



LEVEL 5



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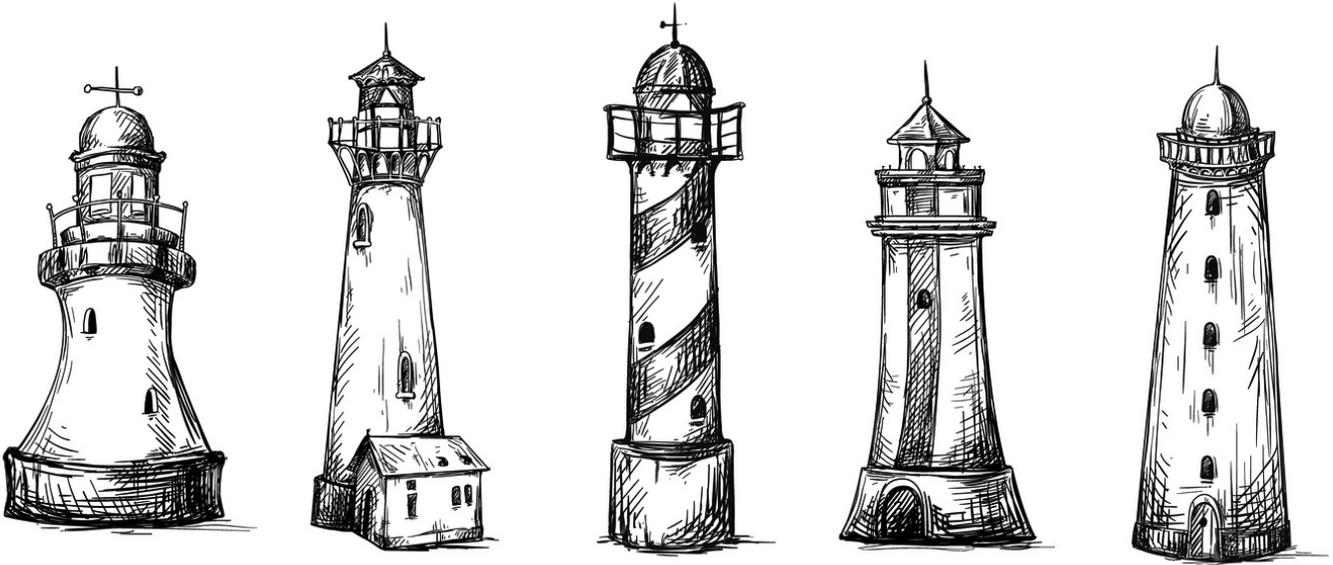
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STATES AND CAPITALS LADDERS

Instructions

Work on States and Capitals Ladders for 5–10 minutes.

1. Using an index card, cover up the capital column. Say the capital for each state. Move the index card to reveal the capital and see if you are correct.
2. Using an index card, cover up the state column. Say the state for each capital. Move the index card to reveal the state and see if you are correct.
3. Once a chart is mastered, check the mastered box and color one of the lighthouses below.
4. Once all ladders have been mastered, review all the mastered ladders.





STATES AND CAPITALS LADDERS

Ladder #1

CAPITAL	STATE
Montgomery	Alabama
Juneau	Alaska
Phoenix	Arizona
Little Rock	Arkansas
Sacramento	California
Denver	Colorado
Hartford	Connecticut
Dover	Delaware
Tallahassee	Florida
Atlanta	Georgia

Have your parent or teacher mark the box when you correctly state the capital for each state in the column while the capitals are covered. Each one must be correct on the first try.

Have your parent or teacher mark the box when you correctly state the state for each capital while the states are covered. Each one must be correct on the first try.

Mark this box when both boxes above are marked.

Ladder Mastered!

Ladder #2

CAPITAL	STATE
Honolulu	Hawaii
Boise	Idaho
Springfield	Illinois
Indianapolis	Indiana
Des Moines	Iowa
Topeka	Kansas
Frankfort	Kentucky
Baton Rouge	Louisiana
Augusta	Maine
Annapolis	Maryland

Have your parent or teacher mark the box when you correctly state the capital for each state in the column while the capitals are covered. Each one must be correct on the first try.

Have your parent or teacher mark the box when you correctly state the state for each capital while the states are covered. Each one must be correct on the first try.

Mark this box when both boxes above are marked.

Ladder Mastered!

POETRY MEMORIZATION

Instructions

1. Read through the poems on the next few pages, and choose three poems to memorize. Write the titles of the poems here:

2. The Daily Checklist guides you to practice poetry memorization.

Here are some tips and ideas for memorizing your poems:

- Learn one poem at a time. Once you have mastered a poem, move on to the next poem, but still recite each poem you have already learned each time you practice poetry memorization.
 - First, spend several days reading the poem out loud over and over again. Then read a line, look away from the paper, and recite the line. Do this for all the lines.
 - Type or write the poem by hand several times. Each time, try to write more and more of it from memory.
 - Cover a line with an index card and try to say it out loud. If you can't remember the line, move the index card so you see just the first word or two, and see if you can remember the line then.
 - To remember how each stanza begins, draw a picture that reminds you of the first line of each stanza.
 - Write just the first word of each line, and try to recite the poem.
3. Once you have memorized a poem, practice reciting it with feeling and expression. Then, recite the poem for at least three people—a friend, a grandparent, a neighbor, a parent, a sibling, an aunt or uncle, and so on. Your poem is then considered mastered!
 4. When you have mastered all your poems, simply recite each of them out loud during poetry memorization time. You will keep doing this until you complete the entire course.

I Have Memorized These Poems



#1 _____

I recited the poem to

1. _____ 2. _____ 3. _____



#2 _____

I recited the poem to

1. _____ 2. _____ 3. _____



#3 _____

I recited the poem to

1. _____ 2. _____ 3. _____

Why Spend Time on Poetry Memorization?

Poetry memorization is a wonderful exercise for the young, growing mind. I believe that memorization of poetry and beautiful, powerful literature is a critical part of forming intelligent minds that appreciate and recognize the good and the beautiful. Author Laura M. Berquist wrote, "Familiarity with truly good poetry will encourage children to love the good." (*The Harp and Laurel Wreath*, pg 9)

Memorization also gives confidence, increases focus and attention span, strengthens the capacity of the brain, and builds into 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 life-long learning and love of the good.

NO TIME FOR GOD

by Norman L. Trott

No time for God?
What fools we are, to clutter up
Our lives with common things
And leave without heart's gate
The Lord of Life and Life itself
Our God.

No time for God?
As soon to say, no time
To eat or sleep or love or die.
Take time for God
Or you shall dwarf your soul,
And when the angel death
Comes knocking at your door,
A poor misshapen thing you'll be
To step into eternity.

The Difference

Unknown

I got up early one morning
And rushed right into the day;
I had so much to accomplish
That I didn't have time to pray.
Problems just tumbled about me,
And heavier came each task;
"Why doesn't God help me?" I wondered.
He answered, "You didn't ask."
I wanted to see joy and beauty,
But the day tolled on gray and bleak;
I wondered why God didn't show me.
He said, "But you didn't seek."
I tried to come into God's presence;
I used all my keys at the lock.
God gently and lovingly chided,

"My child, you didn't knock."
I woke up early this morning
And paused before entering the day;
I had so much to accomplish
That I had to take time to pray.

THE FIRST RED-BIRD

by Evaleen Stein

I heard a song at daybreak,
So honey-sweet and clear,
The essence of all joyous things
Seemed mingling in its cheer.

The frosty world about me
I searched with eager gaze,
But all was slumber-bound and wrapped
In violet-tinted haze.

Then suddenly a sunbeam
Shot slanting o'er the hill,
And once again from out the sky
I heard that honeyed trill.

And there upon a poplar,
Poised at its topmost height,
I saw a little singer clad
In scarlet plumage bright.
The poplar branches quivered,
By dawn winds lightly blown,
And like a breeze-swept poppy-flower
The red-bird rocked and shone.

The blue sky, and his feathers
Flashed o'er by golden light,
Oh, all my heart with rapture thrilled,
It was so sweet a sight!



