



LANGUAGE ARTS & LITERATURE

» LEVEL 5 «

COURSE BOOK

PART 2

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



UNIT 4 OVERVIEW

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

Unit Theme

Kenya

Unit Main Message

Celebrating Others' Cultures

GRAMMAR & USAGE

- antecedents
- commas in geographical locations
- editing
- formatting
 - alignment
 - indenting
 - paragraph breaks
- parallel construction
 - adjectives and adverbs
 - verbs
- pronouns
- sentence diagramming step 7
- verbs
 - helping verbs and verb phrases
 - linking verbs
- **contractions:** you've, he'd, wouldn't

SPELLING

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

- 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

Correlated Book

A Trickle of Water, Part 2



Flashcards

(Flashcards are on the Homeschool app.)

USA STATES: SET 1*

USA STATES: SET 2*

USA STATES: SET 3*

GRAMMAR CARDS: SET 1

GRAMMAR CARDS: SET 2

CONTINENTS & OCEANS

READING COMPREHENSION

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

GEOGRAPHY

Locations:

Africa

- Great Rift Valley
- Indian Ocean
- Kenya
- Lake Magadi
- Lake Nakuru
- Maasai Mara
- Madagascar
- Mount Kilimanjaro
- regions of Africa

Geography Topics:

- climate zone
- developed countries
- developing countries
- landlocked countries
- monsoon cycle
- ocean trench
- resource exploitation
- savanna
- Scramble for Africa
- volcanic massif

Supplies Needed

book report supplies (see page 93)
watercolor supplies (see page 34)

LITERATURE

Literature Topics:

character trait, comprehension, conflict, conflict resolution, external and internal conflicts, idioms, mood, predictions, subplots, vivid language

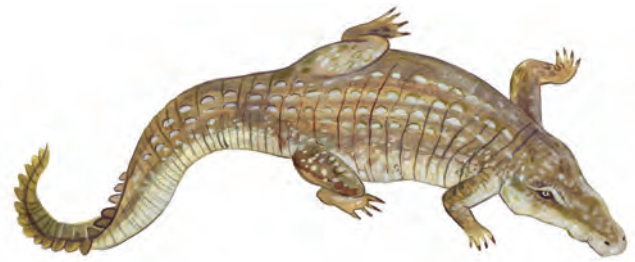
ART & PROJECTS

Artist:

- Joseph Thiongo

Projects:

- African landscape
- book report



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 poetry study.

Skills & Concepts Practiced in Gratitude Journals:

- avoiding random capital letters
- resting letters on the baseline
- using commas in a series of three or more
- using complete sentences
- using correct ending punctuation
- using transition words
- using well-chosen adjectives

Topics Taught in Sentences That Shine:

- using other words instead of "said"
- using sensory language (sound)
- using well-chosen adjectives
- varying first words of sentences
- varying length of sentences

Topics Taught in Powerful Paragraphs:

- identifying parts of an essay
- summarizing passages
- writing a persuasive essay
- writing a thesis statement
- writing body paragraphs

Skills & Concepts Practiced in Poetry Study:

- identifying metaphors
- identifying mood
- use of epistrophe
- using vivid adjectives



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

Grammar

New Concept



HELPING VERBS & VERB PHRASES

A **helping verb** is a type of verb that is used with a main verb and comes before the main verb. Here are some common helping verbs that are forms of **to be**, **to do**, and **to have**:

TO BE

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

TO DO

do, does, did

TO HAVE

have, has, had,
having

Some other helping verbs include the following: **could**, **should**, **would**, **will**, **can**, **may**, **might**. Here are some example sentences. The helping verbs are in orange and underlined. The main verbs are circled. Together the main verb and helping verb form a **verb phrase**. The verb phrases are boxed in yellow.

We are going to Kenya.

She has lived in Kenya for a long time.

A sentence may have more than one helping verb. In the sentences below, there are two helping verbs.

I will be visiting Nairobi—Kenya's capital city.

I could have stayed forever.

In the sentences below, underline the helping verbs, circle the main verbs, and box the verb phrases.

1. I did like chapati, a soft and chewy flatbread.
2. We will be harvesting the corn crop this month.
3. I am searching for an ostrich in the grasslands.
4. We have seen many beautiful landscapes in rural Kenya.



Complete the sentences with the correct helping verbs. Then box each verb phrase.

Last month I _____ visiting rural Africa when I saw a zebra. It had _____
walking on the edge of the village in the morning. I _____ hoping to visit again!

LITERATURE



Read Chapter 18 of *A Trickle of Water*.



Flashcards

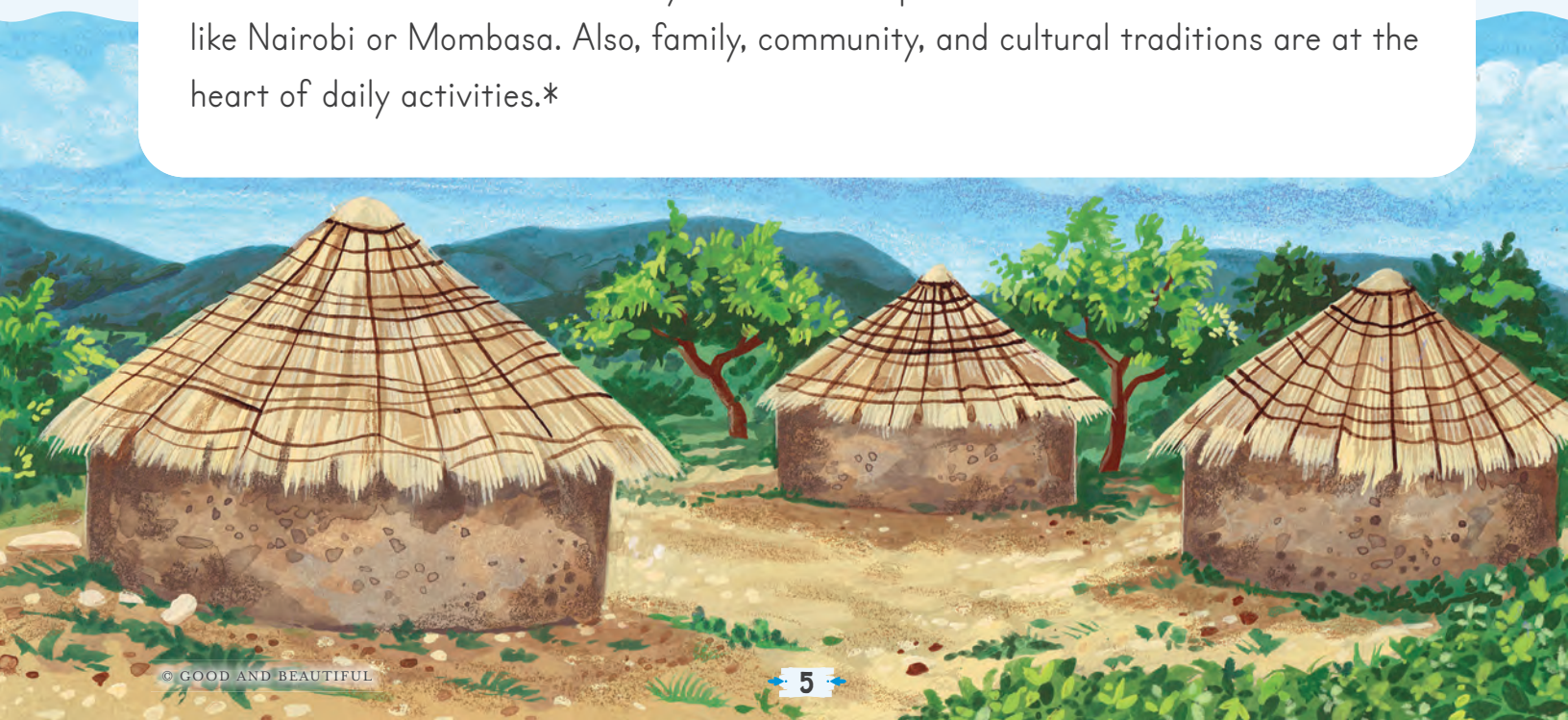
USA STATES: SET 3*

The Vocab & Reading Skills sections in Units 4–6 review the vocabulary words you learned in Units 1–3. No new vocabulary words are introduced in these units.



VOCAB & READING SKILLS

Rural Kenya is home to about 75% of the country's population.* Farming is the **predominant** livelihood in rural Kenya, with farmers growing staples such as maize, beans, tea, and flowers.* Livestock rearing is also common. Accommodations in rural Kenya are often humble, with homes made of mud and **pliant** materials like thatch or tin.* Inadequate access to clean water, healthcare, and electricity is **prevalent**.* Despite these challenges, people in rural Kenya are marked by **resilience**, and they display **buoyant** attitudes.* The rhythm of rural life is slower and more connected to natural cycles when compared with life in urban centers like Nairobi or Mombasa. Also, family, community, and cultural traditions are at the heart of daily activities.*



What is a summary?

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

How do you write a summary?

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

What was the book about?

