



# LANGUAGE ARTS & LITERATURE

✂ LEVEL 3 ✂

**ANSWER KEY**

Phonics | Writing | Reading | Grammar & Punctuation  
Spelling | Literature | Geography | Art





## FOURTH EDITION

Created by Jenny Phillips and The Good and the Beautiful Team



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# Notes

## Journal Writing & Creative Writing Corner

Because it would be impossible to guess what a child would write for a Journal Writing or Creative Writing Corner activity, we have not included them in this answer key. It is recommended that you carefully read the instructions for each assignment to ensure that the child has completed all requirements in his or her writing.

Instead of marking mistakes, it is suggested that you ask questions that help the child find his or her own mistakes to correct. For example, if the child left off an apostrophe, ask him or her, “Is there anywhere in this paragraph that you should use an apostrophe?” If the child is unable to find the mistake, ask another directing question, such as, “Is there a possessive word in this sentence?” The goal is to help the child find his or her own mistakes and learn from them.

If the child does not add enough description to a sentence, gently guide him or her by asking a few leading questions such as: What do you notice about . . . ? Is there anything special or unique about . . . ? Look at the . . . and describe what you see.

To make writing feel more free, less overwhelming, and more enjoyable at this age, many parents choose to correct things such as grammar and spelling in spelling dictation and nonfiction writing (such as essays and grammar exercises), but they do not correct these things in journal writing and creative writing assignments. Rather, in journal and creative writing, parents encourage the child to expand writing and add description and creativity.

## Not every section has an answer key!

Not every section of every page will include answers. All sections completed independently by the child will have answers included (lesson practice and independent work sections). **Some** lesson sections will include answers where extra help may be needed (such as in the sentence diagramming lessons).

# Lesson 1

Course Book - page 2

Completed ☐

## LESSON 1

o o o o o

# The Subject of a Sentence

**Teacher Tip:** The phonics read-together books make up the bulk of the parent/teacher-led time for each lesson. These books expose children to great literature and contain almost all the phonics instruction for the course.

- Complete Chapter 1 with the child in *Timothy of the 10th Floor: A Phonics Read-Together Book*.
- Complete the lesson with the child. Have the child complete the lesson practice section independently.

### Lesson



#### "The Subject of a Sentence"

Optional: Play this video in place of the lesson or after the lesson if the child could use further help.

**Read to the child:** Look at the painting titled "In the Woodland Stream" on the next page. This beautiful painting was created by a Danish painter named Carl Henrik Bøgh [Bawh]. We will use the painting in our lesson, and you will learn more about Carl Bøgh in your independent practice.

A **subject** is who or what is acting or being in the sentence. For example, in the sentence "Squirrels climb a tree," SQUIRRELS is the subject because squirrels are doing the ACTION of climbing in the sentence. Point to the squirrels in the painting.

In the sentence "The water is cool," WATER is the subject because the water is the thing BEING cool.

I'll say a sentence aloud, and you tell me the subject in each sentence. **Answers are in brackets.**

The cows walk. [cows] | The air is fresh. [air]

A bird chirps. [bird] | The trees are tall. [trees]

The scene is misty. [scene]

Every sentence needs a subject. If a group of words does not have a subject, it is a fragment, not a sentence. The phrases in purple are not sentences; they are fragments because they are missing subjects. Read each phrase aloud. Then add a subject to the phrase to make it a sentence instead of a fragment and say the sentence aloud.

walks through the stream | have green leaves  
swishes its tail | chirps and twitters

### Lesson Practice

Circle the subject in each sentence. Remember that the subject is who or what is acting or being in the sentence.

The artist is quite talented.

Slowly, the girl walks in the river.

A breeze blows lightly.

Oh, the forest is so peaceful.

Underline the phrases that are missing a subject.

Are green.

The tree is lovely.

Climbs quickly.

Has a stick in his hand.

Moss grows on the rocks.



# Lesson 2

Course Book - page 8

## Edit the Sentences

Edit the sentences using these hints to help you find the errors:

Each sentence has 4 mistakes.

- Start a sentence with an uppercase letter and end a sentence with proper punctuation.
- Capitalize days of the week.
- Use "a" before a word starting with a consonant sound and "an" before a word starting with a vowel sound.

