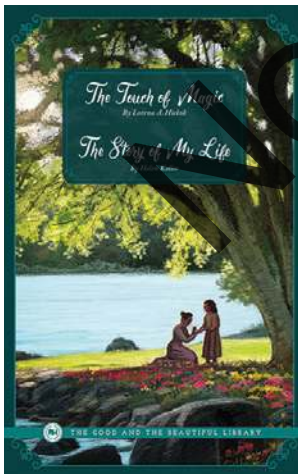


The Good and the Beautiful

LEVEL EIGHT

# BOOK STUDY

THE TOUCH OF MAGIC BY LORENA A. HICKOK AND  
THE STORY OF MY LIFE BY HELEN KELLER



- Writing
- Spelling
- Grammar, usage, and punctuation
- Vocabulary
- Literature
- Handwriting
- Art

# LEVEL 8

## BOOK STUDY

*The Touch of Magic*

by Lorena A. Hickok

*The Story of My Life*

By Helen Keller

Created by Jenny Phillips and Maggie Felsch

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## ABOUT THE BOOK STUDY

### What are book studies?

The Good and the Beautiful Book Studies are student-directed, consumable booklets that accompany select books from The Good and the Beautiful Library, helping children explore the book while also studying language arts, geography, and art. To complete a book study, the student simply reads and follows the instructions in each lesson. The parent or teacher checks the student's work using the answer key.

### What topics does this book study cover?

- Literature
- Writing
- Spelling
- Vocabulary
- Art
- Handwriting
- Grammar, Usage, Punctuation
- Geography

### Who are the book studies for?

Rather than replacing the language arts courses, book studies are extra, optional courses. Book studies are especially helpful for summer learning or for children who complete a language arts course in less than a year and need more material to finish off the year.

The Good and the Beautiful curriculum has no Level 8 Language Arts course. The language arts courses go from Level 7 to the high school courses. Levels 8 and 9 book studies are designed for students who have completed The Good and the Beautiful Level 7 Language Arts course but do not want to start high school courses yet because

- 1) they finished Level 7 in the middle of a year and want something to work on before starting high school in the upcoming school year.
- 2) they are not interested in eventually completing high school courses earlier than 12th grade.
- 3) they are not quite ready for more intense reading or need more review of principles before moving on to high school courses.
- 4) they are not old enough for books with more mature (but still appropriate) topics and some wholesome romance.

Book studies are optional. Students do not need to complete any book studies between Level 7 and high school.

Levels 8 and 9 book studies review grammar principles learned through Level 7. Book studies include new literature, spelling, memorization, geography, art, handwriting, and writing assignments.

## What materials are needed?

To complete this book study, you will need the following items:

- This book study booklet and the accompanying answer key
- *The Touch of Magic* by Lorena A. Hickok and *The Story of My Life* by Helen Keller (published by The Good and the Beautiful Library)
- *The Good and the Beautiful Grammar and Writing Guide* (This non-consumable guide is also used for the high school courses.)
- A blank (unlined) notebook for writing and drawing
- Drawing paper, drawing pencil and eraser, and a ruler
- 36-count or 48-count Prismacolor colored pencils (Note: Prismacolor colored pencils are a high-quality colored pencil. They are a little more expensive than other colored pencil brands. If you choose to use a cheaper brand, the smoothness, blending quality, and overall look of your drawing will not be as nice.)

## How many book studies should be completed and in what order?

- Each book study has a different number of lessons, depending on the length of the book. Each lesson takes an average of 25–35 minutes to complete. It is recommended that students doing book studies for their sole language arts instruction do 1–2 lessons or more per day.
- The book studies do not go in any order. Students are encouraged to choose the book studies they would like to complete, but they are also encouraged to choose from a variety of genres, including biographies.
- There is not a set number of Levels 8 and 9 book studies that should be completed. These studies are a way to keep children reading good literature, learning new vocabulary, writing, and reviewing principles learned in previous levels until they are ready to begin the high school courses.

# AT-A-GLANCE

30  
Lessons

This section lists the main topics and principles covered in this book study.

## Art

- Nature art appreciation
- Famous nature artists
- Art instruction in colored pencil

## Grammar, Usage, and Punctuation

Review of the following grammar, usage, and punctuation rules from our Levels 4–7 Language Arts courses:

- Adjective & Adverb Rule #3: Double Negatives
- Adjective & Adverb Rule #4: Comparisons
- Adjective & Adverb Rule #5: Irregular Comparisons: Little and Bad
- Apostrophes—Indicating Possession (Plural and Multiple Nouns)
- Avoiding Faulty Comparisons
- Avoiding Shifts in Person, Voice, and Number
- Interjections

## Commonly Confused Words

breath/breathe	may be/maybe
everyday/every day	of/have

## Literary Devices

- Simile
- Metaphor
- Foreshadowing
- Imagery
- Hyperbole
- Onomatopoeia

## Handwriting

- Handwriting practice with inspiring quotes by Helen Keller and Annie Sullivan
- Handwriting assignments can be completed in print or cursive

## Homophones

soul/sole  
beat/beet

coarse/course  
desert/dessert

## Correlated Literature Studies

- Poetry by John Greenleaf Whittier
- Biography on Alexander Graham Bell

## Rule Breakers and Commonly Misspelled Words

arctic

beginning

belief

believe

beneficial

Britain

business

appearance

arithmetic

athletic

attendance

balance

battalion

benefited

boundaries

calendar

candidate

category

## Writing

- Writing effective short answer responses
- General writing instruction and practice

## Vocabulary

- Practice reading vocabulary words that are hard to pronounce (not listed here)
- Practice with vocabulary words from reading assignments:

**Ambition** [am - BIH - shun]: a strong desire to do or to achieve something, typically requiring determination and hard work  
His friends and family knew that his **ambition** would take him far in life.

**Amiable** [AIM - ee - uh - bull]: friendly; pleasant; good-natured personality  
She was **amiable** with everyone she met.

**Adulation** [add - you - LAY - shun]: excessive admiration, praise, or flattery  
He was introduced with **adulation** to the expectant crowd.

**Antagonism** [an - TAG - uh - niz - um]: hostility; opposition; rivalry  
The man dressed in black treated the young newcomer with **antagonism**.

**Auspicious** [oss - PISH - uss]: favorable; conducive to success; promising  
Her inspiring graduation speech became an **auspicious** springboard to a life of public speaking.

**Barren** [BEAR - un]: bleak; lifeless; without much or any vegetation  
To grow successful crops on such **barren** land would be a challenge indeed.

**Conveyance** [cun - VAY - unce]: transportation; making an idea or feeling understandable to someone  
The stagecoach was the only **conveyance** available.  
Through his unique **conveyance** of sign language, I was able to comprehend his meaning.

**Despondent** [dih - SPAWN - dunt]: discouraged; disheartened; in low spirits from loss of hope

They tried to cheer her, but she remained **despondent** throughout the evening.

**Exploitation** [ex - ploy - TAY - shun]: unfairly using or taking advantage of someone to benefit oneself

The protestors would not relent until the **exploitation** of the migrant workers was put to a stop.

**Inauguration** [in - ohg - yore - AY - shun]: the formal admission of someone to an office; the beginning of a period or policy  
I eagerly watched the **inauguration** of the president.

**Insatiable** [in - SAY - shun - bull]: impossible to satisfy

Ever since she was young, she had an **insatiable** desire to learn.

**Lurid** [LURE - id]: bright and vivid in color or description, sometimes overwhelmingly so

The party decorations were so **lurid** that I struggled to enjoy the environment.

**Ostensibly** [aw - STEN - sh - blee]: apparently or supposedly, but maybe not actually

Our first minister resigned after only one year of service, **ostensibly** due to ill health.

**Predecessor** [PREH - dih - seh - sir]: someone or something replaced by or followed by another

I would like to thank my **predecessor** for her excellent groundwork.

**Regale** [rih - GALE]: to entertain or amuse with talk; to entertain lavishly with food or drink

They liked to **regale** one another with childhood stories.

**Reticent** [REH - tih - sent]: withdrawn; not readily sharing thoughts and feelings

She was **reticent** with the unfamiliar group that morning.

**Scrupulous** [SCREW - pew - luss]: attentive to details; very careful to not do wrong

He was **scrupulous** in everything he wrote.

**Unpretentious** [uhn - pree - TEN - shuss]: modest; humble; sincere; not concerned with appearing grand

Her **unpretentious** manner made everyone instantly feel at ease.

**Veneration** [vehn - ir - AY - shun]: great respect; reverence

I could not help but treat the gentle old man with **veneration**.

**Virtually** [VIR - choo - ole - ee]: practically; nearly; almost

The bullet he shot straight into the air could have landed **virtually** anywhere.

SAMPLE  
Use  
Not For

# LESSON 1

## Course Introduction

Welcome to *The Touch of Magic* and *The Story of My Life* book study! This book study is centered on two books: *The Touch of Magic* by Lorena A. Hickok and *The Story of My Life* by Helen Keller. You will read about Helen Keller, who was stricken both blind and deaf by illness as a very young girl. You will also study the life of Annie Sullivan, the teacher who overcame extreme trials in her own life and accomplished unprecedented feats in her work with Helen Keller.

The goal of The Good and the Beautiful Book Studies is to strengthen both your mind and your heart. You will find, as you read about these two women who overcame obstacles in their lives, that these true stories are filled with both excellent literary workmanship and inspiring messages.



This book study will also have you practice grammar, usage, punctuation, editing, spelling, writing, vocabulary, nature art, handwriting, poetry, and drawing. You will also read some beautiful poetry written by John Greenleaf Whittier, a dear friend to Helen Keller and her teacher.

## Biographies and Autobiographies

- Read the information below and then fill in the blanks.

A **biography** is the story of a person's life written by an author other than the subject of the work.

An **autobiography** is the story of a person's life written by herself or himself.

The **point of view** is the perspective from which the story is told.

In the **first person** point of view, the story is related from the view of a single character. First person stories use the words "I" and "me" in telling the story.

The **third person** point of view presents the story outside of any single character's perspective. Third person stories use the words "he," "she," and "they" in telling the story.

1. *The Touch of Magic*, written by Lorena A. Hickok, is a \_\_\_\_\_ about the life of Annie Sullivan, written in a \_\_\_\_\_ point of view.
2. *The Story of My Life* is an \_\_\_\_\_ written by Helen Keller about her life. She wrote it in a \_\_\_\_\_ point of view.

Reading

- In your notebook, title a section "Inspiration from Annie Sullivan and Helen Keller." As you read the biography of Annie Sullivan and the autobiography of Helen Keller, keep notes in this section about overcoming hardships and becoming one's best self. What did Annie Sullivan and Helen Keller do that inspires you? Write your observations and include examples in your notebook. It is helpful to write the page number or chapter of the book in your notes. Illustrate your notes if desired.
- Read Chapter 1 of *The Touch of Magic*.

# LESSON 2

## Spelling

Complete the exercises.

LOOK at it, SAY it, COVER it, WRITE it, CHECK it. Complete twice for each word.

appearance \_\_\_\_\_

attendance \_\_\_\_\_

Write the following spelling words in alphabetical order: belief, beginning, beneficial, believe.

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

3. \_\_\_\_\_ 4. \_\_\_\_\_

Write the syllables for each spelling word in the boxes.

cal - en - dar      can - di - date      ath - le - tic



## Homophones

- **COARSE:** rough in texture (The wooden rail felt coarse.); rude in language or appearance (Her coarse manner was unattractive.)
- **COURSE:** a route or direction (We need to follow the course.); a series of classes about a particular subject in school (I finished the language arts course yesterday.)

Write a short sentence that uses each word correctly.

coarse \_\_\_\_\_

course \_\_\_\_\_

## Vocabulary

**amiable** - friendly; pleasant; good-natured personality

**conveyance** - transportation; making an idea or feeling understandable to someone

**barren** - bleak; lifeless; without much or any vegetation

**predecessor** - someone or something replaced by or followed by another

**virtually** - practically; nearly; almost

**regale** - to entertain or amuse with talk; to entertain lavishly with food or drink

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

1. Throughout the evening he attempted to \_\_\_\_\_ his guest with endless tales of his adventures.
2. The hot, \_\_\_\_\_ land was no place to hike without water.
3. She was so \_\_\_\_\_ that everyone at the concert was drawn to her.
4. We must find some \_\_\_\_\_ to the store to buy groceries.
5. Though his \_\_\_\_\_ had grown crops the year before, the new farmer grew \_\_\_\_\_ nothing because of the drought.

## Reading

- Read Chapter 2 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled "Inspiration from Annie Sullivan and Helen Keller."

