

LANGUAGE ARTS & LITERATURE

LEVEL 6

COURSE BOOK

PART 2

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

The Good and the Beautiful
CURRICULUM



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

hard work, resourcefulness, gratefulness, perseverance

Unit Geography

Arctic regions



Grammar & Usage

- compound subjects, verbs & verb phrases
- verb tenses & shifts in verb tense
- comma splices
- interjections
- commas in dates
- editing
- **homophones & commonly confused words:** sent/scent, patience/patients
- **Greek & Latin roots:** review of Unit 2 roots (nom, ann, mob, phono, tele, bio)

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



Kudlu

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:

- Arctic
- Arctic Circle
- tundra
- archipelago
- axial tilt
- aurora borealis
- coronal mass ejection
- axis
- sea ice
- Arctic tundra
- permafrost
- northern limit of trees
- ice sheet
- autonomous
- fjord
- glaciation
- prime meridian
- International Date Line
- Norway
- Greenland
- The North and South Poles

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:

- personification
- avoiding wordiness & redundancy
- transitions
- sensory language: sound & touch
- similes & metaphors
- vivid verbs
- onomatopoeia
- using words instead of "said"
- sensory language: smell & sight
- varying first words & sentence lengths

Topics Taught and Practiced at the Essay Level:

- outlining an essay
- poetry writing
- informative essay writing

Flashcards

- USA Capitals Set 2
- Grammar Set 4

Supplies Needed

- 9"x12" piece of pastel paper (or watercolor or any textured paper)
- set of soft chalk pastels
- several tissues
- spray fixative (optional)

Literature

Literature Topics:

- synonym, purpose of a paragraph, mood, cliffhanger, compare and contrast, what can the reader conclude, organization of paragraphs, round character, flat character, context clues, reason for map/image/graphic, tone, book review, character map, suspense

Poetry Topics:

- juxtaposition, oxymoron, vivid verbs, vivid adjectives, narrative poem, lyric poem, couplet

Art & Projects

Artists:

- Anna Boberg
- William Bradford
- Frederic Edwin Church
- various artists

Art Topics:

- implied movement
- commission
- contemporary
- Luminism
- studies
- animaliers

Projects:

- northern lights chalk pastel landscape
- Power of Poetry

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LESSON 62

SECTION 1 Warm-Up

Homophones & Commonly Confused Words

P. 29 & P. 30

patience: He showed great patience when the flight was delayed.

patients: The eye doctor is taking new patients.

Hint: In order to wait, you need patience, so think of the C in "patience" as in the phrase "wait and see."

Fill in each blank with the correct word: **PATIENCE** or **PATIENTS**.

_____ is a valuable character quality.

Are you new _____ in this dental office?

New _____ may need _____ when waiting for their appointment.

sent: We sent the letter to the missionary on Thursday.

scent: I love the scent of freshly baked bread!

Circle the correct homophone to complete each sentence.

Do you know if they sent | scent a scientist to the Arctic?

The sent | scent from the cookies you sent | scent is delicious.

I love the refreshingly crisp sent | scent of spring.

Capitalization: Cardinal Directions

P. 38

Circle the correctly capitalized word or words to fill in the blank.

1. The Arctic Circle surrounds the _____.
   A north pole B North Pole
2. Alaska lies in the _____ portion of the Arctic Circle.
   A southern B Southern
3. They visited a river _____ of Inuvik, Canada.
   A west B West
4. The _____ Passage is a sea route in the Arctic.
   A Northwest B northwest

Direct Objects

P. 51

Circle the direct object in each sentence.

1. The scientist recorded the low temperature.
2. We admired the beautiful snowy landscape.
3. She visits the enormous glacier.
4. Sea ice covers the crisp blue water.
5. A large polar bear hungrily eats the fish.



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Compound Subjects, Verbs & Verb Phrases

Optional App Video

New Concept

You have learned that a sentence needs a subject and a verb, but that does not mean that a sentence can only have ONE subject and ONE verb.

When there is more than one subject in a sentence, it is a ***compound subject***.

Polar bears and seals live in the Arctic region.

When there is more than one verb in a sentence, it is a ***compound verb***.

Lydia explores and photographs the frozen land.

Compound subjects and compound verbs are often connected with the conjunction AND or OR.

When there is more than one verb phrase in a sentence, it is a ***compound verb phrase***. When a clause has a compound verb phrase, do not put a comma between the verb phrases.

Researchers have studied the polar animals and will record their scientific observations.

Tip: Verb phrases are often connected with the conjunction AND. Remember that you use a comma when AND is connecting two independent clauses, but you do not use a comma when AND is connecting two verb phrases. (Verb phrases cannot stand on their own as sentences because they are missing a subject.)

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

1. Greenland and Finland are countries in the Arctic.
   COMPOUND SUBJECT | COMPOUND VERB
2. Polar animals adapt and survive here.
   COMPOUND SUBJECT | COMPOUND VERB
3. Sam visited and toured Iceland last year.
   COMPOUND SUBJECT | COMPOUND VERB
4. Some snow and ice melt in the summer.
   COMPOUND SUBJECT | COMPOUND VERB
5. Mountains and tundras are found in this region.
   COMPOUND SUBJECT | COMPOUND VERB



For each sentence, underline the compound verb phrases.

1. An ice sheet has covered the land and will thaw in the summer.
2. The adventurous man has traveled to the Arctic and is exploring the vast tundra.
3. An Arctic village was built beside the sea and can shelter many people.
4. He is studying the animals and has tracked their behaviors.

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LESSON 65

SECTION 1 Warm-Up

Homophones & Commonly Confused Words

P. 30

sent: I never found out who sent the surprise gift basket.

scent: She loves to fill her home with the scent of fresh flowers.

Fill in each blank with the correct word.

He _____ their luggage ahead for the trip.

She _____ me a card with a beautiful Arctic scene.

The _____ of cedarwood reminds me of Norway.

I love the new candle _____.

E.G. & I.E.

P. 52

Write the appropriate abbreviation—"e.g." or "i.e."—on each blank line.

1. Arctic animals, _____, polar bears and reindeer, are found in northern Norway.
2. The capital of Norway, _____, Oslo, is the largest city.
3. Honor God by displaying positive character traits, _____, honesty, kindness, and humility.

Quotations

PP. 82–83

Insert editing marks to correct the errors in the sentences.

Transpose *Switch the letters or symbols.*

1. "northern Norway is within the Arctic Circle" the guide shared.
2. The young girl said "Look at this quaint Arctic village".
3. "Norway is known for its fjords" he explained, "which are narrow waterways formed by glacial movement"
4. Did you hear him say "the sun remains below the horizon for a period of time during the winter?"
5. She admired, "this country has such stunning natural beauty".



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Verb Tenses & Shifts in Verb Tense

Optional App Video

New Concept

Verbs come in three basic tenses: past (already happened), present (happening now), and future (yet to happen). The tenses can be broken down further to more clearly communicate when an action took place and how long it lasted. Examples of each tense and their uses are shown below:

simple past	simple present	simple future
He walked along the glacier.	He walks along the glacier.	He will walk along the glacier.
past continuous	**present continuous**	**future continuous**
He was walking along the glacier.	He is walking along the glacier.	He will be walking along the glacier.
past perfect	**present perfect**	**future perfect**
He had walked along the glacier.	He has walked along the glacier since lunch (and still is).	He will have walked along the glacier.
past perfect continuous	**present perfect continuous**	**future perfect continuous**
He had been walking along the glacier.	He has been walking along the glacier all afternoon (and still is).	He will have been walking along the glacier.



Avoiding Shifts in Verb Tense

Do not shift verb tense when describing actions that take place during the same period of time. For example, two actions that happened in the past should both be written in past tense. Verb tense should change only to show that two actions happened at different times compared to each other.

Incorrect: She travels to Norway and photographed the Arctic landscape.
Correct: She traveled to Norway and photographed the Arctic landscape.

