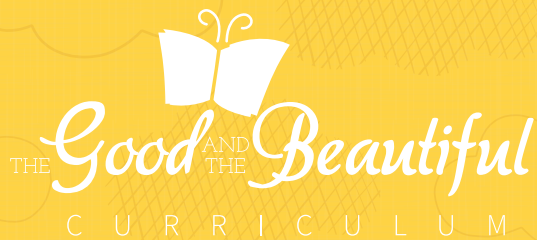


**LANGUAGE ARTS
& LITERATURE**
LEVEL THREE

COURSE BOOK



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

How This Edition Differs from Past Editions



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

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 or complete only one lesson in a day.

Lessons are shorter and have 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 this new edition, there is no daily checklist. Everything is incorporated into the lessons, including poetry memorization and all spelling instruction and practice. Children no longer need to use the spelling charts included in previous editions of Level 3.

There is now only one reader for Level 3, and it is integrated with the course.

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

***I Sat by the Sea* is part of the course set.**

This new poetry compilation with original illustrations is used in most lessons and not only instills in children a love of poetry and beautiful language patterns but also improves reading fluency and vocabulary.

Challenging word flashcards are no longer used.

To reduce the number of moving parts in the course and to add enjoyment, the challenging word flashcards have been replaced with The Challenging Words Climb, found in the Appendix, which includes the same words as the flashcards.

Spelling rules are taught more effectively.

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

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 is included.
- More poetry reading is included.
- The following topics are no longer taught in Level 3: family titles and capitalization, subordinating conjunctions, complex sentences, sentence diagramming Steps 8 and 9, compound direct objects, compound subjects, and compound verbs.

Items Needed for This Course

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The Good and the Beautiful Products

- *Level 3 Course Book*
- *Level 3 Personal Reader* (integrated with the course)
- *I Sat by the Sea* (integrated with the course)
- Books from *The Good and the Beautiful Book List* at the child's reading level. (The course guides the child to complete 20 minutes of personal reading for each lesson. Have the child take the Reading Level Assessment, which is different from the Course Level Assessment, at goodandbeautiful.com/library.)
- *Level 3 Answer Key* (optional PDF; available for free on goodandbeautiful.com on the [FAQs](#), [Helps](#), and [Extras](#) page for Level 3 Language Arts)

Note: This edition of Level 3 does not use a course companion.

Items to Always 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. This is not the same thing as the writing journal below. Have the child draw a cover to insert into the front of the binder.)
- A writing journal (a blank wide-ruled notebook)
- A personal whiteboard for spelling dictation
- Scissors, tape, and glue
- 3"x5" index cards
- A dry-erase marker
- Thin-tipped markers
- A timer (an app on your phone or a physical kitchen timer)

- A highlighter

Extra Items Needed

- 20 pennies
- 4–5 celery sticks
- 4–5 grapes
- 20 raisins
- 2 strawberries
- 2 glasses
- 1 spoon
- 1 fork
- 34 dried beans or small items
- 3 beanbags or small soft toys
- 1 hairbrush
- 1 box (any size and material)
- 1 piece of construction paper
- soy sauce or coffee
- 1 cookie sheet
- 1 hair dryer
- 1 cotton ball
- 1 c flour
- 1/4 tsp. salt
- 1/4 c cold butter
- 1/2 c boiling water
- 1/2 c brown sugar
- 1/4 tsp. cinnamon
- 1/2 tsp. baking soda
- 1/4 c molasses
- 1 c rolled oats
- 1/3 c sunflower seeds
- 1/3 c chopped walnuts
- 1/3 c chopped cashews
- 1/2 c dried fruit mix (any fruits of your choice)

About This Course



Subjects Taught in This Course

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 use one of The Good and the Beautiful handwriting courses or another handwriting program 3–5 days a week.

Principles behind This Course

- **Requires No Prep Time**
Parents or teachers with no expertise in language arts are able to give children top-quality instruction without any preparation time.
- **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 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.

- **Develops 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 a great writer is by 1) teaching the child to think through parent–child discussions, 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.

How to Get Started

There is no preparation for the course other than gathering the items to always have on hand (and occasionally a few extra items) that are listed on page iii.

How to Teach Each Day

Simply open the course book and go! 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).

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 help the child practice any words that are not yet mastered. All spelling words taught in this level are reviewed throughout the course.

Dictating Words

When a lesson instructs you to dictate a word or sentence, say the word or sentence aloud and have the child write it on his or her paper. Gently explain any errors and have the child make corrections. Also, make sure the child is gripping the pencil properly 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 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 is integrated directly into the lessons. The lessons instruct the child to select a poem of his or her choice from the book *I Sat by the Sea* to memorize. The lessons will indicate when it is time to practice poetry memorization. Once a child has a poem memorized, the child should choose another poem to memorize, occasionally reviewing any poem(s) previously memorized.

Answer Key

A free PDF answer key is included at goodandbeautiful.com on the [FAQs, Helps, and Extras](#) page for Level 3 Language Arts.

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

What Our Spelling Lists Are and Are Not

Parents often expect spelling lists that contain words with spelling patterns, such as words with EA or OO. 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 and spelling rule practice.

How Children Practice Spelling Words outside of Lists

In our courses, the majority of spelling practice is accomplished outside of lists. Learning regular spelling patterns through memorizing words is not as effective as learning through exercises that cause the child to think specifically about the

patterns and figure out how to utilize them. In our courses, children practice spelling patterns (such as EA or OO) in effective ways, rather than merely memorizing a group of words with that pattern. For example, children practice spelling patterns through spelling dictation and through a variety of exercises in their independent practice.

We believe the following strategies best help children to become effective spellers:

1. Read a lot of high-quality books.
2. Practice spelling patterns.
3. Practice spelling rules that contain few exceptions.
4. Practice targeted words that are rule breakers or commonly misspelled words, homophones, and prefixes and suffixes.

Our *Level 3 Language Arts Course* is carefully designed to address each item on this list.

Level 3: At-a-Glance

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PHONICS, READING, AND SPELLING

- Decoding difficult words, multisyllable words
- ENCE and ANCE
- EY, EA, EW
- Homophones
- IGH and AIR
- Irregular past tense
- Long OW
- MB, KN, PH, QU
- OE
- OA
- OOR
- Open and closed syllables
- Prefixes and suffixes
- Reading challenging words
- S, ES, IES
- Soft C and G
- Spelling irregular and challenging words
- Spelling rules #1–10
- The different sounds of Y in the middle of words (e.g., mystery, hyphen; practiced through The Challenging Words Climb)
- TION, CIAN, SION
- TU can say /ch/
- TCH, CH
- UI and UE
- Words with silent letters (e.g., fasten, hour)

GRAMMAR, USAGE, AND PUNCTUATION

- Abstract and concrete nouns
- Acronyms
- Action, state of being, and helping verbs
- Capitalization rules
- Commas in a series
- Commas in dates
- Common and proper nouns
- Contractions
- Direct objects
- Editing
- Idioms
- Independent clauses
- Irregular and regular plural nouns
- Parts of speech: adjectives, adverbs, articles, conjunctions, nouns, verbs, and pronouns
- Past, present, and future tenses
- Possessive nouns and apostrophes
- Prepositions
- Sentence diagramming
- Sentences and fragments
- Subjects of a sentence
- Syllables
- Synonyms and antonyms
- Three things a sentence needs: a subject, a verb, and a complete thought
- Using appropriate articles: A or AN
- Using appropriate end punctuation

WRITING

- Writing with depth and meaning (expounding)
- Writing clear and complete sentences
- Writing paragraphs (opening, main idea, transitional words, concluding sentence)
- Transitional words
- Learning to effectively observe and analyze art (which develops later literature analysis and descriptive writing skills)
- Using descriptive words
- Writing instructions
- Writing essays: expository, opinion, personal narrative
- Creating interesting introductions/openings
- Oral narration
- Thinking deeply about subjects
- Sensory language
- Connecting stories to real life
- Editing and rewriting
- Organizing thoughts
- Writing thank-you cards, letters, and journal entries, summaries, poetry, and parts of a story

LITERATURE

- Reading comprehension
- Genres: nonfiction, fiction, historical fiction, folktale, biography, poetry, fables
- Understanding and analyzing characters
- All about books: author, title
- Appreciating descriptive language
- Literary devices: symbolism, alliteration, tone, personification, metaphor, idioms

- Literary elements: plot, conflict, setting, characters, theme, point of view
- Creating a book report
- Choosing good and beautiful literature
- Beautiful messages through poetry
- Capturing emotion through words and pictures
- Parts of a poem: lines, stanza, couplets
- Poetry memorization
- Rhyme schemes
- Vocabulary
- Learning good principles through reading
- Connecting stories to real life

ART

- Art appreciation
- Art concepts: lines, perspective, color, shade, shadow and light, and texture
- Art instruction
- Artists: Edmund Adler, Ferdinand Georg Waldmüller, and more
- The many forms of visual art

GEOGRAPHY

- Spotlights on North America and Europe
- Names and locations of North American and European countries
- Geography concepts: isthmus, landmass, continents, map vs. globe, city, state, country, physical and political maps, climate, population, average rainfall, Northern and Southern Hemispheres, the equator, humidity, temperature, citizenship, standard of living, island and peninsula, night and day, compass rose, cardinal directions, and oceans

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UNIT 1

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OVERVIEW

Targeted Spelling Words: Irregular Words

straight	school	people
danger	beautiful	general
treasure	journal	group
what	control	instead
busy	weird	friendly
dollar	science	square



Extra Supplies Needed

- 9 pennies
- 4–5 celery sticks
- 4–5 grapes
- 20 raisins
- 2 strawberries
- 2 glasses
- 1 spoon

New Homophones

- flour/flower
- wait/weight
- waste/waist
- wear/where
- whether/weather
- which/witch
- whose/who's
- your/you're

Book Used in the *Level 3 Personal Reader*

- *Native Americans: How They Lived*

Spelling Patterns Practiced

- AIR
- CIAN
- EA
- EY
- IGH
- KN
- MB
- OE
- OOR
- PH
- QU
- Silent E
- SION
- TION
- UE
- UI

Spelling Rules Practiced

Spelling Rules #1, #2, #3

Principles Taught

- A sentence needs three things
- Adjectives, adverbs, verbs, and nouns
- Art appreciation and instruction
- Commas in a series
- Common and proper nouns
- Concrete and abstract nouns
- Contractions
- Geography
- Open and closed syllables
- Poetry appreciation and memorization
- Reading comprehension
- Sentence diagramming
- Silent E Jobs #1 and #2
- Subject of a sentence
- Writing

LESSON 1

TION, CIAN, SION: Part 1

Have the child complete the Course Reading Assessment in the Appendix on page 306.

Read to the child: In this course we will learn many great things about reading, writing, geography, art, grammar, vocabulary, and spelling. We will find joy as we learn and connect these subjects with meaning, beauty, and truth.

Charlotte Mason wrote, “The question is not,—how much does the youth *know*? when he has finished his education—but how much does he *care*?”¹

The point of this course is not just to learn about the subjects taught, but to learn to *care* about them—to feel gratitude for how they bless our lives and then to use our knowledge to do good. Let’s get started.

Write these suffixes on the board: tion, cian, sion. Read to the child: There are three ways to spell the sound /shun/ at the end of a word, like in the word ACTION. We can use the suffixes (word endings) TION, CIAN, or SION. What sound does TION, CIAN, and SION make? [/shun/]

Note: Sometimes SION can make the sound /zhun/, but it is difficult for some people to even hear a difference between /shun/ (as in NATION) and /zhun/ (as in VISION).

TION is the most common way to spell the sound /shun/. Read these words in purple:

na - tion	sec - tion
por - tion	op - tion
correc - tion	cau - tion
fic - tion	men - tion

Usually, if the base word ends with the letter T, you use the TION suffix. Write “direct” and “direction” on the board. For example, for the

word DIRECT, you would use the suffix TION.

1. Have the child write SUBTRACT on the board.
2. Point out that it ends with the letter T.
3. Have the child write the word SUBTRACTION, not doubling the T.
4. Have the child write REACT on the board.
5. Point out that it ends with the letter T.
6. Have the child write the word REACTION, not doubling the T.

When a word describes an occupation (a type of professional job), the suffix CIAN is often used. Read these words in purple:

music > musician electric > electrician

SION is also used for the /shun/ sound at the end of words. Read these words in purple:

ver - sion	mis - sion
confes - sion	ses - sion
vi - sion	ten - sion
divi - sion	man - sion

Read to the child: You are going to practice reading words with TION and SION by completing an activity that uses the beautiful painting on the next page. First, read the questions below aloud and answer them aloud. Then, read the questions to me, and I will answer them.

1. What is your initial reaction to the location shown in this painting?
2. If you could have a discussion with the siblings, what questions would you ask?
3. If you were a collector of inspirational art, would this painting be a good option for your collection? Why or why not?

1. Charlotte M. Mason, *School Education* (London: K. Paul, Trench, Trübner & Co.), 1905, 170



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

Helpful Hint: You will likely need to help the child with the first few independent practice sections until the child gets the hang of doing them by himself or herself.



Independent Practice



A homophone is a word that is pronounced the same as another word but has a different meaning. For homophone exercises in this course, write the correct homophone on each blank.

Homophones

flour = Please buy a pound of flour. | **flower** = Put a flower in the vase.

- 1. The ram ate a yellow _____ by the cliff.
- 2. You have some _____ on your apron.
- 3. I made a cookie shaped like a _____.
- 4. I made the muffins with white _____.

Vocabulary Word

As part of many lessons, you will be given a new vocabulary word. In your writing journal (a lined notebook of your choice), write "My Vocabulary Words" at the top of the first four pages. In Lesson 3, you will write your first writing journal entry, starting on the fifth page of your writing journal.



Write the vocabulary word, definition, and example sentence below in your writing journal.

expound: to explain with more detail
 I will expound upon my views in this essay.

Poetry Memorization

In this course you will memorize one or more poems. In this lesson you will choose a poem to memorize. In an upcoming lesson, you will start memorizing the poem.