Capitalize: ≡

Cross out an incorrect word and write the correct word.

Add a punctuation mark: ^ ? ^ ^ v

we bought <sup>an</sup> antique iron on tuesday ^

yes, the owl I saw on wednesday had <sup>a</sup> ~~an~~ peculiar-looking face ^

Spelling Practice Book - pages 3-4

## LESSON 2

### RIDDLE:

When is a piece of wood a king?



### Spelling Rules

| C<br>2+ syllables | CK<br>1 syllable<br>after a short vowel | K<br>1 syllable<br>after a long vowel,<br>2 vowels, or a consonant |
|-------------------|-----------------------------------------|--------------------------------------------------------------------|
| topic             | sick                                    | dark                                                               |
| basic             | dock                                    | bonk                                                               |

### ou

A phonogram is a letter or group of letters that make one sound. In the empty boxes, write each word separated into phonograms.

found f ou n d ground g r ou n d loud l ou d proud p r ou d

3

### ANSWER:

when it's made into a ruler

### Unit 1 Spelling Words

once dollar because square laugh

Read each word in the box above, and then spell it aloud. Then write the missing letters below.

o n c e d o l l a r s q u a r e

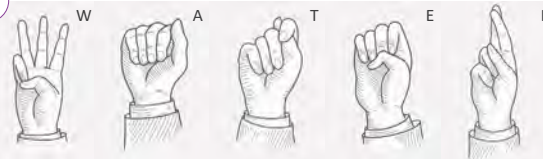
b e c a u s e l a u g h

o n c e d o l l a r s q u a r e

b e c a u s e l a u g h

### Unit 1 Spelling Words

water



built



Spell each word twice with sign language using your right hand. Say the letters aloud as you sign them.

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# Lesson 3

Course Book - page 11

Completed ☐

Read the geography journal, and then answer the questions.

## GEOGRAPHY JOURNAL READING COMPREHENSION

### Continents

Continents are the seven main divisions of land on Earth. **Antarctica** is covered by ice and has no permanent settlements. It is the coldest and driest place on Earth.

**North America** includes Greenland, which is the northernmost land in the world.

**South America** has the Andes, the longest above-water mountain range, and Angel Falls, the highest waterfall.

**Europe** is home to the Alps and famous cities like London and Paris. The land of Europe is divided from **Asia** by mountains. Asia is the biggest continent and the most populated.



#### Continents by Size

1. Asia
2. Africa
3. North America
4. South America
5. Antarctica
6. Europe
7. Australia

**Africa** has the Nile, the world's longest river. The continent, is home to many different cultures and languages.

#### Correcting Tip:

To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.

1. What is the third-largest continent? **Africa** **Europe** **North America**

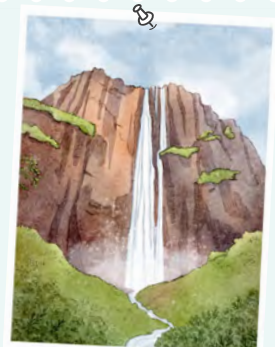
2. The continent of Africa has **over 50** countries.

3. Which continent is the most populated? **Europe** **South America** **Asia**



#### Personal Reading

- ☐ For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



# Lesson 9

Course Book - page 29

Completed ☐

**WRITING** You are going to write an essay that explains whether or not you agree with the author's point of view in the opinion essay you just read.

1. Decide in your mind if you agree or disagree with the author's opinion.
2. On the line with blue text, write **agree** or **disagree** in the blank space.
3. On the line with brown text, write **would** or **would not** in the blank space.
4. Give two reasons why you agree or disagree with the author's opinion. If you are stuck, listen to the audio narration again.
5. On the line with green text, write **is** or **is not** in the blank space.

## Opinion Essay

The child should have studied the painting on the previous page, listened to the accompanying audio narration, and decided whether he or she agrees with the opinion essay in the blue box. Then the child should have filled in the essay on this page with his or her own opinions. Answers will vary, but here is an example of what the child could have written:

I disagree with the author. I would like living in this home. I'll share two reasons that I feel this way. First, the home is beautiful and has plenty of space for my family. Second, the view of the huge mountains is amazing. Overall, this is a home for me.