QUICK REFERENCE

MAP KEY—CONTINENTS AND OCEANS



MAP KEY—SOUTH AMERICA



Terms to Know

Articles	the, a, an	The horse ate an apple.
Noun	a word for a person, place, or thing	The sunrise gives the girl joy .
Proper Noun	a specific name of a person, place, or thing	Ellen lived in Virginia during the Civil War .
Pronoun	a word that replaces a noun <i>(I, me, we, us, you, she, her, him, it, they, them)</i>	We gave the book to her , and she loved it .
Verb	an action or being word such as JUMP and AM <i>(A verb can be an action word or a "being" word (form of the verb "to be.")</i>	The boy jumped and laughed . You are happy, and so am I.
Subject	who or what is doing or being <i>(The subject can be a noun or a pronoun.)</i>	Dan is nice. The beautiful bird sang a song.
Adjective	a word that describes nouns	The pretty bird sang. The kind man helped me.
Adverb	a word that describes verbs, adjectives, or other adverbs (not nouns)	He ran quickly . <i>(describes the verb "ran")</i> My sock is very wet. <i>(describes the adjective "wet")</i> He ran so quickly. <i>(describes the adverb "quickly")</i>
Preposition	links words in a sentence, usually by showing position in time or space <i>(Examples: of, off, at, on, by, in, out, below, from, under, into, through, during, after, inside, with)</i>	After lunch we walked over the bridge.
Coordinating Conjunction	a word that connects words, phrases, and clauses <i>(FANBOYS: for, and, nor, but, or, yet, so)</i>	Dan and I made cookies, but they burned.
Subordinating Conjunction	a connecting word that comes at the beginning of a dependent clause <i>(because, when, since, while, after, even though, + many more)</i>	After the game ended, we ate dinner. We ate dinner after the game ended. When you are ready, we will leave.
Interjection	a word or phrase that expresses strong emotion or surprise. <i>(help, hey, hi, wow, look, stop, great, yikes.)</i>	Help! My foot is stuck. Help, my foot is stuck!

Sentence Diagramming (steps 1-7)

Note: Sentence diagramming for the Good & Beautiful Curriculum starts in the Grade 2 course. This curriculum uses diagramming to help with the basics of grammar; highly complex diagramming is not a part of these courses. This course goes over all the steps learned in previous courses (steps 1–9) as a review and for those who have not yet learned sentence diagramming.

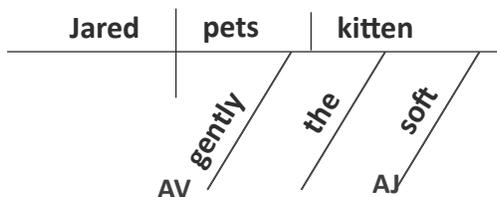
Steps 1–4: Noun, Verb, Articles, Adjectives, Adverbs

- Start with a horizontal and vertical line.
- Write the subject (who or what is doing or being in the sentence) to the left of the vertical line.
- Write the verb to the right of the vertical line.
- Write articles (THE, A, AN), adjectives (words that describe nouns), and adverbs (words that describe verbs, adjectives, or other adverbs) on slanted lines under the words they modify.
- Write the letters AJ below adjectives and AV below adverbs.

Step 5: Direct Objects

To diagram a direct object, draw a vertical line (that does not cross the horizontal line) after the verb, and then write the direct object after the vertical line. A direct object is the noun or pronoun that receives the action of the action verb in a sentence (e.g., We washed the CAR. We kick BALLS). Not all sentences have direct objects.

Example: Jared gently pets the soft kitten.

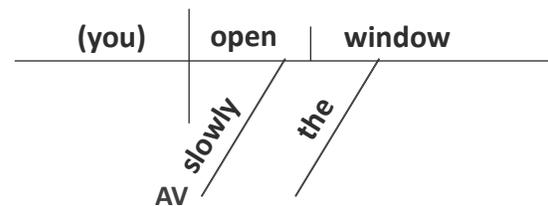


Note: Place possessive adjectives—my, your, his, her, its, our, your, their—under the noun they modify. Put AJ (for adjective) under possessive adjectives.

Step 6: Commands

When we diagram sentences that are commands, we put the implied subject in parentheses.

Example: Open the window slowly.



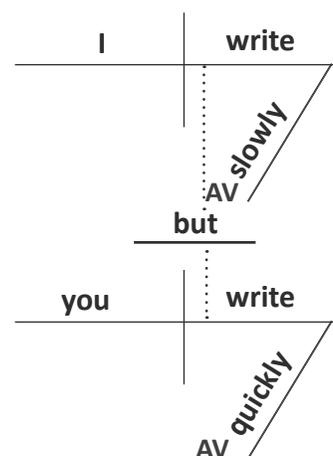
Step 7: Compound Sentences

As we have learned in this course, a compound sentence is made of two independent clauses (clauses that could stand on their own as sentences) joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

To diagram a compound sentence, diagram the first independent clause. Then diagram the second independent clause underneath the first. Then place the coordinating conjunction between the two sentences with a dashed line connecting the two verbs.

Example

I write slowly, but you write quickly.



Capitalization Rules 1-4

Rule 1: Proper Nouns

Always capitalize proper nouns. A noun names a person, place, or thing. A proper noun gives the *specific name* of the person, place, or thing.

People & Pets	Names and initials of specific people and pets
Places & Businesses	Names of specific buildings, stores, restaurants, monuments, parks, bridges, streets
Geographical Areas	Names of continents, countries, states, cities, lakes, rivers, oceans, mountains
Languages & Nationalities	<i>Examples:</i> Spanish, British, Dutch, European, Asian, Jewish
Historical Events	<i>Examples:</i> the Renaissance, the Civil War, the Great Depression
Holidays	<i>Examples:</i> Christmas, President's Day
Religious Terms	<i>Examples:</i> Methodist, Christians, Islam, Buddha
Brand Names	<i>Examples:</i> Nike, Whirlpool, Sony
Organizations	Names of schools, libraries, hospitals, foundations, clubs, sports teams

Rule 2: Days of the Week, Months, and Seasons

Always capitalize days of the week and months. Do not capitalize seasons.

Rule 3: Courtesy Titles

Capitalize the title that comes before a person's name such as Dr., Mrs., Mr., Miss.

Rule 4: Job Titles/Formal Titles

- 1. Formal job titles** indicate authority or professional/academic position: prophet, bishop, president, mayor, senator, professor, doctor, judge, governor, pope. Formal titles are capitalized only when they come right before a name. Never capitalize a formal title that is not used with a name.

Examples: Today, Senator Goodman will be in town.

Today, the senator will be in town.

He stood next to the president during the speech.

He stood next to President Reagan during the speech.

- 2. Informal job titles**, those that describe a job, are never capitalized, even when coming right before a name. Most job titles are informal: teacher, astronaut, lawyer, actor, plumber.

Examples: The next speaker will be producer Richard Rich.

I am reading a book by author Jean Lee Latham.

Prepositions and Prepositional Phrases

Prepositions link words in a sentence, usually by showing position in time or space such as ABOVE, BELOW, AFTER, and DURING. The most common prepositions are ON, OF, IN, AT, TO, BY, FOR, FROM, WITH.

Other Common Prepositions

about	above	according to	across	after	along
among	apart from	around	as	as well	at
because of	before	behind	below	beneath	beside
beyond	by	down	during	except	for
from	in	into	inside	instead of	like
minus	near	next to	of	off	on
onto	out	outside	over	past	plus
regarding	since	through	to	toward	under
underneath	until	unlike	up	upon	with
within	without				

The noun (or pronoun) that follows the preposition is called the object of the preposition.

Example: She walked over the bridge. (Over is the preposition; bridge is the object of the preposition.)

A prepositional phrase consists of the preposition, the object of the preposition (which can be a noun, verb, or phrase), and any words that modify the object.

Examples: We walked over the old bridge.
I am running next to the river.
I am late because of the accident.

Set off introductory prepositional phrases that are four words or longer with a comma.

Use a comma to separate a prepositional phrase from the sentence when the phrase is at the beginning of the sentence AND is four words or more. (Some style books say 3+ words while others say 5+, but you get the idea—long introductory phrases should be set off from the sentence with a comma.)

Example: Beside the house she hid for hours. (Prepositional phrase is less than four words. No comma needed.)

Example: Underneath the big shade tree, I like to sit and read. (Prepositional phrase is five words; a comma is helpful.)



COURSE READINGS

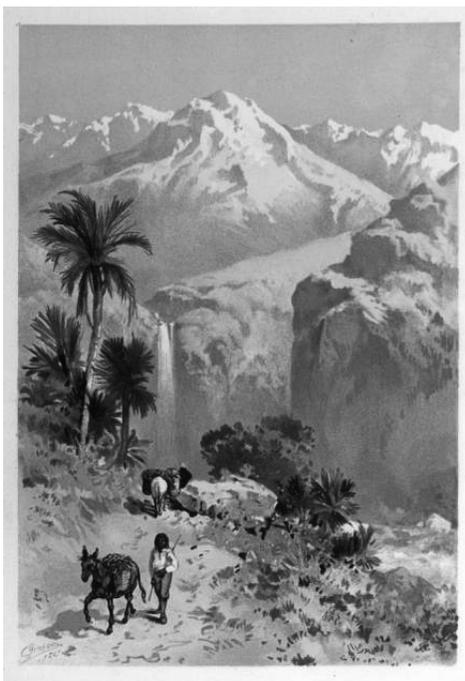
THE INCREDIBLE ANDES

by Jennifer D. Lerud

Have you ever seen the splendid majesty of a mountain range? Some people never do. They live all of their lives on flat plains or grasslands with nothing but miles of grass or wheat or corn surrounding them, and maybe an occasional hill that rises up on the horizon. They might not know there is a mountain range that spreads into seven countries along the west coast of South America from Venezuela, at the very top, all the way down to the southernmost tip, where Chile ends at the ocean. But there is! It's called the Andes mountain range, and it's the longest mountain range in the world at over 4300 miles long!

