



LANGUAGE ARTS & LITERATURE

✧ LEVEL 3 ✧

COURSE BOOK

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



Items Needed

Course Set Items

	Level 3 Course Book
	Level 3 Spelling Practice Book
	Level 3 Phonics Read-Together Books (four books)

Required Apps

	Good and Beautiful Letter Tiles app*
	Good and Beautiful Homeschool app

Visit goodandbeautiful.com/apps for information on these free apps, which can be accessed on a computer or mobile device.



This app icon is used whenever you need to use the letter tiles app.



This app icon is used whenever you need to use the homeschool app.

The Good and Beautiful Homeschool app includes

- video lessons, which are usually optional and can be used in place of the lesson or after the lesson for more reinforcement, and
- required audio narrations that are part of some independent work sections.

*You do not have to use the spelling app to complete work. In place of the spelling app, you may simply dictate (say aloud) the words to the child and have the child write the words.

Items to Always Have on Hand

	thin-tipped markers (any kind, 20+ colors) Note: Each level of language arts uses a different art medium for art projects. Markers are required for this course.
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	pencil, scissors, glue stick, tape, a timing device (such as a timer on a smart phone)
	personal reading books at the child's reading level from <i>The Good and the Beautiful Book List</i> (free download available at goodandbeautifulbooklist.com)

Extra Items Needed for Unit 1

	Optional: mango-flavored snack (Lesson 19 page 58)
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Extra Items Needed for Unit 2

	Optional: rolls (Lesson 57 page 187)
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Extra Items Needed for Unit 3

	Optional: oatcake supplies & toppings (See Lesson 85 page 281 for recipe.)
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Extra Items Needed for Unit 4

	Optional: 1 sheet of colored construction paper, 1 sheet of white card stock (See Lesson 99 page 335 for craft.)
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The Good and the Beautiful Handwriting Level 3 workbook or another handwriting program should be used 3 to 4 days a week in conjunction with this course. It is also suggested that the child complete *The Good and the Beautiful Typing 1* course or another typing course.

Safety Precaution

Adult supervision is recommended for all activities as some require sharp objects, heat sources, or small objects that could be a choking hazard for young children.

About This Course

Overview: Language Arts & Literature Courses

- **Preschool to Level 3** courses focus heavily on phonics and reading and require one-on-one time with a parent or teacher each day.
- **Levels 4 and above** are designed to be mainly self-directed by the student.

What This Course Covers

This course combines the following subjects:

Phonics	Reading	Spelling
Writing	Grammar and Punctuation	Literature
Art	Poetry Memorization and Appreciation	Geography

Preparation

If you bought the physical course set, the only preparation needed is to read the About This Course section of the course book and the *Spelling Practice Book*.

If you are using the PDF download, you will need to print out and bind all the course items.

How to Complete the Course

Work on this course book 4 to 5 days a week. A full public school year is about 36 weeks, not including holidays and breaks. If you complete four lessons in this course per week, you will finish the course in 30 weeks. Some children may not finish a full lesson each day (and take longer than one school year to complete the course), while other children may finish more than one lesson a day (and finish the course in less than a year).

If your state requires a certain number of hours to

be spent on language arts each day, or you finish this course before the school year ends and do not want to start on the Level 4 course, consider adding in extra handwriting practice, reading time, typing, and/or language arts electives.

Each day, simply follow the instructions in the course book. Blue text indicates instructions to you, and black text is what you read to the child.

Phonics and Reading

At the beginning of most lessons, you will be directed to read together with the child in one of the phonics read-together books that are integrated with the course. These books contain almost all the phonics instruction for the course. Even if you have an advanced reader, we highly recommend not skipping these books. Even advanced readers need to learn the skills of slowing down and decoding words and not just skipping over them in their minds as they read. In addition, the read-together books allow you to determine if there are any holes in the child's phonics foundation, as phonics instruction ends after Level 3. Advanced readers are likely to go through the books quickly and will benefit from the powerful messages, model writing, and one-on-one time with you.

Principles Behind This Course

• Easy to Teach and No Preparation Time

Parents with no expertise in language arts can give their children top-quality instruction without any preparation time. Spend time exploring and learning right along with the child.

• Connects Multiple Subjects

This course combines multiple subjects. Connecting learning in this manner creates deeper meaning and interest. It also eliminates the expense and

trouble of purchasing and using six or seven different courses.

- **Emphasizes the Good and the Beautiful: God, Family, Nature, and High Moral Character**

This course has a nondenominational Christian foundation, with the goal of producing not only intelligent minds but also high character and hearts that love God, nature, and good literature.

- **Creates Excellent Writers and Editors**

Writing well is one of the most important academic skills a child can gain. However, pushing younger children to complete writing assignments that are too difficult can overwhelm them and cause them to dislike writing. This is because most children in lower levels are still working on basic handwriting, reading, spelling, and grammar skills. There are exceptions; some children are ready to write earlier. If you have young children who love to write more than what is in the course, let them!

In Level 3, fun and meaningful writing exercises start out gently and build in complexity and difficulty as the course progresses. Much scaffolding is provided in early writing assignments, which means parts of the writing are given as starting points, and the child fills in the parts that are missing. Scaffolding allows the child to build confidence in writing without becoming overwhelmed and provides repeated examples of excellent model writing. As the course progresses, the scaffolding is lessened and eventually removed from exercises.

Writing is also taught through audio narrations, which proved very effective and enjoyable in piloting.

Creating fantastic writers is a process that takes years of immersing the child in rich, well-written literature and effective instruction. The Good and the Beautiful has a strong focus on these things.

Answer Key

A Level 3 Answer Key is available in physical form or as a free download and includes answers only to select pages (not every page). To access the free download, go to goodandbeautiful.com, navigate to the Level 3 Language Arts product page, and click on the “FAQs, Helps, and Extras” button below the product image.

Unit Reviews/Assessments

The end of each unit contains a review that will track the child’s progress.

Poetry Memorization

Poetry memorization is a wonderful exercise for the young, growing mind. Author Laura M. Berquist wrote, “Familiarity with truly good poetry will encourage children to love the good” (*The Harp and Laurel Wreath*, page 9).

Memorization also boosts confidence, increases focus and attention span, strengthens the mental capacity of the brain, and builds in children’s minds an ability to understand and use complex language. Children learn by example, and their minds are most impressionable in the younger years. Ingraining their minds with examples of beautifully crafted language will help them build a solid foundation for lifelong learning and love of all things good and beautiful.

Teacher Read Aloud

Consider reading to the child daily or having the child listen to worthy, clean audiobooks. Choose books that are two to three levels higher than the child’s personal reading level and of the highest literary and moral merit so that the child receives all the spiritual and academic benefits available through literature.

The Good and the Beautiful Book List (free download available at goodandbeautifulbooklist.com) includes hundreds of Jenny Phillips’s top-recommended, wholesome books for all reading levels and a list of Jenny’s top-recommended read alouds.

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At-a-Glance

Note: These items are found in the course book, read-together books, spelling practice book, and audio narrations that are a part of this course.

Art, Literature, Writing, and Reading Comprehension

- Art appreciation, history, and instruction
- Artists studied: Albert König, Carl Bøgh, Claude Monet, Henri Rousseau, Ikeda Shōen, Marianne von Werefkin
- Creative writing: plot outlines, personality traits, using good description, using strong verbs, using transitions, writing poetry, writing narratives, varying sentence lengths and beginnings, adding detail, fiction writing
- Discussing literature
- Drama (reader's theater)
- Expressionism
- Folktales
- Genres
- Impressionism
- Literary devices: alliteration, figurative language, personification, sensory language, onomatopoeia
- Literature studies: *Heidi*, Marguerite Henry, *The Swiss Family Robinson*, Aesop's Fables, *Rescue Dog of the High Pass*, Thornton Burgess, The McGuffey Readers, what makes a book worth reading, messages and themes in books
- Nonfiction writing: book reports, opinion paragraphs, informative essays, instructions, journals, letters, parts of a paragraph, parts of an essay, summaries, persuasive essays, comparative essays, informative paragraphs, writing thank-you cards
- Oral narration
- Poetry: couplets, memorization, mood, stanzas, rhyme scheme, rhythm
- Reading comprehension: determining the meaning of unfamiliar words, paying attention to details, identifying main ideas, reading comprehension through geography journals, poetry studies, artist studies, writer studies, and survival guide pages
- Reading orally with emotion, expression, and fluency
- Revising writing
- Elements of plot
- The many forms of visual art

Geography

- Alaska
- Cardinal directions
- Child's local geography
- Continents
- Countries studied: Australia, Austria, China, Ireland, Japan, Scotland, Switzerland, Uganda
- Culture
- Earth's physical systems: lithosphere, biosphere, hydrosphere, atmosphere
- Ecosystems
- Geography terms: elevation, flora, humidity, inhabited, population, poverty, vegetation, standard of living, tundra
- Hemispheres and the equator
- How climate and geography affect culture
- How humans adapt environments and adapt to environments
- Landforms
- Natural and man-made disasters
- Natural resources
- Parts of a map: compass rose, grid, legend, scale, title, key
- Regions of Asia
- Renewable and nonrenewable resources
- Rural, urban, and suburban
- Survival guides: firewood, healing plants, pine trees, deserts
- The movement of goods and ideas
- Types of maps: topographical, political, road, thematic
- Weather vs. climate

Grammar, Usage, and Punctuation

- A sentence needs three things
- Acronyms
- Action and being verbs
- Adjectives and adverbs
- Capitalization in titles
- Capitalizing proper nouns



At-a-Glance

(continued)

- Commas in addresses, dates, series
- Comparative and superlative adjectives
- Compound words
- Compound sentences
- Contractions: aren't, can't, doesn't, don't, couldn't, haven't, he's, I'll, she's, there's, won't, you'll
- Coordinating conjunctions
- Dictionary skills
- Each other vs. one another
- Editing
- Heteronyms: wound, object, use, live, perfect, lead
- Homophones: flour/flower; wear/where; to/ too; in/inn; right/write; wait/weight; dear/deer; know/no; weak/week; would/wood; their/there; hole/whole; ant/aunt
(Note about homophones: Even when words are not homophones where you live or in your dialect, it strengthens a child's communication skills to learn about how others speak.)
- Idioms
- Independent clauses vs. fragments
- Irregular past-tense verbs
- Nouns: common, proper, possessive, plural, abstract, irregular plural, concrete
- Past, present, and future tenses
- Prefixes, suffixes, root words (base words)
- Prepositions
- Pronouns
- Punctuating dialogue
- Sentence diagramming
- Shades of meaning
- Subject of a sentence
- Syllable types
- Synonyms and antonyms
- Types of sentences (statement, question, exclamation, command)
- Using complete sentences

Phonics Principles

- AGE or IAGE can say /ij/
- AIN can say /ain/ or /in/
- ALLY can say /lee/
- ANT can say /ent/
- ATE can say /it/
- Challenging words that are difficult to decode phonetically
- CH can say /k/ or /sh/
- CI, SI, TI, and XI can say /sh/
- Decoding skills
- DU can say /jew/ or /juh/
- ER can say /air/ and /ear/
- GUE can say /g/
- I can say the long E sound
- IE can say the long E or long I sound
- INE can say /in/ or /een/
- ON, ION, and EON can say /en/, /un/, or /yen/
- OUR can say /er/
- OUS, IOUS, and EOUS can say /ē-us/ or /us/
- Phonograms review
- QUE can say /k/
- Soft C and G
- Sounds of AR
- Sounds of EY
- Sounds of IE
- Sounds of OU
- SS can say /sh/
- TION, SION, SSION, and CIAN can say /shun/
- Long and short vowels
- TU can say /ch/
- TURE can say /chur/
- Words with hard C followed by soft C
- Y in the middle of a word

Spelling (see pages x–xi)

Level 3 Spelling Scope & Sequence

Unit 1

Spelling Words (high-frequency and irregular words)

once	because	square
dollar	water	laugh
again	built	nothing

Days of the Week

Tuesday	Wednesday	Saturday
Monday	Thursday	

Spelling Rules

C, K, or CK at the End of Words: For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.

Using CH or TCH: If the sound /ch/ follows a short vowel sound, usually use TCH; otherwise, use CH.

DGE or GE: If the sound /j/ follows a short vowel sound, it is usually spelled DGE.

Spelling Patterns

AI: brain, chain, chair, mail, paid, paint, snail, tail, trail, train

OU: found, ground, loud, mouth, proud, shout, sound

QU: quack, queen, quiet, quit, quiz

IGH: bright, fight, high, light, night, right, tight

OY and OI: boil, choice, coin, enjoy, moist, noise, spoil, toy

Words with Double Consonants: better, different, funny, happen, happy, letter, pretty, silly, sudden, summer

Unit 2

Spelling Words (high-frequency and irregular words)

sorry	carry	head
other	hour	heart
sure	bread	ready

Colors

blue	orange	purple
white	yellow	

Spelling Rules

Drop the E: If a base word ends in a Silent E, drop the E before adding a vowel suffix. (Example: bake—baking)

1-1-1 Rule: If a word is 1 syllable and ends with 1 vowel (not 2 vowels) followed by 1 consonant, usually double the final consonant before adding an ending that starts with a vowel. Exceptions include 1-1-1 words that end in W, X, or Y.

Caboose E: A Silent E is added to words to prevent them from ending in V or U because most English words do not end with the letters V or U.

Spelling Patterns

AW: crawl, draw, hawk, lawn, saw, straw, yawn

EA: beach, dream, each, eat, reach, read, stream, teach, team

ER: after, brother, every, never, over, river, under, verb

EY: donkey, honey, key, money, monkey, turkey, valley

IR: bird, dirt, dirty, first, shirt, stir, third

OA: boat, coat, float, goat, road, soap, throat, toad, toast

Level 3 Spelling Scope & Sequence

Unit 3

Spelling Words (high-frequency and irregular words)

busy	thought	really
also	earth	please
another	early	today

Months of the Year

January	December
July	September

Spelling Rules

Singular Words That End with S: When a word ends in S but is not plural, usually add a Silent E.

Plural Nouns: Usually make a noun plural by adding S, but add ES to make words plural that end with SH, CH, Z, X, or S. (This part of the rule is learned in higher-level courses: Drop the Y and add IES to words that end with a consonant + Y.)

Double S, F, L, or Z at the End of Words: At the end of one-syllable words, usually double the letters S, F, L, or Z right after a short vowel.

Spelling Patterns

EW: blew, chew, drew, few, flew, grew

SOFT C and G: age, choice, face, huge, large, nice, page, place, space, voice

UR: burn, burst, curl, curve, hurt, nurse, purse, return, turn

Words Ending with Y (long E sound): chewy, cloudy, easy, empty, messy, nobody, noisy, plenty, rainy, sunny

WR: wrap, wreck, wrist, write, wrong, wrote

Unit 4

Spelling Words (high-frequency and irregular words)

across	father	mother
always	already	through
knee	together	picture

Months of the Year

October	November
February	August

Spelling Rules

Consonant + LE: Every syllable has to have a vowel, so a Silent E is added to syllables ending with a consonant + L that have no other vowel. (Example: whistle, not whistl)

C or K at the Beginning or Middle of Words: At the beginning or middle of a word, usually use K for the /k/ sound before E, I, or Y. Use C in front of any other letters.