Fill in the tenses on the chart using the underlined verb from the sentence in orange. Some parts of the chart have been completed.
She prays quietly in her room.

simple past	simple present	simple future
	prays	
past continuous	**present continuous**	**future continuous**
		will be praying
past perfect	**present perfect**	**future perfect**
	has prayed	will have prayed
past perfect continuous	**present perfect continuous**	**future perfect continuous**
had been praying		

Circle the correct verb tense in orange to complete the sentence.

1. Ingrid speaks Norwegian to her mom but was reading | reads to the class in English.
2. The hiker climbed near the fjord and watches | watched the sunrise.
3. He had visited | visits Norway and had taken many photos.
4. The students will learn about the country in the Arctic and will write | wrote a report.

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SECTION 3 Writing



Terrific Transitions

Transitions help establish logical connections between sentences, paragraphs, and sections of your papers. 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.

While Kudlu was fishing with his dog, Lak, the wind began to blow. _____, the ice began to break. Kudlu ran home, but when he arrived, he could not see the house. _____, it had been wiped out by the ice. Thankfully, Kudlu's family escaped before disaster struck. _____, they are now stuck in the cold with no shelter. They must do something to stay warm. _____, they must build a fire.

SECTION 4 Literature & Reading



☐ Read Chapter 4 of *Kudlu*.

Match each character with two descriptions.

Kudlu	makes a snow knife
	has the idea to build an *apúya*
Anoru	keeps the fire going all night
	picks the spot for the *apúya*
	cuts ice blocks for the *apúya*
Yuksin	builds *apúya* with sense of touch

To be ***resourceful*** is to quickly and creatively come up with solutions using what is available. Explain how Kudlu and his family are resourceful. Include a comma and coordinating conjunction in your answer.

SECTION 5 Geography Cards

App USA Capitals Set 2

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Read this section, and then answer the questions.

READING COMPREHENSION
ANNA BOBERG AND NORWAY

Anna Boberg was a Swedish artist whose whimsical, soft-colored oil paintings captured the beauty of landscapes unlike any other. Mostly self-taught, Boberg developed her natural talent and traveled the world, painting landscapes in many countries, including France, Italy, Switzerland, and Israel.



In 1901 Boberg and her husband, Ferdinand, traveled to northern Norway, where her most notable "studies," as she called her practice pieces, were created. Boberg was captivated by the beauty of the Lofoten Islands, an ***archipelago*** (group of islands) about 160 kilometers (100 miles) north of the Arctic Circle. In fact, she was so amazed by the Arctic wonderland that she stayed behind to paint while Ferdinand went home and sent paint supplies to her. Boberg's love for Lofoten would inspire a collection of Arctic paintings that are admired in art museums today.

Boberg and her husband visited the Lofoten Islands many times over the course of 30 years and even built a house there. At different seasons Boberg would paint the many stunning scenes of Lofoten: mountains, fishing boats, and natural wonders in the sky. The paintings below are some of Boberg's studies from Lofoten.





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At a certain time of the year in Norway, you can walk along the beaches of the Lofoten Islands and admire the sun's rays dancing on the waters—at midnight! The reason has to do with the earth's ***axial tilt***, the angle at which the earth spins compared to its rotational path around the sun.

During the summer months, the North Pole is tilted toward the sun. This means areas near the North Pole will experience several weeks in which the sun never disappears under the horizon, even at midnight. In fact, the Arctic Circle marks the southernmost point in the Northern Hemisphere where you can experience at least one full day each year in which the sun never sets. During the winter, when the North Pole is tilted away from the sun, the opposite occurs. In the Arctic the sun does not rise for at least one full day each year. Some people living farther north will go several weeks without seeing a sunrise.

Norway is known as the "Land of the Midnight Sun" because the northern half of the country is within the Arctic Circle, and it offers some of the most beautiful places to experience the midnight sun! So what does the midnight sun look like? Well, Anna Boberg experienced this natural phenomenon and beautifully captured it in the painting below.



Which picture reveals an archipelago?





If Boberg called her paintings "studies," what can you infer about her goal in creating them?

A She was possibly trying out different techniques and textures to capture the scenes of Lofoten.

B She was attempting to create a final and perfect representation of the Arctic landscape.

Use the map on the previous page for the following questions.

True or false: Each year Norway's capital city, Oslo, experiences one full day without a sunset.

A true B false

True or false: If Anna Boberg spent the winter in Lofoten, she would have experienced at least one day without a sunrise.

A true B false

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 71

SECTION 1 Warm-Up

Helping Verbs & Verb Phrases P. 58

Underline the helping verb or verbs, circle the main verb, and box the verb phrase in each sentence. The first one is done as an example.

1. She has visited the Svalbard archipelago every year.
2. Polar night can be experienced in this area of Norway.
3. The homes have been built on pillars due to the permafrost.
4. Many people were riding snowmobiles from home to home.
5. Svalbard is located within the Arctic Circle.

Linking Verbs P. 66

Cross out the sentences that **do not** have a linking verb. Hint: This means the verb cannot be replaced with a TO BE verb.

1. Lichen and mosses grow during the summer months.
2. The sky remains dark for nearly three months in the winter.
3. Many residents appear content with the extreme environment.
4. He looked up at the northern lights in the sky.
5. The wide expanse of Arctic tundra sounds blissfully silent.





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Homophones & Commonly Confused Words

P. 30

Fill in each blank with the correct word: **SENT** or **SCENT**.

He told me that the _____ reminds him of home.

She _____ a get-well card to her neighbor.

Semicolons

P. 87

Use the editing marks to delete any coordinating conjunctions that should not be in the sentences and to insert missing semicolons. Hint: Semicolons can combine two closely related independent clauses. It can help to identify independent clauses that can stand on their own as sentences by underlining them.

1. Svalbard is north of Norway it is a chain of islands.
2. Longyearbyen is the capital city this is the most populated area.
3. Permafrost covers this region; so houses are built on stable pillars.
4. We are cautious outdoors; for polar bears roam freely.
5. The sun returns in March the children will play outside.
6. The visitors join a snowmobile tour they are able to experience the rugged land.

SECTION 2 Writing

Essay Writing

App

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

Use the scaffolding (if turned on) given on the app. Also, see the extra writing tips on the app if needed.

Step 1 Write your topic sentence for the first body paragraph. This sentence should define the main idea of this body paragraph. Refer to your outline in the previous lesson.

Step 2 After your topic sentence, write 6–8 sentences giving information that supports your topic sentence. This information should cover the two subtopics you already chose for this body paragraph.

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, and then click COMPLETED. Your body paragraph will be saved for the next lesson.



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UNIT 5
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

forgiveness, truth, family

Unit Geography

the Netherlands



Grammar & Usage

- commas in addresses
- clauses vs. phrases
- relative clauses: who/that
- relative clauses: which/that/whose
- punctuating relative clauses
- parallel construction: adjectives & adverbs
- editing
- **homophones & commonly confused words:** sell/sale, heel/heal
- **Greek & Latin roots:** jur, chrome, dyna, syn, bene, omni

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



The Windmill's Secret

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

"And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you." Ephesians 4:32

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Geography

The following geography concepts are studied in this unit:

- infrastructure
- elevation
- sea level
- topography
- relief map
- Rhine-Meuse-Scheldt Delta
- dike
- polder
- reclaimed
- urban form
- urban planning
- concentric circle
- commerce
- canals of Amsterdam

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 sentence structure: prepositional phrases
- vivid verbs
- active voice vs. passive voice
- using color words
- using words instead of "said"
- adding description & details

Topics Taught and Practiced at the Essay Level:

- writing summaries
- types of essays: informative, persuasive, comparative, process, opinion
- summary writing for each type of essay

Flashcards

- Europe Set 1
- Europe Set 2

Supplies Needed

- two 9"x12" pieces of drawing paper
- 8"x10" piece of white paper (optional)
- pencil
- kneaded eraser
- ruler

Literature

Poet:

- Celia Thaxter

Literature Topics:

- author's purpose, how a central idea is developed, word meaning in context, what can the reader infer, show instead of tell, purpose of the paragraph, suspense, simile, perspective, mystery, compare and contrast: most accurate for both, reason for map/image/graphic, climax, resolution, character arc

Poetry Topics:

- refrain, alliteration, metaphor, contrast, vivid verbs, prepositional phrases

Art & Projects

Artist:

- Remigius Adrianus Haanen

Art Topics:

- still life
- genre painting
- Dutch Golden Age
- art observation
- linear perspective
- vanishing point
- aesthetic
- biscuit firing
- glaze firing
- traditional Dutch art

Projects:

- perspective drawing
- windmill drawing
- Power of Poetry

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LESSON 82

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. Adults and children enjoy traveling through the city by bicycle.
   COMPOUND SUBJECT | COMPOUND VERB
2. The children learned and practiced their skills on a bike.
   COMPOUND SUBJECT | COMPOUND VERB
3. Bike baskets and trailers assist riders in carrying their belongings.
   COMPOUND SUBJECT | COMPOUND VERB
4. Many people own and ride bicycles in the Netherlands.
   COMPOUND SUBJECT | COMPOUND VERB

For each sentence, underline the compound verb phrases.

