

**LANGUAGE ARTS
& LITERATURE**
LEVEL TWO

COURSE BOOK



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

How This Edition Differs from Past Editions

The course is now divided into daily lessons of about the same length.

With this change you will finish the course in one school year if you complete one lesson per day, four days a week. However, parents should not feel that they have to finish an entire lesson in a day. On the other hand, some children will be able to finish more than one lesson a day and complete the course more quickly. In this case, children can continue to the next level or take a break until the next school year.

Spelling rules are taught more effectively.

Spelling rules are taught with a more effective, fun, and kinesthetic approach.

Lessons are shorter with more activities.

Carefully refined lessons are more focused and effective, allowing for shorter lessons without reducing the thoroughness of the course. In addition, more activities are included in place of many of the charts and dictation exercises.

All lessons now include independent practice.

Independent activities are included in all lessons, helping children continue the course while allowing parents time to work with other children.

The daily checklist items are now incorporated into the lessons.

Past editions included a checklist of items to complete each day. With the new edition, there is no daily checklist. Everything is incorporated into the lessons. All that is required is to follow the lesson each day. Some lessons prompt you to practice either phonics cards or sight word ladders with the child. Poetry memorization and all spelling instruction and practice are

integrated into the lessons. Children no longer need to use the spelling charts that were included in older versions of Level 2.

Principles are introduced more slowly, and review is incorporated into most lessons.

The reorganization of the entire course introduces principles more slowly and incorporates a large amount of review.

The Level 2 Personal Reader is now integrated with the course.

Children are prompted when to read sections of the reader during independent practice, and they do exercises and activities that correlate with the books in the reader, including reading comprehension exercises.

A Level 2 Shared Reader takes the place of integrated books.

The previous edition integrated four books. This course integrates different books, and they are all included in a new shared reader.

Other Differences in This Edition

- Images and design have been updated.
- There is no longer a course companion.
- A PDF answer key is available.
- A greater emphasis is placed on writing, spelling patterns, spelling rules, homophones, and reading comprehension.
- More creative writing and sentence writing practice are included.
- More poetry reading is included.
- Adverbs and sentence diagramming step 4 are now introduced in Level 3.

Items Needed for This Course

The Good and the Beautiful Products

- *Level 2 Course Book*
- Phonics Cards
- *Level 2 Personal Reader* (integrated with the course)
- *Level 2 Shared Reader* (integrated with the course)
- Books from The Good and the Beautiful Book List at the child's level for personal reading, which is a part of the course. Have the child take the Reading Level Assessment (which is different from the Course Level Assessment) at goodandbeautiful.com/library.
- PDF Answer Key (optional)

Note: This edition of Level 2 does not use a course companion.

Items to Have on Hand

These items are used in multiple lessons.

- A three-ring binder to use as the child's "My Book of Stories and Writings" (This same binder can be used through all course levels to keep the stories and writing assignments that the child creates. Have the child draw a cover to insert into the front of the binder.)
- Wide-ruled, lined paper or notebook and/or a personal whiteboard for spelling dictation
- Scissors, tape, glue, and colored pencils
- Index cards
- A dry-erase marker
- Watercolor paints and paintbrush
- A timer (an app on your phone or a physical kitchen timer)
- A highlighter
- Optional: a globe

- Optional: a plastic page protector (The child will use watercolor paint on several pages. Some parents might like to have a plastic sheet to put behind the page while the child paints.)

Extra Items Needed

- White and blue paint (acrylic or poster)
- Cotton swabs
- Cotton balls
- Tracing paper
- 3 seeds (any kind)
- 5 pieces of dry cereal
- 4 corn kernels
- A quarter
- A device (such as a phone) with a recording app
- 2 empty glasses
- A spoon
- Dried beans
- A paper clip
- A casserole dish
- Sugar
- A fork
- A butter knife
- A glass jar (any size)
- A plastic bag with 5–7 ice cubes
- 2 Tbsp. butter
- 2 Tbsp. milk
- 1/4 cup chocolate chips
- 3/4 cup powdered sugar
- 1/4 tsp. vanilla

About This Course

What This Course Covers

This course combines the following subjects:

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

Handwriting is not included in this course. It is strongly recommended that the child uses one of The Good and the Beautiful Handwriting courses or another handwriting program 3–5 days a week.

Principles behind This Course

- **Easy to Teach with No Preparation Time**
Parents with no expertise in language arts are able to give their children top-quality instruction without any preparation time. This allows parents more time for exploring and learning right along with their children rather than preparing lessons.
- **Connects Multiple Subjects**
This course combines multiple subjects. Connecting learning in this manner provides deeper meaning and interest while eliminating the expense and trouble of purchasing and using many different courses.
- **Emphasizes the good and the beautiful: God, Family, Nature, and High Moral Character**
This course is faith based (geared toward Christians of all faiths), with the goal of producing not only intelligent minds but

also high character and hearts that love God, nature, and all that is good and true.

- **Exposes Children to High-Quality Poetry and Literature at a Young Age**

Instilling this type of language and beauty into a child's mind at a young age is priceless.

- **Creates Excellent Writers and Editors**

The creators of The Good and the Beautiful believe that learning to write well is one of the most important academic skills a child can gain. However, pushing younger children to complete writing assignments can overwhelm them and cause them to dislike writing. This is because most children in lower levels are still working on basic handwriting, spelling, and grammar skills. There are exceptions; some children are ready to write earlier. If you have a young child who loves to write, let him or her do so!

During the lower levels, the best way to develop great writers is by 1) teaching the child to think through parent-child discussion, 2) reading lots of great literature to the child, 3) teaching the child to read well so that he or she can begin reading great literature on his or her own, 4) having the child complete occasional, simple, meaningful writing projects, 5) having the child gain confidence in writing sentences, and 6) having the child participate in oral narration, which means the child retells in his or her own words what he or she just read or heard and also tells his or her own stories and compositions orally instead of writing them down.

More intense writing instruction begins in Level 4 and increases in emphasis with each course level.

Commonly Asked Questions

Does this course follow Common Core standards? How does the course compare to public school?

This course does not follow Common Core standards and has more rigorous academic instruction than public school courses.

What educational philosophies does the curriculum use?

This course is not based on one specific educational philosophy or method. Rather, the creators of the curriculum intensely studied many different philosophies over a period of years and compiled the best elements from several different philosophies, pulling heavily from Charlotte Mason.

Does the curriculum include doctrines specific to any certain Christian denomination?

No. The goal of The Good and the Beautiful curriculum is not to teach doctrines specific to a particular Christian sect but rather to teach general principles of moral character such as honesty and kindness. The King James Version of the Bible is used when quoting Bible verses.

The Level 2 Personal Reader

The *Level 2 Personal Reader* is carefully designed to contain images and stories that fit our “good and beautiful” style and reinforce the phonics principles the child is learning in the course. In addition, all the stories are true to life while containing creative, engaging content and wholesome messages, establishing in young children a taste for truly good and beautiful literature.

