

Sample Not For Resale

My Homeschool

ENGLISH

4B - Semester Two



Knowledge Rich Language Arts For
Australian Home Education

Sample Not For Resale

My Homeschool English 4B – Semester Two

Knowledge Rich Language Arts for Australian Home Education.

by Michelle Morrow and Beth Frankish

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Introduction

My Homeschool English is a simple straightforward curriculum that cuts out the busy work and gets children writing, reading and thinking. Using knowledge rich themes, this language arts resource is your gateway to a holistic and effective English education.

Lessons include explicit writing instruction, reading practice, sentence level grammar, vocabulary, spelling, poetry appreciation, picture study, copy work, narration and compositions.

My Homeschool English requires minimal preparation. However, **you will need to be present to start most lessons** because there is a lot of teacher/student interaction. In most cases one lesson shall represent one day's work. However, as your child's teacher, you can best determine the amount of work that should be done. In most circumstances lessons will only take between 15 to 30 minutes.

This resource is six months of work which is aimed towards the last half of the homeschool year. It has been broken down into 18 weeks with three lessons per week plus one weekly spelling activity. There are two 8-week sections, and the 9th week is used as a catch up assessment or revision.

Grade Level and Syllabus Alignment

This resource is intended for use with a child aged 9 - 10. It forms part of the My Homeschool curriculum for Year 4/Grade 4. This book is intended for use in the second semester (Term 3 and Term 4) of Year 4/Grade 4. It is to be used in conjunction with our other resources that work on literacy and writing.

This has been written to follow the Australian Curriculum Version 9 Year 4, the NSW Curriculum Year 4 (Stage 2), WA Curriculum Year 4, NZ Curriculum Year 5 (Level 2 - 3 NZ) and Common Core Grade 4.

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Writing Lesson with a Knowledge Rich Curriculum

Writing lessons are inspired by Judith Hochman¹ and Charlotte Mason. The Hochman method is an explicit style of teaching writing that shows children how to write sentences and paragraphs. The Charlotte Mason method teaches writing mostly through narration and copywork. Both these methods are well suited for teaching in a homeschool setting.

Providing children with a knowledge rich curriculum and explicit writing instruction is one of the tenets of this English curriculum. Research shows² that teaching writing skills, without knowledge, impairs a child's ability to write well in the future. Although it may not be as apparent in the primary years, a lack of knowledge leads to comprehension problems when children progress to writing about more complex topics. Our goal is to teach writing skills while using worthwhile content.

Whilst the Hochman method is much more structured than the Charlotte Mason method, there are many shared ideas. Firstly, Charlotte Mason believed it was important to teach writing within a literary context. Secondly, she believed that sentences are the place to start teaching grammar. Thirdly, both utilise picture study to stimulate written content. Fourthly, Charlotte was anti twaddle, this meant a knowledge rich curriculum was a priority. Finally, the last one to highlight (there are more) is they both believed in teaching writing across the curriculum, in all subjects. So, even though this resource doesn't follow the Charlotte Mason Method strictly, many ideas coalesce, and you can still use her method as you teach other subjects.

Themes for My Homeschool English 4B

This semester we cover a theme of water, rivers and sea exploration.

¹ The Writing Revolution by J Hochman and N Wexler © 2017

² The Knowledge Gap by N Wexler © 2020

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Before You Start Skills

This resource assumes that your child has already been introduced to the following skills and has completed English 4A. However, if your child hasn't mastered these skills yet, don't worry! We will continue to work on developing them this year. But be aware, your child may need some additional support with these skills if they haven't learnt them before.

Prior Knowledge Skills

- Understands the difference between a sentence and a fragment. (See Appendix 1)
- Has learnt the different types of sentences. (See Appendix 2)
- Can identify an independent and dependent clause.
- Can expand a sentence using 'but', 'so' and 'because' and has learnt to write complex sentences. (See Appendix 3)
- Has had practise using conjunctions for sentence expansion. (See Appendix 4)
- Has been introduced to the idea that commas are used to separate meaning. (Appendix 6)
- Understands what an appositive is and how to use it in a sentence.
- Has been introduced to paragraph writing using a topic and concluding sentences. (See Appendix 8)

Revision of Skills

For parents wanting to revise some of the writing, punctuation and grammar concepts used in this resource, we provide some initial teaching suggestions for teachers in the next section, plus we include teaching tips in some lessons, and we have an *Appendix* at the back of this resource, for key concepts. Please use these when needed.

