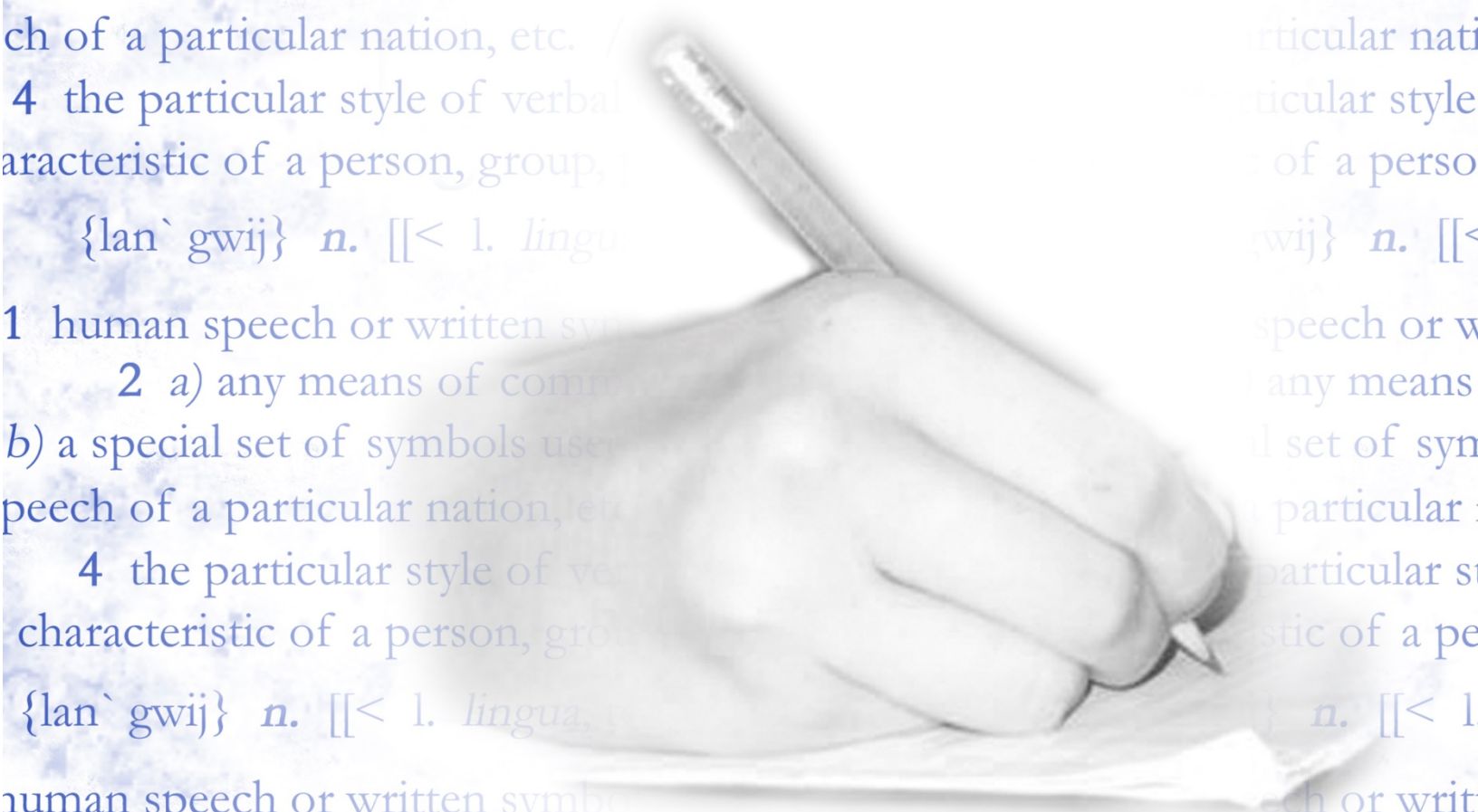


Character Quality Language Arts

Level A *of the Blue Series*

Kayla Reish and Donna Reish



Student's Name _____

CQLA Level A

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The Character Quality Language Arts program is designed for families who desire to study God's Word, Biblical principles, and godly character while developing excellent communication skills.

For more information about other curriculum materials (including speech and debate), teaching tapes, and other materials written by the Reishes, contact:

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Printed in the United States of America.

Blue A

Blue 1-A: Week One

Character Focus: Creativity

Vocabulary Box

Synonyms describing those who do *good works*--*adjectives*

People who do good works are

zealous	avid	keen
eager	fervent	enthusiastic
ardent	fervid	passionate

Vocabulary Box

Synonyms for *characteristics of good works*--*adjectives*

Good works are

timely	worthy	useful
attractive	worthwhile	praiseworthy
serviceable	beneficial	advantageous
meritorious	meriting	commendable
esteemable	exemplary	outstanding

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	As the month went on, the children learned how to regain their quarters. When one child came in with muddy boots, another child quietly took the boots, cleaned off the caked dirt, and neatly put them back. When the good work was discovered, the parents praised the one who did it. They told the child that he had done an awesome thing. The child then got his previously-lost quarter back!
Extensions	One sibling helped a sister memorize a section of Scripture and regained a quarter. Another child sorted a messy drawer. Mother found it later and was especially pleased with the child who did it.
Further Extension	By the end of the month, the total amount of money was not completely regained. However, a new teamwork was developed among the siblings and parents. Ten years have passed since the project, and the closeness of the family has remained.

Optional Penmanship Practice

Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.

Matthew 5:16

<> 1a. Read this week's passage aloud.

This passage tells about how two creative parents helped their children get along and help one another.

First of all (before this passage), the parents fined the children twenty-five cents for each bad behavior. **Then (in this passage), they rewarded the children by returning the kids' lost quarters for good deeds that were done.**

<> **1b.** In the first paragraph of the passage, highlight the following words:

1. regain

2. discovered

<> **1c.** On the lines provided, write in your own words what you think these words mean based on the sentences containing them.

Definition of *regain*

Definition of *discovered*

<> **1d.** Look this word up in the dictionary. Is your definition close to what it means?

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Character Focus: The words we say can be extremely powerful good works that help others.

Teacher Tip: The labels on the copy boxes indicate which paragraphs each level of students should copy and take dictation from. The paragraphs that the student should re-write for that week's writing assignment are indicated in the Key Word Outline section (Lesson #5) in Weeks One and Two.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Teacher Tip: The Definition Dissection (DD) text used in each week's vocabulary lessons is provided in the CQLA *Teacher's Guide* and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."

The DD box in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Two Rhymes for Words

1. When two vowels go walking, the first one does the talking.
2. When two vowels go out to play a game, the first one always says its own name.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____
2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

↔ **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

↔ **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: By the end of the month, the total amount of money was not completely regained. Prepositional Phrase opener

↔ **1h.** In your notebook, copy this week's passage at the level directed by your teacher.

↔ **1i.** (T) Review your copy with your teacher, and correct any errors.

↔ **1j. Optional:** Make a minit-book containing this week's passage.

2. Spelling: Long First Vowel With a Silent e at the End

Examples: cake, bite, bike

<> **2a.** In the first two paragraphs of the passage, highlight the following words that have a long vowel for the first vowel of a syllable and a silent e that is at or near the end of the word (one time each):

(1) came (2) caked (3) later

1. The words you highlighted are examples of a **long vowel + silent e**.
2. These words are sometimes called **vowel-consonant-e words (v-c-e)** because each one has the following characteristics:
 - a. It has a **vowel making its long sound first**.
 - b. It has a **consonant in the middle of it**.
 - c. It has an **e at the end that is silent**—it makes no sound at all.
3. You probably learned about this kind of word when you were learning phonics rules for reading.
 - a. **When two vowels go walking, the first one does the talking.**
 - b. **When two vowels go out to play a game, the first one always says its own name.**
4. You may have learned that the **e at the end is sometimes called the silent e** (since it makes no sound).
5. When a suffix is added to the end of a v-c-e word, the e usually takes on a sound, such as in the following:
 - a. **maker**
 - b. **chosen**

<> **2b.** Study the V-C-E Box provided

Long Vowel With a Silent e (v-c-e)			
a	i	o	u
cake	nice	rode	mule
gave	fine	rope	cute
hate	time	hope	cube

<> **2c.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2d.** Add this week's new words (minus the **Optional Words**) to pages 14-17 of your *Spelling Notebook*.

Teacher Tip: The v-c-e pattern means that the syllable or one-syllable word contains a long vowel followed by a consonant and a silent e. The e at the end of the word or syllable is often called a silent e. It makes the vowel say its long sound. The silent e defers to the first vowel and lets it speak while the e remains silent.

Teacher Tip: The words *one* and *given* look like v-c-e words, but the first vowel is not long. If your student highlights these, tell him they do not follow the rules. They are sight words because first the vowel does not make its long sound.

Write any **Review Words** that your teacher gives you on the lines provided.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. eager	ea-ger		Word <i>ride</i> plus suffix <i>er</i> --just add <i>r</i>	
2. rider	rid-er			
3. shame	shame			
4. pride	pride			
5. keen	keen			
6. froze	froze			
7. timely	time-ly		Word <i>time</i> plus suffix <i>ly</i>	
8. chime	chime			
9. refine	re-fine		Prefix <i>re</i> plus word <i>fine</i>	
10. unlike	un-like		Prefix <i>un</i> plus word <i>like</i>	

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. useful	use-ful		Word use plus suffix <i>ful</i>	
12. caregiver	care-giv-er		Compound word--caregiver	
Further Extension				
13. treaty	treat-y			
14. floatation	floa-ta-tion			
15. treatment	treat-ment			
16. realize	re-al-ize			

*Commonly Misspelled

**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Optional Penmanship Practice

The fire shall try every man's work of what sort it is.

I Corinthians 3:13

Further Study: Study the U.S. War for Independence.

<> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2g. Optional:** In your notebook, write six sentences using six of the spelling words.

3. Editor Duty: Correct Given Paragraph(s)

Adverbs

<> **3.** Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) **Extensions:** In the first two paragraphs, highlight two of the adverbs.
(Remember, *not* is an adverb if it modifies a verb.)

many good works seems to go virtually unnoticed. the people whom the good deeds were done for do not say anything about all the work Sometimes it seems like the work does not positively affect anyone When we do not see results immediately, we can get discouraged and want to stop. the lord wants us to keep going even if we cannot see how god is using us

the story of Mordecai is a good example of this. This godly man saved the life of the king The king did not honor mordecai for what he had done. instead, the king signed a law saying all the Jews would be killed. mordecai was a jew It seemed his good work had no effect

god never forget At just the right time, the king could not sleep and decided to be read to. the reading reminded the king of mordecais godly act the king decided to public reward him for what he had did

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|------------|--------|
| 1. eager | eeger |
| 2. ridder | rider |
| 3. shaim | shame |
| 4. pride | pryde |
| 5. keen | kean |
| 6. frose | froze |
| 7. timly | timely |
| 8. chime | chyme |
| 9. rephine | refine |
| 10. unlike | unlik |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|---------------|-----------|
| 11. useful | usefull |
| 12. karegiver | caregiver |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|----------------|------------|
| 13. treety | treaty |
| 14. floatation | floatation |
| 15. treament | treatment |
| 16. realize | reelize |

<> 4d. On the line provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Character Focus: When you do good things for others, it is like doing good things for Christ.

Further Study: Study the relationship between John Adams and Thomas Jefferson, and how the two men were alike and how they were different.

Further Study: Study the story behind the song "Stepping in the Light."

Further Study: Read stories from books such as *Uncle Arthur's Bedtime Stories*, *The Book of Virtues*, *Hero Tales*, *Women of Wisdom*, *Sovereign in the Affairs of Man*, or *Cloud of Witnesses* about people doing good works.

Optional Penmanship Practice

He that hath pity upon the poor lendeth unto the Lord; and that which he hath given will he pay him again.

Proverbs 19:17

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

(You may use up to seven words for Sentence Two.)

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Speaking and Writing

Writing is spoken words written down. If you can talk well, you can write well. Write what you are thinking—but be very descriptive to make it interesting!

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2

Sentence 3

Extensions--Paragraph Three of Body

Topic of Paragraph 3

Sentence 1

Sentence 2

Sentence 3

KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better, important

= can mean the result of, the same as, equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

Sample KWO Paragraph 1

Topic of Paragraph 1: Family did good works & earned quarters

Sentence 1: Children discovered 25 cents back/time w →

Sentence 2: Muddy boots → sibling cleaned & repaired

Sentence 3: Parents found +++ work = praise

Sentence 4: Parents said incredible job

Sentence 5: Child got lost 25 cents back

Sample Paragraph 1 From KWO

It didn't take the children long to discover that they could get their quarters back. When Sister found brother's muddy shoes, she scrubbed them thoroughly and put them where they belonged. The girl's mom and dad found out about the good deed and exclaimed their pleasure. They told her that she had done an incredible job. Of course, an added benefit was that Sister regained one of her lost coins!

Alternative Writing Assignments for Blue 1-A: Week One

- Write two paragraphs about someone who does good works.
- Write three paragraphs about an organization that does good works, such as Samaritan's Purse.

Character Focus: Just like some objects reflect light and others do not, some people reflect God's life and others do not.

Further Study: Get something that will make a prism (like a glass) and hold it in the sunlight. Figure out why it makes the different colors.

Teacher Tip: Do not be concerned if your student thinks the main subject includes any describers before the subject. He will learn that the main subject may be one word only or may include describers.

6. Grammar: Main Subjects

<> 6a. In the second paragraph of the passage, highlight the following words:

1. sibling 2. child 3. Mother

1. The words you highlighted in the passage are all **main subjects** of the sentences.
2. A main subject is the **word or words in the sentence that the entire sentence is about**. It is usually at the beginning of the sentence.
3. A **main subject** is usually one of the following:
 - a. A **noun** (person, place, thing, or idea)
 - b. A **pronoun** (a word that replaces nouns—he, she, it, they, etc.)
4. A sentence can have one subject, two subjects, or even three or more subjects.
5. A sentence can have one subject at the beginning and another subject later in the sentence.
6. Finding the subject of the sentence is not hard. Just ask the question, **Who or what did the action?**
7. For example, in the sentences in our passage, the subjects each do the action.
8. The subject may also “be doing” a state of being, in the case of a Be a Helper, Link verb (feel, seem, appear, etc.).
9. Answer the questions provided for each sentence of the passage, and you will easily find the subjects:
 - a. Who learned how to regain their quarters? **children**
 - b. Who quietly took the boots, cleaned off the caked dirt, and neatly put them back? **child (or another child)**
 - c. Who praised the one who took the boots? **parents**
 - d. Who told the child he had done an awesome thing? **They**
 - e. Who got his lost quarter back? **child**
 - f. Who helped a sister memorize a section of Scripture and regained a quarter? **sibling**
 - g. Who sorted a messy drawer? **child**
 - h. Who found it later and was very pleased with the child who had done it? **Mother**
 - i. What had not been completely regained? **the full amount (of quarters)**
 - j. What was in the family? **teamwork**
 - k. What has passed? **Ten years**
 - l. What has not ended? **closeness** (This sentence has two subjects in two different parts of the sentence—one at the beginning and one at the end.)

Do you see how all of the main subjects tell who or what did the sentences' main verbs?

In review, a main subject has the following characteristics:

1. It is the **person or thing the sentence is about**.
2. It usually **comes at the beginning of the sentence**.

3. It is usually a **noun or pronoun**.
4. It tells **who or what did the action**.
5. It is okay to consider the one-word subject (child) or the word plus describers (one child) as the main subject.

Further Study: Learn the words to the song "Stepping in the Light."

<> **6b.** In the sentences provided, highlight the main subjects.

Note: The subjects are usually one of the first few words of the sentence.

Example: Henri's **life** was changed by the battle (or Henri's life).

1. Henri wrote his book.
2. He published it himself.
3. It shocked many leaders.
4. They could not believe it.
5. Henri Dunant came up with a new plan.
6. They could start a new way of doing things.
7. Many people agreed to his plan.
8. They would form a treaty.
9. They could do something about the suffering.
10. Every major nation had agreed to the treaty.

<> **6c. Optional:** In your notebook, write sentences with the subject near the beginning of each one, and highlight the subjects.

Basic Level: Write **six sentences**.

Extension: Write **ten sentences**.

Further Extension: Write **ten sentences** containing information from a character book.

Further Study: Do a creative project, such as a paint-by-number set, a scrapbook page, a greeting card, or other hand work project.

Teacher Tip: It is acceptable for your student to consider one word to be the main subject (people) or the describers (many people) to be the main subject.

Optional Penmanship Practice

Let your light so shine before men that they may see your good works and glorify your Father which is in heaven.

Matthew 5: 16

Further Study: Study how light is reflected off something and why.

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

Character Focus: What would have happened if John Adams and the other founding fathers wanted praise for themselves, instead of dedicating their lives to freedom?

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

<> **8a.** Follow these steps for writing your rough draft essay from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your essay on the computer.
- (5) Be sure to double space your essay to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

<> **8b.** Read your essay aloud. Do you like the way it sounds?

Plagiarizing

Avoid using the exact wording you remember from the passage. Using their wording is called plagiarizing, and it is stealing! Reword the sentence to make it your own. Use synonyms for words from the passage.

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: their and there

<> **9a.** In the first paragraph of the passage highlight the word *their*.

The words *there* and *their* are Wacky Words because they are homophones. **Homophones are words that sound the same but are spelled differently and have different meanings.**

You will remember what a homophone is if you remember that *homo* means same and *phone* means hear...thus, homophones are words that sound the same when you hear them, but are not the same when you see them.

You can remember many homophones if you learn little tricks. *There* and *their* also have little memory tricks!

1. There

- a. Has the word *here* in it: **there**.
- b. Remember, **here** and **there**.
- c. Used when you say *There* are....or *There* is...

2. Their

- a. Their has the word *heir* in it: **their**.
- b. Remember heir is the owner of the throne.
- c. **Their** is a pronoun that shows ownership.
- d. We call this a possessive pronoun.
- e. The **heirs** are the owners of the throne. The throne is **theirs**.

<> **9b.** Fill in each blank provided with the correct Wacky Word--***there* or *their***.

1. Cami was thrilled with _____ involvement.
2. We will take you _____ to see your friend.

<> **9c. Extensions:** On the lines provided, write three sentences using ***there*, *their*, and *they're***.

1. _____

2. _____

3. _____

10. Grammar: Understood Subject (You)

<> 10a. Highlight the main subject below:

Learn about sentences.

1. You probably remember the five things a sentence has to contain in order to be a real sentence (CAVES):

Capital at beginning

All makes sense

Verb

End mark

Subject (at least one main subject)

2. The final thing on the list, the subject, normally follows these rules:
 - a. It is usually in the **first part of the sentence** (the subject part).
 - b. It is usually a **noun or pronoun**.
 - c. It is the word that the **whole sentence is about**.
 - d. It is the word that tells **who or what did the verb**.
3. In the phrase that you highlighted above, it looks like there is no subject!
4. In this sentence, the subject is you! (The sentence is really saying *You learn about sentences.*)
5. Sometimes sentences that are direct commands or parts of conversations do not have a subject written down, but the writer intends for the subject to be an **understood you**.
6. This is called the **understood subject**.
7. Sentences with understood subjects fulfill the following rules:
 - a. They do not have the subject written. Examples:
 - 1) Do not forget to write to Grandma.
 - a) Who should not forget?
 - b) You!
 - 2) Try to be a light in your home.
 - a) Who should try to be a light?
 - b) You!
 - b. They are often commands of some type. For example: Get off the furniture!
 - c. They usually begin with the verb of the sentence.
 - d. Sometimes they can begin with adverbs: **Carefully**, water the plants.

<> 10b. In your notebook, write sentences with understood subjects.

Basic Level: Write **five sentences**.

Extension: Write **seven sentences**.

Further Extension: Write **eight sentences** using information from a character book.

11. Composition and Editing: Edit and Revise Using the Checklist Challenge

Teacher Tip: Answers for the Think Fast Grammar Quiz may be found at the Training for Triumph Website under Teacher's Guide pages.

<> **11.** Use the Checklist Challenge located after this week's lesson to edit your essay.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

12. Spelling Practice: Write That Word!

<> **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **12b.** Complete the following steps for one of the words you listed in 12a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.*
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which of his misspelled dictation words you will have him add to next week’s **Review Words**. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning as it is not a spelling he is familiar with or at his level. In that case, do not put it on his **Review Words** list for next week.)

***Note:** If your student misspelled a word in his dictation quiz that you think he should already know (either because he has had the word previously or it is at his spelling level), you may choose to add it to next week’s **Review Words** section. Just be sure you do not add so many words from his spelling test, dictation quiz, and composition assignment that he is unable to learn them adequately. Also, if you must remove or omit some, keep words that have spelling commonalities so that your student can study these together (for instance, *infectious* and *contagious*).

13. Grammar: Think Fast Quiz

- <> **13.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson) following the times suggested (according to your teacher’s direction) for each assigned section.

Note: If this is your student’s first time doing CQLA, some of the Think Fast Quiz items might be unfamiliar to him or her. Just have your student do the items he or she knows for now. Eventually, all aspects will be second nature.

14. Spelling: Spelling Test

- <> **14a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.
- <> **14b.** (T) Have your teacher check your Spelling Test.
- <> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

15. Dictation: Dictation Quiz

- <> **15a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.
- <> **15b.** (T) Review your dictation with your teacher.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

16. Composition/Creative Writing: Final Copy Essay from (Re-Telling) Given Material

- <> **16a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.

- <> **16b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

Optional: Extra Practice

- 1E. In your notebook, write ten words.
- 2E. In your notebook, write seven sentences with understood subjects.
- 3E. In your notebook, copy ten sentences about good works from a character book, and highlight the main subjects in these sentences.
- 4E. In your notebook, write four Scriptures about good works.
- 5E. Make a minit-book containing your Scriptures from this lesson.
- 6E. Read a book about good works.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage he will be quizzed over on the whiteboard for your student before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to him to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read the first sentence to him a few words at a time (or more if he can handle more). Go as slowly or as quickly as your student can handle.
5. Re-read any of the sentence that he needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your **Further Extension** students to take dictation over all of the paragraphs.

Checklist Challenge Blue 1-A: Week One

Character Focus: Creativity

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ B **Basic Level only**

☐ E **Extension only**

☐ E's **Extensions**

☐ FE **Further Extension only**

☐ All ☐ All ☐ E's

Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

☐ All ☐ All ☐ E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Quarter Collection**
- Something comical: **Easy Come, Easy Go!**
- Something bold: **Teamwork!**
- A song title or line: **Make Me a Blessing**
- A Scripture: **Do Good Unto the Household of Faith**
- Something biblical: **Be Kind One to Another**
- Something about character: **Creative Quarter Collecting**
- Other: **Creating Family Unity**

🔑 **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**

The passage already contains a closing statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All All E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

🔑 Do not change insignificant words such as *was*, *it*, *and*, etc.

E's

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

🔑 Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)

All All E's

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words -- Extensions

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)--Extensions

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme -- Extensions

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme--Extensions

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs -- Extensions

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions -- Extensions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme--Extensions

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators -- Further Extension

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS) -- Further Extension

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs -- Extensions

Two Minutes

Be a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ -- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme--Extensions

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Blue 1-A: Week Two

Character Focus: Creativity

Vocabulary Box

Synonyms describing those who do *good works*--*adjectives*

People who do good works are

zealous	avid	keen
eager	fervent	enthusiastic
ardent	fervid	passionate

Vocabulary Box

Synonyms for *characteristics of good works*--*adjectives*

Good works are

timely	worthy	useful
attractive	worthwhile	praiseworthy
serviceable	beneficial	advantageous
meritorious	meriting	commendable
esteemable	exemplary	outstanding

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>"Stepping in the Light"</p> <p>Trying to walk in the steps of the Savior, Trying to follow our Savior and King; Shaping our lives by His blessed example, Happy, how happy, the songs that we bring.</p>
Extensions	<p>Pressing more closely to Him who is leading, When we are tempted to turn from the way; Trusting the arm that is strong to defend us, Happy, how happy, our praises each day.</p> <p>Eliza E. Hewitt</p>

Teacher Tip: If your student has not had a lot of experience reading poetry, you may have to read the poem aloud with him, stressing the rhyming words to help him hear them.

<> **1a.** Read this week's passage aloud.

<> **1b.** In the second copy box, highlight the word *Pressing*.

<> **1c.** Look up this word in the dictionary. On the lines provided, write the definition of this word as it is used in the poem.

Definition of *pressing*

Did you find multiple meanings for this word?

<> 1d. On the lines provided, write two sentences about good works, using the word you defined.

1. _____

2. _____

<> 1e. Optional: In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Further Study: Read and study the life of Christ, looking for times that God or Jesus did things in unusual ways, such as the refilling the wine at Canaan, telling the men that if they had not sinned they could condemn a woman, or placing mud on a blind man's eyes.

Further Study: Read a book about John Adams and the part he played in starting America.

Poems

Poems do not have paragraphs as regular writing does. Instead, they have stanzas. When a new stanza begins, the writer skips a line to show this to the reader. Watch out for where you begin and end each line, as well as how you punctuate the lines.

Further Study: Look around your bedroom (or other room), and find ways that you can creatively improve its appearance. Carry out one of these ideas, such as placing a photo in a new frame, hanging a picture on the wall, organizing an area that looks cluttered, etc.

Teacher Tip: The labels on the copy boxes indicate which paragraphs each level of students should copy and take dictation from. The paragraphs that the student should re-write for that week's writing assignment are indicated in the Key Word Outline section (Lesson #5) in Weeks One and Two.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____

3. _____

(9) Write a sentence using this DD word on the lines provided.

<> 1f. **Optional:** Write a sentence about the character quality for this month using this DD word.

<> 1g. **Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because Jesus gave His life for us, we should love and follow him. Subordinate Clause opener

<> 1h. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1i. (T) Review your copy with your teacher, and correct any errors.

<> 1j. **Optional:** Make a minit-book containing this week's passage.

2. Spelling: *Sh* and *wh* Digraphs

Examples: ship, should, who, when

<> **2a.** In the poem, highlight the words that have *sh* or *wh* at the beginning.

1. When the letters *s* and *w* are followed by the letter *h*, they do not make their normal consonant sounds.
2. Instead, they make another sound called a digraph.
 - a. *Wh* make the sound of *wh* as in the following examples:
 - 1) whistle
 - 2) what
 - b. *Sh* makes the sound of *shhh* as in the following examples:
 - 1) short
 - 2) ship

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 19 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Further Study: Read a book about a Christian artist and discover how he or she uses creativity to glorify God and edify the body of Christ.

Teacher Tip: When your student was learning to read, he may have learned this rule in one of the following two rhymes:

When two vowels go walking, the first one does the talking.

When two vowels go out to play a game, the first one always says its own name.

Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (i.e., *bead*), the first vowel makes its long sound, and the second vowel is silent.

Help Box for 2a.

You should have highlighted the following words:

- | | | |
|------------|--------|---------|
| 1. Shaping | 2. who | 3. When |
|------------|--------|---------|

Write any **Review Words** that your teacher gives you on the lines provided.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. shape	shape			
2. which*	which			
3. whine	whine			
4. sheet	sheet			
5. where*	where			
6. whose*	whose		Shows ownership--Whose shoes are those	
7. whim*	whim			
8. should	should			
9. whom	whom			
10. who's*	who's		means who is	

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. whomever	whom-ev-er		Compound word-- <i>whom+ever</i>	
12. whoever	who-ev-er		Compound word-- <i>who+ever</i>	
Further Extension				
13. whether*	wheth-er			
14. shoulder	shoul-der		Think should•er	

*Commonly Misspelled

**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Further Study: Make a list of ways that you can show God's light to your neighbors.

3. Editor Duty: Correct Given Paragraph(s)

Adverbs and Prepositional Phrases

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first two paragraphs, highlight four of the adverbs

(3) **Further Extension:** In the second paragraph, place parentheses around the prepositional phrases.

Further Study: Read and study Moses and how he was used to creatively carry out God's work by leading the people out of bondage.

George Washington Carver graduated in 1894 He was 30 years old. he was a wonderful student. the school readily hired him to teach right away, but he kept learning to He was in charge of the college greenhouse. in 1896, he got a master's degree. now people all over the country wanted him to teach

one letter he received were from a school called Tuskegee, in alabama. it was actually founded by Booker T. Washington for black people to go to school their. Most of the black people in alabama were farmers They desperately needed someone to teach them about farming. Certainly tuskegee could not give him fame or money Those were not what george washington Carver wanted He agreed to come

at tuskegee, george could do the work he loved. He wanted to learn all he could about growing things He got too serve others and improve farming. he would work they're for 46 years

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-----------|--------|
| 1. shape | shaep |
| 2. witch | which |
| 3. whinne | whine |
| 4. sheet | sheat |
| 5. whear | where |
| 6. whose | whoose |
| 7. whim | wim |
| 8. shoold | should |
| 9. whom | hoom |
| 10. whos | who's |

Optional Penmanship Practice

Herein is my Father glorified, that ye bear much fruit.

John 15:8

Character Focus: Many of the American founding fathers were known for doing good and helping others.

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|-----------|
| 11. whomever | whoomever |
| 12. whooever | whoever |

Further Study: Read the story of Joseph and how he creatively fed his people during a time of great famine.

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|--------------|----------|
| 13. whether | weather |
| 14. shoalder | shoulder |

Character Focus: We show God's light better by our action than our words.

<> 4d. On the line provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Character Focus: If you help someone, he might ask you why you are helping him. Would you know what to say? Can you creatively do good works for others while giving God and others the credit?

Teacher Tip: If your student has difficulty on this assignment, orally review with him words that rhyme with the one you need a rhyming word for. You might help him write these out and he can choose one that he thinks would fit in his poem. If he still cannot get a line down, say “*duh*” for each syllable he has to fill in. This will help him see how many syllables he has to work with.

Teacher’s Tip: Do not expect your student to remember all of the special rules for poetry. Most experienced writers do not know them. At this stage just help him apply them to his poem. If he remembers them, great; if not it is not a problem.

Teacher Tip: You may have to read the poem aloud with your student, stressing the rhyming words to help him hear them.

If your student struggles with this assignment, orally review with him words that rhyme with his word. You might write these on the whiteboard so that he can choose one that he thinks would fit in his poem.

5. Poetry: Rhymed Verse (A-B-C-B)

1. Our passage is a poem that rhymes.
2. Most poems rhyme, although there is a type of poetry called free verse that does not rhyme. Many of David’s songs in Psalms would be considered free verse poetry.
3. All poems are divided into different parts called stanzas, just like reports are divided into paragraphs.
4. Stanzas are made up of lines. These are poetry’s sentences.
5. When you figure out how a poem rhymes, you are looking at the poem’s rhyme scheme.

<> **5a.** Highlight the words *King* and *bring* in the first stanza. These words show us the rhyming lines in the first stanza.

<> **5b.** Label the rhyme scheme of the poem in our passage by doing the following:

- (1) Put an A at the end of the first line (after *Savior*).
- (2) Put a B at the end of the second line (after *King*).
- (3) Put a C at the end of the third line (after *example*).
- (4) Put a B at the end of the fourth line (after *bring*).

1. We call the first stanza of the poem an A-B-C-B rhyme scheme because lines A and C do not rhyme—so they are called different letters.
2. Every line that rhymes has the same letter as the lines it rhymes with. Since lines two and four rhyme, they are called the same letter.

<> **5c.** In the second stanza of the passage, label the rhyme scheme by writing the letters at the ends of the lines.

1. It has the same rhyme scheme as the first stanza—A-B-C-B.
2. Different poems can have different rhyme schemes, but in the same poem the rhyme scheme should always be the same for every stanza.

<> **5d.** In the first stanza of the passage, count the number of syllables in each line, and write that number after your rhyme scheme. When writing poetry, it sounds better if the rhyming lines have the same or nearly the same number of syllables. This is what makes it flow nicely.

Help Box for 5c.
The rhyme scheme is A-B-C-B.

Help Box for 5d.
Line A has 11 syllables.
Lines B and B each has 10 syllables.
Line C has 11 syllables.

6. Grammar: Plural Nouns

<> 6a. Highlight the following words in the passage:

1. steps

2. songs

3. praises

1. All of these words are **plural—more than one**.
2. For example:
 - a. One man - singular
 - b. Two men - plural
3. There are several ways to make words plural.
4. One way is to **change the spelling of the word completely**.
 - a. For example:
 - 1) one fisherman
 - 2) two fishermen
 - b. When you change a word completely, you know that it needs to be done because it does not sound right without it being changed, so this is a fairly easy rule.
 - c. For example:
 - 1) You do not say *two fishermans*.
 - 2) You say *two fishermen*.
 - d. There are only a small number of words in which you change the word completely, so it is best just to memorize those few.
Examples:
 - 1) child—**children**
 - 2) man—**men**
 - 3) goose—**geese**
 - 4) woman—**women**
5. The second way to make something plural is to **not** change it at all.
 - a. Examples:
 - 1) one **sheep**
 - 2) two **sheep**
 - b. Very few words stay the same; in fact, there are so few this rule is often forgotten, but it is still very important.
 - c. Again, it is best to just memorize those few words.
Examples:
 - 1) fish—**fish** (though *fishes* is also considered correct)
 - 2) deer—**deer**
 - 3) sheep—**sheep**
 - 4) moose—**moose**
6. If a word **ends in f**, you usually **change the f to v, then add es**—regardless of whether it adds a new syllable or not.
 - a. Examples:
 - 1) half—**halves**
 - 2) wolf—**wolves**
 - 3) hoof—**hooves**
 - 4) An exception is roof—**roofs**

Optional Penmanship Practice

And let us consider one another to provoke unto love and to good works.

Hebrews 10:24

Redundancy

Redundancy means repeating too many times. Be sure you do not repeat any major words within a paragraph.

Topic Sentences

Topic sentences have the following characteristics:

1. They are usually the first sentence of an essay.
2. They tell what the entire essay is about or identify the essay's main theme.
3. They do not tell the reader everything taught in the essay.

Further Study: Carry out a good work for the world with your family or church group, such as setting up a free wrapping paper table at a department store at Christmas time, passing out cookies and lemonade to children in a neighborhood, offering a Christian carnival for children, singing Gospel songs on a corner and passing out tracts, etc.

Further Study: Read II Kings 6. How did Elisha help the Syrians stop a war?

Further Study: Set the table neatly and creatively for the evening meal all week.

Character Focus: Doing good works is a good way to show others that we are Christians, but those good works will not save us.

Titling an Essay

Titling an essay does the following:

1. It gives the writer and the reader the main focus of the essay.
2. It whets the reader's appetite to read it.
3. It helps give the writer a good closing option to summarize the essay.

Further Study: Make a minit book, poster, or computer art containing the various items that George W. Carver created or discovered from the humble peanut.

7. If you hear a **new syllable when a word is made plural**, you should **add es**.
 - a. These words will usually end in the following letters and letter combinations:
 - 1) s
 - 2) ch
 - 3) sh
 - 4) z
 - b. You can be very sure that the word needs **es** added to it if when you say the plural word, there is an extra syllable in it.
Examples:
 - 1) perch—**perches**
 - 2) crutch—**crutches**
 - 3) mess—**messes**
 - 4) church—**churches**
 - 5) ash—**ashes**
 8. Words ending in **y** have their own rules for making plural words.
 - a. When a word ends in **vowel + y**, just **add s**.
Examples:
 - 1) turkey—**turkeys**
 - 2) joy—**joys**
 - b. When a word ends in **consonant + y**, **change the y to i and then add es**.
Examples:
 - 1) cry—**cries**
 - 2) fly—**flies**
 9. When a word ends in **o**, one of these three rules applies:
 - a. If it ends in **consonant + o** only (and it is **not a music-related word**), **add es**.
Examples:
 - 1) tornado—**tornadoes**
 - 2) potato—**potatoes**
 - b. If it **ends in vowel + o** or it is a **music-related word**, **add s only**.
Examples :
 - 1) piano—**pianos**
 - 2) soprano—**sopranos**
 - 3) alto—**altos**
 - 4) radio—**radios**
 - 5) banjo—**banjos**
 - 6) video—**videos**
 10. If none of the above rules apply, **you just add s to the word**.
Examples:
 - 1) one peacemaker
 - 2) two **peacemakers**
- <> **6b. (T)** Complete the following steps with your teacher:
- (1) Go around the room and find one of something, say its singular form aloud.
 - (2) Then find another of that something and say the plural form aloud.
 - (3) Decide how it was made plural.
 - (4) **Optional:** Write the singular spelling and the plural spelling on the whiteboard.
 - (5) Continue this with other objects around the room.

<> **6c.** In the list provided, make each word plural.

1. _____
name

2. _____
perfume

3. _____
fish

4. _____
wife

5. _____
home

6. _____
government

7. _____
diamond

8. _____
man

9. _____
perch

10. _____
Roman

11. _____
deer

12. _____
ox

13. _____
ash

14. _____
notch

15. _____
gift

16. _____
mile

17. _____
servant

18. _____
half

19. _____
hutch

20. _____
leaf

21. _____
alto

22. _____
baby

23. _____
goose

24. _____
soprano

25. _____
fly

26. _____
cry

Character Focus: Being creative is looking at a need, job, or thought in a new way.

Optional Penmanship Practice

In all things shewing thyself a pattern of good works.

Titus 2:7

Character Focus: George Washington Carver was helped by many people when he was a boy and young man, and then he grew up to help many people.

Character Focus: If we just do things because we are told, it is not showing God's light. Whatever we do, we should do it cheerfully.

Character Focus: Showing God's light to others often means that we have to come up with creative ways to let them see the light.

<> **6d. Optional:** In your notebook, write sentences with plural nouns.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write ten sentences.

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

Poetry's Language

1. Poem: A type of writing that usually rhymes and is divided into stanzas.
2. Stanza: The way all poems are divided; they are paragraphs of poetry.
3. Lines: The sentences of poetry; the lines are the part that rhymes. Every line of poetry goes on its own line.
4. Free verse: A kind of poetry that does not rhyme.
5. Rhyme scheme: The rhyming pattern of each stanza.

8. Composition/Creative Writing: Rhymed Verse

A-B-C-B Rhyme Scheme

<> **8a.** Read the poetry passage aloud again.

<> **8b.** Read the entire poem below.

"Stepping in the Light"

Trying to walk in the steps of the Savior,
Trying to follow our Savior and King;
Shaping our lives by His blessed example,
Happy, how happy, the songs that we bring.

Chorus:

How beautiful to walk in the steps of the Savior,
Stepping in the light, stepping in the light,
How beautiful to walk in the steps of the Savior,
Led in paths of light.

Pressing more closely to Him Who is leading,
When we are tempted to turn from the way;
Trusting the arm that is strong to defend us,
Happy, how happy, our praises each day.

Chorus

Walking in footsteps of gentle forbearance,
Footsteps of faithfulness, mercy, and love,
Looking to Him for the grace freely promised,
Happy, how happy, our journey above.

Chorus

Trying to walk in the steps of the Savior,
Upward, still upward, we follow our Guide;
When we shall see Him, “the King in His beauty,”
Happy, how happy, our place at His side.

Chorus

<> **8b.** Do you see how the entire poem is ABCB?

9. Grammar/Sentence Structure: Verbs in Past Tense

1. Do you remember what a verb is?
2. A **verb** is the part of the sentence that **tells what the subject is doing**.
3. Sometimes we say the verb is **the action of the sentence**.
4. The **tense** of the verb is how the verb shows **when the action was done**.
5. Sometimes a verb is present tense, which means it is happening right now.
 - a. We **are facing** persecution every day.
 - b. God **gives** us strength.

<> **9a.** In the second stanza of the passage, highlight the following verbs that are in the present tense—they tell you the action is happening right now:

1. Sometimes a verb is past tense, which means it already happened.
 - a. The Lord **paid** the price for our sins.
 - b. Stephen **served** the Lord.
2. It is not hard to write verbs that are in the past tense. All you have to do is write the verb the way you say it!

Help Box for 9a.

- | | |
|-------------|------------|
| 1. Pressing | 2. leading |
| 3. Trusting | 4. is |
| 5. defend | |

<> **9b.** (T) Practice orally saying the past tense of the verbs provided with your teacher.

Example: Today I **write**; yesterday I **wrote**.

1. Today I believe; yesterday I _____.
2. Today I love; yesterday I _____.
3. Today I learn; yesterday I _____.
4. Today I keep; yesterday I _____.
5. Today I run; yesterday I _____.
6. Today I know; yesterday I _____.
7. Today I send; yesterday I _____.
8. Today I need; yesterday I _____.
9. Today I sing; yesterday I _____.
10. Today he mocks; yesterday he _____.
11. Today he scorns; yesterday he _____.
12. Today he leads; yesterday he _____.
13. Today he stands; yesterday he _____.
14. Today he repents; yesterday he _____.
15. Today he leaves; yesterday he _____.

<> **9c.** Go back through the phrases provided alone, and write the past tense verbs on the blanks with or without your teacher's help.

<> **9d.** In your notebook, write sentences with past tense verbs.

Basic Level: Write **six sentences**.

Extension: Write **eight sentences**.

Further Extension: Write sentences containing information from a character book.

10. Spelling Practice: Write That Word!

<> **10a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **10b.** Complete the following steps for one of the words you listed in 10a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **10c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

11. Grammar: Think Fast Quiz

<> **11.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

Note: If this is your student's first time doing CQLA, some of the Think Fast Quiz items might be unfamiliar to him or her. Just have your student do the items he or she knows for now. Eventually, all aspects will be second nature for him or her.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage he will be quizzed over on the whiteboard for your student before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to him to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)
4. Re-read the first sentence to him a few words at a time (or more if he can handle more). Go as slowly or as quickly as your student can handle.
5. Re-read any of the sentence that he needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your **Further Extension** students to take dictation over all of the paragraphs.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.*
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which of his misspelled dictation words you will have him add to next week’s **Review Words**. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning as it is not a spelling he is familiar with or at his level. In that case, do not put it on his **Review Words** list for next week.)

***Note:** If your student misspelled a word in his dictation quiz that you think he should already know (either because he has had the word previously or it is at his spelling level), you may choose to add it to next week’s **Review Words** section. Just be sure you do not add so many words from his spelling test, dictation quiz, and composition assignment that he is unable to learn them adequately. Also, if you must remove or omit some, keep words that have spelling commonalities so that your student can study these together (for instance, *infectious* and *contagious*).

12. Spelling: Spelling Test

- <> **12a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.
- <> **12b.** (T) Have your teacher check your Spelling Test.
- <> **12c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

13. Dictation: Dictation Quiz

- <> **13a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.
- <> **13b.** (T) Review your dictation with your teacher.
- <> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

14. Poetry: Poetry Copywork

- <> **14a.** Find another poem in a nursery rhyme book, hymnal, or another source and determine that poem’s rhyme scheme (with your teacher’s help).
- <> **14b.** Copy the poem you located in 13a in your notebook, a minit book, or greeting card in your best penmanship.

Optional: Extra Practice

- 1E. In your notebook, write ten *sh* or *wh* words.
- 2E. In your notebook, write seven sentences with plural nouns.
- 3E. In your notebook, copy ten sentences about George Washington Carver. Use sentences from a character book that contain compound words.
- 4E. In your notebook, write four Scriptures about God's creation.
- 5E. Make a minit-book containing your Scriptures from this lesson.
- 6E. Read a nonfiction book about George Washington Carver.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words -- Extensions

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme -- Extensions

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme--Extensions

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs -- Extensions

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____
-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions -- Extensions

Two Minutes or Three Minutes

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |
| 21. _____ | 22. _____ |
| 23. _____ | 24. _____ |
| 25. _____ | 26. _____ |
| 27. _____ | 28. _____ |
| 29. _____ | 30. _____ |
| 31. _____ | 32. _____ |
| 33. _____ | 34. _____ |
| 35. _____ | 36. _____ |
| 37. _____ | 38. _____ |
| 39. _____ | 40. _____ |

- | | |
|-----------|-----------|
| 41. _____ | 42. _____ |
| 43. _____ | 44. _____ |
| 45. _____ | 46. _____ |
| 47. _____ | 48. _____ |
| 49. _____ | 50. _____ |

Conjunctive Adverbs

One Minute

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

Interjection Rhyme--Extensions

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators -- Further Extension

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS) -- Futher Extension

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs -- Extensions

Two Minutes

Be a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ -- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme--Extensions

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Blue 1-A: Week Three

Character Focus: Creativity

Vocabulary Box

Synonyms describing those who do *good works*--*adjectives*

People who do good works are

zealous	avid	keen
eager	fervent	enthusiastic
ardent	fervid	passionate

Vocabulary Box

Synonyms for *characteristics of good works*--*adjectives*

Good works are

timely	worthy	useful
attractive	worthwhile	praiseworthy
serviceable	beneficial	advantageous
meritorious	meriting	commendable
esteemable	exemplary	outstanding

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

You will probably be surprised by my size since I am the world's largest known predatory fish. We Great White Sharks are usually thirteen to twenty feet long. We can weigh anywhere from 1,500 to 4,200 pounds. Female Great Whites are larger than males.

My eating habits develop as I grow. I started out when I was young eating smaller fish and rays. Later, I started to feed on small mammals. My favorite mammals are harbor seals, elephant seals, and sea lions. Sometimes, I will feed on a small whale. When I attack, I bite really hard to make sure my lunch doesn't get a chance to swim away.

Extensions

Now I'm going to tell you a little bit about where I live. Usually, I like to stay fairly close to the coast since that is where all the seal live. We Great White Sharks inhabit all of the major oceans of the world. I tend to stay up near the surface of the water. My favorite place to be is where the temperature is between 54-75 degrees.

Further Extension

Unfortunately, I, and other Great Whites like myself, have a bad reputation with mankind. Movies and books portray us as human killers, just waiting beneath the water's surface for our next people-meal. This just isn't true at all. The real reason you hear about us attacking surfers is because from beneath, surfers look like our favorite food, the seal.

<> 1a. Read this week's passage aloud.

This week's passage is a first person (from the shark's point of view) informative creative passage. It is actually a portion of this week's sample essay.

A great white shark is one of the many **marvelous creatures that God created on Day Five of Creation**. God's amazing creation is the most elaborate, beautiful, tremendous creative act ever done!

Note: Animal breeds that do not contain proper noun elements are not normally capitalized. This week's passage is a creative writing piece--a sample of what your student will be writing. In creative writing, the author may take certain liberties and develop his/her own style guide. You may choose to do the same in your paper this week. Just be sure to be consistent.

<> 1b. In the second paragraph of the passage, highlight the word *mammals* one time.

<> 1c. Look up this word in the dictionary. On the lines provided, write the definition in your own words.

Definition of *mammals*

<> 1d. On the lines provided, write a sentence containing this word.

Mammals (including humans) were created on Day Six of the Creation Accounts. This week you will write a report about a creature created on Day Five--fish or birds.

<> 1e. Optional: In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

Teacher Tip: The letters *w* and *h* together and the letters *s* and *h* together form what are called consonant digraphs. A consonant digraph is different from a consonant blend in that each sound of the consonant does not continue to make its original sound. The two consonants together form a new sound. Sometimes *wh* makes a whistling *w* sound, and other times it makes the sound of the letter *h*, like in *who*. *Sh* nearly always makes the *sh* sound as in *shell*.

Further Study: Color a picture of a peanut or a peanut plant.

Teacher Tip: Technically the word *who* has *wh* making the sound of *h*. At this level it is easier just to learn it with other *wh* words and point out its exceptions.

Further Study: What actions have people around you (like your parents) done to show you God's light.

Further Study: Read I Corinthians 13, and talk about the importance of love in showing God's light.

Further Study: Do experiments involving peanuts or other legumes, such as bean sprouting, etc.

Further Study: George Washington Carver made many things with the peanut. Find some things around your house that he made from the peanut.

Further Study: Read a book about George Washington Carver.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____

2. _____

3. _____

(9) Write a sentence using this DD word on the lines provided.

Optional Penmanship Practice

Let no man despise thy youth; but be thou an example of the believers, in word, in conversation, in charity, in spirit, in faith, in purity.

I Timothy 4:12

<> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: When I am hungry, I like to stay fairly close to the coast
because that is where I can find a seal for my dinner.

Subordinate clause opener

Further Study: Read about creativity in a character book, such as the Coriells' character books, the *Character Sketches*, or *The Power for True Success*.

<> 1h. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1i. (T) Review your copy with your teacher, and correct any errors.

<> 1j. **Optional:** Make a minit-book containing this week's passage.

Teacher Tip: The labels on the copy boxes indicate which paragraphs each level of students should copy and take dictation from. The paragraphs that the student should re-write for that week's writing assignment are indicated in the Key Word Outline section (Lesson #5) in Weeks One and Two.

2. Spelling: Two Vowels Together That Say Long e

Examples: **keep, leak**

<> 2a. In the first paragraph of the passage, highlight the following words that contain either ea or ee and say the long e (ee) sound.

1. thirteen

2. feet

1. There are many ways to spell the long e sound.

2. Two of these ways are:

a. ee

b. ea

3. When you learned to read, you may have learned one of these little rhymes that can also help you in spelling:

a. **When two vowels go walking, the first one does the talking.**

b. **When two vowels go out to play a game, the first one always says its own name.**

Further Study: Find out what the Geneva Convention is and how nations follow it.

<> 2b. Study the ee and ea combinations box.

Ee and ea Combinations Saying Long e		
eed—feed, deed	eek—seek, peek	eel—peel, feel
eep—keep, beep	ead—read, lead	eak—speak, leak
eal—seal, heal	eap—cheap, heap	

Further Study: Make a character poster or booklet containing definitions, Scriptures, quotations, pictures, and more about creativity.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. creek	creek			
2. cleat	cleat			
3. deal	deal			
4. vainly*	vain-ly		The word <i>vain</i> plus suffix <i>ly</i>	
5. speak	speak			
6. veal	veal			
7. needy	need-y		The word <i>need</i> plus suffix <i>y</i> .	
8. repeat	re-peat			
9. flailing*	flailing		The word <i>flail</i> plus suffix <i>ing</i> .	
10. seamless	seam-less		The word <i>seam</i> plus suffix <i>less</i> .	

Study all ee words together then all ea words together.

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. create	cre-ate			
12. reality	re-al-i-ty		Think real•ity	
13. treaty	treat-y			
Further Extension				
14. creative	cre-a-tive			
15. creativity	cre-a-tiv-i-ty			
16. creatively	cre-a-tive-ly			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Write any **Review Words** that your teacher gives you on the lines provided.

<> **2c.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2d.** Add this week's new words (minus the **Optional Words**) to page 22 of your *Spelling Notebook*.

<> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2g. Optional:** In your notebook, write six sentences using six of the spelling words.

3. Editor Duty: Correct Given Paragraph(s)

Main Subject

<> **3.** Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the last paragraph, highlight the main subject of each sentence.

it was the summer of 1859. a young man by the name of henri dunant set out on a business trip that would change his life and the world. Henri had just finished a job learning to be a banker He was on his way to a town in italy. when he arrived, he was not ready for what he seen

two huge armies were in the middle of a battle! henri stood on a nearby hill and watched the battle. It was across a 12 mile-long field. on 1 side, the french army was lined up to fight. On the other, austria's army

were fighting. the battle lasted for 15 hours. by the time it was over, there were more than forty thousand wounded man on the field

henri went to help the men. the winning army did not have many doctors. They had little medicine. the loosing armys doctors were either captured or had fled. henri worked for 8 days. he carried the wounded to churches, homes, or other shelters. he worked with other volunteers. They carried food, water and bandages. henri never forgot the agony of those days

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Circle the correct spelling of each **All** word.

- | | |
|--------------|----------|
| 1. creak | creek |
| 2. cleat | cleet |
| 3. deal | deel |
| 4. vanely | vainly |
| 5. speak | speek |
| 6. veal | veel |
| 7. neady | needy |
| 8. repeat | repete |
| 9. flayling | flailing |
| 10. seamless | seamless |

<> 4b. Circle the correct spelling of each **Extensions** word.

- | | |
|-------------|---------|
| 11. create | kreate |
| 12. reality | realety |
| 13. treety | treaty |

Character Focus: George W. Carver was a man who would not let the world praise him for what he did. He always said that God was his Helper.

Character Focus: Just because you want to help someone does not mean you can do anything you want. You still have to follow the Bible in how you carry out the good work.

Further Study: Study a new and creative way that someone today is using to show God's light, such as mime presentations, movies, or art.

<> **4c.** Circle the correct spelling of each **Further Extension** word.

14. creative kreative

15. kreativty creativity

16. creatively kreatively

Character Focus: The Red Cross does many good things for people. Do you know anyone who has been helped by the Red Cross?

<> **4e.** On the line provided, write your two (**Extensions:** write four.) most challenging spelling words.

1. _____

2. _____

2. _____

4. _____

Further Study: Find out what the Red Cross does now to help people.

Character Focus: Many important relief organizations were started by Christians who wanted to help others.

Overview of Informative Creative Writing Assignment

You will be writing a creative informative essay.

I. TOPIC OF ESSAY

This creative writing assignment is one in which you will inform your readers in a creative way. **You will write an informative essay from the perspective of a fish or bird created on Day Five of Creation. You will be given the information to use in your essay.** You may choose one of the following:

- A. Great white shark
- B. Rainbow trout
- C. Mourning dove
- D. Northern pike
- E. Greater roadrunner
- F. Atlantic wolffish

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic:** 3 paragraph body
- B. **Extensions:** 4 paragraph body

III. OPENING PARAGRAPH

Extensions students will write an opening paragraph.

IV. CLOSING PARAGRAPH

Extensions students will write a closing paragraph.

V. SOURCES

No students will be using sources, unless more information than what is provided is desired.

VI. QUOTATIONS WITHIN YOUR REPORT

No students will be using quotations unless the student desires.

Optional Penmanship Practice

For we are his workmanship, created in Christ Jesus unto good works.

Ephesians 2:10

Further Study: Draw a picture of the sign of the Red Cross.

Further Study: Draw or paint a lighthouse.

Further Study: Read a book about Henri Dunant and how he founded the Red Cross.

Teacher Tip: Anytime a skill is easily understood by oral exercises, do them orally first. Also, anytime a “writing” skill is simply a “speaking” skill written down, show this to your student.

Character Focus: If we see a need that we can do something about and do not do anything, we are not showing people the light of Christ.

5. Research and Study Skills: Choose Your Topic

This week you will be writing an informative creative writing essay about an animal that was created on Day Five of the creation account. You will probably remember that birds and fish were created on Day Five.

This is called an informative creative writing essay because it will be informative--informing your reader--but you will do it in a creative way. You will write it from the animal's point of view. That is, you will “talk” in your report as though you are the animal, rather than an outsider telling an informative essay about the animal.

Also, you will be given a list of facts about the animal that you may use for your informative creative essay. That way, you will just need to focus on being creative.

<> **5a.** Choose one of the birds or fish for which information is given in the following pages. (Or choose a different one altogether and write a list of your own facts for that animal from a book or online source.)

Note: Older students using this book may need to find source information themselves for this assignment. Follow your teacher's instructions for whether you should use the given information or research for yourself.

<> **5b. Optional--**If you would like to choose a different animal to write about (and you want to research and outline on your own), you may choose a different animal created on Day Five than the ones listed.

Alternative Writing Assignments for Blue 1-A: Week Three

- Write one paragraph about the meaning of your name or the name of someone you know.
- Write one paragraph about John Adams or Thomas Jefferson.
- Write one paragraph about the uses of the peanut.

Bald Eagles

Habitat

- Live near rivers, lakes, and oceans with plenty of fish
- Roost in hardwood and coniferous trees
- Prefer areas with low densities of human population
- Its range includes almost all of North America including most of Canada and Northern Mexico

Feeding

- Mostly feed on fish such as trout and salmon
- Eagles feed on carcasses of dead animals as big as whales
- They also eat small mammals, other sea birds, and reptiles

Appearance/Size

- Brown with white tail and white head
- Large yellow hooked beak
- Legs are unfeathered
- Feet yellow
- 28-42 centimeters long
- Wingspan 69-96 inches
- Females can weigh 12 lbs
- Males can weigh 9 lbs

Human Relationship

- Keep distance from humans
- USA national bird
- Popular in Native American lore
- Eagles used to be a common sight before the 20th century

Birth/Mating

- Eagles mate for life
- Eagles make the biggest nest of North American birds
- Nest can be up to 13 ft. deep
- Eagles lay 1 to 3 eggs per year
- All 3 eggs rarely survive
- Baby eagles called eaglets
- Eaglets hatch after about 35 days in the egg

Rainbow Trout

Habitat

- Freshwater fish
- Lakes and streams along the Pacific
- This species has been introduced to many new places
- They have been introduced to over 45 countries and 6 continents
- Many native fish have eaten them

Feeding

- Rainbow trout have a varied diet
- They eat small fish and insects
- Also eat crustaceans and crayfish
- They will also feed on salmon eggs and carcasses

Appearance

- Blue-green back and pale belly
- Silver flanks marked with small dark spots
- Violet stripe runs along each side
- Up to 3 ½ feet long
- Rainbow trout can weigh up to 40 lb

Human Relationship

- Often farmed for food
- People prefer native rainbow trout over farmed because of the taste difference
- They have been introduced to many countries as a food source and a game fish

Birth/Mating

- They return to the stream where they were hatched to lay their eggs
- Live about 1 -2 ½ years

Mourning Doves

Habitat

- Cover all of the US and much of southern Canada
- Cover all of Mexico during winter
- Cover over 6.8 million square miles
- Live in urban areas as well as farmland and grassland
- Like lightly wooded areas
- Avoid swamps and dense forests

Feeding

- Seeds make up 99% of diet
- They rarely will eat insects and snails
- They will also eat sand and gravel to aid digestion
- Mourning doves usually forage on the forest floor for seeds

Appearance/Size

- Rounded head
- Perching feet with 3 toes
- Beak is short and dark
- Feathers are light grey with pink underside
- Eyes are blue-grey
- Medium sized dove
- 12 inches
- Weighs 4-6 ounces

Human Relationship

- Mourning dove is Michigan's and Wisconsin's state bird of peace
- They are not a concern as far as endangerment

Birth

- Lay almost always 2 eggs
- Incubation takes about 2 weeks
- Young mourning doves are call squabs
- Squabs feed on milk for first 2-4 days

Characteristics

- Both male and female help build nest
- Male gathers twigs and other material
- Female uses material to build a nest
- The bird's call is a mournful "Coo-woo"
- Most migrate during the winter to southern US and Mexico

Northern Pikes

Habitat

- Freshwater fish
- Northern Pikes live in large lakes in slow moving rivers
- They are found in northern Alaska
- Found in most of Canada
- Found from northern US to Missouri
- Also found in Russia and Northern Europe

Feeding

- Catch prey sideways
- Deliver an immobilizing bite with sharp teeth
- Eat mainly fish but occasionally feeds on ducklings
- Ferocious hunters
- Sometimes even eat other pike

Appearance/Size

- Dark colored
- Long body
- Large eyes
- Weigh up to 46 lbs
- 59 inches long

Human Relationship

- Used as a game fish
- Flesh is bony so it is usually thrown back in by fishermen
- Popular food in Europe

History

- Northern pike is named for Medieval weapon pike, because of narrow bodies
- Legendary pike caught in Ireland in 1800s, supposedly over 90 lbs
- Largest on record was caught by Lothar Louis in Germany; weighed 55 lbs
- Pikes in North America do not reach record sizes
- North America's largest pike weighed 46 lbs
- The Latin name for northern pike literally means "water wolf"
- Close relative of larger Muskellunge

Greater Roadrunners

Habitat

- Roadrunner lives in shrub desert and mesquite groves
- Range covers much of southwest USA
- From southern California to Arkansas and down into Mexico

Feeding

- When hunting, bird walks rapidly to catch prey
- Mainly feed on insects, small rodents, scorpions, and tarantulas
- Occasionally jump when attacking larger prey
- Sometimes feed on birds

Appearance/Size

- Roadrunner has a bushy crest
- Has long thick dark bill
- Back is dark including long tail
- Pale neck and underside
- Roadrunner has four toes, 2 face forward and 2 face backwards
- About 2 feet in length
- Weighs about 10.5 ounces
- Body is tall and upright

Human Relationship

- New Mexico State bird
- Some Pueblo Indian tribes such as Hopi believed roadrunners protected them from evil spirits
- Roadrunner was a character in a TV cartoon called "Wile E. Coyote and Road Runner"

Birth

- Nest in low cactus or bushes
- Lay 3-6 eggs
- Eggs hatch in about 20 days
- Chicks fledge in another 18 days

Characteristics

- Largest of the North American cuckoo
- It is capable of flight but prefers to walk
- Can run at speeds up to 15 mph or more
- Close relation to lesser roadrunner

Atlantic Wolffish

Habitat

- Found on both sides of the Atlantic
- Found on the coast of Greenland to Cape Cod
- Rarely seen south of Cape Cod
- Like cold water, usually found at temperatures of 34-36 degrees
- Habitat is mainly made of large rocks
- Also found around Scandinavia and north Britain

Feeding

- Use strong jaws to eat hard shell mollusks and crustaceans
- They do not eat other fish
- Also eat sea urchins, sea clams, green crabs, and hermit crabs
- Help maintain marine ecosystems by eating sea urchins and green crabs

Appearance/Size

- Smooth slippery skin
- Usually purplish-brown, bluish-green, and grey
- The dorsal fin extends the full length of the back
- Eel-like body
- Mouth full of conical teeth
- Largest found was 5 ft long
- Largest weighed about 40 lbs

Human Relationship

- Atlantic wolffish population is decreasing rapidly by over fishing
- Fishermen drag nets on the ocean floor/traps wolffish and destroy homes

Birth

- The male will stay with eggs up to 4 months
- Eggs are 6 mm in length
- They have some of the largest fish eggs

Further Study: Study a new and creative way that someone in history used to show God's light, like Hudson Taylor dressing like the Chinese or Gladys Alward saving the children.

Further Study: Read the story behind the song "Let the Lower Lights Be Burning."

Character Focus: God commands us to help people around us as if we are helping Him.

6. Write On: Writing in First Person

This week your essay will be written in the first person. That means that **you will use the words *I, me, we, us*--and even *you* when you want to address the audience directly.**

This is different than most informative writing, which is usually written in the third person--as an outsider giving information (without the use of *I, me, we, etc.*). It is not the correct way to write an informative essay for most classes--but it is a way to write creatively.

Even though you are speaking from the animal's point of view, you will not use quotations. Your entire essay will be "quoted," so to speak, so you will just write as though you are speaking during the entire essay, without the use of quotation marks.

Of course, if you want to quote another animal or a person in your essay, then you would use quotation marks to do that. For example, if you want to tell what a person said about you, such as, *That person screamed, "Help!" I wasn't even coming close to her!*

<> 6a. Read through the given sample notes and sample essay for the great white shark and notice how the list was used to write in the first person--creatively.

<> 6b. Change the sentences given below into first person sentences that a student might use in his or her creative essay this week.

For example:

Given Sentence: The great white shark is the largest predatory fish.

First Person Sentence: *You might be surprised to discover that I am the largest predatory fish.*

1. The great white shark feeds on other fish and rays.

2. The great white seldom attacks humans.

3. The shark is an intelligent creature.

Further Study: Read the book *Clara Barton* by David R. Collins.

4. The great white shark is found in all major oceans with temperatures between 54 and 75 degrees.

5. They scavenge on carcasses of whale sharks and large whales too.

Sample of Given Information Great White Shark

Habitat (3)*

- Coastal surface water
- Temperatures between 54' and 75'
- Found in all major oceans
- Can be found at 4,200' feet deep, but usually closer to the surface

Feeding (2)

- Feed on other fish and rays
- Others feed on small marine mammals.
- Mammalian prey includes harbor seals, elephant seals, sea lions, and small whales
- They also scavenge on carcasses of Whale Sharks and large whales
- Great white sharks attack in a swift move and deliver a usually-fatal bite

Human Relationship (4)

- Sharks rarely attack humans
- Surfers are attacked because from below they look like seals
- Sharks are targeted to be captured by humans for their jaws, teeth, and fins
- They are rarely commercially hunted

Characteristics (1)

- Curious animals
- High degree of intelligence
- They can have a large personality in some settings

Size

- More than 13-20 ft. long
- Up to 1,500 to 4,200 lbs.
- World's largest known predatory fish
- Females are larger than males

Appearance

- Large cone-shaped snout
- Uses counter shading with a white underside and grey dorsal area
- Shading helps camouflage
- It has rows of teeth that are serrated, delivering a painful bite

Birth

- Eggs develop in the uterus
- Eggs hatch in the uterus and baby sharks grow there

*() Show which paragraph of the body of the essay that the writer put each paragraph of notes in.

Sample Shark Essay with Opening & Closing Paragraphs

Shelby the Shark

Hi! I'm Shelby the Shark, a Great White Shark* that is. I was one of God's magnificent creations of Day Five of the incredible Creation Story. Want to know more about me? I'd be delighted to tell you more about who I am! **(Opening Paragraph)**

You will probably be surprised by my size since I am the world's largest known predatory fish. We Great White Sharks are usually thirteen to twenty feet long. We can weigh anywhere from 1,500 to 4,200 pounds. Female Great Whites are larger than males. **(Characteristics)**

My eating habits develop as I grow. I started out when I was young eating smaller fish and rays. Later, I started to feed on small mammals. My favorite mammals are harbor seals, elephant seals, and sea lions. Sometimes, I will feed on a small whale. When I attack, I bite really hard to make sure my lunch doesn't get a chance to swim away. **(Feeding)**

Now I'm going to tell you a little bit about where I live. Usually, I like to stay fairly close to the coast since that is where all the seal live. We Great White Sharks inhabit all of the major oceans of the world. I tend to stay up near the surface of the water. My favorite place to be is where the temperature is between 54-75 degrees. **(Habitat)**

Unfortunately, I, and other Great Whites like myself, have a bad reputation with mankind. Movies and books portray us as human killers, just waiting beneath the water's surface for our next people-meal. This just isn't true at all. The real reason you hear about us attacking surfers is because from beneath, surfers look like our favorite food, the seal. **(Human relationship)**

Well, I hope you have learned a lot about me and the way I live. Someday, maybe you can tell me about how humans live. **(Closing Paragraph)**

***Note:** You may choose to capitalize the breed of your animal or not capitalize it for your creative essay. Technically, animal breeds are not capitalized (i.e. husky, pomeranian, etc.). However, in creative writing, you may choose to do so. Just be sure that whatever you do in the beginning of your paper is what you do all the way through.

7. Spelling Practice: Six “S” Spelling Secret

- <> **7a.** Take a spelling "pre-test" in your notebook.
- <> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition: Write Rough Draft of Informative, Creative Essay About an Animal Created on Day Five

<> **8. Follow these steps to write your essay:**

- (1) Read the sample essay provided and compare it with the notes from the Great White Shark to see how to use the provided notes in your essay.
- (2) **Optional:** If it helps you to get “into character” more, you may flip over and outline and write your opening paragraph first.
- (3) **Choose the three or four areas of your animal that you want to include in the body of your essay** and highlight each header of those.
- (4) **Number the highlighted headers** in the order you want each of these “paragraphs” to occur in your essay.
- (5) **Begin with the #1 paragraph of information** you highlighted and add any notes to this paragraph that you desire, mark through things you do not want to use, or find more information if you feel it is needed.
- (6) Read the topic of your first paragraph of the body and the sentence notes beneath it.
- (7) **Re-number the sentence lines in the order you want your information** (if needed).

- (8) **Write the first paragraph of the body of your essay (PoB A)** in your notebook (on every other line) or key it on the computer (double spaced).
- (9) Remember, you will be writing a separate opening paragraph later, so just start right into the body as though you have already introduced yourself in the opening paragraph.
- (10) Continue the steps above for the rest of your essay.

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

<> **9a.** In the second paragraph of the passage highlight the word *to*.

Do you remember the meanings of to, too, and two?

- 1. **To**
 - a. **Preposition:** to the store, to mom
 - b. **Beginning of infinitive:** to go, to run
- 2. **Too**
 - a. **Means also**
 - b. **Also** has **two** vowels and **too** has two vowels
- 3. **Two**
 - a. **Number word**
 - b. One more than one

<> **9b.** Fill in each blank provided with the correct Wacky Word--*to, too, or two*.

- 1. Kara would like to help at the homeless shelter _____.
- 2. He will distribute _____ articles of clothing to each person.
- 3. At Christmas time, they passed out cookies _____ children in the neighborhood.

<> **9c.** On the lines provided, write three sentences using *to, too, and two*.

- 1. _____

2. _____

3. _____

10. Extensions--Study Skills/ Prewriting/ Composition: Take Notes for and Write an Original Opening Paragraph

<> **10a. Extensions--**Now that you have written the body of your essay, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your essay aloud to yourself, and consider how you want to introduce your essay.
 - a. **Scripture** passage about **Day Five of creation**
 - b. **Song** about **fish or birds**
 - c. **Story** about **when your creature was born (or hatched)**
 - d. **Definition of bird or fish**
 - e. **Example in Scripture** of birds or fish
 - f. **Something you** want to use **to open and close your essay** (a continuing poem, verse, story, etc.)
 - g. **Something from the characteristic list that might surprise or entertain your readers.**
- (2) Now that you have decided how you are going to open your essay, you are ready to write notes for your opening paragraph. Follow these steps:
 - a. Write only notes—not complete sentences.
 - b. It is okay if you have more information than you need. You can omit some later when it is time to write.
 - c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
 - d. Write your notes on the lines provided.

Notes for Opening Paragraph

<> **10b. Extensions--**Using your notes for your opening paragraph, write the opening paragraph of your essay in your notebook, writing on every other line. Be sure you include a thesis statement for your entire essay some where in this paragraph.

11. Structural Analysis: Compound Words

<> **11a.** In the first paragraph of the passage, highlight the word *anywhere*.

- 1. This word is made of **two different words “squeezed together”** to make a new word.
- 2. This kind of word is **called a compound word**.

<> **11b.** In the example from the passage, draw a line between the two words that make up the compound word. When writing with compound words, ask yourself the following questions:

- 1. **Are two words combined?**
- 2. **Does each word keep its original spelling?**
- 3. **Does each word keep the original meaning?**

<> **11c.** To each word provided, add another word to make it a compound word.
Example: any + one = anyone

1. _____	2. _____
to	every

3. _____
any

4. _____
him

5. _____
battle

6. _____
her

7. _____
night

8. _____
high

9. _____
no

10. _____
some

<> **11d. Optional:** In your notebook, write sentences using five of the new words you made.

12. Spelling Practice: Write That Word!

<> **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____

2. _____

<> **12b.** Complete the following steps for one of the words you listed in 12a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____

3. _____ 4. _____

13. Grammar: Think Fast Quiz

- <> 13. Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

Note: If this is your student's first time doing CQLA, some of the Think Fast Quiz items might be unfamiliar to him or her. Just have your student do the items he or she knows for now. Eventually, all aspects will be second nature.

14. Spelling: Spelling Test

- <> 14a. (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> 14b. (T) Have your teacher check your Spelling Test.
- <> 14c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

15. Dictation: Dictation Quiz

- <> 15a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> 15b. (T) Review your dictation with your teacher.
- <> 15c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

Optional: Extra Practice

- 1E. In your notebook, write ten words with ee or ea saying ee.
- 2E. In your notebook, write seven sentences with sentence openers.

- 3E. In your notebook, copy ten sentences that contain compound words and information about the Red Cross.
- 4E. In your notebook, write four Scriptures about helping the wounded.
- 5E. Make a minit-book containing your Scripture from this lesson.
- 6E. Read a book about the Red Cross.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>1. To See:</p> <ol style="list-style-type: none"> Copy the word you need to practice on the first empty line of this column. Look at this first word carefully. Pay attention to the parts of the word that follow spelling rules you already know. Look closely at the shape of the word. See if there are parts of the word you know easily. 	<p>2. To Say:</p> <ol style="list-style-type: none"> Say the word you wrote in column one aloud. Try to spell the word aloud without looking in the 1. SEE column. If you get stuck, look at the word in the 1. SEE column. Note: If spelling a word aloud confuses you further, skip this step. 	<p>3. To Separate:</p> <ol style="list-style-type: none"> Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. Try to picture the word in your mind. Close your eyes to picture the word, if needed. 	<p>4. To Spell:</p> <ol style="list-style-type: none"> With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. If you get stuck, try to picture the word once more in your mind, and try again to write it. 	<p>5. To Spot:</p> <ol style="list-style-type: none"> Uncover the word in the 1. SEE column. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.) 	<p>6. To Stop/Start:</p> <ol style="list-style-type: none"> If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words -- Extensions

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme -- Extensions

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme--Extensions

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs -- Extensions

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.
C _____, C _____,
S _____, S _____
-- they are fun
W _____, W _____,
D _____, D _____,
D _____, &
D _____
M _____, M _____,
M _____
-- they are some as well,
A _____, L _____,
S _____, R _____,
T _____, _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions -- Extensions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme--Extensions

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators -- Further Extension

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS) -- Futher Extension

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs -- Extensions

Two Minutes

Be a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ --- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme--Extensions

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Blue 1-A: Week Four

Character Focus: Creativity

Vocabulary Box

Synonyms describing those who do *good works*--*adjectives*

People who do good works are

zealous	avid	keen
eager	fervent	enthusiastic
ardent	fervid	passionate

Vocabulary Box

Synonyms for *characteristics of good works*--*adjectives*

Good works are

timely	worthy	useful
attractive	worthwhile	praiseworthy
serviceable	beneficial	advantageous
meritorious	meriting	commendable
esteemable	exemplary	outstanding

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Edison, the famous inventor, heard of George Washington Carver and offered him a large amount of money to come and work for him. Many times Henry Ford also offered Carver significant sums to come to Dearborn in Michigan, but Carver refused all of these offers. George did not want money. He was happy helping people. A few years before he died, he gave all the money he had to start the George Washington Carver Museum.
Extensions	This museum is interesting to visit. There today, you can see some of the incredible things he did in "God's little workshop." (That is the name that George gave to his workplace.) The old tools he used are there too, such as a few broken bottles, a cup, and an inkwell.
Further Extension	With simple tools like these, Carver made silk from the bark of poplar trees, rope from cornstalk fiber, and paper from okra. Miracle after miracle came out of that little workshop, all because a humble boy wanted to feel like he was working with God no matter what the cost.

Optional Penmanship Practice

And let us not be weary in well doing: for in due season we shall reap, if we faint not.

Galatians 6:9

<> 1a. Read this week's passage aloud.

1. This passage describes some of the creative work done by George Washington Carver.
2. When we yield to God, He can use us to creatively do great works for Him.

<> 1b. In the third paragraph of the passage, highlight the word *poplar*.

<> **1c.** Look up the word *poplar* in the dictionary. On the lines provided, write the definition in your own words.

Definition of *poplar*

<> **1d.** On the lines provided, write a sentence about George Washington Carver. Use the word *poplar* in the sentence.

Further Study: Study about light and how the light from a lighthouse can be seen from great distances.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

Further Study: Read the fictional story of Martin Avdeitch, the shoemaker, when he asked to see Jesus.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

Optional Penmanship Practice

Ye are our epistle written in our hearts, known and read of all men.

II Corinthians 3:2

Teacher Tip: The labels on the copy boxes indicate which paragraphs each level of students should copy and take dictation from. The paragraphs that the student should re-write for that week's writing assignment are indicated in the Key Word Outline section (Lesson #5) in Weeks One and Two.

<> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Although Carver was offered large sums of money, he refused to accept it because he just wanted to help people.

Subordinate clause opener

Further Study: Study about names in *Dictionary of American Family Names* (by Patrick Hanks) or other name book (baby names, etc).

Further Study: Find out what the Salvation Army is doing today to help people see God's light.

<> **1h.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1i.** (T) Review your copy with your teacher, and correct any errors.

<> **1j. Optional:** Make a minit-book containing this week's passage.

Spelling Practice

Use any of the following practice techniques to prepare for this week's Spelling Test:

1. Use the Six S Spelling Secret Worksheet in the back of each weekly lesson to copy your difficult words over and over.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every other letter. Try to fill in the missing letters.
4. Have your teacher write your words on paper, syllabifying each syllable of each word for you (e.g., *dil/i/gent*). Practice writing them syllable by syllable just like your teacher did.
5. Complete any or all of the Optional Spelling Practice assignments throughout the weekly lesson.
6. Write your spelling words on notebook paper and highlight each syllable, each prefix, and/or each suffix with a different color highlighter.
7. Write each of your words on a different sticky note in bold marker. Write each word beneath the bold word once a day (or more as needed) until the sticky note is full and/or you have mastered the word.
8. Record your words under the correct columns of the *Spelling Notebook*.
9. Spell your words outloud, visualizing each syllable as you spell.
10. Type your words on the computer in large, bold font.
11. Write your words on graph paper, one letter per box. Do this each day.
12. Make yourself fill-in-the-blank practice sheets with the most difficult parts of your words omitted for you to fill in.

2. Spelling: Unusual One-Vowel-Is-Long Combinations

Examples: child, blind, mold

<> 2a. In the second paragraph of the passage, highlight the word *old*.

1. There are certain word families that make the long vowel sound even though they only have one vowel.
2. At first, these might seem like rule-breakers, but since there are so many of them, they are learned as their own rule.
3. These words form their own word families—the *ild*, *ind*, and *old* families.

Further Study: Draw a picture of a lighthouse being light to ships at night.

Teacher Tip: Generally speaking, when a word has only one vowel, and that vowel is not followed by an *r*, the vowel makes its short sound as in consonant-vowel-consonant (*c-v-c*) words (e.g., *bat*). In the families learned in this lesson, the vowel nearly always makes its long sound instead of its predicted short sound. This, however, is not generally considered to be “breaking the rules” since it is found so frequently. It is actually considered a rule, or family, of its own.

<> **2b.** Study the One-Vowel-Is-Long Combination box

One-Vowel-Is-Long Combinations		
<u>ild words</u>	<u>ind words</u>	<u>old words</u>
child	kind	hold
wild	mind	mold
mild	blind	gold

<> **2c.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2d.** Add this week’s new words (minus the **Optional Words**) to page 28 of your *Spelling Notebook*.

<> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2g. Optional:** In your notebook, write six sentences using six of the spelling words.

Write any **Review Words** that your teacher gives you on the lines provided.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. child	child			
2. folded	fold-ed		The word <i>fold</i> plus suffix <i>ed</i> .	
3. post	post			
4. wildly	wild-ly		The word <i>wild</i> plus suffix <i>ly</i> .	
5. hind	hind			
6. host	host			
7. rind	rind			
8. blind	blind			
9. oldest	old-est		The word <i>old</i> plus suffix <i>est</i> .	
10. mindless	mind-less		The word <i>mind</i> plus suffix <i>less</i> .	

*Commonly Misspelled

**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. childish	child-ish			
12. boldness	bold-ness			
Further Extension				
13. hostess	host-ess			
14. hindsight	hind-sight		Compound word <i>hind</i> + <i>sight</i>	
*Commonly Misspelled				

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Further Study: Study famous lighthouses.

Adverbs and Adverb Openers

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) **Further Extension:** Place a parentheses around each sentence opener throughout all of the paragraphs.

Further Study: Write a book report about a book you read about a person or organization that did works creatively.

John adams were a powerful leader of the American Revolution He was sent to Philadelphia in 1774. he was a member of the Continental Congress. john adams confidently knew that this was a important meeting. They would carefully decide 2 critical things First, they would decide who would lead the army. Second, they would chose who would write the letter to the King of england for they're appeal

of course, there was several people who could have been put in charge of the army. john adams knew that one man would be absolutely perfect for the job so slowly he stood up and made his suggestion. he bold-ly suggested that george washington lead the army. Everyone was shocked John Adams and George Washington were from different states. nevertheless washington became the leader of the new army

john Adams supported Thomas Jefferson as the person to write the letter to england Jefferson wrote a 1 page document to tell King george and the world that america were free The document was called the Declaration of Independence

4. Spelling Practice: Choose the Correct Spelling

Further Study: Look up how the Salvation Army got its name and how it started.

<> 4a. Highlight the correct spelling of each **All** word.

1. child chield

2. folded follded

- | | |
|--------------|---------|
| 3. poast | post |
| 4. wildly | wieldly |
| 5. hiend | hind |
| 6. host | hoste |
| 7. rinde | rind |
| 8. blind | blinde |
| 9. olldest | oldest |
| 10. mindless | mindles |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|----------|
| 11. childish | childesh |
| 12. boldnass | boldness |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|----------|
| 13. hostess | hostass |
| 14. hindsight | hindsite |

<> **4d.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Character Focus: The founder of the Salvation Army, William Booth, said that the church was like an army invading the world with God's light.

Optional Penmanship Practice

Let another man praise thee, and not thine own mouth.

Proverbs 27:2

Alternative Writing Assignments for Blue 1-A: Week Four

- Write one paragraph about the meaning of your name or the name of someone you know.
- Write one paragraph about John Adams or Thomas Jefferson.
- Write one paragraph about the uses of the peanut.

5. Extensions--Study Skills/Prewriting/ Composition: Take Notes for and Write an Original Closing Paragraph

<> **5a. Extensions**--Now that you have written the body and opening paragraph of your essay, you are ready to write a closing paragraph.

(1) **Your closing paragraph will include a “thesis statement reloaded.”**

- a. Remember, a **“thesis statement reloaded”** is a statement that **“closes” your paper--sums up what your entire paper is about.**
- b. It should be a sentence or two in length and should close your essay.
- c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
- d. It should bridge the gap between your catchy closing paragraph and the body of your essay.
- e. It should leave your reader with a feeling of satisfaction after reading your paper.
- f. It may repeat something catchy from your opening or may repeat the title of your essay, if desired.
- g. Be sure your “thesis statement reloaded” is not identical to your thesis statement--it should be “reloaded” with the key words still in it.

(2) Write enough notes for **5-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(3) You may just jot down some thoughts, references, etc. for your closing paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your essay.

***Note: If you are used to writing “thesis statements reloaded” and closing paragraphs, you may experiment with putting your “thesis statement reloaded” later in your closing paragraph--even at the very end of your closing paragraph, if desired. Sometimes this helps the flow of your closing paragraph when you are writing a story or other information in your closing paragraph that you want to keep all together--then follow this with the “thesis statement reloaded.”**

Notes for Closing Paragraph

Further Study: Study what the effects of the good works the Salvation Army did when it was first started had on England.

Character Focus: People are often influenced by their names. If a person is named something that has a good or cheerful meaning, he or she often lives up to that meaning.

Character Focus: For a long time lighthouses served as a light that sailors could follow to safety. In the same way, Christians are supposed to serve as lights that can lead people to Christ.

Character Focus: Throughout history there have been many people that have helped those in need as a way of showing God's light.

Further Study: Read a part of a book or an internet source that describes how people are influenced by their names.

Further Study: Make a name poster for you or someone else, with the name in the center and the meaning on it.

<> **5b. Extensions--**Follow these steps for writing your closing/ comparative paragraph:

- (1) Write an **opening sentence** (“thesis statement reloaded”) at the beginning of your closing paragraph that tells what your essay was about. (Or plan to put your “thesis statement reloaded” later, if desired.)
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think about what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Write that sentence down.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the report you just wrote.

6. Grammar: Noun Markers

Articles

- <> **6a.** In the first paragraph of the passage, highlight the noun markers, also called articles. (They are *a*, *an*, and *the*.)
1. **Noun markers** (or articles) are just as their name suggests: **words that mark a noun.**
 2. In other words, **noun markers show you that a noun is coming.**
 3. Noun markers are often considered adjectives—though they are not descriptive adjectives.
 4. Noun markers are easy to learn because there are **only three of them.** They are the following:

1. **a**
2. **an**
3. **the**

5. The only tricky part about noun markers is knowing when to use the noun marker *a*, and when to use the noun marker *an*. Remember the following rules for *a* and *an*:
- a. When the noun (or any word) directly following the noun marker begins with a **consonant sound**, use the **noun marker a**. Examples:
 - 1) **a** horse
 - 2) **a** dog
 - 3) **a** Bible
 - b. When the noun (or any word) directly following the noun marker begins with a **vowel sound**, use the **noun marker an**. Examples:
 - 1) **an** honor
 - 2) **an** elephant
 - 3) **an** enthusiastic person

Articles *a* and *an*

Remember these rules for *a* and *an*:

1. When the noun (or any word) directly following the noun marker begins with a consonant sound, use the noun marker *a*: ***a horse***.
2. When the noun (or any word) directly following the noun marker begins with a vowel sound, use the noun marker *an*: ***an honor***.

<> **6b.** In your notebook, write sentences containing noun markers using information from a character book.

Basic Level: Write **eight sentences**.

Extension: Write **ten sentences**.

Further Extension: Write **twelve sentences**.

Help Box for 6a.

You should have highlighted the following words:

- | | | | |
|-----------------|--------------|------------|----------------|
| 1. the (famous) | 2. a (large) | 3. A (few) | 4. the (money) |
| 5. the (George) | | | |

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

- <> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> **8.** Use the Checklist Challenge located after this week's lesson to edit your essay.
- (1) Complete each revision for each paragraph, as indicated.
 - (2) Insert revisions with pen or pencil into your rough draft paper.
 - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
 - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

9. Grammar/Sentence Structure: Infinitives

- <> **9a.** In the first two paragraphs of the passage, highlight the following phrases:

- | | |
|-------------|-------------|
| 1. to come | 2. to come |
| 3. to start | 4. to visit |

1. All of these verbs are **infinitives**.
2. **Verbs are the action of the sentence.**
3. There are three types of verbs. They are the following:
 - a. Action verbs
 - b. Be a Helper, Link verbs
 - c. Infinitives
4. **Infinitives** are easy to recognize because they always are **to + verb**.
Examples:
 - a. to think

- b. to be
 - c. to show
5. *To* can also be a preposition (a word that shows position). To know if the *to* is an infinitive or a preposition, follow these rules:
- a. Look at the word following the *to*.
 - b. **If the word following *to* is a verb, you know it is an infinitive.** For example: to know
 - c. **If the word following the *to* is anything else (noun, pronoun, adjective, etc.), it is a prepositional phrase.** For example: to the house
6. Any verb can be an infinitive. It just has to have a *to* in front of it.
7. The *to* is part of the infinitive. For example: in the case of *to see*, the complete verb is *to see*, not just *see*.

<> 9b. Beside each of the phrases provided, write an **I** if each is an infinitive; write **PP** if it is a prepositional phrase.

- 1. to go _____
- 2. to sing _____
- 3. to the government _____
- 4. to a boy _____
- 5. to walk _____
- 6. to be _____
- 7. to see _____
- 8. to France _____
- 9. to John Adams _____
- 10. to crush _____
- 11. to believe _____
- 12. to his belief _____
- 13. to write _____
- 14. to the sun _____
- 15. to confess _____

<> 9c. Optional: In your notebook, write sentences with infinitives.

Basic Level: Write **six sentences**.

Extension: Write **eight sentences**.

Further Extension: Write **eight sentences** using information from a character book.

10. Spelling Practice: Write That Word!

<> **10a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **10b.** Complete the following steps for one of the words you listed in 10a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **10c.** Write your two most challenging words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

11. Grammar: Think Fast Quiz

<> **11.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

Note: If this is your student's first time doing CQLA, some of the Think Fast Quiz items might be unfamiliar to him or her. Just have your student do the items he or she knows for now. Eventually, all aspects will be second nature for him or her.

12. Spelling: Spelling Test

<> **12a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **12b.** (T) Have your teacher check your Spelling Test.

<> **12c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **13b.** (T) Review your dictation with your teacher.

<> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Composition: Final Copy Original Informative, Creative Essay

<> **14a.** Write the final copy of your essay in your notebook (on every line). If you prefer, you may key it on the computer (double spaced).

<> **14b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?

Optional: Extra Practice

1E. In your notebook, write ten words with unusual one-vowel-is-long combinations.

2E. In your notebook, write seven sentences with infinitives.

3E. In your notebook, copy ten sentences about the meanings of names from a character book. In your sentences, use noun markers.

4E. In your notebook, write four Scriptures about names.

5E. Make a minit-book containing your sentence from this lesson.

6E. Read a nonfiction book about John Adams.

7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.

Blue 1-A: Week Four

Character Focus: Creativity

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ B **Basic Level only**

☐ E **Extension only**

☐ E's **Extensions**

☐ FE **Further Extension only**

☐ All ☐ All ☐ All
☐ E's ☐ E's ☐ E's

Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All
☐ E's ☐ E's ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All
☐ E's ☐ E's ☐ E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All	All	All
E's	E's	E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

➡ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All	All	All
E's	E's	E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

➡ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All	All	All
E's	E's	E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

➡ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Feathered Friend**
- Something comical: **Danger!**
- Something bold: **Feathered Foe?**
- A song title or line: **Why Do Birds Sing?**
- A Scripture: **Birds of the Air**
- Something biblical: **And It Was Good**
- Something informative: **Sea Creature**
- Something about character: **Friendly Feathered Fellow**

➡ **Center your title at the top of the first page of your essay. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular double ones, not single ones).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or essay. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

B

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your essay. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**

E's E's E's

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **A word you have never used in writing might be one you use in speaking but not in your essay. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

E's

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

E's E's E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All All All

E's E's E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

🔑 Do not change insignificant words such as *was*, *it*, *and*, etc.

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

🔑 Interjections include words from the following rhyme:

My, well, oh
Wow, yes, no

E's

Start one or more of your sentences with an **adverb** (*ly* word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

🔑 The comma may be directly after the adverb or shortly after it, depending on where you “hear” it.

FE

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

🔑 Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

FE

Add another complete sentence to one of your sentences with a **coordinating conjunction or semicolon** to create a compound sentence. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- Original: The Venus' flytrap provides another example of entrapment. It is a plant that eats bugs and flies.
- Compound Sentence: The Venus' flytrap provides another example of entrapment, **for it is a plant that eats bugs and flies.**

All	All	All
E's	E's	E's

Check each paragraph carefully to be sure that your **transition from one paragraph to another** is smooth. If not, add transition sentences as needed. If your transition sentences are adequate, highlight the check box(es) as directed by your teacher.

🔑 **Your transition from one topic to another topic may come at the end of a paragraph (telling the next paragraph's topic) or at the beginning of a paragraph (telling that paragraph's topic).**

All	All	All
E's	E's	E's

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words -- Extensions

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme -- Extensions

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme--Extensions

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs -- Extensions

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____
-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions -- Extensions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme--Extensions

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators -- Further Extension

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS) -- Further Extension

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs -- Extensions

Two Minutes

Be a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ -- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme--Extensions

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Teacher's Helps

Blue 1-A

Character Focus: Creativity

Lesson Plans and Answer Keys

Lesson Plans

Blue 1-A: Week One

For a Five-Day Week

Character Focus: Creativity

Day One

Vocabulary Box

Synonyms describing those who do good works--*adjectives*

People who do good are

zealous	avid	keen
eager	fervent	enthusiastic
ardent	fervid	passionate

Vocabulary Box

Synonyms for characteristics of good works--*adjectives*

Good works are

timely	worthy	useful
attractive	worthwhile	praiseworthy
serviceable	beneficial	advantageous
meritorious	meriting	commendable
esteemable	exemplary	outstanding

1. Copying and Comprehension: Passage and Vocabulary

All

As the month went on, the children learned how to regain their quarters. When one child came in with muddy boots, another child quietly took the boots, cleaned off the caked dirt, and neatly put them back. When the good work was discovered, the parents praised the one who did it. They told the child that he had done an awesome thing. The child then got his previously-lost quarter back!

Extensions

One sibling helped a sister memorize a section of Scripture and regained a quarter. Another child sorted a messy drawer. Mother found it later and was especially pleased with the child who did it.

Further Extension

By the end of the month, the total amount of money was not completely regained. However, a new teamwork was developed among the siblings and parents. Ten years have passed since the project, and the closeness of the family has remained.

2. Spelling: Long First Vowel with a Silent e at the End

Examples: cake, bite, bike

All

1. eager	2. rider	3. shame
4. pride	5. keen	6. froze
7. timely	8. chime	9. refine
10. unlike		

Extensions

11. useful	12. caregiver
------------	---------------

Further Extension--other long vowel words

13. treaty	14. floatation
15. treatment	16. realize

3. Editor Duty: Correct Given Paragraph(s)

Adverbs

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 5 Sentences

All--- Paragraph Two of Body: 3 Sentences

Extensions--- Paragraph Three of Body: 3 Sentences

6. Grammar: Main Subjects

Day Three

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: their and there

Day Four

10. Grammar: Understood Subject (You)

11. Composition and Editing: Edit and Revise Using the Checklist Challenge

12. Spelling Practice: Write That Word!

Day Five

13. Grammar: Think Fast Quiz

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

16. Composition/Creative Writing: Final Copy Essay (Re-Telling) From Given Material

Optional: Extra Practice

Lesson Plans

Blue 1-A: Week One

For a Four-Day Week

Character Focus: Creativity

Day One

Vocabulary Box

Synonyms describing those who do good works--*adjectives*

People who do good are

zealous	avid	keen
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Vocabulary Box

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Extensions

One sibling helped a sister memorize a section of Scripture and regained a quarter. Another child sorted a messy drawer. Mother found it later and was especially pleased with the child who did it.

Further Extension

By the end of the month, the total amount of money was not completely regained. However, a new teamwork was developed among the siblings and parents. Ten years have passed since the project, and the closeness of the family has remained.

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- | | | |
|------------|----------|-----------|
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| 7. timely | 8. chime | 9. refine |
| 10. unlike | | |

Extensions

- | | |
|------------|---------------|
| 11. useful | 12. caregiver |
|------------|---------------|

Further Extension--other long vowel words

- | | |
|---------------|----------------|
| 13. treaty | 14. floatation |
| 15. treatment | 16. realize |

3. Editor Duty: Correct Given Paragraph(s)

Adverbs

4. Spelling Practice: Choose the Correct Spelling

Day Two

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Optional: Extra Practice

Answer Keys Blue 1-A: Week One

3. Editor Duty: Correct Given Paragraph(s)

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) **Extensions:** In the first two paragraphs, highlight two of the adverbs. (Remember, *not* is an adverb if it modifies a verb.)

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Many good works seem to go virtually unnoticed. The people whom the good deeds were done for do not say anything about all the work. Sometimes it seems like the work does not positively affect anyone. When we do not see results immediately, we can get discouraged and want to stop. The Lord wants us to keep going even if we can not see how God is using us.

The story of Mordecai is a good example of this. This godly man saved the life of the king. The king did not honor Mordecai for what he had done. Instead, the king signed a law saying all the Jews would be killed. Mordecai was a Jew. It seemed his good work had no effect. (Capitalizing godly is optional; no is an adjective describing effect.)

God never forgets. At just the right time, the king could not sleep and decided to be read to. The reading reminded the king of Mordecai's godly act. The king decided to publicly reward him for what he had done. (Note: Some sources capitalize godly while others do not; both ways are acceptable.)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. eager eeger

2. ridder rider

3. shaim shame

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Teacher Tip: It is acceptable for your student to consider one word to be the main subject (strength) or the describers (our physical strength) to be the main subject.

- | | |
|------------|--------|
| 4. pride | pryde |
| 5. keen | kean |
| 6. froze | froze |
| 7. timly | timely |
| 8. chime | chyme |
| 9. rephine | refine |
| 10. unlike | unlik |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|---------------|-----------|
| 11. useful | usefull |
| 12. karegiver | caregiver |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|----------------|------------|
| 13. treety | treaty |
| 14. floatation | floatation |
| 15. treatment | treetment |
| 16. realize | reelize |

6. Grammar: Main Subjects

<> **6b.** In the sentences provided, highlight the main subjects.

Note: The subject is usually one of the first few words of the sentence.

Example: Henri's **life** was changed by the battle.

1. **Henri** wrote his book.
2. **He** published it himself.
3. **It** shocked many leaders.
4. **They** could not believe it.
5. **Henri Dunant** came up with a new plan.
6. **They** could start a new way of doing things.
7. Many **people** agreed to his plan. (or *Many people*)

8. **They** would form a treaty.
9. **They** could do something about the suffering.
10. Every major **nation** had agreed to the treaty. (Or *Every major nation*)

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: their and there

<> 9b. Fill in each blank provided with the correct Wacky Word--**there** or **their**

1. Cami was thrilled with their involvement.
2. We will take you there to see your friend.

10. Grammar: Understood Subject (You)

<> 10b. In your notebook, write sentences with understood subjects.

Basic Level: Write **five sentences**.

Extension: Write **seven sentences**.

Further Extension: Write **eight sentences** using information from a character book.

Answers will vary. No Answer Key needed.

Lesson Plans

Blue 1-A: Week Two

For a Five-Day Week

Character Focus: Creativity

Day One

Vocabulary Box

Synonyms describing those who do good works--*adjectives*

People who do good are

zealous	avid	keen
eager	fervent	enthusiastic
ardent	fervid	passionate

Vocabulary Box

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Good works are

timely	worthy	useful
attractive	worthwhile	praiseworthy
serviceable	beneficial	advantageous
meritorious	meriting	commendable
esteemable	exemplary	outstanding

1. Copying and Comprehension: Passage and Vocabulary

All

"Stepping in the Light"

Trying to walk in the steps of the Savior,
Trying to follow our Savior and King;
Shaping our lives by His blessed example,
Happy, how happy, the songs that we bring.

Extensions

Pressing more closely to Him who is leading,
When we are tempted to turn from the way;
Trusting the arm that is strong to defend us,
Happy, how happy, our praises each day.

Eliza E. Hewitt

2. Spelling: Sh and wh Digraphs

Examples: ship, should, who, when

All

- | | | |
|-----------|-----------|----------|
| 1. shape | 2. which | 3. whine |
| 4. sheet | 5. where | 6. whose |
| 7. whim | 8. should | 9. whom |
| 10. who's | | |

Extensions

- | | |
|--------------|-------------|
| 11. whomever | 12. whoever |
|--------------|-------------|

Further Extension

- | | |
|-------------|--------------|
| 13. whether | 14. shoulder |
|-------------|--------------|

3. Editor Duty: Correct Given Paragraph(s)

Adverbs and Prepositional Phrases

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Poetry: Rhymed Verse (A-B-C-B)

Day Three

6. Grammar: Plural Nouns

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Rhymed Verse
A-B-C-B Rhyme Scheme

Day Four

9. Grammar/Sentence Structure: Verbs in Past Tense

10. Spelling Practice: Write That Word!

11. Grammar: Think Fast Quiz

Day Five

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Poetry: Poetry Copywork

Optional: Extra Practice

Lesson Plans

Blue 1-A: Week Two

For a Four-Day Week

Character Focus: Creativity

Day One

Vocabulary Box

Synonyms describing those who do good works--*adjectives*

People who do good are

zealous	avid	keen
eager	fervent	enthusiastic
ardent	fervid	passionate

Vocabulary Box

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1. Copying and Comprehension: Passage and Vocabulary

All

"Stepping in the Light"

Trying to walk in the steps of the Savior,
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Extensions

Pressing more closely to Him who is leading,
When we are tempted to turn from the way;
Trusting the arm that is strong to defend us,
Happy, how happy, our praises each day.

Eliza E. Hewitt

2. Spelling: Sh and wh Digraphs

Examples: ship, should, who, when

All

- | | | |
|-----------|-----------|----------|
| 1. shape | 2. which | 3. whine |
| 4. sheet | 5. where | 6. whose |
| 7. whim | 8. should | 9. whom |
| 10. who's | | |

Extensions

- | | |
|--------------|-------------|
| 11. whomever | 12. whoever |
|--------------|-------------|

Further Extension

- | | |
|-------------|--------------|
| 13. whether | 14. shoulder |
|-------------|--------------|

3. Editor Duty: Correct Given Paragraph(s)

Adverbs and Prepositional Phrases

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Poetry: Rhymed Verse (A-B-C-B)

6. Grammar: Plural Nouns

7. Spelling Practice: Six "S" Spelling Secret

Day Three

8. Composition/Creative Writing: Rhymed Verse

A-B-C-B Rhyme Scheme

9. Grammar/Sentence Structure: Verbs in Past Tense

10. Spelling Practice: Write That Word!

Day Four

11. Grammar: Think Fast Quiz

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Poetry: Poetry Copywork

Optional: Extra Practice

Answer Keys Blue 1-A: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Adverbs and Prepositional Phrases

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the first two paragraphs, highlight four of the adverbs

- (3) **Further Extension:** In the second paragraph, place parentheses around the prepositional phrases.

Teacher Tip: You and your student may or may not place commas in each sentence opener of this exercise as comma usage with short openers is extremely subjective.

George Washington Carver graduated in 1894. He was thirty years old. He was a wonderful student. The school readily hired him to teach right away, but he kept learning too. He was in charge of the college greenhouse. In 1896, he got a master's degree. Now people all over the country wanted him to teach.

One letter he received was (from a school) called Tuskegee, (in Alabama). It was actually founded (by Booker T. Washington) (for black people) to go (to school) there. Most (of the black people) (in Alabama) were farmers. They desperately needed someone to teach them (about farming). Certainly, Tuskegee could not give him fame or money. Those were not what George Washington Carver wanted. He agreed to come.

At Tuskegee, George could do the work he loved. He wanted to learn all he could about growing things. He got to serve others and improve farming. He would work there for forty-six years.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-----------|-------|
| 1. shape | shaep |
| 2. witch | which |
| 3. whinne | whine |
| 4. sheet | sheat |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma-cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|-----------|--------|
| 5. whear | where |
| 6. whose | whoose |
| 7. whim | wim |
| 8. shoold | should |
| 9. whom | hoom |
| 10. whos | who's |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|-----------|
| 11. whomever | whoomever |
| 12. whooever | whoever |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|--------------|----------|
| 13. whether | weather |
| 14. shoalder | shoulder |

6. Grammar: Plural Nouns

<> 6c. In the list provided, make each word plural:

- | | |
|----------------------------------|-----------------------------------|
| 1. name— names | 2. perfume— perfumes |
| 3. fish— fish (or fishes) | 4. wife— wives |
| 5. home— homes | 6. government— governments |
| 7. diamond— diamonds | 8. man— men |
| 9. perch— perches | 10. Roman— Romans |
| 11. deer— deer | 12. ox— oxen |
| 13. ash— ashes | 14. notch— notches |
| 15. gift— gifts | 16. mile— miles |
| 17. servant— servants | 18. half— halves |
| 19. hutch— hutches | 20. leaf— leaves |
| 21. alto— altos | 22. baby— babies |
| 23. goose— geese | 24. soprano— sopranos |
| 25. fly— flies | 26. cry— cries |

9. Grammar/Sentence Structure: Verbs in Past Tense

<> **9b.** (T) Practice orally saying the past tense of the verbs provided with your teacher.

Example: Today I write; yesterday I wrote.

1. Today I believe; yesterday I **believed**.
2. Today I love; yesterday I **loved**.
3. Today I learn; yesterday I **learned**.
4. Today I keep; yesterday I **kept**.
5. Today I run; yesterday I **ran**.
6. Today I know; yesterday I **knew**.
7. Today I send; yesterday I **sent**.
8. Today I need; yesterday I **needed**.
9. Today I sing; yesterday I **sang**.
10. Today he mocks; yesterday he **mocked**.
11. Today he scorns; yesterday he **scorned**.
12. Today he leads; yesterday he **led**.
13. Today he stands; yesterday he **stood**.
14. Today he repents; yesterday he **repented**.
15. Today he leaves; yesterday he **left**.

Lesson Plans

Blue 1-A: Week Three

For a Five-Day Week

Character Focus: Creativity

Day One																																											
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Synonyms describing those who do good works--<i>adjectives</i> <div style="text-align: center;">People who do good are</div> <table style="width: 100%; font-size: small;"> <tr> <td>zealous</td> <td>avid</td> <td>keen</td> </tr> <tr> <td>eager</td> <td>fervent</td> <td>enthusiastic</td> </tr> <tr> <td>ardent</td> <td>fervid</td> <td>passionate</td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> Vocabulary Box Synonyms for characteristics of good works--<i>adjectives</i> <div style="text-align: center;">Good works are</div> <table style="width: 100%; font-size: small;"> <tr> <td>timely</td> <td>worthy</td> <td>useful</td> </tr> <tr> <td>attractive</td> <td>worthwhile</td> <td>praiseworthy</td> </tr> <tr> <td>serviceable</td> <td>beneficial</td> <td>advantageous</td> </tr> <tr> <td>meritorious</td> <td>meriting</td> <td>commendable</td> </tr> <tr> <td>esteemable</td> <td>exemplary</td> <td>outstanding</td> </tr> </table> </div>	zealous	avid	keen	eager	fervent	enthusiastic	ardent	fervid	passionate	timely	worthy	useful	attractive	worthwhile	praiseworthy	serviceable	beneficial	advantageous	meritorious	meriting	commendable	esteemable	exemplary	outstanding	<p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>You will probably be surprised by my size since I am the world's largest known predatory fish. We Great White Sharks are usually thirteen to twenty feet long. We can weigh anywhere from 1,500 to 4,200 pounds. Female Great Whites are larger than males.</p> <p>My eating habits develop as I grow. I started out when I was young eating smaller fish and rays. Later, I started to feed on small mammals. My favorite mammals are harbor seals, elephant seals, and sea lions. Sometimes, I will feed on a small whale. When I attack, I bite really hard to make sure my lunch doesn't get a chance to swim away.</p> <p>Extensions</p> <p>Now I'm going to tell you a little bit about where I live. Usually, I like to stay fairly close to the coast since that is where all the seal live. We Great White Sharks inhabit all of the major oceans of the world. I tend to stay up near the surface of the water. My favorite place to be is where the temperature is between 54-75 degrees.</p> <p>Further Extension</p> <p>Unfortunately, I, and other Great Whites like myself, have a bad reputation with mankind. Movies and books portray us as human killers, just waiting beneath the water's surface for our next people-meal. This just isn't true at all. The real reason you hear about us attacking surfers is because from beneath, surfers look like our favorite food, the seal.</p> <p>2. Spelling: Two Vowels Together That Say Long e Examples: keep, leak</p> <p>All</p> <table style="width: 100%; font-size: small;"> <tr> <td>1. creek</td> <td>2. cleat</td> <td>3. deal</td> </tr> <tr> <td>4. vainly</td> <td>5. speak</td> <td>6. veal</td> </tr> <tr> <td>7. needy</td> <td>8. repeat</td> <td>9. flailing</td> </tr> <tr> <td>10. seamless</td> <td></td> <td></td> </tr> </table> <p>Extensions</p> <table style="width: 100%; font-size: small;"> <tr> <td>11. create</td> <td>12. reality</td> <td>13. treaty</td> </tr> </table> <p>Further Extension</p> <table style="width: 100%; font-size: small;"> <tr> <td>14. creative</td> <td>15. creativity</td> <td>16. creatively</td> </tr> </table>	1. creek	2. cleat	3. deal	4. vainly	5. speak	6. veal	7. needy	8. repeat	9. flailing	10. seamless			11. create	12. reality	13. treaty	14. creative	15. creativity	16. creatively
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<p>3. Editor Duty: Correct Given Paragraph(s) Main Subjects</p>
Day Two
<p>4. Spelling Practice: Choose the Correct Spelling</p> <p>5. Research and Study Skills: Choose Your Topic</p> <p>6. Write On: Writing in First Person</p>
Day Three
<p>7. Spelling Practice: Six "S" Spelling Secret</p> <p>8. Composition: Write Rough Draft of Informative, Creative Essay About an Animal Created on the Fifth Day</p> <p>9. Vocabulary/Structural Analysis: Wacky Words Homophones: to, too, two</p>
Day Four
<p>10. Extensions--Study Skills/Prewriting/Composition: Take Notes for and Write an Original Opening Paragraph</p> <p>11. Structural Analysis: Compound Words</p> <p>12. Spelling Practice: Write That Word!</p>
Day Five
<p>13. Grammar: Think Fast Quiz</p> <p>14. Spelling: Spelling Test</p> <p>15. Dictation: Dictation Quiz</p> <p>Optional: Extra Practice</p>

Lesson Plans

Blue 1-A: Week Three

For a Four-Day Week

Character Focus: Creativity

Day One

Vocabulary Box
Synonyms describing those who do good works—*adjectives*
People who do good are
zealous avid keen
eager fervent enthusiastic
ardent fervid passionate

Vocabulary Box
Synonyms for characteristics of good works—*adjectives*
Good works are
timely worthy useful
attractive worthwhile praiseworthy
serviceable beneficial advantageous
meritorious meriting commendable
esteemable exemplary outstanding

1. Copying and Comprehension: Passage and Vocabulary

All

You will probably be surprised by my size since I am the world's largest known predatory fish. We Great White Sharks are usually thirteen to twenty feet long. We can weigh anywhere from 1,500 to 4,200 pounds. Female Great Whites are larger than males.

My eating habits develop as I grow. I started out when I was young eating smaller fish and rays. Later, I started to feed on small mammals. My favorite mammals are harbor seals, elephant seals, and sea lions. Sometimes, I will feed on a small whale. When I attack, I bite really hard to make sure my lunch doesn't get a chance to swim away.

Extensions

Now I'm going to tell you a little bit about where I live. Usually, I like to stay fairly close to the coast since that is where all the seal live. We Great White Sharks inhabit all of the major oceans of the world. I tend to stay up near the surface of the water. My favorite place to be is where the temperature is between 54-75 degrees.

Further Extension

Unfortunately, I, and other Great Whites like myself, have a bad reputation with mankind. Movies and books portray us as human killers, just waiting beneath the water's surface for our next people-meal. This just isn't true at all. The real reason you hear about us attacking surfers is because from beneath, surfers look like our favorite food, the seal.

2. Spelling: Two Vowels Together That Say Long e

Examples: keep, leak

All

1. creek	2. cleat	3. deal
4. vainly	5. speak	6. veal
7. needy	8. repeat	9. flailing
10. seamless		

Extensions

11. create	12. reality	13. treaty
------------	-------------	------------

Further Extension

14. creative	15. creativity	16. creatively
--------------	----------------	----------------

3. Editor Duty: Correct Given Paragraph(s)

Main Subjects

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Research and Study Skills: Choose Your Topic

6. Write On: Writing in First Person

7. Spelling Practice: Six "S" Spelling Secret

8. Composition: Write Rough Draft of Informative, Creative Essay About an Animal Created on the Fifth Day

Day Three

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

10. Extensions--Study Skills/Prewriting/Composition:

Take Notes for and Write an Original Opening Paragraph

11. Structural Analysis: Compound Words

12. Spelling Practice: Write That Word!

Day Four

13. Grammar: Think Fast Quiz

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Blue 1-A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Main Subject

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the last paragraph, highlight the main subject of each sentence.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

It was the summer of 1859. A young man by the name of Henri Dunant set out on a business trip that would change his life and the world. Henri had just finished a job learning to be a banker. He was on his way to a town in Italy. When he arrived, he was not ready for what he saw.

Two huge armies were in the middle of a battle! Henri stood on a nearby hill and watched the battle. It was across a twelve mile-long field. On one side, the French army was lined up to fight. On the other, Austria's army was fighting. The battle lasted for fifteen hours. By the time it was over, there were more than forty thousand wounded men on the field. (Note: CQLA teaches that numbers that take two words or fewer to write should be written in words, while those that would require three words or more should be written as numerals. These rules are often ignored in technical writing and measurements.)

Henri went to help the men. The winning army did not have many doctors. They had very little medicine. The losing army's doctors were either captured or had fled. Henri worked for eight days. He carried the wounded to churches, homes, or other shelters. He worked with other volunteers. They carried food, water, and bandages. Henri never forgot the agony of those days. (Note: Your student may have highlighted a one word subject [army] or the describer(s) with the subject [The winning army]. Either way is acceptable.)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Circle the correct spelling of each All word.

1. creak

creek

2. cleat

cleet

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|--------------|----------|
| 3. deal | deel |
| 4. vanely | vainly |
| 5. speak | speke |
| 6. veal | veel |
| 7. neady | needy |
| 8. repeat | repete |
| 9. flayling | flailing |
| 10. seamless | seamless |

<> **4b.** Circle the correct spelling of each **Extensions** word.

- | | |
|-------------|---------|
| 11. create | kreate |
| 12. reality | realety |
| 13. treety | treaty |

<> **4c.** Circle the correct spelling of each **Further Extension** word.

- | | |
|----------------|------------|
| 14. creative | kreative |
| 15. kreativity | creativity |
| 16. creatively | kreatively |

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

<> **9b.** Fill in the blanks provided with the correct Wacky Word--**to**, **too**, or **two**.

1. Kara would like to help at the homeless shelter too .
2. He will distribute two articles of clothing to each person.
3. At Christmas time, they passed out cookies to children in the neighborhood.

11. Structural Analysis: Compound Words

<> 11c. To each word provided, add another word to make it a compound word.

Example: any + one = anyone

Answers will vary. No Answer Key needed.

Lesson Plans

Blue 1-A: Week Four

For a Five-Day Week

Character Focus: Creativity

Day One

Vocabulary Box

Synonyms describing those who do good works--*adjectives*

People who do good are

zealous	avid	keen
eager	fervent	enthusiastic
ardent	fervid	passionate

Vocabulary Box

Synonyms for characteristics of good works--*adjectives*

Good works are

timely	worthy	useful
attractive	worthwhile	praiseworthy
serviceable	beneficial	advantageous
meritorious	meriting	commendable
esteemable	exemplary	outstanding

1. Copying and Comprehension: Passage and Vocabulary

All

Edison, the famous inventor, heard of George Washington Carver and offered him a large amount of money to come and work for him. Many times Henry Ford also offered Carver significant sums to come to Dearborn in Michigan, but Carver refused all of these offers. George did not want money. He was happy helping people. A few years before he died, he gave all the money he had to start the George Washington Carver Museum.

Extensions

This museum is interesting to visit. There today, you can see some of the incredible things he did in "God's little workshop." (That is the name that George gave to his workplace.) The old tools he used are there too, such as a few broken bottles, a cup, and an inkwell.

Further Extension

With simple tools like these, Carver made silk from the bark of poplar trees, rope from cornstalk fiber, and paper from okra. Miracle after miracle came out of that little workshop, all because a humble boy wanted to feel like he was working with God no matter what the cost.

2. Spelling: Unusual One-Vowel-Is-Long Combinations

Examples: child, blind, mold

All

- | | | |
|--------------|-----------|-----------|
| 1. child | 2. folded | 3. post |
| 4. wildly | 5. hind | 6. host |
| 7. rind | 8. blind | 9. oldest |
| 10. mindless | | |

Extensions

- | | |
|--------------|--------------|
| 11. childish | 12. boldness |
|--------------|--------------|

Further Extension

- | | |
|-------------|---------------|
| 13. hostess | 14. hindsight |
|-------------|---------------|

Day Two

3. Editor Duty: Correct Given Paragraph(s)

Adverbs and Adverb Openers

4. Spelling Practice: Choose the Correct Spelling

5. Extensions--Study Skills/Prewriting/Composition:

Take Notes for and Write an Original Closing Paragraph

Day Three

6. Grammar: Noun Markers

Articles

7. Spelling Practice: Six "S" Spelling Secret

8. Composition and Editing: Edit and Revise Using the Checklist Challenge

Day Four

9. Grammar/Sentence Structure: Infinitives

10. Spelling Practice: Write That Word!

11. Grammar: Think Fast Quiz

Day Five

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Original Informative, Creative Essay

Optional: Extra Practice

Lesson Plans

Blue 1-A: Week Four

For a Four-Day Week

Character Focus: Creativity

Day One	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Synonyms describing those who do good works--<i>adjectives</i> People who do good are zealous avid keen eager fervent enthusiastic ardent fervid passionate </div> <div style="border: 1px solid black; padding: 5px;"> Vocabulary Box Synonyms for characteristics of good works--<i>adjectives</i> Good works are timely worthy useful attractive worthwhile praiseworthy serviceable beneficial advantageous meritorious meriting commendable esteemable exemplary outstanding </div> <p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>Edison, the famous inventor, heard of George Washington Carver and offered him a large amount of money to come and work for him. Many times Henry Ford also offered Carver significant sums to come to Dearborn in Michigan, but Carver refused all of these offers. George did not want money. He was happy helping people. A few years before he died, he gave all the money he had to start the George Washington Carver Museum.</p> <p>Extensions</p> <p>This museum is interesting to visit. There today, you can see some of the incredible things he did in "God's little workshop." (That is the name that George gave to his workplace.) The old tools he used are there too, such as a few broken bottles, a cup, and an inkwell.</p> <p>Further Extension</p> <p>With simple tools like these, Carver made silk from the bark of poplar trees, rope from cornstalk fiber, and paper from okra. Miracle after miracle came out of that little workshop, all because a humble boy wanted to feel like he was working with God no matter what the cost.</p> <p>2. Spelling: Unusual One-Vowel-Is-Long Combinations Examples: child, blind, mold All 1. child 2. folded 3. post 4. wildly 5. hind 6. host 7. rind 8. blind 9. oldest 10. mindless</p> <p>Extensions 11. childish 12. boldness</p> <p>Further Extension 13. hostess 14. hindsight</p> <p>3. Editor Duty: Correct Given Paragraph(s) Adverbs and Adverb Openers</p>	

Day Two	
<p>4. Spelling Practice: Choose the Correct Spelling</p>	
<p>5. Extensions--Study Skills/Prewriting/Composition: Take Notes for and Write an Original Closing Paragraph</p>	
<p>6. Grammar: Noun Markers Articles</p>	
<p>7. Spelling Practice: Six "S" Spelling Secret</p>	
Day Three	
<p>8. Composition and Editing: Edit and Revise Using the Checklist Challenge</p>	
<p>9. Grammar/Sentence Structure: Infinitives</p>	
<p>10. Spelling Practice: Write That Word!</p>	
Day Four	
<p>11. Grammar: Think Fast Quiz</p>	
<p>12. Spelling: Spelling Test</p>	
<p>13. Dictation: Dictation Quiz</p>	
<p>14. Composition: Final Copy Original Informative, Creative Essay</p>	
<p>Optional: Extra Practice</p>	

Answer Keys Blue 1-A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Adverbs and Adverb Openers

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) **Further Extension:** Place parentheses around each sentence opener throughout all of the paragraphs.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

John Aadams was a powerful leader of the American Revolution. He was sent to Philadelphia in 1774. He was a member of the Continental Congress. John Aadams confidently knew that this was an important meeting. They would carefully decide two critical things. (First), they would decide who would lead the army. (Second), they would choose who would write the letter to the King of England for their appeal.

(Of course,) there were several people who could have been put in charge of the army. John Aadams knew that one man would be absolutely perfect for the job, so slowly he stood up and made his suggestion. He boldly suggested that George Washington lead the army. Everyone was shocked. John Adams and George Washington were from different states. (Nevertheless,) Washington became the leader of the new army.

John Adams supported Thomas Jefferson as the person to write the letter to England. Jefferson wrote a one-page document to tell King George and the world that America was free. The document was called the Declaration of Independence.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. child chield

2. folded follded

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|--------------|---------|
| 3. poast | post |
| 4. wildly | wieldly |
| 5. hiend | hind |
| 6. host | hoste |
| 7. rinde | rind |
| 8. blind | blinde |
| 9. olldest | oldest |
| 10. mindless | mindles |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|----------|
| 11. childish | childesh |
| 12. boldnass | boldness |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|----------|
| 13. hostess | hostass |
| 14. hindsight | hindsite |

9. Grammar/Sentence Structure: Infinitives

<> **9b.** Beside each of the phrases provided, write an **I** if each is an infinitive; write **PP** if it is a prepositional phrase.

- | | |
|--------------------------------|-----------------------------|
| 1. to go I | 2. to sing I |
| 3. to the government PP | 4. to a boy PP |
| 5. to walk I | 6. to be I |
| 7. to see I | 8. to France PP |
| 9. to John Adams PP | 10. to crush I |
| 11. to believe I | 12. to his belief PP |
| 13. to write I | 14. to the sun PP |
| 15. to confess I | |

Blue 2-A: Week One

Character Focus: Obedience

Vocabulary Box

Characteristics of *one who desires God's approval--adjectives*

One who desires God's approval is

genuine	sincere	humble
transparent	unfeigning	forthright
authentic	faithful	obedient
undivided	unencumbered	submissive
compliant	subservient	subordinate

Vocabulary Box

Characteristics of *one who desires man's approval--adjectives*

One who desires man's approval is

fake	insincere	proud
unauthentic	unfaithful	divided
vainglorious	unsubmissive	hypocritical
legalistic	boastful	vain
arrogant	egotistical	conceited
self-centered		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	In 1789, the people of France started a rebellion against their rulers. The French captured the king and his family. The royal family was thrown into prison. Later, most of the king's relatives were killed. The government was destroyed. The people in charge of the revolution attempted to take God completely out of society.
Extensions	The leaders of the revolution became extremely cruel. They beheaded thousands of people with the guillotine. Nobles (those of high social class) were killed by the hundreds. Soon common people were being executed, too. There was no law, so stealing became rampant.
Further Extension	When one leader was no longer popular, he was assassinated. The French people needed someone strong to be in charge. Because they said there was no right or wrong, they could not declare that something should be done. They were looking for a governing authority who did. Soon, they had a leader named Napoleon Bonaparte. He became one of the most controlling dictators in all of history.

Optional Penmanship Practice

Christ is become of no effect unto you, whosoever of you are justified by the law; ye are fallen from grace.

Galatians 5:4

<> **1a.** Read this week's passage aloud.

<> **1b.** In the second and third paragraphs of the passage, highlight the following words:

1. nobles
2. dictators

<> **1c.** Look up these word in the dictionary, and write their definitions in your own words on the lines provided.

Definition of *nobles*

Definition of *dictator*

<> 1e. Optional: In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.

Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Character Focus: The Temple was a "type" of Christ in the Old Testament that Jesus compared Himself to during His ministry.

Further Study: Read some of the laws controlling farming in Leviticus 25.

Teacher Tip: The Definition Dissection (DD) text used in each week's vocabulary lessons is provided in the CQLA *Teacher's Guide* and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."

The DD box in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Character Focus: When people decide they will not listen to God's law, there is nothing to stop them from doing very bad things.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____
2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

<> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: After the reign, the people would kill him.

Prepositional phrase opener

<> **1f.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1g.** (T) Review your copy with your teacher, and correct any errors.

<> **1h. Optional:** Make a minit-book containing this week's passage.

2. Spelling/Structural Analysis: Ng Sounds

Examples: thing, bang, strong

<> **2a.** In the first two paragraphs of the passage, highlight the words that contain *ing*, *ong*, *ang*, or *ung*.

Whenever a vowel and *ng* are combined, the combination sounds like a new word family.

1. *Ing* makes the sound of *ing* as in **sing**.
2. *Ong* makes the sound of *ong* as in **strong**.
3. *Ung* makes the sound of *ung* as in **sung**.
4. *Ang* makes the sound of *ang* as in **rang**.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 39 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2e. Optional:** In your notebook, write six sentences using six of the spelling words.

Help Box for 2a.

You should have highlighted the following words:

- | | | |
|-------------|-----------|----------|
| 1. king | 2. king's | 3. being |
| 4. stealing | | |

Character Focus: Farmers do not follow the Old Testament law perfectly today, but many of the principles are used.

Character Focus: All Scripture is true, and we can learn from it.

Teacher Tip: *Ng* following a vowel sometimes makes the vowel sound slightly different than it would sound without the *ng*.

Further Study: Study about an electric eel either on video or book.

Character Focus: In the Old Testament there are many laws about farming that people did not understand for a long time. Now, scientists and farmers are beginning to see how these laws help farming.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. something	some-thing	_____	Compound word--each keeps its original spelling	_____
2. stronger	strong-er	_____		_____
3. slang	slang	_____		_____
4. tangy	tang-y	_____		_____
5. string	string	_____		_____
6. along	a-long	_____	Think bluster•ing	_____
7. clingy	cling-y	_____		_____
8. anger	an-ger	_____		_____
9. wrongly	wrong-ly	_____		_____
10. blustering	blus-ter-ing	_____		_____
11. shortcoming	short-com-ing	_____	Compound word--each keeps its original spelling	_____
12. obeying	o-bey-ing	_____		_____

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
13. capturing	cap-tur-ing			
14. attempting	at-temp-ting		Double t	
Further Extension				
15. mollifying	mol-li-fy-ing		Double l	
16. enthralling	en-thrall-ing		Double l	

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

Character Focus: When people in history decided not to listen to God's law, their nations were almost always destroyed.

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight and correct the spelling errors.

sometimes Christians are accused of being liek the Pharisees People sai that for a lot of reasons. Sometimes we are doing the things god wants us to do. people feal bad for doing the rong thing, so they say Christians are being too strict

but sometimes we are being like the pharisees. When christians act like the pharisees, others are right when they say we are like them. the Pharisees were more concerned with what people thought than with what God thought about what they did They only acted godly because they wanted people to notice. This is not really following god's law

If christians is more worried about other people thinking they are godly then actually being godly, they are not really following god's law. god wants us to genuinely follow Him, not just look like we are following him. When we are following christ, we will be following His law (**Capitalizing godly and law is optional.**)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. something

sumething

2. strongar

stronger

3. slang

slanng

4. tangy	tangee
5. stringg	string
6. along	alongg
7. kingly	cliny
8. anger	angar
9. rongly	wrongly
10. blustering	blustaring
11. shortcoming	shortkoming
12. obaying	obeying

<> **4b.** Highlight the correct spelling of each **Extensions** word.

13. kapturing	capturing
14. attempting	atempting

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

15. molifying	mollifying
16. enthralling	enthraling

<> **4d.** On the line provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

KWO

Writing a Key Word Outline is kind of like Squanto may have talked with the Pilgrims when he first met them: "How! Me Squanto!"

Teacher Tip: Some hand-books consider *one* and *someone* (and other related words) to be pronouns. CQLA does not teach these as pronouns because they are not made possessive like pronouns - (*hers*, *ours*). They are made possessive in the same way nouns are (ones's).

5. Study Skills/Prewriting: Key Word Outline

<> **5.** Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.

Character Focus: If there was not a law that said one always equals one, then it would be impossible to be able to count anything.

Character Focus: Some people try to say that there should not be laws to govern things, but without laws math would be useless.

- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3

Sentence 4

Sentence 5

Extensions--Paragraph Three of Body

Topic of Paragraph 3

Sentence 1

Sentence 2

Sentence 3

Sentence 4

Sentence 5

Sentence 6

Alternative Writing for Blue 2-A: Week One

- Write one paragraph about the Pharisees of Jesus' day.
- Write one paragraph explaining the difference between the Pharisees' righteousness and God's righteousness.
- Write one paragraph explaining the reason for standards.

Teacher Tip: Encourage your Level A student to come up with creative openings for his reports. Have him read the body of his report and think of an opening that ties into the body and captures the reader's attention.

Character Focus: God's law said that every seven years the farmers could not plant in a field because the field needs to rest. Scientist have now found that when a field is rested every few years, it gives more food.

Sample KWO

Paragraph one

Topic of paragraph 1: Killing the king

Sentence 1: 1789 France rebellion --> king

Sentence 2: captured --> killed king

Sentence 3: royal family --> prison

Sentence 4: king's relatives killed

Sentence 5: government destroyed

Sentence 6: revolution eliminate God --> society

Sample Paragraph from KWO

(Paragraph 1)

In 1789, the King of France faced a rebellion. The insurgents apprehended the monarch and sent him to the guillotine. The majority of the royal family was incarcerated or killed by the raging mobs. The French monarchy fell but no stable government was able to take its place. The ardent revolutionaries attempted to eliminate God from the nation.

6. Sentence Structure/Grammar: Writing With Nouns and Pronouns Interchangeably

1. Pronouns are words that take the place of nouns. Remember, **pro means "for,"** so pronouns are **"for nouns."** **Pronouns take the place of nouns** when you do not want to repeat the nouns you have used.
2. Pronouns include the following words:

they	them	yours	this	he
their	me	he	she	she
my	I	her	it	our
his	him	that	we	you

<> **6a.** In the first two paragraphs of the passage, highlight the pronouns.

In the passage, the writer used pronouns to avoid repeating the nouns.

<> **6b.** Read the paragraph below aloud. All of the pronouns have been replaced by nouns.

In 1789, the people of France started a rebellion against their rulers. The people captured the king and the king's family. The royal family was thrown into prison. Later, most of the king's family were killed. The government was destroyed. The people in charge of the revolution tried to take God completely out of society.

Further Study: Study the different types of corn and how far away from each other farmers plant them to keep them from getting mixed up.

<> 6c. Read the paragraph below aloud. Do you see how you cannot tell who or what the passage is about when you *only* use pronouns?

In 1789 they started a rebellion against them. They captured him and his family. They were thrown into prison. Later, most of them were killed. It was destroyed. They tried to take Him completely out of society.

1. Pronouns help writers to avoid repeating their nouns.
2. So pronouns are extremely helpful!
3. However, **you must always use a noun in your sentence before you can replace it with a pronoun!**

If you do not use a noun first, the reader will not know who or what you are talking about.

<> 6d. Above each underlined noun, write an appropriate pronoun

<> 6e. **Optional:** Rewrite the sentences provided, replacing the noun that is underlined with a pronoun.

Example:

God calls God's law a schoolmaster for nonbelievers because God's law teaches nonbelievers that nonbelievers need God.

God calls **His** law a schoolmaster for nonbelievers because **it** teaches **them** that **they** need **Him**.

1. Jesus used the Old Testament in Jesus' teaching.

2. God's law is holy because God is holy.

3. Believers should use the law to help guide believers' lives.

Character	Focus:
Someone	is always in charge. If it is not God, it will be whoever is the most popular at the moment.

Character	Focus:
Obedience	is doing what you are told with a happy, submissive spirit.

Further Study:	Read the book <i>Champions of Invention</i> by John Hudson Tiner.
----------------	---

Character	Focus:
Different seeds have to be planted in different places or the plants will get mixed up and give bad food. The Bible said this and it was years later that scientists found it out too.	

Further Study:	Talk to a farmer and ask him if he plants in the same field every year. Why or why doesn't he?
----------------	--

4. Following the law, believers learn how believers can have real success.

5. Nonbelievers also have the chance to benefit from God's law in nonbelievers' lives when God uses it to show nonbelievers God's ways.

6. Nonbelievers will not have lasting peace in nonbelievers' lives from obeying the law only.

7. Christ alone could complete the goals of the law through Christ's death.

8. Believers should remember that God's law would accomplish nothing without God's grace and help in believers' lives.

9. Believers need the Holy Spirit to help believers.

10. Believers also need the written law to guide believers.

<> **6f. Optional:** In your notebook, write sentences containing pronouns.

Basic Level: Write **five sentences**.

Extension: Write **seven sentences**.

Further Extension: Write **nine sentences**.

Help Box for 6a.

You should have highlighted the following words:

1. their

2. his

3. They

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

<> **8a.** Follow these steps for writing your rough draft report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

<> **8b.** Read your report aloud. Do you like the way it sounds?

