




**LANGUAGE ARTS  
& LITERATURE**  
LEVEL FOUR

COURSE BOOK

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

  
THE *Good* AND THE *Beautiful*  
CURRICULUM



**3RD EDITION**

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# HOW THIS EDITION DIFFERS FROM PAST EDITIONS

## Writing and spelling are taught more effectively.

Writing instruction is much stronger in this new edition. Children not only learn to write effectively, but they also discover joy as they let their personalities shine through while writing.

Our new spelling workshops were designed after years of researching and testing spelling instruction, finding what is effective, what is not effective, and what makes spelling practice fun for children. Spelling instruction in the new edition is more robust, effective, and thorough than in previous editions.

## There are fewer components.

Past editions of the course had six components. Improved organization of the course retains the effectiveness of the course, using only four components: a course book, a workshops book, and two readers.

## The daily checklist items are now incorporated into the lessons.

Past editions included a checklist of items to complete each day. With this new edition, there is no daily checklist. Everything is incorporated into the lessons, making the course easier to use.

## Challenging word cards are replaced with The Challenging Sentence Climb.

Rather than having challenging word cards that the child reads to the parent or teacher in most lessons, the course now incorporates those words in The Challenging Sentence Climb, a more fun, effective, and engaging activity that connects words to their meanings.

## The lessons are shorter.

Improved organization and lesson design allows for shorter lessons, all while covering the same principles with the same effectiveness.

## The answer key is no longer in the back of the course books.

The answer key is now available as a free PDF on the FAQs page for Level Four language arts on [goodandbeautiful.com](http://goodandbeautiful.com).

## Geography & Grammar Cards are no longer used in Level Four.

Children still study grammar and geography principles in Level Four, but the use of *Geography & Grammar Cards* now begins in Level Five.

## No book pack is required.

All reading integrated with the course is contained in the two readers that come with the course.

## Other Differences in This Edition

- The following topics are now introduced in Level Five rather than Level Four: commas with introductory words, capitalization rules for family names, antecedents, subordinating conjunctions, dependent clauses, diagramming commands, complex sentences, and compound direct objects.
- The course book is now in color, not black and white. Many of the beautiful paintings and maps from the past edition of the *Level Four Creative Companion* are now incorporated into the course book.

# LEVEL FOUR AT-A-GLANCE

## GEOGRAPHY & ART

- Art and nature appreciation
- Comparing and contrasting artwork
- Pastels instruction and practice
- Art terms: art mediums, blending, cross-hatching, feathering, hue, impressionism, intensity, layering, light and shadow, murals, portrait and landscape orientation, stippling, value
- Geography terms and topics: appreciation for geography, Asia, Belgium, bilingual and multilingual, Canada, cardinal directions, cartography, Central America, climate and climate zones, contiguous states, compass rose, continents, Costa Rica, density, population, elevation, equator, Europe, finding direction by the sun, France, Great Lakes, Italy, key/legend, landlocked, languages of South America, lines of latitude, Luxembourg, Mexico, Mt. Everest, natural resources, Northern and Southern Hemispheres, oceans, patterns in nature, physical maps, political boundaries, provinces and territories, regions, relief maps, rural, scale with maps, Scotland, sea level, Sierra Madres, standard of living, strait, the Mediterranean, the Netherlands, topographic maps, United States of America, urban, Washington, DC
- Artists studied: Carl Frederik Aagaard, Albert Bierstadt, J.E.H. MacDonald, Claude Monet, Emile Claus, Vincent van Gogh, Theodoor Verstraete

## GRAMMAR, PUNCTUATION, & USAGE

- A sentence needs three things
- Abbreviations
- Alphabetizing
- Avoiding double negatives
- Capitalization rules: proper nouns and titles
- Commas in a series, commas with geographical locations, commas with compound sentences
- Comparative and superlative adjectives

- Compound sentences vs. compound verb phrases
- Compound subjects and verbs
- Coordinating conjunctions
- Editing
- Helping verbs
- Homophones and commonly confused words
- Idioms
- Independent clauses
- Irregular past tense
- Irregular plural nouns
- Much vs. many
- Parallel construction
- Parts of speech (articles, nouns, verbs, adjectives, adverbs, pronouns)
- Possessive nouns and apostrophes
- Prefixes and suffixes
- Prepositions and prepositional phrases
- Quotation punctuation
- Semicolons
- Sentence diagramming
- Simple and compound sentences
- Synonyms and antonyms

