

LANGUAGE ARTS & LITERATURE

LEVEL 6

ANSWER KEY

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

The Good and the Beautiful
CURRICULUM

LESSON 1

About This Course

App Video

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 since many sections in this course have components on the app.

To get a login, ask your parent to go to courses.goodandbeautiful.com, create a parent account, set up a student profile and teacher PIN, and select your course by choosing Language Arts Level 6.

Once you are logged on to the app, watch the About This Course video with your parent or teacher.

SECTION 1 Warm-Up

Homophones & Commonly Confused Words

P. 27

board: He bought two boards from the lumber store.
bored: She became bored on the long airplane trip.

Fill in each blank with the correct word: **BOARD** or **BORED**.

We repaired the fence using a _____board_____.

When I feel _____bored_____, I take a walk.

Fred brought a book so he wouldn't get _____bored_____.

Memorization

The correlated book for this unit, *Eighty Pesos*, teaches about being kind to our enemies. To help apply this message in your own life, you will practice memorizing a Bible verse.

Copy the verse in your best print or cursive handwriting. Then, to help you memorize the order of the phrases, read aloud the colored words six times.

But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you. ~ Matthew 5:44

But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you. ~ Matthew 5:44

The child should have copied the Bible verse above in their best print or cursive handwriting.



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SECTION 2 Grammar, Usage & Punctuation

Subjects, Verbs & Articles

Optional App Video

New Concept

Subjects, verbs, and articles are all parts of speech you will work with in upcoming lessons. Read the information in this section.

A ***subject*** is who or what is doing or being in a sentence.
The subject in each of the following sentences is underlined.

New Jersey was the third state to join the United States.

Vast forests cover around 40% of New Jersey.

Thomas Edison had a lab in New Jersey.

To find the subject, you can ask "what" or "who." For example,

New Jersey was the third state to join the United States.
What was the third state to join the United States? [New Jersey]

Vast forests cover around 40% of New Jersey.
What covers around 40% of New Jersey? [forests]

Thomas Edison had a lab in New Jersey.
Who had a lab in New Jersey? [Thomas Edison]

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). Being verbs are underlined: Ed is quiet, and I am silent, but the twins are loud.

Action verbs are underlined: Most days I laugh, share, play, bake, draw, work, read, ponder, pray, and study.

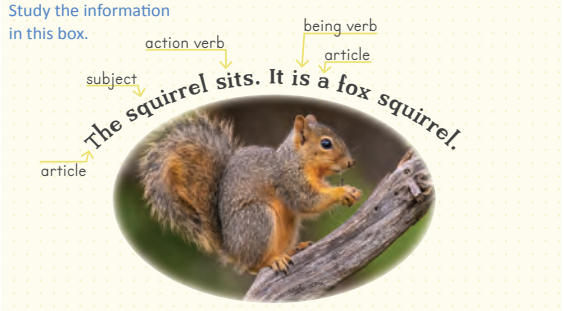
There are three ***articles***:

the a an

Use "a" before words that start with a consonant sound. Use "an" before words that start with a vowel sound.

a fox the ox an owl an hour — H is a silent consonant here, so the word starts with a vowel sound.

Study the information in this box.



For each sentence, circle the subject, underline any action verbs, double underline any being verbs, and put a box around each article.

1. Gabby is a very tenderhearted person.
2. An owl landed on our roof last night.
3. Yesterday I planted a tree and weeded the garden.
4. Yes, Ryan was late for an appointment.
5. A breeze blew through my hair.

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The Valdés Peninsula is protected as a wildlife reserve, and many other parts of Patagonia are protected in national parks. The national park system in Argentina provides education to visitors, helping them learn how to properly care for the life and beauty that God has placed in Patagonia. Each of us can learn to be responsible caretakers for the natural world by learning about and being grateful for all God has given us.

Paragraph 5


Andes Mountains


Patagonian Tablelands


Guanaco


Valdés Peninsula


Tierra del Fuego


Merino Sheep

Here are tips for the questions you will answer:

Purpose of the Paragraph
A paragraph can be designed to inspire, encourage, or simply inform. Is the paragraph an argument about the benefits of something? If so, it might be trying to persuade. Is the paragraph simply giving facts? Then its purpose is to inform.

Synonym
A synonym is a word that means the same thing as another word. For example, the words "huge" and "giant" are synonyms.

To answer this type of question, first consider the word in the question. What does it mean? Then read through the answer choices to find a word that means the same thing.

Circle the letter next to each correct answer.

The purpose of Paragraph 2 is to

A persuade the reader to visit Patagonia on vacation.
B ask readers to study wildlife in the area.
(C) inform the reader about how the landforms in Patagonia influence the climate.

Use the context of the first sentence in Paragraph 3 to determine the meaning of the word "herbivorous."

A burrowing (B) plant-eating C ocean

Read this sentence: "These plants are designed to thrive in Patagonia, which has salty soil, little water, and cold wind." What is a synonym for the word "thrive"?

A struggle
(B) succeed
C spread

The purpose of Paragraph 5 is to

A convince the reader that Patagonia is worth visiting.
B invite readers to learn more about national parks.
(C) inform the reader about the ways people care for nature in Patagonia.

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SECTION 4 Writing

Vivid Verbs

The child should have written a less vivid, more boring verb in each box to replace the underlined vivid verbs. Examples are shown.

Antonio scurried out of the coal bunker. ran (example)

The ship drifted away from the dock. moved (example)

Write a sentence that uses a weak verb and no describing words. Then rewrite the sentence, replacing the weak verb with a vivid verb and adding details and one or more descriptive words (such as "soft," etc.).

The child should have written a sentence that uses a weak verb and no describing words. Then they should have rewritten the sentence, replacing the weak verb with a vivid verb and adding details along with one or more descriptive words. For example,

The cat slept.

The calico cat snoozed peacefully in the warm sun.

SECTION 5 Literature & Reading



☐ Read Chapter 1 of *Eighty Pesos*. Then circle the letter next to the correct answers below.

What two things does Antonio show in this chapter?

(A) excitement (B) confusion C laziness

VOCAB & READING SKILLS

While some people speak indigenous languages in Argentina, Spanish is the country's **preeminent** language.* After Spanish, the second most **omnipresent** language in Argentina is English, likely because it is **obligatory** that a foreign language be taught in all primary and secondary schools, with English being the foremost choice.* Because learning a second language is compulsory in their schools, a considerable number of Argentines are **bilingual**.* In addition, Italian is spoken more in Argentina than in some other countries due to the **influx** of Italian immigrants in **bygone** eras. These immigrants brought their Italian speech patterns when they came, which influenced the **cadence** of Argentine Spanish, giving it a more melodic sound.*

SECTION 6 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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SECTION 3 Literature & Reading

Vocabulary Review

PP. 128–137

steppe	cadence	coincide	muse
fissure	derive	innate	hierarchy

Write the correct vocabulary word on each blank line.