Review of Spelling Rules from Units 1, 2, and 3

Spelling Patterns

OR Can Say /er/: author, color, doctor, word, world, worse, worst, worth

OW (LONG): blow, bowl, glow, grow, low, show, slow, snow, throw

OW (SHORT): brown, crown, down, frown, owl, town

MB: climb, crumb, lamb, thumb

Sounds of EAR: ear, earn, fear, heard, learn, near

UI: build, built, fruit, juice

Painting Credits

The credits for all the paintings used in this course are given on this page rather than on the course book pages as there is rarely room on the pages themselves for this information. Put a sticky note on this page for quick reference to painting credits if you like to look at the credits often.

NOTE: Unless otherwise indicated, each painting is in the public domain.

Unit 1

page 3 (Lesson 1)

“In the Woodland Stream” by Carl Henrik Bøgh (1827–1893), 1872

page 4 (Lesson 1)

“Photograph of Carl Bøgh” by Georg Emil Hansen (1833–1891), c. 1890

Top Right: “A Young Man Brings Flowers and Vegetables to His Sweetheart” by Carl Henrik Bøgh (1827–1893), between 1845 and 1893

Middle Right: “Summer Day with a Sow and Her Piglets” by Carl Henrik Bøgh (1827–1893), 1875

Bottom Right: “Horses and a Foal in a Field” by Carl Henrik Bøgh (1827–1893), 1886

Bottom Left: “Wild Game in Dyrehaven” by Carl Henrik Bøgh (1827–1893), 1889

page 10 (Lesson 3)

“Thunderstorm in the Area of the Village of Kaditz” by Ernst Ferdinand Oehme (1797–1855), 1838

page 15 (Lesson 5)

“In Thought” by Friedrich Prölss (1855–1934), 1894

page 16 (Lesson 5)

“Skaters on a Frozen Lake by Moonlight” by Nils Hans Christiansen (1850–1922), between 1874 and 1903

page 20 (Lesson 7)

Illustration from *Heidi* by Johanna Spyri (1827–1901), 1934

page 24 (Lesson 8)

“Wooden Bridge over a Mountain Stream” by Edmund Höd (1837–1888), 1861

page 27 (Lesson 9)

Illustration from *Heidi* by Johanna Spyri (1827–1901), 1934

page 28 (Lesson 9)

“Motif of the Alps” by Adalbert Waagen (1833–1898), date unknown

page 33 (Lesson 11)

“Mountain Landscape” by Anton Altmann (1808–1871), date unknown

page 35 (Lesson 11)

Left: “Mountain Motif” by Adalbert Waagen (1833–1898), date unknown

Middle: “Spring: A Young Couple in a Rowing Boat on Odense River” by H.A. Brendekilde (1857–1942), 1896

Right: “View of the Matterhorn” by Toni Haller (1907–1944), date unknown

page 39 (Lesson 13)

“Grindelwald from the West” by Johann Heinrich Bleuler Jr. (1787–1857), 1835

page 47 (Lesson 15)

“Flower Meadow with a View of the Kampenwand” by Michael Lickleder (1863–1948), 1916

page 54 (Lesson 17)

“A Summer Day in a Garden” by Hans Hilsøe (1871–1942), between 1889 and 1942

page 59 (Lesson 19)

“The Mango Trees, Martinique” by Paul Gauguin (1848–1903), 1887

page 62 (Lesson 20)

Left: “Mountain Landscape at Oschwand” by Marianne von Werefkin (1860–1938), c. 1915–1917

Right: “Summit of the Josefsberg—First Sight of the Styrian Alps” by Eduard Gurk (1801–1841), 1833

Painting Credits

page 66 (Lesson 21)

Top Right: “Self-portrait in Sailor’s Blouse” by Marianne von Werefkin (1860–1938), 1893

Middle Right: “The Reaper” by Marianne von Werefkin (1860–1938), 1910

Bottom Left: “Autumn Idyll” by Marianne von Werefkin (1860–1938), 1910

Bottom Right: “Church in St. Prex” by Marianne von Werefkin (1860–1938), date unknown

page 67 (Lesson 21)

“The Red Tree” by Marianne von Werefkin (1860–1938), 1910

page 68 (Lesson 21)

Left: “Styx” by Marianne von Werefkin (1860–1938), c. 1910–1911

Right: “Evening in Murnau” by Marianne von Werefkin (1860–1938), 1910

page 73 (Lesson 23)

“The Abandoned” by Marianne von Werefkin (1860–1938), date unknown

page 76 (Lesson 24)

Illustration from *The Swiss Family Robinson* by Johann David Wyss (1743–1830), 1891; illustrated by Johann Emmanuel Wyss (1782–1837)

page 79 (Lesson 25)

“View of Eisenerz” by Friedrich Loos (1797–1890), 1839

page 87 (Lesson 27)

“The High King in Spring” by Edward Theodore Compton (1849–1921), date unknown

page 88 (Lesson 27)

“Hintersee and Hoher Göll” by Rudolf Reschreiter (1868–1939), date unknown

Unit 2

page 101 (Lesson 31)

“A Fawn Watching a Butterfly” by Adolf Mackeprang (1833–1911), date unknown

page 102 (Lesson 31)

“Curious Dachshund Puppies and a Frog” by Carl Reichert (1836–1918), 1917

page 105 (Lesson 32)

“Horses in the Mountains” by Peter Nicolai Arbo (1831–1892), 1889

page 107 (Lesson 33)

“The Painter Controversy” by Carl Reichert (1836–1918), 1903

page 113 (Lesson 35)

“Maternal Solitude” by Arthur Fitzwilliam Tait (1819–1905), 1883

page 116 (Lesson 36)

Top: Rousseau in his studio on Rue Perrel, in front of the painting “The Merry Pranksters.” Photo by Dornac, 1907

Middle: “Pastoral Landscape with Stream, Fisherman, and Stroller” by Henri Rousseau (1844–1910), c. 1875–1880

Bottom: “Tiger in a Tropical Storm (Surprised!)” by Henri Rousseau (1844–1910), 1891

page 117 (Lesson 36)

Top: “Tropical Forest with Monkeys” by Henri Rousseau (1844–1910), 1910

Bottom Left: “Mandrill in the Jungle” by Henri Rousseau (1844–1910), c. 1909

Bottom Right: “Apes in the Orange Grove” by Henri Rousseau (1844–1910), 1910

page 119 (Lesson 37)

“The Lone Wolf” by Alfred Wierusz-Kowalski (1849–1915), date unknown

page 126 (Lesson 39)

Left: “The Cat Family” by Léon Huber (1858–1928), date unknown

Right: “Adirondack Black Bear” from the Freshwater and Marine Image Book at the University of Washington, 1902

page 127 (Lesson 39)

“The Wolf” by Alfred Wierusz-Kowalski (1849–1915), date unknown

Painting Credits

page 131 (Lesson 41)

“Roe Deer Rutting” by Alfred Basel (1876–1920), 1903

page 133 (Lesson 42)

Left: “Cattle in the Sunshine” by Adolf Chelius (1856–1923), 1903

Middle: “A Stag Sounds Off” by Adolf Mackeprang (1833–1911), c. 1851–1911

Right: “Animal Friendship” by Carl Reichert (1836–1918), date unknown

page 153 (Lesson 47)

“A Saddled Bay Horse and Curious Dachshunds” by Albrecht Adam (1786–1862), 1850

page 159 (Lesson 49)

“Red Deer in a Forest Clearing” by Adolf Mackeprang (1833–1911), c. 1851–1911

page 161 (Lesson 49)

“Red Deer in the Morning Mist” by Josef Schmitzberger (1851–1940), date unknown

page 179 (Lesson 54)

“Ducks at the Pond” by Carl Jutz (1838–1916), date unknown

page 183 (Lesson 55)

“In Wait” by Paul Friedrich Meyerheim (1842–1915), 1881

page 186 (Lesson 56)

“Pastoral Landscape with Stream, Fisherman, and Stroller” by Henri Rousseau (1844–1910), c. 1875–1880

page 195 (Lesson 59)

“Landscape with Schneeberg” by Josef Feid (1806–1870), date unknown

Unit 3

page 203 (Lesson 61)

“View of Møns Klint, Denmark, with Rainbow” by Ludvig Kabell (1853–1902), between 1871 and 1902

page 207 (Lesson 62)

“Storm Clouds” by Albert Bierstadt (1830–1902), c. 1880

page 209 (Lesson 63)

“Flock of Sheep with Shepherdess on a Rainy Day” by Adolf Kaufmann (1848–1916), date unknown

page 221 (Lesson 67)

“A Rainy Morning” by Henri Rousseau (1844–1910), c. 1896–1897

page 222 (Lesson 67)

“Farmyard in Winter” by George Henry Durrie (1820–1863), 1858

page 223 (Lesson 67)

“Autumn in New England, Cider Making” by George Henry Durrie (1820–1863), 1863

page 238 (Lesson 72)

“Gathering Storm near Ry” by Vilhelm Kyhn (1819–1903), 1896

page 245 (Lesson 74)

Top: “Willows at Sunset” by Claude Monet (1840–1926), 1889

Bottom: “The Cliff, Étretat, Sunset” by Claude Monet (1840–1926), 1883

page 248 (Lesson 75)

“Cider Pressing” by George Henry Durrie (1820–1863), 1855

page 260 (Lesson 79)

“Water Lilies and the Japanese Bridge” by Claude Monet (1840–1926), 1899

page 274 (Lesson 83)

Top Left: “The Cliffs at Étretat” by Claude Monet (1840–1926), 1885

Top Right: “Cliff Walk at Pourville” by Claude Monet (1840–1926), 1882

Bottom Left: “Rough Weather at Étretat” by Claude Monet (1840–1926), 1883

Bottom Right: “Heavy Sea at Pourville” by Claude Monet (1840–1926), 1897

page 292 (Lesson 88)

“Christ in the Storm on the Sea of Galilee” by Ludolf Bakhuizen (1630–1708), 1695

Painting Credits

page 294 (Lesson 89)

“Meadow with Poplars” by Claude Monet (1840–1926), 1875

page 299 (Lesson 89)

Top Left: “Artist’s Garden at Vétheuil” by Claude Monet (1840–1926), 1881

Top Middle: “Woman with a Parasol” by Claude Monet (1840–1926), 1875

Top Right: “Poplars” by Claude Monet (1840–1926), 1891

Bottom Right: “Tulip Fields in Holland” by Claude Monet (1840–1926), 1886

Unit 4

page 307 (Lesson 91)

“The Sisters” by Albert König (1881–1944), 1943

page 311 (Lesson 92)

“Landscape with a Blessing of Light” by Albert König (1881–1944), date unknown

page 313 (Lesson 93)

“Groups of Trees in the Heath” by Albert König (1881–1944), c. 1930

page 319 (Lesson 95)

“Beauty Under a Cherry” by Fujishima Takeji (1867–1943), c. 1892–1893

page 321 (Lesson 95)

“Primeval Landscape” by Albert König (1881–1944), c. 1939

page 329 (Lesson 97)

“Hof Hiestermann in Lutterloh” by Albert König (1881–1944), 1928

page 331 (Lesson 98)

“Full Moon Night” by Albert König (1881–1944), 1920

page 333 (Lesson 99)

“Gypsy Woman with Child” by Albert König (1881–1944), c. 1915

page 339 (Lesson 101)

“Sketching a Garden” by Ikeda Shōen (1886–1917), 1906

page 341 (Lesson 101)

Top: Ikeda Shōen Portrait, c. 1917

Middle: “Gathering Spring Herbs” by Ikeda Shōen (1886–1917), 1906

Bottom Right: “Cherry-blossom Viewing” by Ikeda Shōen (1886–1917), c. 1910

Bottom Left: Woodblock print from the series “Streaked Mist” by Ikeda Shōen (1886–1917), 1906

page 347 (Lesson 103)

“The View of Palermo at Night” by Albert König (1881–1944), 1924

page 348 (Lesson 103)

Top: “Self Portrait” by Albert König (1881–1944), 1923

Middle: “Flowering Fruit Trees” by Albert König (1881–1944), c. 1920

Bottom Right: “Holy Beech” by Albert König (1881–1944), 1932

Bottom Left: “Sun Breaking Through Clouds” by Albert König (1881–1944), 1921

page 371 (Lesson 109)

“Open-pit Diatomite Mine Near Oberohe” by Albert König (1881–1944), c. 1940

page 380 (Lesson 111)

Top Left: “Trees in the Fog” by Albert König (1881–1944), 1924

Top Right: “Landscape with Evening Clouds and Sunbeams” by Albert König (1881–1944), 1922

Bottom Left: “Weather Clouds” by Albert König (1881–1944), c. 1920s

Bottom Right: “Sunset at the Lake” by Albert König (1881–1944), c. 1925

page 387 (Lesson 113)

“Sun-drenched Forest Landscape” by Heinrich Böhmer (1852–1930), date unknown

page 400 (Lesson 117)

“The Sermon on the Mount” by Carl Bloch (1834–1890), 1877

page 405 (Lesson 118)

“Village View” by Albert König (1881–1944), date unknown

UNIT 1 OVERVIEW

These are the main topics covered.
See the scope and sequence in the front matter for more details.

Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course:

Unit 1 Spelling Patterns

AI

IGH

OY & OI

OU

DOUBLE CONSONANTS

QU

Unit 1 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.

once	because	square
dollar	water	laugh
again	built	nothing

The child will also practice spelling these days of the week.

Tuesday	Wednesday	Saturday	Monday	Thursday
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Spelling Rules

Using CH or TCH	DGE or GE	C, K, or CK at the End of Words
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Level 2 Review Words

about	many	are	why	they	would
brother	come	could	does	done	friend

Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Editing is included in every unit.

- A sentence needs three things
- Adjectives, adverbs, verbs (action and being), nouns (common and proper)
- Contractions:** can't, I'll, aren't
- Dictionary skills
- Heteronyms:** wound, object, use
- Homophones:** flour/flower; wear/where; to/too; in/inn
- Idioms
- Past, present, and future tenses
- Prefixes and suffixes
- Sentence diagramming
- Shades of meaning
- Subject of a sentence
- Syllable types
- Synonyms and antonyms
- Using complete sentences

Phonics, Reading, and Vocabulary

This unit correlates with *Timothy of the 10th Floor: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

Phonics/Reading Principles

- Challenging words that are difficult to decode phonetically
- CI, SI, TI, and XI can say /sh/
- Decoding skills
- IOUS and EOUS can say /ē-us/ or /us/
- Phonograms review
- Soft C and G
- Sounds of AR
- Sounds of EY
- Sounds of OU
- TION, SION, SSION, and CIAN can say /shun/
- TU can say /ch/
- TURE can say /chur/
- Words with hard C followed by soft C
- Vocabulary words

Art, Literature, Writing, and Reading Comprehension

- Art appreciation, history, and instruction; expressionism; artist studies:** Carl Bøgh, Marianne von Werefkin
- Writing:** writing instruction through lessons and audio narrations, creative writing, journal writing, study model essays, opinion essay, persuasive essay, comparative essay, editing
- Literary devices:** alliteration, sensory language
- Reading comprehension**
- Poetry:** memorization, rhyme scheme, stanzas, couplets
- Literature studies:** *Heidi*, *The Swiss Family Robinson*, what makes a book worth reading

Geography

- Cardinal directions
- Continents
- Countries of Europe
- Hemispheres and the equator
- Rural, urban, and suburban
- Topographical map
- Geography terms: humidity, population, poverty, standard of living

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.



