

LANGUAGE ARTS & LITERATURE

LEVEL 6

COURSE BOOK

PART 1

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

The Good and the Beautiful
CURRICULUM

About This Course

How to Complete the Course

This course is designed to be mainly self-directed by the student. No preparation time is needed. Simply read the About This Course section and begin! Have the child work on this course book 4 to 5 days a week. If the child completes 4 lessons per week, they will finish the course in 30 weeks. Each day, follow the instructions in the course book.

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

Before You Start (App Setup)

Before your child begins, you will want to make sure you have a login set up on the Good and the Beautiful Homeschool app (computer version only). The app will not work correctly on a phone or tablet. Your child will log in to the app every day for activities like Vocabulary & Reading Skills passages, Geography and Grammar Cards, writing assignments, and art videos. Follow these steps to set up your account:



1. Open a web browser and navigate to courses.goodandbeautiful.com.
2. Click “Create an Account.” Enter an email and password. Then check your email to verify your account.
3. Set up a student profile and create a teacher PIN for navigation.

Answer Key

A Level 6 Answer Key is available in physical form or as a free download.

Lesson Breakdown

A typical lesson includes a varied combination of the following sections:

Warm-Up

Warm-up sections review a variety of concepts learned in previous lessons. This not only builds the child’s confidence, but it also helps transition into the new lesson. Students also practice editing periodically in warm-up sections.

Three units contain a short Bible verse to memorize as part of the warm-up. Memorization is a useful exercise that strengthens learning. If desired, parents may choose a different passage to memorize in units that contain memorization.

Grammar, Usage & Punctuation

These sections include new content related to usage, sentence structure, punctuation, capitalization, and more and include connections to the unit theme and message. New concepts are marked with the orange icon shown at the left. This icon is used the first time a concept is taught in this level. Students may have encountered the concept in a previous level. There are often optional videos on the app to help students learn these new concepts. These videos are marked by the blue “Optional App Video” icon shown at the right.





Comprehension

These sections are connected to geography, literature, and/or art. Students read a passage related to the unit’s theme and complete comprehension activities to gauge their understanding of the passage.

Writing

Writing sections give practice with varied writing prompts and activities. Each unit focuses on different writing skills including parts of an essay, note-taking, outlining, writing essays, writing summaries, creative writing, and poetry.

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About This Course

Continued

Literature & Reading

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

- Unit 1: *Eighty Pesos*
- Unit 2: *The Journals of June Jefferson*
- Unit 3: *Elizabeth Kenny*
- Unit 4: *Kudlu*
- Unit 5: *The Windmill's Secret*
- Unit 6: *Where Eagles Soar*

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

These sections also contain vocabulary reviews and practice with Greek & Latin roots to reinforce strategies for understanding word meanings.

Flashcards

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

Vocab & Reading Skills



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

Spelling



At the end of each lesson, the child practices spelling on the app. See the Spelling Philosophy section for more information about our spelling approach.

Project Lessons

Each unit contains one to two projects such as cooking and art projects. Project lessons are more extensive than other lessons and may take longer to complete. Feel free to spread project lessons over multiple days.

Unit Assessments

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

Quick Reference Guide

A separate *Quick Reference Guide* can be purchased from our website. This guide includes reminders for grammar concepts and other helpful references, such as lists of vivid verbs and abbreviations. Lessons that have a corresponding section in the *Quick Reference Guide* are indicated by this teal graphic and the corresponding page number. P. 27

Optional Songs



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

Typing

In this course, students will type writing assignments on the app. Students will have difficulty if they do not have proficient typing skills. If students are not proficient in typing, regular typing practice should be done.

Supplies

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

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Spelling Philosophy

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

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

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

Creating Good Writers

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

In Level 6, students build on the solid writing foundation formed in Level 5. With scaffolded support, students in Level 6 will write full-length essays.

Student Pacing

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

Reading

If your child is advanced in reading, have them read or listen to audiobooks two to three levels ahead. There are numerous benefits to listening to literature that is slightly above one's current reading level. If your child is behind in reading, allow additional time for the correlated books. Consider having your child read these books aloud to you.

Writing

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

Spelling

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

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At-a-Glance

Art

Artists

- Anna Boberg
- Carl Reichert
- Frederic Edwin Church
- John Glover
- Peder Mørk Mønsted
- Remigius Adrianus Haanen
- Simon Simonsen
- various artists
- William Bradford

Art Topics

- aerial perspective
- aesthetic
- animaliers
- art/photography observation
- backlighting
- bird's-eye view
- biscuit firing
- camera angle
- chiaroscuro
- color to convey mood
- commission
- contemporary
- Dutch Golden Age
- *en plein air*
- Expressionism
- eye level
- focal point
- framing
- genre painting
- glaze firing
- golden hour
- hatching & crosshatching
- implied movement
- Impressionism
- intensity
- leading lines
- light
- light angle
- light quality
- linear perspective
- low & high angle
- Luminism
- luminous
- mood
- natural & artificial light
- negative space
- palette
- perspective
- Picturesque
- power points
- Realism
- rim lighting
- Romanticism
- rule of odds
- rule of thirds
- silhouette
- soft & hard light
- still life
- studies
- value
- vanishing point
- warm & cool colors

Projects

- coral reef chalk pastel seascape
- northern lights chalk pastel landscape
- Patagonia chalk pastel landscape
- perspective drawing
- photography portfolio
- Power of Poetry
- Sonoran Desert chalk pastel landscape
- thoughtful note chalk pastel cards
- windmill drawing

Recipes

- Tibetan balep bread recipe

Flashcards

- Asia Set 1
- Continents & Oceans
- Europe Set 1 & Set 2
- Grammar Set 1, Set 2, Set 3 & Set 4
- North America
- South & Central America
- South Pacific & Australia/ Oceania
- USA Capitals Set 1, Set 2 & Set 3

Geography

Locations

- American Southwest: Arizona, Colorado Plateau, lakes, Sonoran Desert, national parks
- Arctic regions
- Australia
- Australian bodies of water
- canals of Amsterdam
- Great Dividing Range
- Greenland
- Himalayas
- lakes in the Western US
- Mongolia
- Norway
- Patagonia
- Petrified Forest National Park
- Rhine-Meuse-Scheldt Delta
- Saguaro National Park
- Tibet Autonomous Region
- the Gobi Desert
- the Netherlands
- the North Pole
- the South Pole
- Tasmania
- Tibet

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At-a-Glance

Continued

Geography Concepts

- alpine steppe
- altitude
- archipelago
- Arctic
- Arctic Circle
- Arctic tundra
- arid
- artesian basin
- aurora borealis
- autonomous
- axial tilt
- axis
- bay
- bight
- butte
- cartographer
- climate zones: temperate & tropical
- cold desert
- commerce
- concentric circle
- continental climate
- coronal mass ejection
- December solstice
- dike
- drought
- elevation
- equator
- fjord
- ger
- glaciation
- glacier
- gulf
- ice sheet
- indigenous
- infrastructure
- International Date Line
- June solstice
- lakes: artificial, crater, glacial, rift valley
- landlocked
- leeward side
- lines of latitude
- lines of longitude
- map projection
- Mercator projection
- mesa
- northern limit of trees
- permafrost
- petrified wood
- petroglyphs
- plateau
- polder
- population density
- prime meridian
- rain shadow
- reclaimed
- relief map
- rift valley
- saguaro
- sea
- sea ice
- sea level
- slot canyon
- steppe
- strait
- strata
- tableland
- temperate
- topography
- Tropic of Cancer
- Tropic of Capricorn
- tundra
- urban form
- urban planning
- windward side

