



LANGUAGE ARTS & LITERATURE

LEVEL 7

COURSE BOOK

PART 1

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


The Good AND THE Beautiful
CURRICULUM

About This Course

How to Complete the Course

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

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

Before You Start (App Setup)

Your child will use the Language Arts online resources every day for activities like Vocabulary & Reading Skills passages, Geography and Grammar Cards, writing assignments, and art videos. Before your child begins, you will set up an account at courses.goodandbeautiful.com.

The online resources for the Language Arts 7 course work only on internet browsers. Please visit courses.goodandbeautiful.com to access the course. For the optimal experience, we highly recommend using a desktop or laptop computer. While you could access the resources using a browser on other devices, please be aware that small screen sizes will result in a degraded experience.

NOTE: Throughout this course, we will reference these resources using the term “app” both in the text and on the icons.



Follow these steps to set up your account:

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

Answer Key

A Level 7 Answer Key is available in physical form or as a free download.

Lesson Breakdown

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

Warm-Up

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

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

Grammar, Usage & Punctuation



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



Comprehension

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

About This Course

➤ Continued ➤

Writing

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

Literature & Reading

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

- Unit 1: *Milo*
- Unit 2: *Milo*
- Unit 3: *The Blind Brother*
- Unit 4: *The Miracle House: The Story of George Müller*
- Unit 5: *Surviving Siberia*
- Unit 6: *Saving Miremba*

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

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

Flashcards

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



Vocab & Reading Skills

This section improves the student's vocabulary, reading fluency, tone, and expression through Vocab & Reading Skills passages



that are completed on the app. Parents have the option to complete the passages with the child instead of using the app.

Spelling

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

Project Lessons

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

Unit Assessments

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

Quick Reference Guide

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

Optional Songs

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



About This Course

➤ Continued ➤

Typing

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

Supplies

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

Spelling Philosophy

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

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

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

child gains confidence in spelling and learns to apply spelling principles to new words.

Creating Good Writers

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

In Level 7, students build on the solid writing foundation formed in Level 6. With optional scaffolded support, students in Level 7 will write full-length essays.

Why the Scaffolded Writing?

In writing activities throughout the course, students are initially given a lot of guidance and examples. This is intentional. Sometimes parents are concerned that their children are using the provided examples instead of writing on their own. We have found that walking students through steps and providing samples of good writing helps them become good writers. Without this scaffolding, writing may be overwhelming, and students can develop a dislike of writing. Rather than focusing on independence at this stage, we feel it is more important that students practice correctly, even if samples are given. As the course progresses, scaffolding lessens, and students gain more independence in their writing. This process sets students up for success, helping them enjoy writing and gain confidence.

Student Pacing

We recommend having your child complete the course that aligns with their grade level. However, it is fine to complete a course that is a level above or below your child's grade level if they are ahead or behind in

About This Course

➤ Continued ➤

multiple areas. Parents may wonder what to do if their child is ahead or behind in just one area, like spelling, but on-level in other areas, like reading and writing. Some suggestions are given below.

Reading

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

Writing

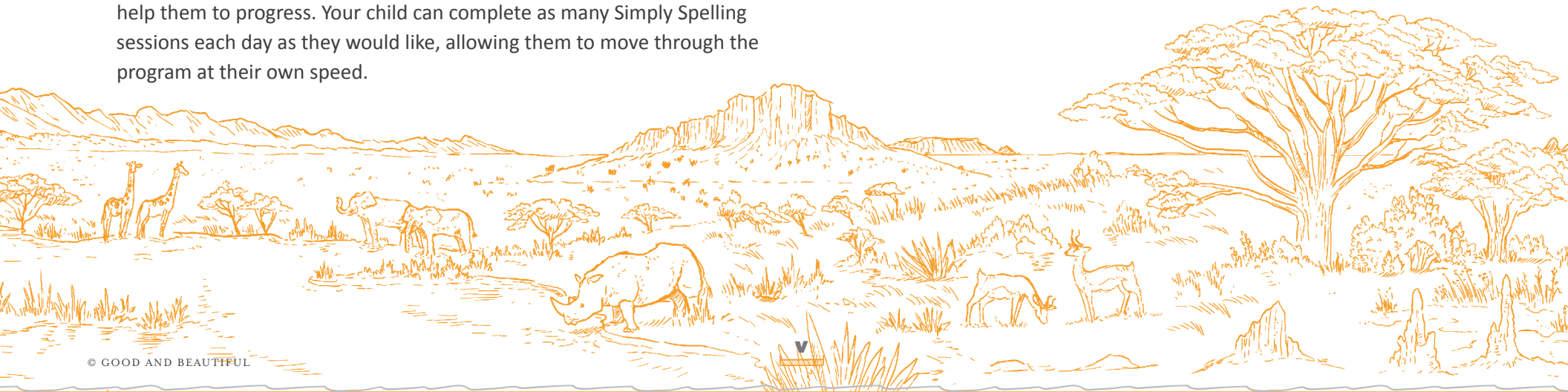
If your child is advanced in writing, allow the child to write more than the lesson requires. The child may want to begin a personal daily journal. If your child is behind in writing, allow breaks during writing or allow multiple days to complete longer writing activities. Help the child brainstorm aloud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

Spelling

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

Assumed Knowledge

On page 6 of Unit 1, a list of Level 6 assumed knowledge is provided. This course assumes that your student knows the listed Level 6 grammar, punctuation, and usage concepts as well as geography flashcards. These concepts will NOT be retaught in this course, but some will be practiced in the editing sections. All grammar concepts can be reviewed in the Homeschool app or in the *Quick Reference Guide*. If more practice with these concepts is needed, please download the Grammar Prep PDF for your student to complete.



Painting Credits

The credits for all the paintings used in this course are given on these pages rather than on the course book pages for better use of available space. 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 4 (Lesson 1)

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page 172 (Lesson 39)

“Harvest” by Lisbeth Bergh (1861–1927), 1914

Unit 3

page 184 (Lesson 41)

“The Valley of Wyoming” by Jasper Francis Cropsey (1823–1900), 1865

page 198 (Lesson 44)

“Niagara Falls from the Foot of Goat Island” by Jasper Francis Cropsey (1823–1900), 1857

page 210 (Lesson 47)

“Winter in Switzerland” by Jasper Francis Cropsey (1823–1900), c. 1860–1861

page 228 (Lesson 51)

“Grandmother and Granddaughter” by Max Rentel (1850–1911), 1913

Unit 4

page 26 (Lesson 63)

Bottom Left: “Parham Mill, Gillingham” by John Constable (1776–1837), c. 1826

Top Right: “Study of an Ash Tree” by John Constable (1776–1837), c. 1801–1830

page 27 (Lesson 63)

“Wivenhoe Park, Essex” by John Constable (1776–1837), 1816

page 51 (Lesson 69)

Bottom Left: “Golding Constable’s Kitchen Garden” by John Constable (1776–1837), 1815

Bottom Right: “Old Hall, East Bergholt” by John Constable (1776–1837), 1801

page 66 (Lesson 73)

“Wyle Cop, Shrewsbury” by Louise Rayner (1832–1924), c. 1924

Painting Credits

➤ Continued ➤

page 76 (Lesson 76)

“View of Shogetsu Pond” by Keisai Eisen (1790–1848), 1829

page 77 (Lesson 76)

“Portrait of Mary Freer” by John Constable (1776–1837), c. 1809

page 78 (Lesson 76)

“Under the Wave off Kanagawa” by Hokusai (1760–1849), c. 1830–1833

Unit 5

page 95 (Lesson 80)

“In the Park” by Ivan Shishkin (1832–1898), 1897

page 96 (Lesson 80)

“Haystacks, Preobrazhenskoe” by Ivan Shishkin (1832–1898), c. 1890

page 100 (Lesson 81)

Bottom Left: “Mast Pine Forest in Viatka Province” by Ivan Shishkin (1832–1898), 1872

Bottom Right: “Morning in a Pine Forest” by Ivan Shishkin (1832–1898), c. 1889

page 114 (Lesson 84)

Bottom Left: “At the Edge of the Pine Forest” by Ivan Shishkin (1832–1898), c. 1898

Bottom Right: “A Walk in the Forest” by Ivan Shishkin (1832–1898), c. 1869

page 115 (Lesson 84)

“Rain in an Oak Forest” by Ivan Shishkin (1832–1898), c. 1891

page 129 (Lesson 87)

“Gathering Mushrooms” by Ivan Shishkin (1832–1898), c. 1870

page 155 (Lesson 93)

