

# ANSWER KEY

LEVEL 6

A decorative graphic for the answer key. It features a light beige, rounded rectangular frame with a dark green border. Inside the frame, the words "ANSWER KEY" are written in a large, bold, dark green serif font. Below the frame, a teal ribbon banner with a white outline contains the text "LEVEL 6" in a white, serif font.

**Note:** This answer key only includes pages for which the child has to write information on the course book page. Thus, there is not a page in this answer key that corresponds to every page in the course book.

**Tip:** It is very important to the success of the course that you check the child's work daily (even for advanced learners), giving feedback or help as needed.

**Tip:** If the child is not understanding a certain concept, and you are not sure how to help him or her, visit [goodandbeautiful.com/videos](http://goodandbeautiful.com/videos) to see if there is a video on the topic that the child and you can watch. Jenny Phillips is continually adding videos to this page in which she explains language arts concepts contained in the courses.



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by a blank wall, but panic plays no part in the training of a nurse.”

So she went to work trying to ease the child’s agony and to relax the tight and twisted muscles. She filled a frying pan with salt, heated it over a fire, and then poured the salt into a bag and placed it on the leg that seemed to give the greatest pain. But the weight of the salt merely tended to increase the pain.

Elizabeth Kenny discarded the bag and prepared a linseed poultice. This, too, failed to bring any relief. As the parents stood by with terror written on their faces, the moaning of the child grew more pitiable.

Finally the nurse seized a blanket made of Australian wool. Tearing it into strips, she dipped them into boiling water and then wrung them dry and wrapped them gently around the twisted, tortured muscles. The whimpering stopped almost at once, and in a few minutes, the child fell into a quiet and painless sleep.

After a time she opened her eyes and whispered, “I want them rags that makes my legs feel good.”

And thus began a career that was to bring to Elizabeth Kenny forty years of struggle and adventure and disappointment and ridicule and final success.

For it was the destiny of Elizabeth Kenny to be a pioneer against pain. Like many other pioneers, she was compelled to overcome obstacles that would have crushed a weaker soul. Like Louis Pasteur and Thomas Edison and Wilbur and Orville Wright, she faced the stubbornness of nature and the mockery of the world—and struggled on to win.

## Homophones

- **HEEL:** a part of your foot (I hurt my heel.)
- **HEAL:** to get well (I hope your finger will heal soon.)

Write a short sentence that uses each word correctly.

heel \_\_\_\_\_ *Answers will vary.*

heal \_\_\_\_\_

## Spelling Rule

Read and complete.

**CH or TCH:** If the sound /CH/ follows a short vowel sound, usually use TCH; otherwise, use CH. (Note: A long vowel says its name; a short vowel does not.)

**For practice with words containing TCH, copy the following sentences. Write it in cursive if you can; if not, write it in print.**

I sketched a patch of daisies growing by a ditch.

*I sketched a patch of daisies growing by a ditch.*

*I sketched a patch of daisies growing by a ditch.*

The Dutch girl clutched a swatch of cloth.

*The Dutch girl clutched a swatch of cloth.*

*The Dutch girl clutched a swatch of cloth.*

## Abbreviations

Read and complete.

An abbreviation is the shortened form of a word. Here are some example abbreviations:

Mister - Mr.	Street - St.	pound - lb.	hour - hr.
Road - Rd.	Junior - Jr.	foot, feet - ft.	Avenue - Ave.

Write the abbreviation for each word.

Street	St.	pound	lb.	Mister	Mr.
Road	Rd.	foot	ft.	hour	hr.
Junior	Jr.	Avenue	Ave.	feet	ft.

## Writing an Opening Paragraph

Read and complete.

When you start an essay, you want to grab your reader’s attention. Some ways to do this are by

- stating an interesting fact
- asking a question
- telling a short, personal experience
- giving a short, appropriate quote
- giving an attention-grabbing statement
- relating a short, interesting story
- giving historical background
- using vivid description

Once you grab your reader’s attention, give a little more information that leads to your **thesis statement**. A thesis statement describes the central point or idea of the essay. In an essay, everything you write will explain and support your thesis statement. A thesis statement helps you focus and avoid wandering from your main idea as you write. Your thesis statement is usually one or two sentences at or near the end of your opening paragraph.

**Fill in the blanks.** A thesis statement describes the central point or idea of the essay. A thesis statement helps you focus and avoid wandering from your main idea as you write.

Reading well-written paragraphs is one of the best ways to learn about writing them. Study the following opening paragraphs. Then underline the correct answers to the questions below each paragraph. Remember that the thesis statement shows you what the essay will be about.

#1

George Washington stated, "It is better to offer no excuse than a bad one." This is wise counsel. We make excuses because we think it is going to make our lives easier. However, excuses actually bring negative consequences—sometimes immediately, but always in the long run. Breaking the habit of excuse-making is hard to do but brings great blessings. Here are three steps that can help.

1. Which way does paragraph #1 grab the reader’s attention?

asking a question | stating an interesting fact  
telling a short experience or story | **giving a short quote**

2. What is the thesis statement in paragraph #1?

- A. We make excuses because we think it is going to make our lives easier.
- B. Breaking the habit of excuse-making is hard to do but brings great blessings. Here are three steps that can help.**

#2

Jane arrives 20 minutes late and says, "Sorry I was late. Traffic was bad." This is the third time Jane has been late that week, and it won’t be the last. She always has some excuse, but the truth is, Jane doesn’t prepare to leave her home in time. We all make excuses, but we shouldn’t. Let’s take a look at how excuse-making hurts our lives and how we can overcome this bad habit.

1. Which way does paragraph #2 grab the reader’s attention?

asking a question | stating an interesting fact  
**telling a short experience or story** | giving a short quote

2. What is the thesis statement in paragraph #2?

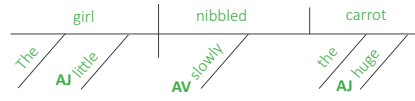
- A. We all make excuses, but we shouldn’t.
- B. Let’s take a look at how excuse-making hurts our lives and how we can overcome this bad habit.**



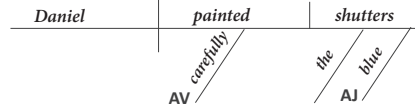
### Sentence Diagramming

- Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If you are new to sentence diagramming or need a review, watch step-by-step videos on [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos) to learn steps 1-5.

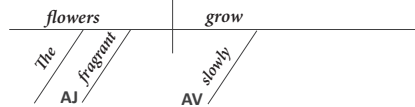
Example: The little girl slowly nibbled the huge carrot.



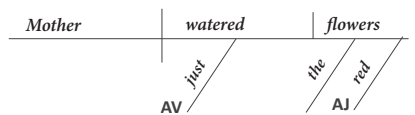
Daniel carefully painted the blue shutters.



The fragrant flowers grow slowly.



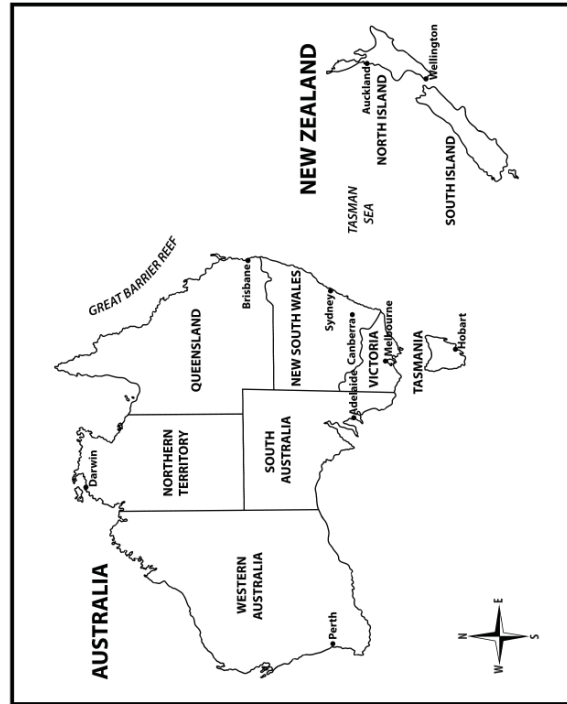
Mother just watered the red flowers.



### Geography: Australia

- Follow the instructions.

You will be studying the geography of Australia and its surrounding countries in this course. Place tracing paper over the map below and trace and label all of the parts of the map.



phrases: infinitive phrases, prepositional phrases, gerund phrases, and more. We will learn about all of these types of phrases later in the course.

- Exercise 1: Underline the correct choice for each question.**
- When considering phrases, dependent clauses, and independent clauses, which must have a subject AND a verb?
    - a phrase, an independent clause, and a dependent clause
    - an independent clause and a dependent clause
    - a phrase
  - The following group of words is a phrase because it is missing what? listen very carefully
    - a subject
    - a verb
  - The following group of words is a phrase because it is missing what? the red wagon
    - a subject
    - a verb
- Exercise 2: For each sentence, indicate if the underlined group of words is an independent clause or a dependent clause by circling the correct choice. (Hint: dependent clauses indicate more to come.)**
- Although we watched carefully, we did not see a rabbit in the forest. dependent clause | independent clause
  - Although we watched carefully, we did not see a rabbit in the forest. dependent clause | independent clause
  - The sunlight danced on the field, and the clouds sailed in the sky. dependent clause | independent clause
  - The sunlight danced on the field, and the clouds sailed in the sky. dependent clause | independent clause

### Geography: Australia

- Read and complete.** Australia is the only country in the world with a whole continent to itself. Australia is really a huge island. Take a look at the map on this page. The large island below Australia is Tasmania. Tasmania is one of Australia's six states. The two long islands in the lower right-hand corner of the map are the two main islands of New Zealand, which is a country made up of over 600 islands. Australia is located in the Southern Hemisphere, so the seasons are opposite to those in the Northern Hemisphere.

Using the compass rose in the upper right-hand corner of the map to help you, circle the correct answer for each question:

- Tasmania is NORTH | SOUTH | WEST of the main island of Australia.
- The main island of Australia is NORTH | SOUTH | WEST of Tasmania.
- New Zealand is NORTH EAST | SOUTH EAST | NORTH of Australia.
- Australia is NORTH WEST | SOUTH WEST | WEST of New Zealand.



## Opening Paragraphs

- Study the following opening paragraphs. Then underline the correct answers to the questions below each paragraph. Keep in mind that the thesis statement shows you what the essay will be about.

#1

In the words of Abraham Lincoln, "Writing . . . is the greatest invention of the world." There is no doubt that writing has deeply impacted the world. It has saved lives, preserved freedoms, and inspired millions of people to be more like Christ. Without writing, our world would be a completely different place. But can good writing skills impact you personally? Yes! Learning to write well is a skill that will bless your life in many important ways.

- Which way does paragraph #1 grab the reader's attention?  
asking a question | using vivid description  
telling a short experience or story | giving a short quote
- What is the thesis statement in paragraph #1?  
A. Learning to write well is a skill that will bless your life in many important ways.  
B. Without writing, our world would be a completely different place.

#2

Just as the first dim rays of morning sun spill over the fields, the birds raise their songs to the sky. The air is crisp and cool. The dew-covered grass sparkles. The world feels renewed and fresh. There is something special about early mornings; it is a time we should take advantage of rather than sleeping the morning away.

- Which way does paragraph #2 grab the reader's attention?  
asking a question | using vivid description  
telling a short experience or story | giving a short quote
- What is the thesis statement in paragraph #2?  
A. There is something special about early mornings; it is a time we should take advantage of rather than sleeping the morning away.  
B. The world feels renewed and fresh.

#3

Tommy Wagner stayed up so late studying for exams that when his alarm clock madly clanged a few short hours later, it rattled right off the night stand before he could reach over and turn it off. His wise mother's words floated into his mind, words about pacing himself and getting enough sleep so when he took his tests today, he'd be fresh and alert. He suddenly realized that, although it isn't always easy, it's important to have a good balance between work and rest.

- Which way does paragraph #3 grab the reader's attention?  
asking a question | using vivid description  
telling a short experience or story | giving a short quote
- What is the thesis statement in paragraph #3?  
A. It's important to get enough sleep so when you take tests you are fresh and alert.  
B. Although it isn't always easy, it's important to have a good balance between work and rest.

During the long hours of the journey, Elizabeth's wrist became swollen and the pain was almost unbearable, but she bit her lip and refused to utter a sound. When Dr. McDonnell examined the wrist, he explained that the fracture was serious and that it would take a long time to heal. "It would not be wise to take her home," he said.

"How about staying in a hospital or hotel?" suggested her father.

"That would be rather expensive," remarked Dr. McDonnell. And then he looked at Elizabeth and smiled. "I rather like this little girl," he said. "I admire children who refuse to cry. So does my wife. Suppose you let her stay with us for a while. I could have my nurse attend to her, and I would take her on drives behind a spirited team of horses."

At the word "horses," Elizabeth's eyes began to dance. "Please, Mother, I'd love to stay with Dr. McDonnell!"

So Dr. Aeneas McDonnell became her host for several weeks, and her friend and mentor for life.

## Independent & Dependent Clauses

- Read and complete:  
There are two kinds of clauses:



An **independent clause** can function by itself as a sentence because it contains a subject, a verb, and a complete idea.

A **dependent clause** has a subject and a verb but not a complete idea (because it indicates more to come). Thus, a dependent clause cannot function by itself as a sentence.

**HINT:** A dependent clause always starts with a subordinating conjunction (such as **BECAUSE**, **AFTER**, or **INSTEAD OF**).

A **subordinating conjunction** joins an independent clause and a dependent clause together. There are only seven coordinating

conjunctions, but there are many subordinating conjunctions.

These are some of the most common subordinating conjunctions:

**because although when while after before even if**

A subordinating conjunction always begins a dependent clause.

There are over 50 subordinating conjunctions, but you do not need to memorize them all. To identify a subordinating conjunction, you just have to determine which word or words you would have to remove from a dependent clause to turn it into an independent clause (a clause that can stand on its own as a sentence). For example, let's look at this sentence:

When I woke up, I heard a bird sing.

"When I woke up" is a dependent clause because it indicates more to come. But if you took off the word **WHEN**, the clause would be "I woke up." "I woke up" is an independent clause. So, the subordinating conjunction is **WHEN**.

Circle the subordinating conjunctions and underline the dependent clauses.

- She wanted to know whether they could gallop as fast as the horses of New South Wales.
- When she was nine, her family moved to Queensland.
- As soon as she was able to walk, Elizabeth learned to ride.
- When she tried to get up, she found that one of her wrists was broken.
- The three stood still, hand in hand, and watched the soldiers until they turned a corner and disappeared from sight through the gate of the city.
- She realized that her roses would soon be wilted unless she walked a little faster.

## Grammar Practice Through Art

- Set a timer for 30 seconds and study the painting on this page.
  - Read and follow the instructions.
1. Place your finger on the side of the girl's face that is in the light. The word ON is a preposition.
  2. Place your finger under the book and notice the shadows. The word UNDER is a preposition.
  3. With your finger, trace along the shadows on the girl's skirt. The word ALONG is a preposition.
  4. With your finger, point to the different shades of white on the girl's shirt. The word TO is a preposition.

**Prepositions** link words in a sentence, usually by showing position in time or space (Examples: of, off, at, on, by, in, out, below, from, under, into, through, during, after, inside, with, into, onto, up).

- Exercise:** Circle all of the words that could be prepositions.

above beyond gate love under to of at a between off you

### There's/Theirs

- THERE'S: a contraction of the words THERE IS. (There's a bug!)
- THEIRS: "belonging to them" (The kitten is theirs.)

- Write a short sentence that uses each word correctly.

there's \_\_\_\_\_  
*Answers will vary.*

theirs \_\_\_\_\_

*The Good & the Beautiful*

25 © Jenny Phillips

Level 6



## Writing Practice Through Art

- Set a timer for 30 seconds and study the painting on this page, which depicts a landscape in Australia.
- Read:

When you first look at this painting, what catches your eye? It's likely the tree in the middle of the picture. The artists likely wanted to emphasize this tree as the focal point of the painting. Not only is it in the middle of the picture, but it also has the most sunlight on it and surrounding it, drawing our eyes to it. How easy it would be to walk by this tree and not notice its beauty. When it is studied, its true beauty becomes apparent—magnificent, twisting branches, golden sunlight reflecting off the light-colored bark, and bunches of green and golden leaves.

Why did the artist include people in the painting? Perhaps they help give perspective of how large the tree is. Perhaps they make us think about the peace the people must feel in the lovely scene as they are pausing on their walk.

Writing can paint marvelous pictures in the mind, too. Writing that captures and shows beauty is not always easy to write, but painting isn't easy either. The painting on this page probably took about 60–80 hours to create! It can take a long time to form sentences that are delightful and well-written. Sometimes it can take quite a while to come up with just the right word or phrase. The poet Emily Dickinson said, "I know nothing in the world that has as much power as a word. Sometimes I write one, and I look at it, until it begins to shine."

- Complete:

**Personification** is a figure of speech in which non-human things are given human attributes.

*The wind howled all night.*

*The sun greeted me with a smile.*

*The Good & the Beautiful*

Florence Fuller (1867–1946)



Completed

Using the painting on this page as inspiration, write two sentences that use personification. Remember that it may take a lot of time to form your sentences, and that's OK! (Help: If you are stuck, try using one of these verbs: whisper, breathe, sigh, tiptoe, waltz, play, run, fold, walk, sing, kiss.)

#1 \_\_\_\_\_  
*Answers will vary.*

#2 \_\_\_\_\_  
*Answers will vary.*



## LESSON 5

### Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.

- Have your parent or teacher dictate the following sentences:

Note: Any words that you spell incorrectly should always be written on the sheet titled "Spelling Words to Practice" in the beginning of the course book.

- Dad is probably in the orchard, the pasture, or the barn. [TIP: Place commas between a series of three or more words or phrases in a row.]
- Please accept my apology for yesterday's absence.

### Read to Parent or Teacher

- To your parent or teacher, read the following vocabulary words and definitions and Part 4 from *Elizabeth Kenny in the Australian Bushland*.

#### obstinate - stubborn

The obstinate girl refused to change her mind.  
The obstinate fever would not break.

#### contempt - a feeling of scorn, despising

He looked at them with contempt and could hardly control his anger.  
The contempt I felt toward my enemy was unbearable.

#### *Elizabeth Kenny in the Australian Bushland: Part 4*

As a result of the medical atmosphere Elizabeth Kenny absorbed while staying at the doctor's house, she became interested in the study of the human body. Dr. McDonnell had loaned her a book on the structure of the muscles and the bones. She studied this book until she knew it almost by heart, and she found somebody in the family who benefited by her knowledge. It was her younger brother, Billy. Of the nine Kenny children, two had died in their infancy, and it seemed that little Billy was also

doomed to an early death. He tired too easily when he went in search of koalas—the midget bears of Australia—or of birds' nests. And frequently the older children had to carry him on their backs on the way to and from school.

Elizabeth was determined to build Billy up until he became as strong as his older brothers. With this object in mind, she set up a mechanical figure based upon the diagrams in Dr. McDonnell's book. This figure, representing the mechanisms of the human body, was fitted with strings and pulleys to reproduce the movements of the muscles. She taught Billy how to manipulate the machine, and before long he was able to contract and expand the principal muscles of his own body at will. Day after day she put him through his "calisthenics"—or strength-giving exercises—in the open air. At first her mother objected to these exercises, thinking them rather strenuous for a frail little boy like Billy. But as the time passed and Billy's frailty grew into strength, Mrs. Kenny withdrew her objections. "Elizabeth is too obstinate," she said, "but she seems to be right."

This characteristic was to guide Elizabeth Kenny through her career. When she felt that she was right, nothing in the world could swerve her from her course.

### Antonyms & Synonyms

- Read and complete. Use a thesaurus if necessary.

An **antonym** is a word opposite in meaning to another word.

Write two words that are antonyms to the word OBSTINATE.

.....  
Answers will vary.  
.....

A **synonym** is a word having the same or nearly the same meaning as another word.

Write two words that are synonyms of the word CONTEMPT.

.....  
Answers will vary.  
.....

### Parts of Speech

- From the sentence in green, find and write the correct words in the blanks below, according to their parts of speech. If needed, refer to the sheet titled "Level 6 Reference Sheet" at the beginning of the book.

She strongly objected to the exercises at first, thinking them strenuous for Billy, a frail little boy.

Proper Noun: Billy

Adverb: strongly

Adjectives: frail little strenuous

Nouns: exercises boy

Prepositions: at to for

Articles: the a

Pronouns: she them

### Vocabulary

**merely** - only, nothing more  
**acute** - sensitive, sharp

- Fill in the blanks below with a vocabulary word from above.

Our intentions were to merely explore the forest.

Karen suddenly had the acute realization that she was lost.

After he lied, Harrison had acute feelings of regret.

That noise is merely the wind.

### Opening Paragraph Practice

- Read the following review information and then complete the exercise.

When you start an essay, you want to grab your reader's attention. Some ways to do this are by

- stating an interesting fact
- asking a question
- telling a short, personal experience
- giving a short, appropriate quote
- giving an attention-grabbing statement
- relating a short, interesting story
- giving historical background
- using vivid description

Once you grab your reader's attention, give a little more information that transitions to your thesis statement. As you have learned, a thesis statement describes the central point or idea of the essay. In an essay, everything you write will explain and support your thesis statement. A thesis statement helps you focus and avoid wandering from your main idea as you write. Your thesis statement is usually one or two sentences at or near the end of your opening paragraph.

**Exercise:** On a separate sheet of paper or using a computer, write two short introductory paragraphs that start in different ways (using one of the techniques listed above) and use the thesis statement below. You may use any of the information listed below about the topic.

**Thesis statement:** Learning to forgive quickly and completely will greatly bless your life.

- "The weak can never forgive. Forgiveness is the attribute of the strong." —Mahatma Gandhi
- Many studies have shown that people who forgive are happier and healthier than those who do not.
- If we don't forgive, who are we really hurting?

had died, and she went to visit her bereaved grandmother in New South Wales. When she arrived in that state, she found a peculiar state of affairs—people were suffering because there was too much food on hand.

This is what had happened; the summer of 1907 had brought a plentiful crop to the farmers of New South Wales. They had harvested so great a supply of vegetables that they could not find a market for them. As a result, there were piles of potatoes and onions rotting on the ground, while the farmers and their families went about in their unheated homes with insufficient clothing to keep them warm. It was a pitiable spectacle—poverty in the midst of plenty. The people couldn't buy clothes because they couldn't sell food.

Elizabeth Kenny decided to do something about it. She recalled that in Queensland the farmers had no trouble selling their products. Indeed, they could probably sell more if they had more. Why not make some arrangement to ship the oversupply of vegetables from New South Wales to Queensland? She spoke about this matter to a young farmer who had come to visit her grandmother. The farmer thought it was a good idea, and Elizabeth found herself with a new job on her hands.

She wrote letters to seventeen food merchants in Queensland, and to her great surprise she received seventeen telegrams in reply. They would use all of the produce that could be shipped to them. She was somewhat frightened at the prospect—she had never before engaged in any business whatsoever. But she plunged into the venture without any delay. Calling the farmers of the district together, she explained the situation to them and showed them the telegrams. They agreed to do business with the men who had sent them the telegrams, provided their credit was good.

This was a new problem for Elizabeth. But again, she met it with the determination to which she had been trained from her childhood. In the pioneering life of the Kennys, it was necessary to make quick decisions in order to cope with the unexpected dangers of the bushland. She went to see a leading banker of the town in which her grandmother lived, and asked him whether he would guarantee the credit of the people who wanted to buy the vegetables. The banker made a prompt investigation of these prospective buyers and, as a result, he was ready to vouch for their financial responsibility.

For several weeks, Elizabeth became the center of a thriving business. She asked no pay for her work; all she wanted was to see the farmers' children fed and clothed and happy. When it was all over, the grateful farmers gave her a sum of money as a gift. She was thankful for the spirit in which the gift was offered, but the money in itself meant little to her.

## Body Paragraphs

### Read and complete:

The body of an essay consists of the paragraphs that come between the opening and closing paragraphs. Each paragraph in the body of your essay should be limited to one main idea that supports your thesis. However, one main idea may be explored in more than one paragraph if needed. The format for body paragraphs usually follows this sequence:

1. **Introduce the main idea of the paragraph in a topic sentence.**
2. **Provide supporting evidence.** Evidence may be quotes, statistics, personal examples, or facts.
3. **Discuss or analyze your evidence.**
4. **Close by reinforcing the main idea of the paragraph.**

## Topic Sentences

Body paragraphs in formal essays usually include a topic sentence that defines the main idea of the paragraph. Just as a thesis statement keeps the main ideas focused throughout the essay, a topic sentence helps a paragraph stay focused on the main idea of the paragraph.

Fill in the blanks. A topic sentence defines the

\_\_\_\_\_ main idea of the paragraph \_\_\_\_\_.

