

QUARTER 1

EXPECTED STUDENT OUTCOMES

1 The Palette of the Imagination

- Enjoy, admire, and discuss poetry and language as an art.
- o Set up the weekly spelling, penmanship, and notebook recording routines.
 - o Review the Word Analysis process to be practiced weekly.
 - o Review and practice the Writing Process, clustering ideas to order thinking.
 - o Review the book review process and plan for its completion in quarter one.

2 The Color of Language

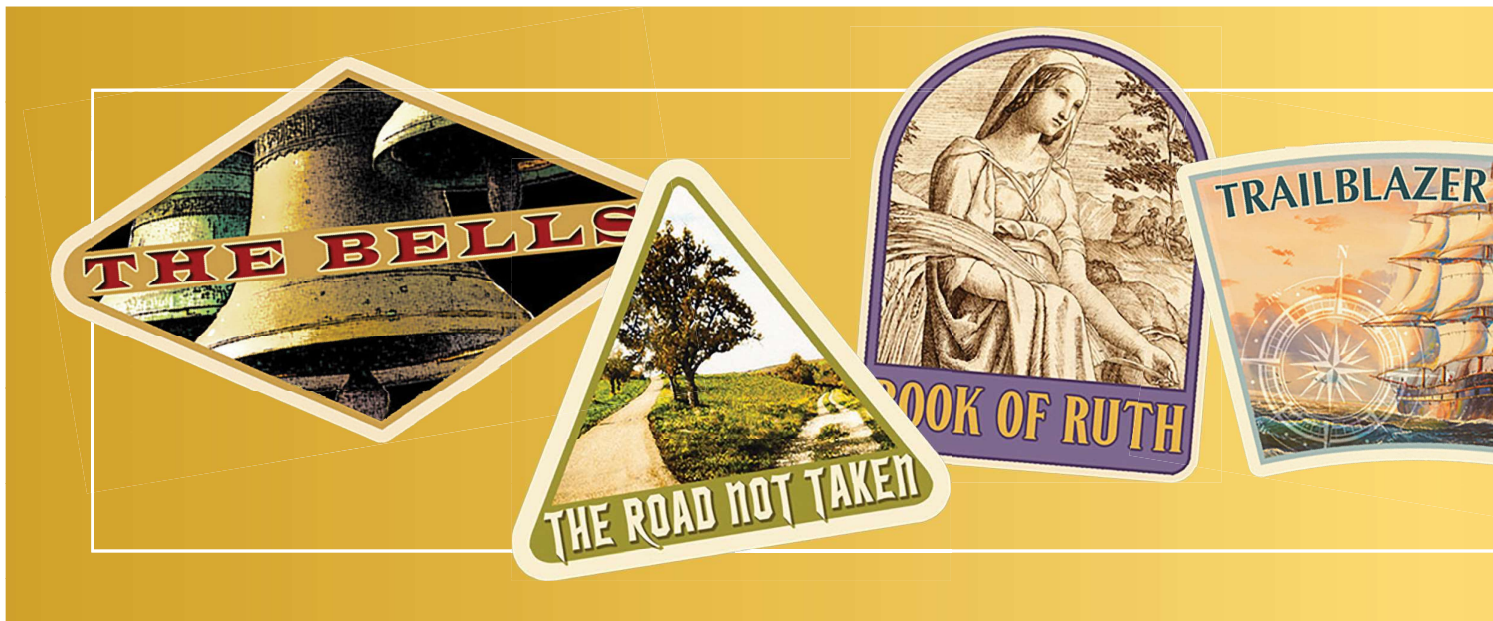
- Grow appreciation of poetry and poetic language; thorough review of syntax and sentence analysis.
- o Identify onomatopoeia and alliteration as prosody.
 - o Review and unlock the five sentence patterns.
 - o Memorize and recite a poem.
 - o Write a paragraph titled, "Literature as Art." Cluster on board for pre-writing.

3 The Music of Language

- Learn rhythm and rhyme, dialect, and prosody elements.
- o Identify the rhythm of poetry in accented syllables.
 - o Identify types of sentences with clauses, complex and compound; conjunctions.
 - o Diagram simple, complex, and compound sentences. Demonstrate and practice.
 - o Write a paragraph "How Poetry Builds Language Ability."