Read through some of the poems in *I Sat by the Sea*. Choose one poem to memorize. You can use one of these top recommendations or use another poem of your choice:

- *Written in March* on page 49
- *Fireflies* on page 66 (either poem)
- *Who Has Seen the Wind?* on page 88

Write the name of the poem and the page number here:

Poem Name: _____

Page Number: _____

Helpful Hint: If the child loves memorizing, consider having him or her memorize more than one poem during the course. Once a poem is memorized, have the child choose another poem to work on when the course indicates to practice poetry memorization. Remember that all children are different, and you can make variations to the course based on the specific child's interests, strengths, and weaknesses. However, it is highly recommended that you do not skip poetry memorization, even if the child dislikes it. Poetry memorization is a powerful exercise for the brain and a great way to instill beautiful language patterns and messages into the mind and heart.



Personal Reading

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

LESSON 7

o o o o o

Verbs + Practice with OE Words

- Have the child reread aloud the poems on pages 5–6 of *I Sat by the Sea*. Help the child sound out difficult words.
- Read to the child:** A verb tells what the subject does. Fill in the blank. A verb tells _____. [what the subject does] There are two types of verbs: action verbs and being verbs. What are the two types of verbs? [action and being] An action verb shows an action. For example, Amy LAUGHS. A being verb uses a form of the verb TO BE. For example, Sam IS happy. Sam WAS happy. We WERE sad. They WILL BE good.
- Have the child write the “to be” verbs on the board: be, are, am, is, was, were, been, being.
- Have the child read each sentence and point to the verb. Then have the child point to the subject (who or what is doing the action or being).

- Read to the child:** You have been practicing the first set of targeted spelling words for this unit. Later in this unit, I will quiz you on those words again. For now, you will move on to a new set of words. Have the child throw away the index card containing the spelling words he or she has been practicing.

I will now quiz you on the second set of targeted spelling words for Unit 1. This is a pretest; you are not expected to know the correct spelling of any of the words. I will say a word, and you write it on a separate piece of paper or the board. I will circle the words you spell incorrectly and then write them on one 3"x5" index card to keep in the pocket on the inside front cover of this course book. You will use the card during your independent practice sections.

The kids surf on a canoe.	We work with a hoe.
He wrote a poem about an aloe plant.	Zoe and Chloe are not your foes.
Joe uses a metal hoe.	He was a famous poet.
Joe Monroe has an oboe.	A doe is a female deer.

what	control	instead
busy	weird	friendly
dollar	science	square

“Canoe Surfing, Waikiki” by D. Howard Hitchcock (1861–1943), date unknown



LESSON 9



Nouns and Adjectives

- Have the child reread aloud the poems on pages 7–8 of *I Sat by the Sea*. Help the child sound out difficult words.
- Practice The Challenging Words Climb (in the Appendix). Practice the words on 1–4 mountains for 3–5 minutes total.
- Read to the child: Let’s explore the painting on the next page as we learn about nouns and adjectives. The painting was created by an artist named Anton Altmann. He was born in Vienna, Austria. Tell me the city, country, continent, and hemisphere in which he was born. [Vienna, Austria, Europe, Northern Hemisphere]

A noun is a person, place, or thing. A thing can be something you can touch, which is called a concrete noun. A thing can also be an idea or something you cannot touch, like love, fear, or joy. A thing you cannot touch is called an abstract noun.

A common noun is the general name for a person, place, or thing, such as GIRL or CITY. A proper noun is the specific name of a person, place, or thing, such as AMY or ALBERTA. Fill in the blanks. A noun is _____. [a person, place, or thing] A proper noun is _____. [the specific name of a person, place, or thing]

Altmann was a very talented artist. In the painting notice how the sky and background are gray and misty and without a lot of detail. Then notice how the tree in the middle of the painting is vibrant green, has lots of detail, and has sunlight shining right on it. These things contrast with the dull background, making the tree beautiful and striking.

Point to the house in the painting. The word HOUSE is a thing, so it is a noun. Point to one of the girls in the boat. The word GIRL is a person, so it is a noun. Point to the mountains. The word MOUNTAIN is a place (or a thing), so it is a noun.

Point to a part of the painting that has a lot of beauty. The word BEAUTY is a thing, so it is a noun. You cannot touch beauty, but it is still a thing. Give the man walking down the path a name. The word MAN is a common noun, but the man’s name is a proper noun.

- Read to the child: An adjective is a word that describes a noun. What is an adjective? [a word that describes a noun] Here are some adjectives that could describe this painting: lovely, striking, detailed, delightful, appealing, splendid.

I am going to read some sentences, and you tell me what the adjective is in each sentence. Then I will read the sentences again, and you tell me the noun or nouns in each sentence. (Adjectives are in purple; nouns are in red.)

This painting uses realistic colors.

The artist uses different shades.

This scene has a calm mood.

This painting brings great peace.

I am going to read some more sentences. For each sentence I read, replace the proper noun with a common noun. Don’t use a pronoun, like SHE or IT. For example, for the sentence “Mr. Jensen is pulling the cart,” you would replace the proper noun with a common noun by saying, “A man is pulling the cart.”

Anna is standing up in the boat.
[A girl is standing up in the boat.]

The artist painted ripples on Gurk River.
[The artist painted ripples on the river.]

There is mist on Gamsfeld Peak.
[There is mist on the peak.]

- Reminder: Get the perishable items needed for the next lesson.



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

Buy a Puppy



#1

nation	suggestion
station	information
action	initiation
lotion	operation
mention	situation



#2

translation	revolution
imagination	organization
ambition	attraction
motion	affection
position	portion



#3

correction	devotion
fiction	ration
addition	construction
caution	introduction
option	education



#4

electrician	beautician
contradiction	exclusion
musician	physician
politician	magician
technician	clinician



#5

version	devastation
mission	confession
conversion	infusion
excursion	discussion
session	possession



#6

vacation	admission
permission	collision
procession	confusion
impression	decision
depression	explosion



#7

expression	tension
mansion	television
occasion	obsession
suspension	division
vision	profession



#8

rejection	competition
location	relation
moderation	description
invitation	decoration
condition	completion



#9

hibernation	direction
emotion	imitation
traction	petition
subtraction	solution
question	multiplication

LESSON 22



Geography: Switzerland

- Read to the child:** Look at the painting on the next page. In this painting the artist Johann Heinrich Bleuler Jr. depicts a rural village in Switzerland. Johann’s father was a painter and art teacher. Eventually 25 of his descendants—children and grandchildren—became artists too. What do you like about this painting?

WRITER’S WORKSHOP

- Read to the child:** You are going to learn about Switzerland by writing an essay about the country in the same way you completed your essay “All about Austria.” First, let’s learn about the geography terms **rural**, **urban**, and **suburban**. Read the terms in the box aloud.

rural
countryside; areas outside of cities or towns

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

suburban
pertaining to a community close to a city

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

You will write the essay step by step by copying the sentences you like best and gluing paragraphs onto your page.

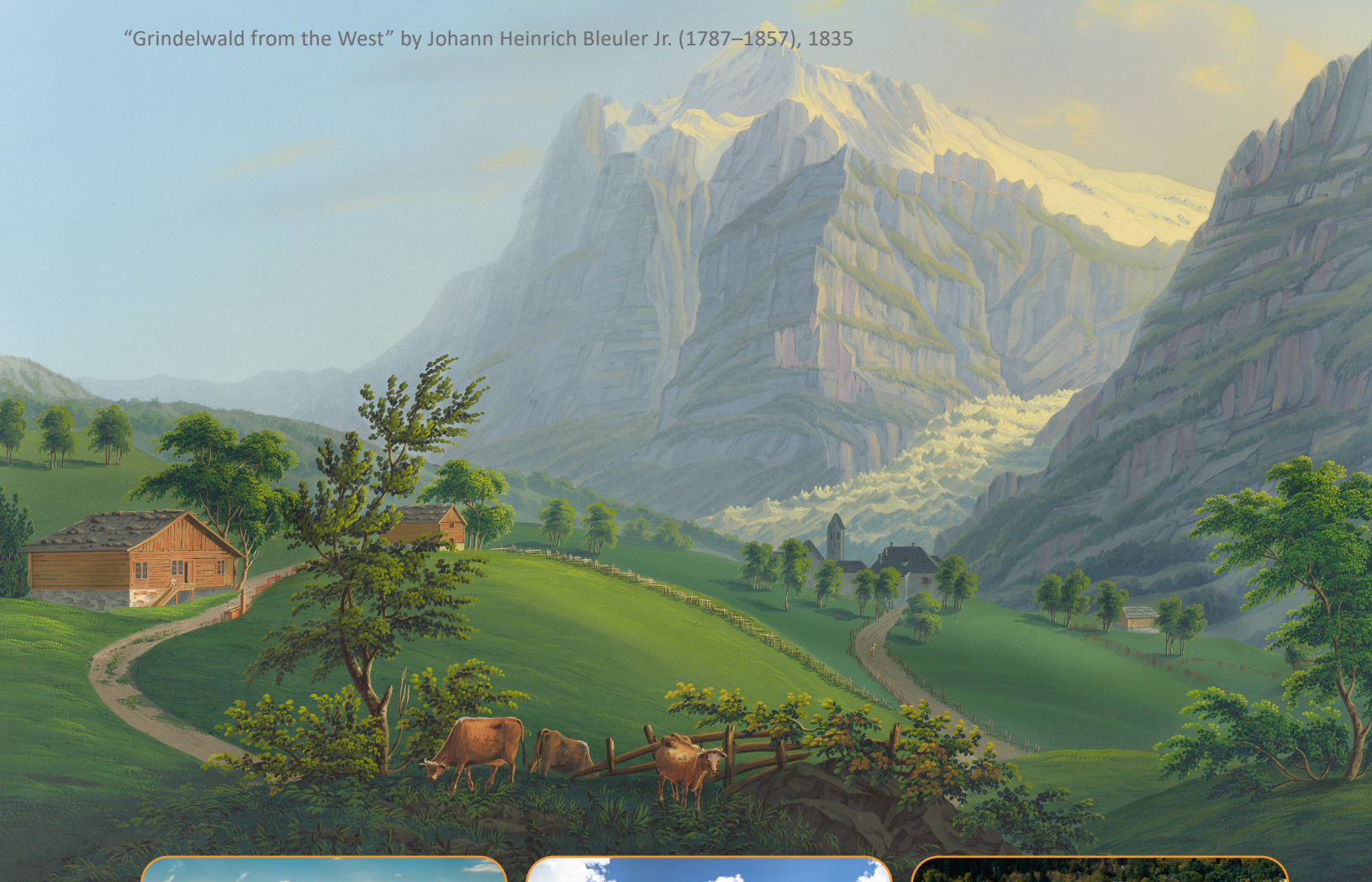
- On a page in your writing journal, title your essay “All about Switzerland.”
- Begin with an attention-grabbing opening. You can start with an interesting question, statement, or description. Then you want to make it clear what you are going to be writing about. Copy the paragraph in purple below on your own paper, or you may create your own paragraph.

Have you ever seen photographs of the beautiful Swiss Alps and wished to visit Switzerland? Let’s learn more about this amazing little country in Europe.

- Each paragraph in an essay should be about one main idea. Your essay has three main ideas: standard of living, nature, and languages. Cut out the paragraphs on the next page. These are the paragraphs of your three main ideas.
- Find the paragraph you cut out that is about STANDARD OF LIVING. Glue it onto your paper under your opening paragraph. Then glue on the paragraph about NATURE and then the paragraph about LANGUAGES.
- Close with a paragraph that wraps everything up without repeating the exact wording you have used before. Copy the closing paragraph below onto your paper at the end of your essay, or you may create your own closing paragraph.

Every country is unique. Switzerland, with its educated people and lovely landscapes, has its own special beauty.

- Have your parent or teacher read the essay aloud.



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

The standard of living is very high in Switzerland. In fact, one recent study rated Switzerland as having the second highest standard of living in the world. This one little European country, tiny enough to fit into the state of Texas 16 times, has three cities that are regularly ranked in the top 10 most livable cities in the world. Some reasons why Switzerland ranks so high are the public transportation systems (such as buses and trains), personal safety, and, of course, the easy access to incredibly beautiful nature.

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

UNIT 2

o o o o o

OVERVIEW

Targeted Spelling Words: Irregular Words

laugh	shoulder	either
stomach	double	toward
nothing	machine	favorite
wonder	flavor	usually
afraid	again	probably
guess	course	strange



Extra Supplies Needed

- 34 dried beans or small items
- 3 beanbags or small soft toys
- 20 pennies

New Homophones

- bare/bear
- board/bored
- bury/berry
- cent/scent
- grown/groan
- here/hear
- mail/male
- week/weak
- would/wood

Spelling Patterns Practiced

- ANCE
- EA
- EW
- EY
- IGH
- KN
- OA
- OOR
- PH
- QU
- Silent B
- TION
- TU

Spelling Rules Practiced

 Spelling Rules #1, #2, #4, #5

Principles Taught (Other principles, not listed here, are reviewed.)

- Abstract nouns
- Art appreciation and instruction
- Articles
- Commas in dates
- Compound words
- Contractions
- Decoding difficult words
- Editing
- Geography
- Idioms
- Open and closed syllables
- Poetry appreciation
- Possessive nouns
- Prefixes and suffixes
- Prepositions
- Pronouns
- Reading comprehension
- Sentence diagramming
- Silent E Job #3
- Vocabulary
- Writing

LESSON 28



Possessive Nouns

- Have the child read aloud the poems on pages 25–26 of *I Sat by the Sea*.
- Read to the child:

What is a noun? [a word for a person, place, or thing]

1. Give me an example of a common noun that is a person. [mom, aunt, etc.] Give me an example of a proper noun that is a person. [Kim, Ed, etc.]
2. Give me an example of a common noun that is a place. [forest, school, lake, etc.] Give me an example of a proper noun that is a place. [Canada, Lake Tahoe, Smith Elementary School, etc.]
3. Give me an example of a common noun that is a thing you can touch. Give me three examples of common nouns that are things you cannot touch—for example, joy, power, and fear. These are called abstract nouns.