A topic sentence helps a paragraph \_\_\_\_\_ stay focused on the \_\_\_\_\_ main idea \_\_\_\_\_ of the paragraph.

Topic sentences are usually placed at the beginning of the paragraph, but sometimes a transitional sentence or two will come before a topic sentence.

Essays end with a concluding paragraph, which is usually short and wraps up the essay.

The essay to the right (which was adapted from an essay by G.C. Bernards) has topic sentences in red and transitional words in green.

**Exercise:** Complete the following for the essay on this page:

1. Circle which of the following techniques is used to grab the reader's attention with the first sentence:
  - stating an interesting fact
  - asking a question
  - telling a short, personal experience
  - giving an attention-grabbing statement
  - relating a short, interesting story
2. Underline the thesis statement.
3. Put a box around the body paragraphs. How many body paragraphs are there? three
4. Notice how the information in each body paragraph centers around the topic sentence. Also, notice how the topic sentence comes right at the beginning or close to the beginning of each paragraph.
5. Summarize the topic sentence of each body paragraph:

#1 You shouldn't watch the clock at work.

#2 You should be attentive at work.

#3 You should be cheerful while working.

### Opening the Door of Opportunity

The door of opportunity is always open in most careers. It is only a question of embracing the opportunity and then plodding onward and upward to the desired goal. But not all people are willing to do what it takes to gain success in their employment. **Most failures at the work place could be avoided by following a few simple principles.**

**One common fault at the work place is the eternal watching of the clock.** This becomes very irritating to the employer, who feels that the employee would much rather be somewhere else than at work. When an employee is continually counting down the time until work is done, it is perfectly clear that the welfare of the business is a secondary consideration. This obviously does not lead to opportunity.

**However,** watching the clock is not the only habit to avoid. **The inattentive boy, girl, man, or woman, too, for that matter, does not last long under the eye of the busy executive.** Attention to all of the little details, amid the hustle of every day business, makes you a much more valuable employee. The person who sees something to do, and does it without question, is the person who gets ahead and stays ahead.

**A ready cheerfulness to go anywhere and to do anything at a minute's notice, and without question, is another mark of a person who will eventually win.** To such a person, every task deserves an optimistic attitude. Everyone loves a person who is instantly and cheerfully willing to do whatever is needed at the moment.

People who keep their eyes and mind off the clock while at work, are attentive, and show a ready cheerfulness are not just knocking on opportunity's door, but they are opening it wide! It's only a matter of time until they will be invited in.



"So have I," said the man. "I suppose you're a stranger here, like myself."

"Yes, I am."

"Well, let me see what I can do." Wrenching one of the fence posts out of the ground, he flattened the wire and made a passage wide enough for both of them to pass over.

Together they went into the house and ministered to the sick woman. And that night Elizabeth decided that the poor people of her own country were as much in need of physical and spiritual comfort as the heathens who lived in less civilized regions of the world. She would dedicate her work as a Sister of Mercy to her native land of Australia. The wilderness of the bushland would call upon all her energy and devotion as a missionary nurse.

### Commas with Dependent Clauses

Read and complete:

When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma. (If needed, refer to the Level 6 Reference Sheet at the beginning of this course book for help on dependent and independent clauses or subordinating conjunctions.)

Examples: When you finish the book, we will go to the park.  
We will go to the park when you finish the book.

Exercise: Underline the dependent clauses, circle the subordinating conjunction, and insert commas where needed.

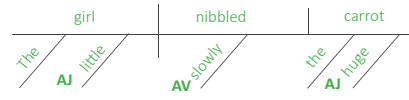
1. If you listen you might hear an owl.
2. You might hear an owl if you listen.
3. When it gets dark we will look for owls.
4. We will look for owls when it gets dark.
5. As soon as I got in my tent I heard an owl.



### Sentence Diagramming

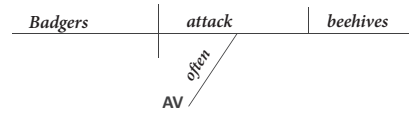
Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If you are new to sentence diagramming or need a review, watch step-by-step videos on [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos) to learn steps 1–5.

Example: The little girl slowly nibbled the huge carrot.

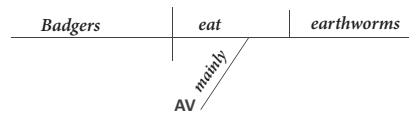


True facts about badgers!

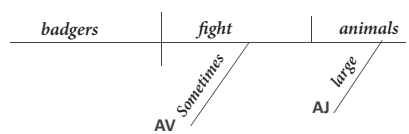
Badgers often attack beehives.



Badgers mainly eat earthworms.



Sometimes badgers fight large animals.



### Commas with Introductory Words

Read and complete:

Place a comma after an introductory word or set of words at the beginning of a sentence. An introductory word could be taken off the sentence without changing its meaning.

Examples: Indeed, that is wonderful! | Fortunately, we had not left yet.

Common introductory words are

yes	for example	suddenly	however	first	next	thus
no	in fact	fortunately	actually	indeed	well	also

Exercise: Place a comma after introductory words. The information in each sentence is true.

1. Yes, Australia is the 6th largest country by area.
2. Also, a desert area known as the "outback" covers much of Australia.
3. Australia is the least inhabited continent.
4. No, Tasmania is not a separate country; it is part of Australia.
5. Actually, aborigines make up only 2% of Australia's population.
6. Indeed, many plants in Australia cannot be found anywhere else in the world.

### Introduction to SAVED AT SEA

Read and complete:

In the next lesson, you will begin reading the first book in the Level 6 Reader. The book is titled *Saved at Sea* and was first published in 1879. The leading character, or one of the main characters in a book, is called the **protagonist**. Alick Fergusson is the leading protagonist in *Saved at Sea*. He lives with his grandfather on a small island off the coast of Scotland. Locate Scotland on the map. Alick's grandfather is the keeper of



the lighthouse. Jem Millar is the grandfather's assistant. Jem and his family are the Fergusson's only neighbors. The book was written by British author Amy Walton (1849–1939), better known as Mrs. O.F. Walton (short for Mrs. Octavious Frank Walton; Octavious Frank was her husband's name). She wrote many children's books that quickly became popular; they all had strong Christian messages. She lived in Scotland for four years, so she was very familiar with the setting she chose for *Saved at Sea*.

### Pastel Techniques

Practice different pastel techniques by creating a copy of the chart on the next page. Use any colors you desire. (Note: This assignment was also part of the Level 4 course and is designed to be repeated for review.)



But she was not destined to attend the dance—or the picnic either. As she was entering Daniel's carriage, a boy on horseback came galloping into the yard. He handed her a note which explained that a young woman, a neighbor of the boy's parents, was in great pain. It seemed, the note said, that she was going to give premature birth to a child. Would Miss Kenny please come to see her as soon as possible?

The distance between Elizabeth Kenny's home and the sick woman's house was about twenty miles. As soon as Elizabeth read the note, she handed it to Daniel. "I must go at once!" she said.

"But there are others who can help," he objected.

"It's my duty to go wherever and whenever I am called."

"Suppose the boy hadn't found you at home?" insisted Daniel.

"But he did find me, and there's nobody else around here who can help."

Daniel bit his lip in anger, but offered to drive Elizabeth out to the sick woman's house. Elizabeth refused the offer. "The trail to the woman's house is too rough for driving," she said. "I shall have to saddle my horse and ride out there myself."

Daniel's temper flared up. "If you go by yourself now," he cried, "you can stay by yourself from now on. I'll be through with you!"

Elizabeth felt as if her heart would break, but she managed to hold back her tears. "Please wait until I change into my nurse's dress," she said in a voice that trembled ever so slightly. "Perhaps we can talk about it later on."

But when she came out after changing her dress, Daniel was gone. And from that day she never saw him again.

It was with a heavy heart that Elizabeth helped the young woman in her labor throughout the night. But just before dawn, a new life came into the world, and the disappointment of her own life gave way to a feeling of gratification for a duty well done.

## Review

- Study the painting below by John Glover.



- Exercise: For the sentences below, underline dependent clauses, circle introductory words, and place commas where needed.

- Indeed John Glover is a master at the use of light in his paintings.
- Also Glover's paintings look very realistic since he paints with a lot of detail.
- When I look at this painting I feel calm and peaceful.
- In addition this painting uses mainly cool colors, such as green and blue.
- Because the water shows the reflection of the trees the painting looks more realistic.
- No the painting does not show a scene in Australia.
- Yes the painting is of a scene in England.

## Proper Nouns

When you capitalize proper nouns (specific names of people, countries, cities, rivers, lakes, mountains, buildings, businesses, organizations, brand names, holidays, religions, etc.) make sure to capitalize all of the words in the name (except for very short words like THE and OF). For example, it is "Snake River," not "Snake river."

- In the sentences below, place three underlines (the editing sign for capitalizing) under words that should be capitalized.

- On Christmas day we attended church at the protestant chapel.
- Wichita State university is located in Wichita, Kansas.
- We bought clothes at Brown's Clothing company by Salmon river.
- Boy scouts of America is holding a meeting in the Rocky mountains.

## Honesty

"I hope I shall possess firmness and virtue enough to maintain what I consider the most enviable of all titles, the character of an honest man."

~ George Washington

- Read:

In many lessons you will be doing editing exercises in which you cover up the answers until you are ready to check them. It would be very easy for you to cheat. However, when you cheat, you are only cheating yourself. You don't learn or progress when you cheat. Also, cheating is dishonest. Honesty is a much more important skill to gain than editing. Thomas Jefferson said, "Honesty is the first chapter in the book of wisdom." Determine now to be exactly honest in all things in life, even in your course work. Strive hard to find and correct all of the mistakes you can before looking at the answers in your editing exercises. When you have found them all or tried to find them all, check the answers to see if you were right or what you couldn't discover on your own. The editing exercises are a chance to practice editing and honesty.

## Editing

- Cover the answers in the green boxes with a sheet of paper or an index card. Edit a sentence. Try as hard as you can to find all of the mistakes. Then check the answers and fix anything you got wrong. Write the number of mistakes that you correctly found.

- Yes John Grovers painting of Goldrill bridge is beautiful

There are 4 mistakes. I correctly found \_\_\_\_ mistakes.

Yes John Grovers painting of Goldrill bridge is beautiful

Set off introductory words with a comma. Always capitalize each word in a proper noun. For example, it is "Black Snake River," not "Black Snake river."

- When their done they'll watch the bird build it's nest.

There are 3 mistakes. I correctly found \_\_\_\_ mistakes.

When they're done they'll watch the bird build its nest.

When a dependent clause is at the beginning of a sentence, set it off with a comma.

## SAVED AT SEA: Chapter 1

- Read chapter 1 of *Saved at Sea* in the Level 6 Reader and then underline the correct answers below.

- In the first chapter, the main character, Alick, shows gratitude, a willingness to work hard, and a close relationship with his grandfather. TRUE | FALSE
- Alick is able to go to the mainland just once a month. TRUE | FALSE

"Yes, Doctor. When I wired you from the home of my first polio patient, you told me to do my best with the symptoms I found. And those symptoms, as they appeared to me, showed that there were spasms and no paralysis. So I applied heat to stop the pain and bathing and exercise to restore the motion."

Dr. McDonnell shrugged his shoulders. "Do you realize," he said, "that no textbook on medicine mentions spasm in polio cases?"

He took down several volumes from his shelves and handed them to Elizabeth Kenny. When she got through with the various articles on infantile paralysis, she was just as amazed as the doctor.

"But I know that I'm right!" she persisted. "I treated what I saw with my own eyes. If the doctors have failed to mention spasm in their articles, it's their fault, not mine."

"Perhaps, Elizabeth." There was a tone of affection as well as of doubt in his voice. "But whether or not you have stumbled upon a new cure for infantile paralysis, you're going to have a hard road to travel. The doctors will be arrayed against you to the very end. Some of them will be jealous because a mere nurse dares to contradict their authority. Others will be honestly convinced that you're wrong, and that your treatment will endanger the lives of your patients. Still others will feel that a woman has no business to rush in where the wisest of men are afraid to tread. In short, you'll find almost the entire medical profession fighting to discredit you at every step."

"But, Dr. McDonnell, I have the precious lives of children to look out for!"

"So have the doctors, my dear. So go on with your work, and let them go on with theirs. And only time will tell whether you or they, or perhaps both you and they, are on the right track."

"Thanks for your advice, Dr. McDonnell. But I warn you that I am a stubborn woman!"

"So I see, my dear," he said.

*The Good & the Beautiful*

44 © Jenny Phillips

Level 6

## How-To Essay: Part 4

### Read and complete:

Write a concluding paragraph that summarizes your how-to essay in a creative way. It can be very short.

### TIPS FOR WRITING A SUCCESSFUL CONCLUSION

- Your closing paragraph helps the audience feel a sense of closure.
- Avoid starting your concluding paragraph with overused and boring phrases such as "In conclusion," "In closing," or "As shown in the essay."
- Do not give specific examples or additional evidence in your concluding paragraph. Those things belong in the body paragraphs.
- Keep your conclusion short. The concluding paragraph is typically shorter than the introductory paragraph.

#### Example Concluding Paragraph

*From an essay with the thesis statement, "Getting enough sleep is more important than most people realize."*

From now on, when you are tempted to stay up late, remember that getting sufficient sleep isn't just a good idea, it's something that will deeply impact your life. So turn off your TV, turn off your phone, turn off the lights, and make a big difference in your life by getting to bed on time.

Your essay is now finished! Share it with your parent, teacher, class, or family.

## SAVED AT SEA: Chapter 5

### Read chapter 5 of *Saved at Sea* in the Level 6 Reader and then underline the correct answers below.

- Grandfather taught Alick to pray and read to him from the Bible every night. TRUE | FALSE
- Grandfather is hoping to get a reward for saving Timpey and caring for her. TRUE | FALSE

## LESSON 13

### Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:
  - We had an excellent adventure at our city's museum today. [*Have the child circle the preposition.*]
  - The influential senator toured many cities. [*RULE: Drop the Y and add IES to words that end with a consonant + Y.*]

### Read to Parent or Teacher

- To your parent or teacher, read Part 11 from *Elizabeth Kenny in the Australian Bushland*.

#### *Elizabeth Kenny in the Australian Bushland: Part 11*

Elizabeth Kenny went on with her treatment and made remarkable progress in several of her cases. She opened up a cottage hospital in the township of Clifton, in the eastern part of South Queensland. One of her first patients at the hospital was little Ross, the two-year-old son of a bushland farmer. The parents had driven their child over a muddy road full of ruts and jagged rocks. Even the horse was almost exhausted at the end of the trip. Little Ross was nearly dead by the time they reached the hospital. Within a few weeks, however, he was able to return home safe and sound.

Her second case was that of a little girl who, just like Ross, came to the hospital seemingly paralyzed and a few weeks later returned home completely cured.

She treated several other polio patients at the Clifton hospital, almost always with similar results. At the same time, she received reports about various children who suffered from infantile paralysis, and who were

treated by the old method of splints and casts. A number of them had either died or remained paralyzed. The doctors who had treated these children argued that no two cases were alike and that Elizabeth Kenny's patients either were less sick or suffered from other kinds of disease. And so they insisted that she had no right to claim an entirely new cure for infantile paralysis.

But, on the other hand, Elizabeth Kenny felt convinced that she was on the right track. She declared that the doctors were all wrong and that she had discovered the only correct method for treating one of the more terrible diseases that afflicted the children of the world.

All of this, we must remember, happened many years before the discovery of the Salk vaccine for the prevention of polio. When an outbreak of this disease struck a city or town or village, it brought terror into the hearts of all of the parents of the community. Nobody knew the cause of the sickness, and even the doctors admitted that they did not know the cure. Elizabeth Kenny insisted that she had discovered the cure. The doctors persisted in thwarting her efforts without investigating her claims.

But just then, another greater struggle put an end to their bitter dispute. World War I had broken out, and, for a time, Elizabeth Kenny was called upon to leave her hospital and to transfer her services to another field.

## SAVED AT SEA: Chapter 6

### Read chapter 6 of *Saved at Sea* in the Level 6 Reader and then underline the correct answers below.

- A SYMBOL is something that stands for something else. The scriptures use many symbols. For example, a stairway is a symbol of the way to God, a dove is the symbol of the Holy Spirit, and a field represents the world. In *Saved at Sea*, the old man asks Grandfather if he is "on the Rock." What does the rock symbolize? Even though it is not directly stated in the chapter, use the clues given to determine the symbolism meant by the rock.
 

A. A lighthouse	<u>B. The gospel of Jesus Christ</u>
C. Kindness to others	D. Heaven

were able to sit upon the deck at night and to read a book under the electric lights. The period of blackouts was over.

When the ship arrived in Australia and Elizabeth Kenny returned to her mother's house, she could still feel the tossing of the deck under her feet. At breakfast, when her mother gave her an egg, she seized it from the table to keep it from rolling to the floor. It was hard for her to realize that she was living once more on safe and solid ground.

She spent only a short time with her mother, for her military service was not yet over. She was assigned to duty among the war casualties in one of the Australian hospitals. There she went to work with her usual vigor to make conditions better for the patients.

### Suffix: ABLE

- Read and complete:

A suffix is a group of letters added to the end of a word that changes the word's meaning.

**Drop the E Rule:** If a base word ends in final silent E, drop the E before adding a vowel suffix. (Example: live - livable) But do not drop the E when adding ABLE to words ending in CE or GE. (Examples: change - changeable)

**Exercise:** Rewrite each word, adding the suffix ABLE. Remember to drop the E when needed.

- manage manageable
- notice noticeable
- believe believable
- enforce enforceable
- advise advisable

### Editing

- Cover the answers in the green boxes with a sheet of paper or an index card. Edit a sentence. Try as hard as you can to find all of the mistakes. Then check the answers and fix anything you got wrong. Write the number of mistakes that you correctly found.

1. Unfortunately the neighbor's have not sold there house.

There are 3 mistakes. I correctly found \_\_\_\_\_ mistakes.

Unfortunately the neighbor's have not sold there house.

Set off introductory words with a comma.      No apostrophe is needed because it is a plural noun, not a possessive noun.

2. As soon as your ready its time to leave for Niagara falls.

There are 4 mistakes. I correctly found \_\_\_\_\_ mistakes.

As soon as your ready its time to leave for Niagara falls.

When a dependent clause is at the beginning of a sentence, set it off with a comma.      Capitalize each word in a proper noun. For example, it is "Black Snake River," not "Black Snake river."

### SAVED AT SEA: Chapter 9

- Read chapter 9 of *Saved at Sea* in the Level 6 Reader and then underline the correct answers below.

- Grandfather and Alick wish to be on the Rock, but do not know how. TRUE | FALSE
- Grandfather and Alick are not allowed to leave the lighthouse to attend Jem's burial. TRUE | FALSE

### Irregular Plural Nouns

- Make each word plural.

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

### They're/Their/There

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

Write a short sentence that uses each word correctly.

they're \_\_\_\_\_ *Answers will vary.*

their \_\_\_\_\_ *Answers will vary.*

there \_\_\_\_\_ *Answers will vary.*

### Art: John Glover

- Read and complete:

Jenny Phillips wrote, "I am a great admirer of the art of John Glover, one of the most successful British painters of the early 1800s. His

realistic art and careful detail wonderfully depict the beauty and majesty of God's creations, especially in Australia. His art makes me feel light, hope, joy, peace, and gratitude. John Glover was not only a great artist, but he was an interesting, hard-working, faithful Christian. Did you know that he had a deep love for nature walking and filled more than one hundred sketchbooks with the natural landscapes he found? He definitely had a passion for the work he did. I'm excited for you to explore his paintings and learn more about this great artist over the next several lessons."

- For at least 30 seconds, study the painting by John Glover on this page.
- For at least 30 seconds, study the painting by John Glover on the next page.
- Cut out the rectangles on the last page of this lesson. Read the information and, on a blank sheet of paper, tape the rectangles in the order that they best flow (#1 is marked for you). Keep the sheet; you will use it in the next lesson.





**There is not an exact order in which the rectangles have to go. This answer key page shows a general idea.**

John Glover has been dubbed "the father of Australian landscape painting."

This gifted artist was born in England in 1767, the son of a small farm owner.

As a child, John worked in the fields and loved to draw birds.

He showed a talent for drawing at an early age.

As a child, John filled his sketchbooks with beautiful views of nature.

As John grew older, he took painting lessons from master painters, and often traveled to little known places of beauty to study and sketch nature. He developed a love for taking very long nature walks, even though he had two club feet.

At the age of 23, John married Sarah Young and moved to Lichfield, England, where he became a teacher of painting and drawing.

After three of his children moved to Tasmania, John and his wife moved there as well and purchased a working, productive farm.

When John moved to Tasmania, he brought English shrubs and song-birds with him.

John Glover is best-known for his landscape paintings of Tasmania. He also loved painting homesteads and the aboriginal people of Australia.

John used realistic details, dramatic lighting effects, and beautiful colors in his paintings: intense blues, misty grays, gleaming golds, and a palette of different greens.

He loved the trees, and especially loved painting the twisting forms of native eucalyptus trees.

Most landscapes of that time period were not bright and clear, but John depicted Australian landscapes with luminous, vivid paintings.

John Glover died over 168 years ago, but his paintings live on, showing the unique and magnificent beauty of Australia that God created.



they've failed."

"I shall never rest," she exclaimed, "until I've convinced the entire world!"

"Don't forget that you're a sick woman," cautioned Dr. McDonnell. "It's a miracle you're still alive after what you suffered on the troopships. But I warn you that there are even worse sufferings in store for you if you persist in forcing your ideas upon the doctors. So do your own work, if you must, but leave the doctors alone."

"You've told me the same thing before, Dr. McDonnell. Thanks again for your advice. I shall be guided in the future as I think best. But one thing I must tell you right now: no danger to my own health will ever stop me from doing what I think is right."

## SAVED AT SEA: Chapter 11

- Read Chapter 11 of *Saved at Sea* in the Level 6 Reader.

### Homophones

- **WHOSE:** the possessive case of WHO (Whose house is this?)
- **WHO'S:** contraction of the words WHO and IS (Who's coming?)

- Circle the correct word for each sentence.

1. I wonder whose | who's coming on the trip.
2. Do you know whose | who's shoes are on the porch?
3. So, whose | who's ready to leave?
4. I'm trying to find out whose | who's tent this is.
5. Whose | Who's coming to dinner tonight?
6. I am not sure whose | who's coat that is.
7. Well, whose | who's not afraid to tell the truth?
8. I asked my teacher whose | who's coming to the picnic.

## Effective Writing: Using Transitions

- Read and complete:

Transitions help establish logical connections between sentences, paragraphs, and sections of your papers. Here are some transitional words and phrases you can use:

first | second | next | finally | also | in addition | in fact  
actually | equally as important | equally as amazing | afterward

**Exercise:** Fill in the blanks with an appropriate transitional word or words from the box above.

Artist John Glover was not only a lover of art and nature, he was also a lover of books. \_\_\_\_\_, he had a very large library at his home in Tasmania. \_\_\_\_\_ words show that he checked out over 376 books from his local library. \_\_\_\_\_, near the end of his life, John read more than he painted. \_\_\_\_\_ as his love for books, was his willingness to share them. He donated many books from his personal library to church and school libraries.

## Writing a Paragraph with Transitions

- Using the cut-out sentences from the last lesson, write a paragraph about John Glover. You may use as much of the exact wording in the sentences as you would like. However, make sure to use some transitional words and make sure the sentences flow together well. This project may take 20 minutes or more.

## SAVED AT SEA: Chapter 12

- Read chapter 12 of *Saved at Sea* in the Level 6 Reader and then underline the correct answers below.

1. Timpey does not recognize her parents and wishes to stay on the island. TRUE | FALSE
2. Which of the following is NOT one of the reasons the Villiers ask to take Alick with them?
  - A. They want him to work for them as Timpey's teacher and caretaker.
  - B. They want to pay for his education.
  - C. They want to find him a good apprenticeship to secure his future.
  - D. They want to repay the lighthouse men for rescuing and caring for their little girl.

### Run-On Sentences

- Read and complete.

Two independent clauses (clauses that can stand on their own as sentences) can be joined together with a comma and a **coordinating conjunction** (FANBOYS: for, and, nor, but, or, yet, so).

**Example:** The wind picked up, so I closed the window.

In a **run-on sentence**, two independent clauses are incorrectly joined as one sentence without the appropriate conjunction and/or punctuation.

**Example:** The wind picked up I closed the window.

**Exercise 1:** Correct the following run-on sentence by breaking it into two separate sentences.

Look over there a bird is building a nest.

Look over there. A bird is building a nest.

**Exercise 2:** Correct the following run-on sentence by using a comma and a coordinating conjunction.

It's late we should go to bed.