Grammar & Usage

- adjectives & adverbs
- capitalization of cardinal directions
- capitalization of proper nouns
- capitalization of titles
- clauses vs. phrases
- comma splices
- commas in addresses
- commas in dates
- commas with dependent clauses
- comparative & superlative
- compound subjects, verbs & verb phrases
- coordinating conjunctions & compound sentences
- correlative conjunctions
- direct objects
- e.g. & i.e. abbreviations
- editing
- Greek & Latin roots

ann	auto	bene
bio	chrome	dyna
graph	jur	magn
mob	nom	omni
phono	photo	syn
tele	uni	vis

- helping verbs & verb phrases
- homophones & commonly confused words

board/bored	capital/capitol
desert/dessert	farther/further
heel/heal	higher/hire
it's/its	patience/patients
plain/plane	sell/sale
sent/scent	who's/whose

- independent clauses
- interjections
- linking verbs
- nouns: concrete & abstract
- parallel construction: adjectives & adverbs
- parallel construction: verbs

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At-a-Glance

Continued

- parts of speech
- possessive nouns
- prepositions, prepositional phrases & commas
- pronouns & antecedents
- punctuating relative clauses
- quotations: capitalization & commas
- quotations: ending punctuation
- relative clauses: which/that/whose
- relative clauses: who/that
- relative pronouns
- run-on sentences
- semicolons
- sentence diagramming steps 1–8
- sentence structure: simple, compound & complex
- shifts in number
- shifts in person
- subjects, verbs (action & being) & articles
- subject-verb agreement
- subordinating conjunctions & dependent clauses
- unclear antecedents
- verb tenses & shifts in verb tense

Literature

Literature Topics

- alliteration
- antithesis
- author's purpose
- book review
- character arc
- characterization
- character map
- characters
- character traits
- cliffhanger
- climax
- compare & contrast
- contrast: how two elements differ
- compare & contrast: most accurate for both
- conflict
- conflict resolution
- context
- context clues
- diction
- dynamic, static, round & flat characters
- foreshadowing
- genre
- good books
- how a central idea is developed
- identifying a sentence that supports the conclusion
- informational comprehension questions
- *in medias res*
- main events
- metaphor
- modeling
- mood
- motif
- mystery
- organization of paragraphs
- perspective
- plot twist
- purpose of the paragraph
- reason for map/image/graphic
- resolution
- round character
- sensory language
- show instead of tell
- simile
- static character
- suspense
- symbols
- synonym
- text that shows feelings
- themes
- tone
- types of conflict
- value of books (entertainment, moral, literary, educational)
- vivid verbs
- what can the reader conclude
- what can the reader infer
- what the author wants the reader to understand
- word meaning in context

Poetry Topics

- alliteration
- central message of a poem
- contrast
- couplet
- juxtaposition

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At-a-Glance

Continued

- lyric poem
- metaphor
- narrative poem
- oxymoron
- parallelism
- personification
- prepositional phrases
- refrain
- rhyme scheme
- sensory language
- vivid adjectives
- vivid verbs

Poet

- Celia Thaxter

Memorization

- "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
- "For where your treasure is, there will your heart be also." Matthew 6:21
- "And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you." Ephesians 4:32

Spelling

Spelling is personalized and made simple with our *Simply Good and Beautiful Spelling App*. Students will focus on key spelling principles, spelling rules, decoding skills, and homophones and commonly confused words. See more about our spelling philosophy on page iv.

Writing

Concepts Taught and Practiced at the Sentence and Paragraph Levels

- active voice vs. passive voice
- adding description & details
- avoiding wordiness & redundancy
- onomatopoeia
- personification
- sensory language: smell, sight, sound, touch
- similes & metaphors
- transitions
- using color words
- using words instead of "said"
- varying first words & sentence lengths
- varying sentence structure: adverbs
- varying sentence structure: prepositional phrases
- vivid verbs
- writing thoughtful notes
- writing short answers

Topics Taught and Practiced at the Essay Level

- attention-grabbing openings/hooks
- bare-facts notes
- body paragraphs
- comparative essay writing
- concluding analysis sentence
- conclusions
- creative writing project
- drafting, revising & proofreading
- elements of creative writing: characters, character traits, genres, setting, plot, conflict
- essay writing: informative and opinion
- model essays
- opening paragraphs
- outlining an essay
- poetry writing
- summary writing for each type of essay
- thesis statements
- topic sentences
- types of essays: informative, persuasive, comparative, process, opinion
- writing summaries
- writing summaries of poems

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UNIT 1 OVERVIEW

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

Unit Theme/Message

mercy, persistence, endurance, family love, sacrifice

Unit Geography

Patagonia & South America



Grammar & Usage

- subjects, verbs (action & being) & articles
- capitalization of cardinal directions
- sentence diagramming: steps 1–4
- adjectives & adverbs
- capitalization: proper nouns
- independent clauses
- coordinating conjunctions & compound sentences
- e.g. & i.e. abbreviations
- semicolons
- nouns: concrete & abstract
- pronouns & antecedents
- unclear antecedents
- editing
- **homophones & commonly confused words:** board/bored, farther/further
- **Greek & Latin roots:** vis, uni, magn, photo, graph, auto

Correlated Book



Eighty Pesos

Spelling

Most lessons end by instructing the student to complete a Simply Spelling session, which covers:

- homophones (e.g., stake/steak)
- commonly confused words (e.g., then/than)
- high-frequency and challenging spelling words
- spelling principles (e.g., words with “ough,” segmenting sounds in a word, prefixes and suffixes, recognizing compound words, etc.)

Vocabulary

- Vocabulary words are from the Vocab & Reading Skills passages and are reviewed in Vocabulary Review sections throughout the course. A list of these words can be found in the *Quick Reference Guide*.

Reading Comprehension

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

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Geography

The following geography concepts are studied in this unit:

- arid
- tableland
- glacier
- lines of latitude
- equator
- lines of longitude
- prime meridian
- Tropic of Cancer
- Tropic of Capricorn
- December solstice
- June solstice

Writing

Writing is practiced at the sentence level and the paragraph level as well as at the essay level in this course.

Concepts Taught and Practiced at the Sentence and Paragraph Levels:

- vivid verbs
- adding description & details
- writing short answers
- writing a thoughtful note
- onomatopoeia

Topics Taught and Practiced at the Essay Level:

- attention-grabbing openings/hooks
- opening paragraphs
- thesis statements
- body paragraphs
- topic sentences
- concluding analysis sentence
- conclusions
- model essays
- opinion essay writing

Memorization

"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

Supplies Needed

- 8"x10" and 9"x12" pastel paper (or watercolor or any textured paper)
- scrap paper
- set of soft chalk pastels
- cotton swabs
- pencil
- kneaded eraser
- scissors
- spray fixative (optional)

Literature

Literature Topics:

- purpose of a paragraph, synonym, sensory language, *in medias res*, motif, modeling, good books, simile, alliteration, tone, vivid verbs, main events, context, symbols, themes

Poetry Topics:

- vivid verbs, vivid adjectives

Art & Projects

Artist:

- Peder Mørk Mønsted

Projects:

- thoughtful note chalk pastel card
- Patagonia chalk pastel landscape

Art Topics:

- Realism
- light
- focal point
- perspective
- mood
- hatching & cross-hatching

Flashcards

- Continents & Oceans
- North America
- South & Central America
- Grammar Set 1

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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 _____.