## WRITING

- Adding description and dialogue
- Adding sensory language and well-chosen verbs
- Avoiding redundancy and writing concisely
- Creating outlines (fiction and nonfiction)
- Learning from the masters
- Poetry writing
- Proofreading
- rewriting in your own words
- varying sentence length and structure

- writing a summary
- Writing book reports and book reviews
- Writing effective opening lines
- Writing effective parts of an essay: opening, body, and closing
- Writing fictional stories
- Writing from the heart
- Writing informative essays
- Writing news articles
- Writing thank-you notes

## READING & LITERATURE

- Challenging reading practice
- Comparing and contrasting
- Discerning right and wrong messages in literature
- Identifying main ideas
- Literary devices (simile, personification, alliteration, onomatopoeia)
- Parts of a book
- Plot diagrams
- Poetry appreciation
- Point of view
- Reading and writing about character-building literature of high literary value
- Recognizing and choosing literature with high moral and literary value
- vocabulary

## SPELLING

- Base words, prefixes, and suffixes
- Challenging spelling words
- Contractions
- Spelling patterns, principles, and rules



## ABOUT THIS COURSE

### Items Included in This Course Set

- *Level Four Course Book*
- *Level Four Spelling & Writing Workshops*
- *Level Four Personal Reader*
- *Level Four World Biographies Reader*

### Additional Items Needed

- **Books of your choice from *The Good and the Beautiful Book List* on the child's personal reading level**

Each lesson has the child read a book of his or her choice from *The Good and the Beautiful Book List* for 20 minutes or more. It is important that the child does not skip the reading and that he or she reads books with high moral and literary value. Choose books on the child's reading level (which might be different from his or her course level) or one level higher or lower. Have the child take the Reading Level Assessment on [goodandbeautiful.com/library](http://goodandbeautiful.com/library).

- **Tracing paper (or very thin paper)**
- **A set of chalk pastels (at least 24 colors), art tape, workable fixative spray, cotton swabs, white watercolor or pastel paper (at least 10 sheets, 9"x12"), paper towels**
- **A dice**

### Subjects Covered in This Course

- Reading
- Literature
- Spelling
- Writing
- Punctuation
- Vocabulary
- Geography
- Art Appreciation
- Art Instruction
- Grammar and Usage

A handwriting course and a typing program from *The Good and the Beautiful*, or another handwriting course and a typing program, should be used two to four days a week in conjunction with this course.

### Course Principles

- **Connects Multiple Subjects**  
Connecting multiple subjects gives learning deeper meaning and interest. It also eliminates the expense and trouble of purchasing and using six or seven different courses rather than just one.
- **Emphasizes the Good and the Beautiful: God, Family, Nature, and High Moral Character**
- **Focuses on High-Quality, Wholesome Literature**
- **Emphasizes Reading**  
Children in Level Four are at a stage when improving and cementing strong reading skills is very important. In addition, reading large amounts of high-quality literature greatly improves writing, spelling, vocabulary, grammar and usage, concentration, analytical thinking skills, character, and more. Thus, Level Four integrates a large amount of reading into the course.
- **Creates Excellent Writers and Editors**

## Understanding the Course Items

- **Level Four Course Book**

To complete the course in one school year, the child should complete one lesson in the course book daily, four days a week.

- **Level Four Spelling & Writing Workshops**

The course book tells students when to complete assignments in the *Level Four Spelling & Writing Workshops* book. This workbook also contains the Appendix for the course and The Challenging Sentence Climb.

- **Level Four Readers**

The course indicates when to read in the readers. The readers are integrated with the lessons and required to complete the course.

## How the Course Works

With Level Four and above, the child will practice self-governance and do much of the learning on his or her own. The lessons are designed to be engaging and very clear, and they go in small, incremental steps so that the child is not confused or overwhelmed.

The parent or teacher should check the child's work on a daily basis, giving feedback.

## Answer Key

An answer key is available as a free PDF on the FAQs page for Level Four language arts on [goodandbeautiful.com](http://goodandbeautiful.com).

## Art

In addition to learning about the lives and works of different artists, an emphasis is placed on learning to appreciate and find beauty in art. Some lessons focus mainly on art, while art is also integrated within language arts, literature, writing, and geography sections. Establishing connections across the content areas in this way makes learning more meaningful and interesting. Hands-on art projects in the course focus on chalk pastels.