Would you like to visit the Andes? It might be hard to know what clothes to pack! Because it is so long and the heights of the mountains vary, the Andes has many climates. If you are going to visit the northern part, you'll find the mountains covered with lush green plants. It's warm and tropical there because it is near the equator. But when you get to the central part of the mountain range, it will be a moderate climate, usually not too hot or cold. And then, when you travel all the way down to the southern part of the mountain range, you'll find it is colder, sometimes freezing cold with glaciers, because it's not far from Antarctica and the South Pole!

I hope you have a good camera, because you will want to take plenty of pictures. There's so much to see in



the Andes! Maybe you'll see vast forests, scenic lakes, deep gorges, dark caves, winding rivers, or dense green jungles. Maybe you'll visit one of the seventy-four known volcanoes scattered along the Andes or the hot springs and geysers. You might even discover a new marvel yourself since the Andes hasn't been explored as well as many other areas of the world.

You might like to take pictures of the Atacama Desert that runs along the coast of Chile and is a part of the Andes Mountains. It's so dry that sometimes it goes for years without rain. But wear warm

clothes. This desert is not only dry, it is so high that the temperature ranges from 32 to 77 degrees Fahrenheit (that's 0–25 degrees Celsius). Pretty cool for a desert, isn't it? It's so cold that in the highest places, it snows instead of rains, and there are patches that never get warm enough for the snow to melt. It's really hard for anything to live in this desert, but there are plants, insects, and animals (including flocks of flamingoes that live around salty lakes), and also people who have learned how to survive there. There is even evidence that a girl died in the Atacama Desert about 800 years ago! Her mummy was so well-preserved, she still had her beautiful dark, long hair.

It's rather amazing that people have lived high up in the Andes mountains for centuries, but they have. Even though the Andes are second in height to the tallest mountain range in the world, the Himalayas, ruins of

ancient cities are everywhere! While you're there, you'll want to take pictures of places like the famous ruins of Machu Picchu in Peru.



Even today, many interesting native people live high in the mountain tops. They cultivate the steep, terraced mountainsides to have fields for food, herd their animals up higher still, and make brilliantly colored clothes—like ponchos, waistcoats, and knee-length pants—from homemade materials like llama's wool. They love hats, too! Bowler hats, sombreros, and ch'ullus (knitted hats with ear flaps) are among their favorites. They are festive and colorfully dressed people who are kind and warmhearted. Make sure you say hello for me when you see them!



If you want to explore new regions with animals that are unusual or perhaps never seen before, the Andes is perfect for you! Because navigating the rugged landscape is so difficult, it is likely there are many places that remain yet unseen, so there are a lot of things about the Andes we don't know. Just in 2000, three new lizards were discovered in the Andean rainforest, and in 2015, three new fishing snake species were discovered. Some animals seem to grow really big there, like the 20–25 pound Andean Condor, a black vulture with a fluffy white collar of tiny feathers around its neck and a wingspan that can be up to 10 feet! Some of the most life-filled places in the Andes are where the Andes mountains meet the nearby Amazonian rainforest with its bright Andean parakeets and long python snakes!

There's so much to see, so many places to visit in these 4000 miles of mountains! In Venezuela, the Andes help to create storms that cause Lake Catatumbo to have more lightning strikes per year on it than anywhere else in the world. Another lake in both Peru and Bolivia is Lake Titicaca, the largest lake in South America and the highest navigable lake in the world (navigable means large ships can cross it). Perhaps you've heard the name Copacabana before? It's a city on Lake Titicaca's shore. And deep in the lake is a submerged road that leads to an underwater temple, estimated to be between 1000 and 15000 years old!

The Andes Mountain Range is one of the incredible creations of our Heavenly Father—one of the many things we can find joy in as we study and explore the wonders of this earth.



The Amazon River

by Jennifer D. Lerud

The Amazon River was not what Spanish explorer Don Francisco de Orellana was hoping to find. It was 1542 AD, and he and his men had spent a year crossing the mighty Andes mountains and the dangerous inland rainforests in search of vast forests of cinnamon to sell in their homeland of Spain. They had also hoped to add to their fortunes by discovering the fabled city of gold, El Dorado, which the natives of South America declared really did exist. But instead of cinnamon and gold, Orellana and his men found hardships and hunger, sickness and death, and the second longest river in the world.



Of course, there were natives who had lived in villages nestled along the river for centuries. There were even large cities near the Atlantic Ocean, so native people knew about the great Amazon River long before Orellana and his men stumbled across it. They and their ancestors had bathed and washed their clothes and fished in its waters. They'd played in it and floated up and down it in their boats. They knew about the red-bellied, flesh-eating piranha fish that lived in the water, and they had seen the dolphins and stingrays. They'd feared the giant green anaconda snakes that could swallow a goat—or an unlucky person—whole. They'd listened to the many species of frogs chirping

and bellowing away at night as they'd fallen asleep in their huts.

However, because the natives stayed fairly close to their own villages, they did not call it the Amazon (as we call it today) because it actually got its name from Don Francisco de Orellana. And they probably didn't know that the river started in the Andes mountains a mere 100 miles from the Pacific Ocean and flowed 4000 miles across the continent into the Atlantic

Ocean; or that it swept more water through it than any other river; or that when it was the rainy season, the mouth of the river was about 120 miles wide; or that it was so strong, it pushed the salt water in the Atlantic Ocean back about a hundred miles from the coast. But eventually the world would know this, thanks to Orellana and the many other explorers who continued to travel and explore and study the Amazon River for the next 500 years.

Though much has been explored, much of the river's drainage basin—the place where the waters of many smaller rivers join those of the great Amazon River—is still a mystery. It is an area that covers almost three million square miles, and it is home to the great Amazon Rainforest. Because there are places in the

THE RUINS OF MACHU PICCHU

by Jennifer D. Lerud

To get an idea of the incredible ruins of Machu Picchu, picture a steep, green mountain with a village way up on top—2000 feet up—complete with a complex of palaces, plazas, temples, baths, storage rooms, and around 150 little thatched-roof houses; and way below is the winding, torrential Urumbaba River surrounding three out of four sides of the mountain's base. Below



the main building complex, over 700 terraces stripe the hillsides of the village where plants are grown for the people to eat. A water system provides fresh water, too. And all of the buildings, ramps, and terrace walls are carved out of the gray granite of the mountain, timeless and enduring as the mountain itself.

But was Machu Picchu, this grand place, a place where the ruling emperor might have lived? Nobody knows. We don't even know when it was built, but we do know it was abandoned in the early 1500s AD. It isn't far from the current and ancient capital city of Cusco, Peru, however, so it might have been a vacation resort or a military safe haven for the Inca's ruling family.

Machu Picchu was certainly built with enough care to suit an emperor's needs. Some of the stones used

to build the mountaintop village weigh 50 tons, and they were fitted so tightly and perfectly together that, even today, you can't shove the thin blade of a knife between the stones. To build such a place, so high, and without the use of iron or steel or mortar or wheels, seems to suggest a royal decree probably was the cause for the fortress village to be built.

However, some people think the village was used as a secret, sacred religious site. There are some good reasons to think this, too. For one thing, there are temples there. For another, Machu Picchu is part of a system of related sites and trails that align to show astronomical events. And then there's the Intihuantana Stone (try saying that fast ten times!). It is like a huge sundial made of rocks, but instead of telling the time of day, it shows quite precisely when the equinoxes are. At midday on March 21st and September 21st



EDITING

The answer key for each “Edit the Article” exercise in your course book will not only show you the mistakes, but most mistakes will have a number by them. The number corresponds to an explanation of the mistake and how to fix it. If you are not sure why something is a mistake, look up the number in this section for more information.

Each “Edit the Article” tells you the number of mistakes that need to be found. Try hard to find all of the mistakes. If you cannot find all of the mistakes, check the answer key and make sure you understand the mistakes you missed and why they should be corrected.