1. The bike path can protect riders and will provide an easy route.
2. She has traveled and has been shopping with her bicycle.
3. Riding a bike will increase exercise and can improve your health.
4. They will be riding their bikes and should be wearing helmets.

Memorization

1) Two times, read aloud the words in Section 1. 2) Read the Bible verse aloud two times, including the reference. 3) Two times, read aloud the phrases in Section 2, filling in the blanks orally.

1. kind tenderhearted forgiving forgiven

   And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you.
   ~ Ephesians 4:32

2. And be ye _____ one to another, _____, _____ one another, even as God for Christ's sake hath _____ you.

Commas in Dates P. 43

Insert commas where needed and cross off any unnecessary commas in the sentences below. Circle the one sentence that is correctly written and does not need any commas added.

1. They will celebrate King's Day on Friday April 27, 2040.
2. A five-day bicycle tour will take place in May, 2031.
3. She won the cycling race on 21 September 1993.
4. We plan to tour the canals by bike on Saturday June 16.
5. January, 1 is the beginning of a new year.



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SECTION 2 Grammar, Usage & Punctuation

Commas in Addresses

Optional App Video

New Concept

When writing an address on one line or in a sentence, commas are used to separate items in the address. Use a comma after the street name, between a city and a state or province, and between the state or province and the country. There is no comma before a zip code or postal code.

Examples: 56 River Road, Sunshine, Wyoming, United States

He lives at 321 Voyage Way, Creekside, OR 12345.

My address is 678 Park Ave., Montreal, Quebec, Canada.

Use commas to set off geographical locations that come after a city, state, or country. When the location name is in the middle of a sentence, use another comma after the final state or country.

Examples: Amsterdam, Netherlands, contains many canals.

The White House is in Washington, DC, United States.

Insert commas where they are needed to correctly punctuate the address in each sentence. Some sentences need more than one comma.

1. The bicycle race will begin at 80 Pedal Way Sunnyside Iowa.
2. My cousin is moving to 234 Cherry Lane Dayton WA 54321.
3. The art museum is located at 9876 Paint Avenue Woodville Maine United States.
4. She lives at 21 Daffodil Drive Clearview South Carolina.
5. We will visit Rotterdam Netherlands while we are in Europe.

SECTION 3 Writing

Writing Summaries

In this unit you will learn about different types of essays and practice summarizing them. Recall that a summary is a condensed description of a text. It may not cover all the details, but it should express the main points.

1. As you prepare your 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 read about how to write a summary of an essay, fill in the blanks of the sentences below that describe what you read.

1. When preparing to write a summary, a good question to ask is this: What is the author's main message or _____?
2. Do not include your own comments or _____.
3. Include the title, author's name, and _____ of essay.
4. Write in the _____ tense.

Read the essay on the next page, and then read the summary. Examine the quality of the summary by completing the exercises in the green box. Note: Be on the lookout for something that should not be included in the summary.

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Discernment in Literature

by Kelly O'Neal



Great stories can inspire us to live good and beautiful lives. Yet some stories can have the opposite effect; they can lead us to unhelpful thoughts and unwise decisions. That is why we need discernment in literature. Today, I would like to share two ways discernment, or good judgment, can help us choose life-giving stories.

First, it is important to recognize how a story can affect our thoughts. Certainly good stories can challenge our minds and help us think about new ideas. However, if a story causes us to think mean thoughts toward others or to have thoughts of fear and discouragement, it is good to talk with a parent about it and together choose a new book that is positive and uplifting.

Second, it is important to acknowledge how a book can influence our actions. Good stories have characters and themes that celebrate wholesome qualities like courage, faith, love, and positivity. But when stories encourage unhealthy and unwise behaviors and attitudes, it is good to share our concerns with a parent and look for something more inspiring to read.

Discernment in literature is about recognizing how the stories we read affect our thoughts and our actions. Thankfully, there are many life-giving books that can challenge and ignite our imaginations toward wonderful ideas and decisions.

Summary

In the persuasive essay "Discernment in Literature," Kelly O'Neal discusses two ways discernment can help readers choose good and inspiring books. First, he explains that books can influence our thoughts in good and bad ways, and how, with a parent, we can choose books that lead to good thoughts. Second, he explains that books can affect our actions, both in positive and negative ways. He adds that we can likewise avoid unhelpful stories and pick better ones with the help of a parent. I especially liked the second paragraph about avoiding books that "encourage unhealthy and unwise behaviors and attitudes."

Check the items that are included in the summary.

- [ ] title of the essay
- [ ] author's name
- [ ] type of essay

Does the summary express the main points of the essay as described in the thesis statement?

A yes B no

Circle two reasons why the last sentence should NOT be included in the summary.

A It uses a quote that could have been stated in the writer's own words.

B It makes the summary too long.

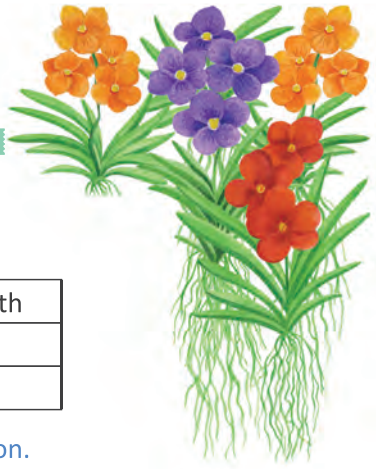
C It includes the writer's own opinion.

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SECTION 4 Roots

Greek & Latin Roots

PP. 12–13



Below are six new Greek and Latin roots that you will study in this unit.

jur – law	**syn** – together, with
chrome – color	**bene** – good
dyna – power	**omni** – all

Write each Greek or Latin root by its definition.

good		**law**		**all**	
color		**power**		**together, with**	

Draw a line to match each root to the word in which it is found. Underline the root within the word. Circle the word in the definition that identifies the root's meaning. The first one is done as an example.

omni	**monochrome: having only one color**
syn	**omnivore: eating all food types**
chrome	**synchronize: to happen together**
jur	**benevolent: kind and good to others**
dyna	**jurisdiction: authority to interpret law**
bene	**dynamic: a powerful force or energy**

SECTION 5 Literature & Reading



☐ Read Chapter 2 of *The Windmill's Secret.*

VOCAB & READING SKILLS

If a person in the Netherlands needs to travel somewhere, there is a good chance they will go by bicycle, as opposed to other forms of transportation. The government affirms that roughly one out of every four journeys in the nation is taken on a bicycle.* Millions of Dutch citizens choose cycling for their **commutes**, errands, or leisure and recreation—and this is not merely the result of **serendipity**. The Dutch have deliberately planned and designed cities to include robust cycling infrastructure, including networks of paths, ferries, and even "cycling superhighways."*

SECTION 6 Grammar Cards

Set 3

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 87

SECTION 1 Warm-Up

> And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you.
>
> ~ Ephesians 4:32

Memorization

Read aloud the Bible verse below twice, orally filling in the missing words. (Use the verse above as needed.) Then say it three times without looking.

And be ye _____ one to _____,
_____, _____
one another, even as _____ for Christ's _____
hath _____ you. ~ Ephesians ___:___

Clauses vs. Phrases P. 40

Circle whether the given group of words is a clause, a phrase that is missing a subject, or a phrase that is missing a verb. If it is a clause, circle the subject and the verb. Remember: A clause may not be a complete sentence.