When I feel _____, I take a walk.

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

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



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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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Read this section, and then answer the questions.

READING COMPREHENSION
PATAGONIA

When you picture a desert, what do you think of? Most of us would probably imagine dry sand and prickly cacti. The desert of ***Patagonia***, an area in the south of Argentina in South America, doesn't quite fit that description. It is a place with towering, snow-topped mountains and rugged plains. In this unit you'll be reading the book *Eighty Pesos*, which is set in Patagonia over 100 years ago. Learning about the setting, or location where a book takes place, will help bring the story to life. Take a look at the map as you get to know Patagonia.

Paragraph 1



Along the western edge of Patagonia, the Andes Mountains rise toward the sky. Most rain and snow fall on the western side of this mountain range, leaving the eastern side dry, or ***arid***. The land stretching out from the base of the Andes is a wide and flat area known as a ***tableland***. Even though you'll find few cacti in this desert, you're still likely to find a variety of plants, including tufty grasses called feather grass and shrubs called paramela. These plants are designed to thrive in Patagonia, which has salty soil, little water, and cold wind.

Paragraph 2

Grasses and shrubs found across Patagonia provide the perfect place for herbivorous animals to roam. Animals such as the guanaco, mara, and rhea call the tablelands home and eat the grasses and shrubs that grow there. Farmers have also brought sheep to the area and raise them for wool. The merino wool from these sheep is spun into yarn to make clothing that is sold all around the world. Sheep farming is an important business in Patagonia and brings money into the area.

Paragraph 3

Tourism is another popular business in Patagonia. Visitors come from far-off places to experience the traditional culture, enjoy the rugged landscapes, and see the wide variety of animal life found in the region. The Andes Mountains to the west are dotted with large ice sheets called ***glaciers***, which often form lakes and streams around them, making the area perfect for hiking and kayaking. At the south end of Patagonia, you'll find Tierra del Fuego, a series of rocky islands that marks the southernmost point of Argentina. Many hikers and sailors are drawn to this area for the beauty and adventure they find there. Along the eastern edge of Patagonia, the Valdés Peninsula is home to a marine reserve, a place where animal lovers can see whales, orcas, sea lions, penguins, and many other creatures in their native habitats.

Paragraph 4

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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

For each sentence from *Eighty Pesos*, write a less vivid, more boring verb in the box to replace each well-chosen, vivid verb.

Antonio <u>scurried</u> out of the coal bunker. ☐

The ship <u>drifted</u> away from the dock. ☐

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.).

Sentence with **Weak Verb**

Sentence with **Vivid Verb**

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

App

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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Essay Writing: Opening Paragraphs

An opening paragraph has three main parts:



Hook the Reader

First impressions are important. You don't want to start an essay by flatly stating what you are going to be writing about. Think of your first sentence as a hook that grabs your readers' attention and interest. You have already learned eight ways to grab a reader's attention. If needed, you can review that section on page 10.

Transition to Thesis Statement

After grabbing your readers' attention, start helping them understand exactly what you are going to be writing about. The transition to your thesis statement should establish why you are addressing your topic and why it is important.

Present the Thesis Statement

- Essays are centered around a thesis statement, which defines the central point or idea of the whole essay. A thesis statement indicates what you will be emphasizing in your essay.
- A thesis statement helps you, the writer, to focus and avoid wandering from your main idea as you write.
- Unless you are writing a lengthy essay, a thesis statement is usually one sentence and is at or near the end of the first paragraph.

Example Essay Opening Passages

Mother Teresa wrote, "The fruit of love is service." This incredible woman devoted her life to helping the needy, but service is not the only thing we can learn from her. In addition, we can learn much from Mother Teresa about determination, humility, and gratitude.

Hook

Transition to Thesis Statement

Thesis Statement

For each opening paragraph that follows, put a wavy line under the attention-grabbing opening, underline the transition to the thesis statement, and double underline the thesis statement.

The naturalist John Muir said, "In every walk with nature, one receives far more than he seeks." In today's bustling world, many people feel they are too busy to spend time outdoors. However, taking the time to go for a walk in nature can benefit both physical and mental health.

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When someone speaks rudely to you, it is natural to want to respond rudely. But the Bible counsels us to be "slow to speak, slow to wrath." I have found three ways to apply this Bible verse in heated situations.



Descriptive Details

Observe the painting on this page by Peder Mørk Mønsted, an artist you are learning about in this unit. Good artists know how to observe and portray the beauty around them. To really make a scene come alive, they have to notice details such as shadow and light and shades of color.

Good writers are much like artists. Beautiful writing paints pictures in our minds, not through the use of paint but through the use of words. In this course you get the opportunity to practice noticing details and using words to paint pictures.

To practice observing and writing about beautiful details, study the painting on this page again. Then write two phrases that describe details you see in the painting. Use descriptive language. Each phrase needs at least five words. The phrases do not need to be complete sentences.

EXAMPLES

little brown house perched on the hill

shadowy mountain reaching to the sky

1

2

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LESSON 19

PROJECT LESSON

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

SECTION 1 Literature & Reading

App



☐ On the Homeschool app, listen to "*Eighty Pesos* End-of-Book Discussion." Then answer the questions.

EIGHTY PESOS

END-OF-BOOK DISCUSSION



Read the passage below.

It was a star that led the wise men to our Savior, Antonio. His mother's voice echoed in his mind, and for just a moment, he was home again, snuggling with her while they watched the stars come out through their little window.

In this passage, what does the star symbolize?

A guidance B hope C religion

When a symbol is used several times in a novel, it becomes a _____.

A simile B theme C motif

Motifs are used to support and develop which literary device?

A theme B flashback C symbol

What do pesos symbolize in the novel?

_____

_____

_____

_____

How do pesos help develop the theme of faith in the novel?

A Even when Antonio loses pesos and doesn't see how he will earn more, he does not lose faith that God will provide.

B Because of Antonio's faith, he never loses any pesos over the course of the novel.

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SECTION 2 Art

Supplies Needed

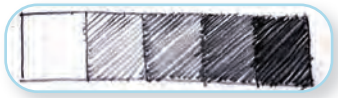
- 8"x10" pastel paper (or watercolor or any textured paper)
- scrap paper
- soft chalk pastels
- pencil
- kneaded eraser
- spray fixative (optional)

Step-by-Step Instructions

Optional App Video

Complete the following steps to create a Patagonia landscape. Follow along with the video if desired. Also watch the video Chalk Pastel Basics (Lesson 10).

1. On your scrap piece of paper, practice the following chalk pastel techniques.



Lines that are closer together or farther apart create shading. This is called ***hatching***. Notice that when you squint, the values of darks and lights are more evident.