The Level 2 Shared Reader

The *Level 2 Shared Reader* is used at various times in Units 3–5. The course will indicate when to use the shared reader. The following books are included in the shared reader:

- *The Good Rain*
- *The Chipmunk That Went to Church*

- *My Daddy Longlegs*
- *Who Lives in This Meadow?*
- *George Washington Carver*

How to Get Started

Read the phonics cards and sight word ladders pages following this section. Prepare phonics cards as instructed. You are then ready to begin!

How to Teach Each Day

Simply open the course book and go! The course book will guide you through phonics cards practice and sight word ladders practice (which are not done every day), and everything else is incorporated right into the lesson. Blue text indicates instructions for you, and black text is what you read to the child. You do not need to read through the lessons ahead of time (other than to check if any special supplies are needed, which is not often). It is also suggested that you read high-quality literature to the child often (or have the child listen to high-quality audiobooks).

Spelling

This course covers spelling patterns, spelling rules, homophones, and targeted spelling words, which are words that are rule breakers or are commonly misspelled.

Mastery of spelling words, patterns, and rules is not expected at this age. Usually, children at this level have not read enough to have a good mastery of spelling; that will come as they continue to learn and read. Spelling rules flashcards are available from our website, goodandbeautiful.com, as an optional resource.

Children learn and practice spelling patterns, spelling rules, spelling words, and homophones right in the lessons. Children practice spelling words in varied, independent ways for four lessons, and then the course instructs the parent or teacher to assess the words and practice any words that are not yet mastered. In addition, all spelling words are reviewed in the course.

Dictating Words

When the course asks you to dictate a word or sentence, it means you say it aloud and the child writes the word or sentence. Gently explain any errors and have the child make corrections. Also make sure the child is gripping the pencil correctly and forming letters correctly. If a letter is formed incorrectly, have the child erase the letter and write it correctly. Make sure dictated sentences start with a capital letter and end with appropriate punctuation, the word “I” is always capitalized, and correct commas and apostrophes are included.

Independent Practice

Each lesson includes an independent practice section. This allows you to work with other children while the child works independently. At this level, you might need to read the instructions to the child and make sure he or she understands the assignment before beginning. Each independent practice covers spelling words and/or principles learned in **previous lessons** (not the current lesson), which means that the child can complete the independent practice at any point during the lesson.

Making It Work with Multiple Children

Teaching science and history subjects together as a family works well. However, children are often at different levels when it comes to reading and language arts, which are both important, foundational subjects. This course is designed to help you work one-on-one with each child—a time that you will both treasure.

Lower levels (Levels Pre-K–3) will need more one-on-one time, while upper levels (Levels 4+) have more independent work. Other children can do personal reading or other subjects, such as handwriting or typing, while you are working one-on-one with each individual child. If desired, you can also work with two or more children at a time. For example, one child can be completing an independent practice page while you are working on an exercise with another child.

Note: If you have younger and older children,

you may want to have an older child work with a younger child at times. Older children may help younger children with their course book or listen to them read.

Poetry Memorization

Poetry memorization in this course is integrated directly into the lessons. Memorizing poetry is a wonderful exercise for young minds that improves focus and memory and fills the mind with beautiful language patterns. The child will learn the following two poems:

God

By Frances Wright Turner

Just an apple blossom,
Just a singing bird;
Just a little laughing brook,
Or a happy word.

Just a bit of blue sky,
A bit of earth’s green sod;
O, what little things it takes
To show us God.

A Dragonfly

By Eleanor Farjeon

When the heat of the summer
Made drowsy the land,
A dragonfly came
And sat on my hand,
With its blue jointed body,
And wings like spun glass,
It lit on my fingers
As though they were grass.

You may use poems of your choice in place of or in addition to the two poems included in this course.

Organization of Units/Assessments

The course is divided into 5 units. At the end of each unit are review activities and a unit assessment. The unit assessments determine if there are any concepts that the child still needs to practice. The parent may use the review activities as many times as needed to continue practicing those concepts with the child.

Answer Key

A free PDF answer key is included at goodandbeautiful.com on the [FAQs, Helps, and Extras](#) page for Level 2 Language Arts.

Parent Read-Aloud

Read to children for at least 10 minutes a day (or have them listen to audiobooks). Choose books that are two to three levels higher than the child's personal reading level. It is important that you choose books of the highest literary and moral merit so the children receive all the spiritual and academic benefits available through literature. The Good and the Beautiful Book List (available for free at goodandbeautiful.com) includes more than 650 of Jenny Phillips' top-recommended, wholesome books and is organized by reading level.

Reading good literature to children is priceless! Consider this information:

- The U.S. Department of Education commissioned a two-year study to determine how America could "become a nation of readers." The findings were simple: "The single most important activity for building the knowledge required for success in reading is reading aloud to children" (Richard C. Andersen, "Becoming a Nation of Readers").
- Children who have good literature read to them are enthusiastic to become readers of good literature themselves.
- Children can comprehend on a higher reading level than they can read, so delving into worthy literature with intricate plots and complex sentence structures will make children better readers and increase their vocabulary.
- By utilizing quality literature, parents can teach children high moral values. Christ often taught with stories; stories are powerful teachers.

Our spelling words are unique! Please read this note before beginning the course.

Parents often expect spelling lists that contain words with spelling patterns, such as words with EA or OO. In our courses, children practice spelling patterns in OTHER WAYS than through spelling lists. They practice spelling patterns in effective ways, rather than just by memorizing a list of words with that pattern. For example, children practice spelling patterns through spelling dictation and through exercises in their independent practice.

Our targeted spelling lists are not designed to practice spelling patterns. Rather, they are lists of rule breakers or commonly confused words. These words are hard or impossible for children to sound out with regular spelling patterns, or they are words that children most commonly misspell. Our spelling lists are not lists of random words. They are carefully chosen words that need to be practiced outside of regular spelling pattern practice, which is also a large part of the course.

Level 2: At-A-Glance

PHONICS AND READING

- Base words
- Compound words
- Decoding difficult words, multisyllable words
- Dropping the E when adding ING
- Learning phonograms and reviewing 164 phonics cards
- O can say /ŭ/
- Open and closed syllables
- OR can say /er/
- OW and OE can say /ō/
- Prefixes and suffixes
- Silent E Jobs #1–4
- Soft C and G
- Sounds of OO

GRAMMAR, USAGE, AND PUNCTUATION

- A sentence needs three things: a subject, a verb, and a complete thought
- Alphabetical order
- Capitalization of proper nouns and the word “I”
- Commas in a series and in dates
- Common and proper nouns
- Contractions
- Editing
- Irregular past tense
- Irregular plural nouns
- Parts of speech: adjectives, articles, nouns, verbs, and pronouns
- Plural nouns
- Possessive nouns and apostrophes
- Prepositions
- Regular past, present, and future tenses
- Sentence diagramming
- Sentences and fragments
- Syllables
- Synonyms and antonyms
- The subject of a sentence
- Using appropriate articles: A or AN
- Using appropriate end punctuation