1. As vice president, he is second in the _____hierarchy_____.
2. We planned our vacation to the _____steppe_____ to _____coincide_____ with my birthday.
3. What lesson did you _____derive_____ from the story?
4. The _____cadence_____ of the music is speeding up.
5. Jumping is a/an _____innate_____ ability for the horse, and he easily leaped over the _____fissure_____.
6. Nature is the _____muse_____ that inspires my art.

Draw a line from each vocabulary word to its definition.

inherent	fabric or cloth
textile	to provoke feelings of hostility or anger
antagonize	being a part of the nature or makeup of something or someone

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☐ Read Chapter 12 of *Eighty Pesos*.



Every text conveys a ***tone***, which is the author's attitude toward the subject. Here are some examples of tone:

- formal or informal
- intense or relaxed
- humorous or solemn
- negative or positive
- lighthearted or serious
- loving or hateful

Which word best describes Juan Pablo's tone in these sentences?

"When Magellan came through this region, he believed that the natives were giants, so he used the word *patagon* to describe them. It means 'giant-footed.' The term stuck even though the rumored giants turned out to be a myth."

(A) thoughtful (B) intense (C) sad

The author uses descriptive writing to show the scene:

Antonio was awed by the perfectly symmetrical cone rising high into the sky, capped with a blanket of white snow at the top.

What is she describing?

(A) a tower (B) a volcano (C) a tree

What tone does the author use in these well-crafted sentences?

Accustomed to the bustle of the city and the constant noise of the ocean, he found the silence of the field eerie. The wind whistled through the trees behind him, branches creaking and birds chirping as they settled down for the night. He jumped at each little noise, wondering what was out there in the darkness.

(A) tense (B) lighthearted (C) hateful

SECTION 4 Writing

Onomatopoeia

ACHOO! WHIZZ! HOOT! BUZZ! KERPLOP! An onomatopoeia is a word that describes a sound while mimicking the sound itself. These words are like adding sound effects to one's writing because they help the reader hear what is happening. Examples of onomatopoeias are underlined in these example sentences:

Crash! The pan fell to the floor. | Shhh! Please sit quietly.

The chimes tinkled in the wind. | The door creaked open.

Onomatopoeias help intensify the reader's sensory experience.

Write two complete sentences below. Each sentence must include at least one onomatopoeia. Some example onomatopoeias are listed.

EXAMPLES

mooed, fizzed, gulped, crunched, clattered, bam, pow, boing, boom, buzz, chirp, ding

The child should have written two complete sentences, each incorporating at least one onomatopoeia. For example,

Thunder cracked and boomed during the storm.

Whoosh! The wind tugged at the leaves.

SECTION 5 Flashcards

Continents & Oceans | Grammar Set 1

VOCAB & READING SKILLS

Guanacos are swift, agile runners and excellent swimmers that are able to navigate the rugged, extreme, wind-buffeted conditions of Patagonia.* With long necks and big pointed ears, they are very similar to llamas. However, guanacos are taller and have finer, less **coarse** fur.* In fact, because of its softness, warmth, and rarity, guanaco fur is an expensive luxury material, similar to cashmere.* This prized fur is now strictly regulated to ensure **sustainable** and **ethical** practices.* Fortunately, the government has instituted quotas and requires permits for commercial use of guanacos. Also, the harvesting of guanaco fur must be compliant with certain government standards.*



SECTION 6 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 14

SECTION 1 Warm-Up

> But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you.
>
> ~ Matthew 5:44

Memorization

Twice, read aloud the Bible verse above. Then say it three times without looking.

Subjects, Verbs & Articles

P. 34 & P. 36

For each sentence, circle the subject, underline any action verbs, double underline any being verbs, and put a box around each article.



1. The lagoon is a glorious turquoise lake in the mountains.
2. Strawberries grow in the soil in Tierra del Fuego.
3. A seal rests on the rocks of Isla de los Lobos.

Homophones & Commonly Confused Words

P. 28

Fill in each blank with the correct word: **FARTHER** or **FURTHER**.

1. I didn't make any ___further___ repairs on the farm.
2. I moved the pigs ___farther___ away from the barn.

Semicolons

P. 87

Delete

Use the delete editing mark to delete any coordinating conjunctions (FANBOYS) that should not be in the paragraph.

Ushuaia is the closest city to Antarctica; ~~for~~ it lies at the southernmost tip of Argentina. On summer days, the sun stays up for sixteen hours; ~~and~~ it's the sunniest time of the year. Cold ocean currents keep the temperature down and make Ushuaia a great place to visit.



For the sentence below, the child should have added a semicolon and then one of the independent clauses given in the box. The first word of the second clause should not be capitalized since it is not a proper noun or the word "I." An example is shown.

Tierra del Fuego is a wonderful place for a nature hike; its forests are lovely in autumn.

it has peaks covered with glaciers | its forests are lovely in autumn

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SECTION 2 Writing

In this course you will complete several writing projects that you will create in steps over multiple lessons. Taking each part of the writing projects step-by-step will make essay writing feel like a breeze. You will type the assignments in the Homeschool app. Your work will be saved, and when all parts of the assignment are complete, you will have the chance to print it out or save it to your computer.

In this lesson you will write the opening paragraph for an opinion essay, as outlined in the chart below.

Essay Title	Patagonia: Worth the Effort
Thesis Statement	Patagonia is not easy to get to, but it is worth the effort to visit the region.
Essay Outline	I. Opening Paragraph II. Patagonia is not easy to get to. III. Going to Patagonia is worth the effort. IV. Concluding Paragraph

You need not review every section of this writing assignment as it is written. The course will direct you to review this entire writing project in Lesson 18 when it is complete. At that time, you will be given a review checklist for each section of the writing project. However, if you would like to review each section as it is written, you may do so by using the "Previous exercise" or "Next exercise" buttons to navigate to the writing section you want to review.

Step 2 Now write your opening paragraph (under the title and author name) in nonbold 12-point font. Your paragraph should be left aligned (not centered). Left aligned means each line begins at the same distance from the left-hand edge of the page or column.

Use one of these attention-grabbing openings. (As lessons progress, you will write more and more of your own words.)

- There is a reason Patagonia is nicknamed [insert one of these nicknames: "the end of the world" or "the last wilderness"].
- Patagonia is practically nestled at the edge of the world.

Step 3 Now transition to your thesis statement, using 1–2 sentences (in purple below). This is where you set the scene for your topic. Don't give information or evidence about the specific supporting points. For this assignment, the sentences are given to you: Located at the southern end of South America, this area of over a million square kilometers is rugged, remote, and spectacular.

Step 4 Finish your paragraph by adding the thesis statement: Patagonia is not easy to get to, but it is worth the effort to visit the region.