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: *most*, *more*

<> **9a.** In the last paragraph of the passage, highlight the word *most*.

Most is a Wacky Word because it has another word that is often confused with it. The word *more* is the Wacky Word counterpart to *most*.

Many people confuse these two words. The word *more* should be used when you want to compare two things--or one thing to another. The word *most* should be used when you are comparing one thing to many--or one out of all.

You can learn this little trick to help you remember that *most* is used when you are comparing one to a lot- **Use *most* to compare a *host*.** That is, use *most* to compare something to a *host* of things.

Remember

1. More
 - a. Comparing **one thing to something else.**
 - b. He is **more** intelligent than she is.

2. Most

- a. Use to compare something to many other things
- b. “**Most** of all”
- c. Use **most** to compare a host

<> **9b.** Fill in each blank provided with the correct Wacky Word--*more* or *most*.

- 1. She is _____ homesick than he is.
- 2. Patty is the _____ obedient child in the room.

<> **9c.** On the lines provided, write two sentences using *most* and *more*.

- 1. _____

- 2. _____

10. Grammar: Action Verbs

- 1. When you write sentences, you always use verbs!
- 2. This is because each sentence must contain a verb.
- 3. The verb is the **action or being** of the sentence's subject.
- 4. It is **what the subject is or does**.
- 5. There are **two main types** of verbs:
 - a. **Action verbs**
 - b. **Be, a Helper, Link verbs**
- 6. Action verbs are the most common type of verbs.
- 7. If the subject does something, the sentence has an action verb.
- 8. Examples:
 - a. The dog **barked**.
 - b. The cat **meowed**.

9. The easiest way to find an action verb is to ask, “**What did the subject do?**”
10. Examples:
- a. The girl **smiled**.
 - 1) What did the girl do?
 - 2) smiled
 - b. The boy **ran**.
 - 1) What did the boy do?
 - 2) ran
11. Sometimes a sentence may have **two verbs**. This is called **a compound verb**.
12. If the subject of the sentence does two different things, it has a compound verb.
Examples:
- a. God **created** us and **gave** His law to us.
 - 1) What did God do?
 - 2) Two things:
 - a) created
 - b) gave
 - b. We should **fear** and **love** God.
 - 1) What should we do?
 - 2) Two things:
 - a) fear
 - b) love
13. Sometimes a sentence can even have three or more verbs.
14. Verbs can be all throughout a sentence -- in openers, the main part of the sentence, and clauses at the end.
- <> **10a.** In the first paragraph of the passage, highlight the action verbs.
- <> **10b.** In the sentences provided, highlight all of the action verbs.

All

1. Christians believe in the Bible.
2. God gave us the Bible for many reasons.
3. He told us many things.
4. We should read the Bible.
5. We should follow it.
6. It says to obey God.
7. The law of God tells us about Jesus.

8. God recorded many things in His law.

9. The law can bring us to Christ.

10. The law tells us what Christ is like.

Extensions

11. A rebellion was started by the people of France.

12. The royal family was thrown into prison.

13. Most of the royal family was killed.

14. The government was destroyed.

15. The people attempted to take God out of society.

Help Box 10a.

- | | | |
|------------|--------------|--------------|
| 1. started | 2. captured | 3. thrown |
| 4. killed | 5. destroyed | 6. attempted |
| 7. to take | | |

11. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 11. Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the CQLA Teacher's Guide.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

12. Spelling Practice: Write That Word!

<> **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **12b.** Complete the following steps for one of the words you listed in 12a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

13. Grammar: Think Fast Quiz

<> **13.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson) following the times suggested (according to your teacher’s direction) for each assigned section.

14. Spelling: Spelling Test

<> **14a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.

<> **14b.** (T) Have your teacher check your Spelling Test.

<> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

15. Dictation: Dictation Quiz

<> **15a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **15b.** (T) Review your dictation with your teacher.

<> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

16. Composition: Final Copy Informative Report From Given Material

<> **16a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.

<> **16b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?

<> **16c. Optional:** Make a minit-book containing your report.

Optional: Extra Practice

1E. In your notebook, write ten *ng* words.

2E. In your notebook, write seven sentences with pronouns.

3E. In your notebook, copy ten sentences about God's law from a book. Highlight the verbs or verb phrases in these sentences.

4E. Make a minit-book containing your sentences from the Extra Practice assignments.

5E. In your notebook, write four Scriptures about the Jewish feasts.

6E. Read a nonfiction book or part of a nonfiction book about Jewish feasts.

7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.

8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.

2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)

3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)

4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.

5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.

6. Continue in this manner for all of the first paragraph.

7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.

8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

Checklist Challenge Blue 2-A: Week One

Character Focus: Obedience

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

☐ All ☐ All ☐ E's

Read your report to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ E's

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**:

- **C**apital at beginning
- **A**ll make sense
- **V**erb
- **E**nd mark
- **S**ubject

☐ All ☐ All ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (ly words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance

help assist teach instruct

☞ **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All E's

Add an **adverb** (/y word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Frantic in France**
- Something bold: **Chaos!**
- A song title or line: **People Need the Lord**
- A Scripture: **Doing Whatever Is Fine in Their Eyes**
- Something biblical: **Not Above Reproach**
- Something about character: **Disobedience Brings Disaster**
- Other: **Unrest**

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

All

All

E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All

All

E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

🔑 Do not change insignificant words such as *was*, *it*, *and*, etc.

FE

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already

done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

🔑 **Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.**

E's

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

🔑 **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)**

All

All

E's

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions--Extensions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme--FE

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--FE

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions--FE (FANBOYS)

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs--FE

Two Minutes

Be, a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ --- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

--- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned in Rhyme--FE

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Blue 2-A: Week Two

Character Focus: Obedience

Vocabulary Box

Characteristics of one who desires God's approval--adjectives

One who desires God's approval is

genuine	sincere	humble
transparent	unfeigning	forthright
authentic	faithful	obedient
undivided	unencumbered	submissive
compliant	subservient	subordinate

Vocabulary Box

Characteristics of one who desires man's approval--adjectives

One who desires man's approval is

fake	insincere	proud
unauthentic	unfaithful	divided
vainglorious	unsubmissive	hypocritical
legalistic	boastful	vain
arrogant	egotistical	conceited
self-centered		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

We have learned that God created all people. Everyone belongs to God. I belong to God. You belong to God. God is the awesome Creator who envisioned and created all mankind.

Extensions

Because we belong to God, we must live for Him. We must live the way He desires for us to. God has told us what we must do on this earth through His law. His law commands us about what we must do and what we must not do. It tells us what kind of people His children should be even in the present day.

<> 1a. Read this week's passage aloud.

<> 1b. In the second paragraph of the passage, highlight the word *present*.

<> 1c. Look up this word in the dictionary, and write the definition in your own words on the lines provided.

Definition of *present*

<> 1d. Based on the definition you wrote, use this word in a sentence on the lines provided.

Further Study: Do a word study on some of the words of the song "How Firm a Foundation," such as *refuge*, *dismayed*, *omnipotent*, *sanctify*, *distress*, *sufficient*, *dross*, *consume*, or *refine*.

<> 1e. Optional: In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____

3. _____

(9) Write a sentence using this DD word on the lines provided.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.

Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Further Study: Learn the words to the song "How Firm a Foundation."

Teacher's Tip: These words might seem simple to spell. They might look simple, but your teacher will give them to you in sentences. It will be harder to spell them when you have to figure out which one is which.

Optional Penmanship Practice

Search the Scriptures; for ... they are they which testify of me.

John 5:39

<> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because we belong to God, we must live for Him. Subordinate
clause opener

<> **1e.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1f.** (T) Review your copy with your teacher, and correct any errors.

<> **1g. Optional:** Make a minit-book containing this week's passage.

2. Spelling/Structural Analysis: Homophones

<> **2a.** In the passage, highlight the following words:

- | | | |
|---------|--------|--------|
| 1. We | 2. all | 3. to |
| 4. I | 5. You | 6. for |
| 7. Him | 8. way | 9. do |
| 10. not | 11. be | |

1. These words are all homophones.
2. A homophone is one of two or more words that are pronounced alike but are different in meaning and spelling.
3. Examples:
 - a. **There** means a "place that is not here."
 - b. **Their** means "belongs to others."
4. The word homophone is easy to remember when you separate the two parts.
 - a. homo—means "the same"
 - b. phone—means "sound"
5. Thus, homophones are words that sound the same.

6. Remember that homophones are words that sound the same when you hear them on the phone (that is, when you cannot see them written).
7. It is important that you know which word to use when you are writing.

Note: These words might seem simple to spell. They might look simple, but your teacher will give them to you in sentences. It will be harder to spell them when you have to figure out which one is which.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 91 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2d.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2e.** In the sentences provided, highlight the correct homophones.

All

1. We/Wee should follow God's law.
2. He made/maid laws for our good.
3. Believers are told too/to love God and keep His commandments.
4. I/Eye want to follow his law.
5. Some people want to live their own weigh/way, without the Lord.
6. The leader of the French Revolution was won/one of these people.
7. He tried to/two take God out of society.
8. The French people suffered because they would knot/not follow God.
9. Their/There are many reasons to follow the laws of God.
10. God has promised to bless those who obey hymn/Him.

Extensions

11. We should not break/brake the law.

Teacher Tip: Some homophone usage is subjective according to dialect and locale. For instance, many people pronounce *your* as *you're*. Others pronounce the words *our*, *hour*, and *are* the same. The main objective is for the student to use them properly in his writing.

Teacher Tip: When your student writes with the wrong homophone in his essays, write both of the words (the one he used and the one he should have used), on his Spelling List for the next week. When you test him on homophones, use the word in a sentence and have him try to determine which word is the right homophone to use.

Teacher Tip: Homophones are words that sound alike when spoken but are spelled differently from each other. Homo means "same" and phone means "sound"; thus, homophones "sound the same." Students are more likely to remember this rule if they know that homophones sound the same "on the phone," but they can be distinguished from each other if they are seen in print.

Homophones

Some sentences have only one homophone and some have several.

12. It is almost too much to bare/bear.
13. We must obey God rather then/than men.
14. Sin has a devastating effect/affect on our lives.

Further Study: Write one paragraph about how obedience is like road signs. When we follow them, we are safe. When we do not follow them (do not stop, speed, turn when our lane is not allowed to, etc.), we are not safe.

Further Study: Find out how many different translations of the Bible there are and what some of them are like. Which ones does your family use and why?

Character Focus: We are supposed to obey the Bible because it is God's Word.

Character Focus: Jesus is the only person who has completely fulfilled the law.

Further Study: Study how the song "How Firm a Foundation" is related to us having a foundation based on God's Word.

<> 2f. Extensions: On the lines provided, write six sentences using six of the Extensions spelling words.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. ant	ant		The smaller word--ant--is the insect	
2. aunt	aunt		This aunt has an uncle for her husband	
3. heel	heel			
4. heal	heal			
5. there	there		Here and there	
6. their	their		Possession--their--the heir owns the throne	
7. they're	they're		Say it uncontracted-- <i>they are</i>	
8. him	him			
9. hymn	hymn			
10. break	break		The bone is weak so it is going to break	
11. brake	brake		The brake on the bike	
12. bare	bare			
13. bear	bear		The bear ate the pear	

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions -- Confusing Words				
14. then	then		Then = next	
15. than	than		Than = compare	
Further Extension				
16. effect	ef-fect		Remember	
17. affect	af-fect		Affect Verb Effect Noun	
*Commonly Misspelled				
**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.				

3. Editor Duty: Correct Given Paragraph(s)

Main Subject

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight the main subject of each sentence.

in the Old Testament god gave us many examples of what Christ would be like. these were people or things that showed some aspect of His life or character They are called types of christ. types of christ can be things, people, events, or places.

the tabernacle had many things in it that was types of christ The mercy seat was on top of the ark of the covenant. it was where the priest would bring blood to atone for the sins of the people. it was the place the Israelites were forgiven. jesus took the place of the mercy seat. In Him we is forgiven

the tabernacle also had candles in it four light. The candlestick were made of pure gold. it was perfect Jesus is the only person ever to be perfect. he is the Light of the world, to (Capitalizing Light is optional. It is referring to Jesus.)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-----------|-------|
| 1. ant | antt |
| 2. auntt | aunt |
| 3. heel | hele |
| 4. heal | heale |
| 5. therre | there |

6. their	thear
7. they'rre	they're
8. him	himm
9. himn	hymn
10. break	breke
11. bracke	brake
12. baree	bare
13. bear	beare

<> **4b.** Highlight the correct spelling of each **Extensions** word.

14. then	thenn
15. thann	than

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

16. effect	effact
17. affact	affect

<> **4d.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

5. Study Skills/Prewriting: Key Word Outline

<> **5.** Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.

- a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Optional Penmanship Practice

For as by one man's disobedience many were made sinners, so by the obedience of one shall many be made righteous.

Romans 5: 19

Further Study: Find out the story behind the song "How Firm a Foundation."

Character Focus: In the Old Testament there are many examples of Christ's attributes. These examples are called types.

Further Study: Study the wood duck in *Character Sketches*, Volume I, pages 154-160.

Verb Phrases

The verb phrase is the main verb and its helpers.

The main verb can be:

1. An action verb.
2. A compound verb.
3. A Be, a Helper, Link verb.

Optional Penmanship Practice

For all have sinned and come short of the glory of God.

Romans 3: 23

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything written in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

Sentence 4 _____

Sentence 5 _____

Alternative Writing for Blue 2-A: Week Two

- Write two paragraphs telling the importance of the resurrection.
- Write one paragraph about one of the Old Testament farming laws that farmers follow today.
- Write one paragraph telling how believers in the New Testament turned their backs on sin.

Sample KWO

Paragraph one

Topic of paragraph 1: Everyone belongs to God Sentence

Sentence 1: Learned God created people Sentence

Sentence 2: Everyone belongs → God Sentence

Sentence 3: I belong → God Sentence

Sentence 4: You belong → God Sentence

Sentence 5: God + + creator envisioned → mankind

Sample Paragraph from KWO

(Paragraph 1)

The Bible teaches us that God created everyone in the world. Because of that, all people belong to our loving God. You and I both belong to God. Our heavenly Father imagined and formed humanity.

6. Grammar: Be a Helper, Link Verbs

1. Do you remember that there are two different kinds of verbs? The first kind is the action verb, which you have already learned about. The second kind of verb is called the Be a Helper, Link verb.
2. There are only a few dozen Be a Helper, Link verbs in the entire English language. They include the following:

Being Verbs

am were
is be
are being
was been

Helping Verbs

have did may
has shall might
had will must
do should can
does would could

Linking Verbs

taste grow
feel remain
smell stay
seem appear
look become

3. Some of these verbs can be action verbs, depending on how they are used.
4. **Linking verbs** are verbs that **show how people are**. They often explain how people feel or how they appear to others, not what they do.

Examples:

- a. I **seemed** excited.
- b. She **looks** happy.
- c. God **is** love.
- d. He **was** kind.

5. Sometimes these verbs can help other verbs tell what the subject does.

Examples:

- a. As they were walking, the disciples **were talking** about Jesus.
- b. They **had heard** the news of Christ's death.

6. When BHL verbs are helping other verbs, the BHL is called the helping verb and the main verb is called the main verb or the base verb.

Examples:

- a. They **had hoped** that Jesus would be their Messiah and King.
 - 1) **Had** is the helper.
 - 2) **Hoped** is the main verb.
- b. Their hearts **were worrying**, until Jesus Himself appeared.
 - 1) **Worrying** is the main verb.
 - 2) **Were** is the helper.

<> **6a.** (T) Memorize the BHL verb song, and recite it to your teacher.

<> **6b.** In the sentences provided, highlight the Be a Helper, Link verbs.

Note: Some of them will stand alone, and some of them will be helpers.

Example: She **will** put dinner in the oven.

- 1. Jesus is Lord.
- 2. We must follow Him.
- 3. What God says, we will obey.
- 4. The law of God is important.
- 5. We should read God's Word.
- 6. A jot is a very little mark on a letter.
- 7. Without the jot, the letter is not the correct letter.
- 8. The tittle is a different small mark on a letter.
- 9. The jot and tittle are the smallest marks in the Hebrew alphabet.
- 10. Jesus knew this was true.

Optional Penmanship Practice

Knowing that a man is not justified by the works of the law, but by the faith of Jesus Christ.

Galatians 2:16

Character Focus: In America many of our laws are based on laws in the Bible like the law against killing someone. The Bible says not to murder someone, and America has laws against it too.

Character Focus: In the Old Testament the law said to offer lambs for the people's sins. Since Jesus came and paid the price of sin, we do not have to offer lambs any more.

<> **6c. Extensions:** Highlight all of the action verbs and the BHL verbs in the sentences provided.

1. We have learned that God made all people.
2. All people belong to God.
3. I belong to God.
4. You belong to God.
5. Everbody belongs to God because He made all people.
6. And because we belong to God, we must live for Him.
7. We must live to please Him.
8. We must live the way He wants us to live.
9. God has told us how we must live.
10. God gave His law; his law tells us what we must do and what we must not do.
11. His law tells us what kind of people His children should be even today.

Be a Helper, Link Verb Song

To help you remember the Be a Helper, Link verbs, there is a little rhyme that you can sing to the tune of ABC's:

ABCDEFGH

Be, a Helper, Link verbs,

HIJKLMN

Is, Are, Am, Was, & Were.

QRSTU

Be, & Being, Been, Become,

WXYZ

Has, & Had, & Have are fun.

Now I said my ABC's

Can, Could, Shall, Should—they are some

Next time won't you sing with me?

Will, Would, Do, Did, Does, & Done

ABCDEFGH

May, Might, Must—they are some as well,

HIJKLMN

Appear, Look, Seem, Remain, Taste, Feel, & Smell

<> **6d. Optional:** In your notebook, write sentences containing Be a Helper, Link verbs.

Basic Level: Write **six sentences**.

Extension: Write **eight sentences**.

Further Extension: Write **ten sentences** containing information from a character book.

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you mis

spelled in your pre-test.

- <> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

- <> **8a.** Follow these steps for writing your rough draft essay from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
 - (2) Read your first line of notes and consider what you want your sentence to say.
 - (3) Practice saying your sentence aloud to get it just the way you want it.
 - (4) Write your first sentence in your notebook, or key your essay on the computer.
 - (5) Be sure to double space your essay to make inputting the Checklist Challenge revisions easier.
 - (6) Indent the beginning of each paragraph five spaces.
 - (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

- <> **8b.** Read your essay aloud. Do you like the way it sounds?

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: do, dew

- <> **9a.** In the second paragraph highlight the word *do* one time.
- <> **9b.** Fill in each blank provided with the correct Wacky Word--***do*** or ***dew***.
1. He wanted to _____ his very best.
 2. The _____ made the grass shimmer.
- <> **9c.** On the lines provided, write two sentences using ***do*** and ***dew***.

1. _____

2. _____

10. Extensions: Study Skills/Pre-Writing: Outline Closing Paragraph

<> 10. Extensions: Now that you have written the body of your essay, you are ready to write notes for an original closing paragraph. Follow these steps:

- (1) Read the body of your essay aloud to yourself, and consider these options for closing your essay.
 - a. Scripture passage
 - b. Song
 - c. Story
 - d. Definition
 - e. Example in Scripture
 - f. Something else you want to use to close your essay (a continuing poem, verse, story, etc.)
- (2) Now that you have decided how you are going to close your essay, you are ready to write notes for your close paragraph. Follow these steps:
 - a. Write only notes—not complete sentences.
 - b. It is okay if you have more information than you need. You may leave out some later when it is time to write.
 - c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
 - d. Write your notes on the lines provided.

Notes for Closing Paragraph

11. Grammar/Punctuation: Verb Phrases

1. A verb phrase is a base verb and its helping verbs (with any adverbs in between them).
 - a. The base verb may be an action verb or a Be, a Helper, Link verb.
 - (1) Every preacher should **read** the journal of David Brainerd.
 - (2) He had **been** an outstanding preacher.
 - b. There is no limit to how many helpers a base verb can have.
 - (1) She **had been** trained by her father.
 - (2) He **has done** it.
2. To find the verb phrase ask, "What did the subject do?"
3. Whatever the subject did is usually a base verb.
4. Then any BHL verbs before the base verb help to create a verb phrase.

<> **11a.** In the passage, highlight the verb phrases.

<> **11b.** In the sentences provided, highlight the verb phrases. Remember, a verb phrase is the base verb and its helpers, if it has any. (Do not highlight any single verbs.)

Example: Some governments have embraced God's law.

1. Josiah had become king at a young age.
2. He wanted to be a good king.
3. He ordered that the temple should be cleaned.
4. The people who were cleaning the Temple found something.
5. They decided that they should bring it to the king.
6. They had found the law of God.
7. It had been lost in the temple.
8. Josiah wanted it to be read.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

9. The scribe did obey the king.

10. The law began to convict King Josiah.

<> **11c. Optional:** In your notebook, write sentences highlighting the verb phrases.

Basic Level: Write **five sentences**.

Extension: Write **seven sentences**.

Further Extension: Write **nine sentences** containing information from a character book.

Help Box 11a.

- | | | |
|-----------------|--------------|--------------|
| 1. have learned | 2. must live | 3. must live |
| 4. has told | 5. must do | 6. must do |
| 7. must not do | 8. should be | |

12. Extensions: Study Skills/Pre-Writing: Write an Original Continuing Paragraph or Paragraphs

<> **12a. Extensions:** Follow these steps for writing your closing paragraph:

- (1) Write an opening sentence at the beginning of your paragraph that tells what your paragraph is about.
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook, writing on every other line before the essay you just wrote.

<> **12b. Extensions:** Read your paragraph aloud. Do you like the way it sounds?

13. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **13.** Use the Checklist Challenge located after this week's lesson to edit your essay.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **14b.** Complete the following steps for one of the words you listed in 14a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

Verbs

Verbs are the action or the state of being in a sentence.

There are two main types of verbs:

1. Action verbs

2. Be, a Helper, Link verbs

The easiest way to find an action verb is to ask, "What did the subject do?"

If the subject of the sentence does two different things, the verb is compound.

1. _____
2. _____
3. _____
4. _____

15. Grammar: Think Fast Quiz

- <> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

16. Spelling: Spelling Test

- <> **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **16b.** (T) Have your teacher check your Spelling Test.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Dictation: Dictation Quiz

- <> **17a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **17b.** (T) Review your dictation with your teacher.
- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

18. Composition: Final Copy Informative Essay From Given Material

- <> **18a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?
- <> **18c. Optional:** Make a minit-book containing your essay.

Optional: Extra Practice

- 1E. In your notebook, write ten homophones.
- 2E. In your notebook, write seven sentences with action verbs.
- 3E. In your notebook, copy ten sentences about God's Law from a Bible study book.
- 4E. Make a minit-book containing your sentences from the Extra Practice assignments.
- 5E. In your notebook, write four Scriptures about the tabernacle.
- 6E. Read a nonfiction book or part of a nonfiction book about the tabernacle.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 2-A: Week Two

Character Focus: Obedience

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

☐ All ☐ All ☐ E's

Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Living to Please**
- Something comical: **Are You My Father?**
- Something bold: **Obey!**
- A song title or line: **O-B-E-Y...Making God Glad**
- A Scripture: **Our Father Who Art in Heaven**
- Something biblical: **Living for Jesus**
- Something about character: **How Shall We Live?**
- Other: **Belonging to God**

🔑 **Center your title at the top of the first page of your essay. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

All

E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree

kind

grass

Use:

maple

compassionate

blades

Instead of:

deep

turn

loud

Use:

bottomless

swerve

obnoxious

🔑 This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All

All

E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

🔑 Do not change insignificant words such as *was*, *it*, *and*, etc.

All

All

E's

Edit each paragraph with your teacher, and correct any usage or spelling errors.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions--Extensions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme--Extensions

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--FE

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions--E's (FANBOYS)

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs--FE

Two Minutes

Be a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ -- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme--FE

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Blue 2-A: Week Three

Character Focus: Obedience

Vocabulary Box

Characteristics of *one who desires God's approval--adjectives*

One who desires God's approval is

genuine	sincere	humble
transparent	unfeigning	forthright
authentic	faithful	obedient
undivided	unencumbered	submissive
compliant	subservient	subordinate

Vocabulary Box

Characteristics of *one who desires man's approval--adjectives*

One who desires man's approval is

fake	insincere	proud
unauthentic	unfaithful	divided
vainglorious	unsubmissive	hypocritical
legalistic	boastful	vain
arrogant	egotistical	conceited
self-centered		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

The ball was fully stuck. Billy had hit a softball so high that it nearly went over the roof of the shed. It finally hit the peak of the roof and rolled into the gutter. Billy was not able to extend high enough to retrieve it. His friends were also too small to reach the ball.

Extensions

Billy loved to play softball. He could play it any time of the day and all day if his mother let him. One thing that she would not allow him to do was climb up on the shed roof or gutter. She always told him it was too dangerous. His father had instructed him that he must call for help if a ball ever got caught up there. However, Billy's parents were not at home to help him. Now what could Billy do?

<> 1a. Read this week's passage aloud.

<> 1b. In the second paragraph of the passage, highlight the word *dangerous*.

<> 1c. Use a thesaurus to look up this word, and write three synonyms for *dangerous* on the lines provided.

1. _____ 2. _____
3. _____

<> 1d. On the lines provided, write two sentences using the words *genuine* and *submissive* from the shaded Vocabulary Box. Write those sentences about the passage

1. _____

2. _____

Character Focus: Jesus told his disciples that he would be in the tomb for three days just like Jonah was in the belly of a fish for three days.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

Further Study: Read Galatians 3, substituting the word *shadow* for *law* and the word *substance* for *Christ*.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Character Focus: Obedience is not being able to think or make decisions on our own, but it is making those decisions under the protection of the authorities God puts into our lives.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____

2. _____

3. _____

Further Study: Make a list of people the Bible says we should obey and the Bible verse that says it.

(9) Write a sentence using this DD word on the lines provided.

<> 1f. **Optional:** Write a sentence about the character quality for this month using this DD word.

<> 1g. **Optional:** Write a sentence about this week's passage using this DD word.
• Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because Billy hit the ball so far, it was stuck on the roof.

Subordinate clause opener

Further Study: Study the character quality of obedience in the book *The Power for True Success*, pages 134-137.

Optional Penmanship Practice

Ye shall keep my statutes.

Leviticus 19:19

<> 1e. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1f. (T) Review your copy with your teacher, and correct any errors.

<> 1g. **Optional:** Make a minit-book containing this week's passage.

2. Spelling/Structural Analysis: Le Grabs the Consonant Before It

Examples: little, fiddle, needle

<> 2a. In the first paragraph of the passage, highlight the word *able*. Words that end in *le* have the following characteristics:

1. The *le* always "grabs" the consonant before it—not just when it has two consonants in the middle.

Examples:

a. **lit/tle**: the *le* "grabs" the *t*.

b. **nee/dle**: the *le* "grabs" the *d*.

2. If the word has two consonants in the middle, the first syllable has a short sound.

Examples:

a. **fid/dle**: with only one *d*, the word would be fi/dle.

b. **rat/tle**: with only one *t* the word would be ra/tle.

3. If there is only one consonant in the middle, the first syllable has a long sound because it ends with a vowel (since the consonant goes with the next syllable).

Examples:

a. **la/dle**

b. **ea/gle**

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

(1) Study the syllabicated words.

(2) Copy the words.

(3) Study any given tips.

(4) Try to create your own tips.

<> **2e.** Add this week's new words (minus the **Optional Words**) to page 67 and 68 of your *Spelling Notebook*.

<> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section

<> **2e. Optional:** In your notebook, write six sentences using six of the spelling words.

Further Study: Read stories of obedience and disobedience in books such as the Coriell's character books, *Character Sketches*, *Creation Corner*, *Sovereign in the Affairs of Men*, *Cloud of Witnesses*, *Uncle Arthur's Bedtime Stories*, *Book of Virtues*, *Hero Tales*, etc.

Character Focus: "Types" are found throughout the Old Testament.

Further Study: Make a list of "types" of Christ that you find in the Old Testament and what they show us about Christ.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. little	lit-tle			
2. rattle	rat-tle			
3. tattle	tat-tle			
4. fiddle	fid-dle			
5. kettle	ket-tle			
6. apple	ap-ple			
7. ladle	la-dle		One d --long a	
8. single	sin-gle			
9. middle	mid-dle			
10. needle	nee-dle			

Remember, the le grabs the consonant before it--so with double consonant--short vowel words, divide between the consonants.

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. eagle	ea-gle	_____	One <i>g</i>	_____
12. trouble	trou-ble	_____		_____
13. candle	can-dle	_____	2 consonants n & d	_____
14. whistle	whis-tle	_____		_____
15. bangle	ban-gle	_____		_____
Further Extension				
16. tractable	trac-ta-ble	_____		_____
17. rankle	ran-kle	_____		_____
18. capable	ca-pa-ble	_____		_____
19. amble	am-ble	_____		_____

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Action Verbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the paragraphs provided, highlight the action verbs at the level directed by your teacher.

Basic Level: Highlight six verbs.

Extension: Highlight seven verbs.

Further Extension: Highlight eight verbs.

farmers need good soil to plant their crops. The better the soil is, the more grain they will get Soil can be destroyed. All dirt is not good soil. there is different kinds of dirt. some dirt is good for plants. Some dirt is not Sand is not a good kind of soil to plant in. it is too soft. clay is not good, either. It is too hard

the right kind of soil is not to hard or to soft. it contains clay and sand. This makes it not too soft and not too hard There are things in the dirt called minerals. this is what everything else depends on. without minerals, the ground could not grow anything. Some minerals are good for some kinds of plants and not good for others

if farmers plant the same kind of crop again and again in the same place all the time, the plant will use up all the minerals. farmers has to take turns planting different crops in the same place so that the soil is not hurt

4. Spelling Practice: Choose the Correct Spelling

Character Focus: Some "types" of Christ can be a place or ceremony.

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|------------|--------|
| 1. little | litle |
| 2. ratle | rattle |
| 3. tatlle | tattle |
| 4. fiddle | fidlle |
| 5. kettle | kettle |
| 6. aple | apple |
| 7. ladle | ladlle |
| 8. singlle | single |
| 9. middle | midle |
| 10. neadle | needle |

Character Focus: The French Revolution tried to take God out of government because the people had already taken God out of their lives. They did not want to listen to Him.

Further Study: Study shadows, and learn concepts about shadows, such as that a shadow is cast only if there is an actual object behind it, an object must be seen to fully interpret the shadow, and the reality of the object does not eliminate the shadow.

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|-------------|---------|
| 11. eagle | eegle |
| 12. truble | trouble |
| 13. candel | candle |
| 14. whistle | whistel |
| 15. banglle | bangle |

Character Focus: We should obey the Bible above all because it is where God tells us about Himself and what He wants. If someone in charge of you tells you to do something that disagrees with the Bible, what would you do?

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 16. tractable | tracteble |
| 17. rankel | rankle |
| 18. capable | capeble |
| 19. amble | ambel |

Character Focus: A lot of offices people had in the Old Testament and even today are types of Christ, such as high priest.

<> **4e.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. _____

2. _____

3. _____

4. _____

Further Study: Study the American Revolution. How was it different than the French Revolution?

Character Focus: Some people have done very stupid things trying to make sure that the Bible was not in charge. During the French Revolution they made the week ten days long because a seven day week comes from the Bible.

5. Study Skills/Prewriting: Key Word Outline With a Continuing Paragraph

Your two week report this month will be a re-writing of this week's passage with continuing paragraphs that you will add to finish the story. You will show a cause and effect in your story. That is, you will show the repercussions to Billy's choice to obey or disobey.

<> **4.** Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of that paragraph.
 - b. Write the topic of the entire paragraph on the topic line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **4–6 words** that would most help you to remember the content of the sentence.
 - b. Write those **4–6 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all the paragraphs and sentences in the passage.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Alternative Writing for Blue 2-A: Week Three

- Write three paragraphs about a type of Christ in the Old Testament.
- Write three paragraphs about the French Revolution.
- Write four paragraphs about one of the Jewish feasts.

6. Grammar: Adverbs

<> **6a.** In the first paragraph of the passage, highlight the following words:

1. fully
2. so
3. high
4. nearly
5. finally

1. These words are all **adverbs**.
2. Adverbs are words that **modify** (describe) verbs, adjectives, or other adverbs.
3. Adverbs answer the following questions:
 - a. **Where?**
 - b. **When?**
 - c. **How?**
 - d. **How often?**
 - e. **To what extent?**

Further Study: Who is someone alive today that has shown you something about the character of God by their example.

Optional Penmanship
Practice

Who art thou that judgest
another man's servant?

Romans 14:4

Further Study: Study the
French Revolution and
how people tried to say no
one will be in charge.

Character Focus: During
the French Revolution
people said that no one
was going to tell them what
to do-- not even God.
Thousands of people died
during that time.

4. Adverbs **often end in /ly**. Because of this, they are called **ly words**.

5. Adverbs modify any of the following:

a. **Verbs**

Examples:

1) King Josiah **eagerly** listened to the words of God's law.

i.) How did he listen?

ii.) eagerly

2) **Sincerely**, the king began to mourn over his nation's sin.

i.) How did he mourn?

ii.) sincerely

b. **Adjectives**

* For example: The **extremely** tender heart of Josiah responded to this message from the Lord.

i.) How tender was Josiah's heart?

ii.) extremely

c. **Other adverbs**

* For example: He obeyed **quite** quickly.

i.) How quickly did he obey?

ii.) quite

6. Adverbs can answer questions a reader might want to know, such as the following:

a. **How?**

For example: The solemn service went **surprisingly** well.

1) How well did the service go?

2) surprisingly

b. **When?**

For example: Josiah called the people together **immediately**.

1) When did he call the people together?

2) immediately

c. **To what extent?**

For example: The priest urged the people to **completely** give up all their compromises of God's laws.

1) To what extent should they give up their compromises?

2) completely

7. Just like verbs, adverbs can be descriptive or boring.

Examples:

a. Some laws are **really** important.

1) Really is a boring adverb.

2) It makes this sentence sound boring.

b. Some laws are **especially** important.

1) Especially is a much more descriptive adverb.

2) It makes the sentence more interesting to read.

8. Three of the most common adverbs include the following:

a. very

b. really

c. not

9. However, you can select many more interesting adverbs than these boring ones!

10. Many "no" adverbs (negative words) are non-ly words:

a. not

- b. never
- c. seldom
- d. hardly

<> **6b.** Read the sentences provided, and highlight the adverbs.

1. God always loves us.
2. God wants us to passionately and wholeheartedly love Him.
3. Without His law, we would never know sin.
4. His law helps us to truly love Him.
5. Jesus completely fulfilled the law.
6. He did not destroy the law.
7. God's law never changes.
8. Man's laws constantly change.
9. God's law is much higher than man's law.
10. We should diligently try to obey the laws.

Character Focus: When people or things have attributes of God, it is a way for us to learn about Christ from them, but Jesus is the only real God.

Teacher Tip: Your student will have much more success with writing if he always does the memorization/recitation assignments in the grammar/usage sections. When the Checklist Challenge directs the students to combine two sentences using a "comma and a cc," your student will easily know how to do this if he has memorized the coordinating conjunctions as directed in the lesson.

<> **6c. Further Extension:** Insert non-ly adverbs for the sentences provided. These may be any of the following or others: *not, always, never, seldom, much, down, up, well*.

Note: You may use "boring" adverbs for these sentences, if needed. The point is to learn to use and recognize non-ly adverbs.

1. The ball was _____ fully stuck.
2. Billy had hit a softball so high that it went _____ over the roof of the shed.

Character Focus: God appeared to people in the Old Testament and in the New Testament because He is the writer of both books.

Further Study: Find an example of God appearing to someone in the Old Testament like Moses or Noah.

3. It finally hit the peak of the roof and rolled _____ into the gutter.
4. Billy _____ loved to play softball.
5. He could _____ play it anytime of the day and all day, if his mother let him.
6. One thing that she would _____ let him do was climb on the shed roof or gutter.
7. She _____ told him it was too dangerous.
8. His father told him he must call for help if a ball had _____ got caught there.
9. But today, Billy's parent's were _____ gone.
10. Billy had to _____ think about his parents' rules.

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition/Creative Writing: Write a Rough Draft Story From a Key Word Outline

<> **8a.** Follow these steps for writing your rough draft story from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your story on the computer.
- (5) Be sure to double space your story to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

<> **8b.** Read your story aloud. Do you like the way it sounds?

Coordinating Conjunctions

Remember, if the phrases on one or both sides of the cc are not complete sentences, you do not need to add a comma. You must have a complete sentence (CS) on each side of the cc to use a comma.

9. Grammar: Coordinating Conjunctions

<> **9a.** In the passage, highlight the coordinating conjunctions (cc's).

1. Coordinating conjunctions are words that are used to join either of the following:
 - a. Two or more words
Examples:
 - 1) struggled **and** tried
 - 2) gold **and** silver **and** gems
 - b. Two or more clauses
Examples:
 - 1) We must love God, **yet** we must fear Him also.
 - 2) God is our Helper, **and** He is our Strength.
2. Think of conjunct as co-join—words used to join two words or two parts of a sentence.
3. **And** and **or** are often used to join two words or the last two words in a series of three or more items.
 - a. God is our Help, Healer, **and** Guide.
 - b. Did you call, write, **or** visit?
4. Coordinating conjunctions are easy to memorize if you use an acronym taught by a wise grammar book author.
For
And
Nor
But
Or

Yet

So

<> **9b.** (T) Memorize all seven cc's with the acronym FANBOYS, and recite them to your teacher.

<> **9c.** Write all seven FANBOYS (coordinating conjunctions) on the lines provided.

F _____

A _____

N _____

B _____

O _____

Y _____

S _____

10. Grammar/Sentence Structure: Combine Two Sentences With a Coordinating Conjunction

1. Coordinating conjunctions (cc's) are often used to combine two sentences.
2. When you have two sentences and you want to make them into one longer sentence, use a cc to combine them. Place a comma at the end of the first sentence, followed by a cc.

Examples:

- a. Daniel would not pray to false gods. He did honor his authorities.
 - b. Daniel would not pray to false gods, **but** he did honor his authorities.
3. Remember this rule for combining two sentences with a coordinating conjunction:

Each side of the cc must be a complete sentence.

<> **10a.** In the sentences provided, highlight the cc's (FANBOYS).

Note: There may be more than one cc in some sentences.

Example: Pneuma is a word **for** both the Holy Spirit **and** air.

1. Without God's law, we would not have a standard, nor would we have a reason to have other laws.
2. God's laws tell us to do many things, but God is more concerned with our hearts.

3. With right hearts we want to please God, so we will follow His laws.
4. You love your parents, so you obey them.
5. God's law is perfect, for He wrote it.
6. Many people try to change God's law, or they say that it is wrong.
7. We should obey our authorities, yet we should not obey them if they ask us to do what God says is wrong.
8. We can do everything right, yet still have a wrong heart.
9. The Pharisees seemed to keep the law perfectly, but they still had wrong hearts.
10. Keeping the law cannot help you get into heaven, but it can help you live on earth.

<> 10b. Further Extension: Use the sentences below to create compound sentences joined with cc's on the lines provided. You may combine them in anyway desired, using a sentence more than once if needed, etc. Write **five new compound sentences**.

1. The ball was fully stuck.
2. Billy had hit a softball so high that it nearly went over the roof of the shed.
3. It finally hit the peak of the roof and rolled into the gutter.
4. Billy was not able to extend high enough to retrieve it.
5. Billy loved to play softball.
6. He could play it any time of the day and all day, if his mother let him.
7. One thing that she would not allow him do was climb up on the shed roof or gutter.

8. She always told him it was too dangerous.
9. His father had instructed him that he must call for help if a ball ever got caught up there.
10. However, Billy's parents were not at home to help him.
11. Now what could Billy do?

Example: Billy loved to play softball, but the ball was fully stuck.

1. _____

2. _____

3. _____

4. _____

5. _____

11. Study Skills/Prewriting: Take Notes for an Original Continuing Paragraph or Paragraphs

- <> 11. Now that you have written the body of your story, you are ready to write notes for an original continuing paragraph or paragraphs. (**Basic and Extension** students will write one continuing paragraph. **Further Extension** students will write two continuing paragraphs.)

Follow these steps:

1. Decide what you think might have happened after what was described in the passage. You might try one of the following ideas:
 - a. **Did Billy and his friends go onto the roof and get hurt?**
 - b. **Did Billy ask the neighbor to get it down for them?**
 - c. **Did Billy tell his mother?**
 - d. **Did Billy go onto the roof and get into trouble?**
2. This is fiction, so you can end the story however you want.
 - a. Write only notes—not complete sentences.
 - b. It is okay if you have more information than you need. You may leave out some later when it is time to write.
 - c. Do not worry about the exact order of the notes; you will be arranging them when you are ready to write.
 - d. Write your notes on the lines provided.
3. **Further Extension:** You will be writing two continuing paragraphs. This means that you will have eight to twenty sentences to finish telling your story. Thus, you will have a lot more details in your story.

All--Notes for Continuing Paragraph

Further Extension--Notes for Second Continuing Paragraph

12. Spelling Practice: Write That Word!

<> **12a.** On the lines provided, write two spelling words that you have never used in writing

1. _____ 2. _____

<> **12b.** Complete the following steps for one of the words you listed in 12a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

13. Grammar: Think Fast Grammar Quiz

- <> 13. Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

14. Spelling: Spelling Test

- <> 14a. (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> 14b. (T) Have your teacher check your Spelling Test.
- <> 14c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

15. Dictation: Dictation Quiz

- <> 15a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> 15b. (T) Review your dictation with your teacher.
- <> 15c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

Optional: Extra Practice

- 1E. In your notebook, write ten words with /e at the end.
- 2E. In your notebook, write seven sentences with adverbs.
- 3E. In your notebook, copy ten sentences about farming from a book.
- 4E. In your notebook, write four Scriptures about obeying your parents.
- 5E. Make a minit-book containing your Scriptures from the Extra Practice assignment.
- 6E. Read a book or part of a book about the laws of farming.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

- In: _____
- On: _____
- With: _____
- Through: _____

Prepositions That Are Opposites

- in _____ above _____
- inside _____ over _____
- up _____ on top of _____
- below _____ on _____
- outside _____ under _____
- down _____ off _____
- underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be, a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions--Extensions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme--FE

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--FE

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions--FE

(FANBOYS)

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs--FE

Two Minutes

Be, a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ --- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

--- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned

in Rhyme--FE

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Blue 2-A: Week Four

Character Focus: Obedience

Vocabulary Box

Characteristics of one who desires God's approval--adjectives

One who desires God's approval is

genuine	sincere	humble
transparent	unfeigning	forthright
authentic	faithful	obedient
undivided	unencumbered	submissive
compliant	subservient	subordinate

Vocabulary Box

Characteristics of one who desires man's approval--adjectives

One who desires man's approval is

fake	insincere	proud
unauthentic	unfaithful	divided
vainglorious	unsubmissive	hypocritical
legalistic	boastful	vain
arrogant	egotistical	conceited
self-centered		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

The law (especially the Ten Commandments) teaches us to fear God. It clearly shows us how wrong sin is. Paul said that it is God's law that exposes what is sinful. Without laws, there is no reason for a person to feel guilty for the wrong things he does. This explains why sinners reject God's law. It makes them feel ashamed of their sinful lives.

Extensions

The law explains what sin is. Sin is an act of rebellion against God. Jesus said that whenever we do something wrong to another person, we are doing something wrong to Him. Simply put, sin is any action of ours that disobeys one of God's commands in the Bible.

Further Extension

Because God's law reflects how holy He is, His law also reveals how unholy and sinful we are. We should feel guilty and sad for anything we do that disobeys God's commands. Then, we should humbly ask for His forgiveness and for His power to change. Finally, we should leave our bad ways and choose to live a life of obeying God's law.

<> **1a.** Read this week's passage aloud.

<> **1b.** In the first paragraph of the passage, highlight the word *guilty*.

<> **1c.** Look up the word *guilty* in the dictionary, and write the definition in your own words on the lines provided.

Definition of *guilty*

<> **1d.** Based on the definition you wrote, use this word in a sentence on the lines provided.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Teacher Tip: When *ee* or *ea* are combined with the letter *r*, they usually still make the long *e* sound, but it is somewhat “*r*-controlled.” *R*-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ear* and *eer* combinations are more long-vowel sounds than they are *r*-controlled. The greatest difficulty students have with the *eer* and *ear* families is confusing the spelling of words that contain one combination with the spelling of the other combination. (For example, he might spell *hear* with the other combination, *heer*.)

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____

3. _____

(9) Write a sentence using this DD word on the lines provided.

<> 1f. **Optional:** Write a sentence about the character quality for this month using this DD word.

<> 1g. **Optional:** Write a sentence about this week’s passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because God’s law reflects how holy He is, His law also reveals how unholy and sinful we are. Subordinate clause opener

<> 1e. In your notebook, copy this week’s passage at the level directed by your teacher.

<> 1f. (T) Review your copy with your teacher, and correct any errors.

<> 1g. **Optional:** Make a minit-book containing this week’s passage.

2. Spelling/Structural Analysis: R-Controlled Long e and Long a

Examples: hear, bear, dear, bear

<> **2a.** In the first box of the passage, highlight the following words:

1. fear
2. clearly

1. *Ear* makes two different sounds.

2. The **first sound ear makes is eer**, as in the following words:

- a. dear
- b. hear

3. The **second sound ear makes is air**, as in the following words:

- a. pear
- b. bear

<> **2b.** Study the *ear* box provided in the margin.

<> **2c.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2d.** Add this week's new words (minus the **Optional Words**) to page 23 and 34 of your *Spelling Notebook*.

<> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2g. Optional:** In your notebook, write six sentences using six of the spelling words.

Ear Says

Eer as in deer

hear	near
gear	fear

Air as in bear

wear	pear
bear	tear

Er as in earth

earth	learn
yearn	

Character Focus: Some people say that the Old Testament law just had unnecessary rules in it, but God always has a reason for making rules.

Teacher Tip: *R*-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. There are several spellings for the *r*-controlled long *a* sound, as in *fair*, *caring*, *care*, and *bear*.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. fearless	fear-less			
2. yearn	yearn			
3. earthly	earth-ly			
4. beard	beard			
5. search	search			
6. unclear	un-clear			
7. dreary	drea-ry			
8. teary	tear-y			
9. earthen	earth-en			
10. earn	earn			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions--other ea sounds				
11. appear	ap-pear			
12. dearly	dear-ly			
13. appeal	ap-peal			
14. conceal	con-ceal			
Further Extension				
15. bereaved	be-reaved			
16. surreal	sur-real			
17. protein	pro-tein			
18. meander	me-an-der			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Optional Penmanship Practice

Do we then make void the law through faith? God forbid: yea, we establish the law.

Romans 3:31

3. Editor Duty: Correct Given Paragraph(s)

Coordinating conjunctions (cc)

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the cc's (FANBOYS).

a baby in the womb can do many things that babys outside the womb can do. a unborn baby has never seen another person, yet the baby can smile and frown. The baby develops different skills at different times in the womb God has a perfect calendar for these developments (**For is used as a preposition here, not as a coordinating conjunction.**)

after six months in the womb, a baby can hear see and taste. An unborn baby can learn things, too, but the baby is not ready to live outside the womb A baby can tell what the emotions of the mother are. sometimes the mother is worried, so the baby will be as well. the attitudes of the father can also affect the unborn baby

the bible tells the story about a baby hearing and responding to something while in the womb. in the book of luke, their is the story of John the Baptist in Elisabeths womb. Mary arrived at elisabeth's house and John leaped inside of his mother when he heard the sound of their greetings

Optional Penmanship Practice

What shall we say then? Is the law sin? God forbid. Nay, I had not known sin, but by the law.

Romans 7: 7a

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. fearless

fereless

2. yern

yearn

3. earthly

erthly

4. beard	beerd
5. seerch	search
6. unclear	unclere
7. drearee	dreary
8. tearee	teary
9. earthen	erthen
10. ern	earn

Optional Penmanship Practice

Major Concept: All Scripture is profitable.

Further Study: Read Nehemiah 8. Why did the reading of the law effect the people of Judah so much.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

11. apere	appear
12. dearly	deerly
13. appele	appeal
14. conceal	concele

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

15. bereaved	bereved
16. curreal	surreal
17. protean	protein
18. meander	meender

Optional Penmanship Practice

Whosoever committeth sin transgresseth also the law: for sin is the transgression of the law.

I John 3:4

<> **4d.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Optional Penmanship
Practice

Think not that I am come
to destroy the law, or the
prophets: I am not come
to destroy, but to fulfill.

Matthew 5:17

5. Composition/Creative Writing: Write an Original Continuing Paragraph(s)

<> **5a.** Follow these steps for writing your continuing paragraph:

- (1) Write an opening sentence at the beginning of your paragraph that tells what your paragraph is about.
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think about what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook on every other line after the essay you just wrote.
- (4) **Further Extension** will write two continuing paragraphs following the steps above.

<> **5b.** Read your paragraph aloud. Do you like the way it sounds?

6. Grammar: Subject Part and Predicate Part

1. Each sentence can be divided into two parts—the subject part and the predicate part.
2. The **subject part** of the sentence follows these guidelines:
 - a. It is usually the **first part** of the sentence.
For example:
Mathematics | forces us to be alert to details.
 - b. It is the part that **includes the main subject** (or subjects) of the sentence (who or what the sentence is about).
For example:
We | must pay attention to every part of a problem.
 - c. It **includes any words describing the subject**.
For example:
Mathematical principles | are applied in every area of life.
3. Finding the subject part can be trickier than you think! This is because the subject part may have sentence openers in it too.
 - a. A sentence opener is something you probably already know about:
 - i. When you start a sentence with an interjection, you are using a sentence opener:
Yes, we should obey God.
 - ii. When you start a sentence with an /y word, you are using a sentence opener:
Truly, God's Word is law.

- iii. When you start a sentence with a prepositional phrase, you are using a sentence opener: In the book of Exodus, you can find the Ten Commandments.
 - b. The reason sentence openers make it hard to divide between the subject part and predicate part is because the sentences main subject is not in the sentence opener.
 - c. You have to look after the sentence opener to find the main subject--then divide after that:
 - i. Yes, we should obey God.
 - ii. Truly, God's Word is law.
 - iii. In the book of Exodus, you can find the Ten Commandments.
4. The **predicate part** of the sentence follows these guidelines:
- a. It is usually the **second part** of the sentence.
For example:
We | **must show endurance.**
 - b. It is the part that **has the verb** (action or being).
For example:
In math, we | **must be decisive.**
 - c. It is usually the part that **begins with the verb. Sometimes** the predicate part **begins with an adverb.**
For example:
An obedient heart | **greatly pleases the Lord.**
 - d. It is the part that **contains everything after the verb.**
For example:
Creativity | **is demonstrated in math.**

- <> **6a.** In the second paragraph of the passage, highlight the subject part of each sentence.
- <> **6b.** In the second paragraph of the passage, underline the predicate part of each sentence.
- <> **6c.** Using your highlighter, divide each sentence between the subject part and the predicate part.

All

1. God gave His law.
2. Christians should follow it.
3. God's laws have reasons.
4. People call Christians hurtful names.
5. We must focus on Christ.
6. He is the key to the law.
7. Jesus fulfilled the law.

Optional Penmanship Practice

Whosoever committeth sin transgresseth also the law: for sin is the transgression of the law.

1 John 3:4

8. The law still has a purpose.
9. The law helps believers.
10. The law convicts unbelievers.

Extensions

11. Clearly, sin is wrong.
12. Yes, the law teaches us to fear God.
13. Without laws, we do not feel guilty.
14. Actually, the law makes them feel ashamed.
15. Yes, God's law tells us what is sinful.

Help Box for 6a.

You should have highlighted the following words:

1. The law
2. Sin
3. Jesus
4. Simply put, sin

Help Box for 6b.

You should have underlined the following words:

1. explains what sin is.
2. is an act of rebellion against God.
3. said that whenever we do something wrong to...
4. is any action of ours

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

- <> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> **8.** Use the Checklist Challenge located after this week's lesson to edit your story.
- (1) Complete each revision for each paragraph, as indicated.
 - (2) Insert revisions with pen or pencil into your rough draft paper.
 - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
 - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

9. Sentence Structure: Sentences—Five Parts of a Sentence (CAVES)

1. When you write, it is vital that you know what a sentence is and what a sentence is not.
2. **A sentence is a group of words that expresses a complete thought.**
3. There are **five things** that a group of words (clause) **must have to be a complete sentence**.
 - a. **Capital at the beginning**
 - 1) The **first letter** in a sentence **must be capitalized**.
 - 2) Examples:
 - a) **A** small boy stood in the doorway.
 - b) **The** large hall was full of people.
 - b. **All makes sense**
 - 1) A sentence **must make sense**.
 - 2) If a group of words (clause) has four of the things a sentence must have, but it leaves a thought "hanging," as though something is missing, then it is not a sentence.
 - a) For example:

- i. **When the boy ran.**
 - ii. This is not a complete sentence because it leaves the thought hanging. Even though it has a capital letter at the beginning, a subject, a verb, and an end mark, it is still not a sentence. It is a dependent clause--or a subordinate clause.
- b) For example:
 - i. **The boy ran through the woods.**
 - ii. This is a complete sentence because it has all five requirements for a sentence.
- c. **Verb**
 - 1) A sentence **must have a verb** (showing action or being).
 - 2) It is what the **subject does or how it is**.
 - 3) Examples:
 - a) Chickens **ran** around the floor.
 - b) Words of praise **were heard** throughout the room.
- d. **End Mark**
 - 1) A sentence must have **ending punctuation**—any one of the following:
 - a) A period (.)
 - b) An exclamation mark (!)
 - c) A question mark (?)
 - 2) Examples:
 - a) The boy knew he would rule this all someday.
 - b) Would he be able to lead them as God would have him?
 - c) He so wanted to do right!
- e. **Subject**
 - 1) A sentence **must have a main subject** (usually a noun or pronoun).
 - 2) It is **who or what the sentence is about**.
 - 3) Examples:
 - a) **Cooks** went in and out of the kitchen.
 - b) **They** carried large plates of food.
- 3. The following acronym will help you remember the five requirements for a complete sentence:
Capital at the beginning
All of it makes sense
Verb
End mark
Subject

<> **9a.** (T) Memorize **CAVES**, and recite it to your teacher.

<> **9b.** Read the phrases provided. Put an S beside the ones that are complete sentences and an N beside the ones that are not complete sentences.

Example: He went to a small chapel. S

1. Since Jesus came. _____

2. The law is still important _____

3. God gave the law to Moses. _____
4. In the Bible the Israelites. _____
5. Said the law is still important. _____
6. Jesus quoted the law to prove what He was saying. _____
7. He did not have to do that. _____
8. Because He is God. _____
9. God's Word is powerful. _____
10. we are supposed to follow it. _____

<> 9c. Optional: In your notebook, write complete sentences.

Basic Level: Write **four complete sentences**.

Extension: Write **six complete sentences**.

Further Extension: Write **eight complete sentences** containing information from a character book.

10. Spelling Practice: Write That Word!

<> 10a. On the lines provided, write two spelling words that you have never used in writing.

1. _____
2. _____

<> 10b. Complete the following steps for one of the words you listed in 10a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

<> **10c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

11. Grammar: Think Fast Grammar Quiz

<> **11.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

12. Spelling: Spelling Test

<> **12a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **12b.** (T) Have your teacher check your Spelling Test.

<> **12c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **13b.** (T) Review your dictation with your teacher.

<> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Composition: Final Copy Story

<> **14a.** Write the final copy of your story in your notebook, writing on every line. If you prefer, you may type it on the computer.

<> **14b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your story since you completed the Checklist Challenge?

<> **14c. Optional:** Make a minit-book containing your story.

Optional: Extra Practice

1E. In your notebook, write ten *ear* words.

2E. In your notebook, write seven sentences and divide them between the subject part and the predicate part.

3E. In your notebook, copy ten sentences about the law from a character book.

4E. In your notebook, write four Scriptures about the Old Testament law.

5E. Make a minit-book containing your Scriptures from the Extra Practice assignment.

6E. Read a nonfiction book or part of a nonfiction book about the Old Testament law.

7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.

8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 2-A: Weeks Three & Four

Character Focus: Obedience

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ B **Basic Level only**

☐ E **Extension only**

☐ E's

☐ FE **Extensions**

Further Extension only

To Be Completed During Week Four

☐ All ☐ All ☐ All ☐ FE

Read your story to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will "hear" errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All

Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--**OCCTI**:

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

☐ All ☐ All ☐ All ☐ FE

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (/y words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ FE

Change one of the "**boring**" verbs in each paragraph to a "**strong**" verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance

help assist teach instruct

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All FE

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All FE

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All FE

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Add an **adverb** (*ly* word or other) that does **not modify a verb**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- Modifies an adjective: Some **uncharacteristically** *sneaky* predators use subtle methods.
- Modifies an adverb: Some predators are **actually** *more* subtle

🔑 **This will modify an adjective or another adverb and will answer the question *To what extent?***

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

- Something catchy: **Billy's Busy Ball**
- Something comical: **Ouch!**
- Something bold: **OBEY! or OBEY?**
- A song title or line: **Oh, Be Careful Little Hands What You Do**
- A Scripture: **Obey Those in Authority**

- Something biblical: **Having His Conscience Pricked**
- Something about character: **Obedience Is Better Than Sacrifice**

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

☞ **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**

All

All

All

FE

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All

All

All

FE

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ **Do not change insignificant words such as *was*, *it*, *and*, etc.**

All

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

☞ **A comma cc in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one.**

E's

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

🔑 **Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.**

E's

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

🔑 **Interjections include words from the following rhyme:**

My, well, oh
Wow, yes, no

FE

Start one or more of your sentences with an **adverb** (/y word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

🔑 **The comma may be directly after the adverb or shortly after it, depending on where you "hear" it.**

FE

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

🔑 **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)**

All

All

All

FE

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions--Extensions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme--FE

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--FE

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions

(FANBOYS)--FE

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs--FE

Two Minutes

Be a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ --- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

--- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned

in Rhyme--FE

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Teacher's Helps

Blue 2-A

Character Focus: Obedience

Lesson Plans and Answer Keys

Lesson Plans

Blue 2-A: Week One

For a Five-Day Week

Character Focus: Obedience

Day One

Vocabulary Box

Characteristics of *one who desires God's approval--adjectives*

One who desires God's approval is

genuine	sincere	humble
transparent	unfeigning	forthright
authentic	faithful	obedient
undivided	unencumbered	submissive
compliant	subservient	subordinate

Characteristics of *one who desires man's approval--adjectives*

One who desires man's approval is

fake	insincere	proud
unauthentic	unfaithful	divided
vainglorious	unsubmissive	hypocritical
legalistic	boastful	vain
arrogant	egotistical	conceited
self-centered		

1. Copying and Comprehension: Passage and Vocabulary

All

In 1789, the people of France started a rebellion against their rulers. The French captured the king and his family. The royal family was thrown into prison. Later, most of the king's relatives were killed. The government was destroyed. The people in charge of the revolution attempted to take God completely out of society.

Extensions

The leaders of the revolution became extremely cruel. They beheaded thousands of people with the guillotine. Nobles (those of high class) were killed by the hundreds. Soon common people were being executed, too. There was no law, so stealing became rampant.

Further Extension

When one leader was no longer popular, he was assassinated. The French people needed someone strong to be in charge. Because they said there was no right or wrong, they could not declare that something should not be done. They were looking for a governing authority who did. Soon they had a leader named Napoleon Bonaparte. He became one of the most controlling dictators in all of history.

2. Spelling: Ng Sounds

Examples: thing, bang, strong

All

- | | | |
|----------------|-----------------|-------------|
| 1. something | 2. stronger | 3. slang |
| 4. tangy | 5. string | 6. along |
| 7. clingy | 8. anger | 9. wrongly |
| 10. blustering | 11. shortcoming | 12. obeying |

Extension

- | | |
|---------------|----------------|
| 13. capturing | 14. attempting |
|---------------|----------------|

Further Extension

- | | |
|----------------|-----------------|
| 15. mollifying | 16. enthralling |
|----------------|-----------------|

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

All--- Paragraph One of Body: 6 Sentences

All--- Paragraph Two of Body: 5 Sentences

E's--- Paragraph Three of Body: 6 Sentences

6. Sentence Structure/Grammar: Writing With Nouns and Pronouns Interchangeably

Day Three

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

9. Vocabulary/Analysis: Wacky Words

Confusing words: most, more

Day Four

10. Grammar/Punctuation: Action Verbs

11. Composition: Edit and Revise Using the Checklist Challenge

12. Spelling Practice: Write That Word

13. Grammar: Think Fast Quiz

Day Five

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

16. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Lesson Plans

Blue 2-A: Week One

For a Four-Day Week

Character Focus: Obedience

Day One

Vocabulary Box

Characteristics of *one who desires God's approval*--adjectives

One who desires God's approval is

genuine	sincere	humble
transparent	unfeigning	forthright
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undivided	unencumbered	submissive
compliant	subservient	subordinate

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vainglorious	unsubmissive	hypocritical
legalistic	boastful	vain
arrogant	egotistical	conceited
self-centered		

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All

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Extensions

The leaders of the revolution became extremely cruel. They beheaded thousands of people with the guillotine. Nobles (those of high class) were killed by the hundreds. Soon common people were being executed, too. There was no law, so stealing became rampant.

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When one leader was no longer popular, he was assassinated. The French people needed someone strong to be in charge. Because they said there was no right or wrong, they could not declare that something should not be done. They were looking for a governing authority who did. Soon they had a leader named Napoleon Bonaparte. He became one of the most controlling dictators in all of history.

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Examples: thing, bang, strong

All

1. something	2. stronger	3. slang
4. tangy	5. string	6. along
7. clingy	8. anger	9. wrongly
10. blustering	11. shortcoming	12. obeying

Extension

13. capturing	14. attempting
---------------	----------------

Further Extension

15. mollifying 16. enthralling

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

All--- Paragraph One of Body: 6 Sentences

All--- Paragraph Two of Body: 5 Sentences

E's--- Paragraph Three of Body: 6 Sentences

6. Sentence Structure/Grammar: Writing With Nouns and Pronouns Interchangeably

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

Day Three

9. Vocabulary/Analysis: Wacky Words

Confusing words: most, more

10. Grammar/Punctuation: Action Verbs

11. Composition: Edit and Revise Using the Checklist Challenge

12. Spelling Practice: Write That Word

Day Four

13. Grammar: Think Fast Quiz

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

16. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Answer Keys Blue 2-A: Week One

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight and correct the spelling errors.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Sometimes Christians are accused of being **liek** the Pharisees. People **sai** that for a lot of reasons. Sometimes we are doing the things **G**od wants us to do. People **feal** bad for doing the **rong** thing, so they say Christians are being too strict. (like, say, feel, wrong)

But sometimes we are being like the **P**harisees. When **C**hristians act like the **P**harisees, others are right when they say we are like them. **T**he Pharisees were more concerned with what people thought than with what God thought about what they did. They only acted godly because they wanted people to notice. This is not really following **G**od's law.

If **C**hristians **are** more worried about other people thinking they are godly **than** actually being godly, they are not really following **G**od's law. **G**od wants us to genuinely follow Him, not just look like we are following **H**im. When we are following **C**hrist, we will be following His law. (Capitalizing *godly* and *law* is optional)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|--------------|-----------|
| 1. something | sumething |
| 2. strongar | stronger |
| 3. slang | slanng |
| 4. tangy | tangee |
| 5. stringg | string |
| 6. along | alonng |
| 7. kingly | clingy |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- | | |
|-----------------|-------------|
| 8. anger | angar |
| 9. rongly | wrongly |
| 10. blustering | blustaring |
| 11. shortcoming | shortkoming |
| 12. obaying | obeying |

<> 4b. Highlight the correct spelling of each **Extension** word.

- | | |
|----------------|-----------|
| 13. kapturing | capturing |
| 14. attempting | atempting |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|-----------------|------------|
| 15. molifying | mollifying |
| 16. enthralling | enthraling |

6. Sentence Structure/Grammar:

Writing With Nouns and Pronouns Interchangeably

<> 6d. Above each underlined noun, write an appropriate pronoun

<> 6e. **Optional:** Rewrite the sentences provided, replacing the noun that is underlined with a pronoun.

Example:

God calls God's law a schoolmaster for nonbelievers because God's law teaches nonbelievers that nonbelievers need God.

God calls His law a schoolmaster for nonbelievers because it teaches them that they need Him.

1. Jesus used the Old Testament in His teaching.
2. His law is holy because God is holy.
3. Believers should use the law to help guide their lives. (or **our**)
4. Following the law, believers learn how they can have real success. (or **we**)
5. Nonbelievers also have the chance to benefit from God's law in their lives when God uses it to show them His ways. (or **our, us**)
6. Nonbelievers will not have lasting peace in their lives from obeying the law only. (or **our**)
7. Christ alone could complete the goals of the law through His death.
8. Believers should remember that God's law would accomplish nothing without His grace and help in their lives.(or **our**)

9. Believers need the Holy Spirit to help them. (or us)
10. Believers also need the written law to guide them. (or us)

9. Vocabulary/Structural Analysis: Wacky Words

Confusing words: most, more

<> **9b.** Fill in each blank provided with the correct Wacky Word--*most* or *more*.

1. He wanted to invite more children to the party.
2.. Patty is the most obedient child in the room.

10. Grammar: Action Verbs

<> **10b.** In the sentences provided, highlight all of the action verbs.

1. Christians **believe** in the Bible.
2. God **gave** us the Bible for many reasons.
3. He **told** us many things.
4. We should **read** the Bible.
5. We should **follow** it.
6. It **says** to **obey** God.
7. The law of God **tells** us about Jesus.
8. God **recorded** many things in His Law.
9. The law can **bring** us to Christ.
10. The law **tells** us what Christ is like.

Extensions

11. A rebellion was **started** by the people of France.
12. The royal family was **thrown** into prison.
13. Most of the royal family was **killed** .
14. The government was **destroyed** .
15. The people **attempted** to **take** God out of society.

Lesson Plans

Blue 2-A: Week Two

For a Five-Day Week

Character Focus: Obedience

Day One

Vocabulary Box

Characteristics of *one who desires God's approval--adjectives*

One who desires God's approval is

genuine	sincere	humble
transparent	unfeigning	forthright
authentic	faithful	obedient
undivided	unencumbered	submissive
compliant	subservient	subordinate

Characteristics of *one who desires man's approval--adjectives*

One who desires man's approval is

fake	insincere	proud
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vainglorious	unsubmissive	hypocritical
legalistic	boastful	vain
arrogant	egotistical	conceited
self-centered		

1. Copying and Comprehension: Passage and Vocabulary

All

We have learned that God created all people. Everyone belongs to God. I belong to God. You belong to God. God is the awesome Creator who envisioned and created all mankind.

Extensions

Because we belong to God, we must live for Him. We must live the way He desires for us to. God has told us what we must do on this earth through His law. His law commands us about what we must do and what we must not do. It tells us what kind of people His children should be even in the present day.

2. Spelling: Homophones

All

1. ant	2. aunt	3. heel
4. heal	5. there	6. their
7. they're	8. him	9. hymn
10. break	11. brake	12. bare
13. bear		

Extensions--Confusing words

14. then	15. than
----------	----------

Further Extension

16. effect (noun)	17. affect (verb)
-------------------	-------------------

3. Editor Duty: Correct Given Paragraph(s)

Main Subject

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

All-- Paragraph One of Body: 5 Sentences

All-- Paragraph Two of Body: 5 Sentences

6. Grammar: Be a Helper, Link Verbs

7. Spelling Practice: Six "S" Spelling Secret

Day Three

8. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: dew, do

10. E's: Study Skills/Pre-Writing: Outline Closing Paragraph

Day Four

11. Grammar: Verb Phrases

12. E's: Study Skills/Pre-Writing: Write an Original Continuing Paragraph or Paragraphs

13. Composition: Edit and Revise Using the Checklist Challenge

Day Five

14. Spelling: Write That Word!

15. Grammar: Think Fast Quiz

16. Dictation: Dictation Quiz

17. Spelling Practice: Spelling Test

18. Composition: Final Copy Informative Essay

Optional: Extra Practice

Lesson Plans

Blue 2-A: Week Two

For a Four-Day Week

Character Focus: Obedience

Day One

Vocabulary Box

Characteristics of *one who desires God's approval--adjectives*

One who desires God's approval is

genuine	sincere	humble
transparent	unfeigning	forthright
authentic	faithful	obedient
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legalistic	boastful	vain
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self-centered		

1. Copying and Comprehension: Passage and Vocabulary

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We have learned that God created all people. Everyone belongs to God. I belong to God. You belong to God. God is the awesome Creator who envisioned and created all mankind.

Extensions

Because we belong to God, we must live for Him. We must live the way He desires for us to. God has told us what we must do on this earth through His law. His law commands us about what we must do and what we must not do. It tells us what kind of people His children should be even in the present day.

2. Spelling: Homophones

All

- | | | |
|------------|-----------|----------|
| 1. ant | 2. aunt | 3. heel |
| 4. heal | 5. there | 6. their |
| 7. they're | 8. him | 9. hymn |
| 10. break | 11. brake | 12. bare |
| 13. bear | | |

Extensions--Confusing words

- | | |
|----------|----------|
| 14. then | 15. than |
|----------|----------|

Further Extension

- | | |
|-------------------|-------------------|
| 16. effect (noun) | 17. affect (verb) |
|-------------------|-------------------|

3. Editor Duty: Correct Given Paragraph(s)

Main Subject

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 5 Sentences

All--- Paragraph Two of Body: 5 Sentences

Day Two

6. Grammar: Be a Helper, Link Verbs

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft Essay From a Key Word Outline

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: dew, do

Day Three

10. E's: Study Skills/Pre-Writing: Outline Closing Paragraph

11. Grammar: Verb Phrases

12. E's: Study Skills/Pre-Writing: Write an Original Continuing Paragraph or Paragraphs

13. Composition: Edit and Revise Using the Checklist Challenge

Day Four

14. Spelling: Write That Word!

15. Grammar: Think Fast Quiz

16. Dictation: Dictation Quiz

17. Spelling Practice: Spelling Test

18. Composition: Final Copy Informative Essay

Optional: Extra Practice

Answer Keys Blue 2-A: Week Two

2. Spelling/Structural Analysis: Homophones

All

<> 2e. In the sentences provided, highlight the correct homophones.

1. **We** /Wee should follow God's law.
2. He **made** /maid laws for our good.
3. Believers are told too/**to** love God and keep His commandments.
4. **I** /Eye want to follow his law.
5. Some people want to live their own weigh/**way**, without the Lord.
6. The leader of the French Revolution was won/**one** of these people.
7. He tried **to** /two take God out of society.
8. The French people suffered because they would knot/**not** follow God.
9. Their/**There** are many reasons to follow the laws of God.
10. God has promised to bless those who obey hymn/**Him**.

Extensions

11. We should not **break** /brake the law.
12. It is almost too much to bare/**bear**.
13. We must obey God rather than/**than** men.
14. Sin has a devastating **effect** /affect on our lives.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

3. Editor Duty: Correct Given Paragraph(s)

Main Subject

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the first paragraph, highlight the main subject of each sentence.

In the Old Testament, **God** gave us many examples of what Christ would be like. **These** were people or things that showed some aspect of His life or character. **They** are called types of **Christ**. **Types** of **Christ** can be things, people, events, or places.

The tabernacle had many things in it that **were** types of **Christ**. The mercy seat was on top of the ark of the covenant. **It** was where the priest would bring blood to atone for the sins of the people. **It** was the place the Israelites were forgiven. **Jesus** took the place of the mercy seat. In Him we **are** forgiven.

The tabernacle also had candles in it **for** light. The candlestick **was** made of pure gold. **It** was perfect. Jesus is the only person ever to be perfect. **He** is the Light of the world, **too**. (**Capitalizing Light is optional. It is referring to Jesus.**)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------|---------|
| 1. ant | antt |
| 2. auntt | aunt |
| 3. heel | hele |
| 4. heal | heale |
| 5. therre | there |
| 6. their | thear |
| 7. they'rre | they're |
| 8. him | himm |
| 9. himn | hymn |
| 10. break | breke |
| 11. bracke | brake |
| 12. baree | bare |
| 13. bear | beare |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|----------|-------|
| 14. then | thenn |
|----------|-------|

15. thann

than

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

16. effect

effact

17. affact

affect

6. Grammar: Be a Helper, Link Verbs

<> **6b.** In the sentences provided, highlight the Be a Helper, Link verbs.

Note: Some of them will stand alone, and some of them will be helpers.

Example: She will put dinner in the oven.

1. Jesus **is** Lord.
2. We **must** follow Him.
3. What God says, we **will** obey.
4. The law of God **is** very important.
5. We **should** read God's Word.
6. A jot **is** a very little mark on a letter.
7. Without the jot, the letter **is** not the correct letter.
8. The tittle **is** a different small mark on a letter.
9. The jot and tittle **are** the smallest marks in the Hebrew alphabet.
10. Jesus knew this **was** true.

<> **6c. Extensions:** Highlight the action verbs and the BHL verbs into the sentences provided.

1. We **have learned** that God **made** all people.
2. All people **belong** to God.
3. I **belong** to God.
4. You **belong** to God.
5. Everbody **belongs** to God because He **made** all people.
6. And because we **belong** to God, we **must live** for Him.
7. We **must live** to **please** Him.
8. We **must live** the way He **wants** us to **live** .
9. God **has told** us how we **must live** .
10. God **gave** His law; His law **tells** us what we **must do** and what we **must** not **do** .
11. His law **tells** us what kind of people His children **should be** even today.

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: do, dew

<> **9b.** Fill in each blank provided with the correct Wacky Word--*do* or *dew*.

1. He wanted to do his very best.
2. The dew made the grass shimmer.

11. Grammar/Punctuation: Verb Phrases

<> **11b.** In the sentences provided, highlight the verb phrases. Remember, a verb phrase is the base verb and its helpers, if it has any.

Example: Some governments **have embraced** God's law.

1. Josiah **had become** king at a young age.
2. He **wanted to be** a good king.
3. He ordered that the temple **should be cleaned**.
4. The people who **were cleaning** the temple found something.
5. They decided that they **should bring** it to the king.
6. They **had found** the law of God.
7. It **had been lost** in the temple.
8. Josiah wanted it **to be read**.
9. The scribe **did obey** the king.
10. The law **began to convict** King Josiah.

Lesson Plans

Blue 2-A: Week Three

For a Five-Day Week

Character Focus: Obedience

Day One

Vocabulary Box

Characteristics of *one who desires God's approval--adjectives*

One who desires God's approval is

genuine	sincere	humble
transparent	unfeigning	forthright
authentic	faithful	obedient
undivided	unencumbered	submissive
compliant	subservient	subordinate

Characteristics of *one who desires man's approval--adjectives*

One who desires man's approval is

fake	insincere	proud
unauthentic	unfaithful	divided
vainglorious	unsubmissive	hypocritical
legalistic	boastful	vain
arrogant	egotistical	conceited
self-centered		

1. Copying and Comprehension: Passage and Vocabulary

All

The ball was fully stuck. Billy had hit a softball so high that it nearly went over the roof of the shed. It finally hit the peak of the roof and rolled into the gutter. Billy was not able to extend high enough to retrieve it. His friends were also too small to reach the ball.

Extensions

Billy loved to play softball. He could play it any time of the day and all day if his mother let him. One thing that she would not allow him to do was climb up on the shed roof or gutter. She always told him it was too dangerous. His father had instructed him that he must call for help if a ball ever got caught up there. However, Billy's parents were not at home, right now to help him. Now what could Billy do?

2. Spelling: Le Grabs the Consonant Before It

Examples: little, fiddle, needle

All

- | | | |
|------------|-----------|-----------|
| 1. little | 2. rattle | 3. tattle |
| 4. fiddle | 5. kettle | 6. apple |
| 7. ladle | 8. single | 9. middle |
| 10. needle | | |

Extensions

- | | | |
|-------------|-------------|------------|
| 11. eagle | 12. trouble | 13. candle |
| 14. whistle | 15. bangle | |

Further Extension

- | | | |
|---------------|------------|-------------|
| 16. tractable | 17. rankle | 18. capable |
| 19. amble | | |

3. Editor Duty: Correct Given Paragraph(s)

Action Verbs

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline With a Continuing Paragraph

All--- Paragraph One of Body: 5 Sentences

All--- Paragraph Two of Body: 7 Sentences

6. Grammar: Adverbs

Day Three

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft Story From a Key Word Outline

9. Grammar: Coordinating Conjunctions

Day Four

10. Grammar/Sentence Structure: Combine Two Sentences With a Coordinating Conjunction

11. Study Skills/Prewriting: Take Notes for an Original Continuing Paragraph(s)

12. Spelling Practice: Write That Word!

Day Five

13. Grammar: Think Fast Quiz

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Blue 2-A: Week Three

For a Four-Day Week

Character Focus: Obedience

Day One

Vocabulary Box

Characteristics of *one who desires God's approval--adjectives*

One who desires God's approval is

genuine	sincere	humble
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authentic	faithful	obedient
undivided	unencumbered	submissive
compliant	subservient	subordinate

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arrogant	egotistical	conceited
self-centered		

1. Copying and Comprehension: Passage and Vocabulary

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Extensions

Billy loved to play softball. He could play it any time of the day and all day if his mother let him. One thing that she would not allow him to do was climb up on the shed roof or gutter. She always told him it was too dangerous. His father had instructed him that he must call for help if a ball ever got caught up there. However, Billy's parents were not at home, right now to help him. Now what could Billy do?

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Examples: little, fiddle, needle

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|------------|-----------|-----------|
| 1. little | 2. rattle | 3. tattle |
| 4. fiddle | 5. kettle | 6. apple |
| 7. ladle | 8. single | 9. middle |
| 10. needle | | |

Extensions

- | | | |
|-------------|-------------|------------|
| 11. eagle | 12. trouble | 13. candle |
| 14. whistle | 15. bangle | |

Further Extension

- | | | |
|---------------|------------|-------------|
| 16. tractable | 17. rankle | 18. capable |
| 19. amble | | |

3. Editor Duty: Correct Given Paragraph(s)

Action Verbs

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline With a Continuing Paragraph

All--- Paragraph One of Body: 5 Sentences

All--- Paragraph Two of Body: 7 Sentences

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12. Spelling Practice: Write That Word!

Day Four

13. Grammar: Think Fast Quiz

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Blue 2-A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Action Verbs

<> 3. Complete the following steps:

(1) In the paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct only the first paragraph.

Extension: Correct the first and second paragraphs.

Further Extension: Correct all three paragraphs.

(2) In the paragraphs provided, highlight the action verbs at the level directed by your teacher.

Basic Level: Highlight six verbs.

Extension: Highlight seven verbs.

Further Extension: Highlight eight verbs.

Teacher Tip: Your student may have highlighted any of the shaded words in this Answer Key for the number of items he was to highlight.

Farmers **need** good soil to **plant** their crops. The better the soil is, the more grain they will **get**. Soil can be **destroyed**. All dirt is not good soil. **T**here **are** different kinds of dirt. **S**ome dirt is good for plants. Some dirt is not. Sand is not a good kind of soil to **plant** in. **I**t is too soft. **C**lay is not good, either. It is too hard.

The right kind of soil is not **too** hard or **too** soft. **I**t **contains** clay and sand. This **makes** it not too soft and not too hard. There are things in the dirt **called** minerals. **T**his is what everything else **depends** on. **W**ithout minerals, the ground could not **grow** anything. Some minerals are very good for some kinds of plants and not good for others.

If farmers **plant** the same kind of crop again and again in the same place all the time, the plant will **use** up all the minerals. **F**armers **have** to **take** turns **planting** different crops in the same place so that the soil is not hurt. **(Comma before so is optional since so is followed by that--which makes second half of sentences a subordinate clause (not a sentence).)**

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. **little** litle

2. ratle **rattle**

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|------------|--------|
| 3. tatlle | tattle |
| 4. fiddle | fiddle |
| 5. kettle | kettle |
| 6. aple | apple |
| 7. ladle | ladle |
| 8. singlle | single |
| 9. middle | middle |
| 10. neadle | needle |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|-------------|---------|
| 11. eagle | eagle |
| 12. truble | trouble |
| 13. candel | candle |
| 14. whistle | whistle |
| 15. banglle | bangle |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 16. tractable | tractable |
| 17. rankel | rankle |
| 18. capable | capable |
| 19. amble | amble |

6. Grammar: Adverbs

<> **6b.** Read the sentences provided, and highlight the adverbs.

- God **always** loves us.
- God wants us to **passionately** and **wholeheartedly** love Him.

3. Without His law, we would **never** know sin.
4. His law helps us to **truly** love Him.
5. Jesus **completely** fulfilled the law.
6. He did **not** destroy the law.
7. God's law **never** changes.
8. Man's laws **constantly** change.
9. God's law is **much** higher than man's laws.
10. We should **diligently** try to obey the laws.

<> **6c. Further Extension:** Insert only non-ly adverbs for the sentences provided. These may be any of the following or others: *not, always, newer, seldom, much, down, up*.

No Answer Key needed. Answers will vary.

10. Grammar/Sentence Structure: Combine Two Sentences With a Coordinating Conjunction

<> **10a.** In the sentences provided, highlight the cc's (FANBOYS).

Note: There may be more than one cc in some sentences.

Example: Pneuma is a word **for** both the Holy Spirit **and** air.

1. Without God's law, we would not have a standard, **nor** would we have a reason to have other laws.
2. God's laws tell us to do many things, **but** God is more concerned with our hearts.
3. With right hearts we want to please God, **so** we will follow His laws.
4. You love your parents, **so** you obey them.
5. God's law is perfect, **for** He wrote it.
6. Many people try to change God's law, **or** they say that it is wrong.
7. We should obey our authorities, **yet** we should not obey them if they ask us to do what God says is wrong.
8. We can do everything right, **yet** still have a wrong heart.
9. The Pharisees seemed to keep the law perfectly, **but** they still had wrong hearts.
10. Keeping the law cannot help you get into heaven, **but** it can help you live on earth.

<> **10b. Further Extension:** Use the sentences below to create compound sentences joined with cc's. You may combine them in anyway desired, use a sentence more than once if needed, etc. Write five new compound sentences.

No Answer Key Needed. Answers will vary.

Lesson Plans

Blue 2-A: Week Four

For a Five-Day Week

Character Focus: Obedience

Day One

Vocabulary Box

Characteristics of *one who desires God's approval--adjectives*

One who desires God's approval is

genuine	sincere	humble
transparent	unfeigning	forthright
authentic	faithful	obedient
undivided	unencumbered	submissive
compliant	subservient	subordinate

Characteristics of *one who desires man's approval--adjectives*

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arrogant	egotistical	conceited
self-centered		

1. Copying and Comprehension: Passage and Vocabulary

All

The law (especially the Ten Commandments) teaches us to fear God. It clearly shows us how wrong sin is. Paul said that it is God's law that exposes what is sinful. Without laws, there is no reason for a person to feel guilty for the wrong things he does. This explains why sinners reject God's law. It makes them feel ashamed of their sinful lives.

Extensions

The law explains what sin is. Sin is an act of rebellion against God. Jesus said that whenever we do something wrong to another person, we are doing something wrong to Him. Simply put, sin is any action of ours that disobeys one of God's commands in the Bible.

Further Extension

Because God's law reflects how holy He is, His law also reveals how unholy and sinful we are. We should feel guilty and sad for anything we do that disobeys God's commands. Then, we should humbly ask His forgiveness and His power to change. Finally, we should leave our bad ways and choose to live a life of obeying God's law.

2. Spelling: R-Controlled Long e and Long a

Examples: hear, pear, dear, bear

All

1. fearless	2. yearn	3. earthly
4. beard	5. search	6. unclear
7. dreary	8. teary	9. earthen
10. earn		

Extension--other ea sounds

11. appear	12. dearly	13. appeal
14. conceal		

Further Extension

15. bereaved	16. surreal	17. protein
18. meander		

3. Editor Duty: Correct Given Paragraph(s)

Coordinating conjunctions

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Composition/Creative Writing: Write an Original Continuing Paragraph(s)

6. Grammar: Subject Part and Predicate Part

Day Three

7. Spelling Practice: Six "S" Spelling Secret

8. Composition: Edit and Revise Using the Checklist Challenge

Day Four

9. Sentence Structure: Sentences—Five Parts of a Sentence (CAVES)

10. Spelling Practice: Write That Word!

11. Grammar: Think Fast Quiz

Day Five

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Story

Optional: Extra Practice

Lesson Plans

Blue 2-A: Week Four

For a Four-Day Week

Character Focus: Obedience

Day One

Vocabulary Box

Characteristics of *one who desires God's approval--adjectives*

One who desires God's approval is

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transparent	unfeigning	forthright
authentic	faithful	obedient
undivided	unencumbered	submissive
compliant	subservient	subordinate

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Further Extension

Because God's law reflects how holy He is, His law also reveals how unholy and sinful we are. We should feel guilty and sad for anything we do that disobeys God's commands. Then, we should humbly ask His forgiveness and His power to change. Finally, we should leave our bad ways and choose to live a life of obeying God's law.

2. Spelling: R-Controlled Long e and Long a

Examples: hear, pear, dear, bear

All

1. fearless	2. yearn	3. earthly
4. beard	5. search	6. unclear
7. dreary	8. teary	9. earthen
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Extension--other ea sounds

11. appear	12. dearly	13. appeal
------------	------------	------------

14. conceal

Further Extension

15. bereaved	16. surreal	17. protein
18. meander		

3. Editor Duty: Correct Given Paragraph(s)

Coordinating conjunctions

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Composition/Creative Writing: Write an Original Continuing Paragraph(s)

6. Grammar: Subject Part and Predicate Part

7. Spelling Practice: Six "S" Spelling Secret

Day Three

8. Composition: Edit and Revise Using the Checklist Challenge

9. Sentence Structure: Sentences—Five Parts of a Sentence (CAVES)

10. Spelling Practice: Write That Word!

11. Grammar: Think Fast Quiz

Day Four

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Story

Optional: Extra Practice

Answer Keys Blue 2-A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Coordinating Conjunctions

<> 3. Complete the following steps:

(1) In the paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct only the first paragraph.

Extension: Correct the first and second paragraphs.

Further Extension: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the cc's (FANBOYS).

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

A baby in the womb can do many things that babies outside the womb can do. An unborn baby has never seen another person, yet the baby can smile and frown. The baby develops different skills at different times in the womb. God has a perfect calendar for these developments. (*For is used as a preposition here, not as a coordinating conjunction.*)

After six months in the womb, a baby can hear, see, and taste. An unborn baby can learn things, too, but the baby is not ready to live outside the womb. A baby can tell what the emotions of the mother are. Sometimes the mother is worried, so the baby will be as well. The attitudes of the father can also affect the unborn baby.

The Bible tells the story about a baby hearing and responding to something while in the womb. In the book of Luke, there is the story of John the Baptist in Elisabeth's womb. Mary arrived at Elisabeth's house, and John leaped inside of his mother when he heard the sound of their greetings.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------|----------|
| 1. fearless | fereless |
| 2. yern | yearn |
| 3. earthly | erthly |
| 4. beard | beerd |
| 5. seerch | search |
| 6. unclear | unclere |
| 7. dreare | dreary |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- | | |
|------------|--------|
| 8. tearee | teary |
| 9. earthen | erthen |
| 10. ern | earn |

4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|-------------|---------|
| 11. apere | appear |
| 12. dearly | deerly |
| 13. appele | appeal |
| 14. conceal | concele |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|--------------|---------|
| 15. bereaved | bereved |
| 16. curreal | surreal |
| 17. protean | protein |
| 18. meander | meender |

6. Grammar: Subject Part and Predicate Part

<> 6c. Using your highlighter, divide each sentence between the subject part and the predicate part.

1. God | gave His law.
2. Christians | should follow it.
3. God's laws | have reasons.
4. People | call Christians hurtful names.
5. We | must focus on Christ.
6. He | is the key to the law.
7. Jesus | fulfilled the law.
8. The law | still has a purpose.
9. The law | helps believers.
10. The law | convicts unbelievers.

Extensions

11. Clearly, sin | is wrong.
12. Yes, the law | teaches us to fear God.
13. Without laws, we | do not feel guilty.
14. Actually, the law | makes them feel ashamed.
15. Yes, God's law | tells us what is sinful.

9. Sentence Structure: Sentences—Five Parts of a Sentence (CAVES)

<> **9b.** Read the phrases provided. Put an S beside the ones that are complete sentences and an N beside the ones that are not complete sentences.

Example: He went to a small chapel. S

1. Since Jesus came. **N**
2. The law is still important **N**
3. God gave the law to Moses. **S**
4. In the Bible the Israelites. **N**
5. Said the law is still important. **N**
6. Jesus quoted the Law to prove what He was saying. **S**
7. He did not have to do that. **S**
8. Because He is God. **N**
9. God's Word is powerful. **S**
10. we are supposed to follow it. **N**

Blue 3-A: Week One

Character Focus: Orderliness

Vocabulary Box

Words that describe **God's Word**--adjectives

God's Word is

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	sharper
miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide
impeccable	incontestable	incontrovertible
authoritative	irrefutable	

Vocabulary Box

Words that describe **an orderly person**--adjectives

An orderly person is

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>Before 132 A.D., people noticed that there were warnings in nature that an earthquake might occur. The Chinese are thought to have been the first to experience these phenomena. These signs were displayed by livestock, wells, and even the ground.</p> <p>Yes, people in China could predict earthquakes by watching the behavior of their farm animals. Their livestock would often run around and stumble when a quake was about to start its groaning. Goats and sheep are especially sensitive to the earth's rumblings. They can actually sense an earthquake three or four minutes before its onset.</p>
Extensions	<p>Additionally, the Chinese noticed that their wells had unusual characteristics before an earthquake. A well would contain less water than it previously had if a tremor might be "visiting." When the water supply was dwindling, the people knew the land might soon do its dance.</p>
Further Extension	<p>Even the earth itself would warn the villagers that the ground might be shaking before long. Sometimes the people would spot new hills in the land. Out of nowhere, fresh mounds would pop up. When this happened, the Chinese ascertained that a quake was on the horizon.</p>

↔ 1a. Read this week's passage aloud.

<> **1b.** From the shaded Vocabulary Box, choose three words that describe an orderly person and write them on the lines provided.

1. _____
2. _____
3. _____

<> **1c.** On the lines provided, use two of these words (or other Vocabulary Words) in sentences about the passage.

1. _____

2. _____

<> **1d.** In the first paragraph of the passage, highlight the word *earthquake*.

<> **1e.** Look up this word in the dictionary, scientific source, or internet, and write the definition in your own words on the lines provided.

<> **1f.** On the lines provided, write one sentence using the word *earthquake* and *Chinese*.

<> **1g.** In the passage, highlight the word *earth* one time.

1. Did you notice that the word *earth* was not capitalized in the passage?
2. The word *earth* is not usually capitalized.
3. The exception to this is when it is found in a text with other planets.
4. The other planets are capitalized; thus, when the word *earth* is listed with them all of them are capitalized.
5. For example, it is interesting to study *Earth, Mars, and Jupiter*.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level A students. You may want to look up the words in the dictionary together and discuss the meanings rather than completing the written work. Regardless of how many of the vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either verbally or in written form.

Further Study: Learn the words to the hymn "The Bible Stands."

Teacher Tip: Occasionally a word contains fewer phonetic components than sight word components, and should simply be memorized. A good example of this in early writing stages is the word *you*.

Writing Dates

Always write dates with these rules:

1. Abbreviations should not be used in formal writing.
2. Whether or not the words are three words or more, dates should be written in numerical form.

Teacher Tip: The Definition Dissection (DD) text used in each week's vo-cabulary lessons is provided in the CQLA Teacher's Guide and at the TFT website (www.tfths.com). It is entitled the "Vocabulary Packet."

The DD box in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Further Study: Read Matthew 5-7 and list each of the ten commandments that are referred to, along with the words of Christ as He further explained each one.

<> 1h. List all of the planets on the lines provided. Be sure to capitalize each one at the beginning.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

<> 1i. Look this word up in the dictionary. Is your definition close to what it means?

<> 1e. Optional: In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

<> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Additionally, the Chinese noticed that their wells had unusual characteristics before an earthquake. Ly opener

<> **1h.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1i.** (T) Review your copy with your teacher, and correct any errors.

<> **1j. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.

Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Character Focus: Some people say they can do things they have never done. It is easy for them to boast like this, but they cannot prove they can do something until they try.

Teacher Tip: Do not be concerned if your Level A student cannot remember all of the grammar terms yet. The most important thing is that he knows what to do in his essay with each type of word.

Teacher Tip: The word *my* is also a personal pronoun in addition to being an interjection. Explain the two meanings for the word *my* to your student.

KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better

= can mean the result of, the same as, equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

Arrows can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

can mean more important, most important

“ ” can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

2. Spelling/Structural Analysis: Numbers

Examples: two, twenty, one hundred

<> **2a.** In the first and second paragraphs of the passage, highlight the numbers and number words. The three general rules for properly writing and spelling numbers are as follows:

1. When writing a number that requires two words or less to write in words, use words to express it:

- a. ten
- b. twenty
- c. five hundred

2. When writing a number that requires three words or more to write in words, use numbers to express it:

- a. Write 125, not one hundred twenty-five.
- b. Write 3,003, not three thousand and three.

3. When writing numbers between twenty-one and ninety-nine that are spelled with two number words, put a hyphen (-) between the two words.

- a. twenty-four
- b. fifty-five
- c. seventy-nine

4. Most number-words are sight words—they must be learned by sight because they often break phonics rules.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 94 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Help Box for 2a.

You should have highlighted the following:

- 1. 132
- 2. three
- 3. four

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. twenty-six	twen-ty-six			
2. thirteen	thir-teen			
3. seven	sev-en			
4. ninety	nine-ty			
5. hundred	hun-dred			
6. eight	eight*			
7. thirty-three	thir-ty-three			
8. sixty-nine	six-ty-nine			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
9. forty-eight*	for-ty-eight			
10. eight thousand	eight thou-sand			
Further Extension				
11. five hundred, sixty-three				
12. forty million*	for-ty mil-lion		not <i>fourty</i>	
*Commonly Misspelled				

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Pronouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the pronouns.

Basic Level: Highlight six pronouns.

Extension: Highlight eight pronouns.

Further Extension: Highlight nine pronouns

Optional Penmanship Practice

I will . . . praise thy name .
. . . for thy truth: for thou
hast magnified thy word
above all thy name.

Psalms 138:2

god gave us the law. the law is god's way to tell us what we should and should not do. Many people try to make the law seem hard to follow, but god makes it simple. he said all the other laws is based on two crucial laws

the first one are the great commandment. It say to love god with all of your heart soul mind and strength. If we love god, we will follow His law. when you love someone, you want to make him happy. god is pleased when we do what He says

the other important law is to love you neighbor as yourself. god says everyone is our neighbor. When we love people, we will not do things to hurt them We will not steal from them or kill them. These are two laws that we will follow if we love our neighbor If we truly love our neighbor and truly love the Lord, we will keep the whole law

Optional Penmanship Practice

Did not our heart burn with-
in us, while he talked with
us by the way, and while he
opened to us the
Scriptures?

Luke 24:32

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-----------------|--------------|
| 1. twenty-six | twentee-six |
| 2. thirteen | thurteen |
| 3. sevan | seven |
| 4. ninety | ninetty |
| 5. hundrad | hundred |
| 6. eight | eaght |
| 7. thurty-three | thirty-three |
| 8. sixtty-nine | sixty-nine |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------------|----------------|
| 9. forty-eight | foorty-eight |
| 10. eight thoosand | eight thousand |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|-------------------------------|---------------------------|
| 11. five hundred, sixty-three | five hundrad, sixty-three |
| 12. forty-millium | forty-million |

<> 4d. On the line provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Alternative Writing for Blue 3-A: Week One

- Write one paragraph comparing the Bible and another religious book.
- Write one paragraph about the story of a modern translator.

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Character Focus: Just because someone keeps most of the laws in the Old Testament, does not mean that he or she loves God. The Pharisees kept the law, but they did not love God, but if someone does love God, he will want to please Him and do what He said.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

Extensions--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Teacher Tip: Try to encourage your Level A student to come up with creative openings for his reports. Have him read the body of his report and think of an opening that ties into the body and captures the reader's attention.

Sentence 4 _____

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sample KWO

Paragraph 1

Topic of paragraph 1: Chinese warned in nature about earthquakes

Sentence 1: <-- 132 AD, warnings --> nature = earthquake

Sentence 2: Chinese = 1st experience phenomena

Sentence 3: Signs displayed = livestock, wells, ground

Sample Paragraph From KWO

Paragraph 1

The alarms from nature that an earthquake might be imminent were noticed even before the second century A.D. Many historians believe that it was in ancient China where these warnings were detected. People noticed differences in their animals, their wells, and the land itself.

6. Write On: Personification

<>6a. In the passage, highlight the following phrases:

- (1) quake was about to start its groaning
- (2) tremor might be "visiting"
- (3) land might soon do its dance

These phrases are unusual. They are unusual because groaning is not normally something a quake does; visiting is not usually something a tremor does; and dancing is generally not something the land does. These phrases each contain a special writing technique known as personification.

Personification means that the writer is giving human qualities (or actions) to a non-human entity. It will be easy for you to remember what this means when you remember that the word personification has person in it--"person" qualities. It also has ification, like from the word "identification."

Basically, a non human is "identifying" with "person" qualities. Personfication--a non human entity taking on human characteristics.

For instance, the quake "groans"--something usually only people or animals do. Also, the tremor "visits"--something that is certainly only done by humans. And the earth "dances"--- which it really doesn't do, of course.

Personification is an extremely fun writing technique!!! You can give all kinds of non-animated (or non-human) things human personality--such as

1. The tree waving goodbye with its branches.
2. The tornado singing through the neighborhood.
3. The ground spitting lava like a water fountain squirting water.

<> 6b. On the lines provided, write three sets (**Extensions:** write four) of personification about earthquakes.

All

1. _____

2. _____

3. _____

4. _____

Extensions

5. _____

6. _____

7. Grammar: Dates, Numbers, and Places Within Text

<> **7a.** In the first paragraph of the passage, highlight the date.

1. Dates should always be written with these rules:
 - a. Abbreviations should not be used in formal writing.
 - b. Dates and years should generally be written in numerical form, or in numbers, not words.
 - 1) February **26, 2001**
 - 2) January **9, 1890**
2. Put a comma after a date found at the beginning of a sentence.
 - a. On August 26, **1832**, Adam Clarke passed away.
 - b. In **2001**, we went to Knoxville.

<> **7b.** In the sentences provided, highlight the dates with one color and the punctuation around the dates with another color.

Note: A.D. and B.C. should be capitalized and followed by periods. B.C. is an abbreviation for a Latin word that tells us the time period was before Jesus. A.D. is an abbreviation for the Latin word that signifies the time was after the time of Christ.

Example: On **July 3, 2004**, the little boy turned six years old.

1. On February 23, 303 A.D., Rome released their full wrath on the Christians.
2. The Edict of Milan was signed in 313 A.D.
3. From 500 A.D. to 900 A.D., scholars copied Scripture.
4. The Rosetta Stone was found by the French Army in 1799.
5. In 1382, someone said that every other person on the road was a Lollard.
6. In the spring of 1382, people met to discredit John Wycliffe.
7. John Wycliffe died in 1384.
8. In 1415, the church leaders burned Wycliffe's body.
9. The printing press was invented in 1453.
10. In 1524, William Tyndale left England, never to return.

<> **7c. Optional:** In your notebook, write sentences containing dates.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write ten sentences.

Help Box for 7a.

You should have highlighted the following date:
132 A.D.

8. Spelling Practice: Six "S" Spelling Secret

<> **8a.** Take a spelling "pre-test" in your notebook.

<> **8b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

<> **9a.** Follow these steps for writing your report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your story to make inputting the Checklist Challenge revisions easier.

- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

<> 9b. Read your report aloud. Do you like the way it sounds?

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: were, we're

<> 10a. In the first paragraph of the passage, highlight the word *were*.

1. The word *were* is a Wacky Word!
2. It is a homophone that has a Wacky Word partner.
3. The word **were** is a BHL verb.
4. It just shows that someone **is** or **was**.
5. The word *we're* is the contraction for **we are**.
6. When you come across a contraction in your reading (or you are about to write using one), say the words that comprise the contradiction (*we are*) to see if they fit in the spot: The dogs *we're/were* running.
 - i. Dogs **we are (we're)** running? **No**.
 - ii. Dogs **were** running? **Yes**.

<> 10b. Fill in each blank provided with the correct Wacky Word--*were* or *we're*.

1. We _____ pleased with her response.
2. _____ going to her violin recital.

<> 10c. On the lines provided, write three sentences using **we're** and **were**.

1. _____

2.

3.

One-Word Sentence

It is okay to have a one-word sentence if it is an interjection or for special emphasis, such as "You, what?"

Interjections

Interjections are interjected into a sentence!

Interjections must have some kind of punctuation following them, such as:

Comma: **Yes**, I have been diligent.

Exclamation mark: **Wow!** He worked hard.

11. Grammar: Interjection Sentence Openers

<> **11a.** In the second paragraph of the passage, highlight the word **Yes**.

<> **11b.** With a different color, highlight the comma following the word **Yes**.

1. The word **yes** can be used as an interjection.
2. **An interjection is a word that is added to a sentence—or interjected.**
3. When someone interjects something into a sentence, they just add it to what is already being said.
4. Interjections are easy to learn because there are not many of them.
5. You probably already know most of the interjections.
 - a. my
 - b. well
 - c. on
 - d. wow
 - e. yes
 - f. no
6. It might help if you learn them in the following rhyme:

My, Well, Oh
Wow, Yes, No!
7. When writing with interjections at the beginning of sentences, you can write them one of two ways:
 - a. Follow the interjection with a comma since you hear a pause after the interjection.
 - 1) **Well**, it is up to us to be diligent.
 - 2) **Yes**, the Bible teaches us how to be diligent.
 - b. Follow the interjection with an exclamation mark (an excited mark!), and then use a capital letter for the next word, since you will be starting a new sentence.
 - 1) **Wow!** The Bible is so interesting.
 - 2) **Yes!** I am trying to be diligent.

<> **11c.** (T) Memorize the interjection rhyme, and recite it to your teacher.

<> **11d.** In your notebook, write sentences with interjections.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write eight sentences, with four of them containing information from a character book.

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **12.** Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

14. Grammar: Think Fast Quiz

<> **14.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson) following the times suggested (according to your teacher’s direction) for each assigned section.

15. Spelling: Spelling Test

<> **15a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.

<> **15b.** (T) Have your teacher check your Spelling Test.

<> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

16. Dictation: Dictation Quiz

<> **16a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.

<> **16b.** (T) Review your dictation with your teacher.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

17. Composition: Final Copy Informative Report From Given Material

- <> **17a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> **17c. Optional:** Make a minit-book containing your report.

Optional: Extra Practice

- 1E. In your notebook, write ten number words.
- 2E. In your notebook, write seven sentences with interjections.
- 3E. In your notebook, copy ten sentences about earthquakes from a science book or encyclopedia.
- 4E. In your notebook, write four Scriptures about earthquakes.
- 5E. Make a minit-book containing your Scripture from the Extra Practice assignments.
- 6E. Read a nonfiction book or part of a nonfiction book about earthquakes.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read--as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

Checklist Challenge Blue 3-A: Week One

Character Focus: Orderliness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

☐ All ☐ All ☐ All ☐ E's

Read your report to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**:

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject

☐ All ☐ All ☐ All ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All E's

Add an **adverb** (/y word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

☞ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

☞ **Tips:**

- Write a sentence that describes your essay without telling the reader exactly what it is about.
- Do not say: *In this essay you will learn about . . .*
- Be sure this thesis statement is truly representative of the content of your *entire* essay.
- Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All All All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

FE

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

☞ **A comma cc in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Signs and Signals**
- Something comical: **Shake, Rattle, and Roll**
- Something bold: **Quake!**
- A song title or line: **"Oh, Lord, Send the Power Just Now"**
- A Scripture: **The Earth Shouts His Glory**
- Something biblical: **The Earth Groans**
- Other: **Chinese Earthquakes**

☞ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

FE

Add **personification** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- The Venus' flytrap **licked its lips with hunger**.
- The leaf **opened its mouth for another meal**.

☞ **Personification is giving human qualities, feeling, action, or characteristics to an inanimate (non-living) object (or giving characteristics to an object that does not have the ability to do that thing---leaves of the trees clapping their hands).**

E's

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

🔑 **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)**

FE

Combine two complete, related sentences with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods.
- They act via traps and snares; they put their victims in challenging positions.

All

All

All

E's

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.
C _____, C _____,
S _____, S _____
-- they are fun
W _____, W _____,
D _____, D _____,
D _____, &
D _____
M _____, M _____,
M _____
-- they are some as well,
A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, **W** _____, **O** _____,
W _____, **Y** _____, **N** _____,

Subordinators--E's

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions--E's

(FANBOYS)
One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs--E's

Two Minutes

Be a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ --- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme--E's

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Blue 3-A: Week Two

Character Focus: Orderliness

Vocabulary Box

Words that *describe* **God's Word**--adjective

God's Word is

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	sharper
miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide
impeccable	incontestable	incontrovertible
authoritative	irrefutable	

Vocabulary Box

Words that *describe* **an orderly person** --adjective

An orderly person is

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them. The Bishop persuaded King Henry VIII to publicly declare that the Holy Books were not allowed in the country. This edict did not matter to the people who needed them, so Tyndale kept the Bibles coming.
Extensions	Then the Bishop of London started burning all the Bibles he could locate. He confiscated all of them and torched them. The books continued being printed, and the people still purchased them. The Bishop couldn't stop God's Word!
Further Extension	The Bishop could not get rid of enough Bibles the way he was doing it, so he started having people purchase the Bibles for him. They bought them from William Tyndale's friends. Tyndale's friends gave the money back to the Bible-replicating business. And more Scriptures were reproduced. The Bishop was giving Tyndale all the money he needed to print and ship God's Word!

➤ 1a. Read this week's passage aloud.

The events in this passage took place in England in the early 1500s. William Tyndale is a Christian hero who printed and distributed God's Word during a time that people were hungry for God's Word but did not have it available to them.

Many church leaders (and kings who were appointed by church leaders) did not want people to read the Bible for themselves. They wanted people to just listen to them teach the parts of the Bible that they wanted people to hear.

<> **1b.** In the second paragraph of the passage, highlight the word *confiscated*.

<> **1c.** Look up this word in the dictionary, and write its definition in your own words on the lines provided.

Definition of *confiscated*

<> **1d.** On the lines provided, use this word in a sentence.

<> **1e.** Look this word up in the dictionary. Is your definition close to what it means?

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Optional Penmanship Practice

But whoso looketh into the perfect law of liberty, and continueth therein, he being not a forgetful hearer, but of doer of the work, this man shall be blessed in his deed.

James 1:25

Teacher Tip: The following groups are examples of unusual letter combinations that make the short o sound:

<u>all</u>	<u>alt</u>	<u>alk</u>
mall	halt	talk
tall	malt	walk
hall	salt	balk

Optional Penmanship Practice

Thou shalt love thy neighbor as thyself.

Matthew 22:39

Further Study: Study Emperor Constantine making Christianity the state religion. In what ways did this help Christianity, and in what ways did it hurt it?

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____

3. _____

(9) Write a sentence using this DD word on the lines provided.

↔ **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

↔ **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: When William Tyndale's Bibles were shipped to England, the
Bishop of London tried to destroy them. Subordinate Clause Opener

↔ **1h.** In your notebook, copy this week's passage at the level directed by your teacher.

↔ **1i.** (T) Review your copy with your teacher, and correct any errors.

↔ **1j. Optional:** Make a minit-book containing this week's passage.

2. Spelling/Structural Analysis: Letter a Says Short o Sound

<> **2a.** In the second paragraph of the passage, highlight the word *all* one time.

1. **This word has the letter a sounding somewhat like a short o.**
2. There are various times when an a says o (like the o sound in not) as in the following:
 - a. **When followed by an / or double l:**
 - 1) almost 2) always
 - 3) all 4) call
 - b. **When it ends a one-syllable word:**
 - 1) ha 2) fa la la la la
 - c. **When the word it is in begins with a w:**
 - 1) water 2) watch
 - 3) what
 - d. **When it is part of the *alk* family:**
 - 1) talk 2) walk
 - e. **When it is part of the *aw* family:**
 - 1) dawn 2) pawn
 - f. **When it is part of an *al_* family:**
 - 1) salt 2) calm
 - 3) colbalt
 - g. ***Au* families (taught with *au* and *augh* families).**
 - 1) author 2) naughty

<> **2b.** On the lines provided, copy the spelling words at the level directed by your teacher.

- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:
- (1) Study the syllabicated words.
 - (2) Copy the words.
 - (3) Study any given tips.
 - (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to pages 45 and 96 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Further Study: Write out each phrase of the hymn "The Bible Stands," and see if you can find Scripture passages that may have been in the author's mind as he wrote this song.

Further Study: Pretend that you are a scribe copying the Bible. Write out Matthew 5:18 in your best penmanship.

Further Study: Relate sowing and reaping to the four seasons. Learn the names of the seasons and months that are typically included in each one.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. exalt	ex-alt			
2. awful*	aw-ful			
3. yawn	yawn			
4. malt	malt			
5. salty	salt-y			
6. chalk	chalk			
7. smallet	small-est			
8. naughty*	naugh-ty			
9. author*	au-thor			
10. although*	al-though			

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions--<i>ah</i> sound unemphasized				
11. annual	an-nu-al			
12. canal	can-al			
13. loyal*	loy-al			
14. herald	her-ald			
Further Extension--More <i>ah</i> sound unemphasized				
15. usual*	us-u-al			
16. general*	gen-er-al			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Proper Noun

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the paragraphs, highlight the proper nouns and capitalize them, if needed.

Teacher Tip: Some capitalization protocols (especially when writing religious words) are subjective and based on each writer's "Style Guide." The words in these week's Editor Duty's fall in that category. Tell your student that once a word is capitalized one time in a writing, it should continue to be capitalized throughout that writing. Thus, your student should capitalize the following words (as they are the first time they are written here: Word, Dead Sea Scrolls, Dead Sea Valley, and Old Testament.

many people has tried to say that the Bible is not true. They say that people have changed it over the years
The bible is one of the oldest books in the world. it has been translated into hundreds of languages. thousands
of people have help to translate it. Doubters say that some must have changed it, but god said that not one part
of His Word would ever pass away

there are some very old copies of the bible. one old copy is call the Dead Sea Scrolls. The dead sea
scrolls were found in the Dead sea Valley. They have parts of all the books of the Old Testament except Esther.
Many other old documents have proven that the Bible has not changed in thousands of years

some people have tried to say that things in the Bible are not true. for a long time, the only old book that
talked about the Hittites or the Assyrians was the bible. People would say the writers made them up Since
then people have found other writings that talk about the power of these two peoples. scientists have also
found some of their cities. the cities are just like the Bible said they were. The Bible is right, no matter what
people say

4. Spelling Practice: Choose the Correct Spelling

<> **4a.** Highlight the correct spelling of each **All** word.

- | | |
|----------------|----------|
| 1. exalt | exult |
| 2. awfull | awful |
| 3. yawn | yahn |
| 4. malt | mahlt |
| 5. sahlty | salty |
| 6. chalk | cholk |
| 7. smallast | smallest |
| 8. nawghty | naughty |
| 9. author | awthor |
| 10. all though | although |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|------------|--------|
| 11. annual | annuel |
| 12. canel | canal |
| 13. loyal | loyul |
| 14. herald | heruld |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|-------------|---------|
| 15. usuol | usual |
| 16. general | generel |

<> **4d.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Further Study: Think of a time that you thought you could get away with doing something wrong. Talk about why you could not get away with it and what you learned from getting caught.

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything written in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

Alternative Writing for Blue 3-A: Week Two

- Write two paragraphs about how Henry VIII finally allowed Bibles in England.
- Write three paragraphs about how you got your Bible.
- Write two paragraphs about how the Pharisees changed the law that God had given.

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

All--Paragraph Three of Body
 Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Further Study: Study the character quality of faithfulness in a character book, such as the Coriell's character books, *Character Sketches*, or *The Power for True Success*.

Character Focus: There are many Old Testament laws that Christians do not follow, like giving animal sacrifices, but we can still learn from them.

KWO Tips

Keep these things in mind as you make your outline:

1. Use only 3-5 words.
2. Use words that will be best for your essay; these may be verbs, adverbs, adjectives, names, etc.
3. You may use symbols or numbers without including them in your 4-6 words (Example: +, =, #, 2).

Sample KWO

Paragraph one

Topic of Paragraph 1: Bishop announces ban on Bibles

Sentence 1: Tyndale Bible --> Bishop tries --> destroy

Sentence 2: King Henry VIII bans Bibles

Sentence 3: People + + + Bibles, Tyndale

Further Study: Study more about telling time, being sure you know the "minutes before" and the "minutes after." How does telling time relate to orderliness?

Optional Penmanship
Practice

The Bible stands tho' the hills may tumble, I will firmly stand when the earth shall crumble; I will plant my feet on its firm foundation, for the Bible stands.

Sample Paragraph From KWO

Paragraph 1

The Bishop of London was furious when he heard that William Tyndale's Bibles were being distributed in England. The Bishop convinced King Henry VIII to issue a nationwide ban on all illegal copies of the Bible. Because people were still desperate for the nourishment of God's Word, William Tyndale kept working.

Further Study: Make a poster or chart showing things that entrap (such as Venus' flytrap, quicksand, spiderwebs, Super Glue, cages, etc.) and write sentences that explain how those who cast aside God's laws become caught in the trap of sin.

Optional Penmanship
Practice

On these two commandments hang all the law and the prophets.

Matthew 22:40

6. Write On: Avoiding Redundancy

➤ 6a. In the passage, highlight the following sets of words, using a different color of highlighter for each set:

Set One

1. Bibles (one time)
2. Holy Books
3. them (in phrase *confiscated all of them*)
4. The books
5. them (in phrase *purchased them*)
6. God's Word
7. Scriptures
8. God's Word

Set Two

1. burning
2. torched

Set Three

1. purchased
2. bought

Set Four

1. printed
2. replicating
3. reproduced
4. print

Each of the sets of words that you highlighted in 6a. represents a certain word or thought. Each word in each set is a synonym (or substitute) for another word. **A synonym is a word that means the same or almost the same as another word.**

The reason the passage has synonyms (or substitutes) used for some of the words is to avoid redundancy. **Redundancy is repeating.** It is a term that means that a writer (or speaker) **uses the same word or phrase over and over again.**

Redundancy is boring! For instance, in the passage, **if the writer never used the words *Holy Books, them, God's Word, Scriptures, etc., the paragraphs would say the word Bible over and over again*** (more than a dozen times in all!). This would be redundant--and it would be boring.

In the second set of words, you highlighted *burning* and *torched*. The author chose to use the **word *torched* instead of *burned* the second time the word *burned* would have been used.** This gives more **variety** to the passage--and keeps the reader from becoming bored with the same vocabulary over and over again.

The third set of words is similar to the second. Rather than use the word *bought* both times, **the author used the word *purchased*.**

Finally, the fourth set of words you highlighted needed a lot of variety (like the first set of words replacing the word *Bible*). If the writer had not used synonyms for *print*, the passage would have said the following:

1. The books continued being **printed**...
2. Tyndale's friends gave the money back to the Bible **printing** business.
3. And more Scriptures were **printed**.
4. The Bishop was giving Tyndale all the money he needed to **print and ship** God's Word.

***Replicating and reproducing* are two interesting synonyms for *print*.**

1. First of all, they are both words that are considered to be higher in vocabulary usage. Thus, the author sounds more authoritative and educated.
2. Secondly, they are strong substitutes for *printed*, giving the passage variety and interest.

You probably already learned a lot about synonyms and substituting words through CQLA. You are asked to do this type of activity in the Checklist Challenge--when you choose a stronger verb, when you choose a different word using a thesaurus, when you take out a word you have used more than once and replace it with something else, when you use a vocabulary word in your report or essay, and when you use a word you have never used in writing before. CQLA gives you a lot of practice in using synonyms and substitutions!

Variety in vocabulary adds interest to your writing--and helps you avoid redundancy. Do not skip these vital aspects of the Checklist Challenge as they will make you a stronger writer--and will help your readers enjoy your writing much more.

<> **6b.** For the sentences provided, choose a different word than the one that is underlined that could be substituted in that sentence and still make sense. Be sure you change any other words that need changed to help the added word make sense.

Example:

The Bishop talked King Henry VIII into declaring that the Bibles were not allowed in the country.

The Bishop persuaded King Henry VIII to declare that the Bible were not allowed in the country.

1. The Bishop of London tried to destroy them.
2. William Tyndale's Bibles were shipped to England.
3. The Bishop persuaded King Henry VIII to publicly say that the Bibles were not allowed in the country.
4. Tyndale kept the Bibles coming.
5. The Bishop of London started burning all the Bibles he could find.
6. The Bishop couldn't stop God's Word.
7. He had the people buy the books for him.
8. They bought the books from William Tyndale's friends.
9. Tyndale's friends gave the money back to the Bible printing business.
10. The Bishop was giving Tyndale all the money he needed to print and ship God's Word.

7. Grammar: Capitalization Rules

<> **7a.** In the first two paragraphs of the passage, highlight the words that are capitalized. Learn the following five capitalization rules:

Rule #1: Always capitalize the **first word in a sentence**—regardless of what the word is.
For example: **Digging** into God's Word is very helpful.

Rule #2: Always capitalize the word I. Capitalize **any form of the word I, as in I'm and I'll**.
For example: If **I** focus on myself, **I'll** become proud.

Rule #3: Always capitalize proper nouns—remember, proper nouns are **specific names of people, places, or things**.
For example: **God** called **David** a man who was after His own heart.

Rule #4: Always capitalize **references to God**.
a. Normally, you do not capitalize pronouns like *he* and *his*, but when you are talking about God, always capitalize them.
b. Capitalizing these pronouns shows respect and reverence for God.
For example: **God** also wants us to trust **Him**.

Rule #5: Always capitalize the **beginning of quotations**.
For example: He said, "**G**o to the priest."

<> 7b. In the paragraph provided, highlight any words that should be capitalize.

Optional: In your notebook, rewrite the paragraph provided, correcting all capitalization errors. Highlight the words that you capitalized.

william tyndale was later caught. he was sentenced to die at the stake.
the bishop of london thought he had won. tyndale was burned at the
stake. his last words were, "lord, open the eyes of the king of england."
only a few years later, god did just that.

<> 7c. In the sentences provided, highlight the words that should be capitalized.

1. On february 23, 303 A.D., rome released their full wrath on the Christians.
2. from 500 A.D. to 900 A.D. scholars copied scripture.
3. the Rosetta Stone was found by the french army in 1799.
4. in 1382, someone said that every other person on the road was a lollard.
5. in the spring of 1382, people met to discredit john wycliffe.
6. john wycliffe died in 1384.
7. in 1415, the church leaders burned wycliffe's body.
8. the printing press was invented in 1453.

Capitalization

Always capitalize the following:

1. The first word in a sentence
2. The word I
3. Proper nouns
4. References to God
5. The beginning of quotations

9. In 1524, william tyndale left england, never to return.

10. before 132 a.d., people noticed that there were warnings in nature that an earthquake might occur.

11. the chinese are thought to have been the first to experience these phenomena.

12. these signs were displayed by livestock, wells, and even the ground.

13. people in china could predict earthquakes by watching what their farm animals did.

14. their livestock would often run around and stumble when a quake was about to start its groaning.

15. Goats and sheep are especially sensitive to the earth's rumblings.

16. they can actually sense an earthquake three or four minutes before its onset.

<> 7d. Further Extension: On the lines provided, Write five sentences using any of the proper nouns listed below.

- | | |
|---------------------|---------------------------|
| 1. William Tyndale | 2. Earth, Saturn, Jupiter |
| 3. Chinese | 4. King Henry VIII |
| 5. Bishop of London | 6. England |
| 7. Bibles | 8. God's Word |

1. _____

2. _____

3. _____

4. _____

5. _____

<> **7e. Optional:** In your notebook, write sentences containing capitalized words.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write eight sentences containing information from a character book.

Help Box for 7a.

You should have highlighted the following:

- | | | |
|------------|----------------------|---------------|
| 1. When | 2. William Tyndale's | 3. Bibles |
| 4. England | 5. Bishop of London | 6. The |
| 7. Bishop | 8. King Henry VIII | 9. Holy Books |
| 10. This | 11. Tyndale | 12. Bibles |
| 13. Then | 14. Bishop of London | 15. Bibles |
| 16. He | 17. The | 18. The |
| 19. Bishop | 20. God's Word | |

8. Spelling Practice: Six "S" Spelling Secret

<> **8a.** Take a spelling "pre-test" in your notebook.

<> **8b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

<> **9a.** Follow these steps for writing your report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your story to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

<> **9b.** Read your report aloud. Do you like the way it sounds?

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

<> **10a.** In the first paragraph of the passage highlight the word *to*.

1. The word *to* is a Wacky Word!
2. It is a homophone that has two Wacky Word partners.
3. The word **too** means **also**.
4. The word **two** is the **number**.
5. The word *to* is the word you use in all other situations, like walking *to* some where or going *to* work.

<> **10b.** Fill in each blank provided with the correct Wacky Word-- **to, too, or two**.

1. We will all go _____ the church service.
2. You may each choose _____ pieces of candy.

3. He would like to play _____.

<> **10c.** On the lines provided, write three sentences using the Wacky Words **to**, **too**, and **two**.

1. _____

2. _____

3. _____

11. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **12.** Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

12. Spelling Practice: Write That Word!

<> **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____

2. _____

<> **12b.** Complete the following steps for one of the words you listed in 12a.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

(1) Look up the word’s meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

13. Grammar: Think Fast Quiz

<> **13.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson) following the times suggested (according to your teacher’s direction) for each assigned section.

14. Spelling: Spelling Test

<> **14a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.

<> **14b.** (T) Have your teacher check your Spelling Test.

<> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

15. Dictation: Dictation Quiz

- <> **15a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **15b.** (T) Review your dictation with your teacher.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

16. Composition: Final Copy Informative Report From Given Material

- <> **16a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **16b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> **16c. Optional:** Make a minit-book containing your report.

Optional: Extra Practice

- 1E. In your notebook, write ten a says short o words.
- 2E. In your notebook, write seven sentences with capitalized words.
- 3E. In your notebook, copy ten sentences about William Tyndale from a character book.
- 4E. In your notebook, write four Scriptures about the Bible.
- 5E. Make a minit-book containing your Scriptures from the Extra Practice assignments.
- 6E. Read a nonfiction book or part of a nonfiction book about William Tyndale.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read--as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

Checklist Challenge Blue 3-A: Week Two

Character Focus: Orderliness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

☐ All ☐ All ☐ All

Read your report to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

☐ All ☐ All ☐ All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 **An adverb is a descriptor that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 **An adjective is a descriptor that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **The Bishop and the Bibles**
- Something comical: **Destroying or Distributing?**
- Something bold: **Burning Bibles!**
- A song title or line: **The B-I-B-L-E**
- A Scripture: **My Word Shall Not Return Void**
- Something biblical: **Standing Strong**
- Something about character: **Faithfulness of God's Word**
- Other: **The Bible Burning Bishop**

🔑 **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?

- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- Write a sentence that describes your essay without telling the reader exactly what it is about.
- Do not say: *In this essay you will learn about . . .*
- Be sure this thesis statement is truly representative of the content of your *entire* essay.
- Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

The passage already contains a closing statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

E's

Add one **SSS5 x 3** (Three Super Short Sentences of five words or fewer) in **a row** for emphasis. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They are sneaky.

All

All

All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All

All

All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

🔑 **Do not change insignificant words such as *was*, *it*, *and*, etc.**

E's

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

🔑 **Interjections include words from the following rhyme:**

**My, well, oh
Wow, yes, no**

FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **A word you have never used in writing might be one you use in speaking but not in your report. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

FE FE FE

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

🔑 **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

FE

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

🔑 **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)**

FE

Start one or more of your sentences with an **adverb** (ly word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

🔑 **The comma may be directly after the adverb or shortly after it, depending on where you “hear” it.**

All

All

All

Edit each paragraph with your teacher, and correct any usage or spelling errors.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
 A _____
 N _____
 B _____
 O _____
 Y _____
 S _____

First Subordinators Learned in Rhyme

S _____, W _____,
 Th _____,
 B _____, I _____,
 Al _____,

Interjection Rhyme

M _____, W _____,
 O _____,
 W _____, Y _____,
 N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
 A _____, W _____,
 & W _____
 B _____, & B _____,
 B _____, B _____
 H _____, & H _____,
 & H _____, are ones.

C _____, C _____,
 S _____, S _____
 -- they are fun

W _____, W _____,
 D _____, D _____,
 D _____, &
 D _____

M _____, M _____,
 M _____

-- they are some as well,
 A _____, L _____,
 S _____, R _____,
 T _____, F _____,
 & S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions--E's

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, **W** _____, **O** _____,
W _____, **Y** _____, **N** _____,

Subordinators--E's

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)--E's

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ --- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme--E's

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Blue 3-A: Week Three

Character Focus: Orderliness

Vocabulary Box

Words that describe **God's Word**--adjective

God's Word is

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	sharper
miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide
impeccable	incontestable	incontrovertible
authoritative	irrefutable	

Vocabulary Box

Words that describe **an orderly person**--adjective

An orderly person is

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Jesus did not teach people how to read and write. He instructed them about something much more significant than that. He introduced them to the most important concept in the world—to know God fully. He enlightened the people about God's love. He helped them to understand the dreadful sin that is deep within their hearts.
Extensions	Because Christ came to die for our sin, we can be God's children. Jesus told everyone that punishment will come to all who do not listen to God. He also told them about the new world God is going to create, without any sin in it at all.
Further Extension	Oh, how the people loved to listen to Jesus! They followed Him wherever He went. Sometimes thousands of people sat on a hill while He explained truths to them. They had heard these precepts before, but they never understood them. His entire life fulfilled the prophecies that the people had been taught for generations.

➤ **1a.** Read this week's passage aloud.

➤ **1b.** From the shaded Vocabulary Box, copy two of the words that described God's Word, and write them on the lines provided.

1. _____ 2. _____

<> **1c.** On the lines provided, write a sentence using one of the words you listed.

Character Focus: A "jot" and a "tittle" are small marks on Hebrew letters like a dot on the "i" or a cross on a "t" on English letters.

<> **1d.** In the last paragraph of the passage, highlight the following words:

1. entire
2. prophecies

<> **1e.** Look up these words in a dictionary, and write their definitions in your own words on the lines provided.

Further Study: Read Romans 7. Why does Paul say that he cannot overcome sin by himself? How can sin be conquered?

Definition of *entire*

Further Study: Buy and plant a Venus' flytrap. As you watch it grow and live, draw an analogy between your observations and those who cast aside God's laws.

Definition of *prophecies*

Teacher Tip: The combinations *gh* and *ph* are sometimes silent (e.g., *aught*) and sometimes say the consonant ff sound (e.g., *cough*, *phone*).

<> **1f.** On the lines provided, write two sentences using the two words you defined.

1.

2.

Further Study: Read through the Psalms and discover what they say about the permanence of God's Word.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

Further Study: Positive words are faith-building words. Try to use these positive words in an essay this month: *certainly*, *positively*, *undeniably*, *surely*, *undoubtedly*, *decisively*, *absolutely*, *assuredly*, *definitely*, and *unquestionably*.

Ph says ff

phone
orphan
photo
Pharisee

- (2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

- (3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

- (4) Complete the steps described in the DD box for the trick you chose.

- (5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

- (6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

- (7) Write a shortened dictionary definition for your word on the lines provided.

- (8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____

2. _____

3. _____

- (9) Write a sentence using this DD word on the lines provided.

KWO: Writing a Key Word Outline is kind of like Squanto may have talked with the Pilgrims when he first met them: "How! Me Squanto!"

- <> 1f. Optional:** Write a sentence about the character quality for this month using this DD word.

- <> **1g. Optional:** Write a sentence about this week's passage using this DD word.
- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: For generations, people have been taught the prophecies in the Bible. Prepositional Phrase opener

Optional Penmanship Practice

But when the fullness of the time was come, God sent forth his Son, made of a woman, made under the law.

Galatians 4:4

- <> **1h.** In your notebook, copy this week's passage at the level directed by your teacher.
- <> **1i.** (T) Review your copy with your teacher, and correct any errors.
- <> **1j. Optional:** Make a minit-book containing this week's passage.

2. Spelling/Structural Analysis: *Kn* and *ph* Sounds

Examples: knot, phone

- <> **2a.** In the first and last paragraphs of the passage, highlight the words containing the letter combinations *kn* and *ph*.
1. *Kn* has a silent *k* and says *n* as in nap.
 - a. know
 - b. knob
 2. *Ph* does not say either of the sounds *p* or *h* but says *ff* as in fish.
 - a. orphan
 - b. phone
- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:
- (1) Study the syllabicated words.
 - (2) Copy the words.
 - (3) Study any given tips.
 - (4) Try to create your own tips.
- <> **2c.** Add this week's new words (minus the **Optional Words**) to pages 46 and 59 of your *Spelling Notebook*.
- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.
- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.
- <> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Character Focus: God said loving Him is the most important law, and all the other laws are based on it.

Optional Penmanship Practice

But whosoever looketh into the perfect law of liberty, and continueth, therein, he being not a forgetful hearer, but a doer of the work, this man shall be blessed in his deed.

James 1: 25

Further Study: Read the book *The Morning Star of the Reformation* about John Wycliffe.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. prophet	pro-phet			
2. orphan	or-phan			
3. phase	phase			
4. graph*	graph			
5. photo*	pho-to			
6. graphite	graph-ite			
7. phantom*	phan-tom			
8. telephone	tel-e-phone			
9. physics	phy-sics			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
10. knowledge	know-ledge	_____		_____
11. telegraphic	tel-e-graph-ic	_____		_____
Further Extension				
12. biography	bi-og-ra-phy	_____		_____
13. philosophy	phi-los-o-phy	_____		_____

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Further Study: Find out which Hebrew letters the jot and tittle belong to and what sounds they make.

Help Box for 2a.

You should have highlighted the following:

1. know
2. prophecies

Optional Penmanship Practice:

For whosoever shall keep the whole law, and yet offend in one point, he is guilty of all.