## LESSON 3

### Editing

- In your *Grammar and Writing Guide*, read Adjective & Adverb Rule #3: Double Negatives (page 12). Then, edit the following sentences from *The Touch of Magic*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. Hint: watch for double negatives. There are 12 mistakes.

1) No one in the women's ward knew nothing about her past

2) annie couldn't see nothing of course, but she could smell the Burned cloth and scorched flesh.

3) Also she spent a great deal of time with father barbara.

4) "You're not afraid no more, are you, Annie?" he asked.

5) She must have been in constant pain, but no one never heard her complain

### Reading

- Read Chapter 3 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled "Inspiration from Annie Sullivan and Helen Keller."

### Art

- When Jimmie died, Annie picked lilacs to place on his body. Study the lilacs below. Using colored pencils, fill in the circles with as many shades of purple and green as you can. Using lighter and harder pressure will create different tints. Use blues, reds, browns, and yellows to blend colors to create a beautiful purple and green pallet.




## LESSON 4

### Spelling

- Complete the exercise:

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used 2–3 times): Britain, business, battalion.



### Reading

- Read Chapter 4 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- Copy the following quote by Helen Keller.

“When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.”

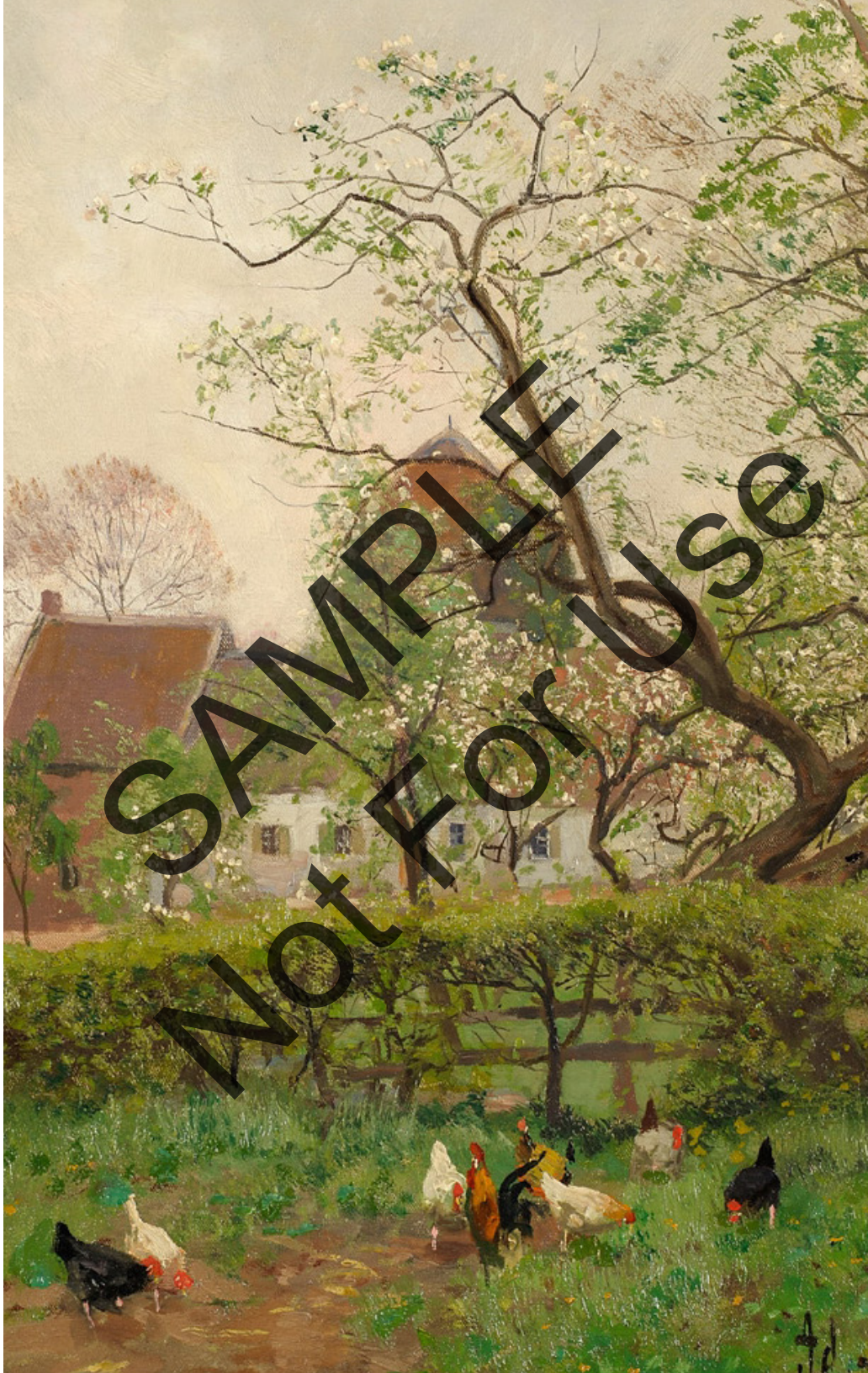
*“When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.”*

SAMPLE  
Not For Use

## Art

- Though blind, Helen Keller loved nature and was able to discover beauty all around her. Adolf Lins (1856–1927) was a German painter who lived at the same time as Helen Keller (1880–1968). Study the paintings by Adolf Lins on the following pages. Notice the colors, contrast, shadows, and the beauty that he found in the world around him. Ponder how you can notice the beauty around you with all of your senses.

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Ad. Sims

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## LESSON 5

### Reading

- Read Chapter 5 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Vocabulary

- Complete the exercise.

auspicious | veneration | ostensibly  
lurid | antagonism | insatiable

Fill in the blanks below with a vocabulary word from above. Refer to pages 6–8 for definitions, if needed.

- Nobody really understood why young Freddy acted with such \_\_\_\_\_ toward the new boy.
- The \_\_\_\_\_ painting was so bright that it clashed with the rest of the decor in the lobby.
- She turned down the opportunity, \_\_\_\_\_ because she was too busy with her other projects.
- I esteem her with such \_\_\_\_\_ for her gentle, selfless work with the neglected children.
- His desire to become a great artist was \_\_\_\_\_.
- Her \_\_\_\_\_ performance the first night was a great start to her singing career.

## Literary Devices

### □ Read the following:

Writers often use **literary devices** to add depth to their works and to help the reader really feel the meaning and understand the intent of the writer. There are many different literary devices. In this book study, you will learn about and practice six of the most common and useful literary devices: **similes**, **metaphors**, **foreshadowing**, **imagery**, **hyperbole**, and **onomatopoeia**.

**Similes** draw parallels or comparisons between two unrelated things. By using similes, the writer is better able to convey the intended sentiment to the reader. Similes use the words “as” and “like.”

Here are some examples:

He was quiet as a mouse.

Her eyes are like the ocean after a storm.

My horse sprinted as fast as the wind.

In the chapter you just read, it said:

“For anything printed on paper, Annie Sullivan had a hunger as avid as that of a starving man for food.”

Does that simile help you understand how badly Annie wanted to read? Compare that with this sentence:

“Annie really wanted to read.”

Which sentence conveys the most meaning and depth of feeling to you? Look at two more examples:

“As I approached her, she looked worried.”

“As I approached her, she trembled like a lost kitten.”

Complete the exercise.

**Rewrite the sentences with similes to create greater meaning, depth, and description. Remember to use the connecting words “as” or “like.”**

The soldiers fought hard.

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He was really mad.

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There was a little purple flower on the path.

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Her hair was messy.

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The baby's fingers were small and cute.

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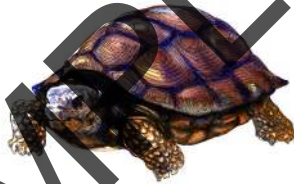
**SAMPLE  
Not For Use**

## Poetry

□ Read the following.

Poets frequently use similes to create feeling and meaning. Writer John Greenleaf Whittier became a dear friend to Annie Sullivan and Helen Keller. Read the following stanza from his poem "Telling the Bees."

*A year has gone, as the tortoise goes,  
Heavy and slow;  
And the same rose blows, and the same sun glows,  
And the same brook sings of a year ago.*



Did you notice the simile? Did it help you understand how the year has gone? Here's another example, from his poem "The Yankee Girl."

*How brilliant and mirthful the light of her eye,  
Like a star glancing out from the blue of the sky!*

His use of similes gives much more meaning and visualization to his lines. Here is one more example from "The Yankee Girl":

*With a scorn in her eye which the gazer could feel,  
And a glance like the sunshine that flashes on steel!*



# LESSON 6

## Spelling

Complete the exercises.

Write each word twice, separated into syllables.

1. arc - tic \_\_\_\_\_

2. bal - ance \_\_\_\_\_

3. cat - e - go - ry \_\_\_\_\_

Complete the exercises.

Write the following spelling words in alphabetical order: benefited, boundaries, arithmetic, beneficial

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

3. \_\_\_\_\_ 4. \_\_\_\_\_

## Homophones

- **SOUL:** a living being (I love God with all my heart and soul.)
- **SOLE:** the only one (He was the sole participant.); the bottom of a foot or shoe (The sole of her shoe was worn through.)

Write a short sentence that uses each word correctly.

soul \_\_\_\_\_

sole \_\_\_\_\_

## Writing Short Answer Responses

### □ Read and complete:

Writing short answer responses can be challenging because the answer must be concise.

**Concise** means giving a lot of information clearly and with few words. If the answer is concise, it is brief but comprehensive.

It is very important that you refine your skill of writing short answer responses. This ability can help you with college admittance, test-taking, your career, and in your communications with other people.

So, what is a short answer response? A short answer response is a paragraph written in full sentences that concisely answers a question. The short answer response contains three parts:

- 1 Topic sentence that states the main idea
- 2 2-3 reasons, details, or explanations in full sentences
- 3 Concluding sentence that states the main idea again

Here are some tips before you write your first short answer response:



Read the entire question and make sure you understand it.




Write on the assigned topic (don't stray).




Write your answer in full sentences.

On the next page, read the three questions and following examples (one correct and two incorrect) of short answer responses.


What is your favorite sport?

My favorite sport is tennis. *(The answer starts with a topic sentence that states the main idea.)* First of all, tennis is a great workout that uses many different muscles in the body and improves eye-hand coordination. Also, tennis is very affordable because once you have some tennis shoes, a tennis racket, and some tennis balls, you can find a free tennis court in just about any town. Lastly, you don't need a team to play tennis, just a partner with whom you enjoy spending time. *(2-3 reasons, details, or explanations in full sentences. Notice the transition words between each sentence.)* For all these reasons and more, tennis is my favorite sport. *(The answer ends with a concluding sentence that states the main idea again.)* 

Should children be allowed to vote in general elections?

Yes, I think they should because they're smart enough to know what's going on. *(This doesn't state the main idea; doesn't give enough reasons; doesn't have a concluding sentence.)* 

Are zoos inhumane for keeping animals locked behind bars?

I don't think zoos are inhumane. First, the animals are safe and fed and well cared for. Second, many zoos have programs to help endangered animals to be able to repopulate and to help scientists understand the needs of the species. *(This doesn't have a concluding sentence.)* 

**On the next page, complete your own short answer response. Then, check your work and make adjustments if necessary.**

What would be your ideal job?

1 [ \_\_\_\_\_  
\_\_\_\_\_ ]

2 [ \_\_\_\_\_  
\_\_\_\_\_ ]

3 [ \_\_\_\_\_  
\_\_\_\_\_ ]

1 Topic sentence that states the main idea      2 2-3 reasons, details, or explanations in full sentences      3 Concluding sentence that states the main idea again

**Check it!**

- Did you answer the question?
- Did you answer in full sentences?
- Does your answer have a topic sentence that states the main idea?
- Did you use 2-3 reasons, details, or explanations?
- Does your answer have a concluding sentence that states the main idea again?

## Reading

- Read Chapter 6 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- Copy the following quote given by Annie Sullivan during her valedictorian speech.

“Every man who improves himself is aiding the progress of society, and every man who stands still, holds it back.”

*“Every man who improves himself is aiding the progress of society, and every man who stands still, holds it back.”*

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



# LESSON 7

## Grammar, Usage, Punctuation

### Comparisons

- In your *Grammar and Writing Guide*, read Adjective & Adverb Rule #4: Comparisons (page 12). Then, complete the exercises.

Circle the correct word for each sentence. Also, circle whether the word is comparative or superlative. Refer to your *Grammar and Writing Guide* as needed.