Step 5 Complete the checklist to the left of your paragraph, and then click COMPLETED. Your opening paragraph will be saved for the next lesson.

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LESSON 24

SECTION 1 Warm-Up

Prepositions, Prepositional Phrases & Commas

PP. 76–77 & P. 44

Complete the steps for the sentence in the green box:

1. Circle each of the prepositions in the sentence, and then write them in the white boxes below the sentence.
2. Underline the three prepositional phrases.

Tucked in her apron was a bit of bread, which she'd saved for the birds.

in	of	for

Insert commas where needed. Hint: Commas are needed at the end of introductory prepositional phrases of four words or more.

1. Inside the dim cave, a huge bear is hibernating.
2. On the library shelves, the books were placed haphazardly.



SECTION 2 Writing

When writing a summary of a poem, you can include the tone the author uses, or you can explain the mood the poem creates. You can also talk about any of the literary devices used, such as these:

- alliteration (two words close to each other with the same beginning sound, which creates a pleasant, agreeable feeling)
- sensory language (sound, taste, touch, smell, sight)
- well-chosen adjectives (familiar, soft, green)
- simile (using AS or LIKE to make a comparison)

Study the poem below and its summary to see how you can discuss tone or mood and literary devices in a summary. Notice how the summary does not include any personal opinions about the poem, which don't belong in a summary.

Pens Make Word Pictures

By Annette Wynne

Pens make word pictures in a row,
And in an envelope car they go;
They ride out quickly from my hand
And go across the sea and land,
To bring a wish where friends may be,
At work or play or taking tea.



Longer Summary

The poem "Pens Make Word Pictures" by Annette Wynne is about writing letters. Using a playful, fun tone, Wynne talks about how words make pictures that go in an envelope and travel across the world to wish our friends well. Wynne uses alliteration in the title of the poem, and she ends the poem with another use of alliteration: "taking tea."

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Read the poem below, and then write a longer summary of the poem in the green box. For this summary, include the tone or mood of the poem and discuss a literary device that is used. Your summary should be at least four sentences long. Make sure you include these items:

- ○ Title of the poem
- ○ Author's name
- ○ Main message of the poem
- ○ Tone of the poem
- ○ A literary device that is used (See the previous page.)

Friends

by Abbie Farwell Brown

How good to lie a little while
And look up through the tree!
The Sky is like a kind big smile
Bent sweetly over me.

The Sunshine flickers through the lace
Of leaves above my head,
And kisses me upon the face
Like Mother, before bed.

The Wind comes stealing o'er the grass
To whisper pretty things,
And though I cannot see him pass,
I feel his careful wings.

So many gentle Friends are near
Whom one can scarcely see,
A child should never feel a fear,
Wherever he may be.

The child should have written a summary of the above poem. The summary should be at least four sentences long and include the title of the poem, author's name, main message of the poem, tone of the poem, and a literary device that was used.

The child may have mentioned that the poem's tone is happy, cheerful, comforting, positive, etc., and that the main message was that the author loves and appreciates familiar things like the sky, sunshine, and wind. They may have noticed literary devices such as simile ("The Sky is like a kind big smile" or that Sunshine's kiss is like Mother's before bed), alliteration ("before bed," "scarcely see," "feel a fear"), sensory language (sunshine flickering through the lace of leaves), well-chosen adjectives (kind, pretty, careful, gentle), or personification (the human qualities given to Sky, Sunshine, and Wind).

SECTION 3 Geography

Read this section, and then answer the questions.

READING COMPREHENSION
ARIZONA'S NATIONAL PARKS



Can you imagine an ancient forest that has turned to sparkling stone? Not only is this forest a real place—it's located in the United States! This natural wonder is one of many found in Arizona's three national parks. They include the Petrified Forest National Park, Saguaro National Park, and Grand Canyon National Park.

Paragraph 1

As you hike through the Petrified Forest National Park, you'll pass colorful geologic formations. Each of the ***strata***, or rock layers, is made up of different rocks and sediments, giving each layer a unique color and texture. Though parts of the formations may erode over time, distinct layers are clearly visible across the landscape. Different strata also contain various animal fossils. By studying these fossils, geologists can learn about animals that once lived here.

Paragraph 2

One special part of the Petrified Forest National Park is the rainbow of colors that can be seen in the ***petrified wood***. These fossils formed when the original trees were changed into stones a long time ago. The minerals that replaced the wood create many vibrant hues, from deep reds and oranges to shimmering blues and purples. These petrified logs can be seen all along the hiking trails as you explore.

Paragraph 3

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What Can the Reader Infer from a Selection of Text

"Infer" means "to figure out." When you see a question that asks what the reader can infer, you can assume it won't be something that is stated in the text because it has to be "inferred" or "figured out." Instead, you will need to think about all the things you know and come to your own conclusion about what the text is describing. Look at every possible answer. You are looking for the sentence that tells something that could be "figured out" from the text, even though it is not directly stated.

Circle the letter next to each correct answer.

What can the reader infer about petroglyphs based on Paragraph 4?

(A) Humans were the ones who carved stories on rocks.
B Fossils are found all over the world.
C The early settlers of the area could read and write.

Choose the sentence that best supports the conclusion that saguaros are very resilient.

A Saguaro National Park is a haven for desert life.
(B) Saguaros can live for over a century!
C Both the Saguaro and Petrified Forest National Parks contain delicate ecosystems.

What can the reader infer about petrified wood based on Paragraph 3?

A Over 200 bird species like to roost in petrified wood.
B Drought is a main cause of petrified wood.
(C) Petrified wood is no longer alive and growing.

SECTION 4 Literature & Reading



☐ Read Chapter 4 of *The Journals of June Jefferson*.

Vocabulary Review

Q PP. 128–137

Draw a line from each vocabulary word to its definition.

lucrative	unstable, unpredictable
inherent	deadly, destructive
volatile	hidden reasons for doing something
relentless	continuing without stopping
lethal	part of something's nature
ulterior motives	producing a lot of money

defy	coincide	confiscate

Write the vocabulary word that is the antonym (opposite) of each word or set of words.

1. confiscate — deliver, release
2. defy — submit, cooperate
3. coincide — differ from, disagree with

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LESSON 25

Teacher Tip: Not all lessons will include a Vocab & Reading Skills section.

SECTION 1 Warm-Up

Coordinating Conjunctions & Compound Sentences

Q P. 50 & P. 88

For each sentence, underline the independent clauses, circle the coordinating conjunction, and insert the missing comma.

1. Prickly pears grow well in the Arizona desert (and) they provide food for many animals there.
2. They are edible (but) the spines should be removed first.
3. You can steam prickly pears (or) you can juice them.



Homophones & Commonly Confused Words

Q P. 29

Fill in each blank with the correct word: **IT'S** or **ITS**.