1. walked along the pathway
   clause | phrase: missing verb | phrase: missing subject
2. the creek flows peacefully
   clause | phrase: missing verb | phrase: missing subject
3. fluffy and billowing clouds
   clause | phrase: missing verb | phrase: missing subject
4. after the two women left the house
   clause | phrase: missing verb | phrase: missing subject

Relative Clauses: Who & That P. 84

Fill in each blank with the correct relative pronoun: WHO or THAT. Then underline the relative clause and circle the noun being modified. The first one is done as an example.

1. The cottage ___that___ stood near the creek was quaint.
2. She walked near the woman _____ wore a red skirt.
3. The people walk on a pathway _____ is long.
4. Look out for the rocks _____ line the dirt path.
5. The woman _____ lives in that cottage is kindhearted.
6. The clouds _____ filled the sky looked stormy.



"Before the Storm"
by Remigius Adrianus Haanen

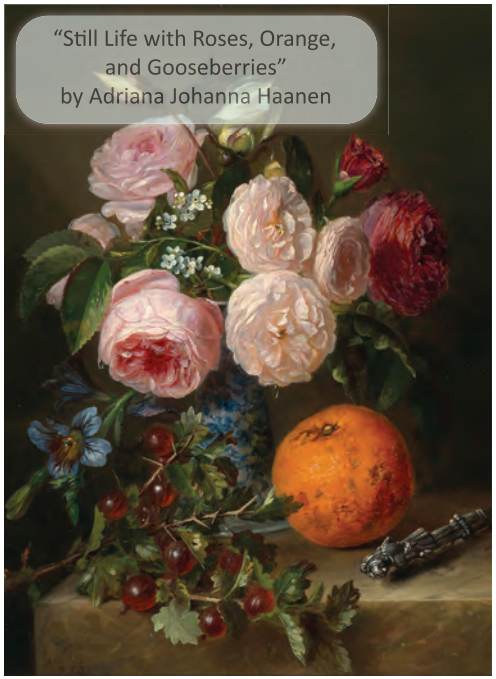
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Read this section, and then answer the questions.

ART COMPREHENSION
REMIGIUS ADRIANUS HAANEN

How wonderful it is that talented artists throughout the centuries have shared their incredible gifts with the world through the works they have created! But one Dutch artist from the 1800s didn't just share his talents with the world through paintings; he taught his skills to his own children. When Casparis Haanen passed away in 1849, he left behind more than a collection of paintings; he left a legacy of painters.

Casparis had four children who carried on the legacy of skilled artistry. His daughter Adriana was particularly skilled at painting ***still lifes***, which depict inanimate objects, like fruits or household items, as the main subject. His daughter Elisabeth was very gifted at portraits and ***genre painting***, a style depicting realistic scenes of everyday life. Casparis's son George painted a variety of exquisite interior scenes as well as landscapes. And his youngest son, Remigius Adrianus Haanen, was a masterful sketcher and painter of landscapes, particularly winter scenes.


"Still Life with Roses, Orange, and Gooseberries" by Adriana Johanna Haanen


"Winter Landscape" by Remigius Adrianus Haanen

Though Remigius was born in 1812, his style reflects the rich heritage of Dutch art from the 1600s, a time period known as the ***Dutch Golden Age***. During this historic and influential era for the arts, brilliant artists and legendary works of art were in abundance in the Netherlands. These include the timeless and legendary works of Rembrandt and Johannes Vermeer. Remigius's work often combines two styles that were popular during the Golden Age: landscape and genre. Genre painting was particularly popularized by Dutch artists of the 1600s.

Most of the paintings in this lesson are the works of Remigius Haanen. Notice the many differences in the scenes and colors. However, there is a common element that is found in many of Remigius's landscape paintings: People and animals are seen moving about the landscapes. With this "genre" touch, each work provides a beautiful glimpse into ordinary, everyday moments of the European countryside in the 1800s.

Remigius gained recognition for his work beyond the Netherlands and even spent most of his adult life in Austria, where he passed away in 1894. But in the likeness of his father,

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Remigius spread the gift of art not by merely creating it, but by teaching his own son, Cecil. Cecil Haanen became a skilled painter in his own right, just like his father and grandfather.



"Winter Landscape"
by Remigius Adrianus Haanen



"Village in Winter"
by Remigius Adrianus Haanen

Art: Remigius Adrianus Haanen Paintings

Look at the additional paintings by Remigius Adrianus Haanen on the app, and then answer the questions below.

Observe "Village in Winter" on this page. How might this painting differ from a "still life" painting?

_____

_____

_____

Observe the three landscape paintings on this and the previous page. In what way do all of them represent "genre" painting?

_____

_____

_____

Which statement best describes Remigius Adrianus Haanen's connection to the Dutch Golden Age?

A He was one of the great artists of the time, along with Rembrandt and Vermeer.

B His style was influenced by the historic era of Dutch art.

C His father, Casparis, was an influential figure of the Golden Age.

Observe the painting in the app titled "Open Landscape." Which style of painting is NOT represented in that piece of art?

A landscape

B still life

C genre

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LESSON 91

SECTION 1 Art

PROJECT LESSON

Art Supplies Needed
(See page 93 for a list of items needed for all art projects in Unit 5.)

Supplies Needed

- two 9"x12" pieces of drawing paper
- pencil
- kneaded eraser

Step-by-Step Instructions

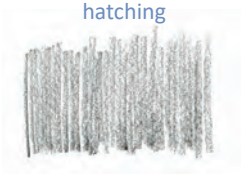
Optional App Video

Not only is the windmill an important part of *The Windmill's Secret*, but it is also an icon of the Netherlands. Today you are going to draw your own windmill and practice shading techniques in your drawing. After watching the video, complete the following steps to create your artwork.



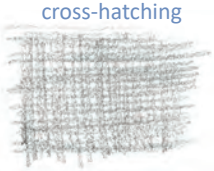
Recall from an earlier project that small lines can be used to create shading in a drawing. Let's look at some techniques that you will use in your drawing today.

hatching



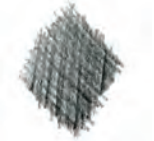
Hatching is done by drawing a series of parallel lines next to each other. The lines can be vertical, horizontal, or diagonal.

cross-hatching



Cross-hatching is done by overlapping hatching lines in opposite directions.

layering



Cross-hatching lines can be layered. Use harder pressure to make the marks darker.

light to hard pressure



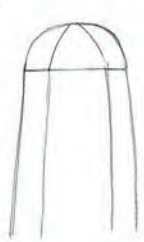
Using varied pencil pressure can also create shading. The lines become darker with more pencil pressure.

Practice these techniques on a sheet of paper before beginning the project.

1. On a new piece of paper, draw the upper part of the windmill by making a half-moon shape near the top.



2. Draw two lines coming down from the ends of the half-moon shape to create the lower base of the windmill. Then draw two more lines on the inside of the windmill.



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9. Layer cross-hatching lines on the left part of the windmill with medium pressure.



10. Draw diagonal hatching on the bushes. Fill the path with horizontal hatching, using medium pressure closest to the door and lighter pressure as you go down the page.



11. Make the bushes darker by layering cross-hatching lines with harder pressure. Continue to layer here until the bushes are the darkness you desire.



12. Add in the details on the windmill by filling in the windows with harder pencil pressure. Draw horizontal hatching lines on the bottom of the clouds to add a shadow. Draw hatching lines on the top part of the base of the windmill to create a shadow there. Draw vertical lines on the door and add a doorknob.



13. Make the grass texture by drawing short vertical lines. Make sure to add them to the top of the hill and following the path from the door. Add in some bushes in the front of the windmill and shade them using layered cross-hatching.



14. Add any details or extra shading you would like. Draw in bricks on the base of the windmill. Add darker, more defined lines on the windmill. Your drawing is now complete! Remember, every drawing will look different. Celebrate the uniqueness of your art!



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LESSON 98

SECTION 1 Warm-Up

Clauses vs. Phrases

P. 40

Circle whether the given group of words is a clause or a phrase. If it is a clause, circle the subject and the verb. If it is a phrase, write which is missing (subject or verb) on the line.