Remember, if you are not sure why something is a mistake, read more about it in the “Editing Explanations” section of this Course Companion.

EDITING SYMBOLS

Capitalize	≡
Add a Comma	^
Add an Apostrophe	∩
Add a Question Mark	^?
Add a Period	^.
Add an Exclamation Mark	^!
Make a Word Lowercase	lc
Delete a Letter or Word	/
Start a New Paragraph	¶
Change the Order Of	~
Cross out an incorrect word, and write the correct word above the crossed out word.	

9. Use commas to separate all geographical places, including cities, states, and countries.

Examples: We went to San Diego, California, for our family vacation.
I live at 3456 Fox Drive, Hill City, Texas, United States.

10. Use a comma after a nonessential introductory word or phrase.

To determine if an introductory word or phrase is nonessential, remove the word or words from the sentence. If the sentence still means the same thing, the word or phrase was not essential and should be set off with commas. Common introductory words include yes, no, okay, oh, well, for example, all right, however, consequently, and sure.

Examples: Yes, I would go on the hike tomorrow morning.
Oh dear, I am allergic to dogs.
No, I have never traveled to Australia.

11. When a name is directly addressed in a sentence, use commas to set off the name.

Examples: Daniel, are you coming with us?
Did you know, Daniel, that the history test is tomorrow?

12. Semicolons connect two closely related independent clauses. Do not capitalize the first word of the second independent clause. "I don't like the cookies; they taste strange." In short sentences, no coordinating conjunction is used with a semicolon.

13. Place an apostrophe before the "s" to show singular possession.

Example: That is my grandfather's journal.

14. To show possession for a plural noun, make the noun plural first, and then immediately use the apostrophe.

Examples: All of the soldiers' mail has been delivered to their captain.
Put the children's books on their desks.
The families' homes were destroyed.

15. If the possessors share the item together, use an apostrophe only with the last possessor.

Examples: Alex and Sandy's dog is cute.

If the possessors do not share the item together, use an apostrophe for each of the possessors.

Examples: I washed the cat's and the dog's paws.



SENTENCE DICTATION

Sentence Dictation - Instructions

To the Parent

After years of study and testing, the creators of *The Good & the Beautiful* curriculum have determined that a successful way to improve spelling skills for upper elementary grades is through completing the following:

1. Reading large amounts of high-quality literature
2. Learning and applying basic spelling rules*
3. Practicing spelling patterns and targeted words (rule breakers and commonly misspelled words) with repetition

*Some spelling rules are so complex and/or have so many exceptions that they tend to not be helpful, and they are not included in this course.

Sentence dictation exercises are a vital part of the course and have been very carefully designed to target

1. Spelling rules and patterns
2. Words that are rule breakers and commonly misspelled words (listed on the next page)
3. Grammar and punctuation rules
4. Homophones
5. Commonly confused word pairs

The creators of *The Good & the Beautiful* curriculum also found that causing students to utilize and process grammar skills through sentence dictation more effectively helps students understand and retain grammar skills than worksheets and exercises alone.

Note: For practice and repetition some of the spelling pages are duplicated at a later point. Most likely, children will not remember all of the sentences and will not feel it is redundant.

How To Complete Sentence Dictation Exercises

Dictate 4–5 sentences to child each day. Say the sentence out loud as many times as the child needs. Child writes the sentence on a personal whiteboard. Do not make any corrections until child completes the entire sentence. Have child correct all the mistakes in a sentence before dictating another sentence:

- A. Have child circle incorrectly spelled words, and then write or spell the word out loud five times.
- B. Look up and read with child the information referenced in the *Course Companion* for any missed spelling rules or grammar concepts.

If child gets the sentence completely correct, pass off the sentence and do not repeat the sentence again the next day.

If child makes any mistakes in the sentences, do not pass off the sentence, and dictate the sentence the next day. Continue this process each day until the sentence is written correctly.

Note: This symbol  means child should be instructed to underline a part of the sentence according to the instructions.

Note: All grammar and punctuation concepts, and all words and items on the following pages, are practiced repeatedly.

Sentence Dictation—Lists

In addition to spelling rules, sentence dictation exercises practice the following:

Rule Breakers and Commonly Misspelled Words

ancient	captain	excellent	license	quite	square
answer	probably	exercise	listened	receipt	stomach
August	certain	February	machine	receive	surface
autumn	comfortable	furious	material	religion	surprise
because	continue	government	measure	restaurant	sweat
belief	cousin	island	mirror	scene	thousand
believe	curious	January	neighbor	science	treasure
breath	distance	journal	physical	scientist	welcome
breathe	elephant	knife	produce	scissors	wheel
business	engine	language	quiet	shouldn't	wouldn't
calendar	Europe	library	quit	special	wrinkle

Commonly Confused Words

capitol/capital	desert/dessert	there/their/they're	than/then
accept/except	loose/lose	it's/its	too/to/two

Spelling Patterns

OA	OI and OY	TU can say /CH/
AI	GN	Two sounds of AIN
EA and EE	KN	Silent H
IGH	WH	Soft C and Soft G
EI and IE	WR	ous, eous, ious
ARD	MB	
EY	AU and AW	Suffixes: ful, less, able, ible
OE	R-Controlled Vowels	Prefixes: re, un, non, de, inter
OO	TION	
OU	CIAN	
OW	SION	

Sentence Dictation—Lists

Homophones

pain /pane

ad/add

break/brake

cent/scent/sent

deer/dear

flour/flower

flu/flew

in/inn

knew/new

knight/night

meat/meet

right/write

to/too/two

weak/week

wait/weight

who's/whose

stair/stare

sleigh/slay

waste/waist

heel/heal

Spelling Rules

1. **Double S, F, or L at the End of Words:** At the end of one syllable words, usually double the letters S, F, or L right after a vowel. The rule is the same if it is a compound word or if suffixes or prefixes are added to the one-syllable word.
2. **Double Consonants in the Middle of Words:** Usually double a consonant in the middle of a word if you need to close a syllable to keep the short vowel sound.

When a syllable ends with a vowel, it is an open syllable, and the vowel is usually long ("says its name").
A closed syllable ends with a consonant.
3. **K, C, 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 the phonogram OO. Use C at the end of multi-syllable words. The rule is the same if it is a compound word or if suffixes or prefixes are added to the one-syllable word.
4. **K or C 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.
5. **111 Rule:** If a word is 1 syllable, has only 1 vowel, and ends with just 1 consonant, then double that consonant before adding a vowel suffix. Otherwise, do not double the consonant. Note: In words with two vowels and then a consonant, do not double the consonant (e.g., cooked, heatable). In words ending with a phonogram (two letters that make one sound such as EW or OW), do not double the consonant (e.g. chewable, bowed).
6. **Plural Nouns:** We usually make a noun plural by adding S. But we add ES to words that end with SH, CH, Z, X, or S. We drop the Y and add IES to words that end with a consonant + Y.
7. **CH or TCH:** If the sound /CH/ follows a short vowel sound, usually use TCH; otherwise, use CH.
8. **DGE:** If /j/ follows a short vowel sound, it is usually spelled with DGE.
9. **Consonant + LE:** Every syllable has to have a vowel, so a silent E is added to syllables ending with a CONSONANT + L. (Example: whistle, not whistl)
10. **Drop the E Rule:** If a base word ends in final silent E, drop the E before adding a vowel suffix. (Example: bake - baking) But do not drop the E when adding ABLE to words ending in CE or GE. (Examples, change - changeable, notice - noticeable)
11. **Changing Y to I:** Words that end with CONSONANT + Y must have the Y changed to an I before adding any suffix: (Examples: happy-happiness, beauty-beautiful, plenty-plentiful)
12. **Words That End with V:** A silent E is added to words to prevent them from ending in V because English words do not end with the letter V.
13. **Singular Words That End with S:** When a word ends in S but is not plural, usually add a silent E.

Sentence Dictation Exercises #1

Spelling Patterns	OA, suffixes LESS and NESS
Spelling Rule 1	Double S, F, or L at the end of words
Commonly Confused Words	TOO/TO/TWO
Compound Words	Two words written as a single word

 After child has completed each sentence, have child underline the compound word in the sentence.

Note: Spelling Rule 1 still applies to the base word if it is a compound word or if suffixes or prefixes are added.