1. We removed _____its_____ spines.
2. _____It's_____ fun to make prickly pear syrup.

Editing

Use editing marks to edit the sentences.



- Capitalize
- Insert Period
- Close Up Extra Space(s)
- Insert Apostrophe *Use apostrophes with possessive nouns and contractions.*
- Insert Comma *Use a comma in a series of three or more words or phrases, after an introductory prepositional phrase of four or more words, and with a coordinating conjunction to connect two independent clauses.*

10 errors

On a Wild west tour you may come across a ghost town. That sounds spooky but its really just a town city, or settlement that was abandoned. Many of the deserted towns in arizona were once boomtowns Boomtowns were settlements quickly built near a newly discovered natural resource. When the areas resource ran out, the people moved on. Some of these ghost towns are now tourist destinations

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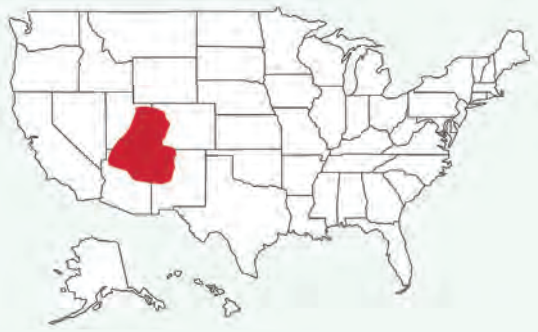
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mesas and buttes? Well, the tops of mesas and buttes have a hard rock cap that resists weathering, but the underlying softer rock does not. In arid areas, plants are scarce and leave rock exposed to weathering. The soft rock wears away, leaving just the rock below the hard rock cap. So a good recipe for a mesa or a butte includes arid land, a hard rock cap, and soft rock below the cap.

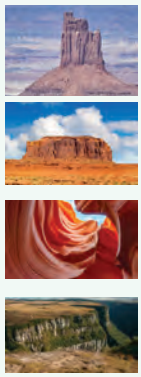
Additional Facts About the Colorado Plateau

- The Colorado Plateau is characterized by a cold desert ecosystem with some areas of forests.
- The Colorado River and its tributaries run through nearly the whole length of the Colorado Plateau.
- There are 10 national parks on the Colorado Plateau, including Arches, Canyonlands, Grand Canyon, and Mesa Verde.

On the map draw the Colorado Plateau area.



Draw a line from each formation to its name.



plateau

mesa

slot canyon

butte

What can you infer about the Colorado Plateau based on what you read about landforms?

A Slot canyons are the only interesting landform found on the Colorado Plateau.

B Volcanic eruptions formed the Colorado Plateau many years ago.

C The Colorado Plateau is home to many national parks because of the interesting landforms it holds.

Which option below describes a mesa?

A a small, flat-topped mountain that is wider than it is tall

B a large mountain with sloped sides and jagged peaks

C a tall mountain with steep sides and a domed top

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SECTION 3 Writing

Essay Writing

App

You will now write the first body paragraph for your comparative essay. The topic of the paragraph is shown in purple in the outline below.

Essay Title	The Pros and Cons of Owning a Dog
Thesis Statement	While there are many benefits to owning a dog, there are also some drawbacks to consider.
Essay Outline	I. Opening Paragraph **II. Benefits to Owning a Dog** III. Drawbacks to Owning a Dog IV. Concluding Paragraph

Open your lesson on the Homeschool app and follow the steps below to write your first body paragraph.

You need not review every section of this writing assignment as it is written. The course will direct you to review this entire writing project in Lesson 36 when it is complete. At that time, you will be given a review checklist for each section of the writing project. However, if you would like to review each section as it is written, you may do so by using the "Previous exercise" or "Next exercise" buttons to navigate to the writing section you want to review.

are very intelligent animals; thus, it is not surprising that they are easy to train. Imagine how rewarding it would feel to easily teach your rabbit to obey commands and perform tricks."

Step 3 Summarize the main message of your paragraph in one well-crafted sentence.

Step 4 Complete the checklist to the left of your paragraph.

SECTION 4 Literature & Reading

☐ Read Chapter 10 of *The Journals of June Jefferson*.



Vocabulary Review

PP. 128–137

Write the correct vocabulary word on each blank line.

expansive	antagonize	steppe
condone	constancy	hardy

1. I cannot ___condone___ your behavior when you ___antagonize___ your brother.
2. I have an ___expansive___ view of the vast and treeless ___steppe___.
3. The ___constancy___ of the hot sun is no match for the ___hardy___ cactus.

SECTION 5 Grammar Cards

App Set 2

SECTION 6 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 33

SECTION 1 Warm-Up

Subordinating Conjunctions & Dependent Clauses

P. 94 & P. 51



For each sentence, underline the dependent clause, circle the subordinating conjunction, and insert commas after dependent clauses at the beginning of sentences.

1. If you look out the window you will see many cacti.
2. You will see many cacti if you look out the window.
3. When the sun sets nocturnal animals are more active.
4. Many plants thrive here even though it is arid.
5. Even though it is arid many plants thrive here.

Possessive Nouns

P. 74

Insert apostrophes where needed to make each underlined noun possessive.

the peoples cars	one mans opinion	all 10 of the mices home
the childrens yard	all the books covers	the two sheeps owners

SECTION 2 Literature & Reading



Read Chapter 11 of *The Journals of June Jefferson*.

What is the tone of the book at the close of Chapter 11?

A jubilant B relieved C sad

Below each phrase, the child should have written which of the five senses the author is appealing to. More than one answer may be possible. Examples are shown.

sound

the warmth of my horse as I put my hand on her mane

touch

the drumming of a woodpecker

sound

the shades of white in the clouds

sight

The child should have finished the sentence, based on Chapter 11 of *The Journals of June Jefferson*. For example,

After visiting June's grave, Millie is sad because the dates on the gravestones are blurry, as her eyesight is getting worse.

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Research Passage 7

Dog dander, fur, and saliva can leave your house messy, and they can also trigger allergies in some individuals. Living with a dog may worsen allergy symptoms and require medication or additional cleaning measures.

Remember to write only BARE facts. You can add in your own words and description later when you write the actual body paragraph.

Using bullet points, the child should have listed only the bare facts from the research passages on this and the previous page, organizing the facts into the appropriate green boxes. For example,

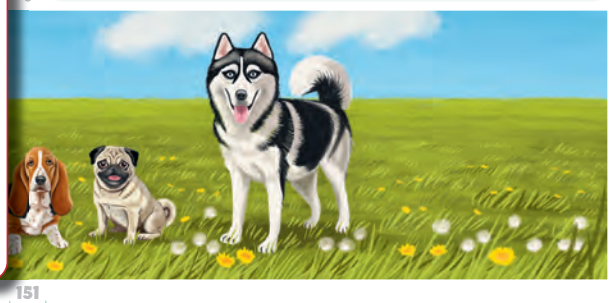
Expenses
- Traveling requires extra money for dog sitters or boarding.
- Feeding and grooming a dog can be expensive.
- Some vet bills can be thousands of dollars.