Teacher Tip: You might need to help the child with the first few “Independent Work” sections until the child gets used to doing them independently.



Independent Work

READING COMPREHENSION

ARTIST STUDY

Carl Henrik Bøgh



Read the information, and then circle the correct answers to the questions.

Danish painter Carl Bøgh painted mainly animals and landscapes (areas of land) with animals in them, although he sometimes included people in his paintings. He was most famous for his paintings of deer. His paintings are realistic and almost always show blue skies and bright colors.

Later in his life, Bøgh became a professor and taught other people about art. Imagine being a student of this master artist!



- Which question makes the most sense to ask Bøgh?

Why did you love painting stormy skies?

Why did you focus on painting animals?

- If Bøgh's paintings show us about his personality, what word best describes his personality?

grumpy joyful bossy angry





WRITING AND ART

On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Audio > Lesson 1 Audio Narration. Play the audio narration while looking at the painting on page 3.

Teacher Tip: The audio narrations in this course teach

- writing skills (organization, imagination, creativity, descriptive and sensory writing, literary devices).
- the powerful skill of observation.
- the lifelong gift of appreciating art and nature.

You get to write the beginning of a story about the two children in the painting on page 3! Use your imagination to fill in the blanks below, and then finish the beginning of the story by completing the first sentence and adding at least one more sentence. Use words or ideas from the word bank if desired.

CREATIVE WRITING CORNER

Idea Sparkers: beautiful calm fresh lovely quiet

Danish Male Names: Anders Fritz Hans

Danish Female Names: Dana Eva Inga

Story Time

On a _____ summer morning,
 _____ and _____ were walking
 in the _____ woods on their way
 to _____



Personal Reading

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

LESSON 2

o o o o o

Spelling Rule: C, K, or CK

- Complete Chapter 2 with the child in *Timothy of the 10th Floor: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice



On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Videos > C, K, or CK at the End of Words. Watch the video with the child. Then read the spelling rule aloud:

C, K, or CK at the End of Words: For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.

Dictate (say aloud) the following words to the child in random order and have the child write the words in the correct columns of the “Spelling Rules” section of the *Spelling Practice Book* (Lesson 2).

C	CK	K
topic	sick	dark
basic	dock	bonk

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



Independent Work

Homophones

flour = I have a cup of flour. | **flower** = I picked a red flower.

A **homophone** is a word that is pronounced the same as another word but is spelled differently and has a different meaning.

Write the correct homophone under each picture.



Homophones

Write the correct homophone on each blank line.

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

1. You will _____ out your dress shoes if you _____ them to school each day.
2. _____ is the orange scarf that I love to _____?
3. I will _____ a friendly smile today.

to = Give this to Mom. We'll go to the store. | **too** = I'm too tired. I want to come, too.

1. I'd like _____ go on a hike, _____.
2. The hills aren't _____ far away.
3. It's _____ late _____ go swimming.
4. There are _____ many rocks on this trail.



Subjects

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

I slept peacefully.

Yes, Sam is very strong.

The wind whispers softly.

Waves crash loudly.

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:     

we bought a antique iron on tuesday

yes, the owl I saw on wednesday had an peculiar-looking face



Finish the sentence by stating one of your favorite things. Then write at least one more sentence about that thing. Remember to end each sentence with punctuation.

JOURNAL
WRITING

My favorite



Personal Reading

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

Teacher Tip: It's critical that you correct work and help the child understand anything that was done incorrectly. For example, if the child spelled a word incorrectly, consider having the child write the word three times correctly.

LESSON 3

o o o o o

Action and Being Verbs

Teacher Tip: The Independent Work sections contain only concepts taught before the current lesson so that section can be completed any time during the lesson. This allows the child the option to get started on a lesson (doing the independent work section first) if you are not able to start the lesson with the child.

- Complete Chapter 3 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 <<<



"Action and Being Verbs"

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

Read to the child: God has given us the ability to do so many things: pray, bake, draw, hug, smile, read, learn, and so much more. Words that tell what we DO are action verbs. **Action verbs** tell what the subject DOES. For example, in the sentence "Jane walks," WALKS is the verb.

There are two types of verbs: action verbs and being verbs. What are the two types of verbs? [action and being] An action verb shows an action,

like SING or SLEEP. A **being verb** tells us what the subject IS, WAS, or WILL BE. For example, Sam IS happy. Sam WAS happy. We WERE sad. They WILL BE good.

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

The bird flies. [flies]

The soccer player is talented. [is]

The stars glimmer brightly. [glimmer]

The snow was beautiful. [was]



>>> Lesson Practice <<<

Being Verbs

am is are was were

For each sentence, circle the verb. Then circle A if the verb is an action verb or B if the verb is a being verb.

The graduation party was fun.	A B
We visit the antique shop.	A B
Father shares his gourmet chocolate.	A B
They were at the ballet performance.	A B
The caterpillar moves slowly.	A B

Fill in each blank with a **being verb** of your choice that makes sense.

The shirt _____ beige.

Lions _____ fierce animals.

Fill in each blank with an **action verb** of your choice that makes sense.

We _____ 32 acres of land.

The villain _____ the gold.



Independent Work

Write two sentences that describe the scene as if you were sitting in one of the boats. Include how the scene might sound and feel. Use words or ideas from the word bank if desired.

CREATIVE
WRITING CORNER

Sound: crashing waves water slapping against the boat howling wind booming thunder

Feel: cold air pelting rain spray of water whipping wind

Description

As I sit in the boat,

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 most countries (over 50) and the Nile, the world's longest river. **Australia**, the smallest continent, is home to the Great Barrier Reef.

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

2. The continent of Africa has _____ 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 4

o o o o o

Teacher Tip: Spelling dictation also reviews and helps apply grammar principles.

Syllable Types: Part 1

- Complete Chapter 4 with the child in *Timothy of the 10th Floor: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: A **syllable** is a letter or group of letters said with a single effort. I'll tell you a word, and you clap the syllables in the word with me. **Say the following words aloud and clap the syllables with the child:** understand: UN - DER - STAND | California: CAL - I - FOR - NIA.

Every syllable must contain at least one vowel. What must each syllable contain? [a vowel] There are six types of syllables. We will learn about three of the syllable types in this lesson.

A **vowel team syllable** contains a vowel team. A vowel team is two vowels that together make one sound, like EE or OO. The words below contain two vowels next to each other. One set of vowels is not a team because the vowels do not make one sound together. Point to that word.

sooner

pound

loaded

diagram

hoot



On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Videos > [Open and Closed Syllables](#). Watch the video with the child. Skip the video if the child has open and closed syllables mastered.

Spelling Book 2

Read the spelling rule to the child: **C, K, or CK at the End of Words:** For the /k/ sound at the end of words, use CK after a short vowel in one-syllable words. Use K after a consonant, a long vowel, or two vowels together. Use C at the end of multisyllable words.

Dictate (say aloud) the words on the chart to the child in random order and have the child write the words in the correct columns of the "Spelling Rules" section of the *Spelling Practice Book* (Lesson 4). If needed, either read the rule aloud or have the child rewatch the video on the Good and Beautiful Homeschool app: Language Arts > Level 3 > Videos > [C, K, or CK at the End of Words](#).

C	CK	K
public	pack	cheek
garlic	dock	desk
picnic	thick	bunk

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

LESSON 9

o o o o o

Literature Study: *Heidi*

- Complete Chapter 9 with the child in *Timothy of the 10th Floor: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

>>> Lesson & Lesson Practice <<<

Literature Study

Read to the child: Johanna Spyri was a gifted author from Switzerland. Just over 100 years ago, she published a book titled *Heidi*, which has been translated into more than 50 languages and has sold more than 50 million copies. A **model** is something that is considered an excellent example. Read the model passage below from *Heidi* aloud.



The old fir trees were rustling, and a mighty wind was roaring and howling through the tree tops. Those sounds thrilled Heidi’s heart and filled it with happiness and joy. She danced and jumped about under the trees, for those sounds made her feel as if a wonderful thing had happened to her. The grandfather stood under the door, watching her, when suddenly a shrill whistle was heard.

1. **Read to the child:** **Sensory language** describes the senses: taste, sight, smell, touch, sound. I will read the passage again while you underline all the words or phrases that describe sound. Sensory language makes writing come alive!
2. **Read to the child:** **Alliteration** is when words close to each other begin with the same sound. Examples of alliteration are “little lion” and “red robin.” Alliteration is pleasing to our ears. Below are phrases from the passage you read. Circle the phrases that use alliteration.

- wind was
- shrill whistle
- Heidi’s heart
- whistle was



Independent Work



WRITING AND ART

On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Audio > Lesson 9 Audio Narration. Play the audio narration while looking at the painting on this page.



Read the opinion essay in preparation for the writing assignment on the next page. Notice the supporting points, which are underlined. Notice the conclusion, which is in green.

An Opinion Essay

By Tina Parker

The mountains stand majestically in the backdrop, and the tall grass in front of the lovely home waves gently in the breeze. At first glance this home may seem like the ideal home, but I'll share reasons why I don't feel this home would be a great place to live.

To start with, this home is far from a hospital. I like the comfort of knowing a hospital is very near if I get hurt. In addition, there might be more mice and bugs living out in a rural area like this. Last, I feel that it would be much too hard to live so far away from stores.

Even though the home and its surroundings are lovely, I don't think it would be a great place to live.

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

I _____ with the author.

I _____ like living in this home.

I’ll share two reasons that I feel this way.

First,

Second,

Overall, this _____ a home for me.



Personal Reading

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

LESSON 13

o o o o o

Essay Workshop: Switzerland

You will not read in *Timothy of the 10th Floor* today as the lesson portion is longer. Note: After this lesson the book chapter numbers won't match the lesson numbers.

Teacher Tip: Children at this age have not read many essays and need to study model essays before they write their own from scratch. This course guides the child through assembling model essays and filling out guided essay forms. This helps children gain a robust foundation for essay writing without becoming overwhelmed by writing assignments.

☐ Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: You are going to learn more about Switzerland by assembling an essay about the country in a fun and easy way. First, let's learn about the geography terms **rural**, **urban**, and **suburban**. Read the terms in the box aloud.

rural

countryside; areas outside of cities or towns

urban

belonging to a large city where people work and live very close together

suburban

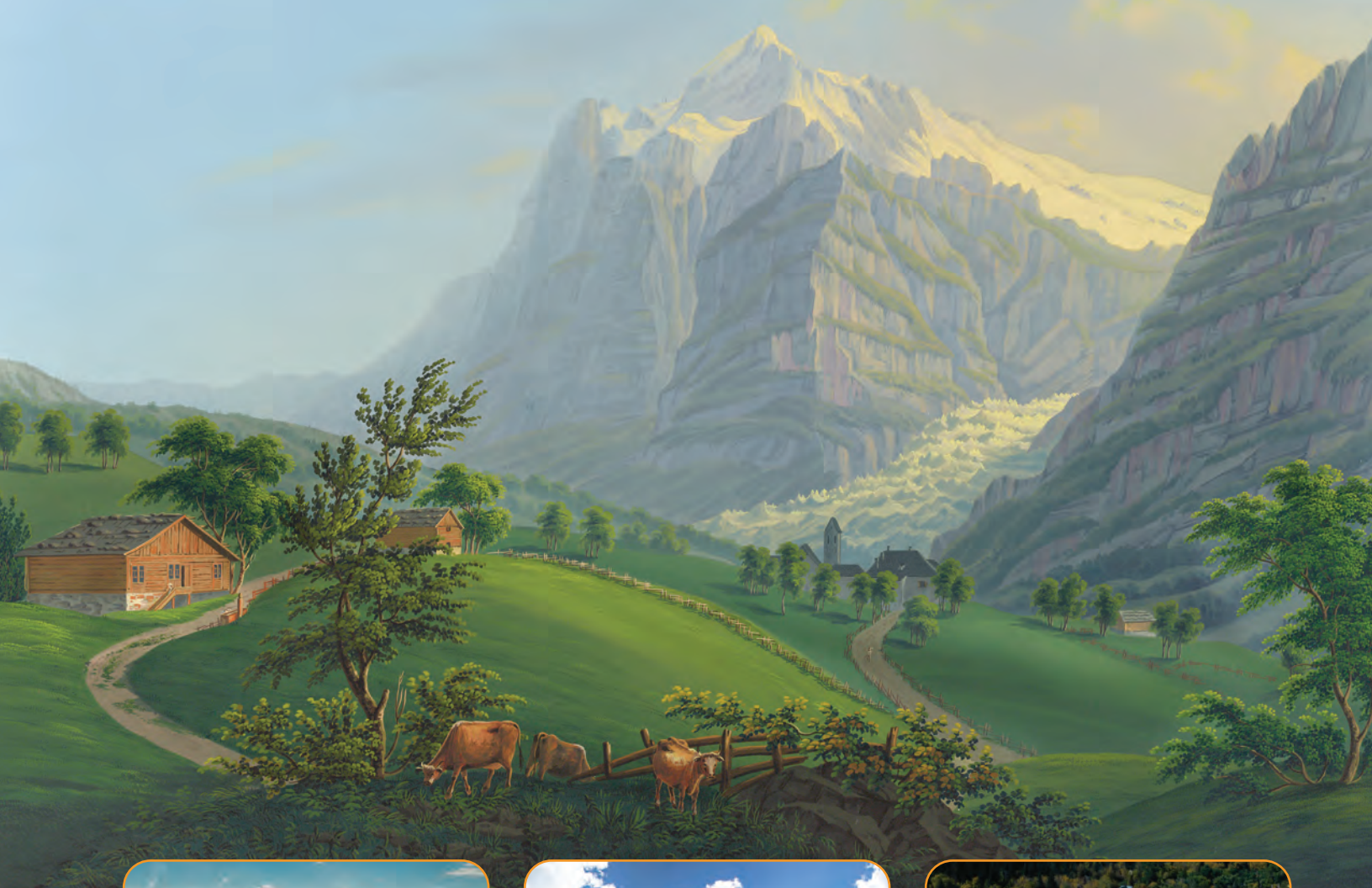
pertaining to a community close to a city

Tell me which one best describes where you live. Now look closely at the three small photographs of Switzerland on the next page and tell me which one is rural, which one is urban, and which one is suburban. [*left: urban, middle: rural, right: suburban*] Notice how each is beautiful in its own way.