1. silently and patiently guided
   clause (circle subject and verb) OR phrase _____
2. the talented man plays the organ
   clause (circle subject and verb) OR phrase _____
3. a young and cheerful woman
   clause (circle subject and verb) OR phrase _____
4. since they arrived in Rotterdam
   clause (circle subject and verb) OR phrase _____

Parallel Construction: Adjectives & Adverbs

P. 69

Circle the colored word that correctly completes each set of words using parallel construction. Then circle the correct word to complete #7 and #8.

1. kind, ____, and generous
   happy happily
2. ____, excited, and eager
   quick quickly
3. patiently, ____, and quietly
   soft softly
4. curiously, safely, and ____
   cautious cautiously
5. honest, ____, and brave
   wise wisely
6. ____, carelessly, and selfishly
   sudden suddenly

7. The orange words are **adjectives** | **adverbs**.
8. The green words are **adjectives** | **adverbs**.

Commas in Addresses & Capitalization: Proper Nouns

P. 42, P. 39

Use editing marks to insert commas and capitalize proper nouns in the sentences below. The total number of corrections is in orange parentheses after each sentence.

1. We'll visit the rotterdam Zoo at 123 holland Dr. Rotterdam. (3)
2. St. lawrence church is at 5432 Aspen Avenue Zeeland ND. (4)
3. independence day activities will take place in Holland vermont. (4)
4. The tour begins at the rotterdam Maritime museum located at 9876 West windmill Road Rotterdam Netherlands. (5)
5. Her new address is 4545 willow Ct. Nederland Colorado 95959. (3)

Quotations

PP. 82–83

Insert editing marks to correct the errors in the sentences.

Transpose *Switch the letters or symbols.*

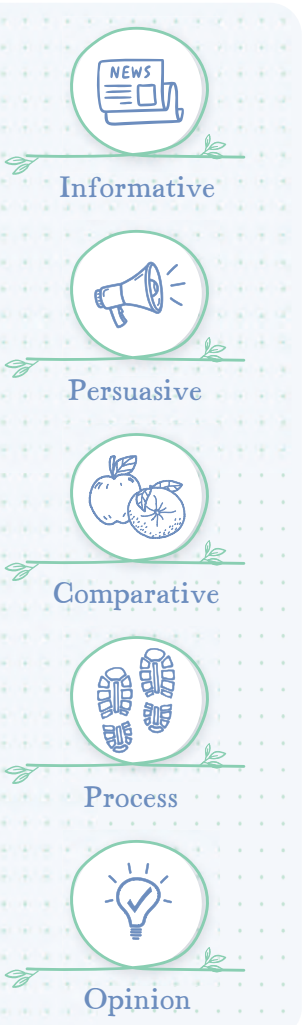
1. "the modern architecture is so unique" the man commented.
2. His friend replied "it looks so different from Amsterdam".
3. "this city has a large harbor" the guide explained "and it is a central shipping port for Europe".
4. The curious woman asked "when was this bridge built"?
5. "let's read the informational booklet" her sister suggested.

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Types of Essays

In this unit you have studied five types of essays. Now it's time to review what you have learned.

Review the types of essays below. Then draw a line to match each type to the correct description.



explains how to do something or how something works using a simple and straightforward step-by-step format

informs the reader about a specific topic using facts and relevant information, not arguments or the writer's personal opinions

expresses the author's own opinion on a topic using facts and logic, without persuasion

meant to convince the reader to believe a viewpoint or to take a certain action, using facts and personal arguments and opinions

highlights meaningful or unexpected similarities and/or differences between two or more subjects

Read the example paragraph, and then answer the questions.

Introductory Paragraph

From the bustling streets of Rotterdam to the peaceful and remote tulip fields, the Netherlands is truly a one-of-a-kind country. Yet between the city and the countryside, which best captures the essence of Dutch culture? The urban and rural areas of the Netherlands are very different, but both express unique parts of Dutch culture.

Thesis Statement

The paragraph above is most likely an introduction for what type of essay?

informative comparative process opinion

Suppose the thesis statement were changed to the sentence below. Which type of essay would it most likely be?

Having personally experienced both the city and the countryside, I believe there are three reasons why the city is the place to experience Dutch culture.

A persuasive
B opinion
C process

Suppose the thesis statement were changed to the sentence below. Which type of essay would it most likely be?

If you want the best experience of Dutch culture, there are three reasons why you should visit the city of Rotterdam.

A persuasive
B opinion
C process

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Circle the sentence that best fits in an informative essay.

A Over 1,000 windmills still exist in the Netherlands today.

B A Dutch windmill spinning over a field of tulips is the most beautiful scene in the world.

C Everyone should visit the windmills of the Netherlands.

Circle the best thesis statement for a process essay.

A Today, wooden shoes are more of a cultural icon than an everyday footwear for Dutch people.

B There are five main steps to making quality Dutch clogs.

C There are three key differences between historic German wooden shoes and the historic Dutch *klompen*.

Read the body paragraph below, and then explain why it would most likely be in an informative essay and not a persuasive essay.

_____

_____

_____

_____

Body Paragraph

One reason Rotterdam is a major city in the Netherlands is its port. Rotterdam is home to one of the largest shipping ports in the world. By way of the Rhine River, trade can pass through this port to and from other countries across Europe. In addition, the Nieuwe Waterweg ("New Waterway") canal connects the port to the North Sea, allowing easy access to trading ships from around the world.

SECTION 3 Roots

Greek & Latin Roots

PP. 12–13

Draw a line from each root to its meaning.

jur	color
chrome	good
dyna	power
syn	all
bene	law
omni	together, with



Circle the correct word to complete each sentence. Look for Greek and Latin roots that best correspond with the context of the sentence.

1. The Netherlands' flag is trichromatic | beneficial ; it has three colors: red, white, and blue.
2. The Netherlands' canals required a dynasty | synthesis of creativity and skill. When these are put together, great things are possible.
3. The judge is one of many benefactors | jurists in the city who are experts in the law.
4. The omnidirectional | dynamic microphone can pick up sounds in all directions.
5. The auto mechanic is using a synthesizer | dynamometer to measure the car engine's power.
6. Thanks to a donation from a generous benefactor | jury , a new library is being built for the good of the community.

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SECTION 4 Art

Enjoy the paintings by Dutch artist Remigius Adrianus Haanen in this section. Notice the synthesis of landscape painting and genre painting. Do you think Haanen enjoyed observing people doing everyday things in beautiful natural environments?

Observe the incredible details and the contrast of colors and shading. Do you see any implied movement? What do you think the people and animals are doing in each painting?

Take a moment to discuss these questions with a parent and enjoy the art together.







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LESSON 100

PARENT/TEACHER

- Have the child read the following information to you.

Unit 5 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.

jur	good
bene	power
dyna	law



- [ ] Additional Practice

Greek & Latin Roots

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



syn	all
chrome	together, with
omni	color

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Relative Clauses: Which/That/Whose

Underline the relative clause, circle the relative pronoun, and put a box around the noun that is being modified. The first one is done as an example.

1. They built the windmill that is now surrounded by tulips.
2. Tulips, which come in a variety of colors, are iconic to the Dutch.
3. The man whose plants are for sale is a talented gardener.
4. She walked toward the garden that was beside her friend's home.
5. I listened to the instructor, whose stories are entertaining.
6. The canal house, which was built in 1620, had three floors.

Additional Practice

Relative Clauses: Which/That/Whose

Circle the correct relative pronoun to complete each sentence. Then underline the relative clause. The noun that is being modified is in bold.

1. The **book**, which | whose was written in 1809, is fascinating.
2. The **story** whose | that revealed the history of the Netherlands was intriguing to the entire group.
3. She spoke with the **woman** whose | which family visits the city of Rotterdam often.
4. The **museum**, whose | which contains famous paintings, attracts many visitors each year.