Time and Effort
- Dogs must be walked every day.
- Dogs need a lot of attention.
- Training a dog takes a lot of time.

Damage and Annoyances
- Dogs may chew your belongings or make a mess in your house.
- Dogs can have potty accidents until house-trained.
- Dogs may interrupt your sleep.
- Dogs can worsen allergies.
- Some dogs bark a lot.
- Dogs can run away and get lost.

Time and Effort _____

Damage and Annoyances _____



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LESSON 49

SECTION 1 Warm-Up

Capitalization: Proper Nouns

P. 39

Put three short lines (≡) under the first letter of each proper noun to capitalize it.

1. The didgeridoo was crafted by early Aboriginal australian people and is symbolic of the country.
2. My sister went to sydney, australia, to attend the concert.
3. He played at the woodside Didgeridoo festival in may.

Quotations

PP. 82–83

Insert editing marks to correct the errors in the sentence.

Transpose *Switch the letters or symbols.*

1. "When did he learn to play the didgeridoo"? Ella asked.
2. The man with the hat explained "the didgeridoo is a cultural instrument played by Aboriginal people."
3. "These musicians are so talented" Jane whispered. "how wonderful that they were able to perform for us".

Subordinating Conjunctions & Dependent Clauses

P. 94 & P. 51

For each sentence, underline the dependent clause, circle the subordinating conjunction, and insert commas after dependent clauses at the beginning of sentences.

1. After the man finished performing the audience applauded loudly.
2. Most didgeridoos are made from eucalyptus wood because the tree is native to Australia.
3. Once you hear the didgeridoo you will never forget its sound.
4. We can stay to hear the music as long as you have time.
5. Jackson listened to his instructor's directions before he began to play.



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SECTION 2 Grammar, Usage & Punctuation

Run-On Sentences

Optional App Video

New Concept

In a run-on sentence, two independent clauses are joined as one sentence without the appropriate conjunction and/or punctuation.

Examples of Run-On Sentences

Australia is a fascinating country many people enjoy traveling there.

(no comma and coordinating conjunction or period to separate the two underlined independent clauses)

Australia is a fascinating country and many people enjoy traveling there.

(no comma before the coordinating conjunction)

Four Ways to Fix Run-On Sentences

#1: Use a period between the independent clauses (sentences) and create two sentences.

Australia is a fascinating country. Many people enjoy traveling there.

#2: Use a semicolon between the independent clauses.

Australia is a fascinating country; many people enjoy traveling there.

#3: Use a comma and an appropriate coordinating conjunction between the two clauses.

Australia is a fascinating country, so many people enjoy traveling there.

#4: Sometimes you can use a subordinating conjunction to connect the two clauses, making one of the independent clauses into a dependent clause. Notice that the dependent clause is at the beginning, so it is followed by a comma.

Because Australia is a fascinating country, many people enjoy traveling there.

When to Use a Period or a Semicolon

When deciding to use a period or semicolon, it is a matter of how much pause you want between the two clauses.

period – complete stop
semicolon – moderate pause

Insert a Word

Follow each orange direction to correct the sentence with editing marks.

Create two sentences by inserting a period and capitalizing.

1. Many unique animals live in Australia they are native to the country.

Insert a comma and a coordinating conjunction.

2. In the US summer starts in June in Australia it starts in December. but (example)

Insert a semicolon.

3. The koala climbs the eucalyptus tree it wants to eat leaves.

Circle the subordinating conjunction that can correct the sentence. Insert a comma following the dependent clause.

4. Unless | While we were in Australia we visited the Outback.

Fix the orange run-on sentence below using three of the methods above.
Australia is a country it is also a continent.

The child should have fixed the run-on sentence using three of the following four methods: using a period, using a semicolon, using a subordinating conjunction, and using a comma plus a coordinating conjunction. For example,

Australia is a country. It is also a continent.
Australia is a country; it is also a continent.
While Australia is a country, it is also a continent.
Australia is a country, and it is also a continent.

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accustomed to painting muted countrysides, overcast skies, and tidy farms. Grayish colors effectively conveyed the hazy, misty scenery around him.

Everything in Tasmania was different. When he walked outside, he was confronted with wide-open spaces, bright sunny skies, and strange-looking forests. His old painting techniques did not capture the beauty of Tasmania; he had to adopt a new medium, try a new color palette, and develop new ways of painting. He switched from watercolors to oils, which produced richer, more intense colors. He also discovered that layering translucent glazes over a white background captured the glow of the Tasmanian sunshine.

Glover's paintings did not sell well in Australia, but they were wildly popular in England! To Australians, the scenes depicted in his paintings were their everyday view, but to the English, the scenes were unlike anything they could see in their home country.

Today, Glover's paintings are remembered not just for their beauty but also for their historical accuracy. Through his prolific painting, he created a record of the Tasmanian landscape, the Indigenous people, and the lives of the colonial settlers of the 1830s.



Art: John Glover Paintings

Look at the additional paintings by John Glover on the app, and then answer the questions below. There are no right or wrong answers to these questions. The important thing is to observe, appreciate, and enjoy the art.

There are no right or wrong answers to the questions on this page. The child should have answered in a way that shows they have observed, appreciated, and enjoyed the art.

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SECTION 4 Writing

Essay Writing

You need not review every section of this writing assignment as it is written. The course will direct you to review this entire writing project in Lesson 50 when it is complete. At that time, you will be given a review checklist for each section of the writing project. However, if you would like to review each section as it is written, you may do so by using the "Previous exercise" or "Next exercise" buttons to navigate to the writing section you want to review.

Tips for Writing a Successful Conclusion

1. Your concluding paragraph helps the audience feel a sense of closure. It can also leave them with encouragement, a question to think about, or a call to action.
2. Avoid starting your concluding paragraph with overused and boring phrases such as "In conclusion," "In closing," or "As shown in the essay."
3. Do not give specific examples or additional evidence in your concluding paragraph. Those things belong in the body paragraphs.
4. Concluding paragraphs are usually short.

Examples of Model Conclusions

Example #1: It is truly amazing how much reading can impact our lives in positive ways. I now understand that picking up a book can be a life-changing experience. There are so many things I can learn and share with others through the power of reading. So the next time I pick up a good book, I will be grateful for the blessings of reading!

Example #2: Considering all the blessings of reading, how could anyone neglect so great a gift? I am more inspired than ever to read good books because I know I can grow and learn, and I can help others do the same. Knowing I can be blessed through reading, I can't wait to start my next book!

SECTION 5 Literature & Reading

☐ Read Chapter 7 of *Elizabeth Kenny*.