1. The railroad tracks are too close to the cliff.
2. The steamboat has a restless staff.
3. This raincoat is useless to me.
4. I cleaned the blackboard with eagerness.
5. Two seagulls flew in the endless blue sky.
6. The wallpaper was too wet.
7. I guess this is the ballroom.
8. The frog croaked beneath the boardwalk.
9. The baseball players moaned and groaned.
10. I found a piece of cardboard in the wilderness.
11. Do you want to wear the stiff cloak or the raincoat?
12. My father did not boast about his new sailboat.
13. The windmill on the coast is useless.
14. I have hiked to the waterfall countless times.
15. The new science book had me spellbound.
16. The handcuffs made him feel too hopeless.
17. My neighbor bought a new keyboard.
18. I drew two elephants on the blackboard.
19. I saw a lifeboat in the distance.
20. The doctor tried to fix the eyeball.
21. The cockroach was furious.
22. I made two forts with the stiff cardboard.
23. The treadmill has a wireless remote.
24. A curious seagull flew to the island.
25. With kindness they fixed my window sill.
26. The ruthless sun shone on the boardwalk.
27. I've hiked these foothills countless times.
28. I found a huge anthill in the wilderness.
29. The loss of his skateboard filled him with bitterness.
30. We missed the turnoff too.
31. A giant jellyfish stung my neighbor.
32. Can you guess what caused the uproar?
33. We roamed around the football field.
34. I found two toads in the houseboat.
35. The boardwalk was covered with roaches.
36. The bookseller gave me a receipt.
37. The fluffy goat did not have a passport.

Sentence Dictation Exercises #2

Spelling Rule 3	K, C, or CK at the End of Words
Commonly Confused Words	CAPITOL/CAPITAL—page 40
Homophones	WEAK/WEEK

Note: Spelling Rule 3 still applies to the base word if it is a compound word or if suffixes or prefixes are added. Words where this is the case are underlined for your reference.

Note: When changing a multi-syllable verb ending in C to past tense, you use CK. Words where this is the case have a * by them for your reference.

1. We had a picnic at the capitol building this week.
2. They picnicked* every week in August.
3. I love reading historical fiction. (AL is a suffix added to HISTORIC)
4. Each line of the lyrics should start with a capital letter.
5. I will continue to raise the weak chicks.
6. This capitol building is open to the public.
7. An energetic woman plucked fruit off the tree.
8. The capital city has an aquatic center.
9. We visited historic homes in Europe.
10. The heroic captain saved the passengers.
11. Do not panic or act surprised.
12. The child panicked* when the engine stalled.
13. Oak trees are prolific in this area.
14. I smell garlic in the kitchen.
15. His journal is so poetic.
16. Do not mimic your younger brother.
17. He should not have mimicked* the man.
18. I knocked on the door of the clinic.
19. The fabric is too weak.
20. I will frolic on the hills of the island.
21. The frantic senator climbed the steps to the capitol.
22. I am allergic to lilacs.
23. I am too weak to unpack the suitcase. (UN is a prefix added to PACK.)
24. I frolicked in the autumn leaves.
25. We stayed at a rustic cabin last week.
26. The steps to the capitol building are wet and slick.
27. His logic is weak.
28. I found a painting of the capitol building in the attic.
29. I was patient with my greatest critic.
30. He spelled the word attic with a capital letter.
31. Traffic is slow in the capital city.
32. I picked a bouquet of lilacs this week.
33. We will continue to use the metric system.
34. The capitol building is historic.
35. Are you comfortable in that tunic?



ANSWER KEY

LESSON 1

- Read and complete:

You will guide yourself through this course. In this lesson, you will learn how the course works.



Welcome to the Course

1. This course includes a Daily Checklist for you to use each day you have school. Read the instructions on the first page of the Daily Checklist with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

parent or teacher initials

2. The *Course Companion* contains a list of poems. Open the *Course Companion* to "Poetry Memorization" on page 5 and read the instructions. Then answer the questions:

Once you complete a poem and start on the next one, should you also recite the poem or poems you have already memorized each time you do poetry memorization?

yes

Once you have memorized three poems, do you still do poetry memorization by reciting the memorized poems once each day?

yes

In your *Course Companion*, choose three poems to memorize during the course and circle them.

3. The *Course Companion* contains States and Capitals Ladders beginning on page 1. Read the instructions. Then use the *Course Companion* to answer these questions:

What is the capital city of Alaska? What is the capital city of California?

Juneau

Sacramento

4. Each day your parent or teacher will dictate 4-5 sentences to you, meaning he or she will say a sentence out loud and you will write it on a white board or paper. These sentences are in the *Course Companion* and will help you practice spelling words, spelling patterns, spelling rules, commonly confused words, and grammar rules. Open the *Course Companion* to the sentence dictation instructions on page 56 and read the instructions with your parent or teacher. Have your parent or teacher initial here when you have read the instructions together:

parent or teacher initials

5. To complete your writing assignments, you will need two blank notebooks with lined paper. Title one notebook "Writer's Notebook." In this book, you will complete "Writer's Notebook" assignments. Title the other notebook "Ideas and Notes." You will use this notebook to make notes and lists of ideas you will use later.

How To Complete This Course Book

- Each day you will complete one lesson in this course book (or more if you would like). Simply follow the instructions and mark the check box when you have completed a section. Check the box in the top corner of the page when the entire page is completed. If desired, keep a sticky note on the current lesson so you can quickly find your place each day.
- Your parent or teacher will use the answer key in the *Course Companion* to check your work and make sure you understand what you are reading and learning.
- If you do not understand something, look up information in the *Course Companion* or ask your parent or teacher for help. Also, if you are partway through a worksheet and you are not sure if you are doing it correctly, ask your parent or teacher to check the answer key to see if you are doing it right.

All right, you are ready to get started!

- Read Lesson 1 in the *Level 5 Shared Reader* with your parent or teacher.

Parts of Speech

Open the *Course Companion* to page 16 titled "Terms to Know." Refer to this page when needed, for this lesson and future lessons.

- Exercise 1: For each sentence circle the correct part of speech for the underlined word.

1. I left my purse inside the car.
noun verb **(preposition)** adverb adjective pronoun

2. The barn was very large.
noun verb preposition adverb **(adjective)** pronoun

3. The barn was very large.
noun verb preposition **(adverb)** adjective pronoun

4. Put it on the couch, please.
noun verb preposition adverb adjective **(pronoun)**

5. Put it on the couch, please.
noun verb **(preposition)** adverb adjective pronoun

6. She sat quietly for five minutes.
noun verb preposition **(adverb)** adjective pronoun

7. Babies are so cute!
noun **(verb)** preposition adverb adjective pronoun

8. Babies are so cute!
noun verb preposition **(adverb)** adjective pronoun

9. Babies are so cute!
noun verb preposition adverb **(adjective)** pronoun

10. The cool breeze blew very gently.
noun verb preposition adverb **(adjective)** pronoun

11. The cool breeze blew very gently.
(noun) verb preposition adverb adjective pronoun

12. The cool breeze blew very gently.
noun **(verb)** preposition adverb adjective pronoun

13. The cool breeze blew very gently.
noun verb preposition **(adverb)** adjective pronoun

14. The cool breeze blew very gently.
noun verb preposition **(adverb)** adjective pronoun

15. Give the bag of apples to them.
noun verb preposition adverb adjective **(pronoun)**

- Exercise 2: Underline all of the prepositions in the following two sentences.

1. We drove over a bridge, through a tunnel, and beside a river.

2. I saw you laughing with Grandma before the game, during the game, and after the game.

- Exercise 3: *Concrete nouns* are physical nouns you can see, hear, or touch, such as CAT, SUNSET, WIND, and BOY. *Abstract nouns* are things you cannot touch such as PEACE, HOPE, and STRENGTH. Underline all of the words below that are nouns, abstract or concrete.

pain bitterness wagon kids discuss
slither circus talent dragon sit
honesty kindness power clean wind
idea faith sorrow science history

LESSON 3

Read Lesson 3 in the *Level 5 Shared Reader* with your parent or teacher.

Accept/Except

Open the *Course Companion* to page 35 and read about the commonly confused word pair ACCEPT and EXCEPT. Then read the sentences below and underline the correct word choice for each sentence.

1. She is expected to arrive at 5:00 pm to (accept/except) the award.
2. (Accept/except) for yesterday, I have remembered to say my morning prayers every day this week.
3. Russ enjoyed the scrumptious salad, (accept/except) he pulled out all of the olives.
4. She graciously (accepted/excepted) my apology.
5. Jennifer checked her calendar before she (accepted/excepted) her appointment.

Read the following words from Chapter 1 of *Gabriel and the Hour Book* and their definitions.

brood: to think or worry persistently or moodily

unruly: disorderly and disruptive

compelled: forced or driven

Draw a line from the blank to the word that fits best.