4 Robert Frost: Poet of New England

- Meet Robert Frost and appreciate the art of his poetry.
- o Identify meter and imagery in Frost's poems.
 - o Write a 3-paragraph composition as directed.
 - o Practice sentence diagramming with all types of sentences.



WEEK 2

THE COLOR OF POETRY

GOALS

1. Identify the patterns of English language enables us to communicate thoughts and understand each other and the spoken or written word.
2. Define sentence, language, and syntax.
3. Review and practice the five sentence patterns.
4. Identify sentence patterns is practiced weekly until the process becomes automatic in Level Four.
5. Introduce Poetry

LITERATURE

Internalizing the principles, leading ideas, and major themes of the literature

ANALYSIS OF PATTERNS

Analyzing literary elements, grammatical structures, and models of language

STUDENT EXPRESSION

Oral discussion and presentation for written reflections and formal compositions

THE COLOR OF POETRY

What is poetry?

Poetry suggests color to make ideas 'alive' to us. Show examples in the selected poems. What lines make pictures "pop" in your mind when you hear them? Remember poetry is written for the ear more than for the eye, yet it presents color images in your mind.

- "Life has Loveliness to Sell"
- "What is poetry?"
- "Pied Beauty"
- "Great, Wide, Beautiful, Wonderful World"

WEEKLY ROUTINES

Continue skill-building weekly penmanship and spelling routines.

PROSODY

Introduce alliteration as a poetic device and identify examples in the poetry. Review rhyme scheme and identify it in the poetry.

ETYMOLOGY

noble, nobleness, nobly, ennoble; invoke, invocation, vocabulary, vocal

SYNTAX

Review sentence pattern analysis thoroughly practicing on the Sentence Pattern Chart.

Find and mark the pattern.

1. Two roads diverged in a yellow wood.
2. I kept the first for another day.
3. He gives his harness bells a shake.
4. In the beauty of the lilies Christ was born across the sea.
5. We can make our lives sublime.
6. You can hear the kyouck and gobble of the struttin' turkey-cock.

SENTENCE DIAGRAMMING

Introduce sentence diagramming on pages 33-34, demonstrating on the board.

DISCUSSION

Discuss each poem eliciting the meanings from students.

ELOCUTION

Choose a verse from one of the poems for memorization and recitation and choral reading.

COMPOSITION

Write a reflection on "Great, Wide, Beautiful, Wonderful World."



WEEK 7

"HOPE AND KEEP BUSY"

GOAL: Read aloud Chapters 15-16.

REASONING FROM THE CLASSICS

Principles and Leading Ideas

LEADING IDEAS

Continue highlighting Theme #1 and Theme #2 as they appear in the story

ANALYSIS OF PATTERNS

Literary Analysis, Syntax, Etymology, Prosody

ORTHOGRAPY

Continue weekly routines of spelling and penmanship.

PLOT

Record the plot in one or two sentences for Chapters 15 and 16.

CHARACTERIZATION

Continue to record characterizations.

SETTING

Continue to record setting.

ETYMOLOGY

energy, energetically, energize, reenergize, unenergetic

SYNTAX

1. Everyone scattered like leaves before a gust of wind.
2. The sun came out, and she saw it shining on the group at the gate.
3. I've been working away at mathematics until my head is in a muddle.
4. The clocks were striking midnight, and the rooms were very still.
5. The rattle of an approaching carriage made them all start and listen.
6. News from their father comforted the girls very much.

EXPRESSION

Elocution, Discussion, Composition

DISCUSSION

Reading Aloud Together questions.

COMPOSITION

Using the research from the Word Study on "work," direct the student to write a composition about "work" using the leading questions to develop their ideas. Use the Writing Process.



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WEEK 8

BOAZ REDEEMS RUTH



THE TOWN GATE

In Bible times, the town gate was the place for meetings, where business was conducted, and contracts were signed. The city was governed by the elders, who required 10 men to make a lawful public assembly. Boaz meets the other contender, a closer relative with the right to marry Ruth. A “contender” means someone who is a competitor or challenger. The relative declines to marry Ruth because he cannot pay the expenses of a wife. Boaz, being wealthy, can “redeem” Ruth. The contender offers his shoe to Boaz to confirm the transaction. This was an ancient method of sealing the contract.