Use the context of the sentence to help determine the meaning of the underlined word. Choose the option that best describes the meaning.

"Let me be Thy hands. Please help me be able to assuage her suffering. In Jesus's name, amen."

A cause or make happen
B ease or lessen
C increase

Which word best describes the tone of this chapter?

A intense B peaceful

SECTION 6 Geography Cards

South Pacific & Australia/Oceania

SECTION 7 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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SECTION 2 Writing

Sensory Language: Sound, Touch

Sensory language is a writing technique that uses words related to sight, touch, smell, sound, and taste to describe something. It invites the reader into the piece of writing by bringing a scene to life. Today we will focus on using sensory language with sound and touch.

Sentence Without Sensory Language

It is very cold in the Arctic.

The words used are simple and not very interesting.

This does not paint a picture in the reader's mind.

Sentence with Sensory Language

The frozen snow loudly crunches beneath my feet, and the frigid air bites my cheeks as I step out into the icy Arctic tundra.

Think of a cold weather topic (snow, ice, types of clothing, activities, etc.). Use the word bank to write two sentences using sensory language, one with words describing **sound** and one with words describing **touch**.

SENSORY WORDS

SOUND: crunch, whistle, howl, blow, silence, swish, crack

TOUCH: crisp, frosty, icy, fuzzy, cuddly, slippery, frozen, frigid

Answers will vary. The child should have written two sentences using sensory language to describe cold weather. The first sentence should describe sound, and the second sentence should describe touch. For example,

The crunch of the snow beneath her boots split the silence.

The frigid wind whipped Ella's hair against her cheeks.



Adding Description & Details

Observe the painting above, which is a scene of the northern lights. Then write two sentences describing details that you see. Use descriptive language. Example: The tranquil reindeer huddle beneath a radiant sky.

The child should have written two sentences describing details of the painting on this page. For example,

A valiant man braves the rugged and beautiful Arctic.

Brilliant northern lights cast gloomy shadows beneath the great mountain.

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Paragraph 5 (cont.)



gaze begins at the focal point of light amid the darker areas. In the same way, may our eyes be drawn to Christ, who shines His light in a dark world, just as it says in John 8:12: "I am the light of the world: he that followeth me shall not walk in darkness, but shall have the light of life." What a blessing to be able to marvel at the natural wonder of God's amazing creativity in the northern sky!

Purpose of the Paragraph

A paragraph can be designed to inspire, encourage, or simply inform. Is the paragraph an argument about the benefits of something? If so, it might be trying to persuade. Is the paragraph simply giving facts? Then its purpose is to inform.

What is the purpose of Paragraphs 2 and 3?

A to encourage the reader to look for northern lights

B to inform the reader of the reason for northern lights

What is the purpose of Paragraph 5?

A to encourage the reader to look to Christ as a light

B to inspire the reader to create northern lights art

Put a star by your favorite piece of art in this section. On the lines below, use a complete sentence to explain why you enjoy it.

Answers will vary.

SECTION 4 Literature & Reading



☐ Read Chapter 6 of *Kudlu*.

A ***cliffhanger*** is when a story or section of a story (e.g., a chapter) ends suddenly with great suspense. Sometimes a cliffhanger can be the result of a shocking discovery or new piece of information.

What question is left unanswered at the close of this chapter?

A Does Kudlu know how to hunt for seals?

B Will improvements be made to the snow house?

C Will Lak be OK?

Briefly describe how the end of this chapter is a cliffhanger.

Answers will vary but must relate to Lak's face-off with Nanu, the great white bear. It must also mention or explain the presence of suspense, uncertainty, or anticipation for what will happen next.

SECTION 5 Grammar Cards

App Set 4

SECTION 6 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 68

PROJECT LESSON

Art Supplies Needed
(See page 3 for a list of items needed for all art projects in Unit 4.)

SECTION 1 Literature & Reading

App



☐ On the Homeschool app, listen to "*Kudlu* Chapters 1–6 Discussion." Then answer the questions.



We can learn more about the author's attitude, feelings, or relationship with the subject matter by paying attention to the _____.

A theme (B) tone C syntax

Name two possible tones for a piece of writing.

Answers will vary and may include funny, happy, sad, and excited.

What is the tone in the following passage? "The boy was fishing. He was squatting on his heels on a square of sealskin he had spread beside a long tide crack where the icy water of the Arctic Ocean showed as black as ink against the white rim of the sea ice on either side."

(A) informative B sad C excited

What is the most likely reason the author adopted this tone?

A He was not very interested in the Inuit culture.

(B) He wanted to teach the readers about the Inuit culture.

The phrases "bright little fire," "gratefully," and "dancing flames" convey what tone or tones?

Answers will vary. Some possible answers include happy, optimistic, and grateful.

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LESSON 69



SECTION 1 Warm-Up

Compound Subjects, Verbs & Verb Phrases

P. 48

Read each sentence and circle whether it contains a compound subject or a compound verb.

1. Arctic cod and char are two common fish species found here.
   (COMPOUND SUBJECT) | COMPOUND VERB
2. The boy learns and practices the traditional ice fishing methods.
   COMPOUND SUBJECT | (COMPOUND VERB)
3. We caught and shared many fish within the community.
   COMPOUND SUBJECT | (COMPOUND VERB)
4. Spears and hooks are traditional ice fishing tools.
   (COMPOUND SUBJECT) | COMPOUND VERB
5. Bone and antler are common materials for fishing lures.
   (COMPOUND SUBJECT) | COMPOUND VERB

For each sentence, underline the compound verb phrases.

1. The man has cut a hole and will drop a fishing line into the water.
2. A group is visiting Alaska and will go on a fishing trip.
3. He has been devoting his time and has shown patience on the ice.
4. They will use modern tools and will apply traditional fishing skills.

Editing

Use editing marks to edit the sentences.

Correct a Run-On Sentence *There are two underlined run-on sentences in the passage below.*

For sentence #1, correct it by choosing to (a) insert a period and capitalize the second sentence OR (b) insert a comma and a coordinating conjunction. (Hint: This will count as two corrections.)

For sentence #2, correct it by inserting a semicolon.

Insert Period **Cross Out Incorrect Homophone** (and write correct homophone) **Capitalize** *Capitalize specific names of places and people groups.*

8 errors

In the cold weather, would you rather snuggle up inside or try your hand at ice fishing? For many people living in the arctic, ice fishing is not only a hobby, but ~~its~~ it's also a way of life. Ice fishing allows families to provide food in a scarce environment. It requires skill, patience, and knowledge. this (example) information is often passed down through generations in inuit communities. Modern tools for cutting through ice and catching fish are easier to use, however, traditional methods of ice fishing are still valued and practiced as well. Imagine the blessing and excitement felt when a fish is caught in such challenging conditions!

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What Can the Reader Infer from a Selection of Text?