James 2:10

3. Editor Duty: Correct Given Paragraph(s)

Capitalization Rules

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight the words that should be capitalized, and capitalize them if you have not already done so.

the old testament tell us about what the messiah would be like. there are many prophecies that jesus fulfilled when he was on earth. there are over three hundred total prophecies that jesus fulfilled

many prophecies in the Old Testament are about Jesus birth The Old Testament said that gods son would be born of a virgin. jesus is the only person in history to be born like that The Old Testament told that the messiah would be born in Bethlehem. Jesus was born in bethlehem. There are many other things that the Old Testament said would happen at jesus' birth, and each one happened

the old testament told how jesus would die and raise again. It said that a friend would betray Jesus to the leaders and that they would accuse him falsely All these things happened to Jesus. It also told that jesus would say nothing in his own defense. jesus did not use his power when he was tried. every aspect of Jesus' death was foretold in the old testament

4. Spelling Practice: Choose the Correct Spelling

<> **4a.** Highlight the correct spelling of each **All** word.

- | | |
|--------------|-----------|
| 1. prophet | proffet |
| 2. orphen | orphan |
| 3. phase | fase |
| 4. graph | graff |
| 5. foto | photo |
| 6. graphite | graffite |
| 7. fantom | phantom |
| 8. telephone | telaphone |
| 9. physecs | physics |

Teacher Tip: Technically, both subordinate clauses and complete sentences are called clauses. To avoid confusion for young students, we will call independent clauses *sentences* or *complete sentences*. We will call subordinate clauses *clauses* or *dependent clauses*.

Suffixes

A suffix is a group of letters that is added to the end of a word.

Suffixes can change the type of word but they do not change the meaning of the root word.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|-----------------|-------------|
| 10. knowledge | knowledje |
| 11. telagraphic | telegraphic |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|----------------|------------|
| 12. biography | biogriphy |
| 13. philosaphy | philosophy |

Further Study: Write or copy a paragraph without dotting any of your "i's" or crossing any of your "t's." Do you see how important these "little" marks are to writing?

<> **4d.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Overview of Essay Writing With Scripture

You will be writing an essay over the next two weeks . An essay is different than a report in that it is more subjective. This means that it is often more opinion (namely yours) than it is simply a factual retelling of information (like in an informative or biographical report). You may have facts in an essay (and you may even have to research some), but the facts will be there to support your opinion--not just to inform about a factual topic, person, or event.

You will write this essay in the first person. This means that you will tell what the verse means to you. You will do this by writing in the first person. That is, you will use the words I, me, we, etc.

I. TOPIC OF ESSAY: You will be writing an essay about one, two, or three verses (or portions) of the **Sermon on the Mount**. You may choose from either of the translations of Matthew 5 given in the large text box or you may choose a different translation altogether. You may choose one of the verses to focus on.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT:

- A. **Basic** students will write **1 paragraph** for the body.
- B. **Extension** students will write **2 paragraphs** for the body.
- C. **Further Extension** students will write **3 paragraphs** for the body.

III. SENTENCES PER PARAGRAPH:

- A. **Basic** students will write **4-6 sentences per paragraph**.
- B. **Extensions** students will write **5-8 sentences per paragraph**.

IV. OPENING PARAGRAPH:

ALL students will write an opening paragraph.

V. CLOSING PARAGRAPH:

NO students will write a closing paragraph.

VI. SOURCES:

ALL students will use as many sources as needed to find quotes for your essay.

VII. QUOTATIONS IN YOUR REPORT:

- A. **Basic** students will include **1 direct quotation from the Bible**. You will include the quotation from the beginning of your outlining as it will be important to developing your essay.
- B. **Extension** students will include **2 direct quotations from the Bible**. You will include these quotations from the beginning of your outlining as they will be important to developing your essay. In this essay, your quotes will be Bible verses, unless you also decide to include a quote in your opening of a famous person, etc. Then you will have quotes from two different sources.
- C. **Further Extension** students will include **3 direct quotations from the Bible**. You will include these quotations from the beginning of your outlining as they will be important to developing your essay. In this essay, your quotes will be Bible verses, unless you also decide to include a quote in your opening of a famous person, etc. Then you will have quotes from two different sources.

VIII. SOURCE CITATION WITHIN YOUR ESSAY:

All students will cite sources (tell from whom or from where you got the information) within your text for the Bible verse(s).

5. Choose Your Topic: Choose Your Verse and Develop Ideas/Brainstorm

If you have written research-based reports, you are probably getting adept at organizing information to write. In order to write an essay, you must also have organized information. However, essays are different than research-based reports in that you must first develop a point of view or opinion. In other words, you must take the topic assigned to you and decide what your view is and what you want to say about it. In this essay, you will choose verses from Matthew 5 (one verse per paragraph) and write the verse in your paragraph, then explain what it means to you, how to apply it, what you thought Jesus meant, etc.

<> **5a.** Start with the topic assigned to you, and complete the following steps to choose the verse you will use.

- (1) On the line(s) provided below, write the verses you have chosen from the list of possibilities given in the large text boxes.
- (2) On the lines beneath that line, brainstorm about how you feel about that or ideas that come to mind about that verse. You may want to ask yourself some questions and write your answer(s) on the brainstorming lines. For example:
 - a. **What does blessed mean?**
 - b. **If your verse has an “if/then” scenario** (Blessed are the pure in heart, for they will see God), **what should you do so the blessing takesplace?**
 - c. **Is the verse literal**--does it mean just what it says (i.e. the merciful will receive mercy)?
 - d. **Is the verse a kind of “parable” or comparison to something** (a light under a bowl?)
 - e. **Who is speaking?** (Jesus, of course!)
 - f. **When should you do what the verse says?**
 - g. **What should you do as a result of this verse?**
- (3) When you are finished brainstorming, read through your ideas and choose any ideas about that verse that you think you want to include in your essay.
- (4) Highlight these ideas. (**Extension:** Do this for both of your verses; **Further Extension:** Do this for all three verses.)
- (5) **Important:** Flip over and read the sample notes and paragraph provided in 7. Study Skills/Prewriting: Create an Outline for Essay.

Note: Returning, or older, CQLA students should choose longer verses rather than shorter ones.

All

First Verse I chose: _____

Optional Penmanship Practice

Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap.

Galatians 6:7

Further Study: Read Exodus 20:1-17 and discuss how each commandment is designed to help us love God with all our heart, soul, mind, and strength.

Teacher Tip: When you read the clauses and sentences in this week's lesson with your student, emphasize the end of the clauses. They leave you "hanging" as though something is missing. This will help him to see that a dependent clause is not a complete sentence.

Subordinate Clause

A subordinate clause is a group of words that:

1. Cannot stand by itself.
2. Usually has a subject and a verb.
3. Has a word at the beginning of it that makes it sound incomplete without more words (the rest of the sentence) with it.
4. Is also called a dependent clause.

Ideas

Extensions

Second Verse I chose: _____

Ideas

Further Extension

Third Verse I chose: _____

Character Focus: God's Word often helps and comforts us in trouble.

Sentence
A sentence is a group of words that:
1. Stands by itself.
2. Makes sense.
3. Has a subject and a verb.
4. Is also called an independent clause.

Further Study: Read Matthew 6:19-21 and discuss which things in this life are temporal and which things are eternal. Plan activities that are of eternal significance rather than just temporary pleasure.

Optional Penmanship Practice
Keep thy heart with all diligence; for out of it are the issues of life.
Proverbs 4: 23

Further Study: The Word of God has been compared to a two-edged sword, an anvil, diamond, and more. See if you can come up with more analogies between God's Word and something tangible.

Ideas

<hr/>	<hr/>
<hr/>	<hr/>
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<hr/>	<hr/>
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Matthew 5: New International Version
The Beatitudes
Matthew 5

1Now when he saw the crowds, he went up on a mountainside and sat down. His disciples came to him, 2and he began to teach them saying:
3"Blessed are the poor in spirit,
for theirs is the kingdom of heaven.
4Blessed are those who mourn,
for they will be comforted.
5Blessed are the meek,
for they will inherit the earth.
6Blessed are those who hunger and thirst for righteousness,
for they will be filled.
7Blessed are the merciful,
for they will be shown mercy.
8Blessed are the pure in heart,
for they will see God.
9Blessed are the peacemakers,
for they will be called sons of God.
10Blessed are those who are persecuted because of righteousness,
for theirs is the kingdom of heaven.
11"Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. 12Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.
13"You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men.

Optional Penmanship Practice

Brethren, I write no new commandment unto you, but an old commandment which ye had from the beginning. The old commandment is the word which ye have heard from the beginning.

I John 2: 7

Further Study: Read John 15:1-27 and discover how keeping God's commandments is directly related to abiding in Christ, bearing fruit, being His disciples, and being His friends.

Further Study: Read the story of the rich young ruler in Mark 10. How could he keep so many of the laws, yet still not want to follow Jesus?

14"You are the light of the world. A city on a hill cannot be hidden. 15Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. 16In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.

17"Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfill them. 18I tell you the truth, until heaven and earth disappear, not the smallest letter, not the least stroke of a pen, will by any means disappear from the Law until everything is accomplished. 19Anyone who breaks one of the least of these commandments and teaches others to do the same will be called least in the kingdom of heaven, but whoever practices and teaches these commands will be called great in the kingdom of heaven. 20For I tell you that unless your righteousness surpasses that of the Pharisees and the teachers of the law, you will certainly not enter the kingdom of heaven.

21"You have heard that it was said to the people long ago, 'Do not murder,[a] and anyone who murders will be subject to judgment.' 22But I tell you that anyone who is angry with his brother[b] will be subject to judgment. Again, anyone who says to his brother, 'Raca,[c]' is answerable to the Sanhedrin. But anyone who says, 'You fool!' will be in danger of the fire of hell.

23"Therefore, if you are offering your gift at the altar and there remember that your brother has something against you, 24leave your gift there in front of the altar. First go and be reconciled to your brother; then come and offer your gift.

25"Settle matters quickly with your adversary who is taking you to court. Do it while you are still with him on the way, or he may hand you over to the judge, and the judge may hand you over to the officer, and you may be thrown into prison. 26I tell you the truth, you will not get out until you have paid the last penny.[d]

27"You have heard that it was said, 'Do not commit adultery.'[e] 28But I tell you that anyone who looks at a woman lustfully has already committed adultery with her in his heart. 29If your right eye causes you to sin, gouge it out and throw it away. It is better for you to lose one part of your body than for your whole body to be thrown into hell. 30And if your right hand causes you to sin, cut it off and throw it away. It is better for you to lose one part of your body than for your whole body to go into hell.

31"It has been said, 'Anyone who divorces his wife must give her a certificate of divorce.'[f] 32But I tell you that anyone who divorces his wife, except for marital unfaithfulness, causes her to become an adulteress, and anyone who marries the divorced woman commits adultery.

33"Again, you have heard that it was said to the people long ago, 'Do not break your oath, but keep the oaths you have made to the Lord.' 34But I tell you, Do not swear at all: either by heaven, for it is God's throne; 35or by the earth, for it is his footstool; or by Jerusalem, for it is the city of the Great King. 36And do not swear by your head, for you cannot make even one hair white or black. 37Simply let your 'Yes' be 'Yes,' and your 'No,' 'No'; anything beyond this comes from the evil one.

38"You have heard that it was said, 'Eye for eye, and tooth for tooth.'[g] 39But I tell you, Do not resist an evil person. If someone strikes you on the right cheek, turn to him the other also. 40And if someone wants to sue you and take your tunic, let him have your cloak as well. 41If someone forces you to go one mile, go with him two miles. 42Give to the one who asks you, and do not turn away from the one who wants to borrow from you.

43"You have heard that it was said, 'Love your neighbor[h] and hate your enemy.' 44But I tell you: Love your enemies[i] and pray for those who persecute you, 45that you may be sons of your Father in heaven. He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous. 46If you love those who love you, what reward will you get? Are not even the tax collectors doing that? 47And if you greet only your brothers, what are you doing more than others? Do not even pagans do that? 48Be perfect, therefore, as your heavenly Father is perfect.

Matthew 5: King James Version

The Beatitudes

1And seeing the multitudes, he went up into a mountain: and when he was set, his disciples came unto him:

2And he opened his mouth, and taught them, saying,

3Blessed are the poor in spirit: for theirs is the kingdom of heaven.

4Blessed are they that mourn: for they shall be comforted.

5Blessed are the meek: for they shall inherit the earth.

6Blessed are they which do hunger and thirst after righteousness: for they shall be filled.

7Blessed are the merciful: for they shall obtain mercy.

8Blessed are the pure in heart: for they shall see God.

9Blessed are the peacemakers: for they shall be called the children of God.

10Blessed are they which are persecuted for righteousness' sake: for theirs is the kingdom of heaven.

11Blessed are ye, when men shall revile you, and persecute you, and shall say all manner of evil against you falsely, for my sake.

12Rejoice, and be exceeding glad: for great is your reward in heaven: for so persecuted they the prophets which were before you.

13Ye are the salt of the earth: but if the salt have lost his savour, wherewith shall it be salted? it is thenceforth good for nothing, but to be cast out, and to be trodden under foot of men.

14Ye are the light of the world. A city that is set on an hill cannot be hid.

15Neither do men light a candle, and put it under a bushel, but on a candlestick; and it giveth light unto all that are in the house.

16Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven.

17Think not that I am come to destroy the law, or the prophets: I am not come to destroy, but to fulfil.

18For verily I say unto you, Till heaven and earth pass, one jot or one tittle shall in no wise pass from the law, till all be fulfilled.

19Whosoever therefore shall break one of these least commandments, and shall teach men so, he shall be called the least in the kingdom of heaven: but whosoever shall do and teach them, the same shall be called great in the kingdom of heaven.

20For I say unto you, That except your righteousness shall exceed the righteousness of the scribes and Pharisees, ye shall in no case enter into the kingdom of heaven.

21Ye have heard that it was said of them of old time, Thou shalt not kill; and whosoever shall kill shall be in danger of the judgment:

22But I say unto you, That whosoever is angry with his brother without a cause shall be in danger of the judgment: and whosoever shall say to his brother, Raca, shall be in danger of the council: but whosoever shall say, Thou fool, shall be in danger of hell fire.

23Therefore if thou bring thy gift to the altar, and there rememberest that thy brother hath ought against thee;

24Leave there thy gift before the altar, and go thy way; first be reconciled to thy brother, and then come and offer thy gift.

25Agree with thine adversary quickly, whiles thou art in the way with him; lest at any time the adversary deliver thee to the judge, and the judge deliver thee to the officer, and thou be cast into prison.

26Verily I say unto thee, Thou shalt by no means come out thence, till thou hast paid the uttermost farthing.

27Ye have heard that it was said by them of old time, Thou shalt not commit adultery:

28But I say unto you, That whosoever looketh on a woman to lust after her hath committed adultery with her already in his heart.

29And if thy right eye offend thee, pluck it out, and cast it from thee: for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell.

Optional Penmanship Practice:

My soul melteth for heaviness: strengthen thou me according unto thy word.

Psalms 119: 28

Further Study: Read the book *Vanya* by Myrna Grant. Discuss how faithful he was in the face of severe persecution.

Character Focus: God's Word is always true.

30And if thy right hand offend thee, cut it off, and cast it from thee: for it is profitable for thee that one of thy members should perish, and not that thy whole body should be cast into hell.

31It hath been said, Whosoever shall put away his wife, let him give her a writing of divorce-ment:

32But I say unto you, That whosoever shall put away his wife, saving for the cause of fornication, causeth her to commit adultery: and whosoever shall marry her that is divorced committeth adultery.

33Again, ye have heard that it hath been said by them of old time, Thou shalt not forswear thyself, but shalt perform unto the Lord thine oaths:

34But I say unto you, Swear not at all; neither by heaven; for it is God's throne:

35Nor by the earth; for it is his footstool: neither by Jerusalem; for it is the city of the great King.

36Neither shalt thou swear by thy head, because thou canst not make one hair white or black.

37But let your communication be, Yea, yea; Nay, nay: for whatsoever is more than these cometh of evil.

38Ye have heard that it hath been said, An eye for an eye, and a tooth for a tooth:

39But I say unto you, That ye resist not evil: but whosoever shall smite thee on thy right cheek, turn to him the other also.

40And if any man will sue thee at the law, and take away thy coat, let him have thy cloak also.

41And whosoever shall compel thee to go a mile, go with him twain.

42Give to him that asketh thee, and from him that would borrow of thee turn not thou away.

43Ye have heard that it hath been said, Thou shalt love thy neighbour, and hate thine enemy.

44But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you;

45That ye may be the children of your Father which is in heaven: for he maketh his sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.

46For if ye love them which love you, what reward have ye? do not even the publicans the same?

47And if ye salute your brethren only, what do ye more than others? do not even the publicans so?

48Be ye therefore perfect, even as your Father which is in heaven is perfect.

6. Structural Analysis: Suffixes That Do Not Change the Spelling of Root Words

<> **6a.** In the first paragraph of the passage highlight each word that contains the following endings:

1. ful
2. ly

1. Both of these are suffixes.
2. **A suffix is a group of letters added to the end of a word.**
3. Suffixes are **also called endings**.
4. Suffixes can change the type of word, but they do not change the meaning of the root word.
 - a. **Pride** is a noun.
 - b. **Prideful** is an adjective.
 - c. **Pride** means the same thing in both words.

5. The suffixes in the passage do not change the spelling of the root word.
6. To know when not to change the spelling when adding an ending, use the following guidelines:
- The suffix must begin with a consonant (*ful*, *ness*, *ly*, etc.).
 - The root word must end in a consonant or the vowel *e*.
 - If both of the above rules are followed, you do not need to change the spelling of the root word before adding the suffix.
- (1) live—lively (2) thank—thankful
(3) sick—sickness (4) loud—loudly
7. Other suffixes added to other types of root words have spelling changes to the root word before the suffix is added. You will learn those in CQLA spelling lessons.

<> 6b. On the lines provided, copy the words and add one of the suffixes *ful*, *ly*, or *ness* to them. (Note: The spelling of the root words will not change in this list.)

- | | |
|----------------------|--------------------|
| 1. _____
great | 2. _____
good |
| 3. _____
kind | 4. _____
total |
| 5. _____
soft | 6. _____
firm |
| 7. _____
slow | 8. _____
light |
| 9. _____
color | 10. _____
dark |
| 11. _____
fear | 12. _____
dread |
| 13. _____
quick | 14. _____
law |
| 15. _____
thought | |

Help Box for 6a.

You should have highlighted the following:

- fully
- dreadful

7. Study Skills/Prewriting: Create an Outline for Essay

By now you should have your verses found and your ideas (or views on the verses) in your mind. Now you will create an outline for your essay.

<> 7a. Start with your first verse and outline your essay following the steps provided:

An essay is just like any other type of writing you have done in CQLA in that a paragraph is a unit of thought. You have been assigned an essay based on a verse of Scripture and your explanation of it.

Follow these tips to outline your essay:

- (1) The topic of your entire essay is on the “Topic of Essay” line provided.
- (2) On each paragraph line, write the topic of each one--the verse you chose.
- (3) Then beneath each paragraph line, write thoughts or notes about the verse that you will want to include in that paragraph (ideas you highlighted in Assignment 5 -- Choose Your Verse and Develop Ideas). Remember, a paragraph is a unit of thought, so each paragraph you include in your essay will be about the verse you have chosen to write about.

<> 7b. Continue with your outlining with these thoughts in mind:

- (1) You will take notes sentence by sentence, but **you will have a chance to re-order it later**, so do not be too concerned with getting each sentence in exactly the right order or what to do if you think of information later that should be near the beginning of the paragraph, etc.
- (2) You may write down too much information and omit some of it later when you are writing, if needed, **but do not write down too little information**.
- (3) **Try to keep your points balanced**. In other words, do not put so much information in one paragraph that it will be ten sentences while another only has enough information for four sentences.
- (4) Be sure to stay on topic within each paragraph. Remember, your “Topic of Paragraph” line is there to keep you on subject. Be careful that every thing you plan to write in a paragraph is about that topic. Remember, when you switch topics, you must switch paragraphs!
- (5) You may or may not use all of the sentence lines.
- (6) Remember that you will write your essay in the first person. Be sure to include information in your outline about how the verse applies to you.

<> 7c. Jot down opening paragraph information as you think of it, if desired.

- (1) You **will be** writing an **opening paragraph** later.
 - a. You may use any catchy idea for an opening paragraph. This could be a quote, a song, or just a paragraph introducing your topic.
 - b. Your thesis statement will be in this opening paragraph, so you will add that later too.

- c. You will be outlining and writing your opening paragraph later, but if you think of something you want to put in that opening paragraph while you are outlining the body of your essay, flip over to the opening paragraph outlining section and take notes there now.

(2) You will **not** write a **closing paragraph**.

- a. You will be assigned a closing statement for your entire essay in the Checklist Challenge, just to ensure that you have one.
- b. If you are familiar with writing closing statements, you can plan for it right in the last paragraph of the body of your essay. If not, you may wait until you complete the Checklist Challenge to add it.

Topic of Essay: Thoughts on Verses From Jesus' Sermon on the Mount

Topic of Paragraph A: _____

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

Sentence 5: _____

Sentence 6: _____

Sentence 7: _____

Sentence 8: _____

Extensions Only:

Topic of Paragraph B: _____

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

Sentence 5: _____

Sentence 6: _____

Sentence 7: _____

Sentence 8: _____

Further Extension Only:

Topic of Paragraph C: _____
Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

Sentence 5: _____

Sentence 6: _____

Sentence 7: _____

Sentence 8: _____

Sample Notes

Topic of Essay: Thoughts on Verses From Jesus' Sermon on the Mount

Topic of Paragraph 1: Matthew 5: 9-Peacemakers called children of God

Sentence 1: God wants us to make peace

Sentence 2: calls us children of God

Sentence 3: can make peace with siblings and friends

Sentence 4: can make peace in home

Sentence 5: can be peaceful

Sentence 6: can help others find peace through Jesus

Topic of Paragraph 2: Matthew 5:14--Light of World

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Sentence 4: _____

Sentence 5: _____

Sentence 6: _____

Sample Paragraph

In the Sermon on the Mount, Jesus spoke the words: "Blessed are the peacemakers; for they shall be called the children of God" (Matthew 5:9). This verse indicates that God wants Christians to make peace. He calls peacemakers children of God. I can apply this verse in my life by making peace with my siblings and friends. I can be a peaceful person and help make peace in my family. Ultimately, I want to help others find peace through Jesus Christ.

8. Spelling Practice: Six "S" Spelling Secret

<> **8a.** Take a spelling "pre-test" in your notebook.

- <> **8b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition: Write Rough Draft of Essay

- <> **9a.** Read and study the following information about essays that you will need to consider when you write:

- (1) Even though an essay is more personal than a report (i.e. you tell your opinion), you should still not use the pronoun *I* or *you* unless you are writing a story that you are a part of.
- (2) Rather than saying, I think Jesus wants us to make peace, you will say, God calls us to be peacemakers. Then you will explain what makes you think this or say this, how this can be applied, etc.

- <> **9b.** Follow these steps to write your essay from the notes you have compiled:

- (1) Read the topic of entire essay line to remind yourself of what your essay is about.
- (2) Read the topic of your first paragraph and the sentence notes beneath it.
- (3) Add any notes to this paragraph that you desire--or mark through things you do not want or re-number the sentence lines if you want your information in a different order.
- (4) Write the first paragraph of the body of your essay in your note book or key it on the computer. **Start with your verse** written with quotation marks and punctuated just as the sample shows.
- (5) Be sure to double space (if keying) or write on every other line if writing by hand.
- (6) Continue the steps above for the rest of your essay.

- <> **9b.** Add a thesis statement and closing statement as needed:

You do not have a closing paragraph later, so add a sentence in the last paragraph of your body that closes your essay. **This is called the closing statement and should leave your readers with a satisfied feeling--or a desire to take action (depending on your topic).**

Sample of Verse Punctuation in Essay

In Jesus' Sermon on the Mount, He said, "**B**lessed are they that mourn for they shall be comfortedd" (Matthew 5:4).

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: write, right

<> **10a.** In the first paragraph of the passage highlight the word *write*.

1. The word *write* is a Wacky Word!
2. It is a homophone that has another word that sounds the same but is spelled differently and has a different meaning.
3. The word ***write*** is to form letters or wording
4. The word ***right*** means correct or true.

<> **10b.** Fill in each blank provided with the correct Wacky Word--***write*** or ***right***.

1. Kaylee will _____ a report about Hudson Taylor.
2. Don made the _____ choice.

<> **10c.** On the lines provided, write three sentences using ***write*** and ***right***.

1. _____

2. _____

3. _____

11. Grammar: Subordinate Clauses vs. Sentences

↔ 11a. At the beginning of a sentence in the second paragraph of the passage, highlight the word *Because*.

1. The word *because* is an example of a subordinator.
2. Do you remember the difference between a subordinate clause and a sentence?
 - a. **A sentence is a group of words that follows these rules:**
 - 1) It **stands all by itself**.
 - 2) It **makes sense**.
 - 3) It **has a subject and a verb**.
 - 4) It is **also called an independent clause because it is complete on its own**.
 - b. **A subordinate clause is a group of words that follows these rules:**
 - 1) It is **subordinate to the rest of the sentence and cannot stand all by itself**.
 - 2) It usually **has a subject and a verb**.
 - 3) It **has a word at the beginning of it that makes it sound incomplete without more words** (the rest of the sentence).
 - 4) It is **also called a dependent clause** because it cannot stand by itself—to be complete it is dependent upon the rest of the sentence.
3. A word such as *because*—known as a subordinator—comes at the beginning of some clauses, making each a subordinate clause instead of a sentence.
4. Read the clauses provided first, then read the sentences. Notice how the sentences are just like the clauses but without the subordinators.
 - a. **If** believers are secure in eternal values,
 - b. Believers are secure in eternal values.

 - c. **When** Jesus walked with His disciples on the road to Emmaus,
 - d. Jesus walked with His disciples on the road to Emmaus.

 - e. **Because** God's Word is sure,
 - f. God's Word is sure.
5. Do you see the difference between a subordinate clause and a sentence?
6. One little word (known as a subordinator) makes the difference between a sentence and a subordinate clause.
7. Good writers know when a sentence is complete and when it is not.
8. Good writers do not use subordinate clauses in place of sentences.
9. Good writers can combine a complete sentence with a subordinate clause to make one longer sentence like the following:
 - a. **If believers are secure in eternal values**, they prove the Word of God.
 - b. **When Jesus walked with His disciples on the road to Emmaus**, He explained the prophecies that had referred to Him.
 - c. **Because God's Word is sure**, we can trust that every prophecy in it will be fulfilled.
10. Do you see how subordinate clauses and complete sentences are combined to make one longer sentence?
11. **When you begin sentences with subordinators, always put a comma between the subordinate clause and the complete sentence.**
12. This can easily be remembered by this punctuation rhyme:

**When you start a sentence with a subordinate clause,
Put a comma in where you hear the pause!**

- <> 11b.** (T) Memorize and recite to your teacher the punctuation rhyme for subordinate clause openers.

**When you start a sentence with a subordinate clause,
Put a comma in where you hear the pause!**

- <> 11c.** (T) Memorize and recite to your teacher the following six subordinators, using the subordinator rhyme.

**Since, When, Though
Because, If, Although**

- <> 11d.** Finish the sentences provided by adding complete sentences to the subordinate clauses.

Basic Level: Complete five of the sentences.

Extensions: Complete all ten of the sentences.

Example: Though heaven and earth cease, God's Word will not fail.

1. Because Jesus is Lord, _____

2. Since we must follow Him, _____

3. When what God says _____

4. Although the law is important, _____

5. Though a jot is a very little mark on a letter, _____

6. If we do not obey God, _____

7. Because we should read God's Word, _____

8. While the tittle is a different small mark on a letter, _____

9. Though the jot and tittle are the smallest marks in the Hebrew alphabet,

10. If Jesus knew this was true, _____

<> **11e. Extensions:** In the sentences provided, highlight all of the subordinators--those at the beginning and those throughout them.

1. Before 132 A.D., people noticed that there were warnings in nature that an earthquake might occur.

2. People in China could predict earthquakes by watching what their farm animals did.

3. Their livestock would often run around and stumble when a quake was about to start its groaning.

4. Additionally, the Chinese noticed that their wells had unusual characteristics before an earthquake.

5. When the water supply was dwindling, the people knew the earth might soon do its thing.

6. Even the earth itself would warn the Chinese that the ground might be shaking before long.

7. When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them.

8. He persuaded King Henry VIII to publicly say that the Bibles were not allowed in the country.

9. He helped them to understand the dreadful sin that is deep within in people's hearts.

10. Because He came to die for our sin, we can be God's children.
11. Jesus told everyone that punishment will come to all who do not listen to God.
12. Sometimes thousands of people sat on a hill while He explained truths to them.

12. StudySkills/Prewriting/Composition: Take Notes for an Original Opening Paragraph

- <> 12. Now that you have written the body of your essay, you are ready to write notes for an original opening paragraph. Follow these steps:
- (1) Read the body of your essay aloud to yourself, and consider these options for opening your report.
 - a. **Scripture passage:** Start with Matthew 5:1 & 2 and discuss how Jesus gave the sermon
 - b. **Song:** "Follow Jesus"
 - c. **Story:** Jesus with His disciples
 - d. **Definition:** Definition of sermon or teacher
 - e. **Quote:** What someone famous said about the Sermon on the Mount or Jesus
 - f. **Informative material:** About the hillside landscape of the area where Jesus gave His sermon, etc.
 - g. **Something you want to use to open and close your essay** (a continuing poem, verse, story, etc.)
 - (2) In your notes, plan on what you will include in your thesis statement
 - a. Remember, a thesis statement is a statement that tells the "thesis" of your paper-- what your entire paper is about.
 - b. It should be a sentence or two in length and should introduce your reader to your topic.
 - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
 - d. It should bridge the gap between your catchy opening paragraph and the body of your essay.
 - (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
 - (4) **Note:** Be sure that your opening paragraph is about the Sermon on the Mount, Jesus, applying the Bible to your life, etc. **not about just one of your verses.**

Notes for Opening Paragraph

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

13. Composition: Write an Original Opening Paragraph

<> 13a. Follow these steps for writing your opening paragraph:

- (1) Write an opening sentence at the beginning of your paragraph that tells or introduces the topic of your paragraph.* This is called your “thesis statement.”
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence in the following way:
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include.
 - g. Write this paragraph in your notebook on every other line, before the essay you just wrote.

<> **13b.** Read your opening paragraph aloud. Do you like the way it sounds?

Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. sometimes this helps the flow of your opening paragraph when youa rewriting a story or other information in your opening paragraph that you want to keep all together--then following this with the thesis statement.

14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **14b.** Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

15. Grammar: Think Fast Grammar Quiz

- ↔ 15. Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

16. Spelling: Spelling Test

- ↔ 16a. (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- ↔ 16b. (T) Have your teacher check your Spelling Test.
- ↔ 16c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Dictation: Dictation Quiz

- ↔ 17a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- ↔ 17b. (T) Review your dictation with your teacher.
- ↔ 17c. (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

Optional: Extra Practice

- 1E. In your notebook, write ten *kn* or *ph* words.
- 2E. In your notebook, write seven sentences with words that end in the suffix *ful* or *ly*.
- 3E. In your notebook, copy ten sentences about Jesus fulfilling the law from a Bible handbook.
- 4E. In your notebook, write four Scriptures about Jesus from the Old Testament.
- 5E. Make a minit-book containing your sentences from the Extra Practice assignments.

- 6E. Read a nonfiction book or part of a nonfiction book about the prophecies that Jesus fulfilled.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Subordinators--E's

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions

(FANBOYS)--E's

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs--E's

Two Minutes

Be a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ --- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned

in Rhyme--E's

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Blue 3-A: Week Four

Character Focus: Orderliness

Vocabulary Box

Words that describe **God's Word**--adjective

God's Word is		
holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	sharper
miraculous	unchangeable	God-breathed
affirmative	infallible	bona fide
impeccable	incontestable	incontrovertible
authoritative	irrefutable	

Vocabulary Box

Words that describe **an orderly person**--adjective

An orderly person is		
tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>There are two aspects of laws. The first one is the letter of the law. The second one is the spirit of the law.</p> <p>The word <i>letter</i> literally means "doing what the law says." If John's parents tell him to sit down and he sits down, that is obeying the letter of the law. John was doing exactly what his parents told him to do.</p>
Extensions	<p>The spirit of the law has to do with what a person's heart is like. If John sat down, but was angry inside when he did, he was not following the spirit of the law. The spirit of the law is understanding what God wants and doing it joyfully from the heart.</p>
Further Extension	<p>If Christians follow the spirit of the law, they will follow the letter of the law, too. In other words, if John was not angry inside when he sat down, his heart was following the spirit of the law by being submissive. Of course, he was also following the letter of the law by sitting down as he was told. God gave His law in the Bible, and He wants us to follow the spirit and not just the letter.</p>

Character Focus:
Something has to be tested before it can be proven.

- <> **1a.** Read this week's passage aloud.
- <> **1b.** In the second paragraph of the passage, highlight the word *literally*.
- <> **1c.** On the lines provided, write what you think *literally* means.

<> 1d. Look up this word in the dictionary, and write it on the lines provided. Is your definition close to this one?

Definition of *literally*

<> 1e. From the shaded Vocabulary Box, choose two of the words that describe God's Word, and write them on the lines provided.

1. _____ 2. _____

<> 1f. On the lines provided, use one of these words in a sentence about the spirit of the law.

<> 1e. **Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Optional Penmanship Practice:

If ye keep my commandments, ye shall abide in my love; even as I have kept my Father's commandments, and abide in his love.

John 15: 10

Further Study: Read the Ten Commandments in Exodus. How can keeping those commandments show that we love God?

Optional Penmanship Practice

I the LORD search the heart, I try the reins, even to give every man according to his ways, and according to the fruit of his doings.

Jeremiah 17:10

Soft Sound *th*

thin
thing
through
thought

Hard Sound *th*

the
they
then
than

Optional Penmanship Practice

Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God.

Matthew 4:4

Further Study: God's Word has been compared to the metals of a blacksmith. Read the book *A Day in the Life of a Colonial Blacksmith*, and learn about some of the things we use every day that are made, or once were made, by a blacksmith.

Teacher Tip: The letters *t* and *h* together form what is called a consonant digraph. A consonant digraph is different from a consonant blend in that each sound of the consonant does not continue to make its original sound. The two consonants together form a new sound. The consonant digraph *th* actually makes two different sounds: the hard sound as in *the* and the soft sound as in *thin*. The difference in sounds is very slight and some students are not able to distinguish between the two sounds. Do not be concerned if your student is unable to do so.

Character Focus: Testing verifies permanence.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____

2. _____

3. _____

(9) Write a sentence using this DD word on the lines provided.

<> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: In the Bible, God has given us His law. Prepositional Phrase Opener

<> **1h.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1i.** (T) Review your copy with your teacher, and correct any errors.

<> **1j. Optional:** Make a minit-book containing this week's passage.

Spelling Practice

Use any of the following practice techniques to prepare for this week's Spelling Test:

1. Use the Spelling Practice Worksheet in the Appendix of the *Teacher's Guide* to copy your difficult words over and over.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every other letter. Try to fill in the missing letters.
4. Have your teacher write your words on paper or on the Spelling Practice Worksheet provided in the Appendix of the *Teacher's Guide*, syllabifying each syllable of each word for you (e.g., dil/i/gent). Practice writing them syllable by syllable just like your teacher did.
5. Complete any or all of the Optional Spelling Practice boxes provided as sidebars throughout the weekly lesson.
6. Write your spelling words on notebook paper and highlight each syllable, each prefix, and/or each suffix with a different color highlighter.
7. Write each of your words on a different sticky note in bold marker. Write each word beneath the bold word once a day (or more as needed) until the sticky note is full and/or you have mastered the word.
8. Record your words under the correct columns of the *Spelling Notebook*.
9. Spell your words outloud, visualizing each syllable as you spell.
10. Type your words on the computer in large, bold font.
11. Write your words on graph paper, one letter per box, each day.
12. Make yourself fill-in-the-blank practice sheets with the most difficult parts of your words omitted for you to fill in.

Optional Penmanship Practice

For verily I say unto you,
untill heaven and earth
pass, one jot or one tittle
shall in no wise pass from
the law, till all be fulfilled.

Matthew 5: 18

Optional Penmanship Practice

If ye keep my command-
ments, ye shall abide in my
love.

John 15:10

2. Spelling/Structural Analysis: Soft and Hard *th*

Examples: thin, the

<> **2a.** In the first copy box of the passage, highlight the words that contain the *th* digraph. (Highlight each word only the first time it appears.)

1. **Th makes two sounds.**
2. The soft sound of *th* is found in words such as the following:
 - a. **thin**
 - b. **thing**
3. The hard sound of *th* is found in words such as the following:
 - a. **the**
 - b. **than**

<> **2b.** On the lines provided, copy the spelling words at the level directed by your teacher.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.

Optional Penmanship Practice

The second is like unto it,
thou shalt love thy
neighbor as thyself.

Matthew 22: 39

Character Focus:
Whenever a human
writes a book, it has
some mistakes in it, but
the Bible was written by
God, so it has no
mistakes.

Teacher Tip: Try to encourage your Level A student to come up with creative openings for his reports. Have him read the body of his report and think of an opening that ties into the body and captures the reader's attention.

- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to pages 20 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Help Box for 2a.

You should have highlighted the following words:

- | | | |
|----------|--------|---------|
| 1. There | 2. The | 3. that |
|----------|--------|---------|

Character Focus: Some people say that you should not ask questions about the Bible, but the Bible is true, so it can stand up under questioning.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. wrath*	wrath			
2. theatre	the-a-tre			
3. panther	pan-ther			
4. thatch	thatch			
5. though	though			
6. thoughtful	thought-ful			
7. through*	through			
8. either*	ei-ther			
9. Thursday	Thurs-day			
10. athlete*	ath-lete			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. thorough*	thor-ough			
12. anthem	an-them			
Further Extension				
13. theology	the-o-lo-gy			
14. theatrical	the-at-ri-cal			
15. athletic*	ath-let-ic			
16. bothersome	both-er-some			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Action Verbs and Homophones

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight the action verbs.

Basic Level: Highlight six verbs.

Extension: Highlight seven verbs.

Further Extension: Highlight eight verbs.

Further Study: Obtain a list of persecuted believers who you can write to or pray for from Voice of the Martyrs, PO Box 443, Bartlesville, OK, 74005.

Further Study: Memorize Isaiah 40:8 about the permanence of God's Word.

fossils is parts of dead animals that have been turned into stone. because they are stone, they last a long time. Sometimes trees and other plants can be fossils, to. Fossils tells us a lot about the past. we know there were dinosaurs because scientists have found there fossils. fossils also bring up many questions. they do not tell us everything. To fill in the blanks, many people just guess

one question is, how were fossils made? no one has ever seen a fossil being made. Some people think it took millions of years to make fossils This does not make sense because there are fossils of things that would have decayed over millions of years Also the bible tells us that the earth are not that old

some people think that fossils only take a short time to make These people think that most of the fossils came from noah's flood in the bible. This would have been a time when many things died all at the same time

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. wrath

rath

2. theatre

theater

3. panthur

panther

4. thatch	thach
5. tho	though
6. thooghtful	thoughtful
7. throogh	through
8. either	eather
9. Thursday	Thersday
10. athleat	athlete

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

11. thorough	thorogh
12. antham	anthem

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

13. theology	theology
14. theatrecal	theatrical
15. athletic	athletec
16. botharsome	bothersome

↔ **4d.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

5. Composition and Editing: Edit and Revise Using the Checklist Challenge

↔ **12.** Use the Checklist Challenge located after this week's lesson to edit your report.
(1) Complete each revision for each paragraph, as indicated.

- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the CQLA Teacher's Guide.

Further Study: Negative words negate (or do away with) the positive. List twenty words that begin with a negative prefix, such as *non*, *im*, *dis*, etc. and negate the root word.

6. Grammar: Proper Nouns

1. Do you remember what a noun is?
 2. A **noun** is any of the following:
 - a. **person** b. **place**
 - c. **thing** d. **idea**
 3. It tells who or what does the action.
 4. There is a special set of nouns that begin with capital letters; these are called **proper nouns**.
- <> 6a.** In the passage, find and highlight the nouns that begin with a capital letter, and are not at the beginning of a sentence.
1. All of the capitalized nouns are capitalized because they are proper nouns (except for I, which is always capitalized).
 2. **Proper nouns are always capitalized.**
 3. When you think of the difference between a regular noun (also called a common noun) and a proper noun, **just remember you capitalize the proper one!**
 4. **A proper noun is the proper name of people, places, and things.**
 - a. It is a **person's specific name**, such as: The boy, **Joe**, went to the store.
 - 1) Capitalize *Joe* because it is his name.
 - 2) Do not capitalize *boy* because it is not someone's name.
 - b. It is a **specific name of God**, such as: **Jesus** is the **Great Healer**.
 - 1) Capitalize *Jesus* because it is a name for God.
 - 2) Capitalize *Great Healer* because it is a name for God.
 - c. It is a **specific name of a book**, such as: The **Bible** is **God's Word**.
 - 1) Capitalize *Bible* because it is the title.
 - 2) Capitalize *Word* because it refers to the Bible.
 - d. It is a **specific name of an organization**, such as: **Congress** makes our laws.
 - 1) Capitalize *Congress* because it is a specific organization.
 - 2) Capitalize the official name of any organization.

If a proper noun is more than one word, follow these rules:

- (1) Capitalize the first word and last word of it, regardless of the number of letters in them:
The Well-Trained Heart
- (2) Capitalize any words with it that are four letters or longer:
The Sound of Music

Optional Penmanship Practice

He that hath my commandments, and keepeth them it is he that loveth me: and he that loveth me shall be loved of my Father, and I will love him, and will manifest myself to him.

John 14: 21

(3) Capitalize words that are three letters or less if they are important to the title:

Let It Begin With Me

(4) Do not capitalize prepositions, pronouns, or articles within a proper noun if the preposition, article, or pronoun (except the word I) is three letters or less:

"Everything I Need **to** Know I Learned From Debate"

↔ **6b.** In the sentences provided, highlight the proper nouns that should be capitalized, and capitalize them.

1. christians believe in the bible.

2. The bible is god's word.

3. god told the writers what to write.

4. The bible is not some man's word.

5. william tyndale translated the bible.

6. tyndale did not write the bible.

7. He just took the words and put them into english.

8. The british and foreign bible society translated the bible too.

9. They translated god's word into other languages.

10. Only god wrote the bible.

↔ **6c. Extensions:** For each of the categories of proper nouns listed below, write two words. Be sure you capitalize the first letter of the words within a two word (or more) proper noun according to this lesson's rules.

movie	_____	_____
book	_____	_____
song	_____	_____
company	_____	_____
ship name	_____	_____

body of water _____

country _____

city _____

state _____

Help Box for 6a.

You should have highlighted the following words:

- | | | |
|-----------|---------------|---------|
| 1. John's | 2. John | 3. John |
| 4. God | 5. Christians | 6. John |
| 7. God | 8. Bible | |

7. Grammar: Commonly Confused Words

<> **7a.** In the passage, highlight the word *are* one time only.

1. This word is part of a family of commonly confused words.
2. They are not homophones because they are not **said** the same. Sometimes it is confusing to know which word to use.
3. A few commonly confused words include the following:

a. then and than	b. are and our
c. except/ accept	d. later/ latter
4. Then/than
 - a. **Then shows what comes next.**
Examples:
 - 1) **Then** we will go to church.
 - 2) We went to his house, and **then** we went home.
 - b. **Than is a comparison of two things.**
Examples:
 - 1) He is taller **than** you.
 - 2) God is greater **than** anything.
 - c. It might help you to remember the difference between these two words **if you think of then like the word next. Both mean the same thing and both have an e in them.**
5. are/our
 - a. **Our is a pronoun that owns something.**
Examples:
 - 1) **Our** job is to be a light to the world.
 - 2) **Our** light is God in us.
 - b. **Are is a Be a Helper, Link verb.**
Examples:

- 1) The Scriptures **are** light.
- 2) The Dead Sea Scrolls **are** very important.
- c. The easiest way to know the difference between these two words is to look at the word following the word in question. If the word following belongs to it, you should use the pronoun *our*.
6. except/accept
 - a. *Except* preposition that means **without**.
 - b. *Accept* is a verb that means to something given to **you**.
7. later/ latter
 - a. *Later* is a describer that means after sometime has **passed**.
 - b. *Latter* is a word that means the last item in a series of **two**.

<> **7b.** In each of the sentences provided, highlight the correct word.

Example: God blesses us **when** /win we honor His principles.

1. Then/than the eagle must choose to fly.
2. When the eagle takes the updrafts, it can go higher then/than other birds.
3. The other birds our/are not equipped to fly that high.
4. Are/Our Christian walk should be like the eagle's flight.
5. We must be higher than/then the world.
6. She was about to except/ accept the gift.
7. He arrived later/ latter than the others.
8. Do you want the former one (first one) or the later/ latter one.
9. Everyone was there except/ accept him.
10. Do you like the blue one better then/ than the red one?

<> **7c. Further Extension:** On the lines provided, write sentences containing other confusing words listed.

1. lose _____

2. loose _____

3. breath

4. breathe

5. past

6. passed

8. Spelling Practice: Six “S” Spelling Secret

<> **8a.** Take a spelling "pre-test" in your notebook.

<> **8b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Spelling Practice: Write That Word!

<> **9a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____

2. _____

<> **9b.** Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **9c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____

3. _____ 4. _____

10. Grammar: Think Fast Grammar Quiz

<> **10.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

11. Spelling: Spelling Test

<> **11a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **11b.** (T) Have your teacher check your Spelling Test.

<> **11c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

- <> **12a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **12b.** (T) Review your dictation with your teacher.
- <> **12c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Composition: Final Copy Original Informative Essay

- <> **13a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **13b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?
- <> **13c.** Optional: Make a minit-book containing your essay.

Optional: Extra Practice

- 1E. In your notebook, write ten *th* words.
- 2E. In your notebook, write seven sentences with proper nouns.
- 3E. In your notebook, copy ten sentences about the Old Testament from a character book.
- 4E. In your notebook, write four Scriptures about the letter or the spirit of the law.
- 5E. Make a minit-book containing your sentences from the Extra Practice assignments.
- 6E. Read a story about a child who did not follow the law—either the letter or the spirit of the law—and the consequences that came as a result.
- 7E. Write a report on the story you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher

Checklist Challenge Blue 3-A: Weeks Three & Four

Character Focus: Orderliness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

To Be Completed During Week Four

☐ All ☐ All ☐ E's ☐ FE

Read your story to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will "hear" errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All

Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph--**OCCTI**:

- Opening sentence
- Closing sentence
- Content is all the same
- Three or more sentences
- Indented

☐ All ☐ All ☐ E's ☐ FE

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ E's ☐ FE

Change one of the **"boring" verbs** in each paragraph to a **"strong" verb**. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive

look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All E's FE

Add an **adverb** (/y word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where*, *when*, *how*, or *to what extent*.**

All All E's FE

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 **An adjective is a describer that describes a noun or pronoun. It tells *whose*, *which one*, *how many*, or *what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All E's FE

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Preach It!**
- Something bold: **Sit!**
- A song title or line: **"Blessed Be the Name"**
- A Scripture: **And When He was Set Down**
- Something biblical: **"Up Into the Mountain"**
- Something Informative: **Living for Jesus**

- Something about character: **Orderly**
- Other: **Blessed**

🔑 **Center your title at the top of the first page of your essay. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**

All

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

🔑 **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

E's

Add one **SSS5 x 3** (Three Super Short Sentences of five words or fewer) in **a row** for emphasis. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They are subtle. They are sneaky. They are predators!
- They set traps. They devise snares. They are sneaky.

All

All

E's

FE

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All

All

All

FE

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

🔑 **Do not change insignificant words such as *was*, *it*, *and*, etc.**

All All E's FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **A word you have never used in writing might be one you use in speaking but not in your essays. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

🔑 **Interjections include words from the following rhyme:**

**My, well, oh
Wow, yes, no**

E's

Start one or more of your sentences with an **adverb** (*ly* word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

🔑 **The comma may be directly after the adverb or shortly after it, depending on where you "hear" it.**

E's

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

🔑 **Subordinators are words that come at the beginning of subordinate clause openers. They include words in this rhyme (plus many more):**

**Since, when, though
Because, if, although**

FE

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

🔑 Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)

All

All

E's

FE

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, **W** _____, **O** _____,
W _____, **Y** _____, **N** _____,

Subordinators--E's

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)--E's

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs--E's

Two Minutes

Be a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ --- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

--- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned in Rhyme--E's

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Teacher's Helps

Blue 3-A:

Character Focus: Orderliness

Lesson Plans and Answer Keys

Lesson Plans

Blue 3-A: Week One

For a Five-Day Week

Character Focus: Orderliness

Day One

Vocabulary Box
*Words that describe God's Word--
adjectives*
God's Word is...

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	
miraculous	unchangeable	sharper
affirmative	infallible	God-breathed
impeccable	incontestable	bona-fide
authoritative	irrefutable	incontrovertable

Vocabulary Box
*Word that describe an orderly person--
adjectives*
An orderly person is...

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary
All

Before 132 A.D., people noticed that there were warnings in nature that an earthquake might occur. The Chinese are thought to have been the first to experience these phenomena. These signs were displayed by livestock, wells, and even the ground.

Yes, people in China could predict earthquakes by watching the behavior of their farm animals. Their livestock would often run around and stumble when a quake was about to start its groaning. Goats and sheep are especially sensitive to the earth's rumblings. They can actually sense an earthquake three or four minutes before its onset.

Extensions

Additionally, the Chinese noticed that their wells had unusual characteristics before an earthquake. A well would contain less water than it previously had if a tremor might be "visiting." When the water supply was dwindling, the people knew the land might soon do its dance.

Further Extensions

Even the earth itself would warn the villagers that the ground might be shaking before long. Sometimes the people would spot new hills in the land. Out of no where, fresh mounds would pop up. When this happened, the Chinese ascertained that a quake was on the horizon.

2. Spelling/Structural Analysis: Numbers
Examples: two, twenty, one hundred
All

1. twenty-six	2. thirteen	3. seven
4. ninety	5. hundred	6. eight
7. thirty-three	8. sixty-nine	

Extension

9. forty-eight	10. eight thousand
----------------	--------------------

Further Extension

11. five hundred, sixty-three	12. forty million (not fourty)
-------------------------------	--------------------------------

(as needed for check writing)

3. Editor Duty: Correct Given Paragraph(s)
Pronouns

Day Two

4. Spelling Practice: Choose the Correct Spelling
5. Study Skills/Prewriting: Key Word Outline
 Paragraph One of Body
Extensions--- Paragraph One of Body: 3 Sentences
All--- Paragraph Two of Body: 4 Sentences
All--- Paragraph Three of Body: 3 Sentences
All--- Paragraph Four of Body: 4 Sentences

6. Write On: Personification
7. Grammar: Dates, Numbers, and Places Within Text

Day Three

8. Spelling Practice: Six "S" Spelling Secret
9. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline
10. Vocabulary/Structural Analysis: Wacky Words
 Homophones: were, we're
11. Grammar: Interjection Sentence Openers

Day Four

12. Composition and Editing: Edit and Revise Using the Checklist Challenge
13. Spelling Practice: Write That Word!
14. Grammar: Think Fast Quiz

Day Five

15. Spelling: Spelling Test
16. Dictation: Dictation Quiz
17. Composition: Final Copy Informative Report From Given Materials
Optional: Extra Practice

Lesson Plans

Blue 3-A: Week One

For a Four-Day Week

Character Focus: Orderliness

Day One

Vocabulary Box
Words that describe God's Word--
adjectives
God's Word is...

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	
miraculous	unchangeable	sharper
affirmative	infallible	God-breathed
impeccable	incontestable	bona-fide
authoritative	irrefutable	incontrovertable

Vocabulary Box
Word that describe an orderly person--
adjectives
An orderly person is...

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary
All

Before 132 A.D., people noticed that there were warnings in nature that an earthquake might occur. The Chinese are thought to have been the first to experience these phenomena. These signs were displayed by livestock, wells, and even the ground.

Yes, people in China could predict earthquakes by watching the behavior of their farm animals. Their livestock would often run around and stumble when a quake was about to start its groaning. Goats and sheep are especially sensitive to the earth's rumblings. They can actually sense an earthquake three or four minutes before its onset.

Extensions

Additionally, the Chinese noticed that their wells had unusual characteristics before an earthquake. A well would contain less water than it previously had if a tremor might be "visiting." When the water supply was dwindling, the people knew the land might soon do its dance.

Further Extensions

Even the earth itself would warn the villagers that the ground might be shaking before long. Sometimes the people would spot new hills in the land. Out of no where, fresh mounds would pop up. When this happened, the Chinese ascertained that a quake was on the horizon.

2. Spelling/Structural Analysis: Numbers
Examples: two, twenty, one hundred
All

1. twenty-six	2. thirteen	3. seven
4. ninety	5. hundred	6. eight
7. thirty-three	8. sixty-three	

Extension

9. forty-eight	10. eight thousand
----------------	--------------------

Further Extension

11. five hundred, sixty-three	12. forty million (not forty)
-------------------------------	-------------------------------

(as needed for check writing)

3. Editor Duty: Correct Given Paragraph(s)
Pronouns

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

Paragraph One of Body

Extensions--- Paragraph One of Body: 3 Sentences

All--- Paragraph Two of Body: 4 Sentences

All--- Paragraph Three of Body: 3 Sentences

All--- Paragraph Four of Body: 4 Sentences

Day Two

6. Write On: Personification

7. Grammar: Dates, Numbers, and Places Within Text

8. Spelling Practice: Six "S" Spelling Secret

9. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: were, we're

11. Grammar: Interjection Sentence Openers

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

Day Four

14. Grammar: Think Fast Quiz

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Report From Given Materials

Optional: Extra Practice

Answer Keys Blue 3-A: Week One

3. Editor Duty: Correct Given Paragraph(s)

Pronouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the pronouns.

Basic Level: Highlight six pronouns.

Extension: Highlight eight pronouns.

Further Extension: Highlight nine pronouns.

Teacher Tip: Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

God gave us the law. The law is God's way to tell us what we should and should not do. Many people try to make the law seem hard to follow, but God makes it simple. He said all the other laws are based on two crucial laws.

The first one is the great commandment. It says to love God with all of your heart, soul, mind, and strength. If we love God, we will follow His law. When you love someone, you want to make him happy. God is pleased when we do what He says.

The other important law is to love your neighbor as yourself. God says everyone is our neighbor. When we love people, we will not do things to hurt them. We will not steal from them or kill them. These are two laws that we will follow if we love our neighbor. If we truly love our neighbor and truly love the Lord, we will keep the whole law. (Capitalizing law when referring to God's law is optional.)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each All word.

- | | |
|---------------|-------------|
| 1. twenty-six | twentee-six |
| 2. thirteen | thurteen |
| 3. sevan | seven |
| 4. ninety | ninety |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|-----------------|--------------|
| 5. hundrad | hundred |
| 6. eight | eaght |
| 7. thurty-three | thirty-three |
| 8. sixtty-nine | sixty-nine |

<> 4b. Highlight the correct spelling of each **Extension** word.

- | | |
|--------------------|----------------|
| 9. forty-eight | foorty-eight |
| 10. eight thoosand | eight thousand |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|-------------------------------|---------------------------|
| 11. five hundred, sixty-three | five hundrad, sixty-three |
| 12. forty-millium | forty-million |

7. Grammar: Dates, Numbers, and Places Within Text

<> 7b. In the sentences provided, highlight the dates with one color and the punctuation around the dates with another color.

Example: On **July 3, 2004**, the little boy turned six years old.

1. On **February 23, 303 A.D.**, Rome released their full wrath on the Christians.
2. The Edict of Milan was signed in **313 A.D.**
3. From **500 A.D. to 900 A.D.**, scholars copied Scripture.
4. The Rosetta Stone was found by the French Army in **1799.**
5. In **1382**, someone said that every other person on the road was a Lollard.
6. In the spring of **1382**, people met to discredit John Wycliffe.
7. John Wycliffe died in **1384.**
8. In **1415**, the church leaders burned Wycliffe's body.
9. The printing press was invented in **1453.**
10. In **1524**, William Tyndale left England, never to return.

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: were, we're

<> **10b.** Fill in each blank provided with the correct Wacky Word--**were** or **we're**.

1. We were pleased with her response.

2. We're going to her violin recital.

Lesson Plans

Blue 3-A: Week Two

For a Five-Day Week

Character Focus: Orderliness

Day One

Vocabulary Box
*Words that describe God's Word--
adjectives*
God's Word is...

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	
miraculous	unchangeable	sharper
affirmative	infallible	God-breathed
impeccable	incontestable	bona-fide
authoritative	irrefutable	incontrovertable

Vocabulary Box
*Word that describe an orderly person--
adjectives*
An orderly person is...

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

All

When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them. The Bishop persuaded King Henry VIII to publicly declare that the Holy Books were not allowed in the country. This edict did not matter to the people who needed them, so Tyndale kept the Bibles coming.

Extensions

Then the Bishop of London started burning all the Bibles he could locate. He confiscated all of them and torched them. The books continued being printed, and the people still purchased them. The Bishop couldn't stop God's Word!

Further Extension

The Bishop could not get rid of enough Bibles the way he was doing it, so he started having people purchase the Bibles for him. They bought them from William Tyndale's friends. Tyndale's friends gave the money back to the Bible-replicating business. And more Scriptures were reproduced. The Bishop was giving Tyndale all the money he needed to print and ship God's Word!

2. Spelling/Structural Analysis: Letter a Says Short o Sound
All

1. exalt	2. awful	3. yawn
4. malt	5. salty	6. chalk
7. smallest	8. naughty	9. author
10. although		

Extensions--ah sound unemphasized

11. annual	12. canal	13. loyal
14. herald		

Further Extension--ah sound unemphasized

15. usual	16. general	
-----------	-------------	--

3. Editor Duty: Correct Given Paragraph(s)
Proper Nouns

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline
All-- Paragraph One of Body: 3 Sentences
All-- Paragraph Two of Body: 3 Sentences
All-- Paragraph Three of Body: 5 Sentences

6. Write On: Avoiding Redundancy

Day Three

7. Grammar: Capitalization Rules

8. Spelling Practice: Six "S" Spelling Secret

9. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Four

10. Vocabulary/Structural Analysis: Wacky Words
Homophones: to, too, two

11. Composition and Editing: Edit and Revise Using the Checklist Challenge

12. Spelling Practice: Write That Word

Day Five

13. Grammar: Think Fast Quiz

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

16. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Lesson Plans

Blue 3-A: Week Two

For a Four-Day Week
Character Focus: Orderliness

Day One

Vocabulary Box

*Words that describe God's Word--
adjectives*

God's Word is...

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	sharper
miraculous	unchangeable	God-breathed
affirmative	infallible	bona-fide
impeccable	incontestable	irrefutable
authoritative	incontrovertible	

Vocabulary Box

*Word that describe an orderly person--
adjectives*

An orderly person is...

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

All

When William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them. The Bishop persuaded King Henry VIII to publicly declare that the Holy Books were not allowed in the country. This edict did not matter to the people who needed them, so Tyndale kept the Bibles coming.

Extensions

Then the Bishop of London started burning all the Bibles he could locate. He confiscated all of them and torched them. The books continued being printed, and the people still purchased them. The Bishop couldn't stop God's Word!

Further Extension

The Bishop could not get rid of enough Bibles the way he was doing it, so he started having people purchase the Bibles for him. They bought them from William Tyndale's friends. Tyndale's friends gave the money back to the Bible-replicating business. And more Scriptures were reproduced. The Bishop was giving Tyndale all the money he needed to print and ship God's Word!

2. Spelling/Structural Analysis: Letter a Says Short o Sound

All

- | | | |
|--------------|------------|-----------|
| 1. exalt | 2. awful | 3. yawn |
| 4. malt | 5. salty | 6. chalk |
| 7. smallest | 8. naughty | 9. author |
| 10. although | | |

Extensions--ah sound unemphasized

- | | | |
|------------|-----------|-----------|
| 11. annual | 12. canal | 13. loyal |
| 14. herald | | |

Further Extension--ah sound unemphasized

- | | |
|-----------|-------------|
| 15. usual | 16. general |
|-----------|-------------|

3. Editor Duty: Correct Given Paragraph(s) Proper Nouns

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 3 Sentences

All--- Paragraph Two of Body: 3 Sentences

All--- Paragraph Three of Body: 5 Sentences

6. Write On: Avoiding Redundancy

Day Two

7. Grammar: Capitalization Rules

8. Spelling Practice: Six "S" Spelling Secret

9. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

11. Composition and Editing: Edit and Revise Using the Checklist Challenge

12. Spelling Practice: Write That Word

Day Four

13. Grammar: Think Fast Quiz

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

16. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Answer Keys Blue 3-A: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Proper Nouns

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the paragraphs, highlight the proper nouns and capitalize them, if needed.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Teacher Tip: Some capitalization protocols (especially when writing religious words) are subjective and based on each writer's "Style Guide." The words in these week's Editor Duty's fall in that category. Tell your student that once a word is capitalized one time in a writing, it should continue to be capitalized throughout that writing. Thus, your student should capitalize the following words (as they are the first time they are written here: Word, Dead Sea Scrolls, Dead Sea Valley, and Old Testament.

Many people have tried to say that the Bible is not true. They say that people have changed it over the years. The Bible is one of the oldest books in the world. It has been translated into hundreds of languages. Thousands of people have helped to translate it. Doubters say that some must have changed it, but God said that not one part of His Word would ever pass away.

There are some very old copies of the Bible. One old copy is called the Dead Sea Scrolls. The Dead Sea Scrolls were found in the Dead Sea Valley. They have parts of all the books of the Old Testament except Esther. Many other old documents have proven that the Bible has not changed in thousands of years.

Some people have tried to say that things in the Bible are not true. For a long time, the only old book that talked about the Hittites or the Assyrians was the Bible. People would say the writers made them up. Since then, people have found other writings that talk about the power of these two peoples. Scientists have also found some of their cities. The cities are just like the Bible said they were. The Bible is right, no matter what people say.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- | | |
|----------------|----------|
| 1. exalt | exult |
| 2. awfull | awful |
| 3. yawn | yahn |
| 4. malt | mahlt |
| 5. sahlty | salty |
| 6. chalk | cholk |
| 7. smallast | smallest |
| 8. nawghty | naughty |
| 9. author | awthor |
| 10. all though | although |

<> **4b.** Highlight the correct spelling of each **Extension** word.

- | | |
|------------|--------|
| 11. annual | annuel |
| 12. canel | canal |
| 13. loyal | loyul |
| 14. herald | heruld |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|-------------|---------|
| 15. usuol | usual |
| 16. general | generel |

6. Write On: Avoiding Redundancy

<> **6b.** For the sentences provided, choose a different word than the one that is highlighted that could be substituted in that sentence and still make sense. Be sure you change any other words that need changed to help the added word make sense.

No Answer Key Needed. Answers will vary

7. Grammar: Capitalization Rules

<> **7b.** In the paragraph provided, highlight any words that should be capitalized.

Optional: In your notebook, rewrite the paragraph provided, correcting all capitalization errors. Highlight the words that you capitalized.

William Tyndale was later caught. **He** was sentenced to die at the stake. **The Bishop** of **London** thought he had won. **Tyndale** was burned at the stake. **His** last words were, "**Lord**, open the eyes of the **King** of **England**." **Only** a few years later, **God** did just that. (Your student may or may not have highlight *Bishop* and *King*. The capitalization of official's titles is subjective from country to country and century to century.)

<> **7c.** In the sentences provided, highlight the words that should be capitalized.

1. On **February 23**, 303 A.D., **Rome** released their full wrath on the Christians.
2. **From** 500 A.D. to 900 A.D. scholars copied **Scripture** .
3. The Rosetta Stone was found by the **French** in 1799.
4. **In** 1382, someone said that every other person on the road was a **Lollard** .
5. **In** the spring of 1382, people met to discredit **John Wycliffe** ..
6. **John Wycliffe** died in 1384.
7. **In** 1415, the church leaders burned **Wycliffe's** body.
8. **The** printing press was invented in 1453.
9. In 1524, **William Tyndale** left **England** , never to return.
10. **Before** 132 A.D. , people noticed that there were warnings in nature that an earth quake might occur.
11. **The Chinese** are thought to have been the first to experience these phenomena.
12. **These** signs were displayed by livestock, wells, and even the ground.
13. **People** in **China** could predict earthquakes by watching what their farm animals did.
14. **Their** livestock would often run around and stumble when a quake was about to start its groaning.
15. **Goats** and sheep are especially sensitive to the earth's rumblings.
16. **They** can actually sense an earthquake three or four minutes before its onset.

<> **7d. Further Extension:** On the lines provided, Write five sentences using any of the proper nouns listed below

No Answer Key Needed. Answers will vary

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

<> 10b. Fill in the blanks provided with the correct Wacky Word--*to, too, or two*.

1. We will all go to the church service.
2. You may each choose two pieces of candy.
3. He would like to play too .

Lesson Plans

Blue 3-A: Week Three

For a Five-Day Week
Character Focus: Orderliness

Day One

Vocabulary Box
Words that describe God's Word--adjectives
God's Word is...

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	
miraculous	unchangeable	sharper
affirmative	infallible	God-breathed
impeccable	incontestable	bona-fide
authoritative	irrefutable	incontrovertable

Vocabulary Box
Word that describe an orderly person--adjectives
An orderly person is...

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

All

Jesus did not teach people how to read and write. He instructed them about something much more significant than that. He introduced them to the most important concept in the world—to know God fully. He enlightened the people about God's love. He helped them to understand the dreadful sin that is deep within their hearts.

Extensions

Because Christ came to die for our sin, we can be God's children. Jesus told everyone that punishment will come to all who do not listen to God. He also told them about the new world God is going to create, without any sin in it at all.

Further Extension

Oh, how the people loved to listen to Jesus! They followed Him wherever He went. Sometimes thousands of people sat on a hill while He explained truths to them. They had heard these precepts before, but they never understood them. His entire life fulfilled the prophecies that the people had been taught for generations.

2. Spelling/Structural Analysis: *Kn and ph Sounds*
Examples: knot, phone

All

1. prophet	2. orphan	3. phase
4. graph	5. photo	6. graphite
7. phantom	8. telephone	9. physics

Extensions

10. knowledge	11. telegraphic
---------------	-----------------

Further Extension

12. biography	13. philosophy
---------------	----------------

3. Editor Duty: Correct Given Paragraph(s)
Capitalization Rules

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Choose Your Topic: Choose Your Verses and Develop Ideas/Brainstorming

6. Structural Analysis: Suffixes That Do Not Change the Spelling of Root Words

Day Three

7. Study Skills/Prewriting: Create an Outline for Essay
All--Paragraph One of Body: 4-8 Sentences
E's--Paragraph Two of Body: 4-8 Sentences
Further Extensions--Paragraph Three of Body: 5-8 Sentences

8. Spelling Practice: Six "S" Spelling Secret

9. Composition: Write Rough Draft of Essay

Day Four

10. Vocabulary/Structural Analysis: Wacky Words
Homophones: write, right

11. Grammar: Subordinate Clauses vs. Sentences

12. Study Skills/Prewriting/Composition: Take Notes for an Original Opening Paragraph

13. Composition: Write an Original Opening Paragraph

Day Five

14. Spelling Practice: Write That Word!

15. Grammar: Think Fast Quiz

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Blue 3-A: Week Three

For a Four-Day Week
Character Focus: Orderliness

Day One

Vocabulary Box

*Words that describe God's Word--
adjectives*

God's Word is...

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	
miraculous	unchangeable	sharper
affirmative	infallible	God-breathed
impeccable	incontestable	bona-fide
authoritative	irrefutable	incontrovertable

Vocabulary Box

*Word that describe an orderly person--
adjectives*

An orderly person is...

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and

Vocabulary

All

Jesus did not teach people how to read and write. He instructed them about something much more significant than that. He introduced them to the most important concept in the world—to know God fully. He enlightened the people about God's love. He helped them to understand the dreadful sin that is deep within their hearts.

Extensions

Because Christ came to die for our sin, we can be God's children. Jesus told everyone that punishment will come to all who do not listen to God. He also told them about the new world God is going to create, without any sin in it at all.

Further Extension

Oh, how the people loved to listen to Jesus! They followed Him wherever He went. Sometimes thousands of people sat on a hill while He explained truths to them. They had heard these precepts before, but they never understood them. His entire life fulfilled the prophecies that the people had been taught for generations.

2. Spelling/Structural Analysis: *Kn* and *ph* Sounds

Examples: knot, phone

All

- | | | |
|------------|--------------|-------------|
| 1. prophet | 2. orphan | 3. phase |
| 4. graph | 5. photo | 6. graphite |
| 7. phantom | 8. telephone | 9. physics |

Extensions

- | | |
|---------------|-----------------|
| 10. knowledge | 11. telegraphic |
|---------------|-----------------|

Further Extension

- | | |
|---------------|----------------|
| 12. biography | 13. philosophy |
|---------------|----------------|

3. Editor Duty: Correct Given Paragraph(s)

Capitalization Rules

4. Spelling Practice: Choose the Correct Spelling

5. Choose Your Topic: Choose Your Verses and Develop Ideas/Brainstorming

Day Two

6. Structural Analysis: Suffixes That Do Not Change the Spelling of Root Words

7. Study Skills/Prewriting: Create an Outline for Essay

All--Paragraph One of Body: 4-8 Sentences

E's--Paragraph Two of Body: 4-8 Sentences

Further Extensions--Paragraph Three of Body: 5-8 Sentences

8. Spelling Practice: Six "S" Spelling Secret

9. Composition: Write Rough Draft of Essay

Day Three

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: write, right

11. Grammar: Subordinate Clauses vs. Sentences

12. Study Skills/Prewriting/Composition: Take Notes for an Original Opening Paragraph

13. Composition: Write an Original Opening Paragraph

14. Spelling Practice: Write That Word!

Day Four

15. Grammar: Think Fast Quiz

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Blue 3-A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Capitalization Rules

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the first paragraph, highlight the words that should be capitalized, and capitalize them if you have not already done so.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

The Old Testament tells us about what the Messiah would be like. There are many prophecies that Jesus fulfilled when He was on earth. There are over three hundred total prophecies that Jesus fulfilled.

Many prophecies in the Old Testament are about Jesus' birth. The Old Testament said that God's Son would be born of a virgin. Jesus is the only person in history to be born like that. The Old Testament told that the Messiah would be born in Bethlehem. Jesus was born in Bethlehem. There are many other things that the Old Testament said would happen at Jesus' birth, and each one happened.

The Old Testament told how Jesus would die and rise again. It said that a friend would betray Jesus to the leaders and that they would accuse him falsely. All these things happened to Jesus. It also told that Jesus would say nothing in His own defense. Jesus did not use His power when He was tried. Every aspect of Jesus' death was foretold in the Old Testament.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|------------|---------|
| 1. prophet | proffet |
| 2. orphen | orphan |
| 3. phase | fase |
| 4. graph | graff |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

5. foto	photo
6. graphite	graffite
7. fantom	phantom
8. telephone	telaphone
9. physecs	physics

<> 4b. Highlight the correct spelling of each **Extension** word.

10. knowledge	knowledje
11. telagraphic	telegraphic

<> 4c. Highlight the correct spelling of each **Further Extension** word.

12. biography	biogriphy
13. philosaphy	philosophy

6. Structural Analysis: Suffixes That Do Not Change the Spelling of Root Words

<> 6b. On the lines provided, copy the words and add one of the suffixes *ful*, *ly*, or *ness* to them. (Note: The spelling of the root words will not change in this spelling list.)

- | | |
|---|--|
| 1. great— greatly or greatness | 2. good— goodly or goodness |
| 3. kind— kindly or kindness | 4. total— totally |
| 5. soft— softly or softness | 6. firm— firmly or firmness |
| 7. slow— slowly or slowness | 8. light— lightly or lightness |
| 9. color— colorful | 10. dark— darkly or darkness |
| 11. fear— fearful | 12. dread— dreadful |
| 13. quick— quickly or quickness | 14. law— lawful |
| 15. thought— thoughtful | |

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: write, right

<> 10b. Fill in each blank provided with the correct Wacky Word--**write or right**.

1. Kaylee will write a report about Hudson Taylor.

2. Don made the right choice.

<> 10c. On the lines provided, write three sentences using **write and right**.

No Answer Key needed. Answers will vary.

11. Grammar: Subordinate Clauses vs. Sentences

<> 11d. Finish the sentences provided by adding complete sentences to the subordinate clauses.

Basic Level: Complete five of the sentences.

Extensions: Complete all ten of the sentences.

Example: Though heaven and earth cease, **God's Word will not fail**.

No Answer Key needed. Answers will vary.

<> 11e. **Extensions:** In the sentences provided, highlight all of the subordinators-- those at the beginning and those throughout them.

1. Before 132 A.D., people noticed that there were warnings in nature **that** an earthquake might occur.
2. People in China could predict earthquakes by watching **what** their farm animals did.
3. Their livestock would often run around and stumble **when** a quake was about to start its groaning.
4. Additionally, the Chinese noticed **that** their wells had unusual characteristics before an earthquake.
5. **When** the water supply was dwindling, the people knew the earth might soon do its thing.
6. **Even** the earth itself would warn the Chinese **that** the ground might be shaking before long.
7. **When** William Tyndale's Bibles were shipped to England, the Bishop of London tried to destroy them.
8. He persuaded King Henry VIII to publicly say **that** the Bibles were not allowed in the country.
9. He helped them to understand the dreadful sin **that** is deep within in people's hearts.
10. **Because** He came to die for our sin, we can be God's children.
11. Jesus told everyone **that** punishment will come to all **who** do not listen to God.
12. Oh, **how** the people loved to listen to Jesus!
13. Sometimes thousands of people sat on a hill **while** He explained truths to them.

Lesson Plans

Blue 3-A: Week Four

For a Five-Day Week
Character Focus: Orderliness

Day One

Vocabulary Box
Words that describe God's Word--adjectives
God's Word is...

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unerring	authentic
resolute	thought-provoking	
miraculous	unchangeable	sharper
affirmative	infallible	God-breathed
impeccable	incontestable	bona-fide
authoritative	irrefutable	incontrovertable

Vocabulary Box
Word that describe an orderly person--adjectives
An orderly person is...

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

All

There are two aspects of laws. The first one is the letter of the law. The second one is the spirit of the law.

The word *letter* literally means "doing what the law says." If John's parents tell him to sit down and he sits down, that is obeying the letter of the law. John was doing exactly what his parents told him to do.

Extensions

The spirit of the law has to do with what a person's heart is like. If John sat down, but was angry inside when he did, he was not following the spirit of the law. The spirit of the law is understanding what God wants and doing it joyfully from the heart.

Further Extension

If Christians follow the spirit of the law, they will follow the letter of the law, too. In other words, if John was not angry inside when he sat down, his heart was following the spirit of the law by being submissive. Of course, he was also following the letter of the law by sitting down as he was told. God gave His law in the Bible, and He wants us to follow the spirit and not just the letter.

2. Spelling/Structural Analysis: Soft and Hard th
Examples: thin, the

All

1. wrath	2. theatre	3. panther
4. thatch	5. though	6. thoughtful
7. through	8. either	9. Thursday
10. athlete		

Extension

11. thorough	12. anthem
--------------	------------

Further Extension

13. theology	14. theatrical
15. athletic	16. bothersome

3. Editor Duty: Correct Given Paragraph(s)
 Action Verbs and Homophones

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Composition and Editing: Edit and Revise Using the Checklist Challenge

Day Three

6. Grammar: Proper Nouns
7. Grammar: Commonly Confused Words
8. Spelling Practice: Six "S" Spelling Secret

Day Four

9. Spelling Practice: Write That Word!

10. Grammar: Think Fast Quiz

Day Five

11. Spelling: Spelling Test
12. Dictation: Dictation Quiz
13. Composition: Final Copy Original Informative Essay

Optional: Extra Practice

Lesson Plans

Blue 3-A: Week Four

For a Four-Day Week
Character Focus: Orderliness

Day One

Vocabulary Box

**Words that describe God's Word--
adjectives**

God's Word is...

holy	inspired	reliable
genuine	complete	constant
truthful	acute	righteous
perfect	life-giving	convicting
accurate	unfailing	authentic
resolute	thought-provoking	sharper
miraculous	unchangeable	God-breathed
affirmative	infallible	bona-fide
impeccable	incontestable	incontrovertable
authoritative	irrefutable	

Vocabulary Box

**Word that describe an orderly person--
adjectives**

An orderly person is...

tidy	neat	organized
adept	precise	habitual
optimal	effective	disciplined
systematic	methodical	efficient
adroit	dexterous	impeccable
inexorable	arduous	assiduous
expeditious	complaisant	autonomous
punctilious		

1. Copying and Comprehension: Passage and Vocabulary

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Extensions

The spirit of the law has to do with what a person's heart is like. If John sat down, but was angry inside when he did, he was not following the spirit of the law. The spirit of the law is understanding what God wants and doing it joyfully from the heart.

Further Extension

If Christians follow the spirit of the law, they will follow the letter of the law, too. In other words, if John was not angry inside when he sat down, his heart was following the spirit of the law by being submissive. Of course, he was also following the letter of the law by sitting down as he was told. God gave His law in the Bible, and He wants us to follow the spirit and not just the letter.

2. Spelling/Structural Analysis: Soft and Hard *th*

Examples: *thin, the*

All

- | | | |
|-------------|------------|---------------|
| 1. wrath | 2. theatre | 3. panther |
| 4. thatch | 5. though | 6. thoughtful |
| 7. through | 8. either | 9. Thursday |
| 10. athlete | | |

Extension

- | | |
|--------------|------------|
| 11. thorough | 12. anthem |
|--------------|------------|

Further Extension

- | | |
|--------------|----------------|
| 13. theology | 14. theatrical |
| 15. athletic | 16. bothersome |

3. Editor Duty: Correct Given Paragraph(s)

Action Verbs and Homophones

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Composition and Editing: Edit and Revise Using the Checklist Challenge

6. Grammar: Proper Nouns

7. Grammar: Commonly Confused Words

Day Three

8. Spelling Practice: Six "S" Spelling Secret

9. Spelling Practice: Write That Word!

10. Grammar: Think Fast Quiz

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Original Informative Essay

Optional: Extra Practice

Answer Keys Blue 3-A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Action Verbs and Homophones

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the first paragraph, highlight the action verbs.

Basic Level: Highlight six verbs.

Extension: Highlight seven verbs.

Further Extension: Highlight eight verbs.

Teacher Tip: Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

Fossils are parts of dead animals that have been turned into stone. Because they are stone, they last a long time. Sometimes trees and other plants can be fossils, too. Fossils tell us a lot about the past. We know there were dinosaurs because scientists have found their fossils. Fossils also bring up many questions. They do not tell us everything. To fill in the blanks, many people just guess.

One question is, how were fossils made? No one has ever seen a fossil being made. Some people think it took millions of years to make fossils. This does not make sense because there are fossils of things that would have decayed over millions of years. Also, the Bible tells us that the earth is not that old.

Some people think that fossils only take a short time to make. These people think that most of the fossils came from Noah's flood in the Bible. This would have been a time when many things died all at the same time.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------------|----------------|
| 1. <u>wrath</u> | rath |
| 2. <u>theatre</u> | theater |
| 3. panthur | <u>panther</u> |
| 4. <u>thatch</u> | thach |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- | | |
|---------------|------------|
| 5. tho | though |
| 6. thoughtful | thoughtful |
| 7. throogh | through |
| 8. either | eather |
| 9. Thursday | Thersday |
| 10. athleat | athlete |

<> **4b.** Highlight the correct spelling of each **Extension** word.

- | | |
|--------------|---------|
| 11. thorough | thorogh |
| 12. antham | anthem |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|----------------|------------|
| 13. theology | theology |
| 14. theatrecal | theatrical |
| 15. athletic | athletec |
| 16. botharsome | bothersome |

6. Grammar: Proper Nouns

<> **6b.** In the sentences provided, highlight the proper nouns that should be capitalized, and capitalize them.

- Christians believe in the Bible .
- The Bible is God's Word .
- God told the writers what to write.
- The Bible is not some man's word.
- William Tyndale translated the Bible .
- Tyndale did not write the Bible .
- He just took the words and put them into English .
- The British and Foreign Bible Society translated the Bible too.

9. They translated **God's Word** into other languages.

10. Only **God** wrote the **Bible**

<> 6c. Extensions: For each of the categories of proper nouns listed below. Write two words. Be sure you capitalize the first letter of the words within a two word (or more) proper noun according to this lesson's rules.

No Answer Key needed. Answers will vary.

7. Grammar: Commonly Confused Words

<>7b. In each of the sentences provided, highlight the correct word.

Example: God blesses us **when** /win we honor His principles.

1. **Then** /than the eagle must choose to fly.
2. When the eagle takes the updrafts, it can go higher then/**than** other birds.
3. The other birds our/**are** not equipped to fly that high.
4. Are/**Our** Christian walk should be like the eagle's flight.
5. We must be higher **than** /then the world.
6. She was about to except/ **accept** the gift.
7. He arrived **later** / latter than the others.
8. Do you want the former one (first one) or the later/ **latter** one.
9. Everyone was there **except** / accept him.
10. Do you like the blue one better then/ **than** the red one?

<> 7c. Further Extension: On the lines provided, write sentences containing other confusing words listed.

No Answer Key needed. Answers will vary.

Blue 4-A: Week One

Character Focus: Virtue

Vocabulary Box

Words that describe *godly (or true) righteousness--* adjectives

People with virtue are usually

deferential	deontic	ethical	fervent
genuine	honorable	humble	just
justified	moral	principled	pure
reputable	selfless	transparent	unpretentious
unspoiled	untarnished	upright	venerable
veritable	virtuous	wholesome	

Vocabulary Box

Words that describe *Pharisaical (or fake) righteousness--* adjectives

People who are fake are often

arrogant	boastful	condescending
disingenuous	egotistical	flamboyant
grandiose	hypocritical	imperious
insincere	judgmental	narcissistic
ostentatious	overbearing	pedantic
pious	pompous	prideful
santimonious	self-obsessed	supercilious
vacuous	vainglorious	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

How do germs spread? They are traveling all the time, hoping to secure a place to rest. When someone sneezes, thousands of germs are expelled into the air. Many germs can be lying around the house, mixed in the dust, or carried indoors by people. If untreated, these pests can reside almost anywhere!

Extensions

Some germs get inside people via insect bites. One carrier of germs is a certain type of flea. In the olden days, a flea would first inhabit a mouse or rat. Later, it left that "residence" to go bite a person. Many years ago, thousands of people in Europe were killed by germs given to humans who were bitten by infected fleas.

Further Extension

Germs are found in some foods. However, we are blessed to live in a time when we understand and can annihilate these dangerous particles. Thus, our vegetables, milk, and eggs are often free of germs--especially from deadly ones.

<> **1a.** Read this week's passage aloud.

<> **1b.** In the second paragraph of the passage, highlight the following words one time each:

1. germs
2. Europe

<> **1c.** Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *germs*

Definition of *Europe*

<> **1d.** On the lines provided, write two sentences using the two words you defined.

1.

2.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level A students. You may want to look up the words in the dictionary together and discuss the meanings rather than completing the written work. Regardless of how many of the vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either verbally or in written form.

Teacher Tip: The Definition Dissection (DD) text used in each week's vocabulary lessons is provided in the CQLA *Teacher's Guide* and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."

The **DD box in the "Vocabulary Packet"** contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Teacher Tip: The Optional Definition Dissection exercises in Level A are not mandatory assignments because they will take a fair amount of teacher input to carry out. If you want to take the time to complete this with your Level A student (for several weeks), your student's comprehension and vocabulary skills will increase. However, they are not independent activities at this level.

- (5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

- (6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

- (7) Write a shortened dictionary definition for your word on the lines provided.

- (8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

- (9) Write a sentence using this DD word on the lines provided.

- <> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

- <> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because germs are expelled into the air when someone sneezes,
we should cover our mouths if we sneeze.

Subordinate clause opener

Teacher Tip: Explain to your student that without the two consonants in the middle of the word, the first vowel would not have a short sound. It would be an “open syllable,” and the vowel would have a long sound. (For example, *hap/pen* would be *ha/pen* and *mid/dle* would be *mi/dle*, with the first syllable making the long sound.) Whenever he misspells a double-consonant-first-vowel-short word, say the word aloud to him, demonstrating how it sounds when spelled with only one consonant in the middle.

<> **1h.** In your notebook, copy this week’s passage at the level directed by your teacher.

<> **1i.** (T) Review your copy with your teacher, and correct any errors.

<> **1j. Optional:** Make a minit-book containing this week’s passage.

2. Spelling/Structural Analysis: Double Consonant in the Middle of a Word Normally Results in a Short First Syllable

Examples: hap/py, sil/ly, flim/sy

<> **2a.** In the **first and second paragraphs** of the passage, highlight the following words:

- | | |
|------------|--------------|
| 1. indoors | 2. untreated |
| 3. inside | 4. insect |

1. Each of these words has a double consonant in the middle. This makes the first vowel short.
2. **Whenever you have a two-syllable word and the first syllable is short, you need two consonants in the middle of the word.**
3. **The first consonant goes with the first syllable and the second consonant goes with the second syllable.**

Examples:

- a. hap/py
- b. fun/ny

4. **The two consonants in the middle of the word do not always have to be the same consonant, just any two consonants.**

Examples:

- | | |
|------------|-------------|
| a. hum/ble | b. ram/pant |
| c. fil/ter | |

Teacher Tip: A syllable is a sound that is made by one vowel sound. A syllable may or may not contain a consonant (e.g., *l*, *a*). When syllabifying words, each syllable must contain a vowel sound. This sound may be made of a *y*, one vowel, or a vowel combination (e.g., *by*, *joy*, *read*, *beau*). Syllables that end in a consonant are “closed” syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a “closed” syllable because it ends with a consonant. In the case of double-consonant-in-the-middle words, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

5. An exception is a consonant digraph, such as the word *usher*, in which the letters of the digraph stay together—ush/er.
6. Also, **when adding an ending to a one-syllable word that has a short vowel and ends in one consonant (e.g., *sin*), double the consonant before adding the ending (e.g., *sinner*). This keeps the first syllable short.**

Examples:

- | | |
|----------------|------------------|
| a. sin—sinner | b. sin---sinning |
| c. bed—bedding | d. sled—sledding |

↔ **2b.** Study the Double or Single Consonant in the middle box provided.

Double or Single Consonant in the Middle of a Word

First Syllable Short

ap/ple dif/fer sun/ny

R-Controlled First Syllable

car/riage mer/ry hur/ry

Single Consonant in the Middle Keeps First Syllable Long

o/pen sta/tion fo/cus

To syllabicate means “to divide into syllables.”

↔ **2c.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

↔ **2d.** Add this week’s new words to page 44 of your *Spelling Notebook*.

↔ **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

↔ **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.

↔ **2g. Optional:** In your notebook, write six sentences using six of the spelling words.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. upright	up-right		Compound word - Think up • right	
2. humble	hum-ble		The /e "grabs" the the consonant before it.	
3. insect	in-sect			
4. children	chil-dren			
5. selfless	self-less		Double s	
6. pillar*	pil-lar		Double l	
7. fodder*	fod-der		Double d	
8. command	com-mand		Double m	
9. discuss	dis-cuss		Double s at end	
10. import*	im-port			
11. export*	ex-port			

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
12. pompous*	pom-pous			
13. lofty	loft-y			
Further Extension				
14. appoint*	ap-point		Double <i>p</i>	
15. acquaint*	a-quaint			
16. accuse*	ac-cuse		Double <i>c</i>	

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight the spelling errors and correct them, if you have not already done so by your teacher.

there is two tipes of righteousness. One is what God wants us to have The other is mans imitation of god's best. human beings cannot be righteous on their oun They nead god's help. a lot of the time people trie to be righteous on there own. This is Pharisaiical righteousness

pharisaical righteousness is not real righteousness at all. It is just making yourself look good for others to see Since others can only see what is on the outside, most people thinks they can get away with this. god always sees what is on the inside, in the heart. he know if someone is just acting like he or she is righteous

real righteousness take someone admitting he cannot be good on his own Only god can bring real righteousness. when someones heart is humbled and focused on the Lord, he is showing true righteousness. Someone who is righteous will not expect others to praise him since he is focused on god Gods approval is all that matters to someone who is truly righteous

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. upright

uprite

2. humbble

humble

3. insect	insect
4. children	chidlren
5. selfless	selfless
6. piller	pillar
7. foder	fodder
8. cemmand	command
9. disces	discuss
10. import	emport
11. exporte	export

Optional Penmanship Practice

Whosoever therefore shall break one of these least commandments, and shall teach men so, he shall be called the least in the kingdom of heaven: but whosoever shall do and teach them, the same shall be called great in the kingdom of heaven.

Matthew 5:19

<> 4b. Highlight the correct spelling of each **Extension** word

12. pompus	pompous
13. lofty	lofy

<> 4c. Highlight the correct spelling of each **Further Extension** word.

14. apoint	appoint
15. acuant	aquaint
16. acusse	accuse

<> 4d. On the line provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Optional Penmanship Practice

Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God.

Matthew 4:4

Character Focus: *Virtue* is the moral excellence and purity of spirit that radiates from my life as I obey God's Word.

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You may use up to six words for Sentence Four.)

Sentence 5 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better, important

= can mean the result of, the same as, equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

" " can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

KWO: Writing a Key Word Outline is kind of like Squanto may have talked with the Pilgrims when he first met them: "How! Me Squanto!"

Sentence 2

Sentence 3

Sentence 4

Sentence 5

(You may use up to six words for Sentence Five.)

Extensions--Paragraph Three of Body

Topic of Paragraph 3

Sentence 1

Sentence 2

Sentence 3

Alternative Writing for Blue 4-A: Week One

- Write one paragraph about Matthew 5:19-20 and how it applies to your life.
- Write one paragraph about who enforced the Law in the Old Testament.
- Write two paragraphs about how laws have changed over time.

6. Structural Analysis: Prefix *un*

<> **6a.** In the first paragraph of the passage, highlight the word *untreated*.

1. This word is simply *treated* with the prefix *un* added to it.
2. **Pre means “before”**; thus, a prefix comes “before a word.”
3. *Un* means one of the following:
 - a. the opposite of
 - b. not
4. For example, ***untreated* means “not treated.”**

<> **6b.** On the lines provided, add *un* to each word so that it means the opposite of its original meaning. Then write the new words.

1. _____repentant _____
2. _____godly _____
3. _____known _____
4. _____seen _____
5. _____broken _____
6. _____faithful _____
7. _____qualified _____
8. _____done _____
9. _____wise _____
10. _____fair _____
11. _____worthy _____
12. _____sure _____
13. _____teachable _____
14. _____mended _____
15. _____educated _____

<> **6c. Optional:** In your notebook, write eight sentences using eight of the new words you wrote on the lines provided.

Prefix

A prefix is added to the beginning of a word. *Pre* means “before” as in the following examples:

1. *Pre* in *pregame* means “before the game.”
2. *Pre* in *preview* means “view before.”

Teacher Tip If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

7. Write On: Special Words Surrounded by Quotation Marks

<> **7a.** In the **second paragraph** of the passage, highlight the word “residence.”

<> **7b.** With another color highlighter, highlight the quotation marks surrounding the word “residence.”

The word “residence” in the passage is surrounded by quotation marks because it is a “special word.” **It is surrounded by quotation marks because the author wanted to point this word out to the reader.**

Why did the author want to point out the word *residence*? The author wanted you to know that when she wrote the word “residence,” she was referring to the mouse or the rat that the flea had just been on (*Later, it left the mouse or rat*). But rather than repeating those words, she chose another word--**a more colorful word.**

However, to point it out as a special word--and make you realize it means the location of the flea before this (the mouse or rat)--she put quotation marks around it.

Quotation marks in the middle of a sentence like this can mean a minor work (like a magazine article or a song on a cd).

Or, they can mean something sarcastic, unusual, or figurative (not meaning what a word normally means).

That is what “residence” means in the passage--**something figurative -- not what the word normally means.**

<> **7c.** On the lines provided, use three of the special words below (**Extension:** use five) in sentences about this week’s passage.

Note: If you can think of other special words, feel free to use those instead.

Tips:

1. Don’t forget to use quotation marks around the word.
2. If your sentence ends with your special word, put the quotation marks on the **inside** of the period like the example provided.

Example: The flea hoped to find a place to leave its “gif **L**.”

- | | |
|--------------------|-----------------------|
| 1. these “friends” | 2. to “snooze” |
| 3. “kerchooed” | 4. “resting” |
| 5. “flea vehicles” | 6. “plant themselves” |

7. “stay with”

8. “reside with”

9. “flying through the atmosphere

10. “a place to lay his head”

1. _____

2. _____

3. _____

4. _____

5. _____

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

<> **8a.** Follow these steps for writing your rough draft report from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read--as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

- (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

<> 8b. Read your report aloud. Do you like the way it sounds?

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: *via*, *vie*

<> 9a. In the **second paragraph** of the passage, highlight the word *via*.

The word *via* does not have a homophone Wacky Word counterpart. Instead, it has what we call a "confusing word" WW counterpart!

The WW for *via* is the word *vie*. Those two words sort of look alike and are spelled similarly to each other.

Via

- 1. Means **by or through**
- 2. Like ***via* the highway**, or ***via* the narrow path**
- 3. *Via* is **pronounced vee-uh**

Vie

- 1. Means **compete**
- 2. Often **followed by the word *with* or *for***
- 3. Like **they were going to *vie* for the title until the end**
- 4. *Vie* is pronounced **vy** (rhymes with *by*)

<> 9b. Fill in each blank provided with the correct Wacky Word, either ***vie*** or ***via***.

- 1. He will travel to Washington _____ the toll road.
- 2. They will _____ for the championship of the spelling bee.
- 3. Germs can spread to people _____ insect bites.

<> **9c.** On the lines provided, write two sentences using **via** and **via**.

1. _____

2. _____

10. Punctuation: Three Types of Sentences

<> **10a.** In the passage, highlight all of the punctuation marks at the ends of the sentences.
You probably remember that there are three kinds of sentences.

- 1. A declarative sentence is a statement.**
 - a. It **declares (tell or state) something**.
 - b. It **ends with a period**.
 - c. It is sometimes called a **telling sentences**.
- 2. An interrogative sentence is a question.**
 - a. It **asks a question**. (*To interrogate someone is to ask him a lot of questions.*)
 - b. It **ends with a question mark**.
 - c. It is sometimes called an **asking sentence or a question**.
- 3. An exclamatory sentence is an excited sentence.**
 - a. It is used to **show strong emotion or excitement**.
 - b. It **ends with an exclamation mark** (or excited mark!).
 - c. It is sometimes called on **excited sentence**.

- Three Types of Sentences

 1. Declarative Sentence
 - **Declares** some thing.
 - **Ends with a period**.
 - For example: This is a statement.
 2. Interrogative Sentence
 - **Asks a question**.
 - **Ends with a question mark**.
 - For example: Is that a question?
 3. Exclamatory Sentences
 - Used to show **strong emotion**.
 - **Ends with an exclamation mark**.
 - For example: I like writing exclamations!

<> **10b.** On the lines provided, write each kind of sentence described in this week's lesson.

Basic Level: Write two of each kind of sentence (six total).

Extension: Write three of each kind of sentence (nine total).

Further Extension: Write three of each kind of sentence containing information from a character book, the passage, or another source (nine total).

1. _____

Character Focus: People who only pick out parts of the law and say those must be followed and ignore the rest of the law are not keeping the law.

2.

3.

4.

5.

6.

7.

8.

9.

11. Spelling Practice: Six “S” Spelling Secret

- <> **11a.** Take a spelling "pre-test" in your notebook.
- <> **11b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **11c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

12. Grammar: Verb Phrases

- <> **12a.** (T) With your teacher's help, highlight the verbs in the **first paragraph** of the passage. Highlight the BHL, action, and infinitive verbs.
1. A verb may be an action verb; a Be a Helper, Link verb; or an infinitive.
Examples:
 - a. The man **had discovered** a huge diamond.
 - b. He **was** a miner.
 2. Most often the main verb of a sentence is a single verb with no helpers.
For example: He **hid** the gem.
 3. A **verb phrase** is made up of two verbs, usually a helper and another verb.
 - a. **A Be a Helper, Link verb + action--has sneezed**
 - b. **A BHL + infinitive (to + verb)--has to go**
 4. Any helping verb may be put with another verb to make a verb phrase.
 - a. **Helping verbs are always Be a Helper, Link verbs.**
For example: The captain **was** helping keep the secret of the stolen gem.
 - b. **There is no limit to how many helpers can be used.**
For example: The miner **could have** chosen to use more caution.
 - c. **Helpers “help” the main verb tell you what the subject does.**
For example: Greed **can** make monsters of men.
 - d. Helping verbs help the main verbs in sentences tell the reader **when** the action occurred.
 - 1) He **has** come. (This tells that the action has already happened.)
 - 2) He **is** coming. (This tells that the action is happening.)
 - 3) He **will be** coming. (This tells that the action will be happening in the future.)
 5. Finding the verb phrases in sentences is easy if you remember a few tips. Ask the following questions:
 - a. **What did the subject do?**

Character Focus: "Little" compromises can bring big consequences.

For example: The captain betrayed the miner.

1) What did the captain do?

2) He **betrayed**.

3) Therefore, the verb is only one word—betrayed.

b. **What happened in the sentence?**

For example: The miner had trusted the captain.

1) What happened?

2) The miner **had trusted**.

3) The verb is two words—had trusted.

6. Sometimes a describer comes in the middle of a verb phrase.

Examples:

a. The French would **eventually** buy the miner's diamond (*Eventually* is a describer in the middle of the verb phrase.)

b. This diamond has **now** become the famous "Regent Diamond." (*Now* is a describer in the middle of the verb phrase.)

7. A describer is not a verb, but some people consider a describer to be a part of the verb phrase because it modifies the verb.

8. In this curriculum, we will not consider it wrong to include describers in the verb phrase when it comes in-between the verbs of the verb phrase.

<> **12b.** Highlight the single verb of each sentence provided.

Example: Some governments **embraced God's law.**

1. The priests disobeyed.

2. They served themselves.

3. Ezra wept.

4. He saw sin.

5. He made a decision.

6. God gave us His Word.

7. He gave Ezra His word.

8. Ezra became a leader.

9. Ezra helped the people.

10. The Israelites needed God.

<> 12c. Extensions: In the sentences provided, highlight the verb phrases. A verb phrase is a helper plus at least one more verb.

Note: Only highlight an infinitive (to verb) if it has a helper with it.

Note: Do not highlight single verbs in this exercise.

1. The priests were commanded to serve God.

2. Instead, they had to serve themselves.

3. Ezra's heart was broken by the sin he had seen.

4. He could have chosen to do nothing.

5. He had to make this choice.

6. God has given us His Word.

7. He had given Ezra His Word.

8. Ezra was becoming a leader for God in his nation.

9. The Israelites had needed a godly man to be their leader.

10. Only someone with a heart after God can be a truly great leader.

<> 12d. Optional: In your notebook, write sentences, and highlight the verb phrases.

Basic Level: Write five sentences.

Extension: Write seven sentences.

Further Extension: Write nine sentences containing information from a character book or another source.

Help Box for 12a.

You should have highlighted the following words:

- | | |
|------------------|---------------------|
| 1. do | 2. spread |
| 3. are traveling | 4. hoping to secure |
| 5. to rest | 6. sneezes |
| 7. are expelled | 8. can be lying |
| 9. mixed | 10. carried |
| 11. untreated | 12. can reside |

13. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 13. Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Checklist Challenge

Do not do anything in the Checklist Challenge that makes your essay sound worse! The Checklist Challenge is for improving essays. If some portion of it does not improve your essay, you may omit that step with your teacher's permission.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

14. Spelling Practice: Write That Word!

<> 14a. On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> 14b. Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____

3. _____ 4. _____

15. Grammar: Weekly Quizzes

<> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

16. Spelling: Spelling Test

<> **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **16b.** (T) Have your teacher check your Spelling Test.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Dictation: Dictation Quiz

- <> 17a. (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> 17b. (T) Review your dictation with your teacher.
- <> 17c. (T) Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

18. Composition: Final Copy Informative Report From Given Material

- <> 18a. Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> 18b. Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> 18c. **Optional:** Make a minit-book containing your report.

Optional: Extra Practice

- 1E. In your notebook, write ten words with double consonants in the middle.
- 2E. In your notebook, write seven sentences that contain words starting with the prefix *un*.
- 3E. In your notebook, copy ten sentences about *rats* from the encyclopedia or another source.
- 4E. In your notebook, write four Scriptures about the need for cleansing.
- 5E. Make a minit-book containing your Scriptures from the Extra Practice assignment.
- 6E. Read a non-fiction book or part of a non-fiction book about the Black Death.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 4-A: Week One

Character Focus: Virtue

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

☐ All ☐ All ☐ E's

Read your report to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All E's

Add an **adverb** (ly word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

➡ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

➡ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

➡ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Generating Germs**
- Something bold: **Germ-Free**
- A song title or line: **Cleanse Me**
- A Scripture: **Made New**
- Something informative: **Germs: Finding a Place to Rest**
- Something about character: **No Virtue in Germs!**
- Other: **Flies Through the Air With the Greatest of Ease**

➡ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones), if desired.**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.



Tips:

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.



You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

All

All

E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. (Do not change insignificant words such as *was*, *it*, *and*, etc.)

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

All

E's

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All

E's

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.



A word you have never used in writing might be one you use in speaking but not in your reports. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.

FE

FE

FE

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.

- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

E's

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ **Interjections include words from the following rhyme:**

**My, well, oh
Wow, yes, no**

FE

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)**

All All E's

Edit each paragraph with your teacher, and correct any usage or spelling errors.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions--FE

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme--E's

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--FE

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions

(FANBOYS)--E's

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ -- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

-- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned

in Rhyme--E's

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. Write three (**Extensions:** five) Vocabulary Words that you do not remember using in writing before.

- a. _____ b. _____
c. _____ d. _____
e. _____

2. Write three sentences using three of the words you listed in #1.

- a. _____

b. _____

c. _____

3. Write a definition of *germs* in your own words.

4. **Further Extension:** List two countries that can be found in Europe. Be sure to capitalize them correctly.

- a. _____ b. _____

5. List two (**Extensions:** list three) ways that germs may be spread according to this week's passage.

- a. _____
b. _____
c. _____

II. Spelling and Wacky Words

6. Fill in the blank for this week's spelling rule: In a double consonant word, the first consonant goes with the _____ syllable and the second consonant goes with the _____ syllable.

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

7. The two consonants in a double syllable word do or do not have to be the same letter?

8. **Extensions:** When you add an ending to an open syllable word that has a short vowel and ends in one consonant, do you double the consonant or not? _____

9. **Further Extension:** Syllabicate the spelling words listed below:

a. filter

b. candid

c. tremble

d. humble

10. What does the prefix *un* mean? _____

11. **Extensions:** Write four *un* words that were not listed in this week's lesson.

a. _____ b. _____

c. _____ d. _____

12. **Extensions:** Write two sentences using the Wacky Word pair listed below:

a. via

b. vie

a. _____

b. _____

III. Outlining and Write On

13. Write the first two paragraphs' topics from your outline on the lines provided.

a. _____

b. _____

14. Remember, by finding the topic of the paragraph, you are committing to what that paragraph will be about. What was the last paragraph of your report about this week?

15. Why were there quotation marks around the word *residence* in this week's passage?

16. **Extensions:** What is another reason you might put quotation marks around words?

17. **Further Extension:** Write the difference between major works and minor works:

a. Major works - _____

b. Minor works - _____

IV. Grammar and Usage

18. Fill in the blanks for the types of sentences.

- a. A declarative sentence is a _____.
- b. An interrogative sentence is a _____.
- c. An exclamatory sentence is an _____ sentence.

19. A declarative sentence ends with a _____.

20. An interrogative sentences ends with a _____.

21. An exclamatory sentence ends with an _____.

22. **Further Extension:** You can find a verb phrase by finding a verb and looking for any _____ that go with that verb.

23. Helpers _____ the base verb by telling when something happened.

24. Highlight the verb phrases in the sentences provided.

- a. Germs are traveling all the time.
- b. They are released in the air.
- c. They may be lying around.
- d. They are mixed in dust.
- e. They have been carried indoors.

V. Editing and Revising

25. List three words that you had to change because of redundancy in your report this week.

- a. _____ b. _____
- c. _____

26. **Extensions:** List three strong adjectives that you used in your report this week.

- a. _____ b. _____
- c. _____

27. What was your thesis statement this week?

Blue 4-A: Week Two

Character Focus: Virtue

Vocabulary Box

Words that describe *godly (or true) righteousness*-- adjectives

People with virtue are usually

deferential	deontic	ethical	fervent
genuine	honorable	humble	just
justified	moral	principled	pure
reputable	selfless	transparent	unpretentious
unspoiled	untarnished	upright	venerable
veritable	virtuous	wholesome	

Vocabulary Box

Words that describe *Pharisaical (or fake) righteousness*-- adjectives

People who are fake are often

arrogant	boastful	condescending
disingenuous	egotistical	flamboyant
grandiose	hypocritical	imperious
insincere	judgmental	narcissistic
ostentatious	overbearing	pedantic
pious	pompous	prideful
santimonious	self-obsessed	supercilious
vacuous	vainglorious	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

Once outside the mine, the miner headed for the nearest seaport. When he reached the city, he showed the diamond he had unearthed to a ship captain. The two agreed to share the profits they would get when the gem was sold in a faraway land.

Extensions

Soon after departing from the shore, the captain spoiled the plan, betrayed the miner, and threw him overboard. Then this man sold the diamond to an Indian merchant for five thousand dollars. This merchant went straight to Sir Thomas Pitt, who purchased the diamond for one hundred thousand dollars.

Further Extension

Sir Thomas secured a diamond cutter who used his skill to make the diamond into a beautiful, precious, and costly gem. The finished product was so magnificent that the Duke of Orleans bought it from Sir Thomas for \$600,000. The Duke was the French Regent. Thus, this stone became known as the Regent Diamond, one of the most notorious diamonds in the world.

Further Study: Study how a diamond is cut and what tools are used to cut it.

<> 1a. Read this week's passage aloud.

<> 1b. In the second paragraph of the passage, highlight the words *one hundred thousand*.

<> 1c. In the third paragraph of the passage, highlight the words *six hundred thousand*.

1. These number words are used to denote amounts of money. You may remember that a number should be written in **numerals** (not words) if it would take **three words or more** to write the number.
2. This is not always true concerning numbers used to describe measurements, money, and time.
3. In the passage, the money amounts could be written in various forms and still be correct:
 1. \$600,000
 2. 600 thousand dollars
 3. 600,000 dollars
4. For example, it is usually not considered correct to end a sentence with a numeral so at the end of the second paragraph the money is written in words.
5. Number rules are confusing and different in different situations.
6. For now, if you are not listing measurements, **use words if the number takes two words or fewer to write (one hundred) and numerals for number that require three words or more (102). You can get more specific as you grow in your writing.**

<> **1d.** In the **second Vocabulary Box** for this week, circle the words *overbearing* and *condescending*.

<> **1e.** Look up the words *overbearing* and *condescending* in the dictionary, and write the definitions in your own words on the lines provided.

Definition of *overbearing*

Definition of *condescending*

<> **1f.** On the lines provided, use these words to write two sentences describing the miner or the ship captain based on this week's passage.

1.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Teacher Tip: Your student may need a more lengthy discussion in order to comprehend this passage. This is especially important since he will be rewriting the passage in his own words later in this week's lesson. Also, help him with the commas, teaching him that a comma is needed where - ever he hears a pause. Remind him that when a list is given, items in the list are separated by commas.

Optional Penmanship Practice

Even a child is known by his doings, whether his work be pure, and whether it be right.

Proverbs 20:11

Teacher Tip: The **Optional Definition Dissection** exercises in Level A are not mandatory assignments because they will take a fair amount of teacher input to carry out. If you want to take the time to complete this with your Level A student (for several weeks), your student's comprehension and vocabulary skills will increase. However, they are not independent activities at this level.

2. _____

<> 1g. Optional: In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Further Study: Learn the hymn "More About Jesus."

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

Further Study: Read Luke 18: 10-14. Which of the two men had real righteousness and which had a false righteousness?

Further Study: Study the word *measurement* in a children's encyclopedia or online source.

<> **1h. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1i. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Soon after he departed from the shore, the captain spoiled the
plan. Subordinate clause opener

Optional Penmanship Practice

Whosoever therefore shall break one of the least of these commandments, and shall teach men so, he shall be called the least in the kingdom of heaven.

Matthew 5: 19a

<> **1j.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1k.** (T) Review your copy with your teacher, and correct any errors.

<> **1l. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: A *diphthong* is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The *oi* and *oy* vowel diphthongs make the sound of the vowels in joy. The *oy* combination is seldom in the middle of a word, but is often found at the end of words. The *oi* combination is exactly opposite.

Further Study: Cut intricate snowflakes out of white construction paper. Notice how each snowflake is unique and different in the same way a diamond must be cut precisely to show its optimum beauty and individuality.

Write any **Review Words** that your teacher gives you on the lines provided.

2. Spelling/Structural Analysis: Vowel Diphthongs

Examples: toil, toy

<> **2a.** In the **second paragraph** of the passage, highlight the word that has *oi* saying *oy* as in joy.

1. These words both have the *oi* combination.
2. *Oi* is a diphthong. **A diphthong is the new sound that two vowels make when they are combined.**
3. **When these two letters are together, they make the same sound as *oy* in toy.**
4. The same is true when the letters *o* and *y* are together. (This is one of the instances in which *y* is used as a vowel.)
 - a. toy
 - b. boy
 - c. annoy

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 43 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Help Box for 2a.

spoiled

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. rejoin*	re-join		Think re•join	
2. spoil	spoil			
3. cowboy	cow-boy		Compound word	
4. point	point			
5. foist*	foist			
6. joint	joint			
7. employ	em-ploy			
8. destroy	de-stroy		Think de•stroy	
9. annoy	an-noy		Double n	
10. hoist	hoist			

Study all of the oy words together and all of the oi words together

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. poison	poi-son			
12. voyage	voy-age			
Further Extension				
13. poignant*	poign-ant		Think poig•nant	
14. foible	foi-ble			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors, Verb Phrases

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the last paragraph, highlight the spelling errors and correct them, if you have not already done so.

(3) In the first paragraph, highlight the verb phrases.

Note: Oral Law is capitalized in paragraph two so should continue to be capitalized in all paragraphs.

Further Study: Study the qualities of virtue and righteousness in a character or related book, such as Coriell's *Character Building* series, *Character Sketches*, or *The Power for True Success*.

Pharisees was the religious leaders of Judah at the time of Christ They had started as a group who wanted to protect the law.They began to fucs on the little details of the law. this made them lose sight of what the law were really about. they wanted to protect the law so much that they started developing there own law

this "homemade" law was called the Oral Law The Oral Law was the pharisees inerpretation of tthe real law. They would read the law and then explain what they thought it meant. What they thought was treated with just as much importance as the real law soon their was pages and pages to explain what one commandment meant (Note: You should keep Oral Law capitalized.)

the Oral Law sometime saed the opposite of what the real law said. The reel law said to onor your father and mother The Oral Law said you could do things that wer disrespectful as long as you had a Pharisees approval. by replacing he real law whit the oral Law, the Pharisees became a law unto themselves

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. rejone

rejoin

2. spoil

spoile

Further Study: Memorize Proverbs 4:23 and notice how we must keep our hearts pure.

Optional Penmanship Practice

Blessed are the undefiled in the way, who walk in the law of the Lord.

Psalm 119:1

- | | |
|------------|---------|
| 3. cowboy | cowboi |
| 4. poynt | point |
| 5. foyst | foist |
| 6. joint | joyent |
| 7. imploy | employ |
| 8. distroy | destroy |
| 9. ennoy | annoy |
| 10. hoist | hoihst |

<> 4b. Highlight the correct spelling of each **Extension** word.

- | | |
|------------|--------|
| 11. poysen | poison |
| 12. voyage | voiage |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|-------------|----------|
| 13. poignat | poignant |
| 14. foible | foyable |

<> 4d. On the line provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Further Study: Read the story of Benedict Arnold and pay close attention to the consequences of his financial greed. Notice how the love of money can become a trap.

Teacher Tip: This may be a difficult assignment for your younger Level A student. You may need to do the assignment with him orally, pausing where the commas should be inserted.

5. Study Skills/Prewriting: Key Word Outline

<> 5 Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become very adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

Character Focus: We become virtuous when we take on the armor of God, walk in the Spirit, live out the fruit of the Spirit, etc. We become righteous only through the blood of Jesus. Nothing we can do can make us righteous (in right standing with God). Only Jesus can make us righteous.

Sentence 4

Alternative Writing for Blue 4-A: Week Two

- Write a report of four or five paragraphs, including an opening, about the recent history of Palestine and Israel (1900 to the present).
- Write a report of four or five paragraphs, including an opening, about how the eye functions.

Further Study: Read Mark 7:1-13 about a conversation between Jesus and the Scribes and Pharisees.

Further Study: Make your own scroll of the law, with the Ten Commandments written on a long strip of paper and a dowel rod attached to each end of the paper to roll up your scroll.

Further Study: Learn the song "The Wise Man Built His House Upon a Rock."

Further Study: In a Bible dictionary or encyclopedia, study the scribes, Pharisees, and Sadducees. In what ways were they alike and in what ways were they different?

6. Structural Analysis: Compound Words

<> 6a. In the **first paragraph** of the passage, underline the following words:

1. outside
2. seaport
3. faraway

1. *Seaport* is a *compound word*.

2. **Compound words have the following traits:**

a. Both words must keep their **original spellings**.

- 1) **some + one** = someone
- 2) **some + body** = somebody
- 3) **dog + house** = doghouse

b. Both words must keep their **original meanings**.

- 1) **note + book** = notebook (means book for notes)
- 2) **any + one** = anyone (means any one person)

<> 6b. On the lines provided, combine the words to make them compound words.

1. _____
some + time

2. _____
post + card

3. _____
over + board

4. _____
note + book

5. _____
dog + house

6. _____
any + where

7. _____
some + day

8. _____
out + side

9. _____
every + one

11. _____
high + light

13. _____
night + light

15. _____
day + light

10. _____
house + boat

12. _____
sand + box

14. _____
him + self

Further Study: Study what happens to a house or building after termites invade.

<> **6c.** In your notebook, write sentences containing compound words.

Basic Level: Write five sentences.

Extension: Write seven sentences.

Further Extension: Write nine sentences containing information from a character book or another source.

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

<> **8a.** Follow these steps for writing your rough draft report from your Key Word Outline:

(1) Re-read the entire passage to recall its content.

(2) Read your first line of notes and consider what you want your sentence to say.

Optional Penmanship Practice

For Christ is the end of the law for righteousness to every one that believeth.

Romans 10:4

- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your report to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

<> **8b.** Read your report aloud. Do you like the way it sounds?

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: through, threw

Character Focus: God gave the Jewish people the law to help and protect them, but the Pharisees used it as a way to control them.

<> **9a.** In the second paragraph of the passage, highlight the word *threw*.

The word *threw* has a Wacky Word that is often confused with it. It is the homophone *through*.

Did you remember that *ough* sometimes says the long sound of *oo*? If you did, you will pronounce *through* just like the word *threw*!!

That is why *through* and *threw* are homophones. They both sound the same. They are Wacky Words.

However, they have very different meanings:

1. *Threw* is a word meaning to *toss* or *hurl*.
2. *Through* means *in the midst of something*.

Remember this rhyme to tell the difference between *threw* and *through*:

1. He **threw** the **few** shoes.
2. They went **through** the **rough** forest.

If you are an avid reader, you may have come across the word *thru* also. The word *thru* can be used in place of *through*. It also means "in the midst of something."

Thru is seldom used anymore and is often considered incorrect. To be on the safe side, anytime you want to say "in the midst of something," use *through*, rather than *thru*.

<> **9b.** Fill in each blank provided with the correct Wacky Word--*through* or *threw*.

1. They _____ the man overboard.
2. The miner walked _____ the city looking for the ship's captain.
3. Please don't walk _____ the puddle.

<> **9c.** On the lines provided, write two sentences using the words *threw* and *through*.

1. _____

2. _____

<> **9d.** Fill in each blank provided with the correct Wacky Word--*via* or *vie*.

1. The Indianapolis Colts will _____ for the Super Bowl Championship.
2. I would prefer traveling to California _____ an airplane.
3. The only way to reach the cabin is _____ a snowmobile.

10. Punctuation: Commas Separating a Series of Three or More Items

<> **10a.** In the **second and third paragraphs** of the passage, highlight the following series of items:

1. spoiled the plan, betrayed the miner, and threw him overboard.
2. beautiful, precious, and costly

1. In a series of three or more items, **place commas between the items**.
2. Do this when each item in the series is a single word (e.g., apples, oranges, and bananas), and when each item consists of several words (as in our passage).
3. When writing a series of three or more items, place commas between each item in the series, **placing the last comma just before the *and* or the *or***.

Comma Placement

Do not place the final comma before the noun that is being described. The final comma should be placed before the *and*.

Examples:

1. Jesus wants us to be obedient, wise, and creative.
2. It was a sunny, warm, and beautiful day.

Teacher Tip: There are three comma rules that young students often break. Explain to your Level A student the following situations in which a comma is **not** used:

1. After the *and* (a dog, a cat, and, a bird—**incorrect**)
2. Between a subject and its verb (The boy, jumped—**incorrect**)
3. Between an adjective and noun (The nice, boy—**incorrect**)

a. Jesus wants us to be obedient, wise, and creative.

b. It was a sunny, warm, and beautiful day.

<> **10b.** Add punctuation to each series of items provided below.

<> **10c. Optional:** On the lines provided, copy the sentences, and add punctuation to each series of items.

1. The Torah contains Genesis Exodus Leviticus Numbers and Deuteronomy.

2. The religious leaders of Jesus' time were the Pharisees Sadducees and Essenes.

3. The Pharisees showed people they were "righteous" by praying giving and teaching in public.

4. The Pharisees had hundreds of ways to explain the law to each other their students and the common people.

5. Jesus rebuked the Pharisees' pride hypocrisy and misuse of the law.

6. The Scribes Pharisees and Sadducees were all rebuked by Jesus.

7. The Pharisees misunderstood misinterpreted and misapplied the law.

8. Termites love darkness hate light and flee from sources of light. _____

9. Termites are greedy destructive and disliked by mankind. _____

10. Termites can destroy chairs tables or whole houses. _____

<> **10d. Optional:** In your notebook, write sentences with series composed of three or more items.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write ten sentences.

11. Extensions--Study Skills/Prewriting/ Composition: Take Notes and Write an Original Opening Paragraph

- <> **11a. Extensions--**Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:
- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
 - a. A song like “**Jewels**”
 - b. A poem about **diamonds**
 - c. A **quotation** about the **Regent Diamond**
 - d. The first part of the **story** about the **miner while he is in the mine**
 - e. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)

(2) In your notes, plan on what you will include in your thesis statement.*
(You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)

- a. Remember, a thesis statement is a statement that **tells the “thesis” of your paper--what your entire paper is about.**
- b. It should be a sentence or two in length and should introduce your reader to your topic.
- c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
- d. It should bridge the gap between your catchy opening paragraph and the body of your report.

(3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

(4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

***Note:** If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.

Notes for Opening Paragraph

<> 11b. Extensions--Follow these steps for writing your opening paragraph:

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 12. Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **14b.** Do the Weekly Review Quiz provided after this week's lesson.

15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Composition: Final Copy Retelling Story From Given Material

- <> **17a.** Write the final copy of your story in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your story since you completed the Checklist Challenge?
- <> **17c. Optional:** Make a minit-book containing your story.

Optional: Extra Practice

- 1E. In your notebook, write ten *oi* words.
- 2E. In your notebook, write seven sentences with compound words.
- 3E. In your notebook, copy ten sentences about diamonds from the encyclopedia or another source.
- 4E. In your notebook, write four Scriptures about diamonds.
- 5E. Make a minit-book containing your sentences from the Extra Practice assignments.
- 6E. Read a nonfiction book or part of a nonfiction book about diamonds.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 4-A: Week Two

Character Focus: Virtue

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

☐ All ☐ All ☐ All ☐ E's

Read your story to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.

All All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.

All All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 Advanced Level B students and all Level C students should omit as many Banned Words as possible.

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Diamond Deception**
- Something bold: **Betrayed!**
- A song title or line: **More Beautiful Than Diamonds**
- A Scripture: **Who Can Tell Its Worth?**
- Something biblical: **Lovely Diamond, Lovely Virtue**
- Something about character: **Virtue**
- Something Informative: **The Regent Diamond**
- Other: **Duke's Diamond**

🔑 Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **"thesis statement reloaded"** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **You may choose to have your "thesis statement reloaded" be a sentence that restates the title of your report rather than the thesis statement.**

The passage already contains a closing statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All All All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All E's FE

Use **one of this month's vocabulary words** in your story (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All E's FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **A word you have never used in writing might be one you use in speaking but not in your story. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

B E

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)

- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

🔑 **Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.**

B **E**

Start one or more of your sentences with an **adverb** (ly word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

🔑 **The comma may be directly after the adverb or shortly after it, depending on where you “hear” it.**

FE **FE** **FE** **FE**

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

🔑 **Upper Level B and all Level C students should choose various ones--preferably without much repeating.**

FE

Combine two complete, related sentences with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly;_these sneaky ones use far more subtle methods.
- They act via traps and snares;_they put their victims in challenging positions.

All **All** **All** **E's**

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words -- Extensions

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions--E's

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme--E's

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--FE

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ -- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

-- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. **Extensions:** Fill in the blanks for rules about writing numbers:

- a. If the number takes _____ words or fewer to write, use _____.
- b. If the number take _____ words or more to write, use _____.

2. Write two sentences about the captain of the ship. Use two of the Vocabulary Words listed below.

- a. egotistical b. insincere c. arrogant
- d. boastful e. prideful f. self-obsessed

- a. _____

- b. _____

3. **Extensions:** Write two sentences about diamonds using two words from the Vocabulary Box given below.

- a. untarnished b. unspoiled c. genuine
- d. pure

- a. _____

- b. _____

II. Spelling and Homophones

4. Write two oy words on the lines provided.

- a. _____
- b. _____

5. Write two oi words on the lines provided.

- a. _____
- b. _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

6. **Extensions:** Write three *un* words on the lines provided that could be used in a sentence about this week's passage.

a. _____ b. _____
c. _____

7. Fill in the blanks for the reminder for *threw* and *through*:

a. He _____ the _____ shoes
b. They went _____ the _____ forest.

8. Write a one or two word definitions for this week's Wacky Word pair.

a. threw - _____
b. through - _____

III. Outlining and Write On

9. Write three descriptive words that you could use to describe the diamond in this week's passage.

a. _____ b. _____
c. _____

10. Write two sentences about the diamond using two of the words you listed in 9.

a. _____

b. _____

11. What two abbreviations or symbols did you use in your outline this week?

a. _____ b. _____

12. **Extensions:** What did you decide to use for the opening paragraph for your report this week?

IV. Grammar and Usage

13. Divide the following words between the two words that comprise each compound word.

a. o u t s i d e b. s e a p o r t c. f a r a w a y

14. Write three compound words on the lines provided.

a. _____ b. _____
c. _____

15. Write two sentences using three adjectives describing the miner in this week's passage. Put a comma between each descriptor—but not before the word that the adjectives are describing.

a. _____

b. _____

V. Editing and Revising

16. List another title that you did not use for your report this week.

Blue 4-A: Week Three

Character Focus: Virtue

Vocabulary Box

Words that describe *godly (or true) righteousness--* adjectives

People with virtue are usually

deferential	deontic	ethical	fervent
genuine	honorable	humble	just
justified	moral	principled	pure
reputable	selfless	transparent	unpretentious
unspoiled	untarnished	upright	venerable
veritable	virtuous	wholesome	

Vocabulary Box

Words that describe *Pharisaical (or fake) righteousness--* adjectives

People who are fake are often

arrogant	boastful	condescending
disingenuous	egotistical	flamboyant
grandiose	hypocritical	imperious
insincere	judgmental	narcissistic
ostentatious	overbearing	pedantic
pious	pompous	prideful
santimonious	self-obsessed	supercilious
vacuous	vainglorious	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

"The conscience is like your traffic light, for it warns you when to stop, when to be careful, and when to proceed straight ahead," advised Father.

"Good idea!" said Joseph. "That's an ingenious way to look at it."

Extensions

"If we always stop when our conscience shines a red light, we will never get into trouble," said Father. "It is only by driving past that red light that we run into difficulties and find that there are heavy penalties to pay."

Further Extension

Joseph was silent. He was contemplating this.

"People sometimes think that it doesn't matter if they break the commandments of God," Father continued. "They see the red light saying, 'Thou shall not,' and they drive on through, thinking all will be well. But it is always extremely costly and never worth the price."

<> 1a. Read this week's passage aloud.

<> 1b. In the **second paragraph** of the passage, highlight the following words:

1. conscience

2. difficulties

3. penalties

Further Study: Read the prayer of Ezra found in Ezra 9:5-15. There are many believers today who make compromises, just as the Israelites did in Ezra's day. Use his prayer as a guide to pray for mercy, revival, and forgiveness for the believers in your country.

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

Optional Penmanship Practice

Wherefore the law was our school master to bring us unto Christ, that we might be justified by faith.

Galatians 3: 24

Character Focus: While trying to keep the Jewish law and keep people from being like the Greeks, the Pharisees made a new kind of law.

<> **1f. Optional:** Write a sentence about the character quality for this month using this \ DD word.

Further Study: If a "little" mistake is made in building, a whole, huge building may fall down. In the same way, when a "little" part of God's Word is ignored, it can hurt people.

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: If we always stop when our conscience shines a red light, we
will not get into trouble. Subordinate clause opener

Character Focus: Christians cannot be righteous on their own. Jesus gives us His righteousness when He saved us. It is our choice though to except it and live in it.

Further Study: Analyze the experiences of Bible characters who illustrate the results of compromise, such as Lot, Judas, or David.

<> **1h.** (T) Review your copy with your teacher, and correct any errors.

<> **1i. Optional:** Make a minit-book containing this week's passage.

2. Spelling/Structural Analysis: Short *a*, *e*, *i*, *o*, and *u* Families

Examples: stand, let, sob, rid, hut

<> **2a.** In the first copy box of the passage, highlight the one-syllable words that have one vowel making a short vowel sound.

1. The vowels in all of these words make their **short sound**.
2. **When a small word contains only one vowel—and the vowel does not come at the end of the word—that vowel usually makes its short sound.**
3. There are **exceptions** to every phonics rule, such as the following:
 - a. Words with **unusual sounds**: what, want
 - b. **Certain word families**: fall, chalk, halt

Teacher Tip: The c-v-c pattern means consonant-vowel-consonant pattern; the v-c pattern means vowel-consonant pattern. One-syllable words with a single vowel in the middle (with a consonant or consonants on both sides of the vowel) usually say the vowel's short sound.

- c. **R-controlled words:** far, shirt, her, or blurt
 - d. **Words ending in y:** day, boy, buy
 - e. **Long vowel - one-vowel families:** child, mind, told, host
4. You can learn the families of one-syllable short vowel words easily.

a. **Short a families:**

- | | |
|---------------------------|---------------------------|
| 1) an: ban, man, can, tan | 2) ad: bad, dad, had, tad |
| 3) ag: bag, sag, tag, lag | 4) and: band, hand, land |
| 5) at: bat, hat, sat, mat | |

b. **Short e families:**

- | | |
|---------------------------|---------------------------|
| 1) ed: bed, led, wed | 2) eg: beg, leg |
| 3) et: bet, wet, let, met | 4) ell: tell, swell, fell |

c. **Short i families:**

- | | |
|---------------------------|----------------------|
| 1) it: bit, hit, lit, sit | 2) id: lid, hid, kid |
| 3) in: fin, sin, bin | 4) ib: rib, bib, fib |

d. **Short o families:**

- | | |
|----------------------------|----------------------|
| 1) ock: lock, sock, mock | 2) ob: lob, sob, rob |
| 3) ot: dot, blot, hot, not | 4) ox: fox, box, pox |

e. **Short u families:**

- | | |
|----------------------------|--------------------------|
| 1) ud: thud, mud, bud, dud | 2) ub: tub, rub, scrub |
| 3) ut: but, rut, nut, cut | 4) uck: tuck, buck, luck |

Write any **Review Words** that your teacher gives you on the lines provided.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to pages 5-9 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words. **Review Words** section.

Help Box for 2a.

You should have highlighted the following words:

- | | | | |
|---------|--------|---------|-----------|
| 1. is | 2. it | 3. when | 4. stop |
| 5. when | 6. and | 7. when | 8. That's |
| 9. an | 10. at | 11. it | |

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. spirit*	spir-it			
2. wend	wend			
3. often	of-ten			
4. watershed	wa-ter-shed			
5. selfless	self-less			
6. within	with-in			
7. understand	un-der-stand			
8. upstage	up-stage			
9. quell*	quell			
10. admit	ad-mit			
11. finish	fin-ish			
12. seldom*	sel-dom			

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
13. transpire	tran-spire			
14. tandem*	tan-dem			
15. visage*	vis-age			
16. vexation*	vex-a-tion			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Series of Three or More, Compound Words

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the second paragraph, highlight the series of three or more items, and add the proper punctuation to each series.
- (3) In all the paragraphs, highlight the compound words in another color.

They're are almost two thousand different kinds of termites in the world. They can be very different from each other yet they all have some things in common. one thing they have in common is that they all live in absolute darkness. some termites builds huge clay mounds. They live in these mound they're entire lives The walls of the mound is made to block out light

some termites lives in tree stumps fallen logs and other forms of dead wood where no light can get inside. still a different kind of termite live in tunnels dug into the ground. these tunnels can be 130 feet deep. This is so that no light can get inside. all termites live without light from the sun moon or stars. they do not like the light of flashlights lanterns or fires

sometimes people or other animals breaks open termite nests Than the light get into their home. the termites run crazily searching for darkness They do not stay and defend their nests or eggs like ants do. they only think of themselves. if their are light, they cannot stand up for there homes. termites can only defend themselves in darkness

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. spirut

spirit

2. wend	wennd
3. often	oftan
4. waturshed	watershed
5. selfless	slffless
6. within	withen
7. undursand	understand
8. upstage	upstaje
9. qwell	quell
10. admitt	admit
11. finish	finush
12. seldom	seldum

<> 4b. Highlight the correct spelling of each **Extension** word.

13. tranzpire	transpire
14. tandem	tandum
15. visuge	visage
16. vexashun	vexation

Optional Penmanship Practice

Teach me, O Lord, the way
of thy statues; and I shall
keep it unto the end.