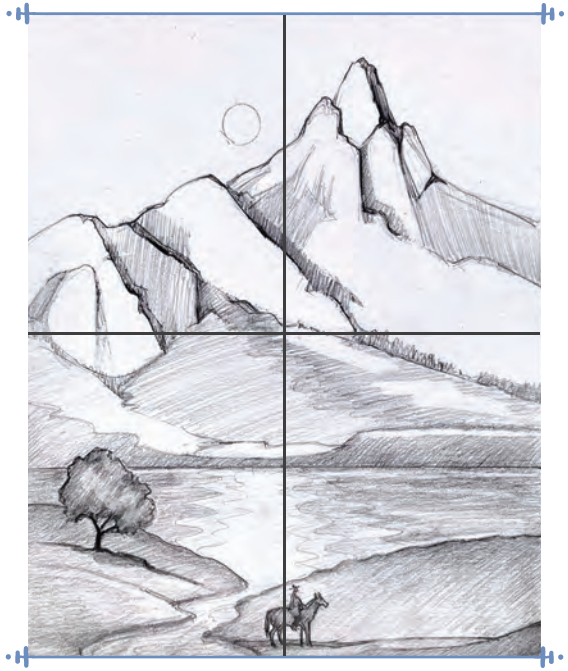
Cross-hatching means to overlay lines in opposite directions. This can create darker areas of shading. Practice hatching a variety of lines on your page. Both techniques can be done using pastels or a pencil.



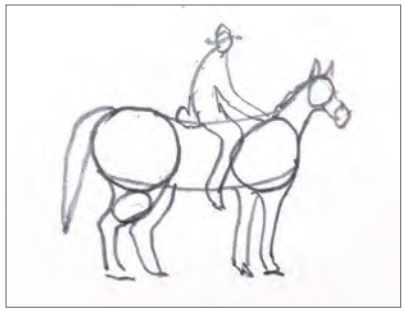
2. On your sheet of pastel paper, begin by drawing the following guidelines with a pencil. Note: When sketching, draw very lightly. You may need to erase and redraw several times.

- With a pencil and ruler or straightedge, draw a light line down the middle of the paper in both directions to form a big plus sign. Use these guidelines to sketch each section of the picture.
- Draw a horizontal line where the lake meets the mountains, approximately 3 inches from the bottom of the paper.
- Draw a jagged line sloping up toward the highest mountain peak, about 1 inch from the top. Then continue the jagged line sloping down toward the right. Add several lines coming down from the mountain line to create individual peaks.
- Add a few rolling hills at the base of the mountains.
- Above the mountains, draw a circle for the sun about the size of a dime, or ¾ inch across.

3. At the bottom of the page, draw two curved lines to create two riverbanks, separated by a winding river. Finally, draw a small tree on the bank to the left of the river.



4. On the bank to the right of the river, draw a horse with a rider. See the image below to guide you. Erase any unnecessary guidelines, including the big plus sign.

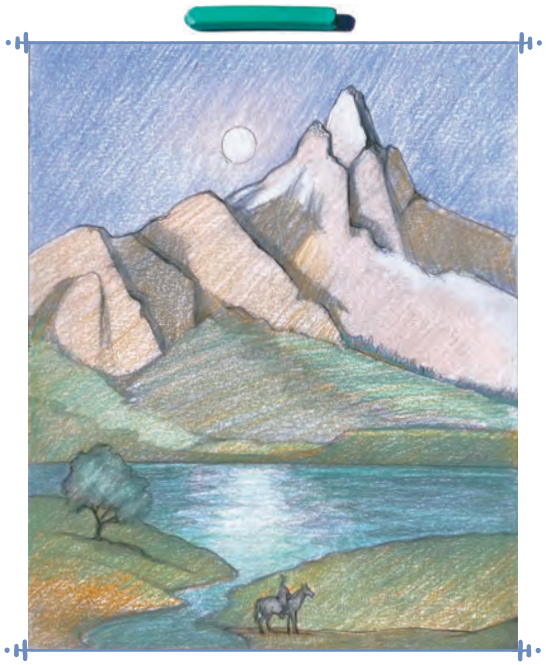


Chalk Pastel Tip Hatch marks help add depth and structure to your image. They should go in the direction of the slope on which they're placed.

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9. Add turquoise to the rolling hills below the mountains, the lake, the tree, and the grass along the bottom of the picture. The highlighted area on the lake (for the sun's reflection) can be lightly colored as well. You will layer this color on top of the colors you have previously laid on the paper.

You can use hatching or cross-hatching to create darker and lighter areas where desired.





10. Add touches of yellow to the tree, the grassy areas near the bottom, and the rolling hills.

Color the sun yellow and add a touch of yellow in the water reflection.

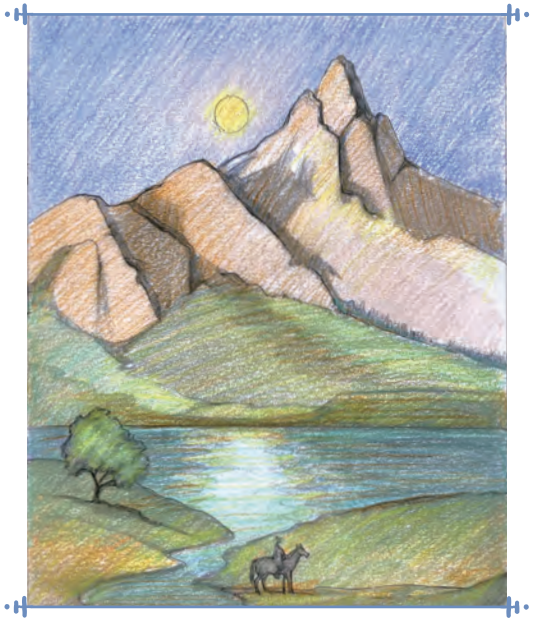
Finally, darken the mountain slopes with some orange chalk. Lightly add some color to the areas that were previously white.

The horse and rider can remain in pencil without any pastel colors.

11. Add any final touches of color that you desire. Congratulations! You have completed your chalk pastel picture!

Notice how the process of overlapping colors created a variety of greens, blues, and pinkish grays.

If you choose to, spray your chalk pastel picture with the spray fixative. Remember to ask an adult for permission and assistance with this.



Chalk Pastel Tip

Spray fixative helps to protect your final piece of art. It prevents your work from smudging.

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UNIT 2
OVERVIEW

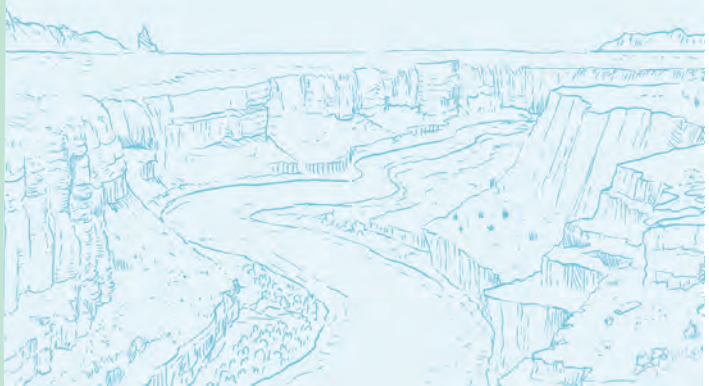
These are the main topics covered in this unit in the course book, correlated book, and the Good and Beautiful Homeschool app.