Infer means "to figure out." When you see a question that asks what the reader can infer, you can assume it won't be something that is stated in the text because it has to be "inferred" or "figured out." Instead, you will need to think about all the things you know and come to your own conclusion about what the text is describing. Look at every possible answer. You are looking for the sentence that tells something that could be "figured out" from the text, even though it is not directly stated.

Circle the letter next to each correct answer.

What does the word "integral" mean, according to Paragraph 1?

(A) an important or essential part of the whole
B unimportant or unnecessary
C devastating or hazardous

What does the word "susceptible" mean, according to Paragraph 4?

A incapable of being harmed or overtaken
(B) easily affected or harmed
C able to benefit from something

What can the reader infer about the Netherlands based on Paragraph 4 and the relief map?

A The Netherlands experiences more floods per year than any other country.
B The Dutch people are skilled boaters because there is so much water in the country.
(C) Most strategic actions to prevent flooding would likely take place in the western and far northern regions.

SECTION 5 Literature & Reading



☐ Read Chapter 3 of *The Windmill's Secret*.

What is the setting of *The Windmill's Secret*?

A Belgium (B) Dutch Republic C The Caribbean

Both of these sentences from Chapter 3 describe the same emotions. Which sentence best SHOWS instead of TELLS how Marie feels?

(A) Marie felt heat flooding her face and knew her cheeks were turning crimson.
B Her embarrassment turned into anger.

The tulip in the painting has been proved to be real.

A true (B) false

A mysterious boy with a limp has appeared twice. Write the two places Marie has spotted him.

by the windmill ___ at the market

SECTION 6 Geography Cards

App Europe Set 1

SECTION 7 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 84

SECTION 1 Warm-Up

Comma Splices P. 44

Answers will vary. The child should have corrected the comma splices using any of the methods shown.

1. The Netherlands is known for its windmills, there are around 1,200 standing today.
2. Flooding can be an issue here, and windmills help to prevent this.
3. Modern methods are now used to pump water out, traditional windmills still function as a backup solution.
4. Windmills were homes at one time, millers lived there with their families.

Interjections P. 10, P. 63

Choose two interjections from the word bank and write a sentence for each one. Remember to use the correct punctuation.

help	eek	yay	yes

Answers will vary. The child should have written two sentences, each using one of the interjections shown above. For example,

Yay! It's time to leave for vacation.
Yes, you may have the last cookie.

Clauses vs. Phrases P. 40

Identify the set of words as a clause or a phrase by marking the correct box. For each clause, circle the subject and verb. For each phrase, write which is missing: a subject or a verb. Two examples are provided for you.

	PHRASE	CLAUSE
1. spins rapidly	X subject	
2. many people admire the view		X
3. the windmills work hard		X
4. a wooden windmill	X verb	
5. after the wind provides power		X
6. when the large blades turn		X
7. will listen carefully	X subject	
8. she spotted a row of windmills		X



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SECTION 2 Writing

Writing Summaries

Review how to write a quality summary for an essay.

1. As you prepare a summary, ask questions such as the following: Who or what is being discussed? What is the author's main message or thesis statement? What are the main supporting points in the body paragraphs? What main evidence or examples are given? Present the summary in your own words. Use quotes sparingly and only if something cannot be said as precisely in your own words.
2. Do not include your own comments or opinions.
3. If you are giving a summary of an essay, include the title of the work, the author's name, and the type of essay (e.g., persuasive).
4. Write about the text in present tense.

Now that you've reviewed how to write a summary of an essay, first read the essay in the blue boxes. Then, read the summary and answer the questions.

Reading Together as a Family

by Kelly O'Neal

A good book and a loving family are two of the most wonderful gifts in life. Imagine if you put them together! Reading together as a family has many benefits, including building a close bond and developing a mutual love for reading.

First, reading as a family builds a special connection between each member. It is like going on an adventure together without ever leaving the house! Consistently sitting together, listening together, and sharing one's thoughts and feelings about the story builds a lasting bond and a strong family.

Second, reading together fosters a love of reading in the whole family. Like all adventures, reading is even more fun when you share the experience with others. Exploring new stories and learning new things as a family allow you to share your joy and growth with each other. When this happens, a mutual love for reading is sure to grow.

Bringing the family together around a good, wholesome book is a fun and deeply rewarding experience. Deeper relationships and a shared love of reading are just a couple of the many amazing benefits of reading together as a family.

Summary

In "Reading Together as a Family," Kelly O'Neal discussed two benefits of reading together as a family. First, he shared that a relational bond happens when a family reads together. Second, he suggested that a family-wide love for reading can grow through sharing books together.

Which statement describes a problem in the essay summary?

A It does not address the main points of the essay.
B It does not identify what type of essay it is.

Does the summary incorrectly include personal comments or opinions? A yes B no

Is the summary correctly written in present tense? A yes B no

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Purpose of the Paragraph

A paragraph can be designed to inspire, encourage, or simply inform. Is the paragraph an argument about the benefits of something? If so, it might be trying to persuade. Is the paragraph simply giving facts? Then its purpose is to inform.

What is the purpose of Paragraph 2?

A to persuade the reader that the Dutch are the world leaders in water management systems
B to inform the reader of the Dutch's comprehensive water management system, which includes windmills

Answers will vary. The child should have explained in one sentence how windmills help tulips flourish by draining water from the sandy soil.

Put a star by your favorite piece of art in this section. On the lines below, use a complete sentence to explain why you enjoy it.

Answers will vary. The child should have chosen their favorite piece of art from this section and written a complete sentence explaining why they enjoy it.

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SECTION 4 Literature & Reading



☐ Read Chapter 4 of *The Windmill's Secret*.

Recall that suspense is a literary device in which tension or anticipation can be created by withholding from the reader critical details, which may be revealed at a later time. Suspense is a powerful way to keep readers interested.

Suspense is resolved when previously withheld information is revealed. Underline the information that was previously withheld but is revealed in Chapter 4. You may underline more than one.

- what is behind the reeds
- the truth about the flower in the painting
- who the mystery boy is
- the reason Frans is coming to visit

Briefly describe how suspense is created at the end of the chapter.

Suspense is created at the end of the chapter when Marie finds that her windmill house is on fire.

Which emotion does the suspense at the end of the chapter create?

A fearful tension
B joyful anticipation

After getting to know Garrit a little better, Marie releases all negative feelings toward him.

A true B false

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SECTION 2 Grammar, Usage & Punctuation

Parts of Speech

Optional App Video

New Concept

Review the eight ***parts of speech*** and examples of each below.