You will assemble the essay step by step.

1. Cut out the boxes on page 39.
2. Take out page 41. Trace the title of the essay and "Assembled by." Write your first and last name after "Assembled by."

3. Essays begin with an attention-grabbing opening. You can start with an interesting question, statement, or description. Then you want to make it clear what you are going to be writing about. On the page you took out, read the opening paragraph aloud, which is in blue. Notice how this opening paragraph grabs the reader's attention by starting with a question, and it also explains what the essay is going to be about.
4. Each paragraph in an essay should be about one main idea. Your essay has three main ideas: food, nature, and languages. The paragraph boxes that you cut out are your three main ideas.
5. Find the paragraph you cut out that is about FOOD. Glue it onto your paper under the opening paragraph. Next, glue on the paragraph about NATURE and then the paragraph about LANGUAGES.
6. The closing paragraph of an essay wraps everything up without repeating the exact wording you have used before. Read the closing paragraph in brown aloud.
7. Now that you have your whole essay assembled, read the essay aloud to me. Stand up straight, speak clearly, and don't read too quickly.



Switzerland has four official languages: German, which is spoken by the majority of the population; French; Italian; and Romansh. Most Swiss people speak two or three languages.

Switzerland is known for some of its delicious foods, such as chocolate and cheese. A person could find hundreds of different types of cheeses in Switzerland. One way the Swiss people like to eat cheese is by making cheese fondue.

Anyone who enjoys being in nature would love Switzerland, with its majestic mountain peaks, winding rivers, raging waterfalls, wildflower-covered meadows, hidden valleys, and gigantic glaciers. Even in the urban and suburban areas, there is so much beauty to see among the tree-lined rows of lovely homes, cottages, chapels, bakeries, and more.

Switzerland

Assembled by

Have you ever seen photographs of the beautiful Swiss Alps and wished you could go there? Let's learn more about the food, nature, and languages of the amazing little country called Switzerland.

Every country is unique. Switzerland, with its delicious foods, many languages, and lovely landscapes, has its own special beauty.



JOURNAL

WRITING

Fill in each mountain with a different patterned design of a single color, using a different color for each mountain. Do not use blue, as you will use blue for the sky. You can use different colors or patterns from the example. Try zigzags, swirls, dashes, dots, lines, swoops, or anything else. Be creative and have fun!



43

Teacher Tip: Concepts are reviewed briefly throughout our course and over course levels in different ways and are interlaced with different concepts. Our piloting program and empirical research show that this approach is a highly effective way of retaining learning, as these quotes from *Make It Stick* by Peter C. Brown explain:

- “If learners spread out their study of a topic, returning to it periodically over time, they remember it better. Similarly, if they interleave the study of different topics, they learn better than if they had studied them one at a time in sequence” (Preface). [Note: *Interleave means to alternate.*]
- “When you space out practice at a task and get a little rusty between sessions, or you interleave the practice of two or more subjects, retrieval is HARDER and feels less productive, but the efforts produce longer lasting learning and enable more versatile application of it in later settings” (page 313).



Independent Work

Unit 1 Contractions

If needed, refer to page 45.

Write the contraction for each set of words.

cannot	
I will	
are not	

Write the set of words for each contraction.

can't	
aren't	
I'll	

The words we use can change the mood of our writing. MOOD is the feeling of the writing. For example, we could say “He nibbled the apple” or “He devoured the apple.” Changing one word in the sentence makes a big difference! For each sentence below, write a word in the blank spot. Use one of the options in the blue boxes if desired.

CREATIVE WRITING CORNER



looked gazed peered stared peeked glanced

I _____ out the window.

tumbled shot bolted flew crawled slipped

He _____ out of bed.

flew dashed zoomed darted sprinted raced

I _____ across the soccer field.

LESSON 21

o o o o o

Poetry

- Complete Chapter 19 with the child in *Timothy of the 10th Floor: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice



"Poetry"

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

Read to the child: Before we dive into poetry, let's review directions on a compass rose. Point to the compass rose on this page, and then start at the top and go clockwise as you say, "Never Eat Soggy Waffles" aloud. The first letter of each word stands for these words: north, east, south, west. Now say the direction for each point of the compass.

Reading poetry can be fun and enjoyable, and it also improves your reading skills, expands your vocabulary, and fills your mind with beautiful language patterns. These things help you become a better writer. In addition, poetry helps us feel and appreciate the wonder of the world God created. Let's learn some poetry terms and study some poems. Read the text aloud in the purple box that is east of the compass rose.

The poem on the next page, titled "Rainbow in April," has two stanzas. How many lines are in the first stanza? [6] How many lines are in the second stanza? [2] Point to the stanza that is a couplet. [the last one] How many stanzas does the poem "Spring" have? [3]

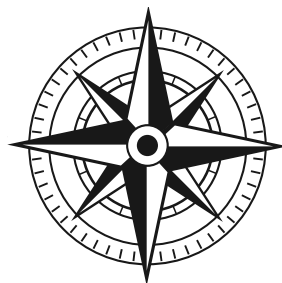
Now read the text aloud in the purple box that is west of the compass rose.

We can determine the rhyme scheme of a poem by looking at the last word of each line and using letters. Look at the poem "Spring." We always label the first line A. **Write an A after SINGING.** The next line doesn't rhyme with line A, so we give it the next letter in the alphabet. I will label it B. **Write a B after NEAR.** The next line rhymes with line A (SINGING and SPRINGING), so we will label it A because when two lines rhyme, they are given the same letter. **Write an A after SPRINGING.** The next line rhymes with line B (NEAR and HERE), so we will label it B. **Write a B after HERE.** The rhyme scheme for this stanza is ABAB.

Have the child figure out and write the rhyme scheme for the first stanza of the poem "On Rainy Days" on the next page. [AA, BB, CC]

Now you get to practice reading the poems aloud. Speak slowly and clearly and not too loudly or softly. Don't rush when reading poetry. The listener needs time to think about the words. Also, give a little pause for commas, periods, exclamation points, and question marks. Pause briefly at the end of lines. **Have the child read the poems on the next page aloud.**

The **rhyme scheme** is the pattern of rhyming words at the end of each line of a poem.



A **stanza** is lines of poetry grouped together.

A **couplet** is a stanza with two lines.

Rainbow in April

By Eliza Lee Cabot Follen

A rainbow in April,
A skylark's call,
The fragrance of field grass
And clover and all,
The rising of sun,
The falling of rain . . .

I sing my prayer: "Thank You
For April again!"

Spring

By Eliza Lee Cabot Follen

Hark! the little birds are singing,—
Winter's gone and summer's near;
See, the tender grass is springing,
And the flowers will soon be here.

Who made the winter and the spring?
Who painted all the flowers?
Who taught the little birds to sing,
And made these hearts of ours?

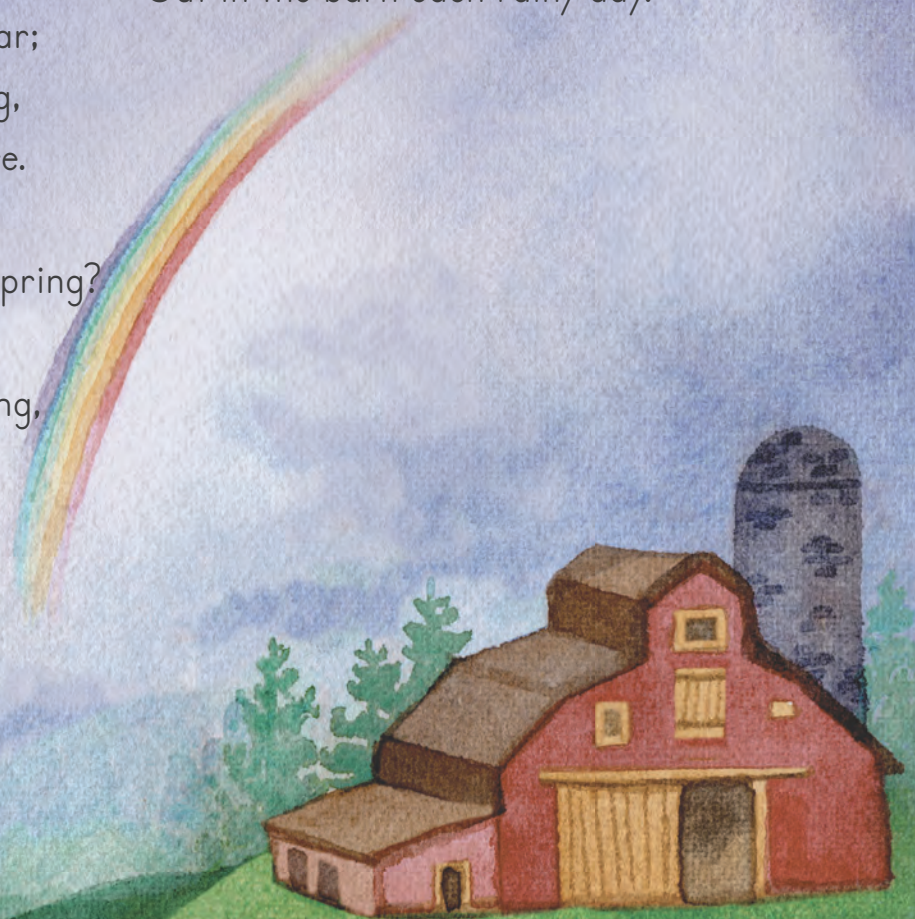
O, 'tis God! How good He is!
He does every blessing give;
All this happy world is His—
Let us love Him while we live.

On Rainy Days

By Unknown

On rainy days I love to play
In our big barn, up in the hay,
And hear upon the roof the patter
Of merry raindrops, as they spatter
And slide, and run in rainy glee—
It is a happy sound to me.

Inside the crickets chirp all day
As, hidden in the fragrant hay,
They sing to all who may be here,
Their joyous little chirps of cheer.
So that is why I love to play
Out in the barn each rainy day.





Independent Work

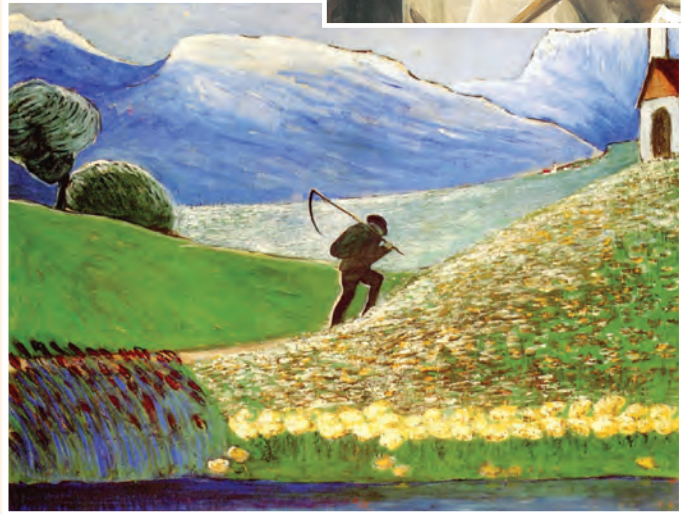
READING COMPREHENSION

ARTIST STUDY

Marianne von Werefkin

Read the information, and then circle the correct answers to the questions.

The top painting is Marianne von Werefkin's self-portrait—that means Marianne painted the picture of herself. (A **portrait** is a picture of a person.) This talented artist was born in Russia. Not only was she influenced by her mother, who was a painter, but Marianne also had the opportunity as a teenager to study with one of the most famous Russian painters of her day. When World War I broke out, she immigrated to Switzerland, where she continued to paint landscapes and made a living mainly by creating paintings for postcards and posters. She was one of the significant painters of the Expressionism art movement. (**Significant** means worthy of attention.)



1. Marianne made a living mainly by painting portraits of wealthy families. yes no

2. Marianne taught herself how to paint and was never able to receive training.

yes no

3. A portrait is a picture of a person.

yes no

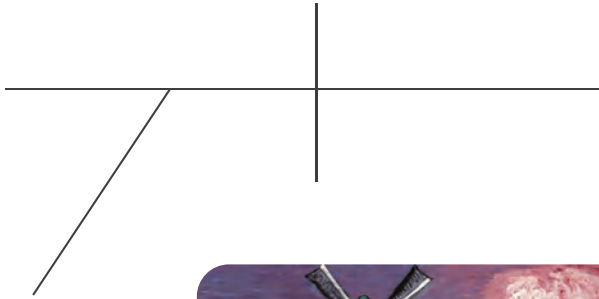




Sentence Diagramming

Diagram each sentence and enjoy the paintings by Marianne von Werefkin.

The people work.



The road curves.



Adjectives and Adverbs

In each sentence below, the verb is underlined. Circle the adverb, which is HOW or WHEN the verb is done.

The adult leopard moves stealthily.

He eats the black licorice quickly.

Swiftly, we moved the old canoe.

We gladly pick a bouquet of violets.

In each sentence the noun has a wavy line under it. Draw a box around each adjective, which describes a noun.

Our honest neighbor works diligently.

The cool breeze whispers softly.

The huge moon rises slowly.

The ripe wheat gently bends.

Homophones

Write the correct homophone on each blank line: **to** or **too**. If needed, refer to page 51.

It's not _____ soon _____ pick the peaches. The pears are ripe _____.



Personal Reading

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

LESSON 22

o o o o o

Dictionaries: Part 1



- Complete Chapter 20 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

Read to the child: Over 200 years ago, Noah Webster published the first American dictionary. One of the dictionaries he published took him 28 years to create! A **dictionary** is a book or online resource that lists the words of a language, usually in alphabetical order. Dictionaries can help us know the meanings and correct spellings of words.

Read and discuss the text in the orange section below.

Look up **BABBLE** and **BAFFLE** on dictionary.com and scroll down to the “Origin” section on the pages. Show the child how some dictionaries show us the language from which the word originated. If desired during any schoolwork, have the child look up a word in a dictionary to check correct spelling.

Sample Dictionary Page

Definition

A dictionary’s main purpose is to define the word, which means to give the meaning of the word. Some words have multiple definitions.

Guide Words

Guide words list the first and last words on the page, helping you know which words will appear on that page. Only the words that can be alphabetized between the two guide words can appear on the page. The word “bat,” for example, would appear on a later page because it comes after “basement” in alphabetical order.

Babble

Basement

BABBLE [bab–ble] /'babəl/
verb

1. to utter words imperfectly or indistinctly, as children
2. to talk idly or irrationally; to talk thoughtlessly

noun

the sound of people talking simultaneously

BABY [ba–by] /'bābē/
noun

a very young child; an infant

verb

to treat someone as a baby

BAFFLE [baf–fle] /'bafəl/
verb

to bewilder or perplex

Parts of Speech

Dictionaries usually tell you what part of speech the word is (noun, verb, adjective, etc.). Some words can be used as different parts of speech.