## Length of Daily Work/Length of Course

The time needed to complete coursework each day will vary greatly according to each child. Here is a sample schedule for an average child:

2–4 minutes: Parent/Teacher Section

30 minutes: Student Section

20 minutes: Personal Reading (can be done any time of the day)

Because children work at different speeds for different concepts, lessons will not consistently take the student the same amount of time. Plan on lessons usually taking between 15 and 35 minutes.

If the child completes one lesson daily, four days a week, the child will finish the course in one average school year. This allows for five weeks of vacation days and/or sick days in addition to normal school breaks for Thanksgiving, Christmas, and spring break.

## Course Reviews

Children learn and practice new grammar, punctuation, and usage concepts in each unit. To prevent children from over practicing concepts they have mastered, three course reviews will test and identify principles that still need practice. Students will then be directed to do additional practice only for those concepts. This is the course structure:

Unit 1: Lessons 1–17	<b>Section Review: Lessons 67–68</b>
Unit 2: Lessons 18–32	Unit 5: Lessons 69–84
<b>Section Review: Lessons 33–34</b>	Unit 6: Lessons 85–99
Unit 3: Lessons 35–50	<b>Section Review: Lessons 100–101</b>
Unit 4: Lessons 51–66	Unit 7: Lessons 102–120 (reviews the entire course)

# TIPS FOR PARENTS AND TEACHERS

## Slow Readers

Since reading literature of high moral and literary value is one of the best uses of time for children, this course incorporates a good amount of reading. It improves reading fluency and speed, comprehension, spelling, writing, vocabulary, focus, analytical thinking skills, character, and more. If the child is a slower reader, consider reading with the child, alternating each paragraph.

## Writing in Small Spaces

Children in Level Four will learn how to write with smaller letters. To help your child fit everything in the space provided, remind the child to start at the very beginning of the line.

## The Challenging Sentence Climb

If you find that your child is starting to memorize the sentences in The Challenging Sentence Climb (those who memorize fast or have to work on one of the climbs for a particularly long period of time), skip to a different climb for a week or two, and then go back to the original climb.

## Typing Practice

Children in Level Four should practice typing skills often. Many writing assignments in Level Five will be typed, as typing will allow children to more easily edit their writing.

## Parent Q&A

**Q: In each unit my child practices 12 challenging spelling words (taken from the Appendix of *Level Four Spelling & Writing Workshops*). What do I do if my child seems to have mastered those spelling words before the unit ends?**

A: It's up to you. If you are at least halfway through the unit, you can have the child continue to practice the words to make sure they remain mastered. If you are less than halfway through the unit, you may choose to give the child a new list of words, using words from the Appendix of *Level Four Spelling & Writing Workshops*.

**Q: Should I be editing my child's writing assignments in the writing workshops and having him or her rewrite them?**

A: At this level, after giving deserved praise, point out obvious errors, such as missing periods. Also make sure the child followed instructions, such as using two or more transition words. Other than that, we suggest not having the child rewrite writing assignments until the course prompts the child to edit and revise writings. This is so that beginning writers can better learn to enjoy writing and feel confident and free when they write.

**Q: What if the lessons are taking longer than the average time to complete?**

A: If the child is able to understand the information but is completing the assignments slowly, consider moving through the course slowly, even if it takes more than one school year. If the child is having a hard time understanding the information, the level may be too advanced for the child.

**Q: My child has completed The Challenging Sentence Climb. What do we work on now?**

A: If the child masters The Challenging Sentence Climb before the course ends, it is suggested that you do the following in place of The Challenging Sentence Climb. Have the child read 1–2 pages to you from a book that is two levels above the child's personal reading level. Have the child take the Reading Level Assessment on [goodandbeautiful.com/library](http://goodandbeautiful.com/library), and use *The Good and the Beautiful Book List* to select a book at the right level.

# UNIT 1 OVERVIEW

## Grammar, Punctuation, & Usage

- Abbreviations—Part 1
- Editing
- Parts of speech: adjectives, adverbs, articles, nouns, pronouns, verbs
- Quotation punctuation: commas
- Quotation punctuation: periods
- Sentence diagramming
- Singular and plural possessive nouns
- Synonyms and antonyms

## Homophones

- heal/heel
- it's/its
- past/passed
- peak/peek
- stairs/stares
- their/there/they're