It started out with the sun rising over the prairie. The flowers waved in the wind, and the grass was covered in dew. There was a little white house with a gray picket fence. A cat slept soundly on the porch . . .

That is probably not how you would begin telling your friend what the book was about, unless you wanted your explanation to take hours. Your conversation would probably go more like this, giving a summary of the book rather than unimportant details:

What was the book about?

A family that lived in rural Nebraska in the late 1800s struggled when a drought hit the area. Then a tornado hit their barn. They finally decided to move to California, and their journey was filled with adventures.

Here are some tips for writing summaries:

- Include only the most important ideas. Do not include information or details that are not important.
- Do not include your own opinion.
- Write the summary in your own words. Do not copy exact phrases or sentences.

Read the article on the next page titled “Clean Water in Kenya.” Then read the summaries. One is a good example of a summary, and one is a poor example of a summary. Then answer the questions.

Which summary is the good example? 1 | 2

Circle ALL the reasons the other summary is not a good example:

- ☐ A It includes personal opinion.
- ☐ B It doesn’t cover all the main points.
- ☐ C It copied sentences from the text.

So Easy to Summarize!



Clean Water in Kenya

By Abe Todd

In Kenya, many people face a big problem: they don't have enough clean water. First, the country experiences frequent droughts, so there isn't enough rain to fill rivers, lakes, and underground water sources. Second, many areas lack the proper infrastructure, like water pipes and treatment facilities, to clean and deliver water.

The lack of clean water in Kenya is a serious problem because it affects people's health, education, and daily lives. When people drink dirty water, they can get sick from diseases like cholera and typhoid. Without clean water, it's also hard to stay clean, cook, or wash clothes, which can lead to poor hygiene and more illnesses. Many people, especially women and children, spend hours each day walking long distances to fetch water, leaving them with less time for school or work. This keeps families in poverty. Additionally, farmers struggle to grow food without enough water, leading to hunger.

Organizations are helping by building wells, water tanks, and filters. In addition, rainwater harvesting systems are being set up in some areas. However, more needs to be done so everyone in Kenya can have safe, clean water.

Summary 1

In the article "Clean Water in Kenya" by Abe Todd, the author discusses Kenya's need for more clean water. First, we learn several reasons why there is a lack of clean water in Kenya, including lack of infrastructure and frequent droughts. Next, we learn how the lack of water causes problems with poverty, educational opportunities, and health. Finally, we learn what is being done to help the water situation in Kenya.



Summary 2

In his article "Clean Water in Kenya," Abe Todd gives an overview of Kenya's problem with a lack of clean water. The lack of clean water in Kenya is a serious problem because it affects people's health, education, and daily lives. Even though rainwater systems are being set up, Kenya still needs a lot of help. For example, farmers can't grow enough food. It makes me sad that so many people are suffering from a lack of clean water in Kenya.

Introduction to Kenya

GEOGRAPHY

READING COMPREHENSION

In this unit you will continue reading *A Trickle of Water*. You will also study the geography of Kenya and the regions of Africa.

The continent of Africa is often divided into two main regions: Northern Africa, which stretches over the north, and sub-Saharan Africa, which is the part of the continent south of the Sahara Desert. Kenya is located in sub-Saharan Africa, which is the green part of the map on the next page. There is a lot more to the continent than just desert! Kenya has mountains, valleys, savannas, lakes, beaches, and forests.

Using logic and the map below, determine which of these statements would be realistic.

- A** Kenya and Uganda sometimes have disputes over fishing practices in Lake Victoria.
- B** Since it has no access to the Indian Ocean, Kenya fights for free passage through Somalia to access the ocean.

Kenya is home to several incredible sights, including Mount Kenya, the second-highest peak in Africa, and Lake Turkana, the largest desert

lake in the world. The country also offers some of the most incredible and authentic safaris in Africa.

All Lake Turkana is in Kenya.

- A** True
- B** False

One of Kenya's highlights is the Maasai Mara. Located near the southeastern border, this wildlife reserve is known for its sprawling grasslands filled to the brim with millions of animals. Named after the Maasai people, this reserve is an ideal place to view the Great Migration, which is the largest



movement of herd animals, like zebras and wildebeests, in the world.

Which country is in sub-Saharan Africa?

- A Egypt
- B Morocco
- C Ethiopia

On the map you will find several **landlocked** countries, or countries completely surrounded by land. Africa

has 16 landlocked countries, which is the highest number on any continent. Is Kenya landlocked? The Indian Ocean borders Kenya to the east, creating a beautiful coastline of white sand beaches, mangrove trees, and coral reefs. Because it touches an ocean, Kenya is not a landlocked country.

Write the name of one country in Africa that is landlocked.

Write the name of one country in Africa besides Kenya that is not landlocked.



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.



THE POWER OF POETRY



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

In this unit you will explore poems from author and poet Eliza Lee Cabot Follen. She's a remarkable example of faith and of someone who valued good and beautiful literature.

The poem you are about to read is an incredible representation of Eliza's style. Born in 1787 in Boston, Eliza lived and wrote children's verse during a time when others tended to write dark, harsh poetry that was mostly for instruction or sharing knowledge. Eliza became a pioneer for keeping her verse for children light, pleasant, and fun.

As you read this poem, consider the **mood** or general feeling of it. By describing the night sky, what is Eliza trying to get the reader to feel or think about?

Evening

By Eliza Lee Cabot Follen

Note: At the time this poem was written, the word "gay" meant "merry, airy, jovial."

How beautiful the setting sun!
The clouds how bright and gay!
The stars, appearing one by one,
How beautiful are they!

And when the moon climbs up the sky,
And sheds her gentle light,
And hangs her crystal lamp on high,
How beautiful is night!

And can it be I am possessed
Of something brighter far?
Glows there a light within this breast
Outshining every star?

Yes; should the sun and stars turn pale,
The mountains melt away,
This flame within shall never fail,
But live in endless day.

This is the soul that God has given:
Sin may its luster dim,
While goodness bears it up to heaven,
And leads it back to Him.

Circle all the words that best describe the mood.

excited

wondrous

guilty

grateful

bored

scared

In this poem Eliza uses a **metaphor**, which is a way to compare or connect two things by saying one thing is something else even though they are not actually the same. Metaphors are creative ways to add description for the reader.

Eliza describes a "flame within" that is outshining every star. What other thing is this flame connected or compared to in this poem? Hint: The answer is in the last stanza.

- ☐ A a fire
- ☐ B the planets
- ☐ C the soul

What do you find most beautiful about the evening sky?



LESSON 72

UNIT FOUR

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 including well-chosen adjectives in your sentences. Answer the question below, and use an adjective to describe each animal in your sentence.



What are 2 animals you are grateful to have in your life?



- ☐ ended each sentence with a period
- ☐ letters rest correctly on the baseline
- ☐ included 2 well-chosen adjectives

Grammar

Review

COMMAS IN GEOGRAPHICAL LOCATIONS

Q P. 42

When writing about any cities, counties, states, or countries in the world, use commas to set off the names of geographical locations.

Add a comma between

City and state: Dallas, Texas

City and county: Mombasa, Mombasa County

City and country: Rome, Italy

In a sentence:

I visited Flagstaff, Arizona, when I was 10.

Let's take a trip to Lima, Peru.

Circle the two geographical locations that are punctuated correctly. Add a comma or commas using the editing mark (^) to the one that is incorrect.

Tokyo, Japan

Have you ever been to
Oahu, Hawaii?

My friends in Calgary
Canada own many snakes.

SUBORDINATING CONJUNCTIONS & DEPENDENT CLAUSES

Q P. 94 & P. 51



For each sentence about the Big Five African animals in Kenya, underline the dependent clause and circle the subordinating conjunction. The first sentence is completed as an example.

1. Although we were safe in the vehicle, the lion was scarily close to us.
2. African elephants spend 16 hours a day eating because they are so massive.
3. If you want to spot a leopard, look up in the marula trees.
4. Two male Cape buffalos fought while the females grazed on grass.
5. When the black rhino wanders over here, we must be very quiet.



EDITING

Editing Marks:  

Use editing marks to edit the paragraph.

Cross out an incorrect word and write the correct word.

Hints

- Use commonly confused words SENSE and SINCE correctly. (She has good SENSE! I haven't seen him SINCE Tuesday.)
- Capitalize proper nouns.
- Correct the comma splice by adding the coordinating conjunction "so" after the comma.
- Animal names like "elephant" are usually not capitalized when they follow "African."

We were hoping to see some majestic animals in africa during our safari in aberdare Park. We had been sitting in the safari van sense breakfast when my little sister, johanna, finally spotted a herd of African elephants stretching their trunks out to munch on some tasty acacia trees. They could since danger nearby, the mother elephants huddled protectively around the babies.

6 Edits

UNIT 4 CONTRACTIONS

Write the contraction for each set of words.

you have

would not

he would

MINI MODELS

Thesis Statements

A well-organized essay has an opening paragraph that introduces the topic, body paragraphs that go into detail about the topic, and a concluding paragraph that wraps up the essay. Another important part of a quality essay is the thesis statement, which tells the reader what the essay will be about. Let's talk about the dos and don'ts of an effective thesis statement.