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UNIT 6
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

identity, courage, heritage, tradition

Unit Geography

Mongolia & Tibet



Grammar & Usage

- shifts in number
- shifts in person
- comparative & superlative
- subject-verb agreement
- parallel construction: verbs
- parts of speech
- editing
- **homophones & commonly confused words:** who's/whose, higher/hire
- **Greek & Latin roots:** review of Unit 5 (jur, chrome, dyna, syn, bene, omni)

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



Where Eagles Soar

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:

- landlocked
- steppe
- ger
- Tibet Autonomous Region
- alpine steppe
- altitude
- Himalayas
- indigenous
- rain shadow
- windward side
- leeward side
- cold desert
- Gobi Desert
- continental climate
- Tibetan Plateau

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 sentence structure: adverbs
- writing short answers
- transitions
- personification
- similes & metaphors
- using words instead of "said"
- avoiding wordiness & redundancy
- using color words
- sensory language

Topics Taught and Practiced at the Essay Level:

- creative writing project
- elements of creative writing: characters, character traits, genres, setting, plot, conflict
- drafting, revising & proofreading

Flashcards

- USA Capitals Set 3
- Asia Set 1

Supplies Needed

- flour
- salt
- butter
- oil
- baking powder
- water (for cooking)
- camera or smartphone

Literature

Poet:

- Celia Thaxter

Literature Topics:

- organization of paragraphs, characters, character traits, show instead of tell, what the author wants the reader to understand, compare and contrast: how two elements differ, types of conflict, what can the reader conclude, character arc, mood, plot twist, foreshadowing

Poetry Topics:

- alliteration, rhyme scheme, prepositional phrases, sensory language, contrast

Art & Projects

Art Theme:

- photography as an art form

Art Topics:

- natural & artificial light, intensity, value, light quality, soft & hard light, backlighting, silhouette, camera angle, eye level, low & high angle, bird's-eye view, photography observation, golden hour, light angle, rim lighting, framing, rule of thirds, power points, negative space, rule of odds, leading lines

Projects:

- Tibetan balep bread recipe
- Power of Poetry
- photography portfolio

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Read this section, and then answer the questions.

ART COMPREHENSION
PHOTOGRAPHY AND LIGHT

Stunning photographs like the ones on this page do not happen by accident. It requires knowledge and skill to capture a subject at just the right time, at just the right angle, and with just the right lighting. Photography is truly a form of art! In this unit you will be exploring the secrets of photography, beginning with the subject of light.

There are two types of light a photographer must work with to capture that spectacular scene: ***natural light*** (light from the sun or the moon) and ***artificial light*** (light from a man-made source). Yet the source of light is not as important as knowing how to use the light to get a desired look or effect. That is why understanding the basic characteristics of light is one of the most important skills of a photographer. Let's explore three of these characteristics.





Intensity

The ***intensity*** of the light is how much light is on the subject or scene in the photograph. More light will make the image brighter, while less light will make the image darker. The lightness or darkness of an image is called ***value***. Bright areas have lighter values and dark areas have darker values. Neither one is better than the other. Light intensity depends on the look or mood the photographer hopes to capture in the picture.

Quality

The ***quality*** of light refers to the "feel" of the light. Light quality can be understood as either soft or hard. ***Soft light*** is smooth and nondirectional, meaning it doesn't appear to be coming from any single direction. Many photographers love to capture nature scenes at sunrise, sunset, or even on cloudy days because the lighting is soft and gives a gentle, non-shadowy look to its subjects. On the other hand, ***hard light*** is brash and directional—it is clear which direction the light is coming from. A full midday sun or a lamp in the corner of a room are two examples of hard light sources. This type of lighting casts dramatic shadows on the subject of the photograph. Sometimes, this is exactly the look a photographer wants. Observe the two amazing scenes of the Gobi Desert to the left. Can you tell which image has soft light and which has hard light?

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Direction

Lastly, the direction of light is a basic characteristic of light that greatly affects the outcome of a photograph. ***Backlighting***, for example, is when the light source is behind the subject of the photograph. When this occurs, the subject can look very dark or even appear as a completely darkened outline called a ***silhouette***. In Picture A, the backlighting from the sun reveals a silhouette of an eagle hunter on a horse with his eagle ready to hunt. In comparison, front lighting gives clarity to the subject (see Picture B), while side lighting can add depth and strategic shadows to a subject (see Picture C). Notice the shadows across the girl's face. Photographers often use a mix of these to strike the right balance between them.







What do the subjects in Picture C and Picture E share in common?

A Both subjects are illuminated with strong, directional side lighting.

B Both subjects are illuminated with mainly artificial lighting.

How do the subjects in Picture C and Picture E differ?

A One subject is fully illuminated, while the other is a silhouette.

B The direction of light is different. One subject is primarily lit from the left, while the other subject is primarily lit from the right.

In each group of characteristics, circle the one that best describes Picture D.

lighter value	soft lighting	artificial lighting
darker value	hard lighting	natural lighting

Which picture expresses the least intensity of light?

A Picture A

B Picture B

C Picture C

The "quality" of light refers to how bright and beautiful it is in the photograph. A true B false

Circle the letter of the photograph that is your favorite. Explain why in one complete sentence.

_____

_____

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LESSON 107

SECTION 1 Warm-Up

Shifts in Person

P. 91

Circle the word or words that complete each sentence with a consistent point of view. Use the underlined word to help you decide.

1. The man works diligently with the eagle you train | he trains.
2. When the falconers train the birds, they| we use vocal commands.
3. I watch the bird quickly return, and you are | I am fascinated.
4. If you are observing the falconers, I | you should remain quiet.
5. The golden eagle is a skilled hunter, so it | he is often used by falconers.



Punctuating Relative Clauses

PP. 80–81

Use the editing mark to insert commas only where needed. Relative clauses are underlined. Hint: If the clause is removed and the main meaning of the sentence is still clear, use commas.

1. The golden eagle that hunts with the falconer is two years old.
2. My aunt whose son has trained birds of prey lives in a ger.
3. Each man who hunts with the eagle wears a leather armguard.
4. Golden eagles which are known for their hunting skills are considered a cultural symbol in Mongolia.
5. My father who grew up in Mongolia enjoys attending the festival.

Comparative & Superlative

P. 46–47

Use the adjective in the first column to either circle or write in the correct comparative or superlative adjective in the second and third columns. The first one is completed as an example.

adjective	comparative	superlative
strong	more strong | stronger	strongest
traditional	more traditional | traditionaler	
fierce	more fierce | fiercer	
difficult		difficultest | most difficult
friendly		friendlyest | friendliest
intelligent	more intelligent | intelligenter	
big		bigest | biggest

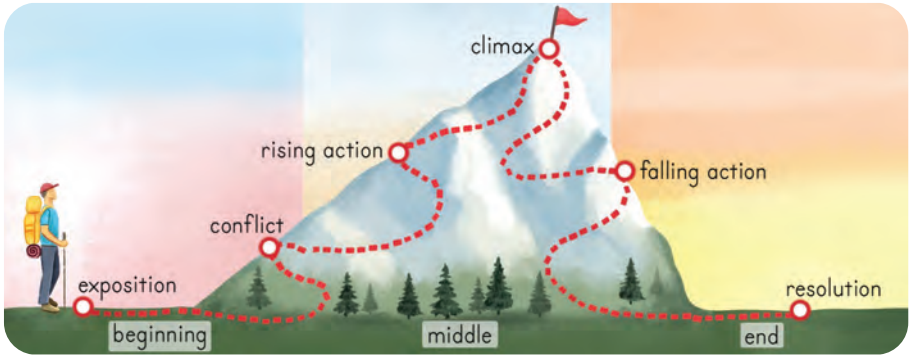
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Creative Writing: Plot & Conflict



You have already brainstormed characters and traits for your story. You have chosen a genre, and you have brainstormed the setting. Now it is time to plan the plot and the main conflict of the story.

A ***plot***, also known as a storyline, is the order of events that make up a story. There are generally six elements that make a plot: exposition, conflict, rising action, climax, falling action, and resolution. In the plot diagram below, see how the elements of the plot represent movement in the story. Like a long journey up and over a high mountain, a good story has an up-and-down rhythm to it. Read about the six elements of plot below.