## Other

- Alphabetizing
- Reading comprehension
- Vocabulary

## Writing (in the *Level Four Spelling & Writing Workshops*)

- Avoiding redundancy
- Learning from the masters
- Opening sentences
- Rhyme schemes
- Summarizing
- Topic sentences
- Using sensory language: color
- Using sensory language: sound
- Writing effective paragraphs
- Writing from the heart
- Writing poetry

## Literature, Art, & Geography

- Art study
- Art terms: hue, intensity
- Artists: Carl Frederik Aagaard, Herman A. Kahler, Hendrik Voogd
- Choosing good books
- Copyrights
- Geography terms: cardinal directions elevation, physical maps, strait
- Fiction vs. nonfiction
- Italy
- Pastels
- Poetic reading and devices: alliteration, onomatopoeia
- Protagonists and antagonists
- The Mediterranean

## Spelling (in the *Level Four Spelling & Writing Workshops* book)

<b>Spelling Rules</b>	#1: Double S, F, or L at the end of words
	#2: Double consonants in the middle of words
<b>Principles</b>	Long and short vowels
	Syllables
	Words that end with /er/
	Plural nouns: F and FE
<b>Suffixes</b>	-ful, -less
<b>Prefixes</b>	semi-, pre-
<b>Spelling Patterns</b>	Challenging words with QU
<b>Contractions</b>	aren't, isn't, we're, she'd, who's, can't, it's, we've

## Challenging Spelling Words

**Instructions:** When the course indicates to do so, quiz the child on the challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops*. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below. Repeat until all 12 spaces contain a word. These are the challenging spelling words the child will practice in this unit.

Group 1	Group 2



# UNIT 2 OVERVIEW

## Grammar, Punctuation, & Usage

- A sentence needs three things
- Abbreviations—Part 2
- Capitalizing proper nouns
- Coordinating conjunctions
- Editing
- Independent clauses and fragments
- Parallel structure in a series
- Sentence writing
- Synonyms and antonyms

## Homophones

- brake/break
- bury/berry
- cheap/cheep
- chews/choose
- creak/creek
- crews/cruise

## Other

- Alphabetizing
- Reading comprehension
- Vocabulary

## Writing (in the *Level Four Spelling & Writing Workshops*)

- Adding description
- Conflict
- Effective opening sentences
- Learning from the masters
- Rewriting in your own words
- Topic sentences
- Using sensory language: touch
- Using transition words
- Varying first words in a paragraph
- Writing effective paragraphs
- Writing from the heart
- Writing thank-you notes

## Literature, Art, & Geography

- Art study
- Geography terms: climate and climate zones, equator, lines of latitude, natural resources, Northern and Southern Hemispheres, relief maps, Sierra Madres, Tropic of Capricorn
- Landscape and portrait orientation
- Maxims
- Mexico
- Pastels
- Poetic devices: alliteration, personification, similes
- Poetry reading
- Scotland

## Spelling (in the *Level Four Spelling & Writing Workshops* book)

<b>Spelling Rules</b>	Applying spelling rules to the base words and compound words
	#3: K, C, or CK at the end of words
	#4: K or C at the beginning or middle of words
	#5: 1-1-1 Rule
<b>Principles</b>	Making nouns that end with O plural
	Making nouns that end in F and FE plural
	Irregular plural nouns
<b>Suffixes</b>	-ance, -ence
<b>Spelling Patterns</b>	Challenging words with AGE and UE
<b>Contractions</b>	we'd, don't, mustn't, weren't, doesn't, she's, he's

## Challenging Spelling Words

**Instructions:** The course will indicate when to quiz the child on the challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops*. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below. Repeat until all 12 spaces contain a word. These are the challenging words the child will practice in this unit.

Group 1	Group 2

# UNIT 3 OVERVIEW

## Grammar, Punctuation, & Usage

- Commas in a series
- Direct objects
- Editing
- Objects of prepositions
- Phrases
- Prepositions and prepositional phrases
- Semicolons
- Sentence diagramming

## Homophones

- desert/dessert
- flea/flee
- flour/flower
- flu/flew
- guessed/guest
- higher/hire

## Other

- Alphabetizing
- Reading comprehension
- Vocabulary

## Writing (in the *Level Four Spelling & Writing Workshops*)

- Conflict
- Effective paragraph writing
- Learning from the masters
- Outlining a story
- Using sensory language: smell
- Using well-chosen verbs
- Writing a book review
- Writing a story
- Writing from the heart