Effective Thesis Statement Dos and Don'ts

Do

- ☒ place it at the end of the opening paragraph
- ☒ help the reader know what your essay is about
- ☒ use only one sentence

Don't

- ☒ state specific facts about the topic
- ☒ include a question
- ☒ include information not contained in the essay
- ☒ write more than one sentence

Step-by-Step Instructions

- ① An example of a personal-opinion essay about going on a safari in Kenya is on the next page. Read the essay.
- ② The first paragraph of the essay has a purple box next to it. On the line write OPENING. The thesis statement has been left blank.
- ③ To the left of the essay, label the TOPIC SENTENCE in each body paragraph.
- ④ Read the two possible thesis statements for this essay below. Circle the thesis statement that best fits the essay according to the "Dos and Don'ts" listed above.

1. Safaris allow you to see the Big Five animals and have experiences like snacking on biltong.
2. For your next vacation, I recommend a safari in Kenya because of the amazing animals you will see, the delicious food you will eat, and the comfortable and luxurious lodge in which you will stay.

- ⑤ Read the opening paragraph aloud to someone, including the thesis you chose. Ask them to tell you what they think the essay will be about. Were they right? If so, you chose the correct thesis statement to fit the essay!

A Wild Adventure

paragraph

Have you ever sat in an open-sided jeep, taking pictures of giraffes grazing on acacia trees? This experience and more come with a thrilling safari expedition across the Kenyan landscape. _____

sentence

Better than a zoo, a Kenyan safari allows you to see the African Big Five animals in their natural habitat from the safety of a safari vehicle with a knowledgeable guide. You could wonder at African elephants as they lope across the savanna or watch lions and leopards stealthily stalk and chase after their next meals. Farther down the trail, you might see a Cape buffalo bend its enormous head down to a river to take a big drink or a black rhino using its hooked lip to tear down some tasty leaves.

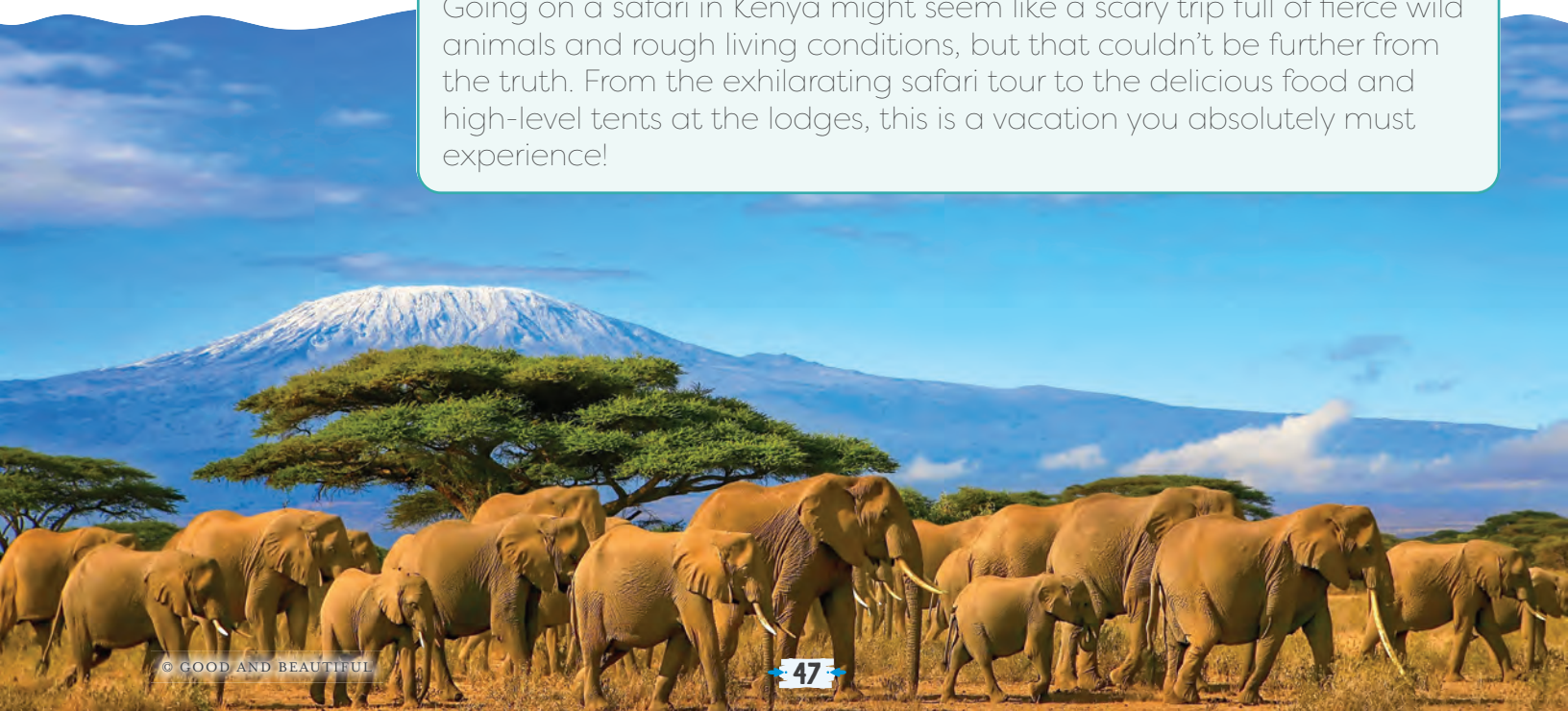
sentence

The food you'll get to taste on an African safari is something you've likely never had before. While out on the excursion, you'll probably snack on some delicious biltong, a dried meat similar to jerky. Back at the lodge, be prepared for a barbecue dinner of some exotic meats, such as ostrich or crocodile!

sentence

Speaking of the lodge, you will likely end up sleeping in a tent—but not the kind you take camping with your family! These luxury tents have comfortable beds, private bathrooms, hot water, and electricity. Plus, the chance to spot a lion or rhino from the comfort of your tent can't be beat.

Going on a safari in Kenya might seem like a scary trip full of fierce wild animals and rough living conditions, but that couldn't be further from the truth. From the exhilarating safari tour to the delicious food and high-level tents at the lodges, this is a vacation you absolutely must experience!



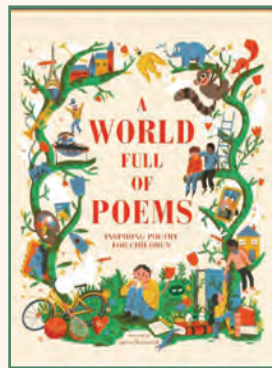
Read the information and poems and complete the activities on these pages.

A Message from Jenny Phillips

I've read many thousands of children's poems from many old books and new books, and I've made a discovery. Overall, children's poetry 100–125 years ago referred to God much more than children's poetry does today. As just one comparison, look at these two books, each containing over 150 poems. The first was published in 1904, and the other was published in 2020. Look how many times each one refers to God.



Refers to God 184 times



Refers to God 0 times

Of course, not every single children's poetry book published 100–125 years ago referred to God often (although the majority of them did), and some poetry books today do refer to God often. However, in my professional observation, it is very easy to see that children's poetry over the past 150 years has followed the same trend that children's fictional books have followed: God is referred to less and less. Does it matter? The Good and the Beautiful thinks so. When God is taken out of books and curriculums and learning, it's harder for us to see Him in all things. We also miss out on the joy, meaning, and depth that can come from literature that testifies of God. Stories and poems that reference God are a powerful way to help us remember His love and His majesty. That is why we publish poetry and children's books that speak often of God.

In this lesson you will study two poems that talk about seeing God through nature. Notice how the poems turn your thoughts to God and how they leave you feeling.

Read the following poem.

God Made the Mountain Very High

By Annette Wynne

God made the mountain very high
So we could climb up near the sky
And look and see what we thought tall
Were very small things after all.

Alliteration is when words near each other begin with the same letter or sound. The following are examples of alliteration:

faithful family

strive to study

give gratitude

perfect pearl

waiting wistfully

hearty harvest

Underline the examples of alliteration in the poem above.

Symbolism is when a symbol is used to represent something else. Mountains are often used to represent large trials and tribulations that people are going through.

In this poem did anyone actually physically climb mountains? No, but there is symbolism in how we walk through life thinking most of our problems are large and insurmountable, like mountains.

What is the author talking about when she says “what we thought tall were very small things after all”? She is saying that the daily trials we



face seem huge, like the way a towering pine tree would look from the ground. When we look at that tree from the top of a mountain, however, we gain the perspective that our problems might not be so big after all.

Read the following poem and look for more examples of symbolism.

The Secret

By Abbie Farwell Brown

I hear God's whisper in the wind,
And in the roaring sea;
And just as plainly in the grass
As in the tall pine tree.
He breathes a Secret in my ear;
Though I am very small,
He says, to Him I am as dear
As people wise and tall.

☐
☐
☐
☐
☐
☐
☐
☐

Label the rhyme scheme in "The Secret," beginning with the letter A. Remember that each line that rhymes with another will have a matching letter.