When we want to show that something belongs to a noun, we add an apostrophe and an S. These nouns are called possessive nouns. Read these sentences from classic books that contain possessive nouns and highlight all the possessive nouns.

From *Five Little Peppers*

“To help Mother” was the great ambition of all the children, older and younger, but in Polly’s and Ben’s souls, the desire grew so overwhelmingly great as to absorb all lesser thoughts.

From *Heidi*

“Peter, the eagle’s nest is surely on fire, too. Oh, look at the fir trees over there!” Peter was quietly peeling his rod, and looking up, said to Heidi: “There is no fire; it always looks like that.”

- Show the child the painting in this lesson. Discuss the following questions: 1) What do you like about this painting? 2) What details do you notice?

- Ask the child to make a list of five nouns (people, places, or things) he or she sees in the painting. Then have the child write a sentence for each noun, making each noun possessive by adding an apostrophe and an S. (Examples: The girl’s feet are bare. The duck’s feathers are white. The river’s water is smooth.)
- Read to the child: I will now quiz you on the first set of spelling words for Unit 2. This is a pretest; you are not expected to know the words. I will say a word, and you write it on a separate piece of paper or the board. I will circle the words you spell incorrectly on the chart below and then write the words on one 3"x5" index card to keep in the pocket on the inside front cover of this course. You’ll use the card during your independent practice sections.

laugh	shoulder	either
stomach	double	toward
nothing	machine	favorite

- Have the child read these words aloud to prepare for the personal reader assignment:

monks	dangerous	St. Bernard	refuge
-------	-----------	-------------	--------



Independent Practice

Homophones

wood = The table is wood. | **would** = Would you like it?

1. I _____ like a sandwich, please.
2. The _____ for the fire was too wet.
3. The table is made of cherry _____.
4. _____ you like a yellow flower?

"Happy Summer Day" by Hans Thoma (1839–1924), 1915



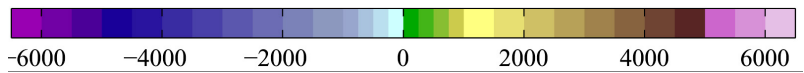
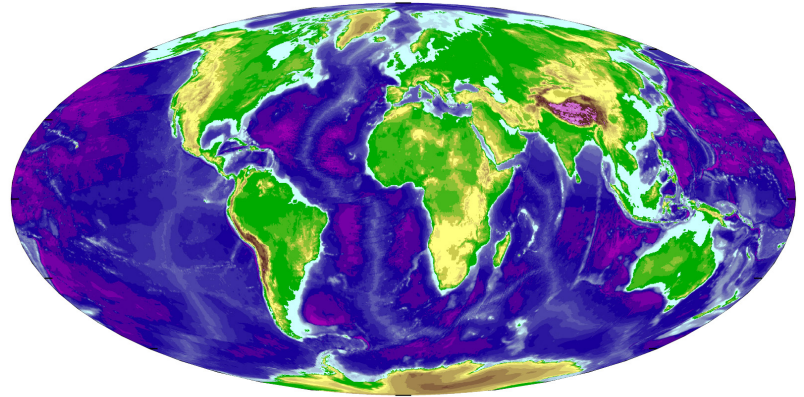
LESSON 29

o o o o o

Geography: Maps

- Have the child reread aloud the poems on pages 25–26 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Read to the child:

Maps and globes are wonderful tools that help us see the entire world or an area of the world. Globes are a realistic way to show the world because our world is a sphere, like a globe. But globes are hard to carry around, and you can only look at one part of a globe at a time. Maps show the world as if it were flattened out. Maps can show the entire world at one time, or maps can give us a closer and more detailed look at a certain area. Also, maps can be folded up and even printed in books. There are several different kinds of maps.



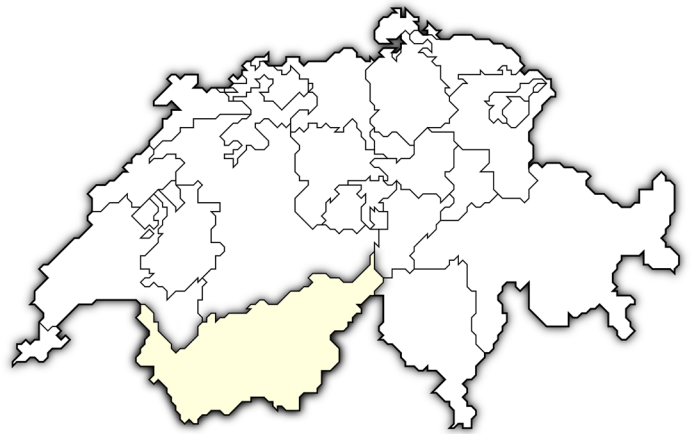
PHYSICAL MAPS

A physical map shows natural features, such as mountains, rivers, and lakes. One kind of physical map is called a **topographical map**. It shows how high or low the land lies in relation to the sea level. Look at the topographical map on this page. Zero is **sea level**—the level of the sea’s surface. Are the yellow areas on the map higher or lower than the green areas? [higher] Are the dark purple areas on the land higher or lower than the yellow areas? [lower]

POLITICAL MAPS

A political map shows man-made boundaries, such as countries and states. Detailed political maps may also show the locations of cities and towns.

Countries are usually divided into sections of local government. Some countries are divided into states, some into provinces, some into cantons, and so on.



Look at the map on this page that shows Switzerland divided into its 26 cantons. The canton named Valais is colored in. This is the canton in which St. Bernard Pass lies. This is where the story *Barry, A Dog of the Alps* took place. [Discuss with the child how your country is divided into political boundaries \(states, provinces, cantons, etc.\).](#)

- Ask the Set #1 Review Questions on page 307 of the Appendix.



Independent Practice

Targeted Spelling Words



Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 72 to create a new one.

- Say each word aloud, spell it twice aloud, and then write a dot on a piece of paper. After spelling all the words, connect the dots and see what kind of design you can make. Color your design, if desired.
- Spell each word in sign language using page 309 of the Appendix.

Reading Comprehension



Read the following poem aloud, and then circle the correct answers to the questions below.

The Great Mapmaker

By Jenny Phillips

All the world is God's grand design.
 He's the greatest mapmaker that has ever been—
 The shape of islands, the curve of coastlines,
 And how the rivers bend.
 I view vast oceans and peaks reaching to the sky,
 And I want to praise the great Mapmaker.
 As men, we can only sit and try
 To map His wonders out on paper.

What is the tone (feeling) of this poem?

A. silly B. sad C. inspiring

What is the main message of the poem?

A. Maps are useful. B. God is the greatest mapmaker.
 C. Maps are hard to make.

How does the author of the poem feel about God?

A. He is wonderful. B. He makes her feel small.

Homophones

mail = Open the mail. | **male** = The man is a male.

1. Is the puppy a _____ or a female?
2. I received a card in the _____.
3. Our postal worker is a _____.
4. The _____ is late today.

Vocabulary Word



Write the vocabulary word, definition, and example sentence in your writing journal.

persistent: when someone or something keeps
on trying

The persistent boy practiced his poem every day.



Personal Reading

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

Other than the main character, who is your favorite character in the book and why?

LESSON 35

Prepositions: Part 2

- Have the child reread aloud the poems on pages 31–32 of *I Sat by the Sea* after reading these definitions to the child: **Crimson** is dark purplish red. **Goldenrod** are yellow flowers. **Naught** means nothing. After reading the last poem, point out the use of alliteration (words next to or close to each other that begin with the same sounds): “winds that wake.” Find at least one more instance of alliteration.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Read to the child: Let’s review. A preposition links words in a sentence, usually by showing position in time or space. Examples include ABOVE, BELOW, AFTER, and DURING. The most common prepositions are ON, OF, IN, AT, TO, BY, FOR, FROM, and WITH. I will say some sentences aloud, and you tell me the preposition in each sentence. The prepositions are in all capital letters for your reference. If the child struggles to identify the preposition, remind him or her that prepositions can show a physical position or a position in time.

My books are ON the table.

We are going TO Grandpa’s farm.

I am ABOVE the clouds.

We played IN the rain.

They walked ALONG the lake.

We will swim AFTER the game.

We will eat BEFORE the long trip.

We will eat DURING the game.

The horses go AROUND the lake.

□ GRACE CARPENTER HUDSON PAINTING

1. With the child, study the painting on the next page. Read to the child: This is a

painting by an artist named Grace Carpenter Hudson. The Native Americans in the painting are from the Pomo tribe, who live in California. Let’s write some words on the board about the mother. Write the following words on the board: gentleness, joy, love.

Can you see gentleness, joy, and love in this picture? Are these words verbs, adjectives, or nouns? They are nouns. Even though we cannot touch them, they are still things. Nouns that are things we cannot touch are called **abstract nouns**. Let’s think of some more abstract nouns—things that we cannot touch. Write two columns on the board: Right Choices, Wrong Choices. In the correct columns, let’s write abstract nouns that come as a result of right and wrong choices—remember, these are nouns that are things we cannot touch. [Examples: happiness, peace, freedom, strength, blessings, pain, guilt, sorrow, weakness]

2. It is amazing that solid colors of paint from a handful of tubes or jars can be transformed into something that shows emotion and can make us feel emotion—something that we can study and enjoy. The ability to create is a gift from our loving Heavenly Father.



Independent Practice

Homophones

wood = The table is wood. | **would** = Would you like it?

1. I _____ love to help you today.
2. Let’s gather _____ for the fire.
3. The dresser was made from _____.
4. _____ you like to dry those flowers?

"Sweethearts" by Grace Carpenter Hudson (1865–1937), 1903





Independent Practice



Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 91 to create a new one.

For each word on your card,

- read it, and then write it on the board. Erase every other letter, and then write the letters again.
- write it in all capital letters on the board.
- write it somewhere on the design to the right.

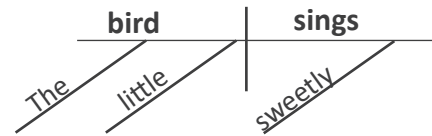


Sentence Diagramming

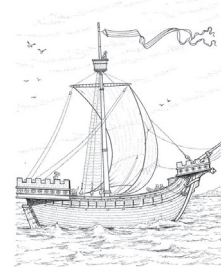
Diagram the sentences.

Example:

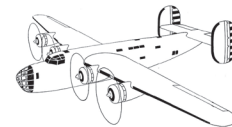
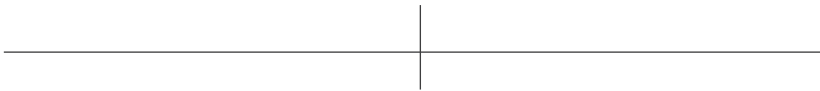
The little bird sings sweetly.



Slowly, the huge ship sails.



An old plane flies smoothly.



Personal Reading

- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*. Summarize what you read to your parent, teacher, friend, or sibling.

Supplies Needed:

- 20 pennies

LESSON 48

o o o o o

Unit 2 Review: Part 3

- Have the child read aloud the poems on pages 45–46 of *I Sat by the Sea*.
- Read to the child and have him or her play “Toss the Penny.” This is Spelling Rule #5, which is also called the 1-1-1 Rule: If a word is 1 syllable and ends with 1 vowel followed by 1 consonant, double the consonant before adding an ending starting with a vowel. Otherwise, do not double the consonant.
- Read to the child, and then play “Pronoun & Preposition Purchase.” Let’s review. A pronoun is a word that replaces a noun. Examples of pronouns are YOU, HE, SHE, ME, OUR, THEY, IT, US, and THOSE.
A preposition links words in a sentence, usually by showing position in time or space, such as ABOVE, BELOW, AFTER, and DURING. Common prepositions are ON, OF, IN, AT, TO, and BY.

TOSS THE
PENNY

You are going to rewrite each word, adding either ED or ING to the end. Use Spelling Rule #5 to decide if you double the final consonant or not before adding the suffix. Before you rewrite each word, toss a penny. If it’s heads, add “ed.” If it’s tails, add “ing.”

flood _____ nod _____

floss _____ shop _____

grab _____ hug _____

grip _____ fill _____

growl _____ hop _____

hoot _____ jog _____

PRONOUN &
PREPOSITION
PURCHASE

Put a coin on each word below that is a pronoun while I time you. See if you can get all the pronouns, and only pronouns, in 30 seconds. Then, we will repeat the game with prepositions. **Repeat until mastered.**

after

of

you

he

before

they

under

during

below

between

it

she

our

through

us

inside

at

her

beyond

across



Independent Practice

Open and Closed Syllables

The words in the chart below are broken into syllables. **A closed syllable ends with a consonant. An open syllable ends with a vowel, and the vowel is usually long (says its name).** Highlight all the open syllables with a highlighter.

o - pen	bo - nus	re - cent	ex - pand	wit - ness
ze - bra	Bi - ble	sud - den	cab - in	ho - tel
u - nit	li - on	men - u	bin - go	li - lac

Homophones

wood = The table is wood. | **would** = Would you like it?

- I _____ like a sandwich, please.
- The _____ for the fire was too wet.
- Set the fruit plate on the _____ table.
- _____ you like a yellow flower?

grown = The tulip has grown quickly. | **groan** = When he fell, I heard him groan.

- I'll sell the turkey when it's fully _____.
- I don't _____ when it's time for bed.
- Did you hear the dog _____?
- Has the lamb _____ since last week?

mail = I sent the mail. | **male** = A male ant is called a drone.

- Did you pick up the _____?
- A _____ student stole the _____.
- A _____ camel is called a bull.
- Janet loves picking up the _____.

week = I'll come next week. | **weak** = My arm is weak.

- I am too _____ to climb the peak.
- I'm going to France next _____.
- I won't be this _____ next _____.
- Is Jane feeling _____ this _____?

here = Grandma will come here for dinner. | **hear** = Do you hear that bird?

- _____ is the book I told you about.
- She can _____ better with her right ear.
- Did you _____ about the storm coming?
- Let's eat our picnic right _____.