Pronunciation

The pronunciation shows you how the word is pronounced.

Word Detective

The Swiss Family Robinson

We can often figure out what unfamiliar words mean by how they work with other words in a sentence. Read each sentence and figure out the meaning of the orange vocabulary word. Circle the answer. It can help to replace the orange word with each possible choice to see which one makes sense.

1. Fritz found the weight of his canes considerably more than he expected.

patiently

merrily

a lot

weaker
2. Soon, we were summoned to dinner, and all right willingly obeyed the call.

introduced

dismissed

late

asked to come
3. We procured a fresh supply of salt, which we packed upon Turk's back.

got

wished for

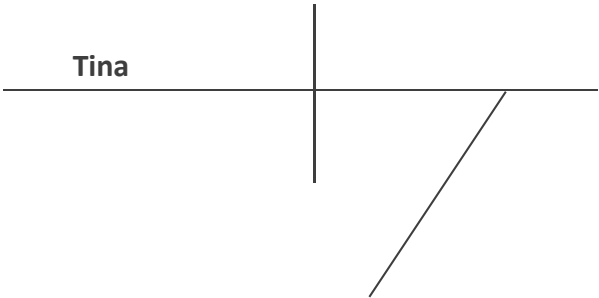
lost

misplaced

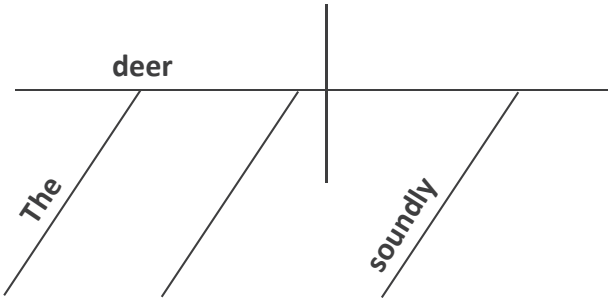
Sentence Diagramming

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

Tina laughs merrily.



The quiet deer sleeps soundly.



Homophones

Write the correct homophone on each blank line: **flour** or **flower**. If needed, refer to page 31.

1. The bag of _____ has a _____ printed on its logo.
2. My bread recipe calls for eight cups of _____.



Personal Reading

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

LESSON 30

UNIT 1 REVIEW

Reading Assessment

- ☐ Time the child as he or she reads the passage in purple. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of the page. If the child took longer than 1:20 to read the passage or made more than three mistakes, it is suggested that you spend a few days or more reviewing the practice pages in *Timothy of the 10th Floor* before moving on to Unit 2 of this course.

Keep this page. You will be guided to repeat the passage again in Lesson 117 to assess progress.

Dad and I took a canoe across the lake. We sat in an orchard beneath a large bough of a tree. I lay on my stomach as Dad told me a story of adventure. It was about a journey to find a leopard and an ancient geyser. Then we picked a bouquet of daisies in the pasture. Finally, we had a special discussion about how to succeed in making good choices. Dad gave me a lot of helpful information to guide the direction of my life. I want to obey his counsel.



Reading Assessment Scores

Time Lesson 30: _____ (date: _____) Lesson 117: _____ (date: _____)

of Errors Lesson 30: _____ (date: _____) Lesson 117: _____ (date: _____)

Grammar and Usage Assessment

- ☐ This section reviews most of the major grammar and usage concepts taught in Unit 1 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.

The flour / flower petal is soft.	I will wear / where my new scarf.
The in / inn offers free breakfast.	We have to / too many dogs.

Action and Being Verbs

For each sentence, circle the verb. Then circle A if the verb is an action verb or B if the verb is a being verb. See the being verbs in the next column if needed.

My mom made sheer curtains.	A B
Sadly, the man spoke gruffly.	A B
The fog was really thick.	A B
The clouds are beautiful.	A B



Additional Practice

Homophones

Circle the correct homophone in each sentence.

I added flour / flower to the dough.	I'm not sure wear / where my keys are.
I'm in / inn the office.	I'm to / too tired to go on the hike.



Additional Practice

Action and Being Verbs

Being Verbs

am is are was were

For each sentence, circle the verb. Then circle A if the verb is an action verb or B if the verb is a being verb.

We made various types of cookies.	A B
I am dismayed.	A B
The book was enthralling.	A B
The two boys spoke simultaneously.	A B
I am not sullen today.	A B

Verb Tenses

Rewrite each present tense sentence to the tense shown above each box.

present tense

past tense

I walk.

present tense

future tense

I talk.



Additional Practice

Verb Tenses

Rewrite each present tense sentence to the tense shown above each box.

present tense

past tense

I shout.

present tense

future tense

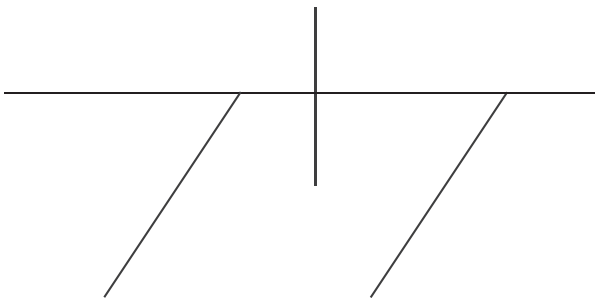
I park.

Sentence Diagramming

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

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

Bright stars twinkled merrily.



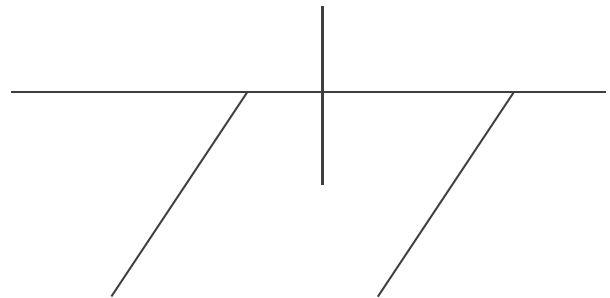
Additional Practice

Sentence Diagramming

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

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

Little snails crawl slowly.



Contractions

Write the contraction for each set of words.

cannot	
I will	
are not	

A Sentence Needs Three Things

Write the two missing words in the sentence.

A sentence needs a subject, a _____,
and a complete _____.

Common and Proper Nouns

For each sentence, circle the noun. In the blank box, write C for common noun or P for proper noun.

Yes, Austria is beautiful.	
The trees are so tall.	
Heidi hikes quickly.	

☐ Additional Practice

Contractions

Write the contraction for each set of words.

are not	
cannot	
I will	

☐ Additional Practice

A Sentence Needs Three Things

Write the two missing words in the sentence.

A sentence needs a _____, a verb,
and a _____ thought.

☐ Additional Practice

Common and Proper Nouns

For each sentence, circle the noun. In the blank box, write C for common noun or P for proper noun.

The sun starts to set.	
The town is very small.	
Vienna is quite large.	



Animals

UNIT 2 OVERVIEW

These are the main topics covered. See the scope and sequence in the front matter for more details.

Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course.

Unit 2 Spelling Patterns

AW

EA

ER

EY

IR

OA

Unit 2 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.

sorry	carry	head
other	hour	heart
sure	bread	ready

The child will also practice spelling these colors.

blue	orange	purple	white	yellow
------	--------	--------	-------	--------

Spelling Rules

Drop the E	1-1-1 Rule	Caboose E
------------	------------	-----------

Level 2 Review Words

any	what	some	school	said	little
should	were	when	where	pretty	people

Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Most principles from earlier units are reviewed throughout the course but are not listed here. Editing is included in every unit.

- Capitalizing proper nouns
- Commas in dates and series
- Compound words
- Contractions:** don't, won't, you'll
- Heteronyms:** live, perfect, lead
- Homophones:** right/write; wait/weight
- Possessive nouns
- Types of sentences

Phonics, Reading, and Vocabulary

This unit correlates with *The Kingdom of Kind: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

Phonics/Reading Principles

- Challenging words that are difficult to decode phonetically
- CH can say /k/ or /sh/
- Decoding skills
- GUE can say /g/
- INE can say /in/ or /een/
- Long and short vowels
- ON, ION, and EON can say /en/, /un/, or /yen/
- Phonograms review
- Sounds of IE
- TU can say /ch/
- TURE can say /chur/
- Vocabulary words
- Y in the middle of a word

Art, Literature, Writing, and Reading Comprehension

- Art appreciation, history, and instruction; artist study:** Henri Rousseau
- Writing:** oral narrations, writing instruction through lessons and audio narrations, creative writing, fiction writing, journal writing, poetry writing, summaries, outlines, revising, book report, comparative paragraph, elements of plot, using transitions, adding detail
- Literary devices:** figurative language, alliteration
- Reading comprehension**
- Poetry:** mood, rhyme scheme
- Literature studies:** Aesop's fables, Thornton Burgess

Geography

- Australia
- Earth's physical systems:** lithosphere, biosphere, hydrosphere, atmosphere
- Ecosystems
- Ireland
- Landforms
- Natural and man-made disasters
- Natural resources
- Parts of a map:** grid, legend, key, scale, compass rose, title



Independent Work

WRITING AND ART



On the Good and Beautiful Homeschool app, go to Language Arts > Level 3 > Audio > Lesson 31 Audio Narration. Play the audio narration while looking at the painting on this page.



Finish the sentence. Make sure your sentence includes an adjective. An adjective describes a noun. Here are examples of adjectives: **warm**, **soft**, and **cute**. Put a box around the adjective(s) and remember to end the sentence with punctuation.

JOURNAL
WRITING

A little thing that brings me joy is

Read the geography journal, and then answer the questions.

GEOGRAPHY JOURNAL

READING COMPREHENSION

Dogs and Disasters

Some disasters, such as wildfires and oil spills, are man-made disasters, meaning they are caused by humans. Natural disasters, such as floods, droughts, blizzards, and hurricanes, are caused by nature.

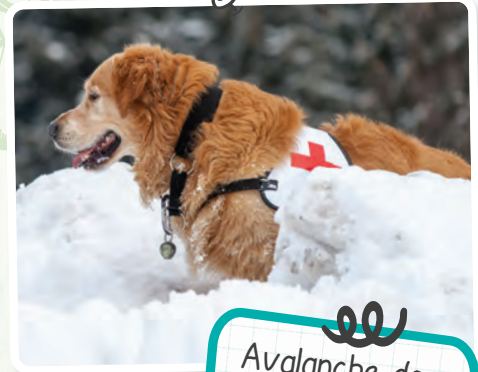


Floods are the most common type of natural disaster.

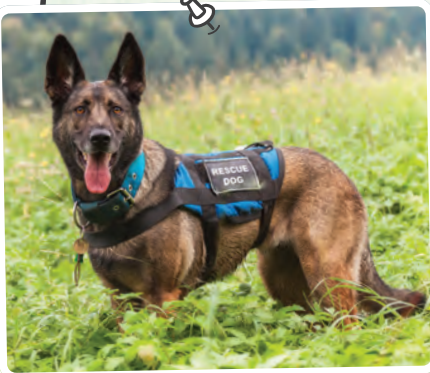
A disaster in one area can affect people in other areas. For example, a blizzard in one state can cause power outages in many areas, or a flood in one area can stop the shipping of goods in and out of another area.

Natural disasters can cause hard times. Many people and animals make great sacrifices to help and serve others in times of disaster.

Did you know that some species of dogs are well suited for helping and rescuing humans? They have a strong sense of smell and better vision and hearing than humans.



Avalanche dogs can smell people buried 4.5 m (15 ft) in the snow.



Using these senses, the dogs can help find people who are trapped, such as in an avalanche or a collapsed building. With a natural love for humans, search-and-rescue dogs can offer comfort and reduce stress in times of disaster.

Summarize to your parent or teacher orally (aloud) what you learned from the geography journal, including what man-made and natural disasters are and how dogs can help in disasters.



Personal Reading

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

LESSON 33

o o o o o

Writing Summaries: Part 1

Teacher Tip: Writing summaries is a very useful skill that may seem like a simple assignment, but it is actually complex. Writing summaries teaches organizational skills for writing and helps children learn critical thinking skills, such as what is relevant information and what is not. Thus, this course teaches summary writing in small steps.

First, the child starts with oral summaries. Then the child will move to writing summaries with guided scaffolding so as not to overwhelm the child and to model the process of writing great summaries. The child will write summaries without guided scaffolding in higher-level courses.

- Complete Chapter 3 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: Look at the puppies on the next page. I'll tell you a short story about these puppies as we learn about writing summaries of stories.

Have you ever told someone a story about something that happened to you, but you had to tell them quickly so you only included the most important parts? That is a summary! When you summarize a story, you tell only the most important parts, not all the details.

Let's review. Does a summary include a lot of details or only the most important parts of the story? [only the most important parts of the story]

Listen to this short story carefully, and then I'll help you create an example summary of the story.

Abe had three puppies named Fred, Ted, and Jed. They all lived on a beautiful farm nestled between a forest and rolling green hills. Abe wanted to become an artist and had finally saved up enough money for painting supplies. While he fed the pigs, he set the supplies out by the patio, where the three little puppies discovered them. One puppy knocked the lid off the box, and the other two began playing with the supplies,

squeezing out the tubes of paint with their feet, and biting the paintbrushes in a tug-of-war game. When Abe returned and saw that his supplies were ruined, his face turned red with anger. Oh, how hard he had worked to earn money for the supplies. But he knew the puppies meant no harm, so he prayed for patience and instead was kind to the puppies. And he learned to keep his painting supplies out of reach after that.

OK! That's the story. Let's create a summary. **Cut out the box with dashed lines on the next page.** A summary is like taking only the most important things from something large and putting them in a little package. Using your own words, tell me the most important parts of this story aloud, and I'll write down what you say in the box. I'll provide some prompts to guide you. Then we can fold up the paper like an accordion, and it will look like a little package.

Read parts of the story again as often as needed. Use the examples in the green boxes as needed and the green sentence prompts for guidance. Have the child read his or her summary (not the green boxes) when it is completed.



Example

#1: Explain the **CHARACTERS** in one sentence.

This story is about Abe and his three puppies.

#2: Explain the **SETTING** in one sentence.

They live on a beautiful farm.

#3: Explain **WHAT** happens to create a problem in 1 to 3 sentences.

Abe saved up money to buy paint supplies. The puppies get in the supplies and ruin them. Abe feels angry.

#4: Explain how the problem is resolved in 1 to 2 sentences.

Abe prays for patience and is kind to the puppies.

#1:

#2:

#3:

#4:



Independent Work

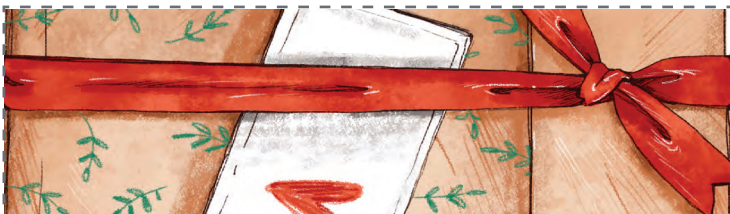
Complete Sentences & Practice Spelling Colors

Answer the questions with a complete sentence, rather than just “yes” or “no.”