LITERATURE, SPELLING, AND WRITING

- Acrostic poems
- American folklore and legends
- Creative writing
- Fact and opinion
- Hans Christian Andersen
- Homophones
- Identifying main ideas
- Letter writing
- Order of events
- Poetry memorization, appreciation, reading, and writing
- Reading comprehension
- Recognition and appreciation of good literature
- Sensory and descriptive language
- Spelling Rules #1–10
- Spelling: high-frequency and irregular words
- Symbolism and symbols in the Bible
- Writing and oral narration: letters, thank you notes, fiction, comparative essay, personal narrative, book and short story summaries

ART

- Art appreciation
- Art concepts: perspective, color, shade, shadow and light, texture
- Artists: Carl Skånberg, Carl von Bergen, Grace Carpenter Hudson, Felix Schlesinger, Hans Thoma, Hermann Sondermann, and more

GEOGRAPHY

- The countries of North America and Europe
- Switzerland and Italy
- Geography concepts: landmass, continents, map vs. globe, city, state, country, county, physical and political maps, map legends, climate, population, average rainfall, Northern and Southern hemispheres, the equator, humidity, evaporation, North and South Poles, night and day, compass rose, cardinal directions, and oceans

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UNIT 1

Overview

Targeted Spelling Words: Irregular Words

month	mother	move	friend
warm	carry	push	put
says	second	sign	sugar
sure	though	today	total
what	enough	whose	why
true	group	heavy	listen



Extra Supplies Needed

- White and blue paint (acrylic or poster)
- Cotton swabs
- Cotton balls
- Bottled glue
- Sugar
- A casserole dish
- Tracing paper
- 3 seeds (any kind)
- 5 pieces of dry cereal
- 4 corn kernels

New Homophones

- hear/here
- wear/where
- right/write
- knew/new
- to/too/two
- sea/see
- for/four

Spelling Patterns Practiced

- QU
- AR
- OR
- OI
- OO
- SH
- CH
- TH
- KN
- EW
- EAR

Spelling Rules Practiced See Appendix for the spelling rule list.

- Spelling Rule #1
- Spelling Rule #3

Principles Taught

- Phonograms: QU, KN, GH, IGH
- Literature appreciation
- Summarizing
- Oral narration
- Creative writing
- Reading comprehension
- Art appreciation
- Editing
- Poetry appreciation
- Poetry memorization
- Logic and reasoning

Books Used in the *Level 2 Personal Reader*

- *Polly at School*
- *Rain and Shine*
- *Something Different*

Books Used in the *Level 2 Shared Reader*

None

LESSON 1

QU: Part 1

Helpful Hint: Lifelong tastes in literature develop at a young age. It's important to use this window of opportunity to help the child gain a love of good literature, including poetry—something relatively few children today are developing. Children will learn much from how you approach poetry. By not skipping poetry, enjoying it yourself, and being enthusiastic about it, you will help the child appreciate the power of poetry.



- ☐ Complete the course reading assessments described on page xviii, if you have not done so already, before starting this lesson.
- ☐ Read to the child: I'm really excited to learn with you through this course. I won't be your only teacher, though. Guess what else is going to be your teacher? Poetry! As I read poetry to you, and as you read poetry to me, it will not only help you practice reading, but it will also place beautiful language patterns in your mind. This will help you to be a better

writer now and for your whole life. Poetry will also help you recognize and appreciate beauty in the world around you, and it will help you develop a stronger heart and mind. Let's get started.

In the picture on this page, point to the flowers. These flowers are called asters. Asters look and smell beautiful and attract a lot of bees and butterflies.

Read the poem to the child. Then have the child read the poem to you.

September

By Edwina H. Fallis

A road like brown ribbon,
A sky that is blue,
A forest of green
With that sky peeping through.

Asters, deep purple,
A grasshopper's call,
Today it is summer,
Tomorrow is fall.

Have the child circle all the colors used in the poem. Read to the child: Poems paint pictures in our mind. Listen to this poem again as I read it, and then listen to it again as I read it without any use of color. Read the poem above, and then read the poem below. Discuss how the use of color helps the poem paint a more lovely picture.

A road like ribbon, a sky, a forest
With that sky peeping through.
Asters, a grasshopper's call,
Today it is summer, tomorrow is fall.

- ☐ **Read to the child:** Through this course, you will learn to read many new words, which will allow you to read so many more good and beautiful books and poems. Let's learn about the letter Q. In English, the letter Q is almost always paired with the letter U. The combination QU makes the sound /kw/ as in QUICK. For the following words, first say each sound, and then put them together. **Note:** Even if the child can read the words, it is helpful to learn the skill of separating out sounds in preparation for more challenging words.

qu - i - ck
quick

qu - i - z
quiz

qu - ee - n
queen

qu - a - ck
quack

qu - i - v - er
quiver

s - qu - i - d
squid

s - qu - i - n - t
squint

qu - i - l - t
quilt

qu - e - s - t
quest

qu - i - t
quit

l - i - qu - i - d
liquid

qu - i - ll
quill

- ☐ Have the child spell the following words aloud, first isolating each sound, and then telling you each letter in the word: QUEST, QUIZ, QUILT, QUIT.
- ☐ For at least 10 minutes, have the child read books from The Good and the Beautiful Book List on his or her reading level. This can be done anytime, even before bed.



Independent Practice

SPELLING PATTERN PRACTICE: AR AND OR

Write the word for each picture with your best handwriting.



Helpful Hint: Most children will need help reading the instructions for independent practice. Always explain any errors and have the child fix them, including errors such as writing uppercase letters in the middle of words.

HOMOPHONE PRACTICE

Write the correct homophone in each blank.

four = I have four dogs. | **for** = This is for mom.

1. I have a card _____ Jason.

3. I read the book _____ times.

2. We picked _____ apples.

4. Can you hold this _____ me?

TARGETED SPELLING WORDS

1. Read a word on the chart, and then spell it aloud, clapping for each letter. Repeat twice for each word.
2. Write these sentences on a separate piece of paper.

What month is sure to be warm?

Dad says the Bible is true.

New Set	month	warm
	says	sure
	what	true

Helpful Hint: Targeted spelling words are practiced independently in four lessons. Each set will then be assessed in a future lesson and also reviewed later in the course.



Stock Image

SENTENCE WRITING Study the details of the painting. Then write a sentence that describes how the scene sounds, looks, or feels. Use your best handwriting.

Helpful Hint: When the child writes sentences, always check that words are spelled correctly, that sentences start with a capital letter, and that sentences end with punctuation. Also, make sure there are no uppercase letters in the middle of words or at the beginning of words that are not names of people or places (proper nouns). Also, if the child is not yet ready to write on lines of this size, we recommend using a notebook to allow for more space.

- ☐ Cut out the bushes on the next page. Place a bush over each of the animals on this page. Read to the child: Today we are going to review some sounds learned in Level 1. An animal is hiding behind each bush. Read the column of words next to each bush. The words are adjectives that describe the animals. Try to guess what each animal is after you read the words. Then we will see what animal is behind the bush. Circle the words the child cannot read quickly and practice those words until they are mastered.