UNIT 3

o o o o o

OVERVIEW

Targeted Spelling Words: Review from Level 2

enough	because	answer
Tuesday	thought	caught
against	bought	early
Wednesday	though	castle
young	heart	field
muscle	sugar	either



Extra Supplies Needed

- 1 hairbrush
- 1 spoon
- 1 fork
- 1 box (any size and material)
- 1 piece of construction paper
- 1 glass
- soy sauce or coffee
- 1 cookie sheet
- 1 hair dryer
- 1 cotton ball
- 1 piece of white paper

New Homophones

- need/knead
- pain/pane
- pause/paws
- peace/piece
- pear/pair
- peek/peak
- plain/plane
- right/write
- sale/sail

Book Used in the *Level 3 Personal Reader*

- *Bobby of Cloverfield Farm*

Spelling Patterns Practiced

- AIR
- ENCE and ANCE
- EY
- IGH
- KN
- Long OW
- MB
- PH
- QU
- Silent B
- Silent H
- Silent T
- Soft C
- TU
- UE
- UI

Spelling Rules Practiced

 Spelling Rules #1, #2, #4, #5, #6, #7

Principles Taught (Other principles, not listed here, are reviewed.)

- Art appreciation
- Capitalization
- Contractions
- Decoding difficult words
- Editing
- Geography
- Poetry appreciation
- Possessive nouns
- Prepositions
- Pronouns
- Reading comprehension
- Sentence diagramming
- Types of sentences
- Verb tenses
- Vocabulary
- Writing

LESSON 50



Decoding Difficult Words: Part 2

- Have the child read aloud the poem on pages 47–48 of *I Sat by the Sea*. Help the child sound out difficult words.

Note: Even quick readers need training with decoding difficult words. Children can often guess how to pronounce a challenging word in context, but when they encounter long words or words that are unfamiliar to them, they do not know how to pronounce the words if they have not been trained with spelling rules and decoding skills.

- Read to the child:** Less-skilled readers rely on guessing the pronunciation of a word and may even skip challenging words when reading alone. Children with better reading skills look for known parts in unfamiliar words. I am going to have you read the words in purple on the charts. They are likely unfamiliar words, but they were chosen on purpose so that you have to sound them out using known rules. Cover the word broken into syllables. If you struggle with a word, try to break it into syllables on your own. If needed, uncover the word broken into syllables.

paleontologist pa - le - on - tol - o - gist	encyclopedia en - cy - clo - pe - di - a
advantage ad - van - tage	procedure pro - ce - dure
agenda a - gen - da	consonant con - so - nant
longitude lon - gi - tude	consideration con - sid - er - a - tion
sympathetic sym - pa - thet - ic	synthetic syn - thet - ic
interdependence in - ter - de - pen - dence	symptomatic symp - to - mat - ic

- Read to the child:** This is Spelling Rule #5, which is also called the 1-1-1 Rule: If a word is 1 syllable and ends with 1 vowel followed by 1 consonant, double the consonant before adding an ending starting with a vowel. Otherwise, do not double the consonant.

Dictate the following words. First, have the child write the base word and then the suffix next to it (with a space in between). Then, have the child repeat the rule. (You can help the child.) Have the child hold up one finger for each criteria met: 1 syllable, 1 vowel, 1 consonant at the end. If the child holds up three fingers, the child doubles the consonant before adding the suffix starting with a vowel.

qualification qual - i - fi - ca - tion	abbreviation ab - bre - vi - a - tion
acceleration ac - cel - er - a - tion	veterinarian vet - er - i - nar - i - an
hierarchy hi - er - ar - chy	biodiversity bi - o - di - ver - si - ty
differentiation dif - fer - en - ti - a - tion	individualism in - di - vid - u - al - ism
ineffectual in - ef - fec - tu - al	legislature leg - is - la - ture
revolutionary rev - o - lu - tion - ar - y	evaluation e - val - u - a - tion

hitting climbing combing chopped

nodding demanded delivering trotting

getting petting grabbed popped

LESSON 52

o o o o o

The Kingdom of Kind: Part 1

- Have the child read “The Peasant and the Prince” to you. If the child reads slowly and struggles with many of the words, have the child read the story again another day, or try choral reading (reading aloud in unison) with the child for certain passages. This helps build the child’s confidence and fluency.

The Peasant and the Prince

The Kingdom of Kind: Part 1

Many years ago there was a beautiful kingdom called Kind. How it got its name you will discover in another story.

The kingdom was a beautiful sight. If you use your imagination, you might be able to picture the vast forests, the turquoise lakes, and especially the delightful rolling hills of rich soil and soft green grass.

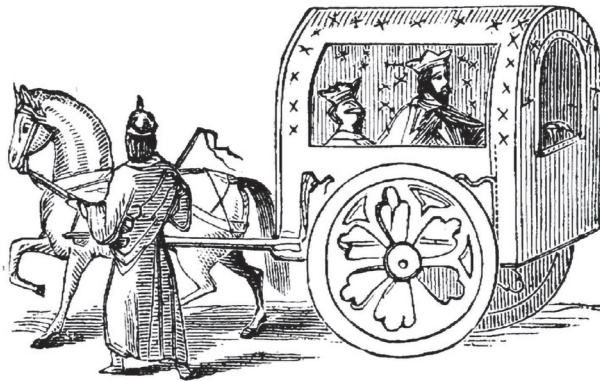
The population consisted of knights, peasants, merchants, and royalty.

On a chilly autumn evening, daylight was just starting to fade, and night was descending on the land.

A prince was riding back to the castle when his carriage went around a corner and suddenly swerved as the driver tried to avoid a stretch of thick, oozing mud. Much to the prince’s disappointment, they did not avoid the muck, and the carriage came to

an abrupt halt as two of the wheels sank deep into the moist, mushy mud.

“Oh, please,” cried the prince to his drivers with a hint of impatience, “hurry and get us out of here! It is growing so cold, and this is not the safest location. Besides, I have a dinner appointment with the king at seven p.m.”



The prince stuck his head out the window and sighed as his men took out coils of rope and went to work trying to free the carriage.

A slight motion to the right of the mud patch caught the prince’s

attention. An old, feeble woman wearing a worn, patched dress and a ragged shawl came hobbling in the direction of the carriage.

“Please, Your Highness,” she entreated with a

gentle, humble voice, “have you any food?”

With emotion in her voice, she told the prince of her sad plight. Her husband and two children had died years ago, and her fingers had become old and stiff. She could no longer weave and sew to earn a living. This very day she had been cast out of her home because she had no money to pay the rent for her dilapidated [rundown] cottage. She was traveling to a relative’s home many miles distant but had no way to obtain food or shelter until she arrived.

The prince took her story into consideration. Initially, he was suspicious of the old woman’s story, and he was most definitely upset by this disruption.

“Surely she has brought her own conditions upon herself by not planning ahead and saving her money,” the prince rationalized. “I cannot help every poor peasant with a sad plight. The castle would be overrun with beggars.”

But his conscience pricked him, and he wanted the poorly dressed old woman to go away. He didn’t like looking at her ragged clothes and sorrowful face.

He thought of the leather pouch resting on his thigh that was filled with gold coins. There was no question that even one coin would delight the old woman and feed her for an entire week. It would not be a disappointment to lose just one coin.

He opened his bag and fished out a single coin. With a feeling of satisfaction, he leaned out the

window and threw the shiny coin past the mud, aiming for the woman’s feet. But as he did so, seven gold coins spilled out of the bag and quickly sank into the oozing mud. Bothered, the prince shook his head. “This wretched situation has spoiled my evening,” he thought miserably.

He had no intention of getting dirty by searching for the coins, nor did he want to be delayed any further by having his drivers search for the lost money.

Just then, the drivers jumped back onto the carriage. “It is all taken care of, Your Highness,” said a tall man. “We will have you back to the castle in twenty minutes.”

As the carriage started to roll, the prince motioned to the old woman, who was wrapping her worn shawl tightly around her cold shoulders. “If you can find the coins,” said the prince, “they are yours to keep.”

As the carriage drove on, the prince took the situation into consideration. His initial reaction was to be extremely annoyed that he had lost the precious coins. But upon further reflection, he decided that the woman would most likely find the coins. “Yes, she might have to get a little muddy,” thought the prince, “but she is sure to find the coins. Then she will be fed for nearly two months.”

With a feeling of satisfaction, the prince settled down into his plump, velvet cushions, and a proud expression crept across his face. “Yes,” he thought, “I was mighty generous tonight. I nearly spoiled the old woman by giving her

Edit the Article

Edit the article. **There are eight mistakes!**

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

Cross out any incorrect words and write the correct words.

Hints: Use A, not AN, before a word that starts with a consonant sound. Look for missing commas in series. Names of countries should be capitalized.



The United Kingdom

The United Kingdom (UK for short) is made up of four countries: England, Scotland, Wales and Northern Ireland. While these countries are all ruled by an central government, the countries also have their own laws. It is similar to the states in the United States, which have some of their own laws while also being governed by a federal government.

The term “Great Britain” refers to the landmass that includes England, Scotland, and Wales.

England, Wales and Scotland have been joined together for a very long time—more than 300 years. These countries were called the Kingdom of Great Britain. In 1801, Ireland joined the kingdom. However, in the 1900s, the people in the southern part of Ireland decided to remove themselves from the union.

Homophones

plain = The room is not fancy; it is plain. | The key was in plain sight. | **plane** = Have you ever flown in a plane?

- The reasons we are selling our home are _____ to understand.
- I thought the _____ had 40 seats.
- The small _____ can land in a field.
- The castle decor is rather _____.
- My answer was _____ silly.

pear = A pear is a healthy snack. | **pair** = I can't find a pair of matching socks.

- A pilgrim planted the first _____ tree in America in 1630.
- A _____ ripens from the inside out.
- My grandparents are a cute _____.
- I got a new _____ of glasses.
- A _____ of oxen pulled the wagon.



Personal Reading

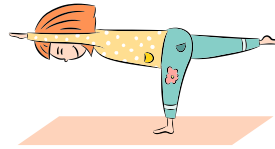
- For at least 20 minutes, read a book on your level from *The Good and the Beautiful Book List*.



Targeted Spelling Words

Practice the spelling words on your index card by completing the exercises below. If you lost the card, have your parent or teacher use page 146 to create a new one.

- For each word, read and spell the word aloud while holding one of the poses to the right. Do this for each pose.
- For each word, read the word, cover it, spell it aloud, and check it.

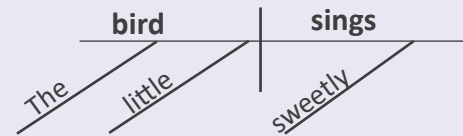


Sentence Diagramming

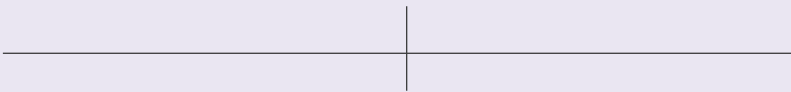
Diagram the sentences.

Example:

The little bird sings sweetly.



The huge parachute swiftly opened.



The large suitcase suddenly broke.



Personal Reading

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

LESSON 59

o o o o o

The Kingdom of Kind: Part 7

- Have the child read each vocabulary word and definition. These vocabulary words are from *The Kingdom of Kind*.

commence: begin

circumvent: to go around; to avoid

eloquent: skillfully and convincingly expressed

excessive: too much

extravagance: wasteful or careless spending

audacious: daring; bold

civility: courtesy; politeness

- Have the child read the sentences below and fill in each blank with the correct form of one of the vocabulary words listed above. Some words are used twice.

- Eating ten cookies a day is _____.
- We will _____ wedding plans tomorrow.
- Even if we don't agree with someone, we can respond with _____.
- The king's speech was very _____, and he spoke with great _____.
- You cannot _____ the consequences of sin.
- His _____ led him into _____ debt.
- The president spoke with _____.
- The _____ man put his life on the line when he saved the passengers of the boat.

- Have the child read "The Secret Scroll" to you. If the child reads slowly and struggles with many of the words, have the child read the story again another day. **Repeating targeted reading can be a beneficial tool for strengthening reading skills.**

The Secret Scroll

The Kingdom of Kind: Part 7

The shepherd, fatigued from his long journey, retired to a bedroom suite, leaving Eric and Molly alone in the library. The couple sat in shocked silence. The winter wind whistled softly outside the window, and the soft crackling and popping of the fire in the fireplace echoed across the stone walls of the library as if it were a vast, lonely canyon.

Eric's thoughts commenced spinning and swirling like the snowflakes outside. He held the ancient scroll in his hand, but he did not dare open it.

"I feel that everything may change when I read this," he whispered. "I feel as if I am standing at one end of a bridge spanning a mighty chasm, and when I walk across this bridge, I will never be able to return to the other side."

Molly put her warm, comforting arms around her husband as she whispered, "For so long you have wished to know about the first two kings who ruled this kingdom, and now you are holding the words of one of them. He wrote these words for you. Do not fear walking across this bridge, for I shall walk with you, and I will stay right by your side, no matter where the bridge leads. Yes, we are commencing on a new journey—an unknown journey—but it cannot

be circumvented. We must have courage."

Eric hugged his wife and nodded his agreement. Taking in a deep breath, he opened the scroll and began to read:

My name is King Viridian, and I am the son of King Kind, the first king of the kingdom. If you are reading this scroll, you probably have never heard of me. To explain why, I must start from the beginning of the story.



My father founded this kingdom. He helped hundreds of people escape from a far-off land ruled by a tyrant. He led the group for two months through the wilderness until they arrived in this beautiful land. The

people made my father king, and because he was so good and gentle and generous, the people named him King Kind, and the kingdom was named the Kingdom of Kind. My father and mother wanted a large family, but they were blessed with only one child—me. My father named me Viridian because it is the name of his favorite color—a shade of green that reminded him of the mighty ancient trees in our forest. When I was a boy, he always told me, "Son, you were designed to be like these trees, having strong roots and growing noble and straight, reaching up to our Creator in the heavens."