If the child is having trouble thinking of two reasons why he or she agrees or disagrees, try asking questions based on the setting of the painting. For example,

- Would you like or dislike not having neighbors and stores close by?
- Would you love living so close to nature?
- Would you like the peace and quiet, or would it feel lonely to you after a while?
- Would you like playing in nature, or would you rather live close to a town?



Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

# Lesson 15

Course Book - page 49

Completed ☐

## Homophones

**in** = The keys are in my purse. | **inn** = We stayed at the inn for one night. (An inn is like a small hotel.)

Write a sentence for each homophone.

in

inn

Answers will vary but should be in complete sentences and demonstrate correct usage of the homophones IN and INN.

**wear** = I'll wear a hat. | Don't wear out your shoes. | **where** = Where is he?

Write the correct homophone on each blank line.

1. Don't wear out your socks.
2. I'll wear my ballet slippers.
3. Where is the canoe?
4. Where is the leopard?

## Shades of Meaning

Fill out the charts, putting the order of intensity: the lighter the color, the weaker the intensity.

|          |          |
|----------|----------|
| bad      | terrible |
| bad      |          |
| terrible |          |

|         |      |
|---------|------|
| blaring | loud |
| loud    |      |
| blaring |      |

If more review is needed on the concept of shades of meaning, review Lesson 14 on page 44 of this course book.

In sentence, circle the orange word and write the best shade of meaning for the word.

It was so dark / dim that I couldn't see anything.

The dog was just a little mad / furious, but it quickly calmed down.

I am a little exhausted / tired, but I still have enough energy to help you paint the fence.



Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



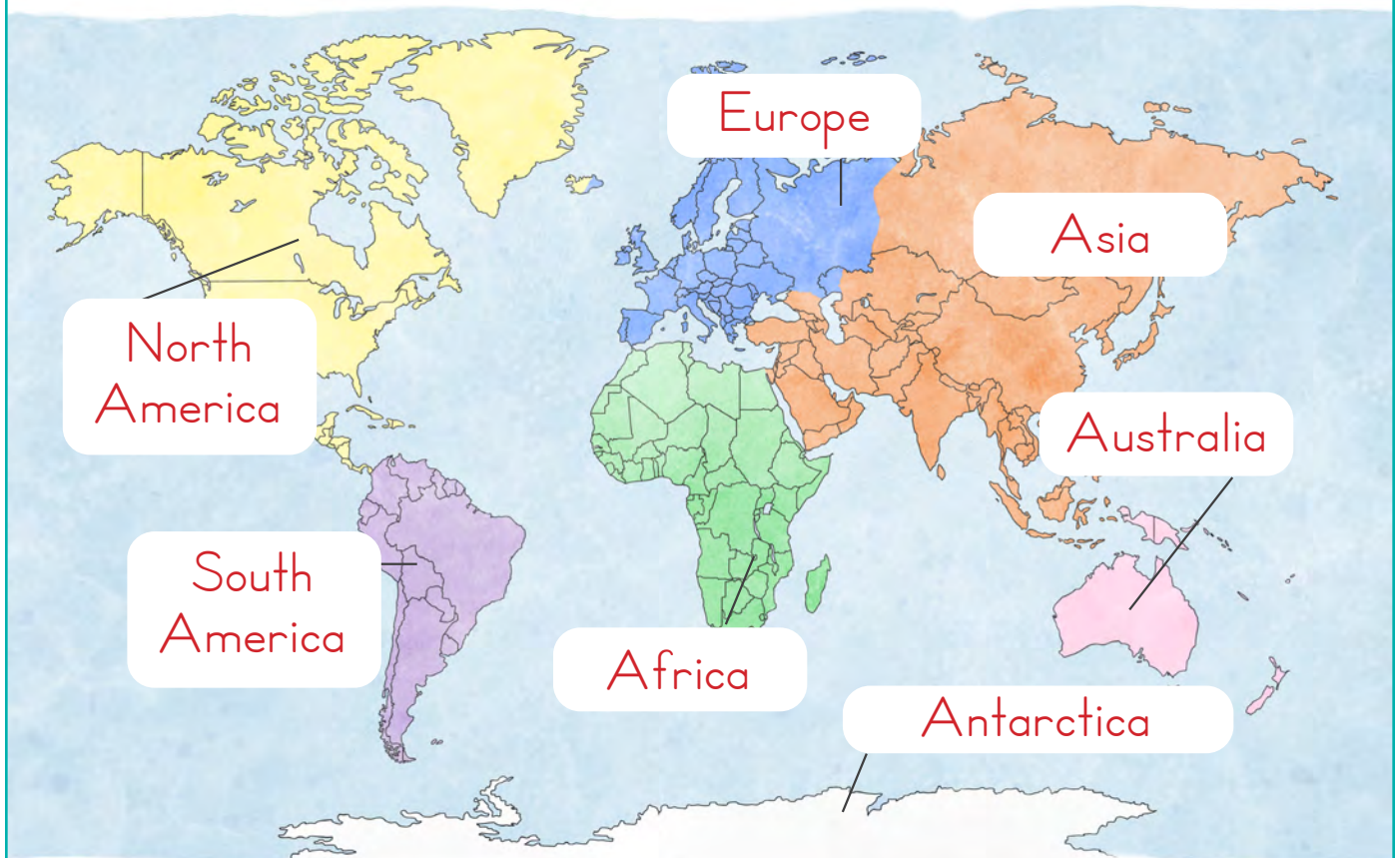
# Lesson 29

Course Book - page 94

Completed ☐

## Geography

On the blank map, label all the continents, referring to the key for correct spelling. Also, label the Atlantic Ocean. Remember that the names of continents and oceans are proper nouns and should be capitalized.



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



# Lesson 32

## Spelling Practice Book - pages 35-36

### LESSON 32

#### Word Dictation

#### RIDDLE:

What animal  
sleeps with  
its shoes on?

each

beach

team

#### Spelling Rules

dance

add  
"ing"

dancing

race

add  
"ing"

racing

notice

add  
"ed"

noticed

ey

Write the word for each picture. Each word uses **ey**. The first letter or two are given.



donkey



monkey



key



turkey

35

#### ANSWER:

a horse

#### Unit 2 Spelling Words

Read a spelling word aloud, take a picture of it in your mind, close your eyes, and spell the word aloud again. Check it. Repeat twice for each word.

carry

heart

other

head



#### Unit 2 Spelling Words

Write each spelling word below its set of code images. Read the word aloud, and then spell it aloud.



hour



sure



head



ready



bread



sorry

#### CRACK THE CODE

|   |   |   |   |
|---|---|---|---|
| a | b | c | d |
|   |   |   |   |
| e | f | g | h |
|   |   |   |   |
| i | j | k | l |
|   |   |   |   |
| m | n | o | p |
|   |   |   |   |
| q | r | s | t |
|   |   |   |   |
| u | v | w | y |
|   |   |   |   |

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# Lesson 34

Course Book - page 111

Completed ☐

## Spelling Book

Read the spelling rule aloud: **Drop the E:** If a base word ends in a Silent E, drop the E before adding a vowel suffix.

Dictate the words on the chart to the child and have the child write the words in the correct areas of the "Spelling Rules" section of the *Spelling Practice Book*. Tell the child that each word ends with a C + Silent E and that the Silent E makes the C before it soft (say /s/).

|          |              |           |
|----------|--------------|-----------|
| slice    | add<br>"ing" | slicing   |
| bounce   | add<br>"ing" | bouncing  |
| practice | add<br>"ed"  | practiced |

- Have the child complete the rest of the work in the *Spelling Practice Book*. Check the work.



## Independent Work

### Commas in a Series

Add missing commas to each sentence. After each sentence use your markers and follow the instructions to draw something on the scene.

They built bridges homes and roads.

Draw a sun sinking behind a mountain.

I love the tall spires the curving river and the roaring waterfall.

Color the river under the bridge blue.