Animal Adjective Activity

elegant
timid
shy
scared
quick
sleek
brown
spotted
graceful
swift



coiled
curled
slender
slithery
scaly
creepy
wiggly
quiet
long
striped

tame
cute
short
faithful
fluffy
friendly
bouncy
playful
proud
sweet



scary
large
strong
hungry
powerful
huge
grizzly
brave
loud

- ☐ Have the child spell the following words aloud: SHARP, THORN, SQUID.
- ☐ Read to the child: Let's review. Fill in the blank. When a vowel is long, it says its _____. [name]
What are the long vowel sounds for A, E, I, O, U?
- ☐ Help the child memorize the first stanza of the poem.

Just an apple blossom,
Just a singing bird;
Just a little laughing brook,
Or a happy word.

- ☐ For at least 10 minutes, have the child read books from The Good and the Beautiful Book List on his or her reading level.

The Watering Can Activity

1. Have the child write the words listed above each water drop on the water drop. Tell the child to write small.
2. Cut out the water drops and the watering can. Cut a slit on the watering can along the dashed line.
3. Have the child read the words on a water drop and then slip it into the watering can through the slit. Repeat for each drop.
4. Repeat the activity as many times as it will hold the child's attention. Store the activity in a bag for use in Lesson 12.

work
worm
worst

world
word
worth

worthy
worry
worker

worse
working
worn

worried
worries
worship





Independent Practice

Cut out the sentence strips, read them, and then tape them in the right order in the boxes below.

Put the Story in Order

Grandpa & Dirk Plant a Tree



First

Second

Third

Fourth

Fifth

Sixth

They each took turns with the shovel. Dirk got dirt on his shirt.

Grandpa and Dirk were planting a new tree in the front yard. First, they dug a big hole.

It took longer than they had hoped, but the hole was finally ready. They put the tree in.

After packing the dirt, they each took a turn watering the little tree.

"You did a super job," said Grandpa when they were all done. "You are surely a help!"

"Thank you," said Dirk. They sat next to the tree. A bird landed on the tree and chirped.

A sheet of white paper with four sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. The sets are evenly spaced vertically across the page.

[illegible]

Supplies Needed:

- 3 seeds
- 5 pieces of dry cereal
- 4 corn kernels

Completed ☐

LESSON 24

Unit 1 Review: Part 1

Instructions: This review only covers principles that should be mastered in Unit 1.

1. Administer each activity.
2. Mark the check box only when the child has mastered the section, meaning he or she can read all the words without hesitation or spell all the words correctly.
3. Any activity that is not mastered can be reviewed on future days before moving on to Unit 2, or those activities can be reviewed as you work through Unit 2. If desired, circle only the words that are not mastered and practice those rather than the entire activity.

- ☐ **QU** Time the child as he or she reads the words on each track lane and see which lane the child can “dash” across fastest. Record the times on a whiteboard or at the end of each lane.

1	quick quit quilt quiet squash quality quartz quite
2	quote quiz squat quarter queen quill quack quest
3	squirt squirrel squeeze liquid square quake squint

- ☐ **KN** Give the child 3 seeds. Have the child read the set of words under each bird and then place a seed on the bird.



knock
knit
knee
knack
knob

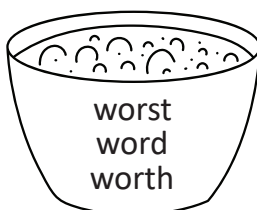
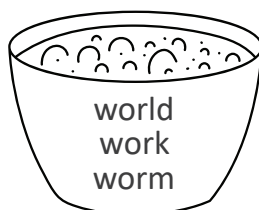


knew
knife
knight
knead
kneel



know
knelt
knocked
known
knitting

- ☐ **OR Can Also Say /er/** Have the child read the words on each bowl and then place a piece of cereal on the bowl. If desired, the child can eat the pieces of cereal after the reading is completed.



UNIT 2

Overview

Targeted Spelling Words: Irregular Words

answer	thought	young	fourth
field	castle	father	pretty
aunt	either	hour	caught
because	country	gone	laugh
both	done	guess	taught
build	door	half	muscle



Extra Supplies Needed

- Watercolor paints
- A paintbrush
- A quarter
- A device with a voice recording app
- A spoon
- 2 empty glasses
- 6 dried beans
- A paper clip
- Tracing paper
- Optional: globe
- Optional: page protector

New Homophones *Homophones from previous units are reviewed.*

- feel/fill
- one/won
- ate/eight
- well/whale
- red/read
- through/threw
- their/there/they're

Spelling Patterns Practiced

- AR
- SH
- KN
- IGH
- TCH
- OR
- CH
- EW
- EY
- ALK
- OO
- TH
- OA
- PH
- IND

Spelling Rules Practiced *See Appendix for the spelling rule list.*

- Spelling Rule #3
- Spelling Rule #6
- Spelling Rule #7
- Spelling Rule #10

Principles Taught

- Literature appreciation
- Sentence diagramming
- Summarizing
- Oral narration
- Creative writing
- Reading comprehension
- Art appreciation
- Poetry appreciation
- Poetry memorization
- Logic and reasoning

Books Used in the *Level 2* *Personal Reader*

- *Something Different*
- *Tony's Birds*

Books Used in the *Level 2* *Shared Reader*

None

Supplies Needed:

- A quarter

LESSON 34

EY

- ☐ Practice phonics cards.
- ☐ Read to the child: We are going to practice words that use the letters EY to make the sound /ē/.

Give the child a quarter. Let's imagine that you can buy one of the animals below for a quarter and give it to a family in another country. Read the words below each animal, and then put the quarter on the animal you would buy.



k - ey
key

monk - ey
monkey

donk - ey
donkey

mon - ey
money

barl - ey
barley

jers - ey
jersey



troll - ey
trolley

hon - ey
honey

turk - ey
turkey

vall - ey
valley

kidn - ey
kidney

Whitn - ey
Whitney



parsl - ey
parsley

hock - ey
hockey

Mick - ey
Mickey

chimn - ey
chimney

all - ey
alley

paisl - ey
paisley

- ☐ Complete the next two pages with the child.
- ☐ For at least 10 minutes, have the child read books from The Good and the Beautiful Book List on his or her reading level.

TARGETED SPELLING WORDS

1. On an index card, write the words that are on the chart to the right.
2. Read a word on the chart, spell it aloud, and then spin around once. Take a bow after you spell all the words on the chart.
3. See how many words you can spell while standing on one foot. Switch feet and try to spell more!

young	gone
father	guess
hour	half

ORDER OF EVENTS

Specify the order of events by writing “one” on the line beneath the picture that happened first, “two” on the line beneath the picture that happened next, and so on.



NONFICTION Read the article.

The story of “The Ugly Duckling” teaches some true facts about swans. Swan eggs are bigger than duck eggs. Baby ducklings are also smaller than baby swans. Baby swans have gray or brown feathers until they are about two years old. Then they turn into majestic, beautiful birds.

Here are some more facts about swans:

- Adult swans have long, graceful necks.
- While many swans have pure white feathers, some swans have black and white feathers, and some swans have only black feathers.
- Swans touch beaks to kiss, and their necks form a heart.
- When swan babies are born, they can swim right away.
- Swans live on every continent except for Africa and Antarctica.

Write “t” for true and “f” for false.