Unit Theme/Message

joy in difficulties, small acts of kindness, hope

Unit Geography

Arizona, USA



Grammar & Usage

- possessive nouns
- sentence diagramming: steps 5–7
- prepositions, prepositional phrases & commas
- quotations: capitalization & commas
- quotations: ending punctuation
- subordinating conjunctions & dependent clauses
- relative pronouns
- capitalization: titles
- commas with dependent clauses
- helping verbs & verb phrases
- linking verbs
- editing
- **homophones & commonly confused words:** it's/its, plain/plane
- **Greek & Latin roots:** nom, ann, mob, phono, tele, bio

Correlated Book



The Journals of June Jefferson

Spelling

Most lessons end by instructing the student to complete a Simply Spelling session, which covers:

- homophones (e.g., stake/steak)
- commonly confused words (e.g., then/than)
- high-frequency and challenging spelling words
- spelling principles (e.g., words with "ough," segmenting sounds in a word, prefixes and suffixes, recognizing compound words, etc.)

Vocabulary

- Vocabulary words are from the Vocab & Reading Skills passages and are reviewed in Vocabulary Review sections throughout the course. A list of these words can be found in the *Quick Reference Guide*.

Reading Comprehension

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

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VOCAB & READING SKILLS

Javelinas are piglike mammals that are not actually pigs or boars. Commonly found in Arizona's Sonoran Desert, these creatures **subsist** predominantly on cacti, especially prickly pears, which provide not only food but also water.* While humans must remove the spines on prickly pears before consuming them, javelinas do not. Their tough, leathery mouths allow them to eat the entire cactus, spines and all.* Their digestive systems are also adept at handling the fibrous material inside the prickly pear.* Javelinas eat other plants, insects, small reptiles, and occasionally **carrion** as well. Living in groups called squadrons, javelinas are quite social creatures.* They cooperate for protection and grooming, and they even show complex social behaviors.* For example, they protect and stay close to weak or **vulnerable** group members, sleep huddled together, and mourn their companions' deaths.*



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 25

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

SECTION 1 Warm-Up

Coordinating Conjunctions & Compound Sentences

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

P. 29

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

1. We removed _____ spines.
2. _____ 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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LESSON 26

Art Art Supplies Needed (See page 95 for a list of items needed for all art projects in Unit 2.)

This lesson may be split into multiple days to allow more time for the art project.

SECTION 1 Warm-Up

> For where your treasure is,
> there will your heart be also.
>
> ~ Matthew 6:21

Memorization

Recite the Bible verse repeatedly until you can recite it three times in a row without looking at it.

Quotations: Capitalization & Commas

PP. 82–83

Insert editing marks to correct the errors in the sentences.

1. Father said “My treasure is my faith and my family.”
2. “I treasure what I think about” said Anna “so I want to think about Jesus Christ more often.”
3. “Relationships are a great treasure” Grandma declared.

Homophones & Commonly Confused Words

P. 29

Fill in each blank with the correct word: **PLAIN** or **PLANE**.

I would prefer _____ yogurt for breakfast.

The cargo _____ brought needed supplies.

Prepositional Phrases & Commas

P. 44

Insert commas where needed.

1. Above all she strives to be tenderhearted.
2. Underneath the tallest pine tree a boy was reading a book.
3. On the densely forested trail I saw three songbirds on a branch.



SECTION 2 Writing

Onomatopoeia

Write two complete sentences using at least one onomatopoeia in each.

EXAMPLES

crashed, drizzled, barked, clanged, chirped, achoo, thud, ahem, meow, woof, quack, boink

1

2

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LESSON 28

Art

Art Supplies Needed (See page 95 for a list of items needed for all art projects in Unit 2.)

SECTION 1 Grammar, Usage & Punctuation

Quotations: Ending Punctuation

Optional App Video

New Concept

Quotation Rules for Ending Punctuation	
Ending Punctuation Within Quotations	Ending Punctuation Outside of Quotations
• Periods always go inside the closing quotation marks. The writer said, "I just finished writing my book." • Place question marks or exclamation points inside quotation marks if the punctuation applies to the quotation. Gina asked, "Is anyone hungry?" (The information inside the quotes IS a question.)	• Place question marks or exclamation points outside quotation marks if the punctuation applies to the whole sentence. Did you know Ed said, "Everyone should come"? (The information inside the quotes is NOT a question.)

Insert editing marks to correct the errors in the sentence.

Transpose *Switch the order of the letters or symbols.*
Example: She declared, "Yes I will"!
Switch these two symbols.

The first sentence is completed as an example.

1. "Davy crockett was a real person," Grandpa said "but there are tall tales about him".
2. Did you hear Mom say, "Tall tales are my favorite?"
3. "I have never heard a tall tale" Sam said. "will you tell me one?"
4. "I read a tall tale about paul Bunyan," Faye explained. "i know about his big blue ox".
5. Henry was surprised when Jamie asked, "what is a tall tale"?



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SECTION 2 Writing

In the green boxes, write (with bullet points) the bare facts from each research passage about tall tales of the American frontier.

Research Passage 1

Tall tales from the American frontier are a genre of folklore shared, mainly orally, during the western expansion of the USA. The tales were unbelievable or exaggerated, sometimes based loosely on real people and events and sometimes purely fictional.

Research Passage 2

Tall tales often featured superhuman strength and epic deeds not true to life. However, the topics were things familiar to the people of the time, such as farming, railroads, lumberjacks, and cowboys. The tales were told as a form of entertainment and were especially enjoyed at home or around the campfire after a long day's work. Tall tales helped people find humor and entertainment amid the difficulties and stresses of frontier life. Some famous tall tales are about Pecos Bill, Davy Crockett, John Henry, Johnny Appleseed, and Paul Bunyan.



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LESSON 37

SECTION 1 Warm-Up

Quotations, Homophones & Coordinating Conjunctions

PP. 82–83, P. 27, P. 50

For the sentences below:

1. Fill in each blank with the correct word: **PLAIN** or **PLANE**.
2. Insert editing marks to correct the errors in the sentences.



Transpose *Switch the letters or symbols.*

3. Write the three coordinating conjunctions used in the sentences.

1. He asked, “Did you fix the model _____ yet”?
2. “I thought my living room looked _____ ” my friend explained, “but this new paint color makes a big difference”.
3. She declared, “I’ve never seen a snake in the wild, so I’ll look”!
4. She yelled “Look! I see one under that _____ wing!”
5. “I had oatmeal for breakfast, and I added raisins and honey so it didn’t taste _____ ” he explained.

Coordinating Conjunctions Used in the Sentences

_____ _____ _____

Prepositions & Prepositional Phrases

PP. 76–77



For each sentence, circle all the prepositions and underline all the prepositional phrases. Some sentences have two prepositional phrases.

1. The snake slithered beside the tree and under the rock pile.
2. Many rattlesnakes are found in the Sonoran Desert.
3. I see the snake on the rock basking in the warm sun.
4. They often hunt for their prey at night.



Sentence Diagramming

P. 14 & P. 17

Diagram the sentence.

The dangerous snake is sleeping.

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SECTION 2 Writing

Terrific Transitions

Recall that transitions help establish logical connections between sentences, paragraphs, and sections of essays. Transitions also help writing feel less choppy. Here are some example transitional words and phrases:



first	second	next	finally
in addition	however	in fact	actually
for example	eventually	also	later

On each blank line, write a well-chosen transition from the chart above.