Ruth is a testimony to the blessing that comes to those who live in a relationship with God and God’s providential hand. Love worked a miracle in her life, and she and Naomi were lifted from poverty and obscurity (unknown). Although a foreigner from Moab, Ruth was successfully brought into the Hebrew society.

LITERARY DEVICE

Authors use the literary device of foreshadowing. Foreshadowing is a way to give a hint of something to come, like a future event, and it provides curiosity and mystery to the story. The Book of Ruth is more than a love story because it foreshadows the coming of Jesus Christ, our Redeemer.

LITERARY DEVICE: FORESHADOWING

- 1. Record the definition of foreshadowing.
- 2. Record this chart after the definition for foreshadowing.
- 3. How does Boaz foreshadow Christ the Redeemer? Answer in complete sentences using the chart.

BOAZ FORESHADOWS CHRIST

BOAZ THE KINSMAN-REDEEMER

- 1. The grandfather of David
- 2. Landowner in Bethlehem
- 3. Protected Ruth
- 4. Redeemed Ruth
- 5. Their son Obed became an heir and ancestor to Christ

CHRIST THE REDEEMER

- 1. Born of the house of David
- 2. Born in Bethlehem
- 3. Protects us from evil
- 4. Redeems us from sin
- 5. We are heirs of God through Christ



THE CLASSIC: SETTING

1. Complete the map of New England using the map standard.

Locate the following:

- | | | |
|-------------------------|------------------------|---------------------------------|
| a. <i>Massachusetts</i> | e. <i>Rhode Island</i> | i. <i>Salem</i> |
| b. <i>Connecticut</i> | f. <i>Vermont</i> | j. <i>Massachusetts Bay</i> |
| c. <i>Maine</i> | g. <i>Boston</i> | k. <i>Merrimack River</i> |
| d. <i>New Hampshire</i> | h. <i>Concord</i> | l. <i>Atlantic Ocean</i> |
| | | m. <i>Appalachian Mountains</i> |

2. Record the description of the setting using the words of the author.

Can you find others?

- a. *The story begins in the March home in Concord, Massachusetts, during the Civil War.*
- b. *"the firelight shone brightly"*
- c. *"our men are suffering so in the army"*
- d. *"the gray dawn of Christmas morning"*
- e. *"blue and yellow chintz curtains"*

THE CLASSIC: PLOT

Record one or two sentences, in your own words that summarize the plot in each chapter.

1. Chapter 1
2. Chapter 2

ETYMOLOGY

Complete a Word Pattern Chart.

- | | | |
|-----------------------|----------------------|-------------------------|
| 1. <i>family</i> | 2. <i>familiar</i> | 3. <i>familiarly</i> |
| 4. <i>familiarize</i> | 5. <i>unfamiliar</i> | 6. <i>refamiliarize</i> |

THEME #2 A LOVING HOME: THE FIRST SPHERE OF GOVERNMENT

1. The home is where we learn Christian self-government.
2. The parents are to provide, protect, and educate the children.
3. The home should be well-managed so the family can dwell together securely.
4. The home requires work and sometimes sacrifice of each member to run smoothly.
5. The United States of America is our national home.

READING ALOUD TOGETHER: CHAPTERS 5-6

Chapter 5 “Being Neighborly”

1. How does Jo get to know Laurie better? What is he like?
2. How are the girls “neighborly” to Laurie?

Chapter 6 “Beth Finds the Palace Beautiful”

1. What is the “Palace Beautiful?” How did Beth find it?
2. How does timid Beth overcome her fear? What happens between Old Mr. Laurence and Beth?

WORDS TO KNOW

<i>sphere</i>	round solid figure; area of activity and interest
<i>pate</i>	the head
<i>curiosities</i>	unusual objects
<i>redoubtable</i>	formidable, worthy of respect
<i>conservatory</i>	a large greenhouse
<i>heliotrope</i>	fragrant purple flower
<i>crotchety</i>	crankiness or ill-tempered