtful Note watercolor card
- Volcano card game

Supplies Needed

volcano game (see page 74)
watercolor supplies (see page 46)

WRITING

Writing is practiced at the sentence level (through Gratitude Journals and Sentences That Shine) and paragraph level (through Powerful Paragraphs) in this course. This unit also practices writing skills through Hymn Writing.

Skills & Concepts Practiced in Gratitude Journals:

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



Topics Taught in Sentences That Shine:

- using personification and similes
- using sensory language (sound, touch/feel)
- using transitions
- using vivid verbs
- varying first words (adverbs)

Topics Taught in Powerful Paragraphs:

- editing
- main idea of a paragraph
- taking notes (bare facts)
- topic sentences
- using transition words/phrases

Skills & Concepts Practiced in Hymn Writing:

- prewriting: freewriting and brainstorming, discussion, clustering and mapping

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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 <u>About This Course</u> 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



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

READING COMPREHENSION

1. Violet's parents are world-famous scientists who study _____.

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

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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.



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.

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.

Optional App Video

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 soft, warm tongue touch his cold feet.
3. The poor tender little plants had drooped sadly in their new homes.
4. Soundlessly, she lifted one bare foot and then another.

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PERSONIFICATION & SIMILES

Sentences That Shine

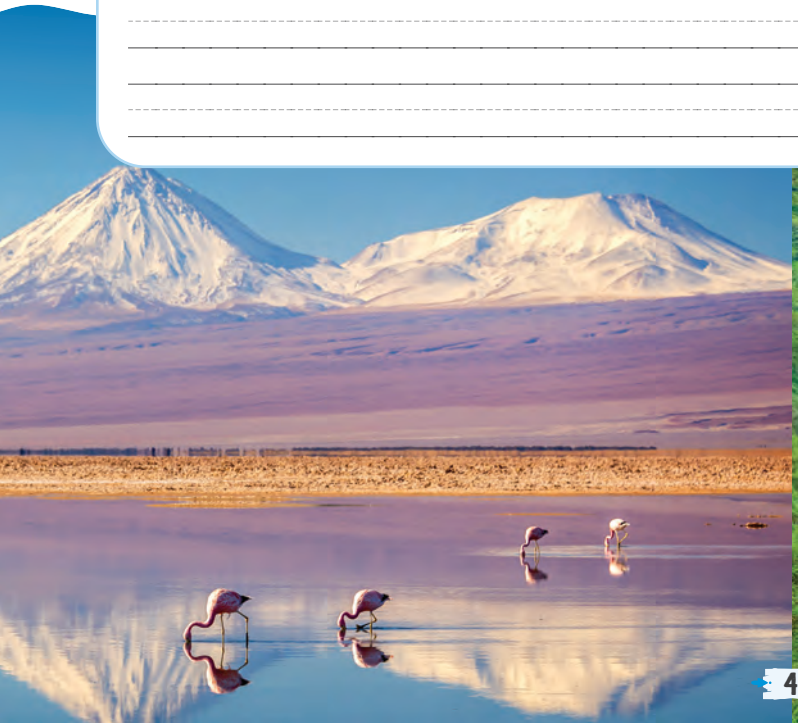
Masters are people who show great skill in the work they do. In this unit we will study the writings of author Christine von Hagen. Here are two literary devices she often uses to create wonderful writing:

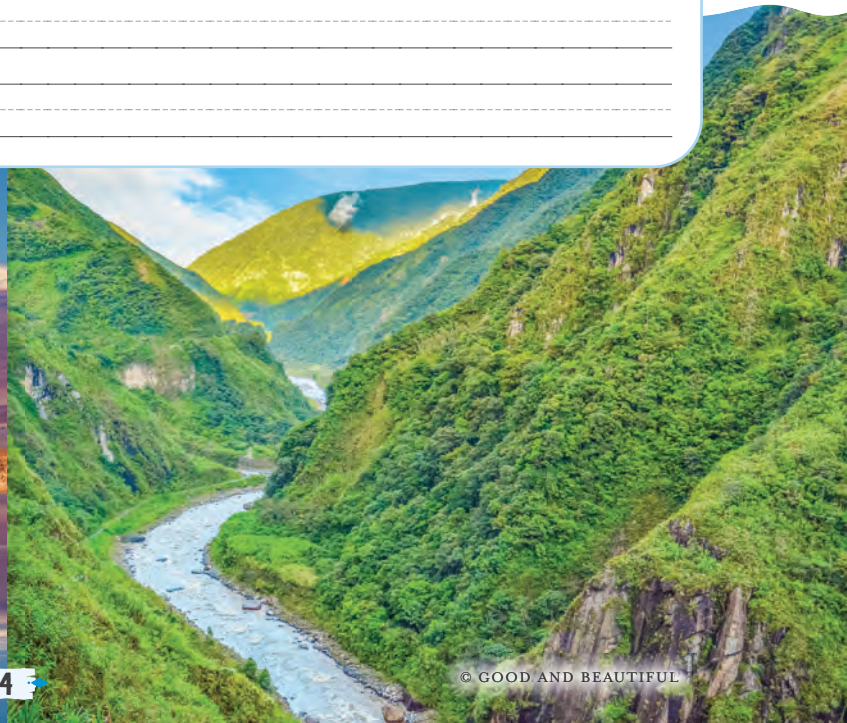
> **Personification:** Nonhuman things are given human attributes. (Thunder grumbled.)
>
> **Simile:** A word or phrase is used to compare two things using "like" or "as." (Seth sings like an angel.)

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.





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App

VOCAB & READING SKILLS

Note: Go to the app before reading the passage and follow the instructions.

The Andes Mountains, with **unsurpassed** beauty, are almost **inconceivable** in size, spanning seven countries.* **Stupendous** hikes in these mountains **culminate** in breathtaking vistas that stretch skyward.* Hikers can stay at quaint **accommodations** nestled in valleys or at luxurious lodges perched at dizzying altitudes. However, hikers in the Andes can experience **incidents** like sudden weather changes, altitude sickness, and landslides.* Also, the **subsequent** aftermath of landslides can block paths and isolate regions for days. Although rugged and dangerous, the Andes Mountains offer so much beauty to behold.*



App

Flashcards

CONTINENTS & OCEANS

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 6
UNIT ONE

Parent/Teacher Reminder

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

Grammar

Optional App Video

New Concept

ACTION & BEING VERBS

- A ***verb*** shows what the subject does. A verb can be a BEING verb or an ACTION verb.
- A BEING verb is a form of TO BE (am, is, are, was, were, be, been, being).

Circle the BEING VERB in each sentence. The first one is completed as an example.

1. The elevation (is) quite high here.
2. We are grateful for your hospitality.
3. His farm was on the slopes of the volcano.
4. I am María Álvarez.

The following verbs are examples of ACTION verbs: swim, love, read, create, share, and sleep.

Circle the ACTION VERB in each sentence. The first one is completed as an example.

1. The squirrel (scurries) up the oak tree.
2. Steam rises from the warm cocoa.
3. The watermelon vine grew very fast.
4. We built the stone cottage ourselves.

App

VOCAB & READING SKILLS

These glaciers **descend** by slow, **imperceptible** degrees into the sea.* Their edges break off and fall into the water and float southward, sometimes in great mountainous masses.* These large chunks are seen by us in the form of icebergs. Frequently, huge rocks that have fallen upon these glaciers from cliffs in the arctic regions are carried by the icebergs to other places.* They are then deposited on foreign beaches, far from their native cliffs.*

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Hector Moncayo

ART READING COMPREHENSION

A paragraph's **main idea** is the most important idea it communicates to the reader. Something may be PART of the paragraph, but that does not mean it is the main idea. To find the main idea, determine what the paragraph is *primarily* about.