Psalm 119:33

<> 4c. On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Overview of Personal Writing Assignment

You will be writing a Personal Essay (or narrative) in this lesson. A Personal Essay is one of the few times it is appropriate to write in the first person. To write in the first person means that you will write using the word *I*.

It is appropriate to write in the first person anytime you are writing about anything personal. This includes times in which you write about your likes and dislikes, describe something you own, pen journal entries, retell personal stories, etc. Obviously, autobiographies and memoirs are both written in the first person.

I. TOPIC OF REPORT

You will be writing a Personal (or narrative) Essay about a time in your life when you have either obeyed God's commands (or your parents) or disobeyed them. You may choose from one of the ideas listed or choose a different one.

- A. Doing your chores
- B. Obeying your parents
- C. Being respectful to someone older
- D. Sharing
- E. Telling the truth
- F. Doing what is right without being told to

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic** students will write 2 paragraphs for the body.
- B. **Extensions** students will write 3 paragraphs for the body.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write 5-6 sentences per paragraph.
- B. **Extension** students will write 6-7 sentences per paragraph.
- C. **Further Extension** students will write 7-8 sentences per paragraph.

IV. OPENING PARAGRAPH

No student will write an opening paragraph.

V. CLOSING PARAGRAPH

All students will write a closing paragraph.

VI. SOURCES

You are generally **not** required to have sources in personal (or narrative) writing. If you decide to use a quote or other material from a source, use the guidelines for citing sources from the Informative Report's instructions found in another lesson or from the *Teacher's Guide*.

VII. QUOTATIONS IN YOUR REPORT

You are **not** required to have quotations in your personal essay; however, you may add one (or more) if it helps you further your topic or will help your reader enjoy your essay more. Use the guidelines for including quotes and citing your quote's source from the Informative Report's instructions found in another lesson or from the *Teacher's Guide*.

VIII. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. Using words for special emphasis
- B. Color-Coded Outlining
- C. Writing in the First Person
- D. Original Thesis Statement
- E. Thesis Statement Reloaded
- F. Closing Paragraph

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

Optional Penmanship Practice

Making the word of God of none effect through your tradition, which ye have delivered: and many such like things do ye.

Mark 7:13

5. Study Skills/Prewriting: Take Notes for an Original Personal Essay

When you do a Key Word Outline over material that is given to you, you just find a group of paragraphs and write an outline using key words from each sentence of each paragraph.

When you write personal types of writing, you will take notes on what you already know, but you will still do it Sentence-by-Sentence (S-by-S) like you do with KWO's over source material.

An essay is a different kind of writing than an informative report or biography. An essay is often less formal than a report—and it often does **not** have research in it, like facts from an encyclopedia or online source.

There are many different kinds of essays:

1. Narrative—a retelling or experience-based essay (like you will do this week about obeying)
2. Informative—much like a research report but usually just informally telling about something (not so much research and details)
3. Persuasive—trying to persuade readers to agree with you about something

Many times when you do Key Word Outlines over given material in TFT books, you are doing essays. Sometimes, if the passage is technical, you are writing a report—but usually without telling your sources, etc.

Do not worry! You will be led step-by-step in how to write this essay. You will become an excellent essay writer!

<> **5a.** Follow these tips to brainstorm for your essay:

- (1) Choose a topic from the list in the Overview Box that you can write the assigned number of paragraphs about that readers would find interesting—and you think you would enjoy writing about.
- (2) Keep in mind that you will only have two or three paragraphs to re-tell your instance. Thus, you will want to tell about **one short time of disobeying or obeying**—not an entire day or a lengthy instance with many steps that occurred.
- (3) In the “Brainstorming Box” provided, brainstorm for several minutes to come up with various aspects of the instance you have chosen that you think you would like to include in your essay, following these tips:
 - a. **Think carefully about the occasion and jot down** how you felt, the details of the day, your actions—anything you can remember about the instance that you think you might want to use in your essays.
 - b. Remember, this will be an **essay about you**, so try to think of details about yourself during that time—your attitude, your thoughts, etc.
 - c. Keep in mind that you will want to discuss any **lessons that you learned** (in the case of disobeying) or any **rewards that you experienced** (in the case of obeying).
 - d. Don't worry about whether you will use these notes or not; just write down ideas that come to mind.

Further Study: Read Ecclesiastes 5:4-5 and discuss the seriousness with which God views a vow, such as a marriage vow.

Further Study: Study Alexander the Great's conquest of the war and how it affected the Jewish people.

Brainstorming Box

<> 5b. Using the ideas from your Brainstorming Box (BB), outline the body of your essay, following these steps for Color-Coded Outlining:

- (1) See if you have any other ideas to add to your Brainstorming Box. Add these now.
- (2) Using **two colors of highlighters for a two paragraph body** or **three colors of highlighters for a three paragraph body**, mark your Brainstorming Box as follows:
 - a. Look at the items you wrote in your Brainstorming Box and consider how you could divide the steps of your re-telling into two paragraphs or three paragraphs (depending on level).
 - i. If you are writing **two paragraphs**, you will want to **tell the first half of your story in the first paragraph and the second half of your story in the second paragraph**.
 - ii. If you are writing **three paragraphs**, you will want to **divide your event into three parts**.
 - b. Once you know how you can divide your event into paragraphs, **jot down the Topics of Paragraphs on the lines provided**:

Optional Penmanship Practice

But his delight is in the law
of the Lord; and in his law
doth he meditate day and
night.

Psalms 1: 2

Further Study: Read Jeremiah 17: 9-10 and discuss which small compromises might have led to the dishonoring of parents with Corban. What wrong attitudes or motives were the root problems?

Further Study: Study the character quality of humility vs. pride in *The Power for True Success*.

Character Focus: When the Jewish religion was threatened by the Greek culture, some compromised with it, some wanted to revolt against it, and some pulled back and would not have anything to do with it. The Pharisees were part of the last group.

Further Study: Learn proper flag etiquette, including its care, regulations for raising and lowering it, position of bystanders as it is being raised). As you learn to properly care for the flag, discuss the word honor.

Topic of Paragraph of Body A (PoB A): _____

Topic of Paragraph of Body B (PoB B): _____

Extensions--Topic of Paragraph of Body C (PoB C): _____

- c. **Using your two or three colors of highlighters, highlight each Topic of Paragraph line above with a different color.** These will become your “paragraph colors”—the color that you will highlight information in your Brainstorming Box for each paragraph of information.
- d. Using the same colors you used to highlight each Paragraph line above, **highlight information in your Brainstorming Box** to show which paragraph you will put each piece of information in following these steps:
 - i. At this time, mark through anything in your box that you do not want to include in your essay with a pen or pencil.
 - ii. Think chronologically about the order the events transpired
 - iii. Add other notes as you go through the process--anything that will help you think about what you want in each paragraph
 - iv. Thus, when you are done with this step, all of the information in your box will be highlighted to correlate with which paragraph it will go in.
- (3) In the note taking section provided below, **write your paragraph topics in the order that you will want them in your essay (from your topic of paragraph lines).**
- (4) Once you have all of your paragraph topics filled in, **fill in the lines beneath each one to indicate what you want to include in each sentence of each paragraph.** Use your Brainstorming Box “Color-Coded Outlining” highlighted information to be sure that you include everything you thought of earlier.
- (5) While you are taking notes, if you think of more paragraph topics or see that a paragraph will need divided into two paragraphs or you need more paragraphs, etc. just mark this.
 - a. Your outlining space is for you!
 - b. You may add, subtract, or divide however you wish.
- (6) You may write down too much information and omit some of it later when you are writing, if needed, but do not write down too little information.
- (7) You may or may not use all of the sentence outlining lines, according to the number of sentences assigned to you.
- (8) You will **not** write an opening paragraph.
 - a. You will be assigned a thesis statement for your entire essay in the Checklist Challenge to ensure that you have one.
 - b. **It might be better for you to write your thesis statement now at the very beginning of your essay**—in the beginning of the first paragraph of the body.
- (9) Since **you will be writing a closing paragraph** later, keep your mind open as you take notes for the body of your essay for clever or interesting closing ideas. If you think of something you would like to use for your closing paragraph while outlining

the body of your essay, skip over to the closing paragraph note taking section of this lesson (in Week Four), and jot down your ideas there. Remember, your closing paragraph will contain your closing statement—

- a. Either the lesson you learned from your disobedience
- b. OR the reward you received from your obedience

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Character Focus: There are two types of righteousness---real righteousness that God gives us, and the Pharisees' righteousness that is just on the outside.

Further Study: Evaluate your friendships in light of I Corinthians 15:33--"Be not deceived; evil communications (companionships) corrupt good manners (moral habits)."

Character Focus: The priests and Levites were supposed to help people understand and follow God's law better, but instead they hid God's law behind their own rules.

Further Study: How does the command of Christ in Matthew 16:6 to "beware of leaven" relate to "little compromises bringing great compromises?"

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Extensions--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

6. Grammar: Prepositions

<> **6a.** In the **second copy box** of the passage, highlight the following words:

1. into (trouble)
2. into (difficulties)

1. We call these words prepositions. **Prepositions are words that show the position of a noun in relation to other things.** For example: The girl sat **beside** the lake.

2. You can remember what prepositions are if you remember the following phrase:

Prepositions show position.

3. There is one preposition that is somewhat confusing. It is the preposition *to*. The word *to* is usually a preposition. For example: The girl walked **to** the lake.

4. Sometimes *to* is not a preposition. **When the word *to* is followed by a verb, it is a special kind of verb—not a preposition.** This kind of verb is called an **infinitive**.

Examples:

- a. to write
- b. to read
- c. to run
- d. to jump

<> **6b.** Another way you can remember prepositions is by doing the following:

1. Get an empty bathroom tissue tube and a small toy animal or character.
2. Hold your little toy in various positions around the tissue tube.
3. All of the words you use to describe where your toy is in comparison to the tube are prepositions.
4. Put your bathroom tissue tube and toy in a little bag, and keep them for future preposition practice.

- | | |
|----------------------------|----------------------------|
| a. aboard the tube | b. above the tube |
| c. against the tube | d. along the tube |
| e. around the tube | f. at the tube |
| g. below the tube | h. beneath the tube |
| i. beside the tube | j. between the tube |
| k. beyond the tube | l. for the tube |
| m. from the tube | n. in the tube |
| o. into the tube | p. on the tube |
| q. onto the tube | r. over the tube |
| s. through the tube | t. under the tube |
| u. with the tube | v. within the tube |

<> **6c.** (T) Memorize the following rhyme, and recite it to your teacher.

Prepositions show position.

Further Study: Read I Samuel 9-15 and discover how King Saul went from being the greatest in stature to the least, in God's estimation.

Character Focus: People who follow the letter of the law just do all the little details of the law but miss the main points.

<> **6d.** (T) With your bathroom tissue tube and toy, practice using prepositions until you can recite them to your teacher.

Basic Level: Recite fifteen prepositions.

Extensions: Recite twenty prepositions.

<> **6e.** In the sentences provided, highlight the prepositions.

Note: Do not highlight the word *to* when it has a verb following it, such as *to write* or *to be*.

Example: The prodigal son was **in** trouble **throughout** his time **of** rebellion.

All

1. We should listen to God
2. He speaks to our heart.
3. We will not get in trouble.
4. We should stop at the red light.
5. We should go at the green light.
6. This is often decided by a government.
7. Above all the governments, God reigns.
8. He sets the standards for our lives and how they are measured.
9. No one can change His standards for our lives.

Extensions

10. Throughout history there have been different types of measurements.
11. Man has devised thousands of ways of measuring things.
12. Thus, there are different measuring systems for different things.

13. Some of these systems are simple for people to use.

14. Some types of measurements are hard for some people and easy for others.

15. The one thing that all of the kinds of measurements need is a standard-
for them to follow.

<> **6f. Optional:** In your notebook, write sentences with prepositions, and highlight the prepositions.

Basic Level: Write five sentences.

Extension: Write eight sentences.

Further Extension: Write eight sentences containing information from a character book or another source.

7. Write On: Writing in the First Person

This week you are outlining and writing a personal essay. When you write a personal essay, you will often write in the first person. This is because **first person writing is from your point of you—the first person.**

It is appropriate to write in the first person when you write a personal essay because personal essays are usually about (or at least have something to do with) the person who is writing it.

In the case of this week's essay, you will be writing about how YOU (the first person writer) obeyed or disobeyed in a certain situation.

When you write reports, you usually write in what is called the third person. This means that you say pronouns, such as *he*, *she*, *they*, etc. You do not mention yourself in third person writing.

In **first person writing**, however, you will **use the pronouns *I*, *me*, *we*, *us*, *our*, etc.** That is, you will tell what you learned or received—and you will actually write sentences, such as *I learned so much that afternoon. I knew it was wrong the moment I snuck in.*

Remember these things about first person writing:

- (1) Use **first person writing in personal writing**, such as journal entries, personal essays, diaries, testimonials, etc.
- (2) Do **not use first person writing in formal reports**. Those should be about the thing or person you are writing about—from an official source, not what you think of it.
- (3) **Write with the pronouns *I*, *me*, *we*, *us*, *our*, etc.** to refer to yourself when you write in the first person.
- (4) **Do not switch from first person to third person and back and forth**. For instance, do not say *I can learn to obey. She should always obey.*

<> 7. In the sentences provided below, act like you are Joseph from our passage and rewrite them in first person like the example.

Note: You will use the following pronouns in your sentences: I, my

Example: Joseph understood his father.
I understood my father.

All

1. The traffic light warned Joseph when to stop.

2. Joseph followed the traffic light.

3. Joseph was silent.

4. Joseph will try not to go when the light is red.

5. Joseph will be careful.

6. Joseph thought it was a good idea.

Extensions

7. Joseph knew that it does matter if he obeys.

8. If Joseph followed his conscience, he would do what is right.

9. He was contemplating this.

10. Joseph thought disobeying was not worth the price.

8. Spelling Practice: Six “S” Spelling Secret

<> **8a.** Take a spelling "pre-test" in your notebook.

<> **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition: Write Rough Draft Personal Essay

<> **9.** Follow these steps to write your essay from the notes you have compiled:

- (1) **Read the notes you have made** for the first paragraph of the body of your essay.
- (2) **Re-order any notes that are not in the order you would like for them to be** in when you write. Add more information that comes to mind as you are ordering your notes, and mark through anything you do not think you will want to use.
- (3) **Write the first paragraph of the body of your essay.**
- (4) **Repeat** the steps above for the remainder of the body of your essay.
- (5) Write on **every other line or double space** (if keying) your report to make it easier to complete the Checklist Challenge later.

Note: Be sure to write in the first person--with pronouns I, me, we, us, etc.

10. Sentence Structure: Prepositional Phrases

<> **10a.** In the second copy box of the passage, place parentheses around the the following phrases:

1. (into trouble) 2.(into difficulties)

1. These are both prepositional phrases.
2. Do you remember what we learned about prepositions? If you need to be reminded, get out the toy and bathroom tissue tube and review the previous lesson about prepositions.
3. **The prepositions and other words that you used to describe where your toy was were prepositional phrases.**

Examples:

- a. into the tube
- b. over the tube
- c. around the tube

4. **Those groups of words are all prepositional phrases—groups of words that start with a preposition and end with an object of the preposition (usually a noun or pronoun).**
5. Prepositional phrases are good to use at the beginning of sentences, too. These are called prepositional phrase openers.
6. Your sentences will usually have the subject and then the verb.
 - a. The mother | prepared. b. The children | played.
 - c. The widow | remembered. d. The son | prospered.
7. Prepositional phrase openers give sentences a more interesting beginning. Read these sentences aloud.
 - a. **At her home**, the mother prepared.
 - b. **In the street**, the children played
 - c. **On that day**, the widow remembered.
 - d. **Through his mother's teaching**, the son prospered.

<> **10b.** In the sentences provided, complete the following steps:

- (1) Highlight the prepositions
- (2) Place parentheses () around the prepositional phrases

All

1. We should listen to God.
2. He speaks to our heart.
3. We will not get in trouble.
4. We should stop at the red light.

5. We should go at the green lights.

6. That is a good way to look at it.

7. We will run into trouble.

8. We should look to God.

Extensions

9. Every time a new government comes, the leaders must decide if they want to keep the old standard for measurements.

10. In France, the government changed the standard.

11. The change came suddenly to the French people.

12. The new government wanted people to break all ties with the old government.

13. This system was called the metric system by the new government.

14. This system became the most popular in the world.

15. In Paris there is a special part of the government just to make sure the metric system works well.

16. The standards for the metric system have not changed in hundreds of years.

17. The standards are kept in France.

18. All international trade uses the metric system for their deals.

<> 10c. Optional: In your notebook, write sentences using prepositional phrases.

Basic Level: Write five sentences.

Extension: Write seven sentences.

Further Extension: Write nine sentences.

11. Spelling Practice: Write That Word!

<> **11a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **11b.** Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **11c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

12. Grammar: Weekly Quizzes

- <> **12a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- <> **12b.** Do the Weekly Review Quiz provided after this week's lesson.

13. Spelling: Spelling Test

- <> **13a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **13b.** (T) Have your teacher check your Spelling Test.
- <> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Dictation: Dictation Quiz

- <> **14a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **14b.** (T) Review your dictation with your teacher.
- <> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

Optional: Extra Practice

- 1E. In your notebook, write ten short vowel words.
- 2E. In your notebook, write seven sentences with prepositions.
- 3E. From a character book or another source, choose ten sentences about how the Bible helps us decide between right and wrong, and copy them into your notebook.
- 4E. In your notebook, write four Scriptures about the law and our hearts.
- 5E. Make a minit-book containing your Scriptures from the Extra Practice assignment.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>1. To See:</p> <ol style="list-style-type: none"> Copy the word you need to practice on the first empty line of this column. Look at this first word carefully. Pay attention to the parts of the word that follow spelling rules you already know. Look closely at the shape of the word. See if there are parts of the word you know easily. 	<p>2. To Say:</p> <ol style="list-style-type: none"> Say the word you wrote in column one aloud. Try to spell the word aloud without looking in the 1. SEE column. If you get stuck, look at the word in the 1. SEE column. Note: If spelling a word aloud confuses you further, skip this step. 	<p>3. To Separate:</p> <ol style="list-style-type: none"> Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. Try to picture the word in your mind. Close your eyes to picture the word, if needed. 	<p>4. To Spell:</p> <ol style="list-style-type: none"> With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. If you get stuck, try to picture the word once more in your mind, and try again to write it. 	<p>5. To Spot:</p> <ol style="list-style-type: none"> Uncover the word in the 1. SEE column. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.) 	<p>6. To Stop/Start:</p> <ol style="list-style-type: none"> If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme--E's

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--FE

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions

(FANBOYS)--E's

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ -- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

-- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned

in Rhyme--E's

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. Write three adjectives (**Extensions:** write four) that could be used to describe Joseph in this week's passage.

- a. _____ b. _____
c. _____

2. Write three sentences about Joseph using three of the words you listed in number one.

- a. _____

b. _____

c. _____

3. What do the red light and the green light in the traffic light symbolize in this week's passage?

- a. red light - _____
b. green light - _____

4. **Further Extension:** What does the word *ingenious* mean?

5. **Further Extension:** What root word that you are familiar with does the word *ingenious* contain?

II. Spelling and Wacky Words

6. Highlight the short first syllable in this week's spelling words listed below:

- | | | |
|---------------|-------------|-----------|
| a. often | b. selfless | c. within |
| d. understand | e. upstage | f. admit |
| g. finish | h. seldom | |

7. **Extension:** Write four words that begin with the prefix *un* that could be used to describe Joseph.

- a. _____ b. _____
c. _____ d. _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

III. Outlining and Write On

8. List your paragraph topic(s) for your obeying essay.

a. _____

b. _____

c. **Extensions:** _____

9. How did you know when to change paragraphs this week? _____

10. Write four sentences from your essay that are written in the first person.

a. _____

b. _____

c. _____

d. _____

11. **Further Extension:** Write two sentences in the first person using the words *obey* and *respect*. Give enough information to “prove” your sentence. In other words, do not just say, *I should obey*. Rather, say, *I should obey my parents **because God commanded it in the Bible.***

a. _____

b. _____

IV. Grammar and Usage

12. Fill in the rhyme: Prepositions _____ .

13. Use your bathroom tissue tube and little character to come up with prepositions. List them below.

Basic: List fifteen prepositions.

Extensions: List twenty prepositions.

(1)_____ (2)_____ (3)_____

(4)_____ (5)_____ (6)_____

(7)_____ (8)_____ (9)_____

(10)_____ (11)_____ (12)_____

- (13)_____ (14)_____ (15)_____
- (16)_____ (17)_____ (18)_____
- (19)_____ (20)_____

14. **Extensions:** A prepositional phrase is a group of words that begins with a _____ and ends with the object of the preposition.

15. **Extensions:** In the phrases below, highlight the prepositions with one color and the object of the preposition in another.

- | | |
|--------------------|---------------------|
| a. around the tube | b. above the tube |
| c. below the tube | d. beneath the tube |
| e. over the tube | f. under the tube |

16. Write twenty prepositions on the lines provided without using your Preposition Pal or looking at # 13.

- | | | |
|-----------|-----------|-----------|
| (1)_____ | (2)_____ | (3)_____ |
| (4)_____ | (5)_____ | (6)_____ |
| (7)_____ | (8)_____ | (9)_____ |
| (10)_____ | (11)_____ | (12)_____ |
| (13)_____ | (14)_____ | (15)_____ |
| (16)_____ | (17)_____ | (18)_____ |
| (19)_____ | (20)_____ | |

17. Write opposite prepositions on the lines.

- | | | |
|-------------------|-----------------|---------------|
| a. up - _____ | b. in - _____ | c. on - _____ |
| d. within - _____ | e. over - _____ | |

18. **Further Extension:** Write four sentences that contain prepositional phrase openers about Joseph.

Example: **With kindness in his voice**, Joseph responded to his father.

- a. _____
- _____
- b. _____
- _____
- c. _____
- _____
- d. _____
- _____

V. Editing and Revising

20. What word (**Extensions:** list two) will you have to watch out for this week with redundancy issues?

a. _____ b. _____

21. List two strong verbs (**Extensions:** four) that can be substituted for obey?

a. _____ b. _____

c. _____ d. _____

Blue 4-A: Week Four

Character Focus: Virtue

Vocabulary Box

Words that describe *godly (or true) righteousness--* adjectives

People with virtue are usually

deferential	deontic	ethical	fervent
genuine	honorable	humble	just
justified	moral	principled	pure
reputable	selfless	transparent	unpretentious
unspoiled	untarnished	upright	venerable
veritable	virtuous	wholesome	

Vocabulary Box

Words that describe *Pharisaical (or fake) righteousness--* adjectives

People who are fake are often

arrogant	boastful	condescending
disingenuous	egotistical	flamboyant
grandiose	hypocritical	imperious
insincere	judgmental	narcissistic
ostentatious	overbearing	pedantic
pious	pompous	prideful
santimonious	self-obsessed	supercilious
vacuous	vainglorious	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	The United States Supreme Court is the highest court in the land. It is the third branch of the United States government. The President and Congress are the other two branches. Yet, in the early 1800s, politicians fought over the power of the Supreme Court. The authority of the Constitution as the supreme law of the land had not yet been established at that time.
Extensions	Men like John Marshall wanted to build a strong republic. They were called Federalists. Others, like Marshall's cousin, Thomas Jefferson, believed that a government that governs least governs best. Jefferson was a member of the Democratic-Republican Party. Like other members of the party, he favored making the power of the government less.
Further Extension	How much power did Congress have? And how much power did the Court have? These were important questions at that time. Presidents like George Washington and John Adams helped make the Congress stronger. Right before the end of his time as President, John Adams made John Marshall Chief Justice of the Supreme Court.

<> 1a. Read this week's passage aloud.

<> 1b. In the **first two paragraphs** of the passage, highlight the following words:

1. Supreme

2. favored

<> 1c. Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *supreme*

Definition of *favored*

<> 1d. On the lines provided, write a sentence about the *Supreme Court*, using one of the words you defined.

<> 1e. From the shaded Vocabulary Box, choose two words that mean *godly righteousness*, and write them on the lines provided.

1. _____ 2. _____

<> 1f. On the lines provided, write one sentence about the passage. In your sentence, use one of the vocabulary words you listed.

<> 1g. **Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

Optional Penmanship Practice

For Christ is the end of the law for righteousness to every one that believeth.

Romans 10: 4

Further Study: Memorize I Timothy 4:12 and realize that no matter where you are or what you are doing, people are watching and following your example.

Character Focus: We have to trust God to take care of us.

Optional Penmanship Practice

They that forsake the law
praise the wicked: but such
as keep the law contend
with them.

Proverbs 28:4

- (2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

- (3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

- (4) Complete the steps described in the DD box for the trick you chose.

- (5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

- (6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

- (7) Write a shortened dictionary definition for your word on the lines provided.

- (8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

- (9) Write a sentence using this DD word on the lines provided.

- <> **1h. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1i. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Surprisingly, the Supreme Court has only nine justices.

Ly word opener

<> **1j.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1k.** (T) Review your copy with your teacher, and correct any errors.

<> **1l. Optional:** Make a minit-book containing this week's passage.

Spelling Practice

Use any of the following practice techniques to prepare for this week's Spelling Test:

1. Use the Spelling Practice Worksheet in the Appendix of the *Teacher's Guide* to copy your difficult words over and over.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every other letter. Try to fill in the missing letters.
4. Have your teacher write your words on paper or on the Spelling Practice Worksheet provided in the Appendix of the *Teacher's Guide*, syllabifying each syllable of each word for you (e.g., *dil/i/gent*). Practice writing them syllable by syllable just like your teacher did.
5. Complete any or all of the Optional Spelling Practice boxes provided as sidebars throughout the weekly lesson.
6. Write your spelling words on notebook paper and highlight each syllable, each prefix, and/or each suffix with a different color highlighter.
7. Write each of your words on a different sticky note in bold marker. Write each word beneath the bold word once a day (or more as needed) until the sticky note is full and/or you have mastered the word.
8. Record your words under the correct columns of the *Spelling Notebook*.
9. Spell your words outloud, visualizing each syllable as you spell.
10. Type your words on the computer in large, bold font.
11. Write your words on graph paper, one letter per box, each day.
12. Make yourself fill-in-the-blank practice sheets with the most difficult parts of your words omitted for you to fill in.

Double and Single
Consonant in the
Middle of Words

First Syllable Short

ap/ple dif/fer
sun/ny

**R-Controlled First
Syllable**

car/riage mer/ry
hur/ry

Other (schwa, etc.)

ap/point ac/cuse
ac/quaint

**Single Consonant in
the Middle Keeps First
Syllable Long**

o/pen sta/tion
fo/cus

To syllabicate means
“to divide into sylla-
bles.”

2. Spelling/Structural Analysis: Single Consonant in the Middle of a Word Results in a Long First Syllable

Examples: be/long, Bi/ble

<> **2a.** In the **first two copy boxes** of the passage, highlight the following words.

1. United
2. republic
3. believed
4. favored

1. Do you recognize what these words have in common? **These words have a single consonant in the middle that makes the first vowel long.**

2. Since each have a consonant in the middle of each one, they would each have a long vowel sound.

Examples:

- a. be/long
- b. to/ken
- c. Bi/ble

3. With two consonants, **the two consonants in the middle of the word first vowel is short.**

Examples:

- a. con/gress
- b. mem/ber
- c. writ/ten

4. You have already learned how to spell many words with the first syllable short.

5. Now you will learn words with the first syllable long.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 44 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words. **Review Words** section.

Write any **Review Words**
that your teacher gives you
on the lines provided.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. belong	be-long		Think be • long	
2. favor	fa-vor			
3. covert*	co-vert			
4. token	to-ken			
5. locate	lo-cate			
6. bemuse*	be-muse			
7. believe	be-lieve			
8. nation	na-tion			
9. ego	e-go			
10. prolong*	pro-long			
11. create	cre-ate			
12. promote	pro-mote			

*Commonly Misspelled

**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Extensions

13. republic*

re-pub-lic

14. united

u-nit-ed

Further Extension

15. befuddle

be-fud-dle

16. copious*

co-pi-ous

*Commonly Misspelled

**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Prepositions

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second paragraph, highlight the prepositions.

Basic Level: Highlight five prepositions.

Extension: Highlight seven prepositions.

Further Extension: Highlight nine prepositions.

one of the worse sicknesses the world has ever knew is the Black Death. In Europe, five thousand people a day died Whole towns was completely killed by the Black Death. this terrible disease has killed more people than any other plague in history. by the time doctors figured out what was causing the black death millions of people had already died from it (Note: *Black Death* should be capitalized.)

the most well-known case of the black death happened in europe In A.D. 1347, the Tartar Army attack a town in Crimea. the battle lasted for two years and stopped when the soldiers in the tartar army begun dying from the Black Death. The Tartars threw the dead bodies into the city This gave the Black Death to the people in the city and soon it spreads through the rest of Europe

In just a few years twenty-five million had been infected and died. the people did not know that they could have stopped the black death if they had obeyed a command in the bible. the Bible says to stay clean and to stay away from unclean animals like rats. the people in Europe did not do anything to try to keep the cities clean The Black Death was carried by rats and fleas. because these animals were allowed to live in the filthy towns, the Black Death was allowed to spread

Teacher Tip: A syllable is a sound that is made by one vowel sound. A syllable may or may not contain a consonant (e.g., *l*, *a*). When syllabifying words, each syllable must contain a vowel sound. This sound may be made of a *y*, one vowel, or a vowel combination (e.g., *by*, *joy*, *read*, *beau*). Syllables that end in a consonant are “closed” syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a “closed” syllable because it ends with a consonant. In the case of double-consonant-in-the-middle words, one consonant goes with the first syllable and the second consonant goes with the second syllable (e.g., *hap/py*).

4. Spelling Practice: Choose the Correct Spelling

<> **4a.** Highlight the correct spelling of each **All** word.

- | | |
|--------------|---------|
| 1. belong | beelong |
| 2. favor | faver |
| 3. covurt | covert |
| 4. token | tokan |
| 5. lokate | locate |
| 6. bemuse | bemuze |
| 7. beleive | believe |
| 8. nation | nashun |
| 9. ego | eggo |
| 10. prollong | prolong |
| 11. create | kreate |
| 12. promote | promoat |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|----------|
| 13. republik | republic |
| 14. united | unitted |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|--------------|----------|
| 15. befuddle | befuddel |
| 16. copeous | copious |

<> **4d.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

5. Study Skills/Prewriting: Take Notes and Write an Original Closing Paragraph

<> 5a. Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph.

- (1) Your closing paragraph will include a **“thesis statement reloaded.”**
 - a. Remember, a **“thesis statement reloaded”** is a statement that **“closes” your paper--sums up what your entire paper is about.**
 - b. It should be a sentence or two in length and should close your report.
 - c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
 - d. It should bridge the gap between your catchy closing paragraph and the body of your report.
 - e. It should leave your reader with a feeling of satisfaction after reading your paper.
 - f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
 - g. Be sure your **“thesis statement reloaded”** is not identical to your thesis statement--it should be **“reloaded”** with the key words still in it.
- (2) Decide how you would like to close your report. You may consider one of the ideas below or come up with something totally different.
 - a. A **song** like **“Trust and Obey”**
 - b. A **poem** about **obeying the Bible**
 - c. A **quotation** about the **importance of obeying the law**
 - d. A **statistic** relating to **how many people have been hurt by not obeying the law**
 - e. A **story from the Bible** about **how someone did or did not obey the law**
 - f. A **summary of what your report said** (without repeating all of the main points of your report)
- (3) Regardless of whether you use a song, quote, etc., be sure you either include the lesson you learned or the reward you received in this closing paragraph.
- (4) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (5) You may just jot down some thoughts, references, etc. for your closing paragraph notes, or you may create a **“sentence-by-sentence”** outline like you did for the body of your report.

Note: If you are used to writing **“thesis statements reloaded”** and closing paragraphs, you may experiment with putting your **“thesis statement reloaded”** later in your closing paragraph--even at the very end of your closing paragraph, if desired. Sometimes this helps the flow of your closing paragraph when you are writing a story or other information in your closing paragraph that you want to keep all together--then follow this with the **“thesis statement reloaded.”**

Notes for Closing Paragraph

<> 5b. Follow these steps for writing your closing paragraph:

- (1) **Write an opening sentence (“thesis statement reloaded”) at the beginning of your closing paragraph that tells what your report was about. (Or plan to put your “thesis statement reloaded” later, if desired.)**
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think about what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Write that sentence down.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced), after the report you just wrote.

Character Focus: Real righteousness comes as a gift from God, not from anything we can do.

6. Grammar: Nouns

<> 6a. In the **first paragraph** of the passage, highlight the following words:

- | | |
|--------------------------------|---------------|
| 1. United States Supreme Court | 2. court |
| 3. land | 4. branch |
| 5. government | 6. President |
| 7. Congress | 8. branches |
| 9. politicians | 10. power |
| 11. Supreme Court | 12. authority |

- 13. Constitution
- 15. land

- 14. law
- 16. time

Note: Some handbooks consider 1800s to be a noun.

1. Each of the words you highlighted is a noun.
2. **A noun is a word that is:**
 - a. a person
 - b. a place
 - c. a thing
 - d. an idea
3. You write with nouns all the time!
4. **Sometimes you put nouns near the beginning of your sentences—as the subjects.**
 - a. The **boy** rode.
 - b. The **girl** sang.
5. **Sometimes you put nouns near the end of your sentences—as the objects.**
 - a. The boy rode his **bike**.
 - b. The girl sang the **song**.
6. Nouns can be either common or proper.
 - a. **Common nouns are just the general name of things**, such as the following:
 - 1) boy
 - 2) girl
 - 3) baby
 - 4) box
 - 5) love
 - 6) town
 - 7) street
 - b. **Proper nouns are the specific names of things**, such as the following:
 - 1) Jonathan
 - 2) Kara
 - 3) Jacob
 - 4) Knoxville
 - 5) Bluffton

<> **6b.** In the sentences provided, highlight the nouns (both proper and common).

Note: Do not highlight the pronouns—words that take the place of nouns, like *him, her, they, their, it*, etc.

Note: Some sentences have more than one noun.

All

1. The United States has a government.
2. The government is supposed to serve the people.
3. It protects our freedom.
4. Every person in the United States helps make the laws.
5. Some people are judges.

Further Study: Learn the “Pledge of Allegiance” to the flag, and learn what the flag represents.

Optional Penmanship Practice

And be found in him, not having mine own righteousness, which is of the law, but that which is through the faith of Christ, the righteousness which is of God by faith.

Philippians 3: 9

Optional Penmanship Practice

For Christ is the end of the law for righteousness to every one that believeth.

Romans 10:4

Further Study: The words *pure* and *impure* are opposites. Study other sets of opposites. Discuss how a Christian's words and actions should not be opposite of each other.

6. Judges try cases in court.
7. People accused of crimes come to court.
8. The Supreme Court is the head of the other courts.
9. It is one of the most powerful parts of the government.
10. In history the Supreme Court has done different things.

Extensions

11. How much power did Congress have?
12. And how much power did the Court have?
13. These were important questions at that time.
14. Presidents like George Washington and John Adams helped make the Court stronger.
15. Right before the end of his time as president, John Adams made John Marshall Chief Justice of the Supreme Court.

<> **6c. Optional:** In your notebook, write sentences of your own, and highlight the nouns.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write ten sentences using information from a character book or another source.

Further Study: Read the story of Daniel in the first few chapters of the book of Daniel. Because Daniel was a righteous man who trusted God, his enemies were unable to find something to use against him.

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

- <> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

Further Study: Learn the "disobedience math" and see if you do these "equations":

(1) Obedience + Delay = Disobedience

(2) Obedience + Murmuring = Disobedience

(3) Obedience + My methods = Disobedience

(4) Obedience + The Desire to Have People Praise Me = Disobedience

(5) Obedience + Letter of the Law - Spirit of the Law = Disobedience

8. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> **8.** Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
 - (2) Insert revisions with pen or pencil into your rough draft paper.
 - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
 - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

Further Study: Memorize II Peter 1:3-8 and look for practical ways that you can begin "adding to your faith."

9. Grammar/Punctuation: Main Subject

- <> **9a.** In the **first paragraph** of the passage, circle the following words with a light colored highlighter:

1. United States Supreme Court
2. It
3. President and Congress
4. politicians
5. authority

Further Study: Read Matthew 5:20 and discuss what the righteousness of the scribes and Pharisees was like and why it did not please God.

- 1. The words you circled in the passage are all subjects.**

Optional Penmanship Practice

Even a child is known by his doings, whether his work be pure, and whether it be right.

Proverbs 20:11

Further Study: Read selections from *Foxe's Book of Martyrs* and discover people through Christendom who have decided to obey God rather than man (*Foxe's Book of Martyrs* by John Foxe).

2. Did you notice that some of the subjects are the same words you highlighted when you highlighted the nouns?
3. **Subjects are often nouns!**
4. **The main subject is the word or words in the sentence that the entire sentence is about.**
5. You should learn these rules about a sentence's **main subject**.
 - a. **It is usually at the beginning of the sentence.**
 - 1) **He** turned his head.
 - 2) The **boy** had heard something.
 - b. **It is the person or thing that the whole sentence is about.**
 - 1) The **girl** ran. Who ran? girl
 - 2) The **father** prayed. Who prayed? father
6. It is **usually one of the following**:
 - a. **A noun (person, place, thing, or idea)**
 - b. **A pronoun (a word that replaces a noun—he, she, it, they, etc.)**
7. A sentence can have one subject, two subjects, or even three or more subjects.
 - a. **Adam** and his **son** were farmers.
 - b. **Mourning** and **repentance** can be seen in farming.
8. A sentence can have one subject at the beginning, and then later in the sentence have another subject. However, most of your sentences will have only one subject until you are at a more advanced level of writing.
9. Finding the main subject of the sentence is not hard.
 - a. **All you have to do is ask the question, "Who or what did the action?"**
 - b. Examples:
 - 1) Rats may carry bacteria.
What may carry bacteria? **Rats**
 - 2) We must keep the least of God's commands.
Who must keep the least of God's commands? **We**
10. **You can ask the question "Who or what did the action?"** to find the main subject in the sentences of the first paragraph in our passage.
 - a. What is the highest court in the land? **The United States Supreme Court**
 - b. What is the third branch of the United States government? **the Court**
 - c. Who fought over the power of the Court? **politicians**
 - d. What had not yet been established? **the authority (of the Constitution)**
11. The subject is never in a prepositional phrase.
12. In review, a **main subject** has the following traits:
 - a. It is the **person or thing that the sentence is about**.
 - b. It usually **comes at the beginning of the sentence**.
 - c. It is usually a **noun or a pronoun**.
 - d. It is the **source (person or thing) of the action**.
 - e. It is **never found in a prepositional phrase**.

<> **9b.** In the sentences provided, highlight the main subjects.

Hint: The main subject is usually one of the first few words of a sentence! (That is true unless the sentence has a sentence opener, of course.)

Example: **People** get sick.

All

1. Sickness is caused by different things.
2. Some animals carry sicknesses.
3. People can get sick from them.
4. Other diseases are in the air.
5. People breathe them in.
6. Then they get sick.
7. The Bible says that we have to stay clean.
8. People would get sick less often if they obeyed God's Word.
9. Humans have to follow the Bible's rules.
10. The law will not stop all sickness.
11. But the law does help us to avoid sickness.
12. The Bible teaches us how to stay away from deadly diseases.

Further Study: Read Bible stories about characters who were virtuous, such as Daniel.

Further Study: Read chapters 1-2 of Job. How was Job's righteousness based on him trusting God.

Further Extension

13. The United States Supreme Court is the highest court in the land.
14. The Supreme Court is the third branch of the United States government.
15. The President and Congress are the other two branches.
16. Yet, in the early 1800s, politicians fought over the power of the Court.
17. The authority of the Constitution as the supreme law of the land had not yet been established.

Optional Penmanship Practice

Teach me, O LORD, the way of thy statutes; and I shall keep it unto the end. Give me understanding, and I shall kkeep thy law; yea, I shall observe it with my whole heart.

Psalms 119: 33-34

<> **9c. Optional:** In your notebook, write sentences, and highlight the main subjects of each one.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write ten sentences using information from a character book or another source.

Further Study: Read the story of Samuel Morse and learn Morse code. You might enjoy *Champions of Invention* by John Hudson.

10. Spelling Practice: Write That Word!

<> **10a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **10b.** Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

Further Study: The Publican and Pharisee were perfect examples of humility and its opposite, pride. Read James 4:1-10 and find out how the quality of humility and the sin of pride will affect our fellowship with God.

<> **10c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

11. Grammar: Weekly Quizzes

- <> **11a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- <> **11b.** Do the Weekly Review Quiz provided after this week's lesson.

12. Spelling: Spelling Test

- <> **12a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **12b.** (T) Have your teacher check your Spelling Test.
- <> **12c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

- <> **13a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **13b.** (T) Review your dictation with your teacher.
- <> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Composition: Final Copy Original Personal Essay

- <> **14a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.

- <> **14b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?
- <> **14c. Optional:** Make a minit-book containing your essay.

Optional: Extra Practice

- 1E. In your notebook, write ten words with double consonants in the middle of them.
- 2E. In your notebook, write seven sentences and highlight the nouns in each sentence.
- 3E. In your notebook, copy ten sentences from a character book or another source about how the Bible teaches us about cleanliness.
- 4E. In your notebook, write four Scriptures about government.
- 5E. Make a minit-book containing your sentences from the Extra Practice assignments.
- 6E. Read a nonfiction book or part of a nonfiction book about courts or a court case.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 4-A: Week Three & Four

Character Focus: Virtue

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

To Be Completed During Week Four

☐ All ☐ All ☐ All ☐ E's

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All E's

Add an **adverb** (ly word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **O-B-E-Y**
- Something comical: **Me? Share?**
- Something bold: **Virtuous People Obey!**
- A song title or line: **Trust and Obey**
- A Scripture: **Obey Those Who Have Rule Over You**
- Something biblical: **Be Kind One to Another**
- Something about character: **VIRTUE**
- Other: **Truth-Teller**

🔑 **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

All

All

All

E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All

Start one or more of your sentences with an **adverb** (ly word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

🔑 **The comma may be directly after the adverb or shortly after it, depending on where you "hear" it.**

All

All

All

E's

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

🔑 **Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.**

All E's FE

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All E's FE

Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words.**

FE

Add one **subordinate clause opener** followed by a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **When a spider creates its web**, it uses an original design.
- **Because a web must capture many types of prey**, it is durable and adhesive.
- **While a spider is designing its web**, it constructs a frame and spins spokes that span out from the center.
- **Since a web needs to be durable and adhesive**, it is made of silk threads.

☞ **Subordinators are words that come at the beginning of subordinate clause openers. They include words in this rhyme (plus many more):**

Since, when, though

Because, if, although

FE

Add a **simile**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- A spider's web is as intricate **as a lace tablecloth**.

☞ **A simile is a comparison using *like* or *as*.**

E's

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that "hunter" has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ **Interjections include words from the following rhyme:**

My, well, oh

Wow, yes, no

FE

Combine two complete sentences with either a **coordinating conjunction (cc)** or a **semicolon** at least once. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- A web is an intricate trap, **for** it seldom allows a prey to escape.
- A web is an intricate trap; **it** seldom allows a prey to escape.

All All All E's

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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1. To See: 1. Copy the word you need to practice on the first empty line of this column. 2. Look at this first word carefully. 3. Pay attention to the parts of the word that follow spelling rules you already know. 4. Look closely at the shape of the word. 5. See if there are parts of the word you know easily.	2. To Say: 1. Say the word you wrote in column one aloud. 2. Try to spell the word aloud without looking in the 1. SEE column. 3. If you get stuck, look at the word in the 1. SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word. 2. Try to picture the word in your mind. 3. Close your eyes to picture the word, if needed.	4. To Spell: 1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column. 2. If you get stuck, try to picture the word once more in your mind, and try again to write it.	5. To Spot: 1. Uncover the word in the 1. SEE column. 2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)	6. To Stop/Start: 1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word. 2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)--E's

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme -- Extensions

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme -- Extensions

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.
C _____, C _____,
S _____, S _____
-- they are fun
W _____, W _____,
D _____, D _____,
D _____, &
D _____
M _____, M _____,
M _____
-- they are some as well,
A _____, L _____,
S _____, R _____,
T _____, _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
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29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
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38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--FE

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ -- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Comprehension and Vocabulary

1. Copy the proper nouns from this week's passage that are listed below, capitalizing them correctly:

a. united states supreme court - _____

b. john marshall - _____

c. thomas jefferson - _____

d. george washington - _____

e. john adams - _____

Extensions:

f. democratic-republican - _____

g. congress - _____

h. chief justice - _____

i. supreme court - _____

2. What is the highest court in the land? _____

3. What is the third branch of the United States government? _____

4. **Further Extension:** What are the two other branches of the United States government?

a. _____ b. _____

II. Spelling and Wacky Words

5. Highlight the short first syllable in this week's spelling words listed below:

a. believe

b. belong

c. locate

d. token

e. nation

f. promote

6. Fill in the blank: A single consonant in the middle of a word makes the first vowel _____.

7. **Extensions:** Write sentences using the Wacky Words from this unit listed below:

a. via

b. vie

c. threw

d. through

a. _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

- b. _____

- c. _____

- d. _____

III. Outlining and Write On

8. What did you decide to include in your closing paragraph? _____

9. Did you tell a lesson you learned through disobedience or the rewards of obedience in your closing? _____

IV. Grammar and Usage

10. Highlight the words that could be nouns in the list given below:

- | | | |
|-------------|---------------|-----------|
| a. land | b. mean | c. court |
| d. write | e. hopefully | f. power |
| g. powerful | h. law | i. time |
| j. read | k. government | l. govern |

11. A noun is a word that is one of the following:

- a. _____ b. _____
c. _____ d. _____

12. Common nouns are the general or specific names of things? _____

13. Proper nouns are the general or specific names of things? _____

14. Subjects are often which kind of word:

- a. nouns b. verbs c. adverbs

15. **Extensions:** Circle the traits of a sentence's main subject:

- a. Shows action
b. Is the person or thing the sentence is about
c. Is often an adverb
d. Is often found at the end of the sentence
e. Is usually a noun or pronoun

- f. Is always found in a prepositional phrase
- g. Is never found in a prepositional phrase
- h. Is found near the beginning of the sentence

16. Write twenty prepositions on the lines provided.

(1)_____	(2)_____	(3)_____
(4)_____	(5)_____	(6)_____
(7)_____	(8)_____	(9)_____
(10)_____	(11)_____	(12)_____
(13)_____	(14)_____	(15)_____
(16)_____	(17)_____	(18)_____
(19)_____	(20)_____	

17. Write opposite prepositions on the lines.

a. up - _____	b. in - _____	c. on - _____
d. within - _____	e. over - _____	

Teacher's Helps

Blue 4-A

Character Focus: Virtue

Lesson Plans and Answer Keys

Lesson Plans

Blue 4-A: Week One

For a Five-Day Week

Character Focus: Virtue

Day One

Vocabulary Box

Words that describe *godly (or true) righteousness*--adjectives

People with virtue are usually

deferential	deontic	ethical
fervent	genuine	honorable
humble	just	justified
moral	principled	pure
reputable	selfless	transparent
unpretentious	unspoiled	untarnished
upright	venerable	veritable
virtuous	wholesome	

Vocabulary Box

Words that describe *Pharisaical (or fake) righteousness*--adjectives

People who are fake are often

arrogant	boastful	condescending
disingenuous	egotistical	flamboyant
grandiose	hypocritical	imperious
insincere	judgmental	narcissistic
ostentatious	overbearing	pedantic
pious	pompous	prideful
santimonious	self-obsessed	
supercilious	vacuous	vainglorious

1. Copying and Comprehension: Passage and Vocabulary All

How do germs spread? They are traveling all the time, hoping to secure a place to rest. When someone sneezes, thousands of germs are expelled into the air. Many germs can be lying around the house, mixed in the dust, or carried indoors by people. If untreated, these pests can reside almost anywhere!

Extensions

Some germs get inside people via insect bites. One carrier of germs is a certain type of flea. In the olden days, a flea would first inhabit a mouse or rat. Later it left that "residence" to go bite a person. Many years ago, thousands of people in Europe were killed by germs given to humans who were bitten by infected fleas.

Further Extension

Germs are found in some foods. However, we are blessed to live in a time when we understand and can annihilate germs. Thus, our vegetables, milk, and eggs are often free of these dangerous particles--especially from deadly ones.

2. Spelling: Double Consonant in the Middle of a Word Normally Results in a Short First Syllable

Examples: hap/py, sil/ly, flim/sy

All

- | | | |
|-------------|-------------|------------|
| 1. upright | 2. humble | 3. insect |
| 4. children | 5. selfless | 6. pillar |
| 7. fodder | 8. command | 9. discuss |
| 10. import | 11. export | |

Extensions

- | | |
|-------------|-----------|
| 12. pompous | 13. lofty |
|-------------|-----------|

Further Extension

- | | | |
|-------------|--------------|------------|
| 14. appoint | 15. acquaint | 16. accuse |
|-------------|--------------|------------|

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay

All--- Paragraph One of Body: 5 Sentences

All--- Paragraph Two of Body: 5 Sentences

Extensions--- Paragraph Three of Body: 3 Sentences

6. Structural Analysis: Prefix *un*

7. Write On: Special Word Surrounded by Quotation Marks

Day Three

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: *via, vie*

10. Punctuation: Three Types of Sentences

11. Spelling Practice: Six "S" Spelling Secret

Day Four

12. Grammar: Verb Phrases

13. Composition and Editing: Edit and Revise Using the Checklist Challenge

14. Spelling Practice: Write That Word!

Day Five

15. Grammar: Weekly Quizzes

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Lesson Plans

Blue 4-A: Week One

For a Four-Day Week

Character Focus: Virtue

Day One

Vocabulary Box

Words that describe *godly (or true) righteousness--adjectives*

People with virtue are usually

deferential	deontic	ethical
fervent	genuine	honorable
humble	just	justified
moral	principled	pure
reputable	selfless	transparent
unpretentious	unspoiled	untarnished
upright	venerable	veritable
virtuous	wholesome	

Vocabulary Box

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People who are fake are often

arrogant	boastful	condescending
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Some germs get inside people via insect bites. One carrier of germs is a certain type of flea. In the olden days, a flea would first inhabit a mouse or rat. Later it left that "residence" to go bite a person. Many years ago, thousands of people in Europe were killed by germs given to humans who were bitten by infected fleas.

Further Extension

Germs are found in some foods. However, we are blessed to live in a time when we understand and can annihilate germs. Thus, our vegetables, milk, and eggs are often free of these dangerous particles--especially from deadly ones.

2. Spelling: Double Consonant in the Middle of a Word Normally Results in a Short First Syllable

Examples: hap/py, sil/ly, flim/sy

All

- | | | |
|-------------|-------------|------------|
| 1. upright | 2. humble | 3. insect |
| 4. children | 5. selfless | 6. pillar |
| 7. fodder | 8. command | 9. discuss |
| 10. import | 11. export | |

Extensions

- | | |
|-------------|-----------|
| 12. pompous | 13. lofty |
|-------------|-----------|

Further Extension

- | | | |
|-------------|--------------|------------|
| 14. appoint | 15. acquaint | 16. accuse |
|-------------|--------------|------------|

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Write Key Word Outline for Informative Essay

All--- Paragraph One of Body: 5 Sentences

All--- Paragraph Two of Body: 5 Sentences

Extensions--- Paragraph Three of Body: 3 Sentences

Day Two

6. Structural Analysis: Prefix un

7. Write On: Special Word Surrounded by Quotation Marks

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: via, vie

10. Punctuation: Three Types of Sentences

Day Three

11. Spelling Practice: Six "S" Spelling Secret

12. Grammar: Verb Phrases

13. Composition and Editing: Edit and Revise Using the Checklist Challenge

14. Spelling Practice: Write That Word!

Day Four

15. Grammar: Weekly Quizzes

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Answer Keys Blue 4-A: Week One

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight the spelling errors and correct them, if you have not already done so.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

There are two tipes of righteousness. One is what God wants us to have. The other is man's imitation of God's best. Human beings cannot be righteous on their oun. They nead God's help. A lot of the time people trie to be righteous on their own. This is Pharisaical righteousness. (types, own, need, try)

Pharisaical righteousness is not real righteousness at all. It is just making yourself look good for others to see. Since others can only see what is on the outside, most people think they can get away with this. God always sees what is on the inside, in the heart. He knows if someone is just acting like he or she is righteous.

Real righteousness takes someone admitting he cannot be good on his own. Only God can bring real righteousness. When someone's heart is humbled and focused on the Lord, he is showing true righteousness. Someone who is righteous will not expect others to praise him since he is focused on God. God's approval is all that matters to someone who is truly righteous.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|--------------------|---------------|
| 1. <u>upright</u> | uprite |
| 2. humbble | <u>humble</u> |
| 3. inscect | <u>insect</u> |
| 4. <u>children</u> | chidlren |
| 5. <u>selfless</u> | selffless |
| 6. piller | <u>pillar</u> |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

7. foder	fodder
8. cemmand	command
9. disces	discuss
10. import	emport
11. exporte	export

<> **4b.** Highlight the correct spelling of each **Extensions** word

12. pompus	pompous
13. lofty	lofy

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

14. apoint	appoint
15. acuant	aquaint
16. acusse	accuse

6. Structural Analysis: Prefix *un*

<> **6b.** On the lines provided, add *un* to each word so that it means the opposite of its original meaning. Then write the new words.

- | | |
|-----------------|---------------|
| 1. unrepentant | 2. ungodly |
| 3. unknown | 4. unseen |
| 5. unbroken | 6. unfaithful |
| 7. unqualified | 8. undone |
| 9. unwise | 10. unfair |
| 11. unworthy | 12. unsure |
| 13. unteachable | 14. unmended |
| 15. uneducated | |

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: *via*, *vie*

<> 9b. Fill in each blank provided with the correct Wacky Word, either *vie* or *via*.

1. He will travel to Washington via the toll road.
2. They will vie for the championship of the spelling bee.
3. Germs can spread to people via insect bites.

12. Grammar: Verb Phrases

<> 12b. Highlight the single verb of each sentence provided.

Example: Some governments embraced God's law.

1. The priests disobeyed .
2. They served themselves.
3. Ezra wept .
4. He saw sin.
5. He made a decision.
6. God gave us His Word.
7. He gave Ezra His word.
8. Ezra became a leader.
9. Ezra helped the people.
10. The Israelites needed God.

<> 12c. **Extensions:** In the sentences provided, highlight the verb phrases (that is two or more verbs together).

Note: You may highlight *to* + verb for this exercise.

Note: Do not highlight single verbs in this exercise.

1. The priests **were commanded to serve** God.
2. Instead, they **had to serve** themselves.
3. Ezra's heart **was broken** by the sin he **had seen** .
4. He **could have chosen to do** nothing.
5. He **had to make** this choice.
6. God **has given** us His Word.
7. He **had given** Ezra His Word.
8. Ezra **was becoming** a leader for God in his nation.
9. The Israelites **had needed** a Godly man **to be** their leader.
10. Only someone with a heart after God **can be** a truly great leader.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. Write three (**Extensions:** five) Vocabulary Words that you do not remember using in writing before.

Answers will vary

2. Write three sentences using three of the words you listed in #1.

Answers will vary

3. Write a definition of *germs* in your own words.

Answers will vary

4. **Further Extension:** List two countries that can be found in Europe . Be sure to capitalize them correctly.

Answers will vary

5. List two (**Extensions:** list three) ways that germs may be spread according to this week's passage.

Answers will vary

II. Spelling and Wacky Words

6. Fill in the blank for this week's spelling rule: In a double consonant word, the first consonant goes with the first syllable and the second consonant goes with the second syllable.

7. The two consonants in a double syllable word do or do not have to be the same letter?

do not

8. **Extensions:** When you add an ending to an open syllable word that has a short vowel and ends in one consonant, do you double the consonant or not? double the consonant

9. **Further Extension:** Syllabicate the spelling words listed below:

a. fil / ter

b. can / did

c. trem / ble

d. hum / ble

10. What does the prefix *un* mean? the opposite of or not

11. **Extensions:** Write four *un* words that were not listed in this week's lesson.

Answers will vary

12. **Extensions:** Write two sentences using the Wacky Word pair listed below:

a. via

b. vie

Answers will vary

III. Outlining and Write On

13. Write the first two paragraphs' topics from your outline on the lines provided.

Answers will vary

14. Remember, by finding the topic of the paragraph, you are committing to what that paragraph will be about. What was the last paragraph of your report about this week?

Answers will vary

15. Why were there quotation marks around the word *residence* in this week's passage?

The author wants to point out the word to the reader.

16. **Extensions:** What is another reason you might put quotation marks around words?

It could be a minor work, or it can mean something sarcastic, unusual, or figurative.

17. **Further Extension:** Write the difference between major works and minor works:

a. Major works - The "big" work -- title of the book, movie, magazine, cd, song book

b. Minor works - The "smaller" work--the title of the article, essay, song, etc. inside a major work

IV. Grammar and Usage

18. Fill in the blanks for the types of sentences.

a. A declarative sentence is a statement.

b. An interrogative sentence is a question.

c. An exclamatory sentence is an excited sentence.

19. A declarative sentence ends with a period.

20. An interrogative sentences ends with a question mark.

21. An exclamatory sentence ends with an exclamation mark.

22. **Further Extension:** You can find a verb phrase by finding a verb and looking for any helpers that go with that verb.

23. Helpers "help" the base verb by telling when something happened.

24. Highlight the verb phrases in the sentences provided.

- a. Germs **are traveling** all the time.
- b. They **are released** in the air.
- c. They **may be lying** around.
- d. They **are mixed** in dust.
- e. They **have been carried** indoors.

V. Editing and Revising

25. List three words that you had to change because of redundancy in your report this week.

Answers will vary

26. **Extensions:** List three strong adjectives that you used in your report this week.

Answers will vary

27. What was your thesis statement this week?

Answers will vary

Lesson Plans

Blue 4-A: Week Two

For a Five-Day Week

Character Focus: Virtue

Day One

Vocabulary Box
Words that describe *godly (or true) righteousness*--adjectives
People with virtue are usually

deferential	deontic	ethical
fervent	genuine	honorable
humble	just	justified
moral	principled	pure
reputable	selfless	transparent
unpretentious	unspoiled	untarnished
upright	venerable	veritable
virtuous	wholesome	

Vocabulary Box
Words that describe *Pharisaical (or fake) righteousness*--adjectives
People who are fake are often

arrogant	boastful	condescending
disingenuous	egotistical	flamboyant
grandiose	hypocritical	imperious
insincere	judgmental	narcissistic
ostentatious	overbearing	pedaic
pious	pompous	prideful
santimonious	self-obsessed	
supercilious	vacuous	vainglorious

1. Copying and Comprehension: Passage and Vocabulary
All

Once outside the mine, the miner headed for the nearest seaport. When he reached the city, he showed the diamond he had unearthed to a ship captain. The two agreed to share the profits they would get when the gem was sold in a faraway land.

Extensions

Soon after departing from the shore, the captain spoiled the plan, betrayed the miner, and threw him overboard. Then this man sold the diamond to an Indian merchant for five thousand dollars. This merchant went straight to Sir Thomas Pitt, who purchased the diamond for one hundred thousand dollars.

Further Extension

Sir Thomas secured a diamond cutter who used his skill to make the diamond into a beautiful, precious, and costly gem. The finished product was so magnificent that the Duke of Orleans bought it from Sir Thomas for \$600,000. The Duke was the French Regent. Thus, this stone became known as the Regent Diamond, one of the most notorious diamonds in the world.

2. Spelling: Vowel Diphthongs
Examples: toil, toy
All

1. rejoin	2. spoil	3. cowboy
4. point	5. foist	6. joint
7. employ	8. destroy	9. annoy
10. hoist		

Extensions

11. poison	12. voyage
------------	------------

Further Extension

13. poignant	14. foible
--------------	------------

3. **Editor Duty:** Correct Given Paragraph(s)
Spelling Errors, Verb Phrases
4. **Spelling Practice:** Choose the Correct Spelling
- Day Two
5. **Study Skills/Prewriting:** Key Word Outline
All-- Paragraph One of Body: 3 Sentences
All-- Paragraph Two of Body: 3 Sentences
All-- Paragraph Three of Body: 4 Sentences
6. **Structural Analysis:** Compound Words
7. **Spelling Practice:** Six "S" Spelling Secret

- Day Three
8. **Composition/Creative Writing:** Write a Rough Draft From a Key Word Outline
9. **Vocabulary/Structural Analysis:** Wacky Words
Homophones: through, threw
10. **Punctuation:** Commas Separating a Series of Three or More Items
- Day Four
11. **Extensions-- Study Skills/Prewriting/Composition:** Take Notes and Write an Original Opening Paragraph
12. **Composition and Editing:** Edit and Revise Using the Checklist Challenge
13. **Spelling Practice:** Write That Word!

- Day Five
14. **Grammar:** Weekly Quizzes
15. **Spelling:** Spelling Test
16. **Dictation:** Dictation Quiz
17. **Composition:** Final Copy Retelling Story From Given Material.
- Optional: Extra Practice

Lesson Plans

Blue 4-A: Week Two

For a Four-Day Week

Character Focus: Virtue

Day One

Vocabulary Box

Words that describe *godly (or true) righteousness*--adjectives

People with virtue are usually

deferential	deontic	ethical
fervent	genuine	honorable
humble	just	justified
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2. Spelling: Vowel Diphthongs

Examples: **toil, toy**

All

- | | | |
|-----------|------------|-----------|
| 1. rejoin | 2. spoil | 3. cowboy |
| 4. point | 5. foist | 6. joint |
| 7. employ | 8. destroy | 9. annoy |
| 10. hoist | | |

Extensions

- | | |
|------------|------------|
| 11. poison | 12. voyage |
|------------|------------|

Further Extension

- | | |
|--------------|------------|
| 13. poignant | 14. foible |
|--------------|------------|

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Spelling Errors, Verb Phrases

4. Spelling Practice: Choose the Correct Spelling

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All--- Paragraph One of Body: 3 Sentences

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All--- Paragraph Three of Body: 4 Sentences

Day Two

6. Structural Analysis: Compound Words

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: through, threw

Day Three

10. Punctuation: Commas Separating a Series of Three or More Items

11. Extensions-- Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

Day Four

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Retelling Story From Given Material.

Optional: Extra Practice

Answer Keys Blue 4-A: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors, Verb Phrases

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the last paragraph, highlight the spelling errors and correct them, if you have not already done so.

(3) In the first paragraph, highlight the verb phrases.

Note: Oral Law is capitalized in paragraph two so should continue to be capitalized in all paragraphs.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Pharisees were the religious leaders of Judah at the time of Christ. They had started as a group who wanted to protect the law. They began to focus on the little details of the law. This made them lose sight of what the law was really about. They wanted to protect the law so much that they started developing their own law. (Capitalizing law is optional.)

This "homemade" law was called the Oral Law. The Oral Law was the Pharisees' interpretation of the real law. They would read the law and then explain what they thought it meant. What they thought was treated with just as much importance as the real law. Soon there were pages and pages to explain what one commandment meant. (Note: You should keep Oral Law capitalized.)

The Oral Law sometimes saed the opposite of what the real law said. The reel law said to honor your father and mother. The Oral Law said you could do things that wer disrespectful as long as you had a Pharisee's approval. By replacing the real law whith the Oral Law, the Pharisees became a law unto themselves. (said, real, honor, were, with)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. rejone

rejoin

2. spoil

spoile

3. cowboy

cowboi

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

4. poynt	point
5. foyst	foist
6. joint	joyent
7. imploy	employ
8. distroy	destroy
9. ennoy	annoy
10. hoist	hoihst

<> 4b. Highlight the correct spelling of each **Extensions** word.

11. poysen	poison
12. voyage	voiage

<> 4c. Highlight the correct spelling of each **Further Extension** word.

13. poignat	poignant
14. foible	foyable

6. Structural Analysis: Compound Words

<> 6b. On the lines provided, combine the words to make them compound words.

- | | |
|----------------|---------------|
| 1. sometime | 2. postcard |
| 3. overboard | 4. notebook |
| 5. doghouse | 6. anywhere |
| 7. someday | 8. outside |
| 9. everyone | 10. houseboat |
| 11. highlight | 12. sandbox |
| 13. nightlight | 14. himself |
| 15. daylight | |

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: through, threw

<> 9b. Fill in each blank provided with the correct Wacky Word--**through** or **threw**.

1. They threw the man overboard.
2. The miner walked through the city looking for the ship's captain.
3. Please don't walk through the puddle.

<> 9d. Fill in each blank provided with the correct Wacky Word--**via** or **vie**.

1. The Indianapolis Colts will vie for the Super Bowl Championship.
2. I would prefer traveling to California via an airplane.
3. The only way to reach the cabin is via a snowmobile.

10. Punctuation: Commas Separating a Series of Three or More Items

<> 10b. Add punctuation to each series of items provided below.

<> 10c. **Optional:** On the lines provided, copy the sentences, and add punctuation to each series of items.

1. The Torah contains Genesis₁ Exodus₁ Leviticus₁ Numbers₁ and Deuteronomy.
2. The religious leaders of Jesus' time were the Pharisees₁ Sadducees₁ and Essenes.
3. The Pharisees showed people they were "righteous" by praying₁ giving₁ and teaching in public.
4. The Pharisees had hundreds of ways to explain the law to each other₁ their students₁ and the common people.
5. Jesus rebuked the Pharisees' pride₁ hypocrisy₁ and misuse of the law.
6. The Scribes₁ Pharisees₁ and Sadducees were all rebuked by Jesus.
7. The Pharisees misunderstood₁ misinterpreted₁ and misapplied the law.
8. Termites love darkness₁ hate light₁ and flee from sources of light.
9. Termites are greedy₁ destructive₁ and disliked by mankind.
10. Termites can destroy chairs₁ tables₁ or whole houses.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. **Extensions:** Fill in the blanks for rules about writing numbers:

- a. If the number takes two words or fewer to write, use words.
- b. If the number take three words or more to write, use numerals.

2. Write two sentences about the captain of the ship. Use two of the Vocabulary Words listed below.

- | | | |
|----------------|--------------|------------------|
| a. egotistical | b. insincere | c. arrogant |
| d. boastful | e. prideful | f. self-obsessed |

Answers will vary

3. **Extensions:** Write two sentences about diamonds using two words from the Vocabulary Box given below.

- | | | | |
|----------------|--------------|------------|---------|
| a. untarnished | b. unspoiled | c. genuine | d. pure |
|----------------|--------------|------------|---------|

Answers will vary

II. Spelling and Homophones

4. Write two oy words on the lines provided.

- | | |
|------------------|-------------------|
| a. <u>cowboy</u> | b. <u>destroy</u> |
|------------------|-------------------|

Answers will vary

5. Write two oi words on the lines provided.

- | | |
|------------------|-----------------|
| a. <u>rejoin</u> | b. <u>spoil</u> |
|------------------|-----------------|

Answers will vary

6. **Extensions:** Write three un words on the lines provided that could be used in a sentence about this week's passage.

- | | |
|------------------------|--------------------|
| a. <u>unsuspecting</u> | b. <u>unlikely</u> |
| c. <u>unknown</u> | |

Answers will vary

7. Fill in the blanks for the reminder for *threw* and *through*:

- a. He threw the few shoes
- b. They went through the rough forest.

8. Write a one or two word definition for this week's Wacky Word pair:

- a. threw - to toss or hurl
- b. through - in the midst of

III. Outlining and Write On

9. Write three descriptive words that you could use to describe the diamond in this week's passage.

Answers will vary

10. Write two sentences about the diamond using two of the words you listed in 8.

Answers will vary

11. What two abbreviations or symbols did you use in your outline this week?

Answers will vary

12. **Extensions:** What did you decide to use for the opening paragraph for your report this week?

Answers will vary

IV. Grammar and Usage

13. Divide the following words between the two words that comprise each compound word.

a. o u t / s i d e

b. s e a / p o r t

c. f a r / a w a y

14. Write three compound words on the lines provided.

Answers will vary

15. Write two sentences using three adjectives describing the miner in this week's passage. Put a comma between each descriptor—but not before the word that the adjectives are describing.

Answers will vary

V. Editing and Revising

16. List another title that you did not use for your report this week.

Answers will vary

Lesson Plans

Blue 4-A: Week Three

For a Five-Day Week

Character Focus: Virtue

Day One

Vocabulary Box

Words that describe *godly (or true) righteousness*--adjectives

People with virtue are usually

deferential	deontic	ethical
fervent	genuine	honorable
humble	just	justified
moral	principled	pure
reputable	selfless	transparent
unpretentious	unspoiled	untarnished
upright	venerable	veritable
virtuous	wholesome	

Vocabulary Box

Words that describe *Pharisaical (or fake) righteousness*--adjectives

People who are fake are often

arrogant	boastful	condescending
disingenuous	egotistical	flamboyant
grandiose	hypocritical	imperious
insincere	judgmental	narcissistic
ostentatious	overbearing	pedaic
pious	pompous	prideful
santimonious	self-obsessed	
supercilious	vacuous	vainglorious

1. Copying and Comprehension: Passage and Vocabulary All

"The conscience is like your traffic light, for it warns you when to stop, when to be careful, and when to proceed straight ahead," advised Father.

"Good idea!" said Joseph. "That's an ingenious way to look at it."

Extensions

"If we always stop when our conscience shines a red light, we will never get into trouble," said Father. "It is only by driving past that red light that we run into difficulties and find that there are heavy penalties to pay."

Further Extension

Joseph was silent. He was contemplating this.

"People sometimes think that it doesn't matter if they break the commandments of God," Father continued. "They see the red light saying, 'Thou shall not,' and they drive on through, thinking all will be well. But it is always extremely costly and never worth the price."

2. Spelling: Short *a*, *e*, *i*, *o*, and *u* Families

Examples: stand, let, sob, rid, hut

All

- | | | |
|---------------|-------------|------------|
| 1. spirit | 2. wend | 3. often |
| 4. watershed | 5. selfless | 6. within |
| 7. understand | 8. upstage | 9. quell |
| 10. admit | 11. finish | 12. seldom |

Extensions

- | | |
|---------------|--------------|
| 13. transpire | 14. tandem |
| 15. visage | 16. vexation |

3. Editor Duty: Correct Given Paragraph(s)

Series of Three or More, Compound Words

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Take Notes for an Original Personal Essay

All-- Paragraph One of Body: Up to 8 Sentences

All-- Paragraph Two of Body: Up to 8 Sentences

Extensions-- Paragraph Three of Body: Up to 8 Sentences

Day Three

6. Grammar: Prepositions

7. Write On: Writing in the First Person

8. Spelling Practice: Six "S" Spelling Secret

Day Four

9. Composition: Write a Rough Draft Personal Essay

10. Sentence Structure: Prepositional Phrases

11. Spelling Practice: Write That Word!

Day Five

12. Grammar: Weekly Quizzes

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Blue 4-A: Week Three

For a Four-Day Week

Character Focus: Virtue

Day One

Vocabulary Box

Words that describe *godly (or true) righteousness*—adjectives

People with virtue are usually

deferential	deontic	ethical
fervent	genuine	honorable
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virtuous	wholesome	

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insincere	judgmental	narcissistic
ostentatious	overbearing	pedantic
pious	pompous	prideful
santimonious	self-obsessed	
supercilious	vacuous	vainglorious

1. Copying and Comprehension: Passage and Vocabulary

All

"The conscience is like your traffic light, for it warns you when to stop, when to be careful, and when to proceed straight ahead," advised Father.

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Further Extension

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2. Spelling: Short *a*, *e*, *i*, *o*, and *u* Families

Examples: *stand, let, sob, rid, hut*

All

- | | | |
|---------------|-------------|------------|
| 1. spirit | 2. wend | 3. often |
| 4. watershed | 5. selfless | 6. within |
| 7. understand | 8. upstage | 9. quell |
| 10. admit | 11. finish | 12. seldom |

Extensions

- | | |
|---------------|--------------|
| 13. transpire | 14. tandem |
| 15. visage | 16. vexation |

3. Editor Duty: Correct Given Paragraph(s)

Series of Three or More, Compound Words

4. Spelling Practice: Choose the Correct Spelling

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All— Paragraph One of Body: Up to 8 Sentences

All— Paragraph Two of Body: Up to 8 Sentences

Extensions—Paragraph Three of Body: Up to 8 Sentences

Day Two

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Day Three

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11. Spelling Practice: Write That Word!

Day Four

12. Grammar: Weekly Quizzes

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Blue 4-A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Series of Three or More, Compound Words

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second paragraph, highlight the series of three or more items, and add the proper punctuation to each series.

(3) In all the paragraphs, highlight the compound words in another color.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

There are almost two thousand different kinds of termites in the world. They can be very different from each other, yet they all have some things in common. One thing they have in common is that they all live in absolute darkness. Some termites build huge, clay mounds. They live in these mounds their entire lives. The walls of the mounds are made to block out light.

Some termites live in tree stumps, fallen logs, and other forms of dead wood where no light can get inside. Still a different kind of termite lives in tunnels dug into the ground. These tunnels can be 130 feet deep. This is so that no light can get inside. All termites live without light from the sun, moon, or stars. They do not like the light of flashlights, lanterns, or fires. (TT:

The first sentence may be changed two ways: (1)where light cannot... (2)...where no light can.)

Sometimes people or other animals break open termite nests. Then the light gets into their home. The termites run crazily searching for darkness. They do not stay and defend their nests or eggs like ants do. They only think of themselves. If there is light, they cannot stand up for their homes. Termites can only defend themselves in darkness.

4. Spelling Practice: Choose the Correct Spelling

4a. Highlight the correct spelling of each **All** word.

- | | |
|--------------|-----------|
| 1. spirut | spirit |
| 2. wend | wennd |
| 3. often | oftan |
| 4. waturshed | watershed |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

5. selfless	selfless
6. within	withen
7. undursand	understand
8. upstage	upstaje
9. qwell	quell
10. admitt	admit
11. finish	finush
12. seldom	seldum

<> 4b. Highlight the correct spelling of each **Extensions** word.

13. tranzpire	transpire
14. tandem	tandum
15. visuge	visage
16. vexashun	vexation

6. Grammar: Prepositions

<> 6e. In the sentences provided, highlight the prepositions.

Note: Do not highlight the word *to* when it has a verb following it, such as *to write* or *to be*.

Example: The prodigal son was **in** trouble **throughout** his time **of** rebellion.

All

1. We should listen **to** God
2. He speaks **to** our heart.
3. We will not get **in** trouble.
4. We should stop **at** the red light.
5. We should go **at** the green light.
6. This is often decided **by** a government.
7. **Above** all the governments, God reigns.
8. He sets the standards **for** our lives and how they are measured.
9. No one can change His standards **for** our lives.

Extensions

10. Throughout history there have been different types of measurements.
11. Man has devised thousands of ways of measuring things.
12. Thus, there are different measuring systems for different things.
13. Some of these systems are simple for people to use.
14. Some types of measurements are hard for some people and easy for others.
15. The one thing that all of the kinds of measurements need is a standard for them to follow.

7. Write On: Writing in the First Person

<> 7. In the sentences provided below, act like you are Joseph from our passage and rewrite them in first person like the example.

Note: You will use the following pronouns in your sentences: I, my

Example: Joseph understood his father.
I understood my father.

All

1. The traffic light warned Joseph when to stop.
The traffic light warned me when to stop.
2. Joseph followed the traffic light.
I followed the traffic light.
3. Joseph was silent.
I was silent.
4. Joseph will try not to go when the light is red.
I will try not to go when the light is red.
5. Joseph will be careful.
I will be careful.
6. Joseph thought it was a good idea.
I thought it was a good idea.

Extensions

7. Joseph knew that it does matter if he obeys.
I knew that it does matter if I obey.
8. If Joseph followed his conscience, he would do what is right.
If I followed my conscience, I would do what is right.

9. He was contemplating this.

I was contemplating this.

10. Joseph thought disobeying was not worth the price.

I thought disobeying was not worth the price.

Answers will vary. Sample answers given.

10. Sentence Structure: Prepositional Phrases

<> **10b.** In the sentences provided, complete the following steps:

(1) Highlight the prepositions

(2) Place parentheses () around the prepositional phrases

All

1. We should listen (to God.)
2. He speaks (to our heart.)
3. We will not get (in trouble.)
4. We should stop (at the red light.)
5. We should go (at the green lights.)
6. That is a good way to look (at it.)
7. We will run (into trouble.)
8. We should look (to God.)

Extensions

9. Every time a new government comes, the leaders must decide if they want to keep the old standard (for measurements.)
10. (In France,) the government changed the standard.
11. The change came suddenly (to the French people.)
12. The new government wanted people to break all ties (with the old government.)
13. This system was called the metric system (by the new government.)
14. This system became the most popular (in the world.)
15. (In Paris) there is a special part (of the government) just to make sure the metric system works well.
16. The standards (for the metric system) have not changed (in hundreds) (of years.)
17. The standards are kept (in France.)
18. All international trade uses the metric system (for their deals.)

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. Write three adjectives (**Extensions:** write four) that could be used to describe Joseph in this week's passage.

Answers will vary

2. Write three sentences about Joseph using three of the words you listed in number one.

Answers will vary

3. What do the red light and the green light in the traffic light symbolize in this week's passage?

- a. red light - when you need to stop doing something
b. green light - when you can proceed with something

4. **Further Extension:** What does the word *ingenious* mean?

Answers will vary

5. **Further Extension:** What root word that you are familiar with does the word *ingenious* contain? genius

II. Spelling and Wacky Words

6. Highlight the short first syllable in this week's spelling words listed below:

- | | | |
|----------------|--------------|------------|
| a. of ten | b. self less | c. with in |
| d. un derstand | e. up stage | f. ad mit |
| g. fin ish | h. sel dom | |

7. **Extension:** Write four words that begin with the prefix *un* that could be used to describe Joseph.

Answers will vary

8. List your paragraph topic(s) for your obeying essay.

Answers will vary

9. How did you know when to change paragraphs this week? when your topic changes

10. Write four sentences from your essay that are written in the first person.

Answers will vary

11. **Further Extension:** Write two sentences in the first person using the words *obey* and *respect*. Give enough information to "prove" your sentence. In other words, do not just say, *I should obey*. Rather, say, *I should obey my parents because God commanded it in the Bible*.

Answers will vary

IV. Grammar and Usage

12. Fill in the rhyme: Prepositions show position.
13. Use your bathroom tissue tube and little character to come up with prepositions. List them below.

Basic: List fifteen prepositions.

Extensions: List twenty prepositions.

- | | | | |
|--------------------|-------------------|---------------------|---------------------|
| (1) <u>in</u> | (2) <u>out</u> | (3) <u>around</u> | (4) <u>below</u> |
| (5) <u>beneath</u> | (6) <u>behind</u> | (7) <u>after</u> | (8) <u>over</u> |
| (9) <u>under</u> | (10) <u>above</u> | (11) <u>beyond</u> | (12) <u>through</u> |
| (13) <u>into</u> | (14) <u>in</u> | (15) <u>between</u> | (16) <u>along</u> |
| (17) <u>beside</u> | (18) <u>among</u> | (19) <u>for</u> | (20) <u>to</u> |

Answers will vary

14. **Extensions:** A prepositional phrase is a group of words that begins with a preposition and ends with the object of the preposition.
15. **Extensions:** In the phrases below, highlight the prepositions with one color and the object of the preposition in another.
- | | |
|----------------------------------|-----------------------------------|
| a. <u>around</u> the <u>tube</u> | b. <u>above</u> the <u>tube</u> |
| c. <u>below</u> the <u>tube</u> | d. <u>beneath</u> the <u>tube</u> |
| e. <u>over</u> the <u>tube</u> | f. <u>under</u> the <u>tube</u> |
16. Write twenty prepositions on the lines provided without using you Preposition Pal or looking at #13.

Answers will vary

17. Write opposite prepositions on the lines.
- | | | |
|----------------------------|------------------------|--------------------|
| a. up - <u>down</u> | b. in - <u>out</u> | c. on - <u>off</u> |
| d. within - <u>without</u> | e. over - <u>under</u> | |
18. **Further Extension:** Write four sentences that contain prepositional phrase openers about Joseph.
- Example: **With kindness in his voice**, Joseph responded to his father.

Answers will vary

V. Editing and Revising

20. What word (**Extensions:** list two) will you have to watch out for this week with redundancy issues?
21. List two strong verbs (**Extensions:** four) that can be substituted for obey?

Answers will vary

Lesson Plans

Blue 4-A: Week Four

For a Five-Day Week

Character Focus: Virtue

Day One

Vocabulary Box
Words that describe *godly (or true) righteousness*--adjectives
People with virtue are usually
deferential deontic ethical
fervent genuine honorable
humble just justified
moral principled pure
reputable selfless transparent
unpretentious unspoiled untarnished
upright venerable veritable
virtuous wholesome

Vocabulary Box
Words that describe *Pharisaical (or fake) righteousness*--adjectives
People who are fake are often
arrogant boastful condescending
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grandiose hypocritical imperious
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santimonious self-obsessed
supercilious vacuous vainglorious

1. Copying and Comprehension: Passage and Vocabulary All

The United States Supreme Court is the highest court in the land. It is the third branch of the United States government. The President and Congress are the other two branches. Yet, in the early 1800s, politicians fought over the power of the Supreme Court. The authority of the Constitution as the supreme law of the land had not yet been established at that time.

Extensions

Men like John Marshall wanted to build a strong republic. They were called Federalists. Others, like Marshall's cousin, Thomas Jefferson, believed that a government that governs least governs best. Jefferson was a member of the Democratic-Republican Party. Like other members of the party, he favored making the power of the government less.

Further Extension

How much power did Congress have? And how much power did the Court have? These were important questions at that time. Presidents like George Washington and John Adams helped make the Congress stronger. Right before the end of his time as President, John Adams made John Marshall Chief Justice of the Supreme Court.

2. Spelling/Structural Analysis: Single Consonant in the Middle of a Word Results in a Long First Syllable
Examples: be/long, bi/ble

All

1. belong	2. favor	3. covert
4. token	5. locate	6. bemuse
7. believe	8. nation	9. ego
10. prolong	11. create	12. promote

Extensions

13. republic	14. united
--------------	------------

Further Extension

15. befuddle	16. copious
--------------	-------------

3. Editor Duty: Correct Given Paragraph(s)

Prepositions

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Take Notes and Write an Original Closing Paragraph

6. Grammar: Nouns

Day Three

7. Spelling Practice: Six "S" Spelling Secret

8. Composition and Editing: Edit and Revise Using the Checklist Challenge

Day Four

9. Grammar/Punctuation: Main Subject

10. Spelling Practice: Write That Word!

11. Grammar: Weekly Quizzes

Day Five

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Original Personal Essay

Optional: Extra Practice

Lesson Plans

Blue 4-A: Week Four

For a Four-Day Week

Character Focus: Virtue

Day One

Vocabulary Box

Words that describe *godly (or true) righteousness--adjectives*

People with virtue are usually

deferential	deontic	ethical
fervent	genuine	honorable
humble	just	justified
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|-------------|------------|-------------|
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Extensions

- | | |
|--------------|------------|
| 13. republic | 14. united |
|--------------|------------|

Further Extension

- | | |
|--------------|-------------|
| 15. befuddle | 16. copious |
|--------------|-------------|

3. Editor Duty: Correct Given Paragraph(s)

Prepositions

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Take Notes and Write an Original Closing Paragraph

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12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

14. Composition: Final Copy Original Personal Essay

Optional: Extra Practice

Answer Keys Blue 4-A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Prepositions

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second paragraph, highlight the prepositions.

Basic Level: Highlight five prepositions.

Extension: Highlight seven prepositions.

Further Extension: Highlight nine prepositions.

Teacher Tip: Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

One of the worst sicknesses the world has ever known is the Black Death. In Europe, five thousand people a day died. Whole towns were completely killed by the Black Death. This terrible disease has killed more people than any other plague in history. By the time doctors figured out what was causing the Black Death, millions of people had already died from it. (Black Death should be capitalized.)

The most well-known case of the Black Death happened in Europe. In A.D. 1347, the Tartar Army attacked a town in Crimea. The battle lasted for two years and stopped when the soldiers in the Tartar army began dying from the Black Death. The Tartars threw the dead bodies into the city. This gave the Black Death to the people in the city, and soon it spread through the rest of Europe.

In just a few years, twenty-five million had been infected and died. The people did not know that they could have stopped the Black Death if they had obeyed a command in the Bible. The Bible says to stay clean and to stay away from unclean animals like rats. The people in Europe did not do anything to try to keep the cities clean. The Black Death was carried by rats and fleas. Because these animals were allowed to live in the filthy towns, the Black Death was allowed to spread.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each All word.

1. belong

beelong

2. favor

faver

Teacher Tip: You may count the one word subject (animals) correct or the subject with a descriptor, possessive pronoun or article (some animals in the Bible) correct.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- | | |
|--------------|---------|
| 3. covurt | covert |
| 4. token | tokan |
| 5. lokate | locate |
| 6. bemuse | bemuze |
| 7. beleive | believe |
| 8. nation | nashun |
| 9. ego | eggo |
| 10. prollong | prolong |
| 11. create | kreate |
| 12. promote | promoat |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|----------|
| 13. republik | republic |
| 14. united | unitted |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|--------------|----------|
| 15. befuddle | befuddel |
| 16. copeous | copious |

6. Structural Analysis: Nouns

<> **6b.** In the sentences provided, highlight the nouns (both proper and common).

Note: Do not highlight the pronouns—words that take the place of nouns, like *him, her, they, their, it, etc.*

Note: Some sentences have more than one noun.

All

1. The United States has a government .

2. The **government** is supposed to serve the **people** .
3. It protects our **freedom** .
4. Every **person** in the **United States** helps make the **laws** .
5. Some **people** are **judges** .
6. **Judges** try **cases** in **court** .
7. **People** accused of **crimes** come to **court** .
8. The **Supreme Court** is the **head** of the other **courts** .
9. It is **one** of the most powerful **parts** of the **government** . **Some handbooks consider one to be a noun when used alone like this (i.e. when not being used as an adjective) and others do not. Do not count it wrong either way.)**
10. In **history** the **Supreme Court** has done different **things** .

Extensions

11. How much **power** did **Congress** have?
12. And how much **power** did the **Court** have?
13. **These** were important **questions** at that **time** . **Some handbooks consider these to be a noun when used alone and some do not. Do not count it wrong either way.)**
14. **Presidents** like **George Washington** and **John Adams** helped make the **Congress** stronger.
15. Right before the **end** of his **time** as **president** **John Adams** , made **John Marshall** **Chief Justice** of the **Supreme Court** .

9. Grammar/Punctuation: Main Subject

<> 9b. In the sentences provided, highlight the main subjects.

Hint: The main subject is usually one of the first few words of a sentence!

Example: **People** get sick.

All

1. **Sickness** is caused by different things.
2. Some **animals** carry sicknesses. (or Some animals)
3. **People** can get sick from them.
4. Other **diseases** are in the air. (or Other diseases)
5. **People** breathe them in.

6. Then **they** get sick. (*Then* is an adverb telling when they get sick.)
7. The **Bible** says that we have to stay clean. (or The Bible)
8. **People** would get sick less often if they obeyed God's Word.
9. **Humans** have to follow the Bible's rules.
10. The **law** will not stop all sickness. (or The law)
11. But the **law** does help to avoid sickness. (or the law)
12. The **Bible** teaches us how to stay away from deadly diseases. (or The Bible)

Further Extension

13. The **United States Supreme Court** is the highest court in the land. (or The United States Supreme Court.)
14. The **Supreme Court** is the third branch of the United States government. (or The Supreme Court)
15. The **President** and **Congress** are the other two branches. (or The President and Congress)
16. Yet, in the early 1800s, **politicians** fought over the power of the Court.
17. The **authority** of the Constitution as the supreme law of the land had not yet been established. (or The authority)

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Copy the proper nouns from this week's passage that are listed below, capitalizing them correctly:

- a. united states supreme court - United States Supreme Court
- b. john marshall - John Marshall
- c. thomas jefferson - Thomas Jefferson
- d. george washington - George Washington
- e. john adams - John Adams

Extensions:

- f. democratic-republican - Democratic-Republican
 - g. congress - Congress
 - h. chief justice - Chief Justice
 - i. supreme court - Supreme Court
2. What is the highest court in the land? Supreme Court

3. What is the third branch of the United States government? Supreme Court
4. **Further Extension:** What are the two other branches of the United States government?
- a. President b. Congress

II. Spelling and Wacky Words

5. Highlight the short first syllable in this week's spelling words listed below:
- a. **be** lieve b. **be** long c. **lo** cate
d. **to** ken e. **na** tion f. **pro** mote
6. Fill in the blank: A single consonant in the middle of a word makes the first vowel long.
7. **Extensions:** Write sentences using the Wacky Words from this unit listed below:
- a. via b. vie
c. threw d. through

Answers will vary

III. Outlining and Write On

8. What did you decide to include in your closing paragraph?

Answers will vary

9. Did you tell a lesson you learned through disobedience or the rewards of obedience in your closing?

Answers will vary

IV. Grammar and Usage

10. Highlight the words that could be nouns in the list given below:
- a. **land** b. mean c. **court**
d. write e. hopefully f. **power**
g. powerful h. **law** i. **time**
j. read k. **government** l. govern
11. A noun is a word that is one of the following:
- a. person b. place
c. thing d. idea
12. Common nouns are the general or specific names of things? general
13. Proper nouns are the general or specific names of things? specific
14. Subjects are often which kind of word:
- a. **nouns** b. verbs c. adverbs

15. **Extensions:** Circle the traits of a sentence's main subject:

- a. Shows action
- b. Is the person or thing the sentence is about
- c. Is often an adverb
- d. Is often found at the end of the sentence
- e. Is usually a noun or pronoun
- f. Is always found in a prepositional phrase
- g. Is never found in a prepositional phrase
- h. Is found near the beginning of the sentence

16. Write twenty prepositions on the lines provided.

Answers will vary

17. Write opposite prepositions on the lines.

- a. up - down
- b. in - out
- c. on - off
- d. within - without
- e. over - under

Blue 5-A: Week One

Character Focus: Love

Vocabulary Box

Synonyms for *someone who loves*: *adjectives*

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates*: *adjectives*

base	bitter	corrupt	curt
disagreeable	enraged	furious	hateful
irate	mean	offensive	resentful
stingy	surly	unfriendly	unkind
vengeful			

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

One of the gravest dangers of volcanoes comes via mud slides. Mud slides often occur at the same time as volcanoes. During an eruption, water and steam may combine with volcanic dust. These three components form boiling mud. This sludge flows over the rim of the volcano and down the mountain. The scalding liquid destroys anything in its path.

Extensions

Another danger of volcanoes is the red-hot lava. This is molten rock from the volcano. Red-hot lava can flow at speeds up to fifty feet per second. Scientists have timed some expeditious lava flows in Hawaii at twenty-five miles per hour. That is significantly faster than a man can run.

Character Focus: If you are getting angry, pray and ask God to help you calm down.

Optional Penmanship Practice

Be ye angry, and sin not: let not the sun go down upon your wrath: Neither give place to the devil.

Ephesians 4:26–27

<> **1a.** Read this week's passage aloud.

<> **1b.** In the passage, highlight the following words one time each:

1. eruption (first paragraph)
2. volcano (first paragraph)
3. lava (second paragraph)
4. expeditious (second paragraph)

<> **1c.** Use a dictionary to look up these words. In your own words, write their definitions on the lines provided.

Definition of *eruption*

Definition of *volcano*

Definition of *lava*

Definition of *expeditious*

<> **1d.** On the lines provided, use two of the words you defined to write two sentences about *volcanoes*.

1. _____

2. _____

<> **1e.** From the shaded Vocabulary Box, choose two attributes of *love*, and write them on the lines provided.

1. _____ 2. _____

<> **1f. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD boxes that you think would most help you unlock the meaning of the word you highlighted.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level A student. You may want to look up the words in the dictionary together and discuss the meanings rather than completing the written work. Regardless of how many of the vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either verbally or in written form.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Teacher Definition (DD) **Tip: Dissection** The text used in each week's vocabulary lessons is provided in the CQLA *Teacher's Guide* and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."

The **DD box** in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Note: If you are familiar with all the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completeing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Write a sentence using the word you studied on the lines provided.

↔ **1g. Optional:** Write a sentence about the character quality for this month using this DD word.

↔ **1h. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Around the dormant volcano, a small village was founded.

Prepositional phrase opener

<> 1i. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1j. (T) Review your copy with your teacher, and correct any errors.

<> 1k. **Optional:** Make a minit-book containing this week's passage.

2. Spelling: Consonant Blends at the Beginning of Words or Syllables

Examples: tree, clean, small

<> 2a. In the **first paragraph** of the passage, highlight the following words one time each:

- | | | |
|------------|-----------|-------------|
| 1. gravest | 2. slides | 3. steam |
| 4. sludge | 5. flows | 6. scalding |

1. Each of these words contains a consonant blend.

2. **A consonant blend is made when two consonant sounds are blended together.**

3. **Both consonants keep their original sounds in consonant blends.**

Examples:

a. c + l = cl as in **clean**

b. g + r = gr as in **ground**

4. Read the words under each consonant blend in the box.

Teacher Tip: A consonant blend is formed when two consonants are "blended" together. In a consonant blend, each consonant keeps its original sound, and those two sounds are combined, as opposed to making a new sound as in a digraph (e.g., *sh*, *ch*).

Character Focus: Anger is not a part of love.

Consonant Blends: s, r, and l

st	sc	sl	sp	gr	pr	br	fr	cl	bl	pl
stand	scan	slip	span	great	print	bring	from	clean	blend	plush
step	scum	slurp	spin	grand	praise	bright	fry	cling	bland	plan
staple	scandal	sleek	spat	grow	prim	brand	friend	clan	blind	plug

<> 2b. Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional** Words) to pages 10-12 of *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Write any **Review Words** that your teacher gives you on the lines provided.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. upstage	up-stage		Compound Word: Up•stage	
2. transpire	tran-spire			
3. scalding	scald-ing			
4. placate	pla-cate			
5. transgress	trans-gress			
6. plague	plague		<i>ue</i> is silent	
7. ingrate	in-grate			
8. sludge	sludge		ends with <i>dge</i>	
9. scrounge	scrounge			
10. travail	tra-vail			
11. pleasant	pleas-ant		<i>ea</i> says short <i>e</i>	
12. fraction	frac-tion			

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
13. placid	plac-id		<i>i</i> makes <i>c</i> say <i>suh</i>	
14. pliant	pli-ant			
Further Extension				
15. grandeur	gran-deur		<i>deur</i> says <i>jer</i>	
16. plaudit	plau-dit		Think <i>plaud • it</i>	
Optional				
17. calm	calm			
18. charitable	char-i-ta-ble			
19. irate	i-rate			
20. corrupt	cor-rupt			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Nouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first paragraph, highlight four of the nouns.

Basic Level: Highlight four nouns.

Extensions: Highlight six nouns.

Further Extension: Highlight eight nouns.

Optional Penmanship Practice

For the wrath of man work-
eth not the righteousness
of God.

James 1:20

anger are a signal that something is wrong. It is not bad in itself The bible say that we should deal with our anger. if we do not deal with anger, it can become sin. anger is an emotion, just like happiness or sadness Emotions affect the rest of our body. When we do not deal with anger, it can become wrath or bitterness. god say that both of these are sins

when someone stay angry for a long time, it becomes wrath. when anger is expressed through mean words or actions, it is a sign that the anger was not correct dealt with This is a sign that it have become wrath. In the bible, god say that wrath are wrong and should not be allowed. wrath gives Satan a foothold in our lives. This takes some of the "ground" in our soul from god

god can and will take back the ground that we have gave to satan but only if we want Him to. first we must admit that we have sinned and ask for god forgiveness We also must ask forgiveness from the person we was angry with. Sometimes though, a person have been hurt so bad that he will not forgive right away This is one reason that it is best to deal with anger as soon as it start

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. upstage

upstaje

Character Focus: *Tolerance* is accepting others as unique expressions of God's handiwork. It is not agreeing with sin.

Character Focus: Life is sacred because God created it.

2. transpir	transpire
3. skalding	scalding
4. placate	plakate
5. transgres	transgress
6. plage	plague
7. ingrate	ingrait
8. sludge	sludje
9. scounje	scrounge
10. travail	travale
11. pleazant	pleasant
12. fraction	fracshun

<> **4b.** Highlight the correct spelling of each **Extension** word.

13. plasid	placid
14. pliant	plyant

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

15. grandur	grandeur
16. plaudit	plawdit

<> **4d.** Highlight the correct spelling of each **Optional** word.

17. calm	caml
18. chairitable	charitable
19. irrate	irate
20. corrupt	corupt

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

All -Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

All -Paragraph Two of Body

Topic of Paragraph 2 _____

KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better, important

= can mean the result of, the same as, equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

" " can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Alternative Writing for Blue 5-A: Week One

- Write one paragraph about how to stop anger.
- Read a book about self-control, and write a book report using the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- Write a two-paragraph story about Cain's anger and the results of it.

Optional Penmanship Practice

Whosoever hateth his brother is a murderer.

I John 3:15

Sample KWO

Topic of Paragraph 1: volcanoes produce dangerous mud slides

Sentence 1: +++ dangers → volcanoes = mud slides

Sentence 2: mud slide = same time volcanoes

Sentence 3: → eruption water + steam + volcanic dust

Sentence 4: Those three components = boiling mud

Sentence 5: sludge → rim → volcano ↓ mountain

Sentence 6: +++ scalding liquid destroys everything

Sample Paragraph From KWO Paragraph One

Mud slides are an immense threat of volcanoes. These "muck-flows" develop when a volcano erupts. Water, steam, and volcanic dust merge at the time of the volcano's "burst." The result of these three elements is boiling mud. It quickly makes its way up through the "mound" and down the mountainside. This burning ooze consumes whatever it touches.

Character Focus: In the Old Testament when someone killed a person, they were supposed to run to a city of refuge. There a person could be judged to see if he really did commit the crime.

6. Write On: Five Things in a Paragraph -- OCCTI

1. The passage this week has two paragraphs.

2. **A paragraph needs these five things to be a paragraph:**

a. **Opening sentence—A paragraph must have an opening sentence.**

- 1) The opening sentence **tells what the entire paragraph will be about.**
- 2) It does this by creatively introducing the topic.
- 3) If your paragraph is about legal penalties for showing anger, your opening sentence could be: God's law and man's law both require various kinds of punishment for anyone who, in anger, breaks laws.
- 4) The opening sentence is sometimes called the topic sentence.

b. **Closing sentence—A paragraph must have a closing sentence.**

- 1) The closing sentence **summarizes the paragraph.**
- 2) It brings the topic to a close.
- 3) If your paragraph was about the physical results of anger, your closing sentence could be: Anger causes many physical problems.

c. **Content all the same topic—A paragraph must contain sentences about only one topic.**

- 1) If your paragraph is about volcanoes, you cannot include a sentence about a tornado.
- 2) **Your paragraph must be about whatever the opening sentence is about.**

d. **Three or more sentences—A paragraph must have three or more sentences.**

- 1) The exception to this rule is when you are writing with quotation marks.
- 2) Excellent paragraphs often contain at least five sentences.

e. **Indented—A paragraph must be indented.**

- 1) On the first line of the paragraph, you should move in a few spaces before you start writing.
- 2) An indentation is two or three finger spaces.
- 3) An indentation tells the reader that a new paragraph has started.
- 4) When you are typing, you can replace the indentation with a line in between each paragraph. This creates block paragraphs and looks more professional.

3. The acronym OCCTI will help you remember this.

Opening sentence

Closing sentence

Content all the same topic

Three or more sentences

Indented

<> 6. (T) Memorize the acronym OCCTI, and recite it to your teacher.

Optional Penmanship Practice

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not selfseeking, it is not easily angered, it keeps no record of wrongs.

I Corinthians 13: 4-5

Character Focus: There are no "little" sins. Hating people is just as wrong as killing them.

7. Spelling Practice: Six “S” Spelling Secret

- <> 7a. Take a spelling "pre-test" in your notebook.
- <> 7b. Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> 7c. If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

- <> 8a. Follow these steps for writing your essay from your Key Word Outline:
 - (1) Re-read the entire passage to recall its content.
 - (2) Read your first line of notes and consider what you want your sentence to say.
 - (3) Practice saying your sentence aloud to get it just the way you want it.
 - (4) Write your first sentence in your notebook, or key your report on the computer.
 - (5) Be sure to double space your story to make inputting the Checklist Challenge revisions easier.
 - (6) Indent the beginning of each paragraph five spaces.
 - (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

- <> 8b. Read your essay aloud. Do you like the way it sounds?

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: its and it's

- <> 9a. In the first paragraph of the passage, highlight the word *its*.

1. *Its* is a Wacky Word because it has a confusing word partner that sounds the same but is spelled differently and has a different meaning.
2. The word *its* is a pronoun. Do you remember that **a pronoun is for a noun--it takes the place of a noun.**
3. The word *its* is used to show ownership to something that is not a person. (For a person, you use *hers*, *his*, *ours*, or *theirs*.)
4. You use *it*, so say *its* item--*its* collar, *its* cover, etc.:
 - a. The book lost **its** cover.
 - b. The dog lost **its** collar.
5. The confusing partner of *its* is *it's*.
6. Wait! That looks just like *its*, doesn't it?
7. Do you see the apostrophe in *it's*?
8. That makes it different than the word *its*.
9. The word ***it's* is a contraction that means *it is*.**
10. Do you remember the CQLA trick for contractions? **Always say the word as though it is written with the two words** (not the contraction form) to see if it is the right word.
11. So, **when you see *it's***, you wouldn't say *it's*, you would **say *it is*--and** see if it fits where you are going to put it.
12. Remember these *its* and *it's* tips:
 - a. **Its**
 - i. Possessive pronoun--**shows ownership to non-people.**
 - ii. Does **not** have an apostrophe--never use an apostrophe to show ownership to a pronoun.
 - iii. For example: *its* collar, *its* cover, *its* roof.
 - b. **It's**
 - i. Contraction **meaning it is**
 - ii. Use it **when you want to say *it is*** (not for ownership)
 - iii. **Say both words to "test" to see if it is the word you mean:**
 - The dog lost *it's* collar--NO--not lost *it is* collar! Yes...lost *its* collar.
 - They say *it's* going to be hot--YES--*it is* going to be hot!

<> **9b.** Fill in each blank provided with the correct Wacky Word--***its* or *it's***.

1. The house lost _____ roof in the tornado.
2. It feels like _____ going to be hot.
3. They said _____ cold outside.
4. The car has a dent in _____ fender.
5. My parents said _____ time to go.
6. The cat got _____ tail caught in the door.

<> **9c.** On the lines provided, write two sentences using *its* and *it's*.

1. _____

2. _____

10. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **10a.** Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

(1) Read the body of your report aloud to yourself, and consider these options for opening your report.

- a. A list of **facts about volcanoes**
- b. A **poem about volcanoes**
- c. A **quotation** from **someone who has seen a volcano's eruption**
- d. A **statistic about the damage** done by volcanoes or about the **number of volcanic eruptions** that occur each year
- e. A **story about a volcano erupting** or **someone's eyewitness account** of an eruption.
- f. A **summary** of your report (without giving away the points of the body of your essay)

(2) **In your notes, plan on what you will include in your thesis statement.*** (You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)

Teacher Tip: Encourage your student to come up with creative openings for his reports and essays. Have him read the body of his report and think of an opening that ties into the body and captures the reader's attention.

- *Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

<> **10b.** Follow these steps for writing your opening paragraph:

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

11. Grammar: Subject Part and Predicate Part

Teacher Tip: Students are often unsure of the being verbs in sentences. They sometimes think the describer in the sentence is the verb. You will need to consistently remind your student that there are two main kinds of verbs: action verbs (easily recognizable words such as *run, jump, shout, hide*) and Be, a Helper, Link verbs. In the case of Be, a Helper, Link verbs, it can be difficult for a student to see when the predicate part begins since he may be looking for an action word at the beginning of the predicate part. Remind him that the predicate part may begin with a Be, a Helper, Link verb, which does not show action but just shows the way the subject is.

1. Every sentence can be divided into two parts—the subject part and the predicate part.
2. The **subject part** of the sentence follows these guidelines:
 - a. It is **usually the first part of the sentence**.
For example: **Love** | is giving to the basic needs of others without selfish motivation.
 - b. It **contains the subject** (or subjects) of the sentence (who or what the sentence is about).
 - i. For example: **God** | loves everyone in the world.
 - ii. For example: **Peter and John** | had much to say about God's love.
 - c. It **contains any words describing the subject**.
For example: **True, genuine love**, | seeks to give.
3. The **predicate part** of the sentence follows these guidelines:
 - a. It is **usually the second part of the sentence**.
For example: Because of His love, we | **can have eternal life**.
 - b. It **contains the verb** (action or being).
For example: Our heavenly Father | **demonstrated His love for us**.
 - c. It **usually begins with the verb**—sometimes the predicate part begins with an adverb.
For example: We | **definitely should follow His example**.
 - d. It **contains everything after the verb**.
For example: He | **loved and gave to us even when we didn't love Him**.

<> **11a.** In the first paragraph of the passage, highlight the subject part of each sentence.

Remember, the subject part has any sentence openers (like prepositional phrase openers) and the sentence's main subject.

<> **11b.** In the first paragraph of the passage, underline the predicate part of each sentence.

Remember, the predicate part begins with the sentence's main verb or an adverb describing the verb.

<> **11c.** Divide each of the sentences provided by drawing a line between the subject part and the predicate part.

Remember, The predicate part begins with the sentence's main verb or an adverb describing the main verb. Put your divider just before this main verb or adverb.

Example: The little boy | ran across the street.

All

1. A soft answer can turn away wrath.
2. God has given us His Word.
3. The Bible helps believers know what to do.
4. It tells us how to deal with people who are angry.
5. All humans get angry themselves.
6. The Bible tells us how to deal with that anger.
7. God says to love others.
8. We should love our enemies.
9. We should love and not hate.
10. Christians should love instead of getting angry.

Extensions

11. Another danger of volcanoes is the red-hot lava
12. The lava flows from the volcano.
13. Red-hot lava can flow at speeds up to fifty feet per second.
14. Scientists have timed some lava flows in Hawaii at twenty-five miles per hour.
15. That is much faster than a man can run.

<> **11d. Optional:** In your notebook, write sentences and then divide each one by drawing a line between the subject part and the predicate part.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write eight sentences using information from a character book or another source.

Teacher Tip: When discussing the subject part, the predicate part, the main subject, and the main verb with your student, be consistent in terminology. Some grammar books call the subject part the subject; and the predicate part the predicate. For clarity's sake, this curriculum will always call:

1. The subject (in terms of subject/predicate)—the **subject part** (of the sentence)
2. The predicate—the **predicate part** (of the sentence)
3. The subject of the sentence—the **subject or the main subject**
4. The main verb—the **verb or the main verb**

Help Box for 11a.

You should have highlighted the following words:

- | | |
|---|---------------------------|
| 1. One of the greatest dangers of volcanoes | 2. Mud slides |
| 3. During an eruption, water and steam | 4. These three components |
| 5. The sludge | 6. The scalding liquid |

Help Box for 11b.

You should have underlined the following words:

- | | |
|--|---|
| 1. . . . comes via the mud slides. | 2. . . . often occur at the same time as volcanoes. |
| 3. . . . may combine with volcanic dust. | 4. . . . form boiling mud. |
| 5. . . . flows over the rim of the volcano | 6. . . . destroys anything in its path. |
- and down the mountain.

Notice how the highlighted word is the Sentence's main subject or an adverb describing the main verb.

Teacher Tip: Reasons for titling an essay or report:

1. Gives the reader the main focus.
2. Whets the reader's appetite for reading the essay.
3. Helps give the writer a good closing option to conclude the essay.

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **12a.** Use the Checklist Challenge located after this week's lesson to edit your story.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Teacher's Tip: Do not do have your student anything in the Checklist Challenge that makes his essay or report sound worse! The Checklist Challenge is for improving writing. If some portion of it does not improve your writing, have your student omit that step.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

<> **12b.** Read your report aloud. Do you like the way it sounds?

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____

2. _____

3. _____

4. _____

<> **13b.** Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____

2. _____

3. _____

4. _____

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.

2. Remind him of the word family or a rhyming word that he already knows. ("Remember, *would* is from the *would, could, should* family.")

3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **14b.** Do the Weekly Review Quiz provided after this week's lesson.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read--as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Composition: Final Copy Informative Report From Given Material

- <> **17a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> **17c. Optional:** Make a minit-book containing your report.

Optional: Extra Practice

- 1E. In your notebook, write ten words with consonant blends.
- 2E. In your notebook, write seven sentences about volcanoes. Divide each by drawing a line between the subject part and the predicate part.
- 3E. In your notebook, copy a paragraph about volcanoes from the encyclopedia or another source. Label the five parts of the paragraph.
- 4E. In your notebook, write four Scriptures about the results of anger.
- 5E. Make a minit-book containing your Scriptures from this lesson.
- 6E. Read a nonfiction book or part of a nonfiction book about volcanoes.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 5-A: Week One

Character Focus: Love

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

☐ All **All Levels**

☐ FE **Further Extension only**

☐ B **Basic Level only**

☐ B,E **Basic and Extension only (No Further Extension)**

☐ E **Extension only**

☐ **All levels—checks will vary**

☐ E's **Extensions**

☐ All ☐ All ☐ All

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**:

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject

☐ All ☐ All ☐ All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.

All All All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.

All All All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Violent Volcanoes!**
- Something comical: **Run Man, Run!**
- Something bold: **Danger!**
- A song title or line: **Be on Guard**
- A Scripture: **Be Ye Kind**
- Something biblical: **Volcanoes and Anger**
- Something about character: **Love, Not Anger**
- Something informative: **Volcano Dangers**
- Other: **Dangerous Liquid**

🔑 Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

All

All

All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree

kind

grass

Use:

maple

compassionate

blades

Instead of:

deep

turn

loud

Use:

bottomless

swerve

obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All

All

All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ Interjections include words from the following rhyme:

My, well, oh

Wow, yes, no

All

All

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

E's

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

🔑 **A comma cc in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one.**

E's

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

🔑 **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)**

FE

Add a **simile**. If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- A spider's web is as intricate **as a lace tablecloth**.

🔑 **A simile is a comparison using *like* or *as*.**

All

All

All

Edit each paragraph with your teacher, and correct any usage or spelling errors.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be, a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions--E's

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
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35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--FE

Two Minute or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ -- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. What are two dangers of volcanoes indicated in the passage?

a. _____ b. _____

2. **Extensions:** What does the word *expeditious* mean? _____

3. **Further Extension:** Use the word *expeditious* in a sentence about earthquakes.

4. Write two (**Extensions:** Write three) words that are Synonyms for someone who hates.

a. _____ b. _____

c. _____

5. Write two sentences about volcanoes using two of the words you listed in #4.

a. _____

b. _____

II. Outlining and Write On

6. **Extensions:** Your report about volcanoes had _____ paragraphs in it.

7. **Extensions:** What was the topic of each paragraph:

Paragraph of Body A: _____

Paragraph of Body B: _____

Paragraph of Body C: _____

8. What is a thesis statement? _____

9. **Extensions:** What is a thesis statement reloaded? _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

10. **Further Extension:** What is a transition sentence? _____

11. Write the five parts of a paragraph:

O _____
C _____
C _____
T _____
I _____

III. Grammar

12. The first part of a sentence is called the subject part or the predicate part.

13. The second part of a sentence is called the subject part of the predicate part.

14. **Extensions:** Which part of the sentence contains the sentence's main subject?

15. **Extensions:** Which part of the sentence contains the sentence's main verb?

16. **Further Extension:** Finish the acronym below for the Five Parts of a Sentence:

C _____
A _____
V _____
E _____
S _____

IV. Homophones and Spelling

17. Write the correct number for each word and its characteristic:

its

it's

1. Means *it is*
3. Shows possession

2. Is a possessive pronoun
4. Is a contraction

18. **Extensions:** How can you always know whether *it's* is the word you really want in a sentence?

19. A consonant blend is made when two consonant sounds are _____ together.

20. **Extensions:** In a consonant blend, both consonants keep their _____.

V. Editing and Revising

21. List two (**Extensions:** List four) action verbs (not BHL) that you used in your report this week:

- a. _____ b. _____
c. _____ d. _____

22. What was your favorite strong verb from this week's report? _____

23. What could you use as a title instead of the one you chose?

24. **Extensions:** List two Banned Words:

- a. _____ b. _____

25. **Further Extension:** What could you use as a replacement for the word *bees* to keep from writing *bees* over and over again? _____

Blue 5-A: Week Two

Character Focus: Love

Vocabulary Box

Synonyms for *someone who loves*: *adjectives*

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates*: *adjectives*

base	bitter	corrupt	curt
disagreeable	enraged	furious	hateful
irate	mean	offensive	resentful
stingy	surly	unfriendly	unkind
vengeful			

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

Blood pressure will increase under a number of conditions. If danger comes, a heart pumps harder. When a person works or plays, the pressure increases. If a person weighs too much, his heart has to work more vigorously. For most people, worry or anger will also make it labor too much.

Extensions

If a person's blood pressure is elevated for too long, that individual could be in danger. Over a long time, the heart can become overworked. The blood vessels find it burdensome to handle so much pressure. This problem seems to increase after the age of thirty-five.

Further Extension

Part of the problem with blood pressure comes from tension. A person can worry or be angry over a long period of time. Eventually, his heart becomes overworked and often infirmed. This can be a serious problem for our bodies.

- <> **1a.** Read this week's passage aloud.
- <> **1b.** In the third paragraph of the passage, highlight the word *tension*.
- <> **1c.** Use a dictionary to look up the word *tension*. In your own words, write the definition on the lines provided.

Definition of *tension*

<> **1d.** On the lines provided, use this word in a sentence about *anger* using a vocabulary word.

Sentences about anger

<> **1e.** From the shaded Vocabulary Box, choose two attributes of *love*, and write them on the lines provided.

1. _____ 2. _____

<> **1f.** On the lines provided, write two sentences using two of the words you listed in 1e. Write sentences that have to do with this week's passage.

Sentences with Vocabulary Words

1. _____

2. _____

<> **1g. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.

Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Further Study: Study the song "My Redeemer," and compare God's unconditional forgiveness of us to our conditional forgiveness of others.

Further Study: Study the character quality of tolerance in *The Power for True Success*, pages 148-149.

Optional Penmanship Practice

Make no friendship with an angry man; and with a furious man thou shalt not go.

Proverbs 22:24

Further Study: Read in the Old Testament law what the cities of refuge were and how they helped people accused of murder.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Further Study: Make a bead bracelet, wordless book, or key chain with the colors representing parts of the salvation message: gold=heaven; black=sin; red=the blood of Jesus; white=new, pure heart; green=growth.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Further Study: Memorize James 1:19 on how to be "swift to hear."

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

Further Study: Look up one of the cities of refuge in a Bible dictionary or encyclopedia and read about it.

(9) Write a sentence using this DD word on the lines provided.

<> **1h. Optional:** Write a sentence about the character quality for this month using this DD word.

Optional Penmanship Practice

Whosoever hateth his brother is a murderer.

I John 3: 15a

<> **1i. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because elevated blood pressure is a risk to our health, we
should take steps to make sure it not too high. Subordinate
clause opener

Optional Penmanship Practice

A soft answer turneth away wrath.

Proverbs 15:1

<> 1j. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1k. (T) Review your copy with your teacher, and correct any errors.

<> 1l. **Optional:** Make a minit-book containing this week's passage.

Further Study: Read a book about heaven.

2. Spelling/Structural Analysis: Open Syllables Have Long Vowel Sounds

Examples: *be/cause, go/phor, ba/by*

<> 2a. In the **second paragraph** of the passage, there are several words that begin with an open syllable. Highlight these one time each.

- | | |
|----------------|-------------|
| 1. be | 2. be/comes |
| 3. o/verworked | 4. so |

Do you see how the first syllable of each of those words ends with a vowel—a vowel that makes a long sound?

2. **An open syllable is a syllable that ends in a vowel and makes the long sound of that vowel.**

3. Open syllable words can be either very long or very short in length.

4. **Sometimes the whole word is just that one open syllable.**

Examples:

- a. go
- b. be

5. **Other times the open syllable is at the beginning of a longer word.**

Examples:

- a. go/ing
- b. be/long

The following words from the passage contain open syllables.

- | | |
|------------|---------------|
| 1. a | 2. be |
| 3. becomes | 4. overworked |
| 5. so | 6. over |

Do you see how the first syllable of each of those words ends with a vowel—a vowel that makes a long sound?

Teacher Tip: An open syllable is a syllable that ends in a vowel, as opposed to a closed syllable, that ends in a consonant. (A consonant “closes” a syllable.) When a syllable is an open syllable, it usually makes the vowel's long sound, as in *be*, *go*, and *Bi/ble*.

Character Focus: *Tolerance* is realizing that God made everyone different and gave them different strengths and weaknesses, but He loves them all the same. We should be like God—love all people but not love any sins people do.

- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:
- (1) Study the syllabicated words.
 - (2) Copy the words.
 - (3) Study any given tips.
 - (4) Try to create your own tips.
- <> **2c.** Add this week's new words (minus the **Optional Words**) to page 27 of your *Spelling Notebook*.
- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.
- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.
- <> **2f. Optional:** In your notebook, write six sentences using six of the spelling words.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. repent	re-pent			
2. beware	be-ware			
3. major	ma-jor			
4. behave	be-have			
5. genial	ge-ni-al		e makes g say juh	
6. cogent	co-gent		e makes g say juh	
7. bemused	be-mused			
8. deduce	de-duce		e makes c say suh	
9. fusion	fu-sion			
10. slo-gan	slo-gan		a makes g say guh	
11. result	re-sult			
12. notice	no-tice		e makes c say suh	

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
13. overworked	o-ver-worked			
14. decrepit	de-crep-it			
15. bovine	bo-vine			
16. evasive	e-va-sive			
Further Extension				
17. beatitude	be-at-i-tude			
18. repentance	re-pent-ance		repent•ance Remember ance not ence	
Optional				
19. friendly	friend-ly			
20. lavish	lav-ish			
21. disagreeable	dis-a-gree-a-ble		Think of the 3 parts you know dis•agree•able	
22. stingy	stin-gy		G says juh here---not guh	

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Subject Part and Predicate Part

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) **Extensions:** In the second paragraph, divide each sentence by drawing a line between the subject part and the predicate part.

in the bible, Israel had an unique way of judging murder cases. god gave them the way to do it When someone had been killed, the person who had killed him were supposed to run to a city of refuge. While he was in the city, no one could kill him He was safe there. he had to stay there until the family of the person he killed got there Then they had a trial

sometimes the person had been killed by accident If so the man would not be in trouble. he could stay in the city. But sometimes the person had been killed on purpose. then the murderer had to leave the city. outside the city, he would be put to death. According to God's Law, innocent people were safe. guilty people were judged. many of the principles, like this one from God's law, are used in our legal system today

today, if someone is accused of a crime, he is kept safe until the trial No one can hurt him until he is found guilty of the crime. this is like the laws about the cities of refuge in the bible. if the accused person is not guilty of the crime then no one is allowed to hurt him

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Circle the correct spelling of each **All** word.

- | | |
|-----------|--------|
| 1. repent | repant |
| 2. bewear | beware |
| 3. magor | major |
| 4. behave | behav |

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become very adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything I write in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

5. genial	geneal
6. cogent	cojent
7. bemused	bemuzed
8. deduse	deduce
9. fusion	fuzion
10. slogun	slogan
11. rezult	result
12. notice	notise

<> **4b.** Circle the correct spelling of each **Extensions** word.

13. overworked	overwerked
14. dekrepit	decrepit
15. bovine	bovien
16. evasive	evasiv

<> **4c.** Circle the correct spelling of each **Further Extension** word.

17. beatitud	beatitude
18. repentance	repentence

<> **4d.** Highlight the correct spelling of each **Optional** word.

19. frendly	friendly
20. lavvish	lavish
21. disagreeable	dissagreeable
22. stinjy	stingy

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. _____

2. _____

3. _____

4. _____

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

Extensions--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Tips for Rewriting the Passage

1. The wording of your report should not be copied from the passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in the passage contained.
4. Do not look back in the passage unless absolutely necessary.
 - a. If you need help, re-read the whole passage.
 - b. Do not read each sentence from the passage as you write your own paragraphs.
5. In your notebook, write your essay or report on every other line.

Character Focus: Prolonged, unresolved anger turns into wrath. When anger is not recognized and properly disposed it, it spreads like a cancer throughout the body, rapidly becoming wrath. Wrath is intense and sustained anger.

Optional Penmanship Practice

A man of great wrath shall suffer punishment: for if thou deliver him, yet thou must do it again.

Proverbs 19:19

Character Focus: At times, people think they have a right to get angry, but they do not.

Optional Penmanship Practice

Ye have heard that it was said by them of old time, Thou shall not kill, and whosoever shall kill, shall be in danger of the judgement.

Matthew 5: 21

Further Study: Study the life of Abigail Adams, and learn how she looked past the outward appearance of others in order to show them God's love.

Adjective Tip

Remember, you can find the adjectives by finding the nouns and pronouns and then looking for the words that describe them!

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sample KWO Paragraph 1

Topic of Paragraph 1: blood pressure

Sentence 1: blood pressure + + + → # conditions

Sentence 2: danger comes heart Pumps + + +

Sentence 3: person works & play Pressure + + +

Sentence 4: person weighs + + + heart works >

Sentence 5: people worry + anger Heart Labor + + +

Sample Paragraph From KWO Paragraph 1

Several actions may cause blood pressure to rise. During a crisis, the heart will labor more. Vigorous work and play also cause the compressions to intensify. A person's heart will have to pump more powerfully if he is overweight. Likewise, anger and worry will make this muscle pump quicker.

Alternative Writing for Blue 5-A: Week Two

- Write one paragraph about the cities of refuge.
- Write one paragraph about how trials were conducted in the Old Testament.
- Write a two-paragraph story about Moses and the effects of his anger.

6. Grammar: Adjectives

1. In this lesson, you will learn about a special describer.
 2. **A describer is a word that describes something or someone.**
 3. The special kind of describer you will learn about in this lesson is an adjective.
 4. **Adjectives describe one of the following types of words:**
 - a. **a noun**—a person, place, thing, or idea
 - b. **a pronoun**—a word that takes the place of a noun (*he, she, it*, etc.)
 5. **Adjectives answer the following questions:**
 - a. **What kind?** **gracious** lady
 - b. **Which one?** **opposite** side
 - c. **How many?** **four** children
 - d. **Whose?** **God's** people (CQLA teaches this as a possessive, not an adjective)
 6. The best kind of adjectives (describers) to use are those that tell **what kind**.
 - a. **laboring** heart
 - b. **sick** person
 - c. **working** person
 - d. **weak** heart
 7. Several adjectives can be used to describe one noun.
 8. When this happens, the adjectives are called double or triple adjectives.
For example: a **compassionate, caring, gracious** lady
 9. Adjectives are fun to learn! You can use them to describe things in the room you are in right now.
- <> **6a.** Take turns going around the room picking up objects and saying words that describe those objects. These descriptive words are adjectives.
Examples: **black** eraser, **dirty** eraser, **small** eraser, **old** eraser, **whiteboard** eraser, **cheap** eraser, **blue** pen, **long** pen, **messy** pen, **old** pen, **expensive** pen, **smooth** pen, **writing** pen
1. All of the words before *eraser* and *pen* are adjectives.
 2. We call these descriptive adjectives because **they describe nouns better than other adjectives do. They all answer the question what kind.**
 3. When writing essays, try to use the most descriptive adjectives you can.
- <> **6b.** In the second paragraph of the passage, highlight the descriptive adjectives. (Do not highlight non-descriptive adjectives like *that, this*, etc.).
- <> **6c.** In the second paragraph of the passage, draw arrows from the adjectives you highlighted to the words they describe.

Adjectives

Descriptive adjectives are those that answer the following questions:

1. What kind? **dusty** eraser
2. Which one? **black** eraser
3. How many? **two** erasers
1. Pronoun used as an adjective: **his** book
2. Possessive noun used as an adjective: **God's** followers
3. Article used as an adjective: **a** Bible

Other words can function as adjectives-though they are not very descriptive:

When CQLA tells you to , look for, or include adjectives, it means *descriptive* adjectives.

Further Study: Memorize Ephesians 4:26-27.

Character Focus: Satan's goal has always been the destruction of the godly seed of Adam (Abel), the Redeemer (Christ), the sons of God (believers), and those made in God's image (all people).

Further Study: Take a field trip to a nursing home and pass out goodies, books, book marks, or other small gifts. Discuss how you need to be tolerant of others within your family.

Optional Penmanship Practice

But I say unto you that whosoever is angry with his brother without a cause shall be in danger of the judgement: and whosoever shall say to his brother, Raca, shall be in danger of the council: but whosoever shall say, Thou fool, shall be in danger of hell fire.

Matthew 5: 22

<> **6d.** In the sentences provided, insert descriptive adjectives.

Example: Blood pressure increases in an angry person.

All

1. _____ people are hard to live with.
2. We are not supposed to be friends with _____ people.
3. It is not any fun to be around a(n) _____ person.
4. When a volcano erupts, it spills out _____ lava.
5. Volcanoes bring with them _____ storms.
6. The _____ eruptions and _____ destruction of a volcano are similar to the life of an angry person.
7. The destruction created by a volcanic eruption is _____.
8. Volcanoes spill out _____ mudslide.
9. Angry people hurt _____ people.
10. God wants us to be _____ Christians.

Extensions

11. A volcano is a _____ disaster.
12. _____ people living in the path of a volcanoes destruction can lose everything.
13. A volcano that is erupting is like a _____ person.
14. The lava flows from the _____ volcano mouth.
15. Lava flows quickly during a _____ volcano.

<> **6e. Optional:** In your notebook, write sentences containing adjectives.

Basic Level: Write five sentences.

Extension: Write eight sentences.

Further Extension: Write ten sentences.

Help Box for 6c.

You should have highlighted the following words:

1. blood → pressure
2. long → time
3. overworked → heart
4. blood → vessels
5. much → pressure

Help Box for 6b.

You should have highlighted the following words:

1. blood (pressure)*
2. long (time)
3. overworked**
4. blood (vessels)
5. much (pressure)

*Teacher Tip: Some handbooks would consider blood pressure to be a “common noun unit” rather than an adjective and noun.

**Your student may not spot “overworked” as an adjective since it is a predicate adjective that describes the noun heart which is found earlier in the sentence.

Further Study: Read Joshua 22 and discuss how partial information almost caused a civil war to break out in Israel. Recall a time that you did not know all the facts and you became angry.

Further Study: Learn to share the Gospel with others using any method you like. Consider using The Roman's Road, the wordless book, Evangelism Explosion, etc..

7. Spelling Practice: Six “S” Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

Character Focus: When someone is angry, he is thinking about himself, not the other person.

8. Composition/Creative Writing: Write a Rough Draft Report From a Key Word Outline

<> **8a.** Follow these steps for writing your story from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.

- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your story to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

↔ **8b.** Read your story aloud. Do you like the way it sounds?

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

↔ **9a.** In the **first paragraph** of the passage highlight the word *too*.

To, *too*, and *two* are Wacky Words! They are homophones--words that sound the same when they are spoken, but are not spelled the same and do not have the same meanings.

Remember these Wacky Words:

1. To

- a. **Preposition:** to the store, to the friend, to the lake.
- b. Also, the word used to **form an infinitive verb**--to go, to run, etc.

2. Too

- a. Means **also**
- b. **A**lso has **two** vowels--and so does **to**
- c. Can **mean excessive** -- too much

3. Two

- a. The **number word**
- b. Comes after one.

↔ **9b.** Fill in each blank provided with the correct Wacky Word--**to**, **too**, or **two**.

1. Kara would like to help at the homeless shelter _____.
2. He will distribute _____ articles of clothing to each person.

3. At Christmas time, they passed out cookies _____ children in the neighborhood.
4. Many children came _____ the party.
5. She spent _____ much money on that gift.

<> **9c.** On the lines provided, write three sentences using **to, too, and two**.

1. _____

2. _____

3. _____

<> **9d.** Fill in each blank provided with the correct Wacky Word--**its** or **it's**.

1. The dog lost _____ treat under the refrigerator.
2. The shirt has a hole on _____ sleeve.
3. It feels like _____ going to rain.

10. Further Extension--Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **10a. Further Extension**--Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
 - a. A Scripture: **Create in me a clean heart**
 - b. Song: **Don't Go Breakin' My Heart**
 - c. Story: **A patient's heart attack**

- *Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

<> **10b. Further Extension**--Follow these steps for writing your opening paragraph:


- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

Possessive Nouns

A possessive noun is a noun that owns something. When someone owns something, he possesses it!

Make a noun possessive in one of the following ways:

1. When a word does **not** already end in **s**, it is made plural simply by **adding an apostrophe s ('s)**.
2. When a word **already ends in s**, add an **apostrophe (')** to the end of the word.

 Always write the word that owns something first. Then look to see if the "owner-word" ends in an s or not. Do not be concerned with whether the owner is plural or singular. All that matters in adding 's or just an apostrophe is whether the word ends in an s or not.

11. Grammar: Possessive Nouns

<> **11a.** In the second paragraph of the passage, highlight the word *person's*.

1. This is called a possessive noun.
2. **Possessive nouns are nouns that own something.**
Examples:
 - a. **God's** Son
 - b. **Jesus'** love
3. When someone owns something, we say he possesses it—thus **possessive nouns are nouns that own**.
4. There are several ways to make a noun possessive:
 - a. **When a word not ending in s is made possessive, use an apostrophe (') followed by an s ('s).**
Examples:
 - 1) doctor becomes **doctor's** patient
 - 2) body becomes **body's** condition
 - b. **When a word already ending in s is made possessive, add only an apostrophe (') to the end of the word.** This applies to plural nouns that are made possessive by adding s.

Examples:

- 1) girls becomes **girls'** dolls
- 2) cats becomes **cats'** dishes
- c. This is also true for singular nouns that end in s, such as Jesus or Marcus.

Examples:

- 1) **Jesus'** followers
- 2) **Marcus'** books

The key to making a noun show possession is to write the noun you desire, then ask yourself, "what does this word end with?"

1. If it does not end in s, place 's
2. If it does end in s, place an apostrophe at the end of the existing s.

<> 11b. Make the words provided possessive. Write something for each noun to own following the possessive noun you form.

- | | |
|-------------------|-------------------|
| 1. Cain _____ | 2. laws _____ |
| 3. Jesus _____ | 4. volcano _____ |
| 5. lava _____ | 6. heart _____ |
| 7. blood _____ | 8. anger _____ |
| 9. brothers _____ | 10. clauses _____ |

<> 11c. In the sentences provided, highlight the possessive nouns in one color, and highlight what each possessive noun owns (possesses) in another color.