## Literature, Art, & Geography

- Art study
- Artists from Belgium, the Netherlands, and Luxembourg
- Belgium
- Cartography and cartographers
- Geography terms: bilingual, inland, landlocked, multilingual
- Historical fiction
- Horizon
- Keys and legends
- Luxembourg
- Pastels
- Political boundaries
- Regions
- Standard of living
- The Netherlands
- Art term: Value

## Spelling (in the *Level Four Spelling & Writing Workshops* book)

<b>Spelling Rules</b>	#6: making words plural that end in SH, CH, Z, X, S, or Y
	#7: CH or TCH at the end of words
<b>Suffixes</b>	-er, -ment
<b>Prefixes</b>	non-, post-, over-, un-
<b>Spelling Patterns</b>	Challenging words with PH
	Challenging words with GN
<b>Contractions</b>	we'll, she's, what's, haven't, didn't, it'll, he'll, shouldn't

## Challenging Spelling Words

**Instructions:** When the course indicates to do so, quiz the child on the words from Unit 2 and write words on the spaces below that the child did not master in Unit 2. The course will also indicate when to quiz the child on the challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops* book. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below. Repeat until all 12 spaces below contain a word. These are the challenging words the child will practice in this unit.

Group 1	Group 2

# UNIT 4 OVERVIEW

## Grammar, Punctuation, & Usage

- Abbreviations: Part 3
- Capitalization and titles
- Commands
- Editing
- Parallel construction
- Run-on sentences
- Verb tenses

## Homophones

- knead/need
- mail/male
- marry/merry
- pail/pale
- pain/pane

## Other

- Alphabetizing
- Reading comprehension
- Vocabulary

## Writing (in the *Level Four Spelling & Writing Workshops*)

- Adding description
- Learning from the masters
- News article writing
- Rewriting in your own words
- Summarizing
- Using sensory language: taste
- Varying first words in a paragraph
- Writing effective paragraphs
- Writing from the heart

## Literature, Art, & Geography

- Art study
- Artist: Albert Bierstadt
- Contiguous states
- Idioms
- Light and shadow
- Literature: context clues, judging books, summarizing
- United States of America
- US Capitol, Washington Monument, White House, Statue of Liberty
- US National Parks
- Washington, DC

## Spelling (in the *Level Four Spelling & Writing Workshops* book)

<b>Spelling Rules</b>	#8: DGE
	#9: Consonant + LE
<b>Principles</b>	Recognizing vowel vs. consonant suffixes
<b>Suffix</b>	-al
<b>Prefixes</b>	over-, un-
<b>Spelling Patterns</b>	WR
	Challenging words with ACC
<b>Contractions</b>	couldn't, hadn't, he's, it's, she'd, she'll, where's, who'll

## Challenging Spelling Words

**Instructions:** When the course indicates to do so, quiz the child on his or her challenging spelling words from Unit 3 and write the words **broken into syllables** that the child did not master in the spaces below. The course will also indicate when to quiz the child on challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops* book. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below **broken into syllables**. Repeat until all 12 spaces contain a word. These are the challenging words the child will practice in this unit.

Group 1	Group 2

# UNIT 5 OVERVIEW

## Grammar, Punctuation, & Usage

- Comparative and superlative adjectives
- Compound sentences
- Compound subjects
- Compound verbs and verb phrases
- Editing
- Helping verbs
- Idioms
- Sentence diagramming

## Homophones

- peace/piece
- pear/pair
- plain/plane
- pole/poll
- rain/reign/rein
- to/too

## Other

- Reading comprehension
- Venn diagram
- Vocabulary

## Writing (in the *Level Four Spelling & Writing Workshops* book)

- Effective paragraph writing
- Learning from the masters
- Rewriting in your own words
- Using an online rhyming dictionary
- Using dialogue
- Using well-chosen verbs
- Varying first words in a paragraph
- Writing with alliteration
- Writing from the heart

## Literature, Art, & Geography

- Art study
- Artists from Canada
- British Columbia
- Canada
- Geography terms: compass, diverse, culture, fertile, key, legend, provinces, territories
- Great Lakes
- Labeling maps
- Mountains of Canada
- Pastels
- Prince Edward Island
- Quebec and Ontario
- Wildlife in Canada

## Spelling (in the *Level Four Spelling & Writing Workshops* book)

<b>Spelling Rules</b>	#10: Adding a vowel suffix to base words ending in Silent E
	#11: Changing Y to I
<b>Suffixes</b>	-ure, -tion
<b>Spelling Principles</b>	Identifying root words
	Irregular past tense
<b>Spelling Patterns</b>	Challenging words ending with OW
<b>Contractions</b>	I'll, I'd, they're, I'm, they've, you'll, I'd, won't

## Challenging Spelling Words

**Instructions:** When the course indicates to do so, quiz the child on his or her challenging spelling words from Unit 4 and write the words the child did not master in the spaces below. The course will also indicate when to quiz the child on the challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops* book. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below. Repeat until all 12 spaces below contain a word. These are the challenging words the child will practice in this unit.