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Suggestions to Teachers

We have provided some teaching suggestions and useful information that will help you understand how to get the most out of this resource.

Use a Notebook

Most lessons can be completed in this book. However, you will also need to write some lessons in a notebook or exercise book.

Presentation of the work is important. Instruct the student on using a margin, indentation of paragraphs and a title for the work. Encourage the student to use self-editing skills and proofread their work. If they see something wrong allow them to correct it (using an eraser or liquid paper).

Copywork and Handwriting

A natural precursor to teaching dictation begins with copywork. Copywork is simply writing out by hand or copying from other written texts or models. This practice has been employed for centuries as a technique for teaching writing skills to young and old scholars.

Cursive handwriting was introduced in Year 3/Grade 3.

Additional copywork provided within the My Homeschool curriculum will enhance writing skills.

Grammar and Punctuation

Every lesson should be a language lesson. We have aimed to teach grammar here in the context of writing. No grammar terms are given that won't be used within the student's work.

Take the opportunity to teach or reinforce certain aspects of grammar during your lessons, sprinkle in terms such as adjective, noun, pronoun and verb. Don't get too technical, you don't want to bamboozle the student.

When examining a passage, examine the punctuation also. Ask your student questions about specific punctuation marks. Have them read aloud the passage, paying attention to pause when the punctuation indicates. Remind them that they need to study not only the spelling of words, but also the punctuation used. The way you read a passage will help them work out the natural pauses for commas and full stops.

Keep an eye on the most common errors committed and focus on correcting those.

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Weekly Spelling - Morphology and Etymology

Each week we will be focussing on the morphology of words, with prefixes, suffixes and base words. We will also be looking into the etymology or root words.

Morphology is concerned with the structure of words. Etymology, on the other hand, is the study of the history of words, their origins, and how their form and meaning have changed over time.

Homophones (words that sound the same but have different spellings) and **heteronyms** (words that have the same spelling but sound different depending on the context) are also highlighted for your student to see.

HOW TO STUDY THE WORD LISTS

Some lessons have a short note to help you teach the lesson however teaching the lessons is very straightforward.

Here is a general guideline for your child to study the word lists. Teach them to:

Look closely at the words to be memorised.

Say the words out loud.

Divide words into **syllables** when appropriate.

Find out the **meaning of the word** if they don't already know it.

Copy the word a minimum of three times.

Reading, Comprehension and Vocabulary

Children are able to improve their writing by reading, however this is not the only component. Many of the observation and story lessons are starters for further writing exercises.

For a student to be able to comprehend a passage they need to have many skills cooperating to allow them to understand what they are reading. For some children this skill occurs naturally and we can 'test' it with simple oral questions or a written narration about the passage.

If you find that a student does not comprehend the passages you can look for various areas that will help you break down the process for them. Can they read the passage? If they need some help then you might try reading it with them or for them. If they cannot read it, trying to do dictation on the passage is not advisable.

Are they paying attention to the punctuation, pausing for commas or recognising a question mark?

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Do they understand the vocabulary used?

The use of jargon, slang or clichés may also inhibit comprehension.

What the reader knows (prior knowledge) of the passage being discussed also helps them comprehend a passage.

Reading words in the rich context of whole books is a very effective, natural method for increasing your student's **vocabulary**. When they find a word that they do not know, have them try to guess the meaning using the context of the extract and then either tell them the correct meaning or have them look it up in a dictionary. After they understand the meaning they can then put it into a sentence of their own either orally or written.

This is the ideal time to introduce the dictionary and alphabetical order.