“At the Edge of the Pine Forest” by Ivan Shishkin (1832–1898), c. 1897

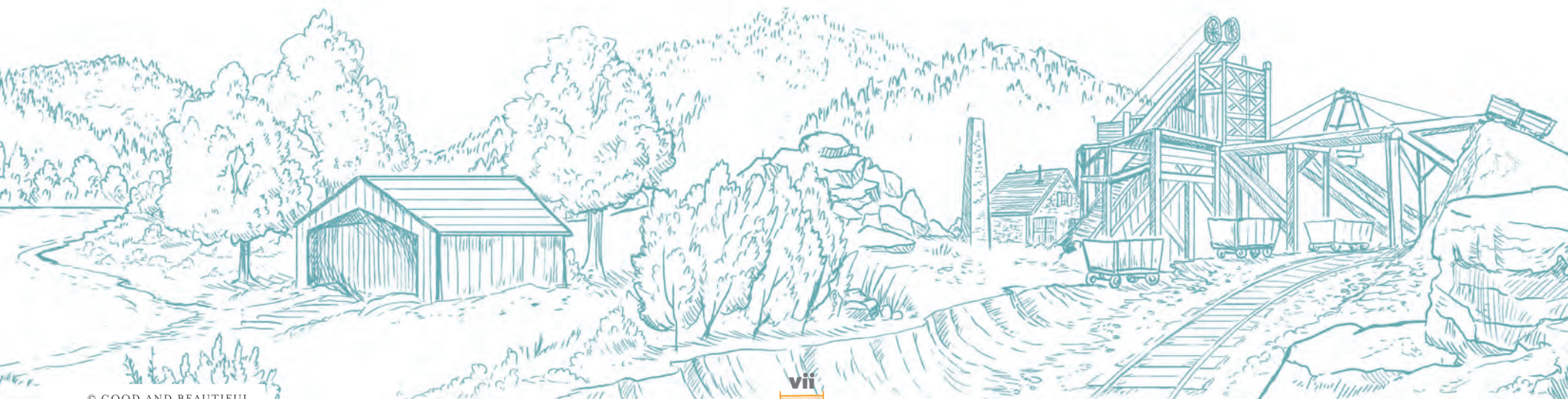
page 170 (Lesson 97)

Top Right: “Sunny Day in the Forest” by Ivan Shishkin (1832–1898), c. 1891

Bottom Right: “Oaks” by Ivan Shishkin (1832–1898), 1865

page 172 (Lesson 97)

“Winter” by Ivan Shishkin (1832–1898), c. 1890



At-a-Glance

Art

Art Topics

- aerial perspective
- batik
- brushstroke
- color palette
- color temperature
- framing
- intended audience
- Khokhloma
- *kitenge*
- medium
- mood
- motif
- pigment
- plein air
- Prussian blue
- value

Artists

- Adam Noonan
- Ivan Shishkin
- J.E.H. MacDonald
- Jasper Francis Cropsey
- John Arthur Fraser
- John Constable
- Lisbeth Bergh
- Louise Rayner
- Nikolai Astrup

- Walt Curlee

Projects

- African hut painting
- English landscape painting
- lantern acrylic painting
- Let Your Light Shine thoughtful note
- mushroom acrylic card painting
- power of poetry
- rose acrylic painting
- thoughtful notes
- travel article presentation
- waterfall acrylic painting

Flashcards

- Africa
- Asia Set 2
- Canadian Capitals, Provinces & Territories
- Grammar Sets 1–7
- US Capitals Sets 4–5

Geography

Locations

- Africa
- Appalachian Mountains
- Appalachian Trail
- Beerenberg Volcano
- Butchart Gardens

- Canada
- Europe
- Germany
- Great Lakes
- Hudson River
- Jølster, Norway
- Karl Johans Gate
- Kibale National Park
- Labrador
- Lake Ariel
- Lake Ontario
- Lake Victoria
- Madagascar
- Magnetic Hill
- Massachusetts
- New York
- New York City
- Newfoundland
- Niagara River
- Norway
- Pennsylvania
- Prussia
- Quebec City
- Russia
- Seven Sisters Waterfall
- Siberia
- St. Lawrence River
- The Congo
- Uganda
- United Kingdom

- United States
- US National Parks
- Vasyugan Swamp

Geography Topics

- absolute monarchy
- Arctic Circle
- autocracy
- biodiversity
- canopy
- coastal marine
- colonization
- conservation
- constitutional monarchy
- demographics
- ecosystems
- emergent layer
- ethnic
- exiles
- fjord
- forests
- fresh water
- grasslands
- homogeneous
- immigrant
- kingdoms
- lingua franca
- linguistics
- regions
- relief map
- seamounts

At-a-Glance

➤ Continued ➤

- subsistence farming
- tundra
- understory
- urban
- wetlands

Grammar & Usage

- avoiding double negatives
- capitalization with family relationships
- clause vs. phrase
- colons
- commas in addresses & geographical locations
- commas with dependent clauses
- commas with nonessential phrases
- compound sentences
- compound subjects, verbs & verb phrases
- direct objects & compound direct objects
- editing
- ellipsis
- essential & nonessential elements
- Greek & Latin roots

aer	alter	anti
aqua	aud	chrono
cycl	form	geo

ject	logy	micro
port	scope	script
struct	therm	voc

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

accept/except	affect/effect
a part/apart	brake/break
deer/dear	foul/fowl
loose/lose	peace/piece
soar/sore	than/then
waist/waste	weather/whether

- indefinite pronouns: subject-verb agreement
- indefinite pronouns part 2: clarity
- line editing
- modifiers: dangling modifiers & misplaced modifiers
- parallel construction: prepositions & prepositional phrases in a series
- possessive plural nouns
- prepositional phrases & commas with introductory prepositional phrases
- pronouns, antecedents & unclear antecedents
- pronouns: case
- punctuating relative clauses
- punctuating transition words &

phrases

- quotations: commas & capitalization
- quotations: ending punctuation
- relative clauses: which/that/whose
- relative clauses: who/that
- run-on sentences & comma splices
- sentence diagramming: steps 1–12
- sentence structure: complex sentences
- sentence structure: compound-complex
- shifts in pronoun
- shifts in verb tense
- subject-verb agreement
- subordinating conjunctions & dependent clauses
- vertical lists

Literature

Authors

- Alta Halverson Seymour
- Charles Dickens
- George Müller
- Homer Greene
- Leo Tolstoy

Literature Topics

- alternate point of view
- anecdote

- antagonist
- aphorism
- artistic value
- author's purpose
- character arc
- character description
- character development
- cliffhanger
- codex
- conflict resolution
- deuteragonist
- discussion questions
- dynamic character
- family in literature
- fiction
- figurative language
- foreshadowing
- four types of conflict
- genre
- historical fiction
- juxtaposition
- mood
- nonfiction
- not-a-reason questions
- pacing
- papyrus
- parallel plotlines
- parchment
- personal growth through literature

At-a-Glance

➤ Continued ➤

- plot
- plot twist
- potential and purpose
- power of biographies
- predictions
- protagonist
- purpose of the paragraph
- sequence
- setting goals
- showing vs. telling
- situational irony
- static character
- synonym
- tertiary character
- tone
- what the reader can infer from a selection of text
- what the author wants the reader to understand
- which sentence best explains why something happened

Poet

- Fanny Crosby

Poetry Topics

- alliteration
- anaphora
- assonance
- consonance
- end rhyme
- end-stopped line
- enjambed lines

- figurative language
- hymns
- identical rhyme
- imagery
- imperfect rhyme
- internal rhyme
- lines
- metaphor
- mood
- perfect rhyme
- personification
- rhetorical questions
- rhyme scheme
- simile
- stanzas
- structure
- symbolism

Memorization

- “But as for me, I will walk in mine integrity.”
Psalm 26:11
- “And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment. And the second is like, namely this, Thou shalt love thy neighbour as thyself. There is none other commandment greater than these.” Mark 12:30–31

Spelling

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

Writing

Concepts Taught & Practiced at the Sentence & Paragraph Level

- autobiography
- biography
- citing sources
- description
- figurative language
- first person point of view
- journaling
- limited point of view
- metaphors
- personification
- point of view
- sensory details
- short answers
- showing vs. telling
- similes
- third person limited
- third person omniscient
- third person point of view

At-a-Glance

➤ Continued ➤

- thoughtful expanded notes
- using effective adjectives
- using sensory language
- varying sentence beginnings
- varying sentence lengths
- vivid verbs
- words instead of said

Topics Taught and Practiced at the Essay Level

- attention-grabbing openings/hooks
- bare facts
- biographical essay research
- block style
- body language
- body paragraph
- comparative essay
- concluding paragraphs
- creative writing
- dialogue
- informational essay
- mini models
- opening paragraph
- outlining
- personal narrative
- personal response essay
- response paragraph
- revising and proofreading
- short story writing
- terrific transitions
- thesis statement
- topic sentence
- transition to the thesis
- writing a hook
- writing about travel
- writing from a prompt



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UNIT 1

OVERVIEW

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

Unit Theme

personal growth

Unit Geography

Canada

Grammar & Usage

- editing
- capitalization with family relationships
- line editing: nonfiction
- sentence diagramming: steps 1–6
- pronouns, antecedents & unclear antecedents
- line editing: fiction
- punctuating transition words & phrases
- prepositional phrases & commas with introductory prepositional phrases
- compound sentences
- possessive plural nouns
- subordinating conjunctions & dependent clauses
- commas with dependent clauses
- essential & nonessential elements and commas with nonessential elements
- helping verbs & verb phrases, linking verbs
- **homophones & commonly confused words:** piece/peace, affect/effect
- **Greek & Latin roots:** aud, port, voc, micro, cycl, chrono

Memorization

none in this unit

Correlated Book



Milo

Vocabulary

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

Reading Comprehension

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

Flashcards

- Canadian Provinces & Territories
- Canadian Capitals
- Grammar Set 1
- Grammar Set 2

Geography

The following geography concepts are studied in this unit.