The story of the famous Moncayo family of artists from Ecuador, South America, all started with Hector Moncayo. When he was 12 years old, he went to a respected art school, but he didn't stay long. Why? Well, he was more talented than his teachers. Indeed, he had a very special gift for painting.

Circle the main idea of the above paragraph.

A an introduction to Hector Moncayo

B how artists are born with special gifts

As a teenager Hector taught himself, copying the works of other masters. He believed the best form of education was studying, working hard, and practicing. Hector was well admired for his paintings, but his hard work and passion for art paid off in another way: he inspired his own family to paint.

Hector passed his love of art on to his brother, Carlos, who also became a very accomplished painter. Carlos then passed his skills and love of art to his son, who ALSO became a professional painter. However, the story does not stop there. Let's go back to Hector. His love of painting was so great that he inspired his wife, Elena, to paint. She dedicated her life to motherhood and to painting. She mainly enjoyed creating peaceful and beautiful landscapes of the countryside. Her children wrote that her paintings reflected her own kind and peaceful nature.

Hector and Elena had three children, and . . . you guessed it! They inherited their parents' love and skill for painting. Oswaldo, Fanny Raquel, and little Hector all became accomplished professional artists.

Circle the main idea of the above paragraph.

A the number of children in the Moncayo family

B the Moncayo family's shared talent for painting

It is actually Fanny Raquel Moncayo that we are going to focus on in this unit. At the time this unit was written, she was still living, and The Good and the Beautiful purchased rights to share her artwork with you! In upcoming lessons you will learn about her life and study her paintings. For now, enjoy one of her paintings on the next page, which shows a scene in her verdant, beautiful homeland of Ecuador.

Let's end with one more fact. The love of and skill for art in the Moncayo family didn't end with Fanny Raquel. She passed her love of art on to her son, Leonardo, who is also a professional artist.

Hector Moncayo died over 40 years ago, but his influence lives on through his posterity.

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F.RAQUEL MONCAYO

EASY-PEASY PREWRITING

Today, you will take bare-facts notes about tortoises of the Galápagos Islands. In the next lesson, you will be writing about where Galápagos giant tortoises live. You will not include anything about what they eat, their life cycles, etc. You will simply be writing about WHERE these tortoises live.

Step-by-Step Instructions

1. App Video On the Homeschool app, go to the writing section for this lesson and watch the video "Bare-Facts Notes: Galápagos Giant Tortoises."

2. Read the articles on this page and take bare-facts notes **ONLY ABOUT WHERE THE GALÁPAGOS GIANT TORTOISES LIVE**. When you write notes on the next page, form the notes in your own words, writing **just the bare facts.** Put only one fact per line. Do not repeat the same facts.



Article 1

About 600 miles off the coast of Ecuador is a unique group of 19 islands called the Galápagos Islands. Although the islands are home to thousands of species of wildlife, one stands out as famous. The Galápagos giant tortoise makes its home on about 10 of the islands, with Isabela Island having the biggest population of these huge lumbering reptiles. The tortoises, which can grow to be over 600 pounds and live more than 100 years, live on landscapes from forests to tropical savannas and lush grasslands. Outstanding conservation efforts on the islands allow a safe environment for the tortoises and their food sources to grow.

Article 2

The Galápagos giant tortoises spend their days basking in the sun and eating grass, leaves, and cacti. The shape of their shells determines where they live and what they eat. Giant tortoises with dome-shaped shells can't raise their heads very well, so they live on the larger islands, such as Isabela and Santa Cruz, which have higher humidity and plenty of low-lying vegetation to eat. Saddle-backed tortoises have a notch in their shells that gives their necks room to stretch up. They were created to survive on islands, such as Española, with drier climates and vegetation that grows higher up. Both kinds of tortoises must live near plants, grasses, and a water source, although incredibly, they can go up to a year without food or water.

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

Bare-Facts Notes

LITERATURE



- [ ] Read Chapter 6 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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TEACHER TIP

Have a parent or teacher read this page before continuing to the next lesson.

Parent/Teacher: This page contains some helpful information and tips on things you have encountered so far in this course.

Scaffolding in Writing



In writing activities, students are given a lot of guidance and examples, especially initially. This is intentional. Sometimes parents are concerned that their children are using the provided examples instead of writing on their own. At this level we have found that walking students through steps and providing examples of good writing they can use is a very effective means of creating strong writers. Without this scaffolding, writing may become overwhelming, and students could develop a dislike of it. It is more important that students practice correctly, even if examples are given. Studying and copying model writing is a powerful learning tool. As the course progresses, the scaffolding lessens. This process helps students enjoy writing and gain confidence.

Suggestions for Correcting and Fixing Work

- Should you correct poor handwriting, incorrect work, and spelling at the same time? Consider correcting just one or two things at a time, unless your child can easily handle more. You can also point out some things that you don't make the child actually fix.
- Here is a good guideline: don't overwhelm or discourage the child with too much correction. Children in Levels 6 and above are often better equipped to handle multiple things being corrected at once, but many children on lower-level courses get more easily discouraged and overwhelmed. You want to strike a good balance between making learning enjoyable and helping the children learn and grow while leaning toward making learning enjoyable at this age.
- If handwriting needs serious remedial work, you could consider pausing this course for a few weeks while you work just on handwriting, the Simply Good and Beautiful Spelling program, and personal reading.



Additional Note: It is important that your child begins typing practice at this level. Starting in Level 6, students will be typing instead of handwriting essays. This allows for a much greater ability to create and edit. Students may struggle if they do not have proper typing skills by then.

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LESSON 25 UNIT TWO

Parent/Teacher Reminder

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

Grammar

Review

CAPITALIZING PROPER NOUNS

P. 39

In the fun facts about Germany below, use the editing mark (≡) under the first letter of each proper noun to capitalize it.

1. Many tourists visit the cologne Cathedral.
2. Bach, beethoven, and Brahms are three famous german composers.
3. Nine countries, including france, Denmark, Austria, and poland, border germany.
4. One of europe's longest rivers, the danube River, begins in the black Forest.

SENTENCE DIAGRAMMING

PP. 14-16

Diagram the compound sentence.

My neighbor recently moved, but we stayed.



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The Black Forest

GEOGRAPHY

READING COMPREHENSION



Physical maps show natural landscape features. These maps typically show only the most important political items (such as countries, states, and major or capital cities) and major landscape features to allow the reader to have a more accurate view of the area.

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

In Unit 1 you learned about political maps—maps that show man-made boundaries for places such as countries or states. You were also introduced to physical maps like the one of Germany above. The highlighted area is the Black Forest, a mountainous region famous for its forests and picturesque villages.

With complete sentences write two things this map teaches you about the Black Forest.