Next, look through the poem and underline or highlight each place the author says she hears God whisper (the first one is done for you).

With what you know now about symbolism, do you think God literally whispered to the author in this poem? Circle "yes" or "no."

yes | no

Circle what you think the SECRET in the fifth line is symbolizing.

- ☐ A How God's voice is often loud and strong
- ☐ B How a sheep can be gentle
- ☐ C How God's creations are quiet expressions of His love
- ☐ D How a tall tree can seem majestic



WORDS INSTEAD OF SAID

Sentences That Shine

When you write dialogue, at times choose descriptive and varied words to use instead of “said” when someone is talking. Be careful not to replace “said” too many times or use words that don’t fit well.

For each sentence cross out “said” and write a more interesting word choice above it. Use the word bank if needed.

stated agreed gushed asked replied cheered added yawned noted chimed in

1. “I’m excited for the party!” Alicia said.
2. Grandpa said, “Have you sent invitations?”
3. “We mailed them last week,” Dad said.
4. Mom said, “I hope everyone can come.”
5. Grandma said, “So do I!”
6. “Only three weeks to wait,” Alicia said.



USA STATES: SET 5*



VOCAB & READING SKILLS

by Edgar Guest

I did not argue with the man;
It seemed a waste of words.
He gave to chance the wondrous plan
That gave sweet song to birds.*

He gave to force the wisdom wise
That shaped the honeybee,
And made the useful butterflies
So beautiful to see.*

And as we walked 'neath splendid trees
Which cast a friendly shade,

He said: “Such miracles as these
By accident were made.”*

Too well I know what accident
And chance and force disclose
To think blind fury could invent
The beauty of a rose.*

I let him talk and answered not.
I merely thought it odd
That he could view a garden plot
And not believe in God.*



Spelling

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



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

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



Heads up!
Supplies are needed
for Lesson 93.



Grammar

Review

HELPING VERBS & VERB PHRASES Q P. 58

Circle the helping verbs and underline the verb phrases in the following paragraph.

Hint: Forms of TO BE, TO DO, and TO HAVE are helping verbs.

Elsie has been studying about the country of Northern Ireland. She is writing a paper and has learned that Ireland and Northern Ireland once formed one country. In 1921 the area was split into two countries, Northern Ireland and the Irish Free State. Ireland was made part of the United Kingdom in 1801. By 1949, Ireland had gained full independence from the United Kingdom, and Northern Ireland had remained a part of the United Kingdom.

ADJECTIVES & ADVERBS Q P. 34 & P. 35

Use the word bank to complete each sentence with an **adjective** to describe the noun and an **adverb** to describe the verb.

ruined | vast | ancient | glasslike
enormous | majestic

swiftly | regally | slowly | carefully
imposingly | rapidly

1. We _____ hiked through the _____ Mourne Mountains.
2. The _____ Dunluce Castle sits _____ atop the cliffs.
3. The boat motored _____ across the _____ Lough (Lake) Neagh.

UNIT 5 CONTRACTIONS

Write the contraction for each set of words.

you would

we have

who is

EDITING

Editing Marks:  

Use editing marks to edit the paragraph.

Cross out an incorrect word and write the correct word.

Hints

- Use homophones TO and TOO correctly. (I went TO the store. Jenny came with me TOO. There were TOO many cars.)
- Capitalize proper nouns.
- Use a comma before relative clauses starting with WHICH.
- Use commas between items in a series.

Once a small fishing village, belfast is now the bustling capital of Northern ireland. Belfast is known for its history tourist attractions, and culture. The famous ship RMS *Titanic* was built in Belfast, and many other ships were built there to. If you visit Belfast, be sure too stop in at the Linen hall Library which is over 200 years old. Afterward, treat yourself to an Ulster fry breakfast of bacon, eggs and soda bread!

8 Edits

Review

COMMAS WITH PREPOSITIONAL PHRASES

Q P.44



Underline the prepositional phrase in each sentence. Remember prepositional phrases end with a noun or pronoun. Add a comma after introductory prepositional phrases that are four words or more.

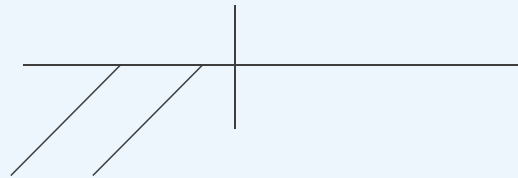
1. On the first day we toured the Titanic Belfast Museum.
2. Beside the building there was a hotel, a shop, and a restaurant.
3. Behind a glass wall the Titanic's old furniture was on display.
4. After the tour we watched a movie about how the Titanic sank.

SENTENCE DIAGRAMMING

Q PP. 14-17

Diagram the following sentences. Draw your own lines for the second sentence. Write AJ under adjectives and AV under adverbs.

The black puffins are diving.

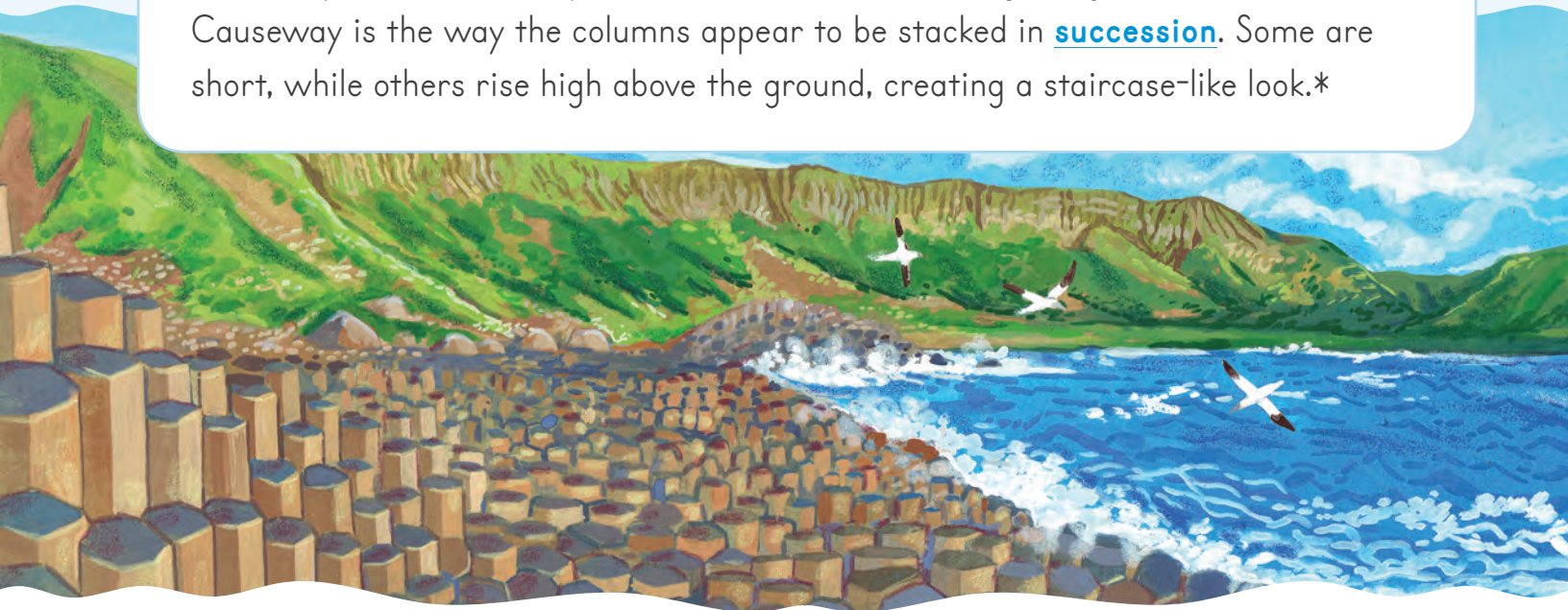


Clever otters were playing.



VOCAB & READING SKILLS

The Giant's Causeway is one of Ireland's natural wonders, situated on the northeastern coast of Northern Ireland.* This unique geological formation consists of tens of thousands of interlocking basalt columns, which look as if they were crafted by a giant **wielding** enormous tools.* In reality, the causeway was formed by volcanic activity. One of the most fascinating things about the Giant's Causeway is the way the columns appear to be stacked in **succession**. Some are short, while others rise high above the ground, creating a staircase-like look.*



LITERATURE

READING COMPREHENSION



Read Chapter 9 of *The Legend of Windhollow*.

Pretend you are Christopher writing in a journal. Write 2 or more sentences about something that happened during the tennis tournament.

You have learned that a concluding paragraph wraps up an essay and lets the reader know that your essay is complete. In the orange box below, review the four things that make a strong concluding paragraph. Then read the essay and use the checklist to write a strong concluding paragraph. The thesis is underlined.

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).

The Glens of Antrim

Emerald fields, peaceful pastures, and idyllic farms are typical sights in the Glens of Antrim. However, this stunning landscape offers more than just beautiful views. The Glens of Antrim are the perfect place for raising sheep.