How did Simon Simonsen, born in 1841 in Germany, become such a notable animal painter? _____, he was tutored by his father, who was a painter himself. _____, Simon had the opportunity to receive excellent training at the Academy of Fine Arts in Copenhagen. He excelled in his studies. _____, he received his first notable prize when he was just 18 years old. _____, he was able to study in both France and Italy.

SECTION 3 Art

☐ Enjoy the paintings in this section by Simon Simonsen. Can you tell that Simon aimed in his paintings to show the character of each individual animal?

SECTION 4 Literature & Reading

Vocabulary Review

PP. 128–137

keen	textile	proximity	buffet
arid	reconciliation	sustainable	coarse

Write the correct vocabulary word on each blank line.

1. Snakes use their _____ sense of smell to detect the _____ of nearby prey or predators.
2. The javelina's _____ hair protects its skin from the spines of the cactus.
3. A/an _____ like recycled cotton is considered _____ because it reduces waste.
4. The strong winds _____ the side of the house during the sandstorm.
5. She was content with the _____ after their argument.
6. Lack of rain makes the desert very _____.

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LESSON 40

PROJECT LESSON

SECTION 1 Literature & Reading



Correlated Book Discussion

App

On the Homeschool app, listen to "*The Journals of June Jefferson* End-of-Book Discussion." Then answer the questions in the green box.

THE JOURNALS OF JUNE JEFFERSON
END-OF-BOOK DISCUSSION



Good and beautiful books often have more than one strong, uplifting message. Worthwhile books give us examples of ways we can overcome flaws, face trials, or develop character. A book may have many positive messages. Here are some examples:

- power of forgiveness
- love of family
- good triumphs over evil
- benefits of perseverance
- effects of kindness
- joy in working together

Circle the two main messages in *The Journals of June Jefferson*.

A. Small acts of kindness combat loneliness.
B. Journaling improves writing.
C. There is always hope.
D. Do not visit elderly people.

Choose one of the messages you circled above and explain one way this message is communicated in the story. Use complete sentences.

Is "how to keep a journal" a message in the book?

A. Yes. Millie gains inspiration from June's journals.
B. No. June's journals are part of the story, but the book does not focus on instructions for writing a journal.

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THE POWER OF POETRY

In this lesson you will explore poems about the desert and write your own poems! Read the information and poems and complete the activities on these pages.

The Giant Cactus of Arizona

By Harriet Monroe



Note: *Inviolate* means "pure and unharmed." A *sentinel* is a guard or watchman. *Lore* is the history and stories of a particular subject.

The cactus in the desert stands
    Like time's inviolate sentinel,
Watching the sun-washed waste of sands
    Lest they their ancient secrets tell.
And the lost lore of mournful lands
    It knows alone and guards too well.

Personification is when nonhuman things are given human attributes or do human actions. It is a creative literary tool to express ideas in a way the reader can relate to.

List four verbs from the poem that are examples of personification (human actions). An example is given.

1. stands
2. _____
3. _____
4. _____

The poem personifies a cactus guarding the desert, making sure the desert's secrets are not told. With this in mind, which statement best explains the meaning, or central message, of the poem?

A. The cactus standing on guard is a poetic way of saying the desert is dangerous, and it should be avoided.

B. The cactus guarding desert secrets is a poetic way to describe the desert as a mysterious world with unknown stories.

In the fifth line, the lands are described with a vivid adjective: "mournful." Does this word describe the desert in a positive or negative tone?

positive negative

Which attribute of the desert does this adjective best express?

A. the lonely and empty landscape

B. the uniquely beautiful plants

Replace the word "mournful" with a vivid adjective of your own that describes the desert with a positive tone. Write two examples.

Noun	Monroe's Adjective	Your Adjectives
lands	mournful	

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I Looked More Closely

By Jenny Phillips

An endless desert stretched before me,
Arid, dusty, inhospitable, bare.
It seemed not more than rocks and sand,
No signs of life anywhere.



But then I looked much more
closely.

A majestic hawk soared above me.
A blue beetle scurried on the
ground.
Red flowers nodded in the breeze.
A bee buzzed past with a humming sound.

Light green cacti grew in silence.
A kingsnake basked in golden light.
Lizards darted through the dirt.
A bush was full of blossoms bright.

The scent of sagebrush drifted in the wind.
There flashed some silver-blue butterfly wings,
And I was amazed how looking closely
Revealed so many living things.

Parallelism is when phrases or sentences share the same grammatical pattern. Parallelism creates rhythm and adds interest to the poem. The third stanza has parallelism. Three lines follow this pattern: adjective / noun / verb / prepositional phrase. See the pattern in the first line.

A majestic / hawk / soared / above me.
adjective noun verb prepositional phrase

Identify parallelism in the next two lines. For each line draw a triangle around the adjective, circle the noun, draw a box around the verb, and underline the prepositional phrase.

A blue beetle scurried on the ground.

Red flowers nodded in the breeze.

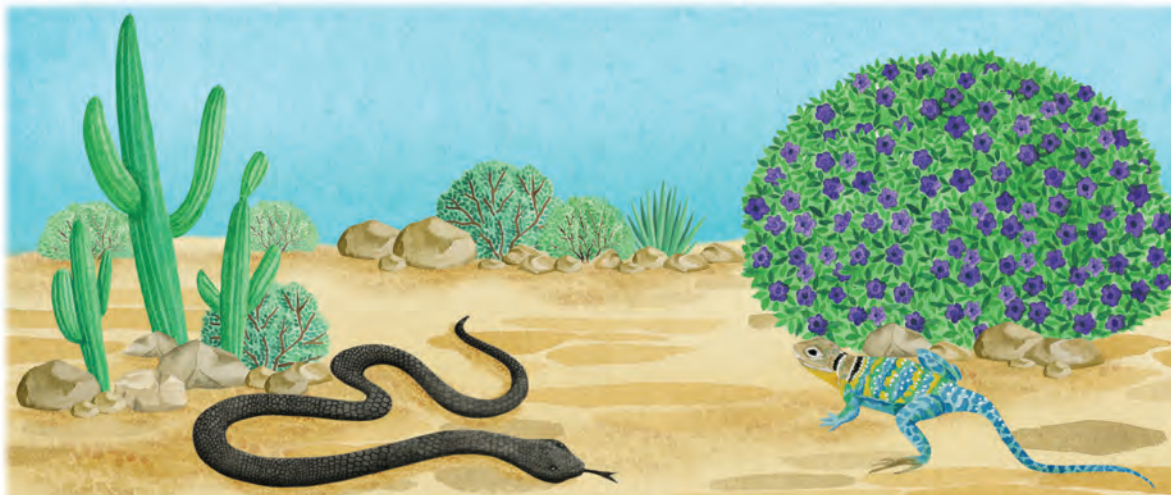
Read the second and third lines of the fourth stanza, beginning with "A kingsnake . . ." Do these lines express parallelism?

A yes B no

What is most likely the meaning, or central message, of the poem?

A The desert seems lifeless and dull at first. But if one pays attention to details, life and beauty are found everywhere.

B There are many plants and animals that live in the desert, each with its own way of surviving the harsh environment.