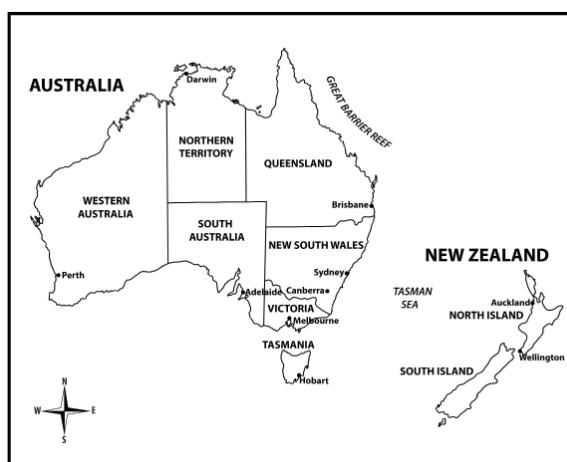
It's late, so (or AND) we should go to bed.

## Geography: Australia

- Follow the instructions.

There are six states in Australia: New South Wales, Queensland, South Australia, Tasmania, Victoria, and Western Australia. There are also 10 territories, most of them islands. One of the largest territories is the Northern Territory, which is on mainland Australia.

Place tracing paper over the map below and trace the outline of the map without the labels and color the map.



## Ellipsis: Part 1

### Read and complete:

An ellipsis [ee - lip - sis] is a row of three dots that look like this: • • •

An ellipsis is a punctuation mark in writing in which words are left out of a sentence. There are several reasons for using the ellipsis mark.

In quoted passages, an ellipsis is used to shorten the material without changing its meaning. For example, the quote, "I walked in the orchard, which was covered with dew and filled with singing birds, before breakfast," could be changed to "I walked in the orchard . . . before breakfast."



*Let's practice!* Shorten the sentence below by using an ellipsis.

The yellow bird, which sat on a bough of the apple tree, sang beautifully.

*The yellow bird . . . sang beautifully.*

Another reason ellipses are used in a quoted passage is to focus on the part of the quote that is relevant [connected to your topic].

Consider this quote from Albert Einstein:

"Without the emphasis on reasoning from principles, information has no base meaning and therefore has no absolute value. I want to know how God created this world. I am not interested in this or that phenomenon, in the spectrum of this or that element. I want to know His thoughts; the rest are details."

As shown in this revised quote, the ellipsis is used to focus the reader's attention on Albert Einstein's reasons to believe in God:

"Without the emphasis on reasoning from principles, information has no base meaning . . . no absolute value. I want to know how God created this world . . . I want to know His thoughts . . ."

*Let's practice!* Shorten the quoted passage below by using an ellipsis, so that the passage focuses on just the outside of the home.

"Twenty-seven beautiful acres of nature surround this beautiful home in Scotland. The inside of the home is newly remodeled and features a rustic look. But you may not spend much time inside. The yard is huge and is beautifully designed."

*"Twenty-seven beautiful acres of nature surround this beautiful*

*home in Scotland. . . . The yard is huge and is beautifully designed."*

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*Note: If a full sentence is right before the information you are omitting, first put the period and then put the three dots of the ellipsis. It will look like you have four periods.*

## LESSON 22

### Spelling

Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.

Have your parent or teacher dictate the following sentences:

1. The emperor's overly grand entrance was ridiculous.
2. I carefully packed Jason's fragile souvenir.

*Note: There is no Read to Parent or Teacher section in this lesson since extra time is needed for the assignment.*

### The Fairy Pools



### Writing a Magazine Travel Article: Part 1

Read:

The Isle of Skye features some of the most beautiful scenery in Scotland. Choose two of the following places listed in this lesson (the Fairy Pools, Neist Point Lighthouse, Mealt Falls, and Old Man of Storr, all of which are on the Isle of Skye) to write a magazine article that will make people want to travel to those places. Write your two choices here:

**Answers will vary.**

With the permission and supervision of your parent or teacher, use the Internet to research your two places online. Take at least one page of notes about each place. Make sure your notes don't use the exact wording of the information you read. In the next lesson, you will use your notes to begin writing your article.

### Neist Point Lighthouse



## LESSON 23

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:

[TIP: Place a comma after an introductory word or set of words at the beginning of a sentence.]

1. However, there are two cemeteries and two libraries in this city. [RULE: Drop the Y and add IES to words that end with a consonant + Y.]
2. Therefore, they're expecting their father to arrive on the twelfth.
  - THEIR: belonging to them (Their kitten is cute.)
  - THERE: There is hope. | The cat is over there.

Note: There is no Read to Parent or Teacher section in this lesson since extra time is needed for the writing assignment.

## Irregular Plural Nouns

- Make each word plural.

calf	<u>calves</u>	knife	<u>knives</u>
elf	<u>elves</u>	loaf	<u>loaves</u>
mouse	<u>mice</u>	ox	<u>oxen</u>
shelf	<u>shelves</u>	wolf	<u>wolves</u>

## Writing a Magazine Travel Article: Part 2

- Write your opening paragraph for your magazine travel article. Start with an attention-grabbing opening, such as a question, an interesting statement, or vivid description. Make sure your opening paragraph explains that you will be discussing two different amazing places to visit on the Isle of Skye in Scotland.

## LESSON 24

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:

[TIP: IT'S is a contraction of the words IT IS. (It's raining.) ITS is used as a possessive. (The cat licked its paws.) An apostrophe is usually used to show possession, but not with possessive pronouns such as ITS.]

1. I believe it's important to respect the beliefs of others.
2. It's beneficial to have a grateful attitude.
3. It's fun watching the bird build its nest, but it is time to go. [Use a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses (clauses that can stand on their own as sentences).]

## Plural Nouns

- Make each word plural. (Drop the Y and add IES if a word ends with a consonant + Y.)

diary	<u>diaries</u>
chimney	<u>chimneys</u>
discovery	<u>discoveries</u>
biography	<u>biographies</u>
ability	<u>abilities</u>

## Writing a Magazine Travel Article: Part 3

- Write the section of your article that describes and tries to convince people to visit the first place you chose on the Island of Skye. It can be one paragraph or multiple paragraphs.

## LESSON 25

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:

[RULE: Place a comma after an introductory word or set of words at the beginning of a sentence.]

[TIP: IT'S is a contraction of the words IT IS or IT HAS. ITS is used as a possessive. (The cat licked its paws.) An apostrophe is usually used to show possession, but not with possessive pronouns such as ITS.]

1. Lately, it's been raining every day, and I've seen a lot of lightning. [Use a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses (clauses that can stand on their own as sentences).]
2. Please tell the servant that it's been a pleasure to work with him.
3. It's time to hire a permanent employee.
4. Surely, the government should follow its constitution, and we should obey the laws. [Use a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses (clauses that can stand on their own as sentences).]

## Writing a Magazine Travel Article: Part 4

- Write the section of your article that describes and tries to convince people to visit the second place you chose on the Island of Skye. It can be one paragraph or multiple paragraphs.

## LESSON 26

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:

-THEY'RE: a contraction of the words they are (They're ready to go.)  
 -THEIR: belonging to them (Their kitten is cute.)  
 -THERE: There is hope. | The cat is over there.

1. They're selling various genuine artifacts.
2. The bruise on your shin looks uncomfortable. [Have the child circle the preposition.]
3. Their aunt's house has a separate entrance over there. [Have the child circle the prepositions.]

## Writing a Magazine Travel Article: Part 5

- Write the conclusion of your article. It should wrap up your essay. It can be very short, even just two or three lines.

## Homophones

- WEEK: I'll see you next week.
- WEAK: I've been feeling tired and weak recently.

- Write a short sentence that uses each word correctly.

week \_\_\_\_\_ *Answers will vary.*

weak \_\_\_\_\_

## Ellipsis: Part 2

Read and complete:

In a past lesson, you learned about the ellipsis. In quoted passages, ellipses can be used to shorten the material without changing its meaning.

*Let's practice!* Shorten the sentences below by using ellipses.

Those trees, standing like sentinels on the mountain, are beautiful.

Those trees . . . are beautiful.

I love hiking. Whether it is a long or short hike, it always refreshes me.

I love hiking . . . It always refreshes me."



It is incorrect to start a passage with ellipses. If the beginning of the quote is left out, the quote should simply begin with a lower case rather than a capital.

**Example: 1 Peter 4:8: Full Scripture**

"And above all things have fervent charity among yourselves: for charity shall cover the multitude of sins."

*not capitalized* **1 Peter 4:8: Shortened Scripture**  
"have fervent charity among yourselves . . ."

*Let's practice!* Using ellipses, shorten the scripture below. Start with the phrase "love the Lord" and end with the phrase "all thy strength."

Mark 12:30

"And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment."

"love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength . . ."

Note: All effective and honest use of the ellipsis must not change the essential meaning of the information.

An ellipsis may also be used at the end of a passage to let the reader mentally complete the idea, to invite the reader to ponder what has been left unsaid, to show uncertainty, or to indicate that the end is so obvious it need not be stated.

**Example:**

The ballerina pirouetted much too close to the edge, and . . .

*Let's practice!* Write two different sentences that end with ellipses.

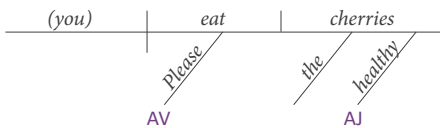
1. \_\_\_\_\_ *Answers will vary.*

2. \_\_\_\_\_

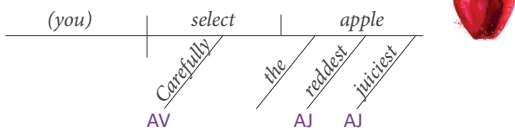
## Diagramming Imperative Sentences

- Imperative sentences are commands like "Shut the door". Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If you are new to sentence diagramming or need a review, watch step-by-step videos at [goodandbeautiful.com/videos](http://goodandbeautiful.com/videos) to learn Step 6 (diagramming imperative sentences). **Note:** the word PLEASE (used as a polite request) is an adverb.

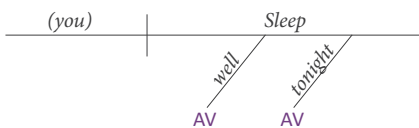
Please eat the healthy cherries.



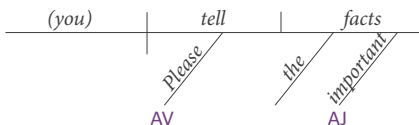
Carefully select the reddest, juiciest apple.



Sleep well tonight.



Please tell the important facts.



## Poetry Reading Practice

- Read through the following poem several times. Then read it out loud to your parent or teacher using expression and emotion.

### God the Artist

Angela Morgan

God, when you thought of a pine tree,  
How did you think of a star?  
How did you dream of the Milky Way  
To guide us from afar?  
How did you think of a clean brown pool  
Where flecks of shadows are?

God, when you patterned a bird song,  
Flung on a silver string,  
How did you know the ecstasy  
That crystal call would bring?  
How did you think of a bubbling throat?  
And a darling speckled wing?

God, when you chiseled a raindrop,  
How did you think of a stem,  
Bearing a lovely satin leaf  
To hold the tiny gem?  
How did you know a million drops  
Would deck the morning's hem?



Not only did she refuse to be paid for her services, but she often sent the fare to those who lived at a distance from Townsville and could not afford the traveling expense. If she did not have the money herself, she raised it from charitable individuals or organizations. Her one aim in life was to “help the lame to walk again.”

Yet the obstacles in her way were still almost beyond her power to overcome. Again and again, when she seemed on the verge of final success, a wave of opposition would arise from an unexpected source.

### Run-On Sentences

Read and complete:

In a **run-on sentence**, two independent clauses are incorrectly joined as one sentence without the appropriate conjunction and/or punctuation.

**Exercise 1:** Correct the following run-on sentence by breaking it into two separate sentences.

Please sit down I want to talk to you.

Please sit down. I want to talk to you.

**Exercise 2:** Correct the following run-on sentence by using a comma and a coordinating conjunction.

The crickets cheep an owl hoots.

The crickets cheep, and an owl hoots.

### Commas with Dependent Clauses

When a dependent clause is at the beginning of a sentence, set it off with a comma. When a dependent clause is at the end of a sentence, usually do not set it off with a comma.

Underline the dependent clauses and insert commas where needed.

1. Although the sun is shining I am cold.

2. I am cold although the sun is shining.

3. When I say my prayers I am strengthened.

4. I am strengthened when I say my prayers.

5. In case you get cold I brought your coat.

### Poetry: Australian Sunrise

Read and complete:

Read the information on the next two pages, which will help prepare you for the poem in this lesson. Then, read the poem below by James Lister Cuthbertson, a poet who lived in Australia for many years.

#### The Australian Sunrise

The morning star paled slowly, the stars hung low to the sea,  
And down the shadowy reaches the tide came swirling free,  
The lustrous purple blackness of the soft Australian night  
Waned in the grey awakening that heralded the light;

Still in the dying darkness, still in the forest dim  
The pearly dew of the dawning clung to each giant limb,  
Till the sun came up from ocean, red with the cold sea mist,  
And smote on the limestone ridges, and the shining tree-tops kissed;

Then the fiery stars vanished, the magpie's note was heard,  
And the wind in the she-oak wavered and the honeysuckles stirred;  
The airy golden vapor rose from the river breast,  
The kingfisher came darting out of his crannied nest,  
And the bulrushes and reed-beds put off their fallow grey  
And burnt with cloudy crimson at the dawning of the day.

Note: The names of constellations in the poem have been changed with the word "stars."

### Correlative Conjunctions

Read and complete:

Correlative conjunctions always come in pairs in a sentence. They are each used in different places in a sentence but work together as a team. Some of the most common correlative conjunctions are

either . . . or	both . . . and
neither . . . nor	whether . . . or
not only . . . but also	such . . . that

I don't mind whether you or I go first.

You may either stay with Dad or go shopping with Mom.

It is such a hot day that I want to go swimming.

Note: You usually do not use a comma with correlative conjunctions.

**Exercise:** Circle the pairs of correlative conjunctions. Some of them are not listed above—see if you can figure them out!

- Both my brother and my sister are willing take out the trash.
- Listening to either classical music or nature sounds can be helpful while studying.
- It was such a nice day that we decided to play outside.
- Neither Jane nor Joseph laughed when I fell off of my bike.
- Not only are we visiting the Lincoln Memorial but also the Washington Monument.
- It's unclear whether the moon is waning or waxing.
- The more you rely on the Savior the less stress you have.
- I would rather pay more money than be dishonest.

### Writing Practice

Read and complete:

Starting sentences with the same words, such as HE or THE, is repetitive and dull. Also, having several short, simple sentences in a row makes writing choppy. For example

I was walking. The breeze started to pick up.  
I heard the leaves rustle. I felt raindrops. I  
saw the raindrops make dots on the soft  
dirt. I loved the smell. The rain started to  
pour. I started to run.



Look how we can improve the paragraph by combining sentences and changing the order of words. While we are at it, let's add in some description to make it more vivid and interesting.

As I was walking down the lane to Grandfather's house this evening, the breeze started to pick up. I closed my eyes and listened to the gentle rustle of ten thousand leaves. Just then, I felt a raindrop on my face. Within moments, the raindrops had made hundreds of dots in the soft dirt beside the road. Tipping my head back, and throwing my hands open wide, I began to run in the pouring rain.

On a separate paper, or on a computer, rewrite the following paragraph, adding description and varying first words, sentence length, and sentence structure.

Gabe was sitting on the hillside. Gabe looked into the blue sky. Gabe could smell the pine trees nearby. Gabe saw a huge bird fly over the trees. Gabe watched the bird glide through the sky. Gabe watched the bird disappear into the pine forest.



promised to study her case and to question her about her method, in order to make an honest medical report on the Elizabeth Kenny treatment.

Dr. X fell asleep as soon as he boarded the plane and opened his eyes only occasionally throughout the trip. On his arrival at Townsville, he complained of a headache, took an aspirin, and went to sleep again. The next day, instead of paying a visit to her clinic, he returned to Sydney and published a most damaging indictment of her method. He reported that he had paid a visit to the Elizabeth Kenny Clinic, but that he had been sadly disappointed at what he saw. Elizabeth Kenny, he wrote, not only failed to cure her patients, but neglected them, and thus endangered their lives. From beginning to end, it was a false document about patients he had never attempted to see, and about a method he had never taken the trouble to watch.

When Elizabeth Kenny heard of this document, her indignation "rose to a boiling point," as she expressed it. For a time she thought of making a public issue of the matter. But she disliked publicity. She preferred to do her work in quiet and to let the results speak for themselves. "Keep your mind open," her mother had taught her, "and your mouth closed."

And she remembered another important lesson she had learned from her mother: "He who angers you, conquers you!"

So she refused to be conquered through the explosion of her anger. Instead, she transformed it into a driving energy for greater effort and the further improvement of her clinical technique. Let her critics talk. Her own job was to work.

### Shades of Meaning and Nuances

- Set your timer for 60 seconds and study the painting by John Glover at the end of this lesson.
- Read and complete:

In the painting you just studied, there were many different shades of brown. Some of those shades were very close to one another.

Language is full of slight shades of meaning. For example, the word ANGER is a synonym for INDIGNATION. However, INDIGNATION does not refer to just any type of anger, but anger aroused by something unjust, unworthy, or mean.

**Exercise 1:** Fill in the blank with ANGER or INDIGNATION, whichever fits better.

- When Amy had to admit she had cheated, she was filled with anger.
- Harrison could not believe the injustice of the situation; he was filled with indignation.

**Nuance** [NEW - ons] consists of slight shades of meaning in a written passage. For example, an author could write, "He stomped across the room," or "He strolled across the room." In both cases, the character is going across the room, but by changing one word, we get a hint that deepens the meaning and invokes different images.

**Connotation** is the ideas or feelings associated with specific words. For example, saying that a person stomped across the room gives the connotation that the character is upset. Saying that a person strolled across the room gives the connotation that the character is feeling carefree, happy, or unhurried.

Let's look at the words DETERMINED and STUBBORN. They mean nearly the same thing, but DETERMINED has a more positive connotation, and STUBBORN has a more negative connotation.

**Exercise 2:** Fill in the blank with DETERMINED or STUBBORN, whichever fits better.

- Beth was such a stubborn person that she never listened to the advice of others.
- The determined child did not get up from the table until the puzzle was finished.
- The old woman was so stubborn and set in her own ways.

The nuances of a great passage of literature are what make it a rich and satisfying experience. If an author merely tells the reader everything, the reader is left feeling like a spectator, whereas, the skillful use of nuance draws the reader in for a shared experience.

Example:

The young man approached the Woodhill farm. The brittle snow crunched beneath his feet, and the barren tracings of winter trees were fading against the darkening sky. Golden lights from the house shone out in the cold, blue twilight. (Marjohna Madsen, *How the Sky is Blue*, page 10)

The nuances in this passage communicate to the reader without being obvious. They include the use of terms such as snow and barren, by which the reader can determine that the setting is the middle of winter. The words fading and darkening likewise indicate nightfall. Contrasting the cold, blue twilight with the golden light of the house indicates without directly stating that the home is inviting, warm, and comforting.

Nuances also may reference cultural folklore, symbols, or literature that is likely to be familiar to the author's intended readers. For example, almost everyone knows the story of Pinocchio and his nose that grew longer when he lied. So an author might skillfully create nuance by alluding to Pinocchio, instead of just saying a person was lying:

His schoolmates gleefully produced a ruler and took measure of his nose after John made such wild claims.

**Exercise 3:** Choose two of the four prompts below to practice writing sentences that contain nuances. Remember that nuance is created by adding descriptive detail that creates a feeling, idea, or image without directly stating the information. Type your sentences or write them on a separate sheet of paper.

- Write a sentence or sentences that indicate it is fall without directly stating that it is fall.
- Write a sentence or sentences that indicate someone is happy without stating that he or she is happy.

- Write a sentence or sentences that indicate that it is morning without stating that it is morning.
- Write a sentence or sentences that indicate that the scene is taking place in a rural area in the middle of winter.

### Possessive Pronouns & Adjectives

- Read and complete:** A **pronoun** is a word that replaces a noun. Examples of pronouns are I, YOU, HE, SHE, IT, WE, and THEY. **Possessive pronouns** include MINE, YOURS, HIS, HERS, ITS, OURS, and THEIRS—all words that demonstrate ownership.

**Exercise:** Is the underlined word a pronoun or possessive pronoun? Circle the correct answer.

- That book is mine.      pronoun | possessive pronoun
- She is so kind!      pronoun | possessive pronoun
- The cards are hers.      pronoun | possessive pronoun
- The new kitten is ours.      pronoun | possessive pronoun
- They saw an eagle.      pronoun | possessive pronoun
- I hope you can come.      pronoun | possessive pronoun

### Capitalization: Family Relationships

- Read and complete:** Capitalize words that indicate family relationship only when they are not used with a possessive adjective (e.g., my, her, his, our, your, their) or an article (the, a, an).

Here comes Uncle Joe. | Here comes my uncle Joe.

**Exercise:** For each sentence, underline the correct word choice.

- The **Mother** | mother smiles at her baby.
- Look at **Mother** | mother. She is so gentle with my baby brother.
- Jane loves sitting next to her **Mother** | mother and baby brother.
- I love the way **Mother** | mother smiles at little Hans.

help of funds contributed by the government, she was able to publish her book about the Kenny treatment. The book received praise from many sources, including even a number of leading doctors. But best of all, there was an opportunity to spread her treatment beyond the shores of Australia.

This was the result of a visit from a woman physician who had read her book and whose little niece in England was suffering from infantile paralysis. Following her visit, the physician telephoned to her sister and advised her to bring the sick child to Australia for the Kenny treatment.

In due time, the family arrived at the Kenny Clinic in Brisbane. The little girl was a pathetic sight. Her limbs were helpless, and her head hung limply like a flower on a withered stalk.

Elizabeth Kenny ordered the child to be examined by a specialist and then admitted her to her clinic. After a few months, there was marked improvement, and Elizabeth Kenny was ready to send her home. But the parents were anxious to have the treatments continued. They urged Elizabeth Kenny to return with them to England. "This will not only insure the best care for our child, but it will give you a chance to introduce your method in England."

Elizabeth was happy to accept the offer. Her work in Australia, she felt, could now be safely left in the hands of her trained nurses. She herself was needed for wider horizons, in other lands. The time was ripe for spreading the Kenny treatment throughout the world.

### Edit the Passage

- Edit the passage in green. (There are five mistakes.)

*Reminder:* Capitalize words that indicate family relationship only when they are not used with a possessive adjective (e.g., my, her, his, our, your, their) or an article (the, a, an).

Before the sun rose, my mother and I left for our camping trip in the Rocky mountains. In two days, father and uncle Joe will join us. Already, mother and I are having a marvelous time!

### Quotation Punctuation

- Read and complete:

Separate quoted material with a comma.

#### Examples:

Correct: "You are kind," Ed said.

Incorrect: "You are kind" Ed said.



- Exercise: Insert commas where needed.

*Note:* The information in the sentences are true facts about Australia.

- "Most of Australia is a flat or slightly rolling plateau" said the tour guide.
- "There is only one real range of mountains in Australia" Mom explained. "It is called the Great Dividing Range."
- "The Great Dividing Range robs the country of most of the rain" said Uncle Ron. "When the clouds hit the wall of mountains, they drop their moisture. That's why the eastern and southern coasts have plenty of rain, but the majority of the country does not."
- "Most of the center of the Australian continent is a desert" my teacher said.
- "Three-fourths of Australia is too dry for growing crops" I told the class.
- "Australia has twice as many cattle as people, and 14 times as many sheep" explained the professor.
- "Some areas of Australia have a tropical climate" explained Kim. "Other areas are savannas, which are lands covered with tall grasses. Some streams are filled with crocodiles" Kim continued.

### Latin and Greek Roots: Part 1

- Read:

Words have meaning according to their origins. English is made up of words from many sources; however, the major sources are Latin, Greek, and Anglo-Saxon. Here are some common Latin roots and their meanings:

**visum** – see  
**nomen** – name  
**annus** – year  
**mobile** – to move

**verbum** – word  
**unus** – one  
**magnus** – large or great



Here are some common Greek roots and their meanings:

**photos** – light  
**graph** – to write or draw  
**autos** – self  
**ology** – knowledge or study

**phono** – sound  
**tele** – far or distant  
**bios** – life

- Draw a line to match each word to the Latin root from which it is derived.

visum	nominal	- in name only
verbum	magnificent	- great
nomen	unicycle	- a one-wheeled vehicle
unus	verb	- an action or state of being
annus	visual	- able to be seen
magnus	annual	- yearly

- Write the Greek root words from which each word is made. Write the basic meaning of the words.