The natural features of the glens provide everything needed for raising strong, healthy sheep. Long valleys full of lush green grass offer sheep ample room to graze and an abundant source of nutrients. Streams meander through the region, supplying fresh drinking water. Additionally, the cool climate supports sheep to grow thick, high-quality wool.

Due to their geographical features, the Glens of Antrim make it easier for farmers to raise sheep. Rolling hills surround the valleys, creating a natural boundary that keeps sheep from wandering off. They also offer a bit of protection from harsh weather conditions. From atop the hills, shepherds can spot wandering sheep and dangerous predators. This allows the farmers to protect their flocks better.

This image shows a full page of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The background is white, and the lines are light gray or blue.

VOCABULARY REVIEW

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

VOCAB WORD	DEFINITION
conduit	a path for transporting goods or information
converge	to meet or unite
fauna	the animal life in a specific place
flora	the plant life in a specific place
folly	a lack of good judgment, or a foolish act
forerunner	something that comes before something or someone else, or a sign or warning of something to come
forgo	to move forward steadily
interplay	the way two or more things interact with or influence one another
phenomenon	a fact or event that can be observed, especially one that is rare or remarkable
potent	very strong, powerful, or effective
singularity	something that is individual or distinctive
surreal	unrealistic like a dream

Draw the same shape that's around each vocabulary word around its matching antonym (opposite) below.

converge

forerunner

surreal

forgo

singularity

folly

sequel

realistic

similarity

wisdom

stop

separate



Circle the correct answer to each question.

- Which is an example of a **conduit**?
☐ A a downspout carrying rainwater
☐ B a brick wall
☐ C a sealed container
- What is considered **flora**?
☐ A mammals
☐ B sunflowers
☐ C snow
- A **potent** medicine would
☐ A have no effect.
☐ B heal ailments quickly.
☐ C heal ailments slowly.
- Which is a natural **phenomenon**?
☐ A taking a walk
☐ B watering plants
☐ C a thunderstorm
- What is considered **fauna**?
☐ A mushrooms
☐ B fish
☐ C honey
- Which shows **interplay** between the sun and plants?
☐ A the sun setting
☐ B rain falling on a plant
☐ C a plant growing toward sunlight



Spelling



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



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

- This is a project lesson. The recipe in this activity should not be completed without your permission and help.

PROJECT LESSON



BOOK DISCUSSION



Listen to the book discussion “*The Legend of Windhollow*: Chapters 1–9” on the Homeschool app. After listening to the discussion, complete the steps below.



IRISH SODA BREAD



The Legend of Windhollow takes place in Ireland. The country is well-known for its stews and soda bread. With the country’s cool and rainy weather, Irish soda bread is the perfect pairing for a hearty bowl of stew. Today, you will make your own Irish soda bread.

Do not use an oven or knife without your parent’s or teacher’s permission and supervision. Have your parent or teacher decide which parts of the instructions they will help you with (such as moving things in and out of the oven).



INGREDIENTS

Dry Ingredients

- 4 cups all-purpose flour
- 1 tsp salt
- 1 tsp baking soda
- 1 Tbsp sugar (optional)

Wet Ingredients

- 1 ¾ cups buttermilk
- 2 Tbsp melted butter
- 1 egg (optional)

Note: Adding sugar will sweeten the loaf slightly. Adding an egg will create a denser, richer loaf.



Baking Tips

Measuring flour

Before you spoon your flour into your measuring cup, fluff the flour in its container with a spoon. Then spoon the flour into the measuring cup without pushing it down or packing it in. Fill the cup past the rim. Take the flat side of a knife and, resting it on the cup’s rim, slide it across the top of the cup, pushing excess flour back into the flour’s container.

Melting butter

Use a microwave-safe bowl or measuring cup. Put the two tablespoons of sliced butter in the bowl or cup. In the microwave heat it up 10 seconds at a time, stirring in between, until the butter is melted.

INSTRUCTIONS

- 1° Preheat oven to 400 °F. Prep a skillet, cake pan, or other oven-safe dish that is at least 8 inches in diameter (or 8 inches long by 8 inches wide) by rubbing one end of a stick of butter all over the inside to grease. Let the buttermilk and egg come to room temperature.

- 2° In a large bowl, mix all the dry ingredients (including sugar if you are using it).

- 3° In a separate medium bowl, whisk together buttermilk and egg (if using) for about 30 seconds, and then add melted butter and mix for another 10 seconds.

- 4° Pour wet ingredients into the bowl of dry ingredients and mix with a spatula.



- 5° Once wet ingredients have been mixed in, use clean hands to gather the dough and create a round loaf shape.

Be gentle and careful not to overhandle it.

Note: If dough is too sticky to handle, add a teaspoon of flour at a time. If dough is too crumbly or flaky to become a round loaf, add a teaspoon of buttermilk at a time.



- 6° Place round loaf on prepared skillet or pan. Using a sharp knife, cut an X shape into the top of the dough, about ½ inch deep and 3–5 inches long. If desired, sprinkle with a little flour on top.



- 7° Put the pan with your loaf in the oven and bake for 40 minutes or until the bottom is starting to brown and the bread sounds hollow if you knock on the top.

- 8° Let the loaf cool for 15 minutes before slicing and enjoying.



Serving Ideas

Sweet Treat

Butter a slice and spread jam or honey on top for a sweet snack or breakfast.

Meal Side

Use as a side for a soup, stew, or other main dish.

Lunch

Use as the bread for an open sandwich and pile on your favorite sandwich ingredients.

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



Grammar



Review

COMPOUND SENTENCES Q P. 88

Complete the following for each compound sentence:

- 1) Underline the independent clauses.
- 3) Insert the missing comma.
- 2) Circle the coordinating conjunction.

1. Southern Ireland has rolling hills but it also has rocky cliffs.
2. Maria wanted to hike through a glacial valley so they traveled to Ireland.
3. County Clare has a unique limestone landscape for glaciers scraped away the soil.

COMMAS IN GEOGRAPHICAL LOCATIONS Q P. 42

Add commas (^) where necessary to the underlined geographical locations below.

Hint: Add a comma after the state or country if the location name is in the beginning or middle of a sentence.

1. The capital is Dublin Ireland.
2. You should visit Galway Ireland to see an art festival.
3. Dingle Ireland is a beautiful city.
4. I dream of touring Killarney Ireland when I am older.

SENTENCE DIAGRAMMING: STEP 7 Q P. 17

Diagram the sentence. Draw slanted lines as needed. Remember to write the letters AJ under adjectives and AV under adverbs.

Hint: A verb phrase may have more than one helping verb.

The white hare has been frolicking happily.

UNIT 5 CONTRACTIONS

Write the contraction for each set of words.

you would

we have

who is

1



2



"A Hill Near Esher, Surrey"
by Bartholomew Colles Watkins

"Shades of Evening"
by Mildred Anne Butler



EASY-PEASY PREWRITING



In this lesson you will complete a prewriting activity for a personal opinion paragraph that you will write in the next lesson. Your assignment has to do with paintings from the two Irish artists you just learned about.

Step-by-Step Instructions

- 1 Choose which painting you like best on the previous page: painting #1 or painting #2.
- 2 For the painting you chose, check TWO reasons why you like that painting most or write your own reasons. You will need two total reasons to explain why you chose the painting you did. You will use those reasons to write your paragraph in the next lesson, so save this page.

Painting #1 - "A Hill Near Esher, Surrey" by Bartholomew Colles Watkins

- ☐ It has people in it. (adds interest, makes trees seem tall, adds feeling)
- ☐ It has more light. (gives a feeling of warmth and hope)
- ☐ It is more detailed. (makes it more realistic, gives more to explore)
- ☐ The colors are brighter. (greens and yellows feel happier than brown, black, and gray)

Your own reasons (in place of those above if desired)

Painting #2 - "Shades of Evening" by Mildred Anne Butler

- ☐ It has many birds. (adds interest, pulls me into nature)
- ☐ It has a softer feel. (more muted colors and less detail make it feel calm and soft)
- ☐ I like the chimney smoke. (it gives a hint of people cozy inside)
- ☐ I like the bare tree. (it shows the shape of the tree clearly against the sky)

Your own reasons (in place of those above if desired)





○ Read Chapter 15 of *The Legend of Windhollow*.

Write the numbers 1–6 in the boxes to place the events from the chapter in chronological order.

Mr. Gallagher jumps in the water.

Christopher slips on the slick concrete.

The pineapple cake is smashed.

Lucas snatches the metal detector.

Mr. Gallagher digs a hole.

Lucas is pulled to safety.



USA STATES: SET 5*



VOCAB & READING SKILLS

by Jenny Phillips

Leave all my cares behind
And travel to the countryside?
What an **alien** idea!*

I'm too caught up in daily **toil**.
I'm too caught up in worldly worry.
Surely the countryside will tell me,
"Stop! Don't be in such a hurry!"*

Certainly the **meandering** river
Will tell me it's a **flagrant** mistake
To go about burdened and busy
And never allow a needed break.*

Oh yes, the gentle fields
Will be my **advocate** true;
They'll lead me to lie down awhile
And stare into a sky of blue.*

So I'll let nature's call **prevail**;
I'll rest my weary mind;
I'll soak in all the beauty and
The peace that I can find.*



Spelling

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



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

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

Unit 5 GEOGRAPHY Flashcard Review

Using the word bank, write the name of each state on the lines.