- ecosystem
- coastal marine
- wetlands
- biodiversity
- seamounts
- forests
- tundra
- freshwater
- grasslands

Writing

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

Concepts Taught and Practiced at the Sentence and Paragraph Levels:

- varying sentence beginnings & lengths
- vivid verbs
- terrific transitions
- body paragraphs
- topic sentences
- words instead of “said”
- short answers
- using sensory language

Topics Taught and Practiced at the Essay Level:

- writing a hook
- opening paragraph
- transition to the thesis
- thesis statement
- topic sentences
- concluding paragraph
- model essays

Spelling

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

- homophones (e.g., air/heir)
- high-frequency and challenging spelling words
- spelling rules
- spelling principles (e.g., words ending with “que” and “ance,” “or” says /er/, etc.)

Supplies Needed

- 6"x9" or 9"x12" art paper
- small pointed-tip brush,
- medium pointed-tip brush
- acrylic paints: pink, magenta, blue, yellow, black, white
- pencil
- paper towel
- eraser
- cup of water
- ruler
- mixing palette or paper plate

Literature

Literature Topics:

- mood, personal growth through literature, what the author wants the reader to understand, the author's purpose, discussion questions, correlated book discussion, juxtaposition, dynamic characters, static characters, the power of poetry, character development, setting goals, pacing, tone, plot

Poetry Topics:

- structure, lines, stanzas, rhyme scheme, end-stopped lines, enjambed lines, mood, near rhyme

Art & Projects

Artists:

- Adam Noonan
- J.E.H. MacDonald
- John Arthur Fraser

Art Topics:

- plein air
- color palette

- mood

- brushstroke

Projects:

- the power of poetry
- thoughtful note acrylic card

LESSON 1

[[About This Course]]



Before starting this course, log on to the Good and Beautiful Homeschool app (computer version only). You will be logging on to the app every day since many sections in this course have components on the app.

To get a login, ask your parent to go to courses.goodandbeautiful.com, create a parent account, set up a student profile and teacher PIN, and select your course by choosing Language Arts Level 7.

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

SECTION 1 Warm-Up

[[Homophones & Commonly Confused Words]]

..... Q P. 29

Fill in each blank with the correct word:
piece or **peace**.

He felt at _____ when he hiked.

Give me a _____ of pizza.

Sam found the missing _____ of the puzzle.



SECTION 2 Editing

[[Grammar, Usage & Punctuation]]

Use editing marks to proofread the sentences.



Insert Period



Capitalize Capitalize beginnings of sentences and proper nouns.



Make Lowercase Don't capitalize random letters.



Insert Comma Insert a comma in a series of three or more words or phrases.



Insert Apostrophe Insert apostrophes to show possession.

7 errors

in 1864 Queen victoria decided that the purple pitcher plant should be engraved on the Newfoundland penny The plants fame was further Solidified when it became Newfoundland and Labrador's official floral emblem, or symbol, in 1954. You can find the Plant in wetlands, bogs or fens across the province.

SECTION 3 Writing

Introduction to Essay Writing

WRITING A HOOK

First impressions are important. There are eight main ways you can start your essay. You do not want to open an essay by flatly stating what you are going to write about. Think of your first sentence as a hook that grabs your audience's attention and interest.

Eight Ways to Write a Hook

- | | |
|---|--|
| A An interesting fact or surprising statistic | E An attention-grabbing statement |
| B A thought-provoking question | F A short, interesting story |
| C A short personal experience | G A vivid description |
| D A short quote that is interesting and applicable | H A historical background |

Next to the example of each hook about Newfoundland and Labrador, write the correct letter from the orange box on the previous page to identify the type of hook. A couple are completed for you.

NOTE: Some attention-grabbing openings use more than one hook style.

- ☐ Which region of Canada has one of the lowest populations?
- ☐ Only about 26,000 people live on the vast 294,000 square kilometers (114,000 square miles) of land in Labrador, Canada.
- ☐ You may think of dogs when you hear the word “Labrador,” but that breed was actually named after Labrador, a remote but beautiful region in eastern Canada.
- ☒ E John Cabot, an Italian explorer, gazed out over the expanse of deep blue sea and craggy icebergs . . .
- ☐ “Who knit ya?” is a question commonly heard in Newfoundland.
- ☐ The Torngat Mountains, with their towering peaks, deep fjords, and stunning Arctic landscapes, watch over the region of Labrador.
- ☒ H In 1583 Sir Humphrey Gilbert sailed into St. John’s Harbor and claimed Newfoundland as an English territory.
- ☐ Last year on my journey to the remote region of Labrador in Canada . . .

The green box below contains an opening paragraph of an article about Trinity, a town in Newfoundland, Canada, but it is missing an attention-grabbing opening. Using information you see in the photo of the town on the bottom of the page, write an attention-grabbing opening for the paragraph. Choose to write either a vivid description or a question and circle the type of opening you chose at the top of the paragraph.

Vivid Description | Question

Truly, the coastal town of Trinity, Newfoundland, is a hidden treasure in eastern Canada. It is rich in culture and history and a perfect vacation destination. You can walk this picturesque town from one end to the other in only 25 minutes, stopping to eat and shop in the quaint local businesses, or you can go on an exciting fishing expedition in Trinity Bay.

Trinity, Newfoundland

SECTION 4



Art & Literature



On the Homeschool app, complete the art section. Then complete the comprehension questions below.



LISTENING COMPREHENSION ART & WRITING



What does a plein air painter do?

- ☐ A paints outside ☐ B paints clear skies

To what does the narrator compare Noonan's approach to art?

- ☐ A composing music ☐ B writing essays

What can the narrator imagine herself doing in the last painting?

- ☐ A running down the road ☐ B leaning against a tree

SECTION 5



Grammar, Usage & Punctuation



Capitalization with Family Relationships

Capitalize words that indicate family relationship when they are used as proper nouns. Family names are not proper nouns when they come after a possessive pronoun (e.g., my, her, his, our, your, their) or an article (the, a, an).

My mom is pretty. I think Mom is pretty. I love our mom.

I talked to Aunt Rose. I talked to my aunt Rose.



Hint: If you can replace the family relationship title (such as "Mom") with the person's actual name and it does not sound funny, you should capitalize the family relationship title just as you would capitalize the person's actual name. For example, if you replaced the word "mom" with "Melissa" in this sentence, "My mom is nice," it would sound funny to say, "My Melissa is nice," so you would not capitalize "mom."

For each sentence, underline the word choice with the correct capitalization.

- Today, **Mother** | **mother** read to me.
- Jamie's **Mother** | **mother** grows flowers.
- Is that your **Uncle Joe** | **uncle Joe**?
- I want to help like **Father** | **father** today.

SECTION 6 Literature & Reading

 Read Chapter 1 of *Milo*. Next, answer the questions below.



Every story creates a **mood**, which is the feeling or atmosphere the reader experiences. Here are some examples of mood:

- peaceful or tense
- hopeless or hopeful
- mysterious or predictable
- playful or serious

1. List three adjectives or phrases the author uses to set the mood of the first chapter.

2. What does the pastor mean when he says, “I wanted to make sure everyone in my flock was safe”?

- ☐ A He is bringing food to his sheep.
- ☐ B He is relating the members of his church and town to a flock of sheep that needs protecting.

SECTION 7 Geography Cards



Canadian Provinces & Territories



VOCAB & READING SKILLS

Canada’s easternmost province **comprises** two distinct regions: Newfoundland, a large island **isolated** by two straits, and Labrador, a sparsely populated section of the mainland.* Like other Canadian provinces, Newfoundland and Labrador has selected **emblems** that commemorate its unique features, including the black spruce tree and wildlife such as the Atlantic puffin.* However, its most extraordinary living emblem may be its provincial flower, the pitcher plant. Thriving in the nutrient-**deficient** soil of Newfoundland bogs, this plant is considered **carnivorous** because it catches and digests insects.* To **supplement** the few nutrients it gets from the soil, the pitcher plant lures insects with sweet-smelling nectar and attractive purple veins. Its slippery leaves form a cup, or “pitcher,” that fills with fluid and captures its unsuspecting prey.*

SECTION 8 Spelling



Complete one or more sessions of *Simply Good and Beautiful Spelling*.