1. _____

_____

_____

2. _____

_____

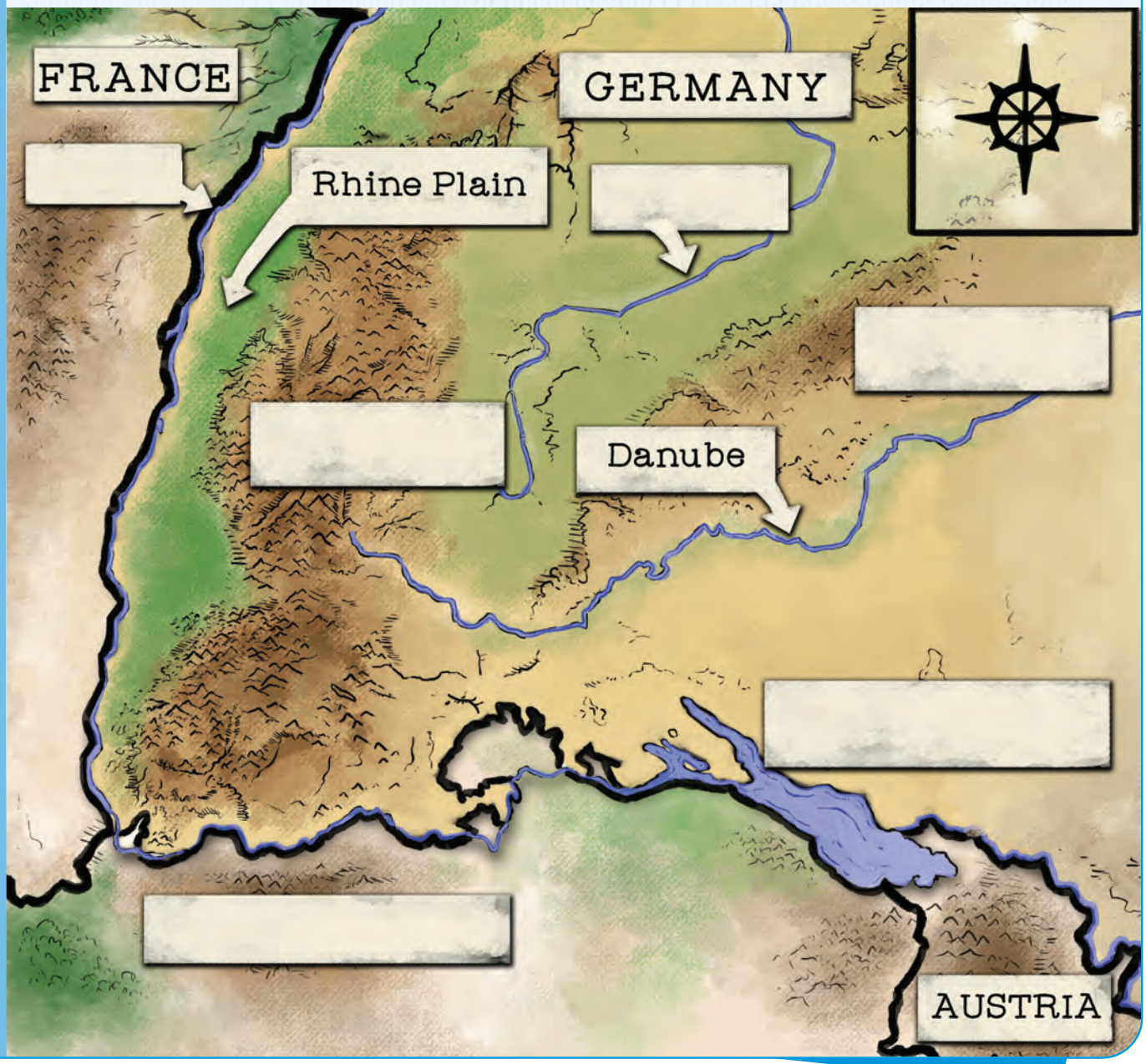
_____



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Follow the instructions to finish the map below.

1. Label the compass rose with N, E, S, and W. Starting at the top, go clockwise and think of the saying "Never eat soggy waffles."
2. Use France as the starting point and move eastward until you get to a river. Label it "Rhine" in the box provided. This is the Rhine River that creates much of the border between France and Germany. Follow the river south and then east until it pours into a lake. Label the lake "Lake Constance."
3. Label the country to the southwest of Germany and the Rhine River "Switzerland." Much of the border between Germany and Switzerland is also formed by the Rhine River.
4. Find the mountain range to the east of the Rhine and Rhine Plain. These mountains make up the Black Forest region. Label the region "Black Forest." (The box is below Rhine Plain.)
5. Find the two rivers that originate in the Black Forest. Label the river that flows north "Neckar." Notice the Danube River flows east.
6. Last, label the mountain range between the Neckar and Danube Rivers "Swabian Alps."



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PRECIOUS POETRY

Instructions

Using the prompts to fill in each blank, write a poem about the illustration on the next page. End the phrases on the yellow and orange lines with rhyming words. After you finish the poem, give it a title on the green line.

_____
(title)

Green fields _____ beneath the sunlit dew
(well-chosen verb)

As the dawn's first light _____ paints the view.
(adverb)

Birds _____,
(independent clause about the birds in the illustration)

And the peaceful farm _____.
(complete the clause, rhyming with the end of the yellow line)

LITERATURE READING COMPREHENSION



○ Read Chapter 5 of *The Clockmaker's Son.*

1. What is surprising about the Winkler family's response when Fritz informs them there's no time to lose and the hay needs to be saved?
   - A Frau Winkler helps the Vogel family without hesitation.
   - B Roman grabs a hay rake and works despite having a broken shoulder.
   - C The family does not help save the hay and instead starts back home.
   - D Herr Winkler helps but asks Frau Winkler and Roman to stay in the wagon.

2. Which word could describe the mood on the farm when Fritz returns?
   - A happy
   - B tense
   - C furious
   - D celebratory

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App

VOCAB & READING SKILLS

by Joyce Kilmer



When Dawn strides out to wake a dewy farm,
Across green fields and yellow hills of hay,*
The little twittering birds laugh in his way
And **poise** triumphant on his shining arm.*
He bears a sword of flame but not to harm
The wakened life that feels his quickening sway,*
And barnyard voices shrilling "It is day!"
Take by his grace a new and **alien** charm.*



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 29 UNIT TWO

Parent/Teacher Reminder

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

Grammar

Review

Hint: All the dependent clauses start with a subordinating conjunction.

COMMAS WITH DEPENDENT CLAUSES

P. 43

Underline the dependent clause in each sentence. Then add commas where needed to separate an introductory dependent clause from the rest of the sentence.

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

Pretzels are considered a traditional German baked good because they have been part of the culture for centuries. When pretzels are made the dough is first twisted into its famous shape. The pretzels are dipped in a special solution to create the crust before they go in the oven. As soon as they come out of the oven the warm pretzels are sprinkled with salt.

POSSESSIVE SINGULAR AND PLURAL NOUNS & ACTION AND BEING VERBS

P. 74 & P. 34



Fill in each blank with the correct possessive form of the orange noun. Remember to add apostrophes where needed. Then circle whether the blue word in each sentence is an action verb or a being verb.

1. The three _____ (bakers) ovens are hot. action | being
2. That _____ (baker) hands move quickly. action | being
3. Most _____ (customers) favorite topping was cheese sauce. action | being
4. The _____ (pretzel) shape is famous. action | being

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App

VOCAB & READING SKILLS

The soft-baked pretzel with its **iconic** knotted shape and golden sheen is not **merely** a delicious snack:* It has been a **culinary** tradition in Germany for centuries. The actual origin of the pretzel can only be **conjectured** and is wrapped in myth and folklore.* One **prevailing** legend attributes its invention to European monks in the early Middle Ages,* who **purportedly** designed the pretzel to symbolize arms crossed in prayer.* Regardless of their origin, by the 12th century, pretzels were being produced in bakeries across Germany,* and the hard, crunchy variety of pretzels emerged from baking them twice and drying them in a low-temperature oven.*



Reading & Writing

LITERATURE

- [ ] Read Chapter 9 of *The Clockmaker's Son.*

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Stories That Sparkle — OPTION #1

Choose **either** Option 1 (for a given storyline with some sentences already written) or Option 2 (on page 140) to write your own story. Option 1 is on this page and walks you step by step through writing a story about a girl who helps care for her family's vegetable garden and becomes discouraged yet keeps hoping the plants will grow. When you complete your story, continue today's lesson.



Included at least 3 adjectives ○ ○ ○ at least 3 adverbs ○ ○ ○

Step-by-Step Instructions

Read what has already been written for the story, and then follow the steps to finish the missing parts.