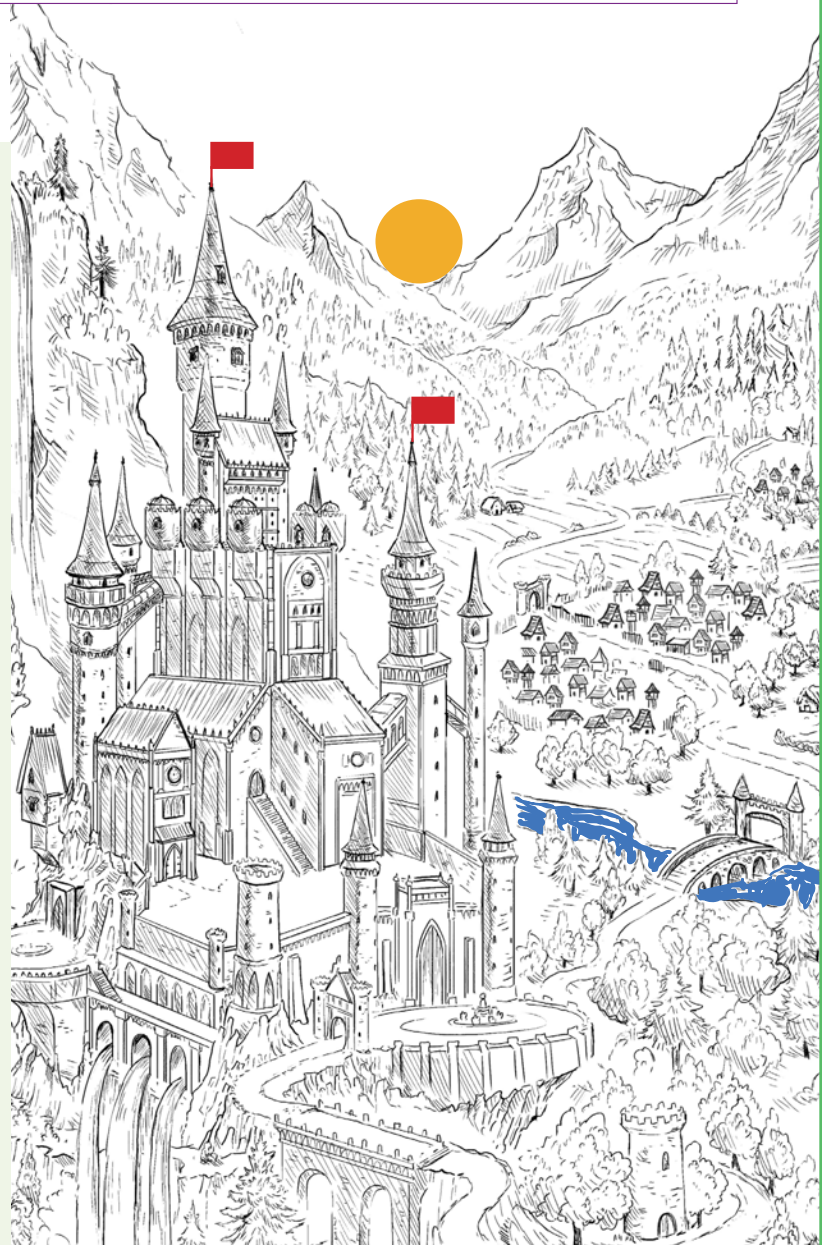
Let's visit the castle take a hike and ride horses.

Draw two flags on the castle.



## Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



# Lesson 45

Course Book - page 149

Completed ☐

1. Are North American river otters found on the continents of Asia and Europe?

yes ☒ no

2. Do North American river otters line their dens with plants?

yes ☒ no

Answers will vary, but the child should have finished the sentence, correctly using commas to separate three of the following ecosystems:

freshwater, marine (ocean), grassland, forest, desert, coral reef

**WRITING** Fill in the blank spots of the paragraph, giving three ways that river otters and sea otters differ. Use information from the green text.

Sea otters are much bigger than river otters. Sea otter fur is fluffier and longer than river otter fur. Sea otters have shorter tails than river otters. River otters are less clumsy on land than sea otters.

## Comparative Paragraph

Using information from the green text above, the child should have completed the paragraph by filling in the blank spaces with three ways that river otters and sea otters differ.

Here is an example of what the child could have written:

For example, sea otters are bigger than river otters.