At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

Parent Page

Have a parent or teacher read this page before continuing.

Assumed Knowledge

The *Language Arts Level 7 Course* builds on concepts taught in the *Language Arts Level 6 Course*.

This course assumes that your student knows the following Level 6 grammar, punctuation, and usage concepts. These concepts will NOT be retaught in this course, but some will be practiced in the editing sections. All grammar concepts can be reviewed in the Homeschool app or in the *Quick Reference Guide*. If more practice with these concepts is needed, please download the *Grammar Prep Packet* for your student to complete.

- Concrete and Abstract Nouns
- Capitalization of Proper Nouns
- Capitalization of North, South, East, and West
- Capitalization of Titles
- Commas with Dates
- Formatting: Paragraph Breaks and Indenting
- Independent Clauses and Coordinating Conjunctions
- Interjections
- Parallel Construction: Verbs
- Parallel Construction: Adjectives and Adverbs
- Parts of Speech
- Possessive Singular Nouns
- Semicolons
- Sentence Types
- Verbs: Action and Being Verbs

The following geography flashcards covered in Level 6 are also assumed knowledge and will NOT be reviewed in this course. All geography card sets can be practiced at any time by going to Student Resources on the app for this course.

- Asia 1
- Continents and Oceans
- Europe 1
- North America
- South and Central America
- South Pacific
- USA Capitals: Set 1, Set 2, and Set 3

Not Ready with Typing Skills?

Students who have not yet learned to type correctly will likely struggle with the essays in this course, which are written online. Essays at this level are hard to handwrite, as changes and editing are very difficult to complete. If your child does not yet have the needed typing skills, attempting to type the essays will likely decrease their opinion and enjoyment of writing. If your child does not have proper typing technique or is very slow at typing, it is suggested that you pause the course while the child works on a typing course for at least a few weeks, or that you have the child handwrite their essays while they work consistently on a typing course until they are more comfortable with typing. Children should learn how to type properly before spending much time typing. It takes practice to establish correct typing habits.

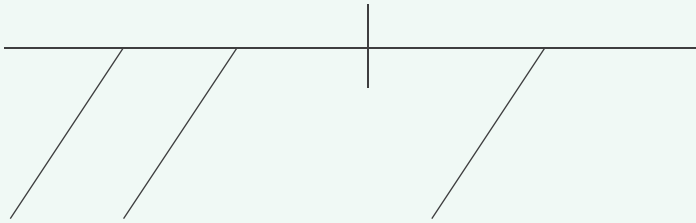
LESSON 6

SECTION 1 Warm-Up

Sentence Diagramming PP. 14-15

Diagram the sentence. Remember to label adjectives (AJ) and adverbs (AV).

Their experienced father steers carefully.



Homophones & Commonly Confused Words

PP. 29

piece/peace

I would love a piece of pie!
I feel peace at church.

Fill in each blank with the correct word: **piece** or **peace**.

With so much turmoil in the world, the _____ that comes from God is a great blessing.

After a long search, we finally found the missing _____ of the puzzle.



Prepositional Phrases & Commas with Introductory Prepositional Phrases

PP. 76-77 & P. 44



Underline each prepositional phrase in the box below. Insert a comma after each introductory prepositional phrase that is four words or longer. Not all sentences start with a prepositional phrase. Some sentences have more than one prepositional phrase.

- Are we traveling up the hill?
- Let's get in the car and drive toward the hilltop.
- After the Magnetic Hill we will explore New Brunswick.
- Marie stayed inside the car.
- From the top of the hill we can coast down the entire length.

SECTION 2 Editing Grammar, Usage & Punctuation

Use editing marks to proofread the sentences. Hint: Magnetic Hill is the name of a place, so it is a proper noun in this passage.



Insert Period



Close Up Extra Space(s)



Make Lowercase



Delete Delete apostrophes in plural nouns.



Insert Comma Set transition words off with commas.

6 errors

Everyone knows cars can't roll uphill. However if you shift into neutral at the bottom of the world-famous Magnetic Hill, it will appear as though your car is doing just that. This is due to an optical illusion. The road is lined with trees that grow at unusual angles and hide the Horizon. This makes driver's feel like they are rolling uphill when they are actually traveling downhill.

Body Paragraphs

Between the opening paragraph and closing paragraph of an essay are body paragraphs. Each body paragraph in your essay should be limited to one main idea that supports your thesis. The format for body paragraphs usually follows this pattern:



1. Introduce the main idea of the paragraph in a topic sentence.

Topic Sentences

The body paragraph in a formal essay usually includes a topic sentence that defines the main idea of the paragraph.

- A topic sentence helps a paragraph stay focused on the main idea of the paragraph.
- The topic sentence is placed at or near the beginning of the paragraph.

Tip: Don't confuse a topic sentence with a thesis statement, which is in the opening paragraph and contains the central point or idea of the entire essay.

2. Provide supporting evidence. Evidence may be quotes, statistics, personal examples, or facts.

3. Give an analysis. Discuss, analyze, or sum up what the facts mean or why they are important. This can be throughout the paragraph or just at the end.

Example Body Paragraph

Moncton, New Brunswick, is a wonderful destination for a family vacation. The Magnetic Hill Zoo in Moncton is one of the largest in Canada, with over 500 animals. Also, families can head to Magic Mountain, an amusement park with waterslides, wave pools, and mini golf. Of course, no visit to Moncton would be complete without experiencing the optical illusion at Magnetic Hill. These attractions offer such a variety of things to do that families will be entertained for days!

Discusses, supports, or sums up what the facts mean or why they are important (If the paragraph's function is simply to give facts, analysis might not be needed.)

Explains what the paragraph is about

Topic Sentence

Gives information that supports the topic sentence

Supporting Evidence

Analysis



The topic sentence is not always the first sentence in a paragraph. Sometimes one or more sentences can come before it to help transition to the topic sentence.

Example Body Paragraph

Magnetic Hill is a popular tourist destination, but it is not the only gravity hill in the world. Similar places can be found in almost every country. **No matter where a gravity hill is located, it demonstrates the same optical illusion.** When drivers place their cars in neutral, they experience the impossible sensation of rolling uphill when the car is actually rolling downhill! This phenomenon happens mostly in areas where plenty of trees and other plants grow along a narrow road. The greenery hides the horizon, which makes it difficult to determine in which direction the road really slopes. Some people have been so convinced that these roads slope up that they have poured water on the road to prove their belief, only to find the water runs downhill. **The optical illusion of gravity hills is a perfect example of how our eyes and brain can be tricked.**

Transition to Topic Sentence

Topic Sentence

Supporting Evidence



Analysis

Explains what the paragraph is about

Gives information that supports the topic sentence

Discusses, supports, or sums up what the facts mean or why they are important (If the paragraph's function is simply to give facts, analysis might not be needed.)

Answer the question with a full sentence.

What is the difference between a thesis statement and a topic sentence?

Circle ALL the answers that apply.

A body paragraph should

- ☐ A be limited to one main idea.
- ☐ B discuss the facts you present.
- ☐ C contain a topic sentence at or near the beginning of the paragraph.
- ☐ D cover all the supporting points in your essay's thesis.

If the topic sentence of a paragraph is "My favorite day of our trip was when we visited Magnetic Hill," which of the following things does NOT belong in the paragraph?

- ☐ A what the writer did there
- ☐ B what they did the next day
- ☐ C what they liked about the visit

Read this section, and then answer the questions on the next page.

PERSONAL GROWTH THROUGH LITERATURE

There's nothing quite like relaxing with a good book. Novels are wonderful forms of entertainment, but have you considered that they can also teach you something? Reading wholesome, quality literature allows you to experience significant personal growth while expanding your knowledge and strengthening your character.

One way you grow through reading books at or above your reading level is by challenging your mind and developing valuable skills. Well-written literature often introduces you to unfamiliar words. By encountering these words in context, you broaden your vocabulary and learn how to use language more effectively. Books subtly teach you about different places, cultures, and topics that you've never personally experienced. For example, in *Little Women*, readers are transported back in time to witness the struggles and joys one family faced during the Civil War. Learning through reading literature feels more real and is more memorable than simply reading facts.