1. Write a well-chosen adverb on the green line, and then finish the sentence by writing at least three vegetables Ruby's family decided to plant. Remember to separate items in a series with commas.
2. Complete the brown section by describing what Ruby did to help her family create sections in the garden with labels for each vegetable.
3. In the pink section, finish the paragraph by describing how discouraged Ruby is when she waters the garden for over a week but doesn't see any seeds sprouting yet.
4. Write an adjective on the blue line, and then finish the sentence with Ruby spotting several sprouts.
5. Finish the sentence on the black line by writing three vegetables that Ruby harvested. Remember to separate items in a series with commas.
6. Finally, fill in the orange lines to explain that Ruby learned that gardening is hard yet rewarding work.

Ruby's family gathered around the kitchen and

(adverb) planned their vegetable garden. They

decided to plant

When the day

came to start the garden,

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LITERATURE

READING COMPREHENSION

Read Chapter 14 of *The Clockmaker's Son.*

How did Fritz respond when Günter scattered Fritz's poems?

A Fritz shouted at Günter.

B Fritz forgave Günter for hurting him.

C Fritz told the teacher Günter lost the poems.



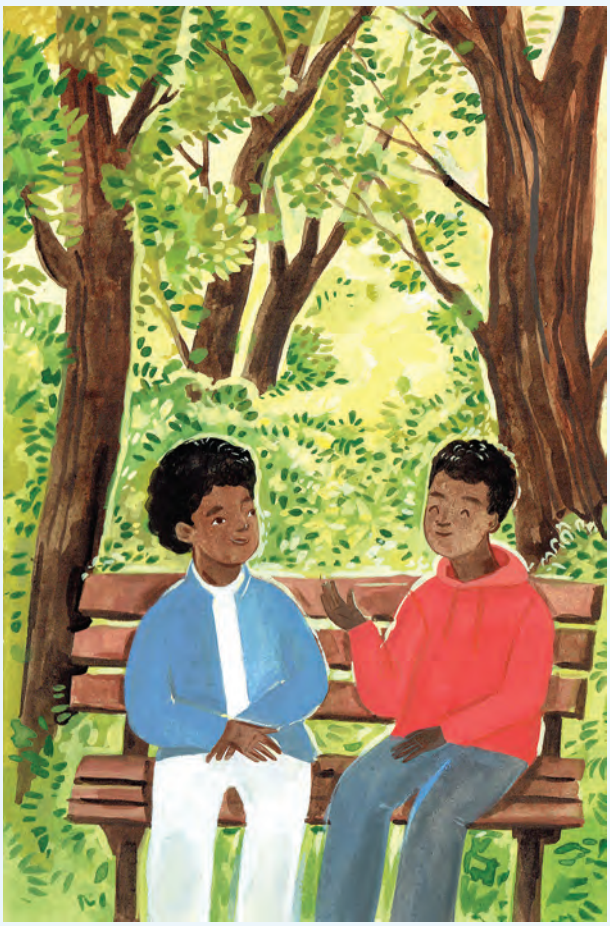
App

VOCAB & READING SKILLS

by George W. Nims

I love a sunny-hearted friend
Who always has a smile,
And with a pessimist would not
Find leisure time worthwhile;*
Who on the sunny side of life
Is always to be found,
And for his **benevolent** deeds and words
Is one who is renowned.*

A friend who ne'er my feelings harms
Or strives to injure me,
But one who would rejoice
If I could more of sunshine see;*
Who can a solemn secret keep
And smile when others frown,
And never, like the unsympathetic man, would kick
A brother when he's down.*



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Hans Thoma

ART READING COMPREHENSION

App First use the app for an introduction to the artist Hans Thoma and his paintings. Then come back here to finish the lesson.

Hans Thoma's father was a miller, someone who works in a grain mill, and he died when Hans was still too young to have an occupation. Hans tried to be a clock painter, but that didn't work out. He wanted to help his mother, so he would paint and sell small pictures, including portraits and landscapes. Doing this eventually caught the eye of a man in the community who arranged for Hans to receive formal training as an artist. He would eventually travel to several countries to study.

Circle the main idea of the paragraph above.

A Hans Thoma used his art to support his family, and because of that work, he was able to go to school.

B Hans Thoma didn't need to work; that's why he was able to devote his time to painting.

C Hans Thoma wanted to be a chef and did not wish to pursue a career as an artist.

It is interesting that even though he studied under several successful artists, Hans Thoma maintained his own style. When you look at one of his paintings, it is easy to imagine that Hans loved nature and appreciated his upbringing in a rural town. Perhaps in traveling for his schooling, he found himself feeling ***nostalgic***. Maybe his time in the bustling cities of Paris, France, or Munich, Germany, made him think fondly of his childhood in Bernau.

Based on the clues around it, choose a possible definition for the word ***nostalgic***.

A having feelings of dislike or distaste about the past

B having feelings of indifference about the past, or no feelings at all

C having feelings of longing for the past

Hans did end up returning to Germany and to a city near the Black Forest after his time as a student had come to an end.

Take a moment and think about what inspires you to create (paintings, drawings, stories, plays, etc.). Is it the nature found in your area? Is it the people in your life? Is it perhaps experiences you have had that make you who you are? Whatever inspires you, use it to create good and beautiful things for this world. Think about this as you study and enjoy Hans Thoma's painting on the next page.



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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 36 UNIT TWO

Parent/Teacher Reminder

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

Supplies needed: scissors and tape

Grammar

Optional App Video

New Concept

PREPOSITIONS & PREPOSITIONAL PHRASES

Preposition

A preposition is a word that links words in a sentence, usually by showing position in time or space, such as ABOVE, BELOW, AFTER, and DURING.

Some common prepositions: ON, OF, IN, AT, TO, BY, FOR, FROM, WITH

preposition
My sister ran across the meadow.
(shows position in space)

preposition
The bluebird sang at dawn.
(shows position in time)

Prepositional Phrase

A prepositional phrase starts with a preposition and ends with a noun or pronoun.

preposition
Heather's birthday is in May.
noun

preposition
A dappled fawn ran past us.
pronoun

Often, there are words in between the preposition and the noun or pronoun.

preposition
The horse beyond the tall oak tree is mine.
noun

For each sentence below, circle the preposition and underline the prepositional phrase. Remember, prepositional phrases end with a noun or pronoun. The first one is completed as an example.

Hint: INTO, AFTER, NEAR, BENEATH, and DURING are prepositions.

1. Several Norway spruce trees grew near the crystal-clear stream.
2. A hiker paused beneath the trees.
3. We will hike deep into the forest.
4. Many people visit the Black Forest during winter.
5. I will climb the cliff after Greta.



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POWERFUL PARAGRAPHS

Cut-and-Tape Comparative Essay

In the last lesson, you taped the second body paragraph for your essay on your long white paper. In this lesson you will create your concluding paragraph and add it to your paper just under the second body paragraph. Here is the outline for your essay:

I. Opening Paragraph (completed)

II. Body Paragraph #1 (completed)

III. Body Paragraph #2 (completed)

IV. Concluding Paragraph (will complete in this lesson)

Step-by-Step Instructions

1. **Concluding Paragraph:** An essay needs a conclusion to be complete. The conclusion wraps up the essay by summarizing the main points. In a conclusion you should restate the main points of your essay without using any of the exact wording you have already used. You should not bring up any NEW ideas—just summarize the point of your essay.

2. **Fill In:** Most of the concluding paragraph has been written for you. Fill in the missing information in the orange sentence by giving some description of the Black Forest. Here are some examples: gentle streams, old-fashioned farmhouses, amazing cuckoo clocks, and dense forests. But remember, you should use your own wording in this section.

3. **Tape and Read:** Cut out the concluding paragraph and tape it to the bottom of your essay. Then read your essay to two different people. For example, you could read it to your parent or teacher and then read it to a sibling, grandparent, or neighbor.