Is the sun yellow or purple?

Are oranges brown or orange?

Do you know how to spell blue? (Put a comma after **yes** or **no**.)



Action and Being Verbs

Circle all the being verbs in the box. If needed, refer to page 9 for a list of being verbs. Then cross out the one word in the box that is a noun and not a verb at all.

are speak
 was
mountain
stir teach
is were am

WRITING Write an essay about one of your favorite animals by filling in the blank spaces. You will give two reasons you like the animal. Give your essay a title on the first line, and then write your name on the second line. Read your essay aloud to your parent or teacher.

Opinion Essay

By _____

_____ are one of my favorite animals in the world for two reasons.

First, _____

Second, _____

God made many amazing animals, but _____ are especially neat.

Homophones

right = Turn right. That's right! I'll wait right here. | **write** = I like to write poetry.

1. Please _____ your name _____ on this line.
2. _____ over there is a nice place to sit and _____.



Personal Reading

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

Read the story, and then complete the activity.

★ READING ★

COMPREHENSION ★



Gus, a fluffy little ball of gray fur with blue eyes, was a very curious little kitten. So what do you think Gus did when he saw a red squirrel scamper up a large oak tree? Well, he thought the tree looked quite fun to climb, so he extended his sharp claws and started making his way up the rough bark. Up and up he went. Finally, he was very high in the tree, and he didn't dare come down. Instead, he meowed and meowed until his owner, Mr. Martin, heard him. Mr. Martin held out food, but it did not get Gus to come down. After running home, Mr. Martin returned with a laser pointer and flashed the light on the limb below Gus. The curious little kitten forgot his fear and wanted to try to catch the light, so he climbed down to the lower limb. Mr. Martin kept moving the light down, and Gus kept following it. Finally, Mr. Martin was able to reach Gus and gently carry him home.

One summary below is well written because it tells the main parts of the story and doesn't include unimportant details. The other summary is not well written because it includes unimportant details and doesn't tell the main parts of the story. Put an X by the summary that is well written.

☐

Gus was a cute and curious kitten. He decided to climb a tree one day and couldn't get down. His owner, Mr. Martin, was able to get Gus down using a laser pointer.

☐

Gus was a kitten that was a ball of gray fur. He had blue eyes. He could extend his sharp claws and thought it looked fun to climb. Mr. Martin was his owner.



Personal Reading

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

LESSON 43

o o o o o

Literature Study: Thornton Burgess, Part 1

Teacher Tip: Books by Thornton Burgess are wonderfully written, contain great messages, and teach a lot about animals. However, many of his books contain disrespect and wrong behavior that are not corrected. The selections we have included in this course are both delightful and wholesome. While the animals don't talk to humans, they do have some human-like feelings. Skip the lesson portions of Lessons 43–45 if you are not interested in these selections.

You will not read in *The Kingdom of Kind* today.

☐ Complete the lesson and the lesson practice.

Lesson & Lesson Practice

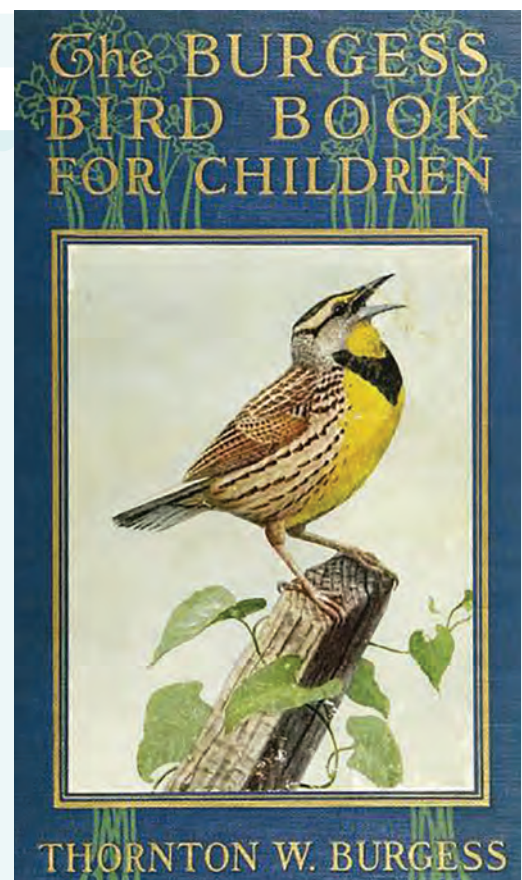
Literature Study

Read to the child: The theme for this unit is animals. We are going to learn about an author who wrote more than 15,000 stories and 170 books about animals and their fun adventures.

Thornton Burgess was born in Sandwich, Massachusetts, in 1874. As a child, he enjoyed being outdoors as he tended cows, fished, picked berries, and gathered and sold plants. All this time spent outside certainly led to his lifelong love of nature and animals. As an adult, Burgess believed it was important to take care of wildlife and the earth, and he loved writing about all kinds of animals. In the form of fun stories, Burgess's children's books teach information about animals and nature. Perhaps most importantly, though, the books teach lessons about topics such as kindness, forgiveness, and hard work. Through the years, many children have learned about nature from characters like Reddy Fox, Buster Bear, and Jerry Muskrat, and it's all thanks to Thornton Burgess's love of the outdoors and his gift of storytelling.

With the child, read "A School in the Green Forest," which is an excerpt from Burgess's book *Little Joe Otter*. Have the child practice pausing slightly for commas and periods.

Have the child summarize aloud the main parts of the story in his or her own words. If needed, prompt the child with these questions: Who are the main characters? What happened first, second, and last?



A School in the Green Forest

"It is Old Mother Nature's rule

For everyone to go to school."

~ Little Joe Otter

STUDENT

Peter Rabbit could not keep away from the Green Forest. No, sir, he couldn't. He just couldn't do it. You see, having discovered those two interesting brown babies under a big tree on the bank of the Laughing Brook, he just had to go back there every chance he could get to watch them.

So, whenever he could, he slipped over there to watch. He kept as still as still could be, and not once did those little brown babies suspect that he was near.

Every day they came out to play, but at the least sound, they would disappear in that snug home, the doorway of which was between the roots of the big tree.

After a little while, Peter discovered that there was a school in the Green Forest, just as there was a school at Johnny Chuck's home in the Old Orchard and another where Danny Meadow Mouse had his home on the Green Meadows. You see, wherever there are babies, there has to be a school. This is one of the laws of Old Mother Nature.

PARENT/TEACHER

Peter had been quite right when he had guessed that these babies were the children of Little Joe Otter.

At first, they seemed to do nothing but tumble over each other and play; it was very rough play, the roughest play that Peter ever had seen. He didn't guess that in that play, those two brown babies were learning something, but they were. They were learning how to use their legs and teeth and bodies.

At first, Peter had seen nothing of Little Joe Otter or Mrs. Joe, but he noticed that at the least rustle of a leaf, the two brown babies disappeared in their home, and by this, he knew that they had been taught that great law of all the little wild people, which is that safety is the first and most important lesson to be learned.

Then one morning, he saw Mrs. Joe out with the two babies, and they were having a grand frolic. Mrs. Joe would get hold of one end of a stick, and the two little Otters would get hold of the other end of the stick and try to pull it away from her. In this way, they were learning how to grow strong and to take care of themselves.

Then Mrs. Joe took them a little way into the woods. It just happened that Reddy Fox had been along that way the night before. She showed them his tracks and made them smell of them, and when she did this, she growled, and thus they knew that Reddy was an enemy to be watched out for.



STUDENT

Later, right in the midst of one of their grand frolics, Sammy Jay suddenly began to scream. Peter knew perfectly well what that scream meant. He knew by the noise that Sammy had discovered somebody in the Green Forest. Of course, Mrs. Joe knew, and right away she chased her two brown babies into their home and followed them. Thus they learned that a screaming Jay is a warning to watch out for danger.

One thing puzzled Peter very much. He knew that Little Joe Otter lives in the water most of the time and that, of course, Mrs. Joe does the same thing. "I wonder why those youngsters are not taught to swim," thought Peter. "I should suppose that a swimming lesson would be one of the very first things they would get."

Peter puzzled over this a great deal as one day followed another, and still, the Otter babies never once went near the water. They grew fast and had the very best times there ever were, but always on the land.



PARENT/TEACHER

In fact, Peter suspected by the way they acted that they didn't like the water any better than he did, and you know he doesn't like it at all. Mrs. Joe, and sometimes Little Joe, brought them fish to eat, and sometimes their mother took them on little short hunting trips, but always on the land. It was too much for Peter; it seemed to him that those Otter children were being brought up altogether wrong.

One morning Peter Rabbit was a little late in getting over to the home of Little Joe Otter. When he got there, there was not a sign of the two brown Otter children at the doorway of their home between the roots of the big tree. "It must be," thought Peter, "that they have gone off hunting. I wonder if I can find them if I look for them."

Just then, his ears caught the sound of splashing in the Laughing Brook. Very, very carefully, Peter crept over where he could see what was going on. Such a funny sight as it was! There in the water were Little Joe and Mrs. Joe, diving and swimming and splashing as only they can. On the bank were the two Otter children, watching with their eyes round with wonder and a great longing. At the same time, it was very clear to Peter that those two youngsters were afraid of the water. Little Joe and Mrs. Joe kept calling to them to come in, but they wouldn't.

No, sir, those little Otters wouldn't do more than wet their feet.





Mrs. Joe swam over to where they were and coaxed them as only a mother can. It was of no use. All the coaxing in the world couldn't overcome their fear of the water. Then she pretended to be very angry, and she ordered them to follow her. They whimpered and cried, but not one step into the water would they go. Then she tried making it look fun, but she was no more successful than before.

They were afraid. Yes, sir, they were afraid. There was no doubt about it. Peter doesn't like the water himself, but when he has to, he can swim. He couldn't remember ever having been as much afraid of the water as those two Otter children, not even when he was a very little fellow. And that seemed funny, too. In fact, Peter couldn't understand it at all. Here were two babies whose father and mother were among the best swimmers in the world, and yet they couldn't get their two youngsters into the water.

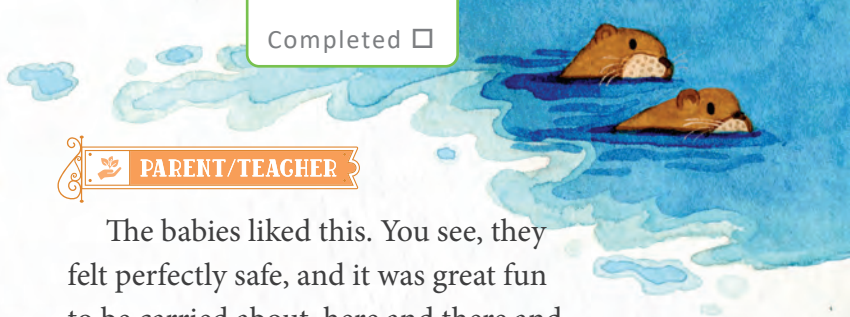
Finally, with a great deal of coaxing, Mrs. Joe got one of them to take a ride on her back. Then she gave the other a ride. For a long time, they swam around and around and had a beautiful time.



The babies liked this. You see, they felt perfectly safe, and it was great fun to be carried about, here and there and everywhere. Then, without the least bit of warning, while both babies were on her back, Mrs. Joe dived. Now, of course, when she did this, it carried the two babies right underwater, and the minute they went underwater, they let go and came to the top.

My, my, my, what a frightened pair they were! They blew the water out of their noses, and both began to whimper and cry. But at the same time, both began to paddle as fast as ever they could.

Little Joe and Mrs. Otter popped their round, brown heads out of the water and swam just ahead of the two babies. The two babies did their very best to get on the backs of Little Joe and Mrs. Joe. But the latter kept just out of their reach. Then one of the babies stopped crying. He had discovered something; he had discovered that he was swimming and that swimming was really great fun. Somehow the water didn't seem so dreadful anymore. Then the other discovered the same thing. They had had their first swimming lesson and had found that mother and father were right after all; the water wouldn't hurt them. When at last they scrambled up on the shore and shook the water from their little brown coats, their eyes were shining with pride and excitement.



LESSON 49

o o o o o

The Elements of Plot

- Complete Chapter 16 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: The Bible starts with the true story of the world’s creation. In Genesis 1:1 we read, “In the beginning God created the heaven and the earth.” Stories have always been an important part of our world. Stories help us imagine, learn lessons, and experience someone else’s point of view.

Over the next few lessons, we’ll be learning about writing fictional stories, which are based on our imagination and not on actual people or events.

A **plot** is the series of events in a story. Look at the plot chart on this page and point to each word on the chart when I say it. The beginning is when you introduce the setting, the characters, and a problem. Rising action is when the characters work to solve the problem. Often the problem gets even bigger during the rising action. The climax is the highest point of suspense and when we find out the solution to the problem. Falling action is everything that happens after the climax and should be short since the problem has already been solved. The resolution ties up all the loose ends and is the ending of the story.



I’ll read you a story, and then we will talk about the elements of the plot.

Once there was a small deer herd that lived in the quiet, beautiful woods. On a bright summer day,

the herd was sleeping, as deer usually do during the hottest part of the day.

The wind picked up and started lashing through the trees. Suddenly, the deer awoke as their keen senses alerted them to the scent of smoke. A wildfire had started, and the wind was spreading the fire quickly throughout the forest. The deer instinctively ran away from the smell of smoke.

One deer became separated from the rest of the herd as he ran wildly through the trees.

The wind scattered burning embers all throughout the huge forest until the deer started encountering burning trees everywhere he tried to escape. Blessedly, he came to the edge of a lake and plunged into the cool water. Deer are strong swimmers, and this deer was no exception. Skillfully, he swam to the middle of the lake where he found a tiny island, which was only big enough for a patch of grass and a couple of shrubs. There, the deer lay down so that his head was under the blanket of smoke that now covered the lake.

Within a few hours, gray clouds moved in, and rain sprinkled and then poured, extinguishing the fire. All night, the deer stayed on his safe little island. As the morning light spread its rays over the burned land, the deer swam away from the island and traveled across the blackened ground, eventually finding his herd. They were all safe and feasting in the long, lush grass of a meadow. Happily, the deer found some wildflowers he particularly liked and felt relaxed and safe.

OK, let's discuss the story. The beginning introduced the setting and main character. What is the setting? [a forest] Who is the main character? [a deer] What is the problem that is introduced in the beginning? [a wildfire] What is the first thing that happens during the rising action, which is where the main character tries to solve the problem? [The deer runs away.] What happens next? [The wind spreads the fire all around the

deer.] Then what happens? [The deer goes into a lake and swims to an island.] What is the climax, which is right before the problem is solved? [The deer is waiting on the island.] How is the problem solved? [Rain puts out the fire.] What is the falling action, which is what happens after the climax? [The deer swims back to land and finds his herd.] How does it end? [The deer feels safe and relaxed as he eats wildflowers.]