1. Giving made her HAPPIER | HAPPIEST than receiving ever did. (*comparative | superlative*)
2. The way he methodically explained algebra to her was UNDERSTANDABLE | MORE UNDERSTANDABLE than reading it from the textbook. (*comparative | superlative*)
3. The lion is the DANGEROUSEST | MOST DANGEROUS when it is injured. (*comparative | superlative*)
4. He appreciated all the gifts, but his FAVORITEST | MOST FAVORITE was the card written by his little son. (*comparative | superlative*)
5. The brown puppy with a white chest is SMALLER | MORE SMALL than its black littermate. (*comparative | superlative*)

### Reading

- Read Chapter 7 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”



## Challenging Pronunciation Vocabulary

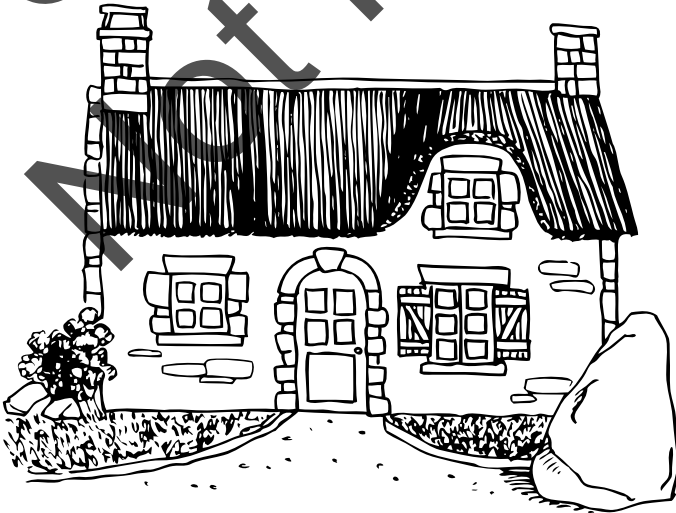
□ **To your parent or teacher**, read the following words and definitions.

1. **Reticent** [REH - tih - sent]: withdrawn; not readily sharing thoughts and feelings
2. **Adulation** [add - you - LAY - shun]: excessive admiration, praise, or flattery
3. **Ostensibly** [aw - STEN - sih - blee]: apparently or supposedly, but maybe not actually
4. **Auspicious** [oss - PISH - uss]: favorable; conducive to success; promising
5. **Unpretentious** [uhn - pree - TEN - shuss]: not concerned with appearing grand; modest; humble; sincere

Art

□ **Read and complete:**

In the chapter you just read, Annie and Helen moved into a cottage. In your notebook, draw (don't trace) the cottage below. Color it in with colored pencils, if desired.



# LESSON 8

## Spelling

- Complete the exercises.

Write the following spelling words in alphabetical order: beginning, business, believe, belief

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

3. \_\_\_\_\_ 4. \_\_\_\_\_



### Homophones

**beat** - 1) *Verb* to hit or strike repeatedly to cause injury;  
 2) *Verb* to defeat in a game, competition, or election;  
 3) *Noun* a main rhythmic accent in music or poetry

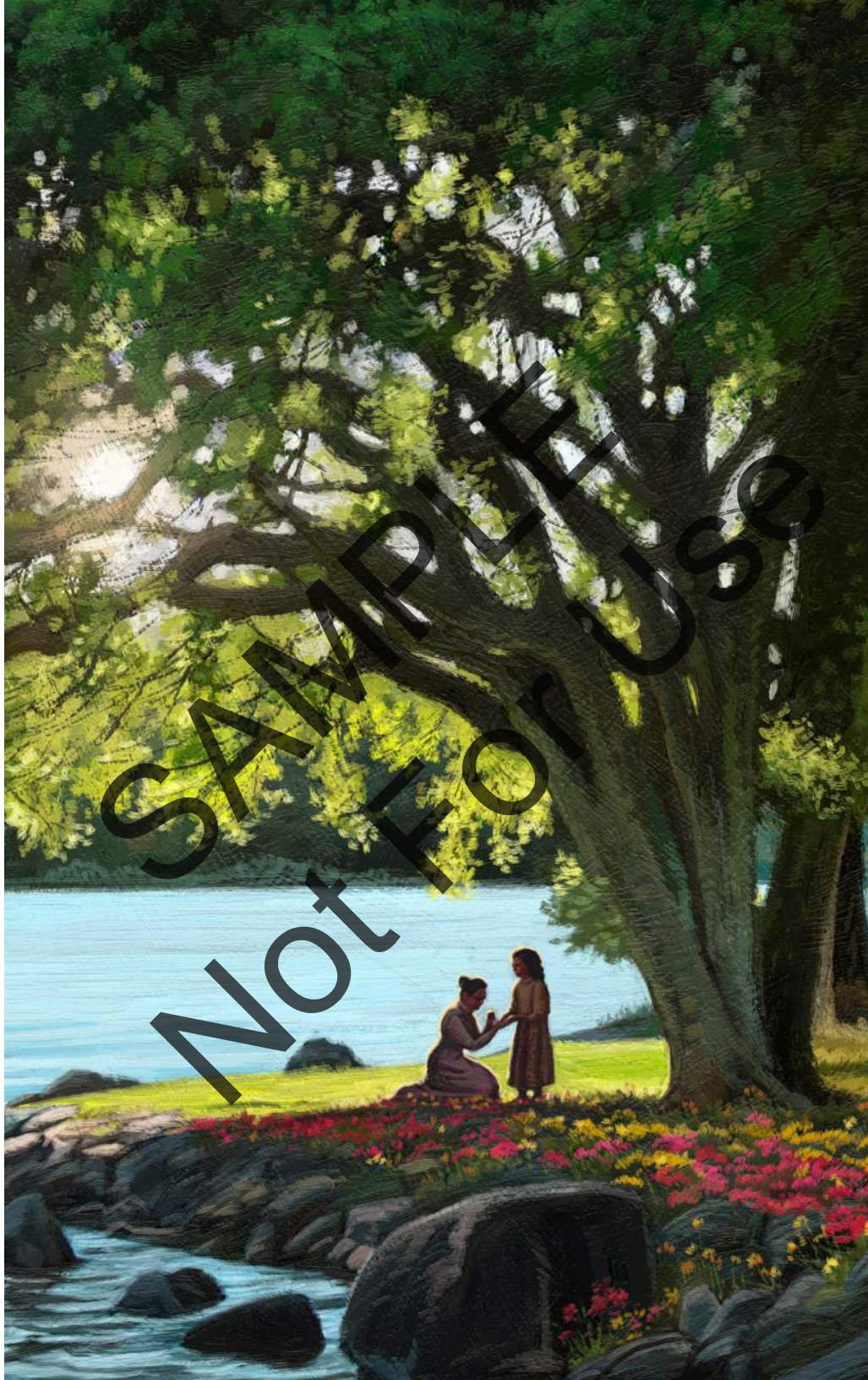
**beet** - a nutritious vegetable with an edible taproot and leaves

- Write the correct word, BEAT or BEET, on each blank. Then, circle whether the homophone is used in the sentence as a noun or verb.

1. He dug up the first \_\_\_\_\_ in June. NOUN VERB
2. He \_\_\_\_\_ me every time at checkers. NOUN VERB
3. I wouldn't let him \_\_\_\_\_ his dog again. NOUN VERB
4. I always tap my foot to the \_\_\_\_\_. NOUN VERB
5. She \_\_\_\_\_ her competition by a mile. NOUN VERB
6. I want you to clap on the third \_\_\_\_\_. NOUN VERB
7. The boiled \_\_\_\_\_ was delicious with butter. NOUN VERB



Not for use



# LESSON 9

## Reading

- Read Chapter 9 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- Copy the following quote by Helen Keller.

“We are never really happy until we try to brighten the lives of others.”

*“We are never really happy until we try to brighten the lives of others.”*

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## Vocabulary

- Draw a line from each vocabulary word to its definition. Refer to pages 6–8, if needed.

<b>despondent</b>	the formal admission of someone to an office
<b>exploitation</b>	impossible to satisfy
<b>inauguration</b>	unfairly using or taking advantage of someone
<b>insatiable</b>	discouraged; disheartened; in low spirits from loss of hope
<b>scrupulous</b>	practically; nearly; almost
<b>virtually</b>	attentive to details; very careful to not do wrong

## Grammar, Usage, Punctuation

### Irregular Comparisons

- In your *Grammar and Writing Guide*, read Adjective & Adverb Rule #5: Irregular Comparisons (page 12). Then, complete the exercises.

**Circle the correct word for each sentence. If applicable, circle SIZE or AMOUNT after the sentence. Refer to your *Grammar and Writing Guide* as needed.**

1. My ice cream cone was the LITTLEST | LEAST because I wasn't very hungry. (*size | amount*)
2. After the recession I had the LITTLEST | LEAST amount of money in savings that I've ever had. (*size | amount*)
3. I was surprised that my stubbed toe felt even BADDER | WORSE in the morning.
4. We will do well to complain LITTLER | LESS and show gratitude more. (*size | amount*)
5. We chose a LITTLER | LESS home because we want a smaller mortgage. (*size | amount*)
6. I think it was the BADDEST | WORST dream I've ever had.

### Writing Short Answer Responses

- Answer the question on the following page with a short answer response. Refer to Lesson 5, if needed. Use your notebook or a piece of paper to brainstorm. When you have written your short answer, check your work. Make changes if necessary. When you are satisfied, read the question and your short answer to your parent or teacher.

Do you feel like Helen could have been successful in life without the help of Annie Sullivan?

1 [ \_\_\_\_\_  
\_\_\_\_\_ ]

2 [ \_\_\_\_\_  
\_\_\_\_\_ ]

3 [ \_\_\_\_\_  
\_\_\_\_\_ ]

1 Topic sentence that states the main idea

2 2-3 reasons, details, or explanations in full sentences

3 Concluding sentence that states the main idea again

**Check it!**

- Did you answer the question?
- Did you answer in full sentences?
- Does your answer have a topic sentence that states the main idea?
- Did you use 2-3 reasons, details, or explanations?
- Does your answer have a concluding sentence that states the main idea again?

## LESSON 10

### Reading

- Read Chapter 10 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Commonly Confused Words

**may be** - *Verb Phrase* a phrase that means “might be”

**maybe** - *Adverb* perhaps; potentially, possibly

- Circle the correct word(s) below. See examples on page 59 of your *Grammar and Writing Guide*, if needed.
  1. That MAY BE | MAYBE the prettiest bird I’ve ever seen.
  2. MAY BE | MAYBE we should go visit the museum this weekend.
  3. The geese MAY BE | MAYBE flying south for the winter.
  4. Her new poem could MAY BE | MAYBE win the grand prize.

### Poetry

- Read and complete the following.

John Greenleaf Whittier was a dear friend to Helen Keller. The poem on the following page is the second stanza from John Greenleaf Whittier’s poem “The Barefoot Boy.” Read the poem twice to yourself. Try to understand all of the words and meanings. Use a dictionary if necessary. Imagine the animals, insects, woods, and flowers as they are described. Underline similes and metaphors that you notice. Write notes on the page, if desired. Then, read the poem aloud to your parent or teacher.