With its _____, the Black Forest in times past was definitely a charming place. Would I like to live there? Yes and no! However, it is fun to read about this special place and learn of its ways and wonders.

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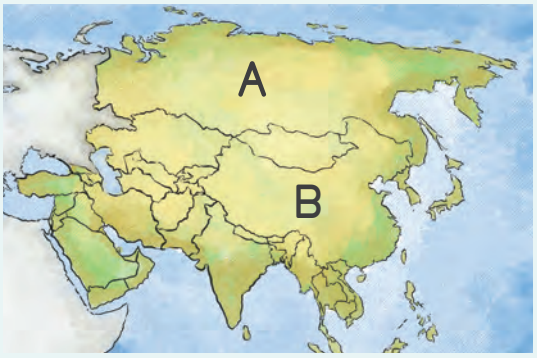
LESSON 43 UNIT TWO

Parent/Teacher Reminder

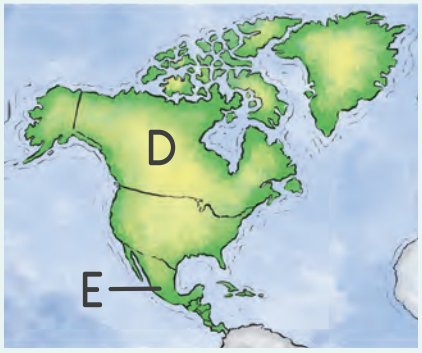
○ Check the child's work when this lesson has been completed.

Unit 2 GEOGRAPHY Flashcard Review

In the box beside the country's name, write the letter that shows the country's location.









- ☐ Canada
- ☐ China
- ☐ Egypt
- ☐ France
- ☐ Germany
- ☐ Mexico
- ☐ Russia
- ☐ United Kingdom

Unit 2 GRAMMAR CARDS: SET 1 Flashcard Review

Circle the articles.

it the he

a an is

Draw a line from each word to its type of verb.

are | look | were | saw | being | am | is | sat | was | been | go

being or "to be" verb

action verb

Write the correct word or words from the blue word bank in each blank.

action
thing
describes
verb
adjective
person
noun
place
being
another adverb

1. A noun is a word for a _____, _____, or _____.
2. A verb is an _____ or _____ word.
3. An adjective _____ a _____.
4. An adverb describes a _____, _____, or _____.

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VOCABULARY REVIEW

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

VOCABULARY WORD	DEFINITION
advent	the arrival or start of something
affiliation	the state of being affiliated or closely connected with something
benevolent	kindhearted or wanting to do good
coniferous	having needle-shaped leaves and producing cones instead of flowers
obsolete	not in use or useful anymore
piety	the state of being dutiful to God or devoted to one's religion
reminiscent	reminding someone of something
resilience	the ability to bounce back or recover from something difficult or unfortunate
resplendent	brilliantly shining, or glowing with beauty
revere	to have a deep respect or regard for someone or something
soberness	the quality of being serious or solemn
titan	something exceptionally large, important, or powerful

Using a colored pencil in the matching color, circle the synonym for each vocabulary word.

revere — admire, outdated

obsolete — connection, persistence

resplendent — beginning, radiant

affiliation — giant

titan

resilience

advent

Complete the sentences by filling in the correct terms. Use the orange vocabulary words above.

The song conveys deep _____ and faith.

Her voice is _____ of a famous opera singer.

The _____ of the music calmed me.

The _____ musician played for people in the hospital.

We sat in the shade of a _____ tree during the entire concert.



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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Grammar & Usage Assessment

Have your parent or teacher read this section: This section reviews the major grammar and usage concepts taught in Unit 2 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 they understand why. These concepts will continue to be reviewed in upcoming units.

CAPITALIZING PROPER NOUNS

Capitalize the first letter of each proper noun using the editing mark (≡).

1. Hans thoma painted the rhine falls.
2. We are looking forward to christmas.
3. In *the clockmaker's son*, Herr Engel gave his farm to fritz.
4. Prayer is an important part of a christian's life.

☐ Additional Practice

CAPITALIZING PROPER NOUNS

P. 39

Capitalize the first letter of each proper noun using the editing mark (≡).

1. The resurrection of jesus is celebrated during easter.
2. Jane visited the towns of triberg and freiburg.
3. The german company named junghans makes clocks and watches.

CONTRACTIONS

Write the contraction for each set of words.

were not _____

they will _____

they would _____

☐ Additional Practice

CONTRACTIONS

Write the contraction for each set of words.

they would _____

were not _____

they will _____



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SUBORDINATING CONJUNCTIONS, DEPENDENT CLAUSES & COMMAS WITH DEPENDENT CLAUSES

Circle the subordinating conjunction and underline the dependent clause in each sentence. Then add a comma (^,) where needed to separate an introductory dependent clause from the rest of the sentence.

1. Although the Black Forest is dense deer can still find spaces to graze.
2. Deer must remain alert because predators may be nearby.
3. The deer will search for fresh grass as spring arrives.
4. When the winter moves into the region deer grow thick coats to stay warm.

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

☐ Additional Practice

SUBORDINATING CONJUNCTIONS, DEPENDENT CLAUSES & COMMAS WITH DEPENDENT CLAUSES

P. 94, P. 51 & P. 43

Circle the subordinating conjunction and underline the dependent clause in each sentence from *The Clockmaker's Son*. Then add a comma (^,) where needed to separate an introductory dependent clause from the rest of the sentence.

Hint: AFTER, ALTHOUGH, SINCE, and UNTIL are subordinating conjunctions.

1. It wasn't snowing until Elsie got up there.
2. After she gave Fritz a joyful hug Frau Vogel went into the kitchen.
3. It wasn't easy for him to stay upright since his muscles were very weak from lying down all winter.
4. Although Father didn't know about Fritz's feelings all his siblings now did.





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LESSON 48
UNIT THREE

Parent/Teacher Reminder

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

Note: Your child will need to read something aloud to you later in this lesson.



Grammar

Optional App Video

New Concept

QUOTATIONS: COMMAS

If the quote comes at the end of the sentence, place a comma before the opening quotation mark.

Mom said, "Let's get in the car."

If the quote comes at the beginning of the sentence, place the comma after the last word of the quote before the closing quotation mark.

"I can't wait to see the giant redwood trees," Ruth stated.

When a quote both starts and finishes a sentence, place a comma after the last word of the quote at the beginning and place another comma before the quote at the end.

"Neither can I," answered her brother, "for I have never been to a redwood forest before."

Circle all the sentences that are punctuated correctly.

A "The tallest living tree is a redwood in California," Ruth stated proudly.

B "If you're quiet" said Mom "you might see deer in the meadow."

C He asked, "Do you think we will see any banana slugs on the forest floor?"

In the paragraph below, place commas (^) to correctly punctuate the quoted material. The first one is completed as an example.

"Look at how tall these redwood trees are^," said Ruth, craning her neck to see the top of the giant tree.

"Some of these trees are over 1,000 years old" her dad read from his travel book.

"Look, it's a black squirrel eating a pine cone" Mom said, and she lifted her camera.

"Wow" Ruth quietly stated as she gazed at the towering trees and wonderful wildlife "look at all these beautiful things that God has made."



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MINI MODELS

Parts of an Essay

Parts of an Essay

O **Opening Paragraph**

An essay begins with an opening paragraph. This is the starting point of the essay. It introduces the topic and tells what the essay will be about.

B **Body Paragraphs**

The middle of an essay is called the body. The body can have several paragraphs. Each paragraph provides details that support the main topic of the essay.

C **Concluding Paragraph**

An essay needs a conclusion to be complete. The concluding paragraph wraps up the essay by summarizing the main points.

Fill in the Blank

An opening paragraph tells _____.