Example: We should show **God's** **love** to all.

All

1. A Christian's love is how he shows the world he belongs to Christ.
2. God's love is patient.
3. Love's results never include anger.
4. Anger's results can be terrible.
5. Man's response is to get angry.
6. God's response is very different.
7. He wants those who bear Christ's name to be like Him.
8. God never tolerates man's sin, but He still loves mankind.
9. Jesus' love is limitless.

10. The believer's duty is to imitate God's love.

Extensions

11. Anger's next step is wrath.

12. Wrath's result is devastation.

13. Love's way is not to be angry.

14. God's love is incredible.

15. A Christian's love should be unconditional, like God's love.

<> **11d. Optional:** In your notebook, write sentences using possessive nouns.

Basic Level: Write **six sentences**.

Extension: Write **eight sentences**.

Further Extension: Write **ten sentences** using information from a character book or another source.

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **12a.** Use the Checklist Challenge located after this week's lesson to edit your story.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

<> **12b.** Read your report aloud. Do you like the way it sounds?

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

Teacher Tip If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. ("Remember, *would* is from the *would, could, should* family.")
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

1. _____

2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____

2. _____

3. _____

4. _____

14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **14b.** Do the Weekly Review Quiz provided after this week's lesson.

15. Spelling: Spelling Test

<> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **15b.** (T) Have your teacher check your Spelling Test.

<> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Composition: Final Copy Informative Report From Given Material.

- <> **17a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> **17c. Optional:** Make a minit-book containing your report.

Optional: Extra Practice

- 1E. In your notebook, write ten two-syllable words with an open syllable at the beginning.
- 2E. In your notebook, write seven sentences about the heart. Use descriptive adjectives in your sentences.
- 3E. From a character book or another source, choose six sentences containing possessive nouns, and copy them into your notebook.
- 4E. In your notebook, write four Scriptures about the cities of refuge.
- 5E. Read a nonfiction book or part of a nonfiction book about how someone is tried for murder, either in modern times or in Bible times.
- 6E. Make a minit-book containing some of your sentences from this lesson.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 5-A: Week Two

Character Focus: Love

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

☐ All **All Levels**

☐ FE **Further Extension only**

☐ B **Basic Level only**

☐ B,E **Basic and Extension only (No Further Extension)**

☐ E **Extension only**

☐ **All levels—checks will vary**

☐ E's **Extensions**

☐ All ☐ All ☐ E's ☐ FE

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ E's ☐ FE

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ E's ☐ FE

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

☐ All ☐ All ☐ E's ☐ FE

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

☐ All ☐ All ☐ E's ☐ FE

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

☐ All ☐ All ☐ E's ☐ FE

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

☐ All

Create a **title** for your report, and put it at the top of the your paper.

Consider the following ideas:

- Something catchy: **What's Your BP?**
- Something clever: **130 Over 180!**
- Something bold: **Anger and the Heart**
- A song title or line: **Love Lifted Me**
- A Scripture: **Fret Not!**
- Something biblical: **Love One Another**
- Something about character: **Forgive and Forget**
- Other: **Love vs. Anger**

🔑 **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

☐ All

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- Write a sentence that describes your report without telling the reader exactly what it is about.
- Do not say: *In this report you will learn about . . .*
- Be sure this thesis statement is truly representative of the content of your *entire* report.
- Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.

☐ All Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

☐ All Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

☐ All ☐ All ☐ E's ☐ FE Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

☐ All ☐ All ☐ E's ☐ FE Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

☐ All ☐ E's ☐ FE Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

☐ E's Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)

☐ FE ☐ FE ☐ FE ☐ FE Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!

- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

🔑 **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

All All E's FE

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

- In: _____
- On: _____
- With: _____
- Through: _____

Prepositions That Are Opposites

- in _____ above _____
- inside _____ over _____
- up _____ on top of _____
- below _____ on _____
- outside _____ under _____
- down _____ off _____
- underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be, a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--E's

Two Minute or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ -- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. What does the word *tension* mean as it was used in this passage? _____

2. Copy two (**Extensions:** Copy three) of the Vocabulary Words on the lines provided:
a. corrupt b. enraged c. furious
a. _____ b. _____
c. _____
3. Write two sentences (**Extensions:** Write three) about this week's passage using two (three) of the words you copied above.
a. _____

b. _____

c. _____

4. **Further Extension:** How does our love and forgiveness keep us healthy in terms of blood pressure? _____

II. Outlining and Write On

5. **Extensions:** Circle the two kinds of words you should most rely on when outlining from given material
adverb verb subject adjective preposition
6. Circle the two details you most need when you are creating an outline from source material.
a. who or what the sentence is about (the sentence's main subject)
b. describers about the person or thing the sentence is about
c. describers about the verb or action of the sentence
d. the action that the main person or thing of the sentence did

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

III. Grammar

7. Possessive nouns are nouns that _____ something.
8. How do you make a noun show possession if it does NOT end in an s?

9. How do you make a noun show possession if it DOES end in s?

10. _____ are words that replace nouns.
11. A _____ is _____ a noun.
12. *Pro* means _____.
13. A possessive noun is a noun that _____ something.
14. A possessive pronoun is a pronoun that _____ something.
15. You never/always show possession to nouns with an apostrophe.
16. You never/always show possession to pronouns with an apostrophe.
17. An adjective describes a _____.
18. What questions does an adjective answer:
a. How _____?
b. What _____?
c. Whose (though these are usually possessive pronouns or possessive nouns)?
d. Which _____?
19. What kind of adjectives are the best ones to use? _____

IV. Editing and Revising

20. When you change your verbs, you change from a “boring” verb to a _____ verb.
21. **Extensions:** What kind of word do you look for when you look for verbs in your report or essay?

22. **Extensions:** What ending do adverbs often have? _____
23. List two (**Extensions:** List four) Banned Words.
a. _____ b. _____
c. _____ d. _____

24. Write another good title for this week's report.

Blue 5-A: Week Three

Character Focus: Love

Vocabulary Box

Synonyms for *someone who loves*: *adjectives*

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates*: *adjectives*

base	bitter	corrupt	curt
disagreeable	enraged	furious	hateful
irate	mean	offensive	resentful
stingy	surly	unfriendly	unkind
vengeful			

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Jill was one of the most congenial girls in school. She was sitting on a bench in the playground with her legs stretched out in front of her. Suddenly a group of girls ran by. One of the girls named Cindy tripped over Jill's extended legs and fell down. When the girl got up, her clothes were torn, and she was hostile.
Extensions	"You nasty girl!" the injured girl said. "You tripped me on purpose!" "I didn't, Cindy," said Jill. "It was an accident. I'm so sorry."
Further Extension	"It wasn't an accident," said Cindy sharply. "I know you. You hate me, and that's why you did it." "I don't hate you. Really, I don't," said Jill gently. "I would never hurt you on purpose."

↔ **1a.** Read this week's passage aloud.

↔ **1b.** In the second copy box of the passage, highlight the word *accident*.

↔ **1c.** Look up the word *accident* in a dictionary, and write the definition in your own words on the lines provided.

Definition of *accident*

<> **1d.** On the lines provided, use this word in a sentence.

Sentences using accident

Further Study: Read *The Pineapple Story*, and discuss why the characters responded the way they did.

<> **1e.** From the shaded Vocabulary Box, choose two word describing someone who *loves*, and write them on the lines provided.

1. _____ 2. _____

<> **1f.** On the lines provided, write a sentence about how Cindy acted toward Jill, using one of the Vocabulary Words that you listed.

Sentences using Vocabulary Words

<> **1g. Extension:** On the lines provided, write one paragraph without dialogue telling what you think happened next.

<> **1g. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

Optional Penmanship Practice

For the wrath of man
worketh not the righteous-
ness of God.

James 1:20

- (2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

- (3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

- (4) Complete the steps described in the DD box for the trick you chose.

- (5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

- (6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

Optional Penmanship Practice

Be ye angry, and sin not:
let not the sun go down
upon: neither give place to
the devil.

Ephesians 4: 26-27

- (7) Write a shortened dictionary definition for your word on the lines provided.

- (8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____

2. _____

3. _____

- (9) Write a sentence using this DD word on the lines provided.

- ↔ **1h. Optional:** Write a sentence about the character quality for this month using this DD word.

-
-
-
- <> **1i. Optional:** Write a sentence about this week's passage using this DD word.
- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because of the accident, an argument ensued. Prepositional phrase opener (preposition=because of)

Teacher Tip: *R*-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. The families listed below are unusual spellings for the *er* sound:

1. ar (poplar)
2. ear (earth)
3. or (word)
4. yr (myrrh)

- <> **1j.** In your notebook, copy this week's passage at the level directed by your teacher.
- <> **1k.** (T) Review your copy with your teacher, and correct any errors.
- <> **1l. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: *R*-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *or* family is known primarily for saying the *or* sound as in *store*.

2. Spelling: *R*-Controlled Words Spelled *or* That Say *er* or *or*

Examples: **store, word**

- <> **2a.** In the **first and second boxes** of the passage, highlight the words containing *or*.

1. *Or* can make two different sounds.
2. The most common sound of ***or* is *or* as in *for***.
Examples:
 - a. **scorn**
 - b. **or**
3. A second sound of ***or* is *er* as in *worry***.
4. It is easy to know when *or* makes the sound of *er* because it nearly always follows a *w*.
Examples:
 - a. **word**
 - b. **worm**

- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.

Write any **Review Words** that your teacher gives you on the lines provided.

- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to pages 30 and 32 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Help Box for 2a.

You should have highlighted the following words:

1. torn

2. sorry

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. temblor	tem-blor			
2. worship	wor-ship			
3. sporadic	spo-rad-ic		Think <i>spor • a • dic</i>	
4. torpor	tor-por			
5. purport	pur-port			
6. rapport	rap-port		double <i>p</i>	
7. stormy	storm-y			
8. record	re-cord			
9. cord+	cord			
10. chord+	chord			
11. conform	con-form			
12. rhetoric	rhet-o-ric		<i>h</i> is silent	

+ Look up the difference between these two words.

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
13. fortitude	for-ti-tude		Think <i>fort</i> • <i>i</i> • <i>tude</i>	
14. accordion	ac-cor-di-on		Think <i>accord</i> • <i>i</i> • <i>on</i>	
15. tort+	tort			
16. torte+	torte		silent e	
Further Extension				
17. ulterior	ul-te-ri-or			
18. trajectory	tra-jec-to-ry			
Optional				
19. generous	gen-er-ous			
20. pleasant	pleas-ant			
21. furious	fu-ri-ous			
22. unkind	un-kind			

+ Look up the difference between these two words.

*Commonly Misspelled

**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Adjectives

Character Focus: Be kind to people if they are wrong instead of getting angry.

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In all the paragraphs, highlight the adjectives according to your level. (Do not highlight the possessive pronouns *our*, *your*, etc.)

Basic Level: Highlight four adjectives.

Extension: Highlight six adjectives.

Further Extension: Highlight eight adjectives.

sets our part of our lives every day. If you collect something, it is a set All the things in your collection have at least one thing in common. maybe the many items are all small cars and trucks. this would be the description of your collection: a set of small cars and trucks

the members of your little collection are the cars and trucks If you divide the cars and the trucks into two piles, you do not have two sets. you have only divided one set into two piles. When you put the two piles together again, you will have just one set, A set of cars and trucks

god invented sets. he divided the animals into groups for Adam to name them He divides people into two sets: those who know him and those who do not. all these sets are made for a purpose. god has a purpose for everything He does

Character Focus: Anger makes us unable to make good decisions.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. temblor tembler

2. wurship worship

3. sporadic	sporaduc
4. torpor	torper
5. purpurt	purport
6. rapport	rappert
7. stormee	stormy
8. rechord	record
9. cord	corde
10. chorde	chord
11. conform	konform
12. retoric	rhetoric

<> **4b.** Highlight the correct spelling of each **Extension** word.

13. fortitude	fourtitude
14. akordion	accordion
15. tort	torrt
16. tortte	torte

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

17. ulterior	allterior
18. tragectory	trajectory

<> **4d.** Highlight the correct spelling of each **Optional** word.

19. jenerous	generous
20. plesant	pleasant
21. furious	ferious
22. unkind	unkinde

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Overview of Personal Writing Assignment

You will be writing a Personal Essay (or narrative) in this lesson. A Personal Essay is one of the few times it is appropriate to write in the first person. To write in the first person means that you will write using the word *I*.

It is appropriate to write in the first person anytime you are writing about anything personal. This includes times in which you write about your likes and dislikes, describe something you own, pen journal entries, retell personal stories, etc. Obviously, autobiographies and memoirs are both written in the first person.

I. TOPIC OF REPORT:

You will be writing a Personal (or narrative)

Essay about a time when you either (1) got angry about something or (2) controlled your anger when someone provoked you. You may choose from one of the ideas listed or choose a different one.

- A. When someone accused you of doing something wrong that you did not do
- B. When someone took something that belonged to you
- C. When you did not get something you thought you deserved
- D. When you had to do something that you disliked
- E. When someone did not listen to you
- F. When someone said mean things about you

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write **3 paragraphs** for the body (P'soB).
- B. **Extensions** students will write **4 paragraphs** for the body (P'soB).

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **4-6 sentences*** per paragraph.
- B. **Extension** students will write **5-7 sentences*** per paragraph.
- C. **Further Extension** students will write **7-9 sentences*** per paragraph.

IV. OPENING PARAGRAPH

All students will write an **opening paragraph**.

V. CLOSING PARAGRAPH

No students **will** write a **closing paragraph**.

VI. SOURCES

You are generally **not** required to have sources in personal (or narrative) writing. If you decide to use a quote or other material from a source, use the guidelines for citing sources from the Informative Report's instructions found in another lesson or from the *Teacher's Guide*.

VII. QUOTATIONS IN YOUR REPORT

You are **not** required to have quotations in your personal essay; however, you may add one (or more) if it helps you further your topic or will help your reader enjoy your essay more. Use the guidelines for including quotes and citing your quote's source from the Informative Report's instructions found in another lesson or from the *Teacher's Guide*.

VIII. Additional Skills

You will work on learning additional skills related to personal writing:

- A. Brainstorming
- B. Using Word Pictures to Describe Emotions

***Note:** You may always choose to write fewer sentences per paragraph but more total paragraphs in any TFT writing assignment, with your teacher's permission.

Note: This Overview Box, which is provided at the beginning of each assignment, is here to give students (and teachers) an at-a-glance look at the entire composition project. Each step of each lesson is assigned and detailed throughout the week(s).

Optional Penmanship Practice

For with what judgment ye judge, ye shall be judged.

Matthew 7: 2a

Character Focus: Anger is like the bars of a prison. We often try to use anger to either hurt the offender or protect ourselves, but in reality, we place ourselves in bondage.

5. Study Skills/Prewriting: Outline Original Paragraphs for a Personal Essay

<> 5. Follow the steps provided to write a personal essay.

Detailed Steps for This Personal Essay

When you do a Key Word Outline over material given to you, you just take a group of paragraphs and write an outline using key words from each sentence of each paragraph. When you write personal types of writings, you will take notes on what you already know.

<> 5a. Follow these tips to brainstorm about your essay:

1. Choose a topic (from the topic list or another, if permitted) that you can write the assigned number of paragraphs about that readers would find interesting--and that you think you will enjoy writing about.
2. On the Brainstorming Box provided, brainstorm for several minutes to come up with various aspects of the topic you have chosen that you think you would like to include in your essay. **Don't worry about whether you will use these notes or not; just write down ideas that come to mind.** For example:
 - 1) How did the situation begin?
 - 2) Who were you in conflict with?
 - 3) What was your response to the person/situation?
 - 4) Did you have to go back and make it right?
 - 5) What did you learn from this?

Brainstorming Box

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<> 5b. Follow these tips to create your outline:

1. From this brainstormed list, **see if you can find obvious paragraph ideas**, keeping in mind that a paragraph is a unit of thought.
2. **Highlight these potential paragraph topics** and add more to your Brainstorming Box as you think through your topic.
3. If you are writing a personal essay that involves a specific chronology (i.e. an event or period of time in your life), your paragraphs will be more obvious as you will want to write in chronological order.
4. **Move to the notetaking section provided in these instructions and write your paragraph topics**, in the order you think you will want them, on the "Topic of Paragraph" lines. (Do not be concerned about getting the order just perfect at this stage as you will have a chance to re-order before you write, if needed.)
5. Once you have all of your paragraph topics designed, fill in the lines beneath each "Topic of Paragraph" with notes to indicate what you want to include in each paragraph. You may do this sentence by sentence or by listing several key points for each paragraph if you and your teacher desire.
6. While you are taking sentence notes, if you think of more paragraph topics or see a paragraph will need divided in two paragraphs, just mark this. **Your outlining space is for you! You may add, subtract, or divide however you desire.**
7. You may write down too much information and omit some of it later when you are writing, if needed, **but do not write down too little information.**
8. You **may or may not use all of the sentence lines**, according to the number of sentences assigned to you.
9. You **will** write an **opening paragraph** later, so plan to introduce your essay in that.
10. You will **not** write a **closing paragraph**, so plan to sum up your essay at the end of your last paragraph here.
11. If you are not experienced or comfortable writing with dialogue (two or more people speaking back and forth to each other), plan to use indirect quotes instead.
 - a. An indirect quote is one in which you do not use quotation marks--since you are not writing word for word what the person said.
 - b. It is writing in which you use the word that so **that** you may leave out quotation marks.
 - c. Examples:
 - i. He said **that** I took his pen. (rather than He said, "You took my pen.")
 - ii. She said **that** she wanted to be my friend. (rather than She said, "I want to be your friend.")

Optional Penmanship Practice

Bless them which persecute you: bless, and curse not.

Romans 12:14

Character Focus: Murdering someone is the most extreme way of saying you hate that person.

Further Study: Dramatize a leper consigned to a cave in the valley of Hinnom. Daily he would search through the garbage for food as he called out, "Unclean!" Draw an analogy between leprosy and sin.

Further Study: Look for verses in the Bible that show how much God values life.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Character Focus: Most people get mad when someone uses something that is theirs, but everything we own should belong to God and if He owns it, we do not have to worry about other people using it.

Optional Penmanship Practice

Let all bitterness, and wrath, and anger, and clamour, and evil speaking, be put away from you, with all malice.

Ephesians 4:31

Sentence 3

Sentence 4

Sentence 5

Sentence 6

Sentence 7

Sentence 8

Sentence 9

Sentence 10

All--Paragraph Two of Body

Topic of Paragraph 2

Sentence 1

Sentence 2

Sentence 3

Sentence 4

Sentence 5

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Optional Penmanship Practice

Make no friendship with an angry man; and with a furious man thou shalt not go.

Proverbs 22: 24

Optional Penmanship Practice

He that is slow to wrath is of great understanding; but he that is hasty of spirit exalteth folly.

Proverbs 14:29

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Character Focus: A good key to keep from getting angry is to realize that everything you have really belongs to God, and He entrusted it to you.

Further Study: Look up verses about *anger* in the book of Proverbs.

Further Study: Make a chart or poster about the five senses. How will each sense be affected in hell?

Character Focus: Anger is like a volcano; it can do great damage.

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Extensions--Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Alternative Writing for Blue 5-A: Week Three

- Write a three-paragraph report about how to prevent anger.
- Write a four-paragraph story about someone in the Bible who had a problem with anger and the results of it.
- Write three paragraphs with an opener about the effects of anger on health.

6. Structural Analysis: Contractions

<> **6a.** In the **second and third copy boxes** of this week's passage, highlight the following words:

- | | |
|-----------|-----------|
| 1. didn't | 2. I'm |
| 3. wasn't | 4. that's |
| 5. don't | 6. don't |

1. These words are contractions.

2. The word **contraction** means "squeeze."

3. **Contractions are two words that are joined so that some of the letters are "squeezed out"!**

Examples:

a. *Can not* becomes **can't**.

b. *Should not* becomes **shouldn't**.

4. In place of the letters that are missing in the new word, an apostrophe (') is added.

5. Occasionally the letters in the two words are changed. For example, *will not* becomes *won't*.

<> **6b.** On the lines provided, write the contraction that the two words make when joined together.

1. do + not = _____ 2. did + not = _____

3. I + am = _____ 4. that + is = _____

5. was + not = _____ 6. he + will = _____

7. we + have = _____ 8. she + shall = _____

9. will + not = _____ 10. it + is = _____

<> **6c.** In your notebook, write sentences using contractions.

Basic Level: Write **six sentences**.

Extension: Write **eight sentences**.

Further Extension: Write eight sentences using information from a character book or another source.

7. Write On: Using Word Pictures to Describe Emotions

This week you will outline a personal essay about a time that you got angry or controlled your anger. When you write a personal essay, especially as personal as the feelings of anger (or overcoming anger), you want to write as descriptively as you can. You want your readers to understand how you felt.

One way that some counselors teach people to express their feelings is through a technique called word pictures. **A word picture is when you use words to paint a picture about how you feel.**

When you use a word picture, you try to be so descriptive that the person you are speaking to or writing to understands and sees things as you do.

There are many ways to create word pictures to show feelings. For example, you can do any of the following:

- Use colors: I was so hurt by what she said that it felt like a **dark gray**, menacing tornado was whirling within my stomach.
- Use texture: Her words were like **sandpaper scraping on a piece of old wooden lawn furniture**.
- Use past memories or events or create a story to describe your feeling: I felt so joyful it was **just like I felt when I was skipping over to the ice cream man** with a quarter in my hand when I was little.
- Use food: The pain within my being over her actions felt like I had just eaten the **hottest, spiciest pizza ever made**--and there was no water to put out the "flames."
- Use nature such as storms, lakes, sunshine, ocean waves, animals, etc.: Seeing the two of them reconciled was like **watching the most beautiful sunrise** on a calm summer morning.
- Use hobbies or other interests: My emotions felt like a **ball in a pinball machine** that never quite makes it through the 100 point chute--but never gets out of bounds either.

Do you see the idea of a word picture? It is simply using descriptive words to create a picture that anyone can re-create in his or her mind--in order to show feelings or emotions.

1. Being left out = unwanted puppy
2. Being included = last piece of a puzzle put into place
3. Feeling angry = sight blurred
4. Reconciliation = like a complete circle
5. Feeling down = dark blue, grey

- 6. Feeling happy = Yellow, green
- 7. Brothers and sisters getting along = peaceful sound of a stream
- 8. Brothers and sisters fighting = screech of vulture
- 9. Obeying godly authority = chicks tucked under mother's wings
- 10. Disobeying godly authority = Chick struggling to protect self against freezing rain

<> 7. On the lines provided, write three sentences (**Extensions:** write five) You may use some of the examples from this lesson if you draw a blank.

1. _____

2. _____

3. _____

4. _____

5. _____

8. Spelling Practice: Six "S" Spelling Secret

- <> **8a.** Take a spelling "pre-test" in your notebook.
- <> **8b.** Turn to the Six "S" Spelling Secret Sheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition/Creative Writing: Write an Original Personal Essay (Rough Draft of Body)

- <> **9.** Write directly from your notes.

Follow these steps to write your essay from the notes you have compiled:

- (1) **Read the notes you have made** for the first paragraph of the body of your essay.
- (2) **Re-order any notes** that are not in the order you would like for them to be in when you write. Add more information that comes to mind as you are ordering your notes, and mark through anything you do not think you will want to use. (Of course, if you desire to change the paragraph order of your report, you should mark your paragraph notes accordingly. This is only if you will not write your paragraphs in the order you have your paragraph notes.)
- (3) **Write the first paragraph** of the body of your essay.
- (4) **Repeat the steps** above for the remainder of the body of your essay.
- (5) **Write on every other line or double space** (if typing) your essay to make it easier to complete the Checklist Challenge later.

10. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> **10a.** Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
 - a. A list of **facts about anger**
 - b. A poem like **“There was a little girl who had a little curl....”**
 - c. A quotation about anger, such as, **“Once you’ve lost your temper, it is very hard to find it again!”**
 - d. A **Scripture about controlling your temper**
 - e. A **story about someone in the Bible who lost his or her temper**
 - f. Poem about anger
 - g. Statistic about the effect of anger
 - h. Song about anger, such as “Be careful little mouth what you say”
 - i. A **summary of your essay** (without giving away the main points of the body of your essay)
- (2) **In your notes, plan on what you will include in your thesis statement.***
(You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)
 - a. Remember, a thesis statement is a statement that **tells the “thesis” of your paper--what your entire paper is about.**
 - b. It should be a sentence or two in length and should introduce your reader to your topic.
 - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
 - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your opening paragraph notes, or you may create a “sentence-by-sentence” outline like you did for the body of your report.

***Note:** If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.

[illegible]

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

11. Grammar: Pronouns

1. Pronouns are very important to understand for good writing.
2. **Pronouns take the place of nouns.**
3. Pro means “for,” so **pronouns are “for nouns.”**
4. They take the place of nouns so that you do not have to write the noun several times in one sentence or paragraph.
5. Pronouns include the following words:

a. they	b. them
c. their	d. me
e. my	f. I
g. his	h. him
i. he	j. she
k. her	l. it
m. that	n. we
o. our	p. you
q. yours	r. this

<> **11a.** In the first copy box of the passage, highlight the pronouns.

If the writer had not used pronouns in the passage, the passage would have had the same nouns repeated many times.

<> **11b.** Read the provided paragraph aloud. It has been rewritten with nouns replacing all of the pronouns.

“Jill, nasty girl!” the injured girl said. “Jill tripped me on purpose!”

“Jill didn’t, Cindy,” said Jill. “The trip was an accident. Jill is so sorry.”

1. You can see how much better it is to use pronouns in your writing!
2. **Be very careful not to use a pronoun without first using the noun that it replaces.**
3. For example, what if the passage never had the names Patsy or Monica?
4. **If the passage had *I, you, she, her, etc.*, without using nouns first, we would not know whom the passage was about.**
5. Do not use a pronoun in a sentence or paragraph without using the noun first!

<> **11c.** Rewrite the sentences provided, replacing each underlined noun with a pronoun.

Example: The dog looked sad because the dog could not find the dog's bone on the dog's bed.

The dog looked sad because he could not find his bone on his bed.

1. God has put commands regarding murder in God's law.

Teacher's Tip: Pronouns take the place of nouns.

Pronouns can be divided into three main categories:

1. **Personal pronouns:** these are the most commonly used.

- | | |
|-------|--------|
| a. I | b. you |
| c. me | d. he |
| e. us | f. she |
| g. we | h. it |

2. **Possessive pronouns:** they show that something belongs to someone.

- | | |
|-----------|--------|
| a. my | b. its |
| c. yours | d. our |
| e. your | f. his |
| g. their | h. her |
| i. theirs | |

3. **Others** (often considered adjectives, subordinators, etc.)

- | | |
|----------|---------|
| a. those | b. this |
| c. these | d. that |
| e. their | |

2. According to God's law, even an ox is responsible for an ox's actions.

3. Humans have also made human's own laws for murder.

4. Sometimes man's law agrees with God's law, but sometimes man's law and God's law do not agree.

5. In the Bible, God says that when a person chooses to be angry toward someone else, the person is as guilty as if the person had committed murder.

6. Man's law does not judge a man if a man is angry as long as a man does not damage other people or things.

7. When someone is hurt, the courts try to find who hurt someone.

8. If a young man drinks and drives, and kills a person, the young man is guilty of murder.

9. God's law holds a person responsible for every choice a person makes.

10. Sometimes in man's court, if a person claims that the person did not know the law, the person is not guilty.

<> 11d. Optional: In your notebook, write sentences containing pronouns.

Basic Level: Write five sentences.

Extension: Write seven sentences.

Further Extension: Write nine sentences.

Help Box for 11a.

You should have highlighted the following words:

- | | |
|-------------------|------------------|
| 1. She (was) | 2. her (legs) |
| 3. her (suddenly) | 4. her (clothes) |
| 5. she (was) | |

12. Spelling Practice: Write That Word!

<> **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____

2. _____

3. _____

4. _____

<> **12b.** Complete the following steps for one of the words you listed in 12a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____

2. _____

13. Grammar: Weekly Quizzes

<> **13a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **13b.** Do the Weekly Review Quiz provided after this week's lesson.

14. Spelling: Spelling Test

- <> **14a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **14b.** (T) Have your teacher check your Spelling Test.
- <> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

15. Dictation: Dictation Quiz

- <> **15a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **15b.** (T) Review your dictation with your teacher.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

Optional: Extra Practice

- 1E. In your notebook, write ten words with *or*.
- 2E. In your notebook, write seven sentences about volcanoes. In your sentences, use and highlight contractions.
- 3E. In your notebook, copy eight sentences containing pronouns from a character book or another source.
- 4E. Make a minit-book containing your sentences from this lesson.
- 5E. Read a nonfiction book or part of a nonfiction book about volcanoes.
- 6E. Write a book report on the book you read. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- 7E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

- M _____, W _____, O _____,
- W _____, Y _____, N _____,

Subordinators--E's

Two Minute or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ -- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. Are *disagreeable* and *resentful* synonyms for someone who loves or someone who hates?

2. Are *friendly* and *agreeable* synonyms for someone who loves or someone who hates?

3. **Further Extension:** In the passage, what is the term we use to refer to the words that tell who is speaking? _____

4. Write two sentences about how Cindy should have responded to the accident with Jill.

a. _____

b. _____

II. Outlining and Write On

5. Did you include quotations in your outline this week? _____

6. What is this week's essay about? _____

7. Why did you choose to write about this? _____

III. Grammar

8. Write the contractions for the following words.

a. that is _____

b. it is _____

c. I had _____

d. she will _____

e. they are _____

9. **Extensions:** Contract means to _____.

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

10. **Further Extension:** A contraction is two words _____ as one.
11. A pronoun means for-noun. Thus, a pronoun takes the place of a _____.
12. **Further Extension:** You should use _____ to keep from having to repeat nouns over and over again.
13. List six pronouns (**Extensions:** List eight) on the lines provided:
- (1) _____ (2) _____ (3) _____
- (4) _____ (5) _____ (6) _____
- (7) _____ (8) _____

IV. Homophones and Spelling

14. What letter often begins an *or* word in which the *or* says *er*? _____
15. Write four *or* says *er* words on the lines.
- a. _____ b. _____
- c. _____ d. _____
16. Which two words were your most difficult words this week?
- a. _____ b. _____

V. Editing and Revising

17. **Extensions:** What is the sentence that you put near the beginning of a report or essay to tell what the entire essay or report is about? _____
- _____
18. **Extensions:** What is the sentence that you put near the end of a report or essay to re-tell what the entire essay or report is about? _____
- _____

Blue 5-A: Week Four

Character Focus: Love

Vocabulary Box

Synonyms for *someone who loves*: *adjectives*

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates*: *adjectives*

base	bitter	corrupt	curt
disagreeable	enraged	furious	hateful
irate	mean	offensive	resentful
stingy	surly	unfriendly	unkind
vengeful			

1. Copying and Comprehension: Vocabulary

This Week's Passage

All

In May of 1980, a young girl was killed by a drunk driver. Most people assumed that this crime, like the 30,000 other drunk driving deaths that occurred that year, would be forgotten. But her mother decided to make a difference. She and other mothers founded an organization to end drunk driving.

Extensions

MADD has had a remarkable affect on our country. From its small beginnings, it grew to an organization with over two million members. For victims of drunk driving, MADD offers support. They work tirelessly to raise awareness of the problem. In addition, they have pushed for legal restrictions against drunk driving. Since MADD began, drunk driving deaths have fallen dramatically. It is estimated that the efforts of these mother saved 300,000 lives.

➤ 1a. Read this week's passage aloud.

1. The group described in this week's passage is called "Mothers Against Drunk Driving" (MADD).
2. These mothers have often been hurt (and maybe even gotten "madd") by drunk drivers who have injured or killed their children on the road.
3. Rather than staying angry or trying to get revenge against the drunk driver, those mothers are working hard to get stricter laws and harder punishments.
4. Their hope is that these laws and punishments will cause people who are drinking alcohol to make traveling arrangements *before* they get drunk.
5. Of course, these drinkers would be much better off if they didn't get drunk at all.
6. The Bible also says that killing is a form of hating.

➤ 1b. In the **second paragraph** of the passage, highlight the word *assumed*.

➤ 1c. Look up this word in a Bible dictionary and write its definition in your own words on the lines provided.

Optional Penmanship Practice

Ye have heard that it was said by them of old time, Thou shalt not kill; and whosoever shall kill shall be in danger of the judgment.

Matthew 5:21

Definition of *assumed*

<> **1d.** On the lines provided, use this word in a sentence.

Further Study: Read Genesis 4: 5-8. How was murdering Abel an expression of hatred for Cain?

<> **1e.** From the shaded Vocabulary Box, choose two attributes of *love*, and write them on the lines provided.

1. _____ 2. _____

<> **1f.** On the lines provided, use one of these words in a sentence about the week's passage.

Optional Penmanship Practice

A soft answer turneth away wrath: but grievous words stir up anger.

Proverbs 15:1

<> **1g. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Further Study: Study about the three types of rocks: igneous, metamorphic, and sedimentary.

Further Study: Watch a video about Mount Saint Helens.

Further Study: Read II Samuel 13.

Further Study: Study the thirteen ways that volcanoes and anger are similar:

- 1) Volcanoes and anger both erupt as a result of tremendous inner heat and pressure
- 2) Volcanoes and anger both manifest themselves in different forms
- 3) Warning signs still leave the severity and time of both volcanic and anger eruptions uncertain
- 4) Volcanoes and anger both have devastating effects
- 5) Erupting volcanoes and anger both result in darkness
- 6) Volcanoes and anger both bring coldness
- 7) Erupting volcanoes and anger cause the most damage to those in close proximity
- 8) Volcanoes and anger both cause long-term as well as immediate consequences
- 9) Volcanoes and anger leave behind hard reminders of past eruptions
- 10) Volcanoes and anger usually erupt again and again in the same areas
- 11) Volcanoes and anger both continue to erupt until they consume themselves
- 12) The energy that causes both volcanoes and anger to erupt can be used for beneficial purposes
- 13) God can create beauty from the tragic results of both volcanoes and anger

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____
2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

<> **1h. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1i. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because of MADD's efforts, laws have been passed to curb drunk driving. Subordinate clause opener

Character Focus: God hates sin, but He loves people.

<> 1j. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1k. (T) Review your copy with your teacher, and correct any errors.

<> 1l. **Optional:** Make a minit-book containing this week's passage.

Further Study: Look up the different types of volcanoes and what makes each one unique.

2. Spelling: Normal R-Controlled Words That Say *er*

Examples: **her, stir, fur**

<> 2a. In the **first paragraph** of the passage, highlight the following words in which *er*, *ir*, and *ur* are pronounced *er* one time each.

1. girl
2. driver
3. other
4. occurred
5. her
6. mother

1. These words each have an *r*-controlled family.
2. Each of the words that you highlighted above have a vowel + *r* making the sound of *er*.
3. The *er* sound is one of the most popular *r*-controlled sounds and can be made with a variety of vowels!

<> 2b. Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> 2c. Add this week's new words (minus the **Optional Words**) to page 29 of your *Spelling Notebook*.

<> 2d. **Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> 2e. Every day this week, study these words and any others you have listed in your **Review Words** section.

<> 2f. **Optional:** In your notebook, write six sentences using six of the spelling words.

Sounds of *er*

<u>er</u>	<u>ir</u>	<u>ur</u>
over	thirst	burn
teacher	firm	fur
after	stir	church
her	sir	churn

Teacher Tip: *R*-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. The families of *er*, *ir*, and *ur* are considered to be normal *r*-controlled sounds. They are the three typical spellings for the *er* sound.

Optional Penmanship Practice

Bless them which persecute you: bless and curse not.

Romans 12:14

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. infer	in-fer			
2. hotspur	hot-spur			
3. fervent	fer-vent			
4. perfect	per-fect			
5. garner	gar-ner			
6. curate	cu-rate		Think cur•ate	
7. infernal	in-fer-nal			
8. divert	di-vert			
9. circus	cir-cus		1st c soft; 2nd c hard	
10. nether	neth-er			
11. together	to-geth-er		Think to•get•her	
12. officer	of-fi-cer		double f	
13. avenger	a-veng-er		e makes g say juh	
14. danger	dan-ger		e makes g say juh	

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
15. maverick	mav-er-ick			
16. largess	lar-gess			
Further Extension				
17. nocturnal	noc-tur-nal			
18. furtive	fur-tive			
Optional				
19. amiable	a-mi-a-ble			
20. sympathetic	sym-pa-thet-ic			
21. curt	curt			
22. bitter	bit-ter			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Character Focus: There is a difference between loving people and liking what they do. Christians are supposed to love everyone, but we are not suppose to support evil deeds.

Spelling Practice

Use any of the following practice techniques to prepare for this week's Spelling Test:

1. Use the Spelling Practice Worksheet in the Appendix of the *Teacher's Guide* to copy your difficult words over and over.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every other letter. Try to fill in the missing letters.
4. Have your teacher write your words on paper or on the Spelling Practice Worksheet provided in the Appendix of the *Teacher's Guide*, syllabifying each syllable of each word for you (e.g., *dill//igent*). Practice writing them syllable by syllable just like your teacher did.
5. Complete any or all of the Optional Spelling Practice boxes provided as sidebars throughout the weekly lesson.
6. Write your spelling words on notebook paper and highlight each syllable, each prefix, and/or each suffix with a different color highlighter.
7. Write each of your words on a different sticky note in bold marker. Write each word beneath the bold word once a day (or more as needed) until the sticky note is full and/or you have mastered the word.
8. Record your words under the correct columns of the *Spelling Notebook*.
9. Spell your words outloud, visualizing each syllable as you spell.
10. Type your words on the computer in large, bold font.
11. Write your words on graph paper, one letter per box, each day.
12. Make yourself fill-in-the-blank practice sheets with the most difficult parts of your words omitted for you to fill in.

3. Editor Duty: Correct Given Paragraph(s)

Contractions

↔ 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In all the paragraphs, highlight the contractions.

anger are a very dangerous emotion Its able to hurt a persons body in many ways. it's bigger effect is on the heart and blood, but it hurts other parts of the body too It hurts a part of the body called the kidneys, which keep the inside of the body clean When a person's kidneys aren't working right, that person could die

another way that getting angry hurt the body is by causing problems in the bloodstream. when we're

angry our body make too much of some chemicals and not enough of other chemicals that should be in our blood. This hurts the vessels that the blood flows through. The blood begins to stick to the sides of the arteries. The blood won't flow as fast as it should.

also, the heart can't function well when we're angry. Anger makes the heart start to pump blood very fast. When the heart pumps too fast, the pressure in the blood becomes higher. Because of this, the heart becomes tired and can't work right. When we're angry, our hearts don't beat normally.

4. Spelling Practice: Choose the Correct Spelling

<> **4a.** Highlight the correct spelling of each **All** word.

- | | |
|--------------|----------|
| 1. infer | innfer |
| 2. hotspurr | hotspur |
| 3. fervent | fervant |
| 4. perfict | perfect |
| 5. garnar | garner |
| 6. curate | kurate |
| 7. infernal | infernul |
| 8. devert | divert |
| 9. circus | curcus |
| 10. nether | nethur |
| 11. together | togethur |
| 12. oficer | officer |
| 13. avenger | avenjer |
| 14. danjer | danger |

Further Study: Look up what the Bible says about heaven and hell.

Further Study: Study about fires---firemen, how to put out fires, how to keep fires from happening, what to do in a fire emergency, fire trucks, and more.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

15. maverick maveric

16. larges largess

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

17. nocturnal nokturnal

18. fertive furtive

<> **4d.** Highlight the correct spelling of each **Optional** word.

19. amiable ameable

20. simpathetic sympathetic

21. curt cert

22. biter bitter

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. _____ 2. _____

3. _____ 4. _____

5. Grammar: Adverbs

<> **5a.** In the **first paragraph** of the passage, underline the following words with a light colored highlighter:

1. firmly 2. together

1. These words are all adverbs.

2. **Adverbs are words that modify other words.**

3. **Adverbs often end in *ly*.**

4. Adverbs modify any of the following:

a. **Verbs**

Examples:

1) Cain worked *diligently* **to bring** his offering to God.

a) How did Cain work?

b) diligently

Optional Penmanship Practice

But I say unto you, That whosoever is angry with his brother without a cause shall be in danger of the judgment.

Matthew 5:22

2) Abel *sincerely* **gave** his best to the Lord with a right heart.

- a) How did Abel give his best to the Lord?
- b) sincerely

b. **Adjectives**

Examples:

1) God saw that Abel's motives were *truly* **right**.

- a) How right?
- b) truly

2) He could also see that Cain's motives were *secretly* **selfish**.

- a) How selfish?
- b) secretly

c. **Other adverbs**

Examples:

1) Cain became *quite* **deeply** offended that God had approved his brother's gift instead of his.

- a) To what extent was he deeply offended?
- b) quite

2) His anger caused him to do a *very* **terribly** cruel thing to his own brother.

- a) To what extent was this thing terribly cruel?
- b) very

5. **Adverbs can answer any of the following questions:**

a. **How?**

Examples:

1) Most anger is for **extremely** selfish reasons.

- a) How selfish?
- b) extremely

2) It is **especially** sad that anger causes us to hurt others and God.

- a) How sad?
- b) especially

b. **When?**

Examples:

1) Cain became angry, and **then** he murdered Abel.

- a) When did Cain murder Abel?
- b) then

2) Do you **ever** get angry with members of your family?

- a) Get angry when?
- b) ever

c. **Where?**

Examples:

1) After murdering his brother, Cain felt guilty and wanted to run **away**.

- a) Where did Cain want to run?
- b) away

2) God had seen his angry thoughts and actions, and found him **there**.

- a) Where did God find him?
- b) there

d. **To what extent?**

Examples:

1) We should avoid anger **completely**.

Optional Penmanship Practice

For with what judgment ye judge, ye shall be judged.

Matthew 7:2

Further Study: Read Proverbs 6: 16-19 and talk about the things that God says He hates.

Further Study: Read the story of Lazarus and the man in hell in Luke 16:19-31. Discuss the concepts of eternity and the importance of knowing where you will spend it.

- a) To what extent should we avoid anger?
 - b) completely
 - 2) We should **wholeheartedly** love God and others—and that leaves no room in our hearts for anger.
 - a) How should we love God and others?
 - b) wholeheartedly
 - 6. As with verbs, some adverbs are descriptive and some are boring.
Examples:
 - a. Calling others names is a **really** mean thing to do.
 - 1) Really is a boring adverb.
 - 2) It makes this sentence sound boring.
 - b. Calling others names is an **extremely** mean thing to do.
 - 1) Extremely is a much more descriptive adverb.
 - 2) It makes the sentence more interesting to read.
 - 7. Three of the most common adverbs you will see are these:
 - a. very
 - b. really
 - c. not
- Try to avoid using these common adverbs. Choose more descriptive adverbs whenever you can.

↔ **5b.** In the sentences provided, highlight the adverbs.

Example: Volcanoes can be **totally** destructive; anger can **completely** destroy many relationships.

All

- 1. Volcanoes erupt quickly.
- 2. People get angry suddenly.
- 3. Volcanoes only erupt after years of buildup.
- 4. Anger is from problems that people have not dealt with properly.
- 5. There are often signs warning that a volcano is going to explode.
- 6. Some scientists have been carefully trained to see the signs.
- 7. Different kinds of eruptions usually have different warning signs.
- 8. The effects of a volcano always bring damage.
- 9. Volcanoes sometimes cover the sky completely in darkness.
- 10. Anger can totally separate people from each other.

Extensions

11. When police officers need help, “avengers of blood” actually help them.
12. One example is a group of mothers who have firmly banded together to work with police officers.
13. They try to ensure the punishment of drunk drivers who carelessly endanger the lives of their children.
14. In American courts, someone who has been accused of a crime is assumed “innocent until proven guilty”; this gives him the safety that the of Israel.
15. God’s law instructed that anyone accused of a crime must have the chance to be safe until he is finally proven guilty.

<> **5c. Optional:** In your notebook, write sentences containing adverbs.

Basic Level: Write **six sentences**.

Extensions: Write **ten sentences**.

6. Spelling Practice: Six “S” Spelling Secret

<> **6a.** Take a spelling “pre-test” in your notebook.

<> **6b.** Turn to the Six “S” Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **6c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher’s Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

Teacher's Tip: The following two rules must be met for semicolon usage.

1. There must be a complete sentence on each side of the semicolon.
2. Both of the sentences must be about the same subject.

7. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **7a.** Use the Checklist Challenge located after this week's lesson to edit your story.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

<> **7b.** Read your report aloud. Do you like the way it sounds?

Teacher's Tip: Five Parts of a Sentence --- CAVES

1. It must begin with a **C**apital letter.
2. It must **a**ll make sense.
3. It must have a **V**erb—action or being.
4. It must **e**nd with an end mark.
5. It must have a **S**ubject.

Note: The sentence before the semicolon does not have end punctuation, it has the semicolon instead.

8. Punctuation: Semicolons

<> **8a.** In the second paragraph of the passage, highlight the semicolon.

1. A semicolon is a punctuation mark that looks like this: ;
2. **You can think of a semicolon as a comma with a period above it!**
3. Semicolons are useful punctuation marks.
4. They can be **used to combine two complete sentences into only one sentence!**
5. When you combine two sentences by adding a semicolon, the following rules apply:
 - a. **You must have two complete sentences on each side of the semicolon.**
 - b. **The clauses on each side of the semicolon must contain the five essential parts for a sentence.**
6. **If these rules have been met, replace the end punctuation of the first sentence with a semicolon and change the first word in the second half from a capital letter to a lowercase letter.**
7. Examples:
 - a. Even good people can get angry. They will suffer the consequences of their anger.
 - b. Even good people can get angry; they will suffer the consequences of their anger.
 - c. Moses saw his people being mistreated. He became very angry.
 - d. Moses saw his people being mistreated; he became very angry.
 - e. Moses killed the slave master. He was separated from his people.
 - f. Moses killed the slave master; he was separated from his people.

- g. Later he struck a rock in anger. This caused him to miss a great blessing God had in store for him.
- h. Later he struck a rock in anger; this caused him to miss a great blessing God had in store for him.

<> 8b. Combine the pairs of sentences by putting a semicolon between the two sentences. (Do not forget to make the first letter of the first word after the semicolon lower case.)

Optional: Copy each new sentence on the lines provided.

- 1. Anger warns us that something is wrong inside of us. We should deal with that problem.

- 2. Man thinks that there are different kinds of murder. To God there is only one kind, and it is wrong.

- 3. There are different levels of hate. They are all sin to God.

- 4. Murder is the extreme expression of hatred. In God's eyes anger is as wrong as murder.

- 5. Hating other people is the opposite of love. It also hinders us from loving God.

6. We must see sin as God sees it. Then we will love the sinner and hate the sin.

↔ **8c. Extensions:** Optional: In your notebook, write five sentences of your own using semicolons to combine two sentences.

Help Box for 8a.

You should have highlighted the following semicolons:

1. . . . *innocent until proven guilty*; this gives him . . .

9. Spelling Practice: Write That Word!

↔ **9a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

↔ **9b.** Complete the following steps for one of the words you listed in 9a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

↔ **9c.** Write your two most challenging words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

10. Grammar: Weekly Quizzes

- <> **10a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- <> **10b.** Do the Weekly Review Quiz provided after this week's lesson.

11. Spelling: Spelling Test

- <> **11a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **11b.** (T) Have your teacher check your Spelling Test.
- <> **11c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

- <> **12a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **12b.** (T) Review your dictation with your teacher.
- <> **12c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Composition: Final Copy Original Personal Essay

- <> **13a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **13b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?
- <> **13c. Optional:** Make a minit-book containing your essay.

Optional: Extra Practice

- 1E. In your notebook, write ten words with *er*, *ur*, or *ir* saying *er*.
- 2E. In your notebook, write seven sentences about not being angry. Use adverbs in your sentences.
- 3E. In your notebook, write four Scriptures about anger and its effects on the body.
- 4E. Read a nonfiction book or part of a nonfiction book about cities of refuge.
- 5E. Make a minit-book containing some of your sentences from this lesson.
- 6E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 7E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 5-A: Week Three & Four

Character Focus: Love

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

☐ All **All Levels**

☐ FE **Further Extension only**

☐ B **Basic Level only**

☐ B,E **Basic and Extension only (No Further Extension)**

☐ E **Extension only**

☐ **All levels—checks will vary**

☐ E's **Extensions**

To Be Completed During Week Four

☐ All ☐ All ☐ All ☐ All ☐ E's Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All ☐ All ☐ E's Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ All ☐ E's Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

☐ All ☐ All ☐ All ☐ All ☐ E's Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow

fully thoughtfully interestingly apparently cautiously repeatedly

➡ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

➡ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

➡ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Alternative to Anger**
- Something comical: **BFF**
- Something bold: **Friends Forever!**
- A song title or line: **God Will Take Care of You**
- A Scripture: **Go to Thy Brother**
- Something biblical: **Do Good Unto All**
- Something about character: **Love!**
- Other: **Mistreated, But Obedient**

➡ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **"thesis statement reloaded"** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

➡ **You may choose to have your "thesis statement reloaded" be a sentence that restates the title of your report rather than the thesis statement.**

All All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

All All All All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All All All All E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

E's

Use **one of this month's vocabulary words** in your composition (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

All E's FE

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)

B

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

🔑 Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

☐ All ☐ All ☐ All ☐ All ☐ FE Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

🔑 Upper Level B and all Level C students should choose various ones -- preferably without much repeating.

☐ FE Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare**.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison**.

☐ All ☐ All ☐ All ☐ All ☐ E's Edit each paragraph with your teacher, and correct any usage or spelling errors.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--E's

Two Minute or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ -- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. What does the word *restrictions* mean? _____
2. What do the initials *MADD* stand for? _____
3. What does the Bible say about getting drunk? _____

4. **Further Extension:** The Bible says that killing is a form of _____.

II. Outlining and Write On

5. **Further Extension:** What did you choose to open your essay with—what was the topic of your opening paragraph? _____

III. Grammar

6. If someone does something, that verb is called an _____ verb.
7. If a verb just shows being, CQLA calls it a ____ ____ verb.
8. **Extensions:** This stands for _____, _____, _____ verb.
9. **Further Extension:** When a main subject of a sentence does two different things, that verb pair is called a _____ verb.
10. Write six (**Extensions:** Write eight) BHL verbs on the lines provided:

(1) _____	(2) _____
(3) _____	(4) _____
(5) _____	(6) _____
(7) _____	(8) _____
11. Which of the words listed below from this week's passage are adverbs:

a. willingly	b. refused	c. bow	d. miraculously
e. actually	f. threatened	g. death	h. harshly

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

12. **Extensions:** Circle the five questions that adverbs often answer:

- | | |
|----------------------------|----------------------|
| (1) What kind of thing ? | (2) Where? |
| (3) How much of a thing ? | (4) When ? |
| (5) How ? | (6) How often ? |
| (7) Which one of a thing ? | (8) To what extent ? |

13. **Further Extension:** Which of the words listed below are three adverbs that can be boring?

- a. grievously b. very c. actually d. really e. not

14. **Extensions:** What is one use for the coordinating conjunction? _____

15. **Further Extension:** List the seven main coordinating conjunctions below using the acronym FANBOYS:

F _____

A _____

N _____

B _____

O _____

Y _____

S _____

16. **Further Extension:** When you use a coordinating conjunction (FANBOYS) to combine two sentences into one, what do you always have to put just before the cc (FANBOYS)?

17. Besides a coordinating conjunction, what is another way you can join two sentences into one?

18. What is the rule about each side of the semicolon? _____

IV. Homophones and Spelling

19. Write a word for each of the *r* controlled families listed below:

a. *er* - _____

b. *ir* - _____

c. *ur* - _____

20. List two of this week's spelling words that you did not know the meanings of before this week.

a. _____ b. _____

21. Write a spelling tip that you used this week to learn a word: _____

V. Editing and Revising

22. List another title that you considered for your two week essay:

23. Write your essay's thesis statement: _____

24. What word that you found redundant did you replace this week? _____

25. What vocabulary word did you use in your essay? _____

Teacher's Helps

Blue 5-A

Character Focus: Love

Lesson Plans and Answer Keys

Lesson Plans

Blue 5-A: Week One

For a Five-Day Week

Character Focus: Love

Day One

Vocabulary Box

Synonyms for *someone who loves:*
adjectives

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates:*
adjectives

base	bitter	corrupt
curt	disagreeable	enraged
furious	hateful	irate
mean	offensive	resentful
stingy	surlly	unfriendly
unkind	vengeful	

1. Copying and Comprehension: Passage and Vocabulary

All

One of the gravest dangers of volcanoes comes from mud slides. Mud slides often occur at the same time as volcanoes. During an eruption, water and steam may combine with volcanic dust. These three components form boiling mud. This sludge flows over the rim of the volcano and down the mountain. The scalding liquid destroys anything in its path.

Extensions

Another danger of volcanoes is the red-hot lava. This is molten rock from the volcano. Red-hot lava can flow at speeds up to fifty feet per second. Scientists have timed some expeditious lava flows in Hawaii at twenty-five miles per hour. That is significantly faster than a man can run.

2. Spelling: Consonant Blends at the Beginning of Words or Syllables

Examples: *tree, clean, small*

All

1. upstage	2. transpire	3. scalding
4. placate	5. transgress	6. plague
7. ingrate	8. sludge	9. scrounge
10. travail	11. pleasant	12. fraction

Extensions

13. placid	14. pliant
------------	------------

Further Extensions

15. grandeur	16. plaudit
--------------	-------------

Optional

17. calm	18. charitable	19. irate
20. corrupt		

3. Editor Duty: Correct Given Paragraph(s)

Nouns

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 6 Sentences

All--- Paragraph Two of Body: 5 Sentences

6. Write On: Five Things in a Paragraph--OCCTI

7. Spelling Practice: Six "S" Spelling Secret

Day Three

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: Its and it's

10. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

Day Four

11. Grammar: Subject Part and Predicate Part

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

Day Five

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Lesson Plans

Blue 5-A: Week One

For a Four-Day Week

Character Focus: Love

Day One

Vocabulary Box

Synonyms for *someone who loves:*
adjectives

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates:*
adjectives

base	bitter	corrupt
curt	disagreeable	enraged
furious	hateful	irate
mean	offensive	resentful
stingy	surly	unfriendly
unkind	vengeful	

1. Copying and Comprehension: Passage and Vocabulary

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Examples: *tree, clean, small*

All

- | | | |
|-------------|---------------|--------------|
| 1. upstage | 2. transpire | 3. scalding |
| 4. placate | 5. transgress | 6. plague |
| 7. ingrate | 8. sludge | 9. scrounge |
| 10. travail | 11. pleasant | 12. fraction |

Extensions

- | | |
|------------|------------|
| 13. placid | 14. pliant |
|------------|------------|

Further Extensions

- | | |
|--------------|-------------|
| 15. grandeur | 16. plaudit |
|--------------|-------------|

Optional

- | | | |
|-------------|----------------|-----------|
| 17. calm | 18. charitable | 19. irate |
| 20. corrupt | | |

3. Editor Duty: Correct Given Paragraph(s)

Nouns

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All-- Paragraph One of Body: 6 Sentences

All-- Paragraph Two of Body: 5 Sentences

6. Write On: Five Things in a Paragraph--OCCTI

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Day Three

9. Vocabulary/Structural Analysis: Wacky Words

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Day Four

13. Spelling Practice: Write That Word!

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Answer Keys Blue 5-A: Week One

3. Editor Duty: Correct Given Paragraph(s)

Nouns

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the first paragraph, highlight the nouns--either common or proper nouns.

Basic Level: Highlight four nouns.

Extensions: Highlight six nouns.

Further Extension: Highlight eight nouns.

Teacher Tip: Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

Anger is a signal that something is wrong. It is not bad in itself. The Bible says that we should deal with our anger. If we do not deal with anger, it can become sin. Anger is an emotion, just like happiness or sadness. Emotions affect the rest of our body. When we do not deal with anger, it can become wrath or bitterness. God says that both of these are sin.

When someone stays angry for a long time, it becomes wrath. When anger is expressed through mean words or actions, it is a sign that the anger was not correctly dealt with. This is a sign that it has become wrath. In the Bible, God says that wrath is wrong and should not be allowed. Wrath gives Satan a foothold in our lives. This takes some of the "ground" in our soul from God.

God can and will take back the ground that we have given to Satan, but only if we want Him to. First, we must admit that we have sinned and ask for God's forgiveness. We also must ask forgiveness from the person we were angry with. Sometimes though, a person has been hurt so badly that he will not forgive right away. This is one reason that it is best to deal with anger as soon as it starts.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. upstage upstaje
2. transpir transpire
3. skalding scalding

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a s e m i - colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|--------------|------------|
| 4. placate | plakate |
| 5. transgres | transgress |
| 6. plage | plague |
| 7. ingrate | ingrait |
| 8. sludge | sludje |
| 9. scounje | scounge |
| 10. travail | travale |
| 11. pleazant | pleasant |
| 12. fraction | fracshun |

↔ 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|------------|--------|
| 13. plasid | placid |
| 14. pliant | plyant |

↔ 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|-------------|----------|
| 15. grandur | granduer |
| 16. plaudit | plawdit |

↔ 4d. Highlight the correct spelling of each **Optional** word.

- | | |
|-----------------|------------|
| 17. calm | caml |
| 18. chairitable | charitable |
| 19. irrate | irate |
| 20. corrupt | corupt |

9. Vocabulary/Structural Analysis: Wacky Words

Homophones it's, its

↔ 9b. Fill in each blank provided with the correct Wacky Word--*its* or *it's*.

1. The house lost its roof in the tornado.

2. It feels like it's going to be hot.
3. They said it's cold outside.
4. The car has a dent in its fender.
5. My parents said it's time to go.
6. The cat got its tail caught in the door.

<> **9c.** On the lines provided, write three sentences using *its* and *it's*.

No Answer Key needed. Answers will vary.

11. Grammar: Subject Part and Predicate Part

<> **11c.** Divide each of the sentences provided by drawing a line between the subject part and the predicate part.

Remember, The predicate part begins with the sentence's main verb or an adverb describing the main verb. Put your divider just before this main verb or adverb.

Example: The little boy | ran across the street.

All

1. A soft answer | can turn away wrath.
2. God | has given us His Word.
3. The Bible | helps believers know what to do.
4. It | tells us how to deal with people who are angry.
5. All humans | get angry themselves.
6. The Bible | tells us how to deal with that anger.
7. God | says to love others.
8. We | should love our enemies.
9. We | should love and not hate.
10. Christians | should love instead of getting angry.

Extensions

11. Another danger of volcanoes | is the red-hot lava
12. The lava | flows from the volcano.
13. Red-hot lava | can flow at speeds up to fifty feet per second.
14. Scientists | have timed some lava flows in Hawaii at twenty-five miles per hour.
15. That | is much faster than a man can run.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. What are two dangers of volcanoes indicated in the passage?
a. mud slides b. red hot lava
2. **Extensions:** What does the word *expeditious* mean? promptness, quick
3. **Further Extension:** Use the word *expeditious* in a sentence about earthquakes.

Answers will vary.

4. Write two (**Extensions:** Write three) words that are Synonyms for someone who hates.

Answers will vary.

5. Write two sentences about volcanoes using two of the words you listed in #4.

Answers will vary.

II. Outlining and Write On

6. **Extensions:** Your report about volcanoes had _____ paragraphs in it.
Answers will vary.
7. **Extensions:** What was the topic of each paragraph:
Answers will vary.
8. What is a thesis statement? it tells what your whole paper is about
9. **Extensions:** What is a thesis statement reloaded? when you restate the thesis statement in the closing paragraph
10. **Further Extension:** What is a transition sentence? it takes the reader from one paragraph to the next.
11. Write the five parts of a paragraph:
Opening Sentence
Closing Sentence
Content all the same topic
Three or more sentences
Indented

III. Grammar

12. The first part of a sentence is called the subject part or the predicate part.
Subject part

13. The second part of a sentence is called the subject part of the predicate part.

Predicate part

14. **Extensions:** Which part of the sentence contains the sentence's main subject?

Subject part

15. **Extensions:** Which part of the sentence contains the sentence's main verb?

Predicate part

16. **Further Extension:** Finish the acronym below for the Five Parts of a Sentence:

Capital at beginning

All makes sense

Verb

End mark

Subject

IV. Homophones and Spelling

17. Write the correct number for each word and its characteristic:

its

it's

2

1

3

4

1. Means *it is*

2. Is a possessive pronoun

3. Shows possession

4. Is a contraction

18. **Extensions:** How can you always know whether *it's* is the word you really want in a sentence?

Say it is in place of its and see if it fits in the sentence--if it does, use it's. If it doesn't use its.

19. A consonant blend is made when two consonant sounds are blended together.

20. **Extensions:** In a consonant blend, both consonants keep their original sounds.

V. Editing and Revising

21. List two (**Extensions:** List four) action verbs (not BHL) that you used in your report this week:

Answers will vary.

22. What was your favorite strong verb from this week's report?

Answers will vary.

23. What could you use as a title instead of the one you chose?

Answers will vary.

24. **Extensions:** List two Banned Words:

Answers will vary.

25. **Further Extension:** What could you use as a replacement for the word *bees* to keep from writing *bees* over and over again?

Answers will vary.

Lesson Plans

Blue 5-A: Week Two

For a Five-Day Week

Character Focus: Love

Day One

Vocabulary Box

Synonyms for *someone who loves:*
adjectives

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates:*
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base	bitter	corrupt
curt	disagreeable	enraged
furios	hateful	irate
mean	offensive	resentful
stingy	surly	unfriendly
unkind	vengeful	

1. Copying and Comprehension: Passage and Vocabulary

All

Blood pressure will increase under a number of conditions. If danger comes, a heart pumps harder. When a person works or plays, the pressure increases. If a person weighs too much, his heart has to work more vigorously. For most people, worry or anger will also make it labor too much.

Extensions

If a person's blood pressure elevated for too long, that individual could be in danger. Over a long time, the heart can become overworked. The blood vessels find it burdensome to handle so much pressure. This problem seems to increase after the age of thirty-five.

Further Extension

Part of the problem with blood pressure comes from tension. A person can worry or be angry over a long period of time. Eventually, his heart becomes overworked and often infirmed. This can be a serious problem for our bodies.

2. Spelling/Structural Analysis: Open Syllables Have Long Vowel Sounds

Examples: *be/cause, go/phor, ba/by*

All

1. re/pent	2. be/ware	3. ma/jor
4. be/have	5. ge/ni/al	6. co/gent
7. be/mused	8. de/duce	9. fu/sion
10. slo/gan	11. re/sult	12. no/tice

Extensions

13. o/ver/worked	14. de/crep/it	15. bo/vine
16. e/va/sive		

Further Extension

17. be/at/i/tude	18. re/pent/ance
------------------	------------------

Optional

19. friend/ly	20. lav/ish	21. dis-a-gree-a-ble
22. stin/gy		

3. Editor Duty: Correct Given Paragraph(s)

Subject Part and Predicate Part

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

Extensions---Paragraph One of Body: 5 Sentences

All---Paragraph Two of Body: 4 Sentences

All---Paragraph Three of Body: 4 Sentences

6. Grammar: Adjectives

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

10. Further Extension--Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

11. Grammar: Possessive Nouns

Day Four

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

14. Grammar: Weekly Quizzes

Day Five

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Lesson Plans

Blue 5-A: Week Two

For a Four-Day Week

Character Focus: Love

Day One

Vocabulary Box

Synonyms for *someone who loves:*
adjectives

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

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Synonyms for *someone who hates:*
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base	bitter	corrupt
curt	disagreeable	enraged
furious	hateful	irate
mean	offensive	resentful
stingy	surly	unfriendly
unkind	vengeful	

1. Copying and Comprehension: Passage and Vocabulary

All

Blood pressure will increase under a number of conditions. If danger comes, a heart pumps harder. When a person works or plays, the pressure increases. If a person weighs too much, his heart has to work more vigorously. For most people, worry or anger will also make it labor too much.

Extensions

If a person's blood pressure elevated for too long, that individual could be in danger. Over a long time, the heart can become overworked. The blood vessels find it burdensome to handle so much pressure. This problem seems to increase after the age of thirty-five.

Further Extension

Part of the problem with blood pressure comes from tension. A person can worry or be angry over a long period of time. Eventually, his heart becomes overworked and often infirmed. This can be a serious problem for our bodies.

2. Spelling/Structural Analysis: Open Syllables Have Long Vowel Sounds

Examples: *be/cause, go/phar, ba/by*

All

1. re/pent	2. be/ware	3. ma/jor
4. be/have	5. ge/ni/al	6. co/gent
7. be/mused	8. de/duce	9. fu/sion
10. slo/gan	11. re/sult	12. no/tice

Extensions

13. o/ver/worked	14. de/crep/it	15. bo/vine
16. e/va/sive		

Further Extension

17. be/at/i/tude	18. re/pent/ance
------------------	------------------

Optional

19. friend/ly	20. lav/ish	21. dis-a-gree-a-ble
22. stin/gy		

3. Editor Duty: Correct Given Paragraph(s)

Subject Part and Predicate Part

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

Extensions---Paragraph One of Body: 5 Sentences

All---Paragraph Two of Body: 4 Sentences

All---Paragraph Three of Body: 4 Sentences

6. Grammar: Adjectives

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

10. Further Extension--Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

11. Grammar: Possessive Nouns

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

Day Four

13. Spelling Practice: Write That Word!

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Answer Keys Blue 5-A: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Subject Part and Predicate Part

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) **Extensions:** In the second paragraph, divide each sentence by drawing a line between the subject part and the predicate part.

Teacher Tip: Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

In the Bible, Israel had a unique way of judging murder cases. God gave them the way to do it. When someone had been killed, the person who had killed him was supposed to run to a city of refuge. While he was in the city, no one could kill him. He was safe there. He had to stay there until the family of the person he killed got there. Then they had a trial.

Sometimes the person | had been killed by accident. If so, the man | would not be in trouble. He | could stay in the city. But sometimes the person | had been killed on purpose. Then the murderer | had to leave the city. Outside the city, he | would be put to death. According to God's law, innocent people | were safe. Guilty people | were judged. Many of the principles, like this one from God's law, | are used in our legal system today. (Your student may not understand how to divide the sentences with subordinate clause openers. Remind him that prepositional phrase openers and other sentence openers do not always contain subjects. They come at the beginning of sentences, and they add more information to sentences; the subject of a sentence containing an opener comes after the opener ends.)

Today, if someone is accused of a crime, he is kept safe until the trial. No one can hurt him until he is found guilty of the crime. This is like the laws about the cities of refuge in the Bible. If the accused person is not guilty of the crime, then no one is allowed to hurt him.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Circle the correct spelling of each **All** word.

- | | |
|------------------|---------------|
| 1. <u>repent</u> | repant |
| 2. bewear | <u>beware</u> |
| 3. magor | <u>major</u> |
| 4. <u>behave</u> | behav |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|------------|---------|
| 5. genial | geneal |
| 6. cogent | cojent |
| 7. bemused | bemuzed |
| 8. deduse | deduce |
| 9. fusion | fuzion |
| 10. slogun | slogan |
| 11. rezult | result |
| 12. notice | notise |

↔ **4b.** Circle the correct spelling of each **Extensions** word.

- | | |
|----------------|------------|
| 13. overworked | overwerked |
| 14. dekrepit | decrepit |
| 15. bovine | bovien |
| 16. evasive | evasiv |

↔ **4c.** Circle the correct spelling of each **Further Extension** word.

- | | |
|----------------|------------|
| 17. beatitud | beatitude |
| 18. repentance | repentence |

↔ **4d.** Circle the correct spelling of each **Optional** word.

- | | |
|------------------|---------------|
| 19. frendly | friendly |
| 20. lavvish | lavish |
| 21. disagreeable | dissagreeable |
| 22. stinjy | stingy |

6. Grammar: Adjectives

↔ **6d.** In the sentences provided, insert descriptive adjectives.

Example: Blood pressure increases in an **angry** person.

Answers will vary.

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

<> 9b. Fill in each blank provided with the correct Wacky Word--**to, too, or two**.

1. Kara would like to help at the homeless shelter too.
2. He will distribute two articles of clothing to each person.
3. At Christmas time, they passed out cookies to children in the neighborhood.
4. Many children came to the party.
5. She spent too much money on that gift.

<> 9d. Fill in each blank provided with the correct Wacky Word--**its or it's**.

1. The dog lost its treat under the refrigerator.
2. The shirt has a hole on its sleeve.
3. It feels like it's going to rain.

11. Grammar: Possessive Nouns

<> 11b. Make the words provided possessive. Sample items possessed shown in parentheses.

1. Cain—**Cain's (brother)**
2. laws—**laws' (meanings)**
3. Jesus—**Jesus' (disciples)**
4. volcano—**volcano's (eruption)**
5. lava—**lava's (heat)**
6. heart—**heart's (pounding)**
7. blood—**blood's (color)**
8. anger—**anger's (result)**
9. brothers—**brothers' (father)**
10. clauses—**clauses' (subordinator)**

<> 11c. In the sentences provided, highlight the possessive nouns in one color, and highlight what each possessive noun owns (possesses) in another color.

Example: We should show **God's love** to all.

All

1. A **Christian's love** is how he shows the world he belongs to Christ.
2. **God's love** is patient.
3. **Love's results** never include anger.
4. **Anger's results** can be terrible.
5. **Man's response** is to get angry.
6. **God's response** is very different.
7. He wants those who bear **Christ's name** to be like Him.
8. God never tolerates **man's sin**, but He still loves mankind.
9. **Jesus' love** is limitless.
10. The **believer's duty** is to imitate **God's love**.

Extensions

11. **Anger's next step** is wrath. (or **next step**)
12. **Wrath's result** is devastation.
13. **Love's way** is not to be angry.
14. **God's love** is incredible.
15. A **Christian's love** should be unconditional, like **God's love**.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. What does the word *tension* mean as it was used in this passage? mental or emotional strain
2. Copy two (**Extensions:** Copy three) of the Vocabulary Words on the lines provided:
a. corrupt b. enraged c. furiously
3. Write two sentences (**Extensions:** Write three) about this week's passage using two (three) of the words you copied above.

Answers will vary

4. **Further Extension:** How does our love and forgiveness keep us healthy in terms of blood pressure?

Answers will vary

II. Outlining and Write On

5. **Extensions:** Circle the two kinds of words you should most rely on when outlining from given material?

adverb verb subject adjective preposition

6. Circle the two details you most need when you are creating an outline from source material.

a. Who or what the sentence is about (the sentence's main subject)

b. Describers about the person or thing the sentence is about

c. Describers about the verb or action of the sentence

d. The action that the main person or thing of the sentence did

III. Grammar

7. Possessive nouns are nouns that possess something (or own).

8. How do you make a noun show possession if it does NOT end in an s?

Add an apostrophe and an s to the end of the word

9. How do you make a noun show possession if it DOES end in s?

Add an apostrophe to the end of the word

10. Pronouns are words that replace nouns.

11. A pronoun is for a noun.

12. *Pro* means for.

13. A possessive noun is a noun that possesses something.

14. A possessive pronoun is a pronoun that possesses something.

15. You never/ always show possession to nouns with an apostrophe.

16. You never /always show possession to pronouns with an apostrophe.

17. An adjective describes a noun.

18. What questions does an adjective answer:

a. How many ?

b. What kind ?

c. Whose (though these are usually possessive pronouns or possessive nouns)?

d. Which one ?

19. What kind of adjectives are the best ones to use? Those that tell what kind

IV. Editing and Revising

20. When you change your verbs, you change from a "boring" verb to a strong verb.

21. **Extensions:** What kind of word do you look for when you look for verbs in your report or essay?

22. **Extensions:** What ending do adverbs often have? *ly*

23. List two (**Extensions:** List four) Banned Words.

Answers will vary

24. Write another good title for this week's report.

Answers will vary

Lesson Plans

Blue 5-A: Week Three

For a Five-Day Week

Character Focus: Love

Day One

Vocabulary Box

Synonyms for *someone who loves:*
adjectives

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates:*
adjectives

base	bitter	corrupt
curt	disagreeable	enraged
furious	hateful	irate
mean	offensive	resentful
stingy	surlly	unfriendly
unkind	vengeful	

1. Copying and Comprehension: Passage and Vocabulary

All

Jill was one of the most congenial girls in school. She was sitting on a bench in the playground with her legs stretched out in front of her. Suddenly a group of girls ran by. One of the girls named Cindy tripped over Jill's extended legs and fell down. When the girl got up, her clothes were torn, and she was hostile.

Extensions

"You nasty girl!" the injured girl said. "You tripped me on purpose!"

"I didn't, Cindy," said Jill. "It was an accident. I'm so sorry."

Further Extension

"It wasn't an accident," said Cindy sharply. "I know you. You hate me, and that's why you did it."

"I don't hate you. Really, I don't," said Jill gently. "I would never hurt you on purpose."

2. Spelling: R-Controlled Words That Say *er* or *or*

Examples: store, word

All

1. tremblor	2. worship	3. sporadic
4. torpor	5. purport	6. rapport
7. stormy	8. record	9. cord
10. chord	11. conform	12. rhetoric

Extensions

13. fortitude	14. accordion	15. tort
16. torte		

Further Extension

17. ulterior	18. trajectory
--------------	----------------

Optional

19. generous	20. pleasant	21. furious
22. unkind		

3. Editor Duty: Correct Given Paragraph(s)

Adjectives

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Outline Original Paragraphs for a Personal Essay

All: 3 Paragraphs; 4-6 sentences

Extension: 4 Paragraphs; 5-7 sentences

Further Extension: 4 Paragraphs; 7-9 sentences

6. Structural Analysis: Contractions

Day Three

7. Write On: Using Word Pictures to Describe Emotions

8. Spelling Practice: Six "S" Spelling Secret

9. Composition/Creative Writing: Write an Original Personal Essay (Rough Draft of Body)

Day Four

10. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

11. Grammar: Pronouns

12. Spelling Practice: Write That Word!

Day Five

13. Grammar: Weekly Quizzes

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Blue 5-A: Week Three

For a Four-Day Week

Character Focus: Love

Day One

Vocabulary Box

Synonyms for *someone who loves:*
adjectives

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates:*
adjectives

base	bitter	corrupt
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furious	hateful	irate
mean	offensive	resentful
stingy	surlly	unfriendly
unkind	vengeful	

1. Copying and Comprehension: Passage and Vocabulary

All

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Further Extension

"It wasn't an accident," said Cindy sharply. "I know you. You hate me, and that's why you did it."

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Examples: store, word

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1. tremblor	2. worship	3. sporadic
4. torpor	5. purport	6. rapport
7. stormy	8. record	9. cord
10. chord	11. conform	12. rhetoric

Extensions

13. fortitude	14. accordion	15. tort
16. torte		

Further Extension

17. ulterior	18. trajectory
--------------	----------------

Optional

19. generous	20. pleasant	21. furious
22. unkind		

3. Editor Duty: Correct Given Paragraph(s)

Adjectives

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Outline Original Paragraphs for a Personal Essay

All: 3 Paragraphs; 4-6 sentences

Extension: 4 Paragraphs; 5-7 sentences

Further Extension: 4 Paragraphs; 7-9 sentences

6. Structural Analysis: Contractions

7. Write On: Using Word Pictures to Describe Emotions

8. Spelling Practice: Six "S" Spelling Secret

Day Three

9. Composition/Creative Writing: Write an Original Personal Essay (Rough Draft of Body)

10. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

11. Grammar: Pronouns

Day Four

12. Spelling Practice: Write That Word!

13. Grammar: Weekly Quizzes

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Blue 5-A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Adjectives

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In all the paragraphs, highlight the adjectives--according to your level. (Do not highlight the possessive pronouns *our*, *your*, etc.)

Basic Level: Highlight four adjectives.

Extension: Highlight six adjectives.

Further Extension: Highlight eight adjectives.

Teacher Tip: Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

Sets are part of our lives every day. If you collect something, it is a set. All the things in your collection have at least one thing in common. Maybe the many items are all small cars and trucks. This would be the description of your collection: a set of small cars and trucks.

The members of your little collection are the cars and trucks. If you divide the cars and the trucks into two piles, you do not have two sets. You have only divided one set into two piles. When you put the two piles together again, you will have just one set, a set of cars and trucks.

God invented sets. He divided the animals into groups for Adam to name them. He divides people into two sets: those who know Him and those who do not. All these sets are made for a purpose. God has a purpose for everything He does.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------|----------|
| 1. temblor | tembler |
| 2. wurship | worship |
| 3. sporadic | sporaduc |
| 4. torpor | torper |
| 5. purpurt | purport |
| 6. rapport | rappert |
| 7. stormee | stormy |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|-------------|----------|
| 8. rechord | record |
| 9. cord | corde |
| 10. chorde | chord |
| 11. conform | konform |
| 12. retoric | rhetoric |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|---------------|------------|
| 13. fortitude | fourtitude |
| 14. akordion | accordion |
| 15. tort | torrt |
| 16. tortte | torte |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|----------------|------------|
| 17. ulterior | allterior |
| 18. tragectory | trajectory |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|--------------|----------|
| 19. jenerous | generous |
| 20. plesant | pleasant |
| 21. furious | ferious |
| 22. unkind | unkinde |

6. Structural Analysis: Contractions

<> **6b.** On the lines provided, write the contraction that the two words make when joined together.

- | | |
|------------------------------|--------------------------------|
| 1. do + not = don't | 2. did + not = didn't |
| 3. I + am = I'm | 4. that + is = that's |
| 5. was + not = wasn't | 6. he + will = he'll |
| 7. we + have = we've | 8. she + shall = she'll |
| 9. will + not = won't | 10. it + is = it's |

11. Grammar: Pronouns

<> 11c. Rewrite the sentences provided, replacing each underlined noun with a pronoun.

Example: The dog looked sad because the dog could not find the dog's bone on the dog's bed.

The dog looked sad because he could not find his bone on his bed.

1. God has put commands regarding murder in His (God's) law.
2. According to God's law, even an ox is responsible for his (an ox's) actions.
3. Humans have also made their (human's) own laws for murder. (or *our*)
4. Sometimes man's law agrees with God's law, but sometimes they (man's law and God's law) do not agree. (or *we*)
5. In the Bible, God says that when a person chooses to be angry toward someone else, he (the person) is as guilty as if he (the person) had committed murder. (or *she*; or *she*)
6. Man's law does not judge a man if he (a man) is angry as long as he (a man) does not damage other people or things.
7. When someone is hurt, the courts try to find who hurt him. (someone) (or *her*)
8. If a young man drinks and drives, and kills a person, he (the young man) is guilty of murder.
9. God's law holds a person responsible for every choice he (a person) makes. (or *she*)
10. Sometimes in man's court, if a person claims that he (the person) did not know the law, he (the person) is not guilty. (or *she*; or *she*)

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. Are *disagreeable* and *resentful* synonyms for someone who loves or someone who hates?
Someone who hates
2. Are *friendly* and *agreeable* synonyms for someone who loves or someone who hates?
Someone who loves
3. **Further Extension:** In the passage, what is the term we use to refer to the words that tell who is speaking? Speech tag
4. Write two sentences about how Cindy should have responded to the accident with Jill.

Answers will vary.

II. Outlining and Write On

5. Did you include quotations in your outline this week?

Answers will vary.

6. What is this week's essay about?

Answers will vary.

7. Why did you choose to write about this?

Answers will vary.

III. Grammar

8. Write the contractions for the following words.

a. that is - that's

b. it is - it's

c. I had - I'd

d. she will - she'll

e. they are - they're

9. **Extensions:** Contract means to squeeze.

10. **Further Extension:** A contraction is two words joined as one.

11. A pronoun means for-noun. Thus, a pronoun takes the place of a noun.

12. **Further Extension:** You should use pronouns to keep from having to repeat nouns over and over again.

13. List six pronouns (**Extensions:** List eight) on the lines provided:

(1) they

(2) them

(3) you

(4) my

(5) his

(6) her

(7) he

(8) she

Answers will vary.

IV. Homophones and Spelling

14. What letter often begins an *or* word in which the *or* says *er*? W

15. Write four *or* says *er* words on the lines.

a. worry

b. worm

c. word

d. worst

16. Which two words were your most difficult words this week?

Answers will vary.

V. Editing and Revising

17. **Extensions:** What is the sentence that you put near the beginning of a report or essay to tell what the entire essay or report is about?

Answers will vary.

18. **Extensions:** What is the sentence that you put near the end of a report or essay to re-tell what the entire essay or report is about?

Answers will vary.

Lesson Plans

Blue 5-A: Week Four

For a Five-Day Week

Character Focus: Love

Day One

Vocabulary Box

Synonyms for *someone who loves:*
adjectives

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates:*
adjectives

base	bitter	corrupt
curt	disagreeable	enraged
furios	hateful	irate
mean	offensive	resentful
stingy	surly	unfriendly
unkind	vengeful	

1. Copying and Comprehension: Passage and Vocabulary

All

In May of 1980, a young girl was killed by a drunk driver. Most people assumed that this crime, like the 30,000 other drunk driving deaths that occurred that year, would be forgotten. But her mother decided to make a difference. She and other mothers founded an organization to end drunk driving.

Extensions

MADD has had a remarkable affect on our country. From its small beginnings, it grew to an organization with over two million members. For victims of drunk driving, MADD offers support. They work tirelessly to raise awareness of the problem. In addition, they have pushed for legal restrictions against drunk driving. Since MADD began, drunk driving deaths have fallen dramatically. It is estimated that the efforts of these mother saved 300,000 lives.

2. Spelling: Normal R-Controlled Words That Say er

Examples: her, stir, fur

All

- | | | |
|-------------|--------------|-------------|
| 1. infer | 2. hotspur | 3. fervent |
| 4. perfect | 5. gamer | 6. curate |
| 7. infernal | 8. divert | 9. circus |
| 10. nether | 11. together | 12. officer |
| 13. avenger | 14. danger | |

Extensions

- | | |
|--------------|-------------|
| 15. maverick | 16. largess |
|--------------|-------------|

Further Extension

- | | |
|---------------|-------------|
| 17. nocturnal | 18. furtive |
|---------------|-------------|

Optional

- | | | |
|-------------|-----------------|----------|
| 19. amiable | 20. sympathetic | 21. curt |
| 22. bitter | | |

3. Editor Duty: Correct Given Paragraph(s)

Contractions

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Grammar: Adverbs

6. Spelling Practice: Six "S" Spelling Secret

Day Three

7. Composition and Editing: Edit and Revise Using the Checklist Challenge

8. Punctuation: Semicolons

Day Four

9. Spelling Practice: Write That Word!

10. Grammar: Weekly Quizzes

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Original Personal Essay

Optional: Extra Practice

Lesson Plans

Blue 5-A: Week Four

For a Four-Day Week

Character Focus: Love

Day One

Vocabulary Box

Synonyms for *someone who loves*:
adjectives

amiable	calm	charitable
friendly	generous	genuine
heartening	kind	lavish
pleasant	sympathetic	welcoming

Vocabulary Box

Synonyms for *someone who hates*:
adjectives

base	bitter	corrupt
curt	disagreeable	enraged
furious	hateful	irate
mean	offensive	resentful
stingy	surlly	unfriendly
unkind	vengeful	

1. Copying and Comprehension: Passage and Vocabulary

All

In May of 1980, a young girl was killed by a drunk driver. Most people assumed that this crime, like the 30,000 other drunk driving deaths that occurred that year, would be forgotten. But her mother decided to make a difference. She and other mothers founded an organization to end drunk driving.

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Examples: *her, stir, fur*

All

- | | | |
|-------------|--------------|-------------|
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| 4. perfect | 5. gamer | 6. curate |
| 7. infernal | 8. divert | 9. circus |
| 10. nether | 11. together | 12. officer |
| 13. avenger | 14. danger | |

Extensions

- | | |
|--------------|-------------|
| 15. maverick | 16. largess |
|--------------|-------------|

Further Extension

- | | |
|---------------|-------------|
| 17. nocturnal | 18. furtive |
|---------------|-------------|

Optional

- | | | |
|-------------|-----------------|----------|
| 19. amiable | 20. sympathetic | 21. curt |
| 22. bitter | | |

3. Editor Duty: Correct Given Paragraph(s)

Contractions

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Grammar: Adverbs

6. Spelling Practice: Six "S" Spelling Secret

7. Composition and Editing: Edit and Revise Using the Checklist Challenge

Day Three

8. Punctuation: Semicolons

9. Spelling Practice: Write That Word!

10. Grammar: Weekly Quizzes

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Original Personal Essay

Optional: Extra Practice

Answer Keys Blue 5-A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Contractions

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In all the paragraphs, highlight the contractions.

Anger is a dangerous emotion. It's able to hurt a person's body in many ways. Its biggest effect is on the heart and blood, but it hurts other parts of the body too. It hurts a part of the body called the kidneys, which keep the inside of the body clean. When a person's kidneys aren't working right, that person could die. (Explain the two different *it's* and *its* to your student--*it's* = *it is*; *possessive pronoun*.)

Another way that getting angry hurts the body is by causing problems in the bloodstream. When we're angry, our body makes too much of some chemicals and not enough of other chemicals that should be in our blood. This hurts the vessels that the blood flows through. The blood begins to stick to the sides of the arteries. The blood won't flow as fast as it should.

Also, the heart can't function well when we're angry. Anger makes the heart start to pump blood very fast. When the heart pumps too fast, the pressure in the blood becomes higher. Because of this, the heart becomes tired and can't work right. When we're angry, our hearts don't beat normally.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------------|----------------|
| 1. <u>infer</u> | innfer |
| 2. hotspurr | <u>hotspur</u> |
| 3. <u>fervent</u> | fervant |
| 4. perfict | <u>perfect</u> |
| 5. garnar | <u>garner</u> |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|--------------|----------|
| 6. curate | kurate |
| 7. infernal | infernul |
| 8. divert | divert |
| 9. circus | curcus |
| 10. nether | nethur |
| 11. together | togethur |
| 12. oficer | officer |
| 13. avenger | avenjer |
| 14. danjer | danger |

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|---------|
| 15. maverick | maveric |
| 16. larges | largess |

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 17. nocturnal | nokturnal |
| 18. fertive | furtive |

↔ **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|-----------------|-------------|
| 19. amiable | ameable |
| 20. simpathetic | sympathetic |
| 21. curt | cert |
| 22. biter | bitter |

5. Grammar: Adverbs

<> 5b. In the sentences provided, highlight the adverbs.

Example: Volcanoes can be **totally** destructive; anger can **completely** destroy many relationships.

All

1. Volcanoes erupt **quickly** .
2. People get angry **suddenly** .
3. Volcanoes **only** erupt after years of buildup.
4. Anger is from problems that people have **not** dealt with **properly** .
5. There are **often** signs warning that a volcano is going to explode.
6. Some scientists have been **carefully** trained to see the signs.
7. Different kinds of eruptions **usually** have different warning signs.
8. The effects of a volcano **always** bring damage.
9. Volcanoes **sometimes** cover the sky **completely** in darkness.
10. Anger can **totally** separate people from each other.

Extensions

11. When police officers need help, “avengers of blood” **actually** help them.
12. One example is a group of mothers who have **firmly** banded together to work with police officers.
13. They try to ensure the punishment of drunk drivers who **carelessly** endanger the lives of their children.
14. In American courts, someone who has been accused of a crime is assumed “innocent until proven guilty”; this gives him the safety that the cities of refuge **fully** gave to people of Israel.
15. God’s law instructed that anyone accused of a crime must have the chance to be safe until he is **finally** proven guilty.

8. Punctuation: Semicolons

<> 8b. Combine the pairs of sentences by putting a semicolon between the two sentences; rewrite them on the lines provided. (Do not forget to make the first letter of the first word after the semicolon lowercase.)

1. Anger warns us that something is wrong inside of us; **we** should deal with that problem.
2. Man thinks that there are different kinds of murder; **to** God there is only one kind, and it is wrong.
3. There are different levels of hate; **they** are all sin to God.
4. Murder is the extreme expression of hatred; **in** God’s eyes anger is as wrong as murder.

5. Hating other people is the opposite of love; it also hinders us from loving God.
6. We must see sin as God sees it; then we will love the sinner and hate the sin.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. What does the word *restrictions* mean? To confine within limits
2. What do the initials *MADD* stand for? Mothers Against Drunk Drivers
3. What does the Bible say about getting drunk? It is a sin
4. **Further Extension:** The Bible says that killing is a form of hating.

II. Outlining and Write On

5. **Further Extension:** What did you choose to open your essay with—what was the topic of your opening paragraph?

Answers will vary.

III. Grammar

6. If someone does something, that verb is called an action verb.
7. If a verb just shows being, CQLA calls it a B H L verb.
8. **Extensions:** This stands for Be, a Helper, Link verb.
9. **Further Extension:** When a main subject of a sentence does two different things, that verb pair is called a compound verb.
10. Write six (**Extensions:** Write eight) BHL verbs on the lines provided:

(1) <u>is</u>	(2) <u>am</u>	(3) <u>are</u>
(4) <u>was</u>	(5) <u>were</u>	(6) <u>had</u>
(7) <u>has</u>	(8) <u>do</u>	

Answers will vary.

11. Which of the words listed below from this week's passage are adverbs:

- | | | | |
|---------------------|---------------|----------|------------------------|
| a. <u>willingly</u> | b. refused | c. bow | d. <u>miraculously</u> |
| e. <u>actually</u> | f. threatened | g. death | h. <u>harshly</u> |

12. **Extensions:** Circle the five questions that adverbs often answer:

- | | |
|----------------------------|-----------------------------|
| (1) What kind of thing ? | (2) <u>Where?</u> |
| (3) How much of a thing ? | (4) <u>When ?</u> |
| (5) <u>How ?</u> | (6) How often ? |
| (7) Which one of a thing ? | (8) <u>To what extent ?</u> |

13. **Further Extension:** Which of the words listed below are three adverbs that can be boring?

- a. grievously b. very c. actually d. really e. not

14. **Extensions:** What is one use for the coordinating conjunction? combine sentences with a comma

15. **Further Extension:** List the seven main coordinating conjunctions below using the acronym FANBOYS:

For
And
Not
But
Or
Yet
So

16. **Further Extension:** When you use a coordinating conjunction (FANBOYS) to combine two sentences into one, what do you always have to put just before the cc (FANBOYS)?

Comma

17. Besides a coordinating conjunction, what is another way you can join two sentences into one?

A semicolon

18. What is the rule about each side of the semicolon? You must have two complete sentences on each side of the semicolon.

IV. Homophones and Spelling

19. Write a word for each of the *r* controlled families listed below:

- a. er - officers
b. ir - firmly
c. ur - fur

20. List two of this week's spelling words that you did not know the meanings of before this week.

Answers will vary.

21. Write a spelling tip that you used this week to learn a word:

Answers will vary.

V. Editing and Revising

22. List another title that you considered for your two week essay:

Answers will vary.

23. Write your essay's thesis statement:

Answers will vary.

24. What word that you found redundant did you replace this week?

Answers will vary.

25. What vocabulary word did you use in your essay?

Answers will vary.

Blue 6-A: Week One

Character Focus: Responsibility

Vocabulary Box

Character qualities required for reconciliation--*nouns*

People who are reconciled have or use

confidence	esteem	fervency
humility	obedience	perception
persistence	quietness	regret
remorse	repentance	reprieve
responsibility	restitution	restoration
sorrow		

Vocabulary Box

Characteristics describing someone who is responsible--*adjectives*

Someone who is responsible is

alert	attentive	considerate
credible	dependable	diligent
ethical	humble	industrious
mature	obedient	painstaking
perceptive	precise	prudent
punctual	reliable	reputable
resourceful	sensible	subordinate
thorough	timely	trustworthy
upstanding		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Doves thrive in most parts of the world, including America. Doves are known as peaceful animals, but are they truly? In reality, they are not. Well, they do not show mercy to each other. Although they are harmless to others, they are extremely dangerous to their own kind. They <i>could</i> forgive each other, but they continue to fight instead.
Extensions	When two doves start to fight, they keep sparring until one of them is killed. Even if the feud is about a little thing, they will not cease. They will employ their beaks to peck at each other. They keep pecking no matter what.
Further Extension	<p>A dove will extract the feathers of the other dove until there are no feathers left. Even when it appears that one bird has proven he is superior, the birds keep fighting. They do not know how to forgive each other, so they exterminate each other. God wants us to learn to forgive each other--not persist in fighting like the dove does.</p> <p><i>Creation Corner Coloring Book</i></p>

↔ **1a.** Read this week's passage aloud.

↔ **1b.** In the **first paragraph** of the passage, highlight the following words:

1. harmless
2. dangerous

↔ **1c.** Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *harmless*

Definition of *dangerous*

<> 1d. On the lines provided, write a sentence about how a Christian should forgive. In your sentence, use one of the words that you defined.

<> 1e. Optional: In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level A students. You may want to look up the words in the dictionary together and discuss the meanings rather than completing the written work. Regardless of how many of the vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either verbally or in written form.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Teacher Tip: The **Definition Dissection (DD)** text used in each week's vocabulary lessons is provided in the CQLA *Teacher's Guide* and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."

The **DD box** in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Further Study: Make a chart, poster, minit book, or diagram depicting the word "Onesimus." Show how his name means "useful." After Onesimus became a believer and was reconciled to his master, he was given the opportunity to truly fulfill the meaning of his name.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

<> 1f. Optional: Write a sentence about the character quality for this month using this DD word.

<> 1g. Optional: Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because doves are not willing to forgive, one of the angry birds
will usually die. Subordinate clause opener

- <> **1h.** In your notebook, copy this week's passage at the level directed by your teacher.
- <> **1i.** (T) Review your copy with your teacher, and correct any errors.
- <> **1j. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: Often- times the *gh* combination does not make the *ff* sound and instead makes no sound at all. In these cases, the *ough* family makes four different sounds, as in *bough*, *through*, *bought*, and *though*.

2. Spelling/Structural Analysis: Other Spellings for the Long and Short Double o Sound

Examples: would, through, rouge

- <> **2a.** In the **first paragraph** of the passage, highlight the word *could*.
 1. ***Ould* is a spelling pattern that sounds similar to *ood* (short double o) as in *wood*.**
 2. It is not found in many words, but the few words that have this pattern are used frequently.
 3. ***Ou* also says the long *oo* sound (e.g., *boo*) in words such as:**
 - a. through
 - b. throughout
 4. Both of the patterns—*ough* and *ould*—are commonly misspelled, so it is good to practice them and learn to spell them well.
- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:
 - (1) Study the syllabicated words.
 - (2) Copy the words.
 - (3) Study any given tips.
 - (4) Try to create your own tips.
- <> **2c.** Add this week's new words (minus the **Optional Words**) to pages 47 and 61 of your *Spelling Notebook*.
- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.
- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.
- <> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Optional Penmanship Practice

Therefore if thou bring thy gift to the altar, and there rememberest that thy brother hath aught against thee.

Matthew 5:23

Write any **Review Words** that your teacher gives you on the lines provided.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. group	group			
2. rough	rough		gh says <i>fu</i> <i>h</i>	
3. shouldn't	should-n't			
4. youth	youth			
5. through	through		gh is silent	
6. wound	wound		the soldier's wound	
7. cough	cough		gh says <i>fu</i> <i>h</i>	
8. routine	rou-tine			
9. throughout	through-out			
10. bough	bough		gh is silent	

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions--Other sounds for ou				
11. arduous	ar-du-ous			
12. famous	fa-mous			
Further Extension--Other sounds for ou				
13. clamorous	clam-or-ous			
14. concourse	con-course			
Optional				
15. sorrow	sor-row			
16. repentance	re-pent-ance			
17. humble	hum-ble			
18. obedient	o-be-di-ent			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s) Spelling Errors

↔ 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the third paragraph, highlight the spelling errors, and correct them if you have not already done so.

in A.D. 62 the city of Rome was a busy place Traders sold there goods in the streets. they had all kinds of things never seen in rome before Soldiers was also in the streets, looking for criminals and runaway slaves. their were many runaway slaves in rome. They was trying too blend into the crowd

one of the slaves were named Onesimus. His name meant "useful." he was not being useful now because he had run away. his master was a Christian in a faraway town No one knows why Onesimus run away, but when he was in Rome, something wonderful happened

somhow, Onesimus came to Paul's house in rome. Paul was a prisaner in his own house, but he still preeched. Onesimus heard paul preach. He became a believer He knew than that he had to go home to his master. He needed to be reconcilled to his master because they was supposed too be brothers in christ

4. Spelling Practice: Choose the Correct Spelling

↔ 4a. Highlight the correct spelling of each **All** word.

1. group

groop

2. rouff

rough

3. shooldn't

shouldn't

4. youth	yooth
5. through	thru
6. woond	wound
7. couff	cough
8. routine	routene
9. throughout	throoghout
10. boogh	bough

<> **4b.** Highlight the correct spelling of each **Extensions** word.

11. arduous	ardous
12. famus	famous

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

13. clamorous	clamorus
14. concourse	concorse

<> **4d.** Highlight the correct spelling of each **Optional** word.

15. sorroe	sorrow
16. repentance	repentence
17. humble	humbel
18. obedient	obedient

Optional Penmanship Practice

As far as the east is from the west, so far hath he removed our transgressions from us.

Psalms 103:12

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Further Study: Study about the principle of authority in Romans 13.

Spelling Practice

Use any of the following practice techniques to prepare for this week's Spelling Test:

1. Use the Spelling Practice Worksheet in the Appendix of the *Teacher's Guide*.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every letter or two. Try to fill in the missing letters.
4. Have your teacher write your words on paper or on the Spelling Practice Worksheet found in the Appendix of the *Teacher's Guide*, syllabifying each syllable of each word for you (e.g., *dil/i/gent*). Practice writing them syllable by syllable just like your teacher did.

Sentence Check

Always practice saying your sentences aloud before writing them. If you do, you will hear any mistakes or words that do not sound correct before you write them down.

Character Focus: List antonyms for *responsible*.

Alternative Writing for Blue 6-A: Week One

- Write one paragraph about Joseph and how he and his brothers were reconciled.
- Write one paragraph about how Jacob and Esau were reconciled.
- Write a two-paragraph story about a time you had to forgive someone.

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6

All--Paragraph Two of Body

Topic of Paragraph 2

Sentence 1

Sentence 2

Sentence 3

Sentence 4

All--Paragraph Three of Body

Topic of Paragraph 3

Sentence 1

Sentence 2

Sentence 3

Sentence 4

KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better, important

= can mean the result of, the same as, equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

“ ” can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

Sample KWO

Topic of Paragraph 2: 2 doves fight

Sentence 1: doves + + + fighting = 1 dies

Sentence 2: small feud keep fighting

Sentence 3: employ beaks peck @ other

Sentence 4: they don't stop

Sample Paragraph From KWO Paragraph 2

The battle between two doves will not end until one is dead. They will continue even if the conflict is minute. The doves will strike each other with their beaks. Nothing can make them cease.

6. Grammar: Interjection Sentence Openers

↔ **6a.** In the first paragraph of the passage, highlight the word *Well*.

↔ **6b.** With another color, highlight the comma following the word *Well*.

1. The word *well* is known as an interjection.
2. **An interjection is a word that is added to a sentence—or interjected.**
3. When someone interjects something into a sentence, he adds it to what is already being said.
4. Interjections are easy to learn because there are not many of them.
5. You probably already know most of the interjections:

a. my	b. well
c. oh	d. wow
e. yes	f. no
6. It might help if you learn them in this rhyme:
**My, Well, Oh,
Wow, Yes, No!**
7. **When you write with interjections at the beginning of sentences, you can write them one of two ways:**
 - a. **Follow the interjection with a comma since you hear a pause after it.**
 - 1) **Well**, it is up to us to show responsibility.
 - 2) **Yes**, the Bible teaches us how to be responsible.
 - b. **Follow the interjection with an exclamation mark (excited mark!), then use a capital letter for the next word, since you will be starting a new sentence.**
 - 1) **Wow!** The Bible is powerful.
 - 2) **Yes!** I am trying to be a more responsible person.
8. It is fine to have a one-word sentence if it is an interjection.

<> **6c.** (T) Review the interjections until you can recite them to your teacher.

<> **6d. Optional:** In your notebook, write sentences with interjections.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write eight sentences containing information from a character book.

7. Write On: Strong Verbs

<> **7a.** In the passage, highlight the following strong verbs:

1. thrive (first paragraph)
2. forgive (first paragraph)
3. fight (first paragraph)
4. sparring (second paragraph)
5. cease (second paragraph)
6. employ (second paragraph)
7. pecking (second paragraph)
8. extract (third paragraph)
9. proven (third paragraph)
10. exterminate (third paragraph)

1. The words you highlighted are all verbs--action verbs.
2. By now, you have learned a lot about verbs in CQLA.
3. You can probably “circle your verbs with a light colored highlighter” with one hand tied behind your back!
4. It is excellent to be able to locate your verbs. It is even better to have a large vocabulary and be **able to use strong verbs instead of weak verbs!**
5. Consider a couple of the verbs in the passage.

Character Focus: Humility is critical to being reconciled.

Further Study: Use the program from Providence Project (the makers of *Calculadders*) called *Sanctifinder* to help you further memorize the books of the Bible, the biblical breakdowns of the books, etc.

Optional Penmanship Practice

Confess your faults one to another, and pray one for another, that ye may be healed.

James 5: 16

Character Focus: Responsibility is doing what is right, even when it is not easy.

Further Study: Watch the video *The Amazing Book*, which teaches the books of the Bible in a fun way.

a. Extract

(1) When you read the sentence *A dove will **extract** the feathers of the other dove until there are not feathers left*, do you envision a dove, peacefully plucking feathers from his friend, one at a time?

(2) No, the strong verb *extract* paints a picture of a **violent frenzy of feather plucking!**

b. Exterminate

(1) When you read the phrase, *So they exterminate each other*, do you envision one bird konking the other on the head and being done with it?

(2) No, you see the **fight to the death in that verb.**

6. See how important strong verbs are?

↔ **7b.** On the lines provided, write one (**Extensions:** write two) strong verb for the one listed. You may use a thesaurus for this exercise, if desired.

1. live _____

2. known _____

3. show _____

4. fight _____

5. start _____

6. kill _____

7. stop _____

8. wants _____

9. learn _____

10. continue _____

↔ **7c.** Write two (**Extensions:** write four) sentences using some of the strong verbs you listed above.

1. _____

2. _____

3. **Extensions** _____

4. **Extensions** _____

Optional Penmanship Practice

But be ye doers of the word, and not hearers only, deceiving your own selves. For if any be a hearer of the word, and not a doer, he is like unto a man beholding his natural face in a glass.

James 1:22–23

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

<> **8a.** Follow these steps for writing your story from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your story to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

<> **8b.** Read your story aloud. Do you like the way it sounds?

Teacher Tip: If your Level A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will best help him remember what that sentence said. Coach him as he takes his notes, or feel free to write his notes for him as he dictates them to you.

Teacher Tip: Encourage your Level A student to come up with creative openings for his reports. Have him read the body of his report and think of an opening that ties into the body and captures the reader's attention.

9. Spelling Practice: Six “S” Spelling Secret

- <> **9a.** Take a spelling "pre-test" in your notebook.
- <> **9b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.

10. Think Fast Review: Prepositions

Prepositions show position!

A preposition shows position of one thing to another thing.

One way that you can learn prepositions is to “show position!”

You have already practice prepositions with a little toy--a “Preposition Practice Pal” (PPP)*--and an empty bathroom tissue tube:

Birdie flew**...

- | | | |
|---------------------|-------------------------|-------------------------|
| 1. above the tube | 2. against the tube | 3. along the tube |
| 4. around the tube | 5. atop the tube | 6. before the tube |
| 7. behind the tube | 8. by the tube | 9. down the tube |
| 10. in the tube | 11. inside the tube | 12. into the tube |
| 13. near the tube | 14. off the tube | 15. on the tube |
| 16. onto the tube | 17. outside the tube | 18. past the tube |
| 19. 'round the tube | 20. through the tube | 21. throughout the tube |
| 22. to the tube | 23. toward the tube | 24. towards the tube |
| 25. under the tube | 26. underneath the tube | 27. up the tube |
| 28. upon the tube | 29. within the tube | |

*A PPP can be an army man, Polly Pocket, or Lego guy, or any little animal or person.

**Or

Polly jumped OR
Kitty tumbled OR
Joe jumped OR
Superman flew OR

Any other name for your toy and an action word that he or she might do around the tube...

You also practiced prepositions that begin with a certain letter.

Read through the prepositions below beginning with *A, I, O, U*, and *B*---with your little toy and tissue tube in mind.

Birdie flew _____ the tube.

1. aboard - Birdie flew aboard the tube.
2. about - Birdie flew about the tube.
3. above - Birdie flew above the tube.
4. across - Birdie flew across the tube.
5. across from - Birdie flew across from the tube.
6. after - Birdie flew after the tube.
7. against - Birdie flew against the tube.
8. ahead of - Birdie flew ahead of the tube.
9. alongside - Birdie flew alongside the tube.
10. alongside of - Birdie flew alongside of the tube.
11. along with - Birdie flew along with the tube.
12. amid - Birdie flew amid the tube.
13. amidst - Birdie flew amidst the tube.
14. among - Birdie flew among the tube.
15. amongst - Birdie flew amongst the tube.
16. around - Birdie flew around the tube.
17. aside - Birdie flew aside the tube.
18. astride - Birdie flew astride the tube.
19. at - Birdie flew at the tube.
20. atop - Birdie flew atop the tube.

Birdie flew...

1. before the tube - Birdie flew before the tube.
2. behind the tube - Birdie flew behind the tube.
3. below the tube - Birdie flew below the tube.
4. beneath the tube - Birdie flew beneath the tube.
5. beside the tube - Birdie flew beside the tube.
6. beside of - Birdie flew beside of the tube.
7. between the tube - Birdie flew between the tube.
8. betwixt the tube (old English word) - Birdie flew betwixt the tube.
9. beyond the tube - Birdie flew beyond the tube.
10. by the tube - Birdie flew by the tube.

Birdie flew...

1. in the tube - Birdie flew in the tube.
2. inside the tube - Birdie flew inside the tube.
3. inside of - Birdie flew inside of the tube.

4. into the tube - Birdie flew into the tube.
5. off the tube - Birdie flew off the tube.
6. off of the tube - Birdie flew off of the tube.
7. on the tube - Birdie flew on the tube.
8. on top of the tube - Birdie flew on top of the tube.
9. opposite the tube - Birdie flew opposite the tube.
10. out of the tube - Birdie flew out of the tube.
11. outside the tube - Birdie flew outside the tube.
12. outside of the tube - Birdie flew outside of the tube.
13. over the tube - Birdie flew over the tube.
14. under the tube - Birdie flew under the tube.
15. unto the tube - Birdie flew unto the tube.

Besides learning prepositions that fit into the “Birdie flew” sentence and learning prepositions that begin with certain letters, you can also learn prepositions that are opposites!

After all, prepositions show position, so it makes sense that opposite words are prepositions since many of them show position too.

Birdie flew _____ the tube.

<> 10a. Read the opposite prepositions listed below.

1. Birdie flew above the tube.
2. Birdie flew below the tube.

3. Birdie flew beneath the tube.
4. Birdie flew above the tube.

5. Birdie flew atop the tube.
6. Birdie flew beneath the tube.

7. Birdie flew below the tube.
8. Birdie flew above the tube.

9. Birdie flew inside of the tube.
10. Birdie flew outside of the tube.

11. Birdie flew off the tube.
12. Birdie flew in the tube.

13. Birdie flew over the tube.
14. Birdie flew under the tube.

15. Birdie flew on the tube.
16. Birdie flew off the tube.

17. Birdie flew inside the tube.
18. Birdie flew outside the tube.

19. Birdie flew to the tube.
20. Birdie flew away from the tube.

Now put all that together, and you have learned many, many prepositions!

<> 10b. Cover the prepositions above with something so that you cannot see them, and fill in the blanks with as many prepositions as you can think of using the following phrase:

Birdie flew _____ the tube.

All

1. Birdie flew _____ the tube.
2. Birdie flew _____ the tube.
3. Birdie flew _____ the tube.
4. Birdie flew _____ the tube.
5. Birdie flew _____ the tube.
6. Birdie flew _____ the tube.
7. Birdie flew _____ the tube.
8. Birdie flew _____ the tube.
9. Birdie flew _____ the tube.
10. Birdie flew _____ the tube.
11. Birdie flew _____ the tube.
12. Birdie flew _____ the tube.
13. Birdie flew _____ the tube.
14. Birdie flew _____ the tube.
15. Birdie flew _____ the tube.
16. Birdie flew _____ the tube.
17. Birdie flew _____ the tube.
18. Birdie flew _____ the tube.

19. Birdie flew _____ the tube.

20. Birdie flew _____ the tube.

Extensions

21. Birdie flew _____ the tube.

22. Birdie flew _____ the tube.

23. Birdie flew _____ the tube.

24. Birdie flew _____ the tube.

25. Birdie flew _____ the tube.

Further Extension

Teacher Tip: Remind your student that titles of major works (books, movies, CD's, magazines, etc.) are all underlined or italicized.

26. Birdie flew _____ the tube.

27. Birdie flew _____ the tube.

28. Birdie flew _____ the tube.

29. Birdie flew _____ the tube.

30. Birdie flew _____ the tube.

Help Box for 10b.

Some of the prepositions that you may have listed include (but are not limited to):

- | | | |
|--------------------------------|----------------|--------------|
| 1. aboard | 2. about | 3. above |
| 4. across | 5. across from | 6. after |
| 7. against | 8. ahead | 9. alongside |
| 10. alongside of | 11. along | 12. amid |
| 13. amidst | 14. among | 15. amongst |
| 16. around | 17. aside | 18. astride |
| 19. at | 20. atop | 21. before |
| 22. behind | 23. below | 24. beneath |
| 25. beside | 26. beside of | 27. between |
| 28. betwixt (old English word) | | |
| 29. beyond | 30. by | 31. in |
| 32. inside | 33. inside | 34. into |
| 35. off | 36. off of | 37. on |
| 38. on top of | 39. opposite | 40. out of |
| 41. outside | 42. outside of | 43. over |
| 44. under | 45. unto | |

Answers Will Vary

11. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: Are vs. Our

1. The Wacky Words for this week are not homophones--words that sound the same but are spelled differently--**to some people**.
2. The words *are* and *our* do not sound the same when spoken by people in most of the United States. (Sometimes a dialect, the way of speaking in parts of the country, will make these words sound like they are homophones.)
3. The words *are* and *our* are just confusing words--but to young writers, especially, they are confusing for sure!
4. The word **are** is a **BHL verb--Be, a Helper, Link Verb**.
5. It **tells the state of being** to a plural subject:
 - a. The **boys** are ready to swim.
 - b. The **girls** are packed.
6. The word **our** is a **possessive pronoun**.
7. Did you remember that a pronoun is **for a noun**--it takes the place of a noun?
8. Did you remember that a possessive pronoun is a pronoun that owns something?
9. The word *our* shows that a group of people own something:
 - a. The books **they** found were *ours*.
 - b. The beach balls floating downstream were *ours*, too.
 - c. It was *our* house all lit up.
10. One way to help yourself tell the difference between these Wacky Words is to pronounce them clearly:
 - a. Pronounce **are** like it rhymes with **far**--*arr*.
 - b. Pronounce **our** like it rhymes with **power**--*ower* (ouch sound!)

↔ 11a. In the third paragraph highlight the word *are*.

↔ 11b. Fill in each blank provided with the correct Wacky Word--**are** or **our**.

1. Doves _____ known as peaceful birds.
2. It is _____ responsibility to forgive other people.
3. _____ the doves showing mercy?

↔ 11c. On the lines provided, write two sentences using *record* and *record*.

1. _____

2. _____

12. Grammar: Capitalization Rules

↔ 12a. In the passage, highlight the words that are capitalized.

1. There are three capitalization rules that you should learn this week:
 - a. Capitalize the **first word in a sentence**.
 - b. Capitalize **names for or references to God**.
Examples:
 - 1) **Jesus** is my **Savior**.
 - 2) Have you talked to **Him** in prayer?
 - 3) The **Lord** is my **Shepherd**.
 - c. Capitalize all major words in the names of books.
 - 1) I read my **Bible** everyday.
 - 2) We study our **Character Sketches** as a family.
2. When capitalizing names of books or names for God, or any names containing three words or more, **capitalize the first letter in each major word** regardless of whether it is the first word--or a word in between.
 - a. Do not capitalize unimportant words.
Examples:
 - 1) *Book of Virtues*
 - 2) Prince of Peace

3) *Character Quality Language Arts*

- b. **Always capitalize the first and last word in a title.**
- c. Another rule for writing titles of books is that the titles should be underlined when you are writing them and italicized when you are typing them.
- d. Examples:
 - 1) Uncle Arthur's Bedtime Stories or *Uncle Arthur's Bedtime Stories*
 - 2) Family Bible Library or *Family Bible Library*
 - 3) What Would Jesus Do? or *What Would Jesus Do?*
- e. The rule that you need to focus on from the above rules—and the one that causes writers the most trouble is that of capitalizing proper nouns.

It is hard to know whether certain words are proper nouns or not.

For example, the name of a city is a proper noun—like Bluffton.

But the name of a species of animal is not—like dog or lion.

That makes it tricky to tell whether a word should be capitalized or not.

Here is a list of proper nouns to get you started:

- 1) Names of cities
 - a) New York
 - b) Chicago
 - c) Fort Wayne
- 2) Names of bodies of water
 - a) Indian Ocean
 - b) Wabash River
- 3.) Names of states
 - a) Indiana
 - b) Ohio
 - c) Florida
- 4) Names of countries
 - a) America
 - b) Mexico
 - c) Canada
- 5) Names of continents
 - a) Africa
 - b) North America
 - c) Europe
- 6) Names of businesses
 - a) McDonald's
 - b) Sears
 - c) Goodwill
- 7) Names of people groups
 - a) English
 - b) Indians
 - c) Scandinavians

Checklist Challenge

Do not do anything in the Checklist Challenge that makes your essay sound worse! The Checklist Challenge is for improving essays. If some portion of it does not improve your essay, you may omit that step (with your teacher's permission).

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. ("Remember, *would* is from the *would*, *could*, *should* family.")
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

8) Names of books, movies, musical pieces, etc.

- a) *Fireproof*
- b) *God's Smuggler*
- c) *Messiah*

<> **12b.** On the lines provided, write two of each category of proper nouns (**Extensions:** Write three) given in the list above.

Names of cities

- a. _____
- b. _____
- c. _____

Names of bodies of water

- a. _____
- b. _____
- c. _____

Names of states

- a. _____
- b. _____
- c. _____

Names of countries

- a. _____
- b. _____
- c. _____

Names of continents

- a. _____
- b. _____
- c. _____

Names of businesses

- a. _____
- b. _____
- c. _____

Names of people groups

- a. _____
- b. _____
- c. _____

Names of books, movies, musical pieces, etc.

- a. _____
- b. _____
- c. _____

<> **12c.** Complete the following steps:

- (1) In the sentences provided, cross out each word that should be capitalized.
- (2) Write the capitalized word above it.
- (3) **Extensions:** On the lines provided, recopy the sentences.

1. when someone hurts me, i should forgive him. _____

2. in the sermon on the mount, jesus said to forgive others. _____

3. david brainerd preached to the indians in america. _____

4. wolves live in north america and are a great example of forgiveness. _____

5. human brains remember very well. _____

6. god said that we need to forgive people even if we cannot forget what they did.

7. policemen use the lie detector to find out whether or not someone is lying.

8. joseph forgave his brothers. _____

9. if i do not forgive, i will become bitter. _____

10. god is willing to forgive us and sent his son to die for us. _____

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read--as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

<> **12d.** In your notebook, write titles of books or names for God, capitalizing each according to the rules learned in this lesson.

Basic Level: Write ten titles.

Extensions: Write five titles of books and five names for God.

Help Box for 12a.

You should have highlighted the following words:

- | | | |
|----------|------------|-------------|
| 1. Doves | 2. America | 3. Doves |
| 4. In | 5. Well | 6. Although |
| 7. They | 8. When | 9. Even |
| 10. They | 11. They | 12. A |
| 13. Even | 14. They | 15. God |

13. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> **13.** Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
 - (2) Insert revisions with pen or pencil into your rough draft paper.
 - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
 - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

14. Spelling Practice: Write That Word!

- <> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

- <> **14b.** Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

15. Grammar: Weekly Quizzes

<> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

16. Spelling: Spelling Test

<> **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and **Review Words**.

<> **16b.** (T) Have your teacher check your Spelling Test.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Dictation: Dictation Quiz

- <> **17a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **17b.** (T) Review your dictation with your teacher.
- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

18. Composition: Final Copy Informative Report From Given Material

- <> **18a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> **18c. Optional:** Make a minit-book containing your report.

Optional: Extra Practice

- 1E. In your notebook, write ten words with *ou* in them.
- 2E. In your notebook, write seven sentences about a lie detector. In your sentences, use interjections.
- 3E. In your notebook, write six sentences about forgiveness, and highlight the capitalized words in your sentences.
- 4E. In your notebook, write four Scriptures about either doves or wolves.
- 5E. Make a minit-book containing some of your sentences from this lesson.
- 6E. Read a nonfiction book or part of a nonfiction book about the animal you are writing about in your original essay.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 6-A: Week One

Character Focus: Responsibility

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

☐ All ☐ All ☐ All

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.

All All All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.

All All All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Forgiveness or Feather Frenzy?**
- Something comical: **Bully Birds!**
- Something bold: **Feather Frenzy Fight**
- A song title or line: **Whosoever Surely Meaneth Me**
- A Scripture: **Beloved, Let Us Love One Another**
- Something biblical: **Behold What Manner of Love**
- Something about character: **Responsible to Show Mercy**
- Something informative: **Unforgiving Doves**
- Other: **Feather Feud**

🔑 **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your report without telling the reader exactly what it is about.**
- **Do not say: *In this report you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* report.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**

All All All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

🔑 **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All All All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

🔑 **Do not change insignificant words such as *was, it, and, etc.***

All All All

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words -- Extensions

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be, a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators -- E's

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ --- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Comprehension and Vocabulary

1. Write three characteristics about doves.

a. _____

b. _____

c. _____

2. **Extensions:** What are the words listed below called? _____

a. harmless

b. dangerous

3. Write two sentences using two Vocabulary Words to describe *doves* in the passage.

a. _____

b. _____

4. **Extensions:** Write sentences about *doves* using words from the passage given below.

a. sparring

b. feud

c. extract

d. exterminate

a. _____

b. _____

c. _____

d. _____

5. What do you capitalize in the title *creation corner coloring book*?

II. Spelling and Homophones

6. List two words under each category of spelling rules:

a. *Ou* makes the long sound of *u*.

(1) _____ (2) _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

b. *Ou* makes the short sound of *oo*.

(1) _____ (2) _____

c. *Ou* makes the sound of *ou* as in *ouch*.

(1) _____ (2) _____

d. *Ou* makes the short *u* sound.

(1) _____ (2) _____

7. **Further Extension:** Correct the spellings of the words given below.

a. ardous - _____ b. famous - _____

c. clamorous - _____ d. conoarse - _____

8. Which word is a BHL verb that shows a state of being—*are* or *our*? _____

9. Which word shows that a group of people own something—*are* or *our*? _____

III. Grammar and Usage

10. List capitalized words under each capitalization rule:

a. Capitalize the first word in a sentence (i.e. write two sentences about the passage):

a. _____

b. _____

b. Capitalize the word *I* (in two sentences about the character quality for this month):

a. _____

b. _____

c. Capitalize proper nouns (list six; **Extensions:** list eight):

(1) _____ (2) _____

(3) _____ (4) _____

(5) _____ (6) _____

(7) _____ (8) _____

d. Capitalize references to God (list four; **Extensions:** list eight):

(1) _____ (2) _____

(3) _____ (4) _____

(5) _____ (6) _____

(7) _____ (8) _____

11. Fill in the blanks for rules regarding capitalizing proper nouns:

- a. All _____ words of a title should be capitalized.
- b. A word not at the beginning or end of the title that is _____ letters or more should be capitalized, regardless of its part of speech.
- c. A word in a title that is three letters or fewer should/should not be capitalized if it is important to the title.

12. Write a sample for each capitalization rule for proper nouns that you learned. (**Extensions:** Write two.)

a. Person:

(1) _____ (2) _____

b. Place:

(1) _____ (2) _____

c. Organization:

(1) _____ (2) _____

d. City:

(1) _____ (2) _____

e. Body of water:

(1) _____ (2) _____

f. State:

(1) _____ (2) _____

13. Fill in the blanks for the Preposition Check Sentences:

- a. The _____ flew over the _____.
- b. The _____ prayed during the _____.

14. Approximately how many prepositions are there that begin with the letter a?

- a. Fewer than five
- b. Ten
- c. Fifteen
- d. Twenty or more

15. List ten (**Extensions:** List fourteen) prepositions that begin with the letter a:

- (1) _____ (2) _____ (3) _____
- (4) _____ (5) _____ (6) _____
- (7) _____ (8) _____ (9) _____
- (10) _____ (11) _____ (12) _____
- (14) _____

16. List four prepositions under each category without repeating any:

a. Begin with *A*.

(1) _____ (2) _____

(3) _____ (4) _____

b. Begin with *B*.

(1) _____ (2) _____

(3) _____ (4) _____

c. Begin with *I*.

(1) _____ (2) _____

(3) _____ (4) _____

d. Begin with *O*.

(1) _____ (2) _____

(3) _____ (4) _____

e. Begin with *W*.

(1) _____ (2) _____

(3) _____ (4) _____

f. Begin with *T*.

(1) _____ (2) _____

(3) _____ (4) _____

g. Fit into the Check Sentence: The girl prayed _____ the service.

(1) _____ (2) _____

(3) _____ (4) _____

IV. Outlining and Write One

17. What two words did you want to include in your outline because you might need help spelling it when you write?

a. _____ b. _____

18. Why is it important to never write directly from a source—but always from an outline of some type?

19. Write the six interjections from the Interjection Rhyme:

_____, _____, _____
_____, _____, _____

20. **Further Extension:** What are the two punctuation marks that you can use following an interjection:

a. _____

b. _____

V. Editing and Revising

21. List three strong verbs that you used in your essay this week.

a. _____

b. _____

c. _____

22. What two (**Extensions:** three) Banned Words did you need to omit from your essay this week while completing the Checklist Challenge.

a. _____

b. _____

c. _____

Blue 6-A: Week Two

Character Focus: Responsibility

Vocabulary Box

Character qualities required for reconciliation--*nouns*

People who are reconciled have or use

confidence	esteem	fervecy
humility	obedience	perception
persistence	quietness	regret
remorse	repentance	reprieve
responsibility	restitution	restoration
sorrow		

Vocabulary Box

Characteristics describing someone who is responsible--*adjectives*

Someone who is responsible is

alert	attentive	considerate
credible	dependable	diligent
ethical	humble	industrious
mature	obedient	painstaking
perceptive	precise	prudent
punctual	reliable	reputable
resourceful	sensible	subordinate
thorough	timely	trustworthy
upstanding		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	God did not make us completely similar to animals. We have superb brains and terrific memories. Our memories are so good that even if we had part of our brains removed in surgery, most of us could still remember well.
Extensions	Our memory is much like a tape recorder. If we record the information thoroughly, we can play it back the next time we need it. The mind is like a C.D. tape rack. Conversations, pictures, stories, addresses, and numbers are all transcribed and stored. When we need them, our brains select the correct tape and play it for us again.
Further Extension	The better we "record" the material and the more often we rehearse it, the better our memories will become. Remembering is like throwing a baseball. The more we do it, the more skilled we will become at it. We need to practice memorizing. We'll be better at it. We will have reliable memories.

↔ **1a.** Read this week's passage aloud.

↔ **1b.** In the **second paragraph** of the passage, highlight the words *record* and *information*.

↔ **1c.** Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *record* (with a long “e” for its first syllable--re / cord)

Definition of *information*

<> **1d.** On the lines provided, use this word in a sentence based on the definition that you listed.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, “In the first paragraph of the passage, highlight the prepositions.”)

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Further Study: Think of someone in your family who is always doing something to bother you. Pray and talk to your parents about a kind way you could ask them to stop it.

Further Study: Study responsibility of a crow in *Character Sketches*, Volume I, Page 102.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Further Study: Make a computer poster or artistic poster of a verse or two from Proverbs 10, display it in a prominent place, and memorize it.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

Further Study: Have a "Silver Tongue Day" at your house in which only kind words are acceptable in your home. Practice speaking kindly to one another.

(9) Write a sentence using this DD word on the lines provided.

<> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

Further Study: Study about Eli and Moses and their responsibility or lack of responsibility.

Character Focus: God requires that we be reconciled before we worship Him.

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because of the way God designed our minds, we can remember things much better than animals. Subordinate clause opener

Further Study: Learn the words to the song "At the Cross."

- <> 1h. In your notebook, copy this week's passage at the level directed by your teacher.
- <> 1i. (T) Review your copy with your teacher, and correct any errors.
- <> 1j. **Optional:** Make a minit-book containing this week's passage.

Double o Words

Short oo

good	shook
hook	hood
took	book

Long oo

root	school
moon	soon
fool	zoom
loot	mood

2. Spelling/Structural Analysis: Long and Short Double o

Examples: book, boot

- <> 2a. In the first paragraph of the passage, highlight the word *good*.

When two o's are together in a word, they usually make one of the following sounds:

1. Short double o sound, such as:

- | | | |
|---------|----------|---------|
| a. hook | b. shook | c. hood |
| d. took | e. book | f. look |

2. Long double o sound, such as:

- | | | |
|----------|-----------|----------|
| a. toot | b. loot | c. boot |
| d. hoot | e. room | f. bloom |
| g. groom | h. soon | i. loon |
| j. fool | k. school | l. mood |

- <> 2b. Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

- <> 2c. Add this week's new words (minus the **Optional Words**) to page 48 of your *Spelling Notebook*.

Teacher Tip: If your student has trouble distinguishing between the sound of long oo and short oo, choose a key word for each sound that he can use for comparison.

Teacher Tip: The differences in the two sounds of oo are very slight. Some students hear them very clearly, while others do not hear them at all. It is good to classify double o words, but the ability to hear the difference is not vital to spelling double o words.

Optional Penmanship Practice

Therefore if thou bring thy gift to the altar, and there rememberest that thy brother hath aught against thee...

Matthew 5:23-24

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. cookbook	cook-book		Two sets of double o's	
2. hood	hood			
3. bedroom	bed-room			
4. proof	proof			
5. bloom	bloom			
6. shook	shook			
7. school	school		ch sounds like kuh	
8. afternoon	af-ter-noon			
9. loose	loose ***		Double o; ends with an e	
10. bamboo	bam-boo			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

*****This word rhymes with goose and means not tight or free: The goose is loose. Loose is often confused with lose, which sounds like looze: Whose shoes did you lose?**

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. boorish	boor-ish			
12. yahoo	ya-hoo			
Further Extension				
13. bugaboo	bug-a-boo			
14. toothsome	tooth-some		Compound word - <i>tooth + some</i>	
Optional				
15. esteem	es-teem			
16. remorse	re-morse			
17. timely	time-ly			
18. alert	a-lert			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Write any **Review Words** that your teacher gives you on the lines provided.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

3. Editor Duty: Correct Given Paragraph(s)

<> **3.** Complete the following steps:

In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

wolfes have a very good way of settling a conflict. When two wolves fight, they will rarely kill each other. wolves can kill They live by killing and eating other animals, but in a wolf pack, wolves are very gentle. one wolf is in charge and the others obey what he says when two wolves cannot agree about who is in charge, their is a fight

when two wolves fight, they keep fighting until one of them has gotten the upper hand. when one of the wolves is beat, he will drop to the ground He lies on his back so that the other wolf can see his stomach. this means that the other wolf has won and is in charge. The other wolf now has to show mercy to the looser

the one who win wags his tail to show that everything are all right again. the loser lick the face of the winning wolf They are now friends again. The problem has been solved. the winning wolf is the one in charge

Character Focus: List synonyms for *responsibility*.

4. Spelling Practice: Choose the Correct Spelling

<> **4a.** Highlight the correct spelling of each **All** word.

- | | |
|-------------|-----------|
| 1. cookbook | cocobook |
| 2. houd | hood |
| 3. bedroom | bedrum |
| 4. proof | prufe |
| 5. blume | bloom |
| 6. shook | shouk |
| 7. skool | school |
| 8. afarnoon | afternoon |
| 9. loose | loos |
| 10. bambou | bamboo |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|-------------|---------|
| 11. boorish | bourish |
| 12. yahou | yahoo |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 13. bugaboo | bugaboo |
| 14. toothsume | toothsome |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|-------------|--------|
| 15. esteem | esteam |
| 16. remorse | remors |
| 17. timelee | timely |
| 18. alurt | alert |

<> **4e.** On the lines provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
|----------|----------|

Optional Penmanship Practice

Let nothing be done through strife or vainglory; but in lowliness of mind let each esteem others better than themselves.

Philippians 2:3

Character Focus: Responsibility is knowing and doing what is expected of me.

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything written in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

3. _____

4. _____

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

(You may use up to eight words for Sentence Three.)

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Extensions--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Tips for Rewriting the Passage

1. The wording of your essay should not be copied from the passage.
2. You may use synonyms for some of your key words.
3. Your sentences should not contain less information than the sentences in the passage.
4. Do not look back in the passage unless absolutely necessary.
 - a. If you need help, re-read the whole passage.
 - b. Do not read each sentence from the passage as you write your own sentences.
5. In your notebook, write your essay on every other line.

Teacher Tip: Do not be concerned if your Level A student has trouble spelling some of the words in dictation. Two-syllable words or more difficult one-syllable words may have to be written on the white-board for him during this dictation.

Character Focus: If we can be trusted to do what we are told, then we are being responsible.

Alternative Writing for Blue 6-A: Week Two

- Write a two-paragraph essay about how to ask for forgiveness.
- Write a three-paragraph story about Onesimus and Philemon.
- Write one paragraph about how computers work, and how that relates to the way humans remember.

Character Focus: We cannot focus on God if our minds are filled with bitterness.

Optional Penmanship Practice

Therefore to him that knoweth to do good, and doeth it not, to him it is sin.

James 4:17

Further Study: Study the French and Indian War. Discover the causes and the results. Make a minit book, chart, computer, poster, etc. of some prominent characters in the war, telling who they were, what their interests were in the conflict, and why they were important in the war.

Further Study: Ask a parent or friend to help identify blind spots you may have.

Teacher Tip: When you read the subordinate clauses and the sentences with your student, emphasize the end of the clauses and that they leave you hanging as though something is missing. This will help him distinguish between clauses and complete sentences.

Further Study: Study Genesis 32-33 about how Jacob was reconciled to his brother.