Independent Work

Art Project: Deer

Hatching is a type of drawing used to create shading and shadows. Hatching is done by layering or crisscrossing diagonal lines on top of each other. See the example of hatching to the right.



- 1 On the picture with the blue dot, copy the lines you see on this deer.

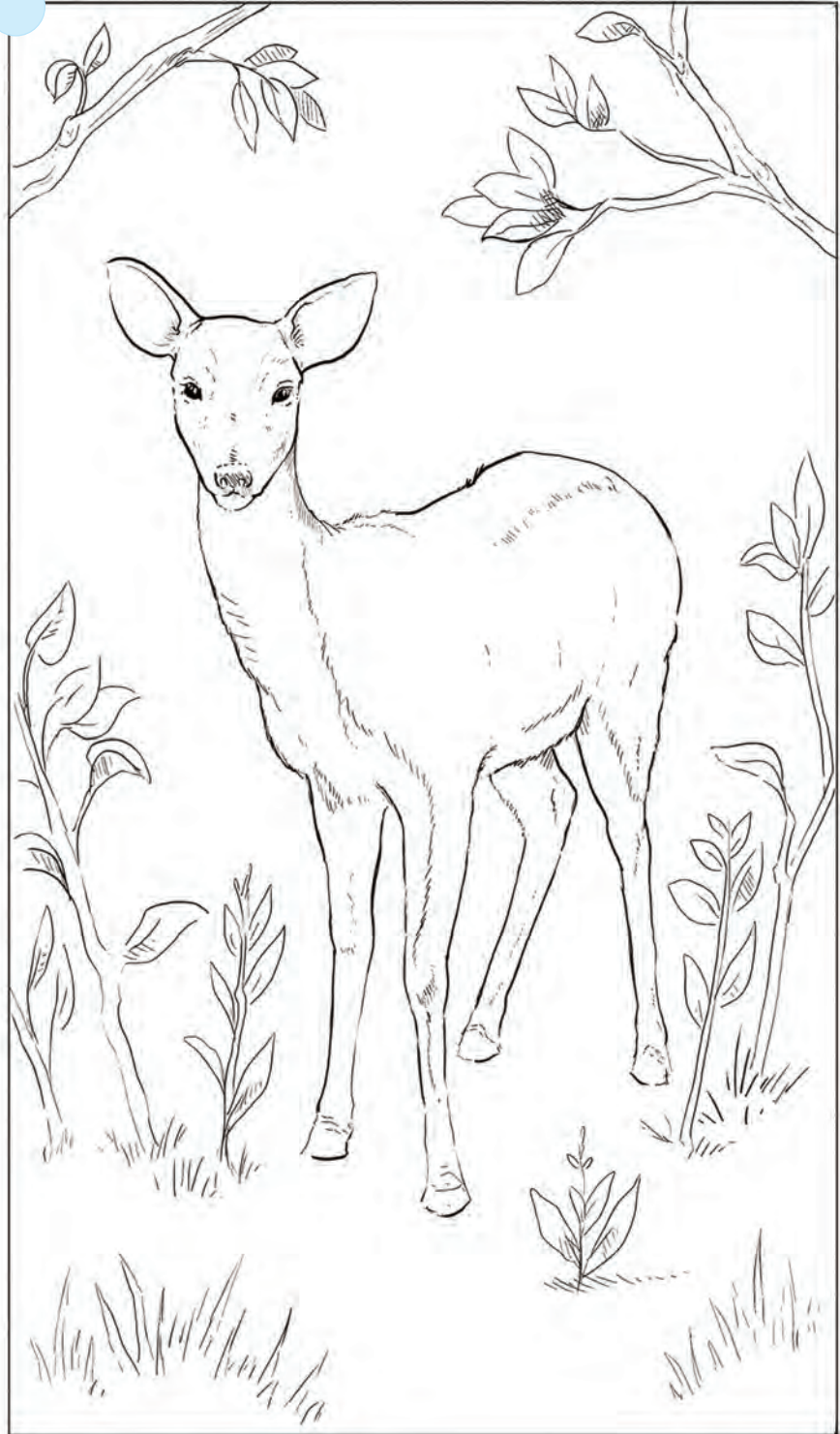


- 2 Now add more lines going straight down and slanted the other way, like you see here.



3

- Using your markers, color in the background and add anything you want.



Read the geography journal, and then answer the questions on the next page.

GEOGRAPHY JOURNAL

READING COMPREHENSION

Parts of a Map



A **title** tells what the map shows.



PARKER BIRD SANCTUARY



A **legend** or **key** tells the meaning of a map's symbols or colors.



- Paved Path
- Dirt Path
- Bathroom
- Picnic Area



A **compass rose** shows the four cardinal (main) directions: north, east, south, and west.



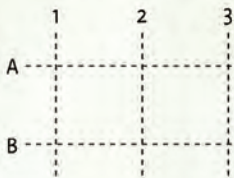
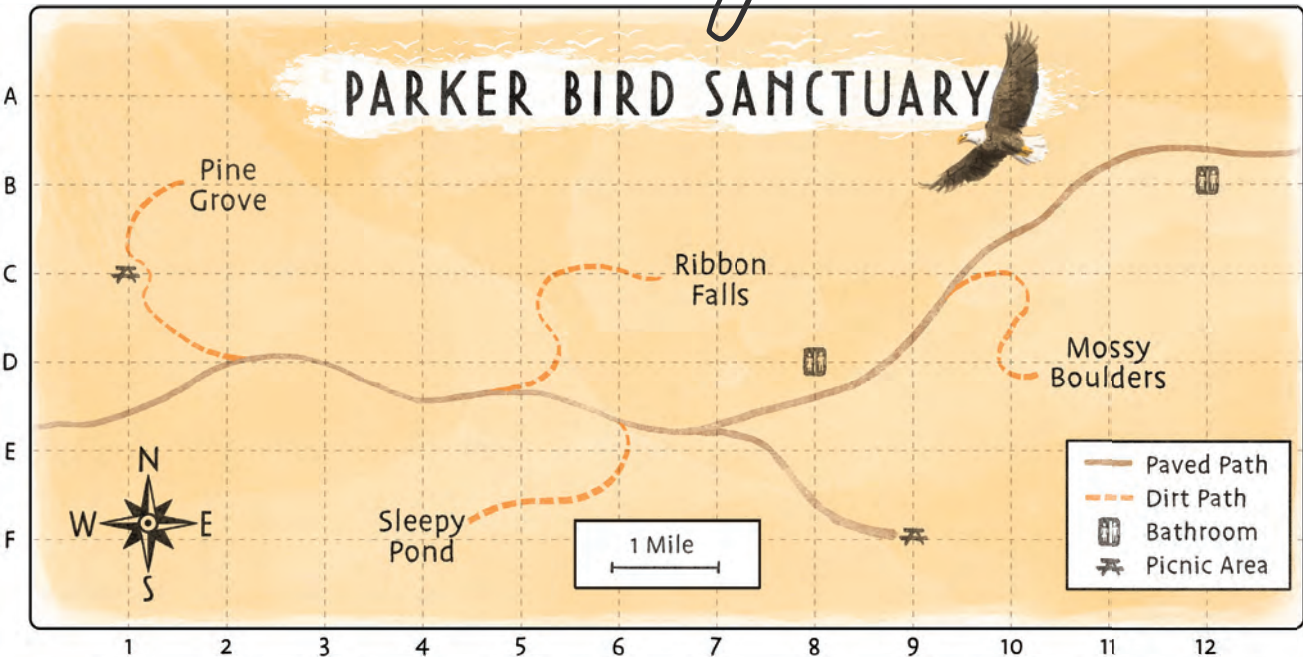
A **scale** shows that a certain distance on the map represents an actual distance.



1 Mile



A **grid** contains evenly spaced horizontal and vertical lines that can help identify locations on a map.



LESSON 51

o o o o o

Oral Narration: Fictional Story

Teacher Tip: In this course the child writes a fictional story and a personal narrative through oral narration. Children at this age can orally create a story that is much more complex and descriptive than what they can physically write. If you would like the child to narrate more stories orally, use this lesson structure to do so as much as desired. If the child is ready to write down his or her stories, encourage it. But it's OK if the child is not ready yet.

You will not read in *The Kingdom of Kind* today.

☐ Complete the lesson and lesson practice with the child.

Lesson & Lesson Practice

Read to the child: In this lesson you will tell me a longer story in your own words as I type it. First, I will read the plot outline on the next page, and you tell me if you want to tell that story in your own words (adding description and detail) or if you would like to create your own plot outline. **Read the plot outline.** If the child chooses the given outline, help the child fill out the Main Character and Supporting Character (the sibling) charts on page 168. If the child wants to create his or her own plot outline, help the child do so by filling out the blank chart on the next page, and then fill out the character chart. If the child is creating his or her own outline, consider spreading the lesson over two days (1st day = creates outline and character charts; 2nd day = orally narrates story).

After reading the outline to the child again, type the story as the child tells it aloud, continually encouraging the child to add details and description. If needed, pause and read the outline or what has been typed so far. Prompt the child with questions, such as these:

- What did it look, smell, feel, or sound like?
- Do you want to use a transition word like NEXT, THEN, SUDDENLY, AT LAST, FINALLY, SOON?
- How did the character feel?
- What did the character say?

Have the child title the story. Keep the story, as the child will revise it in the next lesson.



Plot Outline

<div>Beginning</div> <p>Main character and his or her sibling are camping with their family. They go into the woods to gather firewood. They see a small baby deer (a fawn) without its mother and quietly follow it to see if it will find its mother. After a little while, the children realize they are lost and don't know which way leads back to the campground.</p>	<div>Rising Action</div> <p>The children see a hill on the other side of the river. They think that if they can climb the hill, they will see the smoke from the campground fires and know which way to go. They find a fallen log that goes across the river and cross it.</p>	<div>More Rising Action</div> <p>It starts to rain as they climb up the hill. They reach the top of the hill. They don't see the campground, and there is no smoke from campground fires as the rain would have put the fires out. The children find a dry place to sit under a rock ledge on the hill as it continues to rain.</p>
<div>More Rising Action</div> <p>The children notice that the river has swollen and has washed away the log they used to cross the river. The rain stops. They decide to remain right where they are so they don't get more lost. They pray.</p>	<div>Climax</div> <p>They hear a noise in the bushes and get scared. Just then, they also hear their names being called. Their parents have found them.</p>	<div>Falling Action and Resolution</div> <p>The parents help them cross the river safely. As they are walking back to the campground, the children apologize for wandering off in the forest. As they are walking back, they see the fawn with its mother.</p>

Plot Outline

<div>Beginning</div>	<div>Rising Action</div>	<div>More Rising Action</div>
<div>More Rising Action</div>	<div>Climax</div>	<div>Falling Action and Resolution</div>

Main Character

Name: _____

Age: _____

Hair Color: _____

Eye Color: _____

Personality Trait: _____

Supporting Character

Name: _____

Age: _____

Hair Color: _____

Eye Color: _____

Personality Trait: _____

Possible Personality Traits

anxious

creative

patient

brave

faithful

positive

calm

fearful

quiet

caring

friendly

serious

cheerful

fun

wise

LESSON 52

o o o o o

Revising

Teacher Tip: This lesson is a very gentle, brief approach to revising. The hope is that this approach will not overwhelm the child and that it will lay a positive foundation for this principle, which will be built upon in higher-level courses. We recommend that creative writing at this stage not be highly corrected or revised. It's more important for the child to feel confident and happy about writing.

- Complete Chapter 18 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: **Revising** means adding or changing things to make them even better. Look at the drawing on the left below and compare it to the drawing on the right that has been revised to look even better.

We can do the same thing with writing. Even best-selling authors do a lot of revising before their stories are published. In fact, most authors like to have other people read their stories and make suggestions.

Let's look at the story you wrote in Lesson 51 and make it even better.

Help the child add to the story all the items on the checklist, adding an X in the box by each item when the item is completed. Alternatively, you may let the child read the story on his or her own and find places to add the checklist items. Then, if desired, have the child read the story aloud to an extended family member on the phone or through a video call.

Revising Checklist

Add at least two adjectives.

(e.g., soft, quiet, cool, green, blue, steep, wide, narrow)

Add at least two adverbs.

(e.g., slowly, quickly, wisely, quietly, merrily, heavily, lightly, bravely, finally)

Add at least one description using sensory language: how something feels, tastes, smells, looks, or sounds.





Important Tips for Reading Success

We believe that improving your child's reading proficiency, speed, fluency, confidence, and enjoyment is one of the most important—if not THE most important—academic pursuits at this age.

- Twenty minutes or more of daily personal or shared reading in addition to this course is critical. This can be done anytime, including bedtime.
- For personal reading, choose books that are not too difficult for the child, which means there are not more than 1 or 2 words per every 20 sentences that the child struggles to read. Books that are too difficult for the child can weaken a child's enjoyment of and love for reading and may cause the child to get in the habit of skipping difficult words rather than working on decoding them. More difficult books can be read together aloud, each taking turns, and with the child being encouraged to slow down and sound out difficult words. If your child resists personal reading, try giving your child lower-level books—even picture books.
- Having the child listen to books that are 2 to 3 levels higher than his or her personal reading level is an excellent (and we believe critical) way to increase reading skills. Listening often to higher-level books hugely increases vocabulary, which is needed to achieve a higher personal reading level. In addition, listening to higher-level books allows a child to get used to more complex sentence structures and improves comprehension, focus, and attention span. It is strongly suggested that you read to your child daily, and/or have the child listen to higher-level audiobooks. On goodandbeautifulbooklist.com you can search for books on our list by level and sort them by books that are available in audiobook format.

Heads Up

- In Unit 3, the writings of Marguerite Henry are studied. If desired for extra enrichment, consider getting one of her books and reading it to the child, reading it together (for advanced readers), or having the child listen to an audio version of the book. Our top two Marguerite Henry book recommendations are *Benjamin West and His Cat Grimalkin* and *Justin Morgan Had a Horse*.

LESSON 54

o o o o o

Word Work

- Complete Chapter 20 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.



Lesson & Lesson Practice



Note: Word work activities help children learn how to break up words and understand their parts in order to improve reading, spelling, and comprehension. **Read to the child:** Today we get to do a fun activity for our lesson. I'll read you the instructions under each house. After you follow the instructions and complete the activity, you get to draw something on the roof of the house: a chimney with or without smoke, a little bird, an owl, the sun rising behind it—whatever you want.



Read to the child: Each word below starts with the prefix RE and ends with the suffix MENT. Underline the root word, and then read the word aloud.

repayment

reassignment

remeasurement

realignment



Read to the child: For each compound word below, draw a line between the two words, and then read the word aloud.

commonsense

headquarters

furthermore

masterpiece



Read to the child: The prefix DIS means not or none. Read each word, and then tell me its meaning aloud (e.g., disadvantage = not an advantage).

disadvantage

dishonest

displease

discontinue

If Desired:

- Get or make rolls (to eat) for Lesson 57.