Each body paragraph provides details that _____ the main topic of the essay.

The _____ paragraph _____ the essay.

Step-by-Step Instructions

1. Read the comparative essay on the next page ALOUD to an adult. Before reading each paragraph, say which part of the essay it is: opening paragraph, body paragraph 1, body paragraph 2, or concluding paragraph.
2. Body paragraphs usually have a topic sentence at or near the beginning of the paragraph. The topic sentence tells the main idea of a body paragraph—what the paragraph is about. Underline the topic sentence in the first and second body paragraphs.
3. Circle the letter that correctly answers the question in the blue box below.

Which of these statements is true?

A The essay explains which park is the author's favorite and why you should visit it.

B The essay explains features of each park that might help a person choose which place to visit.

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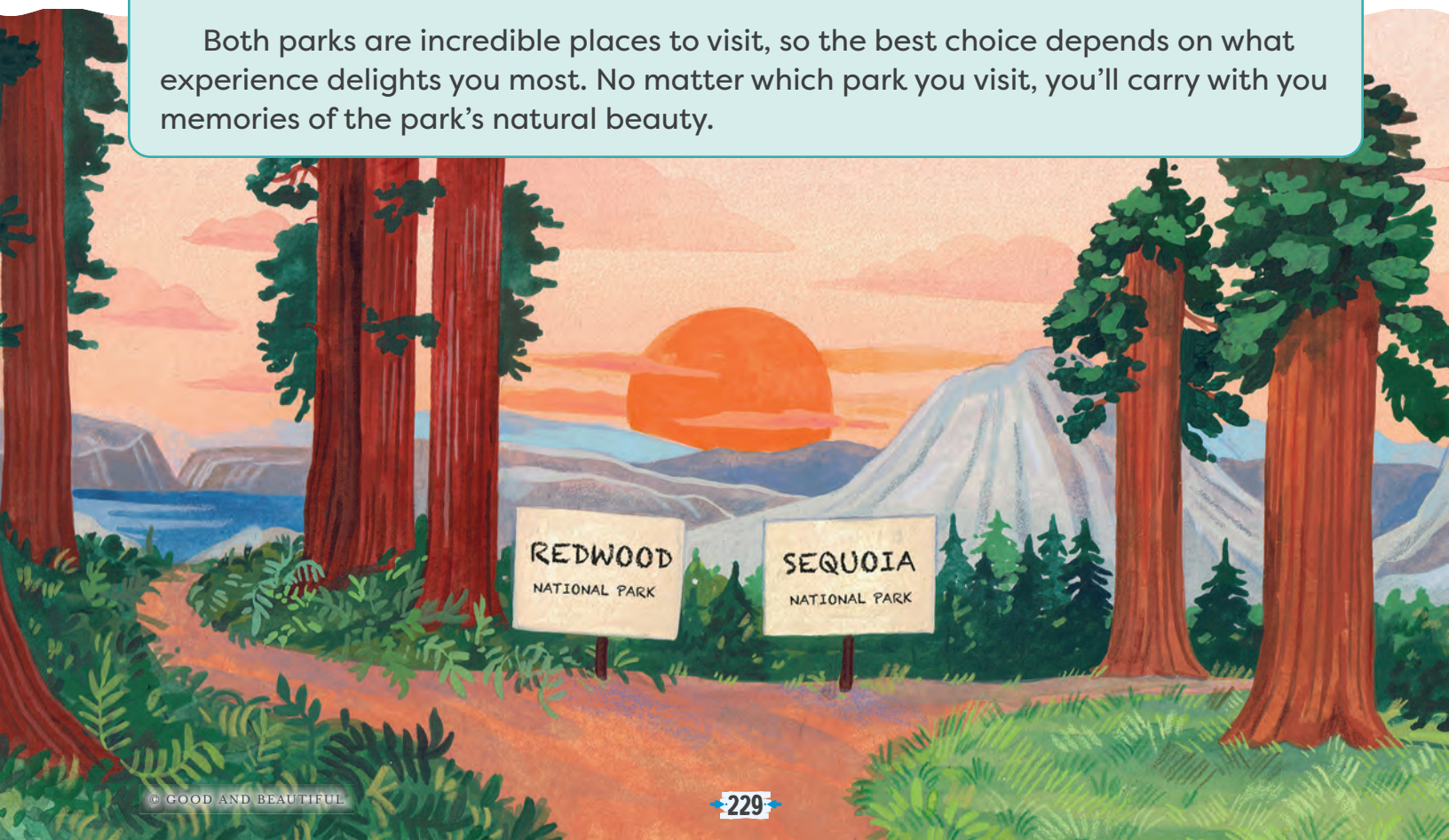
Which Park to Pick

Would you like to explore a park full of trees as tall as skyscrapers or stand among ancient trees with trunks as wide as small houses? Choosing between visiting the tall trees in Redwood National Park or the ancient, broad trees of Sequoia National Park can be tough because both are incredible places to experience God's stunning creations. Each park has distinct features, so deciding which one to visit depends on what you want to see and do.

Let's first explore what Redwood National Park offers its visitors. Located in Northern California, this park is home to ancient redwoods that soar over 106 meters (350 feet) into the sky. The park's peaceful trails wind through verdant forests, and some trails even lead to beautiful views of the Pacific coastline. Visitors can explore beaches and tide pools along the coast or stick to the forest trails to watch for wildlife like elk and bald eagles. Redwood National Park allows you to enjoy towering forests and the ocean, making it an impressive and surreal experience.

Sequoia National Park has so much to offer too. Found in central California, this park is famous for its giant sequoias, including the General Sherman Tree—the largest tree in the world by volume. Visitors to the park can also experience exciting adventures like climbing rocky trails and exploring Crystal Cave, where you'll find stunning rock formations. Surrounded by these enormous old trees, you can't help but feel small in the best way possible.

Both parks are incredible places to visit, so the best choice depends on what experience delights you most. No matter which park you visit, you'll carry with you memories of the park's natural beauty.



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LESSON 50
UNIT THREE

Parent/Teacher Reminder

This is a project lesson. Check the child's work when this lesson has been completed.

PROJECT LESSON

BOOK DISCUSSION

App

Listen to the book discussion "*A Trickle of Water*: Chapters 1–6" on the Homeschool app. After listening to the discussion, complete the steps below.

THOUGHTFUL NOTE

Step-by-Step Instructions

Optional App Video

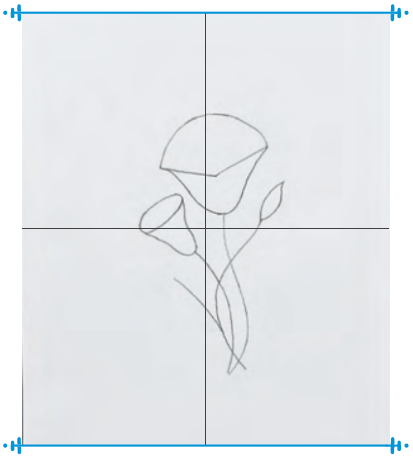
Complete the steps to create your Thoughtful Note card. Watch the video if you need extra help. You will write the message that goes inside the card in the next lesson.

Items Needed

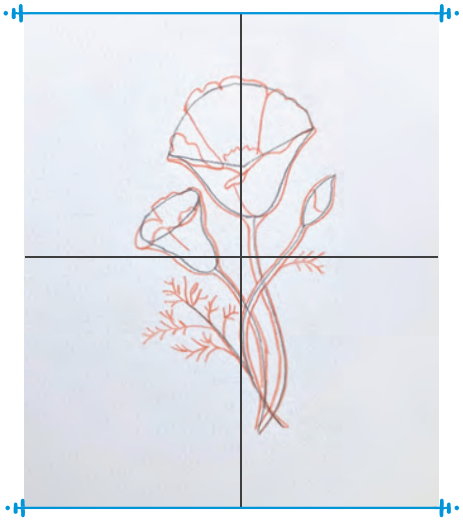
- 6"x9" piece of art paper, folded in half to create a card
- pencil and eraser
- watercolors and palette
- water
- pointed-tip paintbrush #2
- paper towel
- orange or burnt-orange colored pencil
- ruler
- marker

Your thoughtful note theme is a California poppy, which ties in with what you are reading in *A Trickle of Water*.