The ____ child would not obey.		<i>brood</i>
Do not ____ over your past mistakes.		<i>unruly</i>
I felt ____ to finish the project quickly.		<i>compelled</i>

▼ **Digging Deeper:** Read and complete:

The setting of a story is the time and place where the story occurs. We know this story takes place in a rural area of Normandy in the Middle Ages. But Evaleen Stein gives us more than just a time and a place, she paints a beautiful picture of the setting. Complete the exercise below:

With colored pencils, draw the setting described in the first paragraphs, using some or all of these phrases:

Through all of the fields and meadows of Normandy, the violets were just beginning to peep through the tender green of the young grass.

The rows of tall poplar trees that everywhere, instead of fences, served to mark off the farms of the country folk, waved in the spring wind like great, pale green plumes; and among their branches, the earliest robins were gaily singing as a little boy stepped out from a small, thatched cottage standing among the fields and took his way along the highroad.

LESSON 4

Read Lesson 4 in the *Level 5 Shared Reader* with your parent or teacher.

Read the following words and their definitions:

perplexing: completely baffling or puzzling

relent: to soften, to let up or slow, to give in

vaguely: in a way that is not clear or certain

penitent: repentant

Draw a line from the blank to the word that fits best.

The ____ child apologized sincerely.		<i>perplexing</i>
You look ____ familiar.		<i>relent</i>
The rain does not look like it is going to ____.		<i>vaguely</i>
His actions are ____; I don't understand what he is doing.		<i>penitent</i>

Read:

In the chapter you are about to read in *Gabriel and the Hour Book*, Gabriel refers to “the most beautiful initial letter I have ever seen.” An initial letter is a letter at the beginning of a word, a chapter, or a paragraph that is larger than the rest of the text. In books from the Middle Ages, initials were sometimes decorated ornately, such as the example shown on this page.

An illuminated manuscript is a book or other written work that contains decorative initials, borders, and/or miniature illustrations.

In the box on this page, use a pencil to draw the first initial of your name. Then, using colored pencils, decorate the initial with flowers or designs.



Noun or Verb?

Some words can be a noun or a verb depending on how they are used in the sentence. Is the underlined word used as a verb or noun? Underline the correct answer.

1. Love is good. NOUN | VERB
2. I love cherries. NOUN | VERB
3. I feel hope. NOUN | VERB
4. I hope we eat crab apples. NOUN | VERB
5. I have work to do. NOUN | VERB
6. We work hard. NOUN | VERB
7. Please crack the egg. NOUN | VERB
8. I see a crack in the wall. NOUN | VERB

Writing with Sensory Details

Read:

If you can imagine being in a scene without emotions, sounds, colors, textures, and smells, then you get an idea of what writing is like without sensory details.

Smells, sights, sounds, tastes, and feelings bring writing to life, helping readers experience sensations and emotions as they engage in a story. An author who can skillfully appeal to her reader's senses will create impressive and appealing writing.

To illustrate this concept, let's look at some passages that Evaleen Stein wrote in her book *The Little Count of Normandy*. Underline the words in these passages that use sensory language dealing with sound.

They heard no sound save the rustling of the leaves or the snapping of a twig in the light summer wind; for the spot was very lonely.

"Hark!" whispered Count Robert, and pausing, they all listened breathlessly; but heard nothing more save the sighing of the wind that moaned through the old tower close by with a sound curiously like some ghostly wail.

As they still listened, they all began to think it was the wind which they had mistaken for the call of a horse, and were slowly pacing on again, when all at once they heard a second time a low, distinct whinny.

About the middle of the morning, in through the gateway came a shaggy Normandy horse and clattering at his heels, a high cart painted blue and with broad, heavy wheels. Around the neck of the horse was a wooden collar, and on top of it rose a little arch of wood in which hung a small bell which tinkled gaily as the horse stepped across the paving stones.

Amid a great clattering of hoofs and happy shouts of

childish laughter, two riders dashed across the drawbridge of the Norman castle of Bellaire, and cantering down the steep road beyond the castle moat, frisked off along a narrow bridle path leading across some open fields.

One of the horsemen was a tall, graceful youth who wore the doublet of a young squire. On his right wrist perched a beautiful falcon, the little bells fastened to its feet jingling merrily.

As the sky grew lighter and lighter, a low sweet twittering began to steal through the air; and in another moment, all of the birds were wide awake; and from all of the tall poplar trees along the roadside came the cheeping and chirping of the nestlings and the joyous rippling songs of robins and wrens, of thrushes and meadowlarks, so lovely that Raoul, with glistening eyes, fairly held his breath to listen, and even peasant Jacques forgot his cares for a moment as he lifted his head and drank in that happy music.

WRITER'S NOTEBOOK ASSIGNMENT

Set your timer for eight minutes. In that time, write as many sentences or paragraphs as you can that describe the way things sound. If desired, use one or more of the topics and any of the words suggested below. Keep writing for at least eight minutes.

- a waterfall
roar, rumble, rushing, splash, thunder, loud, pounding
- inside a cottage
creaking (of a door), crackling and popping (of a fire), laughter, giggles, silence, ticking, sizzle, hum
- a walk in the forest
whisper (wind), rustle, crunch, chirp, hum, gurgle (stream), quiet, melodious

LESSON 5

Read Lesson 5 in the *Level 5 Shared Reader* with your parent or teacher.

Read the following words, definitions, and example sentences from Chapter 3 of *Gabriel and the Hour Book*.

brood: to think or worry persistently or moodily

He brooded over his mistake all day.

stately: elegant and dignified

Tall, stately trees lined the walkway to the capitol building.

haughty: arrogant and rude

I chose to simply ignore the girl's haughty comments.

resentment: bitterness or displeasure

Filled with resentment after not making the team, he quit the sport altogether.

Draw a line from the blank to the word that fits best.

Gabe continued to _____ over his poor decision.	brood
Proud and _____, the wealthy man refused to associate with the poor.	stately
She tried not to feel _____ toward those who had wronged her.	haughty
The _____ mansion was adorned with twinkling lights.	resentment

Write a sentence that uses the word STATELY and a sentence that uses the word HAUGHTY.

Answers will vary.

Read:

Even though she lived in the modern day, Evaleen Stein studied the art of illumination at college, and she was very good at it. Evaleen was also very interested in the Middle Ages and studied that time period. It is not a surprise that one of her children's books centers around the art of illumination during the Middle Ages. Authors often write about the things in which they are interested or which they know a lot about.

WRITER'S NOTEBOOK ASSIGNMENT

In your *Writer's Notebook*, title a page "Things that Interest Me." Then, write a list of things which you think are interesting and would like to write about. You can include places, time periods, hobbies, and so on.

Commas in a Series

Insert commas where needed. Use commas in a series of three or more words or phrases unless all items are joined by OR, AND, or NOR.



1. I see birds, clouds, and trees.
2. This scene looks peaceful and lovely and calm.
3. Will you look for birds or insects or animals?
4. I painted the clouds white, the trees green, and the house brown.
5. Do you like light green, dark green, or bright green best?
6. Do you like light green or dark green or bright green best?
7. The gardener will pull weeds, trim the bushes, and mow the lawn.

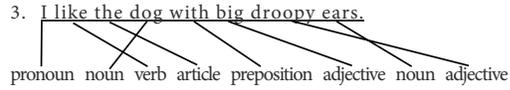
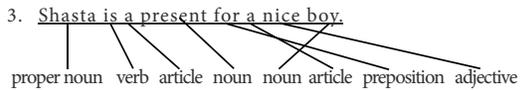
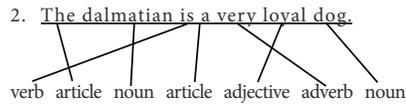
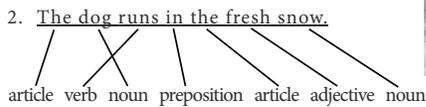
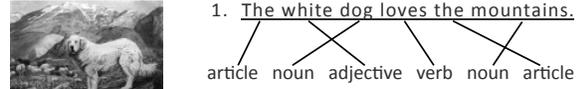
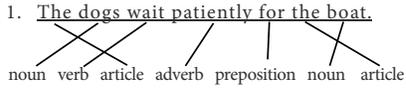
WRITER'S NOTEBOOK ASSIGNMENT 

While looking at the painting on the previous page, describe the scene. Write whatever comes to your mind for at least five minutes.

TIP: Use your imagination to describe smells, sounds, or the way it feels to be in the scene. How does the sun feel? The wind? The water? How does the breeze sound in the trees? Don't worry if your description does not sound as elegant and skillful as Evaleen Stein's description. This is practice!

Parts of Speech

Draw a line from each word in the sentence to its part of speech. Remember to refer to page 16 of the *Course Companion* if needed.



LESSON 7



Read Lesson 7 in the *Level 5 Shared Reader* with your parent or teacher.

Introduction to Geography

Read and complete:

Set your timer for 30 seconds and study the photo on this page, paying attention to light, shadow, shades of colors, shapes, and beauty.