Beyond helping you grow in knowledge, good books also prompt you to reflect on your character and the kind of person you want to become. Just as you are influenced by the attitudes and behaviors of the people around you, you are also shaped by the characters you meet in stories. Characters with flaws and ones who make poor decisions demonstrate how those choices can lead to negative consequences. On the other hand, when characters examine themselves, face challenges with grace, or develop admirable qualities, they inspire you to evaluate yourself and grow in healthy,

meaningful ways. Seeing the transformation of characters like Anne in *Anne of Green Gables*, who matures from an impulsive, chatty girl into a thoughtful, kind young woman, encourages you to notice areas in your own life where you can progress and mature. Another benefit of reading is that it allows you to experience things through the perspective of others and create understanding for them.

However, not every book is equally beneficial. Books that promote poor choices and consistently display troublesome behavior can desensitize you and minimize the severity of the actions. You may even begin to imitate that behavior in your own life. Poorly written books don't just affect your character but can also weaken your writing by filling your mind with bad writing habits and sloppy language. On the other hand, choosing well-written literature featuring characters with strong morals has the opposite effect. These books encourage you to act with integrity and think things through, enriching your writing by exposing you to more complex sentences and rich language. The books you read shape your thoughts, habits, and writing, so choosing books of high moral and literary value is important.

More than a fun hobby, reading high-quality books is a powerful way to develop positive traits and invest in your intelligence. Books fill your mind with examples that influence your behavior, actions, and ability to express yourself. Next time you pick up a book, choose one that will help you grow into a better, wiser person.



Para. 3 (cont.)

Paragraph 4

Paragraph 5

Paragraph 1

Paragraph 2

Paragraph 3

What the Author Wants the Reader to Understand

Reread the passages in order to identify the main thing that the author is describing to the reader.

Circle the letter next to each correct answer.

What is most likely the author's purpose for writing this article?

- ☐ A to demonstrate that nothing can be learned from books
- ☐ B to explain that works of fiction are wholesome entertainment
- ☐ C to explain how reading good books helps people grow

What do Paragraphs 2–3 help the reader understand?

- ☐ A why reading is more important than writing
- ☐ B how reading improves knowledge and character
- ☐ C how to become a smarter person

Which statement is NOT a reason given in Paragraph 4 for reading quality literature?

- ☐ A It helps people become better writers.
- ☐ B It guarantees that readers will experience a personal connection with the main character.
- ☐ C It encourages people to think and act with integrity.

Why does the author mention *Little Women* in Paragraph 2?

- ☐ A to give an example of how books make history feel real and memorable
- ☐ B to explain why historical fiction is better than nonfiction
- ☐ C to show that only classic books are worth reading

SECTION 5



Literature & Reading



☐ Read Chapter 6 of *Milo*.

The word SAID works great in dialogue, but it can be overused. There are often more impactful words that can be used in place of SAID. Look through Chapter 6, and, in the boxes, write four words that the author used in place of SAID.

Circle all the true statements about the chapter.

- ☐ A Milo gets to play his favorite video game.
- ☐ B Rebecca and Milo chat about the symbols in his Bible.
- ☐ C Milo weeds in the backyard.
- ☐ D A bear is spotted, so Milo runs into the house.
- ☐ E Reading scripture fills Milo's heart with peace.

SECTION 6



Geography Cards



Canadian Capitals

SECTION 7



Spelling

☐ Complete one or more sessions of *Simply Good and Beautiful Spelling*.



At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

LESSON 22

SECTION 1



Warm-Up

Pronouns, Antecedents & Unclear Antecedents

Q P. 78 & P. 97

Rewrite the sentence to fix the problem of an unclear antecedent.

Aunt Nora took my mom to her favorite place.



Commas with Dependent Clauses

Q P. 43

Underline the dependent clause and circle the subordinating conjunction in each sentence. Insert a comma or commas if needed.

1. Since Nikolai lived in Jølster it has become part of Sunnfjord.
2. I knew why nature inspired Nikolai after I came here.
3. While we were hiking we saw reindeer.

The artist Nikolai Astrup grew up in an area once called Jølster, Norway. In Norwegian, “Jøl” almost makes a “yul” sound. You say “Yulster” when you read Jølster. Sunnfjord is pronounced “soon fyord” and means “sunny fjord.”

Indefinite Pronouns Part 1: Subject-Verb Agreement

Q P. 60

For each sentence, circle the indefinite pronoun (replaces a noun in a general or nonspecific way).

1. Anyone | More can research artist Nikolai Astrup’s life.
2. All | Nobody of his siblings lived with him in Jølster, Norway.
3. Each | Such of his paintings was inspired by nature.
4. Either | Most of his training was in Europe.
5. Something | Many of his paintings have bold colors.

SECTION 2



Editing

Grammar, Usage & Punctuation

Use editing marks to proofread the sentences.



Insert Comma Insert a comma *before* a coordinating conjunction to join two independent clauses.



Insert Apostrophe Insert apostrophes in contractions.

3 errors

Nikolai Astrup used vibrant color in his paintings and I think he was inspired by the landscapes he saw in Jølster growing up. I read that he studied in a big city but he returned to Jølster. Im looking forward to learning more about his life and art.



SECTION 3



Grammar, Usage & Punctuation

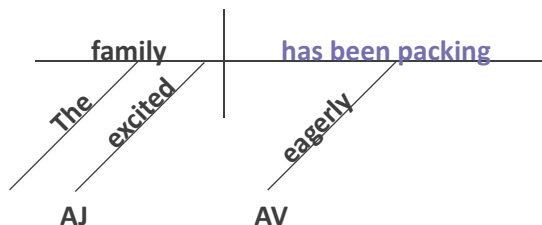
Sentence Diagramming: Step 7



Today, you will learn how to diagram verb phrases. Remember, a **verb phrase** is the main verb plus any helping verbs (e.g., should, could, will, does, must, have, is, are). Verb phrases can have more than two words in them, and adverbs can come between the helping verbs and the main verb.

When diagramming verb phrases, write the entire verb phrase to the right of the long vertical line.

Example: The excited family **has been** eagerly **packing**.



Compound sentences can also contain verb phrases. To diagram verb phrases in a compound sentence, write the entire verb phrase to the right of the long vertical line for each independent clause.

Example: My dad **is** carefully **driving**, and everyone **is** singing **merrily**.

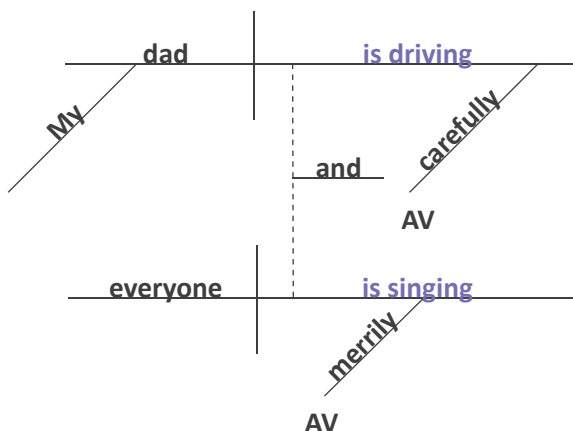


Diagram the sentences. Always remember to add AJ under adjectives and AV under adverbs. The second sentence is a compound sentence.

The quiet lake has been brightly shimmering.

Carly is fishing patiently, and the eagle is hungrily hunting.

SECTION 4



Literature & Reading



Read Chapter 19 of *Milo*.



SECTION 5



Grammar Cards



Set 3



Lake Jølstravatnet in Sunnfjord, Norway



Outlining an Essay

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

OPENING PARAGRAPH
BODY PARAGRAPHS
CONCLUDING PARAGRAPH

Roman numerals are often used to outline essay sections:

- I = 1
- II = 2
- III = 3
- IV = 4
- V = 5

Note that the number of body paragraphs can vary.



In each empty green box, do the following:

1. Write in the Roman numeral.
2. Label the part of the essay.
3. For body paragraphs, summarize the paragraph in a few words.
4. Underline the thesis of each essay.

I. Opening Paragraph

II. Body Paragraph #1

Astrup used bright colors to capture his feelings in his art.

IV. Concluding Paragraph

Nikolai Astrup's Artistic Style

Have you ever seen a painting so bold and bright that it captivated you? That's what many people experience when they see Nikolai Astrup's artwork for the first time. Astrup's striking artwork makes use of color and his unique style to share how the land and people of Norway inspired him.

One way Astrup's art stands out is through his use of vibrant colors to reveal the emotions of a scene. He often used bright shades that didn't always match real life but captured the feeling or mood he was experiencing. For example, the vegetation in his paintings might be bold, rich greens to showcase the life and energy he felt the land had, or the sky might glow with intense oranges to display the warmth Astrup was experiencing.

In addition, Astrup used thick brushstrokes and layered paint to show movement and emotion in his art. The textures he created make his landscapes appear to contain scenes captured in the midst of action and busy with life.

The lively, rich colors and remarkable style Astrup employed while painting capture his love of Norwegian landscapes and the people who live in them. His art invites viewers to see Norway with the same sense of vibrancy and joy he felt while painting.