LESSON 63



Types of Sentences

- Have the child read aloud the poems on pages 49–50 of *I Sat by the Sea*.
- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Write the following words, each on its own index card, in big letters: STATEMENT, QUESTION, EXCLAMATION, COMMAND. Have the child find the correct card to match what you are saying as you read to the child: There are four types of sentences.

- A statement tells you information: “Mary has a cat.”
- A question asks for information and always ends with a question mark: “Do you like dogs?”
- An exclamation shows emotion and always ends with an exclamation mark: “There’s a snake!”
- A command tells you what to do. A command often has an implied subject. “Put the book on the table.”

- Explore the painting on the next page with the child, pointing out the shades in the sky and clouds, the overall feeling of the painting, and what it would feel, smell, and sound like to be in the scene. Read to the child: I will read a sentence about the painting, and you decide if it is a statement, question, exclamation, or command. Hold up the index card that indicates the correct sentence type.

1. Does the painting feel peaceful? [question]
2. Small wildflowers dot the meadow. [statement]
3. Tell me who painted the picture. [command]
4. Oh, a wolf is behind the hill! [exclamation]
5. Do you like the clouds? [question]
6. The grass looks soft. [statement]

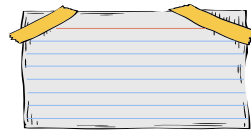
- Ask the Set #1 Review Questions on page 307 of the Appendix.
- Have the child read these words aloud to prepare for the personal reader assignment:

Redbreast	pussy willow	sleigh	Cloverfield
beckoned	neighbor	carriage	inquire



Independent Practice

Targeted Spelling Words



Complete the following exercises for the words on your card. If you lost the card, have your parent or teacher use page

164 to create a new one.

- Write each word on your leg with your finger.
- On a separate piece of paper, write a sentence for each word on your card. Each sentence should also include one of the following months of the year:

January | February | April | July | August
 September | October | November | December

Homophones

right = Turn right, not left. | **write** = Write neatly.

1. His house is the one on the _____.
2. _____ it down before you forget.
3. “The word of the Lord is _____” (Psalm 33:4).
4. Are you _____-handed or left-handed?

wood = The table is wood. | **would** = Would you do it?

1. I _____ like a sandwich, please.
2. The _____ for the fire was too wet.



“Hankehøj” by Johan Lundbye (1818–1848), 1847

Level 3 Personal Reader

Read pages 64–78 in your reader and answer the question by circling the correct letter.

Which of the following answers gives the best overall description of what the book is about so far?

- A. a boy who enjoys living in the countryside
- B. a boy living in the countryside who is trying to solve a mystery
- C. a boy who loves to play with his dog



Personal Reading

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

LESSON 66

o o o o o

Capitalization Rules

Have the child reread aloud the poems on pages 51–52 of *I Sat by the Sea*.

Read to the child: Why do we capitalize names of people, pets, continents, countries, cities, and towns? [They are proper nouns (specific names of people, places, or things), and proper nouns are always capitalized.] Names of bodies of water, oceans, lakes, rivers, etc. are proper nouns as well. Let’s practice capitalizing proper nouns using the painting on this page.

Give the child a sheet of paper and a pencil.

Write the sentence “I see a castle.” [Let the child write the sentence.] The C is not capitalized in CASTLE because it is a common noun.

Now write the sentence “I see Windsor Castle,” capitalizing the words WINDSOR and CASTLE. [Let the child write the sentence.] We capitalize WINDSOR CASTLE because it is the specific name of a place.

Write the sentence “I see the river.” [Let the child write the sentence.] The R is not capitalized in RIVER because it is a common noun.

Now write the sentence “I see the Thames River,” capitalizing the words THAMES and RIVER. [Let the child write the sentence; tell the child how to spell THAMES.] We capitalize THAMES RIVER because it is the specific name of a place.

Read to the child: The following items are also proper nouns and should be capitalized:

1. **Brand names** (Nike, Tide, Toyota)
2. **Names of buildings and statues** (National Gallery of Art, Statue of Liberty)
3. **Historical events** (World War II, Great Depression)
4. **Nationalities and religions** (Chinese, Christian, Jewish, American)
5. **Organizations** (Girl Scouts, Baker Historical Society)
6. **Schools and businesses** (Oxford University, Washington Elementary, United Bank)

Have the child read the following sentences aloud, replacing the proper noun with a common noun. For example, “I like the National Museum of Art” would become “I like the museum.”

I fought in World War II. | I like Whirlpool washers.

I attended Cambridge University.

Read to the child: We do not capitalize seasons, but we do capitalize the following:

1. **Holidays** (Christmas, Easter, Valentine’s Day)
2. **Days of the week and months of the year** (Tuesday, December)

3. **All the words in greetings and closings in a letter** (My Dearest Dora, Best Wishes)

Do we capitalize seasons? [no]

Do we capitalize holidays? [yes]

Do we capitalize days of the week and months of the year? [yes]

You will practice capitalization rules in future lessons.

“Windsor Castle at Sunset” by Alfred de Bréanski (1852–1928), 1897



UNIT 4

o o o o o

OVERVIEW

Targeted Spelling Words: Geography Terms

ocean	Australia	Antarctica
America	mountain	hemisphere
Europe	climate	earth
symbol	country	legend
equator	distance	government
Asia	area	nation



Extra Supplies Needed

- 1 c flour
- 1/4 tsp. salt
- 1/4 c cold butter
- 1/2 c boiling water
- 1/2 c brown sugar
- 1/4 tsp. cinnamon
- 1/2 tsp. baking soda
- 1/4 c molasses

New Homophones

- poor/pour
- shone/shown
- soar/sore
- steak/stake
- there/their/they're
- there's/theirs
- threw/through
- thrown/throne
- two/to/too

Books Used in the Level 3 Personal Reader

- *The Green Woodpecker*
- *Little Amish Schoolhouse*

Spelling Patterns Practiced

- ALL
- ANCE
- EW
- KN
- Long OW
- MB
- OR can say /er/
- OW
- Silent letters
- TION

Spelling Rules Practiced

 Spelling Rules #1, #2, #4, #6, #7, #8, #9

Principles Taught (Other principles, not listed here, are reviewed.)

- Acronyms
- Art appreciation and instruction
- Compound sentences
- Coordinating conjunctions
- Decoding difficult words
- Direct objects
- Editing
- Geography
- Helping verbs
- Independent and dependent clauses
- Poetry appreciation
- Prefixes and suffixes
- Reading comprehension
- Sentence diagramming
- Verb phrases
- Vocabulary
- Writing

LESSON 74



Geography: Greenland

Have the child read this section to you:

Greenland is not as green as it sounds. In fact, eighty percent of Greenland is covered with ice the entire year. This very large island is not its own country. It's a territory owned by Denmark; however, Greenland governs itself. Denmark helps with things like **national defense**, which is a nation's use of military and other means to protect itself from enemies. Let's explore the map on this page.

1. Look how big Greenland is compared to Iceland.
2. Notice how much sea ice is north of Greenland.
3. What oceans surround Greenland? [Arctic Ocean and North Atlantic Ocean]

Population means all the people living in a certain area. **Population growth rate** means the rate that the population is increasing. As you might guess, Greenland is not an easy place to live. Thus, the population growth rate is low—just 0.19%.

Read to the child: The paintings on the next page are by Emanuel A. Petersen. Petersen was enthralled by the beauty of Greenland and loved its nature and its people. He painted Greenland with all good weather, but Greenland has many days of fog, rain, sleet, and snow. Petersen, who was from Denmark, wanted to travel around the whole coast of Greenland, painting pictures as he traveled through dangerous conditions. He spent six years total in Greenland, and though he died before he could reach his goal, he left the world with more than 2,000 of his paintings. [Explore the paintings on the next page with the child. \[colors, textures, use of light and shadow, the beauty captured, little details\]](#)



Read to the child: I am going to dictate sentences to you that will teach you facts about Greenland and also give you practice with possessive nouns and words with TION. When a word is hard to spell, slowly identify every sound.

Greenland's population is about 56,000.

The people's main occupation is fishing.

Seal hunting is one of Greenland's traditions.

The island's northern portion is completely dark all winter.

Emanuel A. Petersen (1894–1948), paintings between 1923 and 1940 | Top: "The Gertrud Rask Approaching Julianeåb" | Bottom Left: "A Family and Their Sleigh Dogs in a Village in Greenland" | Bottom Right: "Landscape from Greenland with People and Houses"



LESSON 76

o o o o o

Independent Clauses: Part 1

- Practice The Challenging Words Climb (in the Appendix) for 3–5 minutes.
- Read to the child: The painting on this page is of a German village. Tell me the country and continent of this scene. [Germany, Europe] Is this an urban scene? [No, urban pertains to a big city.] What do you like about this painting?

Let's learn using this painting. An independent clause can stand on its own as a sentence. It has a subject and a verb, and it makes sense by itself.

A dependent clause cannot stand on its own as a sentence. A dependent clause has a subject and a verb, but it does not make sense by itself because it indicates more to come. What kind of clause can stand on its own as a sentence? [an independent clause] What kind of clause cannot stand on its own as a sentence because it sounds like there is more to come? [a dependent clause]

I will tell you a clause, and you tell me if it is an independent or a dependent clause.

"Pleasures on the Ice" by Anton Doll (1826–1887), 1887



When they finish ice skating [dependent; seems like it is not finished]

If it snows [dependent; seems like it is not finished]

The sky looks stormy. [independent]

- Write “woman” on the board. Point to a woman in the painting. Let’s review. When we talk about one female adult, we call her a WOMAN. Write “women” on the board. If we are talking about more than one female adult, we use the word WOMEN, with EN at the end instead of AN. We will practice these words in this lesson.
- Read to the child: I am going to dictate clauses to you. After you write the clause, determine if it is an independent clause, which means it can stand on its own as a sentence. If it is an independent

clause, add a period to the end. If the sentence sounds like there is more to come, do not add a period. It is a dependent clause and cannot stand on its own as a sentence.

If the woman falls down

The women wear coats.

Because all the women can skate

The woman has a scarf.

When the sun sets



Independent Practice



Targeted Spelling Words

Complete the following exercises for each word on your card. Have your parent or teacher use page 196 to create a new card if you lost it.

- Read the word, and then write it on the board. Erase every other letter, and then write the letters again.
- Write the word in all capital letters on the board.

Writing: A Slice of a Story

In your writing journal, write six or more sentences that show part of the beginning or middle of a story that could be set in the painting on this spread of pages. Include description of how the scene looks, feels, smells, and sounds. Use and circle at least four adjectives. The story could be about a child who finally got ice skates, someone who just moved into one of the houses, etc.

Checklist

- I described how the scene looks, feels, smells, and sounds.
- I wrote at least six sentences and included four or more adjectives.



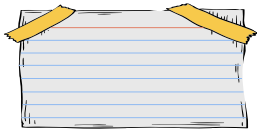
Personal Reading

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



Independent Practice

Targeted Spelling Words



- Practice the spelling words on your index card by spelling each word in sign language. Use the sign language chart on page 309 of the Appendix. Practice until you can spell each word correctly without looking at the index card.

Sentence Diagramming

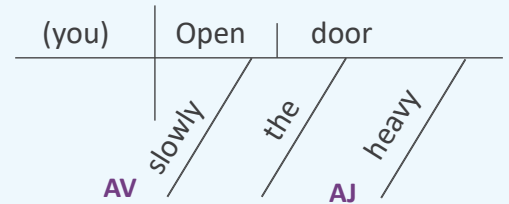
Diagram the sentences.

Example:

Open the heavy door slowly.

AV=adverb

AJ=adjective



Draw the lovely picture carefully.



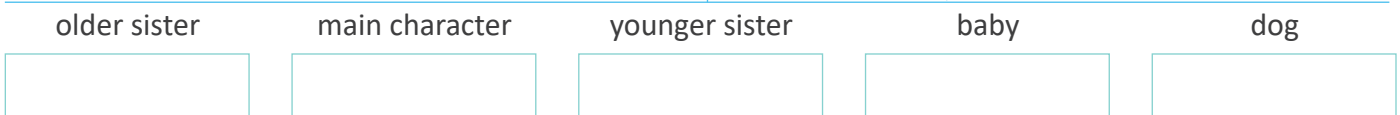
The small boy marches.