#### Example:

<b>photograph</b>	- <b>photos and graph</b>	<b>light drawing</b>
telephone	- <b>tele and phono</b>	<b>from far sound</b>
autograph	- <b>autos and graph</b>	<b>write self</b>
biology	- <b>bios and ology</b>	<b>the study of life</b>
telegraph	- <b>tele and graph</b>	<b>write from far</b>

- Some words are a mix of both Greek and Latin roots. Write the roots and the basic meaning for each.

television	- <b>tele and visum</b>	<b>see from far</b>
automobile	- <b>autos and mobile</b>	<b>to move itself</b>

### The Great Barrier Reef

The Great Barrier Reef in Australia is a 2,300 km-long ecosystem that contains thousands of reefs and hundreds of islands made of hard and soft coral.

- Research information about the Great Barrier Reef; fill out the chart:

Location: off of Australia's north-eastern coast  
Length: 2,300 km  
Interesting Facts:

*Information will vary*

- Study the photographs of the Great Barrier Reef in this lesson.

and tell me what you think of her chances."

Elizabeth Kenny went to Paris, gave the child a thorough check-up, and informed Dr. Schwartz that, in her opinion, the case was far from hopeless. The grateful father, confessing that he was like a drowning person grasping at a straw, allowed Elizabeth to take the child back to London for the Kenny treatment. And the treatment proved to be successful.

### Quotation Punctuation

**Read and complete:**

Separate quoted material with a comma.

#### Examples:

**Correct:** "You're kind," Ed said. | Ed said, "You're kind."

**Incorrect:** "You're kind" Ed said. | Ed said "You're kind."

**Exercise:** Insert commas where needed.

*Note: The information in the sentences are true facts about Australia.*

- The tour guide said "The Great Artesian Basin in Australia is the biggest storehouse of underground water in the world."
- Dad said "Dutch traders on their way to the Indies were among the first Europeans to touch the shores of Australia. That was in the early 1600s. They saw only the dry northwest coast and thought the land had very little use."
- "An Englishman was the first real explorer of Australia" said Uncle Jared. "He was Captain James Cook. In 1770 he reached the fertile coast of Australia. He claimed the land for Britain."
- "James Cook first landed close to where Sydney now stands" explained Dr. Taylor.

## Introduction to LITTLE LORD FAUNTLEROY

**Read and complete:**

In the next lesson you will begin reading *Little Lord Fauntleroy*. (This book is not a part of your reader; you will continue with your reader after you read *Little Lord Fauntleroy*.)

During her own lifetime, author Frances Hodgson Burnett was best known for her book *Little Lord Fauntleroy*, but you might be more familiar with her book *The Secret Garden*.

Frances Hodgson was born in England in the mid 1800s. After her father died, Frances' mother moved the family across the ocean to the United States. Not only was Frances in a new country, but she went from living in a crowded city in upper middle-class comfort to living in almost near isolation in the Tennessee wilderness in humble circumstances.



### THE SUCCESS OF LITTLE LORD FAUNTLEROY

Frances turned her love of telling stories into a way to help her family financially. At age 19, she had her first two stories published. By the time her mother died, Frances was earning a regular income from her writing and was able to financially support her five siblings.

Frances continued to write after marrying doctor Swann Burnett. She had books published, and her magazine articles received positive reviews, but it was her book *Little Lord Fauntleroy* that launched her to success as a widely-known writer. This book, which is the story of a young, charming American child who finds out he is really a British lord, met with immediate international success. The book was first published in installments in the popular *St. Nicholas* magazine, but soon after it was published as a book. It quickly became a best seller.

Stage adaptations of the book were performed in England, France, and America. The book became so widely loved and famous that the fashions in the book became popular. Velvet Lord Fauntleroy suits were sold, as well as Lord Fauntleroy playing cards, velvet collars, and Little Lord Fauntleroy chocolates.



"While fancy velvet suits were available before Mrs. Burnett published her book, there was nothing like the outpouring of belaced and beruffled suits that filled clothing stores after the publication of the book . . . The clothing styles popularized in Mrs. Burnett's book were based on the clothes that she personally designed and sewed for her two sons, Vivian and his older brother Lionel. She personally hand sewed much of the boys' clothing herself. At first when they were young, it was primarily to economize. Eventually, however, it became a labor of love and continued as the boys grew older." ("Little Lord Fauntleroy Suits," Histclo.com)

### Capitalization: Family Relationships

**Read and complete:** Capitalize words that indicate family relationship only when they are not used with a possessive adjective (e.g., my, her, his, our, your, their) or an article (the, a, an).

Here comes Uncle Joe. | Here comes my uncle Joe.

**Exercise:** For each sentence, underline the correct word choice.

- Last week, **Grandfather** | **grandfather** took me to the Great Barrier Reef, the largest coral reef system in the world. 
- My **father** | **Father** told me that the Great Barrier Reef is so large that it can be seen from outer space. 
- "Seventeen species of sea snakes live on the Great Barrier Reef," explained **Aunt Heidi** | **aunt Heidi**.

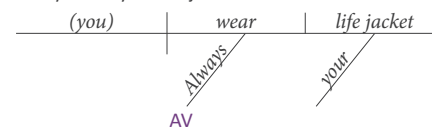
### The Great Barrier Reef

**Study the photographs of the Great Barrier Reef in this lesson.**

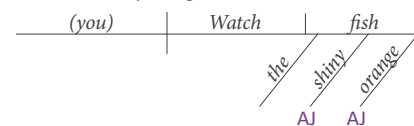
## Diagramming Imperative Sentences

**Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If needed, watch step-by-step videos at [goodandbeautiful.com/videos](http://goodandbeautiful.com/videos) to learn Step 6 (diagramming imperative sentences). Hint: the word PLEASE (used as a polite request) is an adverb.**

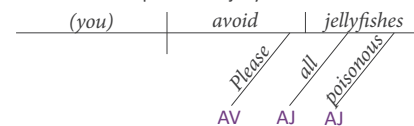
Always wear your life jacket.



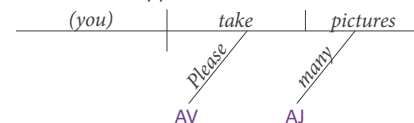
Watch the shiny orange fish.



Please avoid all poisonous jellyfishes.



Please take many pictures.



## LESSON 34

Note: There is no spelling or Read to Parent or Teacher section for Lessons 34–37.

### Little Lord Fauntleroy: Chapter 1

- Read Chapter 1 of *Little Lord Fauntleroy*. As you read, write down the major events that happen so it will be easier to write a summary.
- Read and complete.

As you read *Little Lord Fauntleroy*, you will be assigned to write a summary of many of the chapters. STOP! Don't groan! It's true that many students do not like the idea of writing summaries. So why are you being asked to do something you may not want to do? Because learning to write effective summaries is an *absolutely fantastic* exercise in organizing information, recalling information, and writing. If you complete a lot of practice with writing summaries, you will become a much better learner and writer. As you write more and more summaries, it will become easier and easier for you to do.

Think of exercising. You don't always feel like exercising. However, you feel good and you are stronger when you do it consistently. You can also feel good after writing consistently—it's a great exercise for your brain and makes you a stronger writer. In the end, people who exercise consistently are healthier and stronger. If you want to be a good writer, there is no way around it—you have to do the hard work and exercise! Along the way, you will see the results, and they will greatly bless your life.



### Writing an Effective Book Summary

- Read and complete:

A summary is a condensed description of a text. It is composed of facts, so it differs from a review in that it does not contain your opinion of the text. A summary should clearly identify the title and the author. A summary of narrative writing (writing that tells a story) should also specify the setting, the main character, and the most important plot

details. A summary may also explain the central message of the text.

Fill in the blank. A summary is a \_\_\_\_\_  
*condensed description of a text.*

- Read the example summary below. Then underline the correct answers.

1. Does the example summary identify the author and the title of the book?

**YES NO**

2. Does the example summary give personal opinions about the book?

**YES NO**

#### EXAMPLE SUMMARY: SMALL STEPS

Small Steps is an autobiography in which Peg Kehret tells of her experience having polio. While in middle school, Peg has a muscle spasm. After her temperature rises, she is taken to the hospital and put into isolation as she becomes paralyzed from the neck down and can hardly breathe on her own. She develops not just one type of polio, but three. The story explains the symptoms, treatments, and effects of polio as we follow Peg's story. Not only does Peg eventually overcome polio, but she also gains greater character as she learns lessons about being appreciative and positive.

## LESSON 35

- Write a summary of the first chapter of *Little Lord Fauntleroy*. Include the title and author and indicate that this is a summary of just the first chapter. Avoid repeating phrases such as "and then" and "next." Vary the sentence structures you use so that you use more than simple sentences. Try starting some sentences with a dependent clause or prepositional phrase.

Elizabeth Kenny is greeted joyfully by all of the children. . . . She treats us all with sympathy and tenderness which can be seen in her eyes, whether it be the little curly-headed Italian . . . or the Chinese girl with a charming smile on her delicate mouth.

Elizabeth Kenny offers the priceless gift of health to poor paralyzed children. Small babies of a few months and older children, even boys and girls up to sixteen years of age, are wheeled in the comfortable beds from the dormitory into a very large and sunny room. The treatment takes place there, and its beneficial results are often seen within a short space of time . . .

Elizabeth Kenny said to my mother and me, "If anyone should be interested in my method in Poland, I am prepared to teach him or her free of charge, so that the Polish people and children suffering from infantile paralysis can be treated in their own country instead of abroad, where they often do not feel happy and therefore are held back from more rapid progress in their treatment." . . . As for myself, my leg muscles are already much stronger, especially around my knee and the foot.

Elizabeth Kenny is going back to Australia shortly . . . It is to be hoped that somebody will interest himself in her method of relieving the aftereffects of infantile paralysis, and that he will bring it from England to the poor Polish children.

Wieslawa Zielinska went home almost completely cured. But, having escaped the ravages of disease, she died a victim of the cruelty of war. Shortly after Hitler's invasion of Poland, Wieslawa and her parents were found buried under the ruins of Warsaw University.

### Prepositional Phrases and Commas

- Read and complete:

A prepositional phrase is a phrase that starts with a preposition.

Example: Beyond the old bridge, there is a big tree with a nest.

When a prepositional phrase is at the beginning of a sentence AND is four or more words, place a comma at the end of the phrase.

(Some style books say 3+ words while others say 5+, but you get the idea—long introductory phrases should be set off from the sentence with a comma.)

Study the painting on this page. Then write two sentences that start with a prepositional phrase that is four or more words long. Remember to place a comma at the end of the phrase. (Hint: Some prepositions are DOWN, IN, OUTSIDE, BEHIND, ON, OVER, BESIDE, and UP.)



Emil Rau (1858-1937)

Answers will vary:

### Little Lord Fauntleroy: Chapter 3

- Read Chapter 3 of *Little Lord Fauntleroy*.
- Create a numbered outline of what happens in the chapter.

a little more enthusiasm?" he asked impatiently. "I wonder if you really appreciate the value of your work."

"I certainly do appreciate it," she replied. "But I make no special claims about it. All I want to do is show my treatment to the doctors and to let them make their own conclusions."

"Well, I, for one," said the surgeon, "am convinced."

And thus it went—most of the physicians still hostile, a few of them doubtful but ready to be shown, and now and then a doctor admitting that he had been won over to her cause.

Little by little, the number of her supporters grew larger. The thought that "Elizabeth Kenny has something" had taken root. Final victory seemed in sight, when, suddenly, there fell another blow. An Australian radio announcer known as "The Watchman" began one of his broadcasts over a national hook-up with the following frightful words: "The news I am about to bring will mean sorrow and disappointment to our people throughout the land." And then he went on to say that the Kenny system had been investigated in London and found to be a fraud!

This was indeed a stunning blow. Elizabeth Kenny's crusade appeared on the verge of final defeat—even when Sir Frederick Menzies, of the British Ministry of Health, cabled to Australia that the radio statement was untrue and that the report of his committee on the Kenny treatment was not yet ready. The next day "The Watchman" retracted his statement and humbly apologized for having made it. But the damage had been done. His original report had spread like a forest fire. Would she be able to put it out and replant the seeds of hope in the hearts of her countrymen? At the moment she hardly knew. "Few people," she declared bitterly, "are strong enough to stand alone and defy the world in their belief of what is right!"

But Elizabeth Kenny was one of those people who are most strong when they are compelled to stand alone.

### Little Lord Fauntleroy: Chapter 9

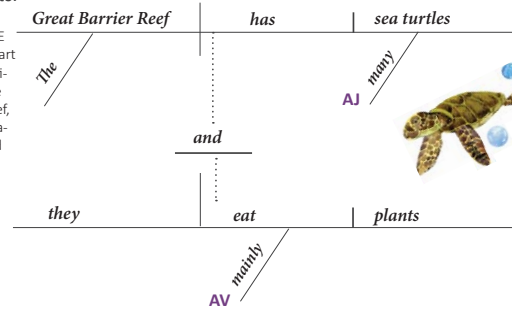
Read Chapter 9 of *Little Lord Fauntleroy*.

### Diagramming Compound Sentences

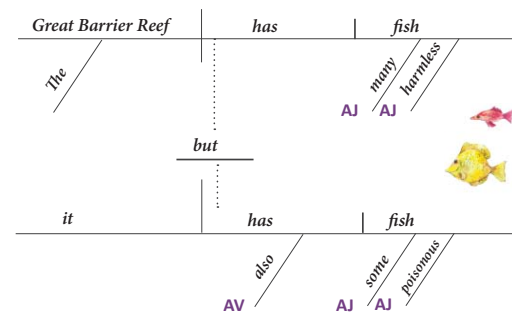
Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If needed, watch step-by-step videos on [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos) to learn step 7 (diagramming compound sentences).

The Great Barrier Reef has many sea turtles, and they mainly eat plants.

Note: THE is not a part of the official name of the reef, so it is diagrammed as an article.



The Great Barrier Reef has many harmless fish, but it also has some poisonous fish.



### Dependent Clause or Prepositional Phrase?

Read and complete.

Some words can function as a subordinating conjunction or a preposition. Subordinating conjunctions come at the beginning of a dependent clause, which have a SUBJECT and a VERB (but indicate more to come). Prepositions come at the beginning of a prepositional phrase, which does NOT HAVE A VERB.

**Examples:** The preposition "after" starts the prepositional phrase, which does NOT have a verb.

After the long winter, spring finally woke up the earth.

The subordinating conjunction "after" starts the dependent clause, which does have a verb.

After winter ended, spring finally woke up the earth.

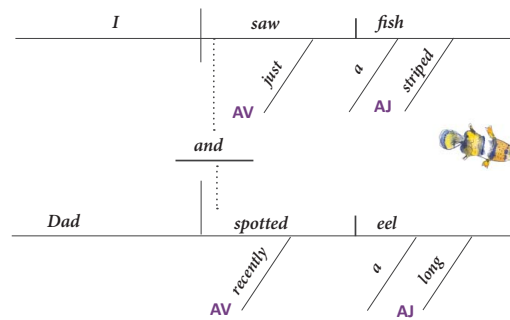
Is the underlined part of each sentence a prepositional phrase or dependent clause? Circle the correct choice.

- I haven't seen a turtle since last week.  
 prepositional phrase  dependent clause
- I haven't seen a turtle since I went swimming last week.  
 prepositional phrase  dependent clause
- After the presentation ended, we put on our snorkels.  
 prepositional phrase  dependent clause
- During the bad weather, we could not go scuba diving.  
 prepositional phrase  dependent clause
- Because the weather was bad, we could not go scuba diving.  
 prepositional phrase  dependent clause

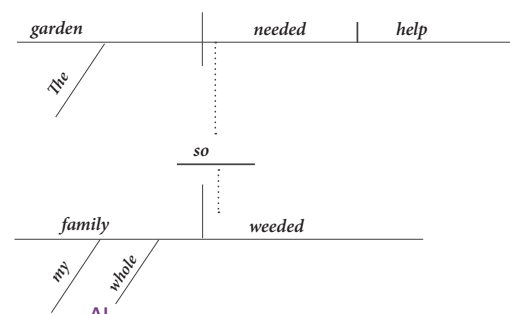
### Diagramming Compound Sentences

Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If needed, watch step-by-step videos on [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos) to learn step 7 (diagramming compound sentences).

I just saw a striped fish, and Dad recently spotted a long eel.



The garden needed help, so my whole family weeded.





Australian hospital. And thus once more she wrote: "I had the desolate feeling of the world slipping away from under my feet."

Yet she went on with her work in spite of the official report. Thus far, she had met the hostility of the doctors with a certain amount of tolerance. But at last her patience was exhausted. She began to meet their attacks with strength. For she could no longer bear the sufferings of the children who, in her own words, were "victims of a policy that stubbornly and heartlessly withheld the treatment that might have meant their salvation."

### Little Lord Fauntleroy: Chapter 13

- Read Chapter 13 of *Little Lord Fauntleroy*.
- Create a numbered outline of what happens in the chapter.

## LESSON 51

### Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:

[TIP: Place a comma after an introductory word or set of words at the beginning of a sentence.]

1. Actually, the cheap chicks cheep the loudest.
2. Fortunately, the brakes on the vehicle did not break. [Have the child underline the prepositional phrase and circle the preposition.]
3. Therefore, Uncle Frank designed a waterproof compass. [RULE: Capitalize words that indicate family relationship only when they are not used with a possessive adjective (e.g., my, her, his, our, your, their) or an article (the, a, an).]

### Read and Discuss with Parent or Teacher

Elizabeth Kenny's story of remarkable sacrifice and persistence is inspiring! In this book, we do not learn about Elizabeth's faith in or reliance on God. She kept that private. However, she once wrote, "My life is a prayer, day and night, given unreservedly to God." (Elizabeth Kenny to the Commissioner of Repatriation, March 13, 1942)

As we go through our own lives, we will also face discouragement and opposition as we are trying to do good things. It's important to remember that we don't have to push through difficulties on our own. In fact, we really should not try to do so! What do these Bible verses teach us about the importance of relying on God, not just our own strength, to get through hard times?

**John 16:33:** "These things I have spoken unto you, that in me ye might have peace. In the world ye shall have tribulation: but be of good cheer; I have overcome the world."

**Matthew 11:28:** "Come unto me, all ye that labour and are heavy laden, and I will give you rest."

### Quotation Punctuation

- Insert commas where needed.
1. Anthony knelt down next to me and asked "Are you OK?"
  2. Dad smiled and said "I'm really proud of you, Raven."
  3. "You should really read this book" said Shanice.

### Little Lord Fauntleroy: Chapter 14

- Read Chapter 14 of *Little Lord Fauntleroy*.
- Write a summary of Chapter 14 of *Little Lord Fauntleroy*. (This is the last summary you will write for this course!)

### Little Lord Fauntleroy: Chapter 15

- Read Chapter 15 of *Little Lord Fauntleroy*.

Congratulations on finishing *Little Lord Fauntleroy*!

- Read the discussion questions below. Circle three or more of the discussion questions and narrate out loud your answers to a parent, teacher, or as part of a group discussion if you are completing the course with other students. Your parent or teacher need not have read the book. When you answer the questions, use full sentences and don't give a short answer. Expand your answer to give your own thoughts and insights.

1. Why do you think this book so quickly became popular when it was first published?
2. Consider these words from Cedric's mother: "And that is best of all Ceddie—it is better than everything else, that the world should be a little better because a man has lived—even ever so little better." Did this story inspire you to be a little better? How?
3. Did the author make the world a better place by writing this book? Do all authors make the world a better place by the books they write?
4. If you were a famous author, which two of the following would you most want to accomplish with your books and why: a) to entertain and thrill the readers; b) to inspire the readers to be better in some way; c) create characters that model righteousness and goodness; d) to help the readers learn about people, places, cultures, or history; e) or to expand the readers' imaginations.
5. What do the following phrases from the book teach us about how to influence other people to change.
  - A. "... the affectionate trustfulness which could never think evil."
  - B. "His Lordship was so dumbfounded to find himself presented in such agreeable colors . . ."
  - C. "... and he only did so now because a child had believed him better than he was."

6. Discuss the theme of a mother's influence in this passage:

"It was really a very simple thing, after all,—it was only that he had lived near a kind and gentle heart, and had been taught to think kind thoughts always and to care for others. It is a very little thing, perhaps, but it is the best thing of all. He knew nothing of earls and castles; he was quite ignorant of all grand and splendid things; but he was always lovable because he was simple and loving. To be so is like being born a king."

### Farther/Further

- Read and complete:
  - **FARTHER:** expresses physical distance  
*How much farther do we have to go?*  
*I ran farther than you.*
  - **FURTHER:** expresses figurative (not physical) distance or means "in addition" and "to advance"  
*I made no further complaints.*  
*We're hoping there will be no further damages.*

**Tip:** To remember that the word "farther" expresses physical distance, remember that it starts with "far," which has to do with distance.

Circle the correct word for each sentence.

1. Which planet is the farthest | furthest from the sun?
2. Nothing could be farther | further from the truth.
3. Which is farther | further, Idaho or Montana?
4. The class farthered | furthered my knowledge.
5. We have no plans for farther | further meetings.
6. We continued driving farther | further south.
7. We need to explore this problem farther | further.

Sadness and tragedy can happen in books, and authors can write about it in a way that does not use negativity. For example, a book in which a character turns to God in humility during tragedy does not use negativity. A book in which a character strives to endure tragedy well, even though he is in pain and may have some anger and confusion to *constructively* work through, does not use negativity. On the other hand, negativity is displayed when a character makes negative comments about how boring school is, how pointless homework assignments are, how useless a teacher is, or how annoying a family member is. Also, negativity is displayed when a book dives into detailed descriptions of a character's depressing, cynical, nonconstructive, pessimistic thoughts about his parents' divorce or another subject. Do you see the difference? It takes discernment.

Literature that dwells on incorrect behavior or makes negativity look normal or acceptable is not of God. We know that being around negative people affects us negatively, and being around positive people affects us positively. It is the same with literature. Reading about characters that react to real life with negativity, affects us negatively. Conversely, we are positively impacted by characters who, even though they may get discouraged and sad and have flaws, strive to react to life with optimism, endurance, humility, and faith.

An important way to judge a book is to evaluate how you feel while reading it. Some books are packed with negativity for the majority of the book, but may also have some good messages. However, the good messages don't make the large amounts of negativity in the book acceptable. Remember, an author can write about difficult things, even deep tragedy and heartache, without using negativity. Literature should not depress you or make you feel dark as you read it. You might feel sadness and deep empathy. You might even cry or feel sorrow at the deep injustice and pain others have to experience. Those things can actually be good as they teach us empathy and help us gain understanding. But you should not feel dark or unclear as you read. It's a fine line. It takes discernment. Can the Holy Ghost stay with you while you read something? That is your best guide.

As John 14:26 states, the Holy Ghost can "teach you all things." And as John 16: 3 states, "he will guide you into all truth." Listen for that still, small voice—the voice that gives you discernment.

## Commas in Dates

**Read and complete:**

- Use a comma between the day of the week and the month.
- Use a comma between the day of the month and the year.
- If the date is written in the order day-month-year (12 May 1910), do not use a comma. If only the month and the year are stated (May 1910), do not use a comma.

*Examples:* School starts on Friday, September 21st.  
I was born on October 2, 2006.  
The meeting took place on 14 February 1989.

**Exercise: Insert commas where needed.**

*Note: The information in the sentences are true facts about Australia.*

1. On October 25, 1616, the second European made landfall in Australia.
2. The settlement of Perth, Australia, was founded on August 12, 1829.
3. On January 1, 1901, Australia became a federation, a group of states with a central government.
4. Australia was claimed as a British territory on 21 January 1827.

## Art

**Read and complete:**

Just as literature can uplift and inspire, so can art! *Little Lord Fauntleroy* is a bright, optimistic, happy book that leaves you feeling good and inspired. It is like the painting on the next page, which leaves you feeling uplifted because it is so bright and happy. [Study the painting for 30 seconds.](#)

this scenery seemed to signify something even more—a land in which the people had learned to expand their sympathies and their souls. Accustomed to bigness, the people of America were perhaps big enough to understand her own struggle and to accept her offer of new help against old afflictions.

## Run-On Sentences

**Read and complete:**

In a **run-on sentence**, two independent clauses are incorrectly joined as one sentence without the appropriate conjunction and/or punctuation.

**Exercise 1:** Correct the following run-on sentence by breaking it into two separate sentences.

Be careful the jungle is dangerous.

Be careful. The jungle is dangerous.

**Exercise 2:** Correct the following run-on sentence by using the subordinating conjunction **BECAUSE**.

Be careful the jungle is dangerous.

Be careful because the jungle is dangerous.

**Exercise 3:** Correct the following run-on sentence by using a comma and coordinating conjunction (**FANBOYS**: for, and, nor, but, or, yet, so).

It's cold I closed the windows.

It's cold, so I closed the windows.

**Exercise 4:** Correct the following run-on sentence any way you choose.

I love the sunset it's beautiful.

Answers will vary.

## Art Project: Perspective Drawing

You will continue with another project on perspective in preparation for talking about perspective in literature.