Narration Lessons

The art of telling back or narration is employed in many lessons. This is an excellent skill to encourage. Fostering a keen memory and retention is a study skill that you want to develop into a life-long habit.

If a lesson requires a written narration, encourage them to write what they remember without requiring a specific format.

Composition

Some lessons give the student an opportunity to compose pieces of writing in a variety of text styles from an imaginative story to an informative text. Discuss what will be in their composition **orally first**. This oral lesson helps them to get their creative juices flowing and makes them realise that they do have something to write. If you skip this stage, you will often find resistance from reluctant writers. However, many children will still find writing down their own compositions a daunting experience. This is because their vocabulary far exceeds their writing ability. Therefore, use wisdom in getting them to write their composition. Assess each child individually and have them dictate to you some compositions if necessary. In my experience this skill grows slowly and needs patience and nurturing. Some children are natural writers others take a while and at this age the skill level is quite varied. Charlotte Mason did not expect children to write out their compositions until age 10, so if they aren't ready - don't panic; there is always next year! The focus should really be on students being able to write accurate and coherent sentences.

Presentation of some of their compositions should be in a digital format in order to teach them some computer skills.

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Poetry Appreciation

Poetry selection should be read aloud by the student, or to the student. The content of poetry uses the imagination and speaks directly to the heart. The images in poetry are wonderful. You don't need to turn a poem inside out to appreciate it. With younger children, make it your goal to help them enjoy the poems, especially the rhythm, leaving the techniques and jargon for later years.

Literature Discussions

A genre is the traditional classification of texts, such as fiction and non-fiction. This is the first classification your student should be able to make. You can ask them whether they think this is a true story or a pretend story.

You can begin introducing some discussion about other features of the stories and poems they are reading. Your aim here is to have your child notice and observe: why a text was written, who was it written to and what was the author trying to say. These discussions will help your child think about literature and give them some vocabulary for discussing literature in a literary way. Discussion prompts have been added to lessons.

Here are some short definitions of the text types used in this resource:

- Simple narrative: To tell a story.
- Procedure: To show how something is accomplished through a series of steps listed in chronological order.
- Persuasion: To put forward an argument or particular point of view.
- Simple report: To present factual information about a class of things, usually by classifying and describing their characteristics.

Writing Instruction

For years writing instruction has been based on the idea that students can learn to write 'naturally' in the same way they learn to talk. However, we know now this doesn't work for all children and with declining writing standards the need for explicit writing instruction is needed more than ever. With homeschooling this is easier as you are teaching alongside your child.

In Year 4 we introduce skills to teach your child how to write a paragraph. This includes the structure of a paragraph, how to write an outline, and how to identify key words. They will also practice writing their own paragraph on a topic. At this stage we are only expecting them to write one well-formed paragraph but in Year 5 they will begin to learn how to write a few paragraphs on a topic.

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End of Term Assessment

Writing assessments are provided at the end of each term (Weeks 9 and 18). You can use these assessments as a revision lesson or as an assessment tool.

Additional Reading and Writing

This resource encourages your student to learn how to spell, write and decode words, however, to develop their skills they will need additional practise across their curriculum.

Reading words in the rich context of whole books is a very effective, natural method for increasing your student's **vocabulary** so reading from additional sources including poetry should be encouraged.

Answer Guide & Appendix

Most lessons are self-explanatory. However, some answers are provided at the back of this resource. Parents should mark and correct children's work and give them feedback when possible. For your convenience, we have added some additional teaching helps in the **Appendix**.

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Week One—Lesson 1 – Prefix ‘retro’

Prefix: ‘retro’

Meaning: ‘backwards’, ‘back’, ‘behind’

The prefix ‘retro’ is derived from Latin, where it means ‘backwards’, ‘back’, or ‘in past times’.

Here are some words that use this prefix:

- Retrograde: Directed or moving backward; a decline to a worse state.
- Retrofit: To add (new technology or features) to an older system.
- Retrospect: Looking back on or dealing with past events or situations.
- Retroflex: Bent or turned backward.
- Retromania: An enthusiasm for styles and fashions from the past.