This incredible landscape was designed by God, and it brings us joy to see it. But this scene may be even more interesting to us if we knew where it was, how the mountains were formed, what the climate is like, and more details about the landscape.

The more we learn about something, the more interesting it can become.

We can see the mountains, but what happens when we understand the remarkable events that created them? We appreciate them more!

We can see the canyons, but what happens when we understand the powerful process that formed them? They become even more fascinating.

Geography is the study of land and how God provided it for the use of His children. Geographers study physical surfaces (such as mountains, deserts, rivers, and oceans), countries, cultures, and climates. The word "geography" comes from Greek and means "to write about the earth."

Studying geography can help us more fully recognize and appreciate the wonder and beauty of the earth. Why do we want to have more gratitude? Because having gratitude brings us joy, and God wants us to have joy.

✓ Reading Check: Fill in the blanks.

- Geography is _____
the study of land.
- Geographers study these four things:
physical surfaces, countries, cultures, and climates.
- The more we learn about something, the _____
more interesting it can become.

Read:

Biomes are large regions of the earth that share similar characteristics such as soils, climate, precipitation, and types of animals and plants. Biomes are sometimes referred to as **ecosystems**. Scientists do not agree on how many biomes there are, but some of the major biomes are tropical forest, temperate forest, grassland, desert, tundra, and aquatic. We will be studying different biomes in this course.

WRITER'S NOTEBOOK ASSIGNMENT 

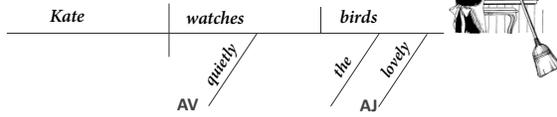
While looking at the photo on this page, describe the scene. Write whatever comes to your mind for at least five minutes.

TIP: Use your imagination to describe colors, smells, sounds, or the way it feels to be in the scene. How does the sun feel? The wind? The grass? How does the breeze sound in the trees? Don't worry if it is not easy to write a good description. Practice can be hard work!

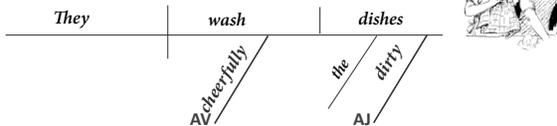
Sentence Diagramming

- Open the *Course Companion* to page 17 titled "Sentence Diagramming." Refer to this section when needed for this lesson and any future lessons on sentence diagramming. Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. This lesson uses sentence diagramming steps 1-5.

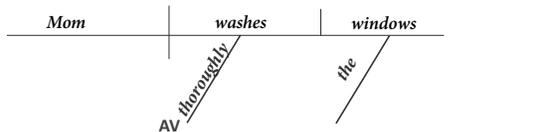
Kate quietly watches the lovely birds.



They cheerfully wash the dirty dishes.



Mom washes the windows thoroughly.



Geography: South America

You will be studying the geography of South America in this course. First, become familiar with the countries in South America.

- Label the countries of South America (except for the countries with an X). Use the map on page 13 of the *Course Companion* as a reference if needed. Remember that specific names of places, including countries, towns, and cities, are proper nouns and are capitalized.



LESSON 8

- Read Lesson 8 in the *Level 5 Shared Reader* with your parent or teacher.

Working with Watercolors

- Read and complete:

Watercolors can come moist in a tube or dry in cakes. In this course, you will use dry watercolors. Watercolors come in their full strength. Usually you will tone the strength of the watercolor by mixing it with water. The more water you mix with a color, the lighter it will become.



Fill in the blank. To make a color lighter, mix it with

water

You will need a palette on which you can make different shades of a color or mix different colors. If you do not have a palette, you can use something white that doesn't soak through, such as a plastic lid or white dinner plate.

Keep water next to you in a glass or jar. Also, keep a scrap of paper by you to test the colors you are mixing.

Here are the steps for mixing watercolors:

1. Dip your brush in the water.
2. Make a little puddle of water on your palette.
3. Stroke your wet brush across a watercolor cake.
4. Mix the color on your brush into the water on your palette.
5. Add more color for a darker shade or more water for a lighter shade.

To Add Another Color

6. Do not dip your brush back in the water. Just slide your brush

against the rim of the jar or glass to get rid of the extra water.

7. Stroke your brush across the watercolor you want to add, and mix it into your puddle. Add more color until you get the desired color.

- ART ACTIVITY:** Practice mixing watercolors by completing the following steps. Use dry watercolors and paint on watercolor paper.

1. Follow steps 1-7 (that you just read) to create three different shades of blue by varying the amounts of color and water. (Do not mix in any other colors.) Paint a circle with each shade of blue.
2. Make the color pink by adding white to red. Make a dark pink shade and a light pink shade. Paint a heart with each shade of pink.
3. Make two different shades of green by adjusting the amount of color versus water. (Do not mix in any other colors.) Then, make two more shades of green by adding in another color such as brown, blue, or white. Paint a leaf using the different shades of green.

Commas in a Series

- Read and complete:

When a sentence contains a series of three or more words or phrases, separate the words or phrases in the series with commas.

Fill in the blank. When a sentence contains a series of three or more words or phrases,

separate the words or phrases in the series with commas.

Underline the correct answer: If a sentence contains a series of TWO words or phrases, do you separate the words with commas? **YES** **NO**

LESSON 9

- Read Lesson 9 in the *Level 5 Shared Reader* with your parent or teacher.
- Let's review vocabulary from *Gabriel and the Hour Book*. Read the following words and their definitions out loud.

perplexing: completely baffling or puzzling

relent: to soften, to let up or slow, to give in

vaguely: in a way that is not clear or certain

penitent: repentant

brood: to think or worry persistently or moodily

unruly: disorderly and disruptive

compelled: forced or driven

- Draw a line from the blank to the word that fits best.

The ____ child apologized sincerely.	<i>perplexing</i>
The ____ child would not obey.	<i>relent</i>
I felt ____ to finish the project quickly.	<i>vaguely</i>
Do not ____ about your past mistakes.	<i>penitent</i>
You look ____ familiar.	<i>brood</i>
The rain does not look like it is going to ____.	<i>unruly</i>
His actions are ____; I don't understand what he is doing.	<i>compelled</i>

The Good & the Beautiful

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Level 5

- Digging Deeper**

The **protagonist** is the central person in a story and is often referred to as the story's main character. Evaleen Stein creates the personality of Gabriel, the protagonist in this book, by describing his actions, words, and thoughts. Write a short summary of Gabriel's personality.

WRITER'S NOTEBOOK ASSIGNMENT

In your Writer's Notebook, title a page "Possible Protagonists." Then, imagine characters who could be protagonists in a story you would like to write. Write a short summary of these protagonists and their personalities.

Apostrophes

Open the *Course Companion* to page 19 titled "Apostrophes." Refer to this section when needed as you complete these exercises.

- Insert missing apostrophes.

1. I couldnt see the two birds nests.
2. Jakes friend wont share the cookies he made.
3. Helens and Kims parents are coming with us. (*They have different parents.*)
4. All of the soldiers families came to visit.
5. Mrs. Jones mother isnt feeling well today.
6. Both of the monkeys tails are long.
7. The three hikers backpacks are very light.

Completed

LESSON 10

- Read Lesson 10 in the *Level 5 Shared Reader* with your parent or teacher.
- Read the following words and definitions.

industrious: hard working **lustrous:** shining or splendid

immense: very large or great **apt:** likely to do something or appropriate

amethyst: a purple or violet quartz, used as a gem

- Draw a line from the blank to the word that fits best.

Her ____ bracelet flashed in the sun.	<i>industrious</i>
He had an ____ appetite.	<i>lustrous</i>
Our ____ neighbor painted his barn and planted a field of corn yesterday.	<i>immense</i>
We are all ____ to make mistakes at times!	<i>amethyst</i>
The ____ was very expensive.	<i>apt</i>

Art: Edward Fanshawe Part 1

- Read:

Edward Fanshawe was a royal navy officer from the United Kingdom who died over 100 years ago. He traveled around the world for his job and on holidays with his family, and as he did so, he created drawings and paintings of what he saw.

We know nothing of Edward's training in art. Perhaps he had no formal training. Although his art is held in a museum now, he was not a known artist in his lifetime. It seems he painted just to capture the beauty of what he saw as he traveled around the world. There are many different ways to capture beauty: painting, drawing,

writing music, photography, and many more. Edward Fanshawe chose to capture beauty through art.

The painting on this page depicts a scene in Panama that Edward saw one morning from the back window of a place where he was staying. As we learned in a previous lesson, artists are often inspired to paint something because it strikes them as beautiful in some way.