1. With a pencil, draw a light line down the middle of the front of the card in both directions to form a big plus sign. Now use the guide lines to help draw the poppies. First, lightly draw the outline of the flowers of the poppies. Notice that they are upside down bell shapes with half circle shapes. Next, add curved S- or C-shaped stems.



2. Now, use the orange or burnt-orange colored pencil to trace over the outline of the stems. Give the poppies petals and more details. Add leaves to the stems. When you finish drawing with the colored pencil, erase the guide lines and any visible graphite pencil outline marks. Note that colored pencils are more permanent, so the colored pencil marks will stay visible.

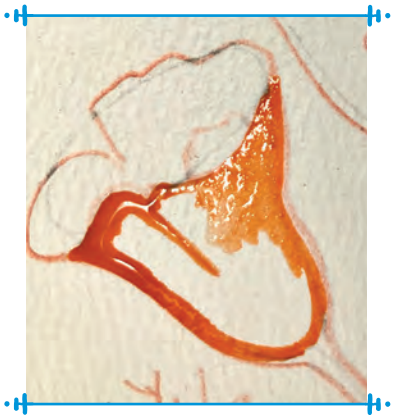


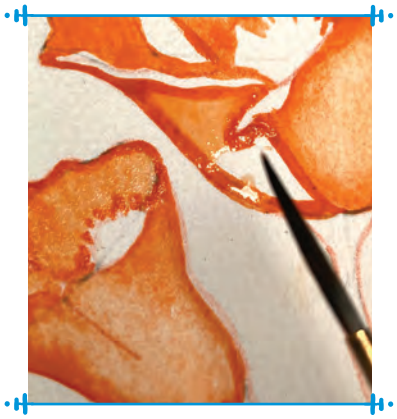
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3. Make a small puddle of water the size of a coin on the palette. With the #2 brush, add a lot of orange paint to the puddle. Start with two petals that are not next to each other. Paint an orange outline around the edge of the first petal. Move on to outline the second petal. Remember, this petal should not be one right next to the first petal. After you carefully finish outlining the second petal, clean your brush.

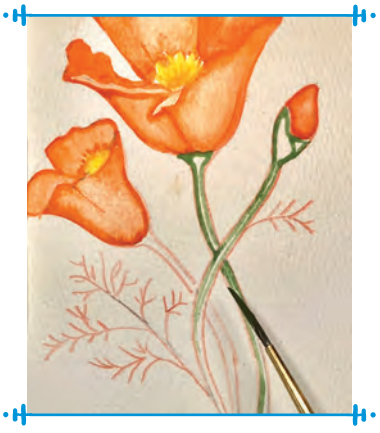


4. Go back to the first petal you outlined. Put a small amount of water on your brush. Next, take your brush and brush over the petal's outline, then pull the brush into the center of the petal. Some orange from the outline should blend and smooth into the center of the petal. The goal is to create petals with a darker orange edge and a lighter orange in the center. Do the same thing with the second petal you outlined. Then repeat Steps 3 and 4 until you have painted all the petals. Let dry completely.

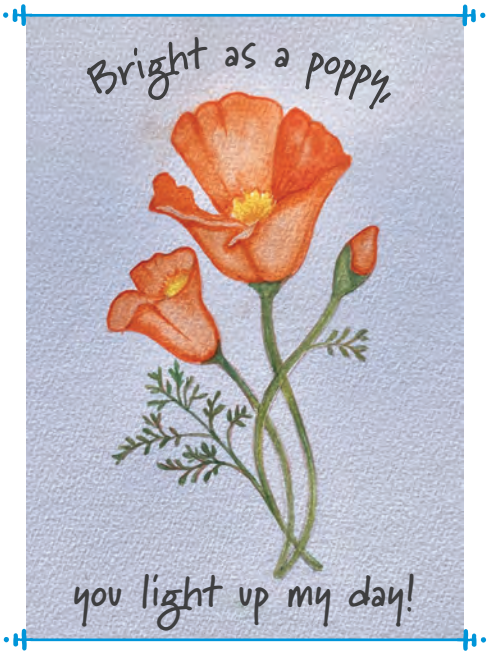




Watercolor Tip For better brush control, don't paint away from your body. Instead, pull the brush toward your body.



5. Make a small puddle of water the size of a coin on the palette. With the #2 brush, add some yellow paint to the puddle. Paint the center of the poppies yellow.



6. Make a small puddle of water the size of a coin on the palette. With the #2 brush, make a green paint color. Your mixture should be ⅓ water, ⅓ green paint, ⅓ yellow paint, and just a tiny bit of black paint. First, paint all the stems green. Then, use a small amount of paint to paint the leaves. To add variety, paint some leaves in the shape of a comma.

7. After all the paint dries, use a marker to write, "Bright as a poppy, you light up my day!" on the card.

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THE POWER OF POETRY

Books are one of the most powerful learning tools we have. Take *A Trickle of Water* as an example. What are you already learning about different people and their experiences in just the first six chapters? To think more on the gift of books, read the following poems. Also read the information about poetry throughout and complete the different activities on these two pages.

For a Child's Book

By Annette Wynne

My book is such a dainty thing—
Its pretty pages fluttering
Are wings of white—my book would fly
Out through the window, past the sky.

But, little book, don't fly away,
I'll keep you carefully each day;
And every night upon my shelf
You'll have a nest all to yourself.

What is the ***mood***, or the feeling, of this poem? Circle the answer.

A powerful, proud

B indifferent, numb

C remorseful, overwhelmed

D playful, loving



My Book Holds Many Stories

By Annette Wynne

My book holds many stories, wrapped tightly in itself,
And yet it never makes a noise but waits upon my shelf,
Until I come and take it; then soon my book and I
Are sailing on a dreamy sea or floating in the sky.

This poem uses verbs that ***personify*** the book. To personify means to use verbs, adjectives, and adverbs that you might use to describe a person when talking about an object, animal, or idea.

In this poem the book is described as holding and wrapping tightly around stories. Of course, the book itself doesn't have hands and arms to actually hold things, but this is a creative way to describe how the author sees the stories in the book as precious and maybe protected by the book's cover.

The book is also described as waiting and not making a sound. Obviously, a plain book cannot make noises on its own, and it doesn't have a brain to choose to wait. This description creates a fun picture, though—one of the book waiting patiently.

Use the space below to personify a book's spine. Hint: Use words you could use to describe a person like stands tall, stretches high, reaches upward, protests quietly, or sits properly.

The book's spine _____

_____.

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Best Way to Read a Book

By Edgar Guest

Best way to read a book I know	A
Is get a lad of six or so,	A
And curl him up upon my knee	B
Deep in a big armchair, where we	B
Can catch the warmth of blazing coals,	C
And then let two contented souls	C
Melt into one, old age and youth,	D
Sharing adventure's marvelous truth.	D
I read a page, and then we sit	
And talk it over, bit by bit;	
Just how the pirates looked, and why	
They flung a black flag to the sky.	
We pass no paragraph without	
First knowing what it's all about,	
And when the author starts a fight	
We join the forces that are right.	

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

In the first stanza of the poem, the rhyme scheme is labeled as an example for you. Remember that we use letters to label rhyme schemes, and lines that end with rhyming words will have the same letter. We always start with the letter A at the beginning of a poem. In the second stanza, label each line with the correct letter, starting over with A.