Example: retro + active = retroactive

- **retro** is a prefix implying a backward movement or referencing the past.
- **active** is an adjective denoting something that is currently in effect or operation.
- **retroactive** means applying or referring to a period in the past, such as laws, policies, or payments that take effect as if they had been in force from an earlier date.

Add the prefix ‘retro’ to these base words.

Base Word	Add Prefix	Copy	Copy
active			
grade			
fit			
spect			
flex			
mania			
style			

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LESSON 4—WRITE A TOPIC SENTENCE – CLOUDS

To write a topic sentence we must first have a topic to write about. When you have a topic, you must also have some ideas about what you will write about for the rest of the paragraph. A little planning will make writing a bit easier.

Example Topic: Clouds

5 Facts About Clouds:

- Clouds are made of tiny water droplets or ice crystals.
- Clouds reflect sunlight and trap heat.
- The colour of clouds can help us predict the weather.
- Dark clouds may indicate rain or a storm approaching.
- Clouds travel across the sky carried by wind currents.

Topic Sentence

Clouds, those fluffy wonders in the sky, play an important part in the Earth's weather.

ACTIVITY

Topic: Cats

5 Facts About Cats:

- Cats purr when they are happy or relaxed.
- Cats have sharp claws which help them climb.
- Cats are natural hunters.
- Cats spend a lot of their day sleeping.
- Cats come in many different colours.



1. Using the topic of cats, write a topic sentence.

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2. Write a topic sentence (TS) about dogs. List five facts first to help you write your sentence.

Use this outline format.

TS. _____

1. _____

2. _____

3. _____

4. _____

5. _____

3. Write a paragraph outline using a topic sentence on the beach, church or trees.

TS. _____

1. _____

2. _____

3. _____

4. _____

5. _____

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LESSON 6—APPOSITIVES AND TOPIC SENTENCES

To Remember

An appositive is a noun or noun phrase that renames or provides more information about another noun or pronoun close to it in a sentence. It can be a single word, a phrase, or a clause that helps to clarify or add detail to the subject. We usually use commas to separate an appositive.

Here are two appositives (underlined) from the previous lessons on topic sentences.

A stream, a natural waterway, is a small river that flows across the land.

Clouds, those fluffy wonders in the sky, play an important part in the Earth's weather.

ACTIVITY

1. Combine these two sentences to make one sentence with an appositive.

A. Rain starts when clouds become heavy with water droplets.

B. Rain is nature's way of watering the earth.

2. Combine these two sentences to make one sentence with an appositive.

A. A rainbow is a beautiful sight.

B. A rainbow is a coloured arc in the sky.

3. Rewrite the two topic sentences you created in Lesson 4 and add an appositive.

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LESSON 14—PICTURE STUDY – IN THE FIELD



Spring by William McTaggart (1854)

ACTIVITY

1. Using the picture and your imagination, answer the following questions. Who is in the picture? What are they doing? Where are they? Why might they be collecting?

Who: _____

What: _____

Where: _____

Why: _____

2. Using the details you have written, write one or two sentences describing the scene in the picture.

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LESSON 23—VERBS OF BEING: IS, ARE, WAS, WERE

ACTIVITY

1. Complete the following sentences, filling the blanks with is or are.

A. There _____ a willow tree hanging over the creek.

B. There _____ a fish in the river.

C. There _____ green fields nearby.

D. There _____ rain clouds in the sky.

2. Complete the sentences again, filling the blanks with **was** or **were**.

A. There _____ a willow tree hanging over the creek.

B. There _____ a fish in the river.

C. There _____ green fields nearby.

D. There _____ rain clouds in the sky.

3. Write 4 sentences of your own. Use the words 'is', 'are', 'was', and 'were'.

Start each sentence with 'There'.

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LESSON 24—ADVERBIAL PHRASES AND VERB TENSES

Teacher’s Note: Adverbs of when (i.e. when something took place) are also called temporal adverbial phrases. These groups of words are also called adverbial phrases or adverbials. However, remembering these terms is not required in Year 4.