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UNIT 3 OVERVIEW

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

Unit Theme/Message

service and selflessness

Unit Geography

Australia



Grammar & Usage

- direct objects
- sentence diagramming: step 8
- run-on sentences
- sentence structure: simple, compound & complex
- correlative conjunctions
- editing
- **homophones & commonly confused words:** capital/capitol, desert/dessert
- **Greek & Latin roots:** review of Unit 1 roots (vis, uni, magn, photo, graph, auto)

Spelling

Most lessons end by instructing the student to complete a Simply Spelling session, which covers:

- homophones (e.g., stake/steak)
- commonly confused words (e.g., then/than)
- high-frequency and challenging spelling words
- spelling principles (e.g., words with "ough," segmenting sounds in a word, prefixes and suffixes, recognizing compound words, etc.)

Correlated Book



Elizabeth Kenny

Vocabulary

- Vocabulary words are from the Vocab & Reading Skills passages and are reviewed in Vocabulary Review sections throughout the course. A list of these words can be found in the *Quick Reference Guide*.

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.

Memorization

none in this unit

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Geography

The following geography locations and concepts are studied in this unit:

- plateau
- Great Dividing Range
- population density
- temperate
- tropical zone
- temperate zone
- cartographer
- map projection
- Mercator projection
- bay
- bight
- gulf
- strait
- sea
- artesian basin
- Tasmania

Writing

Writing is practiced at the sentence level and the paragraph level as well as at the essay level in this course.

Concepts Taught and Practiced at the Sentence and Paragraph Levels:

- varying first words & sentence lengths
- vivid verbs
- adding description & details
- similes & metaphors
- writing a thoughtful note
- writing short answers
- using words instead of "said"

Topics Taught and Practiced at the Essay Level:

- model essays
- topic sentences
- outlining an essay
- opinion essay writing

Flashcards

- South Pacific & Australia/Oceania
- Grammar Set 3

Supplies Needed

- 9"x12" pastel paper (or watercolor or any textured paper)
- small, round object to trace, like a toothpaste cap or dime
- pencil
- kneaded eraser
- scissors
- set of soft chalk pastels
- cotton swabs
- spray fixative (optional)

Literature

Literature Topics:

- purpose of the paragraph, what can the reader conclude, context, value of books (entertainment, moral, literary, educational), reason for map/image/graphic, what the author wants the reader to understand, author's purpose, characterization, diction, genre, text that shows feelings, what can the reader infer, antithesis, metaphor, organization of paragraphs, compare and contrast: how two elements differ, conflict resolution

Art & Projects

Artists:

- John Glover
- various Australian artists

Art Topics:

- light
- art observation
- luminous
- chiaroscuro
- aerial perspective
- Romanticism
- palette
- Picturesque
- Realism
- Impressionism
- *en plein air*
- Expressionism

Projects:

- thoughtful note chalk pastel card
- coral reef chalk pastel seascape

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Outlining an Essay

Creating an outline is an important step in writing an effective essay. In this lesson you will only create simple outlines. In future lessons you will learn how to write more detailed outlines. You can simply outline these major parts of an essay:

OPENING PARAGRAPH

BODY PARAGRAPHS

CONCLUDING PARAGRAPH

Roman numerals are often used to outline essay sections:

I = 1

II = 2

III = 3

IV = 4

V = 5

Note that essays can have different numbers of body paragraphs.



In each empty green box, fill in the missing parts of the outline for each essay by following these steps:

1. Write in the Roman numeral.
2. Label the part of the essay.
3. For body paragraphs, summarize the paragraph in a few words or a short sentence.

Then underline the thesis of each essay.

I. Opening Paragraph

II. Body Paragraph #1 Kindness reduces stress.

III.

IV. Concluding Paragraph

The Blessings of Kindness

We all know that being kind to others is a good thing to do. But have you ever realized just how much being kind to others blesses yourself? Science shows us a few different benefits we receive when we are kind.

First, being kind to others reduces stress. Stress can make us feel grumpy, and it can harm our bodies. It's amazing to learn that regularly being kind lowers blood pressure and helps us remain calm and cope with stress better. Do you want less stress in your life? Being kind can help!

A second benefit from regularly showing kindness is that it can make us less anxious and depressed. Booker T. Washington explains it in these words: "If you want to lift yourself up, lift up someone else."

Christ has counseled us to be kind, and many blessings flow from following that counsel. Just two of those blessings are reducing stress in our lives and being less anxious and depressed. It's definitely worth the effort to focus on being more kind to others.

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I. Opening Paragraph

III. Body Paragraph #2
Doing chores can build self-discipline.

Doing Chores Is Good for Us

Making your bed and putting away laundry help keep things organized. However, chores like these can do more for us than keep our house clean. Doing chores can build our self-esteem and self-discipline.

Can chores really help your self-esteem? Yes! Research shows that taking care of our things and spaces gives a sense of accomplishment and helps us feel more responsible. Children who do chores feel good that they are adding value to their family.

This is not the only benefit of chores. Regular chores build self-discipline, which blesses many areas of our lives, including how we take care of our physical health, our education, and our jobs.

So the next time you are tempted to grumble when it's time to do chores, consider smiling. Those chores can really be good for your life!

Adding Description & Details

Observe the painting on the next page, which is a scene in Australia. Then write two sentences that describe details that you see. Use descriptive language. Example: The tree-studded hill rises steeply beneath the blue sky.

1

2

SECTION 3 Literature & Reading



- [ ] Read Chapter 3 of *Elizabeth Kenny*.
- [ ] On the Homeschool app, listen to "*Elizabeth Kenny* Chapters 1–3 Discussion."

App

ELIZABETH KENNY
CHAPTERS 1–3
DISCUSSION



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LESSON 59

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 closely at the boomerang you will notice the great detail painted on it.
2. When you visit Kakadu National Park you are able to see the large collection of rock art sites.
3. After the arrival of Europeans new art styles began to emerge.
4. Each piece of Aboriginal art is unique because it varies by region.
5. Since the Australian landscape is so beautiful many artists use it as the subject of their paintings.

Correlative Conjunctions

P. 50

Circle the correlative conjunctions in each sentence from *Elizabeth Kenny*. Hint: For the "not only . . . but also" pair, words may come between "but" and "also."

1. He could neither dress nor feed himself.
2. I wasn't sure whether to erupt in laughter or explode with anger.
3. "Not only that, but you also claim you know better?"
4. In fact, after five months with Sister Kenny, both Hank and I were well!
5. Sister Kenny instructed her technicians to allow us to receive our treatments side by side, either in our beds or in the zinc tubs.
6. After five more months, not only could Esther hold her head up, but she was also walking, running, and playing.

Homophones & Commonly Confused Words

P. 28

Fill in each blank with the correct word: **DESSERT** or **DESERT**.

The _____ in Australia is part of the Outback.

Can we serve ice cream for _____?

_____ animals adapt to survive the dry conditions.






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SECTION 2 Writing

Adding Description & Details

John Glover was a masterful painter of landscapes, and he captured scenes with accuracy and imagination. Many of his paintings combine brightness and beauty with darkness and mystery.

Study the painting at the right, taking note of the relationship between the beautiful and the eerie. Try to imagine how the scene feels, smells, and sounds. Then write three phrases that describe details you see. Each phrase needs at least five words.

EXAMPLES

golden sunset reflected on a castle wall

animals resting peacefully near a dark forest

1

2

3

SECTION 3 Art

Read this section, and then answer the questions.