Excerpt from

## “The Barefoot Boy”

by John Greenleaf Whittier

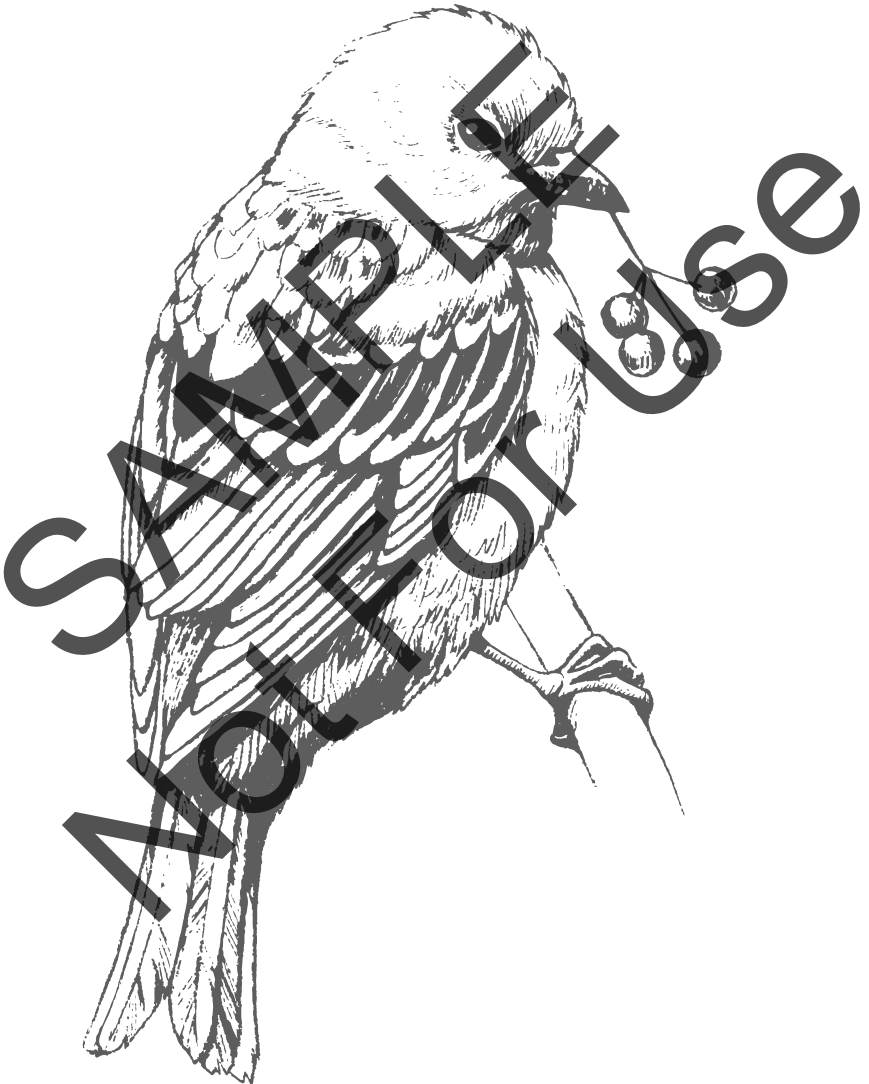
Oh for boyhood’s painless play,  
 Sleep that wakes in laughing day,  
 Health that mocks the doctor’s rules,  
 Knowledge never learned of schools,  
 Of the wild bee’s morning chase,  
 Of the wild-flower’s time and place,  
 Flight of fowl and habitude  
 Of the tenants of the wood,  
 How the tortoise bears his shell,  
 How the woodchuck digs his cell,  
 And the ground mole sinks his well;  
 How the robin feeds her young,  
 How the oriole’s nest is hung,  
 Where the whitest lilies blow,  
 Where the freshest berries grow,  
 Where the ground-nut trails its vine,  
 Where the wood-grape’s clusters shine;  
 Of the black wasp’s cunning way,  
 Mason of his walls of clay,  
 And the architectural plans  
 Of gray hornet artisans!  
 For, eschewing books and tasks,  
 Nature answers all he asks;  
 Hand in hand with her he walks,  
 Face to face with her he talks,  
 Part and parcel of her joy,—  
 Blessings on the barefoot boy!

the oriole is a small songbird who hangs her nest from the branches of a tree

to eschew means to deliberately not use

## Art

- Color the image with colored pencils. Do your best work! Don't just rush through it. Practice the blending and shading you used in Lesson 3.



# LESSON 11

## Reading

- Read Chapter 11 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Grammar, Usage, Punctuation

### Apostrophes

- In your *Grammar and Writing Guide*, read *Apostrophes: Indicating Possession—Singular*, and *Apostrophes: Indicating Possession—Plural* (page 13). Then, write the possessive form of the noun that has been placed in parentheses at the end of each sentence.

*Example:* I found the bear's den.

*Example:* I found the two bears' favorite fishing spot.



1. I placed the purple flower on my \_\_\_\_\_ pillow. (mother)
2. The busy street was blaring with all the \_\_\_\_\_ horns. (cars)
3. \_\_\_\_\_ father owned many fine hounds. (Helen)
4. Let's leave cookies on the \_\_\_\_\_ porches. (neighbors)
5. The doors to every last one of the \_\_\_\_\_ stalls had been left open. (horses)
6. The \_\_\_\_\_ artwork was on display at the fire station. (children)
7. On our hike we spotted three \_\_\_\_\_ nests. (birds)

## Editing

- Edit the following sentences from *The Touch of Magic*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. Hint: remember to capitalize proper nouns, including languages. There are 12 mistakes.

1) She read always the classics, the worlds great literature—only the best was good enough for helen.

2) Annie explained to him the problem of Helens studies, and he called in one of his Friends.

3) during her first year at the school, Helens progress exceeded annies fondest hopes

4) Helen passed them all with flying color's and with honors in german and english.

## Homophones

- **DESERT:** to leave or abandon (I decided to desert the barren farm.)
- **DESSERT:** a sweet treat (We'll have dessert after dinner.)

- Write a short sentence that uses each word correctly.

desert \_\_\_\_\_

dessert \_\_\_\_\_

## LESSON 12

### Reading

- Read Chapter 12 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Vocabulary

**ambition** - a strong desire to do or to achieve something, typically requiring determination and hard work

**amiable** - friendly; pleasant; good-natured personality

**inauguration** - the formal admission of someone to an office

**lurid** - bright and vivid in color or description, sometimes overwhelmingly so

**ostensibly** - apparently or supposedly, but maybe not actually

**reticent** - withdrawn, not readily sharing thoughts and feelings

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

1. He described the hospital room in \_\_\_\_\_ detail.
2. Though she was too young to speak, her \_\_\_\_\_ nature won her smiles and adoration wherever she went.
3. I couldn't understand why he was suddenly acting so \_\_\_\_\_ and shy.
4. The handicap with which he was born was no match for his great \_\_\_\_\_ to become a world class violinist.
5. She dropped the cup, \_\_\_\_\_ because of her arthritis.
6. The students applauded at the end of the new class president's \_\_\_\_\_ speech.

# Spelling

Complete the exercises.

LOOK at it, SAY it, COVER it, WRITE it, CHECK it. Complete twice for each word.

calendar \_\_\_\_\_

category \_\_\_\_\_

Write the following spelling words in alphabetical order: candidate, arctic, Britain, appearance.

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

3. \_\_\_\_\_ 4. \_\_\_\_\_

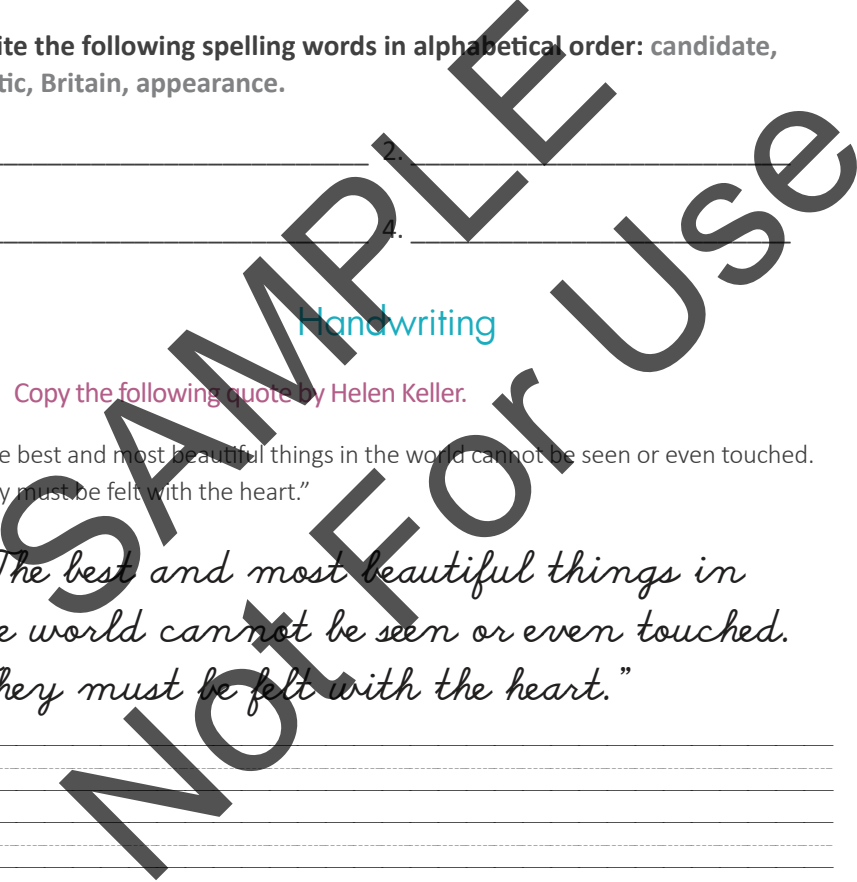
# Handwriting

Copy the following quote by Helen Keller.

“The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.”

*“The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.”*

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



## Art

 Read and complete.

Both Helen Keller and Annie Sullivan loved horses. Helen Keller even had a black horse she named Black Beauty after the beloved horse in the book by Anna Sewell. Lucy Kemp-Welch was a British teacher and painter who lived from 1869-1958. She, too, had a special fondness of horses. She painted the famous image below of Black Beauty, titled "She Chose Me for Her Horse."

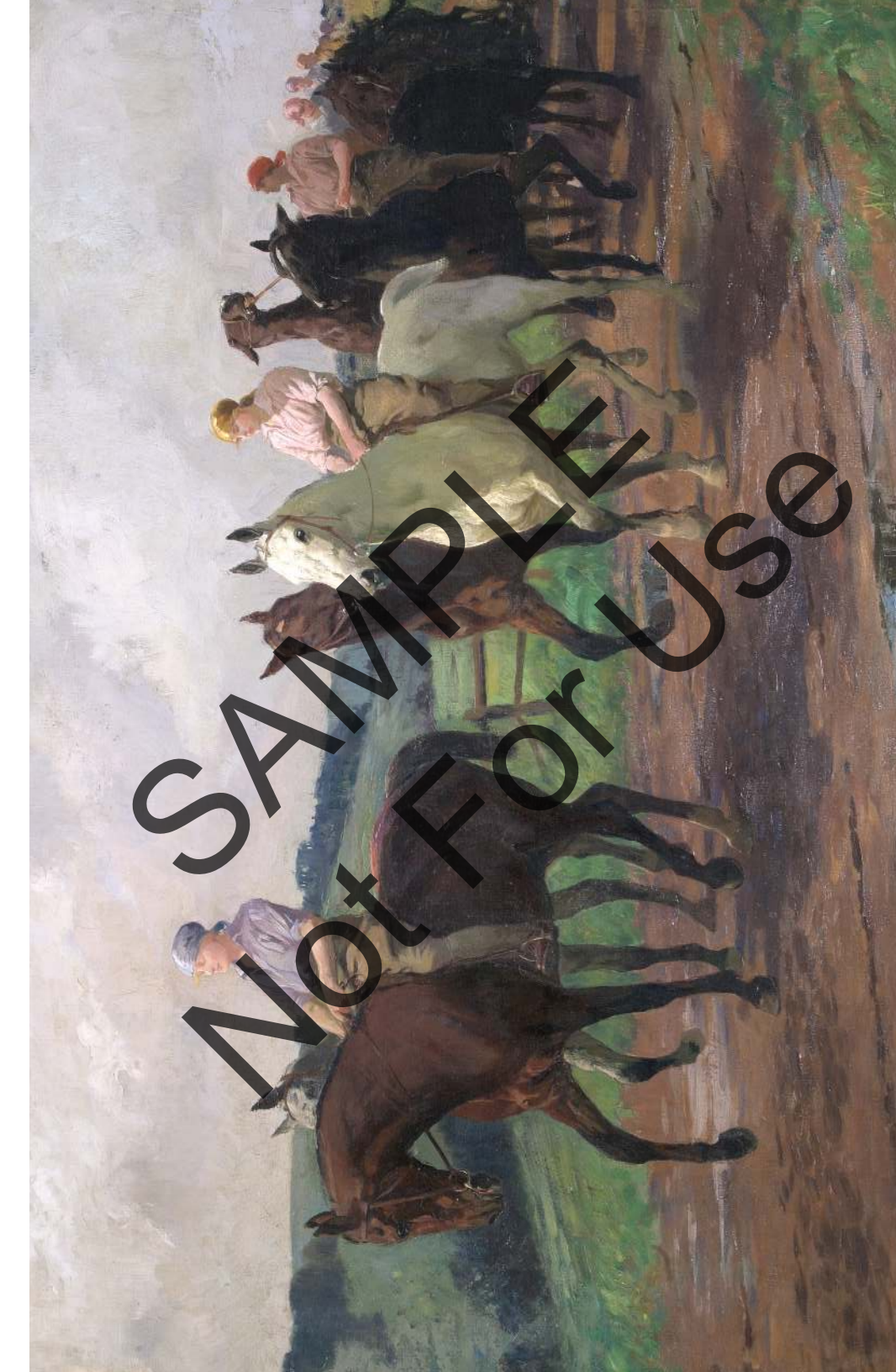


On the following pages, look at the paintings by Lucy Kemp-Welch. Study the eyes, ears, noses, legs, muscles, and other beautiful features of the horses.