Sample KWO

Topic of Paragraph 1: Our amazing memory

Sentence 1: man not made similar 2 animals

Sentence 2: man + + + brains & + + + memories

Sentence 3: part brain removed → remember

Sample Paragraph From KWO

God created man different from animals. God gave each of us a remarkable brain and an excellent memory. If part of the human brain was extracted in surgery, our amazing minds would still be able to recall our memories. Our brains work that well!

6. Sentence Structure: Three Types of Sentences

<> **6a.** In the passage, highlight all of the end marks at the end of each sentence.

You probably remember that there are three kinds of sentences:

1. **Declarative sentences** (statements or telling sentences)
 - a. They **declare something**.
 - b. They **end with a period**.
 - c. They **tell or state something**.
 - d. **A sentence that declares something ends with a period.**
2. **Interrogative sentences** (question sentences)
 - a. They **ask a question**.
 - b. They **end with a question mark**.
 - c. To **interrogate someone** is to ask them many questions.
 - d. These are sometimes called **“asking sentences” or questions**.
3. **Exclamatory sentences** (excited sentences)
 - a. They **exclaim something and end in an exclamation point (an “excited” mark!)**.

b. They are **used to show strong emotion or excitement**.

c. They are **sometimes called “excited sentences.”**

<> 6b. Optional: In your notebook, write an example of each kind of sentence described in this week’s lesson.

Basic Level: Write two of each kind (six total).

Extension: Write three of each kind (nine total).

Further Extension: Write three of each kind with information from a character book (nine total).

Optional Penmanship Practice

In lowliness of mind let each esteem other better than themselves.

Philippians 2:3

Character Focus: If we are thinking of others and what they need, we will be responsible, so that they can trust us to get our work done.

7. Write On/ Research: Animal’s Description/ Attribute List

1. During the last two weeks of this unit, you will be writing a report about an animal.
2. Because of this, it is good for you to learn how to describe animals in more detail.
3. You will have limited amount of space to write about your animal, and **you want your reader to see, feel, hear--and dare I say, smell--your animal** in your description.
4. A wise field museum director needed a way to help his assistants learn to be more vivid in their descriptions of animals when they were writing the display plaques that museum visitors read.
5. He decided to make a list of attribute questions that his workers could record answers to in order to write their descriptions.
6. His attribute questions were about the animal’s size, body covering, stance, color, and markings.
7. You will use this list below to practice describing any animal--and then you will use the list next week when gathering data about the animal in your two week report. (Instructions for next week are given in that lesson.)

<> 7b. Choose an animal to look up in the encyclopedia, online source, animal almanac, or children’s encyclopedia. Be sure the source you use has enough description to answer the questions listed below. Follow these steps to learn how to describe an animal:

- (1) Answer each question on the line provided.
- (2) Below each set of answers, write a descriptive sentence using at least part of the information from your attribute questions.

Optional Penmanship Practice

Leave there thy gift before the altar, and go thy way; first be reconciled to thy brother, and then offer thy gift.

Matthew 5:24

Character Focus: Some times we are blind to our actions and need others to help identify blind spots.

Further Study: Take communion with your family and discuss how the juice and crackers re-late to reconciliation to believers. For example, in I Corinthians 11:23-31, it says that we should not take communion until we have examined ourselves thoroughly---and this means repenting and reonciling with those around us.

Size

1. What is the animal's adult, average length?

2. What is the animal's adult, average height?

3. What is this animal's adult, average weight?

Write a descriptive sentence about this animal's **size**:

Further Study: Read Proverbs 10 and contrast "the mouth of the righteous" with "the mouth of the wicked."

Body Covering

1. What is this animal covered with--hair, fur, skin texture, or feathers?

2. What is the texture of this covering--thick, thin, coarse, smooth, rough?

Write a descriptive sentence about this animal's **covering**:

Stance

1. Does this animal stand on two legs or four legs?

2. What does this animal's posture look like?

Write a descriptive sentence about this animal's **stance**:

Color

1. What color is this animal?

2. Is the color uniform, blotchy, spread out, two-toned?

Write a descriptive sentence about the animal's **color**:

Markings

1. Does the animal have stripes, spots, or other distinguishing marks?

2. What colors are these marks?

Write a descriptive sentence about this animal's **markings**:

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

- <> **8a.** Follow these steps for writing your story from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
 - (2) Read your first line of notes and consider what you want your sentence to say.
 - (3) Practice saying your sentence aloud to get it just the way you want it.
 - (4) Write your first sentence in your notebook, or key your report on the computer.
 - (5) Be sure to double space your story to make inputting the Checklist Challenge revisions easier.
 - (6) Indent the beginning of each paragraph five spaces.
 - (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

- <> **8b.** Read your story aloud. Do you like the way it sounds?

9. Spelling Practice: Six "S" Spelling Secret

- <> **9a.** Take a spelling "pre-test" in your notebook.
- <> **9b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

10. Vocabulary/Structural Analysis: Wacky Words

Homographs: *rec/ord* and *re/cord*

<> 10a. In the second paragraph, highlight the word *record*.

1. Re/cord = copy something.
 - a. Re/cord music
 - b. Re/cord notes from the meeting
2. Rec/cord = old time musical disc or journal/book of notes
 - a. The record is playing
 - b. Read the record of the meeting

The difference is not in how the two words are spelled but rather in how they are pronounced!

<> 10b. Fill in each blank provided with the correct Wacky Word--***record (reck-ord)*** or ***record (record)***

1. Our brain can _____ information that we need to remember.
2. The _____ of their grades was kept by the teacher.

<> 10c. Fill in each blank provided with the correct Wacky Word--***are*** or ***our***.

1. We can help _____ brains have better memories.
2. Would you like to come over to _____ house?
3. The keys _____ on the table.

<> 10d. On the lines provided, write two sentences using ***record*** and ***record***.

1. _____

2. _____

11. Write On: SSS5—Super Short Sentence of Five Words or Fewer

↔ **11a.** In the last paragraph of the passage, highlight the sentences that contain five words or fewer.

1. These sentences are examples of short sentences that are often used for variety and extra emphasis.
2. You have been learning how to write longer, more interesting sentences by combining complete sentences with clauses.
3. For special emphasis and more variety, it is also good, at times, to write very short sentences.
4. **SSS5's—Super Short Sentences with five words or fewer—are easy sentences to write.**
5. The following keys will help you to write well with SSS5's:

a. **Do not use too many short sentences in one paragraph. Usually one SSS5 adds enough emphasis or variety.**

b. **Do not use SSS5's just because you cannot think of longer sentences.**

c. **Try writing three SSS5's in a row for extra emphasis.**

Examples:

1) Scripture is inspired. Scripture is from God. Scripture is important!

2) Study the Bible. Memorize the Bible. Meditate on the Bible.

↔ **11b.** On the lines provided, write two sentences (**Extensions:** write four sentences) that are SSS5's. Use vocabulary from one of this month's Vocabulary Boxes.

1. _____

2. _____

3. _____

4. _____

Help Box for 11.

You should have highlighted the following sentences:

1. We need to practice memorizing.
2. We'll be better at it.
3. We will have reliable memories.

Teacher Tip If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would*, *could*, *should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week's **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 12. Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the “How to Complete the Checklist Challenge” information from the CQLA *Teacher's Guide*.

13. Think Fast Review: Prepositions

Prepositions show position!

A preposition shows position of one thing to another thing.

One way that you can learn prepositions is to “show position!”

A person becomes a good student and an effective learner when he or she learns how he or she learns! For example, some people study for a test by making note cards; others like to recite facts aloud while studying; others learn best just by reading the textbook over and over.

CQLA will help you become a better learner by teaching you different learning strategies--and you can use the one(s) that work best for you.

For example, in learning prepositions, you may use your "Preposition Practice Pal" (PPP) from earlier. Or you could memorize them in alphabetical order. Or you could learn them in categories, like beginning letters or opposites.

You have already practice prepositions with a little toy--a "Preposition Practice Pal" (PPP)*-- and an empty bathroom tissue tube:

Birdie flew**...

1. above the tube
2. against the tube
3. along the tube
4. around the tube
5. atop the tube
6. before the tube
7. behind the tube
8. by the tube
9. down the tube
10. in the tube
11. inside the tube
12. into the tube
13. near the tube
14. off the tube
15. on the tube
16. onto the tube
17. outside the tube
18. past the tube
19. 'round the tube
20. through the tube
21. throughout the tube
22. to the tube
23. toward the tube
24. towards the tube
25. under the tube
26. underneath the tube
27. up the tube
28. upon the tube
29. within the tube

*A PPP can be an army man, Polly Pocket, or Lego guy, or any little animal or person.

**Or

Polly jumped OR

Kitty tumbled OR

Joe jumped OR

Superman flew OR

Any other name for your toy and an action word that he or she might do around the tube...

You also practiced prepositions that begin with a certain letter.

Read through the prepositions below beginning with *A, I, O, U*, and *B*---with your little toy and tissue tube in mind.

Birdie flew _____ the tube.

1. aboard - Birdie flew aboard the tube.
2. about - Birdie flew about the tube.
3. above - Birdie flew above the tube.
4. across - Birdie flew across the tube.
5. across from - Birdie flew across from the tube.
6. after - Birdie flew after the tube.
7. against - Birdie flew against the tube.
8. ahead of - Birdie flew ahead of the tube.
9. alongside - Birdie flew alongside the tube.
10. alongside of - Birdie flew alongside of the tube.
11. along with - Birdie flew along with the tube.
12. amid - Birdie flew amid the tube.
13. amidst - Birdie flew amidst the tube.
14. among - Birdie flew among the tube.
15. amongst - Birdie flew amongst the tube.
16. around - Birdie flew around the tube.
17. aside - Birdie flew aside the tube.
18. astride - Birdie flew astride the tube.
19. at - Birdie flew at the tube.
20. atop - Birdie flew atop the tube.

Birdie flew...

1. before the tube - Birdie flew before the tube.
2. behind the tube - Birdie flew behind the tube.
3. below the tube - Birdie flew below the tube.
4. beneath the tube - Birdie flew beneath the tube.
5. beside the tube - Birdie flew beside the tube.
6. beside of - Birdie flew beside of the tube.
7. between the tube - Birdie flew between the tube.
8. betwixt the tube (old English word) - Birdie flew betwixt the tube.
9. beyond the tube - Birdie flew beyond the tube.
10. by the tube - Birdie flew by the tube.

Birdie flew...

1. in the tube - Birdie flew in the tube.
2. inside the tube - Birdie flew inside the tube.
3. inside of - Birdie flew inside of the tube.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read--as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

4. into the tube - Birdie flew into the tube.
5. off the tube - Birdie flew off the tube.
6. off of the tube - Birdie flew off of the tube.
7. on the tube - Birdie flew on the tube.
8. on top of the tube - Birdie flew on top of the tube.
9. opposite the tube - Birdie flew opposite the tube.
10. out of the tube - Birdie flew out of the tube.
11. outside the tube - Birdie flew outside the tube.
12. outside of the tube - Birdie flew outside of the tube.
13. over the tube - Birdie flew over the tube.
14. under the tube - Birdie flew under the tube.
15. unto the tube - Birdie flew unto the tube.

Besides learning prepositions that fit into the “Birdie flew” sentence and learning prepositions that begin with certain letters, you can also learn prepositions that are opposites!

After all, prepositions show position, so it makes sense that opposite words are prepositions since many of them show position too.

“Birdie flew _____ the tube.”

↔ **1a.** Read the opposite prepositions listed below.

1. Birdie flew above the tube.
2. Birdie flew below the tube.
3. Birdie flew beneath the tube.
4. Birdie flew above the tube.
5. Birdie flew atop the tube.
6. Birdie flew beneath the tube.
7. Birdie flew below the tube.
8. Birdie flew above the tube.
9. Birdie flew inside of the tube.
10. Birdie flew outside of the tube.
11. Birdie flew off the tube.
12. Birdie flew in the tube.

13. Birdie flew over the tube.
14. Birdie flew under the tube.

15. Birdie flew on the tube.
16. Birdie flew off the tube.

17. Birdie flew inside the tube.
18. Birdie flew outside the tube.

19. Birdie flew to the tube.
20. Birdie flew away from the tube.

You have probably already noticed that many prepositions are made up of other words. That is, they have one preposition at the beginning and are followed by another preposition. Or they are compound words (like *within*).

This is another way to learn prepositions—by learning prepositions that are made up of two or more words.

For example, read the prepositions below—the first one of each set is a common preposition that you probably already know. The one(s) beneath that one is a preposition (or more) that is made from the top one.

1. across
*across from

2. ahead
*ahead of

3. away
*away from

4. in
 - a. into
 - b. inside
 - c. inside of

5. on
 - a. onto
 - b. on top of

6. out
 - a. out of
 - b. outside
 - c. outside of

7. to
 - a. toward
 - b. towards
8. through
 - *throughout
9. under
 - *underneath
10. up
 - a. upon
 - b. up to
11. with
 - a. within
 - b. without

Now put all that together, and you have learned many, many prepositions!

↔ **1b.** Cover the prepositions above with something so that you cannot see them, and fill in the blanks with as many prepositions as you can think of using the following phrase:

Birdie flew _____ the tube.

All

1. Birdie flew _____ the tube.
2. Birdie flew _____ the tube.
3. Birdie flew _____ the tube.
4. Birdie flew _____ the tube.
5. Birdie flew _____ the tube.
6. Birdie flew _____ the tube.
7. Birdie flew _____ the tube.
8. Birdie flew _____ the tube.
9. Birdie flew _____ the tube.
10. Birdie flew _____ the tube.
11. Birdie flew _____ the tube.
12. Birdie flew _____ the tube.
13. Birdie flew _____ the tube.
14. Birdie flew _____ the tube.

15. Birdie flew _____ the tube.
16. Birdie flew _____ the tube.
17. Birdie flew _____ the tube.
18. Birdie flew _____ the tube.
19. Birdie flew _____ the tube.
20. Birdie flew _____ the tube.
21. Birdie flew _____ the tube.
22. Birdie flew _____ the tube.
23. Birdie flew _____ the tube.
24. Birdie flew _____ the tube.
25. Birdie flew _____ the tube.

Extensions

26. Birdie flew _____ the tube.
27. Birdie flew _____ the tube.
28. Birdie flew _____ the tube.
29. Birdie flew _____ the tube.
30. Birdie flew _____ the tube.

Further Extension

31. Birdie flew _____ the tube.
32. Birdie flew _____ the tube.
33. Birdie flew _____ the tube.

34. Birdie flew _____ the tube.
35. Birdie flew _____ the tube.
36. Birdie flew _____ the tube.
37. Birdie flew _____ the tube.
38. Birdie flew _____ the tube.
39. Birdie flew _____ the tube.
40. Birdie flew _____ the tube.

<> 13b. Memorize and recite prepositions to your teacher:

Basic: Learn and recite fifteen prepositions.

Extension: Learn and recite twenty prepositions.

Further Extension: Learn and recite twenty-five prepositions.

<> 13c. Further Extension: In the sentences provided, separate all of the prepositional phrases by placing parenthesis around each one.

1. People's ideas of God have changed.
2. These ideas have changed over time.
3. God does not change over years.
4. Our idea of God must be true.
5. We must find our place in God's plan.
6. We must think thoughts worthy of God.
7. We must think of God as the real God.
8. We should think more about God than anything else.
9. We should think He is the highest of all.
10. We must think of His outstanding character.
11. We should not think of gods that people make in their minds.
12. In the Old Testament, people thought of other gods a lot.
13. Sometimes today people think of other gods.
14. They do not realize they are thinking of other gods.
15. They do this when they think too much of stars and performers.
16. These people can become gods to others.
17. If we think highly of other things, we might commit idolatry.
18. This happens if we think higher of other things than we do of God.
19. It is a form of idolatry when we think of others as God.
20. For instance, if we want things more than God, we might commit idolatry.
21. Idolatry is making a god out of something.
22. We must think like God.

Help Box for 1b.

Some of the prepositions that you may have listed include (but are not limited to):

- | | | |
|--------------------------------|----------------|--------------|
| 1. aboard | 2. about | 3. above |
| 4. across | 5. across from | 6. after |
| 7. against | 8. ahead | 9. alongside |
| 10. alongside of | 11. along | 12. amid |
| 13. amidst | 14. among | 15. amongst |
| 16. around | 17. aside | 18. astride |
| 19. at | 20. atop | 21. before |
| 22. behind | 23. below | 24. beneath |
| 25. beside | 26. beside of | 27. between |
| 28. betwixt (old English word) | | |
| 29. beyond | 30. by | 31. in |
| 32. inside | 33. inside | 34. into |
| 35. off | 36. off of | 37. on |
| 38. on top of | 39. opposite | 40. out of |
| 41. outside | 42. outside of | 43. over |
| 44. under | 45. unto | |

Answers Will Vary

14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **14b.** Complete the following steps for one of the words you listed in 14a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____
2. _____
3. _____
4. _____

15. Grammar: Weekly Quizzes

- <> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- <> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

16. Spelling: Spelling Test

- <> **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **16b.** (T) Have your teacher check your Spelling Test.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Dictation: Dictation Quiz

- <> **17a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **17b.** (T) Review your dictation with your teacher.
- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

18. **Composition:** Final Copy Informative Report From Given Material

- <> **18a.** Write the final copy of your report in your notebook, writing on every line.
If you prefer, you may type it on the computer.
- <> **18b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> **18c. Optional:** Make a minit-book containing your report.

Optional: Extra Practice

- 1E. In your notebook, write ten words with oo in them.
- 2E. In your notebook, write seven sentences about the brain. In your sentences, use subordinators.
- 3E. In your notebook, write six SSS5 sentences about the memory.
- 4E. In your notebook, write four Scriptures about the mind or memories.
- 5E. Make a minit-book containing some of your sentences from this lesson.
- 6E. Read a book or part of a book about how the memory works.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 6-A: Week Two

Character Focus: Responsibility

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ B **Basic Level only**

☐ E **Extension only**

☐ E's **Extensions**

☐ FE **Further Extension only**

☐ All ☐ All ☐ E's

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

➡ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

➡ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

➡ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Memories in the Mind**
- Something comical: **Tape Recorder Brain**
- Something bold: **Responsibility to Record**
- A song title or line: **Memories--Light the Corner of My Mind**
- A Scripture: **Do This in Remembrance of Me**
- Something biblical: **Remember Me Always**
- Something informative: **Amazing Memory**
- Something about character: **Responsibility to Remember**
- Other: **Exercise Your Brain!**

➡ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your report that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your report without telling the reader exactly what it is about.**
- **Do not say: *In this report you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* report.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your report's subject.**

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 **You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.**

All

All

E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

All

All

E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

All

All

E's

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words -- Extensions

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be, a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--E's

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ --- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Comprehension and Vocabulary

1. What does this week's passage compare our memory to? _____

2. What helps us remember better? _____

3. Write two sentences about the passage using two of the Vocabulary Words listed below.

a. confidence

b. perception

c. responsibility

d. resourceful

e. sensible

f. alert

a. _____

b. _____

II. Spelling and Homophones

4. Write two short double o words, such as *book*.

a. _____ b. _____

5. Write two long double o words, such as *boot*.

a. _____ b. _____

6. Fill in the blanks with last week's Wacky Words--*are* or *our*.

a. It is _____ turn to go first.

b. We _____ studying animals this week.

III. Grammar and Usage

7. Highlight the three main types of sentences you studied this week.

a. interesting sentence

b. declarative sentence

c. bold sentence

d. interrogative sentence

e. fearful sentence

f. exclamatory sentence

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

8. What does a declarative sentence end with? _____
9. What does an interrogative sentence end with? _____
10. What does an exclamatory sentence end with? _____
11. Which type of sentence has the word *declare* as its root—and means to declare or state something?

12. Which type of sentence has something to do with asking questions and is made from the base word *interrogate*—like what a policeman does to a suspect?

13. Write an SSS5 about this week's passage.

14. **Further Extension:** Write an SSS5 x 3 about this week's passage.

15. Write ten prepositions (**Extensions:** Write fifteen) that fit into the Preposition Check Sentence:
The angel flew _____ the clouds.
- | | | |
|------------|------------|------------|
| (1) _____ | (2) _____ | (3) _____ |
| (4) _____ | (5) _____ | (6) _____ |
| (7) _____ | (8) _____ | (9) _____ |
| (10) _____ | (11) _____ | (12) _____ |
| (14) _____ | (15) _____ | |
16. Write five prepositions (**Extensions:** Write eight) that fit into the Preposition Check Sentence:
The girl prayed _____ the service
- | | | |
|-----------|-----------|-----------|
| (1) _____ | (2) _____ | (3) _____ |
| (4) _____ | (5) _____ | (6) _____ |
| (7) _____ | (8) _____ | |

IV. Outlining and Write On

17. What worker decided to help his assistants learn to be more vivid in their descriptions of animals by making an attribute list. _____

18. Choose an animal that you can write four attributes about on the lines provided (without doing research, such as a dog or cat).

- a. _____ b. _____
c. _____ d. _____

V. Editing and Revising

19. Write an adjective that you used in your paper to describe the memory. _____

20. Write the title from your essay this week.

21. Write your thesis statement.

22. Write your "thesis statement reloaded."

Blue 6-A: Week Three

Character Focus: Responsibility

Vocabulary Box

Character qualities required for reconciliation --*nouns*

People who are reconciled have or use

confidence	esteem	fervency
humility	obedience	perception
persistence	quietness	regret
remorse	repentance	reprieve
responsibility	restitution	restoration
sorrow		

Vocabulary Box

Characteristics describing someone who is responsible--*adjectives*

Someone who is responsible is

alert	attentive	considerate
credible	dependable	diligent
ethical	humble	industrious
mature	obedient	painstaking
perceptive	precise	prudent
punctual	reliable	reputable
resourceful	sensible	subordinate
thorough	timely	trustworthy
upstanding		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

David Brainerd dedicated his life to bringing the Gospel to the Indians of New England. He began his ministry by spending days in the woods interceding to God for the natives. As he prayed, he remembered a teacher at college whom he had offended with harsh and unkind remarks.

Extensions

Many years ago, David heard a professor speaking at his college. After the teacher finished sharing one morning at the chapel, David and his friends stood around talking about the man. David was leaning on the back of an old chair. When asked what he thought of the speaker, he said, "That pastor has no more grace than this chair." Word got back around to the teacher and to leaders at the university. They told David to say he was sorry or leave the college. David departed from the school.

Further Extension

Now, as David prepared to minister to the Indians, he could not quit thinking about the man he had insulted--and how he had not taken responsibility for his ungodly actions. Finally, many months later, he returned to the school. He asked the teacher and the college to forgive him. This forgiveness prepared him for God's blessing upon his ministry to the Indians.

- ↔ 1a. Read this week's passage aloud.
- ↔ 1b. In the first paragraph of the passage, highlight the word *dedicated*.
- ↔ 1c. Look up this word in a dictionary, and write the definition in your own words on the lines provided.

Definition of *dedicated*

<> **1d.** On the lines provided, use this word in a sentence based on the definition that you listed.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

Character Focus: Bitterness not only destroys our relationship with the person we are mad at it also can hurt our relationships with God and others.

Further Study: Make a chart, poster, minit book, or diagram depicting the word "Onesimus." Show how his name means "useful." After Onesimus be-came a believer and was reconciled to his master, he was given the opportunity to truly fulfill the meaning of his name.

Optional Penmanship Practice

Only by pride cometh contention: but with the well advised is wisdom.

Proverbs 13:10

Further Study: Learn about the Indians in colonial America. Research the different tribes of the New England area and learn to correctly pronounce their names.

Teacher Tip: If your student does not have experience with quotation marks, explain to him that they show which words a person spoke. Help your younger students copy the passage correctly with the quotation marks.

Further Study: Make a map of the New England states and label the areas where various Indian tribes were located.

Optional Penmanship Practice

Humble yourselves therefore under the mighty hand of God, that He may exalt you in due time.

I Peter 5:6

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

➤ **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

➤ **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because David Brainerd humbled himself and asked forgiveness, he was able to prepare for ministry.

Subordinate clause opener

- <> **1h.** In your notebook, copy this week's passage at the level directed by your teacher.
- <> **1i.** (T) Review your copy with your teacher, and correct any errors.
- <> **1j. Optional:** Make a minit-book containing this week's passage.

Further Study: Make a list of things that you are responsible for.

2. Spelling/Structural Analysis: *Ey* and *y* Say Long e at the End of Words

Example: monkey, bunny

- <> **2a.** In the first two paragraphs of the passage, highlight the following words:
1. ministry
 2. sorry
1. All of these words end in *y*.
2. **When *y* is at the end of a two-syllable word (or a longer word), it makes the sound of long e as in see.**
- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:
- (1) Study the syllabicated words.
 - (2) Copy the words.
 - (3) Study any given tips.
 - (4) Try to create your own tips.
- <> **2c.** Add this week's new words (minus the **Optional Words**) to page 54 of your *Spelling Notebook*.
- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.
- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.
- <> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Teacher Tip: At the end of two-syllable or multisyllable words, *y* and *ey* can both be used to say the long e sound. It is often confusing for students to know when to end a word in *y* (e.g., *bunny*) and when to end it in *ey* (e.g., *monkey*). When a word has the same consonant doubled in the middle, only a *y* is normally used (e.g., *bunny*, *silly*, *happy*).

Write any **Review Words** that your teacher gives you on the lines provided.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. simply	sim-ply			
2. sorry	sor-ry		double <i>r</i>	
3. angry	an-gry			
4. tardy	tar-dy			
5. many	man-y			
6. faulty	fault-y			
7. monkey	mon-key			
8. money	mon-ey			
9. guilty	guilt-y			
10. ministry	min-is-try			
11. humility	hu-mil-i-ty			
12. finally	fi-nal-ly			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
13. comely	come-ly		o says short <i>u</i>	
14. deity	de-i-ty		Think <i>de • it • y</i>	
Further Extension				
15. amenity	a-men-i-ty			
16. anarchy	an-ar-chy		<i>ch</i> says <i>kuh</i>	
Optional				
17. regret	re-gret			
18. confidence	con-fi-dence			
19. dependable	de-pend-a-ble			
20. mature	ma-ture			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Optional Penmanship Practice

To obey is better than sacrifice

I Samuel 15:22

3. Editor Duty: Correct Given Paragraph(s)

Subordinate Clauses

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) **Further Extension:** In all of the paragraphs, highlight five subordinate clauses.

when a criminal is asked questions, the questioner sometimes uses something called a polygraph, or a lie detector The lie detector test different thing to see if a person is lying. it check someones blood pressure If someone is lying, his blood pressure is often high. he will also sweat a lot. The lie detector can check this, to

people who operate lie detectors ask all kinds of questions They ask questions like, “what is your name?” and “where do you live?” since a person does not usually lie about those things, this shows his normal heart rate. when the questioner asks the more important questions, he looks to see if the heart rate changes or if the person is sweating more than before If the heart rate changed, the person is probably lying

because people become nervous when they lie, lie detectors work well Being guilty makes the brain send out signals to the rest of the body. these signals are what make the heart rate go up the skin sweat and many other things occurs. when this happens, lie detectors shows that a person are lying

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-----------|---------|
| 1. simply | simplee |
| 2. sory | sorry |
| 3. angre | angry |

4. tardy	tarde
5. many	maney
6. fallty	faulty
7. monkey	monkee
8. monee	money
9. guilty	guilte
10. minestry	ministry
11. humilety	humility
12. finally	finelly

Further Study: Read about the Great Awakening.

Character Focus: If someone hurts us, we should not get mad about it, we should kindly tell him that it hurt us and ask him not to do it again.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

13. comely	comaly
14. deaty	deity

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

15. amenity	aminity
16. anarchee	anarchy

<> **4d.** Highlight the correct spelling of each **Optional** word.

17. regret	reegret
18. confidense	confidence
19. dependable	dependeble
20. machure	mature

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Overview of Informative Report With Sources

You will be writing an informative report over the next two weeks. An informative report is a report that informs a reader. It has factual information in it about a topic. It basically teaches a reader about a subject.

To write an informative report, you will need to research to get information. Remember, you are going to inform your reader, so you want to find information from a book or online source to put in your report.

I. TOPIC OF REPORT: You will write an informative report about an **animal that does or does not show mercy**. You may pick one from the list provided or choose another animal altogether.

- a. wolves b. camels
- c. geckos d. doves

Note: Basic students should choose one from the list as the closing paragraph information for these animals is given for you in the lesson for these four. (You will not have to figure out how this animal does or does not show mercy if you choose one of these.)

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT:

- A. **Basic** students will write 2 paragraph for the body.
- B. **Extensions** students will write 3 paragraphs for the body.

III. SENTENCES PER PARAGRAPH:

- A. **Basic** students will write 4-6 sentences per paragraph.
- B. **Extension** students will write 5-7 sentences per paragraph.
- C. **Further Extension** students will write 6-8 sentences per paragraph.

Note: Other good animals to study about mercy include dogs, horses, sheep, and goats.

IV. OPENING PARAGRAPH:

- A. **Basic** students will not write an opening paragraph.
- B. **Extensions** students will write an opening paragraph.

V. CLOSING PARAGRAPH:

All students **will** write a **closing paragraph** that will detail **how the animal you wrote about does or does not show mercy**. The notes for this information will be given to you for the animals listed in the possible choices for this report. For other animals, you will need to research more fully.

VI. SOURCES:

- A. **Basic** students will use 1 source.
- B. **Extensions** students will use 2 sources.

VII. QUOTATIONS IN YOUR REPORT:

All students will include 1 direct quotation.

Note: This Overview Box, which is provided at the beginning of each assignment, is here to give students (and teachers) an at-a-glance look at the entire composition project. Each step of each lesson is assigned and detailed throughout the week(s).

5. Choose Your Topic and Sources: Reading and Research

You have been given a list of topics from which to choose for your report. The first step in writing a report is to choose the topic you will be writing about.

<> 5a. Start with the list of topics that are provided for you and think about these aspects of topic choosing:

- (1) The topics suggested for you to write about are purposely chosen for the length of paper you will have.
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (3) You want to choose a topic that you know you can find information about easily. For example, if you know you have a children's bird encyclopedia that has information about the dove in it, you might want to write about the dove.

<> 5b. Write the topic you have chosen on the topic line below.

Topic: _____

<> 5c. Choose one or two sources that contain information about your topic that will help you write your report.

- (1) Now that you have chosen your topic, you will begin the reading and research process.
- (2) You will need one or two sources for your report, depending on your level and your teacher's wishes.
- (3) Follow the tips in the box for locating a source or two that is at your reading and writing level.
- (4) You may choose any types of sources you desire, but the easiest sources to find information about animals are often animal encyclopedias or almanacs; online sources; children's encyclopedias; or factual, user-friendly books, such as Usborne, Dorling Kindersley, Eyewitness, or Character Sketches.

<> 5d. Read and mark your source(s) for possible aspects that you want to include in your report, following these tips:

- (1) Photocopy the pages of your book that have to do with your topic or print off the pages of your online source that you think you will use.

Note: Copying a few pages of a book for a child's school report should not violate any copyright laws. If, however, your teacher or you feel that it does violate a law, plan to use sticky notes on the edges of your book rather than copying its pages. Permission has been given for students to copy a few pages from the Character Sketch books for report writing, so feel free to copy from that.

Teacher Tip: Writing notes of his own may be difficult for your Level A student. You may need to help him choose a paragraph out of a reference book about the topic he is writing on and help him make a Key Word Outline from it. A more mature writer will be able to read a little information and write a few notes, then repeat the process. Work with your student at his level.

- (2) Skim through the text of your source to get an idea of the various aspects of your topic. As you skim through your source(s), consider that you are writing two or three short paragraphs about your topic--and your book or source contains many paragraphs! You will need to decide which parts of your topic you want in your report (since you cannot include all of the information from your source in just a short report).

Note: You will choose one aspect of your animal for each paragraph. The first aspect you will write about will be the physical characteristics of your animal. You will be assigned a physical characteristic list to fill in about your animal (like you did in *Write On* last week) to record data then to write the first paragraph of your body from.

- (3) Now that you have skimmed your source, while considering the **exact assignment** topic (i.e. general information about your animal that does or does not show mercy), start marking or highlighting your source for possible paragraph topics following these tips:

(a) Start out with one color of highlighter and highlight the information that has to do with your animal's physical features (which you will include in your first paragraph).

(b) Using a second color of highlighter, highlight all of the information about **another** aspect of your animal, such as one of the following:

- i. its habitat
- ii. its mate
- iii. its relationship to people
- iv. its relationship to others of its own kind
- v. its eating and food gathering habits
- vi. its enemies

(c) Continue doing this with different color highlighters, one color for each paragraph you are assigned:

- i. **Basic** students will mark the physical characteristics with one color highlighter and one other aspect with another color highlighter, since you will write a two paragraph body.
- ii. **Extensions** will mark the physical characteristics with one color highlighter and two other aspects with two other colors of highlighters since you will write a three paragraph body.

Note: Do not be concerned right now with telling how your animal does or does not show mercy. You will be given information (in the form of notes) and instructions about that for your closing paragraph later on. (See Closing Paragraph section in Week Four for that information.)

Alternative Writing for Blue 6-A: Week Three

- Write four paragraphs about how a lie detector works and how it is used today.
- Write a four-paragraph true story about someone who had to ask forgiveness.
- Write a four-paragraph report on the effects of David Brainerd's ministry to the Indians.

Choosing User Friendly Sources

Specifically, you might like a source book that contains any or all of the following:

1. Sidebars with further explanations of the material.
2. Section headings that indicate what the next section is about.
3. Pictures, graphs, and drawings that help to explain difficult information.
4. Short chapters, but more chapters, that begin and end with each aspect of your topic.
5. Vocabulary words or other challenging/technical terms in bold font or italics and defined somewhere--either directly in the text, in a sidebar, or in a glossary (list of terms and their definitions located in the back of the book).
6. Detailed Table of Contents that not only lists the chapter titles but also the section headings, if possible
7. Index in the back of the book that tells you specifically on what page each minor topic can be found.
8. Summaries at the ends of the chapters that briefly tell you what the chapter's contain.

Determining Readability of a Source

A. If you are unable to "word call," that is, to read/sound out, the words of your source, the source will probably be too difficult for you to use. To be sure you can at least read the words of your source, try one of these readability tests:

1. The five finger rule: If you are unable to read five words or more on a page of the source you are considering, that source is probably too difficult.
2. The 19/20 rule: If you cannot read at least nineteen out of twenty words, the source is probably too hard. This usually equates to no more than one misreading in a short paragraph or two in a longer one.

B. Keep in mind when you are considering readability of your source (the ease in which you can read the material and comprehend it) that your comprehension of the material must be high enough to not only briefly understand the content--but also high enough to be able to take notes and write from it.

6. Grammar: Subordinators

<> **6a.** In the first and second paragraphs of the passage, highlight the following phrases:

1. As he prayed, . . .
2. After the teacher had finished sharing one morning at the chapel, . . .
3. When asked what he thought of the speaker, . . .

1. **When a sentence begins with a subordinator, the subordinator and the words with the subordinator must have a full sentence added to them to make a complete sentence.**
2. *He prayed* is a complete sentence, but with the word *as* at the beginning, it sounds as if something is missing and is no longer a complete sentence.
3. The word *as* is a special kind of word called a subordinator.
4. **A subordinator makes the part of the sentence it is in be under the control of the rest of the sentence.**
5. The word *as* is not the only subordinator.

Optional Penmanship Practice

Only by pride cometh contention: but with the well advised is wisdom.

Proverbs 13:10

<> **6b.** On the lines provided, copy the subordinators.

- | | |
|----------------------|---------------------|
| 1. _____
since | 2. _____
when |
| 3. _____
although | 4. _____
because |
| 5. _____
if | 6. _____
though |

1. It might help you to memorize subordinators if you remember this rhyme:

**Since, When, Though
Because, If, Although**

2. It might also help you to remember subordinators if you use the following **Subordinator-Check Sentence**:

_____ he was late for church.

This can be used for checking to see if a word is really a subordinator; if it is it will fit well in the blank.

3. Examples:

- Because** he was late for church, . . .
- Since** he was late for church, . . .
- If** he was late for church, . . .
- Though** he was late for church, . . .
- Although** he was late for church, . . .
- When** he was late for church, . . .
- As** he was late for church, . . .

<> **6c.** (T) Memorize and recite subordinators to your teacher.

Basic Level: Memorize and recite six subordinators or the subordinator rhyme.

Extensions: Memorize and recite ten subordinators or the subordinator rhyme.

<> **6d.** Highlight the subordinator at the beginning of each sentence.

1. Though Jacob and Esau were brothers, they were very different.
2. When Isaac was old, he wanted to bless his sons.
3. Although Isaac wanted to bless Esau, he blessed Jacob instead.
4. Because Jacob had gotten the blessing, Esau was very angry.
5. Since he could not have the blessing, Esau vowed to kill Jacob.
6. When Jacob heard that, he was very afraid.
7. Because he was afraid, Jacob ran away.

Teacher Tip: Do not be concerned if your Level A student cannot remember all of the grammar terms yet. He will be studying grammar for many years to come! The most important thing is for him to know what to do with these types of words in his essay.

Further Study: Design different costumes to wear to dramatize the story of David Brainerd witnessing to the Indians. Create items such as a necklace made from macaroni strung on yarn, a vest from a large brown grocery bag, or a headband made from colorful construction paper.

8. Although they stayed away from each other for years, one day they had to meet again.

9. If Jacob had not been willing to tell his brother that he was sorry, his family might have been killed.

10. Because Jacob was willing to humble himself and ask for his brother's forgiveness, the two brothers were reconciled.

<> **6e.** Highlight the subordinators within the sentences.

1) Jacob and Esau were very different although they were brothers.

2) Isaac wanted to bless his sons since he was aging.

3) Isaac blessed Jacob when he meant to bless Esau.

4) Esau was angry because Jacob got the blessing.

5) Esau vowed to kill Jacob because Esau was angry.

6) Esau decided to kill Jacob because he wanted the blessing Jacob had gotten.

7) Jacob ran away because he was afraid.

8) His family might have been killed if Jacob had not said he was sorry.

Subordinators

Subordinator sounds like a big word, but if you think of the Bible's teaching about subordination—being under the rule of someone else—you might remember it more easily.

The following is a list of subordinators:

1. although
2. as
3. as though
4. because
5. even
6. how
7. if
8. inasmuch
9. in order that
10. just as
11. provided
12. since
13. so that
14. than
15. that
16. though
17. unless
18. until
19. when
20. whenever
21. where
22. wherever
23. whether
24. while
25. which
26. why
27. even though

7. Study Skills/Research: Create Outline for Informative Report

<> **7a.** Create an outline (notes) that you can write your report from using the source(s) that you have chosen and marked, following these steps:

(1) By now you should have chosen the aspects of your animal that you wish to write about, so it should be fairly easy to plug the information that you have highlighted onto the outlining cards you will create.

(2) Start with the first card given below, cut it out, and fill in the physical characteristics about your animal, using your source(s).

Character Focus: If you have done something to hurt someone, do not wait for him to come to you about it, go to him and ask forgiveness right away.

- (3) **Extensions** students may get information for your cards from both of your sources. Just answer any questions you can from your first source, then move to your second source to finish answering any that you could not answer from your first source only.
- (4) Move to the second card, cut it out, and write notes on it, following these steps:
 - a. Write the topic of that paragraph on the topic of paragraph line (the second aspect you have chosen).
 - b. Open your source and find the information you highlighted or marked with sticky notes for that topic.
 - c. Fill in the sentence lines with the information about that aspect from your source(s) until you have enough information on your card for an entire paragraph of the number of sentences assigned.
- (4) **Extensions** students will do this for the third card (third paragraph), as well.
- (5) Keep these tips in mind:
 - a. A paragraph is a unit of thought.
 - i. Each card should only contain information about one aspect of your animal.
 - ii. Do not put information about your animal's habitat and its mating/births on the same paragraph card.
 - iii. Each aspect of your animal will be a separate paragraph.

Further Study: Memorize the names of the books of the New Testament.

Note: If you would like to write more than the assigned paragraphs, and your teacher agrees, you may create some additional note taking cards and do extra paragraphs.)

- b. You will be adding a quote to one of your paragraphs. You may do this for the body of your report, or **Extensions** may do it for the opening paragraph of your report, if desired. While you are gathering information for your note cards, you might find an interesting quote you would like to use. If you do, add it to the bottom of your note card where indicated on the card.
- c. Just write down key words for each note card, but be sure to include any details that are hard to spell or difficult to remember.

- ↔ **7b.** While taking notes for your two or three paragraph body, record one quotation that you will include in one of your paragraphs, following these steps:
- (1) As you read your sources, if you find something that sounds interesting or clever that you would like to put in your report word-for-word (a quotation), record that quote on the lines provided on the note card for the paragraph that will contain that quote.
 - (2) Only plan to include one quotation. You may just put an X over the portion of the note card that is given for a quote if you will not put your quote in that particular paragraph.
 - (3) **Extensions** will be writing an opening paragraph and may choose to put your quote in that paragraph. Opening paragraphs are good places to include interesting, attention-grabbing quotes.
 - (4) Follow these steps to record your quote on your note taking card (which will be the same steps you will use to include your quote within your report):

- (a) Write your quote neatly on the lines provided word-for-word as it appears in your source.
- (b) Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
- (c) Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
- (d) Put the name of the book or the person who said it before the quote as the quote's speech tag (like the examples given below). If the quote comes from an informative book or online source, just put the book's title. If the quote comes from a famous person, put the person's name.
- (e) **Note: Basic students may choose to use one of the quotes given in the sample list rather than find their own quotes, if the information seems to fit. Most of the samples could be used for the first sentence or two (thesis statement) of a report or in the opening paragraph of the report.**

Further Study: Study the American Indian tribes that David Brainerd ministered to.

Examples of How to Copy Your Quote

According to *Wolf Pack* by John Smith, "Wolves are related to dogs. Their scientific classification is *Canis Lupus*."

Enchanted Learning.com, an online learning site, says, "There are two types of camels: the one-humped camel (the Arabian Camel or Dromedary) and the two-humped camel (the Bactrian Camel)."

According to *The New Encyclopedia of Birds*, published by Educators Facts, "In general parlance the terms *dove* and *pigeon* are used somewhat interchangeably."

Geckos: Your Friends describes a gecko as a good pet: "They are docile, relatively easy to tame and also relatively easy to care for."

CARD ONE: FIRST PARAGRAPH OF BODY

Topic of Paragraph: Physical characteristics

Size

1. What is the animal's adult, average length?

2. What is the animal's adult, average height?

3. What is this animal's adult, average weight?

Body Covering

1. What is this animal covered with—hair, fur, skin texture, or feathers?

2. What is the texture of this covering—thick, thin, coarse, smooth, rough?

Stance

1. Does this animal stand on two legs or four legs?

2. What does this animal's posture look like?

Color

1. What color is this animal?

2. Is the color uniform, blotchy, spread out, two-toned?

Markings

1. Does the animal have stripes, spots, or other distinguishing marks?

2. What colors are these marks?

Quote I will include in this paragraph (if this is the paragraph your quote will be in):

CARD TWO: SECOND PARAGRAPH OF BODY

Topic of Paragraph: _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Quote I will include in this paragraph (if this is the paragraph your quote will be in):

Extensions--CARD THREE: THIRD PARAGRAPH OF BODY

Topic of Paragraph: _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Quote I will include in this paragraph (if this is the paragraph your quote will be in):

Sample Note Cards

CARD ONE: FIRST PARAGRAPH OF BODY

Topic of Paragraph: Physical characteristics of
wolf

Size

1. What is the animal's adult, average length?
4.5-6.5 feet
2. What is the animal's adult, average height?
26-38 inches
3. What is this animal's adult, average weight?
44-150 pounds

Body Covering

1. What is this animal covered with--hair, fur, skin texture, or feathers?
Bulky coat, two layer-guard hair repels water and dirt, undercoat (insulates)
2. What is the texture of this covering-- thick, thin, coarse, smooth, rough?
Tough and dense

Stance

1. Does this animal stand on two legs or four legs?
Four legs
2. What does this animal's posture look like?
Stance depends on what it wants to communicate

Color

1. What color is this animal?
Rich with color, gray, tan, buff, black, brown
2. Is the color uniform, blotchy, spread out, two-toned?
usually one color- with light and dark highlights

Markings

1. Does the animal have stripes, spots, or other distinguishing marks?
Body mostly one color, face have light and dark areas
2. What colors are these marks?

CARD TWO: SECOND PARAGRAPH OF BODY

Topic of Paragraph: The pack

- Sentence 1 Although thought of as savage creatures--very friendly, social animals
- Sentence 2 Live in packs -- 2-20
- Sentence 3 Live and hunt with protection
- Sentence 4 Pack --> territorial (defend themselves from other wolves)
- Sentence 5 Pack --> mating pair and offspring
- Sentence 6 When grown pups leave-- start new pack
- Sentence 7 Pack forms when lone male finds lone female
- Sentence 8 Pair--bonding = wag tails, touch noses, snuggle together
- Sentence 9 Hunt for home--lot of prey, good location & den, water
- Sentence 10 Main function to help each other survive dangers and difficulties

Quote I will include in this paragraph (if this is the paragraph your quote will be in):

(pg 15 The Untamed World)
According to Wolves by Karen Dudley, "Despite stories that describe wolves as lone, savage creatures, wolves are actually very friendly, social animals."

Extensions--CARD THREE: THIRD PARAGRAPH OF BODY

Topic of Paragraph: wolf communication

- Sentence 1 Wolves "talk" by howling.
- Sentence 2 Howl before hunt or before bringing down game
- Sentence 3 Each wolf voice powerful and different
- Sentence 4 Communication by scent marking and body posture
- Sentence 5 Growl or bark warnings, whining shows submission
- Sentence 6 Have different facial expressions--curl lips, bare teeth, narrow eyes, stick out tongue
- Sentence 7 Can make it seem like there are more wolves than there is
- Sentence 8 Howl to contact members
- Sentence 9 Stick nose in air to make drawn out wail
- Sentence 10 Many noises, snarls, whines, whimpers, squeaks, and barks

Quote I will include in this paragraph (if this is the paragraph your quote will be in):

Student Sample Report

Since the time the big bad wolf huffed and puffed and blew down the houses of the three little pigs, the wolf has had a bad reputation. Humans are terrified of wolves, yet wolves rarely attack humans. What has caused us to be so afraid of them? The wolf is a strong, excellent hunter that can easily kill its prey. Wolves' strong jaws and sharp teeth are capable of crushing and cutting through the bones of their unfortunate victims. They eat animals ranging in size from a bird to a deer. Their howl is also a haunting, wild sound, but it is actually just their means of communication. The good news is that humans are rarely a wolf's prey.

Wolves are both fierce and beautiful creatures. They are not only tremendous hunters, but are also playful animals. The adult wolf can be 4.5-6.5 feet in length. It stands 26-38 inches tall and can weigh up to 150 pounds. Two different layers of fur cover the wolf. The top layer, which is called the guard hair, protects the wolf by repelling water and dirt. The bottom layer or undercoat provides insulation for the wolf. Its coat is tough and dense. Rich with color, the wolf's coat ranges from brown, gray, tan, buff, or black with its face being distinct with its light and dark areas.

A pack (a group of wolves) is made up of two to twenty wolves that live together. Within this pack, wolves find protection and assistance in securing food. Being territorial, the pack defends itself from other wolves. The pack consists of a mated pair and its offspring. When the pups are grown, they will leave the pack and start their own pack. A lone male will seek a lone female. As these two animals meet, they will wag their tails, touch noses, and snuggle together. After they have bonded, they will hunt for an unoccupied location to call home. They will look for a place with a large quantity of prey, a good location for a den, and an adequate water supply. According to *Wolves* by Karen Dudley, "Despite stories that describe wolves as lone, savage creatures, wolves are actually very friendly, social animals."

Wolves have a great communication system. They talk by howling or through body language. Howling (sticking the nose in the air to make a drawn-out wail) is done before a hunt (when game is being brought down) or to contact members of the pack. Each wolf has its own unique and powerful voice. Growling or barking is used to show warning, and whining is used to show submission. Other forms of communication are scent markings and body postures. The facial expressions of a wolf--curling their lips, baring their teeth, narrowing their eyes, and sticking out their tongues--can also give you clues as to what a wolf is trying to say. These animals are outstanding communicators.

Not only do wolves talk to each other, but they will also show mercy to each other. When two wolves meet, the lower ranking wolf will yield to the dominant wolf by crouching down, tucking its tail between its legs, and laying its ears back. These signs let the dominant wolf know that the wolf is asking for mercy. The lower-ranking wolf will then lie down on the ground and lick the face of the other animal. As the dominant wolf displays no aggression, but mercy, the lower-ranking wolf is free to go about its business.

Sample Notes for Opening Paragraph
Big bad wolf 3 little pigs
Humans terrified wolves yet rarely harmed
Wolf strong hunter
Wolves easily kill and eat prey
Prey range in size from deer to bird
Howl is wild and haunting sound
Humans rarely prey

8. Spelling Practice: Six "S" Spelling Secret

- <> 8a. Take a spelling "pre-test" in your notebook.
- <> 8b. Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> 8c. If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition: Write Rough Draft of Informative Report About Animal That Does or Does Not Show Mercy

- <> 9a. Follow these steps to write your report about an animal that does or does not show mercy:
 - (1) Read the topic of entire report line to remind yourself of what your report is about.
 - (2) Read the topic of your first paragraph and the sentence notes beneath it.
 - (3) Add any notes to this paragraph that you desire--or mark through things you do not want or re-number the sentence lines if you want your information in a different order.

- (4) Write the first paragraph of the body of your report in your notebook or key it on the computer.
- (5) Be sure to double space (if keying) or write on every other line if writing by hand.
- (6) Continue the steps above for the rest of your report.
- (7) When you come to the information card containing the quote you will include, write your quote in your report with the person or source that said it first, then the quote--just as you wrote it on your card. Be sure to put information before your quote or after your quote that makes it fit in your report. (See sample in box.)
 - i. If you are a **Basic** student and you choose to put a quote in the very beginning of your report to introduce your animal, follow the steps given for the thesis statement below to put your quote in.
 - ii. If you are an **Extensions** student and you choose to put a quote in your opening paragraph, follow the instructions for doing so in the opening paragraph section provided next week.

<> 9b. Basic--Add a thesis statement as needed. (**Extensions** will add opening paragraph and include a thesis statement later.)

- (1) Since you are **not** assigned an opening paragraph later, add a sentence in the first paragraph of your body that tells your readers what your entire report is about. (See examples below.) This is called a thesis statement because it states the thesis (topic) of your paper.
- (2) A thesis statement may be one sentence length or a couple of sentences in length.
- (3) If you already have this thesis statement, do not add another one.
- (2) You may just add a thesis statement in general about your animal, or you may use your quote as your thesis statement. Both examples are given below.
- (3) **Extensions** students will include your thesis statement in your opening paragraph next week.

Sample Thesis Statements

A wolf is an interesting dog-like animal that lives in the wild.

The dove is a lovely, "peaceful" bird that lives in North America.

The camel is a large, hump-backed animal known as a dromedary.

The gecko, a humorous mascot for a car insurance company, is a small, wide-eyed lizard.

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: *their*, *there*, *they're*

The words *there*, *their*, and *they're* are Wacky Words because they are homophones. Homophones are words that sound the same but are spelled differently and have different meanings.

You will remember what a homophone is if you remember that *homo* means same and *phone* means hear...thus, homophones are words that sound the same when you hear them, but are not the same when you see them.

You can remember many homophones if you learn little tricks. *There*, *their*, and *they're* also have little memory tricks!

1. There
 - a. Has the word *here* in it.
 - b. Remember, here and there.
 - c. Used when you say There are....or There is.
2. Their
 - a. *Their* has the word *heir* in it.
 - b. Remember heir is the owner of the throne.
 - c. *Their* is a pronoun that shows ownership.
 - d. We call this a possessive pronoun.
 - e. The heirs are the owners of the throne. The throne is theirs.
3. They're
 - a. *They're* is a contraction.
 - b. If you get into the habit of always saying the two words of the contraction (rather than the one word contraction), you will know when to use *they're*.
 - c. For example, do not say They're coming to dinner. Say, they are coming to dinner.
 - d. Then you will know not to use Their coming to dinner or There coming to dinner.

◁> **10a.** Fill in each blank provided with the correct Wacky Word--***there*, *their*, or *they're***.

1. John and Marie brought _____ cat to the veterinarian.
2. They had to leave him _____ overnight.
3. _____ going to pick him up in the morning.
4. _____ veterinarian will take good care of him.

◁> **10b.** On the lines provided, write three sentences using ***there*, *their*, and *they're***.

1. _____

2.

3.

11. Grammar: Subordinate Clauses

1. When a sentence begins with a subordinator, **the first part of the sentence (the part that is not a complete sentence) is called a subordinate clause.** A subordinate clause is not a sentence.
2. **It can be part of a sentence**, as in our passage, but it is not a sentence on its own.
3. When a sentence begins with a subordinator, place a comma after the group of words following that subordinator. A complete sentence should always follow the comma and the subordinate clause.
Examples:
 - a. When we diligently seek the Lord, **we will find Him.**
 - b. If we seek the Lord, **He will show Himself to us.**
4. Do you notice the comma separating the subordinate clause from the rest of the sentence?
5. **The group of words following the subordinator is called a subordinate clause because it is subordinate to a complete sentence. It must have the rest of the sentence with it in order to be used.**
6. Subordinate clauses are also sometimes called one of the following:
 - a. because clauses
 - b. who/when clauses
 - c. dependent clauses (because they are dependent upon the rest of the sentence)
7. Another method for knowing how to place commas in these sentences is to read sentences with subordinate clauses aloud. **Do you hear a pause where the comma is in each one?**

<> **11a.** (T) Learn this rhyme to help you remember where to put the commas in sentences with subordinate clauses, and recite it to your teacher.

**When you start a sentence with a subordinate clause,
Put the comma in where you hear a pause!**

<> **11b.** Finish the clauses by adding complete sentences to them.

1. When someone hurts us, _____

2. If we forgive, _____

3. Since Mom went to town, _____

4. Because Jesus said to forgive, _____

5. When we become bitter, _____

6. Although people hurt us, _____

7. Though we might not want to, _____

8. Since God forgave us, _____

9. When Jesus forgave the men who killed Him, _____

10. Though we want to get angry, _____

<> **11c.** Highlight the commas in the sentences from 10b. (Do you see that the commas come at the natural pause?)

<> **11d. Further Extension:** Add subordinate clause openers to the beginning of the sentences provided. Be sure to place a comma following each one you added.

1. _____

David Brainerd wanted to serve God.

2. _____

David had a love for the Indians.

3. _____

He began his ministry by prayer in the woods.

4. _____

He went back to apologize.

5. _____

David could begin his ministry with a pure heart.

12. Extensions--Study Skills Prewriting/Composition: Take Notes for an Original Opening Paragraph

<> 12. **Extensions**--Now that you have written the body of your report, you are ready to write notes for an original opening paragraph.

Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
 - a. **Scripture** passage **about your animal**
 - b. **Song** about your **animal**
 - c. Story about an instance in which your **animal did or did not show mercy** (then you will explain how it is a merciful animal or is not a merciful animal in your closing paragraph later)
 - d. **Definition** of your **animal**
 - e. **Statistic** about **how many species, types, etc.** there are of your animal; how many live in the US, etc.
 - f. **Quote** that you have chosen to include in your report that sums up what type animal you are writing about

- g. Something you want to use to open and close your report (a continuing poem, verse, story, etc.)
- (2) In your notes, plan on what you will include in your thesis statement
 - a. Remember, a thesis statement is a statement that tells the “thesis” of your paper--what your entire paper is about.
 - b. It should be a sentence or two in length and should introduce your reader to your topic.
 - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
 - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
- (3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

Notes for Opening Paragraph

13. Extensions--Composition: Write an Original Opening Paragraph

<> **13a. Extensions:** Follow these steps for writing your opening paragraph:

- (1) Write an opening sentence at the beginning of your paragraph that tells or introduces the topic of your paragraph.* This is called your “thesis statement.”
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence in the following way:
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include.
 - g. Write this paragraph in your notebook on every other line, before the essay you just wrote.

<> **13b. Extensions:** Read your opening paragraph aloud. Do you like the way it sounds?

Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph—even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are writing a story or other information in your opening paragraph that you want to keep all together--then following this with the thesis statement.

14. Spelling Practice: Write That Word!

<> **14a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____

2. _____

<> **14b.** Complete the following steps for one of the words you listed in 15a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

<> **14c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

15. Grammar: Weekly Quizzes

<> **15a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **15b.** Do the Weekly Review Quiz provided after this week's lesson.

16. Spelling: Spelling Test

<> **16a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **16b.** (T) Have your teacher check your Spelling Test.

<> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Dictation: Dictation Quiz

<> **17a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.

<> **17b.** (T) Review your dictation with your teacher.

- <> **17c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

Optional: Extra Practice

- 1E. In your notebook, write ten two or more syllable words with y saying ee at the end of them.
- 2E. In your notebook, write seven sentences about David Brainerd. In your sentences, use subordinate clauses.
- 3E. In your notebook, copy sentences containing subordinators from a character book.
- 4E. In your notebook, write four Scriptures about Jacob and Esau.
- 5E. Make a minit-book containing some of your sentences from this lesson.
- 6E. Read a nonfiction book or part of a nonfiction book about David Brainerd.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

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Six "S" Spelling Secret Sheet Blue 6-A: Week Three

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be, a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--E's

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ --- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Comprehension and Vocabulary

1. What people group did David Brainerd eventually minister to? _____
2. How did David Brainerd finally find peace? _____

3. Write two sentences (**Extensions:** Write three) about the importance of taking responsibility for your actions using two (or three) of the words listed below.
a. esteem b. compromise
c. humility d. repentance
e. remorse f. restitution
a. _____

b. _____

c. _____

II. Spelling and Homophones

4. When y is at the end of a two-syllable or longer word, it makes which sound?
a. long *i* b. long *a*
c. long *e* d. short *i*
5. Write the correct spellings of the words listed.
a. gilty - _____ b. minastry - _____
c. faultey - _____ d. monky - _____
e. humilty - _____
6. List the letters of the characteristics underneath each homophone.

they're	there	their
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

- (1) Has the word *here* in it.
- (2) Has the word *heir* in it
- (3) You should say this word un-contracted
- (4) Remember, here and there.
- (5) Is a pronoun that shows ownership
- (6) Is a contraction
- (7) Used when you say There are....or There is
- (8) Is a possessive pronoun
- (9) Has something to do with the word *heir*, as in the heir to the throne

III. Grammar and Usage

7. Fill in the blanks for the subordinator rhyme:

S_____, W_____, Th_____

B_____, _____, Al_____

8. List four subordinators (**Extensions:** List six) that are not in the subordinator rhyme.

a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

9. Write four (**Extensions:** eight) *W* subordinators.

a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

g. _____ h. _____

10. Fill in the blanks for the subordinate clause opener rhyme:

When you _____,

Put the comma in _____.

11. Finish the sentences by adding complete sentences to the subordinate clause openers given.

a. Because David Brainerd sought reconciliation, _____

b. When the teacher finished speaking, _____

c. As David prepared to minister to the Indians, _____

12. **Further Extension:** Add subordinate clause openers to the sentences provided.

- a. _____,
David Brainerd was able to minister well.
- b. _____,
Brainerd received forgiveness.
- c. _____,
the Indians heard the Gospel.

IV. Outlining and Write On

13. List your three paragraph topics from this week's report.

- a. _____
- b. _____
- c. _____

14. Which paragraph was easiest for you to outline? Why? _____

15. Write this week's thesis statement on the lines provided. _____

Blue 6-A: Week Four

Character Focus: Responsibility

Vocabulary Box

Character qualities required for reconciliation--*nouns*

People who are reconciled have or use

confidence	esteem	fervency
humility	obedience	perception
persistence	quietness	regret
remorse	repentance	reprieve
responsibility	restitution	restoration
sorrow		

Vocabulary Box

Characteristics describing someone who is responsible--*adjectives*

Someone who is responsible is

alert	attentive	considerate
credible	dependable	diligent
ethical	humble	industrious
mature	obedient	painstaking
perceptive	precise	prudent
punctual	reliable	reputable
resourceful	sensible	subordinate
thorough	timely	trustworthy
upstanding		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>"Who broke my turtle?" Jacob shouted.</p> <p>Josiah stammered, "I—I did, and I—I'm so sorry. I picked it up to look at it, and it slipped out of my hands."</p>
Extensions	<p>Jacob gave his brother an angry look and sat down in his chair in a huff. Father talked to him about his attitude. "Jacob, being angry will not put your turtle back together again. Being angry at Josiah is a way of hurting him. It is wrong. He is sorry that he broke your project. He really needs you to forgive him, so that he will feel better. When you do, you will feel better too."</p>
Further Extension	<p>Later that day, Jacob took his dad's advice. He forgave Josiah, and they were friends again. When this happened, both of them felt better.</p>

↔ **1a.** Read this week's passage aloud.

↔ **1b.** In the **first two paragraphs** of the passage, highlight the words *stammered* and *attitude*.

↔ **1c.** Look up these words in the dictionary. On the lines provided, write their definitions in your own words.

Definition of *stammered*

Definition of *attitude*

<> **1d.** On the lines provided, write the first two sentences of the passage, substituting synonyms (words with the same or similar meanings) for *stammered* and *attitude*.

<> **1e.** From the shaded Vocabulary Box, choose two words for the *character required for reconciliation*, and write them on the lines provided.

1. _____ 2. _____

<> **1f.** On the lines provided, use one of the words that you copied in a sentence about Jacob and Josiah.

<> **1g. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

Teacher Tip: You may have to help your student with the quotation marks in the passage. Keep reminding him that quotation marks show when a person is speaking.

This week is just an introduction to quotation rules. It will be a long time before your student can write well with quotation marks. In the meantime, point out proper quotation mark punctuation as you read aloud with your student.

Character Focus: When two people fight, normally both of them have done something they need to ask forgiveness for.

Optional Penmanship Practice

Only by pride cometh contention: but with the well advised is wisdom.

Proverbs 13:10

Further Study: Study the character quality of responsibility in *The Power for True Success*, pages 153-155

Further Study: Make a patch for one of your eyes, wear it for a while, and discuss with your family how a blind spot affects vision. Do you see how a person cannot see the total picture when his vision is impaired by blind spots?

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Further Study: Study responsibility of an otter in *Character Sketches*, Volume I, page 114.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____

2. _____

3. _____

(9) Write a sentence using this DD word on the lines provided.

<> **1h. Optional:** Write a sentence about the character quality for this month using this DD word.

Further Study: Read the book of Acts and keep track of the people who traveled with and assisted Paul. Make a time line showing approximately what time each of these people was with Paul.

<> **1i. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because Jacob forgave Josiah, they were able to be friends
again. Subordinate clause opener

Further Study: Read the story of Joseph in the book of Genesis and study how he choose to forgive his brothers.

<> **1j.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1k.** (T) Review your copy with your teacher, and correct any errors.

<> **1l. Optional:** Make a minit-book containing this week's passage.

Character Focus: Other times people get mad at us because we are doing the right thing. Then we should still forgive them, but keep doing what God tells us.

2. Spelling/Structural Analysis: Ng Sounds

Examples: sang, sing, song, sung

- <> **2a.** In the second paragraph of the passage, highlight the words that end in *ng*.
1. Many of the words that end in *ng* end in *ing*.
 2. **Ng is a letter combination that changes the sound of the vowel that is before it.**
 3. For example, in the word *sing*, you would expect the *i* to say its short sound, but because of the *ng*, it sounds different.
 4. The same is true for words with *ang*. The *a* in these words no longer makes its short sound.
 5. Just as one-vowel words with an *r* are called *r*-controlled, we could call these words *ng*-controlled.

Teacher Tip: *Ng* following a vowel sometimes makes the vowel sound slightly different than it would without the *ng*.

Teacher Tip: If your student is unsure of the vowels that are in the *ng* words, since he cannot hear the short sound, you may need to say the word “stretched out” for him—emphasizing the hidden short vowel sound.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2c.** Add this week’s new words (minus the **Optional Words**) to page 39 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Help Box for 2a.

You should have highlighted the following words:

- | | |
|------------|----------|
| 1. being | 2. Being |
| 3. hurting | 4. wrong |

Further Study: Read a book about someone who chose to forgive people who had hurt him or her like Corrie ten Boom or Elizabeth Elliot.

Spelling Practice

Use any of the following practice techniques to prepare for this week’s Spelling Test:

1. Use the Spelling Practice Worksheet in the Appendix of the *Teacher’s Guide* to copy your difficult words over and over.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every other letter. Try to fill in the missing letters.
4. Have your teacher write your words on paper or on the Spelling Practice Worksheet provided in the Appendix of the *Teacher’s Guide*, syllabicate each syllable of each word for you (e.g., *dil/i/gent*). Practice writing them syllable by syllable just like your teacher did.
5. Complete any or all of the Optional Spelling Practice boxes provided as sidebars throughout the weekly lesson.
6. Write your spelling words on notebook paper and highlight each syllable, each prefix, and/or each suffix with a different color highlighter.
7. Write each of your words on a different sticky note in bold marker. Write each word beneath the bold word once a day (or more as needed) until the sticky note is full and/or you have mastered the word.
8. Record your words under the correct columns of the *Spelling Notebook*.
9. Spell your words outloud, visualizing each syllable as you spell.
10. Type your words on the computer in large, bold font.
11. Write your words on graph paper, one letter per box, each day.
12. Make yourself fill-in-the-blank practice sheets with the most difficult parts of your words omitted for you to fill in.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. sprung	sprung			
2. sling	sling			
3. flung	flung			
4. singsong	sing-song			
5. wrong	wrong		<i>w</i> is silent	
6. during	dur-ing			
7. cling	cling			
8. string	string			
9. anything	an-y-thing			
10. anger	an-ger		<i>g</i> says <i>guh</i>	
11. along	a-long			
12. belong	be-long			
13. belongings	be-long-ings			
14. morning	morn-ing		The first part of the day; not mournful, which means sorrowful	

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
15. revamping	re-vamp-ing			
16. smattering	smat-ter-ing		double <i>t</i>	
Further Extension				
17. scathing	scath-ing			
18. wayfaring	way-far-ing			
Optional				
19. quietness	qui-et-ness			
20. perception	per-cep-tion			
21. upstanding	up-stand-ing			
22. considerate	con-sid-er-ate			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Capitalization Rules

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second paragraph, highlight all of the words that should be capitalized, and correct them, if you have not already done so.

people have amazing memories We can remember things that happened a few minutes ago or even years ago. if we just take a walk through the woods, we use a lot of memory. we remember what the weather was like. we remember if there were leaves on the trees or not We remember if we fall down. we remember if we hear birds singing. the memory is not just for recalling facts. it is for everything we do. If god did not give us good memories, every time we walked into our bedrooms, we would be surprised by what we saw

sometimes we forget things like when we are told to do something. this can be annoying, but it is good that we can forget some things. in russia, a scientist named luria found a man who could not forget. this man could not even have a normal conversation because he was so busy remembering so many things. memories are a gift from god. being able to forget is a gift from him too

their are some things that we should forget. when people do something wrong to us, and then say they are sorry, we should be willing to forgive them We should forgive them even if they do not say they are sorry. sometimes we cannot forget what they did. but we should still forgive them with god's help. the bible says that god forgive our sins and remembers them no more If the lord of lords is willing to forgive our sins, so we should be willing to forgive when others do wrong to us

Character Focus: Some people think that doing a lot of good things will make them not have to forgive someone who has hurt them, but God still wants them to forgive.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|----------------|---------------|
| 1. sprung | sprung |
| 2. slinnng | sling |
| 3. flunnng | flung |
| 4. singsong | sinsong |
| 5. wrong | rong |
| 6. durring | during |
| 7. cling | clinnng |
| 8. strinnng | string |
| 9. anyething | anything |
| 10. anger | angir |
| 11. allong | along |
| 12. belong | bellong |
| 13. belongings | bellonginnngs |
| 14. moorning | morning |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|---------------|------------|
| 15. revamping | revammping |
| 16. smatering | smattering |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 17. scathing | skathing |
| 18. wayfaring | waefaring |

<> 4d. Highlight the correct spelling of each **Optional** word.

- | | |
|----------------|------------|
| 19. quitness | quietness |
| 20. perception | perseption |

21. upstanding upstending

22. conciderate considerate

Optional Penmanship Practice

Major Concept:

God requires reconciliation before worship.

<> 4e. On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. _____

2. _____

3. _____

4. _____

Character Focus: After two people fight, they often want to make up, but they are too proud to admit they were wrong, but God says to go and ask forgiveness first and not wait for the other person to do it.

5. Study Skills/Prewriting: Take Notes for an Original Closing Paragraph

<> 5. Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph.

(1) Follow these steps to write your closing paragraph:

- Your closing paragraph will be about **how the animal you have written about does or does not show mercy.**
- If you chose one of the animals given in the original list (in the Overview Box), your closing paragraph will be simple--just use the notes provided about your particular animal and write a closing paragraph.
- If you chose an animal that was not given on the list, you will need to research more to find out how your animal does or does not show mercy to others in its species, outside animals, or people.

Further Study: Play the "Epistle or Not?" game in which your teacher gives you books of the Bible orally and you tell her whether each book is an epistle or not.

(2) **Your closing paragraph will not be as much a closing paragraph as it will be another informative paragraph (this time about mercy).** Thus, you will still want to add a closing statement about your entire report to the end of your closing paragraph, following these steps:

- Remember, a closing statement is a statement that "closes" your paper--sums up what your entire paper is about.
- It should be a sentence or two in length and should close your report.
- It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
- It should bridge the gap between your catchy closing paragraph and the body of your report.
- It should leave your reader with a feeling of satisfaction after reading your paper.
- It may repeat something catchy from your opening or may repeat the title of your report, if desired.

(3) Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.

Notes for Closing Paragraph

Mercy Notes About Wolves for Closing Paragraph

Wolves do show mercy → dominant wolf shows mercy

Offender must yield to dominant first

Offender asks for mercy by signs

Signs= flattened ears, licking motions, lower body, raised paw, tail tucked between legs

Then one wolf forgives other

Mercy Notes About Doves for Closing Paragraph

Symbols of peace and love

Really not show mercy each other

Harmless to people/other animals

Not merciful to other wolves

Peck at one another until plucked bare of feathers/ blood dripping

Even then=winning dove continues until other one dies

Mercy Notes About Camels for Closing Paragraph

No mercy towards things master owns

Become so irate= tear master's jacket to shreds

Sometimes so mad → tear up everything master has

Camels not merciful to each other either

They fight and do not make up

Push and shove each other

Victor sits on loser's head → tries to suffocate him

Character Focus: Sometimes people get mad at us because we did something wrong. When that happens, we should ask forgiveness and stop what we are doing.

Further Study: Hold up interesting pictures one at a time to your family. Have them describe the details after you remove the picture. Discuss as a family how different people can view the same situation differently.

Mercy Notes About Geckos for Closing Paragraph

Geckos not fight

Have disposable tails that grow back

Senses another angry @ him → breaks off own tail and it twitches

Twitching, broken tail distracts enemy

Then gecko escapes

Submissive and merciful by not fighting

6. Grammar/Punctuation: Quotation Rules

<> **6a.** In the first paragraph of the passage, highlight the quotation marks.

1. Quotation marks are used to show that **someone is speaking**.
2. Quotation marks are used to set off **special words that you are referring to**.
3. Quotation marks help you write dialogue (which is what people say to each other; and they are often used when you write stories).
4. You should learn how to write well with quotation marks so that you can do the following:
 - a. Write dialogue (in biographies and other stories).
 - b. Quote people when you write reports, such as quoting words spoken in the Bible and other sources.

- c. Show special words or phrases.
- d. Write interesting stories that show truths and help others—like in the *Character Sketches*, *Uncle Arthur's Bedtime Stories*, *Women of Wisdom*, *Men of Valor*, etc.

<> **6b.** In the first paragraph of the passage, highlight the following phrases:

- 1. Jacob shouted.
- 2. Josiah stammered,

- 1. The words *Jacob shouted* and *Josiah stammered* are called **speech tags**.
- 2. **A speech tag is used when writing with quotation marks to show who is speaking the quoted words.**
- 3. There are several rules you should learn for speech tags.
 - a. **Speech tags are not surrounded by quotation marks.**
 - b. **When a speech tag comes at the beginning of a quotation a comma should follow it. Examples:**
 - 1) The Bible says, "Whatever you do, do it heartily, as unto the Lord."
 - 2) Father said, "Get all of your jobs done."
 - c. **When a speech tag comes at the end of the quotation, a comma, question mark, or exclamation mark comes before the speech tag—inside the ending quotation mark. Examples:**
 - 1) "Whatever you do, do it heartily, as unto the Lord," the Bible says.
 - 2) "Get all of your jobs done," said Father.

<> **6c.** Punctuate the quotations provided by adding commas according to the following two rules:

- (1) Add a comma after the speech tag, if the speech tag is before the quotation.
For example: Jesus said, "Seek me early."
- (2) Add a comma before the speech tag, if the speech tag is after the quotation.
(Remember, this comma goes inside the ending quotation mark.)

For example: "Seek me early," said Jesus.

- 1. The Bible says "Love them that hate you."
- 2. "He has no more grace than this chair" said David Brainerd.
- 3. In the Bible, Joseph told his brothers "You meant it for evil, but God meant it for good."
- 4. A wise lawgiver once said "He who comes to a court of equity must have clean hands."
- 5. "I saw him take the money" one witness said.

Speech Tags

Speech tags are the words before or after the quotation that show who the speaker is.

6. Another witness said “No, he did not take it.”
7. The judge said “They cannot be both telling the truth.”
8. “We should forgive each other” the pastor said.
9. “Being guilty makes a person’s heart beat very fast” the doctor said.
10. The boy asked the girl “Will you forgive me?”
11. “We should know how to ask forgiveness” the teacher said.
12. She also said “We should be willing to forgive others.”
13. Mother told the children “Go and ask forgiveness for what you did.”
14. “I forgive you for what you did” said the lady.
15. The father asked “Don’t we all feel better when we say we are sorry?”

Punctuating Dialogue

When you write with commas or periods at the end of your quotations, put them inside the quotation marks:

“I am sorry, Mother,” said Andrew.

Andrew said, “I am sorry, Mother.”

When writing quotations, each time a new speaker (another person) begins speaking, a new paragraph is started.

7. Composition/Creative Writing: Write an Original Closing Paragraph

<> **7a.** Follow these steps for writing your closing **paragraph**:

- (1) Write an opening sentence at the beginning of your closing paragraph that tells what your paragraph is about this is called the “topic sentence.”
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think about what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Repeat these steps for all of your notes.
 - e. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - f. Write this paragraph in your notebook, writing on every other line before the essay you just wrote.

<> **7b.** Read your paragraph aloud. Do you like the **way it sounds**?

Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph—even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are writing a story or other information in your opening paragraph that you want to keep all together--then following this with the thesis statement.

8. Spelling Practice: Six “S” Spelling Secret

<> **8a.** Take a spelling "pre-test" in your notebook.

<> **8b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **9.** Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

10. Punctuation: Writing Quotations

1. You learned in the last lesson about speech tags—words that show who is speaking.
2. When writing dialogue (people speaking to each other), **always start a new paragraph when a new speaker begins speaking.**
3. This might sound like it conflicts with the paragraph rules you have probably learned—three or more sentences per paragraph—however, it is true!
4. Do not start a new paragraph for each sentence, just for each new speaker, even if his sentence is only one word long.
5. **Commas and periods always go inside quotation marks, never outside.**
Examples:
 - a. “Please forgive me,” she whispered.
 - b. He declared, “I will.”
6. **Question marks and exclamation marks only go inside quotation marks when they are part of the quotation:**
Examples:
 - a. “Is he responsible?” she asked.
 - b. “Watch out!” he shouted.

<> **10a.** Find quotations in a character book, and copy them into your notebook, highlighting the punctuation that shows the punctuation rules you learned this week.

Basic Level: Copy three quotations.

Extension: Copy four quotations.

Further Extension: Copy six quotations.

<> **10b. Optional:** Write quotations of your own in your notebook.

Basic Level: Write three quotations.

Extension: Write four quotations.

Further Extension: Write six quotations.

11. Grammar/Structural Analysis: Subordinate Clauses vs. Sentences

<> **11a.** In the second and third paragraphs of the passage, highlight the following phrases:

1. When you do,
 2. When this happened,
1. The words if and when are examples of subordinators.
 2. Do you remember the difference between a subordinate clause and a sentence?
 - a. A **sentence** is a group of words that has the following characteristics:
 - 1) It **can stand by itself.**
 - 2) It **makes sense.**

- 3) It has a **subject and a verb**.
- 4) It has an **end mark** after it.
- b. A **subordinate clause** is a group of words that has the following characteristics:
 - 1) It **cannot stand by itself**.
 - 2) It usually **has a subject and a verb**.
 - 3) It has a **word at the beginning of it** that makes the clause **sound incomplete** without the rest of the sentence.
3. **A subordinate clause has a subordinator, which comes at the beginning and makes the clause a clause instead of a sentence.**
4. First, read the subordinate clauses provided, and then read the sentences. Notice how the sentences are the same as the clauses, except they do not have subordinators at the beginning of them.
Examples:
 - a. **Because** he diligently sought God, . . .
 - b. He diligently sought God.
 - c. **When** David Brainerd left Yale, . . .
 - d. David Brainerd left Yale.
 - e. **As** David Brainerd took responsibility for his actions, . . .
 - f. David Brainerd took responsibility for his actions.
 - g. **Since** God wants us to be responsible, . . .
 - h. God wants us to be responsible.
5. Do you see the difference between a subordinate clause and a sentence?
6. **One little word (known as a subordinator) makes the difference between a sentence and a subordinate clause.**
7. Good writers know when a group of words is a sentence and when it is a subordinate clause.
8. Good writers do not use subordinate clauses in the place of sentences.
9. Good writers can **combine complete sentences with subordinate clauses to make longer, interesting sentences** such as the following:
 - a. **Because he diligently sought God**, the Lord led him.
 - b. **When David Brainerd left Yale**, he left in disgrace for saying hurtful, unwise words.
 - c. **As David Brainerd took responsibility for his action**, God and others granted him the forgiveness he had asked for and the favor he had lost.
 - d. **Since God wants us to be responsible**, we should confess our faults and say that we are sorry when we do and say mean things.
10. Do you see how subordinate clauses and complete sentences are combined to make good sentences?
- <> **11b.** (T) Memorize and recite six subordinators to your teacher using the subordinator rhyme:

Since, When, Though
Because, If, Although
- <> **11c.** (T) Memorize and recite the punctuation rhyme for subordinate clause openers to your teacher.

**When you start a sentence with a subordinate clause,
Put the comma in where you hear a pause!**

<> 11d. Complete the sentences provided by adding a complete sentence to each subordinate clause.

Basic Level: Finish six of the sentences.

Extensions: Finish all of the sentences.

Example: If we confess our sins, He is faithful and just to forgive us our sins.

1. Although some people are hard to live with, _____

2. Because he had done wrong, _____

3. Since we serve God, _____

4. Though some people may reject us, _____

5. If we want to be like Christ, _____

6. When we get to heaven, _____

7. If we want to show love, _____

8. If we come to the altar and remember that someone has something
against us, _____

9. Although people do wrong, _____

10. When we forgive, _____

12. Spelling Practice: Write That Word!

<> **12a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **12b.** Complete the following steps for one of the words you listed in 15a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **12c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

13. Grammar: Weekly Quizzes

<> **13a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **13b.** Do the Weekly Review Quiz provided after this week's lesson.

14. Spelling: Spelling Test

- <> **14a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **14b.** (T) Have your teacher check your Spelling Test.
- <> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

15. Dictation: Dictation Quiz

- <> **15a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **15b.** (T) Review your dictation with your teacher.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

16. Composition: Final Copy Original Informative Report

- <> **16a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **16b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> **16c. Optional:** Make a minit-book containing your report.

Optional: Extra Practice

- 1E. In your notebook, write ten *ng* words.
- 2E. In your notebook, write seven sentences about forgiveness. In your sentences, use quotations with quotation marks
- 3E. In your notebook, copy sentences containing quotations from a character book.
- 4E. In your notebook, write four Scriptures about forgiving others.
- 5E. Make a minit-book containing some of your sentences from this lesson.
- 6E. Read a book or part of a book about how to ask for forgiveness.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 6-A: Weeks Three & Four

Character Focus: Responsibility

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All levels**

☐ E's **Extensions**

☐ B **Basic level only**

☐ FE **Further Extension only**

☐ E **Extension only**

To Be Completed During Week Four

☐ All ☐ All ☐ All ☐ E's ☐ E's Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All ☐ E's ☐ E's Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ E's ☐ E's Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All E's E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.

All All All E's E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.

All All All E's E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 Advanced Level B students and all Level C students should omit as many Banned Words as possible.

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Deceiving Dove**
- Something comical: **Watch Out!**
- Something bold: **Wavering Wolves**
- A song title or line: **Love Lifted Me**
- A Scripture: **Be Ye Kind**
- Something biblical: **Be Reconciled**
- Something about character: **Responsibility to Love**
- Something informative: **Tail Twitcher**
- Other: **Loving Lion**

🔑 Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

☞ You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

All

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

☞ Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All All All E's E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All All All E's E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ Interjections include words from the following rhyme:

My, well, oh
Wow, yes, no

FE

Add one **quotation or a partial quotation** (or more than one, according to your level) if you and your teacher think it is appropriate. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- The teacher said, “It designs a temporary spiral of non-sticky silk to act as basting.”
- “This basting holds the framework in position as it finishes the web.” said Mr. Reish.

🔑 Remember, a comma or period at the end of the quotation or special words quoted *always* goes inside the ending quotation mark.

All

All

All

E's

E's

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

9. _____ 10. _____

11. _____ 12. _____

13. _____ 14. _____

15. _____ 16. _____

17. _____ 18. _____

19. _____ 20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be, a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,
A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
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41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators--E's

Two or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ -- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Comprehension and Vocabulary

1. Write two sentences (**Extensions:** Write four) about Josiah and Jacob using two (or four) of the Vocabulary Words provided.

- | | |
|---------------|----------------|
| a. compromise | b. reprieve |
| c. humility | d. regret |
| e. repentance | f. restoration |
| g. remorse | |

- a. _____

b. _____

c. _____

d. _____

2. The word *stammered* is a good word to use in place of the word said when you are creating a speech tag. List two (**Extensions:** List four) other words that could be used in place of *said*.

- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |

II. Spelling and Homophones

3. Write one spelling word for each family given.

- | | |
|----------------|----------------|
| a. ang - _____ | b. ing - _____ |
| c. ong - _____ | d. ung - _____ |

III. Grammar and Usage

4. List two times that quotation marks are used.

- a. _____
b. _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

5. What do you call the words *Jacob shouted*? _____

6. **Extensions:** Punctuate the following quotes according to this week's quotation rules.

- a. The Bible says Love your enemies
- b. I have sinned said David Brainerd
- c. The pastor said We must take responsibility for our actions
- d. Josiah said I did not break your turtle

7. What two punctuation marks always go inside the ending quotation mark (even if they are not part of the sentence being quoted)?

- a. _____
- b. _____

8. List the letters for the characteristics for subordinate clauses and complete sentences.

Subordinate clause

Complete sentence

- a. Cannot stand alone
- b. Can stand alone
- c. Must be added to a complete sentence
- d. Has a subject and a verb
- e. Makes sense all by itself
- f. Has a word at the beginning that makes it sound incomplete without the rest of the sentence

9. What word at the beginning of the subordinate clause makes it sound like it is NOT a real sentence.

IV. Editing and Revising

10. Did you decide to write about an animal that does or does not show mercy?

11. What six descriptors did you use to describe your animal in our report?

- a. _____ b. _____
- c. _____ d. _____
- e. _____ f. _____

Teacher's Helps

Blue 6-A

Character Focus: Responsibility

Lesson Plans and Answer Keys

Lesson Plans

Blue 6-A: Week One

For a Five-Day Week

Character Focus: Responsibility

Day One																																															
Vocabulary Box Character qualities required for reconciliation-- <i>nouns</i> <i>People who are reconciled have or use</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">confidence</td> <td style="width: 33%;">esteem</td> <td style="width: 33%;">fervency</td> </tr> <tr> <td>humility</td> <td>obedience</td> <td>perception</td> </tr> <tr> <td>persistence</td> <td>quietness</td> <td>regret</td> </tr> <tr> <td>remorse</td> <td>repentance</td> <td>reprieve</td> </tr> <tr> <td>responsibility</td> <td>restitution</td> <td>restoration</td> </tr> <tr> <td>sorrow</td> <td></td> <td></td> </tr> </table>	confidence	esteem	fervency	humility	obedience	perception	persistence	quietness	regret	remorse	repentance	reprieve	responsibility	restitution	restoration	sorrow			Vocabulary Box Characteristics describing someone who is responsible-- <i>adjectives</i> <i>Someone who is responsible is</i> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">alert</td> <td style="width: 33%;">attentive</td> <td style="width: 33%;">considerate</td> </tr> <tr> <td>credible</td> <td>dependable</td> <td>diligent</td> </tr> <tr> <td>ethical</td> <td>humble</td> <td>industrious</td> </tr> <tr> <td>mature</td> <td>obedient</td> <td>painstaking</td> </tr> <tr> <td>perceptive</td> <td>precise</td> <td>prudent</td> </tr> <tr> <td>punctual</td> <td>reliable</td> <td>reputable</td> </tr> <tr> <td>resourceful</td> <td>sensible</td> <td>subordinate</td> </tr> <tr> <td>thorough</td> <td>timely</td> <td>trustworthy</td> </tr> <tr> <td>upstanding</td> <td></td> <td></td> </tr> </table>	alert	attentive	considerate	credible	dependable	diligent	ethical	humble	industrious	mature	obedient	painstaking	perceptive	precise	prudent	punctual	reliable	reputable	resourceful	sensible	subordinate	thorough	timely	trustworthy	upstanding			
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<p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>Doves thrive in most parts of the world, including America. Doves are known as peaceful animals, but are they truly? In reality they are not. Well, they do not show mercy to each other. Although they are harmless to others, they are extremely dangerous to their own kind. They <i>could</i> forgive each other, but they continue to fight instead.</p> <p>Extensions</p> <p>When two doves start to fight, they keep sparring until one of them is killed. Even if the feud is about a little thing, they will not cease. They will employ their beaks to peck at each other. They keep pecking no matter what.</p> <p>Further Extension</p> <p>A dove will extract the feathers of the other dove until there are no feathers left. Even when it appears that one bird has proven he is superior, the birds keep fighting. They do not know how to forgive each other, so they exterminate each other. God wants us to learn to forgive each other-- not persist in fighting like the dove does.</p> <p style="text-align: right;"><i>Creation Corner Coloring Book</i></p> <p>2. Spelling: Other Spellings for the Long and Short Double o Sound</p> <p>Examples: would, through, rouge</p> <p>All</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. group</td> <td style="width: 33%;">2. rough</td> <td style="width: 33%;">3. shouldn't</td> </tr> <tr> <td>4. youth</td> <td>5. through</td> <td>6. wound (the soldier's wound)</td> </tr> <tr> <td>7. cough</td> <td>8. routine</td> <td>9. throughout</td> </tr> <tr> <td>10. bough</td> <td></td> <td></td> </tr> </table> <p>Extensions</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">11. arduous</td> <td style="width: 50%;">12. famous</td> </tr> </table> <p>Further Extension</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">13. clamorous</td> <td style="width: 50%;">14. concourse</td> </tr> </table> <p>Optional</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">15. sorrow</td> <td style="width: 33%;">16. repentance</td> <td style="width: 33%;">17. humble</td> </tr> <tr> <td>18. obedience</td> <td></td> <td></td> </tr> </table>			1. group	2. rough	3. shouldn't	4. youth	5. through	6. wound (the soldier's wound)	7. cough	8. routine	9. throughout	10. bough			11. arduous	12. famous	13. clamorous	14. concourse	15. sorrow	16. repentance	17. humble	18. obedience																									
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<p>3. Editor Duty: Correct Given Paragraph(s) Spelling Errors</p> <p>4. Spelling Practice: Choose the Correct Spelling</p>
Day Two
<p>5. Study Skills/Prewriting: Key Word Outline</p> <p>All--- Paragraph One of Body: 6 Sentences All--- Paragraph Two of Body: 4 Sentences All--- Paragraph Three of Body: 4 Sentences</p> <p>6. Grammar: Interjection Sentence Openers</p> <p>7. Write On: Strong Verbs</p>
Day Three
<p>8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline</p> <p>9. Spelling Practice: Six "S" Spelling Secret</p> <p>10. Think Fast Review: Prepositions</p> <p>11. Vocabulary/Structural Analysis: Wacky Words Confusing Words: are vs. our</p>
Day Four
<p>12. Grammar: Capitalization Rules</p> <p>13. Composition and Editing: Edit and Revise Using the Checklist Challenge</p> <p>14. Spelling Practice: Write That Word!</p>
Day Five
<p>15. Grammar: Weekly Quizzes</p> <p>16. Spelling: Spelling Test</p> <p>17. Dictation: Dictation Quiz</p> <p>18. Composition: Final Copy Informative Report From Given Material</p> <p>Optional: Extra Practice</p>

Lesson Plans

Blue 6-A: Week One

For a Four-Day Week

Character Focus: Responsibility

Day One

Vocabulary Box

Character qualities required for reconciliation--*nouns*

People who are reconciled have or use

confidence	esteem	fervency
humility	obedience	perception
persistence	quietness	regret
remorse	repentance	reprieve
responsibility	restitution	restoration
sorrow		

Vocabulary Box

Characteristics describing someone who is responsible--*adjectives*

Someone who is responsible is

alert	attentive	considerate
credible	dependable	diligent
ethical	humble	industrious
mature	obedient	painstaking
perceptive	precise	prudent
punctual	reliable	reputable
resourceful	sensible	subordinate
thorough	timely	trustworthy
upstanding		

1. Copying and Comprehension: Passage and Vocabulary

All

Doves thrive in most parts of the world, including America. Doves are known as peaceful animals, but are they truly? In reality they are not. Well, they do not show mercy to each other. Although they are harmless to others, they are extremely dangerous to their own kind. They *could* forgive each other, but they continue to fight instead.

Extensions

When two doves start to fight, they keep sparring until one of them is killed. Even if the feud is about a little thing, they will not cease. They will employ their beaks to peck at each other. They keep pecking no matter what.

Further Extension

A dove will extract the feathers of the other dove until there are no feathers left. Even when it appears that one bird has proven he is superior, the birds keep fighting. They do not know how to forgive each other, so they exterminate each other. God wants us to learn to forgive each other-- not persist in fighting like the dove does.

Creation Corner Coloring Book

2. Spelling: Other Spellings for the Long and Short Double o Sound

Examples: would, through, rouge

All

- | | | |
|-----------|------------|--------------------------------|
| 1. group | 2. rough | 3. shouldn't |
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| 7. cough | 8. routine | 9. throughout |
| 10. bough | | |

Extensions

- | | |
|-------------|------------|
| 11. arduous | 12. famous |
|-------------|------------|

Further Extension

- | | |
|---------------|---------------|
| 13. clamorous | 14. concourse |
|---------------|---------------|

Optional

- | | | |
|---------------|----------------|------------|
| 15. sorrow | 16. repentance | 17. humble |
| 18. obedience | | |

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 6 Sentences

All--- Paragraph Two of Body: 4 Sentences

All--- Paragraph Three of Body: 4 Sentences

6. Grammar: Interjection Sentence Openers

7. Write On: Strong Verbs

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Day Three

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11. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: are vs. our

12. Grammar: Capitalization Rules

13. Composition and Editing: Edit and Revise Using the Checklist Challenge

14. Spelling Practice: Write That Word!

Day Four

15. Grammar: Weekly Quizzes

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Answer Keys Blue 6-A: Week One

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the third paragraph, highlight the spelling errors, and correct them if you have not already done so.

Teacher Tip: Only the **Further Extension** students will be highlighting the subordinate clauses in this exercise.

In A.D. 62, the city of Rome was a busy place. Traders sold their goods in the streets. They had all kinds of things never seen in Rome before. Soldiers were also in the streets, looking for criminals and runaway slaves. There were many runaway slaves in Rome. They were trying to blend into the crowd.

One of the slaves was named Onesimus. His name meant "useful." He was not being useful now because he had run away. His master was a Christian in a faraway town. No one knows why Onesimus ran away, but when he was in Rome, something wonderful happened.

Somhow, Onesimus came to Paul's house in Rome. Paul was a prisaner in his own house, but he still preeched. Onesimus heard Paul preach. He became a believer. He knew then that he had to go home to his master. He needed to be reconcilled to his master because they were supposed to be brothers in Christ. (Somehow, prisoner, preached, reconciled)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|--------------|-----------|
| 1. group | groop |
| 2. touff | rough |
| 3. shooldn't | shouldn't |
| 4. youth | yooth |
| 5. through | thru |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|---------------|------------|
| 6. woond | wound |
| 7. couff | cough |
| 8. routine | routene |
| 9. throughout | throoghout |
| 10. boogh | bough |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|-------------|--------|
| 11. arduous | ardous |
| 12. famus | famous |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|----------|
| 13. clamorous | clamorus |
| 14. concourse | concorse |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|----------------|------------|
| 15. sorroe | sorrow |
| 16. repentance | repentence |
| 17. humble | humbel |
| 18. obedient | obedient |

11. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: are vs. our

<> **11b.** Fill in each blank provided with the correct Wacky Word--*are* or *our*.

1. Doves are known as peaceful birds.
2. It is our responsibility to forgive other people.
3. Are the doves showing mercy?

<> **11c.** On the lines provided, write two sentences using *record* and *record*.

Answers will vary

12. Grammar: Capitalization Rules

<> 12c. Complete the following steps:

- (1) In the sentences provided, cross out each word that should be capitalized.
- (2) Write the capitalized word above it.
- (3) **Extensions:** On the lines provided, recopy the sentences.

1. When someone hurts me, I should forgive him.
2. In the Sermon on the Mount, Jesus said to forgive others.
3. David Brainerd preached to the Indians in America.
4. Wolves live in North America and are a great example of forgiveness.
5. Human brains remember very well.
6. God said that we need to forgive people even if we cannot forget what they did.
7. Policemen use the lie detector to find out whether or not someone is lying.
8. Joseph forgave his brothers.
9. If I do not forgive, I will become bitter.
10. God is willing to forgive us and sent His Son to die for us.

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Write three characteristics about doves.
 - a. They don't show mercy
 - b. They can be dangerous
 - c. They can be unforgiving

Answers will vary

2. **Extensions:** What are the words listed below called? Adjectives
 - a. harmless
 - b. dangerous

3. Write two sentences using two Vocabulary Words to describe *doves* in the passage.

Answers will vary

4. **Extensions:** Write sentences about *doves* using words from the passage given below.

Answers will vary

5. What do you capitalize in the title *creation corner coloring book*?

All the words - Creation Corner Coloring Book

II. Spelling and Homophones

6. List two words under each category of spelling rules:

a. *Ou* makes the long sound of *u*.

(1) group (2) youth

b. *Ou* makes the short sound of *oo*.

(1) shouldn't (2) could

c. *Ou* makes the sound of *ou* as in *ouch*.

(1) bough (2) throughout

d. *Ou* makes the short *u* sound.

(1) rough (2) famous

Answers will vary

7. **Further Extension:** Correct the spellings of the words given below.

a. ardots - arduous

b. fameous - famous

c. clamorous - clamorous

d. conoarse - concourse

8. Which word is a BHL verb that shows a state of being—*are* or *our*? are

9. Which word shows that a group of people own something—*are* or *our*? our

III. Grammar and Usage

10. List capitalized words under each capitalization rule:

a. Capitalize the first word in a sentence (i.e. write two sentences about the passage):

Answers will vary

b. Capitalize the word *I* (in two sentences about the character quality for this month):

Answers will vary

c. Capitalize proper nouns (list six; **Extensions:** list eight):

Answers will vary

d. Capitalize references to God (list four; **Extensions:** list eight):

Answers will vary

11. Fill in the blanks for rules regarding capitalizing proper nouns:

a. All important words of a title should be capitalized.

b. A word not at the beginning or end of the title that is four letters or more should be capitalized, regardless of its part of speech.

c. A word in a title that is three letters or fewer should /should not be capitalized if it is important to the title.

12. Write a sample for each capitalization rule for proper nouns that you learned. (**Extensions:** Write two.)

- | | | |
|-----------|------------------|-----------------|
| a. Person | b. Place | c. Organization |
| d. City | e. Body of water | f. State |

Answers will vary

13. Fill in the blanks for the Preposition Check Sentences:

- a. The angel flew over the clouds .
b. The girl prayed during the service .

14. Approximately how many prepositions are there that begin with the letter a?

- a. Fewer than five b. Ten c. Fifteen d. **Twenty or more**

15. List ten (**Extensions:** List fourteen) prepositions that begin with the letter a:

- | | | |
|--------------------|-------------------|-------------------|
| (1) <u>around</u> | (2) <u>along</u> | (3) <u>above</u> |
| (4) <u>atop</u> | (5) <u>aboard</u> | (6) <u>across</u> |
| (7) <u>against</u> | (8) <u>amid</u> | (9) <u>amidst</u> |
| (10) <u>around</u> | (11) <u>aside</u> | (12) <u>ahead</u> |
| (14) <u>after</u> | | |

Answers will vary

16. List four prepositions under each category without repeating any:

a. Begin with A.

- | | |
|-------------------------|------------------|
| (1) <u>apart</u> | (2) <u>aside</u> |
| (3) <u>according to</u> | (4) <u>among</u> |

b. Begin with B.

- | | |
|-------------------|--------------------|
| (1) <u>below</u> | (2) <u>beyond</u> |
| (3) <u>before</u> | (4) <u>between</u> |

c. Begin with I.

- | | |
|-----------------|------------------------|
| (1) <u>in</u> | (2) <u>in front of</u> |
| (3) <u>into</u> | (4) <u>in back of</u> |

d. Begin with O.

- | | |
|-----------------|----------------|
| (1) <u>off</u> | (2) <u>on</u> |
| (3) <u>onto</u> | (4) <u>out</u> |

e. Begin with W.

- | | |
|--------------------|-------------------|
| (1) <u>with</u> | (2) <u>within</u> |
| (3) <u>without</u> | (4) <u>with</u> |

f. Begin with T.

(1) through

(2) to

(3) toward

(4) throughout

g. Fit into the Check Sentence: The girl prayed _____ the service.

(1) during

(2) following

(3) regarding

(4) despite

Answers will vary

IV. Outlining and Write One

17. What two words did you want to include in your outline because you might need help spelling it when you write?

Answers will vary

18. Why is it important to never write directly from a source—but always from an outline of some type?

You are less likely to plagiarize.

19. Write the six interjections from the Interjection Rhyme:

My, well, Oh

Wow, Yes, No

20. **Further Extension:** What are the two punctuation marks that you can use following an interjection:

a. comma

b. exclamation mark

V. Editing and Revising

21. List three strong verbs that you used in your essay this week.

Answers will vary

22. What two (**Extensions:** three) Banned Words did you need to omit from your essay this week while completing the Checklist Challenge.

Answers will vary

Lesson Plans

Blue 6-A: Week Two

For a Five-Day Week

Character Focus: Responsibility

Day One

Vocabulary Box

Character qualities required for reconciliation--*nouns*

People who are reconciled have or use

confidence	esteem	fervency
humility	obedience	perception
persistence	quietness	regret
remorse	repentance	reprieve
responsibility	restitution	restoration
sorrow		

Vocabulary Box

Characteristics describing someone who is responsible--*adjectives*

Someone who is responsible is

alert	attentive	considerate
credible	dependable	diligent
ethical	humble	industrious
mature	obedient	painstaking
perceptive	precise	prudent
punctual	reliable	reputable
resourceful	sensible	subordinate
thorough	timely	trustworthy
upstanding		

1. Copying and Comprehension: Passage and Vocabulary All

God did not make us completely similar to animals. We have superb brains and terrific memories. Our memories are so good that even if we had part of our brains removed in surgery, most of us could still remember well.

Extensions

Our memory is much like a tape recorder. If we record the information thoroughly, we can play it back the next time we need it. The mind is like a huge C.D. rack. Conversations, pictures, stories, addresses, and numbers are all transcribed and stored. When we need them, our brains select the correct tape and play it for us again.

Further Extension

The better we "record" the material and the more often we rehearse it, the better our memories will become. Remembering is like throwing a baseball. The more we do it, the more skilled we will become at it. We need to practice memorizing. We'll be better at it. We will have reliable memories.

2. Spelling: Long and Short Double o

Examples: book, boot

All

- | | | |
|-------------|--------------|------------|
| 1. cookbook | 2. hood | 3. bedroom |
| 4. proof | 5. bloom | 6. shook |
| 7. school | 8. afternoon | 9. loose |
| 10. bamboo | | |

Extensions

- | | |
|-------------|-----------|
| 11. boorish | 12. yahoo |
|-------------|-----------|

Further Extension

- | | |
|-------------|---------------|
| 13. bugaboo | 14. toothsome |
|-------------|---------------|

Optional

- | | | |
|------------|-------------|------------|
| 15. esteem | 16. remorse | 17. timely |
| 18. alert | | |

3. Editor Duty: Correct Given Paragraph(s)

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 3 Sentences

All--Paragraph Two of Body: 5 Sentences

Extensions--Paragraph Three of Body: 6 Sentences

6. Sentence Structure: Three Types of Sentences

7. Write On/Research: Animal Description/Attribute List

Day Three

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Spelling Practice: Six "S" Spelling Secret

10. Vocabulary/Structural Analysis: Wacky Words

Homographs: rec/ord and re/cord

Day Four

11. Write On: SSS5—Super Short Sentence of Five Words or Fewer

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Think Fast Grammar Review: Preposition

14. Spelling Practice: Write That Word!

Day Five

15. Grammar: Weekly Quizzes

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Lesson Plans

Blue 6-A: Week Two

For a Four-Day Week

Character Focus: Responsibility

Day One

Vocabulary Box

Character qualities required for reconciliation--*nouns*

People who are reconciled have or use

confidence	esteem	fervency
humility	obedience	perception
persistence	quietness	regret
remorse	repentance	reprieve
responsibility	restitution	restoration
sorrow		

Vocabulary Box

Characteristics describing someone who is responsible--*adjectives*

Someone who is responsible is

alert	attentive	considerate
credible	dependable	diligent
ethical	humble	industrious
mature	obedient	painstaking
perceptive	precise	prudent
punctual	reliable	reputable
resourceful	sensible	subordinate
thorough	timely	trustworthy
upstanding		

1. Copying and Comprehension: Passage and Vocabulary All

God did not make us completely similar to animals. We have superb brains and terrific memories. Our memories are so good that even if we had part of our brains removed in surgery, most of us could still remember well.

Extensions

Our memory is much like a tape recorder. If we record the information thoroughly, we can play it back the next time we need it. The mind is like a huge C.D. rack. Conversations, pictures, stories, addresses, and numbers are all transcribed and stored. When we need them, our brains select the correct tape and play it for us again.

Further Extension

The better we "record" the material and the more often we rehearse it, the better our memories will become. Remembering is like throwing a baseball. The more we do it, the more skilled we will become at it. We need to practice memorizing. We'll be better at it. We will have reliable memories.

2. Spelling: Long and Short Double o

Examples: book, boot

All

1. cookbook	2. hood	3. bedroom
4. proof	5. bloom	6. shook
7. school	8. afternoon	9. loose
10. bamboo		

Extensions

11. boorish	12. yahoo
-------------	-----------

Further Extension

13. bugaboo	14. toothsome
-------------	---------------

Optional

15. esteem	16. remorse	17. timely
18. alert		

3. Editor Duty: Correct Given Paragraph(s)

4. Spelling Practice: Choose the Corect Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--Paragraph One of Body: 3 Sentences

All--Paragraph Two of Body: 5 Sentences

Extensions--Paragraph Three of Body: 6 Sentences

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16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

18. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Answer Keys Blue 6-A: Week Two

3. Editor Duty: Correct Given Paragraph(s)

<> 3. Complete the following steps:

In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

Wolves have a very good way of settling a conflict. When two wolves fight, they will rarely kill each other. Wolves can kill. They live by killing and eating other animals, but in a wolf pack, wolves are very gentle. One wolf is in charge, and the others obey what he says. When two wolves cannot agree about who is in charge, there is a fight. (*About* is functioning as a subordinator here.)

When two wolves fight, they keep fighting until one of them has gotten the upper hand. When one of the wolves is beat-en, he will drop to the ground. He lies on his back so that the other wolf can see his stomach. This means that the other wolf has won and is in charge. The other wolf now has to show mercy to the loser.

The one who wins wags his tail to show that everything is all right again. The loser licks the face of the winning wolf. They are now friends again. The problem has been solved. The winning wolf is the one in charge.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|--------------------|---------------|
| 1. <u>cookbook</u> | coocbook |
| 2. houd | <u>hood</u> |
| 3. <u>bedroom</u> | bedrum |
| 4. <u>proof</u> | prufe |
| 5. blume | <u>bloom</u> |
| 6. <u>shook</u> | shouk |
| 7. skool | <u>school</u> |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a s e m i - colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|-------------|-----------|
| 8. afarnoon | afternoon |
| 9. loose | loos |
| 10. bambou | bamboo |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|-------------|---------|
| 11. boorish | bourish |
| 12. yahou | yahoo |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 13. bugaboo | bugaboo |
| 14. toothsume | toothsome |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|-------------|--------|
| 15. esteem | esteam |
| 16. remorse | remors |
| 17. timelee | timely |
| 18. alurt | alert |

10. Vocabulary/Structural Analysis: Wacky Words

Homographs: rec/ord, re/cord

<> **10b.** Fill in each blank provided with the correct Wacky Word--**record (reck-ord)** or **record (re-cord)**.

1. Our brain can record (**re**) information that we need to rememberr.
2. The record (**reck**) of their grades was kept by the teacher.

<> **10c.** Fill in each blank provided with the correct Wacky Word--**are** or **our**.

1. We can help our brains have better memories.
2. Would you like to come over to our house?
3. The keys are on the table.

13. Think Fast Review: Prepositions

<> **13c. Further Extension:** In the sentences provided, separate all of the prepositional phrases by placing parenthesis around each one.

1. People's ideas (of God) have changed.
2. These ideas have changed (over time.)
3. God does not change (over years.)
4. Our idea (of God) must be true.
5. We must find our place (in God's plan.)
6. We must think thoughts worthy (of God.)
7. We must think (of God) (as the real God.)
8. We should think more (about God) (than anything else.)
9. We should think He is the highest (of all.)
10. We must think (of His outstanding character.)
11. We should not think (of gods) that people make (in their minds.)
12. (In the Old Testament,) people thought (of other gods) a lot.
13. Sometimes today people think (of other gods.)
14. They do not realize they are thinking (of other gods.)
15. They do this when they think too much (of stars and performers.)
16. These people can become gods (to others.)
17. If we think highly (of other things,) we might commit idolatry.
18. This happens if we think higher (of other things) than we do (of God.)
19. It is a form (of idolatry) when we think (of others) (as God.)
20. (For instance,) if we want things more (than God,) we might commit idolatry.
21. Idolatry is making a god (out of something.)
22. We must think (like God.)

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. What does this week's passage compare our memory to? a tape recorder
2. What helps us remember better? The better we "record" the material and the more often we rehearse it.
3. Write two sentences about the passage using two of the Vocabulary Words listed below.

a. confidence	b. perception
c. responsibility	d. resourceful
e. sensible	f. alert

Answers will vary

II. Spelling and Homophones

4. Write two short double o words, such as *book*.

a. hook

b. shook

Answers will vary

5. Write two long double o words, such as *boot*.

a. moon

b. soon

Answers will vary

6. Fill in the blanks with last week's Wacky Words--*are* or *our*.

a. It is our turn to go first.

b. We are studying animals this week.

III. Grammar and Usage

7. Highlight the three main types of sentences you studied this week.

a. interesting sentence

b. declarative sentence

c. bold sentence

d. interrogative sentence

e. fearful sentence

f. exclamatory sentence

8. What does a declarative sentence end with? period

9. What does an interrogative sentence end with? question mark

10. What does an exclamatory sentence end with? exclamation mark

11. Which type of sentence has the word *declare* as its root—and means to declare or state something? declarative sentence

12. Which type of sentence has something to do with asking questions and is made from the base word *interrogate*—like what a policeman does to a suspect? interrogative sentence

13. Write an SSS5 about this week's passage.

Answers will vary

14. **Further Extension:** Write an SSS5 x 3 about this week's passage.

Answers will vary

15. Write ten prepositions (**Extensions:** Write fifteen) that fit into the Preposition Check Sentence:

The angel flew _____ the clouds.

(1) around

(2) above

(3) behind

Answers will vary

16. Write five prepositions (**Extensions:** Write eight) that fit into the Preposition Check Sentence:

The girl prayed _____ the service

(1) about

(2) before

(3) until

Answers will vary

IV. Outlining and Write On

17. What worker decided to help his assistants learn to be more vivid in their descriptions of animals by making an attribute list. field museum director

18. Choose an animal that you can write four attributes about on the lines provided (without doing research, such as a dog or cat).

Answers will vary

V. Editing and Revising

19. Write an adjective that you used in your paper to describe the memory.

Answers will vary

20. Write the title from your essay this week.

Answers will vary

21. Write your thesis statement.

Answers will vary

22. Write your "thesis statement reloaded."

Answers will vary

Lesson Plans

Blue 6-A: Week Three

For a Five-Day Week

Character Focus: Responsibility

Day One

Vocabulary Box
Character qualities required for reconciliation--*nouns*
People who are reconciled have or use

confidence	esteem	fervency
humility	obedience	perception
persistence	quietness	regret
remorse	repentance	reprieve
responsibility	restitution	restoration
sorrow		

Vocabulary Box
Characteristics describing someone who is responsible--*adjectives*
Someone who is responsible is

alert	attentive	considerate
credible	dependable	diligent
ethical	humble	industrious
mature	obedient	painstaking
perceptive	precise	prudent
punctual	reliable	reputable
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thorough	timely	trustworthy
upstanding		

1. Copying and Comprehension: Passage and Vocabulary All

David Brainerd dedicated his life to bringing the Gospel to the Indians of New England. He began his ministry by spending days in the woods interceding to God for the natives. As he prayed, he remembered a teacher at college whom he had offended with harsh and unkind remarks.

Extensions

Many years ago, David heard a professor speaking at his college. After the teacher had finished sharing one morning at the chapel, David and his friends stood around talking about the man. David was leaning on the back of an old chair. When asked what he thought of the speaker, he said, "That pastor has no more grace than this chair." Word got back around to the teacher and to leaders at the university. They told David to say he was sorry or leave the college. David departed from the school.

Further Extension

Now, as David prepared to minister to the Indians, he could not quit thinking about the man he had insulted--and how he had not taken responsibility for his ungodly actions. Finally, many months later, he returned to the school. He asked the teacher and the college to forgive him. This forgiveness prepared him for God's blessing upon his ministry to the Indians.

2. Spelling: Ey and y Say Long e at the End of Words

Example: monkey, bunny

All

1. simply	2. sorry	3. angry
4. tardy	5. many	6. faulty
7. monkey	8. money	9. guilty
10. ministry	11. humility	12. finally

Extensions

13. comely	14. deity
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Further Extension
15. amenity 16. anarchy
Optional
17. regret 18. confidence 19. dependable
20. mature

3. Editor Duty: Correct Given Paragraph(s)

Subordinate Clauses

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Choose Your Topic and Sources: Reading and Research

6. Grammar: Subordinators

7. Study Skills/Research: Create Outline for Informative Report

Day Three

8. Spelling Practice: Six "S" Spelling Secret

9. Composition: Write Rough Draft of Informative Report About Animal That Does or Does Not Show Mercy

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: their, there, & they're

Day Four

11. Grammar: Subordinate Clauses

12. Extensions--Study Skills Prewriting/Composition: Take Notes for an Original Opening Paragraph

13. Extensions--Composition: Write an Original Opening Paragraph

14. Spelling Practice: Write That Word!

Day Five

15. Grammar: Weekly Quizzes

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

Optional: Extra Practice

Lesson Plans

Blue 6-A: Week Three

For a Four-Day Week

Character Focus: Responsibility

Day One																																														
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<p>1. Copying and Comprehension: Passage and Vocabulary All</p> <p>David Brainerd dedicated his life to bringing the Gospel to the Indians of New England. He began his ministry by spending days in the woods interceding to God for the natives. As he prayed, he remembered a teacher at college whom he had offended with harsh and unkind remarks.</p> <p>Extensions</p> <p>Many years ago, David heard a professor speaking at his college. After the teacher had finished sharing one morning at the chapel, David and his friends stood around talking about the man. David was leaning on the back of an old chair. When asked what he thought of the speaker, he said, "That pastor has no more grace than this chair." Word got back around to the teacher and to leaders at the university. They told David to say he was sorry or leave the college. David departed from the school.</p> <p>Further Extension</p> <p>Now, as David prepared to minister to the Indians, he could not quit thinking about the man he had insulted--and how he had not taken responsibility for his ungodly actions. Finally, many months later, he returned to the school. He asked the teacher and the college to forgive him. This forgiveness prepared him for God's blessing upon his ministry to the Indians.</p> <p>2. Spelling: Ey and y Say Long e at the End of Words Example: monkey, bunny</p> <p>All</p> <table border="0" style="width: 100%;"> <tr> <td>1. simply</td> <td>2. sorry</td> <td>3. angry</td> </tr> <tr> <td>4. tardy</td> <td>5. many</td> <td>6. faulty</td> </tr> <tr> <td>7. monkey</td> <td>8. money</td> <td>9. guilty</td> </tr> <tr> <td>10. ministry</td> <td>11. humility</td> <td>12. finally</td> </tr> </table> <p>Extensions</p> <table border="0" style="width: 100%;"> <tr> <td>13. comely</td> <td>14. deity</td> </tr> </table>		1. simply	2. sorry	3. angry	4. tardy	5. many	6. faulty	7. monkey	8. money	9. guilty	10. ministry	11. humility	12. finally	13. comely	14. deity																															
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<p>3. Editor Duty: Correct Given Paragraph(s) Subordinate Clauses</p> <p>4. Spelling Practice: Choose the Correct Spelling</p>
Day Two
<p>5. Choose Your Topic and Sources: Reading and Research</p> <p>6. Grammar: Subordinators</p> <p>7. Study Skills/Research: Create Outline for Informative Report</p> <p>8. Spelling Practice: Six "S" Spelling Secret</p>
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Answer Keys Blue 6-A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Subordinate Clauses

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) **Further Extension:** In all of the paragraphs, highlight five subordinate clauses

Teacher Tip: Your student may highlight any of the shaded words in this Answer Key for the number of items he was to highlight.

When a criminal is asked questions, the questioner sometimes uses something called a polygraph or a lie detector. The lie detector tests different things to see if a person is lying. It checks someone's blood pressure. If someone is lying, his blood pressure is often high. He will also sweat a lot. The lie detector can check this, too.

People who operate lie detectors ask all kinds of questions. They ask questions like, "What is your name?" and "Where do you live?" Since a person does not usually lie about those things, this shows his normal heart rate. When the questioner asks the more important questions, he looks to see if the heart rate changes or if the person is sweating more than before. If the heart rate changed, the person is probably lying.

Because people become nervous when they lie, lie detectors work well. Being guilty makes the brain send out signals to the rest of the body. These signals are what make the heart rate go up, the skin sweat, and many other things occur. When this happens, lie detectors show that a person is lying.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|------------------|--------------|
| 1. <u>simply</u> | simplee |
| 2. <u>sory</u> | <u>sorry</u> |
| 3. <u>angre</u> | <u>angry</u> |
| 4. <u>tardy</u> | tarde |

Teacher Tip: Only the **Further Extension** students will be highlighting the subordinate clauses in this exercise.

Teacher Tip: Or a lie detector may be considered an appositive. Such a phrase will have a comma before and after it if the author considered it to be an appositive.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a s e m i - colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- | | |
|--------------|----------|
| 5. many | maney |
| 6. fallty | faulty |
| 7. monkey | monkee |
| 8. monee | money |
| 9. guilty | guilte |
| 10. minestry | ministry |
| 11. humilety | humility |
| 12. finally | finelly |

<> 4b. Highlight the correct spelling of each **Extension** word.

- | | |
|------------|--------|
| 13. comely | comaly |
| 14. deaty | deity |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|--------------|---------|
| 15. amenity | aminity |
| 16. anarchee | anarchy |

<> 4d. Highlight the correct spelling of each **Optional** word.

- | | |
|----------------|------------|
| 17. regret | reegret |
| 18. confidense | confidence |
| 19. dependable | dependeble |
| 20. machure | mature |

6. Grammar: Subordinators

<> 6d. Highlight the subordinator at the beginning of each sentence.

1. **Though** Jacob and Esau were brothers, they were very different.
2. **When** Isaac was old, he wanted to bless his sons.
3. **Although** Isaac wanted to bless Esau, he blessed Jacob instead.
4. **Because** Jacob had gotten the blessing, Esau was very angry.
5. **Since** he could not have the blessing, Esau vowed to kill Jacob.

6. **When** Jacob heard that, he was very afraid.
7. **Because** he was afraid, Jacob ran away.
8. **Although** they stayed away from each other for years, one day they had to meet again.
9. **If** Jacob had not been willing to tell his brother that he was sorry, his family might have been killed.
10. **Because** Jacob was willing to humble himself and ask for his brother's forgiveness, the two brothers were reconciled.

<> **6e.** Highlight the subordinators within the sentences.

- 1) Jacob and Esau were very different even **although** they were brothers.
- 2) Isaac wanted to bless his sons **since** he was aging.
- 3) Isaac blessed Jacob **when** he meant to bless Esau.
- 4) Esau was angry **because** Jacob got the blessing.
- 5) Esau vowed to kill Jacob **because** Esau was angry.
- 6) Esau decided to kill Jacob **because** he wanted the blessing Jacob had gotten.
- 7) Jacob ran away **because** he was afraid.
- 8) His family might have been killed **if** Jacob had not said he was sorry.

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: **their, there, they're**

<> **10a.** Fill in each blank provided with the correct Wacky Word--**there, their, or they're**.

1. John and Marie brought their cat to the veterinarian.
2. They had to leave him there overnight.
3. They're going to pick him up in the morning.
4. Their veterinarian will take good care of him.

11. Grammar: Subordinate Clauses

<> 11b. Finish the clauses by adding complete sentences to them.

Answers will vary.

<> 11c. Highlight the commas in the sentences from 10b. (Do you see that the commas come at the natural pause?)

1. When someone hurts us,
2. If we forgive,
3. Since Mom went to town,
4. Because Jesus said to forgive,
5. When we become bitter,
6. Although people hurt us,
7. Though we might not want to,
8. Since God forgave us,
9. When Jesus forgave the men who killed Him,
10. Though we want to get angry,

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. What people group did David Brainerd eventually minister to? Indians
2. How did David Brainerd finally find peace? He asked his teacher and the college to forgive him.
3. Write two sentences (**Extensions:** Write three) about the importance of taking responsibility for your actions using two (or three) of the words listed below.

a. esteem	b. compromise
c. humility	d. repentance
e. remorse	f. restitution

Answers will vary.

II. Spelling and Homophones

4. When y is at the end of a two-syllable or longer word, it makes which sound?

a. long i	b. long a
c. <u>long e</u>	d. short i
5. Write the correct spellings of the words listed.

a. guilty - <u>guilty</u>	b. minastray - <u>ministry</u>
c. faultey - <u>faulty</u>	d. monky - <u>monkey</u>
e. humilty - <u>humility</u>	

6. List the letters of the characteristics underneath each homophone.

they're

there

their

3

1

2

6

4

5

7

8

9

(1) Has the word *here* in it.

(2) Has the word *heir* in it

(3) You should say this word un-contracted

(4) Remember, here and there.

(5) Is a pronoun that shows ownership

(6) Is a contraction

(7) Used when you say There are....or There is

(8) Is a possessive pronoun

(9) Has something to do with the word *heir*, as in the heir to the throne

III. Grammar and Usage

7. Fill in the blanks for the subordinator rhyme:

Since , When , Though

Because , If , Although

8. List four subordinators (**Extensions:** List six) that are not in the subordinator rhyme.

a. as

b. even

c. inasmuch

d. until

e. unless

f. so that

Answers will vary.

9. Write four (**Extensions:** eight) *W* subordinators.

a. when

b. whenever

c. where

d. wherever

e. whether

f. while

g. which

h. why

10. Fill in the blanks for the subordinate clause opener rhyme:

When you start a sentence with a subordinate clause ,

Put the comma in where you hear the pause.

11. Finish the sentences by adding complete sentences to the subordinate clause openers given.

Answers will vary.

12. **Further Extension:** Add subordinate clause openers to the sentences provided.

Answers will vary.

IV. Outlining and Write On

13. List your three paragraph topics from this week's report.

Answers will vary.

14. Which paragraph was easiest for you to outline? Why?

Answers will vary.

15. Write this week's thesis statement on the lines provided.

Answers will vary.

Lesson Plans

Blue 6-A: Week Four

For a Five-Day Week

Character Focus: Responsibility

Day One

Vocabulary Box
Character qualities required for reconciliation--*nouns*
People who are reconciled have or use
confidence esteem fervency
humility obedience perception
persistence quietness regret
remorse repentance reprieve
responsibility restitution restoration
sorrow

Vocabulary Box
Characteristics describing someone who is responsible--*adjectives*
Someone who is responsible is
alert attentive considerate
credible dependable diligent
ethical humble industrious
mature obedient painstaking
perceptive precise prudent
punctual reliable reputable
resourceful sensible subordinate
thorough timely trustworthy
upstanding

1. Copying and Comprehension: Passage and Vocabulary
All

"Who broke my turtle?" Jacob shouted.

Josiah stammered, "I—I did, and I—I'm so sorry. I picked it up to look at it, and it slipped out of my hands."

Extensions

Jacob gave his brother an angry look and sat down in his chair in a huff. Father talked to him about his attitude. "Jacob, being angry will not put your turtle back together again. Being angry at Josiah is a way of hurting him. It is wrong. He is sorry that he broke your project. He really needs you to forgive him, so that he will feel better. When you do, you will feel better too."

Further Extension

Later that day, Jacob took his dad's advice. He forgave Josiah, and they were friends again. When this happened, both of them felt better.

2. Spelling: Ng Sounds
Examples: sang, sing, song, sung

All

1. sprung	2. sling	3. flung
4. singsong	5. wrong	6. during
7. cling	8. string	9. anything
10. anger	11. along	12. belong
13. belongings	14. morning	

Extensions

15. revamping	16. smattering
---------------	----------------

Further Extension

17. scathing	18. wayfaring
--------------	---------------

Optional

19. quietness	20. perception	21. upstanding
---------------	----------------	----------------

22. considerate

3. Editor Duty: Correct Given Paragraph(s)
Capitalization Rules

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Take Notes for an Original Closing Paragraph

6. Grammar/Punctuation: Quotation Rules

7. Composition/Creative Writing: Write an Original Closing Paragraph

Day Three

8. Spelling Practice: Six "S" Spelling Secret

9. Composition and Editing: Edit and Revise Using the Checklist Challenge

10. Punctuation: Writing Quotations

Day Four

11. Grammar/Structural Analysis: Subordinate Clauses vs. Sentences

12. Spelling Practice: Write That Word!

13. Grammar: Weekly Quizzes

Day Five

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

16. Composition: Final Copy Original Informative Report

Optional: Extra Practice

Lesson Plans

Blue 6-A: Week Four

For a Four-Day Week

Character Focus: Responsibility

Day One

Vocabulary Box

Character qualities required for reconciliation--*nouns*

People who are reconciled have or use

confidence	esteem	fervency
humility	obedience	perception
persistence	quietness	regret
remorse	repentance	reprieve
responsibility	restitution	restoration
sorrow		

Vocabulary Box

Characteristics describing someone who is responsible--*adjectives*

Someone who is responsible is

alert	attentive	considerate
credible	dependable	diligent
ethical	humble	industrious
mature	obedient	painstaking
perceptive	precise	prudent
punctual	reliable	reputable
resourceful	sensible	subordinate
thorough	timely	trustworthy
upstanding		

1. Copying and Comprehension: Passage and Vocabulary All

"Who broke my turtle?" Jacob shouted.

Josiah stammered, "I—I did, and I—I'm so sorry. I picked it up to look at it, and it slipped out of my hands."

Extensions

Jacob gave his brother an angry look and sat down in his chair in a huff. Father talked to him about his attitude. "Jacob, being angry will not put your turtle back together again. Being angry at Josiah is a way of hurting him. It is wrong. He is sorry that he broke your project. He really needs you to forgive him, so that he will feel better. When you do, you will feel better too."

Further Extension

Later that day, Jacob took his dad's advice. He forgave Josiah, and they were friends again. When this happened, both of them felt better.

2. Spelling: Ng Sounds

Examples: sang, sing, song, sung

All

- | | | |
|----------------|-------------|-------------|
| 1. sprung | 2. sling | 3. flung |
| 4. singsong | 5. wrong | 6. during |
| 7. cling | 8. string | 9. anything |
| 10. anger | 11. along | 12. belong |
| 13. belongings | 14. morning | |

Extensions

- | | |
|---------------|----------------|
| 15. revamping | 16. smattering |
|---------------|----------------|

Further Extension

- | | |
|--------------|---------------|
| 17. scathing | 18. wayfaring |
|--------------|---------------|

Optional

- | | | |
|-----------------|----------------|----------------|
| 19. quietness | 20. perception | 21. upstanding |
| 22. considerate | | |

3. Editor Duty: Correct Given Paragraph(s)

Capitalization Rules

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Take Notes for an Original Closing Paragraph

6. Grammar/Punctuation: Quotation Rules

7. Composition/Creative Writing: Write an Original Closing Paragraph

8. Spelling Practice: Six "S" Spelling Secret

Day Three

9. Composition and Editing: Edit and Revise Using the Checklist Challenge

10. Punctuation: Writing Quotations

11. Grammar/Structural Analysis: Subordinate Clauses vs. Sentences

12. Spelling Practice: Write That Word!

Day Four

13. Grammar: Weekly Quizzes

14. Spelling: Spelling Test

15. Dictation: Dictation Quiz

16. Composition: Final Copy Original Informative Report

Optional: Extra Practice

Answer Keys Blue 6-A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Capitalization Rules

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the second paragraph, highlight all of the words that should be capitalized, and correct them, if you have not already done so.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

People have amazing memories. We can remember things that happened a few minutes ago or even years ago. If we just take a walk through the woods, we use a lot of memory. We remember what the weather was like. We remember if there were leaves on the trees or not. We remember if we fall down. We remember if we hear birds singing. The memory is not just for recalling facts. It is for everything we do. If God did not give us good memories, every time we walked into our bedrooms, we would be surprised by what we saw.

Sometimes we forget things like when we are told to do something. This can be annoying, but it is good that we can forget some things. In Russia, a scientist named Luria found a man who could not forget. This man could not even have a normal conversation because he was so busy remembering so many things. Memories are a gift from God. Being able to forget is a gift from Him too.

There are some things that we should forget. When people do something wrong to us, and then say they are sorry, we should be willing to forgive them. We should forgive them even if they do not say they are sorry. Sometimes we cannot forget what they did. But we should still forgive them with God's help. The Bible says that God forgives our sins and remembers the no more. If the Lord of lords is willing to forgive our sins, so we should be willing to forgive when others do wrong to us.

Note: It is correct to capitalize the second lord in Lord of Lords or to write it with a lower case l (Lord of Lords.)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. sprung

sprung

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

2. slinnng	sling
3. flunnng	flung
4. singsong	sinsong
5. wrong	rong
6. durring	during
7. cling	clinnng
8. strinnng	string
9. anything	anything
10. anger	angir
11. allong	along
12. belong	bellong
13. belonging	bellonginnngs
14. moorning	morning

<> **4b.** Highlight the correct spelling of each **Extension** word.

15. revamping	revammping
16. smatering	smattering

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

17. scathing	skathing
18. wayfaring	waefaring

<> **4d.** Highlight the correct spelling of each **Optional** word.

19. quitness	quietness
20. perception	perseption
21. upstanding	upstending
22. conciderate	considerate

6. Grammar/Punctuation: Quotation Rules

<> **6c.** Punctuate the quotations provided by adding commas according to the following two rules:

- (1) Add a comma after the speech tag, if the speech tag is before the quotation. For example: Jesus said₁ “Seek me early.”
 - (2) Add a comma before the speech tag, if the speech tag is after the quotation (Remember, this comma goes inside the ending quotation mark.) For example: “Seek me early₁,” said Jesus.
1. The Bible says₁ “Love them that hate you.”
 2. “He has no more grace than this chair₁,” said David Brainerd.
 3. In the Bible, Joseph told his brothers₁ “You meant it for evil, but God meant it for good.”
 4. A wise lawgiver once said₁ “He who comes to a court of equity must have clean hands.”
 5. “I saw him take the money₁,” one witness said.
 6. Another witness said₁ “No, he did not take it.”
 7. The judge said₁ “They cannot be both telling the truth.”
 8. “We should forgive each other₁,” the pastor said.
 9. “Being guilty makes a person’s heart beat very fast₁,” the doctor said.
 10. The boy asked the girl₁ “Will you forgive me?”
 11. “We should know how to ask forgiveness₁,” the teacher said.
 12. She also said₁ “We should be willing to forgive others.”
 13. Mother told the children₁ “Go and ask forgiveness for what you did.”
 14. “I forgive you for what you did₁,” said the lady.
 15. The father asked₁ “Don’t we all feel better when we say we are sorry?”

Weekly Review Quiz Answer Key

I. Comprehension and Vocabulary

1. Write two sentences (**Extensions:** Write four) about Josiah and Jacob using two (or four) of the Vocabulary Words provided.
 - a. compromise
 - b. relieve
 - c. humility
 - d. regret
 - e. repentance
 - f. restoration
 - g. remorse

Answers will vary.

2. The word *stammered* is a good word to use in place of the word said when you are creating a speech tag. List two (**Extensions:** List four) other words that could be used in place of *said*.
- a. shouted b. whispered
c. declared d. remarked

Answers will vary.

II. Spelling and Homophones

3. Write one spelling word for each family given.
- a. ang - bang b. ing - string
c. ong - wrong d. ung - flung

Answers will vary.