Illinois | Indiana | Michigan | Ohio
Pennsylvania | Wisconsin | New York
West Virginia | North Carolina | Kentucky



A _____

B _____

C _____

D _____

E _____

F _____

G _____

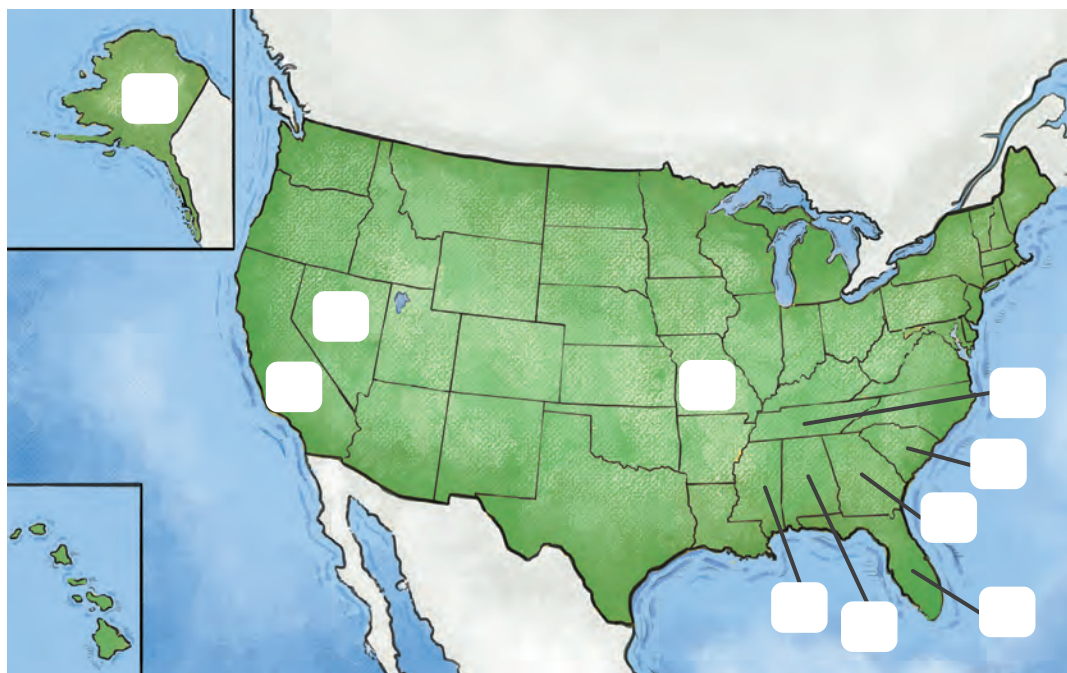
H _____

I _____

J _____

In the box in each state, write the letter that shows the state's name.

- K Alaska
- L Missouri
- M Mississippi
- N Alabama
- O Georgia
- P Florida
- Q Tennessee
- R South Carolina
- S California
- T Nevada



Grammar & Usage Assessment

- **Have your parent or teacher read this section:** This section reviews the major grammar and usage concepts taught in Unit 5 and identifies and gives practice for any concepts that need further review. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, help the child correct the mistakes. Then check the orange “Additional Practice” checkbox for that section. On another day the child should complete all the orange sections that are checked, if any. If the child still makes mistakes, be sure the child understands why. These concepts will continue to be reviewed in upcoming units.

SENTENCE DIAGRAMMING

Diagram the sentence.

Hint: If a pronoun is modifying the subject, it goes on a slanted line underneath the subject.

His flock was grazing.

☐ Additional Practice Q PP. 14–17

SENTENCE DIAGRAMMING

Diagram the sentence.

Hint: Write the entire verb phrase (main verb and helping verb or verbs) to the right of the long vertical line.

Her lamb is sleeping.

CONTRACTIONS

Write the set of words for each contraction.

we've

who's

you'd

☐ Additional Practice
CONTRACTIONS

Write the contraction for each set of words.

who is

you would

we have

COMPOUND SUBJECTS, VERBS & VERB PHRASES

Find the compound set that the coordinating conjunction “and” joins in each sentence below. Then draw a box around compound subjects, circle compound verbs, and underline compound verb phrases.

1. Books and journals are sold at the bookstore.
2. Lighthouses and churches are beautiful buildings.
3. The girl mixed and folded the pizza dough.
4. My grandparents built their home and planted their garden.
5. The artist has drawn a picture and will frame it.

Hint: A verb phrase is a main verb and helping verb or verbs.



☐ Additional Practice Q P. 48

COMPOUND SUBJECTS, VERBS & VERB PHRASES

Find the compound set that the coordinating conjunction “and” joins in each sentence below. Then draw a box around compound subjects, circle compound verbs, and underline compound verb phrases.

1. The architect planned and sketched a blueprint.
2. Winds and storms are common in Ireland.
3. Holly can purchase a sewing kit and will learn to sew.
4. A bear scratched and rubbed his back.
5. The tennis players have greeted each other and will start the match.

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

Grammar

Optional
App
Video

New
Concept

AVOIDING DOUBLE NEGATIVES

Negative words are words used to change the meaning of a sentence to its opposite. Consider the difference between "I feel sad," versus "I do not feel sad." Adding "not" gives the second sentence the opposite meaning from the first sentence. In the English language, we only use one negative word at a time in a sentence. Using two negatives is called a "double negative." What is the problem with that? The second negative cancels out the first one! The sentence "She never found nothing" is actually saying she did find something, which is probably not what the writer intended to say.

Incorrect: I could ~~not~~ **hardly** see the mountains.

Correct: I could **hardly** see the mountains.

Correct: I could ~~not~~ see the mountains.

Here are some examples of other words that are already negative: **no, never, not, nowhere, scarcely, couldn't, shouldn't, neither, and barely.**

Place a check mark next to the sentences that are correct. Place an X next to the sentences that are incorrect and choose a negative to cross out, leaving only one in the sentence. The first one has been done for you.

☒ I can ~~not~~ **hardly** wait for our trip.

☐ I do not have no money.

☐ We barely made it to the top.

☐ The dog could hardly wag its tail.

☐ Lynn could not see her book nowhere.

☐ The meeting had not barely finished.

Reading & Writing

LITERATURE



- ☐ Read Chapter 4 of *Ice Storm*.

READING COMPREHENSION

Using subject-verb agreement, summarize Esme's parents' attitude about lending out their generator or why they are sharing it with others.

Hint: When a sentence includes two or more subjects connected by "and," use a plural verb.

Papa and Maman

You have been studying poetry and poetry writing throughout this course. Now, you get to write your own four-line poem! In this lesson you will simply prepare to write the poem.

Prewriting

Prewriting is the first stage of the writing process. During prewriting you explore ideas for what you will write. When you wrote your hymn back in Unit 1, you learned about some different methods of prewriting: **brainstorming**, **discussion**, and **clustering and mapping**.

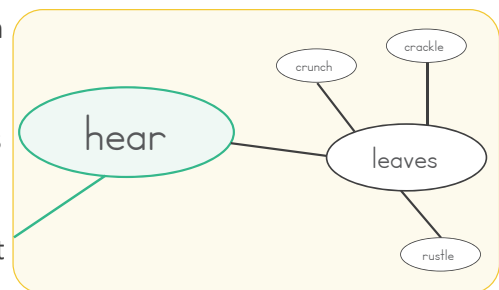
If someone said to you, “Write a poem about spring,” it might feel overwhelming. How would you know what to include? The topic of “spring” can be too general, so let’s narrow it down.

- 1° On the lines below, write a list of the things you think about when you hear “spring.” This should be a list of bigger ideas that would make good poem topics, such as birds and blossoms. We will get into specifics later in the prewriting process. Here are some other topic ideas: flowers, trees, warm weather, storms, insects, allergies, baby animals. Once you have your list, write two of the topic ideas that you’d like to work on further in the green Topic #1 and Topic #2 boxes on the next page.

Clustering and Mapping

The purpose of a **cluster map** is to organize your thoughts and ideas in a visual way. Your poem will be about one of the topics you chose above, so your cluster map will contain your observations, impressions, and feelings about those things. Follow these steps to add to the cluster maps that were started for you on the next page.