1. **Exposition**
   This beginning introduces the characters and the setting.
2. **Conflict**
   Here, the main problem, struggle, or obstacle that faces the characters is introduced.
3. **Rising Action**
   The main conflict gets more difficult or complicated, building suspense and interest.
4. **Climax**
   Conflict reaches its highest point. This is the turning point of change.
5. **Falling Action**
   Tension gradually resolves, questions get answered, and characters face consequences.
6. **Resolution**
   All conflict fully resolves. The story is brought to completion.

You may have noticed that much of the plot is driven by the introduction, building, and resolution of conflict. Let's explore four different types of conflict and see examples of how each drives the plot.

Person vs. Society

A character is facing tension with societal laws, events, or social values.

- The Australian medical field rejects Elizabeth Kenny's treatment methods.

Person vs. Nature

A character is facing tension with natural environments or events.

- Kudlu faces storms and wolf attacks to save his family.
- Millie is losing her vision.

Person vs. Person

A character is facing tension with another human.

- Elizabeth Kenny's friend Dan tries to convince her to quit nursing.

Person vs. Self

A character is facing tension with internal thoughts or emotions.

- Millie has internal fears and frustration about her loss of vision.

Note that a story may have more than one type of conflict. For example, conflict with society, nature, or a person is external conflict, while conflict with self is internal conflict. Great stories include both!

It's time to start brainstorming the plot and conflict for *your* story! Remember that this is a short story, so keep it simple. Follow the steps below to complete a plot diagram.

Step 1 Choose a title for your story and write it in the space provided. Have fun with it! And remember, you can always change it later.

Step 2 Follow the prompts to brainstorm ideas for the six elements of your plot. Then write your ideas in the spaces provided. Use separate paper if needed.

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THE TITLE OF MY STORY IS . . .

1. Exposition



How will you introduce the characters and setting?

2. Conflict



What is your main type of external conflict? Circle one:

Person vs. Society | Nature | Person

Describe your main external conflict.

Great stories have internal conflict (person vs. self) as well. What kind of thoughts or emotions will your main character struggle with while facing external conflicts?

3. Rising Action



How will the conflict get more difficult or complicated?

4. Climax



How will the conflict reach its highest point? How will the main character face the conflict head on? What will change afterward?

5. Falling Action



What questions will finally be answered? What consequences, good or bad, will the characters face for their actions?

6. Resolution



Describe how the story ends. Where is the main character, and what is life like?

TIBETAN BALEP BREAD RECIPE

Balep is a traditional flatbread that is often made in Tibet. This common food eaten by nomadic herders has a simple recipe and is cooked in a pan. Today, you will make this delicious flatbread so that you can have a small taste of one of the foods you might experience in Tibet. Make sure to complete the project with a parent or teacher.

Do not use a stove without your parent's or teacher's permission and supervision. Your parent or teacher may choose to complete the steps that require a stove.

INGREDIENTS

- 2 cups flour
- ¼ tsp salt
- 1 Tbsp butter, softened
- 1 Tbsp oil
- 1 Tbsp baking powder
- ¾ cup water
- extra butter or oil for frying

Servings: 4

INSTRUCTIONS

1. In a large bowl, combine the flour, salt, butter, oil, baking powder, and water. Use your hands to mix the ingredients well.



2. Divide the dough into four equal parts. Lightly sprinkle flour on the countertop surface to prevent the dough from sticking. Roll each piece of dough into a circle about 1/2 inch thick.





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3. Add the extra butter or oil to a skillet and heat it on medium until a drop of water sizzles when it is dropped into the pan.

Place the dough round into the skillet and cook it for about 60–90 seconds or until you see golden spots appear on the bottom. When it is ready, flip the round over and do the same on the other side. Repeat for the rest of the rounds.





Cooking Tip Place the dough gently into the pan to avoid any butter or oil splashing up.

4. Serve warm and enjoy!



Optional: Serve with hummus, tuna salad, or jam. It would also be great alongside soup or stew.

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LESSON 113

SECTION 1 Warm-Up

Comparative & Superlative

PP. 46–47

Circle the correct comparative or superlative adjective to complete each sentence.

1. The Gobi Desert is not the most hot | hottest desert in the world.
2. It can be more difficult | difficulter to live here than other parts of the country.
3. Winter is the driest | drier season in this region.
4. Other portions of Mongolia are most populated | more populated than the Gobi Desert.
5. Night in the desert is darker | more dark than in areas near cities.

Interjections

P. 63

Underline the interjection and add the correct punctuation and capitalization where needed.

1. Hmm I wonder how far we have traveled.
2. Stop! there is danger up ahead!
3. Whoa I did not realize so many animals lived here!

Use correct punctuation and capitalization to write a sentence for the given interjection.

hey: _____

_____

Compound Subjects, Verbs & Verb Phrases

P. 48

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

1. The land reaches and stretches as far as the eye can see.
   COMPOUND SUBJECT | COMPOUND VERB | COMPOUND VERB PHRASE
2. Nomadic groups may travel and can settle in the Gobi Desert.
   COMPOUND SUBJECT | COMPOUND VERB | COMPOUND VERB PHRASE
3. A variety of plants and animals are found in this region.
   COMPOUND SUBJECT | COMPOUND VERB | COMPOUND VERB PHRASE
4. Many people research and study the land in this desert.
   COMPOUND SUBJECT | COMPOUND VERB | COMPOUND VERB PHRASE
5. The man and the woman traveled to photograph the landscape.
   COMPOUND SUBJECT | COMPOUND VERB | COMPOUND VERB PHRASE



Verb Tenses & Shifts in Verb Tense

PP. 98-99, P. 91

To maintain a consistent verb tense, write the correct word or words that should replace the underlined word.

1. The traveler followed the path through the desert and <u>will rest</u>.

   _____

2. I visit the rugged area and <u>took</u> photographs of the view.

   _____

3. She endures the harsh temperatures and quickly <u>found</u> shelter.

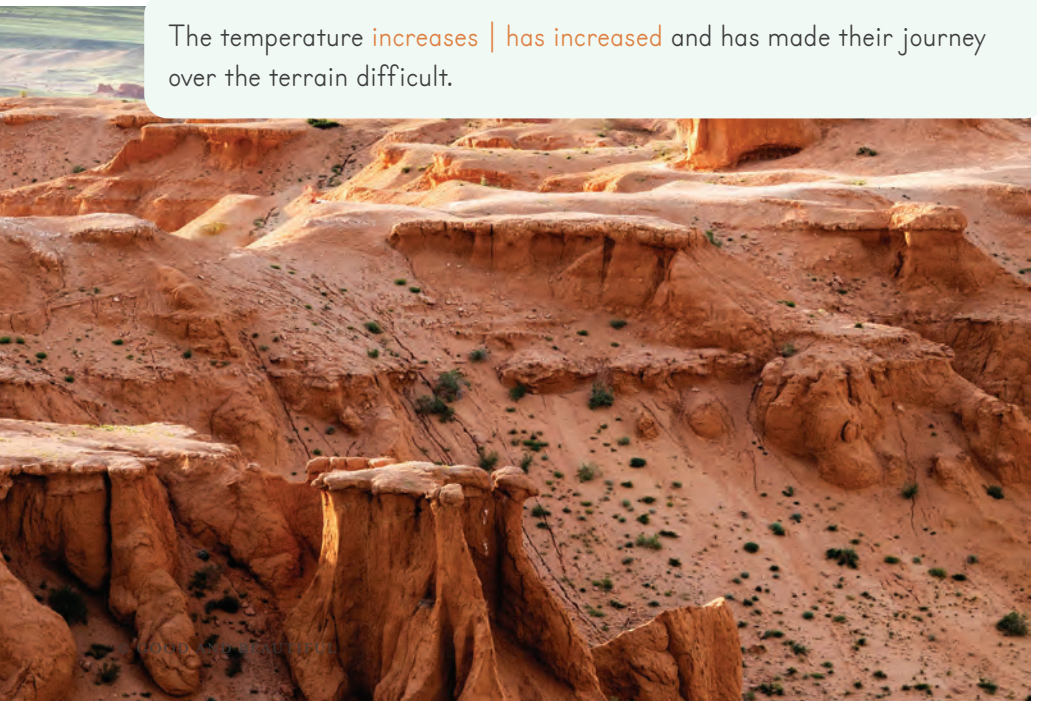
   _____

4. They will herd the livestock. Then they <u>stopped</u> next week.

   _____

Circle the correct word to maintain the verb tense in the sentence.