Level 3 Personal Reader

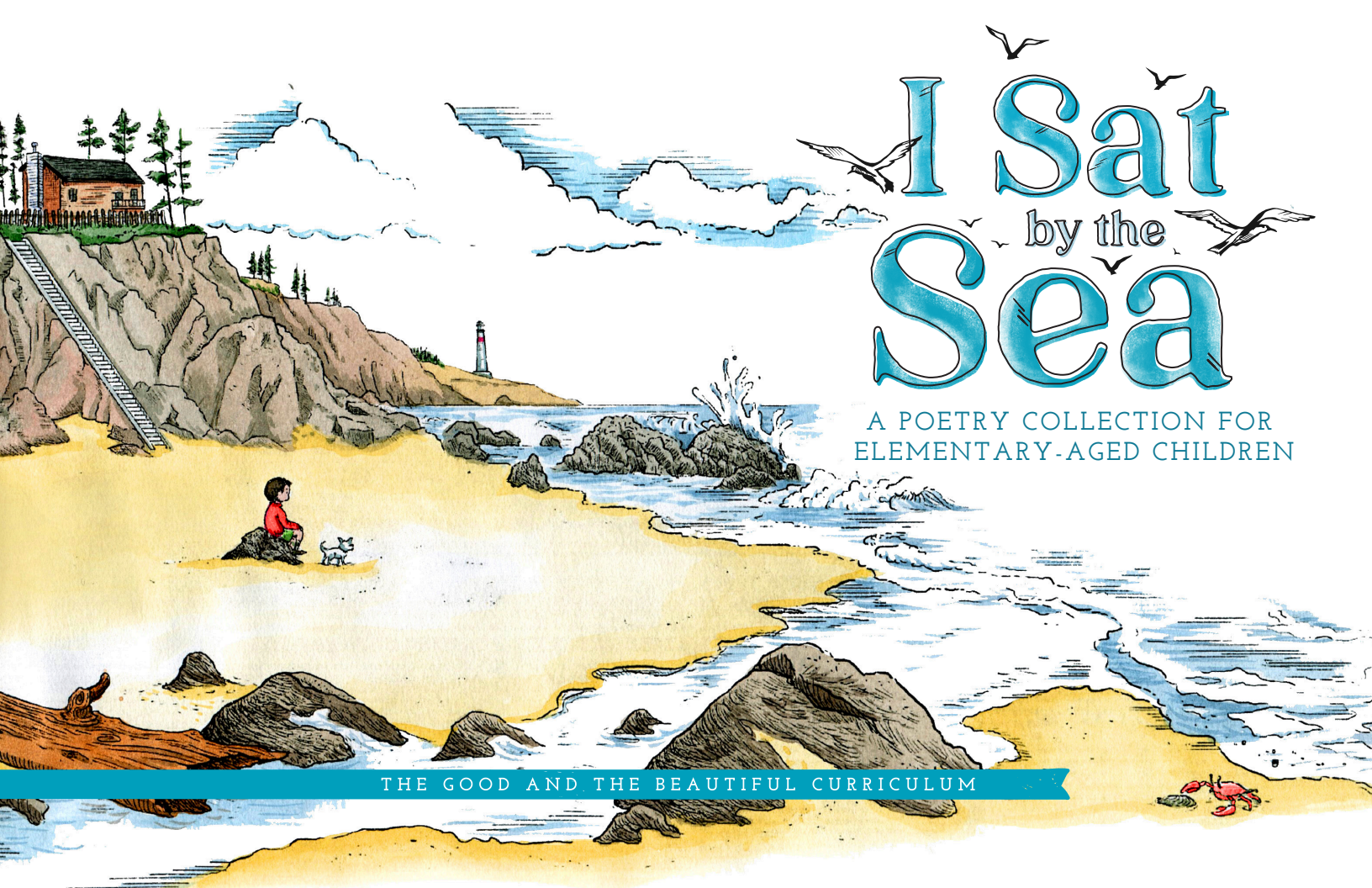
Read pages 157–169 in your reader, and then fill out the character map by writing the name of each character.

CHARACTER MAP



Personal Reading

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



I Sat by the Sea

A POETRY COLLECTION FOR
ELEMENTARY-AGED CHILDREN

THE GOOD AND THE BEAUTIFUL CURRICULUM



I SAT BY THE SEA

Ivy O. Eastwick

I sat by the sea . . .
It called and cried,
It spluttered and splashed
On the harbor side.
It rocked and rolled,
It rose and fell,
It tossed up sponge
And weed and shell . . .
I took them all three
Home, my dears,
With the spray in my eyes,
And the sound in my ears.



A SONG OF THE SEA

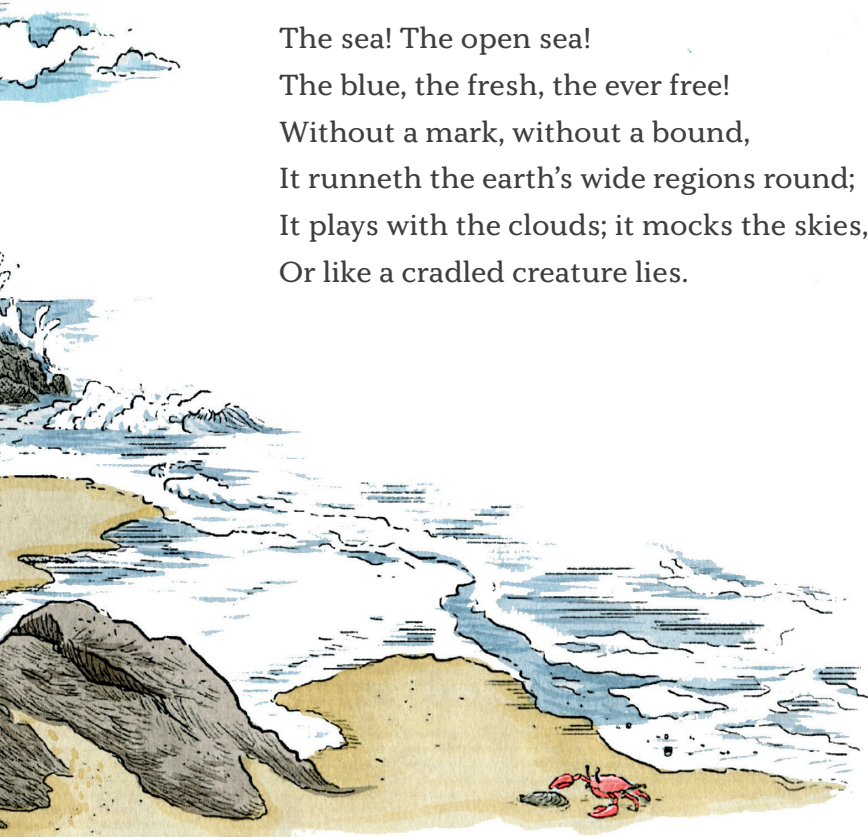
by Barry Cornwall

The sea! The open sea!
The blue, the fresh, the ever free!
Without a mark, without a bound,
It runneth the earth's wide regions round;
It plays with the clouds; it mocks the skies,
Or like a cradled creature lies.

SEA-DREAMS

Evaleen Stein

I sat upon the mossy rocks
Beside the southern sea,
While overhead the summer clouds
Were drifting lazily.
I watched their purple shadows trail
Across the sea and hide
Within the hollows of the waves
That rode the rising tide.
Sometimes the little flakes of foam
Dashed up in twinkling spray;
And out along their silver paths
The ships sailed far away.



WHAT MAKES MEN

Unknown

What care I for cold or snow?
School bell rings, and off I go!
I am ready for the storm,
And my heart is light and gay;
Mother's hand has wrapped me warm,
As I trudge along the way.
Mother says, "Learn all you can,
Then you'll be a better man."
So I pack my books and go
Through the rain or wind or snow;
For I hope some day to be
Just the man she'd like to see.
Well I know that boys must learn
To be ready for each turn.



BOOKS

Eleanor Farjeon

What worlds of wonder are our books!
As one opens them and looks,
New ideas and people rise
In our fancies and our eyes.

The room we sit in melts away,
And we find ourselves at play
With someone who, before the end,
May become our chosen friend.

Or we sail along the page
To some other land or age.
Here's our body in the chair,
But our mind is over there.

Each book is a wondrous box
Which with a touch a child unlocks.
In between their outside covers
Books hold all things for their lovers.



BOATS SAIL ON THE RIVERS

Christina G. Rossetti

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

LITTLE TALK

Aileen Fisher

Don't you think it's probable
That beetles, bugs, and bees
Talk about a lot of things—
You know, such things as these:

The kind of weather where they live
In jungles tall with grass
And earthquakes in their villages
Whenever people pass!

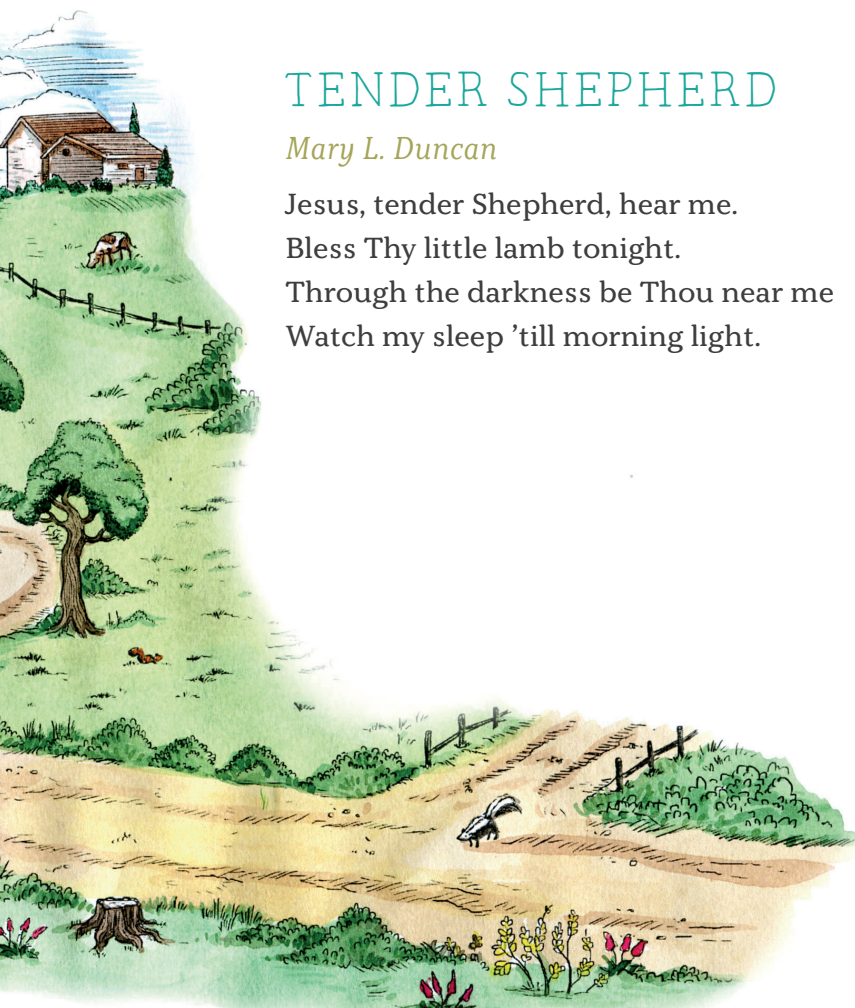
Of course, we'll never know if bugs
Talk very much at all,
Because our ears are far too big
For talk that is so small.

OPEN YOUR EYES

Emma Boge Whisenand

Open your eyes that you may see
The beauty that around you lies,
The misty loveliness of the dawn,
The glowing colors of the skies;
The child's bright eager eyes of blue,
The gnarled and wrinkled face of age,
The bird with crimson on his wing
Whose spirit never knew a cage;
The roadsides' blooming goldenrod
So brave through summer's wind and heat,
The brook that rushes to the sea
With courage that naught may defeat.
Open your eyes that you may see
The wonder that around you lies;
It will enrich your every day
And make you glad and kind and wise.





TENDER SHEPHERD

Mary L. Duncan

Jesus, tender Shepherd, hear me.
Bless Thy little lamb tonight.
Through the darkness be Thou near me
Watch my sleep 'till morning light.

A SUMMER DAY

George Cooper

This is the way the morning dawns:
Rosy tints on flowers and trees,
Winds that wake the birds and bees,
Dewdrops on the fields and lawns—
This is the way the morning dawns.

This is the way the rain comes down:
Tinkle, tinkle, drop by drop,
Over roof and chimney top;
Boughs that bend, and skies that frown—
This is the way the rain comes down.

This is the way the daylight dies:
Cows are lowing in the lane,
Fireflies wink on hill and plain;
Yellow, red, and purple skies—
This is the way the daylight dies.

CHICKADEE

Burnham Eaton

He wasn't very big,
He wasn't very warm—
A gray little chickadee
Ruffled by the storm.

You hardly saw him there,
He snuggled so still.
The bare tree shivered and
The wind blew shrill.

He faced the driving sleet
From a steel-cold sky,
A wee ruff of feathers with
A brave, keen eye.

The storm blustered loud
But carried not a tale
Like staunchness of chickadees
Facing toward the gale.



THE PUPPY CHASED THE SUNBEAM

Ivy O. Eastwick

The Puppy chased the sunbeam
All around the house—
He thought it was a bee,
Or a little golden mouse;
He thought it was a spider
On a little silver string;
He thought it was a butterfly
Or some such flying thing;
He thought—but oh! I cannot tell you
Half the things he thought
As he chased the sparkling sunbeam
Which—just—would—not—be—caught.

THE SHOWER

Unknown

Hear the rain, patter, patter,
On the pane, clatter, clatter!
Down it pours, helter, pelter;
Quick indoors! Shelter, shelter!
See it gush, and roar and whirl,
Swiftly rush, eddy, and swirl
Through the street, down the gutters!
How it splashes—but we don't care
Though it dashes everywhere.
We don't care, for, peeping through—
See! Up there—a patch of blue!
And the sun, in spite of rain,
Has begun to smile again.

OPEN HOUSE

Aileen Fisher

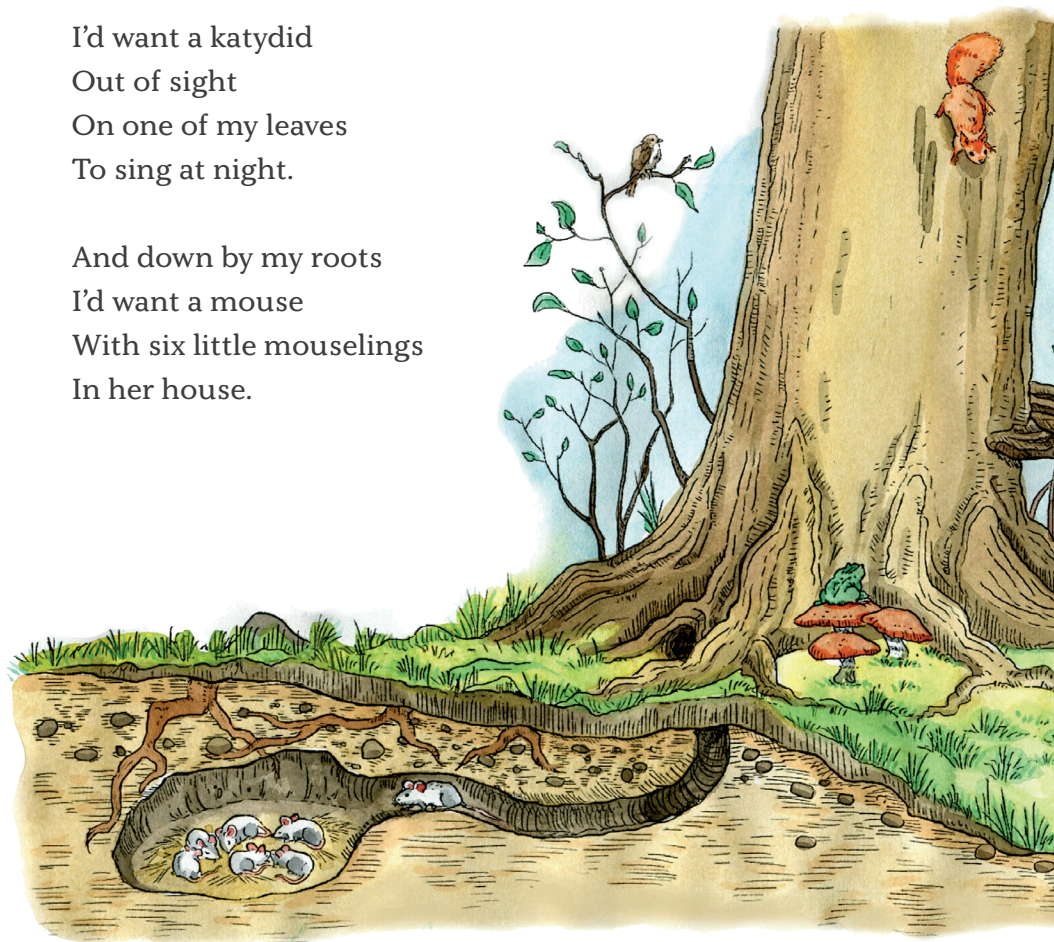
If I were a tree
I'd want to see
A bird with a song
On a branch of me.