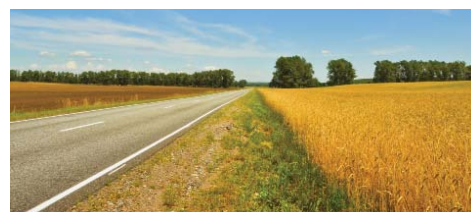
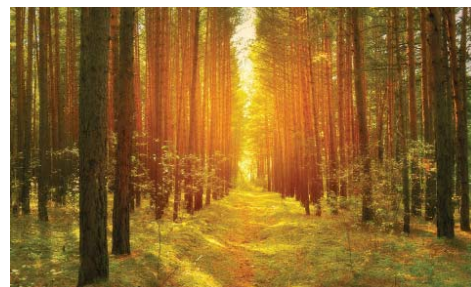
**Gather the following materials and read and complete.**

### Materials Needed

\*drawing pencil (any kind) \*eraser \*ruler

\*white paper (cut to 8"x10") (any kind you can draw well on)

Now you are going to draw a straight road using one point perspective. One point perspective occurs in landscapes everywhere. See the perspective used in the examples below:





## Poetry Reading Practice

 Complete the following items:

1. Read the poems on this page, and then put them in order of your favorite, with your #1 being the poem you liked most. Remember to capitalize the first and last words in the title of a book or poem, and all of the words in between, except for very short words such as THE, A, OF, TO, and AND.

#1 \_\_\_\_\_

#2 \_\_\_\_\_

#3 \_\_\_\_\_

*Answers will vary.*

2. Find and circle at least one use of personification (a figure of speech in which non-human things are given human attributes) on this page.
3. Underline at least three lines on this page that use alliteration (when words that are next to each other or close together have the same beginning sound).
4. Practice reading your favorite poem on this page. Then read it to your parent, teacher, or school group using expression and confidence.

*A Green Cornfield*

The earth was green, the sky was blue:  
I saw and heard one sunny morn  
A skylark hang between the two,  
A singing speck above the corn;

A stage below, in gay accord,  
White butterflies danced on the wing,  
And still the singing skylark soared  
And silent sank, and soared to sing.

**Answer Key Note:** The child only needs to circle one use of personification. All uses are circled for your reference. Also, the child only needs to underline three lines that use alliteration. All lines that include alliteration are circled for your reference.

The cornfield stretched a tender green

To right and left beside my walks;

I knew he had a nest unseen

Somewhere among the million stalks:

And as I paused to hear his song

While swift the sunny moments slid,Perhaps his mate sat listening long,And listened longer than I did.*Who Has Seen the Wind?*

Who has seen the wind?

Neither I nor you:

But when the leaves hang trembling

The wind is passing thro'.

Who has seen the wind?

Neither you nor I:

But when the trees bow down their heads

The wind is passing by.

*The Rainbow*

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

ended in failure. And the failure, in part at least, was due to her own sharp tongue. But she still believed in the good sense of the American doctors. And there was one place in America where the doctors would perhaps be most likely to listen to her. This was the famous Mayo Clinic in Rochester, Minnesota. Her medical friends in Australia had advised her to visit the clinic, where some of the world's greatest physicians and surgeons had dedicated their lives to a crusade against pain. She took the train for Minnesota.

## Farther/Further

 Complete:

*Tip: To remember that the word "farther" expresses physical distance, remember that it starts with "far," which has to do with distance.*

Circle the correct word for each sentence.

1. Claire walked farther further into the forest.
2. How much farther further south is Lake Tahoe?
3. I wanted farther further evidence.
4. The hospital was farther further away than expected.

## Christina Rossetti: Month Poems

 Read:

Christina Rossetti wrote a poem for each month of the year. Read the following excerpts of some of those poems.

*January*

Cold the day and cold the drifted snow;  
Dim the day until the cold dark night.  
Crackle, sparkle, faggot; embers, glow  
Someone may be plodding through the snow.

*February*

I've brought some snowdrops; only just a few  
But quite enough to prove the world awake,  
Cheerful and hopeful in the frosty dew,  
And for the pale sun's sake.

*April*

Pretty little three  
Sparrows in a tree,  
Light upon the wing;  
Though you cannot sing,  
You can chirp of spring:  
Chirp of spring to me,  
Sparrows, from your tree.

*August*

Wheat sways heavy, oats are airy,  
Barley bows a graceful head;  
Short and small shoots up canary;  
Each of these is someone's bread.

## Poetry Writing

- Choose a month to write a poem about. Then fill out the chart on the next page. You will use the page to help you write the poem in the next lesson.



Your Month: \_\_\_\_\_

Brainstorm words and phrases about the month for two minutes.

Answers will vary.



Write a line of poetry about the month that uses personification.

Answers will vary.

Write at least two lines of poetry about the month that describe colors found during that month.

Answers will vary.



Write words and phrases about the way the month feels and smells.

Answers will vary.



Completed

few men had been trained as carpenters. Many of the workers did more harm than good. Some of the convicts and guards refused to work at all.

While houses were being built, crops had to be planted. The colonists knew nothing on the upside-down seasons. Only one real farmer had been brought along. Most of the crops failed. The small store of seeds was soon used up.

Food supplies grew low. When the ships from England were late, some colonists starved. There was much grumbling. A few convicts escaped. They went to live in the bush. They made raids on lonely farms and treated the natives badly. The natives, friendly at first, took revenge.

Governor Phillip had his hands full. He held on. He led the people through their troubles, step by step, month by month. At last, the colony had a firm foothold.

This colony was the beginning of Sydney, the capital of New South Wales. It is now Australia's largest city and contains the famous building the Sydney Opera House. (It is the building with the many pointed white roofs in the picture below.)

## Sentence Structures

A **simple sentence** is composed of just one independent clause.

A **compound sentence** is composed of two independent clauses connected with a comma and a coordinating conjunction.

A **complex sentence** is composed of one independent clause and at least one dependent clause.

For each sentence below, circle its type of sentence structure.

- When the ships from England were late, some colonists starved.  
simple | compound | **complex**
- Some of the convicts and guards refused to work at all.  
**simple** | compound | complex
- The house had been built in England, and it was shipped in sections.  
simple | **compound** | complex



## Compound Subjects, Verbs, and Direct Objects

We have learned that a sentence needs a subject and a verb, but that does not mean that a sentence can only have ONE subject and verb.

When there is more than one subject in a sentence, it is a **compound subject**:

Paul and Ryan picked strawberries.

When there is more than one verb in a sentence, it is a **compound verb**:

Lily cleans and sings.

Also, a sentence can have more than one direct object. A direct object is the noun or pronoun that receives the action of a verb in a sentence. When there is more than one direct object in a sentence, it is a **compound direct object**:

Mom wrote a poem and a song.

- Read each sentence about the painting. Then circle whether the sentence contains: a compound subject, a compound verb, or a compound direct object.

1. The girl walks around and feeds the chickens.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

2. Her brother smiles and watches.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

3. The chickens eat seeds and grain.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

4. The boy and girl live on the farm.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

5. The morning air smells fresh and feels cool.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

6. The father and mother are also working on the farm.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

7. The breeze blows the girl's hair and skirt.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

8. The sister and brother are kind.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

9. The mother made the boy's shirt and pants.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

10. The grass and the trees rustle in the wind.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT

11. After working, the girl will eat breakfast and go to school.

COMPOUND SUBJECT | COMPOUND VERB | COMPOUND DIRECT OBJECT



Julien Dupré (1851-1910)

## Compound Verb Phrases

When there is more than one verb in a sentence, it is a **compound verb**:

My family hiked and swam.





When there is more than one verb phrase in a sentence, it is a **compound verb phrase**:

My family hiked on the trails and swam in the lake.

When a clause has a compound verb phrase, do not put a comma between the verb phrases.

**Tip:** Verb phrases are often connected with the conjunction AND. Remember that you use a comma with AND when AND is connecting two independent clauses, but you don't use a comma when AND is connecting two verb phrases (verb phrases can't stand on their own as sentences because they are missing a subject).

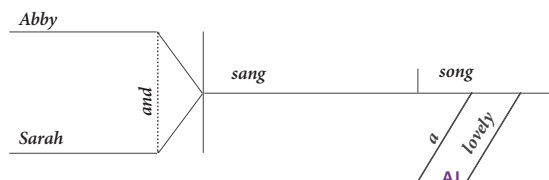
- For each sentence below, insert commas where needed.

- The kind family grew a huge pumpkin patch and gave us pumpkins. 
- Tomorrow, I will fix the broken gate and I will paint it light blue. 
- This morning I saw three butterflies and heard many birds singing.
- The bees are collecting nectar and the birds are building nests. 
- After dinner I will straighten up the house and cuddle up with a book.
- Today, I planted my spring garden and cleaned out the attic.
- Mom is going to take me to the library today and we are also going to eat lunch at the park. 
- I'm going to make pumpkin soup and bake my special wheat bread.

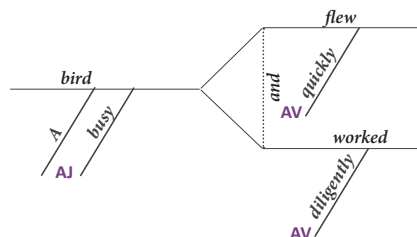
## Diagramming Compound Subjects and Verbs

- Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If you are new to sentence diagramming or need a review, watch step-by-step videos on [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos) to learn step 8.

Abby and Sarah sang a lovely song.



A busy bird flew quickly and worked diligently.



Brainstorm phrases or lines about symbols that could be used for God and His light, peace, and love.

Example: His love is like a lighthouse standing strong against the storm.

Answers will vary.

Write a line or two (or more) of poetry that talks about feeling God through nature.

Answers will vary.

Write a line or two of poetry (or more) that talks about how easy it is to forget God and how important it is to not forget Him.

Answers will vary.

Brainstorm phrases that have to do with your gratitude toward God. Why are you grateful to Him? How will you show your gratitude for Him? Or choose any other topic to brainstorm.

Answers will vary.

### Review

Complete:

Circle the subordinating conjunctions and underline the dependent clauses.

1. When she faced the doctors, many of them seemed to show a friendly interest.
2. Before she left, she made arrangements to return as a guest teacher at the medical school of the University of Minnesota.
3. It was no easy matter for Elizabeth to leave a country where she had won a host of friends.

From the sentence in green, find and write the correct words in the blanks below, according to their parts of speech. If needed, refer to the sheet titled "Level 6 Reference Sheet."

Jack happily sang as he worked hard in the golden fields of wheat.

Proper Noun: Jack

Subordinating Conjunction: as

Adjective: golden

Common Nouns: wheat fields

Prepositions: in of

Article: the

Pronoun: he

Verbs: sang worked

Adverbs: happily hard



### Restrictive and Nonrestrictive Clauses

Read the following information. In the green text, fill in the blanks.

A restrictive clause (also called an essential clause) is a group of words in a sentence that supplies important information about the noun they immediately follow. A restrictive clause must be present in order to properly narrow down—or "restrict"—who or what the sentence is about. You cannot remove a restrictive clause because doing so would change the meaning of the sentence.

A restrictive clause is also called an essential clause.

You cannot remove a restrictive clause from a sentence because doing so would change the meaning of the sentence.

Restrictive clauses usually begin with the pronouns WHO, WHOM, WHOSE, or THAT (never WHICH).

Example:

People **who show respect** will earn the respect of others.

The words **who show respect** restrict which people we are talking about and limit them from all people to certain people—those who show respect. Without these words, the meaning of the sentence would change because it would be saying "People will earn the respect of others."

Note that there are no commas around the words **who show respect**. Commas usually mark the removable parts of a sentence.

Commas usually mark the removable parts of a sentence.

Because a restrictive clause is absolutely necessary to the sentence, it is not set off by commas.

A nonrestrictive clause (also called a nonessential clause), on the other hand, is a group of words that adds only additional information about the noun they immediately follow.

A nonrestrictive clause is also called a nonessential clause.

A nonrestrictive clause can be removed, and the meaning of the sentence will stay the same. Nonrestrictive clauses usually begin with the pronouns WHO, WHOM, WHOSE, or WHICH (never THAT).

**Example:**

My father, **who loves to sing**, will be performing in the choir.

You can remove the nonrestrictive clause, and the sentence will still communicate a clear message: My father will be performing in the choir. The words **who loves to sing** do provide extra details about the noun FATHER, but they are not essential to the main message.

A nonrestrictive clause is not absolutely necessary. Because of this, nonrestrictive clauses are set off by commas to show they provide only optional information and are not part of the main idea of the sentence.

A nonrestrictive clause can be removed, and the meaning of the sentence will stay the same.

A restrictive clause can help identify exactly what is being identified.

**Example:**

The girl **who is wearing a red shirt** is my best friend.

If you just said, "The girl is my best friend," we might not know exactly what girl you are talking about.

A nonrestrictive clause does not identify, it just gives more information.

**Example:**

My friend Anna, **who is wearing a red shirt**, is my best friend.

**Exercise:** Determine whether the orange words in each sentence are a restrictive clause or a nonrestrictive clause, and then write "R" or "NR" on the line. Then, add commas to the sentences that contain nonrestrictive clauses.

NR My cousin Dan **who is the same age I am** is also my best friend.

NR Mr. Jones **who smiled widely** took the little boy in his arms.

R The dog **that has brown spots** is the one I want to buy.

R The students **who just arrived from India** need your help.

NR After dinner **which was so delicious** we went on a walk.

R The girl **who hadn't understood the question** asked for help.

NR This coat **which is made of wool** is extremely warm.

NR The Colosseum **which was built by the ancient Romans** still stands.

NR David Harris **who is a climbing expert** led our hiking expedition.

R The frog **that I found this morning** is huge.

NR My father **who is always thoughtful** left a note on my bed.

R The finger **that I slammed in the door** still hurts.

R I'll never forget the storm **that uprooted some of our trees**.

R The rainbow **that I saw yesterday** lifted my spirits.

**Vocabulary**

**concede** - to agree, often reluctantly

**harrowing** - distressing, agonizing

Fill in the blanks below with a vocabulary word from above.

The Lord helped me heal after the harrowing experience.

When I won the game seven times in a row, Tony had to concede that I was good at the game.

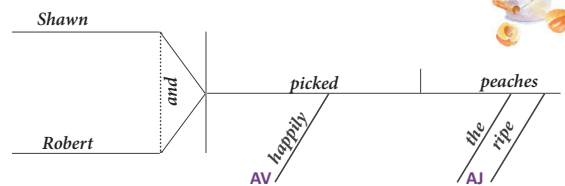
When I could not come up with a better idea, I had to concede to Jerry's plan.

Getting lost in the blizzard was a harrowing experience.

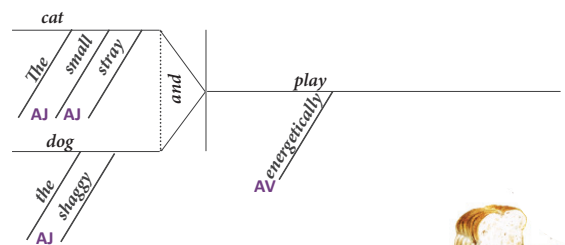
**Diagramming Compound Subjects, Verbs, & Direct Objects**

Diagram the sentences below. Add the letters AJ under adjectives and the letters AV under adverbs. If you are new to sentence diagramming or need a review, watch step-by-step videos on [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos) to learn Step 8.

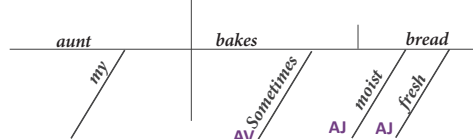
Shawn and Robert happily picked the ripe peaches.



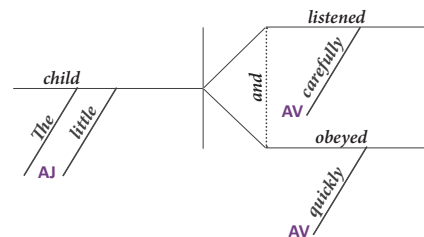
The small stray cat and the shaggy dog play energetically.



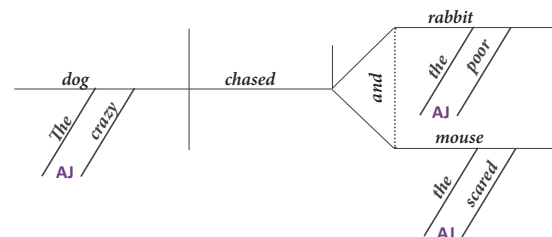
Sometimes my aunt bakes moist, fresh bread.



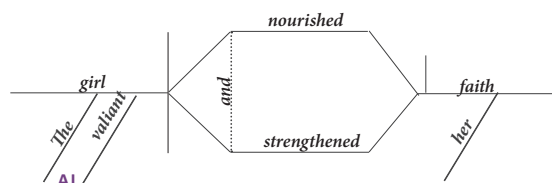
The little child listened carefully and obeyed quickly.



The crazy dog chased the poor rabbit and the scared mouse.



The valiant girl nourished and strengthened her faith.





"But you're wrong, my dear," said Elizabeth Kenny. "I had my thoughts to keep me company, and my plans for taking care of the patients and their families."

"Couldn't the families take care of themselves?"

"As a rule, yes, but sometimes the parents were so frightened, I had to become a mother to the other children as well as a nurse to the patient."

"What," asked the reporter, "do you consider your greatest asset?"

Her answer was short and simple: "My hands."

The nurse turned to the reporter. "I understand just what she means," she explained. "I've seen her at work in the clinic. Her hands are like those of an orchestra leader. The movement of a single finger can make a patient obey her commands and respond to the manipulations of her treatment."

"What I don't understand," said the reporter to Elizabeth Kenny, "is how you could bear the insults of the doctors who refused to listen to your story of mercy?"

"This," agreed Elizabeth Kenny, "was the hardest thing in my life. I could have endured every insult as far as I myself was concerned, but I found it almost unbearable to think of the suffering and death that might possibly follow their stubborn resistance."

"After the honors they've paid you tonight," said the reporter, "you must feel like a football hero who has plunged through a tough line-up for a touchdown."

"I don't know much about your American football," replied Elizabeth Kenny earnestly. "But I firmly believe that the Kenny treatment will turn more than one polio cripple into a football star."

As a special feature of the convention, Elizabeth Kenny exhibited motion pictures that had been taken of several patients before, during, and after her treatment. The audience sat enthralled at the spectacle of the blighted little bodies restored, through the gentleness and the skill of her fingers, to the beauty and the bloom of health.

*The Good & the Beautiful*

175 © Jenny Phillips

Level 6

## Restrictive and Nonrestrictive Clauses (Review)

Read the following information. In the green text, fill in the blanks.

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**Example:**

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Commas usually mark the removable part of a sentence.

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A nonrestrictive clause (also called a nonessential clause), on the other hand, is a group of words that adds only additional information about the noun they immediately follow.

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A nonrestrictive clause can be removed, and the meaning of the sentence will stay the same. Nonrestrictive clauses usually begin with the pronouns WHO, WHOM, WHOSE, or WHICH (never 'that').

**Example:**

My father, **who loves to sing**, will be performing in the choir.

You can remove the nonrestrictive clause and the sentence will still communicate a clear message: My father will be performing in the choir. The words **who loves to sing** do provide extra details about the noun FATHER, but it is not essential to the main message.

A nonrestrictive clause is not absolutely necessary. Because of this, nonrestrictive clauses are set off by commas to show they provide only optional information and are not part of the main idea of the sentence.

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A restrictive clause can help identify exactly what is being identified.

**Example:**

The girl **who is wearing a red shirt** is my best friend.

If you just said, "The girl is my best friend," we might not know exactly what girl you are talking about.

A nonrestrictive clause does not identify, it just gives more information.

**Example:**

My friend Anna, **who is wearing a red shirt**, is my best friend.

**Exercise:** Determine whether the orange words in each sentence are a restrictive clause or a nonrestrictive clause, and then write "R" or "NR" on the line. Then, add commas to the sentences that contain nonrestrictive clauses.

NR My friend Sue **who lives next door** has a pet guinea pig.

NR Dr. Rohner **who is a dentist** gave us all toothbrushes.

*The Good & the Beautiful*

176 © Jenny Phillips

Level 6

Completed

R The cat **that is sitting on the fence** belongs to Mrs. Andersen.

R The children **who are in that line** are waiting for instructions.

NR After lunch **which will be served on the patio**, we will play croquet.

R The girl **who is standing by the door** just moved into town.

NR This scarf **which Mother gave me for Christmas** is so soft.

NR I closed the front door **which was propped open with a rock**.

NR Daxton Davis **who is a really enjoyable teacher** led the nature hike.

R The butterfly **that is on the pink flower** is beautiful.

NR My mother **who always knows what I need** took me on a walk.

R My toe **that was broken by the football** will always be crooked.

R I'm so grateful for the woman **that brought us dinner tonight**.

R The storm **that blew in today** left the air fresh and clean.

## Vocabulary

**forlorn** - abandoned, sad and lonely  
**obstinate** - stubborn

Fill in the blanks below with a vocabulary word from above.

The obstinate donkey refused to move.

The run-down cabin looked forlorn.

The obstinate man would not change his mind.

"It is hopeless," said Jack with a forlorn tone.

The obstinate girl insisted that we follow her plan.

Accept, we pray Thee, the gratitude of our hearts for the rich gift of a life dedicated to the opening of prison doors to them that are bound by the fetters of disease.

After the invocation and speeches delivered by some of the leading citizens of Minneapolis, came the unveiling of the name of the Kenny Institute above the entrance of the building. This ceremony was performed by Rita Neville, a little girl of eight who owed her life to Elizabeth Kenny. Her polio attack had been one of the severest that Elizabeth Kenny had ever seen. She had been a patient at the Minneapolis City Hospital for some time before Elizabeth was called in. The child was on the point of death; the doctor in attendance said that the chances against her were about a hundred to one. Elizabeth Kenny took over and worked on the child all night. The next day the doctor asked Elizabeth Kenny if the child was still alive.

"Yes, Doctor," said Elizabeth Kenny, "she is."

"And what are her chances today?" he wanted to know.

"Today the chances are a hundred to one in her favor."

Twenty-four hours later, the doctor visited the child and was amazed at what he saw. "I can hardly believe my eyes!" he cried. "The day of miracles is still here!"

After the unveiling ceremonies at the Institute, a banquet was given in Elizabeth's honor. All in all, it was a happy but exhausting experience for Elizabeth Kenny. Her work had been extremely hard, and her health had not been up to par ever since her two heart attacks. She needed a vacation and looked forward to a restful holiday in California. She had been invited to spend the Christmas season with Mary McCarthy, the author of the screen story of her life, and Rosalind Russell, the leading actress in the play.

But when Christmas arrived, Elizabeth Kenny was not in California. Instead, she was obliged to spend the holiday in her bed at Minneapolis. She was suffering from a swelled face—she had contracted the mumps!

## Review

- Add commas to set off the nonrestrictive clauses. Refer to page 163 if needed.

*Tip: Nonrestrictive clauses are set off by commas to show they provide only optional information and are not part of the main idea of the sentence.*

- The low stone wall which had wild-roses nodding over it ran along the roadside for some way.
- I know the people who helped build this church many years ago.
- Lucy who stood smiling on the porch waved goodbye.
- I stood by the yellow-painted gate which stood invitingly open.
- She bent and smelled the pink rose which was too beautiful to pluck.
- On a branch of the great oak tree which gave us nice shade a squirrel came running out.
- She thought a good deal about the people whom she was going to visit.
- The apples on our tree which look delicious are ready to be picked.



- Place a comma after introductory words.

- Yes, you set off introductory words with a comma.
- Furthermore, you should always capitalize proper nouns.
- In fact, there are seven coordinating conjunctions: for, and, nor, but, or, yet, and so.
- In addition, each paragraph in an essay should stick to one main idea.

## Nonfiction Reading: Australian Aborigines and Multiple Choice Test Taking Strategies

- Read the following article from [www.australia.gov.au](http://www.australia.gov.au) about the native people of Australia, the Australian Aborigines.



All of Australia's Aborigines were semi-nomadic hunters and gatherers, with each clan having its own territory from which they made their living. These territories or traditional lands were defined by geographic boundaries such as rivers, lakes, and mountains. They understood and cared for their different environments, and adapted to them.

There were about 600 different clan groups or 'nations' around the continent when Europeans arrived, many with distinctive cultures and beliefs. Their 'territories' ranged from lush woodland areas to harsh desert surroundings. Different groups developed different skills and built a unique body of knowledge based on their particular environment.

Hundreds of languages and dialects existed (although many are now extinct), and language meaning, as well as geographic location, is used today to identify different groups.

Tools and implements reflect the geographical location of different groups. For example, coastal tribes used fish bone to tip their weapons, whereas desert tribes used stone tips. While tools varied by group and location, Aboriginal people all had knives, scrapers, axe-heads, spears, various vessels for eating and drinking, and digging sticks.

Music, song, and dance was and is still today a very important part of Aboriginal life and customs. There were songs for every occasion, some of which were expressed in special ceremonies.