Group 1	Group 2

# UNIT 6 OVERVIEW

## Grammar, Punctuation, & Usage

- Avoiding double negatives
- Commas with geographical locations
- Editing
- Much vs. many
- Sentence diagramming
- Simple and compound sentences
- Synonyms and antonyms

## Homophones (Review of Units 1 and 2)

- brake/break
- bury/berry
- cheap/cheep
- chews/choose
- creek/creak
- crews/cruise
- heel/heal
- it's/its
- past/passed
- peak/peek
- stairs/stares
- their/there/they're

## Other

- Alphabetizing
- Manners: being a houseguest
- Reading comprehension
- Vocabulary

## Writing (in the *Level Four Spelling & Writing Workshops*)

- Effective paragraph writing
- Learning from the masters
- Varying first words in a paragraph
- Writing from the heart
- Writing thank-you notes

## Literature, Art, & Geography

- Art study
- Art terms: impressionism, subject
- Claude Monet
- Climax
- Conflict
- Context clues
- Exposition
- Falling action
- France
- Geography terms: antipodes, terrain, tributary, plateau, atoll, crevasses
- Pastels
- Plot diagrams
- Reading a map
- Resolution
- Rising action
- Table of contents
- Vincent van Gogh

## Spelling (in the *Level Four Spelling & Writing Workshops* book)

<b>Review</b>	Review of all spelling rules, principles, and patterns from Unit 1
<b>Spelling Rules</b>	#12: Words that end with V or U
	#13: Singular words that end with S
<b>Suffix</b>	-sion
<b>Spelling Patterns</b>	CH says /k/ (orchestra, orchid, ache, choir, etc.)
	Words with Y in the middle (rhyme, hymn, etc.)
<b>Contractions</b>	he'd, that's, wouldn't, there's, you're, here's, doesn't, it's, we've, isn't, she'd, who's, can't

## Challenging Spelling Words

**Instructions:** When the course indicates to do so, quiz the child on his or her challenging spelling words from Unit 5 and write the words **broken into syllables** on the spaces below that the child did not master in Unit 5. The course will also indicate when to quiz the child on the challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops* book. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below **broken into syllables**. Repeat until all 12 spaces contain a word. These are the challenging words the child will practice in this unit.

Group 1	Group 2

# UNIT 7 OVERVIEW

## Grammar, Punctuation, & Usage

- Editing
- Reviewing all principles taught in Units 1–6

## Homophones

- Reviewing all homophones from Units 1–6

## Other

- Logic
- Reading comprehension
- Vocabulary

## Writing (in the *Level Four Spelling & Writing Workshops* book)

- Adding description
- Avoiding redundancy
- Identifying point of view
- Learning from the masters
- Proofreading
- Rewriting in your own words
- Summarizing
- Using sensory language
- Writing an informative essay
- Writing from the heart

## Literature, Art, & Geography

- Art appreciation
- Central America
- Costa Rica
- Languages of South America
- Murals
- Pastels
- Using scale with maps

## Spelling (in the *Level Four Spelling & Writing Workshops* book)

<b>Spelling Rules</b>	Review Rules 3–13
<b>Suffixes</b>	-ious, -tion
<b>Prefixes</b>	non-, post-, over-, un-
<b>Spelling Patterns and Principles</b>	Review of Units 2–6
	TURE
<b>Contractions</b>	you'd, I've, they'll, they'd, and review

## Challenging Spelling Words

**Instructions:** When the course indicates to do so, quiz the child on his or her challenging spelling words from Unit 6 and write the words **broken into syllables** on the spaces below that the child did not master in Unit 6. The course will also indicate when to quiz the child on the challenging spelling words in the Appendix of the *Level Four Spelling & Writing Workshops* book. If the child spells a word correctly, cross it out. If the child spells a word incorrectly, write it below, **broken into syllables**. Repeat until all 12 spaces contain a word. These are the challenging words the child will practice in this unit.

Group 1	Group 2