- What do you think is beautiful about this painting? Set a timer for 60 seconds and think about the following questions while you study the painting:

1. How did Edward use light in this painting?
2. There are three main colors used in the painting. What are they? What items in white stand out against the colors?
3. This scene is in the middle of a big city. How does the painting show both the beauty of nature and the beauty of the city?



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Level 5

Irregular Plural Nouns

-
- Make each word plural.

calf calves knife knives
elf elves loaf loaves

-
- Read Chapter 2 of
- Hans and Frieda of the Swiss Mountains*
- .

Chapter 2

Market Day

A succession of rainy days followed, during which the goats did not go to pasture, but ate greedily the big armfuls of hay Hans gave them. Sunday brought the rainy days to an end. The clouds, gathered together by the strong north wind, were driven over the mountains, and the sun came out splendidly just before it set, saying to all in Saanenland that it would be fine tomorrow. And that was all that anyone cared about, for tomorrow would be market day.

Everyone at the brown chalet was up early, and as soon as breakfast had been eaten and the cows and goats given enough hay to munch until evening, Suki, the black mare, was led from her stall and hitched to the high-wheeled cart. She had been brushed so much during the past few days that her coat gleamed soft and satiny, while the brass plates on her harness had been polished so that they shone like gold.

Papa helped Mama into the front seat beside him as the children scrambled up behind, then he flicked the reins over Suki's back and they were off. Soon the long hill into the valley was behind them, Suki had swung into a trot, and the bright yellow wheels of the cart flashed gaily along the road to Saanen.

The countryside on that first day of May was bright with flowers. The leaves were big enough to throw small patches of shade on the grass. The fields were turning green, and green was crowding up the hillsides. The sun had been at work melting snow on the mountains, and now great dark peaks stood out where white had gleamed. But the first day of May meant only one thing to the Zingre family and to every other family in the neighborhood—it was market day in Saanen, and market days came only twice a year.

The road was a busy one. There were peasants with rucksacks on their backs; boys and girls on bicycles or on foot, some drawing little carts, others pushing empty carriages—all prepared to come away laden with items—while down the roads and paths from the mountains that led into the valley came farmers on horseback, or in high carts with their families behind them.

"Oh, everyone in the world is going to the fair," Frieda sang out as the yellow wheels crunched over the stones.

Saanen's winding street was narrow, and since stalls for wares of every description had been built along it, and crowds of people were surging through it, Suki had a hard time making her way to the shed near the Post Hotel. When she reached it, and they had all got out of the cart, Mama and Frieda patted the creases from the crisp clean frocks while Hans and Papa unharnessed Suki and led her into the barn. A long day's rest awaited her with plenty of hay and water, while a neighing welcome promised company. The yellow-wheeled cart was pushed back into a row with all of the other carts, a hundred or more, that had brought families down from the mountains. The shafts were thrown back, and yellow wheels were left with red and blue and green, all with tales to tell of their different journeyings.

"Papa, Papa," Hans cried as he took his father's hand, "may we get the

LESSON 11

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- Read Lesson 11 in the
- Level 5 Shared Reader*
- with your parent or teacher.

Irregular Plural Nouns

-
- Make each word plural.

tomato tomatoes potato potatoes
wife wives mosquito mosquitoes
shelf shelves ox oxen

They're / Their / There

- THEY'RE: a contraction of the words they are (They're ready to go.)
- THEIR: "belonging to them" (Their kitten is cute.)
- THERE: "in or to the place" (There is no excuse. | The cat is over there.)

Write a short sentence that uses each word correctly.

they're _____

their _____

there _____

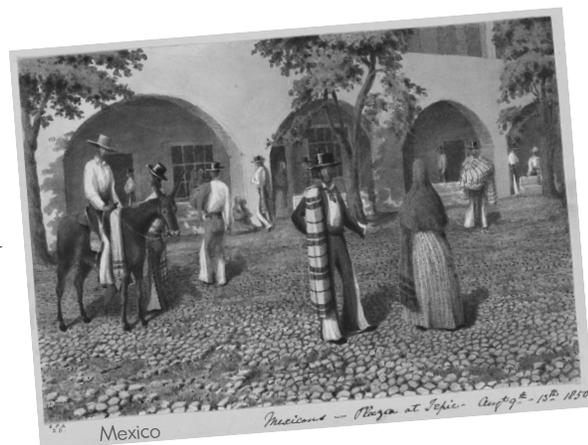
Answers will vary.

Art: Edward Fanshawe Part 2

-
- Read:

One thing I noticed as I studied the paintings of Edward Fanshawe is that he almost always included people somewhere in each painting. To me, this shows that he not only appreciated the beauty in the landscapes he saw, but he also appreciated the beauty of the people he met and learned about from many different cultures. —Jenny Phillips

-
- Identify the people in each of the paintings on this page and the next page. Study each painting and try to determine what Edward Fanshawe thought was so beautiful about the scene that he wanted to paint it.



Independent and Dependent Clauses

Open the *Course Companion* to page 27 titled "Independent and Dependent Clauses." Refer to the page when needed.

Exercise 1: Fill in the blank:

Both independent and dependent clauses contain a SUBJECT and a VERB.

However, a dependent clause does not contain a complete thought because it indicates more to come.

Exercise 2: Underline all of the dependent clauses in the sentences below.

When Father puts me to bed, he always tells me a story. His stories do not make me tired because they are so funny. After I listen to his stories, he calms me down by singing songs. Sometimes I fall asleep while he sings.

Exercise 3: In the box before each example, write a "D" if it is a dependent clause (sentence fragment) or an "I" if it is an independent clause (complete sentence).

1	I	John ran
2	I	I will come tomorrow
3	D	When you are ready
4	D	Because you are only fifteen years old
5	I	I was reading my favorite book all afternoon
6	D	If you help Mom with the dishes
7	I	I see clouds floating by
8	I	The sky was incredibly blue today
9	D	When I entered the forest
10	I	Flowers dotted the hillside
11	D	Although I am late
12	I	Dan shoveled the dirt all morning
13	D	Since you have no way to pay for the damage
14	I	I am ready
15	I	The lion sleeps behind the bushes

Read Chapter 3 of *Hans and Frieda of the Swiss Mountains*.

Chapter 3 Making Friends

Hans was about early the next morning, putting the bells he had bought on the goats.

"Now, Bini," he said to the littlest one, "next time you climb a tree, you shan't quite fool me so, for I shall hear you."

Bini pushed her nose into Hans's face and then into his pocket, for pockets are more interesting to goats than faces.

"No, Bini," he laughed, "I haven't even a carrot for you this morning. You won't find anything in my pocket that you would like!"

Bini looked at Hans with her yellow eyes as much as to say, "Oh, won't I?" and turning back, poked her nose again into the pocket.

"Bini, what are you doing?" Hans cried as he saw the last of his blue handkerchief disappearing.

Bini shook her head. "Thank you very much, I like a good handkerchief now and then," she seemed to say, then trotted off to nibble some grass.

"What will Mama say?" Hans murmured as he looked at his empty pocket.

Then Frieda came around the corner of the barn. She had on her new candy-stripe apron and was ready to go with Hans to help him herd the goats. It was her first time in the goat pasture, and she was very excited. Hans called to the goats, who came quickly. They were always

Completed

LESSON 12

Read Lesson 12 in the *Level 5 Shared Reader* with your parent or teacher.

Summaries

A summary shortens a piece of writing, communicating only the essential facts. Because summaries are short, it is important to include only the main, important facts.

Circle the correct answer:

Which of the following is the best summary of the main events of Chapter 9 of *Gabriel and the Hour Book*, which you just read.

- A. While Gabriel and his family are suffering and growing more worried about their situation, a messenger from the king comes to verify Gabriel's story and deliver a message to Count Pierre. The count grudgingly obeys the king's request to release Gabriel's father and to allow King Louis to buy the cottage from Count Pierre to give back to Gabriel's family.
- B. Gabriel has to go to work for a leather maker. A king's messenger visits Brother Stephen and delivers a message to Count Pierre. Count Pierre wonders why the king cares so much about an unknown peasant.

Writing Practice

When writing, it is good to write concisely. This means not using repetitive or unnecessary words. However, you do not need to remove effective, meaningful

description. For example, this sentence is not concise: "It was winter, and the winter moon hung in the air like a glowing lamp that was glowing gently." Instead, you could write, "The winter moon hung in the air like a gently glowing lamp."

Set your timer for 30 seconds and study the details in the painting below. Then rewrite the sentence more concisely.

In the lonely, quiet field, the windmill stood like a lonely giant, sleeping peacefully under the peaceful blue sky.

Answers will vary.