Good Study Habits

Did you know that one-fourth of all students have never been taught any study skills? In fact, 34% of high school graduates say that not studying properly is their biggest regret. Don't make the same mistake! You can study smarter by minimizing distractions, taking breaks, and rewarding yourself.

The first key to studying effectively is to minimize or eliminate any distractions. Turn off any devices and find a quiet place to focus on your work.

It's also important to give yourself breaks while you're studying. A good idea is to set a timer and work until the timer goes off. Then you can enjoy a short break and dive back in, more alert than before.

Before you start working, set goals for yourself on how much you want to achieve that day or how well you will do on your assessments. Once you achieve those goals, make sure you reward yourself!

These tips will lay the foundation for your study skills. Put them to good use and improve your own study habits.

SECTION 7



Art

Read this section, and then answer the questions.

READING COMPREHENSION ARTIST NIKOLAI ASTRUP



The glorious sun was nearly blinding as Nikolai Astrup stepped outside to work in his gardens. He lifted a hand to shield his eyes and looked out over the glassy lake. Spring was mostly present, and birdsong filled the air, but the last bit of snow remained at the very top of the mountains.

He walked up the steep slope but stopped for a moment to catch his breath. The air was clear and crisp, but it was hard to breathe nonetheless.

He'd struggled with asthma and illness since he was a boy, and the daunting hills of home were always a challenge. *I wonder*, he thought as he tried to slow his breathing, *how my plants have managed during the winter*. Feeling mostly recovered, he stepped forward excitedly, the dirt crunching beneath each step.

Nikolai lived in western Norway, where he purchased a place not far from where he grew up in Jølster. He and his wife, Engel, moved there with their daughter and then grew their family by adding seven more children. An avid horticulturist and naturalist, Nikolai must have loved and cared for his land and property.

IV. Body
Paragraph #3
Set goals and
reward yourself.

LESSON 30

SECTION 1



Warm-Up

Modifiers



PP. 67-68

The underlined modifier is dangling. Rewrite the sentence to fix the modifier. Remember that creating an extra sentence is an option.

Words you might use: "Using ships" or "Their ships were"

Built for speed, Vikings were both explorers and conquerors.

Corrected sentence: _____

Underline the misplaced modifier, and then use the editing mark (✓) and an arrow to show where it should go instead.

1. Made of sturdy oak wood, the Viking crew expertly steered the ship.
2. The longship entered the harbor with brightly colored sails.
3. The craftsman made a shield for the chieftain with a painted design.

Prepositional Phrases & Commas with Introductory Prepositional Phrases



PP. 76-77 & P. 44

Write a sentence that includes an introductory prepositional phrase that is four or more words and is set off by a comma.



SECTION 2



Editing

Line Editing: Nonfiction

Below is an opening paragraph for an informational essay about the Vikings. Complete a line edit on the paragraph, using the following editing mark to correct the issues:

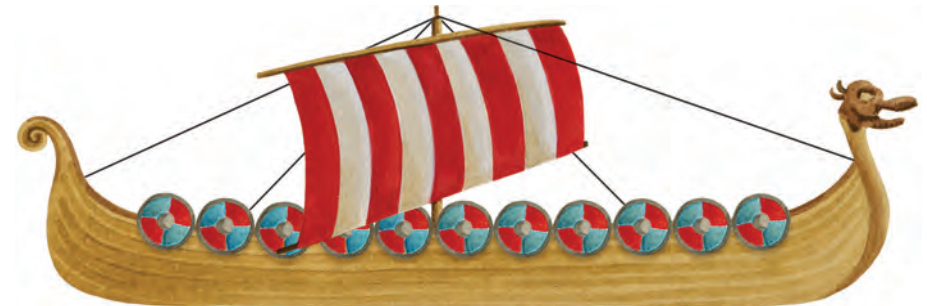


Cross Out Find the overused, boring phrase, such as "In this essay." Cross it out and use this editing mark (≡) to capitalize the next word in the sentence.



Cross Out Cross out the sentence with information that does not fit the topic of the paragraph.

While remembered as fierce warriors, the Vikings were also talented shipbuilders who lived in Scandinavia over one thousand years ago. They sailed the oceans in the longships they built. These journeys led them to lands that had not yet been settled! Vikings were skilled craftsmen who made detailed carvings and metalwork. As I will show in this essay, their vast exploration helped shape European history.





Making **vertical lists**, such as to-do lists or instructions about how to do a task, is an important life skill. Keeping the list neat and organized will help it to be clear and easy to follow. Here you will learn some simple formatting, wording, and grammar rules for making proper vertical lists.

Formatting

Vertically align your bullets or numbers with each other.

Use numbers when the order of items does matter.

Use bullets or letters in front of each item when the order of the items doesn't matter.

Wording and Grammar

The general rule is to maintain **parallel construction** for all aspects of your vertical list. This means that all bullets should follow the same basic grammatical structure. More details are given below.

Introduce the list in one of two ways:

- Not full sentence (e.g., "Shopping List") = Use nothing.
- Full sentence = Use a colon.

Mom, here are the directions to the store:

1. Turn left.
2. Walk one mile.
3. Turn right.
4. Walk one-half mile.
5. Enter store on the right.

Use all the same sentence type (command, statement, or question).

This list has only commands, whereas the shopping list below has only fragments.

Use all fragments or all sentences. Punctuate the ends of sentences but not fragments.

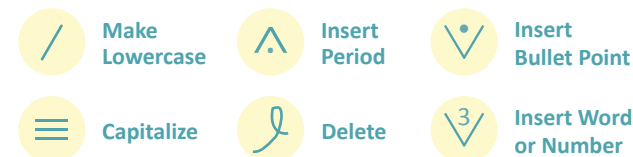
Shopping List

- bread
- ham
- mayonnaise
- onions
- lettuce

For the first letters of fragments, use all capitals or no capitals.

For sentences, capitalize all first letters.

Use the editing marks to correct these lists a Viking might have created long ago.



Packing List:

- tunic
- trousers.
- Axe
- 4. helmet
- dried Fish



Erik and Inga, please complete these chores:

1. Mend Father's cloak.
2. collect eggs from chicken coop
- milk the goats.
4. Load the furs onto cart
5. Strawberries

SECTION 4



Writing

Essay Writing



In this lesson you will write the second body paragraph for your how-to essay as outlined in the chart below.

Essay Outline	I. Introduction
	II. Showing Courtesy in Public Places
	III. Showing Courtesy in Conversation
	IV. Being Courteous at Home
	V. Respecting Teachers and Elderly People
	VI. Conclusion

Open your lesson on the Homeschool app. Review your thesis statement. Then write your second body paragraph, following the given steps.

Step 1

Create your topic sentence. Remember to use a transition word or phrase, which helps your essay transition smoothly from the previous paragraph. Your topic sentence introduces what you will be covering in your paragraph, which is all about showing courtesy in conversation. Use one of the topic sentences below or write your own topic sentence.

- Using good manners and speaking kindly show respect and courtesy to others.
- As you strive to be courteous in your conversations, the tone of your voice is just as important as the words you say.

Step 2

Write 4 or more sentences that explore the supporting point.

Step 3

Conclude with a sentence or two that wrap up your thoughts, explaining why the information you shared matters.

Step 4

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

SECTION 5



Literature & Reading



Read Chapter 26 of *Milo*.

What is one word that depicts where Milo is now?

- | | |
|---------------------------------|--------------------------------|
| ☐ A flat | ☐ C rugged |
| ☐ B coastal | ☐ D desert |

Which two words accurately describe Bestefar?

- | | |
|--|---|
| ☐ A welcoming, adventurous | ☐ C glum, reclusive |
| ☐ B lazy, quiet | ☐ D talkative, abrasive |

How could you summarize Milo's trip so far?