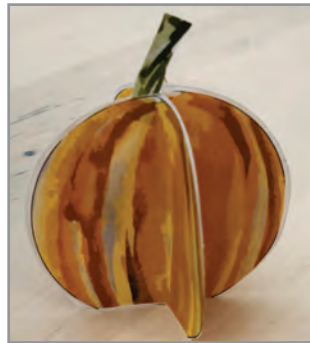
1. _____ Duck eggs are bigger than swan eggs.
2. _____ All swans are white.
3. _____ Swans live in Africa.
4. _____ Swans can swim right after they are born.
5. _____ Baby ducks are bigger than baby swans.



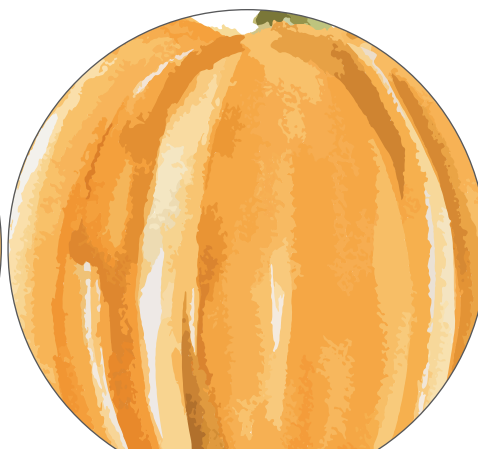
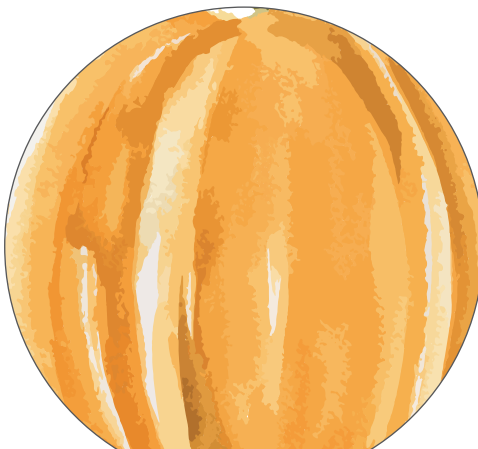
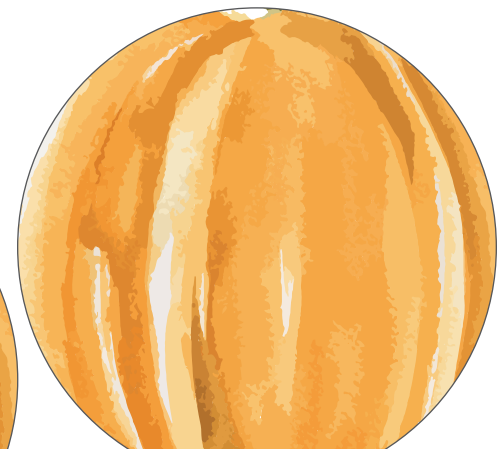
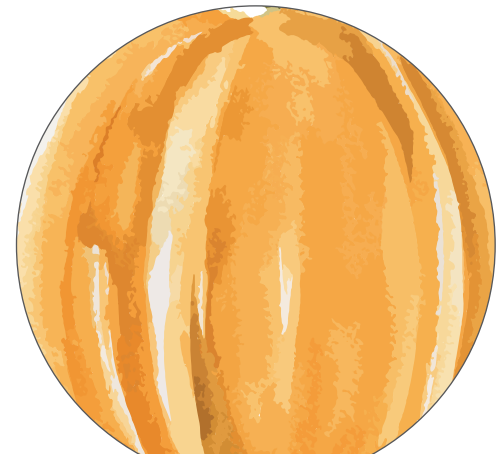
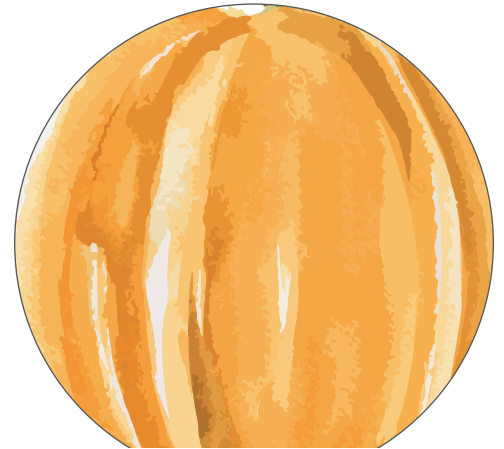
LESSON 42

Spelling Rule #10

- ☐ Practice sight word ladders.
- ☐ Read to the child: This is Spelling Rule #10: If a base word ends with Silent E, drop the E before adding a vowel suffix. A vowel suffix is a small group of letters beginning with a vowel that is added to the end of a word, such as ING or ED. Write “bake,” “baking,” and “baked” on the board. Show the child how you dropped the Silent E before adding ING or ED.
- ☐ Follow these instructions:
 1. You or the child cut out the pumpkins and the stem.
 2. Dictate the purple words below. Have the child write the words on the back of the pumpkins—one set of words for each pumpkin. Remind the child that the suffix LESS does not start with a vowel, so the Silent E is not dropped.
 3. Have the child fold the pumpkins in half, glue the stem on the top of one of the pumpkins, and then glue the pumpkins together as shown in the photo.



rake	care	use	share	hope
raking	caring	using	sharing	hoping
dance	careless	used	shared	make
danced	smiling	useless	giving	making



A Good and Beautiful Animal Story

pg 1

--


Write the title of your story in the box above. Start your story below. Introduce the animal, the setting, and the problem.

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

© Jenny Phillips

pg 3

Continue the story. Show how the problem grows. Draw a picture of your story in the box.



Date	Time	Location	Observations

[illegible]

UNIT 3

Overview

Targeted Spelling Words: Challenging Colors, Months, Days of the Week

Sunday	Saturday	June	December
Monday	January	July	gold
Tuesday	February	August	purple
Wednesday	March	September	silver
Thursday	April	October	violet
Friday	May	November	white



Extra Supplies Needed

- 2 empty glasses
- A spoon
- A casserole dish
- Sugar
- A fork
- A butter knife
- A glass jar (any size)
- A plastic bag with 5–7 ice cubes
- 5 pieces of cereal
- A cotton ball
- 6 dried beans

New Homophones *Homophones from previous units are reviewed.*

- blew/blue
- wear/where
- tail/tale
- meet/meat
- ant/aunt
- by/buy
- son/sun
- hour/our

Spelling Patterns Practiced

- AR
- OO
- TH
- AIR
- EY
- OR
- SH
- KN
- MB
- OA
- OI
- CH
- EW
- OL

Spelling Rules Practiced *See Appendix for the spelling rules list.*

- Spelling Rule #3
- Spelling Rule #4
- Spelling Rule #6
- Spelling Rule #7
- Spelling Rule #9

Principles Taught *Note: Many more principles are reviewed.*

- Regular and irregular past tense
- Sentence diagramming steps 2 and 3
- Geography
- Editing
- Possessive nouns
- Nonfiction reading
- Commas in a series
- A sentence needs three things
- Sensory language
- Prepositions
- Literature appreciation
- Summarizing
- Oral narration
- Creative writing
- Reading comprehension
- Art appreciation
- Poetry appreciation and memorization
- Logic and reasoning

Books Used in the *Level 2 Personal Reader*

- *Tony's Birds*
- *Lost and Found*

Books Used in the *Level 2 Shared Reader*

- *The Good Rain*
- *The Chipmunk That Went to Church*
- *My Daddy Longlegs*

LESSON 53

The Good Rain

☐ Read to the child:

Did you know that the type of books you choose to read can change the kind of person you are? Your mind is amazing. It soaks up everything you read. Reading books that have wonderful messages makes us better people. For example, if you read a lot of books that have messages about being grateful for nature, you are more likely to be grateful for nature.