### Multiple Choice Test Taking Strategies

- The most frequent error students make in a multiple choice examination is to misread the question. Take your time to really understand what the question is asking.
- Always ask yourself if a possible answer is only partly true. In order for an answer to be correct, the answer must be fully true.
- Eliminate answers that you know are not true.

- Answer the following questions about the article on this page by underlining the correct answer.

- What is not true about the Australian Aborigines?
  - A. A majority of aboriginal clans had their own territory.
  - B. They adapted to their particular environments.
  - C. All aboriginal people had knives.
- Based on the information in the article, which of the following items could be deduced to be true:
  - A. Language dialects became extinct because clans died out completely.
  - B. Aborigines that lived in lush woodland areas had happier lives than those in desert surroundings.
  - C. Aboriginal people still exist and have their own customs today.
- What is the purpose of this article?
  - A. To inform the reader about the general history of Australian Aborigines.
  - B. To inform the reader about the cultural arts of the Australian Aborigines.
  - C. To persuade the reader to visit Aboriginal tourist locations.

**ALL** not a majority. If child got this wrong, remind him or her to read questions carefully.

### Restrictive and Nonrestrictive Clauses

- Study the paintings by John Glover at the end of this lesson, which include Australian Aborigines. Notice the majestic trees and the use of light.

This happens at the December solstice, when the southern hemisphere is tilted towards the sun to its maximum extent and is experiencing summer. The image below is the opposite of the December solstice. The image represents the northern hemisphere being towards the sun, during it's summer solstice, which is in June.

Large areas of South America, Africa, and Asia that are located between the Tropics of Cancer and Capricorn, have a tropical climate.

Answer the questions.

1. What is the 0° latitude line called? equator
2. The equator is the latitude line that divides the earth into what two

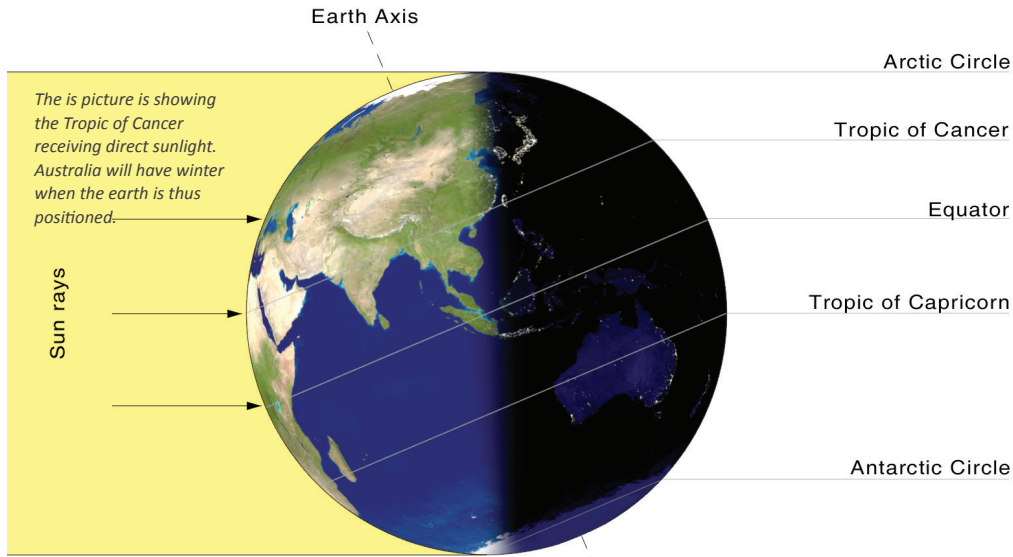
hemispheres? northern and southern

3. What marks the most southerly latitude at which the sun can appear directly overhead? Tropic of Capricorn

4. Through which continents does the imaginary Tropic of Capricorn line run?

South America    Africa    Australia

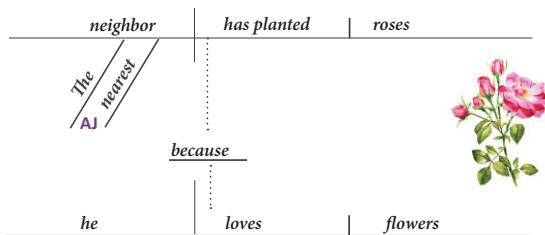
- Place tracing paper over the image on this page. Trace the image and label all of the parts of the image.



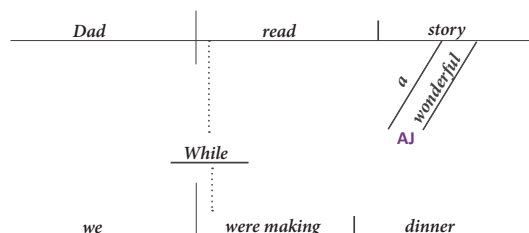
### Diagramming Verb Phrases & Complex Sentences

- Diagram the sentences below. If you have not yet learned how to diagram verb phrases and complex sentences, go to [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos) to learn Steps 9 and 10.

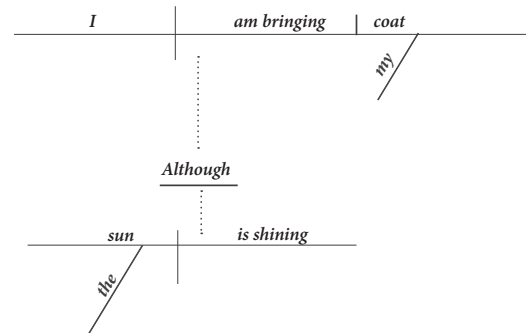
The nearest neighbor has planted roses because he loves flowers.



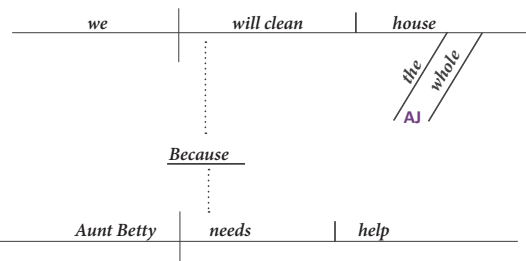
While we were making dinner, Dad read a wonderful story.



Although the sun is shining, I am bringing my coat.



Because Aunt Betty needs help, we will clean the whole house.



Paula will be picking ripe apples soon.



Because you are so close to your own writing, and you know in your mind what you are trying to say, having fresh eyes look over your work can be helpful.

- Give your parent, teacher, or other adult the Essay Feedback Form included in this lesson. Ask them to fill it out. You will need it back by Lesson 84.

### Introduction to Laura E. Richards

- Read:

Laura E. Richards was an incredibly gifted Pulitzer Prize winning writer and a person of high moral character. She was born in Boston, Massachusetts, in 1850. Over the course of her life, she wrote over 90 books, including biographies, poetry, compilations of short stories, and books of fiction. Her stories are of the highest literary and moral value, featuring engaging, humorous, skillful, and inspiring writing. Her father was Dr. Samuel Gridley Howe. Not only did he help the efforts to abolish slavery, but he was also the founder of the Perkins Institution and Massachusetts School for the Blind. Laura E. Richards was named after her father's famous student, Laura Bridgman, who was the first deaf-blind American child to gain a significant education. Laura's mother was famous for writing the words to "The Battle Hymn of the Republic."



In the high school courses, you will get to read some of Laura's books, such as a wonderful biography of Florence Nightingale. For this course, you are going to read one of her full-length books of fiction—*Queen Hildegarde*, in which a spoiled New York City girl is sent to stay with her mother's old nurse in the country. First, however, you are going to read some excerpts from *When I Was Your Age*, an autobiography by Laura E. Richards. Her life was interesting and humorous, and she writes about it in such a beautiful, humorous way that you might just want to read the whole book one day!

## WHEN I WAS YOUR AGE: Section 1

- Read Section 1 of *When I Was Your Age* in your Level 6 Reader and then underline the correct answers below.

Note: Remember when answering multiple choice that parts of multiple answers may be true. Look for the answer that is *completely* true.

1. Which sentence is true?
  - A. Laura loves her siblings, but she writes mainly about the difficulties of growing up with them and what she learned from them.
  - B. Laura views her siblings positively, focusing mainly on their strengths.
2. Which description best describes Laura's writing style in this book?
  - A. somber and thoughtful
  - B. sarcastic and critical
  - C. thoughtful and light-hearted
3. Which of the following is NOT one of the things that Laura describes in detail?
  - A. the pets that she had
  - B. her two different childhood homes
  - C. the night she and her siblings almost had to spend on the beach
  - D. her sister Julia
4. Which sentence best describes the way Laura felt about her childhood?
  - A. She remembers the joys of all the little details, especially in people and nature.
  - B. She remembers the major, life-changing events that shaped her life.

- Read and complete:

In life, it's the little things done consistently that make a person truly great—things like praying sincerely, doing little acts of service, noticing the beauties of the world, seeing the best in people, giving sincere compliments, doing work without complaining, and expressing gratitude. In writing, it is also the little things that make writing truly great—strong verbs instead of weak ones, vivid adjectives, sensory language, similes and metaphors, well-developed characters, and little messages scattered throughout that uplift and inspire. In today's world, many books focus on exciting, fast-moving plots, but the little things are not there. Thus, the books are popular for a while because of their entertainment value, but then they are forgotten. Classics stand the test of time. Reading truly good literature is less like riding a fast, short roller coaster and more like walking along the high bluffs that overlook the stunning, blue ocean, smelling the fresh, salty air, feeling the cool sea breeze on your skin as you watch a storm roll in, and suddenly seeing a boat in the distance that is dangerously close to the rocks. Good literature can be exciting, but it always has those little things that truly make it great.

Laura E. Richards is a master at those little things in writing. In the sections you have read in *When I Was Your Age*, she uses color in phrases like "soft russet fields," "pinkish fuzzy plants," "pale gold," "green as emerald," and "fine white sand." She applies alliteration in phrases like "fiery flakes." She utilizes personification as she describes an evening "falling cool and sweet" and "green leaves whispering over your head." Similes and metaphors are sprinkled all throughout her writing, such as comparing peaches to baby's cheeks.

On page 74 of the *Level 6 Reader*, choose six adjectives that Laura uses that you think are great choices and write them here:

\_\_\_\_\_

\_\_\_\_\_

*Answers will vary.*

Learning the skills of recognizing and appreciating good literature can bring you great joy. And learning to write good literature can bless others. How do you learn to write like Laura? The answer is read, read, read and

practice, practice, practice. But you can't just read anything. If you want to write as skillfully as Laura E. Richards, immerse yourself in literature of that quality. And then . . . practice! It is not easy to write, but the more you practice, the easier it will become.

- Take out and study the painting by Johann Joseph Eugene von Guérard (1811-1901) on the next page (a scene in Australia). Then set your timer for six minutes and, in the box below or another sheet of paper, brainstorm short phrases to describe the scene that use vivid adjectives, colors, sensory description, personification, etc.

*Answers will vary.*



## LESSON 84

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
  - Have your parent or teacher dictate the following sentences. (These sentences are intentionally repeated from a previous lesson.)
1. Many libraries have wonderful books for families. [RULE: Drop the Y and add IES to words that end with a consonant + Y.]
  2. Is there one galaxy or millions of galaxies? [Have the child underline the prepositional phrase and circle the preposition.] [RULE: Drop the Y and add IES to words that end with a consonant + Y.]

## Accept/Except

- Read and complete:

**Accept:** The word "accept" is a verb.

*Examples:* I will accept the award. | I accept your apology.

**Except:** The word "except" is not a verb; it is a preposition or subordinating conjunction. It means "but," "leaving out," or "excluding."

*Examples:* I love all fruits except apples.  
I would have been on time, except my car broke down.

**Exercise:** Circle the correct word choice for each sentence.

1. Please (accept) (except) our invitation to attend the award ceremony.
2. Everybody (accept) (except) Amy and Allen were late for school.
3. Amy could not (accept) (except) Allen's decision to move to Africa.
4. My brother hopes to be (accepted) | (excepted) to Harvard for the fall.
5. (Accept) (Except) for Tuesday, I am free every day to help babysit.

6. Sometimes it is hard for me to (accept) (except) my weaknesses.
7. All the kittens (accept) (except) this one have been sold.
8. I have decided to (accept) (except) the scholarship.
9. Even though it is late, I will still (accept) (except) the assignment.

## Rewriting Your Australian Wildlife Essay

- Using the feedback from the Essay Feedback Form that your parent or teacher filled out, revise your essay. Once you have made the revisions, read through the entire article and edit for grammar, punctuation, and spelling. Then read the finished article out loud to a group of at least two people, with confidence and expression.

## LESSON 85

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences. (Two of these sentences are intentionally repeated from a previous lesson.)

[TIP: WHOSE: the possessive case of WHO (Whose house is this?) WHO'S: contraction of the words WHO and IS (Who's coming?).]

[RULE: Use a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses (clauses that can stand on their own as sentences).]

1. Who's going to explain the process for analyzing literature?
2. I'm going to measure the liquid for the recipe, but I don't know who's going to weigh the flour.
3. Everyone accepted an award except for my professor. [Tip: Accept is a verb, and except is not a verb.]

## Vocabulary

- Complete the following exercises to learn vocabulary used in Chapter 1 of *Queen Hildegard* (which you will read during the next lesson).

Read the following words and definitions out loud:

peevisish	cross, irritated
bower	a leafy shelter or arch
repose	lie and rest
concoct	to devise; to make up
singular	remarkable, extraordinary
milliner	a person who designs, makes, or sells hats
squalid	neglected and filthy
insidious	deceitful; intended to entrap

Fill in the chart with the correct word or definition.

<b>bower</b>	a leafy shelter or arch
repose	<b>lie and rest</b>
concoct	to devise; to make up
<b>milliner</b>	a person who designs, makes, or sells hats
<b>insidious</b>	deceitful; intended to entrap
<b>singular</b>	remarkable, extraordinary
peevisish	<b>cross, irritated</b>
<b>squalid</b>	neglected and filthy

Use each word in a sentence.

peevisish	
repose	
concoct	
squalid	
insidious	

Answers will vary.

## Art Project: Pastel Bubbles

- Read and complete:

You are going to take a break from hard work and create some . . . bubbles! This pastel bubble project connects to *Queen Hildegard* (which you will start reading in the next lesson) in two ways. First, there is a main character in the story named Bubbles. You won't meet him until Chapter 4. Second, this book, like a bubble, is light-hearted and fun; it is even humorous. It is a great example of how a book can be all those things while still having extremely high literary and moral merit.

## Materials Needed

- \*pastels
- \*workable fixative spray
- \*colored pastel paper (grey or black works well)

## Pastel Bubbles

1. With a white pastel, draw the outline for circles, some small and some large, at various places on your pastel paper.
2. Bubbles have a mix of colors inside them, usually purple, pink, blue, yellow, and orange shades. Keep in mind that the color inside flows with the contour of the bubble rather than straight. Look at the examples on the next page for ideas on adding colors.
3. Bubbles also have a bright white reflection from the light. Look at the examples on the next page for ideas on adding white to show reflection.
4. Spray your finished art with a workable fixative spray to keep the pastels from smearing.

Creating art is fun! Using it to make other people happy is even more fun. Consider giving your pastel bubble project to a child who might like it. If you would like, you could write a note that went with it, explaining that the bubbles remind you of the child's personality—colorful and happy.

## LESSON 86

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:
- Who's going to put the manure in whose field? [TIP: *WHOSE*: the possessive case of *WHO* (*Whose house is this?*) *WHO'S*: contraction of the words *WHO* and *IS* (*Who's coming?*)]
  - If you associate with unkind people, they will influence you negatively. [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.] [Have the child underline the dependent clause and circle the subordinating conjunction.]
  - The burglar stole all the jewels except for the brilliant diamond. [Tip: *ACCEPT* is a verb, and *EXCEPT* is not a verb.]

## QUEEN HILDEGARDE: Chapter 1

- Read Chapter 1 of *Queen Hildegard* in the Level 6 Reader, and then underline the correct answers below.
- Hildegard is incredibly grateful for her gorgeously decorated room. TRUE | FALSE
  - When Hildegard finds out she has to go stay in the country with her mother's old nurse, she utterly refuses to go. TRUE | FALSE
  - Hildegard's mother obviously cares deeply for her daughter's feelings, but she still plans on making Hildegard go to the country. TRUE | FALSE

## Autobiographical Writing: Part 1

- Read and complete:

In past lessons, you read excerpts from Laura E. Richards' autobiography. Rather than just giving the facts and basic information about events in her life, she brings the events to life with vivid descriptions and small details. Readers are more drawn into the story when you add little details and interesting description. For example, Laura E. Richards could have written, "The bird in the window sings cheerfully." Instead she wrote: "The bird in the window thinks his blue and gold cage the finest house in the world, and he sings as heartily and cheerily as if he had been in the wide green forest."



You find an example! Using Chapter 1 of *Queen Hildegard*, fill in the blanks.

Laura E. Richards could have written: \_\_\_\_\_

Instead she wrote: \_\_\_\_\_

Answers will vary.

Over the next several lessons, you are going to write short autobiographical sketches about your own life. Type the sketches if possible. Keep them so you can compile them all together when you are done. Write 2-3 sentences that describe your yard or your bedroom in simple, non-descriptive language—just the facts. Then rewrite the sentences, adding details and interesting description. Readers are especially interested to feel your own personal style, thoughts, and feelings come through in autobiographical writing. As you write, take the time to evaluate and describe how you feel about the place, the experiences and memories you have in it, the little details that make it special, and so on.

## LESSON 87

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:
- [RULE: Separate quoted material with a comma.]
- My cousin said, "My stomach continues to ache and feel uncomfortable."
  - "I'm studying languages spoken in Europe," said the curious teenager.
  - "Help me measure the height and width of this mirror," said the architect.

## Vocabulary

- Complete the following exercises to learn vocabulary used in Chapter 2 of *Queen Hildegard*.

Read the following words and definitions out loud. Then, in the blank column, write if each word is a verb, adjective, or noun.

odious	repulsive, deserving of hatred	adjective
reverie [REV-er-ee]	a daydream; distracted musing	noun
proffer	to offer for acceptance	verb
spry	lively, active, vigorous	adjective
unruly	hard to discipline, control, or rule	adjective
stately	majestic, dignified	adjective
ample	plenty, of great size or amount	adjective

Fill in the chart with the correct word or definition.

odious	repulsive, deserving of hatred
reverie [REV-er-ee]	a daydream; distracted musing
proffer	to offer for acceptance
spry	lively, active, vigorous

unruly	hard to discipline, control, or rule
stately	majestic, dignified
ample	plenty, of great size or amount

Fill in each blank with the appropriate vocabulary word from this lesson.

A stately carriage entered the court.

Breaking from her reverie, she saw it was growing late.

They held their noses, never having smelled anything so odious.

I would like to proffer my services.

He was spry for his old age.

The growing crowd became loud and unruly.

There was an ample amount of apples in the basket.

## QUEEN HILDEGARDE: Chapter 2

- Read Chapter 2 of *Queen Hildegard* in the Level 6 Reader. Then complete the following exercise.

In Chapter 2 of *Queen Hildegard*, Laura E. Richards has some incredibly beautiful descriptions. She could have said, "A road went off into the woods." Instead she said, "A road led off into the woods, hiding itself behind the low-hanging branches of chestnut and maple, ash and linden trees."

You find an example! Using a sentence or sentences from page 94 and 95 of *Queen Hildegard*, fill in the blanks.

Laura E. Richards could have written: \_\_\_\_\_

Answers will vary.

Instead she wrote: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answers will vary.

## LESSON 88

Note: There is no spelling for Lesson 88.

### Autobiographical Writing: Part 2

Letting your own personal style, thoughts, and feelings come through, type an autobiographical sketch about a family member who is a special part of your life and include what he or she means to you—a parent, a sibling, a grandparent, etc.

Here's a shovel to encourage you to dig deep!



Digging is hard work, but going deeper than the surface makes better writing. What small things do you like about the person? Do you have a certain special memory of the person that really illustrates his or her personality or your relationship with him or her? What lessons have you learned from him or her? Dig deep and see what descriptions you can find! Spend at least 35 minutes on this assignment.

## LESSON 89

### Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:
  1. While I was in Ireland, I stayed in an inn that had a lovely atmosphere. [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
  2. The knight rode his horse all through the night. [Have the child underline the prepositional phrase and circle the preposition.]
  3. Ever since I fell on the windowpane, I've always had a pain in my wrist. [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.] [RULE: "I" is always capitalized in contractions that combine the word "I" with another word.]

### Accept/Except

- Read and complete:

**Accept:** The word "accept" is a verb.

**Except:** The word "except" is not a verb; it is a preposition or subordinating conjunction. It means "but," "leaving out," or "excluding."

**Exercise:** Circle the correct word choice for each sentence.

1. Traci realized she needed to (accept) (except) her friend's apology.
2. Everything was stolen (accept) (except) my blanket.
3. I will (accept) (except) this award with gratitude.
4. Come over anytime (accept) (except) during lunch time.
5. Every one of my brothers (accept) (except) Dan loves hiking.

### Vocabulary

- Complete the following exercises to learn vocabulary used in Chapter 3 of *Queen Hildegarde*.

Read the following words and definitions out loud:

homely	lacking elegance, unattractive
uncouth	crude and unrefined; clumsy
garb	a distinctive style of dress or appearance
paltry	unimportant, insignificant
adornment	something that beautifies
squalid	neglected and filthy
insidious	deceitful; intended to entrap

Fill in the chart with the correct word or definition.

<b>uncouth</b>	crude and unrefined; clumsy
homely	<b>lacking elegance, unattractive</b>
<b>garb</b>	a distinctive style of dress or appearance
<b>paltry</b>	unimportant, insignificant
squalid	<b>neglected and filthy</b>
<b>adornment</b>	something that beautifies
insidious	<b>deceitful; intended to entrap</b>

Fill in each blank with the appropriate vocabulary word from this lesson.

She didn't wish to speak to the uncouth man; he had horrible manners.

The ill grandmother ate only a paltry amount of porridge.

The dress looked too homely for Susie's extravagant tastes.

Flowers became the hair adornment of choice.

They wore the brown robes of the clerical garb.

### QUEEN HILDEGARDE: Chapter 3 Part 1

- Read Chapter 3 Part 1 of *Queen Hildegarde* in the Level 6 Reader and then underline the correct answers below.

1. When Hildegarde finally looks around her room at the farmhouse, she finds it is clean but plain and unattractive. TRUE | **FALSE**
2. Hildegarde feels that Farmer Hartley is an unrefined, distasteful man. **TRUE** | FALSE

### Parenthesis

- Read and complete:

Parentheses are the curved lines ( ) that are used before and after a word or group of words that interrupts the flow of writing and usually is not necessary, but expands, clarifies, defines, illustrates or supplements what is being written. The word or words that are enclosed in parenthesis are considered of secondary importance to the main text. You should be able to delete them and the essential information and meaning of what you have written will be intact.

**Example:** My friend (the one from Italy) is visiting soon.

In the following sentences, put parenthesis around words that interrupt the flow and are not necessary to understanding the sentence.

1. Tomorrow (which can't come early enough) we will buy a new kitten.
2. My new kitten (that I absolutely adore) has the softest fur.
3. Your kitten (in my humble opinion) is the cutest kitten I've ever seen.
4. It's not easy (in case you were wondering) to train our new kitten.



## LESSON 90

### Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:



1. The bird on the cheap watering can cheeped merrily.
2. After I accepted the award, I thanked the committee, my mother, and the senator for their gracious service. [RULE: Place commas between a series of three or more words or phrases in a row.] [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.] [Have the child underline the dependent clause and circle the subordinating conjunction.]

### Vocabulary

- Complete the following exercises:

Read the following words and definitions out loud. Then, in the blank column, write if each word is a verb, adjective, or noun.

scrupulous	with principles and/or exactness	adjective
recess	an indentation or small hollow	noun
peaked [PEEK -id]	sickly looking	adjective
loquacious	very talkative	adjective
listless	without energy or interest	adjective
frivolous	trivial, silly	adjective
tumult	a great noise; a disturbance	noun

Fill in each blank with the appropriate vocabulary word from this lesson.

The rabbit hid in the dark recess between tree roots.

Don't worry about frivolous matters when great things are at stake.

It was hard to hear over the tumult of the crowd.

The tithes were counted with scrupulous attention.

She had a pale, peaked look to her face.

### QUEEN HILDEGARDE: Chapter 3 Part 2

- Read Chapter 3 Part 2 of *Queen Hildegard* in the *Level 6 Reader*. Then underline the literary device used in each sentence or set of sentences. Refer to the Level 6 Reference Sheet for definitions of each device.