LESSON 55

o o o o o

Earth's Physical Systems + Poetry



- Complete Chapter 21 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

Read to the child: When God made our earth, He made an incredible system. Different parts of the system work together to create a beautiful place where life can thrive. Scientists have broken Earth into four spheres, or sections: lithosphere (which means land), hydrosphere (which means water), biosphere (which means living things), and atmosphere (which means air). In this poem excerpt (which just means part of the poem), the author expresses wonder for each of these spheres.

Great, Wide, Beautiful, Wonderful World

By William Brighty Rands

Great, wide, beautiful, wonderful world!
 With the wonderful water round you curled,
 And the wonderful grass upon your breast—
 World, you are beautifully dressed.

The wonderful air is over me,
 And the wonderful wind is shaking the tree;
 It walks on the water and whirls the mills,
 And talks to itself on the tops of the hills.

Lithosphere
 (land)

Hydrosphere
 (water)

Biosphere
 (living things)

Atmosphere
 (air)

Read to the child: Now draw a line from each purple box to the line of the poem that talks about that sphere.

Read to the child: On the next page are excerpts from four poems. Each poem has to do with one of the spheres. Read each poem; then point to the sphere the poem is about and read the name of the sphere and the information in the box aloud. *If desired, you can read some of the poems instead of the child.*

The Shower

By Unknown

Hear the rain, patter, patter,
On the pane, clatter, clatter!

The Mountain May Seem Very High

By Annette Wynne

The mountain may seem very high,
It reaches even to the sky,
And yet the picture holds it all
As well as things quite near and small,
And then the picture's but a nook
In my small picture reading book.

How the Winds Blow!

By Unknown

High and low
The spring winds blow!
They take the kites that the boys have made,
And carry them off high into the air;
They snatch the little girls' hats away,
And toss and tangle their flowing hair.

Singing

By Dorothy Aldis

Little birds sing with their beaks
In the apple trees.
But little crickets in the grass
Are singing with their knees.

land

Lithosphere

The lithosphere is the solid, rocky outer layer of our planet. It covers the entire planet. The hills and mountains are part of the lithosphere.

water

Hydrosphere

The hydrosphere is all the water on the planet, including oceans, rivers, swamps, lakes, rain, snow, and clouds. The vast majority of the hydrosphere is salt water.

air

Atmosphere

The atmosphere is all the air surrounding the earth.

living things

Biosphere

The biosphere is all the living things on the planet, including people, animals, and plants.

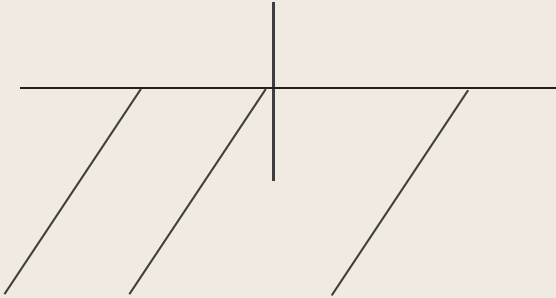


Independent Work

Sentence Diagramming

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

A large lion yawns loudly.



Idiom Study

The Lion's Share



Meaning: the largest part or portion of something

In a sentence: I spent the lion's share of my money on books. (I spent most of my money on books.)

Origin: In one of Aesop's fables, a lion asks others to help him hunt, but then the lion keeps most of the kill.

Circle the sentence where the underlined part could be replaced with the idiom "the lion's share."

We saved the majority of our earnings.

The steepest part of the hike was the last stretch.

Unit 2 Contractions

If needed, refer to page 144.

Write the contraction for each set of words.

you will		will not		do not	
----------	--	----------	--	--------	--

Proper Nouns

Rewrite the sentence, using correct capitalization for proper nouns.

Mr. richards teaches at green valley elementary school in florida.



Rewrite each sentence, adding more description and detail. For example, the sentence “The dog sat” could be changed to “The big brown dog with floppy ears lazily stretched out on the warm deck.”

CREATIVE
WRITING CORNER

1 The lions stood.

2 A hawk flew.



Personal Reading

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

Supplies Needed

- Optional: rolls (to eat)

LESSON 57

o o o o o

Discussion and Book Report

- Complete Chapter 23 with the child in *The Kingdom of Kind: A Phonics Read-Together Book*.
- Complete the lesson and the lesson practice.

Lesson & Lesson Practice

If desired, to celebrate finishing *The Kingdom of Kind*, eat rolls with the child during this lesson, reminding the child how much Prince Eric loved the rolls that Tibby baked. Read to the child: We finished *The Kingdom of Kind*! Now we get to have a discussion about the book. Read aloud to me the sentences in purple text, which talk about good manners during a one-on-one discussion:

1. Listen to the other person and don't interrupt.
2. Be kind and respectful if you disagree with the other person's opinion.
3. When asked a question, don't give a one-word answer like "yes" or "no." Instead, expand on your thoughts.

Have the child choose one question in green to have you both answer while practicing the manners above. (If desired, do more than one question.)

1. What things in the story might not have happened if Prince Eric had never changed from being selfish and mean to being kind?
2. Did you like the ending of the story? Why or why not? Did it end how you thought it would?
3. Creating suspense in a story helps keep a story interesting. What are some ways this book created suspense?

Have the child choose one or more of the questions in brown to have you both answer.

1. Christ taught us to be kind to all people. How was the changed Prince Eric kind to people who worked for him and even to people who were unkind to him?
2. Prince Eric made a dramatic (sudden and extreme) change when he changed from being mean to being kind. Sometimes people do make dramatic changes, like Saul in the Bible. However, people often make little changes over time that add up. What are some little things we can do in our lives to find happiness like Prince Eric did?
3. At first Prince Eric tried to find happiness in the wrong ways. How do people today sometimes try to find happiness in the wrong ways?



Read to the child: For your independent work for this lesson, you get to create a book report on *The Kingdom of Kind*. I'll read you all the options of how you can do your book report, and then I'll circle the option you choose.



Independent Work

Not Your Ordinary Book Report



#1 Record a review of the book. Using a voice recorder or camera, record yourself giving an oral review of the book. Make sure to include the following information in your review:

- A. The name of the book and the author
- B. A short summary of the book
- C. Your thoughts about the book
- D. Whether you recommend this book to others and why or why not

#2 Write a letter to a character in the book. Write or record a letter to a main character in the book. This could be a thank-you note for something he or she taught you or a letter asking the character questions as if you were going to be pen pals.

#3 Create a map. Create a map that shows where major events took place according to your imagination.

#4 Make a time line of all the major events in the book.

#5 Create a character list. Make a list of all the major characters in the book and describe them.

#6 Write a list. Go sit outside with a paper and a pencil and make a list of at least six things that you see, hear, smell, or feel that you are grateful for—just as Prince Eric did when he was with Peter.

#7 Create a quiz. Write a quiz with at least four questions about the book. Include an answer key.

#8 Write a letter to a movie producer. Do you think the book would make a good movie? Write or record a letter to an imaginary movie producer, trying to convince him or her to make the book into a movie. Make sure to include a short summary of the book.

#9 Write a poem or song inspired by the book.



Personal Reading

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

LESSON 60

UNIT 2 REVIEW

Reading Assessment

- ☐ Time the child as he or she reads the passage in purple, which tests phonics principles taught in Unit 2. On a separate sheet of paper, use tally marks to count the number of errors made. If the child cannot read a word after a few seconds, tell the child the word (and count it as an error) and have the child continue reading. Pause the timer during any interruptions. Write the time and the number of errors made at the bottom of the page. If the child took longer than 1:30 to read the passage, or made more than three mistakes, it is suggested that you spend a few days or more reviewing the practice pages in *The Kingdom of Kind: A Phonics Read-Together Book* before moving on to Unit 3 of this course. Keep this page. You will be guided to repeat the passage again in Lesson 118 to assess progress.

My aunt Michelle just opened a new restaurant, and she feels fatigued. We go to help! My dad is a mechanic, so he examines the broken bread machine and fixes it. Mom polishes the crystal platters. My assignment is to spray vinegar on the orchids to kill gnats.

The chef brings me food. “Your aunt has a wonderful niece,” he says.



I sit on a cushion and eat onion soup, spaghetti, crepes with tangerine syrup, and a small piece of pistachio pie. My tongue is happy, and my heart is, too!

Reading Assessment Scores

Time Lesson 60: _____ (date: _____) Lesson 118: _____ (date: _____)

of Errors Lesson 60: _____ (date: _____) Lesson 118: _____ (date: _____)

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



Additional Practice

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> / <u>write</u> away.
Mark your <u>wait</u> / <u>weight</u> on the form.	I'll <u>wait</u> / <u>weight</u> 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



Additional Practice

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



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.



Additional Practice

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.

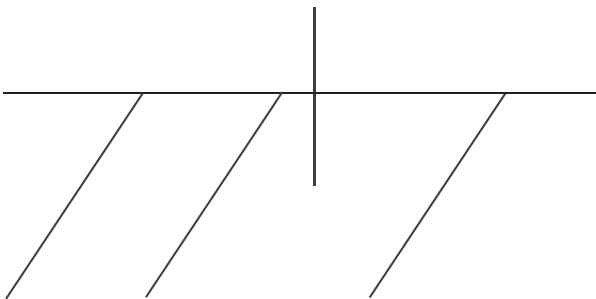
You're special precious and priceless.

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.



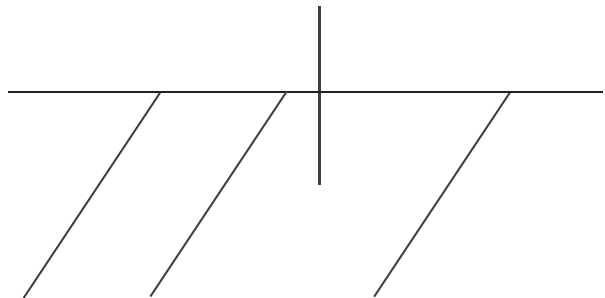
Additional Practice

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.



Contractions

Write the contraction for each set of words.

do not	
will not	
you will	



Additional Practice

Contractions

Write the contraction for each set of words.

will not	
do not	
you will	

Possessive Nouns

Circle the possessive noun in the sentence. Then write the word belonging to the possessive noun.

The pasture’s fence is brown.

Write the word that belongs to PASTURE:



Additional Practice

Possessive Nouns

Circle the possessive noun in the sentence. Then write the word belonging to the possessive noun.

Macy’s plan will succeed.

Write the word that belongs to MACY:

Capitalization: Proper Nouns

Rewrite the sentence, using correct capitalization for proper nouns.

Mr. lee is at sunset hospital.



Additional Practice

Capitalization: Proper Nouns

Rewrite the sentence, using correct capitalization for proper nouns.

Mrs. jay works at red cliff library.





Important Tips for Learning Success

Attitudes are contagious. Make yours worth catching.

- Children have the acute ability to detect their teacher's real attitude toward learning, and it deeply impacts the student's own attitude toward learning—positively or negatively.

Good teachers find the subject fascinating. We may have our favorite subjects, but all subjects, if approached “good and beautiful” style (connected to beauty and meaning) can be fascinating. If you don't feel a subject is fascinating, dig deeper, ask questions, and seek for meaningful connections.

Express gratitude often for the opportunity to learn alongside your child.

If you treat the lesson like something you just need to finish and check off your list for the day, you won't demonstrate an enthusiasm for learning. Take time to discuss and explore, even if it means you don't get through a whole lesson each day.

Example is the most powerful teacher. If you want your child to love reading good books, read good books yourself and talk about them often.

- Reminder: Having the child listen to books that are 2 to 3 levels higher than his or her personal reading level is an excellent (and we believe critical) way to increase reading skills. It is strongly suggested that you read to your child daily and/or have the child listen to higher-level audio books. On goodandbeautifulbooklist.com you can search for books on our list by level and sort them by books that are available in audio book format.

Heads Up

- In Unit 4 of this course, some short sections of *Rescue Dog of the High Pass* by Jim Kjelgaard are studied. If desired for extra enrichment, consider getting this book and reading it aloud to the child or have the child listen to an audio version of the book. For your convenience, *The Good and the Beautiful Book List* (goodandbeautifulbooklist.com) lists other books by Jim Kjelgaard that we recommend.



Weather & Oceans

UNIT 3 OVERVIEW

These are the main topics covered.
See the scope and sequence in the front matter for more details.

Spelling

The correlated *Spelling Practice Book* contains most of the spelling instruction and practice for the course:

Unit 3 Spelling Patterns

EW

Soft C & G

WR

UR

Words Ending with Y

Unit 3 Spelling Words

These words are either high frequency and commonly misspelled or rule breakers. The child will work on memorizing these words.

busy	thought	really
also	earth	please
another	early	today

The child will also practice spelling these months.

January	December	September	July
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Spelling Rules

Singular Words That End with S	Plural Nouns	Double S, F, L, or Z at the End of Words
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Level 2 Review Words

who	great	goes	young	move	search
your	only	walk	talk	very	none

Grammar, Usage, and Punctuation

Listed are the basic principles that are taught for the first time in the course. Most principles from earlier units are reviewed throughout the course but are not listed here. Editing is included in every unit.

- Contractions:** couldn't, she's, haven't
- Homophones:** dear/deer, know/no, week/weak, would/wood
- Nouns:** plural nouns, abstract nouns, concrete nouns, irregular plural nouns
- Pronouns
- Verbs:** irregular past-tense verbs

Phonics, Reading, and Vocabulary

This unit correlates with *Heather and the Highland Pony: A Phonics Read-Together Book*, which contains most of the phonics, reading, and vocabulary instruction and practice for this unit.

Phonics/Reading Principles

- AGE or IAGE can say /ij/
- AIN can say /ain/ or /in/
- ANT can say /ent/
- ATE can say /it/
- Challenging words that are difficult to decode phonetically
- Decoding skills
- DU can say /jew/ or /juh/
- OUR can say /er/
- Phonograms review
- SS can say /sh/

Art, Literature, Writing, and Reading Comprehension

- Art appreciation, history, and instruction; Impressionism; artist study: Claude Monet**
- Writing:** writing instruction through lessons and audio narrations, creative writing, journal writing, poetry writing, summary writing, letter writing, instruction writing, using transitions, writing a book report, informative paragraph, using strong verbs, adding detail
- Reading comprehension**
- Poetry:** rhythm
- Literature studies:** Marguerite Henry, poetry, messages and themes in books, the McGuffey Readers

Geography

- Culture
- Geography terms:** vegetation, flora, elevation, population, inhabited
- North America
- Maps:** political, road, thematic
- Scotland
- Weather:** snow, climate, tornadoes

Irregular Past Tense

On each cloud, write the irregular past tense of the verb shown above the cloud. If needed, refer to page 202.

sleep

burst

fling

shine



rise

choose

blow

bend



Write at least two sentences that describe two things you would like to do on a very rainy day. Use a transition word such as also, plus, another, or in addition.

JOURNAL
WRITING

On a very rainy day,



Personal Reading

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