Also, sea otter fur is fluffier and longer than river otter fur.

Finally, sea otters have shorter tails than river otters.

### Correcting Tip:

To best improve the child's reading comprehension, it is suggested that you do not mark questions that are wrong. Instead, tell the child that at least one question is incorrect. Have the child read the entire passage a second time and then review the answers to the questions. Have the child do this as many times as necessary until he or she is able to answer the questions correctly.

If you are consistent in doing this, it will greatly improve the child's reading comprehension because when the child knows that he or she will have to reread the passage until correct answers can be given, the child will start paying closer attention to details the first time the passage is read.



Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

# Lesson 48

## Spelling Practice Book - pages 51-52

### LESSON 48

#### RIDDLE:

What kind of animal keeps track of time?



#### Word Dictation

dirt

bird

first

shirt

stir

#### Sentence Dictation

We saw a white hawk on the lawn.

Student Check

☐

Started with a capital letter

☐

No random capital letters

☐

Ended with a period

51

#### ey & er

For each beginning of a word given, circle the ending that would create a word.

mon ey er

hon ey er

nev ey er

riv ey er

aft ey er

und ey er

donk ey er

vall ey er

#### oa & ir

Create a word (that is not a person's name) by adding oa or ir in the blank spot on each line.

b o a t

f i r s t

b i r d

s h i r t

s o a p

t h r o a t

t h i r d

d i r t y

#### ANSWER:

a watchdog

#### aw

Write the words in alphabetical order. Say the letters aloud as you write each word.

yawn  
hawk  
lawn

hawk

lawn

yawn

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# Lesson 54

Course Book - page 179



Answers may vary slightly, but below are some examples of what the child could have written.

## Summary

Sentence 1: Explain who the main character is and where her nest is. Don't add extra details.

The main character is a mallard duck.  
Her nest is by a pond.

Sentence 2: Simply explain what the duck laid and what she did with the things she laid.

The duck laid 10 eggs and watched  
over them until they hatched.

Sentence 3: Explain that the mother taught her ducklings and cared for them until they were old enough to fly away. Don't add any extra details.

The mother taught her ducklings how to  
swim and find food until they flew away.



Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.

# Lesson 59

Course Book - page 194

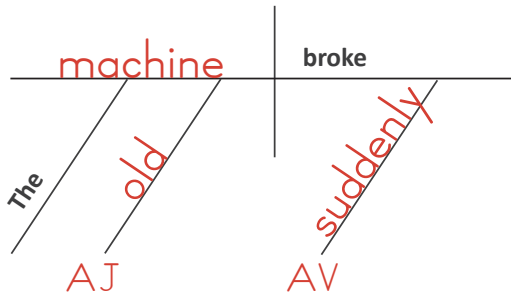


## Independent Work

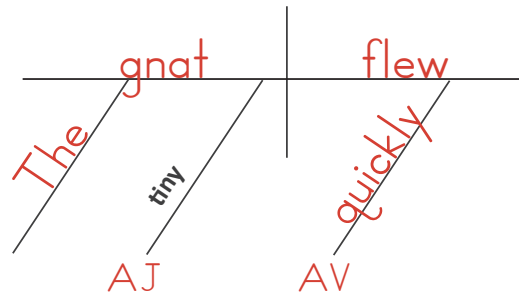
### Sentence Diagramming

Add the missing items on the sentence diagrams. Include AJ under adjectives (which describe nouns) and AV under adverbs (which describe verbs).

The old machine broke suddenly.



The tiny gnat flew quickly.



### Unit 2 Contractions

If needed, refer to page 144.

Write the contraction for each set of words.

will not

won't

do not

don't

you will

you'll

## Spelling Practice Book - page 63

### LESSON 59

**Note:** This book is usually used every other lesson, but it is used for two lessons in a row at the end of each unit.

#### RIDDLE:

What letter can you drink?