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SAMPLE  
Not For Use

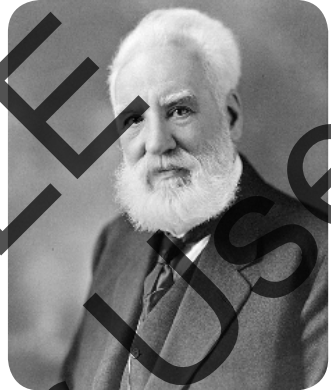
## LESSON 13

### Dr. Alexander Graham Bell Biography

- To your parent or teacher, read the following biography of Dr. Alexander Graham Bell, a dear friend to Annie Sullivan and Helen Keller.

“The inventor... looks upon the world and is not contented with things as they are. He wants to improve whatever he sees, he wants to benefit the world.”

— Alexander Graham Bell



Alexander Graham Bell is best known for inventing the telephone, yet throughout his life, Alexander invented numerous scientific devices, most involving the generation and interpretation of sound waves. He also worked tirelessly to develop technologies that helped his deaf students improve their abilities to communicate and the quality of their lives. His interest in helping others was heavily influenced by his family and upbringing.

Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. His father, Alexander Melville Bell, was a teacher as well as a phonetician and elocutionist, helping people improve their speech. His uncle and grandfather were also elocutionists. Paradoxically, his mother, Eliza Grace, began to lose her hearing when Alexander was 12 years old. Alexander was very compassionate and attentive to his mother. He learned the manual alphabet and would sit with her in the evenings, interpreting the family's conversation for her. He would also speak directly onto her forehead, which enabled her to hear him. Most of Alexander's early learning took place at home. He was very interested in music and taught himself to play the piano at a young age. He enjoyed creating things to solve problems and make things more efficient. He crafted his first invention at age 12. His best friend's family operated a flour mill, where Alexander often played. After watching the men work long hours husking grain, Alexander came up with a contraption using paddles, brushes, and nails that helped remove the husks

from grains of wheat. The device was used regularly at the mill. To show his appreciation for Alexander's invention, his friend's father gave Alexander a small workshop where he could work on other inventions. His father and family also encouraged him in this pursuit. Once, he and his brothers decided to invent a mechanical "talking head." They shaped vocal chords out of tin and rubber and used bellows to blow air through them like lungs. Their creation could say, "Mama." Alexander also trained his dog to growl on command. As the dog growled, Alexander would then use his own hands to manipulate the dog's mouth so that it sounded like the dog was saying, "How are you, Grandma?"

Alexander was sent to high school, but he did not like having to take required classes. He thrived in his science courses but ignored the others. It wasn't until he went to live with his grandfather for a year in London that he began to love learning. His grandfather invested hours of study and discussion with Alexander, training him to think and speak more clearly in preparation for further formal education. At the age of 16, Alexander went on to college, teaching language courses in exchange for housing and living expenses.

Around this time, Alexander had two brothers who both died of complications from tuberculosis. Alexander was also sick due to exhaustion from working and studying so much. His parents were worried that they would lose him as well, so they sold the family property and moved to Canada where they felt the air was better for Alexander's health. "At the homestead, Bell set up his own workshop in the converted carriage house near to what he called his 'dreaming place,' a large hollow nestled in trees at the back of the property above the river."<sup>1</sup> Later Alexander was quoted to say, "Leave the beaten track behind occasionally and dive into the woods. Every time you do, you will be certain to find something you have never seen before."

His health improved quickly, and the next year he moved to Boston to become a teacher for the deaf. He used his father's invention of Visual Speech, or sound written as symbols, to help deaf children learn to speak. While he was very passionate about teaching, he also felt drawn towards inventing. The fathers of two of his students funded Alexander's work on the harmonic telegraph, an invention that would enable more than one telegraph to be sent at a time over a single telegraph wire. It was while

he was working on this concept that Alexander realized he could send the sound of human speech over wires. Those funding his research felt he should focus on the harmonic telegraph, but Joseph Henry at the Smithsonian Institute told Alexander that he had “the germ of a great invention.” When Alexander lamented that he didn’t have enough knowledge of electricity to bring his idea into fruition, Henry’s response was, “Get it!”

Alexander studied many long hours to get that knowledge. He also commissioned Thomas Watson, a specialist in electricity, to help him. Together, after many failed attempts, they got their invention to work. Alexander had just spilled acid on himself and called out to Watson saying, “Mr. Watson, come here, I want you.” Watson heard him over the wires of the telephone and came in to help. They celebrated that their invention had finally worked!

Despite being known for his invention of the telephone, Alexander actually did not consider this accomplishment as his most significant work. In fact, he refused to keep a telephone in his workshop, as he worried that it would distract him from his work. Alexander felt that his most important work was accomplished as he helped the hearing impaired. In 1887, when Helen Keller was six years old, her father brought her to meet with Alexander to seek help since she could neither hear nor see. Alexander sent them to Annie Sullivan at the Perkins School for the Blind in Boston. Annie Sullivan helped Helen learn to sign, write, speak, and read. When Helen Keller wrote her life story, she dedicated it to Alexander, graciously writing: “To Alexander Graham Bell, who has taught the deaf to speak and enabled the listening ear to hear speech from the Atlantic to the Rockies.” Alexander learned to use a Braille typewriter so that he could correspond with Helen, and they were lifelong friends.

Alexander eventually married Mabel Hubbard, one of his deaf students and the daughter of Gardiner Greene Hubbard, who had funded his research on the harmonic telegraph and the telephone. They had two daughters named Elsie and Marian, as well as two sons who died as infants.

Alexander died in Nova Scotia on August 2, 1922. At the end of his funeral, all of the telephones in North American went silent for one minute while the phone operators stood quietly at attention to honor this man who indeed looked upon the world and improved whatever he saw.

## Writing Short Answer Responses

- Answer the following question with a short answer response. Then, check your work. When you are satisfied, read the question and your short answer to your parent or teacher.

What do you feel was Alexander Graham Bell's greatest contribution to the world?

Handwriting practice lines consisting of a solid top line, a dashed midline, and a solid bottom line. A large, diagonal watermark reading "NOT FOR USE" is overlaid across the lines.

### Check it!

- Did you answer the question?
- Did you answer in full sentences?
- Does your answer have a topic sentence that states the main idea?
- Did you use 2-3 reasons, details, or explanations?
- Does your answer have a concluding sentence that states the main idea again?

## Reading

- Read Chapter 13 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Commonly Confused Words

**breath** - *Noun* the air taken into and expelled from the lungs

**breathe** - *Verb* to inhale and exhale

- Write the correct word, BREATH or BREATHE, on each blank. Then, circle whether the commonly confused word is used in the sentence as a noun or verb.
1. He took his first \_\_\_\_\_ moments later.      NOUN    VERB
  2. Please try not to \_\_\_\_\_ down my neck.      NOUN    VERB
  3. I could tell she was struggling to \_\_\_\_\_.      NOUN    VERB
  4. I soon had to come up for another \_\_\_\_\_.      NOUN    VERB
  5. Running makes me \_\_\_\_\_ very hard.      NOUN    VERB
  6. After the race, she had to catch her \_\_\_\_\_.      NOUN    VERB

## LESSON 14

## Reading

- Read Chapter 14 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Editing

- Edit the following sentences from *The Touch of Magic*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. There are nine mistakes.

1) Helens mother sister and brother came for the summer.

2) Annie and John were married on May 2 1905, in the living room of the home in wrentham.

3) it was Annies wedding, but everybody was watching Helen and thinking about Her.

4) "I intend to earn my living," She proudly announced.

## Homophones

- **COARSE:** rough in texture (The wooden rail felt coarse.); rude in language or appearance (Her coarse manner was unattractive.)
- **COURSE:** a route or direction (We need to follow the course.); a series of classes about a particular subject in school (I finished the language arts course yesterday.)

- Write a short sentence that uses each word correctly.

coarse \_\_\_\_\_

course \_\_\_\_\_

## Handwriting

□ Copy the following quote by Helen Keller.

“Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.”

*“Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.”*

SAMPLE  
Not For Use

## LESSON 15

### Literary Devices

- Read the following and complete the exercises.

The literary device **foreshadowing** is using words and phrases to hint at what is going to happen without revealing the story or spoiling the suspense.

*Examples:* “She had no idea that leaving the rake in the path would end up stopping a crime.” “He never would have left his horse in the stall if he knew what was to take place that very night.”

The opening line of Chapter 15 of *The Touch of Magic* reads: “There were a few happy, carefree years at Wrentham—four or five years in all—before it became apparent that Helen Keller was not going to be able to earn her living as a professional writer.” This use of foreshadowing creates an interest in what will happen in the story, without revealing the story.

Read the following sentences and match them to the literary device used.

**simile** The barren places in my mind blossomed like a rose.

**metaphor** But about this time, I had an experience which taught me that nature is not always kind.

**foreshadowing** She broadened my mind into a deep river.

**simile** These happy days did not last long.

**metaphor** The bits of knowledge one gathers become pearls of thought.

**foreshadowing** The air stung my cheeks like fire.

## Reading

- Read Chapter 15 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Optional Art Project

- Annie and Helen loved to spend time at the lake. Lakes so often bring a feeling of calm and peace to people. What do you think of when you look at a lake? In this lesson, you will use colored pencils to create a calm lake scene. Follow the steps in order.

### *Materials Needed*

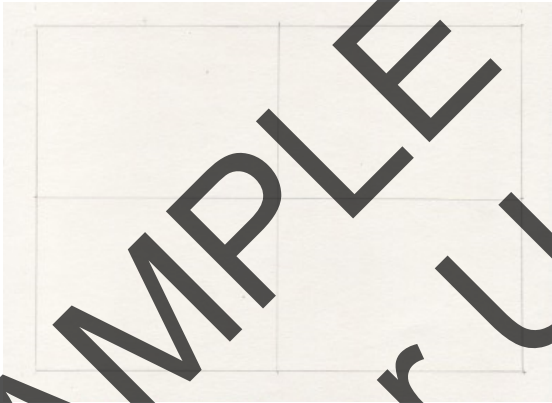
drawing paper | drawing pencil and eraser | ruler  
36-count or 48-count Prismacolor colored pencil set\*

\*Prismacolor colored pencils are a high-quality colored pencil. They are a little more expensive than other colored pencil brands. If you choose to use a cheaper brand, the smoothness, blending quality, and overall look of your drawing will not be as nice.

### *Coloring a Lake Landscape*



1. With your ruler and pencil, draw a box on your drawing paper that measures 8.5" wide by 5.5" tall.
2. Draw a halfway point grid. Remember to draw your grid lines lightly because you will be erasing them before you begin adding colored pencil. This grid will help you to place things such as the horizon line (where the land meets the sky), the canoe, other landmasses, and cloud shapes in relation to the grid lines themselves.



3. Open to the next page, which has the final lake scene with grids. Begin by looking at the horizontal halfway line on your print. Notice that it falls directly on the horizon line where the lake meets the hill in the distance, and where the canoer is placed. Lightly draw the canoe and the hill in the distance above the canoe. Notice that the canoe falls right below and to the left of the intersection of the grid lines. To draw the canoe and passenger, use very basic shapes. Draw a simple canoe shape, an oval shape for the body, a round shape for the head, and a slanted line for the arms and paddle. Since the canoe and passenger are so far away, the only details we can see are those basic shapes.
4. From there, draw the outline of the dark green trees and the outline of the dark blue mountains on both sides of the canoer. Also, draw in the light green grassy areas.

**SAMPLE**  
**Not For Use**

A landscape painting in a style reminiscent of the Hudson River School, showing a wide valley with a river winding through it. The foreground is dominated by a large, green, grassy slope. In the middle ground, a small boat with a person is visible on the river. The background features rolling mountains and a sky with soft, white clouds. The entire image is overlaid with a large, black, semi-transparent watermark that reads "SAMPLE Not For Use".

**SAMPLE**  
**Not For Use**

5. Now it's time to draw the reflections of the trees and mountains in the water. The halfway grid line cuts the image in half so that the reflections should look nearly symmetrical to the mountains and trees.
6. Lastly, lightly draw some wispy clouds in the sky and some watery looking reflections of clouds in the water.
7. When you are done drawing the lake scene, erase your halfway point grid lines, except for the part of the horizontal line that defines the horizon line of the lake and the lighter blue hill in the distance. Also, if you have drawn any heavy lines with your pencil, lightly erase them so that you can still see the lines, but they are faint. After you have added colored pencil and you have completely finished, you do not want to have any graphite pencil lines showing.