Books that are challenging and use lots of wonderful words and descriptions make us have stronger minds. Books that teach about people and places and science and history increase our knowledge.

We are now going to begin reading the *Level 2 Shared Reader*. This will give you a chance to read really good books to me—books that are wonderful but might be a little challenging. That is why you will read them to me, so I can help you sound out words that you may not know.

- ☐ With the child read *The Good Rain* on pages 1–24 of the *Level 2 Shared Reader*. Have the child read every other page.

☐ Read to the child:

Learning how to write is a very important skill, but writing out long stories by hand can be frustrating because you are still learning



how to spell and understand and apply grammar rules. These things slow you down, and you may not be able to be as creative and descriptive as you would like to be.

Your mind, even at your age, has a MARVELOUS capacity for storytelling and description. In this course, you have the chance to develop and strengthen

those skills. You will get to retell some of the stories we read, making them come alive with your own words and descriptions.

ORAL NARRATION

- ☐ Have the child narrate the book *The Good Rain* in his or her own words as you type it out (or as you record it to type later).

Encourage the child to use details and description. Prompt the child with questions such as, “Do you remember the ducks and the cow in the story? What did they do?” “What did it smell like, feel like, or look like?”

After you have typed and printed the story, place it in the child’s “My Book of Stories and Writings” binder.

- ☐ For at least 10 minutes, have the child read books from *The Good and the Beautiful Book List* on his or her reading level.

LESSON 69

A Sentence Needs Three Things

- ☐ Have the child practice phonics cards.
- ☐ Have the child read the following poem:

Trees

By Aileen Fisher

Trees just stand around all day
And sun themselves and rest.
They never walk or run away
And surely that is best.
For otherwise how would a
Squirrel or robin find its nest?



- ☐ **Read to the child:** A sentence is a group of words that starts with a capital letter; ends with a period, exclamation point, or question mark; and expresses a complete thought. Write “Subject, Verb, and Complete Thought” on the board.

A sentence needs three things: a subject, a verb, and a complete thought.

A Subject: The subject is who or what is

doing or being in the sentence.

A Verb: A verb can be an ACTION or BEING word (e.g., RUN or IS).

A Complete Thought: An incomplete thought indicates more to come. For example, “When it rains” and “After we eat” sound as if there is more to come. “After we eat, we’ll leave” is a complete thought.

If a sentence is missing a subject, verb, or complete thought, it is called a fragment and is not a complete sentence.

Let’s review. What three things does a sentence need? [a subject, a verb, and a complete thought] If a sentence is missing any of those things, it is called a _____. [fragment] A fragment cannot stand on its own as a sentence.

- ☐ Have the child complete the bottom portion of the page.
- ☐ For at least 10 minutes, have the child read books from *The Good and the Beautiful Book List* on his or her reading level.

Have the child circle YES if the group of words expresses a complete thought and NO if it does not.

- | | |
|-------------------------------|----------|
| 1. If you catch a bug. | YES NO |
| 2. We catch a lot of bugs. | YES NO |
| 3. Jenny has a net. | YES NO |
| 4. Because it is hot outside. | YES NO |
| 5. When the sun rises. | YES NO |
| 6. I love butterflies. | YES NO |

Have the child circle SUBJECT if the sentence is missing a subject or VERB if it is missing a verb.

- | | |
|------------------------|----------------|
| 1. The green worm. | SUBJECT VERB |
| 2. Loves to help. | SUBJECT VERB |
| 3. Squirms around. | SUBJECT VERB |
| 4. The old apple tree. | SUBJECT VERB |
| 5. A bug on the log. | SUBJECT VERB |
| 6. Tries to help. | SUBJECT VERB |

"We Got Him" by Grace Carpenter Hudson (1865–1937), 1915





Independent Practice



HOMOPHONE PRACTICE

hour = I'll be back in an hour. | **our** = Our shovel is new.

Write the correct homophone in each blank. Note: Not everyone pronounces these words as homophones, but they are commonly confused in spelling.

- _____ aunt will be back in an _____.
- In an _____ coach will be here.
- _____ craft takes an _____ to make.
- _____ tour will last for one _____.

Edit the Article

Edit the article. Use the marks shown in the box below to edit. Remember to use "a" before a word that starts with a consonant and "an" before a word that starts with a vowel sound. Remember that names of states are proper nouns and should be capitalized. **There are six mistakes.**

Capitalize: ≡ Add a punctuation mark: ^ ? ^ ^ ^

Cross out an incorrect word and write the correct word.



"Jack Rabbit" by Grace Carpenter Hudson (1865–1937), 1919

The Pomo Native Americans

The Pomo people are from Northern California. They are known for making wonderful baskets. Many Pomo children like to go fishing and hunting with their fathers. Pomo women used to wear skirts made of deerskin or grass. They also gathered acorns and ground them into meal. Their houses were made from an cone-shaped frame of wooden poles covered with reed mats.

SPELLING PATTERN PRACTICE: OA Write the word described. Hint: The words all contain "oa."

- what you kick a soccer ball into: _____ the sound a frog makes: _____
- the person in charge of a soccer team: _____ bread that is made crispier: _____
- what you can do with marshmallows: _____ what you drive on: _____

UNIT 4

Overview

Targeted Spelling Words: Prepositions

about	around	off	nearby
across	behind	due to	outside
against	beneath	during	since
above	before	following	under
along	below	instead of	without
apart	between	minus	aboard



Extra Supplies Needed

- 2 Tbsp. butter
- 2 Tbsp. milk
- 1/4 cup chocolate chips
- 3/4 cup powdered sugar
- 1/4 tsp. vanilla

New Homophones *Homophones from previous units are reviewed.*

- would/wood
- weak/week
- sent/cent/scent
- herd/heard
- deer/dear
- hole/whole
- tow/toe

Spelling Patterns Practiced

- UI
- IGH
- OY
- OO
- UE
- AIR
- OA
- EAR
- DGE
- OI
- MB
- TCH

Spelling Rules Practiced *See Appendix for the spelling rule list.*

- Spelling Rule #2
- Spelling Rule #3
- Spelling Rule #4
- Spelling Rule #5
- Spelling Rule #6
- Spelling Rule #7
- Spelling Rule #8
- Spelling Rule #9

Principles Taught *Note: Many more principles are reviewed.*

- Commas in dates
- Past tense
- Irregular past tense
- Sentence diagramming
- Geography
- Editing
- Possessive nouns
- Essay writing
- Short stories
- Contractions
- Sensory language
- Prepositions
- Literature appreciation
- Summarizing
- Oral narration
- Messages in a book
- Reading comprehension
- Art appreciation
- Prefixes and suffixes

Reading Comprehension with IGH

Have the child read the following story to you. Then ask him or her the questions. Have the child respond aloud in complete sentences. If needed, the child may read the story again.