### UNIT 2 SPELLING WORDS AND COLORS ASSESSMENT

#### Unit 2 Spelling Words

sorry

carry

head

other

hour

heart

sure

bread

ready

#### Colors

purple

yellow

blue

white

orange

# Lesson 60

Course Book - page 197

Completed ☐

## Grammar and Usage Assessment

- ☐ This section reviews most of the major grammar and usage concepts taught in Unit 2 and identifies and gives practice for any concepts that need further review. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, help the child correct the mistakes. Then check the orange “Additional Practice” checkbox for that section. On another day the child should complete all the orange sections that are checked, if any. If the child still makes mistakes, be sure the child understands why. These concepts will continue to be reviewed in upcoming units.

### Homophones

Circle the correct homophone in each sentence.

|                                          |                                                     |
|------------------------------------------|-----------------------------------------------------|
| I'll <u>right</u> / <u>write</u> a poem. | I'll be <u>right</u> / write back.                  |
| Let's <u>wait</u> / weight patiently.    | The kitten has gained <u>wait</u> / <u>weight</u> . |

Refer to Lesson 33, p. 109, and Lesson 39, p. 126 for more help.

### Homophones

Circle the correct homophone in each sentence.

|                                                    |                                              |
|----------------------------------------------------|----------------------------------------------|
| I need to <u>right</u> / <u>write</u> an essay.    | I need your help <u>right</u> / write away.  |
| Mark your <u>wait</u> / <u>weight</u> on the form. | I'll <u>wait</u> / weight until you're done. |

### Commas in Dates

Use a comma to separate the day of the month and the year in each date. Then, in the purple box, write future if the dates are all in the future or past if they are in the past.

June 21, 2045

November 14, 3023

August 4, 2037

future

Refer to Lesson 42, p. 133 for more help.

### Commas in Dates

Use a comma to separate the day of the month and the year in the date. Then, in the purple box, write future if the date is in the future or past if it is in the past.

February 19, 1833

past





# Lesson 60

Course Book - page 198

Completed ☐

## Commas in a Series

Each PHRASE or WORD in a series is underlined.  
Add the missing commas.

The tree has a bough, a trunk, and leaves.

I want to read the Bible, obey God's counsel, and live with faith.

Refer to Lesson 31, p. 100 for more help.

## Commas in a Series

Each PHRASE or WORD in a series is underlined.  
Add the missing commas.

I picked a bouquet of daisies, roses, and violets.

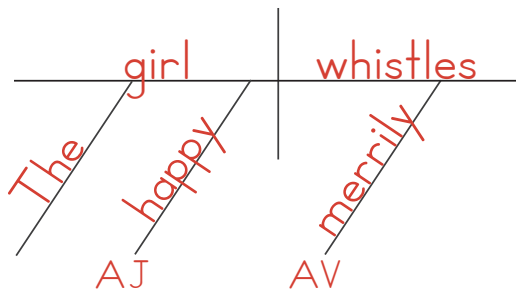
You're special, precious, and priceless.

## Sentence Diagramming

(also covers subjects, verbs, adjectives, and adverbs)

Diagram the purple sentence below. Write AJ under adjectives (which describe nouns) and AV under adverbs (which describe verbs).

The happy girl whistles merrily.



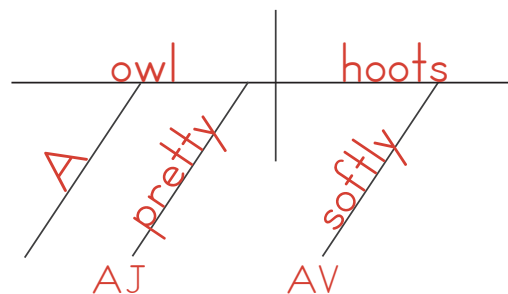
Refer to Lesson 40, p. 129 for more help.

## Sentence Diagramming

(also covers subjects, verbs, adjectives, and adverbs)

Diagram the purple sentence below. Write AJ under adjectives (which describe nouns) and AV under adverbs (which describe verbs).

A pretty owl hoots softly.





# Lesson 120

Course Book - page 410

Completed ☐

## Grammar and Usage Assessment

- ☐ This section reviews most of the major grammar and usage concepts taught in Unit 4 and identifies and gives practice for any concepts that need further review. The child should complete only the exercises with purple headers. Correct the work. If the child makes one or more mistakes in a section, help the child correct the mistakes. Then check the orange "Additional Practice" check box for that section. On another day the child should complete all the orange sections that are checked, if any. If the child still makes mistakes, be sure the child understands why. These concepts will continue to be reviewed in upcoming course levels.