Adverbial phrases provide information about when, where, how, and why something happens. They give us information about **‘when’** an action took place. They specify the timing of an event without needing additional words to form a complete clause. These adverbial phrases are often called **adverbs of when**.

Example Sentence: The dog ***sleeps*** on the bed.

Adverbial Phrase to Add: last night

Past Tense: sleeps → slept

New Sentences:

Last night, the dog slept on the bed.

OR

The dog slept on the bed last night.

Example Sentence: The girl ***dances*** on the stage.

Adverbial Phrase to Add: two weeks ago

Past Tense: dances → danced

New Sentences:

Two weeks ago, the girl danced on the stage.

OR

The girl danced on the stage two weeks ago.

Activity

Using the sentences provided add an adverbial phrase of when and then change the bolded word in italics to show past time (past tense).

Grammar and Punctuation Tip: Place a comma after the adverbial phrase if you add your adverbial phrase to the sentence at the beginning.

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Suggested Adverbial Phrase to Add:

a few days ago	last spring	a month ago
yesterday	two weeks ago	a long time ago
last night	last week	a few minutes ago

1. The birds **sing** in the leafy trees.

2. The artist **draws** pictures of waterfalls.

3. The bells **ring** loud and clear.

4. The rain **comes** to the thirsty flowers.

5. We **see** ripe apples in the orchard.

6. The farmer boy **drives** the cows to pasture.

7. The author **writes** a beautiful poem.

8. The cows **go** down to the river to drink.

9. The rain **falls** on the dry ground.

10. The koala **eats** the sweet gum leaves from the eucalyptus trees.

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LESSON 28—SENTENCE STARTERS

Teacher's Note: This is a revision of Lesson 9. 'Unless' and 'while' are both subordinating conjunctions and can be used to start a sentence. These are introduced this lesson for the first time.

Subordinating conjunctions are words that connect a dependent clause (a group of words that cannot stand alone as a complete sentence) to an independent clause (a group of words that can stand alone as a sentence). They introduce the dependent clause and indicate a relationship of time, cause, condition, contrast, or place between the two clauses. (See Appendix 4)

There are many ways we can start a sentence to add more detail and make them more complex.

Example 1: Adding 'while' to indicate a simultaneous time period.

The dog ate my slipper.

While I was out, the dog ate my slipper.

The dog ate my slipper while I was out.

Example 2: Adding 'unless' to indicate a cause and effect. Similar to 'if' but focusses on the omission rather than the addition.

Drink water.

Unless you drink water, you will be thirsty.

Drink water unless you want to be thirsty.

Comma Reminder

If a complex sentence has a dependent clause followed by an independent clause, we use a comma. This is because the dependent clause introduces additional information that leads into the main idea presented in the independent clause. The comma helps to separate these ideas clearly.

If a complex sentence has an independent-dependent clause structure then, no comma is needed. This structure presents the main idea first and then extends or adds information without needing a separation as clear as in the first case.

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ACTIVITY

Use the following subordinating conjunctions to start a sentence. Remember to add the comma.

1. Unless _____

2. While _____

3. When _____

4. After _____

5. Before _____

6. Since _____

7. Although _____

8. Because _____

9. If _____

10. Until _____

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LESSON 30—QUICK OUTLINES –THAMES AND YANGTZE RIVERS

An outline helps us to understand the structure of a paragraph. To make an outline you need to identify the topic and concluding sentences and the key word in the body of the paragraph.

Step 1: Topic sentence **(TS)**.

Step 2: Find and highlight the key words and details in the body sentences of the paragraph.

Step 3: Find the concluding sentence **(CS)**.

For example: Using this passage about the Thames River we can make a quick outline.

The Thames River flows through the heart of London and is one of the most famous rivers in the United Kingdom. It has been an **important** part of **London's** story for centuries, helping the city grow by providing a way for ships to come and go. Along its **banks**, you can see famous landmarks like the **Tower of London** and the **Houses of Parliament**. The **Thames** is also **home** to lots of **wildlife**, including fish and birds, which make it a lively place. This river is a ribbon of life that connects London's past, present, and future.