### *Adding the First Layer of Color*

When making a colored pencil drawing, it is important to understand that you are essentially blending layers of colors to achieve an overall look. Each colored pencil set comes with a wide variety of colors. In your set, you will likely find several different blues, several different greens, several different reds, and so on. You may not have the exact perfect "blue" in one colored pencil that you might need for the sky, but you can almost always achieve the blue that you are wanting (or something very close to it), by mixing and layering different colors together. Also, when you are trying to dull a color, or make a shadow color, you will never use black to do this, at least for the purpose of this colored pencil project. Often times there is a darker version of that color that you can layer over the top to darken or dull something, or you can use a color's opposite—or complementary—color to darken an area. For example, red's complementary color is green, yellow's is violet, and blue's is orange. You will begin by blocking in areas of colors for the first couple of layers.

1. Lighter blue mountain in the distance above the canoe: Using a light blue, color in the mountain in the distance. Layer a medium violet color over it, specifically on the upper top of the mountain area and the area to the right on the mountain.



2. Dark blue mountains above the trees: Using a dark blue, color in the mountains above the trees and the reflection of those mountains in the water. Do this on both sides of the canoe.
3. Trees: Choose a dark green and fill in the tree areas and tree reflections in the water.
4. Strip of grassy area at the base of the trees: Using a light green, block in the grassy area strip at the base of the trees.
5. Sky: Color in a medium blue for the bottom layer over the entire sky area, except for the clouds. Also, gradually press lighter and softer on your colored pencil as you fill in the sky areas above the canoe and the mountain in the distance, so that the sky appears to be a lighter blue in those areas. Next, layer a darker, royal blue over the sky, mostly near the top of your picture, and let it gradually fade as you get to the lighter blue parts of the sky.
6. Canoe: For the canoe, use a turquoise blue and a dark blue. Outline the passenger's body shape with a dark blue and dark brown, and leave the passenger's body either white or lightly color it in with brown.

7. Water with the sky reflection: The darkest parts of the water are a mix of dark blue and turquoise blue. The lighter parts of the water are a mix of dark blue and medium blue, both colored in lightly as needed. Use the example on page 61 as a reference to block in these colors.
8. Clouds and cloud reflections: Do not color in any of these parts. Leave the color of the white paper for these areas.

### *Adding the Final Layers of Color*

For the final layers, you will be adding in some of the same colors over what you just filled in. This will add another layer of rich color so that less of the paper shows through. You will also be adding hints of other colors to add depth. See the final lake scene example on page 64.

1. Lighter blue mountain in the distance above the canoe: Using the same colors as before, light blue and a medium violet, fill in another thin layer of color.
2. Dark blue mountains above the trees: Using the same dark blue as before, and adding a medium blue, fill in the dark mountains above the trees. These mountains and their reflections are the darkest parts of the picture, so you will want to color them in rather heavily so that they appear opaque and little to no paper shows through.
3. Reflection of dark blue mountains: Mix dark blue and royal blue for the next layers. Color them rather heavily as you did the mountains in step 2. Add a thin layer of medium-dark red over the blue to make the water look murky and shadowy in those areas. Don't extend the red to the outer edges where the reflection of the mountains meets the lighter water. In this area you will add more of the royal blue.
4. Trees: Color another layer of dark green and dark blue where there are the darkest shadows near the base of the trees. Add a thin layer of medium-dark red, which is green's complementary color, just at the base of the trees to add some darkness and depth.

5. Reflection of trees: Use the same colors as in step 4; however, color the medium-dark red in a thin layer over the entire tree reflection.
6. Strip of grassy area at the base of the trees: Using a medium yellow-green, color in a layer over the strip of grassy area at the base of the trees. As has been done in previous steps, color a medium-dark red in a thin layer over this section too.
7. Sky and clouds: Repeat what you did with the sky on the first layers, using a medium blue and royal blue. At the top of your picture, the sky will be darker and more opaque. As the sky gets closer to the horizon line, the layers should be lighter and more transparent. For the clouds, keep them uncolored so that the white paper shows through. To give the clouds shape and form, and so they don't look flat, on the edges of the cloud shapes, lightly color them with the blue sky colors you have been using.
8. Canoe: Take the colors that you used in the first layers of the canoe and fill in and define the canoe and passenger even more. Turquoise blue, dark blue and dark brown were the colors that were used. Take the dark blue and draw in a reflection of the canoe in the water.
9. Water with the sky reflection: Use the same colors that you used in the first layer. These colors were dark blue, a turquoise blue, a medium blue. Color additional layers until you reach the darkness and opaqueness to match the final below.
10. Cloud reflections in the water: Find a white colored pencil and color in the cloud reflections. The cloud reflections are not as white and bright as the clouds in the sky, so layer some blues very lightly with it. When you mix white with the blue, the white colored pencil especially will give it a more blended, watery look.

**SAMPLE**  
**Not For Use**



## LESSON 16

### Spelling

- Complete the exercise:

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used 2–3 times): arithmetic, athletic, attendance.



### Reading

- Read Chapter 16 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Geography

- Read and complete.

Annie loved her vacation in Puerto Rico. In this lesson you will learn about the Caribbean island of Puerto Rico through words, a map, and photographs.

### *Puerto Rico*

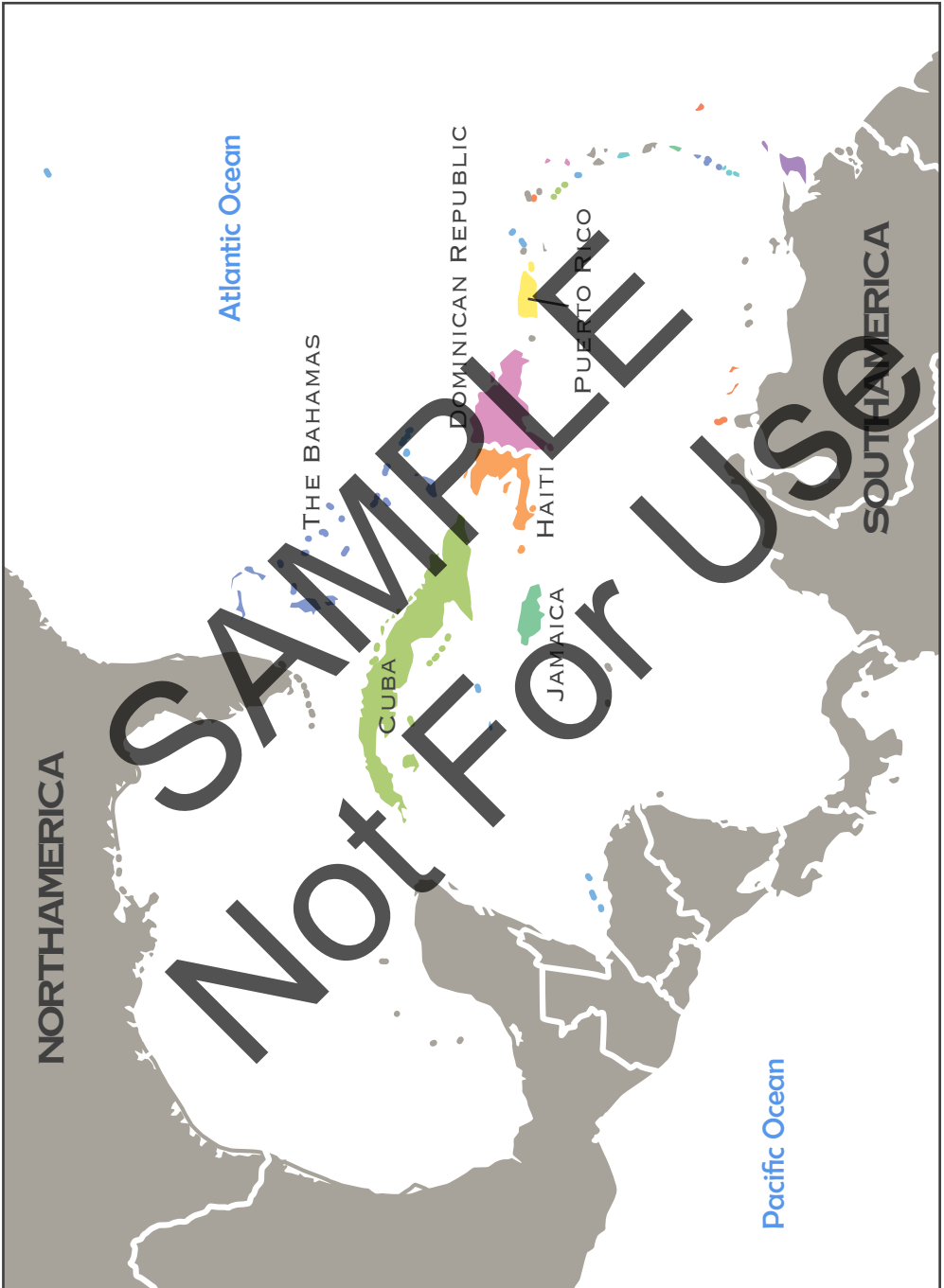
Puerto Rico, meaning “Rich Port” in Spanish, is an **unincorporated territory** of the United States. That means that it is controlled by the United States, but it is not part of the United States of America. The U.S. Constitution only partially applies to the people there. Before 1898, Puerto Rico was ruled for centuries by the Spanish.

Puerto Rico is an island group—also called an **archipelago**—consisting of a main island and several smaller ones. The main island of Puerto Rico is roughly 3,500 square miles and has a population of over 3 million people. Spanish is the predominant language of the island, being the native tongue to over 95% of the population.

The Taíno people are one of the primary indigenous peoples of Puerto Rico as well as the surrounding islands, including Cuba, Haiti, and the Dominican Republic. The Taíno inhabited the Caribbean Islands long before the Spanish settlers discovered them.

Because of its natural scenery, including beautiful beaches and lush tropical rainforests, and its rich history, Puerto Rico is a popular travel destination. It is generally considered a safe and hospitable place for tourists and citizens alike.

- In your notebook, copy the map on the next page. Label each of the large islands, the oceans, and the two continents. Color it with colored pencils, if desired.
- Carefully observe the photographs of Puerto Rico found on the following pages. The first two photographs are of the oceanside in Puerto Rico. The next two are of urban areas. The final two are of rainforests. Take time to explore the details and appreciate the beauty. Imagine what it would feel, smell, and sound like to be “in” each photograph.





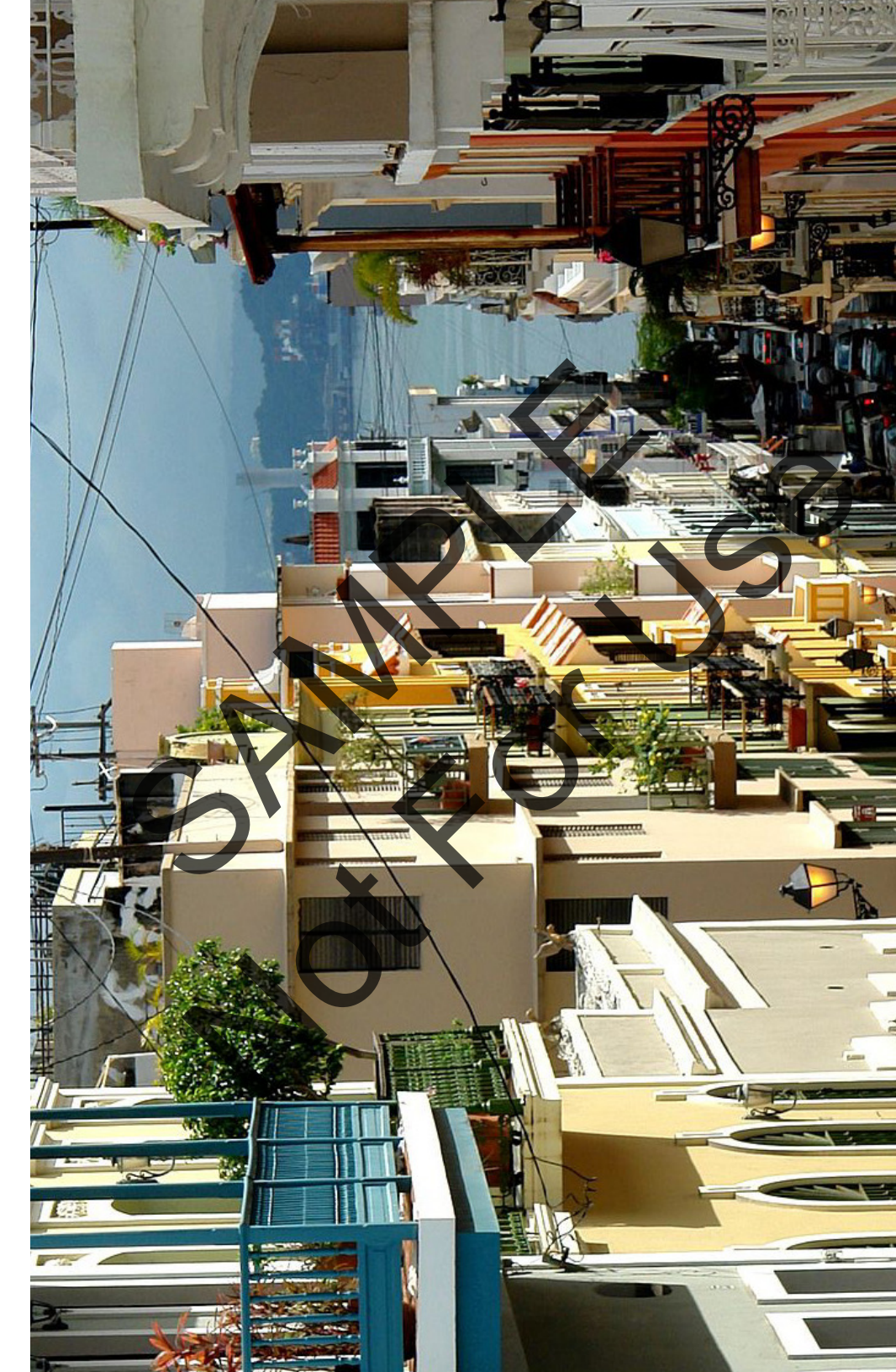
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Of Puerto Rico, Annie wrote to Helen:

"The island is a dream of loveliness, a perfect plot of color, blossoming trees and shrubs, roses, clematis, tree-like lilies, poinsettias and many beautiful flowers I never saw before.

But best of all, the climate is gorgeous, warm not hot. I mean it is not cruelly hot. There is always a delightful breeze from the ocean.

The houses are painted all colors of the rainbow."



## LESSON 17

### Challenging Pronunciation Vocabulary

**To your parent or teacher**, read the following words and definitions.

1. **Reticent** [REH - tih - sent]: withdrawn; not readily sharing thoughts and feelings
2. **Adulation** [add - you - LAY - shun]: excessive admiration, praise, or flattery
3. **Regale** [rih - GALE]: to entertain or amuse with talk; to lavishly supply with food or drink
4. **Predecessor** [PREH - dih - seh - sir]: someone or something replaced by or followed by another
5. **Unpretentious** [uhn - pree - TEN - shuss]: not concerned with appearing grand; modest; humble; sincere

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

1. He loved to \_\_\_\_\_ his grandchildren with stories of his own childhood.
2. I wished they didn't ask any more questions; the events of the day had left me feeling \_\_\_\_\_.
3. The crowd cheered her on with an enormous amount of \_\_\_\_\_ and applause.
4. Though his book was a bestseller, he was so \_\_\_\_\_ with his admiring fans.
5. The new secretary met with her \_\_\_\_\_ to learn the ways of the company.

## Handwriting

□ Copy the following quote by Helen Keller.

“Many of us delude ourselves with the thought that if we could stand in the lot of our more fortunate neighbor, we could live better, happier and more useful lives. It is my experience that unless we can succeed in our present position, we could not succeed in any other.”

*“Many of us delude ourselves with the thought that if we could stand in the lot of our more fortunate neighbor, we could live better, happier and more useful lives. It is my experience that unless we can succeed in our present position, we could not succeed in any other.”*

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) for copying the text above.

## Reading

- Read Chapter 17 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## LESSON 18

## Homophones

**beat** - 1) *Verb* to hit or strike repeatedly to cause injury;  
 2) *Verb* to defeat in a game, competition, or election;  
 3) *Noun* a main rhythmic accent in music or poetry

**beet** - a nutritious vegetable with edible taproot and leaves

- Write the correct word, BEAT or BEET, on each blank. Then, circle whether the homophone is used in the sentence as a noun or verb.
1. She carefully watered her \_\_\_\_\_ patch. NOUN VERB
  2. He \_\_\_\_\_ the former tennis champion. NOUN VERB
  3. He marches by the \_\_\_\_\_ of his own drum. NOUN VERB
  4. I clapped my hands to the \_\_\_\_\_. NOUN VERB
  5. She \_\_\_\_\_ the rug with her broom handle. NOUN VERB
  6. Begin singing on the sixth \_\_\_\_\_. NOUN VERB
  7. He liked to put vinegar on his \_\_\_\_\_ greens. NOUN VERB
  8. The evil man \_\_\_\_\_ his poor dog. NOUN VERB

## Reading

- Read Chapter 18 of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- Copy the following quote from today’s reading by Annie Sullivan.

“No matter what happens, keep on beginning and failing. Each time you fail, start over again, and you will grow stronger.”

*“No matter what happens, keep on beginning and failing. Each time you fail, start over again, and you will grow stronger.”*

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

## LESSON 19

### Grammar, Usage, Punctuation

#### Avoiding Faulty Comparisons

- In your *Grammar and Writing Guide*, read *Avoiding Faulty Comparisons* (page 14). Then, circle the correct comparisons and cross out the faulty comparisons below.

I think honey is more sweeter than sugar.

I think honey is sweeter than sugar.

She enjoyed the hot air balloon show more than I did.

She enjoyed the hot air balloon show more than me.

It was hotter here today than Death Valley.

It was hotter here today than it was in Death Valley.

My neighbor likes his new car much better.

My neighbor likes his new car much better than his old one.

I payed more for a box of peaches than she did.

I payed more for a box of peaches than her.

I enjoy reading John Greenleaf Whittier's poems more than Edgar Allan Poe.

I enjoy reading John Greenleaf Whittier's poems more than Edgar Allan Poe's poems.

## Editing

- Edit the following sentences from *The Touch of Magic*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. Hint: remember to capitalize proper nouns. There are 12 mistakes.

1) She would look thoughtful, then smile and reply “I’ve never stayed awake long enough to find out.

2) In 1921 the american Foundation for the Blind came into existence, with M.C. Migel, of new york, as its president.

3) in the late spring of 1922, Annie Helen and Polly returned to Forest Hills to a house literally jammed with unanswered mail

4) For a Time, Annie seemed much more like Her old self.

## Reading

- Read Chapter 19, the last chapter of *The Touch of Magic*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

# LESSON 20

## Spelling

Complete the exercises.

Write each word twice, separated into syllables.

1. arc - tic \_\_\_\_\_

2. bal - ance \_\_\_\_\_

3. cat - e - go - ry \_\_\_\_\_

Complete the exercises.

Write the following spelling words in alphabetical order: benefited, boundaries, battalion, beneficial

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

3. \_\_\_\_\_ 4. \_\_\_\_\_

## Homophones

- **SOUL:** a living being (I love God with all my heart and soul.)
- **SOLE:** the only one (He was the sole participant.); the bottom of a foot or shoe (The sole of her shoe was worn through.)

Write a short sentence that uses each word correctly.

soul \_\_\_\_\_

sole \_\_\_\_\_

## Biographies and Autobiographies

- Read the information below and then fill in the blanks.

You have just finished the biography of Annie Sullivan, written by Lorena A. Hickok. Remember, a **biography** is the story of a person's life written by an author other than the subject of the work.

An **autobiography** is the story of a person's life written by herself or himself.

The **point of view** is the perspective from which the story is told.

In the **first person** point of view, the story is related from the view of a single character. First person stories use the words "I" and "me" in telling the story.

The **third person** point of view presents the story outside of any single character's perspective. Third person stories use the words "he," "she," and "they" in telling the story.

1. *The Touch of Magic*, written by Lorena A. Hickok, is a \_\_\_\_\_ about the life of Annie Sullivan, written in a \_\_\_\_\_ point of view.
2. *The Story of My Life*, which you are about to begin reading, is an \_\_\_\_\_ written by Helen Keller about her life. She wrote it in a \_\_\_\_\_ point of view.

### Reading

- Read Chapters 1 and 2 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled "Inspiration from Annie Sullivan and Helen Keller."

## Art Project

- As you just read in Chapters 1 and 2, Helen loved exploring the farm, gathering eggs, touching the dairy cows while they were being milked, smelling flowers, and enjoying her father's prized fruits. Choose one of the images on these pages and use your colored pencils to draw it on some drawing paper. Use the layering techniques you learned in Lesson 15.

### *Materials Needed*

drawing paper | drawing pencil and eraser | colored pencil set





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## LESSON 21

### Literary Devices

- Read the following and complete the exercises.

One of the strongest literary devices is **imagery**, which the author uses to create a mental image for the reader. Imagery frequently uses visual imagery, but it can also include other senses. Helen Keller used imagery frequently in her writing, even though she was unable to see or hear. Think for a minute: why did she love to incorporate imagery so much in her writing? How did she know what things looked and sounded like?

Here is an example of imagery that Helen Keller used in the chapter you are about to read:

“I felt as if invisible hands were holding me, and I made frantic efforts to escape.”

Can you picture in your mind how Helen Keller felt? What if she had just said, “I felt trapped”? You may have noticed that her sentence also uses a simile. Imagery frequently includes the use of similes, metaphors, allusions, and descriptive language to paint a mental image for the reader through words.

Here is another example taken from today’s reading assignment:

“Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. “Light! Give me light!” was the wordless cry of my soul. . .”

Does her description paint a picture in your mind?





## Vocabulary

- Complete the exercise.

despondent | veneration | conveyance  
barren | antagonism | exploitation | scrupulous

Fill in the blanks below with a vocabulary word from above. Refer to pages 6–8 for definitions, if needed.

1. The new manager was frustrated with the mess and treated his predecessor with \_\_\_\_\_.
2. The \_\_\_\_\_ land was unlikely to grow enough corn, beans, and squash to feed the village.
3. The taxi was to be his \_\_\_\_\_ to the theater that night.
4. Blind children and their families feel \_\_\_\_\_ for Helen Keller and Annie Sullivan.
5. His aim was to stop the \_\_\_\_\_ of animals in the traveling circus.
6. Her \_\_\_\_\_ studies and efforts paid off when she passed the exam with honors!
7. The children became \_\_\_\_\_ when they heard that their beloved head mistress would be away for another week.

## Reading

- Read Chapters 3 and 4 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

# LESSON 22

## Reading

- Read Chapters 5 and 6 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- Copy the following quote by Helen Keller from today’s reading.

“As my knowledge of things grew, I felt more and more the delight of the world I was in.”

*“As my knowledge of things grew, I felt more and more the delight of the world I was in.”*

Handwriting practice lines consisting of four sets of horizontal lines (top solid, middle dashed, bottom solid).



## Poetry

- Read the following and complete the exercises.

It is very clear that Helen Keller had a deep love of nature. Today you read about her great joy in many kinds of nature: the sun and rain, birds, squirrels, deer, lions, fragrant woods, grass, the dimples on her baby sister's hand, and tree climbing.

Previously in this book study you have read some poetry by John Greenleaf Whittier. He, too, loved nature, and he used his gift of writing to describe God's beautiful creations, as you discovered while reading "The Barefoot Boy." He also used his poetry to lift and inspire people. This may be the most important thing you can use your writing for.

**Read the following poem to yourself and then out loud to someone.**

### *Don't Quit*

by John Greenleaf Whittier

When things go wrong as they sometimes will,  
When the road you're trudging seems all up hill,  
When the funds are low and the debts are high  
And you want to smile, but you have to sigh,  
When care is pressing you down a bit,  
Rest, if you must, but don't quit.  
Life is queer with its twists and turns,  
As everyone of us sometimes learns,  
And many a failure turns about  
When he might have won had he stuck it out,  
Don't give up though the pace seems slow,  
You may succeed with another blow.  
Success is failure turned inside out,  
The silver tint of the clouds of doubt,  
And you never can tell how close you are,  
It may be near when it seems so far,  
So stick to the fight when you're hardest hit  
It's when things seem worst that you must not quit.  
For all the sad words of tongue or pen,  
The saddest are these: "It might have been!"

## Spelling

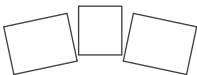
- Complete the exercise:

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used 2–3 times): beginning, appearance, business.

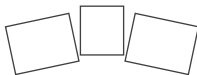


Write the syllables for each spelling word in the boxes.