1. The sash was open, and a white rose was leaning in and nodding in a friendly way.

personification | metaphor | hyperbole | simile | alliteration

2. Hilda's heart swelled high.

personification | metaphor | hyperbole | simile | alliteration

3. Under all was a layer of books, at sight of which Hilda gave a little cry of pleasure. "Ah!" she said. "I shall not be quite alone," for she saw at a glance that here were some old and dear friends.

personification | metaphor | hyperbole | simile | alliteration

4. There was something else in the room that claimed the immediate attention of our heroine, and that was a square oak table, shining like a mirror.

personification | metaphor | hyperbole | simile | alliteration

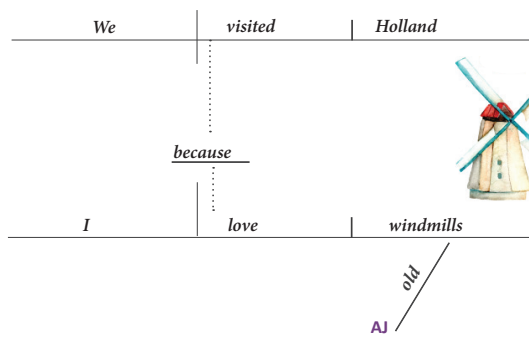
5. Sure enough, Hilda did sleep all the afternoon, and the soft summer twilight was closing round the farmhouse when she woke with a start from a dream of home.

personification | metaphor | hyperbole | simile | alliteration

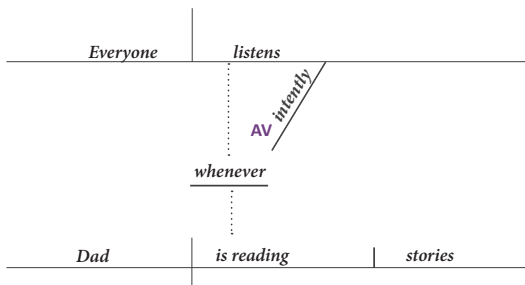
### Diagramming Verb Phrases & Complex Sentences

- Diagram the sentences below. If you have not yet learned how to diagram verb phrases and complex sentences, go to [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos) to learn Steps 9 and 10.

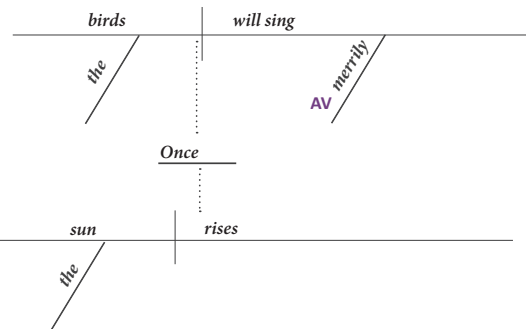
We visited Holland because I love old windmills.



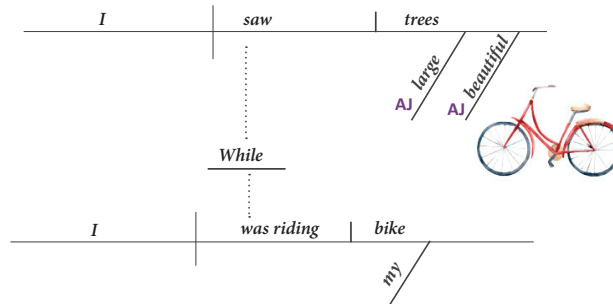
Everyone listens intently whenever Dad is reading stories.



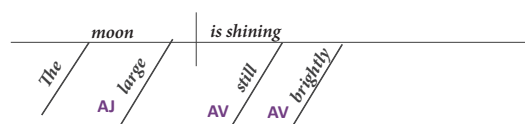
Once the sun rises, the birds will sing merrily.



While I was riding my bike, I saw large, beautiful trees.



The large moon is still brightly shining.







- Read Chapter 5 of *Queen Hildegard* in the *Level 6 Reader*.

## Linking Verbs

- Read and complete:

Linking verbs do not express action; they express a state of being. They are called "linking verbs" because they link the subject of the sentence to a word or phrase that renames or describes the subject. (e.g., David is nice.)

Fill in the blank. Linking verbs do not express action; they express a state of being.

All forms of the verb "be" are always linking verbs: am, is, are, was, were, has been, are being, might have been, etc.

Write four linking verbs that are a form of the verb "be":

Four of the following: am, is, are, was, were, has been, are being, etc.

Other verbs can be linking verbs or action verbs. If you can replace the verb with a form of "be," and the sentence makes sense, it is a linking verb. For example, "Amy SEEMS happy" could be "Amy IS happy."

- Is the underlined word in each sentence an action verb or a linking verb? Underline the correct choice.

- |   |                         |
|---|-------------------------|
| 1. The lemon <u>tastes</u> extremely sour.        | ACTION   <b>LINKING</b> |
| 2. I want to <u>taste</u> some of these cheeses.  | <b>ACTION</b>   LINKING |
| 3. The air <u>feels</u> very moist here.          | ACTION   <b>LINKING</b> |
| 4. The doctor carefully <u>feels</u> my hurt arm. | <b>ACTION</b>   LINKING |
| 5. The baby <u>grew</u> tired.                    | ACTION   <b>LINKING</b> |
| 6. The flower <u>grew</u> an inch this month.     | <b>ACTION</b>   LINKING |
| 7. The breeze <u>is</u> cool and refreshing.      | ACTION   <b>LINKING</b> |
| 8. The nurse <u>seems</u> very knowledgeable.     | ACTION   <b>LINKING</b> |

## Subjects

- Read and complete the exercises:

The two necessary parts of a sentence are the subject and the predicate.

The **simple subject** is who or what is doing or being. **Modifiers**, words that provide additional information, are not part of the simple subject. The simple subjects are underlined in the sentences below.

That cute bunny eats a huge carrot.

Our thoughtful aunt is cooking a wonderful dinner.

The **complete subject** is the simple subject with all its modifiers. The complete subjects are underlined in the sentences below.

That cute bunny eats a huge carrot.

Our thoughtful aunt is cooking a wonderful dinner.

Often there is more than one noun in a sentence. Not all nouns are subjects. To determine the subject, identify the main verb or verb phrase in the sentence and ask who or what is doing or being according to the verb.

Exercise 1: Underline the simple subject in each sentence.

1. The gray squirrel walked into the forest.
2. The old woman down the street has a lovely flower box.
3. The entire crowd cheered loudly.
4. Yes, my mom packed me a lunch.
5. The hummingbird zoomed around our yard.
6. A bright yellow butterfly landed on the pink rose.



Exercise 2: Underline the complete subject in each sentence.

1. The gray squirrel walked into the forest.
2. The old woman down the street has a lovely flower box.
3. The entire crowd cheered loudly.
4. Yes, my mom packed me a lunch.

5. The hummingbird zoomed around our yard.
6. A bright yellow butterfly landed on the pink rose.
7. My family watched a fat worm.
8. Jake kicked the ball into the goal.

## Predicates

- Read and complete the exercises:

The **simple predicate** is the verb or verb phrase that tells the action or being of the subject. The simple predicates are underlined in the sentences below.

We have been picking the lovely flowers. | The bear sleeps in a cave.

The **complete predicate** is the simple predicate with all its modifiers. The complete predicates are underlined in the sentences below.

We have been picking the lovely flowers. | The bear sleeps in a cave.

Exercise 1: Underline the simple predicate in each sentence.

1. The hummingbird built a tiny nest on the tree branch.
2. A new family moved into the neighborhood.
3. The brave knight fought the dangerous intruder.
4. The entire group of children has been picking berries by the stream.
5. The king will be sending a message in the morning.

Exercise 2: Underline the complete predicate in each sentence.

1. The hummingbird built a tiny nest on the tree branch.
2. A new family moved into the neighborhood.
3. The brave knight fought the dangerous intruder.
4. The entire group of children has been picking berries by the stream.
5. The king will be sending a message in the morning.

## LESSON 93

### Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences. (These sentences are intentionally repeated from a previous lesson.)

[RULES: Separate quoted material with a comma. Periods go inside of quotations marks.] [RULE: Capitalize words that indicate family relationship only when they are not used with a possessive adjective (e.g., my, her, his, our, your) or an article (the, a, an).]

1. Richard cried, "I am thoroughly grateful for this obvious blessing!"
2. "Your grandfather received a twelfth grade education," explained Dad.
3. My dad said, "Give a bouquet of flowers to each soldier's mother."

### Autobiographical Writing: Part 3

- Make a list of eight things that you love.
- Rewrite your list in alphabetical order.
- Letting your own personal style, thoughts, and feelings come through, type an autobiographical sketch about 2-4 things that you love. You should spend at least 20 minutes on this project.

Here's a box of colorful flowers to remind you to write with vivid, colorful description. Remember the small things are what count! One sentence that is beautifully crafted with wonderful, well-thought-out description can be much more powerful than a whole paragraph of information. Go for quality not quantity with this writing assignment.



## LESSON 94

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:

[RULE: When a sentence starts with a prepositional phrase that is four or more words, place a comma at the end of the phrase.] [RULE: Place commas between a series of three or more words or phrases in a row.]

1. In this hospital there's a new oxygen machine. [Have the child underline the prepositional phrase and circle the preposition.]
2. At the national competition, there is a famous gymnast who is admirable, flexible, dependable, and teachable. [Have the child underline the prepositional phrase and circle the preposition.] [RULE: Every syllable has to have a vowel, so a silent E is added to syllables ending with a CONSONANT + L.]
3. In my politics class, we're studying government policies and their impact on different societies. [RULE: Drop the Y and add IES to words that end with a consonant + Y (e.g., policy-policies).]

## Vocabulary

- Complete the following exercises to review vocabulary and learn new vocabulary used in Chapter 6 of *Queen Hildegarde*.

Read the following words and definitions out loud:

homely	lacking elegance, unattractive
uncouth	crude and unrefined; clumsy
paltry	unimportant, insignificant

squalid	neglected and filthy
precipice	an overhanging rock; steep rock cliff
discordant	not agreeing; disagreeable
alacrity	eagerness; speed or quickness

Fill in the chart with the correct word or definition.

<b>uncouth</b>	crude and unrefined; clumsy
<b>paltry</b>	unimportant, insignificant
squalid	<b>neglected and filthy</b>
<b>homely</b>	lacking elegance, unattractive
discordant	<b>not agreeing; disagreeable</b>
<b>precipice</b>	an overhanging rock; steep rock cliff
<b>alacrity</b>	eagerness; speed or quickness

Fill in each blank with the appropriate vocabulary word from this lesson.

It was a very discordant meeting; nobody agreed on anything.

Paul's friends sped to the tree fort with cheerful alacrity.

Had we walked farther that night, we would have fallen over the precipice.

The area we weeded is just a paltry part of the massive gardens.

With great alacrity, the children jumped to help their mother.

## QUEEN HILDEGARDE: Chapter 6

- Read Chapter 6 of *Queen Hildegarde* in the Level 6 Reader and then underline the correct answers below.

1. Laura E. Richards spends over two full pages describing Hartley's Glen. TRUE | FALSE
2. Hildegarde tries to teach Bubble not to use slang. TRUE | FALSE
3. In this chapter Hilda teaches Bubble grammar lessons. TRUE | FALSE

## LESSON 95

## Spelling

- Chapter 6 of *Queen Hildegarde* is packed with brilliant description. Below are the beginnings to some of the sentences from the chapter. Finish the sentences in your own way and continue with another sentence or two, describing a scene of your own imagination. Use as many of the following things as you can: personification, sensory language, alliteration, and strong adjectives and verbs.

Follow this sound, keeping to the path, which winds \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answers will vary.

Between these two banks, and over this green velvet carpet,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answers will vary.

Behind the house, and just under the brow of the little hill \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Answers will vary.

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences.

1. The lawyer's explanation was lengthy and bored the audience.
2. It's certain that the carriage has lost its wheel. [RULE: IT'S is a contraction of the words IT IS. (It's raining.) ITS is used as a possessive. (The cat licked its paws.) An apostrophe is usually used to show possession, but not with possessive pronouns such as ITS.]

## Art Project: Rose

- Gather the following materials and read and complete.

## Materials Needed

- \*pencil
- \*blending stumps or cotton swabs
- \*ruler
- \*white pastel paper

In her writings Laura E. Richards has some beautiful descriptions of flowers. Read these phrases from the book:

- . . . masses of pale pink blossoms resting on their bed of slender silvery leaves . . .
- . . . the blaze of crimson and purple and gold, the bells that swung, the spires that sprang heavenward, the clusters that nodded and whispered together in the morning breeze . . .
- Great vines trained along the walls, heavy with long white or yellow or tea-colored buds.

## LESSON 97

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences.
1. Give two billion dollars to the two new employees.
  2. You need to practice writing with better punctuation.
  3. I enjoy that unique Asian restaurant.

## Autobiographical Writing: Part 4

- Make a list of at least eight places you have visited. Remember that cities, states, countries, and other geographical places are capitalized.
- Rewrite your list in alphabetical order.
- Letting your own personal style, thoughts, and feelings come through, write an autobiographical sketch about one of the places that you love. You should spend at least 25 minutes on this project.

## LESSON 98

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences.

[RULE: When a sentence starts with a prepositional phrase that is four or more words, place a comma at the end of the phrase.]

-THEY'RE: a contraction of the words they are (They're ready to go.)  
 -THEIR: belonging to them (Their kitten is cute.)  
 -THERE: in or to the place (There is hope. | The cat is over there.)

1. In the early morning, there are many people exercising their dogs.
2. In the fall there are certain types of birds that disappear from the area.
3. On the other side of the valley, I saw a brilliant streak of lightning.

## QUEEN HILDEGARDE: Chapter 8

- Read Chapter 8 of *Queen Hildegard* in the *Level 6 Reader* and then underline the correct answers below.

1. Which of the following sentences is true?
  - A. After receiving Madge's letter, Hilda feels homesick and longs to go home.
  - B. After receiving Madge's letter, Hilda feels bad that Madge does not have a kitchen like there is at the farm.
2. Although Hildegard now feels Farmer Hartley is very kind, she still thinks he is unkempt and unattractive. TRUE | FALSE
3. Madge spends a large amount of her letter talking about clothes and hats. TRUE | FALSE

## Rewriting

- Choose one of the autobiographical sketches you have written in this course and revise it, adding in more description or detail where needed.

## LESSON 99

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences. (The sentences are intentionally repeated from a previous lesson.)
1. After she flew home from Russia, she came down with the flu. [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.]
  2. We're studying the average weight of raccoons during the winter. [Have the child circle the prepositions.]

## Farther/Further

- Complete:

Tip: To remember that the word "farther" expresses physical distance, remember that it starts with FAR, which has to do with distance.

Circle the correct word for each sentence.

1. We walked farther further into the desert.
2. How much farther further must we walk?
3. I wanted farther further evidence.
4. The hospital was farther further away than expected.
5. Do you have any farther further ideas?
6. We chose the campsite that was farthest furthest from the main road.
7. I have not had any farther further complaints.

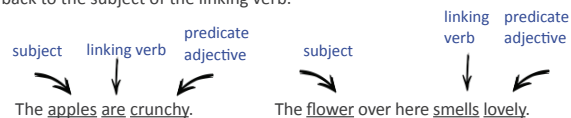
## Predicate Adjectives

- Read and complete the exercises:

## Review

- An adjective describes a noun (e.g., I pet the cute puppy.)
- All forms of the verb "be" are always linking verbs: AM, IS, ARE, WAS, WERE, HAS BEEN, MIGHT HAVE BEEN, etc. Other verbs that could be logically replaced with a form of "be" are also linking verbs. For example, "Amy SEEMS happy" could be "Amy IS happy;" and "It FEELS hot" could be replaced with "It IS hot."

A **predicate adjective** is an adjective that follows a linking verb and refers back to the subject of the linking verb.



Note: Predicative adjectives are also called subject complements.

Exercise: Underline the linking verb in each sentence and circle the predicative adjective in each sentence.

1. The bunny is adorable.
2. The rabbit feels soft.
3. My pet bunny seems happy.
4. The bunnies ears are pink inside.
5. Wow, that rabbit is fast!
6. The rabbit-shaped cookie smells wonderful.
7. Both of the bunnies are young.



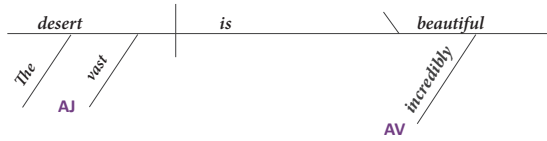


## Diagramming Predicate Adjectives

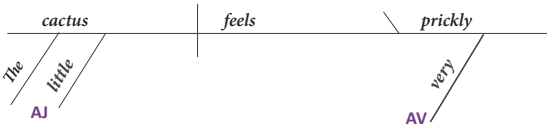
- On [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos), watch the video to learn Step 11 of diagramming. Then diagram the sentences below.
  - Remember a predicate adjective comes after a linking verb and a slanted line.
  - Remember to put AJ for adjectives and AV for adverbs. Adverbs modify verbs, adjectives, or other adverbs.



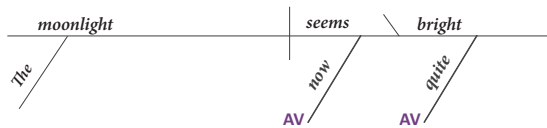
The vast desert is incredibly beautiful.



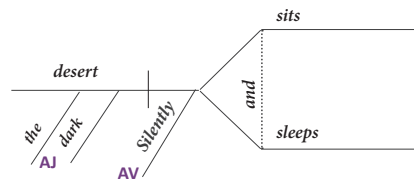
The little cactus feels very prickly.



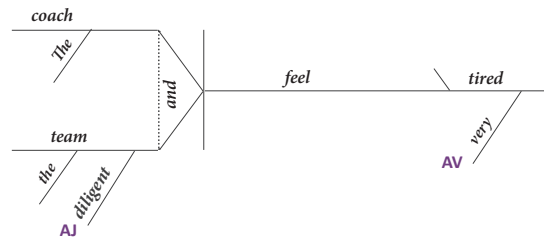
The moonlight seems quite bright now.



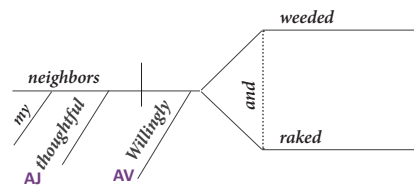
Silently, the dark desert sits and sleeps.



The coach and the diligent team feel very tired.



Willingly, my thoughtful neighbors weeded and raked.



## LESSON 100

### Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:
  - Some varieties of tomatoes grew in the special containers. [RULE: Drop the Y and add IES to words that end with a consonant + Y (e.g., variety - varieties.)] [RULE: Add es to make a plural of a noun ending in o after a consonant.]
  - Even if he doesn't sincerely apologize, I will not hold a grudge, become bitter, or seek revenge. [RULE: When a dependent clause is at the beginning of a sentence, set it off with a comma.] [Have the child underline the dependent clause and circle the subordinating conjunction.]



### Vocabulary

- Complete the following exercises:

Read the following words and definitions out loud. Then, in the blank column, write if each word is a verb, adjective, or noun.

placid	calm; undisturbed <i>The placid lake was so peaceful and still.</i>	adjective
pallor	a look of extreme paleness <i>The child has a sickly pallor; he's so white.</i>	noun
meager [MEE - GR]	not enough, scanty; lean <i>Not much grew in the meager soil.</i>	adjective
reproachful	reproving with rebuke or blame <i>She spoke with a reproachful tone.</i>	adjective

naive [NIGH - EVE]	not knowing by experience; unsuspecting <i>The naive girl did not realize what was really going on.</i>	adjective
-----------------------	--	-----------

Fill in the chart with the correct word or definition.

meager	not enough, scanty; lean
naive	not knowing by experience; unsuspecting
pallor	a look of extreme paleness
reproachful	reproving with rebuke or blame
placid	calm; undisturbed

Fill in each blank with the appropriate vocabulary word from this lesson.

Each wax figure at the museum had an unnatural pallor.

The farmer and his wife lived peacefully by the placid river.

The hungry children looked sadly at their meager portions.

Her reproachful words hurt, even though I probably deserved them.

The trickster loved playing pranks on the naive people.

### QUEEN HILDEGARDE: Chapter 9

- Read Chapter 9 of *Queen Hildegard* in the Level 6 Reader.

1. What two treasures did Farmer Hartley's father say he had hidden away?  
diamonds      a ruby necklace

2. Hilda feels compassion when the milliner talks about her hard life.

TRUE | FALSE

## Indonesia

- Read the sentences below, which contain true information about Indonesia. Then insert commas to set off the nonrestrictive clauses. Refer to page 163 if needed.

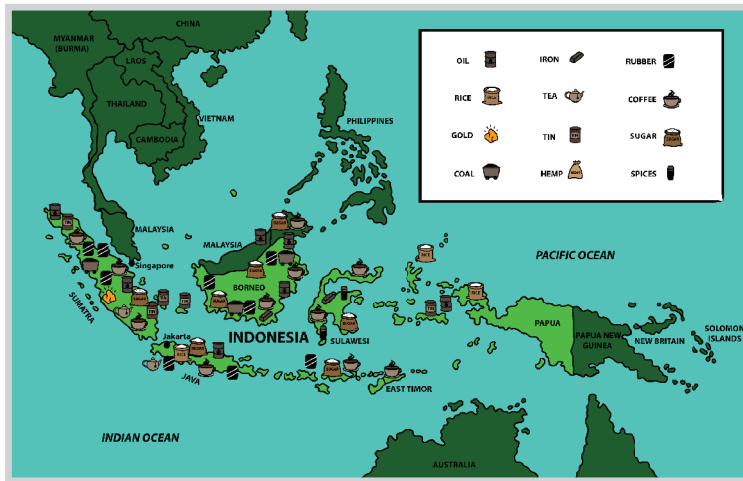
Tip: Nonrestrictive clauses are set off by commas to show they provide only **optional** information and are not part of the main idea of the sentence.

- Not far from Australia is a chain of beautiful islands which I would love to visit by the way called Indonesia.
- The climate of the islands of Indonesia which lie along the equator is almost entirely tropical.
- Indonesia includes several thousand islands which are filled with tropic beauty.
- Some islands in Indonesia are only about the size of a city lot, but Borneo which is one of them is one of the largest islands in the world.
- The Pacific Ocean is home to the Indonesian islands which are scattered across more than a million square miles.
- Thick jungles cover most of the islands which are often hilly or have high mountains.
- The streams in Indonesia which are often used for bathing and washing have many crocodiles.
- There are at least 250 languages and dialects spoken in Indonesia which is very diverse.
- The islands of Indonesia which contain volcanoes are not only beautiful, but they also are rich in minerals and have very fertile soil due to volcanic ash.

- Use the map on this page to help you answer the questions.

- In which ocean is Indonesia? Pacific Ocean
- Indonesia is a part of the continent of Asia. Which continent is right below Indonesia? Australia
- Is a lot of coffee grown in Indonesia? yes
- Lines of latitude go horizontally across the earth. Does 0° latitude go through Indonesia? yes

- Place tracing paper over the map below and trace the outline of the map. Label all the countries.



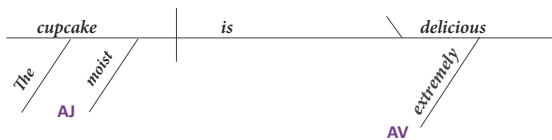
## Diagramming Predicate Adjectives

- On [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos), watch the video to learn Step 11 of diagramming. Then diagram the sentences on this page.

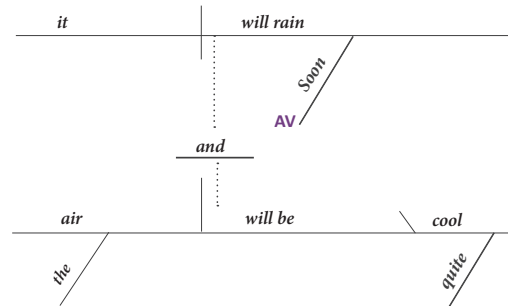
- Remember a predicate adjective comes after a linking verb and a slanted line.
- Remember to put AJ for adjectives and AV for adverbs. Adverbs modify verbs, adjectives, or other adverbs.



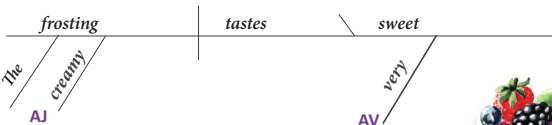
The moist cupcake is extremely delicious.



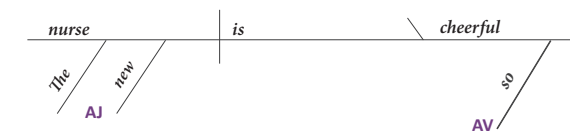
Soon, it will rain, and the air will be quite cool.



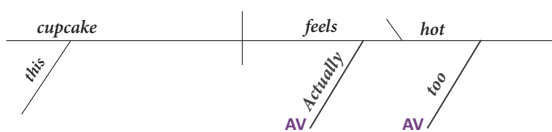
The creamy frosting tastes very sweet.