TS: The Thames River flows through the heart of London and is one of the most famous rivers in the United Kingdom.

1. History, London, ships
2. Banks, Tower of London, Houses of Parliament
3. Thames, home, wildlife

CS: This river is a ribbon of life that connects London's past, present, and future.



Thames River

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ACTIVITY

Practice writing a quick paragraph outline using this passage about the Yangtze River.

The Yangtze River is a massive, winding river in China and is one of the longest rivers in the world. It flows all the way from the snowy mountains in the west to the vast ocean in the east, passing through busy cities and quiet countryside. Along its journey, the Yangtze River helps farmers by watering their crops and provides homes for lots of different animals, including the rare Yangtze dolphin. People also use this great river for fishing and as a way to move things from place to place on boats. The Yangtze is not just a river; it's a vital part of life for millions of people and animals in China.

Use the following format.

TS. _____

1. _____

2. _____

3. _____

CS. _____

Note: This template format can be used for all your quick paragraph outlines. Abbreviations used are **TS** (Topic Sentence) **1 – 3** (Sentence body that gives the main details and key words) and **CS** (Concluding Sentence).



Yangtze River

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LESSON 50—JAMES COOK – SENTENCE EXPANSION

In 1768 Captain James Cook set sail on a big adventure. He was a brave explorer. His ship was called the HMS Endeavour.

His first mission was to go to a faraway island called Tahiti to watch a special event where Venus, a planet, moved across the sun. But he had a secret mission too! After Tahiti, he was to search for a mysterious land that people thought might exist somewhere in the vast Pacific Ocean. Captain Cook and his crew made many discoveries, including visiting New Zealand, where they sailed all around the islands and made maps so others could see what they had found.

One of the most exciting parts of Captain Cook's journey was when he landed on the east coast of a place we now know as Australia, at a spot he named Botany Bay due to all the interesting plants there. He was the first European to map out this area and even encountered the Great Barrier Reef, a huge collection of coral that was dangerous to sail through. Cook and his crew met the native people of New Zealand and Australia, and saw animals and plants they had never seen before. When Captain Cook finally returned home after his long voyage, he had lots of stories and maps to share, teaching everyone about the new lands and seas he had explored.

ACTIVITY

1. Combine the first three sentences and make them one.

A. In 1768 Captain James Cook set sail on a big adventure.

B. He was a brave explorer.

C. His ship was called the HMS Endeavour.

2. Expand the following sentences:

A. His first mission was to go to Tahiti but _____

B. He drew maps of Australia and New Zealand so _____

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C. Cook named the first place he landed Botany Bay because_____

3. Edit and punctuate the following sentence to make it correct.

cooks voyage continued along the Australian coast he charted and named features like the great barrier reef which the endeavour struck in June 1770 they had to go ashore and necessitating emergency repairs on the ship.

4. Underline the sentence that shouldn't be in this paragraph.

To address the damage, Cook and his crew worked tirelessly to lighten the ship's load, throwing overboard cannons, ballast, and other heavy equipment to refloat the Endeavour. One notable fish found in the Great Barrier Reef is the Clownfish, also popularly known as 'Nemo' from the animated movie 'Finding Nemo.' Despite these efforts, the ship remained stuck, and it was only at high tide, with the assistance of an anchor winch operation, that they managed to free the Endeavour from the reef.

Sample Not For Resale

LESSON 52—PICTURE STUDY – WHAT, WHEN, WHY AND HOW



Captain Cook Arrives at Botany Bay – Artist Unknown

(1770 AD Lithograph – National Library of Australia)

ACTIVITY

1. Using the picture and your imagination, answer the following questions. Who is in the picture? What do you think will happen? Where have the people come from? Why are the men onshore hostile?

Who: _____

What: _____

Where: _____

Why: _____

2. Using the details you have written, write one or two sentences describing the scene in the picture *Captain Cook Arrives at Botany Bay*.