I'd want a quick
Little squirrel to run
Up and down
And around, for fun.

I'd want the cub
Of a bear to call,
And a porcupine, big,
And a tree toad, small.

I'd want a katydid
Out of sight
On one of my leaves
To sing at night.

And down by my roots
I'd want a mouse
With six little mouselings
In her house.





THE SQUIRREL

Unknown

Whisky, frisky,
Hippity hop,
Up he goes
To the tree top!

Whirly, twirly,
Round and round,
Down he scampers
To the ground.

Furly, curly,
What a tail!
Tall as a feather,
Broad as a sail!

Where's his supper?
In the shell,
Snap, cracky,
Out it fell.

SUMMER

Unknown

The pretty flowers have come again,
The roses and the daisies;
From the trees, oh, hear how plain
The birds are singing praises!

How charming now our walks will be
By meadows full of clover,
Through shady lanes, where we can see
The branches bending over!

The air is sweet, the sky is blue,
The woods with songs are ringing;
I am so happy, that I too
Can hardly keep from singing.



I Sat by the Sea

This illustrated compilation of classic children's poems offers a powerful and fun way to broaden vocabulary, increase reading fluency, and instill beautiful language patterns in children's minds. As the poems highlight the wonders and beauties of nature, family, God, and high-character, children gain much more than just academic benefits—they also have their hearts and characters deepened and expanded.





LEVEL THREE

PERSONAL

READER




The Good AND THE Beautiful
CURRICULUM

For use with the Level 3 Language Arts and Literature course

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NATIVE AMERICANS

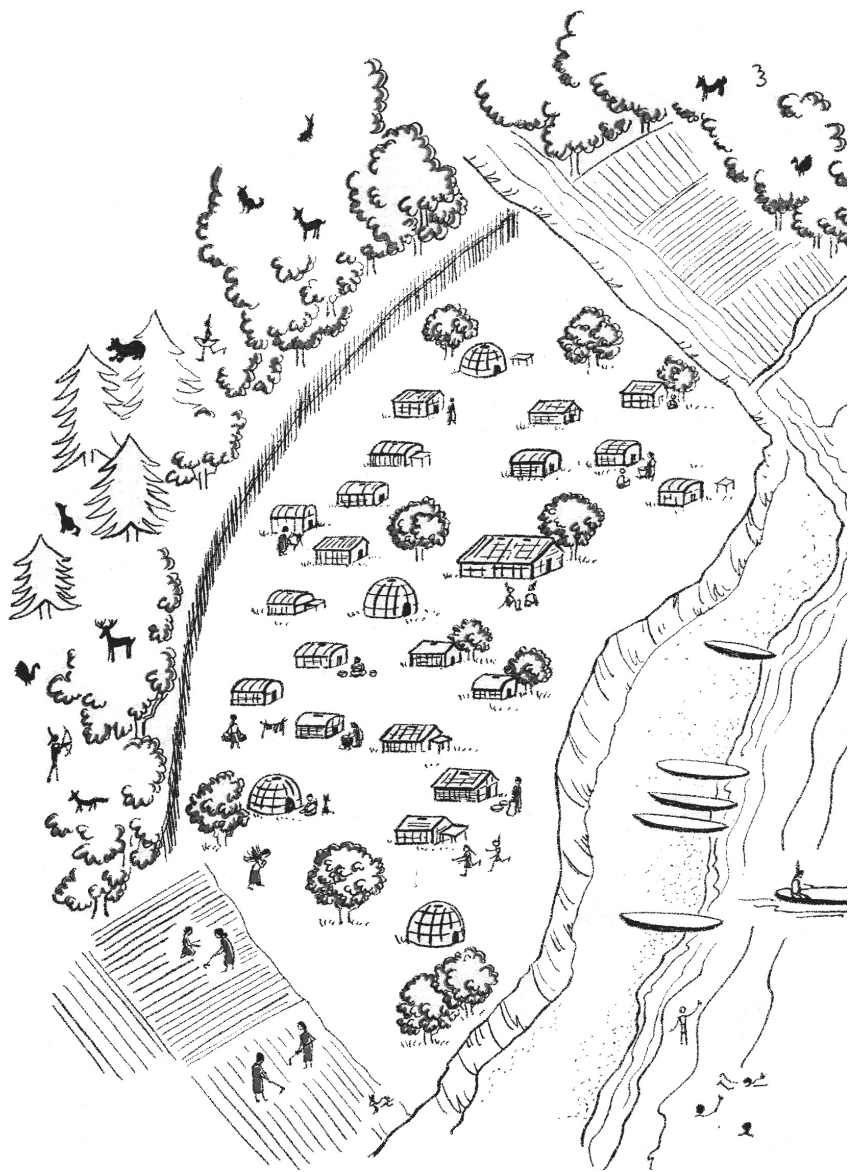
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How They Lived



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*Written and Illustrated by Lucille Wallower
Illustrated by Garry MacKenzie*



A Delaware Native
American Village

Chapter 1

A Native American Village

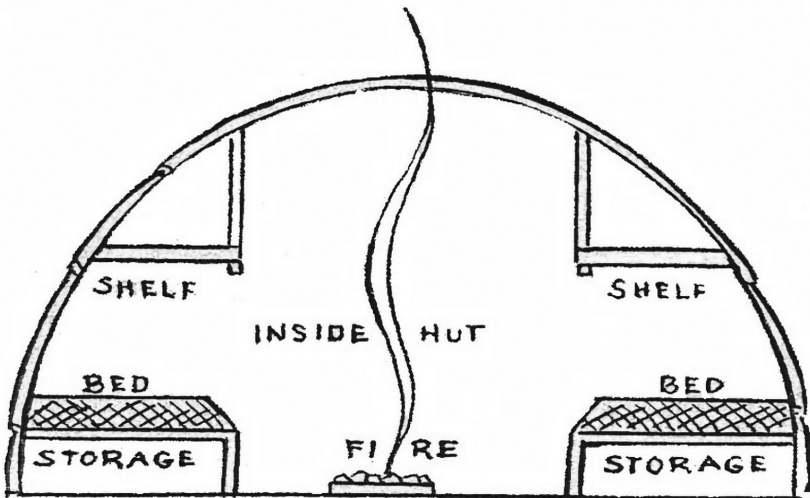
When Christopher Columbus sailed west from the country of Spain looking for a short way to India, he found the land now called the Caribbean Islands. However, Columbus thought he had found India. He called the dark-skinned people he saw there “Indians.” The native people all throughout North and South America became known as Indians, but today we call them Native Americans.

Many years ago, only Native Americans lived in the land we call the state of Pennsylvania. There were no towns, cities, or farms. There were only a few Native American villages and gardens. The land was covered with thick forests. A Native American wigwam may have stood where your house stands now! Native American children may have played games where you play today!

There were many tribes of Native Americans in Pennsylvania. A tribe is a group of families related to one another. Each tribe had its own chief and rules. Each tribe had its own ways of dressing and doing things. Every tribe had its own speech, too. Different tribes had to make signs or draw pictures to talk with one another. Sometimes when Native Americans had special news, they painted the message on a tree to tell other Native Americans.

Native Americans who lived in Pennsylvania are sometimes called Eastern Woodland Native Americans. In those days Pennsylvania was all forest land. Native Americans lived in villages in the forest.

Each family from this area lived in a house



called a wigwam. The wigwam was made of young trees covered with bark. There were no tables or chairs in the wigwam. The family sat on the floor. At mealtime, each had his own place, his own bowl and spoon.

There were no closets or cupboards. Above the bed a shelf was built; this was used to store baskets and bundles of things. Dried food, such as corn, was hung on poles.

There was a place for every person's belongings. Mother had a place for her clothes and her housekeeping things. Father had a place for his clothes, his tools, pipes, and hunting things. The boys and girls in the family had special places for their clothes and toys. To keep a wigwam tidy, each person had to put his things back in place.

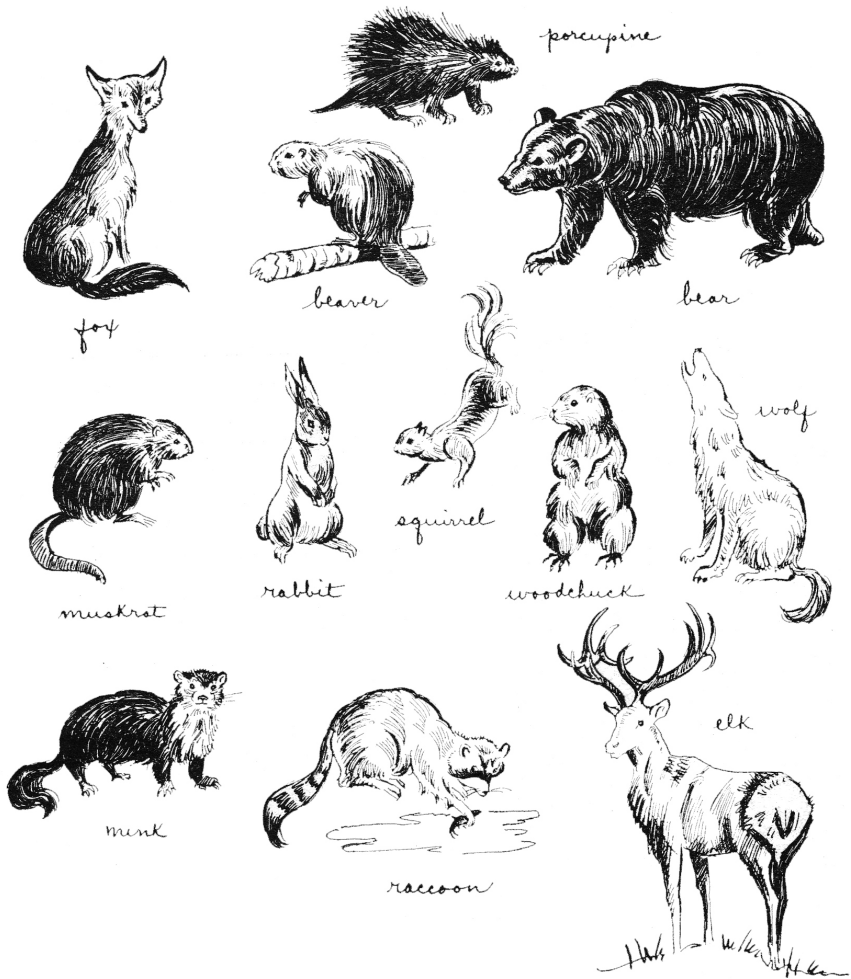
Sometimes two, three, or more families lived together. They lived in a wigwam made longer. It was called a "longhouse." A longhouse was about 21 feet wide and 100 feet long. The people of the Iroquois Nation lived in whole villages of longhouses.

The Woodland Native Americans had many footpaths through the forest. Main trails led from

one village to another. They did not have horses; they walked or traveled in canoes on the creeks and rivers.

The trails were well planned. The paths followed rivers through gaps in the mountains. Sometimes the paths went through almost hidden gaps. Other times the paths went through creeks or rivers where the water was low. The paths were good ways of getting from one place to another as quickly as possible.

Eastern Woodland Native Americans went hunting or warring in the forest. They traded with other tribes, and they visited relatives and friends. In those days the forest was a busy place.



Some Animals Native
Americans Hunted

Chapter 4

The Clothes of Native Americans

All the clothes of Eastern Woodland Native Americans were made by hand. Deerskin outlasted any cloth made today. It didn't soil easily or tear on sharp thorns and branches. It was warm and nice to wear. In rain, however, it was quickly wet through.