### Homophones

Circle the correct homophone in each sentence.

|                                             |                                                   |
|---------------------------------------------|---------------------------------------------------|
| I like <u>there</u> / <u>their</u> cabin.   | There's a <u>hole</u> / <u>whole</u> in my shirt. |
| My <u>ant</u> / <u>aunt</u> is quite funny. | Please sit over <u>there</u> / <u>their</u> .     |

Refer to pp. 315, 328, and 337 for more help.

### Homophones

Circle the correct homophone in each sentence.

|                                            |                                              |
|--------------------------------------------|----------------------------------------------|
| I bought a <u>hole</u> / <u>whole</u> pie. | A lion is over <u>there</u> / <u>their</u> . |
| Is that <u>there</u> / <u>their</u> house? | An <u>ant</u> / <u>aunt</u> is an insect.    |

Note: Some people pronounce ANT and AUNT the same, and some do not.

### Independent Clauses

The sentence is missing either a subject or verb. Rewrite the phrase, changing it into a sentence by adding a subject or verb. Don't forget capitalization and end punctuation.

has an ear

☐ Additional Practice

### Independent

The sentence is missing either a subject or verb. Don't forget capitalization and end punctuation.

a zebra

Answers will vary, but the child should have decided whether the sentence is missing a subject or a verb. Then he or she should have added a subject or verb to make the sentence complete, remembering capitalization and end punctuation.

Here are examples of what the child might have written:

The rabbit has an ear.

A zebra runs to join its herd.

Refer to Lesson 93, p. 312, for more help.



# Lesson 120

Course Book - page 411

Completed ☐

## Contractions

Write the contraction for each set of words.

|          |         |
|----------|---------|
| he is    | he's    |
| there is | there's |
| does not | doesn't |

Refer to Lesson 92, p. 310, for more help.

## Contractions

Write the contraction for each set of words.

|          |         |
|----------|---------|
| there is | there's |
| he is    | he's    |
| does not | doesn't |

## Punctuating Dialogue

Add the missing period and quotation mark to the end of each dialogue.

Frank declared, "It's cold."

Gabby replied, "We're lost."

Refer to Lesson 101, p. 339, for more help.

## Punctuating Dialogue

Add the missing comma before the first quotation mark.

Cindy said, "Dinner is ready."

Mark yelled, "You can do it!"

## Commas in Addresses

Add the needed commas to the address below.

22 Daisy Road, Green Valley, California, United States

In an address, place a comma

- after the street name
- between the city and state/province
- between the state/province and the country

Refer to Lesson 97, p. 327, for more help.

## Commas in Addresses

Add the needed commas to the address below.

56 N. Lighthouse Drive, Avon, Maine, United States

# Lesson 120

Course Book - page 412

Completed ☐

## Prepositions

IN, OVER, and BY are prepositions. Circle the prepositions in the sentence.

Bree is in the apple tree by the barn.

Refer to Lesson 91, p. 306, for more help.

## Prepositions

Circle the preposition in the sentence.

The leopard is in the tree.

## Comparative & Superlative

Fill in the missing words on the chart.

| adjective | comparative | superlative |
|-----------|-------------|-------------|
| quiet     | quieter     | quietest    |
| good      | better      | best        |

Refer to Lesson 111, p. 378, for more help.

## Comparative & Superlative

Fill in the missing words on the chart.

| adjective | comparative | superlative |
|-----------|-------------|-------------|
| good      | better      | best        |
| cold      | colder      | coldest     |

## Compound Sentences

Combine the two independent clauses (sentences) into one compound sentence by using a COMMA and SO (one of the seven coordinating conjunctions).

I follow Jesus. I am kind.

I follow Jesus, so I am kind.

Refer to Lesson 103, p. 346, and Lesson 109, p. 370, for more help.

## Compound Sentences

Combine the two independent clauses (sentences) into one compound sentence by using a COMMA and BUT (one of the seven coordinating conjunctions). Do not capitalize the second independent clause.

It was cloudy. It didn't rain.

It was cloudy, but it didn't rain.