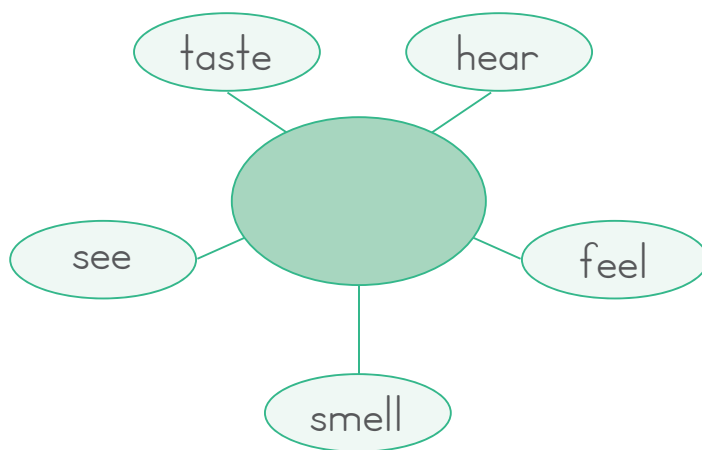
- 2° For the first topic idea, think about how you experience it with **your senses**. Can you hear it? If so, draw a line from the bubble that says “hear” and draw another bubble at the end of the line. Write your idea in the bubble. From there, draw more lines with bubbles and write some specific words that describe what you can hear. Using “leaves in the fall” as an example, you can hear them crunch, crackle, and rustle. Those are also words that might make good rhymes in a poem about fall! To the right is what a sample cluster map would look like so far.



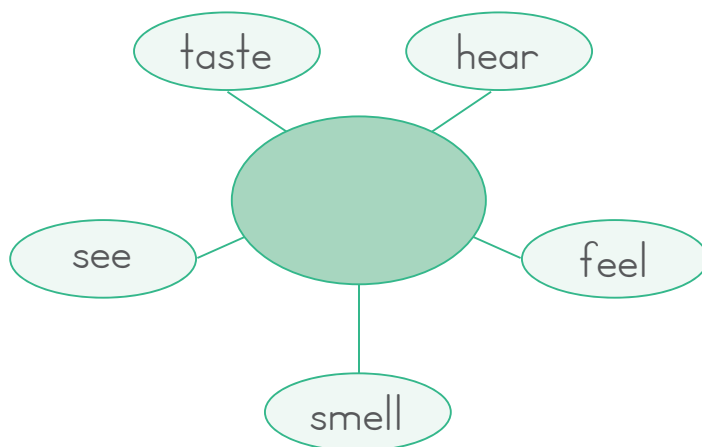
- 3° Repeat Step 2 with your first topic for the other senses. Not all the senses will apply to each topic idea—you shouldn’t be tasting the backyard birds you see in spring—but fill in as many as you can.
- 4° Repeat Steps 2 and 3 with your second topic. Add as many bubbles as you like for each one. Don’t think too much; just keep writing. The more you fill in your map, the more material you will have for your poem.



Topic #1



Topic #2



Preparing to Write a Poem

In the last lesson, you created a cluster map with ideas of what you could write about in your poem about spring. The next steps in the prewriting process are **brainstorming** and **freewriting**.

Choose Your Topic

Take out page 215 and look at the cluster maps. Think about which of the two big ideas would be a better choice for your poem. It may be that you had an easier time filling in bubbles for one of them, you may have felt more excited about one than the other, or you may have already started thinking of descriptive words you can use in a poem for one of the ideas.

- 1° In the box write the topic you will use for your poem.

Brainstorming

Here you will expand on the things you wrote on your cluster map.

- 2° On the back of your cluster map, write one of the ideas you chose about your topic in the top of one of the purple boxes. For example, I wrote the idea “leaves” next to my hearing bubble. I’m going to choose that idea first. Then list as many descriptive adjectives, vivid verbs, and comparisons (what it reminds you of) as you can think of to go with it. To the right is an example using the leaves in fall. Repeat this step for other ideas from your cluster map.

Leaves

Adjectives: rust brown, deep orange, ruby red, crunchy, soft, vibrant, fiery, papery, crisp
Verbs: flutter, float, fall, descend, crackle, crunch, rustle, pile up, blanket, spread
Comparisons: a blanket, a carpet, flames, butterflies, parchment



Freewriting

During this step, you will start to put the words from your brainstorming list together into phrases or sentences. Don’t worry yet if they don’t rhyme or have a certain number of syllables. This is just to give you some ideas for the poem.

- 3° In the yellow freewriting box, write some phrases or sentences using the adjectives, verbs, and comparisons you wrote down in the purple brainstorming boxes. This would be a good time to think of some rhyming words to use in your poem. It’s OK if your phrases sound silly or ridiculous; just keep writing! Here is what this could look like, but you can organize it in any way you like. Use another sheet of paper if you run out of room. Remember to save this page to use in the next lesson.

-crisp leaves flutter to the ground (found, sound, mound, brown)
 -the leaves, ruby red and rust brown, rustle underfoot (soot, put)
 -like a blanket, the leaves protect (checked, decked, flecked, trekked)
 -like fiery dying butterflies, leaves descend (bend, blend, end, friend)

LITERATURE



Read Chapter 9 of *Ice Storm*.

READING COMPREHENSION

Using sensory language helps bring a story to life. Circle all the things Esme heard in this chapter.

- | | | | | |
|---|--|---------------------------------------|---|-------------------------------------|
| ☐ A crying | ☐ B jet engines | ☐ C Uncle Hugo | ☐ D sheep | ☐ E laughter |
| ☐ F garage doors | ☐ G shouting | ☐ H sirens | ☐ I cows' ruckus | ☐ J thunder |



VOCAB & READING SKILLS

Not all white bears in Canada are polar bears. The spirit bear—also called a Kermode bear—is a rare, white-furred subspecies of the American black bear. It is found mainly in the coastal rainforests of British Columbia, Canada, especially on islands like Princess Royal Island.* Are these bears albino? No. Their pale color is caused by a unique gene that both parents must carry. Interestingly, most spirit bears are born from two black-furred bears.* The spirit bear holds deep cultural and spiritual significance for Canada's Indigenous peoples.* Today, spirit bears are extremely rare. In fact, it's estimated that only a few hundred exist. Because they are so special, it is important to protect them and conserve their forest habitats.*

EASY-PEASY PREWRITING



Informative Essay

In this course you have learned how to write every part of a strong essay. Now, you are ready to write your own essay! Over the next several lessons, you will write an informative essay about polar bears in Canada. Informative essays give true information about a subject. In preparation for writing your essay, you will research how polar bears are able to live in the cold Arctic region of Canada today.

Read the outline for your essay and complete the instructions on the next page.

I. Opening Paragraph

II. Body Paragraph #1

How polar bears stay warm

III. Body Paragraph #2

How polar bears travel on ice

IV. Concluding Paragraph

Step-by-Step Instructions

- 1 The first body paragraph will be about how polar bears stay warm in the arctic climate of northern Canada. The second paragraph will be about how polar bears can travel on ice.
- 2 Read the articles on this page. On the front of the Bare-Facts Notes page to the right, take bare-facts notes **ONLY ABOUT HOW POLAR BEARS STAY WARM IN THE ARCTIC REGION OF CANADA**.
- 3 On the back of the Bare-Facts Notes page, take bare-facts notes **ONLY ABOUT HOW POLAR BEARS CAN TRAVEL ON ICE**. Then you will use your notes in the next several lessons.

Remember

Form the notes in your own words, writing just the bare facts. Start each fact on a new line and write each fact only once. It's okay not to use full sentences. Your bare facts should not have descriptive language and not use the same wording as the articles.



Article 1

Across the icy far northern region of Canada, a huge polar bear lumbers across an ice field. It's most likely hunting for its favorite food—a seal. Using its huge paws and long legs, the polar bear spreads its weight out on the ice and does not fall through. This fierce, pure-white predator blends in with the snow, allowing it to sneak up on its prey. Its fur is not actually white, however. Polar bears' fur reflects light, which makes them look white. Underneath the skin is the thick layer of fat, called blubber, that acts as insulation. Covering the blubber is black skin that effectively absorbs heat from the sun, and on top of the skin are two layers of clear, hollow fur that help keep wind and water out. Almost everything about this bear is built to keep it warm!

Article 2

From its tiny ears to its massive paws, the physical features of the polar bear are impressive. Small ears and tail let out less heat, helping the bear stay warm. A polar bear's nose can smell seals from far away, even through snow and ice! Sharp front teeth are made to grab and eat the seal blubber that keeps them warm in the arctic climate of Canada. The long, strong legs of a polar bear help it balance on the ice and swim in icy, cold waters. The polar bear is truly made to thrive in its environment!



Article 3

If you could study just one body part of polar bears, it should probably be their fascinating, dinner-plate-sized paws. Black pads on the bottoms of their paws are covered in bumps, called papillae, which grip the ice and keep the bears from slipping. Their five toes end in sharp claws that also help them hold on to the ice. Between the pads, fur grows in tufts, which keep the polar bears warmer and protect their feet from the frigid ice as they walk. Their feet also aid in swimming, with the webbed front paws acting as paddles and the rear legs used for steering.

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

Gratitude Journal

spelling, writing & grammar warm-up

Today you are going to practice including adjectives and adverbs in your sentences.



Think of a time when someone helped you. Describe how it made you feel in 2 sentences. Use an adjective and adverb in your response.



- ☐ used proper spacing between letters and words ☐ included an adjective and an adverb
☐ ended each sentence with proper ending punctuation (. ! ?)

Grammar

Review

CAPITALIZATION: TITLES

Q P. 39

Below the incomplete title in teal are phrases to complete the title of the book on the right. Place a check mark next to the phrases that correctly use capitalization for placement in the title. Place an X next to the phrases that are incorrectly capitalized for use in the title.