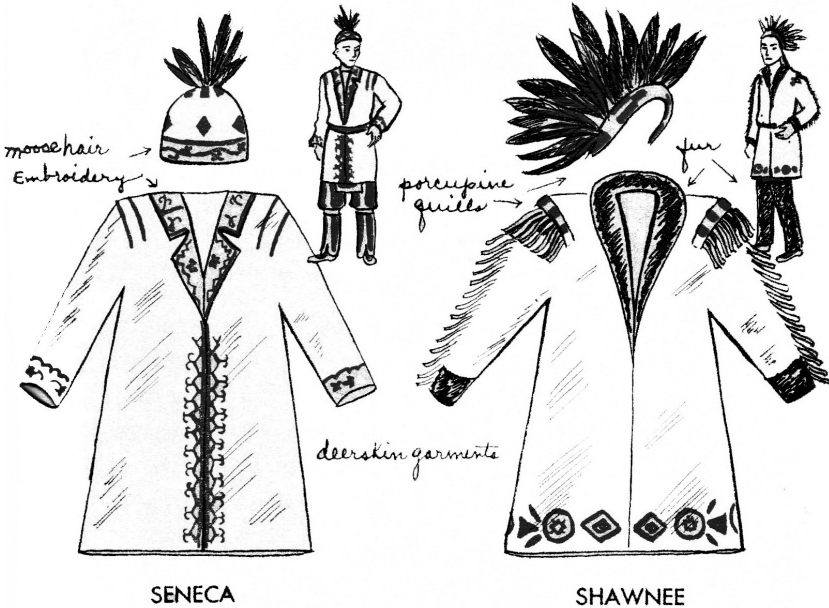
To make deerskin ready to wear, it must be tanned. The women scraped the skin to make it clean and thin. This was long, hard work. Then the skin was smoked over a fire. The smoke made the skin into leather so that it was now soft but strong. The smoke colored the skin. It could be smoked yellow, tan, brown, or black. The Delaware Native Americans liked black buckskin.

Many tribes dyed the deerskin. Sometimes the

deer tail was left on the skin for decoration. Each tribe had its own way of making skins clean and comfortable to wear.

Animal skins with fur also had to be made clean and ready to wear. We say furs are “dressed,” not “tanned.” Scarves, hats, robes, and dresses were made of furs. They were worn when it was cold. Winter moccasins were made with the fur turned inside. Furs were used for decoration, too.

Native Americans made their own colors from plants and minerals. They had to try many things and many ways to make a color they liked. Making colors took care and patience.



Dyes were made to color clothes. Native Americans used plants to make dye. They first crushed then boiled the plants in water. Native Americans made dyes so well that they did not run

RED from



SUMAC

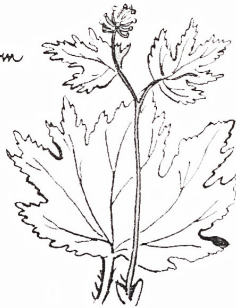


BLOODROOT

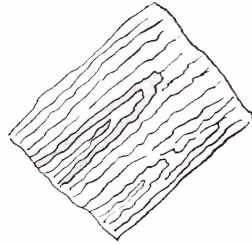


STRAWBERRIES

YELLOW from



ORANGEROOT



HEMLOCK BARK

BLUE from



WILD INDIGO



SUNFLOWER SEEDS

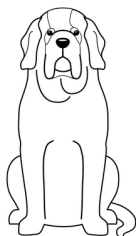
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CHARCOAL



Barry, A Dog of the Alps



St. Bernard

by Mary E. Ropes

Barry was a good dog; perhaps he was the best-known dog in all the world, and he lived way up in the Alps—the high mountains of Europe.

In those days, travelers used to cross the Alps on foot. They trampled over a trail called the Pass of St. Bernard, and this pass was covered with snow for the greater part of the year. It was not easy for a man to make his way through the huge drifts, sometimes blinded by the storms, sometimes finding himself straight in the path of a mighty pile of snow that was sliding down the mountainside. So it happened that long, long ago, a band of good monks built a place of refuge nearly at the top of the pass.



BOBBY OF

Cloverfield Farm

by Helen Fuller Orton
Illustrations by R. Emmett Owen



Chapter 1

What Robin Redbreast Knew

He got up, dressed quickly, and went downstairs.

“Mother,” he said, “I heard something that sounded just like a robin. What could it have been?”

“It was a robin,” said Mother. “Come here and see him.”

Bobby ran to the big south window. There, on a branch of the maple tree, was Robin Redbreast singing merrily.

“I thought the robins always stayed down south until spring,” said Bobby. “Why did he come back in the dead of winter?”

“Spring is almost here,” said Mother.

“Oh, indeed, it can’t be,” said Bobby, “it is so cold and snowy.”

“Robin knows,” said Mother.

But Bobby looked out and saw the fields still covered with snow, and he saw the huge snowdrifts like mountains and castles along the fences and the whirling snowflakes in the air, and he thought, “Robin is mistaken this time.”

After he had finished his morning chores, Bobby took his sled and slid down the little hill at the side of the house, as he had done nearly every day all winter. He slid down the hill twenty-seven times.

Then he and Rover, his big shepherd dog, went across the field to the snowdrifts in the fence corners. Bobby slid down a huge snowbank, which gave his sled such a start that he went skimming over the field on the hard snow. He took eight long slides there.

In the afternoon, he went skating on the duck pond. It was shiny and smooth and beautiful for skating. He skated across the pond twenty times.

When he went into the house, Mother said, “Well, Bobby, you have had a busy day.”

“I’ve had lots of fun,” said Bobby. “I shall go sliding and skating every day for the rest of winter.”

“That will not be long,” said Mother.

“Oh, yes, it will,” said Bobby. “Just see all the snow and ice.”

If Bobby had only noticed, he would have known that, even then, the wind had changed to the south, and it was becoming warmer. Soon the snow and ice began to melt. All night they kept melting.

The next day, Bobby was awakened again by Robin Redbreast. He looked out and saw the sun shining brightly. All that morning the snow melted so fast that by noon there were little rivers and pools of water everywhere.

Bobby tried to slide down the little hill, but there was a bare spot halfway down, so his sled stuck on the ground and would not go any farther.

“This isn’t any fun,” thought Bobby. “I’ll go over and slide down the snowbanks.” He and Rover started across the field, but at every step, they went down through the soft snow into the water beneath.

“This isn’t any fun either, is it?” he said to Rover.

Rover looked up into Bobby’s face and seemed to say, “I don’t care for it much myself.” So they went back to the house.



Rover lay down by the fire to dry off, but Bobby took his skates and went to the duck pond. When he got there, he found the ice on the duck pond covered with pools of water.

“I’ll wait till another day to skate,” he thought.

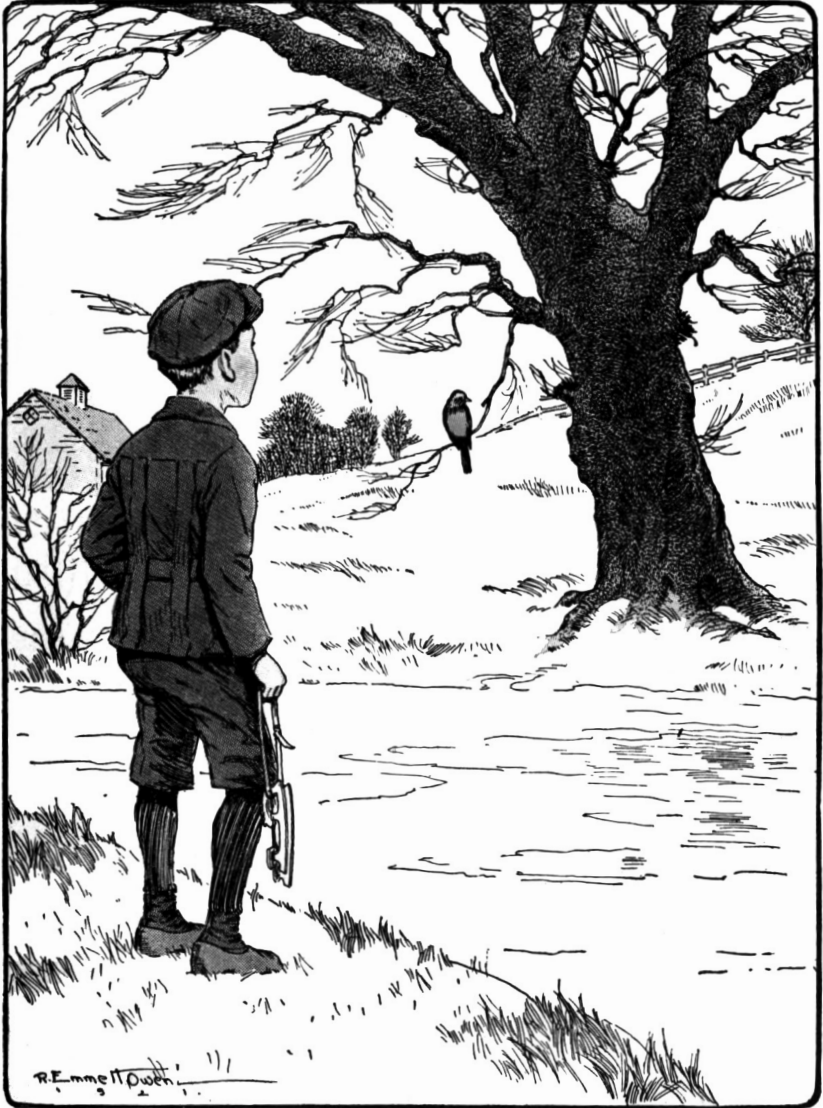
He was just starting back to the house when there came to his ears the same sound he had heard the last two mornings, “Chirp, chirp, cheer-up.”

Bobby looked across the pond. There, on the willow tree, was a robin.

“Hello, Robin Redbreast,” called Bobby. “I’m glad you are back again. But you’ll be very cold up here. It isn’t spring yet.”

“Chirp, chirp,” said Robin. “Cheer-up, cheer-y.” The robin flew up to a higher branch of the willow tree.

Bobby's eyes followed Robin. What were all those little gray things on the twigs around Robin? Bobby looked more closely. "Why, I do



"Hello, Robin Redbreast," called Bobby.
"I'm glad you are back again."

believe—I do believe—can it be those are pussy willows?” he exclaimed.

He ran around the pond to the tree. Sure enough, they were pussy willows!

Bobby reached up and picked some of the twigs. Then he ran to the house as fast as he could run.

“Oh, Mother,” he exclaimed, “see the pussy willows! I believe spring is almost here.”



“Robin knew,” said Mother.

“Good!” said Bobby. Then he added, “But there won’t be any more sleigh rides or sliding down the hill or skating.”

“Just wait and see what fun summer will bring,” Mother replied.

Little Amish Schoolhouse



BY ELLA MAIE SEYFERT
ILLUSTRATED BY NINON MACKNIGHT



FIRST PUBLISHED IN 1939



Chapter 1

Martha and David

“David, watch yourself!” a voice shouted. Then, *whizz!* A big snowball ripped past David’s broad-brimmed hat and squashed into a thousand bits on the rail fence beside him.

The wet snow splashed all over David, stinging his face and hands. He jumped and looked back. “I’ll get you tomorrow, Johnny Zook,” he called to the boy who stood in the middle of the road, blowing his breath on his cold fingers.

David had been one of the first to rush from the wide-open schoolhouse door when school was dismissed at the little Amish schoolhouse. Boys and girls of all ages came bounding after, crunching over the snow-covered boardwalk in their heavy-soled winter shoes, glad to feel the cold November air on their faces. They were still excited

over the first snow and were eager to get out into it again. David wanted very much to stay and play with the other children for a while, but he had to hurry home to his little sister, Martha, because he had such good news for her this afternoon.

The other boys were still busily squeezing and shaping the new snow into balls, while the girls skipped along in groups, dodging the whizzing snowballs with screams of fright. They pulled their big bonnets over their faces and tucked their woolen shawls close under their chins for protection. When they dared peek out, they called, “Good night, good night,” again and again to groups going in the opposite direction.

Two of the girls were still chasing each other round and round on the snowy road in front of the schoolhouse. “Good night, Mary, good night!” The little girl’s voice was shrill and happy. “See your face last, Katie, good night!”

David was tempted again to loiter and stay in the fun, but he thought of the good news he had for Martha, and with a last warning to Johnny Zook, “I’ll get you tomorrow!” and, “Good night, good night,” to the other children, he went on

down the country road. As he scuffed through the wet snow, he gripped his strap of books tightly under his arm and swung the little lunch basket that hung by his side.

The cries of the children straggling after him sounded pleasant to David as he walked quickly along, especially their Pennsylvania Dutch, “*Goot nacht! Goot nacht!*” for this was the language the little Amish boys and girls spoke at home, before they learned to speak English at their little red schoolhouses.

Sometimes they mixed Pennsylvania Dutch with their English, and it sounded very funny to other people.

As he hurried along the road, David looked quaint indeed in his big hat and long trousers, for he was dressed exactly as his father dressed now and as his great-great-grandfather dressed two hundred years ago when he first came to America.

Great-great-grandfather’s trunk was still in their attic—the trunk which he had brought with him “way across the water” from Switzerland, two hundred years ago.

David wore a short jacket, long trousers, and a

wide hat. David's hair grew long over his ears, and his mother cut it straight across his forehead in a bang, which made him look like all the other little Amish boys because they all had their hair cut in this same way and they all wore the same kind of clothes.

The little Amish girls all looked alike, too. They dressed just like their mothers, in long dresses colored soft green or purple or red, with big aprons over them. Their little scarves matched their dresses, and after they became older and joined the church, they wore little white caps under their large bonnets just like their mothers, too.

David lived with his parents on a farm not far from the mountains in beautiful Lancaster County in Pennsylvania. Other Amish families lived on other farms all around them. They all belonged to a group called "Plain People," because they lived plainly and dressed plainly, just as their forefathers did in Switzerland so long ago. And they were very proud to be like those brave people who came to America more than two hundred years ago because here they could worship God in the way they felt was right.

When David reached the lane that led to his father's farm this evening, the other children were far behind. But he called "Good night!" and "*Goot nacht!*" as he did each evening when he turned into his lane, though he knew no one would hear.

Halfway down to the house, David could see little Martha near the apple orchard. She was running to meet him with Shep, their dog, who leaped along happily in the snow as he recognized David in the distance. David called to Shep, and then he called to Martha. He knew how much Martha liked to eat out of his splint lunch basket, so he saved her a bit of his lunch each day.

Now he held the basket high above his head for her to see.

"Yoo-hoo! Yoo-hoo!" he called to her.

And "Yoo-hoo!" Martha called back to him breathlessly. She tried to run fast over the snowy ground, but her long skirts and big shawl were hard to manage in the cold and wind, and Shep reached David long before she did.

"Down, Shep, down!" David scolded as he kept the basket swinging as high as he could over his head.

A Day of Huckleberrying