Luke & the Lighthouse

Luke listened to the waves crashing against the beach. The bright sunlight was now hidden behind dark, frightening clouds, and the wind was sighing through cracks in the lighthouse.

“I hope Grandfather gets back quickly,” thought Luke. Soon it was twilight, and Grandfather still had not returned. Deep inside, Luke knew he needed to turn on the mighty light at the top of the lighthouse. He had seen his grandfather do it many times. But Luke was frightened by heights and did not want to go up the flight of narrow stairs leading to the light high in the red tower.

“Maybe there will be no ships tonight,” Luke told himself. But he knew the right thing to do. Ships might crash upon the high, sharp rocks near the shore without the searchlight to show them the way.

Luke got down on his knees and prayed. He needed strength and

courage. After his prayer, Luke had faith. He took a deep breath.



It was now night, and the clouds were so dark that Luke could not see any starlight or moonlight. Lighting a candle, Luke went straight up the stairs. They creaked as he put his weight on them, but he did not stop. Finally, he was at the top! Luke turned on the mighty light. Its bright beams reached out into the dark night. In the spotlight, Luke could see a huge ship a little way off. Luke felt so good inside for doing what was right. He thanked God for helping him.

At midnight, his grandfather arrived. “Oh, Luke,” he cried. “My car broke down. I am sorry I am so late. But look! You have turned on the light. You were very brave tonight.”

QUESTIONS

1. Why was Luke afraid to turn on the light?
2. How did Luke get the courage to go up the stairs?
3. Why had Luke’s grandfather been so late?

LESSON 86

Comparative Essay: Part 3

- ☐ Give the Venn diagram from Lesson 84 to the child. Read to the child: We are going to finish writing your comparative essay. Your first paragraph was an introduction. The second paragraph was about differences. You will now write the third paragraph about similarities.

Have the child add to the essay started in the last lesson. Have the child write the next paragraph, starting with the sentence in purple below. The child should then finish the paragraph by looking at the Venn diagram. Encourage the child to use any of the following transition words: first, second, also, next.

Although there are some big differences between polar bears and black bears, there are also many similarities.

Read to the child: Now you are ready to write your conclusion. A conclusion wraps up your essay. Copy the paragraph in purple below. In later courses you will write your own conclusions. For now, modeling good writing is a great way to learn.

Have the child copy the paragraph at the end of his or her essay, using neat writing. Advanced students may write their own paragraphs.

Polar bears and black bears definitely have a lot in common while also being quite different. They are two magnificent creatures created just right for the areas in which they live.

- ☐ For at least 10 minutes, have the child read books from The Good and the Beautiful Book List on his or her reading level.



Independent Practice

POETRY WRITING AND ART

Finish the poetry couplet (two lines of poetry that rhyme). Use one of the suggested rhyming words in the box to finish your sentence, or use one of your own.



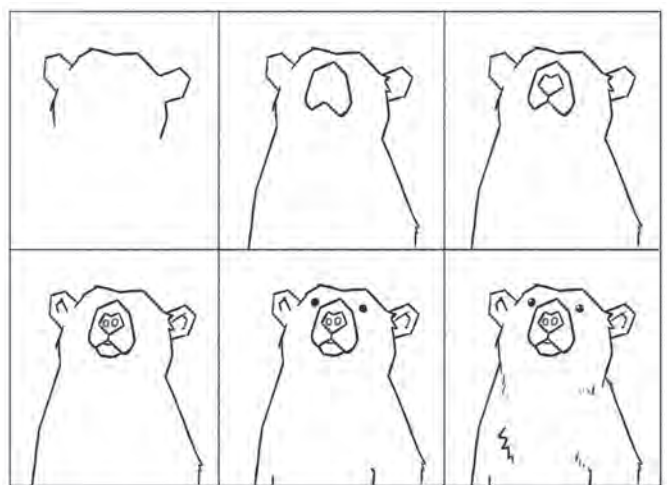
wave

cave

save

A polar bear so strong and brave

Follow the steps to draw the polar bear on a separate sheet of paper.



SPELLING PATTERN PRACTICE: OO

Write a letter on each blank to create a word.

roo___ moo___ too___ soo___ spoo___



Independent Practice

Sentence Diagramming

Example: A wild horse runs.

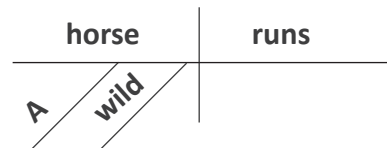
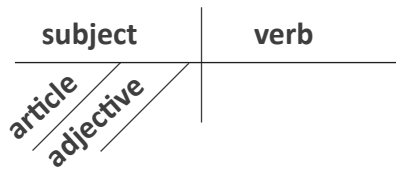


Diagram the sentences.

The happy boy whistles.



A lovely girl skates.



The yellow surfboard floats.



SPELLING RULE #9 PRACTICE

Write the word for each picture with your best handwriting. You will need to think of Spelling Rule #9: Every syllable needs a vowel, so a Silent E is added to syllables that end with a consonant + L.

Hint: It starts with "ea."



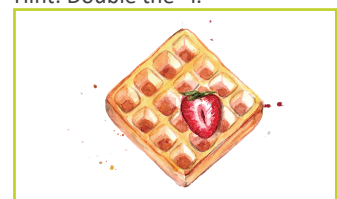
Hint: It starts with "noo."



Hint: It starts with "pood."



Hint: Double the "f."



UNIT 5

Overview

Targeted Spelling Words: Common Words with Challenging Phonetic Rules

always	America	bear
brought	ear	early
earth	easy	elbow
head	heart	heavy
ruby	school	shoe
word	world	worth

New Homophones

Review of homophones from all units

Spelling Patterns Practiced

- TI
- AIR
- CH
- KN
- CI
- OI
- and
- TCH
- MB
- OY
- OW
- DGE
- OO

Spelling Rules Practiced *See Appendix for the spelling rule list.*

- Spelling Rule #3
- Spelling Rule #5
- Spelling Rule #7
- Spelling Rule #4
- Spelling Rule #6
- Spelling Rule #9

Principles Taught *Note: Many more principles are reviewed.*

- TI and CI
- Silent E Job #4
- Suffixes MENT and NESS
- Sentence diagramming
- Geography
- Editing
- Pronouns
- Essay writing
- Fiction writing
- Sentence writing
- Letter writing
- Fact and opinion
- Personal narrative writing
- Symbols in literature
- Reading multisyllable words
- Summarizing
- Oral narration
- Reading comprehension
- Art appreciation
- Poetry appreciation and memorization



Extra Supplies Needed

- None

Books Used in the *Level 2 Personal Reader*

- *How the Hurricane Helped*
- *Teddy and the Airplane*

Books Used in the *Level 2 Shared Reader*

- *George Washington Carver*

LESSON 104

The Power of Biographies

- ☐ Practice phonics cards.
- ☐ Dictate the following sentences, which give practice with contractions and words with OW. After the child writes each sentence, have the child identify the subject (which is underlined).