The temperature increases | has increased and has made their journey over the terrain difficult.



App

Creative Writing: Revising & Proofreading



Congratulations! You have written your own creative story. But before you share it with others, there are two important steps to polish your story and make it extraordinary: revising and proofreading.

Revising

Revising is the process of making improvements to the overall story and the quality and flow of the writing.

- Make sure you included the six plot elements.
- Vary first words, sentence lengths, and structures.
- Add details: transition words, vivid verbs, strong adjectives, and sensory language.
- Avoid wordiness/redundancy.

Proofreading

Proofreading is the process of making final corrections to the writing.

- Correct punctuation, spelling, and grammatical errors.

Follow the steps below to revise and proofread your story.

Step 1 Read through your story and ask yourself these questions: (1) Do I have the six plot elements? (2) Is there a main conflict and does it resolve? (3) Are there any questions that still need answers? Make changes to your story as needed.

Step 2 Improve the quality and flow of your writing as needed. See the list above for ways you can improve your writing.

Step 3 Read through your story again and correct any errors in punctuation, spelling, or grammar.

Step 4 Complete the checklist to the left of your story, and then click COMPLETED.

SECTION 3 Geography

Read this section, and then answer the questions.

READING COMPREHENSION
THE GOBI DESERT

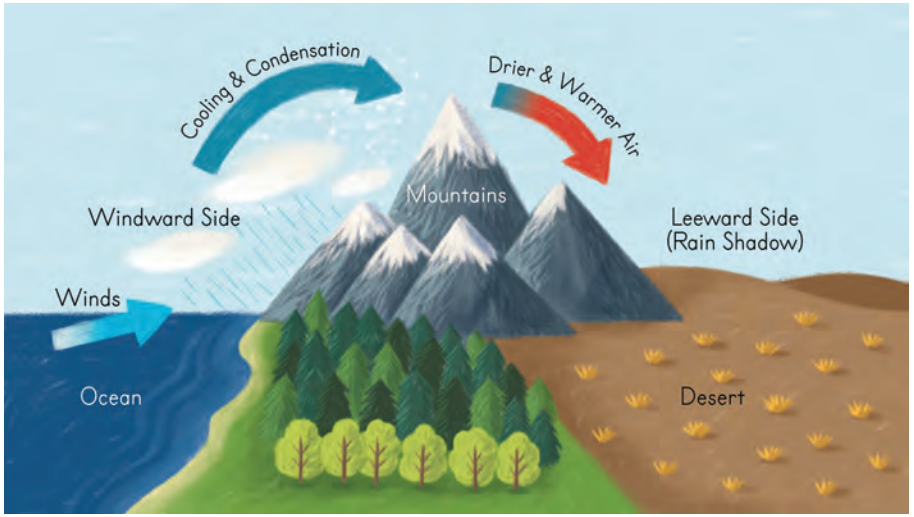


Along the border of northern China and southern Mongolia lies one of the most unusual landscapes on the planet. This vast area, nearly twice the size of Texas, can be both extremely hot and exceptionally cold. Let's explore this fascinating place called the Gobi Desert.

Paragraph 1

The word *gobi* means "waterless place." It is not surprising that a desert would be described as waterless, but what may surprise you is why. The reason has to do with a natural phenomenon known as a rain shadow. A ***rain shadow*** is a dry region caused by a mountain range that blocks moisture from the region. Just as an object may block light, causing a light shadow, large mountain ranges can block rain clouds, causing a rain shadow.

Paragraph 2



So how does this happen? Observe the illustration above and you can see how a rain shadow works. First, winds blow moisture from the ocean into the side of the mountain known as the ***windward side***. The mountain then forces the air upward. At higher altitudes the air cools, and then the moisture condenses and falls in the form of snow or rain. By the time the air moves over the mountain peaks, it becomes drier and warmer. The dry downwind side of the mountain is called the ***leeward side***, or the rain shadow. The Gobi Desert, or simply "the Gobi," is considered a rain shadow desert because it sits in the rain shadow of the great Himalayas, well over 1,600 kilometers (1,000 miles) to its south. Now that is a long shadow!

Paragraph 3

Like most deserts, the Gobi can get very hot during the summer months. However, it is also classified as a ***cold desert***, an extremely dry region that experiences long, cold winters. This unique climate characterized by extreme seasonal shifts in temperature is called a ***continental climate***. Some say the Gobi can get as cold as -40 °C (-40 °F)! With so much cold air, the rocky terrain of the Gobi can at times turn into a breathtaking land of desert snow.

Paragraph 4

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LESSON 118

THE POWER OF POETRY

In this lesson you will write your own poems! To prepare, let's explore some excerpts from poems about birds by Celia Thaxter. Read the information and poems and complete the activities on these pages.



Yellow-Bird

By Celia Thaxter

Yellow-bird, where did you learn that song,
  Perched on the trellis where grapevines clamber,
In and out fluttering, all day long,
  With your golden breast bedropped with amber?

Where do you hide such a store of delight,
  O delicate creature, tiny and slender,
Like a mellow morning sunbeam bright
  And overflowing with music tender!

You never learned it at all, the song
  Springs from your heart in rich completeness,
Beautiful, blissful, clear and strong,
  Steeped in the summer's ripest sweetness.

Send up your full notes like worshipful prayers;
  Yellow-bird, sing while the summer's before you;
Little you dream that, in spite of their cares,
  Here's a whole family, proud to adore you!

Choose the rhyme scheme that matches each stanza.

A AABB B ABCB C ABBA D ABAB

Recall that ***alliteration*** is when two or more words that are adjacent (side-by-side) or close together begin with the same sound (e.g., "freckled feather" or "soft snow.") Write one example of alliteration from the poem.

_____

Thaxter's use of vivid verbs gives this poem so much detail and excitement. Write four examples of vivid verbs in the poem.

1. _____ 2. _____

3. _____ 4. _____

Recall that prepositional phrases are powerful tools to add description. Find the prepositional phrases in the poem. Then, on each line, write whether the prepositional phrase tells you WHERE, WHEN, or HOW the yellow-bird is singing.

prepositional phrase	what it tells the reader
on the trellis	_____
from your heart	_____
in the summer's ripest sweetness	_____

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The Great White Owl

By Celia Thaxter

Note: To ***brook*** means to tolerate. To ***deign*** means to do something even though you feel too important or dignified to do it.

He sat aloft on the rocky height,
    Snow-white above the snow,
In the winter morning calm and bright,
    And I gazed at him, below.

"Give you good-morrow, friend," I cried.
    He wheeled his large round head,
Solemn and stately, from side to side,
    But never a word he said.

He spurned the rock with his talons strong,
    No human speech brooked he;
Like a snowflake huge he sped along
    Swiftly and noiselessly.



His wide, slow-waving wings so white,
    Heavy and soft did seem;
Yet rapid as a dream his flight,
    And silent as a dream.

And when a distant crag he gained,
    Bright-twinkling like a star,
He shook his shining plumes, and deigned
    To watch me from afar.

Sensory language allows the reader to "experience" the poem through the senses. The chart below contains sensory adjectives and adverbs from the poem. In the left column, write whether it is a word of SIGHT, SOUND, or TOUCH. In the right column, write the noun or verb it describes. The first one is done for you as an example.

sight	bright	morning
	silent	
	heavy	
	soft	
	noiselessly	
	shining	

Contrast is a powerful device that compares two things by highlighting their differences. Which two subjects are being contrasted in the second stanza?

A the author's friendly cry and the owl's silent response

B the author's inability to spin her head and the owl's ability to do so

Write the descriptive adjectives in the fourth stanza that contrast the movement of the owl's wings with the speed of its flight.

wings	flight
_____	_____

Which is the better summary of the poem?

A A beautiful snowy owl blends in with the snowy surroundings, hidden in plain sight near the author.

B The author admires the beauty of a stately snowy owl, which seems uninterested in staying close by.

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