READING COMPREHENSION
EXPLORING MAJOR ART MOVEMENTS THROUGH PAINTINGS OF NATURE



Have you ever visited an art museum and marveled at the vast differences between the styles of the paintings? Museums often display works from a variety of art movements. Art movements are periods of time in which a group of artists share the same artistic styles or philosophies. It is especially interesting to note the ways in which a specific theme or subject, such as nature, was represented in different art movements throughout history.

Paragraph 1

Romanticism, the art movement popular between about 1800 and 1850, is generally recognizable by its dramatic landscapes. Artists painting in this style were interested in showcasing both the beauty and the power of nature. The paintings are often stormy and use a darker ***palette***, or

Paragraph 2

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range of colors. ***Picturesque*** is a particular style within Romanticism in which dramatic landscapes are captured, often with contrast between beauty and ruggedness. John Glover's painting on the previous page depicts this style well. A dreamy valley is framed by a dark and rugged forest.

Paragraph 2 (cont.)

Beginning around 1840, sparked by social and economic changes, artists grew tired of painting the natural world in a fantastical way. The resulting art movement, called ***Realism***, focused on showing the natural world with great attention to detail. Realists sought to accurately depict nature during periods with different amounts of light. Some Realist paintings look so true to life they could be mistaken for photographs!

Paragraph 3

The two paintings on this page are by Australian artist Frederick McCubbin. The way in which McCubbin captures the beauty of an ordinary moment in the top painting is typical of Realism.

Paragraph 4

Around 1870 photography became more common and popular. Therefore, painters started to focus less on realistic representations of nature. Instead, they used their art to show their own views about how to see the world. This new and vibrant style, termed ***Impressionism***, aimed to capture the fleeting effects of light and color within a landscape. Paintings were created ***en plein air*** (outdoors), and often the same landscape or subject would be painted in various times of day or different seasons to highlight the change in mood.

Paragraph 5

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Impressionist paintings can seem messy, blurry, or unfinished when viewed up close due to the short, visible brushstrokes. But, once you take a step back, the unblended strokes of color take shape and give the viewer a unique impression of the painted landscape.

Paragraph 6

Around the start of the 1900s, the artistic style of many painters began another change. The resulting art movement, termed ***Expressionism***, used exaggerated or extreme colors, size, and angles. Expressionist painters did not attempt to re-create reality. They were more focused on using their art to show feeling. They hoped to stir an emotional response through their art.

Paragraph 7

Throughout the four art movements described, paintings of nature gradually changed. Nature scenes in the Romantic movement were often dark, wild, and filled with power and mystery. In the Realist movement, scenes were shown in intricate detail with trees bathed in sunlight or hidden in shadow. While Impressionists were also interested in how light affects a scene, they painted in a way that gave the viewer a glimpse into the feelings and impressions of the artists themselves. The vivid colors and distorted forms of the forests painted by Expressionists were meant to spark the viewer's thoughts and emotions. While the style of the artists changed during these art movements, one thing remained the same: an appreciation for the beauty of nature.

Paragraph 8

Here are tips for the questions you will answer:

Organization of Paragraphs

An author chooses how to structure and organize an article to best communicate their intended message. This type of question asks you to notice how the author organized the paragraphs in the passage. You can use a process of elimination by asking yourself whether each answer is the way the paragraphs are organized or not.

Contrast How Two Elements Differ

When a question asks you to contrast two things in a nonfiction article, you need to consider what you know about both things. Once you have thought through the ways the two differ, select the answer that is most accurate. Several answers may be true, but the one that is most accurate will best reflect how the two are different.

Circle the letter next to each correct answer.

How does the author organize Paragraphs 2–7 of the article "Exploring Major Art Movements Through Paintings of Nature"?

A. from most popular art movement to least popular
B. in chronological order, starting from the time period longest ago and ending with the most recent
C. in alphabetical order

What is a major way that the art movements of Romanticism and Expressionism differ?

A. Romantic paintings deal with the topic of love, and Expressionist paintings do not.
B. Romantic paintings use dramatic colors, but Expressionist paintings are soft and muted.
C. Expressionist paintings often have distorted forms, while Romantic paintings are more true to life.

How do paintings of nature differ between the Impressionist art movement and the Realist movement?

A. One style focuses on light, and the other does not.
B. Realist paintings of forests are actually photographs, while Impressionist paintings use short brushstrokes.
C. In one movement, nature was painted in accurate detail, while in the other a more stylized impression of a nature scene was painted.

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LESSON 61

PARENT/TEACHER

- Have the child read the following information to you.

Unit 3 Review/Assessment

This lesson is a section review. These types of review give practice with the grammar, punctuation, and usage concepts learned in this course, without having to overpractice mastered concepts. These reviews also give me practice working on exercises for an extended period of time. This helps extend my focus and attention span, and it will help me be better prepared for any type of testing I will have to do in the future.

Here are some tips I will follow. First, I will always read the instructions carefully. I can get answers wrong simply because I did not understand the instructions. Second, I will not rush through exercises I think I already know. Instead, I'll make sure to do my work carefully. It's possible to get answers wrong, even though I understand the concept, just because I rushed.

I will complete all the exercises with purple headers only. Then you will correct the work. If I made one or more mistakes in a section, you will check the orange "Additional Practice" checkbox for that section. I will then complete those additional sections today or on another day.

- Review student work in the purple sections of the assessment.

SECTION 1 Flashcards Assessments

App

- [ ] On the Homeschool app, complete the Geography Cards and Grammar Cards Assessments. Do your work slowly and carefully.

PARENT/TEACHER

- At the end of each flashcard assessment, the app will show you which cards the child missed. If you wish to do more review, you can access any of the flashcard groups in the Student Resources section of the app.

SECTION 2 Grammar & Usage Assessment

Greek & Latin Roots

Draw a line from each Greek or Latin root to its meaning.

uni	see
auto	one
vis	self



- [ ] Additional Practice

Greek & Latin Roots

Draw a line from each Greek or Latin root to its meaning.



magn	light
photo	to write/draw
graph	large or great

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Sentence Structure

For each sentence below, circle the type of sentence structure.

1. Before Jodi left for the airport, she checked for her passport.
   simple | compound | complex
2. Jon visited Sydney Opera House, and he watched a performance.
   simple | compound | complex
3. The family traveled to Australia for two weeks.
   simple | compound | complex
4. While she was visiting, my mother sampled a traditional meal.
   simple | compound | complex
5. The hot air balloon traveled over the vast Outback.
   simple | compound | complex

☐ Additional Practice

Sentence Structure

Use the numbers below to label each type of sentence structure.

1 - simple 2 - compound 3 - complex

_____ Because there is time, we can visit the Twelve Apostles.

_____ Australia is an island country in the Pacific Ocean.

_____ We can hike in the rainforest, or we can take a jeep ride through the desert.

Direct Objects

Circle the direct object in each sentence below.

1. The scientist excitedly discovered a new fish.
2. The diver often photographs the colorful coral.
3. Many tourists explore the beautiful reef.
4. Emma spotted the large sea turtle.
5. My adventurous aunt has traveled the world.



☐ Additional Practice

Direct Objects

Circle the direct object in each sentence below.

1. The students carefully studied the sea animals.
2. Everyone in the group quietly read the booklet.
3. A snorkeler saw a large, shiny fish.
4. She finally spotted the humpback whale!