Part of Speech	Definition	Examples
noun	a person, place, or thing (can be concrete or abstract)	camel, desert, joy
pronoun	a word that replaces a noun	he, she, it, we, they, I, your
verb	an action or being word	action: run, walk, read being: is, are, was, am
adjective	describes a noun or pronoun	soft, interesting, quiet, short
adverb	describes a verb, adjective, or other adverb	eagerly, rapidly, happily
preposition	a linking word used to show position in time or space	above, before, by, near, during, after
conjunction	joins words, phrases, and clauses together	for, and, nor, but, or, yet, so (there are others)
interjection	a word, phrase, or short clause that expresses emotion	hey, help, wow, ouch, yes, yikes

In the sentence below, some words are colored. For each colored word, use the chart above to write the part of speech that matches its color. One example is done for you.

Wow, I saw a camel resting quietly by the gers, and it was large!

interjection — adverb — pronoun
verb — preposition — adjective
noun — conjunction

SECTION 3 Roots

Greek & Latin Roots

PP. 12–13

Each of the English words in this chart has a Greek or Latin root. Find the root and write it in the green box to the left of each word. Next, match each word to the correct definition below by writing the corresponding letter (A, B, C, D, E, or F) in the green box to the right of the word.

Root	English Word	Definition
omni	omnibus	C
jur	perjure	E
dyna	dynamo	A
syn	syntax	B
bene	benediction	D
chrome	chromoscope	F

Definitions

A. a device that generates electrical power

B. the way words are put together in a sentence

C. containing all kinds of things

D. a religious blessing (or well-wishing) on a person

E. to willingly tell a lie in a court of law

F. an optical device used to observe and study color

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SECTION 4 Writing

App

Creative Writing: Parent Review & Presentation

Now that you have written, revised, and proofread your creative story, it is time to review it with a parent and—the most exciting part of all—to share it with others!

Follow the steps below to complete your parent review and public presentation.

Step 1 Before you present your story, first review it with a parent. Complete the checklist in the app. Talk through what you liked about the story and what you could improve upon next time.

Step 2 It's time to present your story. Be creative and have fun with this! Here are some ideas: (1) Ask a friend or family member to be your audience and read your story aloud to them. (2) Plan a family storytime and make "tickets" for each member to attend. (3) Mail a copy of your story to a friend, grandparent, or other relative. (4) Present your story at a homeschool co-op or church group.

PARENT/TEACHER App

☐ CREATIVE WRITING REVIEW: Your student has completed a creative writing story. Go to Lesson 114 on your student's app and, with the child, complete the checklist in the writing section.



SECTION 5 Literature & Reading



☐ Read Chapter 13 of *Where Eagles Soar.*

Where Eagles Soar is fictional, though it has a believable setting and characters, and it tells a story that *could have* actually occurred. Which genre of fiction best describes this story?

A mystery — B science fiction
(C) realistic fiction — D historical fiction

Circle one character trait of your choice, and then describe one way Altan is being challenged to grow in that character trait. Use complete sentences.

Answers will vary. For example,

Compassion

Altan does the best he can to protect and care for Roza while she is sick.

SECTION 6 Geography Cards

App Europe Set 2

SECTION 7 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 115

SECTION 1 Warm-Up

Subject-Verb Agreement PP. 92-93

For each sentence pair, circle the one that uses subject-verb agreement.

1. Joey and his sister excitedly board the train for the first time.
   Joey and his sister excitedly boards the train for the first time.
2. Neither her father nor her mother have traveled this way before.
   Neither her father nor her mother has traveled this way before.
3. A tourist and her friend adores the scenery during the train ride.
   A tourist and her friend adore the scenery during the train ride.
4. Either her husband or her daughters hold the boarding passes.
   Either her daughters or her husband hold the boarding passes.

Homophones & Commonly Confused Words P. 29

higher: The elevation is higher here. **hire:** I will hire the boy to rake.
Hint: "Hire," as in getting hired for a job, is spelled like "fire," as in being fired from a job.

Fill in each blank with the correct word.

The cost of this train ticket is _____higher_____ than last time.

He hopes they will _____hire_____ him to work on the train.

The company will _____hire_____ the next person at a _____higher_____ rate of pay per hour.

Parallel Construction: Adjectives & Adverbs P. 69

Circle the correct word in orange to complete each sentence using parallel construction.

1. His father waits excitedly, expectantly, and patient | (patiently) in line to purchase a ticket for the Trans-Mongolian Railway.
2. The long journey is scenic, (unforgettable) | unforgettably, and fun.
3. This train runs smooth | (smoothly) quickly, and constantly.
4. Passengers are curiously | (curious), interested, and patient.
5. The countryside is remote, unique, and (beautiful) | beautifully.

Editing

Use editing marks to edit the sentences.

Punctuate an Interjection *Insert a comma after an interjection and end the sentence with an exclamation point. (Hint: This makes two corrections.)*

Insert Comma *Use a comma with a coordinating conjunction to connect two independent clauses and to offset a nonessential relative clause. (Hint: Look for the word "which.")*

Use Commas in Dates *Remove an unnecessary comma.*

Close Up Extra Space(s)

7 errors

Many ⌒ Mongolians travel on the Trans-Mongolian Railway, but it is also a popular way for tourists to see the landscape of the country. The railway, which was fully completed in January, 1956, allows people to travel through areas that are often more difficult to reach. Wow, the views must be stunning!

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SECTION 2 Writing

Avoiding Wordiness & Redundancy

In a previous lesson, you learned how to make your writing clearer and more beautiful by simplifying wordy phrases and eliminating repeated words and phrases of similar meaning (redundancy). Here are some other phrases you can simplify:

Lengthy Phrase	Replace with
each and every	every
in the event that	if

Lengthy Phrase	Replace with
repeat again	repeat
at the present time	now

Practice avoiding redundancy. Simplify the following phrases to ONE word by crossing out unnecessary words. Note: Some words are removed from the beginning of the phrase while some words are removed from the end of the phrase.

~~end~~ result
enter ~~in~~
~~final~~ outcome
7:00 a.m. ~~in the morning~~
~~might~~ possibly
~~still~~ remains



The following paragraph is wordy and redundant. Make the paragraph more clear and beautiful. First, cross out lengthy phrases that can be simplified and words or phrases that are redundant.

6 improvements

It's 9:05 a.m. ~~in the morning~~, and it is time for each ~~and every~~ passenger to board the train. They will enter ~~in~~ through the first door. ~~In the event that~~ a passenger forgets a boarding pass, the clerk can print a new one. The conductor says, "~~At the present time~~, we are preparing to depart. I repeat ~~again~~, we are preparing to depart."

Next, rewrite the paragraph by removing or replacing crossed-out words and phrases.

Answers will vary. The child should have rewritten the paragraph above by removing or replacing the words and phrases that were crossed out. For example:

It's 9:05 a.m., and it is time for each passenger to board the train. They will enter through the first door. If a passenger forgets a boarding pass, the clerk can print a new one. The conductor says, "We are preparing to depart. I repeat, we are preparing to depart."

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