- | | |
|---|---|
| ☐ A busy, with lots of tours | ☐ C lonely, not meeting anyone |
| ☐ B boring, waiting in his room a lot | ☐ D interesting, though he hasn't learned what he hoped yet |

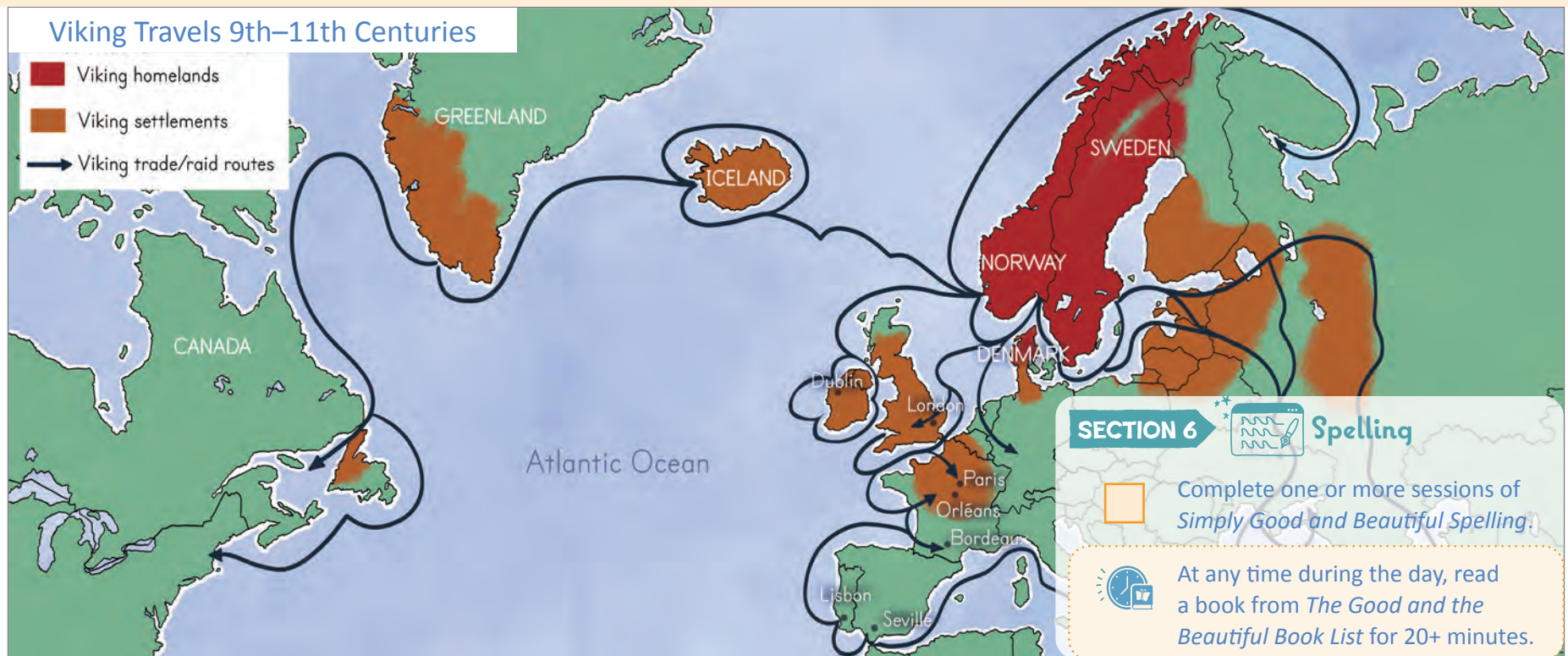


A fjord in Norway



VOCAB & READING SKILLS

In June 793 a group of greedy Scandinavians rushed the shores of Lindisfarne [LIN-duhss-fahrn] in Britain, apparently indifferent to the island's esteemed monastery. According to one medieval historian, they "laid everything waste with grievous plundering, trampled the holy places with polluted steps, dug up the altars, and seized all the treasures of the holy church."* As accounts of this **confounding** assault were **disseminated**, the Scandinavian raiders gained a fearful reputation. Today, they are known as Vikings. However, not all Scandinavians were Vikings, and Vikings were far from one **cohesive** entity.* The diverse marauders came from disparate lands and tribes around the North Sea. Although these raiders terrorized the region for centuries during the "Viking Age," attacks were usually distinct events rather than part of one coordinated effort.*





PROJECT LESSON

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

NOTE: This project is split up over the course of several lessons.

Waterfall Art Project

Waterfalls are more than just hiking destinations in Norway; they are important symbols to the Norwegian people. For some, Norway's thousands of waterfalls rushing down steep cliffs and mountainsides represent nature's powerful forces and the people's deep connection to the land. Often, waterfalls are located near farms, connecting farmers and the water that is crucial for their crops. The power of the rushing water also powers homes through hydroelectric energy plants!

For others, waterfalls are part of the significant water system that has shaped Norway's national identity, history, and culture. Many Norwegian legends, folk stories, and myths are based on waterfalls.

In *Milo* the waterfall in Norway that Milo hopes to visit holds a hidden family secret. Years before the story takes place, Milo's grandfather hides something very important behind a waterfall on his property. Milo hopes that in solving this mystery, he will find something to link him to his dad and to the family's ancestral home in Norway. In this art project, you'll paint a waterfall landscape. As you do, imagine what hidden treasures may be waiting behind the waterfall!



SECTION 5



Optional
App
Video

- 1 Using a small round brush, paint the trees and bushes with dark green using bumpy, dot-like strokes to make the leaves look full and fluffy. Try your best to avoid painting over your tree trunks so they stay visible.



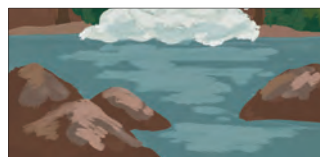
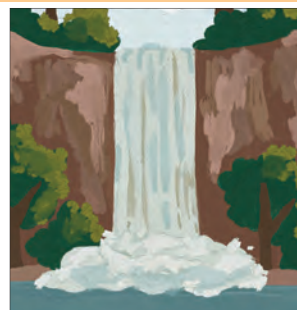
REMEMBER: If the trees looked perfect, they wouldn't look as natural!



- 2 With a tiny brush, lightly **dab** light green onto the top right sides of the trees and bushes to create highlights. It works best to do this when the dark green is still a little bit wet so that the colors blend naturally.

Dabbing paint can be used for tree leaves, bushes, and prominent highlight details. Carefully press your brush straight down to make small dots. The dots don't need to be perfect circles, and they can all be differently rounded and sized. Lift your brush straight up after each dab; we're not making any strokes here.

- 3 Mix equal parts red and green to create a different shade of dark brown than the one you used on the rocks. Using a thin brush, paint the shapes of the tree trunks.

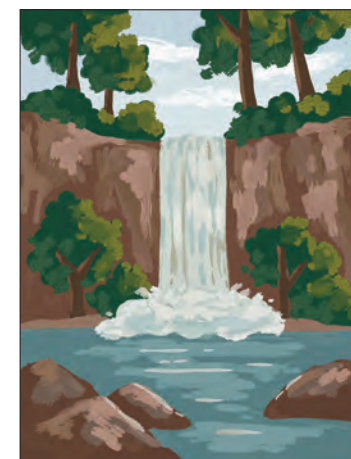


- 7 With a thin brush, use ecru to add final highlights. Add vertical highlights to the waterfall and horizontal lines to the river, and lightly outline the rocks to finish your painting.

- 4 Mix tan with slightly less light blue to make the color that will appear as gaps in the waterfall. Using a thin brush, paint vertical lines down the waterfall. Keep them different lengths and leave small gaps. Next, mix equal parts ecru and light blue, plus a pea-sized amount of light green. Add more thin lines in the open areas of the waterfall. Add a few bumpy, dot-like strokes to the bottom of the waterfall to create dimension, similar to how we did with the trees.

- 5 Using the blue-green color you just made, add soft ripple shapes across the water. Instead of long straight lines, make short, slightly curved strokes in different lengths with light pressure. Space them out and keep them mostly horizontal, letting some of the darker blue show between them. These marks should look like reflections, not even stripes.

- 6 Next, use the lighter tan mix we made for Step 2 on page 159 to outline the tree trunks very thinly. Then, mix a small amount of light blue, a pea-sized amount of red, and more dark green. With this color, dab the paint lightly on the bottom left areas of the trees and bushes. This creates more texture and dimension to the leaves.



SECTION 6



Grammar
Cards



Set 3

SECTION 4**Geography & Art****READING COMPREHENSION****THE BLIND BROTHER INTRODUCTION &
REGIONS OF THE UNITED STATES**

Geography, literature, and art are all interesting subjects, but they really come alive when they are connected—and that is exactly what you will experience in the book for this unit. During this unit

you will be reading the book *The Blind Brother* by Homer Greene, which was published in 1887 and was set in and near a coal mine in Pennsylvania in the 1860s. As you study the book, you will also study the geography of Pennsylvania and the neighboring states of New York and Massachusetts. In addition, you will be studying the art of Jasper Francis Cropsey, who painted scenes of Pennsylvania and New York during the time that the fictional events depicted in *The Blind Brother* took place.

The painting below, by Cropsey, shows an area in Pennsylvania called Wyoming Valley, which is near the setting of *The Blind Brother*.



SECTION 6 Literature & Reading

Vocabulary Review PP. 138–145

Use the colored word banks in the next column to fill in the missing information in the vocabulary chart below.

Vocabulary Words	Definitions	Synonyms	Antonyms
sabotage	to damage, block, or take back something in order to stand in another's way		repair
disseminate		spread	
tantalize	tempt or tease with something wanted		fulfill
relevance		connection	
	having unity or the ability to act or work closely together	united	
protrude	to stick out of or above something		contract
		confuse	assure

Vocabulary Words

confound
cohesive



Synonyms

wreck
interest
poke



Definitions

to widely spread throughout something
to confuse, surprise, or mystify
being related to a given topic or situation



Antonyms

pointlessness
gather
divided



Using two of the vocabulary words from the first column of the chart you completed, fill in the blanks below.