Couldn't the snow stop blowing?

Shouldn't we throw the trash away?

Aren't you growing a garden?

- ☐ **Read to the child:** A biography is a story of someone's life written by someone else. When a person writes the story of his or her own life, it is called an autobiography. What would it be called if I wrote a story about your life? [biography] What would it be called if you wrote a story about your own life? [autobiography]

A biography is a wonderful type of book to read. Not only do we learn a lot about

history and geography, but we can gain so much by seeing how other people worked hard and overcame challenges.

Sir Isaac Newton wrote, "If I have seen further, it is by standing on the shoulders

of giants." When we read biographies of great men and women, it is like standing on their shoulders. We are able to see their lives from their viewpoints. We get a glimpse into their minds. We are inspired by their thoughts and actions.

We are going to start reading a biography together. As we read, let's look for ways the story inspires us.

- ☐ With the child read pages 101–112 of the *Level 2 Shared Reader*. Have the child read every other page.
- ☐ For at least 10 minutes, have the child read books from The Good and the Beautiful Book List on his or her reading level.



Independent Practice

You are going to start writing a story that has to do with nature! Your story will be about a character facing a challenge with nature. Here are some possible challenges:

- A snowstorm
- A ship in a storm
- A hurt bird
- A difficult hike
- Trying to grow a garden
- Raising rabbits to sell

Think of a setting (where the story takes place). Decide what the challenge is and how the character will get through it in the end.

Cut out and complete pages 1 and 2 of the "A Good and Beautiful Nature Story" booklet. You will complete the rest of the story in the next lesson.



LESSON 113

Geography: Italy

☐ **Read to the child:** Do you remember the country in Europe that is shaped like a lady's boot? It is Italy! You are going to explore and learn more about this interesting country. You might even get to make and taste some Italian food.

Many people go on vacation to Italy every year because it has beautiful mountains, countrysides, famous ruins, and delicious food. In fact, so many people visit Italy every year that tourism is one of Italy's biggest ways to make money. When people visit Italy, they spend money there; they stay in hotels, hire taxis, eat at restaurants, ride trains, pay entrance fees to museums, and so on. Look at the pictures of Italy on this page. If you could choose one of these places to visit, which one would you choose? Say a noun that you see in each picture. Then say an adjective that

describes each noun you chose.

People who live in Italy are called Italians; their official language is Italian. About 90% of Italians are Catholics. The leader of the Catholic religion is called the pope.



Rome is the capital city of Italy. The capital city of a country is usually where the country's government has its main headquarters. What is the capital city of the United States? [Washington, D.C.] What is the capital city of Italy? [Rome]

Rome is a very interesting city. Not only is it the capital city of Italy, but it is also the biggest city in Italy. Rome is also a very old city that used to rule much of Europe for nearly 1,000 years. If you were to visit Rome, you could see many of the original ancient buildings, such as the Colosseum and



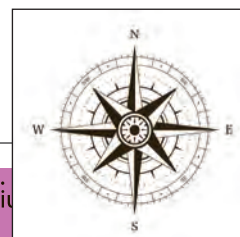


Map Reading: Italy

Use the information on this page to answer the questions.

1. Is Italy north or south of Germany? _____
2. Write the name of one country that is north of Italy: _____
3. Write the name of one country that is west of Italy: _____
4. The name for each country's capital city is by a star. What is the capital city of Italy?

5. What is the capital city of France? _____
6. What is the capital city of Spain? _____
7. Which country is bigger, Italy or Austria? _____
8. Which city in Italy is farther north—Rome or Milan?



Symbols in the Bible

Have the child read the stories from the Bible below and discuss the symbolism used.

The Good Shepherd

From Mother Stories from the New Testament

In one of His beautiful parables, Jesus compares Himself to a shepherd. “I am the good shepherd,” says He; “the good shepherd giveth his life for the sheep.”

And Jesus tells how the hired servant, who cares for nothing but his wages, runs away when the wolf comes, but how the faithful shepherd, when robbers threaten his flock or wild beasts attack them, defends his sheep bravely, often laying down his life for their sake. Jesus also speaks of how the shepherd knows his sheep by name, and how, when he goes before them, they will follow him because they know his voice.



The House Built upon the Sand

From Mother Stories from the New Testament

Jesus had been teaching the people. He had taught them many wonderful truths.

In closing He said, “Whosoever heareth these sayings of mine, and doeth them, I will liken him unto a wise man who built his house upon a rock. And the rain descended, and the floods came, and the winds blew, and beat upon that house; and it fell not, for it was founded upon a rock. And every one that heareth these sayings of mine, and doeth them not, shall be likened unto a foolish man who built his house upon the sand. And the rain descended, and the floods came, and the winds blew and beat upon that house, and it fell, and great was the fall of it.”



The lesson Jesus sought to impress upon the people by this parable was that it is not enough simply to hear what He says. Many will do that, but it is only those who remember Christ’s commandments and keep them whose work will stand when the time of trial comes.

LESSON 120

Final Project

- ☐ Have the child read the following poem:

Mary's Lamb

By Sarah Josepha Hale

Mary had a little lamb,
Its fleece was white as snow;
And everywhere that Mary went,
The lamb was sure to go.

He followed her to school one day,
Which was against the rule;
It made the children laugh and play
To see a lamb at school.

And so the teacher turned him out,
But still he lingered near,
And waited patiently about
Till Mary did appear.

Then he ran to her, and laid
His head upon her arm,
As if he said, "I'm not afraid—
You'll keep me from all harm."

"What makes the lamb love Mary so?"
The eager children cried.
"Oh, Mary loves the lamb, you know,"
The teacher quick replied.

And you each gentle animal,
In confidence may bind,
And make them follow at your will,
If you are only kind.

- ☐ Read to the child: We are going to use the painting on the next page to complete a project. This project will be your independent practice for this final lesson.

This painting was created around 1897 by Nikolay Bogdanov-Belsky (1868–1945). It is titled "At the School Door." Study the painting and tell me what you think is happening in this scene.

This boy is too poor to attend school. It seems that he longs for the opportunity to learn. In times past, and still in some places in the world today, not all children have the opportunity to have an education.

Let's talk about some important questions:

1. How would your life be different if you did not have the opportunity to have an education?
2. How does it bless your life to have God, beautiful art, and good books as part of your education every day?

For your final project, you are going to write a paper that expresses gratitude for all those who have a part in giving you a good and beautiful education. Think of all those who make it possible for you to have a good education, including God. Explain in your paper what the people do for you and how they bless your life.

- ☐ Have the child complete page 316. If the child is overwhelmed, consider having the child narrate the paper to you while you write it down. Then have the child copy the paper.

"At the School Door" by Nikolay Bogdanov-Belsky (1868–1945), c. 1897



I'm Grateful for a Good and Beautiful Education

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated across the page.