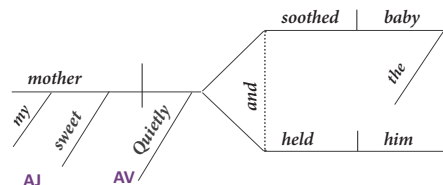
The new nurse is so cheerful.



Actually, this cupcake feels too hot.



Quietly, my sweet mother soothed the baby and held him.



## LESSON 102

### Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:
  1. The servant was sent to buy soap with a floral scent for one cent.
  2. It's obvious that the dear little deer hurt its leg. [TIP: IT'S is a contraction of the words IT IS. ITS is used as a possessive.]
  3. Our processes are going to have to match our employer's wishes.

### Vocabulary

- Complete the following exercises to review vocabulary and learn new vocabulary used in Chapter 10 of *Queen Hildegarde*.

Read the following words and definitions out loud:

sundry	various
enigmatic [in - ig - MATT - ic]	puzzling; mysterious
plaintive	sorrowful
shrouded	covered; hid from view
assent	to agree; to give in
buoyant	not easily depressed; cheerful
alacrity	eagerness; speed or quickness

Fill in each blank with the appropriate vocabulary word from this lesson.

The plaintive song left me feeling somber and grave.

I was eager to please Mother and obeyed her with alacrity.

Mom packed sundry picnic items in the basket.

His buoyant personality keeps us all positive.

The valley was shrouded in fog.

I have no other choice; I will assent to your plans.

Her personality is so enigmatic; I can't figure her out!

Use each word in a sentence.

sundry	
alacrity	
enigmatic	

Answers will vary.

### Loose/Lose

**Loose - Adjective** (The opposite of tight or contained)

Examples: My shoelace is loose. | Someone let the dog loose.

**Lose - Verb** (To suffer the loss of)

Examples: I will not lose the race. | I do not want to lose my keys.

- Underline the correct word for each sentence, LOSE or LOOSE.

1. Did you (lose | loose) your notebook?
2. This screw is much too (lose | loose).
3. If we (lose | loose) the game, we should be good sports.
4. The (lose | loose) wheel might fall off.

### Verb Tenses

- Read and complete:

Verbs come in three basic tenses: **past** (already happened), **present** (happening now), and **future** (yet to happen).

The tenses can be broken down further, as this chart illustrates:

simple present	simple past	simple future
He walks in the garden.	He walked in the garden.	He will walk in the garden.
present continuous	past continuous	future continuous
He is walking in the garden.	He was walking in the garden.	He will be walking in the garden.
present perfect	past perfect	future perfect
He has walked in the garden since breakfast (and still is).	He had walked in the garden.	He will have walked in the garden.
present perfect continuous	past perfect continuous	future perfect continuous
He has been walking in the garden all morning (and still is).	He had been walking in the garden.	He will have been walking in the garden.

Fill in the missing parts of the chart.

simple present	simple past	simple future
I sing a song.	I sang a song.	I will sing a song.
present continuous	past continuous	future continuous
I am singing a song.	I was singing a song.	I will be singing a song.
present perfect	past perfect	future perfect
I have sung a song all morning (and still am).	I had sung a song.	I will have sung a song.
present perfect continuous	past perfect continuous	future perfect continuous
I have been singing a song all morning (and still am).	I had been singing a song.	I will have been singing a song.

### Avoid Shifts in Verb Tense

- Read and complete:

The verbs in a sentence or section of writing should not shift verb tense. For example, a sentence in present tense should not switch to past tense partway through like this, "I liked the apples; that grow on the tree last year."

**Exercise 1:** Cross out each sentence that does not maintain a consistent verb tense.

1. I sat on the couch and tell a story.
2. The duck dove, but it does not catch the fish.
3. Swans are beautiful; I love their graceful necks.
4. The bear looks at us, and we did not move.

**Exercise 2:** To maintain a consistent verb tense for each pair of sentences, write the word that should replace the circled word.

1. I went on a walk and see a deer.  
\_\_\_\_\_ saw \_\_\_\_\_
2. I was singing a song, am cleaning my room, and was feeling cheerful when Dad came home.  
\_\_\_\_\_ was \_\_\_\_\_
3. I went on a walk and spy a deer.  
\_\_\_\_\_ spied \_\_\_\_\_

### QUEEN HILDEGARDE: Chapter 10

- Read Chapter 10 of *Queen Hildegarde* in the Level 6 Reader.

## LESSON 105

### Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
  - Have your parent or teacher dictate the following sentences. (These sentences are intentionally repeated from a previous lesson.)
- I bought flowers for the table, a square tablecloth, and flour to make pies. [RULE: Place commas between a series of three or more words or phrases in a row.]
  - I am not quite sure if Tim quit, but I think he did. [RULE: Use a comma before a coordinating conjunction (for, and, nor, but, or, yet, so) that joins two independent clauses (clauses that can stand on their own as sentences).]

### Suffix: IBLE

- Read and complete:  
A suffix is a group of letters added to the end of a word that changes the word's meaning.
- Drop the E Rule:** If a base word ends in final silent E, drop the E before adding a vowel suffix. (Example: defense - defensible)

**Exercise:** Rewrite each word, adding the suffix IBLE. Remember to drop the E when needed.

- force                    forcible
- reverse                reversible
- sense                   sensible
- digest                  digestible
- reduce                  reducible

### Editing

- Cover the answers in the green boxes with a sheet of paper or an index card. Edit a sentence. Try as hard as you can to find all of the mistakes. Then check the answers and fix anything you got wrong. Write the number of mistakes that you correctly found.

- Unfortunately the teacher's have not prepared there lessons.  
There are 3 mistakes. I correctly found \_\_\_\_ mistakes.

Unfortunately the teacher's have not prepared there lessons.

Set off introductory words with a comma.      No apostrophe is needed because it is a plural noun, not a possessive noun.

- Whenever your ready we'll hike a little further up mount Fuji.  
There are 4 mistakes. I correctly found \_\_\_\_ mistakes.

Whenever your ready we'll hike a little further up mount Fuji.

When a dependent clause is at the beginning of a sentence, set it off with a comma.      Capitalize each word in a proper noun. For example, it is "Black Snake River," not "Black Snake river."

### QUEEN HILDEGARDE: Chapter 12 Part 1

- Read Chapter 12 Part 1 of Queen Hildegard in the Level 6 Reader.

- What did Hilda feel was the best "balm for a sore heart?"  
A. Caramels B. Work C. Shopping D. Sleeping
- Nurse Lucy found no pleasure in butter making, but she tried to have a good attitude anyway. TRUE | FALSE

## Thailand



- Complete:
- Read the sentences below, which contain true information about Thailand.
  - Insert commas to set off prepositional phrases at the beginning of sentences (four words or longer) and dependent clauses at the beginning of sentences.
  - Do the sentences below start with a prepositional phrase or dependent clause? Underline the correct choice.
- Up through the year 1939 Thailand was called Siam and was ruled by a monarchy (king and queen).  
prepositional phrase | dependent clause
  - Even though Thailand still has a king and queen they are kept within bounds by a constitution; this is called a constitutional monarchy.  
prepositional phrase | dependent clause
  - If you visit Thailand you'll see many Buddhist statues and temples with gold roofs; over 90% of people who live in Thailand are Buddhist.  
prepositional phrase | dependent clause
  - From November through March Thailand has a cool season.  
prepositional phrase | dependent clause
  - Between the months of May and September rain falls almost every day.  
prepositional phrase | dependent clause
  - Because Thailand has moist and humid tropical weather it is home to diverse wildlife, including tigers, elephants, leopards, crocodiles, and cobras.  
prepositional phrase | dependent clause

- Read the information on the next two pages.

- Place tracing paper over the map below and trace the outline of the map. Label all the countries. Label the South China Sea and the Gulf of Thailand. Label the capital city of Thailand (Bangkok). Color Thailand.



## LESSON 108

Note: There is no spelling section in this lesson. After completing some exercises, you get to work on your cooking project!

### Greek Root—THERMO

#### Read and complete:

The Greek root THERM means HEAT. This Greek root is used in words like hypothermia: HYPO (under) + THERMIA (having to do with heat)=when the body's temperature goes below normal. Read the following words (which contain the Greek root THERMO) and their definitions.

- thermostat:** machine that keeps something at the same temperature
- thermometer:** an instrument to measure temperature
- thermal:** having to do with heat
- thermos:** a container designed to keep heat in or out
- thermograph:** a device that writes down changes in temperature

Write the five words above with their definitions *in alphabetical order*.

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

WORD:

DEFINITION:

### Farther/Further

#### Read and complete:

- **FARTHER:** expresses physical distance
- **FURTHER:** expresses figurative (not physical) distance or means "in addition" and "to advance"

*Tip: To remember that the word "farther" expresses physical distance, remember that it starts with "far," which has to do with distance.*

Circle the correct word for each sentence.

1. Which campground is farthest | furthest from the waterfall?
2. I have no farther | further comments.
3. Which is farther | further, Maine or New York?
4. Which person has walked the farthest | furthest?
5. I want to help farther | further your efforts.

## LESSON 112

### Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences:

[TIP: Place a comma after an introductory word or set of words at the beginning of a sentence.]

1. Indeed, we planted eighty to ninety oak trees in September.
2. In fact, trees also help our world to have useable oxygen.
3. Unfortunately, a serious storm damaged our house on the prairie.



### Vocabulary

- Complete the following exercises to review vocabulary and learn vocabulary used in Chapter 13 of *Queen Hildegarde*.

Read the following words and definitions out loud:

ornery [ON - ree]	disagreeable; stubborn
insinuate	to express indirectly
rapture	a lofty emotion or place
myriad	a great, unknown number
reverted	returned back; resumed

Fill in each blank with the appropriate vocabulary word from this lesson.

If she weren't so ornery, people might have talked to her more.

The sight of the mountains filled me with rapture.

A myriad of plants filled the island.

Though he didn't say so, the mayor insinuated he might step down.

The cook reverted back to her old style of cooking.

Use each word in a sentence.

ornery	<i>Answers will vary.</i>
myriad	

Read each group of sentences. Then, underline the best definition for the word underlined in both sentences.

For some time we battled with the waves, unwilling to relinquish all hope of saving some of the passengers.

Lawyer Clinch had reluctantly received his money and relinquished all claim upon Hartley's Glen, though with a very bad grace.

A. to surrender or give up B. to keep fighting for C. to settle for

But Simon Hartley remained what she had at first thought him—a sullen, boorish churl.

Her heart burned with indignation against the graceless, thankless churl who could rob the man on whose charity he had been living for two years.

A. wanderer B. a jokester C. a rude, unprincipled person

### QUEEN HILDEGARDE: Chapter 13

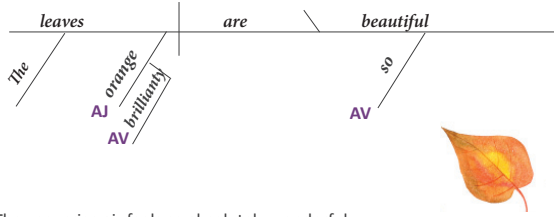
- Read Chapter 13 of *Queen Hildegarde* in the Level 6 Reader.



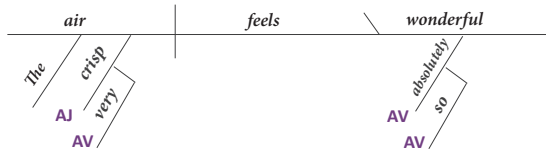
## Diagramming Adverbs that Modify Adjectives or Other Adverbs

- On [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos), watch the video to learn Step 12 of diagramming. Then diagram the sentences below. Remember to put AJ for adjectives and AV for adverbs.

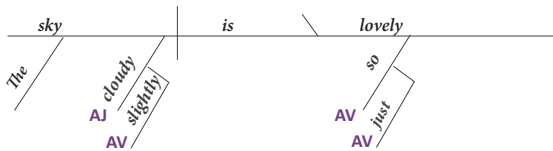
The brilliantly orange leaves are so beautiful.



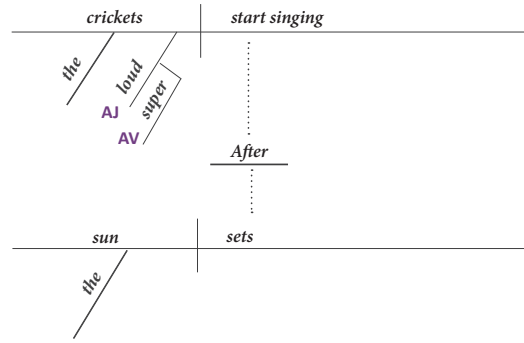
The very crisp air feels so absolutely wonderful.



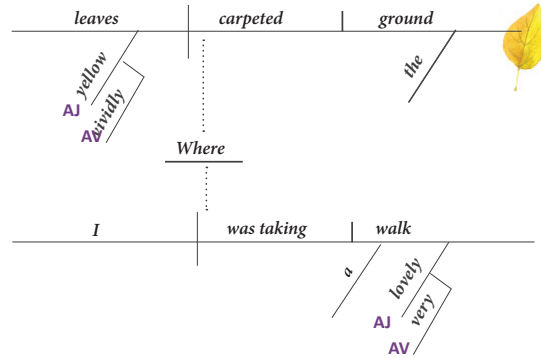
The slightly cloudy sky is just so lovely.



After the sun sets, the super loud crickets start singing.



Where I was taking a very lovely walk, vividly yellow leaves carpeted the ground.



## Avoiding Double Negatives

- Read and complete:

**Scarcely, hardly, never, not, nowhere, and barely** are already negative adverbs. Do not use these words with another negative term because in English only one negative is ever used at a time in a sentence.

*Example:* Incorrect: I could not hardly find a seat.

Correct: I could not find a seat. I could hardly find a seat.

*Example:* Incorrect: I could not find my keys nowhere.

Correct: My keys were nowhere. I could not find my keys.

Rewrite the sentence twice, showing two ways to avoid the double negative.

The idea probably won't fix nothing.

The idea probably won't fix anything.

The idea will probably fix nothing.

I can't find no good restaurants.

I can't find any good restaurants.

I can find no good restaurants.

### Response Paper: Part 1

- Read and complete:

The outline for your response paper is simple:

I. Introductory Paragraph

II. Topic #1 (chosen in the last lesson)

III. Topic #2 (chosen in the last lesson)

IV. Concluding Paragraph

For this lesson, write the opening paragraph of your essay. Typing it on a computer is preferred. Try starting with a question, interesting statement, or short story. End the paragraph with your thesis statement, which tells the reader what the essay is about. The thesis statement should be easy to create since you already have the outline for the essay.

## LESSON 116

Note: There are no spelling exercises for Lessons 116-118.

### Comma Splices

- Read and complete:

A comma splice is when a comma with no coordinating conjunction comes between two independent clauses.

Comma splice (incorrect): I like rain, I don't like snow.

Correct: I like rain, but I don't like snow. OR I like rain. I don't like snow.

Rewrite the sentence twice, showing two ways to avoid a comma splice.

The wind blows, I shut the door.

The wind blows. I shut the door.

The wind blows, so I shut the door.

I want a horse, I'm saving up for one.

I want a horse, so I'm saving up for one.

I want a horse. I'm saving up for one.

## Response Paper: Part 2

**Read and complete:**

For this lesson, you are going to write about the first topic in your essay. Your first topic may be one or more paragraphs long.

Use a topic sentence at the beginning or near the beginning of your paragraph. The topic sentence defines the main idea of the paragraph. Make sure your paragraph sticks to the idea of your topic sentence. Also, use a transitional word or words such as "next," "second," "also," "additionally," "another," and "for example."

### LESSON 117

#### Avoiding Double Negatives

**Read and complete:**

Rewrite the sentence twice, showing two ways to avoid the double negative. Refer to page 253 if needed.

You'll not never find a better book.

You'll never find a better book.

You'll not find a better book.

I scarcely had no time to finish.

I scarcely had time to finish.

I had no time to finish.

## Irregular Plural Nouns

Make each word plural. (Hint: Add ES to words ending with O.)

half	<u>halves</u>	knife	<u>knives</u>
elf	<u>elves</u>	loaf	<u>loaves</u>
potato	<u>potatoes</u>	tomato	<u>tomatoes</u>
volcano	<u>volcanoes</u>	deer	<u>deer</u>

## Homophones

- **WHOSE:** the possessive case of WHO (Whose house is this?)
- **WHO'S:** contraction of the words WHO and IS (Who's coming?)

**Circle the correct word for each sentence.**

1. I wonder **whose** | **who's** working at the library today.
2. Do you know **whose** | **who's** jacket this is?
3. So, **whose** | **who's** going to teach me how to swim?
4. I'm trying to find out **whose** | **who's** bucket this is.
5. **Whose** | **Who's** coming to the meeting?
6. I am not sure **whose** | **who's** notebook is on the counter.
7. Well, **whose** | **who's** strong enough to help me move the couch?

## Response Paper: Part 3

**Read and complete:**

For this lesson, you are going to write about the second topic in your essay. Your second topic may be one or more paragraphs long. Use a topic sentence at the beginning or near the beginning of your paragraph. The topic sentence defines the main idea of the paragraph. Make sure your paragraph sticks to the idea of your topic sentence. Also, use a transitional word or words such as "next," "second," "also," "additionally," "another," and "for example."

### LESSON 118

#### Response Paper: Part 4

**Read and complete:**

Write a concluding paragraph that summarizes your response paper. The paragraph can be very short.

#### TIPS FOR WRITING A SUCCESSFUL CONCLUSION

- Your closing paragraph helps the audience feel a sense of closure.
- Avoid starting your concluding paragraph with overused and boring phrases such as "In conclusion," "In closing," or "As shown in the essay."
- Do not give specific examples or additional evidence in your concluding paragraph. Those things belong in the body paragraphs.
- Keep your conclusion short. The concluding paragraph is typically shorter than the introductory paragraph.

#### Review

**Set a timer for 60 seconds and study the details of the painting on this page.**

**Write a sentence about the painting that meets each of the following criteria:**

**starts with a prepositional phrase that is four or more words long (and is set off with a comma)**

Answers will vary.



Sidney Richard Percy (1821-1886)

**starts with a dependent clause (and is set off with a comma)**

Answers will vary.

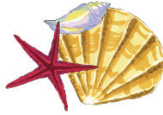
**is a compound sentence (two independent clauses joined with a comma and a coordinating conjunction)**

Answers will vary.

## LESSON 119

## Spelling

- Have your parent or teacher quiz you briefly on words from the sheets titled "Spelling Words to Practice" in the beginning of this course book.
- Have your parent or teacher dictate the following sentences. (Two of these are intentionally repeated from a previous lesson.)



1. We had an excellent adventure at the local beach today. [Have the child circle the preposition.]
2. The influential senator continues his vacation by the seashore. [Have the children underline the compound word.]

## Coordinate Adjectives

- Read and complete:

Coordinate adjectives are adjectives that are right next to each another and modify the same noun. Use a comma to separate coordinate adjectives (adjectives of equal importance). To check if a comma is needed between two adjectives, see if the word AND could be placed between them. Also, see if they can switch places and sound just as normal. If the adjectives sound smooth and correct when changing places or having AND between them, then they need to be separated by a comma because they are equally as important.

## Examples:

- It is a cold, breezy day. (It sounds correct to say, "It is a breezy and cold day.")
- It's an old stone hut. (It sounds incorrect to say, "It's a stone old hut.")
- We bought the big brick house. (It sounds incorrect to say, "We bought the brick and big house.")

Place a comma between coordinate adjectives where needed.

1. We followed the long dirt trail.
  2. Nathan pulled out a worn, faded photograph.
  3. I love that happy, frisky puppy.
  4. The house has a large concrete driveway.
- Set a timer for 60 seconds and study the details of the paintings by Sidney Richard Percy (1821-1886) at the end of this lesson.
- Write a sentence about the painting that uses coordinate adjectives set apart with a comma.

Answers will vary.

## Art: Sidney Richard Percy Part 1

- Read and circle all of the coordinate adjectives. Place commas between the coordinate adjectives of equal importance.

The painting from the previous lesson and the paintings at the end of this lesson that you studied are by Sidney Richard Percy, an English artist. Percy never received any formal training in art; his talented, successful father, who was also an artist, taught him. Sidney Richard Percy was well-known for painting landscapes of cattle grazing on soft, lush fields with beautiful skies and steep, majestic mountains in the distance. All five of Percy's brothers, as well as his daughter Amy, were successful artists.

## That/Which/Who

- In each blank write the correct word: THAT or WHICH. Remember that phrases that are necessary use THAT and phrases that just add more information and could be removed start with WHICH. If you are referring to a person, you use WHO.
1. Last winter, which was way too cold, we bought a new furnace.
  2. The professor over there who is wearing a hat is a great teacher.
  3. A rainstorm, which came out of nowhere, washed away our trail.
  4. The gymnast who broke her arm will not be coming today.
  5. The brave soldier who saved my father was given an award.
  6. That little yellow bird, which I watch every morning, is an American Goldfinch.
  7. The necklace that Mother gave me last year is one of my most prized possessions.

## Run-On Sentences

- Read and complete:

In a **run-on sentence**, two independent clauses are incorrectly joined as one sentence without the appropriate conjunction and/or punctuation.

**Exercise 1:** Correct the following run-on sentence by breaking it into two separate sentences.

Ask your mother she has good advice.

Ask your mother. She has good advice.

**Exercise 2:** Correct the following run-on sentence by using a comma and a coordinating conjunction.

The wind blows the rain falls.

The wind blows, and the rain falls.

## Predicate Adjectives

- Underline the linking verb in each sentence and circle the predicate adjective in each sentence. Refer to page 231 if needed.

1. The tree is short.
2. The soil feels moist.
3. The leaves are deep green.
4. The new tree seems fragile.



## Accept/Except

- Read and complete:

**Accept:** The word "accept" is a verb.

**Except:** The word "except" is not a verb; it is a preposition or subordinating conjunction. It means "but," "leaving out," or "excluding."

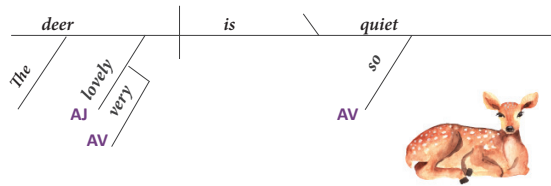
**Exercise:** Circle the correct word choice for each sentence.

1. Please (accept) (except) our invitation to next year's event.
2. All the gymnasts (accept) (except) Jane went to the meet.
3. Mr. Johnson could not (accept) (except) my decision.
4. My sister hopes to be (accepted) (excepted) to medical school.
5. (Accept) (Except) for next week, I am not very busy.

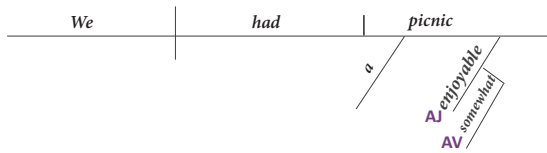
## Diagramming Adverbs that Modify Adjectives or Other Adverbs

- Diagram the sentences below. Remember to put AJ for adjectives and AV for adverbs. On [www.jennyphillips.com/videos](http://www.jennyphillips.com/videos), watch the video to learn Step 12 of diagramming if you need help.

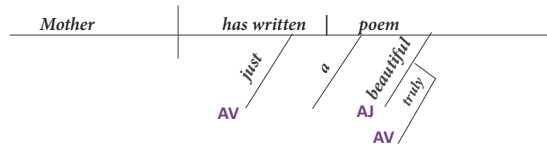
The very lovely deer is so quiet.



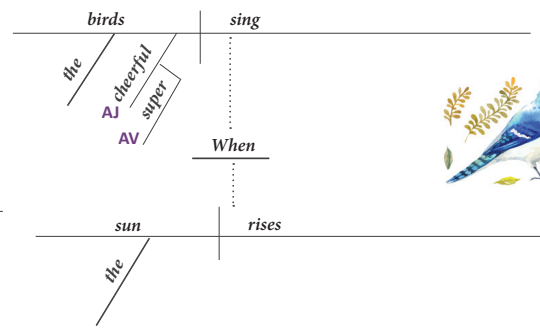
We had a somewhat enjoyable picnic.



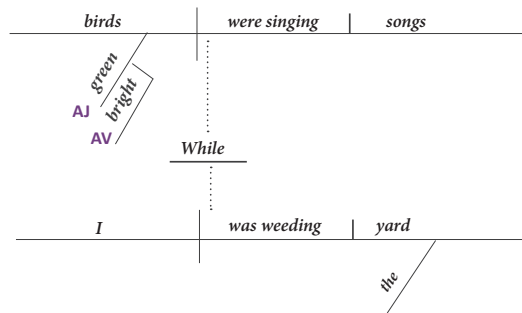
Mother has just written a truly beautiful poem.



When the sun rises, the super cheerful birds sing.



Bright green birds were singing songs while I was weeding the yard,





  
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