- The bees _____ pollen throughout the garden.
- The hive works as a _____ unit, all bees working for the same purpose.

SECTION 7



Grammar Cards



Sets 1 & 2

SECTION 8



Spelling



Complete one or more sessions of *Simply Good and Beautiful Spelling*.



At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.

LESSON 45

SECTION 1 Warm-Up

[[Clause vs. Phrase]] Q P. 40

For each of the following sentences, circle whether the underlined words are a clause or a phrase.

Hint: *Clauses* contain both a subject and a verb. *Phrases* do not.

1. If you like beef and cheese, you would love a Philly cheesesteak.
clause | phrase
2. I prefer American cheese because it has a creamy texture.
clause | phrase
3. It smells so good when I step into my favorite diner.
clause | phrase



[[Pronouns, Antecedents & Unclear Antecedents]] Q P. 78 & P. 97

Rewrite the sentences to fix the problem of an unclear antecedent.

1. She dropped the pie pan on the floor, and it cracked.

2. Jack met up with Sean, and his little brother tagged along.

[[Sentence Diagramming: Step 7]] Q PP. 14-17

Diagram the following sentence.

The cook is buttering the crispy scrapple lightly.



SECTION 2 Roots

[[Greek & Latin Roots]]

Underline the root in each word. Then draw a line to connect the word to its meaning.

Root	Meaning
micro	small
cycl	circular
chrono	time
aud	hear
port	carry
voc	voice

chronometer	to control small details
micromanage	a book one can listen to
vocalist	a singer
audiobook	an accurate timepiece
porter	recurring in a circular manner
cyclical	a person who carries baggage

SECTION 5 Literature & Reading

- ☐ Read Chapter 2 of *The Blind Brother*. Then circle the letters next to the correct answers in the green boxes.



A single action (the cause) can create a series of consequences or events (the effect). What is the effect of the coal-mine strikes?

- ☐ A Men and boys begin to lounge idly around the towns.
- ☐ B People start digging a new coal mine.
- ☐ C Store owners begin giving their products away for free.
- ☐ D All the coal miners leave for another state.

Which of the following is not a tactic used by Lawyer Pleadwell when he talks with Tom?

- ☐ A fear
- ☐ B bribery
- ☐ C the silent treatment
- ☐ D all the above

How does the reader know that Tom cares about Bennie?

- ☐ A Tom goes back to look for Bennie in the mine.
- ☐ B Tom claims that he needs to stop and rest whenever he hears Bennie become out of breath.
- ☐ C both of the above

In the sentence “He was astonished to see the figure of a man steal carefully along in the shadow of the breaker,” the word STEAL most likely means to

- ☐ A take something that isn't his.
- ☐ B look back at the chaos that was created.
- ☐ C move quietly along to avoid detection.
- ☐ D place items on the ground to create a trail for finding the way back.



SECTION 6



Geography Cards



USA Capitals Set 4

SECTION 7



Spelling



Complete one or more sessions of *Simply Good and Beautiful Spelling*.



At any time during the day, read a book from *The Good and the Beautiful Book List* for 20+ minutes.



Read this section, and then answer the questions.

FAMILY IN LITERATURE



Classic books for children written in the 1800s and early 1900s almost always include positive adult family members who play a major role in the story. For example, in the book *Heidi*, written in 1880, Heidi's grandfather, Clara's father and grandmother, and Peter's mother and grandmother are all main characters who display kindness, goodness, and service. Strong and happy family ties are a main theme. In the book

Little Men, written in 1871, Mother and Father Bhaer are two of the main characters, and the entire book is about how they raise a group of boys with patience, love, and service. Also, in *Hans Brinker*, written in 1865, Hans's mother and father are main characters, and the children show great love and sympathy toward their parents. One more example is *Swiss Family Robinson*, written in 1812. In this book the story is told from the perspective of the father, and the entire story is about a family working together with patience and love. Strong and happy families are a main theme in all these stories.

Compare the above examples with books from the New York Times Notable Children's Books for 2013 list. In most of the books, no strong or happy families are displayed. Characters are shown behaving disrespectfully to parents in ways that make it seem humorous. Family is made to appear as a negative, unhelpful thing. Many times, there are no adult family members acting as a positive part of the story. Parents may have problems with alcohol and often have major problems with moral character.

There is a growing trend in books to present parents as absent and uninvolved, to display families as unhappy, and to create child characters who act disrespectfully to parents.

For example, one of the highest-selling children's books in 2013 was one that begins with the main character, a young boy, making fun of family and saying that life will be so much better when he grows up and has to see his family only on holidays. Throughout the book, family members are viewed as bothersome, annoying, contentious, and incompetent.

Paragraph 1 (cont.)

Paragraph 2

Para. 3

Paragraph 4

Paragraph 1

PROJECT LESSON



Who Shall Stand in Thy Holy Place

Author Unknown

Oh who before the righteous God
Shall uncondemned appear?
The man whose soul abides in truth,
In deed and thought sincere;

The man whose heart from guile is pure,
Whose hands from bribes are free;
Who honest poverty prefers
To gainful perjury;

The man who to his plighted word
Has ever firmly stood;
Who, though he promises to his hurt,
Still makes his promise good;

Who throws the chambers of his soul
Wide open to the light,
And strives each day and hour to live
As in his Maker's sight.



THE POWER OF POETRY



In this lesson you are going to study two well-known hymns. Because hymns are simply poems that are written to be sung, they generally follow poetic structure with stanzas. In hymns, end-stopped lines and enjambed lines work together to create rhythm and musical timing. Remember that end-stopped lines use punctuation at the end of a line to cause a grammatical pause, and enjambed lines do not.

Read the hymn “Who Shall Stand in Thy Holy Place,” briefly pausing after end-stopped lines.

Read the hymn again as if it didn't have any punctuation and all lines were enjambed lines, or lines that do not pause at the end. How does removing the punctuation change the way the hymn sounds?

Now look at the underlined words. They are an example of **anaphora** [uh-NAF-er-uh], which is when a word or phrase is repeated at the beginning of lines, clauses, or sentences. This repetition can draw attention to an idea or key point and create rhythm.

Which two literary devices are used to create rhythm in the hymn?

- | | | |
|---|-------------------------------------|--|
| ☐ A rhyme scheme | ☐ B similes | ☐ C personification |
| ☐ D metaphors | ☐ E anaphora | ☐ F suspense |

Why did the author choose to repeat “who”?

- | | |
|--|--|
| ☐ A to make the poem longer | ☐ B to add suspense |
| ☐ C to connect each stanza to the main idea | |

You've seen how authors use many different literary tools to create powerful literature. Now, you are going to use those tools to write your own hymn.

1. Start in the first box and choose the topic for your hymn.
2. Read through the list of idea sparkers.
3. Read through the checklist before writing, and then complete each checklist item as you write your hymn.

Choose the Topic

Choose the topic of your hymn and write it on the line below. You can come up with your own topic or choose one of these topics, which are inspired by the themes in *The Blind Brother*: gratitude, strong family relationships, perseverance.

Idea Sparkers

Rhyming Words

- | | |
|-----------------------------|-------------------------------|
| • still/will/fill | • Thee/see/be/free |
| • fear/near/dear/here/clear | • land/hand/stand/band |
| • light/bright/sight/right | • know/show/grow/sow/go |
| • day/stay/bay/way/say | • friend/end/bend/send |
| • heart/start/part | • trust/must |
| • love/above/dove | • test/best/blessed/rest/nest |

Symbolism Ideas

- | | |
|-----------------------------------|------------------------------|
| • sunrise/dawn: new beginning | • path: journey, persistence |
| • open hands: giving or receiving | • tree/roots: family unity |

Line Starters

- | | |
|------------------------------------|------------------------------------|
| • When (When the worry . . .) | • What (What holds us close . . .) |
| • If (If I keep moving . . .) | • Though (Though the wind . . .) |
| • Each day (Each day brings . . .) | • This (This simple gift . . .) |

Hymn-Writing Checklist

- ☐ Write the title of your hymn on the first line and your name on the line below it.
- ☐ Have a consistent rhyme scheme. (For example, first and third lines rhyme or first and second and third and fourth lines rhyme.)
- ☐ Include two stanzas. Each stanza should have 3–4 lines. Both stanzas should have the same number of lines.
- ☐ Include both end-stopped and enjambed lines.
- ☐ Use anaphora by starting with a repeated word or phrase.
- ☐ If desired (but not required), include a rhetorical question, a metaphor, a simile, symbolism, or figurative language.

By _____