The _____ Moose

___ man And the

___ Story Of A

___ Friendly

___ Tale of One

___ message to A

___ laughing

___ Adventures of Lucy the

___ Best Place for a



EDITING

Editing Marks: ^ v e

Use editing marks to edit the paragraph.

Cross out an incorrect word and write the correct word.

Hints

- Use homophones THEIRS and THERE'S correctly. (THERE's the door. The choice is THEIRS.)
- Add apostrophes to possessive nouns.
- Cross out misplaced apostrophes in plural nouns with this delete mark: e
- Use a comma before and after the relative clauses starting with WHICH.



Theirs a relatively small population of Canada lynx roaming North American boreal forests. These endangered cat's which are smaller than cougars have unique ears. There's are triangular with long black tufted tips. Super hearing and strong vision allow lynx to be ferocious night hunter's. The cats patience is tested as it lies in wait for prey before pouncing!

7 Edits

Grammar

Review

COMMAS IN DATES & ADDRESSES

Q P. 43 & P. 42

Add commas to the following dates and addresses where needed. Cross out commas that are not placed correctly.

1. Meet us at 30 Victoria Street Boone Ohio.
2. His birthday is February, 21.
3. The last time I visited was April, 2013.
4. The project is due Friday June 3.

5. Anna Gardner
22 Hunt Road
Tempe Arizona 85281

Dr. Hope Adams
6200 University, Blvd.
Tempe AZ 85280

SENTENCE DIAGRAMMING

Q PP. 14-17

Diagram the following sentence.

The elk startles easily, and it runs swiftly.

UNIT 6 CONTRACTIONS

Write the set of words for each contraction.

you're

they're

we'll



Reading & Writing



EXCELLENT EDITING

Editing Marks Q PP. 4-5

You are now ready to edit your essay!

Step-by-Step Instructions

- 1° Take out your essay and place it beside your course book.
- 2° Complete each of the checklist items, putting a check by each item when it is completed.
 - ☐ Make sure that every sentence starts with a capital letter and ends with appropriate end punctuation (a period, question mark, or exclamation point).
 - ☐ Did you use at least two transition words or phrases between the two body paragraphs, such as **FIRST**, **NEXT**, **ALSO**, **IN ADDITION**, **THUS**, **ONE REASON**, **ANOTHER**? If not, add in more transitions, as shown in the example below.
 - ☐ Check for correct spelling.
 - ☐ Did you vary the beginnings of your sentences? For example, instead of starting several sentences in a row with The bull moose, you could write Shedding its antlers, the bull moose or In the spring the moose.
- 3° Read the essay to your parent or teacher and congratulate yourself on writing and editing a full-length essay. With every essay you write, writing will become easier!

First,

Then, in the spring,

Bull moose shed their antlers. Bull moose regrow them
in spring.

LITERATURE



○ Read Chapter 14 of *Ice Storm*.

ART

READING COMPREHENSION

Joseph Church had high hopes for his son to be a doctor or a successful businessman. So it was with lingering concern that he asked an acquaintance to persuade a famous artist, Thomas Cole, to take his son Frederic on as a pupil. It would not be long, however, before Frederic proved his father's efforts worthwhile.

Cole greatly admired Frederic's drawing abilities. Frederic put his drawing to good use in his paintings, creating scenes full of nuance and the tiniest elements. Notice how detailed his paintings are. They're crisp, focused, and full of color. Church took seriously the task of depicting the grandeur of God's creations in skillful and thoughtful ways.

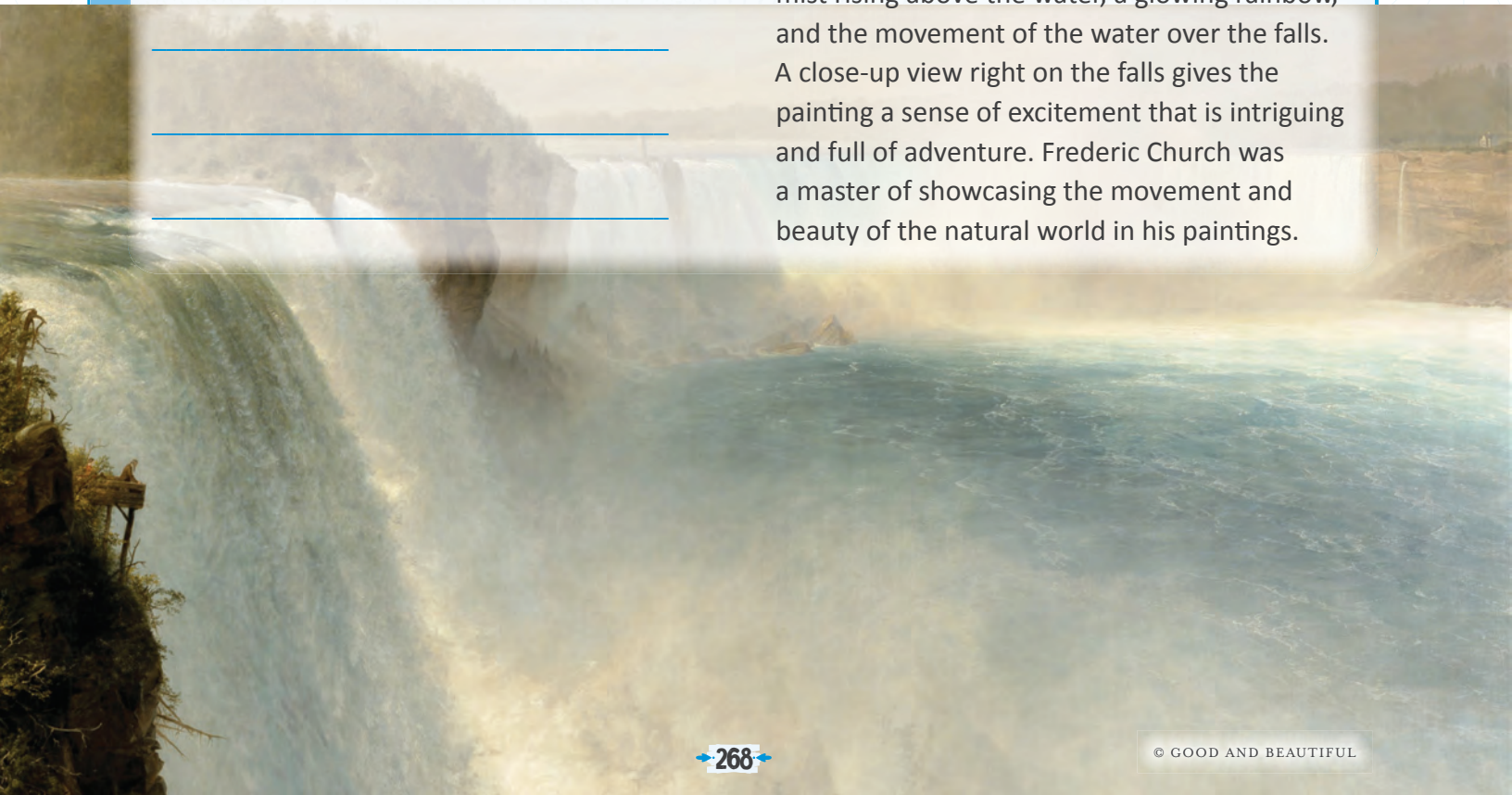
List four details, such as tree stumps or shadows, Church depicted in the painting below that make the painting come to life.

At the age of 23, Frederic Edwin Church became the youngest person admitted into the National Academy of Design. After school a desire to find new artistic inspiration led him to travel to Canada, South America, Jamaica, Switzerland, Italy, and the Middle East. His travels helped him to develop a love of nature that eventually led him to become an advocate for the creation of public parks, including one along the borders of Niagara Falls.

Which of the following did Frederic Edwin Church NOT do?

- ☐ A travel to many countries for inspiration
- ☐ B own a public park along the borders of Niagara Falls

During his life Church created a large 101-cm by 230-cm (40-in by 90.5-in) painting of Niagara Falls so grand and awe-inspiring that it is considered the greatest painting of Niagara Falls to this day. The painting captures the mist rising above the water, a glowing rainbow, and the movement of the water over the falls. A close-up view right on the falls gives the painting a sense of excitement that is intriguing and full of adventure. Frederic Church was a master of showcasing the movement and beauty of the natural world in his paintings.



Circle the correct answer. Church's *Niagara* painting shows a **close-up** | **distant** view of the falls.



VOCAB & READING SKILLS

Well, we've come to the end of the vocab and reading passages for this course! Through these passages, among many other things, we've explored **grandiose** mountains in South America, felt the **serenity** of the Black Forest in Germany, and experienced **sublime** poetry about the poppy fields in California.* Did you also know that you have learned over 190 words in this course? Small, consistent steps in learning can really add up over time. As you continue your learning journey, remember that the most **vital** thing you will learn is how to use your knowledge and skills to follow Jesus Christ and His teachings.* All the wisdom and success of the world are not comparable to the blessings, peace, and joy we can attain as we follow Him. He said, "If any man serve me, let him follow me."*



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.