III. Grammar and Usage

4. List two times that quotation marks are used.
- a. To show someone is speaking
b. To set off special words that you are referring to
5. What do you call the words *Jacob shouted*? speech tag
6. **Extensions:** Punctuate the following quotes according to this week's quotation rules.
- a. The Bible says, "Love your enemies."
b. "I have sinned," said David Brainerd.
c. The pastor said, "We must take responsibility for our actions."
d. Josiah said, "I did not break your turtle!" (or .")
7. What two punctuation marks always go inside the ending quotation mark (even if they are not part of the sentence being quoted)?
- a. Comma
b. period
8. List the letters for the characteristics for subordinate clauses and complete sentences.
- | Subordinate clause | Complete sentence |
|--------------------|-------------------|
| <u>a</u> | <u>b</u> |
| <u>c</u> | <u>e</u> |
| <u>f</u> | <u>d</u> |
| <u>d</u> | |
- a. Cannot stand alone
b. Can stand alone
c. Must be added to a complete sentence
d. Has a subject and a verb (is true of both)
e. Makes sense all by itself
f. Has a word at the beginning that makes it sound incomplete without the rest of the sentence

9. What word at the beginning of the subordinate clause makes it sound like it is NOT a real sentence. A subordinate

IV. Editing and Revising

10. Did you decide to write about an animal that does or does not show mercy?

Answers will vary.

11. What six descriptors did you use to describe your animal in our report?

Answers will vary.

Blue 7-A: Week One

Character Focus: Wisdom

Vocabulary Box

Words related to wisdom--nouns

A person who is wise has

assessment	astuteness	critique
shrewdness	discretion	evaluation
expertise	insight	judgment
knowledge	learning	perception
prudence	reason	reasoning
thoroughness		

Vocabulary Box

Steps/skills needed for reconciliation--nouns

People who reconcile often need

acumen	adeptness	adroitness	agility
astuteness	cleverness	creativity	creative power
creative thinking	crisis management	deftness	discernment
enterprise	illusion	imagination	imaginative faculty
ingeniousness	ingenuity	inventiveness	mental dexterity
originality	sagacity	shrewdness	wit
wittedness			

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>One day the young man, James Oglethorpe, went to visit one of his friends. This friend was in prison because he could not pay his debts. When James arrived at the jail, he was told that this fellow had died. James decided that he needed to find out what was happening in the debtors' prisons. Some of his friends and neighbors had been there in the past. He investigated what life was like in the prisons, and then he wrote a report to the King of England about his findings.</p>
Extensions	<p>James' report told just how unbearable the prisons were for these families. He found that people who could not pay their debts were treated worse than actual criminals. These debtors had their own jails, but the men were not well cared for. The families of these inmates often stayed with them too. Their children were kept in jail just like they were lawbreakers. James thought the debtors' prison was a travesty. He had an idea to help with this problem.</p>
Further Extension	<p>Mr. Oglethorpe told the king that the government should let some of the prisoners go to the New World and initiate a community. There they would be able to start life again. Many other people liked the idea. Some individuals donated thousands of dollars and myriad supplies to help the people begin anew. The place they founded was called Georgia. It is now a state in the United States of America.</p>

↔ 1a. Read this week's passage aloud.

This week's passage is about the debtors' prisons during the seventeen and eighteen hundreds. These prisons were not like our prisons today. Our prisons are run by the government to keep criminals. The debtors' prisons were owned by individuals. These jails mistreated people who were not real criminals. Many of these "prisoners" simply had hard times such as illnesses or fires or deaths in their families--leading to their financial problems.

<> **1b.** In the of the passage, highlight the following words one time each.

1. debtors' prisons
2. travesty
3. New World

<> **1c.** Look up these words in a dictionary, and write their definitions in your own words on the lines provided.

Definition of *debtors' prisons*

Definition of *travesty*

Definition of *New World*

<> **1d.** On the lines provided, write two sentences using the words you defined above. In your sentences, tell how James Oglethorpe showed *wisdom* and/or *resourcefulness*.

1.

2.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Teacher Tip: The Optional Definition Dissection exercises in Level A are not mandatory assignments because they will take a fair amount of teacher input to carry out. If you want to take the time to complete this with your Level A student (for several weeks), your student's comprehension and vocabulary skills will increase. However, they are not independent activities at this level.

Teacher Tip: The **Definition Dissection (DD)** text used in each week's vocabulary lessons is provided in the CQLA *Teacher's Guide* and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."

The **DD box** in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____

2. _____

3. _____

(9) Write a sentence using this DD word on the lines provided.

Optional Penmanship Practice

Agree with thine adversary quickly, whiles thou art in the way with him; lest at any time the adversary deliver thee to the judge, and the judge deliver thee to the officer, and thou be cast into prison.

Matthew 5:25

<> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.
• Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because one of James Oglethorpe's friends had died in the debtors' prison, James decided he needed to find out what was happening. Subordinate clause opener

Further Study: Study different types of energy.

<> **1h.** From the shaded Vocabulary Box, choose two words *related to resourcefulness* and write them on the lines provided.

1. _____ 2. _____

<> **1i.** On the lines provided, write one sentence about James Oglethorpe. In your sentence, use one of the vocabulary words that you listed.

<> **1j.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1k.** (T) Review your copy with your teacher, and correct any errors.

<> **1l. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: The *ei* and *ie* combinations confuse students in their spelling more often than any other spelling combination. Teach your student to look at this rule in three parts:

- (1) "I before e" means that in most instances in which the *ie* or *ei* combination is used to say the long e sound, *ie* is the spelling order (e.g., *believe*).
- (2) "Except after c" means that whenever c precedes the *ie* or *ei* combination, *ei* is the spelling order (e.g., *receive*).
- (3) "Unless it says ay as in *neighbor* and *weigh*" means that when the *ie* or *ei* combination is used to say the long a sound, *ei* is the spelling order (e.g., *vein*, *weigh*).

Write any **Review Words** that your teacher gives you on the lines provided.

2. Spelling/Structural Analysis: *Ei* Says *ay*

Examples: weigh, vein, feign

<> **2a.** In the first paragraph of the passage, highlight the word *neighbors*.

1. Sometimes a word has the long a sound spelled with *ei* instead of a.
2. Just like any other spelling rule, it is easier to learn how to spell words if you group like spellings together.

Examples:

- | | |
|---------------------------|--------------------------|
| a. neighbor | b. weigh |
| c. neigh | d. freight |
| e. weight | f. vein |
| g. rein (a horse's rein) | h. reign (a king's rule) |
| i. feign (to fake or act) | |

<> **2b.** Study the *ie* Teacher's Tip in the margin with your teacher.

<> **2c.** Study the box with *ei* sounds.

Words in Which <i>ei</i> Says <i>ay</i>				
<u>ei</u> gh	<u>ei</u> ght	<u>ei</u> n	<u>ei</u> l	<u>ei</u> gn
neigh	eight	vein	veil	feign
weigh	weight	rein		
neighbor	freight			

<> **2d.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> **2e.** Add this week's new words (minus the **Optional** Words) to pages 50 and 52 of your *Spelling Notebook*.

<> **2f. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2g.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2h. Optional:** In your notebook, write six sentences using six of the spelling words.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. vein	vein			
2. veil	veil			
3. rein*	rein			
4. freight	freight			
5. weight	weight			
6. neigh	neigh			
7. feign	feign			
8. weigh*	weigh			
9. reign*	reign			
10. unveil	un-veil			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions: Other ei words				
11. surfeit	sur-feit			
12. sovereign	sov-er-eign			
Further Extension: ie words				
13. reprieve	re-prieve			
14. rarefied*	rar-e-fied			
15. piety	pi-e-ty			
Optional				
16. reason	rea-son			
17. learning	learn-ing			
18. wit	wit			
19. cleverness	clev-er-ness			
*Commonly Misspelled				

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first two paragraphs, highlight the spelling errors, and correct them if you have not already done so.

sometimes you mite do or say something that hurt someone else When his hapens it is your responsibility to make shure that you are still frends The bible say that if you hurt someone, you should make thing right You should go and ask forgiveness. asking forgiveness is more then just saying you are sory

after you have asked forgiveness you need to make sure that the person is all right You need to say that you was rong, and you need to make sure that the persan feels beter. if you hit someone with a baseball, you need to make sure he isn't hurt bad. If you have taken money from someone, you must give it back. if you say something mean to someone you need to tell him that you won't do it again Than you shoud not speak that way agan

you need to listen to what the other person thought about what happened Often you will says or do things that do not mean much to you, but they can still hurt someone else deeply. you need to let the other person explain what hurt him if you don't already know. god says in the bible that when you are wrong, you should go to the person that you hurt and be willing to do what it take to become friends again you should also try not to hurt him again in the future.

Further Study: Study *nuclear reactions* and how they must be controlled.

Further Study: Set up a domino chain reaction and notice a chain reaction.

Further Study: Some things are not wise if left uncontrolled. List them.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|------------|---------|
| 1. vein | vane |
| 2. vale | veil |
| 3. rein | rane |
| 4. freight | fraight |
| 5. waight | weight |
| 6. neigh | naigh |
| 7. faign | feign |
| 8. weigh | waigh |
| 9. raign | reign |
| 10. unveil | unvale |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|-----------|
| 11. surfeit | serfeit |
| 12. soveragn | sovereign |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|--------------|----------|
| 13. repreve | reprieve |
| 14. rarefied | rearefed |
| 15. piety | piaty |

Further Study: Study the purpose of circuit breakers in an electrical system.

Character Focus: Agreeing quickly requires wisdom and humility.

<> 4d. Highlight the correct spelling of each **Optional** word.

- | | |
|----------------|------------|
| 16. reeson | reason |
| 17. learning | lerning |
| 18. wit | witt |
| 19. clevarness | cleverness |

<> 4e. On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. _____
2. _____
3. _____
4. _____

Alternative Writing for Blue 7-A: Week One

- Write one paragraph about how Stephen forgave the men who killed him.
- Ask someone to read you the book *David Copperfield*, and write a book report about it. You may use the Book Report Guide provided in the Appendix of the *Teacher's Guide*.
- Write a two-paragraph story about a time you had to forgive someone.

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better, important

= can mean the result of, the same as, equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

→ can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

" " can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

Optional Penmanship Practice

And the fruit of righteousness is sown in peace of them that make peace.

James 3:18

KWO: Writing a Key Word Outline is kind of like Squanto may have talked with the Pilgrims when he first met them: "How! Me Squanto!"

Tips for Rewriting the Passage

1. Try not to write what you recall the passage saying word for word.
2. You may use synonyms for some of your key words.
3. Your sentences may contain more information than the passage had, but try not to have less information.
4. Do not look back in the passage unless absolutely necessary.
 - a. If you need help, re-read the whole passage.
 - b. Do not read each sentence as you write it.
5. Write your essay on every other line in your notebook.

Optional Penmanship Practice

Verily I say unto thee, Thou shalt by no means come out thence, till thou hast paid the uttermost farthing.

Matthew 5:26

Sentence 2

Sentence 3

Sentence 4

Sentence 5

Sentence 6

(You may use up to seven words for Sentence Six; you may keep it as a compound sentence or divide it into two separate sentences.)

All--Paragraph Two of Body

Topic of Paragraph 2

Sentence 1

Sentence 2

Sentence 3

Sentence 4

Sentence 5

Sentence 6

Sentence 7

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

(You may use up to seven words for Sentence One.)

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sample KWO

Topic of Paragraph: James wants to help debtors

Sentence 1: James visited friend → jail

Sentence 2: Friend in jail because debts

Sentence 3: James discovered friend died

Sentence 4: Mr. O investigated prisons=findings → King England

Sample Paragraph From KWO

Paragraph 1

James Oglethorpe, a young fellow living in England, went to see a friend. He visited this man in debtors' jail. This was a place where people who couldn't pay their bills had to go. When James got to the prison, he was informed that his friend was deceased. This prompted Mr. Oglethorpe to research debtors' prisons. He discovered what was going on in them. He reported this information to the King of England.

6. Grammar: Verbs

↔ **6a.** Stand up beside your chair and DO something! Name each action you are doing.

1. **The things that you are doing are verbs, such as *jumping, stretching, hopping, etc.***
2. Sometimes an action verb has other verbs helping it to tell what the subject did.

Examples:

- a. James **did** not **free** every person from prison.

- 1) What did James not do?

- 2) *Did free* is the main verb with its helper. (*Did* is the helper. *Not* is an adverb telling how he may be freed)

- b. Now, James Oglethorpe **is remembered** as a great humanitarian.

- 1) What has happened to him?

- 2) *Is remembered* is the main verb with its helper. (*Is* is the helper.)

3. **When a main verb has a helper with it, that helper is usually a being verb—it does not tell an action.** It just helps the main verb tell when the action happened.

4. There is a **special kind of verb called an infinitive.**

5. This is any kind of **verb with the word *to* in front of it.**

- a. Be, a Helper, Link verbs as infinitives:

- 1) to be

- 2) to see

- b. Action verbs as infinitives:

- 1) to run

- 2) to jump

6. Sometimes the subject of the sentence does two things.

7. Because of this, there are sometimes two different main verbs.

8. **When a sentence contains two verbs (two things the subject does), it has a compound verb.**

Examples:

- a. Herbs heal and prevent disease.

- 1) What are the two thing herbs do?

- 2) *Heal* and *prevent* are the two verbs that tell what herbs do.

- b. Bitterness harms and destroys.

- 1) What are the two things bitterness does?

- 2) *Harms* and *destroys* are the two verbs that tell what bitterness does.

9. You probably remember that the word compound means “two.”

10. Do you remember what compound words are?

11. Compound words are words that have two words joined to make one new word.

- a. dog + house = **doghouse**

- b. every + one = **everyone**

12. Compound verbs **are two verbs telling two different things that a subject does.**

↔ **6b.** Stand up beside your chair and do two different things:

1. whisper and yawn

2. cheer and smile

3. sing and wave

4. jump and walk

5. clap and hop

Action Verbs and Being Verbs

1. An **action verb** tells what the subject of the sentence does.

2. A **being verb** tells what the subject of the sentence is.

Those are compound verbs! One subject (you!) is doing two different things.

<> **6c.** In the first paragraph of the passage, highlight the action verbs (with or without the word to in front of them).

<> **6d.** Review Be, a Helper, Link verbs with the BHL song and be sure you can still recite/sing it.

<> **6e.** In the sentences provided, highlight the verbs—including their helpers.

Note: Do not forget infinitives (to + verb). Highlight these since they are two word verbs.

1. Whole families were kept in prison.
2. The father could not pay his debt.
3. The family could not get money.
4. They might stay in jail for a long time.
5. One man decided to change that.
6. Now the family could go to the New World.
7. The father got permission.
8. They left in October of 1732.
9. They arrived in the New World on January 13, 1733.
10. They made peace with the Indians.
11. The family started to build a new life.
12. Soon other families came to Georgia too.
13. Most of them also needed a place to start over.
14. They built towns and farms.
15. They soon had built a large government.

Be, a Helper, Link Verb Song

Memorize the Be, a Helper, Link Verb Song to the tune of the Alphabet Song.

ABCDEFG

Be, a Helper, Link verbs,

HIJKLMN

Is, Are, Am, Was, & Were.

QRSTU

Be, & Being, Been, Become,

WXYZ

Has, & Had, & Have are ones.

Now I said my ABC's

Can, Could, Shall, Should—they are fun

Next time won't you sing with me?

Will, Would, Do, Did, Does, & Done

ABCDEFG

May, Might, Must—they are some as well,

HIJKLMN

Appear, Look, Seem, Remain, Taste, Feel, & Smell.

Action Verbs

Action verbs are words that:

1. Show the action of the sentence.
2. Tell what the subject did, does, or will do.
3. Are usually found in the predicate part (the second half) of the sentence.

<> 6f. Extensions: Fill in the blank of each sentence provided with a strong verb (a different one than the sentence contained in the passage or previous practice sentences).

Note: Be sure you change any other words in the sentence that require changes to make the sentence sound right.

Example: The people desired a place _____ over. The people desired a place to regroup.

1. One man decided to _____ that.
2. Now the family could _____ to the New World.
3. The father _____ permission.
4. They _____ in October of 1732.
5. They _____ in the New World on January 13, 1733.
6. They _____ peace with the Indians.
7. The family started to _____ a new life.
8. Soon other families _____ to Georgia too.
9. Most of them also needed a place to _____ over.
10. They _____ towns and farms.
11. They soon _____ a large government.

<> 6g. Optional: In your notebook, write sentences and highlight all of the verbs.

Basic Level: Write six sentences.

Extension: Write eight sentences. Be sure that at least two of them contain helping verbs.

Further Extension: Write ten sentences containing information from a character book. Be sure that at least four of them contain helping verbs.

Help Box for 6c.

You should have highlighted the following words:

- | | | | |
|------------|---------------|------------------|------------|
| 1. went | 2. to visit | 3. pay | 4. arrived |
| 5. told | 6. died | 7. decided | 8. needed |
| 9. to find | 10. happening | 11. investigated | 12. wrote |

Findings is a noun in the passage--a thing. It is not locating or finding something in this case. It is like a summary or news.

7. Spelling Practice: Six “S” Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition/Creative Writing: Write a Historical Report From a Key Word Outline

<> **8a.** Follow these steps for writing your story from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your report on the computer.
- (5) Be sure to double space your story to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

<> **8b.** Read your story aloud. Do you like the way it sounds?

Synonyms
and Antonyms

Synonyms—words that have the **same** or **similar meaning**

Antonyms—words that have the **opposite meaning**

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: passed vs. past

<> **9a.** In the first paragraph of the passage, highlight the word *past*.

1. The word **past** is either a preposition or an adverb (describer).
2. **Past tells where something is in relation to something else or when something happened.**
3. It describes the **location of something**.
Examples:
 - a. He is going **past** the mountain.
 - b. The house is over the hill, just **past** the park.
 - c. It is half-**past** eight.
4. The word **passed** is a form of the verb **pass**.
5. *Pass* is an action verb.
6. Do you remember that a verb is an action—a word in the sentence that tells what the subject did or does?
7. The **verb pass** means one of the following:
 - a. **To move around or beside**
For example: I **pass** her desk every day.
 - b. **To achieve something**
For example: I usually **pass** my test.
8. Sometimes when you write the verb *pass*, you need to put it in a different tense or form.
Examples:
 - a. I am going to **pass** that test.
 - b. Yesterday I **passed** the test.
 - c. Last week I had **passed** all of my tests.
 - d. He **passes** all of his tests.
 - e. I am **passing** all of my classes.
 - f. I am going to **pass** the mountain.
 - g. Yesterday I **passed** the mountain.
 - h. Last week I had **passed** that mountain.
 - i. He **passes** the mountain on his bike.
 - j. I am **passing** the mountain now.
9. Some people confuse the verb *pass* (especially the tense *passed*) with the describer *past*.
10. To keep from getting confused about whether you should use the verb *pass* or the describer *past*, keep these tips in mind:
 - a. **When you use the verb *pass*, you will not usually have any other action verbs with it.** (Remember, the verb *pass* is something *you do*.)
Examples:
 - 1) He will **pass** by at noon. (Only the helper will is with it.)
 - 2) She has **passed** the test. (Only the helper has is with it.)
 - b. **When you use the describer *past*, you will already have an action verb—the word *past* will describe where that action is being done.**
Examples:
 - 1) He is walking **past** the house. (The verb phrase is this: *is walking*. *Past* describes where he is walking.)

- 2) She will drive **past** the school. (The verb phrase is this: *will drive*. *Past* describes where she is driving.)
11. A final way to tell the difference between the verb *pass* and **the describer *past* is that the describer is always spelled the same way: *past***. Whenever you see the *st* at the end of the word, you know it is the describer, not the verb!
12. If you put an ending on the describer *past*, you create a completely different word:
- past--pasted
 - past--pasting
13. This is a good way to remember that **past** is **not** the verb!

Past vs. Pass

The describer/preposition *past* is always spelled the same way—with *st* at the end.

The verb *pass* has different spellings according to when it happened.

<> **9b.** In the sentences provided, complete the following steps:

- (1) Highlight the forms of the verb *pass* in one color and the describer/preposition *past* in another color.
- (2) On the lines following each sentence, write V if the word you highlighted is a verb and D/ PREP if the word you highlighted is a describer or preposition.

1. They went past the jail. _____

2. In past years, people had been kept there for debt. _____

3. That time was passed. _____

4. Now people passed across the sea to go to the New World. _____

5. Passing the jail, he stopped. _____

6. Things had changed in the past few years. _____

7. The court had passed a law. _____

8. She ran past the house. _____

9. They passed the test. _____

10. Someone passed her in the hall. _____

↔ **9c. Extensions:** On the lines provided, write ten sentences containing any form of the verb *pass* and the descriptor *past*.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

10. Extensions--Study Skills/Prewriting/ Composition: Take Notes and Write an Original Opening Paragraph

<> **10a. Extensions--**Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
 - a. A song: **"Rescue the Perishing"**
 - b. A quotation about **what it is like to be in debtors' prison**
 - c. A statistic about **how many people were in debtors' prison detained in England during a certain time period**
 - d. A story about **someone in debtors' prison**
 - e. A **verse about freedom**
 - f. A summary of what is to come (without giving away the points of the body of your essay)
- (2) **In your notes, plan on what you will include in your thesis statement.***
(You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)
 - a. Remember, a thesis statement is a statement that **tells the "thesis" of your paper--what your entire paper is about.**
 - b. It should be a sentence or two in length and should introduce your reader to your topic.
 - c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
 - d. It should bridge the gap between your catchy opening paragraph and the body of your report.

- *Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

- (1) **Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)**
- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:

- a. Read a line of notes.
- b. Consider what you want to say about those notes.
- c. Say aloud a sentence that you want to use.
- d. Write down that sentence.
- e. Repeat these steps for all of your notes.
- f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
- g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

11. Write On: Strong Verbs

1. Different verbs make your sentences more interesting to read.
2. **To make a sentence more interesting for your readers, you should use strong verbs or verbs that tell more about what the subject does.**
3. If you use a weak verb, people may not know what you mean.
 - a. If you write *he said*, your reader will not know if he spoke *quietly*, *loudly*, or *normally*.
 - b. If you write *he whispered*, your reader will know he spoke *very quietly*.

<> **11a.** Study the Weak Verbs/Strong Verbs box provided.

<> **11b.** On the lines provided, write two stronger verbs in place of each weak verb listed. You may use a thesaurus if needed.

1. said _____

2. went _____

3. like _____

4. see _____

5. make _____

6. talk _____

7. walk _____

↔ **11c. Extensions:** On the lines provided, rewrite the first five sentences from 6e.
 Replace the verbs that are there now with stronger verbs. Highlight the new verbs.

Example: Jesus **showed** mercy. → Jesus **demonstrated** mercy.

Weak Verbs/ Strong Verbs	
Weak	Strong
say	exclaim, respond, shout, reply
walk	run, hasten, lumber, tiptoe
answer	reply, respond, reiterate, conclude
speak	interject, lament, spout, cry, concur
sit	lounge, recline, plop, slouch, straddle
like	enjoy, savor, adore, favor, prefer, pursue
become	blossom, develop, convert, change
eat	digest, inhale, slurp, taste, consume
get	acquire, behold, occupy, receive

1. _____

2. _____

3. _____

4. _____

5. _____

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **12.** Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the CQLA *Teacher's Guide*.

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

14. Grammar: Weekly Quizzes

- <> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson) following the times suggested (according to your teacher’s direction) for each assigned section.
- <> **14b.** Do the Weekly Review Quiz provided after this week’s lesson.

15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

17. Composition: Final Copy Historical Report From Given Material

- <> **17a.** Write the final copy of your story in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your story since you completed the Checklist Challenge?

<> 17c. **Optional:** Make a minit-book containing your story.

Optional: Extra Practice

- 1E. In your notebook, write ten words with *ei* saying long *a*.
- 2E. In your notebook, write seven sentences about debtors' prisons, using strong verbs.
- 3E. In your notebook, copy sentences containing past or passed from a character book.
- 4E. Make a minit-book containing some of your sentences from this lesson.
- 5E. In your notebook, write four Scriptures about debts or debtors.
- 6E. Read a nonfiction book or part of a nonfiction book about James Oglethorpe.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read--as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

Checklist Challenge Blue 7-A: Week One

Character Focus: Wisdom

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

☐ All ☐ All ☐ All ☐ E's

Read your story to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

➡ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

➡ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

➡ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Free at Last!**
- Something bold: **Georgia!**
- A song title or line: **Almost Home**
- A Scripture: **Do Good Unto the Household of Faith**
- Something biblical: **When the Son Sets You Free**
- Something about character: **Oglethorpe's Resourcefulness**
- Something informative: **From the Old World to the New World**
- Other: **A New Plan, a New Place**

➡ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

B

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **"thesis statement reloaded"** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 You may choose to have your "thesis statement reloaded" be a sentence that restates the title of your report rather than the thesis statement.

The passage already contains a closing statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All All All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

🔑 This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All All E's

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. (Do not change insignificant words such as *was*, *it*, *and*, etc.)

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

B

Start one or more of your sentences with an **adverb** (ly word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

- ☞ The comma may be directly after the adverb or shortly after it, depending on where you “hear” it.

B

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

- ☞ **Interjections include words from the following rhyme:**

My, well, oh
Wow, yes, no

B

B

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

- ☞ Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

E's

E's

E's

E's

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider’s victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

- ☞ **Upper Level B and all Level C students should choose various ones--preferably without much repeating.**

FE

Combine two complete, related sentences with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods.
- They act via traps and snares; they put their victims in challenging positions.

All

All

All

E's

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be, a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme -- E's

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ -- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

-- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. Where is the location (the country) of the debtors' prison in the passage? _____
2. What was Mr. Oglethorpe's solution to the problem of debtors' prison? _____

3. Use the following Vocabulary Words in sentences about the passage:

All

- | | |
|---------------|---------------|
| a. perception | b. insight |
| c. reasoning | d. shrewdness |

Extensions

- | | |
|---------------|---------------|
| e. discretion | f. astuteness |
|---------------|---------------|

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

- f. _____

II. Spelling and Homophones

4. Write two words under each category:

ei

eigh

eight

eign

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

5. **Extensions:** Fill in the blank with the correct *passed/past*.

- a. The house is located just _____ the store.
- b. The girl _____ the test.
- c. The man has _____ the library.
- d. He is trying to forget his _____.

III. Outlining and Write On

6. List three words that you wanted to be sure to include in your Key Word Outline because they were very specific or difficult to spell.

- a. _____
- b. _____
- c. _____

7. Change one verb in each sentence provided below to a more exact or strong verb. (If you need to change other words, to make your new verb fit, be sure to do so.)

Optional: Copy your new sentences on the lines provided.

- a. Whole families were kept in prison.

- b. The family could not get money.

- c. They might stay in jail for a long time.

- d. The father got permission.

- e. They made peace with the Indians.

IV. Grammar and Usage

8. An action verb is something that you _____.
9. A verb phrase is a main verb with a _____.
10. **Extensions:** When a sentence has the subject doing two things, the sentence is said to contain a _____ verb.
11. Highlight the verb phrases in the sentences provided.
 - a. Now the family could go to the New World.
 - b. They had left in October of 1732.
 - c. The family had started to build a new life.
 - d. They have built towns and farms.
 - e. Soon, they had built a large government.

V. Editing and Revising

12. List two words that you had to work on for redundancy in your paper this week.
 - a. _____
 - b. _____
13. What other title could you have used?

14. What is your thesis statement—the statement that tells your reader what your essay is about?

15. List two words you included in your paper that you have never used in writing before.
 - a. _____
 - b. _____
16. List the paragraph topics from your outlining lines.
Paragraph 1 _____
Paragraph 2 _____
Paragraph 3 _____

Blue 7-A: Week Two

Character Focus: Wisdom

Vocabulary Box

Words related to wisdom--nouns

A person who is wise has

assessment	astuteness	critique
shrewdness	discretion	evaluation
expertise	insight	judgment
knowledge	learning	perception
prudence	reason	reasoning
thoroughness		

Vocabulary Box

Steps/skills needed for reconciliation--nouns

People who reconcile often need

acumen	adeptness	adroitness	agility
astuteness	cleverness	creativity	creative power
creative thinking	crisis management	deftness	discernment
enterprise	illusion	imagination	imaginative faculty
ingeniousness	ingenuity	inventiveness	mental dexterity
originality	sagacity	shrewdness	wit
wittedness			

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	When Jim broke his leg, the doctor had to make sure that it healed properly. The physician put Jim's broken limb in a cast to limit the leg's movement. This was to protect the leg if Jim tried to put weight on it. It gave the limb an opportunity to mend.
Extensions	<p>However, a cast can create problems. If someone wears a cast for a long period of time, the limb within it becomes weak. God created muscles so that they need to move in order to stay strong. When part of an appendage is in a cast, some of its muscles cannot move, and those muscles become weak.</p> <p>If a leg is in a cast for just a short time, this will not be a problem. If a leg is in the mold for only one or two months, its muscles will grow strong again when the device is removed. If a limb is encased for too long, there could be difficulties.</p>
Further Extension	There are other potential complications with a cast. One that is too tight can slow down the flow of blood to the body that is injured. This retards the healing and can also hurt the leg in other ways. It is imperative that the doctor makes sure the cast is not overly tight when he puts it on. A cast can help a limb become dexterous again as long as it is put on correctly and taken off in a timely manner.

➤ 1a. Read this week's passage aloud.

A cast is a way of "reconciling" a broken limb. To "reconcile" is to make things right. Just like a cast "reconciles" hurt appendages, we, as Christians, should reconcile hurt hearts and broken relationships.

<> **1b.** In the third paragraph of the passage, highlight the number words in the phrase *one or two months*.

When you write numbers that take **three words or more**, do not write them out in words; instead, **use numerals**.

Examples:

1. Instead of writing one hundred twenty-five, **write 125**.
2. Instead of writing three thousand three, **write 3,003**.

Note: There are exceptions to the rule, such as not beginning or ending a sentence with a numeral--but only number words. Sometimes you have to re-work a sentence so it does not end with a date when you write at advanced levels.

<> **1c.** From the shaded Vocabulary Box, choose two steps or skills that are *needed for reconciliation*, and write them on the lines provided.

1. _____
2. _____

<> **1d.** On the lines provided, write one sentence about how a broken arm or leg heals. In your sentence, use one of the vocabulary words that you listed or other one from one of the Vocabulary Boxes.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Teacher Tip: The Optional Definition Dissection exercises in Level A are not mandatory assignments because they will take a fair amount of teacher input to carry out. If you want to take the time to complete this with your Level A student (for several weeks), your student's comprehension and vocabulary skills will increase. However, they are not independent activities at this level.

Further Study: Learn the song "Only a Sinner."

- (5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Further Study: Study and discuss what a chain reaction is.

- (6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

Further Study: Study about agreeing with an adversary in Proverbs 6:1-5.

- (7) Write a shortened dictionary definition for your word on the lines provided.

- (8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

- (9) Write a sentence using this DD word on the lines provided.

- ↔ **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

- ↔ **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because a limb within a cast can become weak, it is not optimal to wear one for too long of a period of time.

Subordinate clause opener

Teacher Tip: When your student was learning to read, he may have learned this rule in one of the following two rhymes:

When two vowels go walking, the first one does the talking.

When two vowels go out to play a game, the first one always says its own name.

Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (e.g., *play*), the first vowel makes its long sound and the second vowel is silent. In the case of *ay*, the *y* is acting like a vowel. (Do you remember the saying about vowels: “a, e, i, o, u, and sometimes y”?)

<> **1h.** In your notebook, copy this week’s passage at the level directed by your teacher.

<> **1i.** (T) Review your copy with your teacher, and correct any errors.

<> **1j. Optional:** Make a minit-book containing this week’s passage.

2. Spelling/Structural Analysis: Two Vowels Together That Make the Long Sound

Examples: treat, speak

<> **2a.** In the second paragraph of the passage, highlight the words that have two vowels right beside each other with the first vowel saying its long sound and the second vowel making no sound. (You may consider *y* as vowel when it is used as one.)

1. **When you have two vowels side by side, the first vowel says its name—its long sound.**

2. To help you remember this, there are two little rhymes you can learn:

When two vowels go walking, the first one does the talking.

When two vowels go out to play a game, the first one always says its own name.

3. You can combine any two vowels and usually have the first vowel long. Some of the most common vowel combinations are listed in this shaded box:

<> **2b.** Study the Long Vowel Words box:

Common Words With the First Vowel Making Its Long Sound

-When two vowels go walking, the first one does the talking.

-When two vowels go out to play a game, the first one always says its own name.

<u>ea</u>	<u>oa</u>	<u>ai</u>	<u>ie</u>	<u>ue</u>	<u>ay</u>	<u>ee</u>	<u>oe</u>
bead	oak	rain	die	blue	say	seep	foe
weak	foam	vain	lie	sue	play	deep	toe
heap	loaf	main	tie	true	may	sleep	woe

<> **2c.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

Write any **Review Words** that your teacher gives you on the lines provided.

<> **2d.** Add this week's new words (minus the **Optional Words**) to pages 21, 22, and 24-26 of your *Spelling Notebook*.

<> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2g. Optional:** In your notebook, write six sentences using six of the spelling words.

Help Box for 2a.

You should have highlighted the following words:

- | | | | |
|-----------|---------|------------|---------|
| 1. create | 2. weak | 3. created | 4. need |
| 5. stay | 6. weak | | |

Note: Oftentimes *w* is considered a vowel in word families such as *ow* (bow, slow) or *ew* (new).

Character Focus: A lot of very smart people did not have wisdom because they did not believe in God.

Optional Penmanship Practice

He that answereth a matter before he heareth it, it is folly and shame unto him.

Proverbs 18:13

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. agree	a-gree		Double e	
2. afraid	a-fraid			
3. meager	mea-ger			
4. fairy*	fair-y			
5. explain	ex-plain			
6. approach	ap-proach		Double p	
7. create	cre-ate			
8. weakness	weak-ness		Double s	
9. repair	re-pair			
10. value*	val-ue			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. monorail	mon-o-rail		Think mono•rail	
12. misconstrue	mis-con-strue			
13. inroad	in-road		Compound Word	
14. imbue	im-bue			
Further Extension				
15. hiatus	hi-a-tus		Think hi•at•us	
16. meander	me-an-der		Think me•and•er	
Optional				
17. insight*	in-sight			
18. judgment*	judg-ment			
19. creativeness	cre-a-tive-ness			
20. illusion*	il-lu-sion			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Verbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second paragraph, highlight the verbs.

Basic Level: Highlight four verbs.

Extension: Highlight six verbs.

Further Extension: Highlight eight verbs.

a chain reaction happen when one thing start a series of other things. when you set up dominoes in a row and knock the first one down, all the other ones fall down. This is a chain reaction Chain reactions happens all the time. they can happen anywhere. if someone puts a candle too near a curtain, this could start a chain reaction and set other things on fire. that would be a bad type of chain reaction

chain reactions is used in science all the time. Chain reactions are even used in the home. power plants use chain reactions to help them make power for people to use in there houses chain reactions also occur in the explosion of a nuclear bomb This is one of the most destructive explosions in the world. it can destroy whole towns. it is started when a small thing called an atom are split in half This causes other things to happen that make the huge explosion

when people get angry it can be like a chain reaction. one person will say or do won little thing that makes the other person angry Soon that person does something that angers the first person. the two people keep doing things that make the other one more angry. they will just keep getting angrier and angrier until someone do something to stop it This is why the bible says to go back and ask forgiveness for the wrong things we do. when someone admits he were wrong and asks forgiveness he stop the chain reaction

Optional Penmanship Practice

A brother offended is harder to be won than a strong city.

Proverbs 18:19

Further Study: Read Charles Dickens' novel *David Copperfield*, and learn about debtors' prisons.

Further Study: Study and discuss how interest can be bondage.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------|---------|
| 1. agreea | agree |
| 2. afraid | ufraid |
| 3. meager | meeger |
| 4. farey | fairy |
| 5. explain | explane |
| 6. approach | aproach |
| 7. kreate | create |
| 8. weakness | weaknes |
| 9. repare | repair |
| 10. valuw | value |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|-----------------|-------------|
| 11. monorail | monorale |
| 12. misconstrew | misconstrue |
| 13. inroad | inrode |
| 14. imbue | imbew |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|-------------|---------|
| 15. hyatus | hiatus |
| 16. meander | meandur |

<> 4d. Highlight the correct spelling of each **Optional** word.

- | | |
|-----------------|------------|
| 17. insight | insite |
| 18. judgment | judgement |
| 19. creativness | creativity |
| 20. ilusion | illusion |

<> 4e. On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the CQLA Teacher's Guide.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Topic of Paragraph Line

The "Topic of Paragraph Line" that is above each paragraph of each essay is provided as a comprehension and a composition exercise. As a comprehension exercise, it gives the students the opportunity to continuously look for and find the main idea of the paragraph. This is, of course, helpful for standardized testing, but also for reading comprehension in general.

As a composition exercise, its merits are endless. It is one of the first keys that CQLA uses to help students see that a paragraph is a group of sentences all about the same topic. Students who have used our materials for many years become adept at knowing when a paragraph ends and when a new one should be started. It narrows the student's thinking to see that everything written in this paragraph has to be about that topic.

Do not let your students skip this vital step! The "Topic of Paragraph Line" is different than many other outlining tools (like the KWO) that require a student to use no more than a certain number of words, write in phrases or sentences only, etc. On this line, students may use as many words as they desire and may write phrases or complete sentences. Encourage your students to use this line to help them.

Optional Penmanship Practice

And if any man sin, we have an advocate with the Father, Jesus Christ the righteous.

I John 2:1

Further Study: Study the life of Albert Einstein. Was he smart? Do you think he was wise?

Character Focus: Volunteer to be a "Bond Servant" to someone for six hours. Describe how this was a type of bondage.

Optional Penmanship Practice

Agree with thine adversary quickly, whiles thou art in the way with him.

Matthew 5:25-26

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

(You may use up to seven words for Sentence Two.)

Sentence 3 _____

Extensions--Paragraph Four of Body

Topic of Paragraph 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

(You may use up to seven words for Sentence Five.)

Character Focus: A wise person knows the truth, but also possesses the good judgment needed in order to apply what he knows.

Alternative Writing for Blue 7-A: Week Two

- Write one paragraph about how chain reactions occur in the home.
- Write one paragraph about how the Indians and settlers were reconciled under William Penn.
- Write a non-fiction two-paragraph story about two people who had to forgive each other.

Character Focus: Wisdom is seeing and responding to life's situations from God's frame of reference.

Sample KWO

Paragraph 1

Topic of Paragraph 1: Jim's broken leg needs time to heal

Sentence 1: Jim broke leg Dr. = heal

Sentence 2: Dr. Jim's limb → cast

Sentence 3: cast protect leg from weight

Sentence 4: help limb mend

Character Focus: An adversary is someone we have hurt or someone who has hurt us, but we will not forgive.

Sample Paragraph From KWO

Paragraph 1

A doctor had to ensure that Jim's broken leg was healing correctly. In order to confine the leg's mobility, a cast was applied. If Jim put pressure on his leg, the cast would safeguard it from pressure. This gave the appendage time to heal.

6. Grammar: Proper Nouns

1. A **noun** is one of the following types of words:

- a. **person**
- b. **place**
- c. **thing**
- d. **idea**

2. There is a special group of nouns that begins with a capital letter.

Capitalization Rules

1. Capitalize the first word of a sentence.
2. Capitalize any form of the word I.
3. Capitalize all proper nouns.
4. Capitalize names for and references to God.

<> **6a.** In the passage, highlight the nouns that begin with a capital letter one time each. (Do not highlight a word that begins a sentence unless it is a proper noun.)

1. All of the capitalized nouns are capitalized because they are **proper nouns**.
2. **Proper nouns are always capitalized.**
3. When you think of the difference between a regular noun (called a common noun) and a proper noun, just remember, **capitalize the proper ones.**
4. **A proper noun is a specific name.**
 - a. **Specific name of a person.**
For example: The boy **Joe** went to the store.
 - 1) Capitalize *Joe* because it is the boy's specific name.
 - 2) Do not capitalize *boy* because it is not a specific name.
 - b. **Specific names of God**
For example: **Jesus** is the **Great Healer**.
 - 1) Capitalize *Jesus* because it is a name of God.
 - 2) Capitalize *Great Healer* because it is a name of God.
 - c. **Specific names of books**
For example: The **Bible** is **God's Word**.
 - 1) Capitalize *Bible* because it is the title.
 - 2) Capitalize *God's* because it refers to God. (It is a proper noun used as an adjective or possessive noun.)
 - 3) Capitalize *Word* because it is a specific name for the Bible.
 - d. **Specific names of organizations**
For example: **Congress** makes our laws.
 - 1) Capitalize *Congress* because it is a specific organization that makes our laws.
 - 2) Do not capitalize *law* unless it is the specific name of a law or a set of laws, such as the Bill of Rights.

<> **6b.** Study the Common Nouns and Proper Nouns box provided.

Common Nouns and Proper Nouns

Common nouns (general names):

- | | | | | | |
|--------|---------|---------|---------|-----------|----------|
| 1. boy | 2. girl | 3. baby | 4. town | 5. street | 6. ocean |
|--------|---------|---------|---------|-----------|----------|

Proper nouns (specific names):

- | | | | | | |
|-------------|---------|----------|---------------|---------------|-----------------|
| 1. Jonathan | 2. Kara | 3. Jacob | 4. Craigville | 5. Oak Street | 6. Indian Ocean |
|-------------|---------|----------|---------------|---------------|-----------------|

<> **6c.** In the sentences provided, highlight the proper nouns.

1. In America, there is something called due process.
2. This system is explained by William Blackstone in his book.
3. It is very much like teachings in the Bible.

4. The Bible says that a person cannot be put in jail unless he is proven guilty.
5. The basis for due process in America is the principles that God gives in His Word.
6. If Mr. Jones is accused of a crime by Mr. Smith, then Mr. Smith must be able to prove that Mr. Jones is guilty.
7. If Mr. Smith cannot prove this, Mr. Jones can not go to jail.
8. Due process was first passed as law in The Magna Carta.
9. King John signed it in 1215.
10. Due process started in England and then came to America.

Teacher Tip: Your student will be quick to recognize one-word proper nouns and names of people, but the longer ones might confuse him. Point out to him that in longer proper nouns (such as titles), only the important words and the first and last words are capitalized (For example: "Safe in the Arms of Jesus"). Also, point out to him that when initials are used in place of a proper noun, they are also capitalized (For example: D .L. Moody).

<> 6d. Extensions: Fill in the blanks of the sentences with the proper nouns that make sense.

1. Through the work of William Penn, the State of _____ was founded.
2. Through the work of James Oglethorpe, the State of _____ was founded.
3. Clara Barton founded the American _____ .
4. William and Catherine Booth founded the _____ .
5. _____ Taylor founded the China Inland _____ .

6. _____ is the President of the United States.
7. _____ was our country's first President.
8. _____ and _____ are wise men from history.
9. _____ Muller started an orphanage for needy children.
10. _____ found hundreds of uses for the peanut.

<> **6e. Optional:** In your notebook, write sentences with proper nouns, and highlight the proper nouns.

Basic Level: Write six sentences.

Extension: Write ten sentences with no more than four of the proper nouns being people's names.

Further Extension: Write twelve sentences with the sentences containing three of each type of proper noun taught in this lesson.

Help Box for 6a.

You should have highlighted the following words:

1. Jim
2. Jim's*
3. Jim
4. God

***Jim's is a possessive proper noun--a proper noun that own something.**

7. Spelling Practice: Six "S" Spelling Secret

<> **7a.** Take a spelling "pre-test" in your notebook.

<> **7b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

- <> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

- <> **8a.** Follow these steps for writing your story from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
 - (2) Read your first line of notes and consider what you want your sentence to say.
 - (3) Practice saying your sentence aloud to get it just the way you want it.
 - (4) Write your first sentence in your notebook, or key your report on the computer.
 - (5) Be sure to double space your story to make inputting the Checklist Challenge revisions easier.
 - (6) Indent the beginning of each paragraph five spaces.
 - (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

- <> **8b.** Read your story aloud. Do you like the way it sounds?

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: weak and week

- <> **9a.** In the second paragraph highlight the word *weak*.
- (1) The word *weak* has a Wacky Word partner that sounds the same as *weak* but is spelled differently and has a different meaning.
 - (2) The word *weak*'s Wacky Word counterpart is a homophone (homo=same; phone=sound).
 - (3) It is the word *week*.

(4) Here is a “Tricky Trick To Help It Stick”:

- a. There are sevens day in a week. (two e’s in each one!)
- b. The roof was weak, so it had a leak.

<> 9b. Fill in each blank provided with the correct Wacky Word--**weak** or **week**.

1. There are seven days in one _____.
2. His leg was _____ after the cast was removed.
3. In one _____ we leave for sunny Florida!

<> 9c. On the lines provided, write two sentences using **weak** and **week**.

1. _____

2. _____

<> 9d. Fill in each blank using the correct Wacky Word--**past** or **passed**.


1. We _____ the tractor that was going very slow
2. We drove _____ the fire.
3. We _____ a gas station five miles ago.

10. Structural Analysis: Possessive Nouns

<> 10a. In the passage, highlight the word *Jim’s*.

1. This is called a possessive noun.
2. **Possessive nouns are nouns that own something.**

3. When someone owns something, we say he possesses it. Thus, possessive nouns are nouns that own something!
4. **Possessive nouns can be common possessive nouns (dog's leash) or proper possessive nouns (God's love).**
5. There are two ways to make a noun possessive.
 - a. To make most nouns possessive, **simply add an apostrophe and an s ('s)**. This is for words that **do not already end in s**.
Examples:
 - 1) Government becomes **government's** help.
 - 2) Fanny becomes **Fanny's** songs.
 - b. To make a word that already ends in s possessive, **only add an apostrophe (')** to the end of the word. **This applies to plural nouns (nouns that are more than one) ending in s and any other nouns ending in s.**
Examples:
 - 1) Eyes becomes **eyes'** glare.
 - 2) Cats becomes **cats'** dishes.
 - c. Singular nouns that end in s are made possessive in the same way as plural nouns that end in s.
Examples:
 - 1) Jesus becomes **Jesus'** follower.
 - 2) Moses becomes **Moses'** rod.

 **The key is to write the word first then make it possessive. Do not make a word possessive while you write the word--make it possessive after you write the original word that you desire to show possession to.**

<> 10b. In the sentences provided, complete the following steps:

- (1) Highlight the possessive nouns (proper or common possessive nouns).
- (2) With another color, highlight the object(s) that the nouns own.

Example: We are **God's **children** .**

1. The doctor's office is where people get checkups to make sure they are all right.
2. One day Sarah's mother took her there.
3. Sarah's arm was hurting.
4. Sarah's brothers stayed at home with her father.
5. The nurse's call told Sarah's mom when it was Sarah's turn to be checked.
6. The doctor said that Sarah's arm was only bruised.

Possessive Nouns

Both proper and common nouns are made possessive (made to show ownership) in one of these two simple ways:

1. If the word does not end in s, add an apostrophe and s (s'):
 - a. dentist—dentist's office
 - b. teacher—teacher's chair
2. If the word does end in s, add an apostrophe after the s (s'):
 - a. glasses—glasses' frames
 - b. dentists—dentists' practice

Follow this simple rule when writing possessive nouns:

Write the noun first, then add its possessive part!

7. He said it was good that they had checked Sarah's arm right away.
8. Her parents' insurance paid the bill.
9. God's Word says that we should be reconciled right away to anyone we hurt.
10. This is the same as with Sarah's arm—it needed to be checked right away.

↔ **10c. Optional:** In your notebook, write sentences with possessive nouns and highlight the possessive nouns.

Basic Level: Write six sentences.

Extension: Write eight sentences with at least two of them containing possessive nouns already ending in s.

Further Extension: Write ten sentences with at least four of them containing possessive nouns already ending in s.

11. Further Extension--Study Skills/Prewriting/ Composition: Take Notes and Write an Original Opening Paragraph

↔ **11a. Further Extension--**Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your report.
 - a. A song: **"Oh, Be Careful..."**
 - b. A **poem about a doctor**
 - c. A **quotation about what it is like to have a broken arm**
 - d. A **statistic about how many broken legs there are in America**
 - e. A **definition of broken limb or cast**
 - f. A summary of what is to come (without giving away the points of the body of your essay)
- (2) **In your notes, plan on what you will include in your thesis statement.***
(You may tweak your original thesis statement to fit in your opening paragraph however you see fit.)
 - a. Remember, a thesis statement is a statement that **tells the "thesis" of your paper--what your entire paper is about.**
 - b. It should be a sentence or two in length and should introduce your reader to your topic.

- *Note:** If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. Sometimes this helps the flow of your opening paragraph when you are using a story or other information in your opening paragraph that you want to keep all together--then follow all of this with the thesis statement.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

(1) Write your thesis statement at the beginning of your paragraph that tells or introduces the topic of your paragraph. (Or plan to put your thesis statement later, if desired.)

- (2) **Number your notes in the order you want them, and add any information you may have forgotten.**
- (3) Using each set of notes for one sentence in the following way:
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook (on every other line) or key it on the computer (double spaced) before the report you just wrote.

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

- ↔ 12. Use the Checklist Challenge located after this week's lesson to edit your report.
- (1) Complete each revision for each paragraph, as indicated.
 - (2) Insert revisions with pen or pencil into your rough draft paper.
 - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
 - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Note: There are a few ways in which you can "hear" errors in your writing better than just reading silently:

1. Read your paper aloud slowly.
2. Have someone else read your paper aloud to you.
3. Read your paper one sentence at a time aloud--starting at the end and working forward to the beginning.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **14b.** Do the Weekly Review Quiz provided after this week's lesson.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read--as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

17. Composition: Final Copy Informative Report From Given Material

- <> **17a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?
- <> **17c. Optional:** Make a minit-book containing your essay.

Optional: Extra Practice

- 1E. In your notebook, write ten words that have two vowels together where the first vowel says its long sound.
- 2E. In your notebook, write seven sentences about how doctors treat wounds. In your sentences, use possessive nouns.
- 3E. In your notebook, copy sentences with proper nouns from a character book.
- 4E. Make a minit-book containing some of your sentences from this lesson.
- 5E. In your notebook, write four Scriptures about injuries.
- 6E. Read a non-fiction book or part of a non-fiction book about how to give first aid treatment to injuries.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 7-A: Week Two

Character Focus: Wisdom

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

☐ All ☐ All ☐ All ☐ E's ☐ FE Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

☞ **Focus on content errors at this time.**

☐ All ☐ All ☐ All ☐ E's ☐ FE Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ E's ☐ FE Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

☞ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

☐ All ☐ All ☐ All ☐ E's ☐ FE Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

☞ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All E's FE

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

➡ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Cast Complications**
- Something comical: **Ouch! or What's Up Doc?**
- Something bold: **Cast Care**
- A song title or line: **Jim and Jill Went Up the Hill**
- A Scripture: **"Cast" Your Care Upon Him**
- Something biblical: **Tender Care**
- Something about character: **Wise Doctor**
- Other: **Healing**

➡ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

➡ **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **"thesis statement reloaded"** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

➡ **You may choose to have your "thesis statement reloaded" be a sentence that restates the title of your report rather than the thesis statement.**

The passage already contains a closing statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All E's FE

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

<u>Instead of:</u>	<u>Use:</u>	<u>Instead of:</u>	<u>Use:</u>
tree	maple	deep	bottomless
kind	compassionate	turn	swerve
grass	blades	loud	obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All E's FE

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

B

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

FE

Combine two complete, related sentences with a semicolon. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly; these sneaky ones use far more subtle methods.
- They act via traps and snares; they put their victims in challenging positions.

E's E's E's E's E's

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.

- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

🔑 **Upper Level B and all Level C students should choose various ones--preferably without much repeating.**

All

Add one **coordinating conjunction** (cc) with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

🔑 **A comma cc in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one.**

All

All

All

E's

FE

Edit each paragraph with your teacher, and correct any usage or spelling errors.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be, a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ -- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

-- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. What synonym for leg did the passage use? _____
2. **Extensions:** Which of each pair is written correctly for normal writing (i.e. not formal invitations or checks or weights etc.):
 - a. 125 or one hundred twenty-five
 - b. 4,500 or four thousand five hundred
 - c. 8,000 or eight thousand
 - d. 356 or three hundred fifty-six
 - e. 19,000,000,000 or nineteen billion
3. What does the word *dexterous* mean in the sentence *A cast can help a limb become **dexterous** again*? _____

II. Spelling and Homophones

4. Write one spelling word under each category--with the first vowel's long sound.
 - a. *ai* - _____
 - b. *ea* - _____
 - c. *oa* - _____
 - d. *ee* - _____
5. **Extensions:** Write your two most challenging words from this week.
 - a. _____
 - b. _____
6. **Extensions:** Write one sentence using *passed* and one sentence using *past*.
 - a. _____

 - b. _____

III. Outlining and Write on

7. **Further Extension:** What idea did you use to open your essay about the broken limb?

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

8. What subjects and verbs did you want to be sure to include from Paragraph One in your outline:

Three subjects:

- a. _____ b. _____
c. _____

Three verbs:

- a. _____ b. _____
c. _____

IV. Grammar and Usage

9. Capitalize the proper nouns in the sentences provided.

- a. One day james oglethorpe went to visit one of his friends.
b. He was from england.
c. They went to a new place in the united states.
d. This place was the state of georgia.

10. Possessive nouns are nouns that _____ something.

11. How do you make a noun show possession if it does NOT end in an s?

12. How do you make a noun show possession if it DOES end in s?

13. **Extensions:** Make the nouns below possessive:

- a. Jim cast - _____
b. debtors prison - _____
c. James friend - _____
d. a doctor office - _____
e. the woman cast - _____
f. the women club - _____

14. Fill in the blanks for this week's capitalization rules:

- a. Capitalize the _____ word in a sentence.
b. Capitalize any form of the word _____.
c. Capitalize _____ nouns.
d. Capitalize references to _____.

V. Editing and Revising

15. How can you find content errors in your writing more thoroughly?

16. If you add an adverb to your writing, what kind of word might you add?

17. Write two Banned Words that your paper contained this week.

a. _____ b. _____

18. What can you use adjectives to describe? _____

19. Write two adjectives that you included in your essay this week.

a. _____ b. _____

20. Write two proper nouns from your essay. (**Extensions:** Write four.)

a. _____ b. _____

c. _____ d. _____

Blue 7-A: Week Three

Character Focus: Wisdom

Vocabulary Box

Words related to wisdom--nouns

A person who is wise has

assessment	astuteness	critique
shrewdness	discretion	evaluation
expertise	insight	judgment
knowledge	learning	perception
prudence	reason	reasoning
thoroughness		

Vocabulary Box

Steps/skills needed for reconciliation--nouns

People who reconcile often need

acumen	adeptness	adroitness	agility
astuteness	cleverness	creativity	creative power
creative thinking	crisis management	deftness	discernment
enterprise	illusion	imagination	imaginative faculty
ingeniousness	ingenuity	inventiveness	mental dexterity
originality	sagacity	shrewdness	wit
wittedness			

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>"I don't mind asking God to forgive me," cried Jake. "But do I have to ask Mrs. Ray to forgive me too?"</p> <p>"I know it's hard," explained Grandma. "But it's the only way. You must go and get your money."</p> <p>"You mean I have to pay for the candy myself?"</p>
Extensions	<p>"Yes, you must," said Grandma.</p> <p>"But all my money will be gone," said Jake.</p> <p>"It doesn't matter if it takes all you have," Grandma answered. "You must make it right. You have to ask her forgiveness. I don't think it will cost all you have. A dollar should pay for the candy you took."</p>
Further Extension	<p>"A whole dollar! You mean I have to give a whole dollar to Mrs. Ray?"</p> <p>"Yes, giving the money back is the right thing for you to do," said Grandma. "And the sooner you do it, the better. You should never wait to be reconciled. Be courageous and do what is right."</p>

↔ 1a. Read this week's passage aloud.

Jake needed wisdom! And he needed reconciliation (to handle things right) with Mrs. Ray.

Just like this passage shows, a person who steals or wrongs someone else needs to be reconciled to that person.

Notice how a new paragraph is begun each time a new speaker begins speaking. This is how dialogue-words spoken back and forth--is written.

<> **1b.** In the **third paragraph** of the passage, highlight the word *courageous*.

<> **1c.** Look up the word *courageous* in the dictionary, and write the definition on the lines provided.

Definition of *courageous*

<> **1d.** From the shaded Vocabulary Box, choose two words related to *wisdom*, and write them on the lines provided.

1. _____ 2. _____

<> **1e.** On the lines provided, write a sentence about Jake giving the money back to Mrs. Ray. In your sentence, use one of the words that you listed or another one from a Vocabulary Box.

Sentence about passage

<> **1f. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

Optional Penmanship Practice

My son if thou be surety for thy friend ... thou are snared with the words of thy mouth.

Proverbs 6:1-5

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

Further Study: Discuss a current event and research both sides of the issue.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

Further Study: Read Proverbs 6:6-8 about how we should observe nature to learn wisdom.

(7) Write a shortened dictionary definition for your word on the lines provided.

Further Study: Study how judges are objective in weighing evidence and testimony.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

Optional Penmanship Practice

God is faithful, who will not suffer you to be tempted above that ye are able; but will with the temptation also make a way to escape.

I Corinthians 10:13

<> **1g. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1h. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Although it may be hard to ask forgiveness, you must do it anyway. Subordinate clause opener

<> **1i.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1j.** (T) Review your copy with your teacher, and correct any errors.

<> **1k. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: When ee or ea are combined with the letter *r*, they usually still make the long *e* sound, but it is somewhat “*r*-controlled.” *R*-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ear* and *eer* combinations are more “long-vowel” sounds than they are *r*-controlled. The greatest difficulty students have with the *eer* and *ear* families is confusion of the spelling of words that contain one combination with the spelling of the other combination. (For example, he might spell *hear* with the other combination, *heer*.)

2. Spelling/Structural Analysis: Sounds of *ea*

Examples: **great, beat, head, year, heart**

<> **2a.** In the third paragraph of the passage (in the first copy box), highlight the word *mean*. (Remember a new paragraph begins each time a new person begins speaking.)

1. In this word, *ea* says the long *e* sound; but in other words *ea* says different sounds.

2. ***Ea* can say any of the following sounds:**

a. *Ea* sometimes says the sound of **short e**.

Examples:

- | | |
|-----------|------------|
| 1) death | 2) health |
| 3) wealth | 4) stealth |

b. *Ea* also makes the sound of **long a**.

Examples:

- | | |
|----------|------------|
| 1) great | 2) greatly |
|----------|------------|

c. *Ea* also makes the sound of **long e**.

Examples:

- | | |
|-----------|----------|
| 1) reveal | 2) meal |
| 3) meat | 4) steal |

d. *Ea* combined with an *r* can make three sounds:

1) ***R*-controlled long e**

Examples:

- a) fear
- b) clear

2) ***R*-controlled a**

Examples:

- a) heart

Teacher Tip: When your student was learning to read, he may have learned this rule in one of the following two rhymes:

When two vowels go walking,

The first one does the talking.

When two vowels go out to play a game,

The first one always says its own name.

Generally speaking, when two vowels are together in the middle of a syllable, especially in a one-syllable word (e.g., *bead*), the first vowel makes its long sound and the second vowel is silent.

Teacher Tip: Your Level A student will probably confuse the ea and ee spellings on long e words for some time. Frequent reading and writing are the antidotes for this.

- b) hearth
 3) **R-controlled long a**
 Examples:
 a) bear
 b) pear
 c) wear

<> **2b.** Study the Sounds of ea box provided.

Sounds of ea				
<u>Short e</u>	<u>Long a</u>	<u>Long e</u>	<u>ear</u>	<u>ar</u>
death	great	meal	hear	heart
health	greatly	steal	fear	heartless
wealth	greatest	reveal	clear	hearth

<> **2c.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

Write any **Review Words** that your teacher gives you on the lines provided.

<> **2d.** Add this week's new words (minus the **Optional Words**) to pages 22, 23, 30, 31, 33, and 34 of your *Spelling Notebook*.

<> **2e. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2f.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2g. Optional:** In your notebook, write six sentences using six of the spelling words.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. wealth	wealth			
2. reveal*	re-veal			
3. research	re-search			
4. heart	heart			
5. fearful	fear-ful			
6. repeat	re-peat			
7. teary	tear-y			
8. learn	learn			
9. beneath	be-neath			
10. hearth	hearth			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. breadth*	breadth		Think bread • th	
12. pleasure	pleas-ure			
Further Extension				
13. laureate	lau-re-ate			
14. malleable	mal-le-a-ble		Double /	
15. herculean	her-cu-le-an		Think her • cu • lean	
Optional				
16. discernment*	dis-cern-ment			
17. perception	per-cep-tion			
18. agility	a-gil-i-ty			
19. inventiveness	in-ven-tive-ness			
*Commonly Misspelled				

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Capitalization Errors

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second paragraph, highlight the words that should be capitalized, and correct them if you have not already done so.

Note: The colon in the second paragraph of the Editor Duty is used correctly. It will not need altered.

Further Study: Study the difference of being subjective vs. being objective.

Character Focus: Who in the Bible has shown you the character quality of wisdom?

when people break the law, they have to pay for it Sometimes criminals is sent to jail. sometimes they have to pay money or do something too help others A judge and jury decides what should happen to a person if he break the law. States make law about that two everyone works together to make sure that the punishment of any person who did a crime is just

it works this way in the united states: the state government passes a law saying that stealing is wrong and that if someone steals, he could pay a fine or spend no more then five years in prison. when someone breaks the law he is brought before a judge and jury. the judge and jury have to decide if that person actual-ly committed the crime if he actually did steal something, the judge will decide how much he should be punished The state government already said that he must be punished. the judge will think about how old the per-son is, how much was stolen, and many other things when he make his decision. if the one who stole was a young person, he probably will only have to pay a fine. if the person has stole before, he might have too go to jail

many other laws help keep are courts just If someone breaks a law he is the only one who can be pun-ished for it His parents or his children cannot be punished for his crime. the state government the judge and the jury works together to try to keep people from stealing and to justly punish those who do brake the law

Further Study: How did Watchman Nee respond to accusations?

Character Focus: Wisdom is more than gaining just head knowledge.

Further Study: Make a Scripture "Promise Book" of Bible verses that you can memorize. Write the verses on white cards and fasten them together with yarn. Discuss the importance of having Scripture engrafted into your mind so that you can strike down the lies of our accuser with truth. Consider using these Scriptures: Psalm 4:8; Psalm 21:1; Psalm 139:14; Romans 10:13; Psalm 56:3; and James 4:7.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------|---------|
| 1. wealth | welth |
| 2. revele | reveal |
| 3. research | reserch |
| 4. heart | hart |
| 5. fereful | fearful |
| 6. repeat | repete |
| 7. teary | teery |
| 8. leurn | learn |
| 9. beneath | beneeth |
| 10. herth | hearth |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|---------|
| 11. bredth | breadth |
| 12. pleasure | plesure |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 13. laureate | larcate |
| 14. maleable | malleable |
| 15. herculean | herculene |

<> 4d. Highlight the correct spelling of each **Optional** word.

- | | |
|-------------------|--------------|
| 16. dissernment | discernment |
| 17. perception | perseption |
| 18. ajility | agility |
| 19. inventiveness | inventivness |

<> 4e. On the lines provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Overview of Informative Essay About Bible Characters Who Were Reconciled

You will be writing an informative essay over the next two weeks. An informative essay is an essay that informs a reader. It has factual information in it about a topic. It basically teaches a reader about a subject. It is a little different than an informative report because it is not as research-based and often has your own ideas in it (as opposed to all facts).

To write an informative essay, you will need to research to get information. Remember, you are going to inform your reader, so you want to find information from a book or online source to put in your report.

I. TOPIC OF ESSAY

You will write an informative essay about a person in the Bible who chose to be reconciled to someone else (or to others in the case of Joseph with his brothers) or two people from the Bible who chose to be reconciled to each other. **You may pick one from the list provided or choose another altogether.**

- a. Joseph to his brothers
- b. Jacob and Esau
- c. David and Absalom
- d. Paul with the Jerusalem church
- e. David and Mephibosheth
- f. Philemon and Onesimus

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

- A. **Basic** students will write 2 paragraph or the body.
- B. **Extensions** students will write 3 paragraphs for the body.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write 4-6 sentences per paragraph.
- B. **Extension** students will write 5-7 sentences per paragraph.
- C. **Further Extension** students will write 6-8 sentences per paragraph.

IV. OPENING PARAGRAPH

All students **will** write an **opening** paragraph.

V. CLOSING PARAGRAPH

NO student will write a **closing** paragraph

VI. SOURCES

- A. **Basic** students will use 1 source.
- B. **Extensions** students will use 2 sources.

VII. QUOTATIONS IN YOUR REPORT

All students **will** include a **quotation** in the opening paragraph of your report.

VIII. SKILLS LEARNED FOR THIS PROJECT

- A. Research
- B. Quotation inclusion
- C. Fill-in-the-blank thesis statement development
- D. Creating note cards

Note: This Overview Box, which is provided at the beginning of each two week writing assignment, is here to give students (and teachers) an at-a-glance look at the entire composition project. Each step of each lesson is assigned and detailed throughout the week(s).

Optional Penmanship Practice

I know that in me . . . dwelleth no good thing: for to will is present with me; but how to perform that which is good I find not.

Romans 7:18

Optional Penmanship Practice

Wherefore let him that thinketh he standeth take heed lest he fall.

I Corinthians 10:12

Further Study: Why is it wise to verify what you hear to be sure it is correct?

Character Focus: List synonyms for *wisdom*.

Optional Penmanship Practice

For the wrath of man worketh not the righteousness of God.

James 1:20

5. Choose Your Topic and Sources: Reading, Brainstorming, and Researching

You have been given a list of topics from which to choose for your essay. The first step in writing an essay is to choose the topic you will be writing about.

<> 5a. Start with the list of topics that are provided for you and think about these aspects of topic choosing:

- (1) The topics suggested for you to write about are purposely chosen for the length of paper you will have. However, you need to narrow your topic even further to write about it in the amount of paragraphs you have been assigned.
- (2) You will want to choose a topic from the list that is most interesting to you. You will be reading and researching about the topic, so you want to be sure you enjoy learning about it.
- (3) You want to choose a topic that you know you can find information about easily. For example, if you know you have details about Joseph and his brother in a children's Bible handbook you use, you might consider writing about him.

<> 5b. Write the topic you have chosen on the topic line below.

Topic: _____

<> 5c. Choose one or two sources that contain information about your topic that will help you write your report.

- (1) Now that you have chosen your topic, you will begin the reading and research process.
- (2) You will need **one or two sources** for your essay, depending on your level and your teacher's wishes.
- (3) You may choose any types of sources you desire, but the easiest sources to find information about Bible characters are Bibles, children's Bibles, Bible handbooks, *Character Sketches*, *Who's Who in the Bible* type of books, etc.

<> 5d. Read the Bible story about your character from the Bible or Bible handbook and fill the in Brainstorming Box given below.

[illegible]

(1) Photocopy the pages of your book that have to do with your topic or print off the pages of your online source that you think you will use.

Further Study: Find out what was unique about the creation of the state of Georgia. Learn more about how this and other states were first colonized and what led to their adoption into the union. Make a chart showing the order in which each state became a member of the United States.

Further Study: How did Jesus respond to accusations?

Further Study: Make a list of what the devil may accuse you of and how God overcomes it.

Further Study: Study the account of Paul's life given in the book of Acts. How did he deal with the adversaries who came against him?

Note: Copying a few pages of a book for a child's school project should not violate any copyright laws. If, however, your teacher or you feel that it does violate a law, plan to use sticky notes on the edges of your book rather than copying its pages.

- (2) Skim through the text of your source to get an idea of the various aspects of your topic. As you skim through your source(s), consider that you are writing two or three short paragraphs about your topic--and your book or source contains many paragraphs!
- (3) You will need to decide which parts of your topic you want in your essay.

Note: Each paragraph will contain one aspect of your topic. This is harder to do when writing about something that cannot be broken down easily. When writing about people and relationships, you will have to think chronologically--in time order.

- (4) Now that you have skimmed your source, while considering the **exact assignment** topic, start marking or highlighting your source for possible paragraph topics following these tips:
 - (a) Start out with **general information about the relationship between the two** you are writing about. Find all of this information and highlight it with one color of highlighter. Consider these parts:
 - i. Tell about who they were
 - ii. Tell about how they developed a rift between them
 - (b) Using a second color of highlighter, highlight all of the information about **how they were reconciled**.
 - (c) Continue doing this with different color highlighters, one color for each paragraph you are assigned:
 - i. **Basic** students will just have two paragraphs of information:
 - (i) Who they were and how they developed a rift
 - (ii) How they were reconciled
 - ii. **Extensions** will have three paragraphs and may consider the following breakdown of information:
 - (i) Who they were and how they developed a rift
 - (ii) How the reconciliation began, who initiated it, etc.
 - (iii) How the reconciliation was finalized
 - (5) You will not be writing a closing paragraph. Thus, you will wrap up your story at the end of the last Paragraph of Body. (You will add a thesis statement re-loaded at the end of the last Paragraph of Body during the Checklist Challenge. This sentence will wrap up your story and describe the reconciliation that took place.)

Note: Do not be concerned right now with telling what reconciliation is. You will include that information in your opening paragraph later.

Alternative Writing for Blue 7-A: Week Three

- Write three paragraphs about how you can show respect to governing authorities.
- Write four paragraphs about how wounds are cleansed and how that helps them heal.
- Write a two-paragraph report about what a *farthing* was and how it was used in Bible times.

6. Structural Analysis: Adding *ing* to Words That End in *e*

<> **6a.** In the first and the last paragraph of the passage, highlight the two words ending in *ing*. Do not highlight the word *thing*.

1. These words have an ending added to the root word.
2. An ending added at the end of a word is called a suffix.
3. A word's original spelling may be changed when the suffix *ing* is added.
4. When a word ends in *e* and you want to add a suffix (ending) that begins with a vowel (such as *ing*) to it, you must drop the *e* before adding the suffix.

Examples:

- a. deserve—**deserving**
- b. spare—**sparing**
- c. inspire—**inspiring**

<> **6b.** Beside each of the words provided, write the original word. Originally, all of the root words ended in *e*.

1. deserving _____
2. sparing _____
3. caring _____
4. driving _____
5. coring _____

1. Without the *ing* on the end, all of these words end in *e* and are spelled as follows:

- a. deserve
- b. spare
- c. care
- d. drive
- e. core

2. Whenever you add *ing* to a word that does not end in *e*, simply add the suffix without changing the spelling of the root word. However, the last consonant may or may not need to be doubled, according to the rule about double consonants.

Examples:

- a. slip—**slipping** (This word ends with only one consonant, so double the consonant first.)
- b. ask—**asking** (This word already ends with two consonants—no need to double either.)
- c. fill—**filling** (This word already ends with two consonants—no need to double either.)
- d. chomp—**chomping** (This word already ends with two consonants—no need to double either.)

Character Focus: The opposite of wisdom is foolishness.

Adding *ing*

1. If a word ends in *e*, drop the *e* then add *ing*.
Examples:
have—having
care—caring
2. If it ends in a single consonant and is a one-syllable, short-vowel word, double the consonant, then add *ing*.
Examples:
sit—sitting
map—mapping

Character Focus: Study enemies and adversaries in Proverbs.

Further Study: Study some of the battles of the Civil War.

Optional Penmanship Practice

But the wisdom that is from above is first pure.

James 3:17

Optional Penmanship Practice

Your adversary the devil, as a roaring lion, walketh about, seeking whom he may devour.

I Peter 5:8

Further Study: Study the character quality of wisdom in *The Power for True Success*, pages 187-190

Optional Penmanship Practice

Verily I say unto thee, Thou shalt by no means come out thence, till thou hast paid the uttermost farthing.

Matthew 5:26

Character Focus: List antonyms for *wisdom*.

Optional Penmanship Practice

Be ye angry, and sin not.

Ephesians 4: 26

Further Study: Discuss what infection is and how can we avoid it.

<> **6c.** Add *ing* to the following words, and write the new words on the lines provided.

All

1. _____
indicate

3. _____
drive

5. _____
use

7. _____
become

9. _____
believe

2. _____
accuse

4. _____
settle

6. _____
compromise

8. _____
give

10. _____
receive

Extensions

11. _____
exclude

13. _____
save

15. _____
cause

12. _____
abase

14. _____
rule

<> **6d.** In your notebook, write sentences with the new words you wrote in 6c.

Basic Level: Write five sentences.

Extension: Write eight sentences.

Further Extension: Write eight sentences containing information from a character book.

Help Box for 6a.

You should have highlighted the following words:

1. asking
2. giving

7. Study Skills/Research: Create Note Cards for Informative Essay

<> 7. Create an outline (notes) that you can write your essay from using the source(s) that you have chosen and marked, following these steps:

- (1) By now you should have chosen the aspects of your people (or person) that you wish to write about, so it should be fairly easy to plug the information that you have highlighted onto the outlining cards you will create.
- (2) Start with the first card given below, cut it out, and fill in the first paragraph of information in outline form, following these steps:
 - a. Write the topic of that paragraph on the Topic of Paragraph Line.
 - b. Open your source and find the information you highlighted or marked with sticky notes for that topic (another aspect of your reconciliation).
 - c. Fill in the sentence lines with the information about that aspect from your source(s) until you have enough information on your card for an entire paragraph of the number of sentences assigned.
- (3) Move to the second card, cut it out, and write notes on it, following the above steps.
- (4) **Extensions** students may get information for your cards from both of your sources. Just write notes you can find from your first source, then move to your second source to finish writing any notes that you could not find from your first source but want to include.
- (5) **Extensions** students will do all of this for the third card (third paragraph), as well.
- (6) Keep these tips in mind:
 - a. A **paragraph is a unit of thought**. Each card should only contain information about one aspect of your relationship.
 - i. Do not put information about the beginning of their rivalry and the end result of the reconciliation on the same paragraph card.
 - ii. Each paragraph will be part of the story. You should have already decided on the breakdown when you highlighted or “sticky-noted” your source(s).
 - (a) **Basic students will divide their story or re-telling into two paragraphs.**
 - (b) **Extensions students will divide their story or retelling into three paragraphs.**

Note: If you would like to write more than the assigned paragraphs (and your teacher agrees), you may create some additional note taking cards and do extra paragraphs.

- b. While you are gathering information for your note cards, **you might find an interesting quote you would like to use in your opening paragraph**. If you do, flip over to the opening paragraph section and jot it down there.
- c. Just write down key words for each note card, but be sure to include any details that are hard to spell or difficult to remember.

Optional Penmanship Practice

A soft answer turns away wrath.

Proverbs 15:1

Character Focus: A wise person has knowledge and the ability to apply it.

Further Study: Read the trial of Christ in Matthew and notice how Jesus was accused.

Further Study: Read Job in the Bible and notice how Satan accuses Job.

Further Study: How did Paul respond to his adversaries?

CARD ONE: FIRST PARAGRAPH OF BODY

Topic of Paragraph: _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

CARD TWO: SECOND PARAGRAPH OF BODY

Topic of Paragraph: _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Extensions--CARD THREE: THIRD PARAGRAPH OF BODY

Topic of Paragraph: _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

8. Spelling Practice: Six “S” Spelling Secret

- <> **8a.** Take a spelling "pre-test" in your notebook.
- <> **8b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition: Write Rough Draft of Informative Essay About Bible Characters Who Were Reconciled

- <> **9.** Follow these steps to write your essay about a Bible character who was reconciled from your Outlining Cards:

- (1) Read the topic of entire essay line to remind yourself of what your essay is about.
- (2) Read the topic of your first paragraph and the sentence notes beneath it.
- (3) Add any notes to this paragraph that you desire--or mark through things you do not want or re-number the sentence lines if you want your information in a different order.
- (4) Write the first paragraph of the body of your essay in your notebook or key it on the computer.

Note: You will write a sentence at the beginning of each paragraph that introduces that paragraph or takes your reader from one paragraph to another, but you will not write a thesis statement (a statement of what your entire essay is about) yet as you will do that in your opening paragraph next week.)

- (5) Be sure to double space (if keying) or write on every other line if writing by hand.
- (6) Continue the steps above for the rest of your essay.

10. Grammar: Prepositions

<> 10a. In the passage, highlight the following phrases:

1. for the candy
2. for the candy
3. to Mrs. Ray

The words at the beginning of these phrases are called prepositions. **Prepositions are words that show position.**

<> 10b. Get an empty bathroom tissue tube and a small toy animal or character, and complete the following steps to use your Preposition Practice Pal to study prepositions:

- (1) Hold your toy in various positions around the tissue tube.
- (2) Say the various positions of the toy in relation to the tube.
- (3) All of the words that you use to describe where the toy is in comparison to the tube are prepositions.

over the tube	beside the tube
under the tube	inside the tube
around the tube	through the tube
within the tube	by the tube
against the tube	above the tube
below the tube	beneath the tube
beyond the tube	on the tube

- (4) Sometimes the word to is not used as a preposition, but instead is used as a verb called an infinitive. You will know that to is an infinitive (verb) if it has another verb following it.

Examples:

- a. **to** run
- b. **to** be

<> 10c. Put your tissue tube and Preposition Practice Pal (PPP) in a little baggie and store it for more preposition practice later.

Grammar Card: Preposition (Abbreviated: PREP)

- Shows the position of one word to another
- A word is a preposition if it fits into one of two **Preposition-Check Sentences**:
 - The girl prayed _____ the service.
 - The angel flew _____ the clouds.
- The following words are prepositions, as they fit into one of the Preposition-Check Sentences:
 - The angel flew **around** the clouds.
 - The angel flew **about** the clouds.
 - The girl prayed **at** the service.
 - The girl prayed **before** the service.
- List of prepositions:

aboard	aside from	except	off	through
about	aside of	except for	off of	throughout
above	at	excepting	on	till
according to	atop	following	onto	to
across	because of	for	on top of	toward
after	before	from	onward	under
against	behind	in	opposite	underneath
along	below	in addition to	opposite of	unlike
along with	beneath	in back of	out	until
amid	beside	in case of	out of	up
amidst	between	in front of	outside	upon
among	beyond	in place of	over	up to
amongst	but*	inside	past	via
apart	by	in spite of	per	with
apart from	by means of	instead of	regarding	within
around	concerning	into	round	without
as	despite	like	since*	with regard to
as for	down	near	than*	with respect to
aside	during	next to	then*	

*These words may be subordinators (if they have a verb within the group of words following them) or prepositions (if they have an object following them)

- **To + verb is not a preposition; it is a special kind of verb called an infinitive**
- Some prepositions act as other parts of speech:
 - She is lying down. (*Down* is an adverb in this sentence.)
 - Before he left for work, she told him. (*Before* is a subordinator in this sentence and has a subject and a verb with it making up a subordinate clause (or dependent clause).
 - They are going to run. (*To run* is a special verb called an infinitive.)
- It is no longer considered incorrect to end a sentence with a preposition. You should do whatever sounds less stilted:
 - Correct-sounding: I do not know what you are thinking about.
 - Stilted: I do not know about which thing you are thinking.

<> **10d.** (T) Memorize the following preposition rhyme and recite it to your teacher:
Prepositions show position.

<> **10e.** (T) Memorize prepositions, and recite them to your teacher. You may use your tissue tube and toy if needed.

Basic Level: Memorize and recite thirty prepositions.

Extension: Memorize and recite thirty-five prepositions.

Further Extension: Memorize and recite forty prepositions.

<> **10f.** In the sentences provided, highlight all of the prepositions.

Note: There may be more than one preposition in a sentence.

Note: Do not highlight infinitives (to + verb); these are verbs.

1. Believers should respect the people who are in charge of them.
2. Sometimes a believer must obey God instead of the leaders of government.
3. If a government tells followers of Christ that they cannot pray, the believers should still pray.
4. This is what happened in Daniel's case.
5. Most of the time, though, believers should obey the law.
6. Some people do not think they should pay taxes if they do not approve of the way that the money is being used.
7. Jesus lived under a very evil ruler.
8. The government of His time was so bad that it would eventually put Him to death even though He was innocent.
9. Yet Jesus still paid taxes to the government.
10. Once, He and Peter did not have money to pay their taxes to the leaders.
11. Jesus sent Peter fishing at a lake.
12. In the fish that he caught, Peter found money.
13. Jesus told Peter to use the money to pay for their taxes.

14. Another time, someone asked Jesus if He thought it was right to pay taxes to Rome.

15. Jesus said to give what is Caesar's to Caesar and to give what is God's to God.

<> **10g. Optional:** In your notebook, write sentences using prepositions.

Basic Level: Write five sentences.

Extension: Write eight sentences.

Further Extension: Write eight sentences containing information from a character book.

11. Study Skills/Prewriting/Composition:

Take Notes for an Original Opening Paragraph Including a Quotation

Now that you have written the body of your report, you are ready to write an opening paragraph that introduces your reader to your entire report. You will include a quotation in the opening paragraph of your report.

When you are going to include a quotation in your writing, you may either write the entire quote in your outline, so that when you are ready to write, you will not have to look it up. Or you may include a note on your outlining lines that tells you to look up your quote later when you are writing.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** so that you are ready to include your quote when you are writing your paper.

Follow these tips for putting your quote in your outline:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the quote's end mark.

4. Just like you do any time you create an outline that contains details, be sure you put anything that you will need for that sentence--the correct spelling of the person who said it, a date or place, etc. You do not want to have to look up information later.
5. Be sure you choose a quote that helps you emphasize the reconciliation between your characters. This may be any of the following:
 - a. A Bible verse about reconciliation.
 - b. A quote about reconciliation or peace.
 - c. A Bible verse about your characters.
 - d. Words that one of your characters spoke (from the Bible)
 - e. Words that are found in your source (i.e. Bible handbook or Character Sketches etc.) about your characters.

Citation examples for "people" quotes

- a. If your quote is by a person, you may just include that person's name, if you and your teacher agree that this is all the information you need.

Example: "Peace, like charity, begins at home." (Franklin D. Roosevelt)

- b. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

Example: "I will prepare and some day my chance will come." (Abraham Lincoln, sixteenth United States President)

Note: Your "people quote" may be found in a book, article, or online.

Citation example for "book" quotes (or newspapers, magazines, etc.--any quote in which you take words from a source and make them into a quote)

When you quote a book, you will just take words from a book and put them in your report, along with quotation marks and the name of the book. (Again, put as much information as you can, so you will have it when you write your report. You may or may not use the title and the author, but if you include them both in your outline, you will be ready.)

Example: "Wolves are related to dogs. Their scientific classification is Canis Lupus." (Wolf Pack by John Smith)

6. In your notes, plan on what you will include in your thesis statement
 - a. Remember, a thesis statement is a statement that tells the "thesis" of your paper--what your entire paper is about.
 - b. It should be a sentence or two in length and should introduce your reader to your topic.

- c. It may be at the very beginning of your opening paragraph or at the end of your opening paragraph.
 - d. It should bridge the gap between your catchy opening paragraph and the body of your report.
 - e. Your quotation may be part of the thesis statement. (See samples provided for how this can be done.)
7. Write enough notes for **4-8 sentences** on the lines provided, again not worrying about the order, having too much information, etc.
8. Be sure you plan and include how you will link your quote with the body of your paper. For example, you might plan to use sentences like the following: Franklin D. Roosevelt once said, "Peace, like charity, begins at home." The story of Joseph and his brothers demonstrates both peace and charity."

Notes for Opening Paragraph

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

12. Sentence Structure/Grammar: Prepositional Phrases

<> **12a.** In the passage, find the prepositional phrases you highlighted and underline the prepositions in them.

1. **After each preposition, there are one or more words that go along with it.**
2. **The words after the preposition tell where one thing or person is in relation to some-one or something else.**
3. **These words after the preposition are called the object of the preposition.**
4. The object of the preposition tells what the subject of the sentence is *within, beyond, beside*, etc.
5. Do you remember the examples with the little toy and the tissue tube?
6. In all of those examples, the preposition tells what the toy is *over, under, in*, etc.
7. The tube is the object of the preposition.
8. To figure out what the object of the preposition is, you can ask several questions, including the following:
 - a. Where?
 - b. What?
 - c. Who?
9. For example:
 - a. If your preposition is *on*, you might ask the question, "On what?"
 - b. If your preposition is *for*, you might ask the question, "For whom?"
 - c. If your preposition is *beyond*, you might ask the question, "Beyond what?"
10. Sometimes you might ask all three questions. The word that answers any of them is the object of the preposition.
11. **The object of the preposition is usually a noun (a person, place, thing, or idea) or a pronoun (him, her, us, etc.).**
12. **The preposition and the object of the preposition make up what is called the prepositional phrase.**

<> **12b.** Listed here are some of the prepositions in the passage. Look through the passage to find the object (one or more words) of each preposition. Highlight the objects, and write them on the lines beside the prepositions.

1. for _____
2. for _____
3. to _____

<> **12c.** In the first three paragraphs of the passage, the word *to* is followed by an action word (verb) three times; highlight these.

1. These are not prepositions or objects of prepositions.
2. They are special kinds of verbs called infinitives.

<> 12d. Get out your PPP and your tissue tube again. Place the PPP in various positions around the tube—just as you did before. Say the words again, as you did earlier, with your toy and the word tube.

1. **around** the tube
2. **in** the tube
3. **over** the tube
4. **inside** the tube
5. **above** the tube

1. Each of these is a prepositional phrase.
2. Remember, a prepositional phrase consists of the preposition and the words following the preposition and ends with a noun or pronoun, called the object of the preposition. (In this case, tube is the object of the preposition.)

<> 12e. In the sentences provided, complete the following steps:

- (1) Highlight the prepositions.
- (2) Place parentheses around entire prepositional phrases, including the prepositions you have already highlighted.

Example: Many hymns were written (**by** Fanny Crosby).

All

1. James went to visit his friend.
2. The friend was in jail.
3. He could not pay money on his debt.
4. His friend died in jail.
5. James went to see what happened in the jail.
6. He found people were treated badly in the prison.
7. People in debt were mistreated in prison.
8. Their children were even in jail.
9. James saw the bad things in the debtors prison.
10. He wrote a letter to the King.

11. He wrote about his friend.
12. He wanted the King to release the families from prison.
13. James asked the King to help the people in prison.
14. He wanted them released to a new life.
15. They went to Georgia.

Extensions

1. In England during the eighteenth and nineteenth century, people were put into prison for their debts.
2. Families of the people who were in prison faced many trials.
3. The mother was often the only support for the family.
4. She had to make enough money to feed all the children and pay for everything else they needed.
5. During those times, a mother could not make enough money to buy enough food for her family.
6. Sometimes relatives of the family would help take care of them.
7. However, most of the mothers were on their own.
8. The older children would work in factories and stores to help.
9. The father was kept in jail until he paid his debts.
10. Few families could pay any money on the debt, so many fathers never left the prison and never came home to their waiting family.

<> 12f. Optional: In your notebook, write sentences with prepositional phrases, and highlight the prepositional phrases.

Basic Level: Write five sentences.

Extension: Write six sentences.

Further Extension: Write eight sentences containing information from a character book.

Help Box for 12a.

You should have underlined the following words:

1. for (the candy)
2. for (the candy)
3. to (Mrs.Ray)

Help Box for 12c.

You should have highlighted the following words:

1. to forgive
2. to ask
3. to forgive
4. to pay

13. Composition: Write an Original Opening Paragraph

<> 13a. Follow these steps for writing your opening paragraph:

- (1) Write an opening sentence at the beginning of your paragraph that tells or introduces the topic of your paragraph.* This is called your "thesis statement."
- (2) Number your notes in the order you want them, and add any information you may have forgotten.
- (3) Using each set of notes for one sentence in the following way:
 - a. Read a line of notes.
 - b. Consider what you want to say about those notes.
 - c. Say aloud a sentence that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include.
 - g. Write this paragraph in your notebook on every other line, before the essay you just wrote.
- (4) Follow the tips below for including your quote(s) in your paper.
 1. When you get to the place in your outline that contains your quote, you will write your quote in your paper---right within the paragraph you are writing.
 2. You will either put your information about where you got your quote (the person who said it or the book from which you got it) before or after the quote itself. These words are called the speech tag.

- (5) Be sure you plan and include how you will link your quote with the body of your paper. For example, you might plan to use sentences like the following: Franklin D. Roosevelt once said, "Peace, like charity, begins at home." The story of Joseph and his brothers demonstrates both peace and charity."

Citation examples for "person" quote:

- a. Speech tag at the beginning
 - i. Put a comma after the word *said*.
 - ii. Then write your quote word for word.
 - iii. Begin your quote with a quotation mark then a capital letter.
 - iv. End your quote with a period (or question mark or exclamation point, if your quote has one) then the ending quotation mark.

Example: Franklin D. Roosevelt once said, "Peace, like charity, begins at home."

- b. Speech tag at the end
 - i. Start your quote with a quotation mark and a capital letter.
 - ii. At the end of your quote, place a comma then an ending quotation mark.
 - iii. After the ending quotation mark put said _____ (with the person who said it).

Example: "Peace, like charity, begins at home," said Franklin D. Roosevelt.

Citation examples for "book" quote: you will either put your information about where you got your quote (the book from which you got it) before or after the quote itself. These words are called the speech tag.

- a. Speech tag at the beginning
 - i. Put a comma after the word *said*.
 - ii. Then write your quote word for word.
 - iii. Begin your quote with a quotation mark then a capital letter.
 - iv. End your quote with a period then the ending quotation mark.

According to *Wolf Pack* by John Smith, "Wolves are related to dogs. Their scientific classification is *Canis Lupus*."

- b. Speech tag at the end
 - i. Start your quote with a quotation mark and a capital letter.
 - ii. At the end of your quote, place a comma then an ending quotation mark.
 - iii. After the ending quotation mark put said _____ (with the person who said it).

"Wolves are related to dogs. Their scientific classification is *Canis Lupus*," said the book *Wolf Pack*.

Note: If you are used to writing thesis statements and opening paragraphs, you may experiment with putting your thesis statement later in your opening paragraph--even at the very end of your opening paragraph, if desired. sometimes this helps the flow of your opening paragraph when you are writing a story or other information in your opening paragraph that you want to keep all together--then following this with the thesis statement.

14. Spelling Practice: Write That Word!

<> 14a. On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> 14b. Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> 14c. Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

14. Grammar: Weekly Quizzes

- <> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- <> **14b.** Do the Weekly Review Quiz provided after this week's lesson.

15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

Optional: Extra Practice

- 1E. In your notebook, write ten words with *ea* saying its various sounds.
- 2E. In your notebook, write seven sentences about debtors' prison. Use prepositions in your sentences.
- 3E. In your notebook, write sentences that have words with the *ing* suffix from a character book.
- 4E. Make a minit-book containing some of your sentences from this lesson.
- 5E. In your notebook, write four Scriptures about Joseph and his brothers.

- 6E. Read a book or part of a book about how to ask forgiveness.
- 7E. Read a Bible story book about the unforgiving servant.
- 8E. Write a book report on one of the books you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ -- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

-- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. Write the names or descriptions of three of the characters in this week's story/retelling.

- a. _____ b. _____
c. _____

2. **Extensions:** The words below may be considered synonyms. What are synonymys?

Mrs. Ray the lady who Jake paid the lady from the store

3. Write two sentences using two Vocabulary Words to describe Jake in the passage.

- a. _____

- b. _____

4. Write two sentences using two Vocabulary Words to describe Grandma in the passage.

- a. _____

- b. _____

II. Spelling and Homophones

5. Write two words beneath each description.

a. *Ea* sometimes says the short sound of e.

(1) _____ (2) _____

b. *Eat* also makes the sound of long a.

(1) _____ (2) _____

c. *Ea* also makes the sound of long e.

(1) _____ (2) _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

d. *Ea* combined with *r* can make the sound of long *e* (like *eer*).

(1) _____ (2) _____

e. *Ea* combined with *r* can make the sound of *ar* (like *far*).

(1) _____ (2) _____

III. Outlining and Write On

6. Write three strong verbs that you could use if you were writing about this week's passage.

a. _____ b. _____

c. _____

7. Write your paragraph topics from all of your paragraph's for this week's "reconciliation" essay.

All: Paragraph 1 _____

All: Paragraph 2 _____

Extensions: Paragraph 3 _____

IV. Grammar and Usage

8. Endings added to the ends of words are called _____.

9. When a word ends in *e*, and you want to add a suffix that begins with a vowel, you must drop the *e* before adding the suffix. Do that in the following words:

a. spare - _____ b. trade - _____

c. core - _____

10. Write six prepositions that begin with *A*.

a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

11. Write four prepositions that begin with *B*.

a. _____ b. _____

c. _____ d. _____

12. Write three prepositions that begin with *I*.

a. _____ b. _____

c. _____

13. Write three prepositions that begin with *O*.

a. _____ b. _____

c. _____

14. Write three prepositions that begin with *T*.

- a. _____ b. _____
c. _____

15. Write three prepositions that begin with *W*.

- a. _____ b. _____
c. _____

16. Place parenthesis around the prepositional phrases:

- a. Go get some of your money.
b. All of my money will be gone.
c. I have to give a whole dollar to Mrs. Ray?
d. It is the right thing for you to do.

17. **Further Extension:** The noun or pronoun at the end of a prepositional phrase is called the _____ of the _____.

18. List four strong verbs from your retelling this week.

- a. _____ b. _____
c. _____ d. _____

19. What redundant words will you have to change with the Checklist Challenge?

- a. _____ b. _____
c. _____ d. _____

Blue 7-A: Week Four

Character Focus: Wisdom

Vocabulary Box

Words related to wisdom--nouns

A person who is wise has

assessment	astuteness	critique
shrewdness	discretion	evaluation
expertise	insight	judgment
knowledge	learning	perception
prudence	reason	reasoning
thoroughness		

Vocabulary Box

Steps/skills needed for reconciliation--nouns

People who reconcile often need

acumen	adeptness	adroitness	agility
astuteness	cleverness	creativity	creative power
creative thinking	crisis management	deftness	discernment
enterprise	illusion	imagination	imaginative faculty
ingeniousness	ingenuity	inventiveness	mental dexterity
originality	sagacity	shrewdness	wit
wittedness			

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>Naught have I gotten but what I received; Grace hath bestowed it since I have believed; Boasting excluded, pride I abase; I'm only a sinner saved by grace!</p>
Extensions	<p>Once I was foolish, and sin ruled my heart, Causing my footsteps from God to depart; Jesus hath found me, happy my case; I now am a sinner saved by grace!</p> <p style="text-align: right;">"Saved by Grace"</p>

↔ **1a.** Read this week's passage aloud.

God is the ultimate example of wisdom and reconciliation. When we needed to be reconciled to God (due to sin that separated us from Him), God provided a Savior for us.

↔ **1b.** In the passage, highlight the following words:

1. bestowed
2. excluded

<> **1c.** Look up these words in a dictionary, and write their definitions in your own words on the lines provided.

Definition of *bestowed*

Definition of *excluded*

<> **1d.** On the lines provided, write a sentence using one of the words you defined. In your sentence, tell how we should forgive one another.

Sentence about forgiveness

<> **1e.** From the shaded Vocabulary Box, choose two *steps/skills needed for reconciliation* and write them on the lines provided.

1. _____ 2. _____

<> **1f.** On the lines provided, write about how God was “resourceful” when He sent His Son.

<> **1g. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Optional Penmanship Practice

They . . . comparing themselves among themselves, are not wise.

II Corinthians 10:12

Further Study: Study and/or visit your jail's conditions and guidelines.

Character Focus: Read and study the parable in Matthew 18:23-35.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Further Study: Study how ants have wisdom in developing an ant farm.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____

3. _____

(9) Write a sentence using this DD word on the lines provided.

Further Study: Discuss what law suits are and why we should avoid them.

➤ **1h. Optional:** Write a sentence about the character quality for this month using this DD word.

Teacher Tip: A syllable is a sound that is made by one vowel sound. A syllable may or may not contain a consonant (e.g., *l*, *a*). When syllabifying words, each syllable must contain a vowel sound. This sound may be made of a *y*, one vowel, or a vowel combination (e.g., *by*, *joy*, *read*, *beau*). Syllables that end in a consonant are “closed” syllables. When a two-syllable word has a short vowel sound at the beginning, that syllable is called a “closed” syllable because it ends with a consonant. In the case of double-consonant-in-the-middle words, one consonant goes with the first syllable of the word and the second consonant goes with the second syllable (e.g., *hap/py*).

<> **1i. Optional:** Write a sentence about this week’s passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: By grace I am saved. Prepositional phrase opener

Note: This sample does not have a comma following it since the opener is five-words-or-fewer and no pause is heard.

<> **1j.** In your notebook, copy this week’s passage at the level directed by your teacher.

<> **1k.** (T) Review your copy with your teacher, and correct any errors.

<> **1l. Optional:** Make a minit-book containing this week’s passage.

Spelling Practice

Use any of the following practice techniques to prepare for this week’s Spelling Test:

1. Use the Spelling Practice Worksheet in the Appendix of the *Teacher’s Guide* to copy your difficult words over and over.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every other letter. Try to fill in the missing letters.
4. Have your teacher write your words on paper or on the Spelling Practice Worksheet provided in the Appendix of the *Teacher’s Guide*, syllabifying each syllable of each word for you (e.g., *dill/i/gent*). Practice writing them syllable by syllable just like your teacher did.
5. Complete any or all of the Optional Spelling Practice boxes provided as sidebars throughout the weekly lesson.
6. Write your spelling words on notebook paper and highlight each syllable, each prefix, and/or each suffix with a different color highlighter.
7. Write each of your words on a different sticky note in bold marker. Write each word beneath the bold word once a day (or more as needed) until the sticky note is full and/or you have mastered the word.
8. Record your words under the correct columns of the *Spelling Notebook*.
9. Spell your words outloud, visualizing each syllable as you spell.
10. Type your words on the computer in large, bold font.
11. Write your words on graph paper, one letter per box, each day.
12. Make yourself fill-in-the-blank practice sheets with the most difficult parts of your words omitted for you to fill in.

Double Consonant (short sound)

bles/sing hap/py
sil/ly hap/pen

Single Consonant (long sound)

Bi/ble be/long
go/ing a/ble

Long Vowel Sound? Short Vowel Sound?

1. In two-syllable words with a double consonant in the middle and a short vowel sound:

a. The first consonant goes with the first syllable and makes that syllable say its short sound.

b. The second consonant goes with the second syllable.

For example: hap/py

2. In two-syllable words with a single consonant in the middle and a long vowel sound:

a. The consonant goes with the second syllable.

b. The first syllable says its long sound.

For example: ba/by

Write any **Review Words** that your teacher gives you on the lines provided.

2. Spelling/Structural Analysis: Double Consonant in the Middle of a Word Results in Short First Syllable

Examples: hap/py, fun/ny

<> 2a. In the passage, highlight the following words:

1. gotten
2. happy
3. sinner

1. Each of these words has two of the same letters in the middle of it.

2. These two consonants in the middle keep the first vowel short.

3. When a **two-syllable word has two consonants in the middle of it**, the following spelling rules apply:

a. **The first consonant goes with the first syllable—and makes that syllable say its short sound.**

b. **The second consonant goes with the second syllable.**

4. If you only have one consonant in a two-syllable word, that consonant goes with the second syllable—so the first syllable is long. (For example: hapy would be pronounced hā/pee.)

a. **dinner vs. diner**

1) Din/ner has two consonants in the middle, so its first vowel is short.

2) Di/ner has only one consonant in the middle, so its first vowel is long.

b. **supper vs. super**

1) Sup/per has two consonants in the middle, so its first vowel is short.

2) Su/per has only one consonant in the middle, so its first vowel is long.

c. **bonny vs. bony**

1) Bon/ny has two consonants in the middle, so its first vowel is short.

2) Bo/ny has only one consonant in the middle, so its first vowel is long.

d. **dotted vs. doted**

1) Dot/ted has two consonants in the middle, so it has its first vowel short.

2) Do/ted has only one consonant in the middle, so it has its first vowel long.

<> 2b. Complete the following spelling steps for each word at the level directed by your teacher:

(1) Study the syllabicated words.

(2) Copy the words.

(3) Study any given tips.

(4) Try to create your own tips.

<> 2c. Add this week's new words (minus the **Optional Words**) to page 44 of your *Spelling Notebook*.

<> 2d. **Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> 2e. Every day this week, study these words and any others you have listed in your **Review Words** section.

<> 2f. **Optional:** In your notebook, write six sentences using six of the spelling words.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. lissome	lis-some		Double <i>s</i>	
2. laggard	lag-gard		Double <i>g</i>	
3. mentor*	men-tor			
4. fiddle	fid-dle		Double <i>d</i>	
5. puddle	pud-dle		Double <i>d</i>	
6. jostle	jos-tle			
7. baffle	baf-fle		Double <i>f</i>	
8. rubble	rub-ble		Double <i>b</i>	
9. enter	en-ter			
10. slippery	slip-per-y		Double <i>p</i>	
11. include	in-clude			
12. exclude	ex-clude			

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
13. motley*	mot-ley			
14. obtuse*	ob-tuse			
Further Extension				
15. attentive	at-ten-tive			
16. obligate	ob-li-gate			
Optional				
17. discretion*	dis-cre-tion			
18. assessment	as-sess-ment			
19. creative thinking	cre-a-tive think-ing			
20. creative power	cre-a-tive pow-er			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Prepositions

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the first two paragraphs, highlight the prepositions.

Basic Level: Highlight four prepositions.

Extension: Highlight six prepositions.

Further Extension: Highlight eight prepositions.

when someone gets hurt, it is very important that he takes care of the wound quickly The first thing telling us that we are injured is the pain of the injury. as soon as we feel pain, we should look for the cause of the pain Most of the time, it is just a little thing, such as someone stepping on us foot Sometimes it is a big problem, such as breaking a bone. when their is a serious injury, the injured person must go to a doctor right away

if we tend to a wound right away it will heal more quick The doctor can take care of the wound and give medicine for it so that it doesn't hurt. if the wound is not treated, it will keep hurting. sometime it will hurt more then it did when it was first injured When a wound is ignored other problems with the wound will began

the wound can became infected. infection not only make the wound hurt more, but can also spread to other parts of the body. if infection spreads, it can be life-threatening. when a cut is treated right away the bleeding is stopped If the bleeding are not stopped, a person will loose too much blood and die If a wound is not treated quickly, it may not heal properly. for example if a bone is never sat after it has been broke, it will not heal correctly. Treating an injury right away prevent these problems

Optional Penmanship
Practice

A soft answer turneth away
wrath: but grievous words
stir up anger.

Proverbs 15:1

4. Spelling Practice: Choose the Correct Spelling

<> **4a.** Highlight the correct spelling of each **All** word.

- | | |
|--------------|---------|
| 1. lissome | lisome |
| 2. laggard | lagard |
| 3. mentan | mentor |
| 4. fiddle | fiddel |
| 5. puddel | puddle |
| 6. jostel | jostle |
| 7. baffle | baffel |
| 8. rubbel | rubble |
| 9. enter | entur |
| 10. slippery | slipery |
| 11. inklude | include |
| 12. exclude | exklude |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|------------|--------|
| 13. motley | motlee |
| 14. obtose | obtuse |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 15. attentive | attantive |
| 16. oblegate | obligate |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|----------------------|-------------------|
| 17. discretion | discesion |
| 18. assessment | asesment |
| 19. creativ thinking | creative thinking |
| 20. creativ power | creative power |

Further Study: Study the
work that people put in
to become lawyers.

<> **4e.** On the lines provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Optional Penmanship Practice

He that answereth a matter before he heareth it, it is folly and shame unto him.

Proverbs 18:13

5. Structural Analysis: Contractions

<> **5a.** In the passage, highlight the contraction.

1. You might know that a contraction is made of two words “squeezed together” with some of the letters “squeezed” out.
2. The word contraction means “squeezed.” Thus, contractions have letters “squeezed” out.
3. Won’t is a contraction, but instead of only having letters “squeezed” out, some of its letters are changed (won’t = **will not**).

Further Study: Learn about different types of energy (steam, coal, petroleum, nuclear, etc.).

Further Study: Read about debtors’ prisons and how they were run.

<> **5b.** On the lines provided, write the two words that make up each of the contractions.

Example: I’ll—I will

All

- | | |
|---------------------|--------------------|
| 1. _____
it’s | 2. _____
you’re |
| 3. _____
he’ll | 4. _____
you’ve |
| 5. _____
they’ll | 6. _____
she’ll |
| 7. _____
she’s | 8. _____
he’s |
| 9. _____
we’ve | 10. _____
we’re |

Contractions

I’ve	I have
it’ll	it will
he’d	he had
you’ve	you have
she’ll	she will
they’re	they are
won’t	will not

Further Study: Study and discuss why wise people must be humble.

Further Study: What does due process of the law mean?

Further Study: Discuss nuclear power with your parents. What happens when it gets out of control?

Extensions

11. _____
won't

13. _____
shouldn't

12. _____
didn't

14. _____
mightn't

<> **5c. Optional:** In your notebook, write sentences using contractions from the list in 5b.

Basic Level: Write six sentences.

Extensions: Write ten sentences.

Help Box for 5a.

You should have highlighted the word

I'm

6. Spelling Practice: Six "S" Spelling Secret

<> **6a.** Take a spelling "pre-test" in your notebook.

<> **6b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **6c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

7. Composition and Editing: Edit and Revise Using the Checklist Challenge

Further Study: Draw a picture of a broken bone and think about how it will grow back together.

<> 7. Use the Checklist Challenge located after this week's lesson to edit your essay.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the CQLA Teacher's Guide.

8. Poetry: Rhyme Scheme

1. Our passage this week was a poem that rhymes.
2. Most poems rhyme, although there is a type of poetry called free verse that does not rhyme. Many of David's songs in Psalms would be considered free verse poetry.
3. The way a poem rhymes is the poem's rhyme scheme.

<> 8a. In the first stanza of the passage, highlight the words *received* and *believed*.

These words show us the rhyming lines in the first stanza.

<> 8b. In the passage, complete the following steps:

- (1) Put an A at the end of the first line (after *received*).
- (2) Put an A at the end of the second line (after *believed*).
- (3) Put a B at the end of the third line (after *abase*).
- (4) Put a B at the end of the fourth line (after *grace*).

Optional Penmanship Practice

I will forgive their iniquity,
and I will remember their sin
no more.

Jeremiah 31:34

1. These letters show us the poem's rhyme scheme.
2. **Rhyme scheme is how poetry lines rhyme.**
3. In the first stanza of the poem passage, the poem's rhyme is A-A-B-B because the first two lines (A-A) and the second two lines (B-B) rhyme with each other.
4. When two lines of poetry rhyme, they are called by the same letter to show that they rhyme.

<> **8c.** In the second stanza of the passage, write the letters at the ends of the lines, showing that stanza's rhyme scheme.

What else did you notice? Both A lines have ten syllables, and the B lines both have nine.

<> **8d.** In your notebook, copy a poem from a poetry book at the level directed by your teacher.

Basic Level: Copy a four-line poem (one stanza) with an A-B-C-B rhyme scheme.

Extensions: Copy two four-line poems (two stanzas) with an A-B-C-B rhyme scheme.

9. Spelling Practice: Write That Word!

<> **9a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **9b.** Complete the following steps for one of the words you listed in 9a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **9c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

10. Grammar: Weekly Quizzes

- <> **10a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- <> **10b.** Do the Weekly Review Quiz provided after this week's lesson.

11. Spelling: Spelling Test

- <> **11a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **11b.** (T) Have your teacher check your Spelling Test.
- <> **11c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

- <> **12a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **12b.** (T) Review your dictation with your teacher.
- <> **12c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Composition: Final Copy Original Informative Essay

- <> **13a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.

- <> **13b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?
- <> **13c. Optional:** Make a minit-book containing your report.

Optional: Extra Practice

- 1E. In your notebook, write ten two-syllable words with a double consonant in the middle.
- 2E. In your notebook, write seven sentences using contractions about James Oglethorpe.
- 3E. In your notebook, copy a poem from a character book or another source.
- 4E. In your notebook, write four Scriptures about taking care of wounds.
- 5E. Make a minit-book containing some of your sentences from this lesson.
- 6E. Read a book or part of a book of poetry.
- 7E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 7-A: Weeks Three & Four

Character Focus: Wisdom

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ E's **Extensions**

☐ B **Basic Level only**

☐ FE **Further Extension only**

☐ E **Extension only**

To Be Completed During Week Four

☐ All ☐ All ☐ All ☐ E's

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All ☐ E's

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ E's

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All E's

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

➡ **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All E's

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

➡ **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All E's

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

➡ **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Bickering Brothers!**
- Something comical: **He Started It!**
- Something bold: **Friend to the Friendless**
- A song title or line: **You've Got a Friend**
- A Scripture: **Forgive One Another**
- Something biblical: **Be Reconciled**
- Something about character: **Unwise Brothers**
- Something informative: **Biblical Reconciliation**
- Other: **Oh Brother!**

➡ **Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

The passage already contains a closing statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a **transition sentence** to the beginning of the second paragraph or at end of the first paragraph. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **First**, they set snares and traps for their victims.
- **After that**, there is no way for the creature to get loose.

🔑 **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All All All E's

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

B B

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

All

Combine two complete sentences with either a **coordinating conjunction (cc)** or a **semicolon** at least once. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- A web is an intricate trap, **for** it seldom allows a prey to escape.
- A web is an intricate trap; **it** seldom allows a prey to escape.

E's

Add a **double** or **triple adjective**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Double: The **intricate, amazing** web does its job well.
- Triple: The **creative, awesome, and sneaky** spider is quite the predator.

☞ Separate items in a series with commas, placing the final comma before the **and**.

☞ Double and triple adjectives need **and** or a comma between them if they can be placed in reverse order and still sound correct.

E's E's E's E's

Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

☞ Upper Level B and all Level C students should choose various ones--preferably without much repeating.

FE

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious as the steel jaws of a hunter's snare.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap is a hinged prison.

All

All

All

E's

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

Thirty Seconds

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be, a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ -- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

-- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. What do you capitalize in the title "*saved by grace*"?

2. What does the verb *excluded* mean? _____

3. Write two sentences about this week's passage poem using any two of the words listed below:

- | | | |
|--------------|----------------|-------------|
| a. insight | b. evaluation | c. judgment |
| d. knowledge | e. discernment | |

a. _____

b. _____

II. Spelling and Homophones

4. Divide the words below between the two consonants:

- | | |
|----------------|------------------|
| a. u n d e r | b. o f t e n |
| c. u n t i l | d. s u r f a c e |
| e. r e s c u e | |

5. Write the correct spellings of the words given.

- | | |
|-------------------|--------------------|
| a. lagard - _____ | b. menttor - _____ |
| c. josle - _____ | d. ruble - _____ |

III. Grammar and Usage

6. Highlight the rhyming words at the end of each line of the poem given below:

No, I have nothing if not for God's grace.
Nothing to claim on this earth, in this place.
Boasting and pride are not found within me.
Nay, goodness in God is all I can see.

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

7. **Further Extension:** Write four subordinators under each category:

From the rhyme:

- a. _____ b. _____
c. _____ d. _____

Begin with W

- a. _____ b. _____
c. _____ d. _____

Question words

- a. _____ b. _____
c. _____ d. _____

Fit into Subordinator-Check Sentence: _____ *he was late for church* (but is not an adverb):

- a. _____ b. _____
c. _____ d. _____

IV. Editing and Revising

8. Write your title on the lines provided.

9. Why is that a good title? What does it represent from your story?

10. Write two of your characters.

- a. _____
b. _____

11. What Vocabulary Word did you use in your story? _____

12. What word did you use that you have never used in writing before? _____

Teacher's Helps

Blue 7-A

Character Focus: Wisdom

Lesson Plans and Answer Keys

Lesson Plans

Blue 7-A: Week One

For a Five-Day Week

Character Focus: Wisdom

Day One

Vocabulary Box

Words related to wisdom--
nouns

A person who is wise has

assessment astuteness
critique shrewdness
discretion evaluation
expertise insight
judgment knowledge
learning perception
prudence reason
reasoning thoroughness

Vocabulary Box

Steps/skills needed for reconciliation--**nouns**

People who reconcile often need

acumen adeptness adroitness
agility astuteness cleverness
creativity creative power creative thinking
crisis management deftness discernment
enterprise illusion imagination
imaginative faculty ingeniousness ingenuity
inventiveness mental dexterity originality
sagacity shrewdness wit
wittedness

1. Copying and Comprehension: Passage and Vocabulary

All

One day the young man, James Oglethorpe, went to visit one of his friends. This friend was in prison because he could not pay his debts. When James arrived at the jail, he was told that this fellow had died. James decided that he needed to find out what was happening in the debtors' prisons. Some of his friends and neighbors had been there in the past. He investigated what life was like in the prisons, and then he wrote a report to the King of England about his findings.

Extensions

James' report told just how unbearable the prisons were for these families. He found that people who could not pay their debts were treated worse than actual criminals. These debtors had their own jails, but the men were not well cared for. The families of these inmates often stayed with them too. Their children were kept in jail just like they were lawbreakers. James thought the debtors' prison was a travesty. He had an idea to help with this problem.

Further Extension

Mr. Oglethorpe told the king that the government should let some of the prisoners go to the New World and initiate a community. There they would be able to start life again. Many other people liked the idea. Some individuals donated thousands of dollars and myriad supplies to help the people begin anew. The place they founded was called Georgia. It is now a state in the United States of America.

2. Spelling: *Ei* Says *ay*

Examples: weigh, vein, feign

All

- | | | |
|------------|-----------|----------|
| 1. vein | 2. veil | 3. rein |
| 4. freight | 5. weight | 6. neigh |
| 7. feign | 8. weigh | 9. reign |
| 10. unveil | | |

Extensions

- | | |
|-------------|---------------|
| 11. surfeit | 12. sovereign |
|-------------|---------------|

Further Extension

- | | | |
|--------------|--------------|-----------|
| 13. reprieve | 14. rarefied | 15. piety |
|--------------|--------------|-----------|

Optional

- | | | |
|----------------|--------------|---------|
| 16. reason | 17. learning | 18. wit |
| 19. cleverness | | |

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 6 Sentences

All--- Paragraph Two of Body: 7 Sentences

All--- Paragraph Three of Body: 6 Sentences

6. Grammar: Verbs

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Historical Report From a Key Word Outline

Day Three

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: passed vs. past

10. Extensions--Study Skills/Pre-Writing/Composition: Take Notes and Write an Original Opening Paragraph

11. Write On: Strong Verbs

Day Four

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

14. Grammar: Weekly Quizzes

Day Five

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Historical Report From Given Material

Optional: Extra Practice

Lesson Plans

Blue 7-A: Week One

For a Four-Day Week

Character Focus: Wisdom

Day One

Vocabulary Box

Words related to wisdom--
nouns

A person who is wise has

assessment astuteness
critique shrewdness
discretion evaluation
expertise insight
judgment knowledge
learning perception
prudence reason
reasoning thoroughness

Vocabulary Box

Steps/skills needed for reconciliation--nouns

People who reconcile often need

acumen adeptness adroitness
agility astuteness cleverness
creativity creative power creative thinking
crisis management deftness discernment
enterprise illusion imagination
imaginative faculty ingeniousness ingenuity
inventiveness mental dexterity originality
sagacity shrewdness wit
wittedness

1. Copying and Comprehension: Passage and Vocabulary

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Extensions

James' report told just how unbearable the prisons were for these families. He found that people who could not pay their debts were treated worse than actual criminals. These debtors had their own jails, but the men were not well cared for. The families of these inmates often stayed with them too. Their children were kept in jail just like they were lawbreakers. James thought the debtors' prison was a travesty. He had an idea to help with this problem.

Further Extension

Mr. Oglethorpe told the king that the government should let some of the prisoners go to the New World and initiate a community. There they would be able to start life again. Many other people liked the idea. Some individuals donated thousands of dollars and myriad supplies to help the people begin anew. The place they founded was called Georgia. It is now a state in the United States of America.

2. Spelling: *Ei* Says *ay*

Examples: weigh, vein, feign

All

- | | | |
|------------|-----------|----------|
| 1. vein | 2. veil | 3. rein |
| 4. freight | 5. weight | 6. neigh |
| 7. feign | 8. weigh | 9. reign |
| 10. unveil | | |

Extensions

- | | |
|-------------|---------------|
| 11. surfeit | 12. sovereign |
|-------------|---------------|

Further Extension

- | | | |
|--------------|--------------|-----------|
| 13. reprieve | 14. rarefied | 15. piety |
|--------------|--------------|-----------|

Optional

- | | | |
|----------------|--------------|---------|
| 16. reason | 17. learning | 18. wit |
| 19. cleverness | | |

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 6 Sentences

All--- Paragraph Two of Body: 7 Sentences

All--- Paragraph Three of Body: 6 Sentences

Day Two

6. Grammar: Verbs

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Historical Report From a Key Word Outline

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: passed vs. past

Day Three

10. Extensions--Study Skills/Pre-Writing/Composition: Take Notes and Write an Original Opening Paragraph

11. Write On: Strong Verbs

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

Day Four

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Historical Report From Given Material

Optional: Extra Practice

Answer Keys Blue 7-A: Week One

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first two paragraphs, highlight the spelling errors, and correct them if you have not already done so.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

Sometimes you mite do or say something that hurts someone else. When this hapens, it is your responsibility to make shure that you are still frends. The Bible says that if you hurt someone, you should make things right. You should go and ask forgiveness. Asking forgiveness is more than just saying you are sory. (**might, happens, sure, friends, sorry**)

After you have asked forgiveness, you need to make sure that the person is all right. You need to say that you were rong, and you need to make sure that the persan feels beter. If you hit someone with a baseball, you need to make sure he isn't hurt badly. If you have taken money from someone, you must give it back. If you say something mean to someone, you need to tell him that you will not do it again. Then you shoud not speak that way agan. (**wrong, person, better, should, again**)

You need to listen to what the other person thought about what happened. Often you will say or do things that do not mean much to you, but they can still hurt someone else deeply. You need to let the other person explain what hurt him if you don't already know. God says in the Bible that when you are wrong, you should go to the person that you hurt and be willing to do what it takes to become friends again. You should also try not to hurt him again in the future.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|-------------------|-------------|
| 1. <u>vein</u> | vane |
| 2. vale | <u>veil</u> |
| 3. <u>rein</u> | rane |
| 4. <u>freight</u> | fraight |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- | | |
|------------|--------|
| 5. waight | weight |
| 6. neigh | naigh |
| 7. fain | feign |
| 8. weigh | waigh |
| 9. rain | reign |
| 10. unveil | unvale |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|-----------|
| 11. surfeit | serfeit |
| 12. soveragn | sovereign |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|--------------|----------|
| 13. repreve | reprieve |
| 14. rarefied | rearefed |
| 15. piety | piaty |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|----------------|------------|
| 16. reeson | reason |
| 17. learning | lerning |
| 18. wit | witt |
| 19. clevarness | cleverness |

6. Grammar: Verbs

<> **6e.** In the sentences provided, highlight the verbs—including their helpers.

Note: Do not forget infinitives (to + verb). Highlight these since they are two word verbs.

- Whole families were kept in prison.
- The father could not pay his debt. (*or could not pay*—Usually adverbs between verbs are considered part of the verb phrase, but this is not taught here yet.)
- The family could not get money.
- They might stay in jail for a long time.

5. One man **decided to change** that.
6. Now the family **could go** to the New World.
7. The father **got** permission.
8. They **left** in October of 1732.
9. They **arrived** in the New World on January 13, 1733.
10. They **made** peace with the Indians.
11. The family **started to build** a new life.
12. Soon other families **came** to Georgia too.
13. Most of them also **needed** a place **to start** over.
14. They **built** towns and farms.
15. They soon **had built** a large government.

<> 6f. Extensions: Fill in the blanks of each sentence provided with a strong verb (a different one than the sentence contained in the passage or previous practice sentences).

Answers will vary. No Answer Key needed.

9. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: passed vs. past

<> 9b. In the sentences provided, complete the following steps:

- (1) Highlight the forms of the verb pass in one color and the describer past in another color.
- (2) On the lines following each sentence, write V if the word you highlighted is a verb and D if the word you highlighted is a describer.

1. They went **past** the jail. **D/ Prep**
2. In **past** years, people had been kept there for debt. **D/ Prep**
3. That time was **passed**. **V**
4. Now people **passed** across the sea to go to the New World. **V**
5. **Passing** the jail, he stopped. **V**
6. Things had changed in the **past** few years. **D/ Prep**
7. The court had **passed** a law. **V**
8. She ran **past** the house. **D/ Prep**
9. They **passed** the test. **V**
10. Someone **passed** her in the hall. **V**

Note: Do not consider it incorrect if your student did not highlight the to with the infinitive. If he highlighted the verb (to go), he is understanding that to + verb is a verb.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. Where is the location (the country) of the debtors' prison in the passage? England
2. What was Mr. Oglethorpe's solution to the problem of debtors' prison? Let the prisoners go to the New World and initiate a community.
3. Use the following Vocabulary Words in sentences about the passage:

All

- | | |
|---------------|---------------|
| a. perception | b. insight |
| c. reasoning | d. shrewdness |

Extensions

- | | |
|---------------|---------------|
| e. discretion | f. astuteness |
|---------------|---------------|

Answers will vary

II. Spelling and Homophones

4. Write two words under each category:

ei	eigh	eight	eign
<u>vein</u>	<u>neigh</u>	<u>weight</u>	<u>feign</u>
<u>rein</u>	<u>weigh</u>	<u>freight</u>	<u>reign</u>

Answers will vary

5. **Extensions:** Fill in the blank with the correct *passed/past*.

- a. The house is located just past the store.
- b. The girl passed the test.
- c. The man has passed the library.
- d. He is trying to forget his past.

III. Outlining and Write On

6. List three words that you wanted to be sure to include in your Key Word Outline because they were very specific or difficult to spell.

Answers will vary

7. Change one verb in each sentence provided below to a more exact or strong verb. (If you need to change other words, to make your new verb fit, be sure to do so.) **Optional:** Copy your new sentences on the lines provided.

- a. Whole families were kept in prison.
- b. The family could not get money.
- c. They might stay in jail for a long time.
- d. The father got permission.
- e. They made peace with the Indians.

Answers will vary

IV. Grammar and Usage

- 8. An action verb is something that you do.
- 9. A verb phrase is a main verb with a helper.
- 10. **Extensions:** When a sentence has the subject doing two things, the sentence is said to contain a compound verb.
- 11. Highlight the verb phrases in the sentences provided.
 - a. Now the family **could go** to the New World.
 - b. They **had left** in October of 1732.
 - c. The family **had started** to build a new life.
 - d. They **have built** towns and farms.
 - e. Soon, they **had built** a large government.

V. Editing and Revising

- 12. List two words that you had to work on for redundancy in your paper this week.

Answers will vary

- 13. What other title could you have used?

Answers will vary

- 14. What is your thesis statement—the statement that tells your reader what your essay is about?

Answers will vary

- 15. List two words you included in your paper that you have never used in writing before.

Answers will vary

- 16. List the paragraph topics from your outlining lines.

Answers will vary

Lesson Plans

Blue 7-A: Week Two

For a Five-Day Week

Character Focus: Wisdom

Day One

Vocabulary Box

Words related to wisdom--
nouns

A person who is wise has

assessment astuteness
critique shrewdness
discretion evaluation
expertise insight
judgment knowledge
learning perception
prudence reason
reasoning thoroughness

Vocabulary Box

Steps/skills needed for reconciliation--**nouns**

People who reconcile often need

acumen adeptness adroitness
agility astuteness cleverness
creativity creative power creative thinking
crisis management deftness discernment
enterprise illusion imagination
imaginative faculty ingeniousness ingenuity
inventiveness mental dexterity originality
sagacity shrewdness wit
wittedness

1. Copying and Comprehension: Passage and Vocabulary All

When Jim broke his leg, the doctor had to make sure that it healed properly. The physician put Jim's broken limb in a cast to limit the leg's movement. This was to protect the leg if Jim tried to put weight on it. It gave the limb an opportunity to mend.

Extensions

However, a cast can create problems. If someone wears a cast for a long period of time, the limb within it becomes weak. God created muscles so that they need to move in order to stay strong. When part of an appendage is in a cast, some of its muscles cannot move, and the muscles become weak.

If a leg is in a cast for just a short time, this will not be a problem. If a leg is in the mold for only one or two months, its muscles will grow strong again when the device is removed. If a limb is encased for too long, there could be difficulties.

Further Extension

There are other potential complications with a cast. One that is too tight can slow down the flow of blood to the body that is injured. This retards the healing and can also hurt the leg in other ways. It is imperative that the doctor makes sure the cast is not overly tight when he puts it on. A cast can help a limb become dexterous again as long as it is put on correctly and taken off in a timely manner.

2. Spelling/Structural Analysis: Two Vowels Together That Make the Long Sound

Examples: treat, speak

All

- | | | |
|-----------|-------------|-------------|
| 1. agree | 2. afraid | 3. meager |
| 4. fairy | 5. explain | 6. approach |
| 7. create | 8. weakness | 9. repair |
| 10. value | | |

Extensions

- | | | |
|--------------|-----------------|------------|
| 11. monorail | 12. misconstrue | 13. inroad |
| 14. imbue | | |

Further Extension

- | | |
|------------|-------------|
| 15. hiatus | 16. meander |
|------------|-------------|

Optional

- | | | |
|--------------|--------------|------------------|
| 17. insight | 18. judgment | 19. creativeness |
| 20. illusion | | |

3. Editor Duty: Correct Given Paragraph(s)

Verbs

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 4 Sentences

All--- Paragraph Two of Body: 4 Sentences

All--- Paragraph Three of Body: 3 Sentences

Extensions---Paragraph Four of Body: 5 Sentences

6. Grammar: Proper Nouns

7. Spelling Practice: Six "S" Spelling Secret

Day Three

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: weak and week

10. Structural Analysis: Possessive Nouns

Day Four

11. Further Extension--Study Skills/Prewriting/ Composition: Take Notes and Write an Original Opening Paragraph

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

Day Five

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Lesson Plans

Blue 7-A: Week Two

For a Four-Day Week

Character Focus: Wisdom

Day One

Vocabulary Box

Words related to wisdom--
nouns

A person who is wise has

assessment	astuteness
critique	shrewdness
discretion	evaluation
expertise	insight
judgment	knowledge
learning	perception
prudence	reason
reasoning	thoroughness

Vocabulary Box

Steps/skills needed for reconciliation--**nouns**

People who reconcile often need

acumen	adeptness	adroitness
agility	astuteness	cleverness
creativity	creative power	creative thinking
crisis management	deftness	discernment
enterprise	illusion	imagination
imaginative faculty	ingeniousness	ingenuity
inventiveness	mental dexterity	originality
sagacity	shrewdness	wit
wittedness		

1. Copying and Comprehension: Passage and Vocabulary All

When Jim broke his leg, the doctor had to make sure that it healed properly. The physician put Jim's broken limb in a cast to limit the leg's movement. This was to protect the leg if Jim tried to put weight on it. It gave the limb an opportunity to mend.

Extensions

However, a cast can create problems. If someone wears a cast for a long period of time, the limb within it becomes weak. God created muscles so that they need to move in order to stay strong. When part of an appendage is in a cast, some of its muscles cannot move, and the muscles become weak.

If a leg is in a cast for just a short time, this will not be a problem. If a leg is in the mold for only one or two months, its muscles will grow strong again when the device is removed. If a limb is encased for too long, there could be difficulties.

Further Extension

There are other potential complications with a cast. One that is too tight can slow down the flow of blood to the body that is injured. This retards the healing and can also hurt the leg in other ways. It is imperative that the doctor makes sure the cast is not overly tight when he puts it on. A cast can help a limb become dexterous again as long as it is put on correctly and taken off in a timely manner.

2. Spelling/Structural Analysis: Two Vowels Together That Make the Long Sound

Examples: treat, speak

All

- | | | |
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| 1. agree | 2. afraid | 3. meager |
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| 7. create | 8. weakness | 9. repair |
| 10. value | | |

Extensions

- | | | |
|--------------|-----------------|------------|
| 11. monorail | 12. misconstrue | 13. inroad |
| 14. imbue | | |

Further Extension

- | | |
|------------|-------------|
| 15. hiatus | 16. meander |
|------------|-------------|

Optional

- | | | |
|--------------|--------------|------------------|
| 17. insight | 18. judgment | 19. creativeness |
| 20. illusion | | |

3. Editor Duty: Correct Given Paragraph(s)

Verbs

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All-- Paragraph One of Body: 4 Sentences

All-- Paragraph Two of Body: 4 Sentences

All-- Paragraph Three of Body: 3 Sentences

Extensions--Paragraph Four of Body: 5 Sentences

6. Grammar: Proper Nouns

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

Day Three

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: weak and week

10. Structural Analysis: Possessive Nouns

11. Further Extension--Study Skills/Prewriting/ Composition: Take Notes and Write an Original Opening Paragraph

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

Day Four

13. Spelling Practice: Write That Word!

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Report From Given Material

Optional: Extra Practice

Answer Keys Blue 7-A: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Verbs

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second paragraph, highlight the verbs.

Basic Level: Highlight four verbs.

Extension: Highlight six verbs.

Further Extension: Highlight eight verbs.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

A chain reaction happens when one thing starts a series of other things. When you set up dominoes in a row and knock the first one down, all the other ones fall down. This is a chain reaction. Chain reactions happen all the time. They can happen anywhere. If someone puts a candle too near a curtain, this could start a chain reaction and set other things on fire. That would be a bad type of chain reaction.

Chain reactions are used in science all the time. Chain reactions are even used in the home. Power plants use chain reactions to help them make power for people to use in their houses. Chain reactions also occur in the explosion of a nuclear bomb. This is one of the most destructive explosions in the world. It can destroy whole towns. It is started when a small thing called an atom is split in half. This causes other things to happen that make the huge explosion.

When people get angry, it can be like a chain reaction. One person will say or do one little thing that makes the other person angry. Soon that person does something that angers the first person. The two people keep doing things that make the other one more angry. They will just keep getting angrier and angrier until someone does something to stop it. This is why the Bible says to go back and ask forgiveness for the wrong things we do. When someone admits he was wrong and asks forgiveness, he stops the chain reaction.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each All word.

1. agreea

agree

2. afraid

ufraid

Teacher Tip: Your student may highlight any of the shaded words in this week's Editor Duty Answer Key for the number of items he was to highlight.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

- | | |
|-------------|---------|
| 3. meager | meeger |
| 4. farey | fairy |
| 5. explain | explane |
| 6. approach | aproach |
| 7. kreate | create |
| 8. weakness | weaknes |
| 9. repare | repair |
| 10. valuw | value |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|-----------------|-------------|
| 11. monorail | monorale |
| 12. misconstrew | misconstrue |
| 13. inroad | inrode |
| 14. imbue | imbew |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|-------------|---------|
| 15. hyatus | hiatus |
| 16. meander | meandur |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|-----------------|------------|
| 17. insight | insite |
| 18. judgment | judgement |
| 19. creativness | creativity |
| 20. ilusion | illusion |

6. Grammar: Proper Nouns

<> **6b.** In the sentences provided, highlight the proper nouns.