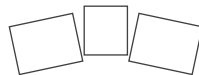
cal - en - dar



can - di - date



ath - le - tic



## LESSON 23

### Reading

- Read Chapters 7 and 8 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Commonly Confused Words

**everyday** - *Adjective* commonplace; usual

*Examples: Wear your everyday clothes.*

*I applied the quote to my everyday life.*

**every day** - *Adverbial Phrase* each day; daily

*Examples: I practice the piano every day.*

*Gracie goes running every day.*

- Circle the correct word(s) below.
  1. I remember to pray EVERYDAY | EVERY DAY.
  2. These are just my EVERYDAY | EVERY DAY shoes.
  3. He wrote her a letter EVERYDAY | EVERY DAY on the ship.
  4. EVERYDAY | EVERY DAY is a new opportunity to make someone happy.
  5. Playing the piano has become a part of my EVERYDAY | EVERY DAY routine.
  6. Hearing the train sound has become an EVERYDAY | EVERY DAY occurrence in this town.

## Grammar, Usage, Punctuation

### Avoiding Shifts in Person, Voice, and Number

- In your *Grammar and Writing Guide*, read *Avoiding Shifts in Person, Voice, and Number* (page 15). Then, draw a “<” by every correct example. Draw an “X” by every incorrect example. The first two are done for you.

~~☆~~ When woodworking you should always wear protective eyewear. Otherwise, your eyes could be injured.

~~✗~~ Dogs learn faster when you teach it with positive reinforcement.

— Animals who are treated with kindness will be a more loving pet in return.

— I brought ice cream cones, and everybody enjoyed them.

— The piano was played by a young man, and the song was sung by his little girl.

— I played the violin, and the cello was played by my sister.

— My mom had baked cupcakes for her book club, and the ladies ate them so fast.

— Virtually anyone can become a runner with practice.

— Anyone can become a runner if you just keep trying.

— Don't quit; you never can tell how close you are.

— Don't quit; anyone can make it if you just keep trying.

## LESSON 24

### Reading

- ❑ Read Chapters 9, 10, and 11 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Literary Devices

- ❑ Read the following and complete the exercises.

So far you have learned about similes, metaphors, foreshadowing, and imagery. Another wonderful and common literary device is **onomatopoeia** [on - oh - mat - uh - PEE - uh], which means “the imitation of a sound.” Words such as *buzz*, *huff*, *snap*, and *moog* are examples of onomatopoeia, or words whose pronunciations sound very similar to the sounds the words represent. In literature, onomatopoeia is useful in creating a stronger mental image for the reader.

In the chapters you just read, Helen Keller used onomatopoeia:

I had to feel for the rails with my toe; but I was not afraid, and got on very well, until all at once there came a faint “puff, puff” from the distance.

Match the following onomatopoeia words with the sentences:

- |         |  |
|---------|--|
| hiss    | The _____ of the trees calmed my nerves.                           |
| whisper | It surprised me to hear such a giant _____ from such a tiny snake. |
| click   | As soon as I lifted it, the kitty began to _____.                  |
| boom    | With one _____ of the computer mouse, I finalized the deal.        |
| purr    | Please _____ up your coat, Johnny.                                 |
| zip     | The cannon let out a resounding _____.                             |

## Challenging Pronunciation Vocabulary

**To your parent or teacher**, read the following words and definitions.

1. **Reticent** [REH - tih - sent]: withdrawn; not readily sharing thoughts and feelings
2. **Adulation** [add - you - LAY - shun]: excessive admiration, praise, or flattery
3. **Regale** [rih - GALE]: to entertain or amuse with talk; to lavishly supply with food or drink
4. **Predecessor** [PREH - dih - seh - sir]: someone or something replaced by or followed by another
5. **Unpretentious** [uhn - pree - TEN - shuss]: not concerned with appearing grand; modest; humble; sincere
6. **Insatiable** [in - SAY - shuh - bull]: impossible to satisfy

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

1. I was impressed with how \_\_\_\_\_ the duchess acted, as if she belonged in our modest neighborhood.
2. The new chief executive officer had to clean up the economic mess his \_\_\_\_\_ had left the company in.
3. My whole team showed great \_\_\_\_\_ to the new coach. We all wanted to \_\_\_\_\_ him with stories of all our scores and wins.
4. I thought perhaps some hot cocoa would help the child break free of his \_\_\_\_\_ mood and make him comfortable opening up to me.
5. I hadn't eaten in two days, and my appetite was \_\_\_\_\_.

# LESSON 25

## Spelling

- Complete the exercises.

LOOK at it, SAY it, COVER it, WRITE it, CHECK it. Complete twice for each word.

belief \_\_\_\_\_

believe \_\_\_\_\_

Write the following spelling words in alphabetical order: boundaries, battalion, Britain, balance.

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

3. \_\_\_\_\_ 4. \_\_\_\_\_

## Handwriting

- Copy the following quote by Helen Keller.

“Optimism is the faith that leads to achievement.”

*“Optimism is the faith that leads to achievement.”*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reading

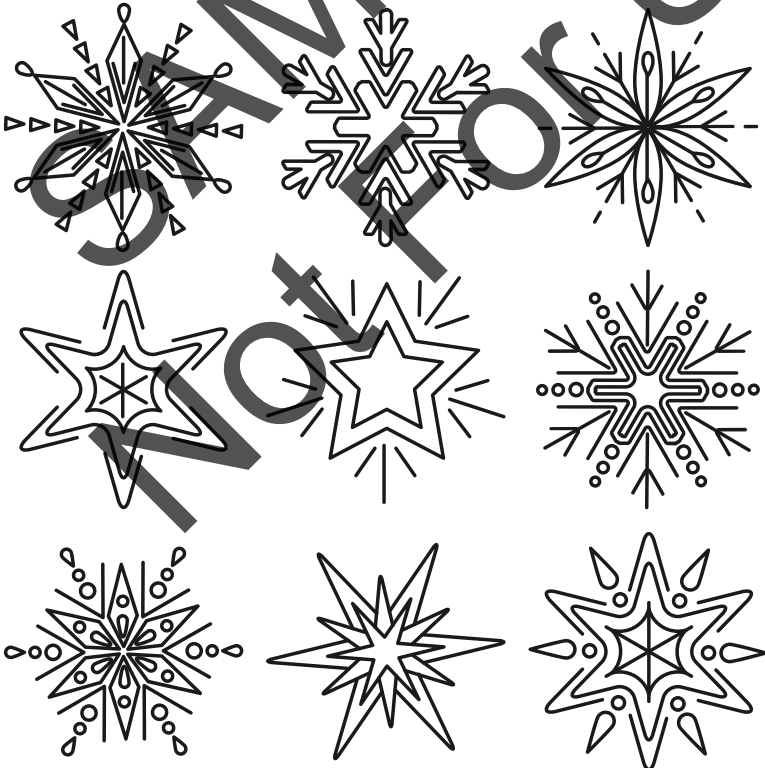
- Read Chapters 12 and 13 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Art

- Read and complete:

In the chapters you just read, Helen experienced her first snow. She wrote, “The air stung my cheeks like fire. . . The rays of the sun fell upon the trees, so that the twigs sparkled like diamonds and dropped in showers when we touched them.” What a wonderful use of similes and imagery!

Choose your two favorite snowflakes and draw them in your notebook.



# LESSON 26

## Reading

- Read Chapters 14 and 15 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Homophones

**desert** - *Verb* to leave or abandon  
*Example: I decided to desert the barren farm.*

**dessert** - *Noun* a sweet treat  
*Example: We'll have dessert after dinner.*

- Write a short sentence that uses each word correctly. Write in cursive, if possible.

*desert*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*dessert*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## LESSON 27

### Reading

- Read Chapters 16, 17, and 18 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Commonly Confused Words

**of** - *Preposition* used to join a modifier to a noun, verb, adjective, or adverb

*Example: It was so kind of her to bring me flowers.*

**have** - *Verb* to possess, occupy, hold, use, or exhibit; helping verb used to form perfect tenses

*Examples: I have two extra apples to share.*

*You would have liked meeting her.*

- Circle the correct word below. See more examples on page 59 of your *Grammar and Writing Guide* if desired.
  1. I should OF | HAVE covered the hay before it rained.
  2. He’s the proud father OF | HAVE three fine young boys.
  3. It could OF | HAVE turned out a lot worse.
  4. I’d like to eventually OF | HAVE enough money saved up for a trip to Switzerland.
  5. She was the star OF | HAVE the show!
  6. I would OF | HAVE waited if I’d known you wanted to come with me.

## Spelling

- Complete the exercise:

Create a spelling ribbon (the words written in a line that curves, waves, or takes any form you would like to make) with these spelling words (each used 2–3 times): arithmetic, benefited, attendance.



## LESSON 28

## Reading

- Read Chapters 19 and 20 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Literary Devices

- Read the following and complete the exercises.

The final literary device you will learn about in this book study is called **hyperbole** [hi - PER - bo - lee]. Hyperbole is the use of exaggerated statements, not meant to be taken literally, to make a point. Hyperbole comes from the Greek word for “excess.”

*Examples: I’m so tired I can’t walk another inch.*

*My ice cream cone was a mile high.*

*This suitcase weighs a ton!*

*I was dying of embarrassment.*

Here is an example of hyperbole that Helen Keller used in the chapters you just read:

“He was always gentle and forbearing, no matter how dull I might be, and believe me, my stupidity would often have exhausted the patience of Job.”

Complete the following sentences using hyperbole.

I felt as old as \_\_\_\_\_.

My headache felt like \_\_\_\_\_.

I was so excited I could have \_\_\_\_\_.

The flower was so pretty \_\_\_\_\_.

I was so thirsty \_\_\_\_\_.

The abandoned dog \_\_\_\_\_.

## Vocabulary

**ambition** - a strong desire to do or to achieve something, typically requiring determination and hard work

**amiable** - friendly; pleasant; good-natured personality

**inauguration** - the formal admission of someone to an office

**ostensibly** - apparently or supposedly, but maybe not actually

**auspicious** - favorable; conducive to success; promising

**scrupulous** - attentive to details; very careful to not do wrong

**reverence** - great respect; reverence

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

- The solemn crowd was filled with \_\_\_\_\_ for the good lady.
- I was immediately made more comfortable when she showed her \_\_\_\_\_ smile.
- Abraham Lincoln's \_\_\_\_\_ speech was, indeed, an \_\_\_\_\_ beginning to the wonderful work he would do as president.
- The \_\_\_\_\_ with which he worked was inspiring!
- He retired early, \_\_\_\_\_ because of poor health.
- My sister was always \_\_\_\_\_ about her flock's health, keeping detailed records in her journal.



## LESSON 29

### Reading

- Read Chapter 21 of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

### Grammar, Usage, Punctuation

#### Interjections

- In your *Grammar and Writing Guide*, read *Interjections* (page 90). Then, fill in the blanks below. Use your *Grammar and Writing Guide* to find the answers, if needed.
1. Interjections have no \_\_\_\_\_ connection to other words in the sentence.
  2. Interjections are often \_\_\_\_\_ word.
  3. Yes, wow, come on, and hooray are all examples of \_\_\_\_\_.
  4. Interjections are sometimes a \_\_\_\_\_ phrase.
  5. Interjections are set off with a \_\_\_\_\_ or an \_\_\_\_\_.
  6. Use \_\_\_\_\_ carefully; overusing interjections can be distracting to the reader.

## Literary Devices

- Read the following and complete the exercises.

In this unit you have learned about and practiced six types of literary devices: similes, metaphors, foreshadowing, imagery, onomatopoeia, and hyperbole. Fill in the blanks with the correct literary device below.

simile | metaphor | foreshadowing  
imagery | onomatopoeia | hyperbole

1. The literary device \_\_\_\_\_ is using words and phrases to hint at what is going to happen without revealing the story or spoiling the suspense.
2. A \_\_\_\_\_ draws parallels or comparisons between two unrelated things and uses the words “as” and “like.”
3. \_\_\_\_\_ is the use of exaggerated statements, not meant to be taken literally, to make a point.
4. \_\_\_\_\_ is visually descriptive language.
5. Using words that are actually pronounced like the sounds they are describing is \_\_\_\_\_.
6. A \_\_\_\_\_ draws comparisons between two subjects, but without the words “as” and “like.”

# LESSON 30

## Reading

- ❑ Read Chapters 22 and 23, the final chapters of *The Story of My Life*. Remember to make notes in the section of your notebook you titled “Inspiration from Annie Sullivan and Helen Keller.”

## Handwriting

- ❑ Copy the following quote by Helen Keller.

“Everything has its wonders, even darkness and silence, and I learn, whatever state I may be in, therein to be content.”

“Everything has its wonders, even darkness and silence, and I learn, whatever state I may be in, therein to be content.”

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