Good Books (excerpt)

By Edgar Guest

Good books are friendly things to own.	
If you are busy they will wait.	
They will not call you on the phone	
Or wake you if the hour is late.	
They stand together row by row,	
Upon the low shelf or the high.	
But if you're lonesome this you know:	
You have a friend or two nearby.	

Label the rhyme scheme in this poem, beginning with the letter A. Pay attention to the end of each line. It is not the same scheme as the previous poem.

Underline four places where books are personified in the poem above. Hint: Look for description that you could also use for a person.



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LITERATURE

○ Read Chapter 14 of *A Trickle of Water.*

App **Flashcards** — GRAMMAR CARDS: SET 1

App

VOCAB & READING SKILLS

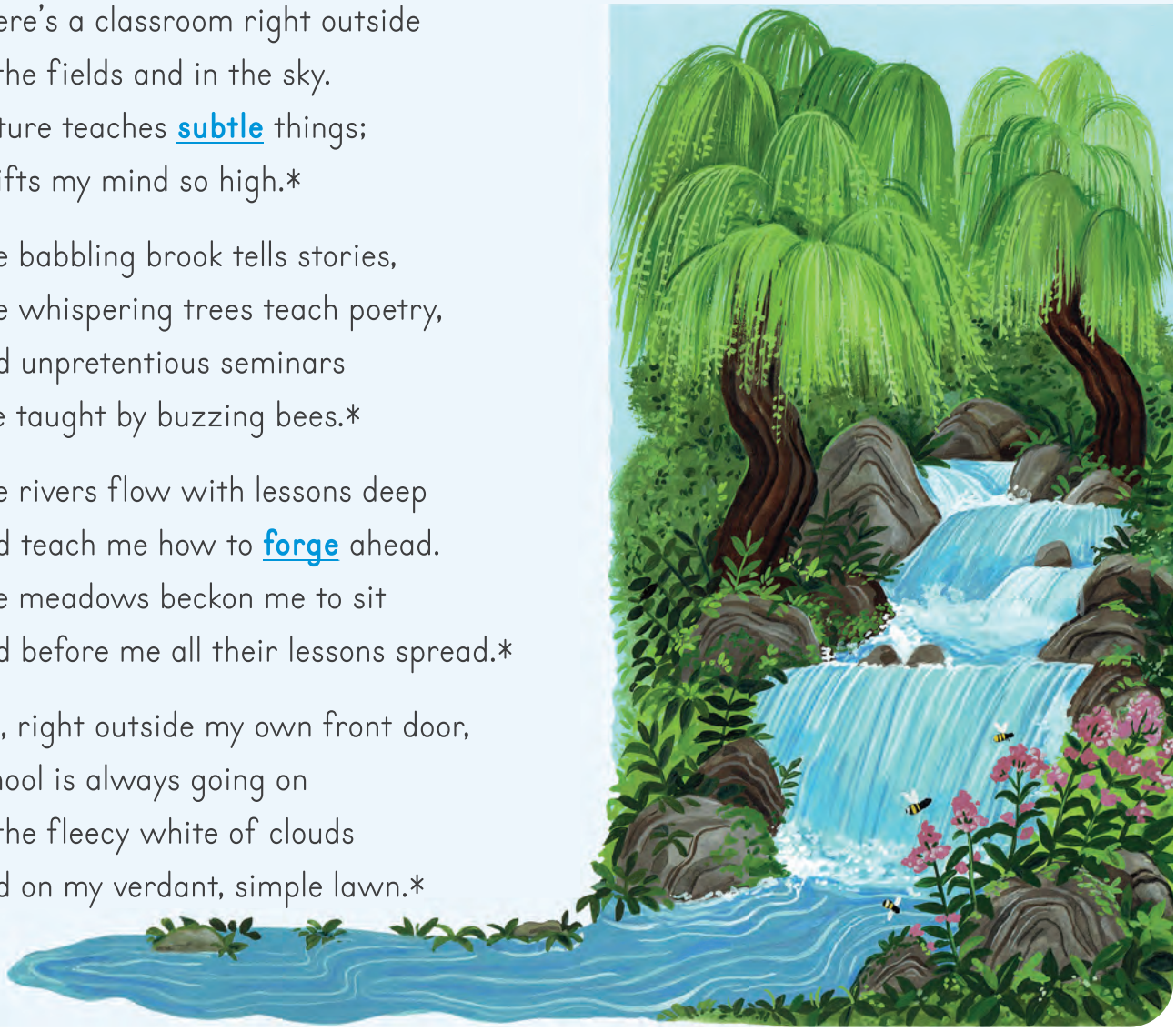
by Jenny Phillips

There's a classroom right outside
In the fields and in the sky.
Nature teaches **subtle** things;
It lifts my mind so high.*

The babbling brook tells stories,
The whispering trees teach poetry,
And unpretentious seminars
Are taught by buzzing bees.*

The rivers flow with lessons deep
And teach me how to **forge** ahead.
The meadows beckon me to sit
And before me all their lessons spread.*

Yes, right outside my own front door,
School is always going on
In the fleecy white of clouds
And on my verdant, simple lawn.*



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 63
UNIT THREE

Parent/Teacher Reminder

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

LITERATURE

READING COMPREHENSION ASSESSMENT

PREDICT THE ENDING

There are hundreds of ways *A Trickle of Water* could end. Use at least 5 sentences to explain a possible ending to this story, describing how things end up with Piper's situation and Joseph's situation.

PERSONAL OPINION QUESTIONS

Answer the questions below.

Which three characters would you like to be friends with?

Would you like to have Mrs. Huxley as a neighbor?

No

Yes

Maybe

If you could give Joseph three items to help him in his life, what would you give him?

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Unit 3 GRAMMAR CARDS: SET 1 Flashcard Review

Underline the three articles in the following sentence:

The party included an egg hunt and a craft.



Circle the correct bold word.

The words below are all **BEING | ACTION** verbs.

is, am, are, was, were, been, being

Circle the correct words to begin the sentence.

A noun|An adverb describes a verb, an adjective, or another adverb.

Draw a sun around the adverb below:

I carefully jumped on rocks.

Circle the correct word to finish the sentence.

An adjective describes a **noun|verb**.

Draw a heart around the adjective below:

I loved the fresh scent.

Draw a circle around the nouns and a box around the verbs below.

child	give	invitation
inflate	ice cream	create
food	gallop	animal



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QUOTATIONS: ENDING PUNCTUATION WITHIN QUOTATIONS

In each sentence below, insert an ending punctuation mark in the correct place with the correct editing marks (^. ^? ^!). Use each punctuation mark once.

1. The guide said, "Sea lions swim up to 25 miles per hour"
2. "Whoa," I exclaimed, "that's fast"
3. The guide asked, "How fast do you think you can swim"

Additional Practice P. 83

QUOTATIONS: ENDING PUNCTUATION WITHIN QUOTATIONS

In each sentence below, insert an ending punctuation mark in the correct place with the correct editing marks (^. ^? ^!). Use each punctuation mark once.

1. I asked, "How many sea lions live in the bay"
2. The guide answered, "Over 2,000"
3. I shouted, "That's a lot"

QUOTATIONS: CAPITALIZATION

Use a capitalization editing mark (≡) to correct each sentence as needed.

1. "the males have chocolatey-brown fur," the guide stated.
2. I asked her, "what color fur do females have?"
3. The guide responded, "females have light or golden-brown fur."

Additional Practice P. 82

QUOTATIONS: CAPITALIZATION

Use a capitalization editing mark (≡) to correct each sentence as needed.

1. The guide asked, "what else would you like to know?"
2. "well," I answered, "what do sea lions in the bay eat?"
3. The guide said, "they eat fish and squid."



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