1. In America, there is something called due process.
2. This system is explained by William Blackstone in his book.

3. It is very much like teachings in the Bible .
4. The Bible says that a person cannot be put in jail unless he is proven guilty.
5. The basis for due process in America is the principles that God gives in His Word .
6. If Mr. Jones is accused of a crime by Mr. Smith , then Mr. Smith must be able to prove that Mr. Jones is guilty.
7. If Mr. Smith cannot prove this, Mr. Jones cannot go to jail.
8. Due process was first passed as law in The Magna Carta .
9. King John signed it in 1215.
10. Due process started in England and then came to America .

<> **6c. Extensions:** Fill in the blanks of the sentences with the proper nouns that make sense.

Answers will vary. No Answer Key needed

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: weak and week

<> **9b.** Fill in each blank provided with the correct Wacky Word--*weak* or *week*.

1. There are seven days in one week.
2. His leg was weak after the cast was removed.
3. In one week we leave for sunny Florida!

<> **9d.** Fill in each blank using the correct Wacky Word--*past* or *passed*.

1. We passed the tractor that was going very slow
2. We drove past the fire.
3. We passed a gas station five miles ago.

10. Structural Analysis: Possessive Nouns

↔ 10b. In the sentences provided, complete the following steps:

- (1) Highlight the possessive nouns (proper or common possessive nouns).
- (2) With another color, highlight the object(s) that the nouns own.

Example: We are **God's** **children** .

1. The **doctor's** **office** is where people get checkups to make sure they are all right.
2. One day **Sarah's** **mother** took her there.
3. **Sarah's** **arm** was hurting.
4. **Sarah's** **brothers** stayed at home with her father.
5. The **nurse's** **call** told **Sarah's** **mom** when it was **Sarah's** **turn** to be checked.
6. The doctor said that **Sarah's** **arm** was only bruised.
7. He said it was good that they had checked **Sarah's** **arm** right away.
8. Her **parents'** **insurance** paid the bill.
9. **God's** **Word** says that we should be reconciled right away to anyone we hurt.
10. This is the same as with **Sarah's** **arm**—it needed to be checked right away.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. What synonym for leg did the passage use? limb
2. **Extensions:** Which of each pair is written correctly (i.e. not formal invitations or checks or weights etc.):
 - a. **125** or one hundred twenty-five
 - b. **4,500** or four thousand five hundred
 - c. **8,000** or **eight thousand**
 - d. **356** or three hundred fifty-six
 - e. **19,000,000,000** or **nineteen billion**
3. What does the word *dexterous* mean in the sentence *A cast can help a limb become **dexterous** again?* skillful

II. Spelling and Homophones

4. Write one spelling word under each category--with the first vowel's long sound.
 - a. ai - afraid
 - b. ea - meager

c. oa - approach

d. ee - agree

Answers will vary.

5. **Extensions:** Write your two most challenging words from this week.

Answers will vary

6. **Extensions:** Write one sentence using *passed* and one sentence using *past*.

Answers will vary

III. Outlining and Write on

7. **Further Extension:** What idea did you use to open your essay about the broken limb?

Answers will vary

8. What subjects and verbs did you want to be sure to include from Paragraph One on your outline:

Answers will vary

IV. Grammar and Usage

9. Capitalize the proper nouns in the sentences provided.

a. One day **J**ames **O**glethorpe went to visit one of his friends.

b. He was from **E**ngland.

c. They went to a new place in the **U**nited **S**tates.

d. This place was the state of **G**eorgia.

10. Possessive nouns are nouns that possess something.

11. How do you make a noun show possession if it does NOT end in an s?

Add an apostrophe and an s

12. How do you make a noun show possession if it DOES end in s?

Add an apostrophe only

13. **Extensions:** Make the nouns below possessive:

a. Jim cast - Jim's cast

b. debtors prison - debtors' prison

c. James friend - James' friend

d. a doctor office - a doctor's office

e. the woman cast - the woman's cast

f. the women club - the women's club

14. Fill in the blanks for this week's capitalization rules:

- a. Capitalize the first - word in a sentence.
- b. Capitalize any form of the word I.
- c. Capitalize all proper nouns.
- d. Capitalize references to God.

V. Editing and Revising

15. How can you find content errors in your writing more thoroughly?

Answers will vary

16. If you add an adverb to your writing, what kind of word might you add?

Answers will vary

17. Write two Banned Words that your paper contained this week.

Answers will vary

18. What can you use adjectives to describe? Nouns

19. Write two adjectives that you included in your essay this week.

Answers will vary

20. Write two proper nouns from your essay. (**Extensions:** Write four.)

Answers will vary

Lesson Plans

Blue 7-A: Week Three

For a Five-Day Week
Character Focus: Wisdom

Day One

Vocabulary Box
Words related to wisdom--nouns
A person who is wise has
assessment
critique
discretion
expertise
judgment
learning
prudence
reasoning
astuteness
shrewdness
evaluation
insight
knowledge
perception
reason
thoroughness

Vocabulary Box
Steps/skills needed for reconciliation--nouns
People who reconcile often need
acumen
agility
creativity
crisis management
enterprise
imaginative faculty
inventiveness
sagacity
wittedness
adeptness
astuteness
creative power
deftness
illusion
ingeniousness
mental dexterity
shrewdness
adroitness
cleverness
creative thinking
discernment
imagination
ingenuity
originality
wit

1. Copying and Comprehension: Passage and Vocabulary All

"I don't mind asking God to forgive me," cried Jake. "But do I have to ask Mrs. Ray to forgive me too?"

"I know it's hard," explained Grandma. "But it's the only way. You must go and get your money."

"You mean I have to pay for the candy myself?"

Extensions
"Yes, you must," said Grandma.

"But all my money will be gone," said Jake.

"It doesn't matter if it takes all you have," Grandma answered. "You must make it right. You have to ask her forgiveness. I don't think it will cost all you have. A dollar should pay for the candy you took."

Further Extension
"A whole dollar! You mean I have to give a whole dollar to Mrs. Ray?"

"Yes, giving the money back is the right thing for you to do," said Grandma. "And the sooner you do it, the better. You should never wait to be reconciled. Be courageous and do what is right."

2. Spelling: Sounds of ea
Examples: great, beat, head, year, heart
All
1. wealth 2. reveal 3. research
4. heart 5. fearful 6. repeat
7. teary 8. learn 9. beneath
10. hearth
Extensions
11. breadth 12. pleasure
Further Extension
13. laureate 14. malleable 15. herculean
Optional
16. discernment 17. perception 18. agility

19. inventiveness

3. Editor Duty: Correct Given Paragraph(s)
Capitalization Errors
4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Choose Your Topic and Sources: Reading, Brainstorming, and Researching
6. Structural Analysis: Adding ing to Words That End in e
7. Study Skills/Research: Create Note Cards for Informative Essay

Day Three

8. Spelling Practice: Six "S" Spelling Secret
9. Compostion: Write Rought Draft of Informative Essay About Bible Characters Who Were Reconciled
10. Grammar: Prepositions

Day Four

11. Study Skills/Prewriting/Compostion: Take Notes for an Original Opening Paragraph Including a Quotation
12. Sentence Structure/Grammar: Prepositional Phrases
13. Composition: Write an Original Opening Paragraph
14. Spelling Practice: Write That Word!

Day Five

15. Grammar: Weekly Quizzes
16. Spelling: Spelling Test
17. Dictation: Dictation Quiz
Optional: Extra Practice

Lesson Plans

Blue 7-A: Week Three

For a Four-Day Week

Character Focus: Wisdom

Day One

<p>Vocabulary Box</p> <p><i>Words related to wisdom--nouns</i></p> <p>A person who is wise has</p> <table style="width: 100%;"> <tr><td>assessment</td><td>astuteness</td></tr> <tr><td>critique</td><td>shrewdness</td></tr> <tr><td>discretion</td><td>evaluation</td></tr> <tr><td>expertise</td><td>insight</td></tr> <tr><td>judgment</td><td>knowledge</td></tr> <tr><td>learning</td><td>perception</td></tr> <tr><td>prudence</td><td>reason</td></tr> <tr><td>reasoning</td><td>thoroughness</td></tr> </table>	assessment	astuteness	critique	shrewdness	discretion	evaluation	expertise	insight	judgment	knowledge	learning	perception	prudence	reason	reasoning	thoroughness	<p>Vocabulary Box</p> <p><i>Steps/skills needed for reconciliation--nouns</i></p> <p>People who reconcile often need</p> <table style="width: 100%;"> <tr><td>acumen</td><td>adeptness</td><td>adroitness</td></tr> <tr><td>agility</td><td>astuteness</td><td>cleverness</td></tr> <tr><td>creativity</td><td>creative power</td><td>creative thinking</td></tr> <tr><td>crisis management</td><td>deftness</td><td>discernment</td></tr> <tr><td>enterprise</td><td>illusion</td><td>imagination</td></tr> <tr><td>imaginative faculty</td><td>ingeniousness</td><td>ingenuity</td></tr> <tr><td>inventiveness</td><td>mental dexterity</td><td>originality</td></tr> <tr><td>sagacity</td><td>shrewdness</td><td>wit</td></tr> <tr><td>wit</td><td></td><td></td></tr> </table>	acumen	adeptness	adroitness	agility	astuteness	cleverness	creativity	creative power	creative thinking	crisis management	deftness	discernment	enterprise	illusion	imagination	imaginative faculty	ingeniousness	ingenuity	inventiveness	mental dexterity	originality	sagacity	shrewdness	wit	wit		
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Further Extension

"A whole dollar! You mean I have to give a whole dollar to Mrs. Ray?"

"Yes, giving the money back is the right thing for you to do," said Grandma. "And the sooner you do it, the better. You should never wait to be reconciled. Be courageous and do what is right."

2. Spelling: Sounds of ea

Examples: great, beat, head, year, heart

All

1. wealth	2. reveal	3. research
4. heart	5. fearful	6. repeat
7. teary	8. learn	9. beneath
10. hearth		

Extensions

11. breadth	12. pleasure
-------------	--------------

Further Extension

13. laureate	14. malleable	15. herculean
--------------	---------------	---------------

Optional

16. discernment	17. perception	18. agility
19. inventiveness		

3. Editor Duty: Correct Given Paragraph(s) Capitalization Errors

4. Spelling Practice: Choose the Correct Spelling

5. Choose Your Topic and Sources: Reading, Brainstorming, and Researching

Day Two

6. Structural Analysis: Adding *ing* to Words That End in e

7. Study Skills/Research: Create Note Cards for Informative Essay

8. Spelling Practice: Six "S" Spelling Secret

9. Compostion: Write Rought Draft of Informative Essay About Bible Characters Who Were Reconciled

Day Three

10. Grammar: Prepositions

11. Study Skills/Prewriting/Compostion: Take Notes for an Original Opening Paragraph Including a Quotation

12. Sentence Structure/Grammar: Prepositional Phrases

13. Composition: Write an Original Opening Paragraph

14. Spelling Practice: Write That Word!

Day Four

15. Grammar: Weekly Quizzes

16. Spelling: Spelling Test

17. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Blue 7-A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Capitalization Errors

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second paragraph, highlight the words that should be capitalized, and correct them if you have not already done so.

When people break the law, they have to pay for it. Sometimes criminals are sent to jail. Sometimes they have to pay money or do something to help others. A judge and jury decide what should happen to a person if he breaks the law. States make laws about that too. Everyone works together to make sure that the punishment of any person who did a crime is just.

It works this way in the United States: the state government passes a law saying that stealing is wrong and that if someone steals, he could pay a fine or spend no more than five years in prison. When someone breaks the law, he is brought before a judge and jury. The judge and jury have to decide if that person actually committed the crime. If he really did steal something, the judge will decide how much he should be punished. The state government already said that he must be punished. The judge will think about how old the person is, how much was stolen, and many other things when he makes his decision. If the one who stole was a young person, he probably will only have to pay a fine. If the person has stolen before, he might have to go to jail.

Many other laws help keep our courts just. If someone breaks a law, he is the only one who can be punished for it. His parents or his children cannot be punished for his crime. The state government, the judge, and the jury work together to try to keep people from stealing and to justly punish those who do break the law.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|--------------------|---------------|
| 1. <u>wealth</u> | welth |
| 2. revele | <u>reveal</u> |
| 3. <u>research</u> | reserch |
| 4. <u>heart</u> | hart |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|------------|---------|
| 5. fereful | fearful |
| 6. repeat | repete |
| 7. teary | teery |
| 8. leurn | learn |
| 9. beneath | beneeth |
| 10. herth | hearth |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|--------------|---------|
| 11. bredth | breadth |
| 12. pleasure | plesure |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 13. laureate | lareate |
| 14. maleable | malleable |
| 15. herculean | herculene |

<> **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|-------------------|--------------|
| 16. dissernment | discernment |
| 17. perception | perseption |
| 18. ajility | agility |
| 19. inventiveness | inventivness |

6. Structural Analysis: Adding *ing* to Words That End in e

<> **6b.** Beside each of the words provided, write the original word. Originally, all of the root words ended in e.

- | | | |
|------------|----------|---------|
| 1. deserve | 2. spare | 3. care |
| 4. drive | 5. core | |

<> **6c.** Add *ing* to the following words, and write the new words on the lines provided.

Basic Level: Do the first eight words.

Extensions: Do all of the words.

- | | |
|------------------|-----------------|
| 1. indicating | 2. accusing |
| 3. driving | 4. settling |
| 5. using | 6. compromising |
| 7. becoming | 8. giving |
| 9. believing | 10. receiving |
| 11. compromising | 12. abasing |
| 13. saving | 14. ruling |
| 15. causing | |

10. Grammar: Prepositions

<> **10f.** In the sentences provided, highlight all of the prepositions.

Note: There may be more than one preposition in a sentence.

Note: Do not highlight infinitives (to + verb); these are verbs.

1. Believers should respect the people who are **in** charge **of** them.
2. Sometimes a believer must obey God instead **of** the leaders **of** government.
3. If a government tells followers **of** Christ that they cannot pray, the believers should still pray.
4. This is what happened **in** Daniel's case.
5. Most **of** the time, though, believers should obey the law.
6. Some people do not think they should pay taxes if they do not approve **of** the way that the money is being used.
7. Jesus lived **under** a very evil ruler.
8. The government **of** His time was so bad that it would eventually put Him **to** death though He was innocent.
9. Yet Jesus still paid taxes **to** the government.
10. Once, He and Peter did not have money to pay their taxes **to** the leaders.
11. Jesus sent Peter fishing **at** a lake.
12. **In** the fish that he caught, Peter found money.
13. Jesus told Peter to use the money to pay **for** their taxes.
14. Another time, someone asked Jesus if He thought it was right to pay taxes **to** Rome.
15. Jesus said to give what is Caesar's **to** Caesar and to give what is God's **to** God.

12. Sentence Structure/ Grammar: Prepositional Phrases

↔ **12b.** Listed here are some of the prepositions in the passage. Look through the passage to find the object (one or more words) of each preposition. Highlight the objects, and write them on the lines beside the prepositions.

1. for **the candy**
2. for **the candy**
3. to **Mrs. Ray**

↔ **12e.** In the sentences provided, complete the following steps:

- (1) Highlight the prepositions.
- (2) Place parentheses around entire prepositional phrases, including the prepositions you have already highlighted.

Example: Many hymns were written (**by** Fanny Crosby).

All

1. James went (**to** visit his friend.)
2. The friend was (**in** jail.)
3. He could not pay money (**on** his debt.)
4. His friend died (**in** jail.)
5. James went to see what happened (**in** the jail.)
6. He found people were treated badly (**in** the prison.)
7. People (**in** debt) were mistreated (**in** prison.)
8. Their children were even (**in** jail.)
9. James saw the bad things (**in** the debtors prison.)
10. He wrote a letter (**to** the King.)
11. He wrote (**about** his friend.)
12. He wanted the King to release the families (**from** prison.)
13. James asked the King to help the people (**in** prison.)
14. He wanted them released (**to** a new life.)
15. They went (**to** Georgia.)

Extensions

1. (**In** England) (**during** the eighteenth and nineteenth century), people were put (**into** prison) (**for** their debts).

2. Families (of the people) who were (in prison) faced many trials.
3. The mother was often the only support (for the family).
4. She had to make enough money to feed all the children and pay (for everything else) they needed.
5. (During those times), a mother could not make enough money to buy enough food (for her family).
6. Sometimes relatives (of the family) would help take care (of them).
7. However, most (of the mothers) were (on their own).
8. The older children would work (in factories and stores) to help.
9. The father was kept (in jail) until he paid his debts. (*Until* is a subordinator here.)
10. Few families could pay any money (on the debt), so many fathers never left the prison and never came home (to their waiting family).

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. Write the names or descriptions of three of the characters in this week's story/retelling.
 - a. Grandma
 - b. Mrs. Ray
 - c. Jake

2. **Extensions:** The words below may be considered synonyms. What are synonyms?

Mrs. Ray the lady who Jake paid the lady from the store

3. Write two sentences using two Vocabulary Words to describe Jake in the passage.

Answers will vary

4. Write two sentences using two Vocabulary Words to describe Grandma in the passage.

Answers will vary

II. Spelling and Homophones

5. Write two words beneath each description.
 - a. *Ea* sometimes says the short sound of e.
 - (1) death
 - (2) wealth
 - b. *Eat* also makes the sound of long a.
 - (1) greatly
 - (2) great

c. *Ea* also makes the sound of long e.

(1) meal (2) seal

d. *Ea* combined with *r* can make the sound of long e (like *eer*).

(1) ear (2) fear

e. *Ea* combined with *r* can make the sound of *ar* (like *far*).

(1) heart (2) hearth

Answers will vary

III. Outlining and Write On

6. Write three strong verbs that you could use if you were writing about this week's passage.

Answers will vary

7. Write your paragraph topics from all of your paragraph's for this week's "reconciliation" essay.

Answers will vary

IV. Grammar and Usage

8. Endings added to the ends of words are called suffixes

9. When a word ends in e, and you want to add a suffix that begins with a vowel, you must drop the e before adding the suffix. Do that in the following words:

a. spare - sparing b. trade - trading

c. core - coring

10. Write six prepositions that begin with A.

a. across b. above c. along
d. against e. among f. around

11. Write four prepositions that begin with B.

a. below b. beneath
c. beside d. between

12. Write three prepositions that begin with I.

a. in b. inside
c. into

13. Write three prepositions that begin with O.

a. over b. of
c. out

14. Write three prepositions that begin with T.

- a. through
- b. to
- c. toward

15. Write three prepositions that begin with W.

- a. with
- b. within
- c. without

Answers will vary

16. Place parenthesis around the prepositional phrases:

- a. Go get some (of your money) .
- b. All (of my money) will be gone.
- c. I have to give a whole dollar (to Mrs. Ray) ?
- d. It is the right thing (for you) to do.

17. **Further Extension:** The noun or pronoun at the end of a prepositional phrase is called the object of the preposition .

18. List four strong verbs from your retelling this week.

Answers will vary

19. What redundant words will you have to change with the Checklist Challenge?

Answers will vary

Lesson Plans

Blue 7-A: Week Four

For a Five-Day Week

Character Focus: Wisdom

Day One

Vocabulary Box

Words related to wisdom--
nouns

A person who is wise has

assessment astuteness
critique shrewdness
discretion evaluation
expertise insight
judgment knowledge
learning perception
prudence reason
reasoning thoroughness

Vocabulary Box

Steps/skills needed for reconciliation--**nouns**

People who reconcile often need

acumen adeptness adroitness
agility astuteness cleverness
creativity creative power creative thinking
crisis management deftness discernment
enterprise illusion imagination
imaginative faculty ingeniousness ingenuity
inventiveness mental dexterity originality
sagacity shrewdness wit
wittedness

1. Copying and Comprehension: Passage and Vocabulary

All

Naught have I gotten but what I received;
Grace hath bestowed it since I have believed;
Boasting excluded, pride I abase;
I'm only a sinner saved by grace!

Extensions

Once I was foolish, and sin ruled my heart,
Causing my footsteps from God to depart;
Jesus hath found me, happy my case;
I now am a sinner saved by grace!

"Saved by Grace"

2. Spelling/Structural Analysis: Double Consonant in the Middle of a Word Results in a Short First Syllable

Examples: hap/py, fun/ny

All

- | | | |
|--------------|-------------|-------------|
| 1. lissome | 2. laggard | 3. mentor |
| 4. fiddle | 5. puddle | 6. jostle |
| 7. baffle | 8. rubble | 9. enter |
| 10. slippery | 11. include | 12. exclude |

Extensions

13. motley 14. obtuse

Further Extension

15. attentive 16. obligate

Extensions

17. discretion 18. assessment 19. creative thinking
20. creative power

3. Editor Duty: Correct Given Paragraph(s)

Prepositions

Day Two

4. **Spelling Practice:** Choose the Correct Spelling

5. **Structural Analysis:** Contractions

6. **Spelling Practice:** Six "S" Spelling Secret

Day Three

7. **Composition and Editing:** Edit and Revise Using the Checklist Challenge

8. **Poetry:** Rhyme Scheme

Day Four

9. **Spelling Practice:** Write That Word!

10. **Grammar:** Weekly Quizzes

Day Five

11. **Spelling:** Spelling Test

12. **Dictation:** Dictation Quiz

13. **Composition:** Final Copy Original Informative Essay

Optional: Extra Practice

Lesson Plans

Blue 7-A: Week Four

For a Four-Day Week

Character Focus: Wisdom

Day One

Vocabulary Box

Words related to wisdom--
nouns

A person who is wise has

assessment astuteness
critique shrewdness
discretion evaluation
expertise insight
judgment knowledge
learning perception
prudence reason
reasoning thoroughness

Vocabulary Box

Steps/skills needed for reconciliation--**nouns**

People who reconcile often need

acumen adeptness adroitness
agility astuteness cleverness
creativity creative power creative thinking
crisis management deftness discernment
enterprise illusion imagination
imaginative faculty ingeniousness ingenuity
inventiveness mental dexterity originality
sagacity shrewdness wit
wittedness

1. Copying and Comprehension: Passage and Vocabulary

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I'm only a sinner saved by grace!

Extensions

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|--------------|-------------|-------------|
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| 4. fiddle | 5. puddle | 6. jostle |
| 7. baffle | 8. rubble | 9. enter |
| 10. slippery | 11. include | 12. exclude |

Extensions

- | | |
|------------|------------|
| 13. motley | 14. obtuse |
|------------|------------|

Further Extension

- | | |
|---------------|--------------|
| 15. attentive | 16. obligate |
|---------------|--------------|

Extensions

- | | | |
|--------------------|----------------|-----------------------|
| 17. discretion | 18. assessment | 19. creative thinking |
| 20. creative power | | |

3. Editor Duty: Correct Given Paragraph(s)

Prepositions

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Structural Analysis: Contractions

6. Spelling Practice: Six "S" Spelling Secret

7. Composition and Editing: Edit and Revise Using the Checklist Challenge

Day Three

8. Poetry: Rhyme Scheme

9. Spelling Practice: Write That Word!

10. Grammar: Weekly Quizzes

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

13. Composition: Final Copy Original Informative Essay

Optional: Extra Practice

Answer Keys Blue 7-A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

Prepositions

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the first two paragraphs, highlight the prepositions.

Basic Level: Highlight four prepositions.

Extension: Highlight six prepositions.

Further Extension: Highlight eight prepositions.

TeacherTip: Your student may highlight any of the shaded words in this week's Editor Duty Answer Key for the number of items he was to highlight.

When someone gets hurt, it is very important that he takes care of the wound quickly. The first thing telling us that we are injured is the pain of the injury. As soon as we feel pain, we should look for the cause of the pain. Most of the time, it is just a little thing, such as someone stepping on our foot. Sometimes it is a big problem, such as breaking a bone. When there is a serious injury, the injured person must go to a doctor right away.

If we tend to a wound right away, it will heal more quickly. The doctor can take care of the wound and give medicine for it so that it doesn't hurt. If the wound is not treated, it will keep hurting. Sometimes it will hurt more than it did when it was first injured. When a wound is ignored, other problems with the wound will begin.

The wound can become infected. Infection not only makes the wound hurt more, but can also spread to other parts of the body. If infection spreads, it can be life-threatening. When a cut is treated right away, the bleeding is stopped. If the bleeding is not stopped, a person will lose too much blood and die. If a wound is not treated quickly, it may not heal properly. For example, if a bone is never set after it has been broken, it will not heal correctly. Treating an injury right away prevents these problems.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. lissome

lisome

2. laggard

lagard

3. mentar

mentor

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semi-colon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|--------------|---------|
| 4. fiddle | fiddel |
| 5. puddel | puddle |
| 6. jostel | jostle |
| 7. baffle | baffel |
| 8. rubbel | rubble |
| 9. enter | entur |
| 10. slippery | slipery |
| 11. inklude | include |
| 12. exclude | exklude |

↔ **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|------------|--------|
| 13. motley | motlee |
| 14. obtose | obtuse |

↔ **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 16. attentive | attantive |
| 17. oblegate | obligate |

↔ **4d.** Highlight the correct spelling of each **Optional** word.

- | | |
|----------------------|-------------------|
| 17. discretion | discrecion |
| 18. assessment | asesment |
| 19. creativ thinking | creative thinking |
| 20. creativ power | creative power |

5. Structural Analysis: Contractions

↔ **5b.** On the lines provided, write the two words that make up each of the contractions.

Example: I'll—I will

All

- | | | |
|-------------|------------------------------|----------------------------|
| 1. it is | 2. you are | 3. he will (or he shall) |
| 4. you have | 5. they will (or they shall) | 6. she will (or she shall) |

7. she is
10. we are

8. he is

9. we have

Extensions

11. will not

12. did not

13. should not

14. might not

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. What do you capitalize in the title "saved by grace"? "Saved by Grace"
2. What does the verb *excluded* mean? To shut or keep out
3. Write two sentences about this week's passage poem using any two of the words listed below:

a. insight	b. evaluation	c. judgment
d. knowledge	e. discernment	

Answers will vary

II. Spelling and Homophones

4. Divide the words below between the two consonants:

a. u n / d e r	b. o f / t e n
c. u n / t i l	d. s u r / f a c e
e. r e s / c u e	
5. Write the correct spellings of the words given.

a. lagard - <u>laggard</u>	b. menttor - <u>mentor</u>
c. josle - <u>jostle</u>	d. ruble - <u>rubble</u>

III. Grammar and Usage

6. Highlight the rhyming words at the end of each line of the poem given below:
No, I have nothing if not for God's **grace** .
Nothing to claim on this earth, in this **place** .
Boasting and pride are not found within **me** .
Nay, goodness in God is all I can **see** .

7. **Further Extension:** Write four subordinators under each category:

a. if

b. _____

c. _____

d. _____

a. which

b. whenever

c. while

d. whether

a. when

b. how

c. where

d. why

a. because

b. although

c. since

d. though

IV. Editing and Revising

Answers will vary

Blue 8-A: Week One

Character Focus: Decisiveness

Vocabulary Box

Words Describing Someone Who Is Decisive--*adjectives*

Someone who is decisive is

certain	fixed	absolute
firm	adamant	unhesitating
definite	assertive	resolute
secure	stationary	persistent
consistent	constant	staunch
unshaken	steadfast	unwavering
established	determined	definite
positive	stalwart	pragmatic

Vocabulary Box

Words Describing Wrong Desires--*nouns*

Someone with wrong desires might have or be

obsession	gluttony	materialism
greed	selfishness	voracious
stinginess	stealing	immorality
immodesty		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Sally tiptoed across the wooden floor to the ornate table in the hotel lobby. In the middle of the table, there was an enticing bowl of apples, peaches, and nuts. A bunch of juicy grapes was perched on top of those. Sally had been looking at those grapes all day, wishing they were hers. She glanced around to see if anyone was observing.
Extensions	Slowly, Sally reached out, snatched the grapes, and scrambled toward the elevator. She thought no one had seen her. But her mom was just entering the lobby at that moment. She saw Sally even though Sally had not seen her. She was sad that her daughter had stolen the grapes, and she was about to go over and punish her little one when the young girl turned around.
Further Extension	Sally raced back toward the table with the grapes still in her hand. She returned the berries to the bowl in the exact same place. Then she whispered, "Thank-you, Lord, for speaking to my heart." Mother was so proud that Sally had won the victory over the temptation.

<> **1a.** Read this week's passage aloud.

This passage is about a girl who chose to say no to doing what is wrong. She showed decisiveness in the face of temptation.

<> **1b.** In the passage, highlight the words:

1. ornate
2. enticing

<> **1c.** Look up these words in a dictionary, and write their definitions in your own words on the lines provided.

Definition of *ornate*

Definition of *enticing*

<> **1d.** On the lines provided, use these words to write two sentences about how you have to choose not to sin.

1.

2.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level A students. You may want to look up the words in the dictionary together and discuss the meanings rather than completing the written work. Regardless of how many of the vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either verbally or in written form.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only. Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

- (4) Complete the steps described in the DD box for the trick you chose.
- (5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

- (6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

- (7) Write a shortened dictionary definition for your word on the lines provided.

- (8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

- (9) Write a sentence using this DD word on the lines provided.

- <> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

Teacher Tip: The letter *c* often makes two sounds:

1. Soft *c* in the case of *cent*
2. Hard *c* in the case of *candy*

The sound that *c* makes in individual words is usually determined by the letter directly following the *c*. When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

- <> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because Sally returned the grapes, her mother was proud of her. Subordinate clause opener

- <> **1g.** In your notebook, copy this week's passage at the level directed by your teacher.
- <> **1h.** (T) Review your copy with your teacher, and correct any errors.
- <> **1i. Optional:** Make a minit-book containing this week's passage.

2. Spelling/Structural Analysis: Hard c Sounds

Examples: can, could, sick

- <> **2a.** In the second paragraph of the passage, highlight the following word that has *c* making its hard sound, as in *can*: *scrambling*.
 - 1. *C* can make two different sounds—hard *c* and soft *c*.
 - 2. ***C* makes its hard sound (*k* sound) when it is followed by one of the following letters:**
 - a. *a*: candy
 - b. *o*: cot
 - c. *u*: cut
 - d. any consonant (except for *h* as in *ch*): clack, back, crack
 - 3. **Its hard sound is *k*, as in the following words:**
 - a. could
 - b. cat
 - c. sick
- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:
 - (1) Study the syllabicated words.
 - (2) Copy the words.
 - (3) Study any given tips.
 - (4) Try to create your own tips.
- <> **2c.** Add this week's new words (minus the **Optional Words**) to page 56 of your *Spelling Notebook*.
- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.
- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.
- <> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Teacher Tip: The Definition Dissection (DD) text used in each week's vo-cabulary lessons is provided in the CQLA *Teacher's Guide* and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."

The DD box in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Further Study: Make a list of rules and limitations that God has made for your safety and protection.

Further Study: Learn the song "Fill All My Vision."

Words Syllabication

All

1. candor	can-dor	Write it **	Tip	Your Tip
2. decorate	dec-o-rate			
3. maverick*	mav-er-ick		Think mave•rick	
4. misconstrue*	mis-con-strue		Think mis•cons•true	
5. calculate	cal-cu-late			
6. candle*	can-dle			
7. fiasco*	fi-as-co			
8. covert	co-vert			
9. victory	vic-to-ry			
10. protect	pro-TECT			

*Commonly Misspelled

**Note: You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. calvary*	cal-va-ry	_____	I first= love Love was at calvary	_____
12. cavalry*	cav-al-ry	_____	V first = victory Cavalry is coming for victory	_____
* Do you know the difference between these two words?				
Further Extension				
13. pandemic	pan-dem-ic	_____		_____
14. oracle	or-a-cle	_____		_____
15. nocturnal*	noc-tur-nal	_____		_____
16. invocation	in-vo-ca-tion	_____		_____

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Optional Penmanship Practice

And because iniquity shall abound, the love of many shall wax cold.

Matthew 24:12

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second and third paragraphs, highlight the spelling errors, and correct them if you have not already done so.

wanting something you should not have is a dangerous thing When you want something that is bad for you, you must deals with the feelings right away. it is fine to want something that is good for you. god tells us that we should want to have a closer relationship with him. the bible say that we should be looking forward to being in heaven with Him. the problem happens when we want something that god or our parents have said we should not have If our parents tells us that we should not have candy before dinner, and we still want it, we have to deal with the desire

if we do not deel wit the desire it can lede to sin. There are some things the bible says it is a sin to even think about. we have to chose not to tink about the wrong things. if we are not thinking about them, we will not do them If your mother tels you that you cannot have candi, and you go and do something else, it will be much easier to not take the candy. if you stands and stares at it it will be veiry hard not to take it

people make commitments to help them not do what is wrong. god have standards for what is right and wrong. we should never loss sight of these If god says something is wrong, we should never even think about doing it. If we do think about it we should remind ourselves that because god said it is wrong, we cannot do it We should allways pray and ask for God's help. He are ready to help us overcome the temptation

Optional Penmanship Practice

His own iniquities shall take the wicked himself, and he shall be holden with the cords of his sins.

Proverbs 5:22

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. candor	kandor
2. decorate	decerate
3. maverik	maverick
4. misconstrue	misconstrew
5. kalculate	calculate
6. kandle	candle
7. fiasco	feasco
8. kovet	covet
9. victory	victery
10. protect	protekt

<> **4b.** Highlight the correct spelling of each **Extensions** word.

11. calvary	kalvary
12. cavalry	cavary

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

13. pandemuc	pandemic
14. oracle	orakle
15. nocturnal	nokturnal
16. invacation	invocation

<> **4d.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

5. Study Skills/Prewriting: Key Word Outline

<> **5.** Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.

- b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week’s writing assignments, you and your teacher may desire to complete the “How to Create and Write From a Key Word Outline” information from the *CQLA Teacher’s Guide*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

(You may use up to seven words for sentence five. You may also desire to divide this sentence into two sentences since it is a compound sentence.)

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

(You may put the entire quote in your notes, if desired, or, since it is a story, you may plan to write the quote in your own words.)

Alternative Writing for Blue 8-A: Week One

- Write one paragraph about a commitment you can make that will help you choose what is right, such as turning away when you see immodesty, not talking hatefully to younger siblings, or completing what you are told to do when you are told to do it.
- Write one paragraph about the story of Joseph. What right choices did he make?
- Write a two-paragraph story that tells about a time when you had to choose to do right, and tell what you did.

KWO Symbols

Symbols may help you to understand your notes better—without using more words or stealing the author's words (since symbols usually represent general ideas, not specific words):

+ can mean up, more, above, increase, better

= can mean the result of, the same as, equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), dates, and periods of time

--> can mean the result of, caused, said, showed, back, forward, front, to, like

@ can mean at, to, from

\$ can mean money, cost, expensive

^ can mean up, above, more

can mean more important, most important

" " can mean spoken words or special words

< > can mean more, greater than, less than, less, great, important, unimportant, vast, large, small

6. Grammar: Possessive Pronouns

<> **6a.** In the first two paragraphs of the passage, highlight the pronouns.

1. Pronouns are words that take the place of nouns. For example, in the passage:

a. *She* replaces *Sally*

- b. *You* replaces *Mr. Devil*
- 2. **A noun is a person, place, thing, or idea.**
- 3. Remember, **possessive nouns are nouns that own something.**
Examples:
 - a. *boy's* hat
 - b. *God's* Word
- 4. **Possessive pronouns are *pronouns* that own something.**
- 5. When pronouns are possessive, there are several rules that are applied.
 - a. **Most pronouns are made possessive by using a different pronoun.**
Examples:
 - 1) *He* becomes *his*.
 - 2) *Us* becomes *ours*.
 - b. **Other pronouns are made possessive by simply adding *s*.**
For example: *It* becomes *its*
 - c. You will know when to use a different pronoun or just add *s* because one will sound right and one will not.
Examples:
 - 1) Sounds correct: **The ball is his.**
 - 2) Sounds incorrect: **The ball is hes.**
 - 3) Sounds correct: **The book is theirs.**
 - 4) Sounds incorrect: **The book is theys.**
 - d. **Never make a pronoun possessive by adding '*s*!**
 - e. Use an apostrophe to show possession only in nouns—never in pronouns.
 - f. When you use an apostrophe *s* with a pronoun, you make a contraction -- not a possessive noun:
 - 1) *He's* says *he is*.
 - 2) *She's* says *she is*.

<> **6b.** In the sentences provided, highlight the possessive pronouns.

Note: Sometimes subordinators, nouns, and other words are considered pronouns - like *that*, *those*, or *anyone*. CQLA treats those as the type of words they are most often used as.

Character Focus:
Decisiveness is the ability to make difficult decisions with confidence.

Example: God requires His disciples to have a pure heart.

- 1. The horse is uncontrollable in his fear.
- 2. He bucks and turns his whole body.
- 3. Not even his master can control him.
- 4. God compares this to those who give in to their bad desires.

5. When we give in to bad thoughts or actions, we take control of our own lives.
6. We pull our lives away from the Holy Spirit and His control.
7. When we try to control our lives, sin ends up being in control and having its way in us.
8. When sin is in control, our lives are like a wild horse running from his master.
9. That is why we have to let God control our thoughts and actions.
10. When He is in control, we can be useful for His kingdom.

Character Focus: List synonyms for *decisiveness*.

Further Study: Make a list of rules and limitations that your parents have made for your safety and protection.

<> **6c. Optional:** In your notebook, write sentences using pronouns.

Basic Level: Write **six sentences**.

Extension: Write **eight sentences**.

Further Extension: Write **eight sentences** using information from a character book or another source.

Character Focus: *Decisiveness* requires convictions.

Help Box for 6a.

You should have highlighted the following words:

- | | | |
|---------|---------|--------|
| 1. they | 2. hers | 3. She |
| 4. She | 5. her | 6. her |
| 7. She | 8. her | 9. She |
| 10. her | 11. she | |

Note: Some handbooks call the word *those* a pronoun while others call *those* an adjective. *Anyone* is often considered a pronoun as well.

Optional Penmanship Practice

No man can enter into a strong man's house, and spoil his goods, except he will first bind the strong man; and then he will spoil his house.

Mark 3:27

7. Write On: Using Interesting Synonyms

<> **7a.** In the passage, highlight the following sets of words with a different color highlighter for each set. (Highlight each word one time each only.)

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.*
2. Remind him of the word family or a rhyming word that he already knows. ("Remember, *would* is from the *would, could, should* family.")
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which of his misspelled dictation words you will have him add to next week's **Review Words**. (For example, you may decide half-way through dictation that you really should have put that difficult word on the whiteboard from the beginning as it is not a spelling he is familiar with or at his level. In that case, do not put it on his **Review Words** list for next week.)

***Note:** If your student misspelled a word in his dictation quiz that you think he should already know (either because he has had the word previously or it is at his spelling level), you may choose to add it to next week's **Review Words** section. Just be sure you do not add so many words from his spelling test, dictation quiz, and composition assignment that he is unable to learn them adequately. Also, if you must remove or omit some, keep words that have spelling commonalities so that your student can study these together (for instance, *infectious* and *contagious*).

Set 1:

1. grapes
2. berries

Set 2:

1. glanced
2. observing
3. saw

Set 3:

1. snatched
2. stolen

Set 4:

1. scrambled
2. entering
3. go over
4. raced

Do you know what the words in each set you highlighted have in common? They are synonyms for each other. By now, you probably remember that **a synonym is a word that means the same or almost the same as another word.**

Synonyms are extremely important to strong writing. They help you add variety and interest. **They help you avoid redundancy--using the same word or words over and over again.**

Consider if the synonyms in the passage had not been used:

1. What if *grapes* and *berries* were not used, but *fruit* only was used? **You would not know what kind of fruit--**and the passage would have the word *fruit* at least two times.
2. What if *glanced*, *observing*, and *saw* were not used? **What if the writer just used a form of *see/saw/seen* each time?**
 - a. For one thing, it would be redundant.
 - b. **It would also not give you the same picture in your mind** as two of the synonyms for *see* give you.
 - i. What do you think of when someone is *glancing*? **Just a quick look?** Isn't that different than seeing? It is more precise and interesting.
 - ii. What do you think when someone is *observing*? **It is definitely more detailed than seeing only is.** The person observing is seeing and paying close attention to what he or she is seeing.

3. What if the writer had not used *snatched* and *stolen*? What if the writer just used *took* both times?

a. Doesn't ***snatch*** make you think of someone grabbing something quickly?

b. Doesn't ***stolen*** make you feel that what Sally did was especially wrong (as opposed to just taking something)?

4. What about *scrambled*, *entering*, *go over*, and *raced*?

a. First of all, **it would be redundant to say *go* or *come* all four times**. As a matter of fact, this is a perfect example of the strength of synonyms to help avoid redundancy. Saying *go* or *come* four times is extremely redundant!

b. Then, of course, the chosen verbs add much more interest to the passage.

i. *Scrambled* goes along with *snatched*—she grabbed them quickly then **she also quickly tried to get away**.

ii. ***Entering* sounds more like what someone** (especially Mother!) **might do in a hotel lobby**.

iii. *Raced* shows an urgency that Sally felt to return the grapes.

<> **7b.** For each of the sentences provided, write a stronger, more detailed, more precise synonym for the underlined word. You may use the thesaurus for this exercise. Be sure you do not use the same words that the passage used.

Note: Be sure you take out or add any words (besides your synonym) that might be needed to help each sentence make sense.

All

1. Sally walked across the wooden floor over to the table.

2. In the middle of the table, there was an inviting bowl of apples, peaches, and nuts.

3. A bunch of juicy grapes sat on top of those.

4. Sally had been looking at those grapes all day.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage he will be quizzed over on the whiteboard for your student before beginning dictation—especially names of people and places.

2. Read the entire first paragraph to him to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)

3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying "pause" when your student should put a comma in and "stop" when he should put a period in.)

4. Re-read the first sentence to him a few words at a time (or more if he can handle more). Go as slowly or as quickly as your student can handle.

5. Re-read any of the sentence that he needs re-read—as often as he needs it.

6. Continue in this manner for all of the first paragraph.

7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.

8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your **Further Extension** students to take dictation over all of the paragraphs.

5. She looked around to see if anyone was watching.
6. She peeked around slyly to see if anyone was watching.
7. Sally reached out and took the grapes.
8. Then she headed toward the elevator.

Extensions

9. Her mom was just coming into the lobby.
10. Mother was about to go over and punish Sally.
11. Sally went back toward the table with the grapes still in her hand.
12. She put the grapes back into the bowl.

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

<> **8a.** Follow these steps for writing your rough draft essay from your Key Word Outline:

- (1) Re-read the entire passage to recall its content.
- (2) Read your first line of notes and consider what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) Write your first sentence in your notebook, or key your essay on the computer.
- (5) Be sure to double space your essay to make inputting the Checklist Challenge revisions easier.
- (6) Indent the beginning of each paragraph five spaces.
- (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

<> **8b.** Read your essay aloud. Do you like the way it sounds?

9. Spelling Practice: Six “S” Spelling Secret

<> **9a.** Take a spelling "pre-test" in your notebook.

<> **9b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.

<> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: hotel, motel

<> **10a.** In the first paragraph of the passage highlight the word *hotel*.

The words *motel* and *hotel* are Wacky Words because they are often confused with one another. Don't despair! There is an extremely easy way to remember which one is which!

Years and years ago, the only option people had for overnight accommodations was to stay in what was called a motel. These were "inns" that were located along the highways and roadsides.

Later on, when large cities were developed and big, tall sky-scraper types of "inns" were made, these downtown "inns" were called hotels.

If you remember that **motels** are what you drive to in your **motor** car--they are along the roads and highways, you will remember that **motels are generally along the road and hotels are downtown.**

<> **10b.** Fill in each blank provided with the correct Wacky Word, either **hotel** or **motel**.

1. We stopped along the highway to spend the night at a cozy _____.
2. The _____ in downtown New York was amazing.

<> **10c.** On the lines provided, write two sentences using the words *hotel* and *motel*.

1. _____

2. _____

11. Punctuation: Capitalization Rules

<> **11a.** In the second and third paragraphs of this week's passage, highlight the capitalized words that are not at the beginning of the sentence.

There are five capitalization rules you should learn this week:

1. **Capitalize the first word in a sentence.**
 - a. This is true regardless of what the first word in a sentence is.
 - b. For example: **It** is wrong to long for what we should not have.
2. **Capitalize the pronoun I in any form in all places.**
 - a. Capitalize any form of the word I, such as I'm and I'll.
 - b. For example: If **I** learn to enjoy what God has already given me, then **I'll** not covet more than **I'm** meant to have.
3. **Capitalize proper nouns.**
 - a. Remember, proper nouns are specific names of people or things.
 - b. For example: **Jeroboam** desired to lead the kingdom of **Israel**, but he was not grateful when **God** gave him his desire.
4. **Capitalize names of or references to God.**
 - a. Normally, you would not capitalize he and his, but when you are talking about God, always capitalize them. This shows respect and reverence.
 - b. For example: The **Lord** tells us to delight in **Him** so that **He** can give us the desires of our hearts.
5. **Capitalize the first word in a quotation in which you use quotation marks.**

For example: Paul said, "**H**aving food and raiment, let us be therewith content."

<> **11b.** In the paragraph provided, complete the following instructions:

Basic Level: Highlight any words that should be capitalized.

Extensions: Rewrite the paragraph in your notebook, capitalizing the words that should be capitalized.

karl marx was a german leader. his parents sent him to the university of bonn in 1835 to study law. he joined with other students in a plot to overthrow the government in prussia. he moved to paris in 1843. marx believed each person is a high being, not god. his writings attacked his parents, christians, and jews. he totally rejected god.

<> 11c. Optional: In your notebook, write sentences with capitalized words in them. Do not write sentences with quotations unless you have experience using them.

Basic Level: Write six sentences.

Extensions: Write eight sentences.

Help Box for 11a.

- | | | |
|----------|-------------------------------|----------|
| 1. Sally | 2. Sally | 3. Sally |
| 4. Sally | 5. Thank you | 6. Lord |
| 7. Sally | (at the beginning of a quote) | |

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> 12. Use the Checklist Challenge located after this week's lesson to edit your essay.

- (1) Complete each revision for each paragraph, as indicated.
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson) following the times suggested (according to your teacher’s direction) for each assigned section.

<> **14b.** Do the Weekly Review Quiz provided after this week’s lesson.

15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

17. Composition: Final Copy Informative Report From Given Material

- <> **17a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?
- <> **17c. Optional:** Make a minit-book containing your essay.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

Optional: Extra Practice

- 1E. In your notebook, write ten hard c words.
- 2E. In your notebook, write seven sentences with possessive pronouns. Highlight the possessive pronouns. Be sure you do not use apostrophes to show possession.
- 3E. In your notebook, copy sentences containing nouns that are capitalized from a character book or another source.
- 4E. In your notebook, write four Scriptures about decisiveness.
- 5E. In your notebook, make a list of ten people, ten cities, ten states, and ten road names. Be sure to capitalize the proper nouns.
- 6E. Make a minit-book containing some of your sentences from this lesson.
- 7E. Read a book about ancient civilizations.
- 8E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 9E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 8-A: Week One

Character Focus: Decisiveness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ B **Basic Level only**

☐ E **Extension only**

☐ E's **Extensions**

☐ FE **Further Extension only**

☐ All ☐ All ☐ All

Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All

Add an **adverb** (/y word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Forbidden Fruit**
- Something comical: **No Way!**
- Something bold: **Decide to Do Right!**
- A song title or line: **Love Lifted Me**
- A Scripture: **Flee From Temptation**
- Something biblical: **Let No Temptation Overtake You**
- Something about character: **Listen to the Still, Small Voice**
- Other: **Sally's Solution**

🔑 **Center your title at the top of the first page of your essay. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the **“thesis statement reloaded”** and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

The passage already contains a closing statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight it as directed by your teacher.

Examples:

- He showed extraordinary faith.
- Truly, God was there!

All

All

All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All

All

All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.

- If *answered* is redundant, substitute *retorted* the next time.

🔑 **Do not change insignificant words such as *was*, *it*, *and*, etc.**

All All All

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

🔑 **Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.**

All

Add one **coordinating conjunction (cc)** with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

🔑 **A comma cc in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one.**

E's

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

🔑 **Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)**

FE

Include one **simile or metaphor** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Simile--Comparison *using* like or as: The Venus' fly trap is as insidious **as the steel jaws of a hunter's snare**.
- Metaphor--Comparison *without* using like or as: The Venus' fly trap **is a hinged prison**.

All All All

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ --- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

--- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. In what type of building did this week's story take place? _____
2. Where did Sally run to after taking the grapes and before returning them ? _____

3. Use the word *enticing* in a sentence.

4. Use the word *ornate* in a sentence.

II. Spelling and Homophones

5. What are the two sounds c usually makes?

a. _____ b. _____

6. What three vowels following c makes c says its hard sound?

a. _____ b. _____

c. _____

7. What is a tip to help you remember how to spell *calvary*?

8. What is a tip to help you remember how to spell *cavalry*?

9. Use the word *calvary* in a sentence.

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

10. Use the word cavalry in a sentence.

11. Write correct if the word is used correctly and incorrect if the word is used incorrectly.

a. We pulled into a small roadside hotel. _____

b. We stayed on the twentieth floor of the motel. _____

c. I enjoy staying in roadside motels. _____

d. Other people prefer staying in large hotels. _____

III. Outlining and Write On

12. List three words that you wanted to be sure to include in your Key Word Outline because they were very specific or difficult to spell.

a. _____ b. _____

c. _____

IV. Grammar and Usage

13. A possessive pronoun is a pronoun that _____.

14. Most pronouns are made possessive by adding an _____.

15. Other pronouns are made possessive by simply adding an _____.

16. You do _____ make a pronoun possessive by adding 's.

17. Capitalize the first word in a _____.

18. Capitalize the pronoun _____ in any form in all places.

19. Capitalize _____ nouns.

20. Capitalize names or references to _____.

21. Capitalize the first word in a _____ in which you used quotation marks.

V. Editing and Revising

22. List two words that you had to work on for redundancy in your paper this week.

a. _____ b. _____

23. List four interesting synonymns you used in this week's essay.

a. _____ b. _____

c. _____ d. _____

24. Do your interesting synonyms paint a clear picture in the reader's mind?
25. List two words you included in your paper that you have never used in writing before.

a. _____ b. _____

Blue 8-A: Week Two

Character Focus: Decisiveness

Vocabulary Box

Words Describing Someone Who Is Decisive--*adjectives*

Someone who is decisive is

certain	fixed	absolute
firm	adamant	unhesitating
definite	assertive	resolute
secure	stationary	persistent
consistent	constant	staunch
unshaken	steadfast	unwavering
established	determined	definite
positive	stalwart	pragmatic

Vocabulary Box

Words Describing Wrong Desires--*nouns*

Someone with wrong desires might have or be

obsession	gluttony	materialism
greed	selfishness	voracious
stinginess	stealing	immorality
immodesty		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	The civilization of the ancient Greeks might have been more advanced than any that was before it. The Greeks accomplished many distinctive things. They wrote some of the first plays and poems. They were also known for their debates about the government and morality.
Extensions	The New Testament is written in Greek. This is the language the Greeks spoke. Because these people were so powerful, Greek was spoken in most of the world at that time. Even though the disciples were Jews, they could speak Greek. The Bible could be read by all different people because they all spoke the language in which it was conceived.
Further Extension	The Greeks never had one government in charge of all of them. Different cities had different governments. Most of the municipalities thought they could control themselves. They were tenacious people who did not want to have someone telling them what was right and what was wrong. They wanted to be able to do whatever they desired.

<> **1a.** Read this week's passage aloud.

<> **1b.** In the passage, highlight the following words.

- | | |
|-------------------|----------------|
| a. civilization | b. distinctive |
| c. morality | d. conceived |
| e. municipalities | f. tenacious |

↔ **1c.** Look up these words in a dictionary, and write their definitions on the lines provided.

Definition of *civilization*

Definition of *distinctive*

Definition of *morality*

Definition of *conceived*

Definition of *municipalities*

Definition of *tenacious*

↔ **1d.** Choose one of the words from 1b. that you have never used in your writing, and write a sentence of your own containing it.

1.

Teacher Tip: The copy boxes of the weekly passage are marked with levels for copying only.

Students should read, study, do vocabulary for, write from, and do grammar from any copy box that is indicated that particular lesson. (For example, a grammar lesson might say, "In the first paragraph of the passage, highlight the prepositions.")

The levels for the Key Word Outlines are not the same as the copying levels. The KWO levels are indicated in the KWO section--just before each paragraph that the student outlines.

Teacher Tip:

The letter *c* often makes two sounds:

1. Soft *c* in the case of cent
2. Hard *c* in the case of candy

The sound that *c* makes in individual words is usually determined by the letter directly following the *c*.

When the letter *c* is followed by an *e*, *i*, or *y*, it makes its soft sound (*s*). When the letter *c* is followed by any consonant (other than *h* as in *ch*), *a*, *o*, or *u*, it makes its hard sound (*k*).

Further Study:

Discuss with your family who everyone's heroes are. Why is it important to honor and imitate a godly person rather than a worldly one? Choose someone from history, from church, or a relative that you would like to be like someday. Discuss the negative things that you should not imitate in rock stars, movie stars, television personalities, etc.

Further Study: List ways your mom shows respect to your dad.

Further Study; Read in the book of Job where Job made a covenant with his eyes not to look on anything sinful. Discuss this with your family, and make that same decision.

Optional Penmanship Practice

They . . . lusted exceedingly in the wilderness, and tempted God in the desert. And he gave them their request; but sent leanness into their soul.

Psalm 106:13–15

<> 1e. Optional: In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted.

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

(8) Using the dictionary or thesaurus if needed, write three synonyms for this word.

1. _____ 2. _____
3. _____

(9) Write a sentence using this DD word on the lines provided.

<> **1f. Optional:** Write a sentence about the character quality for this month using this DD word.

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Because these people were so powerful, Greek was spoken
in most of the world at that time. Subordinate clause opener

<> **1g.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1h.** (T) Review your copy with your teacher, and correct any errors.

<> **1i. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: The Definition Dissection (DD) text used in each week's vocabulary lessons is provided in the CQLA *Teacher's Guide* and at the TFT Website (www.tfths.com). It is entitled the "Vocabulary Packet."

The DD box in the "Vocabulary Packet" contains six different techniques that your student needs to learn in order to unlock the meanings of unfamiliar words. You may desire to go through the DD box with him, one technique per week, until he feels confident doing the DD assignments by himself. (Of course, you may work with him on the DD techniques longer than six weeks, if needed.)

Have your student put the "Vocabulary Packet" at the beginning of each weekly lesson when he moves onto a new lesson. It should be inserted right into his three-ring binder since he will be using it on the first day of each weekly lesson.

Further Study: Make a list of convictions your family has, and discuss the reasons behind each one. Are they preferences or convictions? If they are convictions, does everyone know why?

Optional Penmanship
Practice

He that soweth iniquity
shall reap vanity: and the
rod of his anger shall fail.

Proverbs 22:8

2. Spelling/Structural Analysis: Soft c Sounds

Examples: cent, city, cygnet

<> 2a. In the first paragraph of the passage, highlight the following words:

- a. civilization
- b. advanced

1. The letter *c* can make two different sounds.
2. **The first sound, which you learned about last week is the hard sound—*k* as in cat.**
3. **The second sound is the soft sound—*s* as in city.**
4. *C* makes the soft sound (*s* sound) when it is followed by any of the following letters:
 - a. *e*: cent, cell, except
 - b. *i*: city, cite, civilization
 - c. *y*: cygnet, cyclone, cycle

<> 2b. Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

<> 2c. Add this week's new words (minus the **Optional Words**) to page 41 of your *Spelling Notebook*.

<> 2d. **Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> 2e. Every day this week, study these words and any others you have listed in your **Review Words** section.

<> 2f. **Optional:** In your notebook, write eight sentences using eight of the spelling words.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. cycle*	cy-cle			
2. cyclone	cy-clone			
3. cygnet	cyg-net			
4. advantage*	ad-van-tage			
5. influence	in-flu-ence			
6. solace	so-lace			
7. century	cen-tu-ry			
8. reconcile	rec-on-cile			
9. census	cen-sus			
10. except*	ex-cept			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. civilized	civ-i-lized			
12. disciples*	dis-ci-ples			
Further Extension				
13. cessation	ces-sa-tion			
14. citadel	cit-a-del			
15. deception*	de-cep-tion			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Possessive Pronouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the possessive pronouns.

Optional Penmanship Practice

Professing themselves to be wise, they became fools.

Romans 1:22

Further Study: Study how Daniel was *decisive*.

throughout history, there have been many very powerful governments. but even some of the most powerful ones has not lasted No matter how powerful a government is, if it's people allow sin to rule their lives, that government will fall. God says in His word that he will judge sin. he will not let a evil government continue

1 very powerful government was the Incan empire The Inca ruled a large part of south america There were many stories about there great power. many people did not believe the stories because they had no proof that the inca had ever been very powerful. finally in 1912, a group of explorers found the ruins of one of their great cities It's greatness had been destroyed, and no one had lived there for many years. the inca had been conquered by another government

the inca had worshiped false gods and offered human sacrifices to it They had practices many things that god's word says not to do That is why God allowed the spanish to conquer them in 1532 God has allowed many other nations like the greeks, romans, and maya to be destroyed by they're sin when a country are destroyed on the inside by its sin, it is very easy for other nations to defeat it from the outside

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. cicyle

cycle

2. cyclone

syclone

Teacher Tip: Your student will have much more success with writing if he always does the memorization/recitation assignments in the grammar/usage sections. When the Checklist Challenge directs the students to “Combine two sentences using a comma and a cc,” your student will easily know how to do this if he has memorized the coordinating conjunctions, as directed in the lesson, prior to the writing assignment.

- | | |
|--------------|-----------|
| 3. cygnet | sygnet |
| 4. advance | advant |
| 5. influence | influnse |
| 6. solase | solace |
| 7. century | sentury |
| 8. reconcile | reconille |
| 9. sensus | census |
| 10. exsept | except |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|----------------|-----------|
| 11. civilized | sivilized |
| 12. disciplles | disciples |

Further Study: List the authorities that a husband and wife are under.

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|---------------|-----------|
| 13. sessation | cessation |
| 14. sitadel | citadel |
| 15. deception | deseption |

Further Study: Make a list of words that mean the same as decisiveness.

<> **4d.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Further Study: Read Hebrews 13, looking for verses about decisiveness, convictions, and purity.

5. Study Skills/Prewriting: Key Word Outline

<> 5. Follow these steps to write a Key Word Outline (KWO) for this week's passage:

- (1) Read the first paragraph to yourself.
 - a. Determine the topic of the entire paragraph.
 - b. Write the topic of that paragraph on the Topic of Paragraph line.
- (2) Read the first sentence of the first paragraph and think about what it means.
 - a. Highlight **3–5 words** that would most help you remember the content of the sentence.
 - b. Write those **3–5 words** on the line provided for sentence one.
 - c. Repeat these steps for all of the sentences in the first paragraph.
- (3) Repeat these steps for all of the paragraphs and sentences in the passage.
- (4) **Optional:** Study the sample Key Word Outline and sample paragraph provided for you to see how to re-write source material in your own words.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

All--Paragraph One of Body

Topic of Paragraph 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

All--Paragraph Two of Body

Topic of Paragraph 2 _____

Sentence 1 _____

Sentence 2 _____

Character Focus: Determine the difference between convictions and preferences.

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

All--Paragraph Three of Body

Topic of Paragraph 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Alternative Writing for Blue 8-A: Week Two

- Write one paragraph about how the New Testament is written in Greek.
- Write one paragraph about the Greek culture.
- Write two paragraphs about the accomplishments of the Romans.

6. Grammar/Structural Analysis: Homophones

<> **6a.** In the first paragraph of the passage, highlight the following words:

- | | |
|----------|---------|
| 1. might | 2. been |
| 3. some | 4. for |
| 5. their | |

1. These words are all homophones.
2. **Homophones are two or more words that are pronounced the same but are spelled differently and have different meanings.**
3. Examples:
 - a. *There* means “a place that is not here.”
 - b. *Their* means “belonging to them.”
4. The word homophone is easy to remember when you divide it into two parts and remember the meaning of each part:
 - a. **homo—means “the same”**
 - b. **phone—means “sound”**
5. Thus, homophones are words that “sound the same.”
6. You will remember this even better if you remember that **homophones are words that sound the same when you hear them on the phone (that is, when you cannot see them written out).**
7. However, when you write homophones, you can tell which word is meant.
8. It is important that you know which word to use when you are writing.

<> **6b.** In the sentences provided, highlight the correct homophones.

1. The Bible can be red/read by all people.
2. We/wee should use God's Word to make decisions.
3. Their/There are many ways to make decisions.
4. God wants us too/to/two seek Him in our/hour decisions.
5. The Greeks were advanced in/inn many ways.
6. They have made/maid useful things.
7. Greek was the language used to right/write the New Testament.
8. The Greeks were sew/so powerful that they thought they were safe.

9. The Greeks did knot/not have one/won government.

10. They did not want to have one person or group who would/wood make them follow standards of write/right and wrong.

<> **6c. Optional:** In your notebook, write sentences with homophones in them, and highlight the homophones.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write ten sentences with information from a character book or another source.

7. Write On: Short Story/Creating a Scene

Next week you will be writing a report about raccoons from the passage. However, you will add an opening and a closing to this report. **One suggestion for an opening and closing is a continuous story about a raccoon**--with the body of your report (your factual information) sandwiched between them.

Note: Extensions students should plan to use a story opening paragraph and closing paragraph for Week Three and Four's report.

When you write a story, **you want to set the scene for your story by describing the environment, area, place, etc.** This is true even in short stories (like a paragraph or two)--though you have less space to do so.

Actually, it is even more important in those situations to write clearly and descriptively. You have very little space to tell your story, and you cannot spend most of your space describing.

Because of this, if you do choose to use a short story to open your report for next week, you will want to be sure to use descriptions that are detailed and vivid.

You do not just want to say *woods, stream, fence row*, etc. **You want to use words that give your reader an outstanding picture in his mind about the setting.**

Here are some descriptive writing tips you will want to consider when you write about your raccoon's habitat (surroundings) next week:

1. Descriptive writing gives enough detail to **help the reader see, feel, smell, and some times even taste what you as the writer are.**

2. Descriptive writing uses sensory language--**what is seen, felt, smelled, etc.**
Think about each sense individually when you write a description.
3. Descriptive writing needs to be extremely specific. You must remember that **your reader will only envision what you write.**
4. Try to move from far to near or left to right or up to down in your description if it helps you to **include the entire “picture” you are seeing.**
5. Remember, you will only be writing a one or two paragraph story (if you choose to write a story for your opening and closing). Thus, **you will only want to describe the parts of the scene that are pertinent to your story.** You will not, for instance, describe the entire forest in detail, but you will **just describe the little corner in which your raccoon resides** in your story.

<> 7a. Use the descriptive phrases below in sentences on the lines provided. Write sentences that include a raccoon.

Note: You may flip over to Week Three and read the passage for more information about raccoons, if needed.

All

1. soft, light, gray rain
2. old, wooden shed with its door off its hinges
3. tangle of creeping, wild bushes
4. knotted, ancient oaks
5. murmuring, winding creek

Extensions

6. dark, gray rings on a lush tail
7. gray, bandit face
8. crackling, leaping fire

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

- <> **8a.** Follow these steps for writing your rough draft essay from your Key Word Outline:
- (1) Re-read the entire passage to recall its content.
 - (2) Read your first line of notes and consider what you want your sentence to say.
 - (3) Practice saying your sentence aloud to get it just the way you want it.
 - (4) Write your first sentence in your notebook, or key your essay on the computer.
 - (5) Be sure to double space your essay to make inputting the Checklist Challenge revisions easier.
 - (6) Indent the beginning of each paragraph five spaces.
 - (7) Repeat these steps for each line of notes, writing on every other line.

Optional: In place of all of this week's writing assignments, you and your teacher may desire to complete the "How to Create and Write From a Key Word Outline" information from the *CQLA Teacher's Guide*.

- <> **8b.** Read your essay aloud. Do you like the way it sounds?

9. Spelling Practice: Six "S" Spelling Secret

- <> **9a.** Take a spelling "pre-test" in your notebook.
- <> **9b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **9c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

10. Vocabulary/Structural Analysis: Wacky Words

Confusing words: who and that

<> 10a. In the third paragraph of the passage highlight the word *who*.

The word *who* in the passage this week is referring to *the tenacious people*. *Who* is a subordinator--a word that comes at the beginning of a subordinate clause when that clause refers to a person.

One common (and usually not noticed or corrected) error that people make is that of using *that* when they should use *who*.

Remember this rhyme to recall whether you should use *that* or *who*:

Use *that* for a hat...or even for a cat .

Use *who* for Drew...or even for a Sioux.

When you are talking about a non-person (most animals, unless you are telling a story and labeling the animal a *he* or *she*), use the word *that*:

1. The **hat** that blew off the car.
2. The **dog** that bit my leg.
3. The **toy** that is under the Christmas tree.

When you are talking about a person (Drew) or a people group (Sioux, Americans, Indians, Mexicans, Italians, etc.), use the word *who*:

1. Drew is the girl **who** got an A+.
2. The **Sioux** (pronounced *Sue*) Indians were some of the first ones **who** came to this land.

<> 10b. Fill in each blank provided with the correct Wacky Word, either ***who*** or ***that***.

1. Patty was the only girl _____ had red hair.
2. The apple pie was the one _____ won first place.

<> **10c.** On the lines provided, write four sentences using **who** and **that**.

1. _____

2. _____

3. _____

4. _____

11. Grammar: Coordinating Conjunctions

Coordinating conjunctions are words that join, and they include the following:

- | | |
|--------|--------|
| 1. for | 2. and |
| 3. nor | 4. but |
| 5. or | 6. yet |
| 7. so | |

<> **11a.** In the first paragraph of the passage, highlight the word *and* in the phrase *plays and poems*.

1. **Coordinating conjunctions are words that are used to join either of the following:**

a. **Two or more words:**

Examples:

1) struggled **and** tried

2) gold **and** silver **and** gems

b. **Two or more phrases**

Examples:

1) The Greeks viewed men as gods **and** lived for human pleasure.

- 2) God allowed their nation to fall, **and** thus their selfish desires only caused misery and tragedy.
2. **Just think of conjunct as “co-join.” Coordinating conjunctions are words used to join two words or two parts of a sentence.**
3. The most popular coordinating conjunction is probably the word *and*.
4. *And* or *or* is used often to join two words or the last two words in a series of three or more items.

For example: God is our Help, Healer, **and** Guide.

5. Coordinating conjunctions are easy to memorize if you use this acronym taught by a wise grammar book author:

For

And

Nor

But

Or

Yet

So

6. We call coordinating conjunctions FANBOYS!
7. Coordinating conjunctions (cc's) are often used to combine two sentences.
8. When cc's are used to combine two sentences, a couple rules apply.
- a. **If on both sides of the cc there is a complete sentence, place a comma before the cc.**
- Examples:
- 1) The Romans hired tutors for their sons, **but** the tutors only taught the boys wicked ways.
- 2) The Roman lifestyle began to reflect wrong values, **so** the quality of family life became corrupt.
- b. **If the phrase on one or both sides of the cc is not a complete sentence, do not use a comma.**
- 1) The Greeks **and** the Romans in their own ways rejected God's values.
- 2) Strong and godly families produce **and** sustain a nation that is blessed.

<> **11b.** (T) Memorize all seven cc's with the acronym FANBOYS, and recite them to your teacher.

<> **11c.** In the sentences provided, complete the following steps:

- (1) Highlight all of the coordinating conjunctions.
- (2) Place commas where needed in the sentences.

Example: We should not want what others have, and we should be happy with what we have.

All

1. The Greeks wrote plays and poems.

2. They talked about what was right and wrong.
3. They were advanced and they accomplished many things.
4. The New Testament was written in Greek for most people spoke Greek.
5. They were selfish, disobedient, and proud.
6. They did what they wanted and did not think of others.
7. They wrote poetry, stories, plays, and speeches.
8. The Greeks were powerful but they often did not humble themselves.

Extensions

1. When we want what we should not have, we covet or lust for something else.
2. This causes us to be unsatisfied and to want more and more.
3. Job was a just and upright man.
4. He enjoyed what God had given him and chose not to wish for more than that.
5. We should seek God and give Him our expectations.
6. Words that mean the same as wish include hope, longing, whim, and want.
7. What we think in our minds we may become or act out.
8. When I am content, I realize that all I really need is food and clothing.
9. The things which are seen are temporary but the things which are not seen are eternal.
10. Jeroboam's desire for a kingdom was both given and fulfilled by God.

11. When he feared losing his kingdom, he turned to idolatry and covetousness.
12. We need to focus on our relationships with God and others—not on things God does not want us to have.
13. We should not expect fulfillment, security, or other benefits from another person.
14. Only God can fulfill us, please us and meet our needs.

<> 11d. Optional: In your notebook, write sentences with coordinating conjunctions in them, and highlight the cc's.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write ten sentences with information from a character book or another source.

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

- <> 12.** Use the Checklist Challenge located after this week's lesson to edit your essay.
- (1) Complete each revision for each paragraph, as indicated.
 - (2) Insert revisions with pen or pencil into your rough draft paper.
 - (3) Highlight (or code) each revision on your rough draft paper as suggested in the *Teacher's Guide* or as directed by your teacher.
 - (4) Check off (or code) each item's check box on the Checklist Challenge for this week.

Optional: In place of the week's Checklist Challenge you and your teacher may desire to Complete the "How to Complete the Checklist Challenge" information from the *CQLA Teacher's Guide*.

13. Spelling Practice: Write That Word!

<> **13a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **13b.** Complete the following steps for one of the words you listed in 13a.

(1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.

(2) On the lines provided, write a sentence containing that word.

<> **13c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

14. Grammar: Weekly Quizzes

<> **14a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **14b.** Do the Weekly Review Quiz provided after this week's lesson.

Teacher Tip: If your student asks for spelling help during dictation, consider doing one of the following three things:

1. Remind him that he knows this word and encourage him to try it on his own—especially if it is one of his spelling words or a word he should already know from past lessons.
2. Remind him of the word family or a rhyming word that he already knows. (“Remember, *would* is from the *would, could, should* family.”)
3. Write the word on the whiteboard for him if he cannot encode it by any other method. After the dictation quiz, you may consider which words you will have him add to next week’s **Review Words** from his misspelled dictation words. (For example, you may decide halfway through dictation that you really should have put that difficult word on the whiteboard from the beginning. In that case, do not put it on his **Review Words** list for next week.)

15. Spelling: Spelling Test

- <> **15a.** (T) In your notebook, take a Spelling Test consisting of this week’s words and any **Review Words**.
- <> **15b.** (T) Have your teacher check your Spelling Test.
- <> **15c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

16. Dictation: Dictation Quiz

- <> **16a.** (T) In your notebook, take dictation from this week’s passage at the level directed by your teacher.
- <> **16b.** (T) Review your dictation with your teacher.
- <> **16c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

17. Composition: Final Copy Informative Essay From Given Material

- <> **17a.** Write the final copy of your essay in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **17b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your essay since you completed the Checklist Challenge?
- <> **17c. Optional:** Make a minit-book containing your essay.

Optional: Extra Practice

- 1E. In your notebook, write ten soft c words.
- 2E. In your notebook, write seven sentences about the ancient Greeks.
- 3E. In your notebook, copy sentences containing homophones from a character book or another source.
- 4E. In your notebook, write four Scriptures about how God views the Greeks or the Gentiles.
- 5E. In your notebook, write ten sentences containing coordinating conjunctions.
- 6E. Make a minit-book containing some of your sentences from this lesson.
- 7E. In your notebook, write any other letters, journal entries, notes, reports, essays, poems, or book reports as directed by your teacher.

Teacher Tip: Follow these steps for your student's weekly dictation quiz:

1. Write any difficult words from the passage that your student will be quizzed over on the whiteboard for him before beginning dictation—especially names of people and places.
2. Read the entire first paragraph to your student to remind him of its contents. (He may label his paper, sharpen his pencil etc., or he may follow along as you read through it.)
3. Read the first sentence of the passage to him, pausing for the commas and dashes and stopping for the end marks. (You might want to start out saying “pause” when your student should put a comma in and “stop” when he should put a period in.)
4. Re-read part the first sentence to your student a few words at a time (or more if he can handle more). Go as slowly or as quickly as he can handle.
5. Re-read any part of the sentence that your student needs re-read—as often as he needs it.
6. Continue in this manner for all of the first paragraph.
7. Tell your student when a new paragraph begins. You will especially need to do this for quoted material and dialogue.
8. Continue the above process for the entire dictation quiz.

Note: In most cases, give dictation over the same copy boxes your student was assigned to copy. When the passage is especially lengthy, it is not necessary for your Further Extension students to take dictation over all of the paragraphs.

Checklist Challenge Blue 8-A: Week Two

Character Focus: Decisiveness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**

☐ B **Basic Level only**

☐ E **Extension only**

☐ E's **Extensions**

☐ FE **Further Extension only**

☐ All ☐ All ☐ All

Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.

🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All

Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.

Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All

Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

All All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

All All All

Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 **An adjective is a describer that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

All All All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

All

Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Greedy Greeks**
- Something comical: **Advanced?**
- Something bold: **Indecisive Individuals**
- A Scripture: **God Gave Them Their Requests**
- Something biblical: **Submit to Those in Authority**
- Something about character: **Decide to Defer**
- Other: **Greeks**

🔑 **Center your title at the top of the first page of your essay. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).**

All

Add a sentence to the beginning of your essay that describes the whole paragraph or report. This is called the **thesis statement**. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Report about raccoons: Ever wonder how that furry bandit known as a raccoon manages to get into your coolers while you sleep in your tent at night?
- Report about an experience: When I just turned thirteen years old, I found out the challenging way how important siblings truly are.

🔑 **Tips:**

- **Write a sentence that describes your essay without telling the reader exactly what it is about.**
- **Do not say: *In this essay you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* essay.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your essay's subject.**

The passage already contains a thesis statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add a sentence to the very end of your writing that **restates your thesis statement** in some way. This is called the “**thesis statement reloaded**” and should conclude your report. If you have already done this, highlight the check box(es) as directed by your teacher.

🔑 You may choose to have your “thesis statement reloaded” be a sentence that restates the title of your report rather than the thesis statement.

The passage already contains a closing statement. You may or may not choose to add a different one than the one you wrote from your KWO.

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **They display extraordinary stealth.**
- **Then, they are trapped!**
- **And soon it happened.**

All

All

All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

🔑 This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All

All

All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.

- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

🔑 Do not change insignificant words such as *was*, *it*, *and*, etc.

All All All

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

🔑 Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

🔑 Interjections include words from the following rhyme:

My, well, oh
Wow, yes, no

All

Combine two complete sentences with either a **coordinating conjunction** (cc) or a **semicolon** at least once. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- A web is an intricate trap, **for** it seldom allows a prey to escape.
- A web is an intricate trap; **it** seldom allows a prey to escape.

E's

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

🔑 Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)

FE

Add either a **subordinate clause opener** or a **prepositional phrase opener** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Subordinate clause openers-
 - **When the victim has been digested**, the leaf gradually reopens and waits for another insect to come too close.
 - **Once an insect touches any one of the three trigger hairs located on the inside**, the hinge cells shrink rapidly.
- Prepositional phrase openers--
 - **In this way**, there is no way for it to get loose. (Optional comma)
 - **Through their sneaky, subtle methods**, they catch their prey.

🔑 Follow the PP opener with a comma if it is five words or longer or two prepositional phrases in a row, or when a pause is heard when it is read aloud.

All

All

All

Edit each paragraph with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____
inside _____ over _____
up _____ on top of _____
below _____ on _____
outside _____ under _____
down _____ off _____
underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ --- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

--- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. What language does the passage say the New Testament was written in? _____
2. List two accomplishments of the Greek civilization.
 - a. _____
 - b. _____
3. According to the passage, did the Greeks have a single government to rule them? _____
4. Use the word *distinctive* in a sentence.

5. Use the word *tenacious* in a sentence.

6. Could you substitute a more accurate word for any of the words you used in the previous two sentences? If so, what? _____

II. Spelling and Homophones

7. What are the two sounds c can make?
 - a. _____
 - b. _____
8. What three letters following c makes c says its soft sound?
 - a. _____
 - b. _____
 - c. _____
9. Write your two most challenging words from this week.
 - a. _____
 - b. _____

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

10. Homophones are words that _____ the same but are _____ differently and have different _____.

11. Circle the incorrect homophones and write the correct homophones (in the order they fall in the sentence) on the lines provided.

a. I like to right the correct homophone on the lines. _____

b. Mary and Joseph could find no rooms inn the in. _____

c. They're Bible was there most prized possession. _____

d. The Bible shows us how too no God. _____

e. People around the world reed the Bible. _____

12. Use the word *who* for _____.

13. Use the word *that* for _____ or _____.

14. Use the word *who* in a sentence.

15. Use the word *that* in a sentence.

III. Outlining and Write on

16. What subjects and verbs did you want to be sure to include from paragraph one in your outline:

Three subjects:

a. _____ b. _____

c. _____

Three verbs:

a. _____ b. _____

c. _____

IV. Grammar and Usage

17. Look around the room and write three sentences describing three of the objects you see. Be sure to write with clear descriptions so that a reader who has never seen the object will be able to picture it clearly.

1. _____

2. _____

3. _____

20. What is the acronym to help you remember the coordinating conjunctions? _____

21. Write all of the coordinating conjunctions.

a. _____ b. _____

c. _____ d. _____

e. _____ f. _____

f. _____

14. What use for coordinating conjunctions did you learn about this week?

14. If on both sides of the coordinating conjunction there is a complete sentence, place a _____ before the cc.

V. Editing and Revising

19. Write two Banned Words that your paper contained this week.

a. _____ b. _____

20. What can you use adjectives to describe? _____

Blue 8-A: Week Three

Character Focus: Decisiveness

Vocabulary Box

Words Describing Someone Who Is Decisive--*adjectives*

Someone who is decisive is

certain	fixed	absolute
firm	adamant	unhesitating
definite	assertive	resolute
secure	stationary	persistent
consistent	constant	staunch
unshaken	steadfast	unwavering
established	determined	definite
positive	stalwart	pragmatic

Vocabulary Box

Words Describing Wrong Desires--*nouns*

Someone with wrong desires might have or be

obsession	gluttony	materialism
greed	selfishness	voracious
stinginess	stealing	immorality
immodesty		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>A raccoon is an intelligent animal, but he has no trepidation. He never takes danger seriously. He does not avoid treacherous situations. As a matter of fact, he is so curious that he will go right into peril. A raccoon studies sounds, smells, and sights that are new to him without hesitation. Other animals, like foxes, check to make sure the area is safe before they go near something that might be hazardous, but not the raccoon.</p>
Extensions	<p>A raccoon is never too busy to stop and explore shiny objects, like tin cans and mirrors. A trapper knows this. One trap that a trapper likes to use is called a mirror trap. He will put the device in shallow water and tie a mirror to it. The mirror will float just below the water where the light can hit it. When the sun hits the shiny glass, it reflects the light in myriad directions.</p>
Further Extension	<p>When the raccoon sees the light, he wants to investigate to see why it is shining. He will reach into the water to try to retrieve the glimmering object. When he does, the raccoon's paw becomes ensnared in the trap. When the trapper comes back, he will extract the raccoon and set the trap again so that another curious "bandit" will come and be trapped by it.</p>

<> 1a. Read this week's passage aloud.

Notice how this week's passage used *he* to refer to the raccoon. It is acceptable to use *it* or *he* (or *her*) to refer to an animal. **You just need to be sure that you are consistent**--either use *he* or *it* during your entire report or story.

<> **1b.** In the first and third paragraphs of the passage, highlight the following words:

1. intelligent
2. investigate

<> **1c.** Look up these words in the dictionary, and write their definitions in your own words on the lines provided.

Definition of *intelligent*

Definition of *investigate*

<> **1d.** On the lines provided, write two sentences about raccoons. In your sentences, use the two words you defined.

1.

2.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)

Note: If you are familiar with all the words in the passage, use DD trick #6 this week.

Optional Penmanship Practice

The Lord knoweth how to deliver the godly out of temptations, and to reserve the unjust unto the day of judgment to be punished.

II Peter 2:9

Further Study: Read Ephesians 5:25-33, and discuss several specific ways that a husband can fulfill the responsibilities listed in this passage of Scripture.

Character Focus: Some people think that things are wrong just because they do not like them. Just because someone does not like something is not a good reason to say it is wrong.

Optional Penmanship Practice

But Daniel purposed in his heart that he would not defile himself.

Daniel 1:8

Teacher Tip:

Occasionally, a word has fewer phonetic components than sight-word components and should simply be memorized. A good example of this in early writing stages is the word you.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Optional Penmanship Practice

Let no man deceive you with vain words.

Ephesians 5:6

(8) Write a sentence using the word you studied on the lines provided.

<> **1f. Optional:** Write a sentence about the character quality for this month using the DD word.

Optional Penmanship Practice

There is none like him in the earth, a perfect and an upright man, one that feareth God, and escheweth evil.

Job 1:8

<> **1g. Optional:** Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: When the raccoon sees the light, he wants to investigate to see why it is shining. Subordinate clause opener

- <> **1g.** (T) Review your copy with your teacher, and correct any errors.
- <> **1h.** In your notebook, copy this week's passage at the level directed by your teacher.
- <> **1i. Optional:** Make a minit-book containing this week's passage.

Further Study: Read the story of Daniel in the Bible. How did Daniel show decisiveness?

2. Spelling/Structural Analysis: Sight Words

- <> **2a.** In the first paragraph of the passage, highlight the following words:

- | | |
|---------|--------|
| 1. does | 2. not |
| 3. are | 4. new |
| 5. sure | 6. the |

1. These words are called sight words.
2. **Sight words are words that contain parts that break spelling rules and are not pronounced like they are spelled.**
3. Some parts of the sight words can be spelled according to the proper spelling rules, but they are called sight words because the greater part of each word is not spelled according to the rules.
4. Sometimes these words are learned in groups with similar words (e.g., *could*, *would*, *should*).
5. The easiest way to learn to spell these words is to memorize them or learn them by sight. (This is why they are called sight words.)

- <> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

- (1) Study the syllabicated words.
- (2) Copy the words.
- (3) Study any given tips.
- (4) Try to create your own tips.

- <> **2c.** Add this week's new words (minus the **Optional Words**) to page 41 of your *Spelling Notebook*.

- <> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

- <> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

- <> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Character Focus: What does it mean to be a "one man woman" or "a one woman man" and how does that relate to decisiveness.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. though*	though		Sounds like tho, rhymes with go	
2. through*	through		Sounds like thru, rhymes with too	
3. throughout*	through-out			
4. zealot	zeal-ot			
5. eyes	eyes			
6. trust	trust			
7. torte+	torte		A rich cake	
8. tenet+	ten-et		An opinion or belief strongly considered to be true	
9. stoic**+	sto-ic			
10. stymie*+	sty-mie			

+Look up the pronunciations of these words.

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. dessert*+	des-sert		(pronounced de/zert--a sweet after dinner; breaks rule of two syllable double consonant) 2 S's because you want 2 desserts	
12. desert*+	des-ert		(pronounced dez/zert--a hot place with sand; breaks rule of two syllable single consonant) 1 s because you only want to be lost in the desert once	
Further Extension				
13. solace	sol-ace			
14. renege*+	re-nege		sounds like re-nigg	
15. myriad*+	myr-i-ad			

+Look up the pronunciations of these words.

*Commonly Misspelled

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

3. Editor Duty: Correct Given Paragraph(s)

Coordinating Conjunctions

<> **3a.** Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the coordinating conjunctions.

men has created many different ways too trap animals. all of these traps have won thing in common they use the animals weaknesses to catch them Some traps use an animals curiosity to catch it but other traps are placed where the animal goes often and expect no harm. a trapper matches his trap to the size and habits of the animal he is trying to catch He use big traps to catch big animals and small traps to catch small animals.

the coyote is a smart animal so a trapper wanting to trap a coyote will have to use a smart way of trapping Coyotes do not go anywhere that they do not think is a safe place nor do they proceed without caution they have very good eyes and can smell signs of danger so the trapper must be careful to cover his scent and hide his trap from the coyotes sight. he will need bait to lure the coyote to the place where the trap is waiting

animals are in danger if they are not constantly alert to hide traps and Christians are in danger if they are not watching for satan's traps. The devil set traps to get us to do wrong things yet God wants to help us. we must be alert to the many traps of Satan and we must pray for God's wisdom to see the traps that the enemy sets around us.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|---------------|------------|
| 1. though | thoagh |
| 2. through | thruqh |
| 3. throwghout | throughout |
| 4. zealot | zelout |
| 5. iyes | eyes |
| 6. troust | trust |
| 7. torte | tort |
| 8. tenat | tenet |
| 9. stoic | stouc |
| 10. stymie | stymee |

Optional Penmanship Practice

No man can serve two masters.

Matthew 6:24

Further Study:

List antonyms for *decisiveness*.

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|------------|---------|
| 11. dezert | dessert |
| 12. desert | dezzert |

Further Study: Study a dictionary with words that start with "pre." What do they have in common?

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|------------|---------|
| 13. solace | solase |
| 14. renage | renege |
| 15. myriad | miyriad |

<> 4d. On the line provided, write your two (**Extensions**: Write four) most challenging spelling words.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

5. Composition: Write the Body of a Report From a Given Key Word Outline

<> 5a. In order to give you time to focus on writing a good opening story and closing or continuing paragraph, you will be writing the body of a report about raccoons from a Key Word Outline already written for you. Complete the following steps:

- (1) Re-read the entire passage to remind yourself of what it was about.
- (2) Read the first line of given notes and think of what you want your sentence to say.
- (3) Practice saying your sentence aloud to get it just the way you want it.
- (4) In your notebook, write your first sentence; remember to indent it.
- (5) Repeat these steps for each line of notes.

Character Focus:
Decisiveness means not stopping something just because it is hard.

Character Focus:
Marriage is a decision that two people make to stay with each other for life.

Further Study: Discuss proper and improper friendships with your parents.

Further Study: Make a poster about love based on I Corinthians 13.

Given Key Word Outline

- I. Topic of Paragraph 1: Raccoon doesn't take danger seriously
Sentence 1: Raccoon intelligent animal, no fear
Sentence 2: Never takes danger seriously
Sentence 3: Doesn't avoid danger
Sentence 4: Curious, goes → danger
Sentence 5: Studies sounds, smells, & sights
Sentence 6: Foxes ensure area safe—not raccoons
- II. Topic of Paragraph 2: How a mirror trap works
Sentence 1: Raccoon likes to look--> shiny things
Sentence 2: Trapper knows this
Sentence 3: A trap called mirror trap
Sentence 4: Trap → shallow water & attach mirror
Sentence 5: Mirror floats below water, light hits it
Sentence 6: Light hits mirror—mirror reflects light
- III. Topic of Paragraph 3: Raccoon gets caught by mirror trap
Sentence 1: Raccoon sees light, investigates why shining
Sentence 2: Reach → water get object
Sentence 3: Raccoon's paw caught → trap
Sentence 4: Trapper takes raccoon & resets trap

Alternative Writing for Blue 8-A: Week Three

- Write three paragraphs about a Christian who was “trapped” by sin.
- Write a two-paragraph fictional story about an animal who was trapped or almost trapped.
- Write one paragraph about how Jesus tells us in Romans 6 to say “no” to temptation.
- Read the book *My Heart, Christ's Home* or *What Would Jesus Do?* Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*

6. Grammar: Be a Helper, Link Verbs

1. Do you remember what a verb is?
2. **A verb is the action of the sentence. It shows what the subject of the sentence does did.**
3. To find out which word or group of words is the verb of the sentence, ask the question, "What does the subject do?"

Examples:

- a. The boy **read** his book. (The boy did what? The boy **read**.)
- b. He **wished** to be stronger. (He did what? He **wished**.)

<> **6a. In the first paragraph of the passage, highlight the following verbs:**

1. is (an intelligent animal)
2. has (no trepidation)
3. does (not avoid)
4. is (so curious)
5. will (go)
6. are (new)
7. is (safe)
8. might be (hazardous)

There are two main kinds of verbs (though there are many different types and tenses of verbs).

1. The first kind is the **action verb**.
 - a. It is the **most common type** of verb and the one you will use the most.
 - b. **Action verbs are verbs that show what the subject does (run, stand, listen, etc.).**
2. The second kind of verb is the **linking verb**.
 - a. Here are thirty of the most common linking verbs in the English language.

- | | | |
|------------|-------------|------------|
| 1) am | 2) appear* | 3) are |
| 4) be | 5) become | 6) been |
| 7) being | 8) can | 9) could |
| 10) feel* | 11) grow* | 12) had |
| 13) has | 14) have | 15) is |
| 16) look* | 17) may | 18) might |
| 19) must | 20) remain* | 21) seem* |
| 22) shall | 23) should | 24) smell* |
| 25) sound* | 26) taste | 27) was |
| 28) were | 29) will | 30) would |

* These verbs can be linking verbs or action verbs; it depends on how they are used.

- b. **Linking verbs are verbs that show how the subject is.**
- c. **They tell how people feel, or how they appear to others**, or what they are—not what they do.
- d. Examples:
 - 1) He **was** an unhappy boy.
 - 2) The man **looked** strong.
 - 3) The boy **was** a discontented person.
 - 4) He **should be** glad about the way God made him.

Further Study: Study how traps use animals desiring the bait to attract its prey.

Further Study: Discuss how a marriage and Christ's love for the church are similar.

Closing Paragraph Tips

You may want to tie your closing paragraph into your opening paragraph by continuing a quotation, making reference to something you wrote in the opening, or continuing a story. Strong closings tie the whole report together and leave the reader satisfied with his reading.

Be a Helper, Link Verb Song

Memorize the Be a Helper, Link Verb Song to the tune of the Alphabet Song

ABCDEFGH

Be a Helper, Link verbs,

IJKLMNOP

Is, Are, Am, Was, & Were.

QRSTU

Be, & Being, Been, Become,

WXYZ

Has, & Had, & Have are ones.

Now I said my ABC's

Can, Could, Shall, Should—they are fun

Next time won't you sing with me?

Will, Would, Do, Did, Does, & Done

ABCDEFGH

May, Might, Must—they are some as well,

IJKLMNOP

Appear, Look, Seem, Remain, Taste, Feel, & Smell

3. This curriculum combines linking and being verbs together and calls them Be a Helper, Link verbs.

<> **6b.** (T) Memorize the Be a Helper, Link verbs, and recite them to your teacher. It will be easier for you to learn them if you sing the BHL song to the tune of the ABC song shown in the sidebar.

<> **6c.** In the sentence provided highlight all of the BHL verbs.

1. A raccoon is an intelligent animal, but he has no trepidation.
2. He does not takes danger seriously.
3. He does not avoid treacherous situations.
4. As a matter of fact, he is curious that he will go right into perils.
5. A raccoon studies sounds, smells, and sights that are new to him without hesitation.
6. Other animals, like foxes, check to make sure the area is safe before they go near something that might be hazardous, but not the raccoon.
7. A raccoon is never too busy to stop and explore shiny objects, like tin cans and mirrors.
8. A trapper knows the raccoon will do this..
9. One trap that a trapper likes to use is called a mirror trap.
10. He will put the device in shallow water and tie a mirror to it.
11. The mirror will float just below the water where the light can hit it.
12. When the light does hit the mirror, it reflects the light in myriad directions.
13. When the raccoon sees the light, he wants to investigate to see why it is shining.
14. He will reach into the water to try to retrieve the glimmering object.
15. When he does, the raccoon's paw becomes ensnared in the trap.
16. When the trapper comes back, he will extract the raccoon and set the trap again so that another curious "bandit" will come and be trapped by it.

Character Focus: If you are predetermined to do what is right, it will help you do what is right at the moment you are faced with a choice.

Further Study: Memorize I Corinthians 13 and learn what God says about true love. Make a decision to love like God says too.

<> **6d Optional:** Write sentences with Be a Helper, Link verbs in them

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write ten sentences.

7. Study Skills/Prewriting: Take Notes for an Original Opening Paragraph (Story)

<> **7a.** Now that you have written the body of your report, you are ready to write notes for an original opening paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider what kind of story you could write in one plus paragraph (an opening paragraph plus part of a closing paragraph) to open your report:
 - a. **A raccoon spying something shiny**
 - b. **A raccoon getting caught in a mirror trap or other kind of trap**
 - c. **Two raccoons “talking” to each other about how they like shiny things**
 - d. **A hunter putting out a trap for a raccoon**
 - e. **A raccoon getting into a camper’s food**

Note: Extensions students should use a story for the opening and closing paragraph.

- (2) Now that you have decided which story to use for your opening (and part of your closing) paragraphs, take notes for your opening paragraph. Follow these steps:
 - a. Write only notes—not complete sentences.
 - b. Write your notes in chronological order—the order in which your story occurred.
 - c. You may add to or delete from your opening notes when you sit down to write your opening paragraph, if needed.
 - d. Write your notes on the lines provided.
 - e. If you decide to open and close your report with this story, find a good turning point in the story (you have in your mind) and plan to put the first part of your story in your opening paragraph and the last part of your story in the closing paragraph.

For example:

- i. Your **opening paragraph could end as the raccoon reaches out to a shiny object.**
- ii. Your **closing paragraph could start as the raccoon puts his paw in the trap on accident.**

Notes for Opening Paragraph

Optional Penmanship Practice

Walk in the Spirit, and ye shall not fulfil the lust of the flesh.

Galatians 5:16

Opening Paragraph Tips

When taking notes for your opening paragraph, remember that you will also be writing a closing paragraph. You might want to conclude the essay with the theme of your opening paragraph (e.g., finishing a story that was at the beginning of the essay, continue with the second verse of a song, etc.).

Opening Paragraph Tips

Remember that the opening paragraph should catch the attention of the reader. Be sure your opening paragraph is interesting and appealing—causing the reader to want to read the entire essay.

Further Study: Make a list of choices you had to make this past week. Did you show decisiveness when making those decisions?

8. Spelling Practice: Six “S” Spelling Secret

- <> **8a.** Take a spelling "pre-test" in your notebook.
- <> **8b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **8c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

9. Composition/Creative Writing: Write an Original Opening Paragraph (Story)

- <> **9a.** Follow these steps for writing your opening paragraph:
 - (1) Write an opening sentence at the beginning of your paragraph that tells what your paragraph is about.
 - (2) Number your notes in the order you want them, and add any information you may have forgotten.
 - (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Write down that sentence.
 - e. Repeat these steps for all of your notes.
 - f. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - g. Write this paragraph in your notebook, writing on every other line before the report you just wrote.
- <> **9b.** Read your paragraph aloud. Do you like the way it sounds?

10. Sentence Structure: Five Things a Sentence Must Have

When you write, it is vital that you know what is and what is not a sentence. A sentence must have five things in order to be complete:

1. **Capital** at the beginning
 - a. The first letter of the first word in a sentence must be capitalized.
 - b. It does not matter what the first word is; it is always capitalized.
For example: **A** strong nation is one that obeys God's Word.
2. **All** makes sense
 - a. A sentence must make sense.
 - b. If a phrase has four of the other things a sentence must have, but it leaves you hanging and does not make sense, then it is not a sentence.
Examples:
 - 1) **When the boy ran.** This is not a complete sentence because it leaves you hanging.
 - 2) **The boy ran though the woods.** This is a complete sentence because it has all five things a sentence must have.
3. **Verb**
 - a. A sentence must have a verb (action or BHL).
 - b. This tells what the subject does or is.
For example: The Romans **learned** evil ways from their neighbors.
4. **End mark**
 - a. A sentence must have ending punctuation:
 - 1) a period (.)
 - 2) an exclamation mark (!)
 - 3) question mark (?)
 - b. Examples:
 - 1) Many nations that were once great are now gone.
 - 2) Destruction can come almost overnight!
 - 3) How can our nation avoid God's judgment?
5. **Subject**
 - a. A sentence must have a subject.
 - b. This is what or whom the sentence is about.
For example: Every **Christian** should humbly pray and repentantly seek God.

The following acronym will help you to remember these five things:

Capital at the beginning
All makes sense
Verb
End mark
Subject

<> **10a.** (T) Memorize CAVES, and recite it to your teacher.

<> **10b.** Read the phrases below. Put an S beside the phrases that are complete sentences and an N beside those that are not.

1. A raccoon is an intelligent animal. _____
2. He does not avoid danger. _____
3. That he will go right into it. _____
4. When a raccoon studies sounds, smells, and sights that are new to him. _____
5. Like tin cans and mirrors. _____
6. One trap a trapper likes to set is called a mirror trap. _____
7. When he puts a trap in shallow water and ties a mirror to it. _____
8. When the light hits the mirror. _____
9. When the raccoon sees the light. _____
10. When he does, the raccoon's paw becomes caught in the trap. _____

<> 10c. Optional: In your notebook, write sentences about raccoons.

Basic Level: Write six sentences.

Extension: Write nine sentences.

Further Extension: Write twelve sentences.

11. Spelling Practice: Write That Word!

<> 11a. On the lines provided, write two spelling words that you have never used in writing.

1. _____
2. _____

<> 11b. Complete the following steps for one of the words you listed in 11a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

<> **11c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

12. Grammar: Weekly Quizzes

<> **12a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.

<> **12b.** Do the Weekly Review Quiz provided after this week's lesson.

13. Spelling: Spelling Test

<> **13a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.

<> **13b.** (T) Have your teacher check your Spelling Test.

<> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Dictation: Dictation Quiz

- <> **14a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **14b.** (T) Review your dictation with your teacher.
- <> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

Optional: Extra Practice

- 1E. In your notebook, write ten sentences using the sight words from this week's spelling lesson.
- 2E. In your notebook, write seven sentences about hunting and trapping animals.
- 3E. In your notebook, copy five sentences containing Be a Helper, Link verbs.
- 4E. In your notebook, write four Scriptures about being trapped in sin.
- 5E. Read a book or part of a book about animals and traps.
- 6E. Write a book report on the book you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 7E. Make a minit-book containing your book report about animals and traps.
- 8E. In your notebook, write any poetry, journal entries, letters, Scriptures, essays, or book reports as directed by your teacher.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,

A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M _____, W _____, O _____,
W _____, Y _____, N _____,

Subordinators

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

I _____, A _____, A _____,

W _____, & W _____,

B _____, & B _____, B _____,

B _____,

H _____, & H _____, & H _____,

are ones.

C _____, C _____, S _____,

S _____ --- they are fun

W _____, W _____, D _____,

D _____, D _____, &

D _____

M _____, M _____, M _____,

--- they are some as well,

A _____, L _____, S _____,

R _____, T _____,

F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

S _____, W _____, Th _____,

B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. Does the passage describe the raccoon as an intelligent animal? _____
2. What kind of trap is used in the passage? _____
3. Write two sentences using two Vocabulary Words to describe the raccoon in the passage.
 - a. _____
 - b. _____

II. Spelling and Homophones

4. What clue helps you remember how to spell *dessert*?

5. What clue helps you remember how to spell *desert*?

6. What type of spelling words did you learn about this week?

III. Outlining and Write On

7. Write three strong verbs that you could use if you were writing about this week's passage.
 - a. _____
 - b. _____
 - c. _____
8. What makes your opening paragraph interesting?

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

IV. Grammar and Usage

9. Linking verbs show _____ the subject is.
10. List the twenty of the BHL verbs you were supposed to memorize this week.
- | | | |
|----------|----------|----------|
| a. _____ | b. _____ | c. _____ |
| d. _____ | e. _____ | f. _____ |
| g. _____ | h. _____ | i. _____ |
| j. _____ | k. _____ | l. _____ |
| m. _____ | n. _____ | o. _____ |
| p. _____ | q. _____ | r. _____ |
| s. _____ | t. _____ | u. _____ |
11. What acronym helps you remember what a sentence must contain? _____
12. What five things must a sentence contain?
- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
| e. _____ | |
13. What do the following sentences need in order to be complete sentences?
- | |
|---|
| a. the raccoon is a clever creature. _____ |
| b. Can often be tricked by clever hunters and shiny traps. _____ |
| c. Wise animals will look before they reach out and grab something _____ |
| d. But raccoons. _____ |
| e. Will try to find trinkets in peoples trash, leaving a mess behind. _____ |

V. Editing and Revising

14. List four strong verbs from your paper this week.
- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |
15. What redundant words will you have to change with the Checklist Challenge?
- | | |
|----------|----------|
| a. _____ | b. _____ |
| c. _____ | d. _____ |

Blue 8-A: Week Four

Character Focus: Decisiveness

Vocabulary Box

Words Describing Someone Who Is Decisive--*adjectives*

Someone who is decisive is

certain	fixed	absolute
firm	adamant	unhesitating
definite	assertive	resolute
secure	stationary	persistent
consistent	constant	staunch
unshaken	steadfast	unwavering
established	determined	definite
positive	stalwart	pragmatic

Vocabulary Box

Words Describing Wrong Desires--*nouns*

Someone with wrong desires might have or be

obsession	gluttony	materialism
greed	selfishness	voracious
stinginess	stealing	immorality
immodesty		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Sometimes God's children are tempted to do wrong. Do you know what you must say if you want to do something wrong? You must say, "No!" Sometimes it is hard to say no, but we still must do it.
Extensions	Sometimes kids want to do things their parents have told them not to do. Then we must say, "No, I will not disobey." Sometimes friends tempt us to do something that is not right. Then we must say no to them.
Further Extension	Sometimes Satan tries to make us disobey our godly parents or do something else wrong. Then we must say no to him. Every time we are tempted to do wrong, we must say no. Each time we say no to temptation, we get stronger and stronger. After doing this regularly, we will become courageous, decisive, faithful, and fruitful children of God.

<> **1a.** Read this week's passage aloud.

This passage is about how Satan wants to get us to do wrong, but God wants us to do what is right. We need to make the decision each time, through the power of the Holy Spirit, to say no to temptation and yes to God's ways.

<> **1b.** In the first paragraph in the passage, highlight the word *tempted*.

<> **1c.** Look up this word in the dictionary, and write the definition in your own words on the lines provided.

Definition of *tempted*

<> **1d.** In your notebook, copy this week's passage at the level directed by your teacher.

<> **1e. Optional:** In the passage, highlight one word that you are unfamiliar with, and complete the following steps:

(1) Write the word you chose on the line below.

(2) Choose a Definition Dissection (DD) technique from the DD box that you think would most help you unlock the meaning of the word you highlighted. (The DD box is in the Vocabulary Packet located in the back of your entire CQLA book.)

Note: If you are familiar with all of the words in the passage, use DD trick #6 this week.

(3) Write the DD number and the title (i.e. Trick #1 Clue Words) on the line provided.

(4) Complete the steps described in the DD box for the trick you chose.

(5) With the information you gained from completing the DD trick, write what you think the word means or anything you can determine about the word.

(6) Look the word up in the dictionary to see if you were correct in your thinking about the word's meaning through your DD trick.

(7) Write a shortened dictionary definition for your word on the lines provided.

Optional Penmanship Practice

Casting down imaginations, and every high thing that exalteth itself against the knowledge of God, and bringing into captivity every thought to the obedience of Christ.

II Corinthians 10:5

Character Focus: The opposite of *decisiveness* is *double-mindedness* or *wavering*.

Character Focus: Decisiveness is not making decisions too quickly. It is taking the time to make good decisions without wasting time.

Teacher Tip: A diphthong is a combination of vowels that does not make the short vowel sound nor the long vowel sound. The pinched diphthong sound is the sound one makes when he is pinched—"Ouch!"

Teacher Tip: *Ou* makes both sounds of *oo*—the short sound (e.g., *could*, *would*, *should*) and the long sound (e.g., *rouge*).

(8) Write a sentence using the word you studied on the lines provided.

Further Study: If there are two main purposes for friendships--to either help someone else grow or for someone to help you grow, how do your relationships and friendships compare with those standards?

<>1f. Extensions: Write a sentence about the character quality for this month using this DD word.

<> 1g. Optional: Write a sentence about this week's passage using this DD word.

- Use a sentence opener or conciseness technique in your sentence. Highlight the opener or special technique and write what you used following your sentence.

Example: Every time we are tempted to do wrong, we must say no.

Subordinate clause opener

<> 1g. In your notebook, copy this week's passage at the level directed by your teacher.

<> 1g. (T) Review your copy with your teacher, and correct any errors.

<> 1h. Optional: Make a minit-book containing this week's passage.

Further Study: What does "predetermined" mean and how does it help you to be decisive?

2. Spelling/Structural Analysis: Sounds of *ou*

Examples: *though, pout, through*

<> **2a.** In the first paragraph of the passage, highlight the word *you* each time it is used.

Ou can make three different vowel sounds:

1. ***Ou* makes the sound of long *u*.**

Examples:

a. you

b. through

2. ***Ou* makes the short sound of *oo*.**

Examples:

a. would

b. could

3. ***Ou* makes the sound of *ou* as in *ouch*. This is *ou*'s pinched sound--*ow*.)**

Examples:

a. thousand

b. house

<> **2b.** On the lines provided, copy the spelling words at the level directed by your teacher.

<> **2b.** Complete the following spelling steps for each word at the level directed by your teacher:

(1) Study the syllabicated words.

(2) Copy the words.

(3) Study any given tips.

(4) Try to create your own tips.

<> **2c.** Add this week's new words (minus the **Optional Words**) to page 41, 47 and 61 of your *Spelling Notebook*.

<> **2d. Optional:** Add **Review Words** to coordinating pages of your *Spelling Notebook*.

<> **2e.** Every day this week, study these words and any others you have listed in your **Review Words** section.

<> **2f. Optional:** In your notebook, write eight sentences using eight of the spelling words.

Optional Penmanship Practice

As for me and my house,
we will serve the Lord.

Joshua 24:15

Further Study: Study Scriptures about the relationship between the Church and Christ and discuss how marriage is a picture of Christ's relationship with the Church. You may study the following verses: Ephesians 5:25-33; Colosians 1:18; and I Corinthians 11:3.

Further Study: Make common traffic signs out of construction paper. Teach the meaning of each sign. Once you know the meanings of the signs, play the game "Red Light, Green Light," using those signs as the players' instructions. Explain that God has given "traffic signs" for how we are to use our bodies. We should not use our bodies in bad ways, and we should not allow anyone else to either.

Words	Syllabication	Write it **	Tip	Your Tip
All				
1. though*	though	_____	Do you remember this one from last week?	_____
2. through*	through	_____	How about this one?	_____
3. raucous	rau-cous	_____		_____
4. courage	cour-age	_____		_____
5. thorough*	thor-ough	_____		_____
6. mouse	mouse	_____		_____
7. cough*	cough	_____		_____
8. trout	trout	_____		_____
9. rough	rough	_____		_____
10. clout	clout	_____		_____

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Words	Syllabication	Write it**	Tip	Your Tip
Extensions				
11. paramount	par-a-mount			
12. cautious	cau-tious			
Further Extension				
13. strenuous	stren-u-ous			
14. courageous	cou-ra-geous			

***Commonly Misspelled**

****Note:** You may write your word on the line as it is spelled or syllabicated--whichever way you or your teacher desires.

Optional Penmanship Practice

Husbands love your wives even as Christ loved the church and gave himself for it.

Ephesians 5:25-26

Optional Penmanship Practice

Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O Lord, my strength, and my redeemer.

Psalms 19:14

Spelling Practice

Use any of the following practice techniques to prepare for this week's Spelling Test:

1. Use the Spelling Practice Worksheet in the Appendix of the *Teacher's Guide* to copy your difficult words over and over.
2. Have a partner dictate your spelling words to you while you write them on a whiteboard. If you misspell a word, write the word correctly in a different color beneath the misspelled word.
3. Have a partner write your spelling words on graph paper, leaving a blank for every other letter. Try to fill in the missing letters.
4. Have your teacher write your words on paper or on the Spelling Practice Worksheet provided in the Appendix of the *Teacher's Guide*, syllabifying each syllable of each word for you (e.g., *dill/i/gent*). Practice writing them syllable by syllable just like your teacher did.
5. Complete any or all of the Optional Spelling Practice boxes provided as sidebars throughout the weekly lesson.
6. Write your spelling words on notebook paper and highlight each syllable, each prefix, and/or each suffix with a different color highlighter.
7. Write each of your words on a different sticky note in bold marker. Write each word beneath the bold word once a day (or more as needed) until the sticky note is full and/or you have mastered the word.
8. Record your words under the correct columns of the *Spelling Notebook*.
9. Spell your words out loud, visualizing each syllable as you spell.
10. Type your words on the computer in large, bold font.
11. Write your words on graph paper, one letter per box, each day.
12. Make yourself fill-in-the-blank practice sheets with the most difficult parts of your words omitted for you to fill in.

3. Editor Duty: Correct Given Paragraph(s) Spelling Errors

<> 3. Complete the following steps:

- (1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

- (2) In the second paragraph, highlight the spelling errors.

suddenly after scrambling through several bamboo thickets, they came upon a scene that literally took their breath away. the city they had begun to think was only a legend lay before them between 2 huge mountain peaks Building after building of beautifully-cut granite filled the limited space before them

the feet of building Machu Picchu staggered their minds. How could the Inca, a people with neither the wheel nor a written language, cut granite stones weighing ten to twenty tons and haul them up a roaring river how were they able to lift them two thousand feet up the side of the mountain and place them so

perfectly that no mortar was needed? As they pondered these questions, others quickly developed. Where are the inca today. How is it possible that a people so grat simply vanished, leaving only cold stone monuments as a mute witness of former greatness

the mystery of dead and abandoned cities has intrigued travelers and explorers for many years These cities are the monuments of once-flourishing nations and civilizations. many of them boasted of great accomplishments 1,000s of years before are time

4. Spelling Practice: Choose the Correct Spelling

<> **4a.** Highlight the correct spelling of each **All** word.

- | | |
|-------------|---------|
| 1. tho | though |
| 2. through | throogh |
| 3. raucous | racous |
| 4. kourage | courage |
| 5. thorough | thorow |
| 6. mous | mouse |
| 7. cough | couff |
| 8. trout | trowt |
| 9. rowgh | rough |
| 10. clout | clowt |

Further Study: Study the character quality of decisiveness in *The Power for True Success*, pages 159-61.

Further Study: Make a list of people you know who are decisive and what kind of decisions they make.

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|---------------|-----------|
| 11. paramount | paremount |
| 12. cautious | cautous |

Optional Penmanship Practice

Let thine eyes look right on, and let thine eyelids look straight before thee.

Proverbs 4:25

Optional Penmanship Practice

Can a man take fire in his bosom, and his clothes not be burned? Can one go upon hot coals, and his feet not be burned?

Proverbs 6:27-28

Character Focus: John 3:16 says that God so loved the world that He gave. What is the connection between loving and giving ?

<> 4c. Highlight the correct spelling of each **Further Extension** word.

13. strenus strenuous

14. courageous couragous

<> 4d. On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

1. _____

2. _____

3. _____

4. _____

5. Study Skills/Prewriting: Take Notes for an Original Closing Paragraph

<> 5. Now that you have written the body and opening paragraph of your report, you are ready to write a closing paragraph, following these steps:

- (1) Decide how to close your report. **Extensions** will want to continue your opening paragraph's story in this paragraph. If you are doing that, continue those notes, but be sure you have a closing statement or punchy line that is your "closing statement."
- (2) In your notes, plan on what you will include in your closing statement.
 - a. Remember, a closing statement is a statement that "closes" your paper-sums up what your entire paper is about.
 - b. It should be a sentence or two in length and should close your report.
 - c. It may be at the very beginning of your closing paragraph or at the end of your closing paragraph.
 - d. It should bridge the gap between your catchy closing paragraph and the body of your report.
 - e. It should leave your reader with a feeling of satisfaction after reading your paper.
 - f. It may repeat something catchy from your opening or may repeat the title of your report, if desired.
- (3) Write enough notes for 6-10 sentences on the lines provided, again not worrying about the order, having too much information, etc.

Notes for Closing Paragraph

Alternative Writing for Blue 8-A: Week Two

- Write one paragraph about how the New Testament is written in Greek.
- Write one paragraph about the Greek culture.
- Write two paragraphs about the accomplishments of the Romans.

6. Grammar: Adjectives

<> **6a.** In the third paragraph of this week's passage, highlight the following phrases:

1. godly parents
2. courageous, decisive, faithful, and fruitful

1. All of these phrases contain adjectives.
2. **An adjective is a describer.**
3. It **describes a noun** (a person, place, thing, or idea).

Examples:

- a. **dirty** hands
- b. **dark** night

4. An adjective **tells the reader more about the noun.**

Examples:

- a. **Christian** workers gives you more details than just workers.
- b. **Thirty active** children tells you the number of children and the type of children.

5. **Adjectives answer the following** questions:

- a. How **many?** **every** time
- b. What **kind?** **godly** parents
- c. **Whose?** **God's** children
- d. **Which one?** **close** playmates

6. Sometimes a noun can have more than one adjective describing it.
For example: **strong**, **faithful**, and **fruitful** children

<> **6b.** In the sentences provided, highlight the descriptive adjectives that tell what kind.

1. Just as unsuspecting animals are trapped, careless and unwise Christians can be trapped in sin.
2. Traps come in many shapes and sizes.
3. They can trap everything from tiny ants to huge elephants.
4. There are four types of dangerous traps.
5. The simplest traps are pitfalls.
6. For a pitfall trap, a trapper digs a deep hole and waits for the unsuspecting animal to fall in.
7. He might hide his secret trap with branches, grass, and dirt.
8. A deadfall trap is a sneaky trap.
9. A clever trapper arranges a heavy log or rock to fall on the animal.
10. We should be alert to watch out for Satan's sneaky traps.

<> **6c. Optional:** In your notebook, write sentences with adjectives in them.

Basic Level: Write six sentences.

Extension: Write eight sentences.

Further Extension: Write ten sentences containing information from a character book or another source.

7. Spelling Practice: Six “S” Spelling Secret

- <> **7a.** Take a spelling "pre-test" in your notebook.
- <> **7b.** Turn to the Six "S" Spelling Secret worksheet provided in the back of this weekly lesson, and remove it from your binder. Complete the worksheet for any words you misspelled in your pre-test.
- <> **7c.** If you still have some words that are difficult for you, write them several times (the same word over and over in one column) on the graph paper provided in the *Teacher's Guide*. (Be sure to put one letter in each square to help you see how long each word is.)

8. Composition/Creative Writing: Write an Original Closing/Continuing Paragraph

- <> **8a.** Follow these steps for writing your closing/continuing paragraph:
 - (1) Write an opening sentence at the beginning of your closing paragraph that tells what your paragraph is about or that helps you transition from your opening paragraph story to the end of it.
 - (2) Number your notes in the order you want them, and add any information you may have forgotten.
 - (3) Using each set of notes for one sentence:
 - a. Read a line of notes.
 - b. Think about what you want to say about those notes.
 - c. Say a sentence aloud that you want to use.
 - d. Repeat these steps for all of your notes.
 - e. You may leave out some information that you do not want to include or add more information if you remember something you forgot.
 - f. Write this paragraph in your notebook, writing on every other line before the report you just wrote.
- <> **8b.** Read your paragraph aloud. Do you like the way it sounds?

9. Sentence Structure: Series of Three or More Items

<> **9a.** In the third paragraph of this week's passage, underline these words: *courageous*, *decisive*, *faithful*, and *fruitful*.

1. **When you write with three or more items in a series, put a comma after each item except the last one.**

For example: God brought judgment upon the Inca₁ the Maya₁ the ancient Greeks₁ and the Romans.

2. **Before the last item in a series, put either an *and* or an *or*.**

For example: A nation will rise, succeed, decay, **or** fall based on its obedience to God's ways.

3. If you remember these two rules, writing with a series of items should not be difficult.

<> **9b.** In the sentences provided, insert commas as needed, according to the rules for writing a series of three or more items.

1. Traps are not selective picky or choosy.
2. They close snap and catch.
3. A beaver trap will not usually catch a coyote pigeon or bear.
4. A trapper will appeal to the coyote's sense of sight sound and scent.
5. A coyote is lured captured and killed because of his curiosity.
6. Different sights scents and sounds attract each animal.
7. The easiest smartest and best way to catch a beaver is to lure it with its favorite food.
8. The trapper uses fish crayfish and clams to catch an otter.
9. Raccoons are intelligent, but they are also curious fearless and risky.
10. Raccoons are never too busy to stop and look at pebbles cans or trinkets.

<> **9c. Optional:** In your notebook, write sentences using a series of three or more items in each sentence.

Basic Level: Write four sentences.

Extension: Write six sentences.

Further Extension: Write eight sentences containing information from a character book or another source.

10. Composition and Editing: Edit and Revise Using the Checklist Challenge

<> **10.** Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete **each revision for each paragraph, as indicated.**
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) **Highlight (or code) each revision on your rough draft paper** as suggested in the *Teacher's Guide* or as directed by your teacher.
- (4) **Check off (or code) each item's check box** on the Checklist Challenge for this week.

11. Spelling Practice: Write That Word!

<> **11a.** On the lines provided, write two spelling words that you have never used in writing.

1. _____ 2. _____

<> **11b.** Complete the following steps for one of the words you listed in 11a.

- (1) Look up the word's meaning in the dictionary if you are not able to use it correctly in a sentence.
- (2) On the lines provided, write a sentence containing that word.

<> **11c.** Write your two most challenging spelling words (**Extensions:** write four) on the lines provided.

1. _____ 2. _____
3. _____ 4. _____

12. Grammar: Weekly Quizzes

- <> **12a.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson) following the times suggested (according to your teacher's direction) for each assigned section.
- <> **12b.** Do the Weekly Review Quiz provided after this week's lesson.

13. Spelling: Spelling Test

- <> **13a.** (T) In your notebook, take a Spelling Test consisting of this week's words and any **Review Words**.
- <> **13b.** (T) Have your teacher check your Spelling Test.
- <> **13c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Dictation: Dictation Quiz

- <> **14a.** (T) In your notebook, take dictation from this week's passage at the level directed by your teacher.
- <> **14b.** (T) Review your dictation with your teacher.
- <> **14c.** (T) Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

15. Composition: Final Copy Original Informative Report

- <> **15a.** Write the final copy of your report in your notebook, writing on every line. If you prefer, you may type it on the computer.
- <> **15b.** Read your final copy aloud. Do you like the way it sounds now? Do you notice an improvement in your report since you completed the Checklist Challenge?
- <> **15c. Optional:** Make a minit-book containing your report.

Optional: Extra Practice

- 1E. In your notebook, write ten words with *ou* in them.
- 2E. In your notebook, write seven sentences about hunting or trapping.
- 3E. In your notebook, copy ten sentences from one of the Character Sketches about animals that are trapped.
- 4E. In your notebook, write four Scriptures about hunting or trapping.
- 5E. Read a chapter from one of the Character Sketches about an animal that is often trapped.
- 6E. Make a minit-book containing some of your sentences from this lesson.
- 7E. Write a report on the chapters you read. You may use the Book Report Guide found in the Appendix of the *Teacher's Guide*.
- 8E. In your notebook, write any paragraphs, reports, letters, journal entries, poems, Scriptures, or essays as directed by your teacher.

Checklist Challenge Blue 8-A: Week Three & Four

Character Focus: Decisiveness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).
- Do not complete any task in a paragraph if it does not improve your paper.
- Get your teacher's permission before skipping any items.

☐ All **All Levels**
☐ B **Basic Level only**
☐ E **Extension only**

☐ Es **Extensions**
☐ FE **Further Extension only**

To Be Completed During Week Four

☐ All ☐ All ☐ All ☐ All ☐ All Read your essay to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find.
🔑 **Focus on content errors at this time.**

☐ All ☐ All ☐ All ☐ All ☐ All Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**:

- **C**apital at beginning
- **A**ll make sense
- **V**erb
- **E**nd mark
- **S**ubject

☐ All ☐ All ☐ All ☐ All ☐ All Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed.
Be sure to circle all of the following verbs:

- Action verbs--show what the subject *does*
- Be a Helper, Link verbs (BHL)--being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

🔑 **Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.**

☐ All ☐ All ☐ All ☐ All ☐ All Change one of the “**boring**” verbs in each paragraph to a “**strong**” verb. You may select one from the list below or choose one of your own.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic

walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

🔑 **Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.**

☐ All ☐ All ☐ All ☐ All ☐ All Add an **adverb** (ly word or other) to each paragraph. You may select one from the list below or choose one of your own.

Examples:

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

🔑 **An adverb is a descriptor that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent*.**

☐ All ☐ All ☐ All ☐ All ☐ All Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own.

Examples:

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	terrible	incapable	presumptuous

🔑 **An adjective is a descriptor that describes a noun or pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.**

☐ All ☐ All ☐ All ☐ All ☐ All From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar word. If you do not have any Banned Words, just highlight the check box(es) as directed by your teacher.

Banned Word List:

very	big	really	many	such	good
find	slow	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	like (only banned as an adverb, not as a preposition)				

🔑 **Advanced Level B students and all Level C students should omit as many Banned Words as possible.**

☐ All Create a **title**, and put it at the top of the your paper. If you have already done this, highlight the check box(es) as directed by your teacher.

Consider the following ideas:

- Something catchy: **Careless 'Coon**
- Something comical: **Here Little Ricky!**
- Something bold: **Dare to Decide**
- A song title or line: **Trust and Obey**
- A Scripture: **Be Not Tempted**
- Something biblical: **Yield Not to Temptation**
- Something about character: **Decide to Resist**
- Other: **Ricky Raccoon**

☞ Center your title at the top of the first page of your report. Capitalize the first letter of the first and last word. Capitalize all the words within the title that are important--but not three-letter-or-less articles, pronouns, or prepositions. Do not italicize your title--though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones, if desired).

All

Add one **SSS5—Super Short Sentence** of five words or fewer. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- They display extraordinary stealth.
- Then, they are trapped!
- And soon it happened.

All

All

All

All

All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. If you and your teacher feel that your vocabulary is advanced enough, highlight the check box(es) as directed by your teacher.

Instead of:

tree
kind
grass

Use:

maple
compassionate
blades

Instead of:

deep
turn
loud

Use:

bottomless
swerve
obnoxious

☞ This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.

All

All

All

All

All

Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

☞ Do not change insignificant words such as *was*, *it*, *and*, etc.

All

All

Add one **coordinating conjunction (cc)** with a complete sentence on both sides (or more than one, according to your level). Be sure to put a comma before the cc. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Some predators do not catch their prey by assailing them directly, **for** these sneaky ones use far more subtle methods.
- It steps into the trap, **for** the trap was hidden from view.

☞ A comma cc in the middle of two complete sentences (CS) is one way of creating a compound sentence--two sentences joined together as one.

All

FE

Add one set of **descriptive double adjectives** separated with *and* or a comma (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Joined by *and*: The **crafty** and **ingenious** spider nearly always catches its prey.
- Joined by a comma: The **crafty, ingenious** spider nearly always catches its prey.

☞ Remember, double adjectives need *and* or a comma between them if they can be placed in reverse order and still sound correct (i.e. *crafty and ingenious* or *ingenious and crafty*.)

FE

Add one **prepositional phrase opener** to each paragraph (or more than one, according to your level). If it is long or you hear a pause after it, follow it with a comma. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- **Within its abdomen**, the spider has special glands that produce silk. (Optional comma)
- **From the center of the web**, spokes fan out and anchor the surrounding frame.
- **Onto the surrounding frame**, the center of the bridge is anchored. (Optional comma)
- **In the center of a web**, the spider waits patiently for its victim.
- **With even more silk**, the spider further entangles its prey.
- **With leaves tipped with spines that act like prison bars**, the spider catches its prey.
- **After digestion**, the leaf gradually reopens and waits for another insect to come too close.

☞ Follow the opener with a comma if it is five words or longer or two prepositional phrases in a row, or if you hear a pause.

All

All

Add one **interjection** to the beginning of one of your sentences, or add a new sentence with an interjection in it (or more than one time, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Punctuate appropriately:

- Follow it with a comma: **Yes**, that “hunter” has an easy meal!
- Follow it with an exclamation mark, then start a new sentence with a capital: **Yes!** That hunter has an easy meal.

☞ Interjections include words from the following rhyme:

My, well, oh
Wow, yes, no

All

Start one or more of your sentences with an **adverb** (ly word or other) (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- Adverb opener: **Consequently**, there is no way for the creature to get loose.
- Adverbial clause or phrase opener: **Directly assailing their victims**, courageous predators attack and eat.

☞ The comma may be directly after the adverb or shortly after it, depending on where you “hear” it.

FE

Add an **alliteration** (or more than one, according to your level). If you have already done this, highlight the check box(es) as directed by your teacher.

Example:

- The sneaky, subtle spider seldom skips supper!

☞ Alliteration is a technique in which two or more words in a sentence begin with the same sound.

E's

Combine two complete sentences with either a **coordinating conjunction** (cc) or a **semicolon** at least once. If you have already done this, highlight the check box(es) as directed by your teacher.

Examples:

- A web is an intricate trap, **for** it seldom allows a prey to escape.
- A web is an intricate trap; **it** seldom allows a prey to escape.

☐ FE ☐ FE ☐ FE ☐ FE ☐ FE Add different sentence openers (also known as **introductory material or non-essential information**). If you have already done these, highlight the check boxes as directed by your teacher.

Examples:

- A subordinate clause opener: **When the spider's victims are in these challenging positions**, they are dinner for sure!
- A prepositional phrase opener: **From these traps and snares**, their prey seldom escape.
- An *ing* opener: **Acting via traps and snares**, they trap prey easily.
- An *ed* opener: **Designed individually for each family of spider**, a web is truly a work of art.
- A short PP that requires a comma: **From this**, the prey cannot get loose.
- A transition word or phrase: **Next**, it designs a temporary spiral of non-sticky silk to act as basting.
- An *ly* word (adverb): **Amazingly**, it produces silk threads from special glands in its abdomen.
- An *ly* phrase or clause followed by a comma: **Slowly backtracking**, the spider creates a spiral of sticky silk.
- A conjunctive adverb: **Henceforth**, it cannot escape.
- An interjection: **Yes**, the spider is a stealthy creature.
- Other non-essential material of your choice: **From there**, it has no way of escape.

🔑 **Upper Level B and all Level C students should choose various ones -- preferably without much repeating.**

☐ All ☐ All ☐ All ☐ All ☐ All **Edit each paragraph** with your teacher, and correct any **usage or spelling errors**.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>		
<p>1. To See:</p> <p>1. Copy the word you need to practice on the first empty line of this column.</p> <p>2. Look at this first word carefully.</p> <p>3. Pay attention to the parts of the word that follow spelling rules you already know.</p> <p>4. Look closely at the shape of the word.</p> <p>5. See if there are parts of the word you know easily.</p>	<p>2. To Say:</p> <p>1. Say the word you wrote in column one aloud.</p> <p>2. Try to spell the word aloud without looking in the 1. SEE column.</p> <p>3. If you get stuck, look at the word in the 1. SEE column.</p> <p>4. Note: If spelling a word aloud confuses you further, skip this step.</p>	<p>3. To Separate:</p> <p>1. Fold the 1. SEE column over or cover the word you are working on with a sticky note--separate yourself from the word.</p> <p>2. Try to picture the word in your mind.</p> <p>3. Close your eyes to picture the word, if needed.</p>	<p>4. To Spell:</p> <p>1. With the word you are practicing still separated from you, write that word on the correlating line in the 4. SPELL column.</p> <p>2. If you get stuck, try to picture the word once more in your mind, and try again to write it.</p>	<p>5. To Spot:</p> <p>1. Uncover the word in the 1. SEE column.</p> <p>2. Check your spelling right on the spot. (Do not go on to the next word until you have "spot checked" this word.)</p>	<p>6. To Stop/Start:</p> <p>1. If you spelled that challenging word correctly, you may STOP working on that word and move on to your next challenging word.</p> <p>2. If you spelled the word wrong, you should START the Six "S" Spelling Secret over again for that word.</p>

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions That Begin With A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prepositions That Are Made With Other Words

In: _____

On: _____

With: _____

Through: _____

Prepositions That Are Opposites

in _____ above _____

inside _____ over _____

up _____ on top of _____

below _____ on _____

outside _____ under _____

down _____ off _____

underneath _____

Prepositions Using Little Figure and Tissue Roll

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Coordinating Conjunctions (FANBOYS)

F _____
A _____
N _____
B _____
O _____
Y _____
S _____

First Subordinators Learned in Rhyme

S _____, W _____,
Th _____,
B _____, I _____,
Al _____,

Interjection Rhyme

M _____, W _____,
O _____,
W _____, Y _____,
N _____,

BHL Verbs

Be a Helper, Link Verbs,

I _____, A _____,
A _____, W _____,
& W _____
B _____, & B _____,
B _____, B _____
H _____, & H _____,
& H _____, are ones.

C _____, C _____,
S _____, S _____
-- they are fun

W _____, W _____,
D _____, D _____,
D _____, &
D _____

M _____, M _____,
M _____

-- they are some as well,
A _____, L _____,
S _____, R _____,
T _____, F _____,
& S _____

Think Fast Grammar Quiz

Complete Shaded Parts

Prepositions

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

41. _____
42. _____
43. _____
44. _____
45. _____
46. _____
47. _____
48. _____
49. _____
50. _____

Conjunctive Adverbs

One Minute

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Interjection Rhyme

Thirty Seconds

M_____, **W**_____, **O**_____,
W_____, **Y**_____, **N**_____

Subordinators

Two Minutes or Three Minutes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Coordinating Conjunctions (FANBOYS)

One Minute

- F _____
- A _____
- N _____
- B _____
- O _____
- Y _____
- S _____

BHL Verbs

Two Minutes

Be a Helper, Link Verbs,

- I _____, A _____, A _____,
- W _____, & W _____,
- B _____, & B _____, B _____,
- B _____,
- H _____, & H _____, & H _____,
- are ones.
- C _____, C _____, S _____,
- S _____ --- they are fun
- W _____, W _____, D _____,
- D _____, D _____, &
- D _____
- M _____, M _____, M _____,
- they are some as well,
- A _____, L _____, S _____,
- R _____, T _____,
- F _____, & S _____

First Subordinators Learned in Rhyme

Thirty Seconds

- S _____, W _____, Th _____,
- B _____, I _____, Al _____,

Weekly Review Quiz

Refer to This Week's Lesson Only If Necessary and Approved by Your Teacher *

I. Vocabulary and Comprehension

1. According to the passage, what happens each time we say no to temptation?

2. According to the passage, who might tempt us to do things that are wrong?

a. _____ b. _____

3. **Further Extension**--What is the definition of your Definition Dissection word?

II. Spelling and Homophones

4. Write a sample *ou* word for each sound that *ou* made in this week's spelling words.

a. ou = ong u _____

b. ou = short oo _____

c. ou = pinched sound _____

III. Grammar and Usage

5. An adjective is a _____.

6. What four questions do adjectives answer?

a. _____ b. _____

c. _____ d. _____

7. Write a sentence with a descriptor telling *how many*.

* Teacher Tip: You may desire to have your student highlight, circle, or mark with an asterisk any items that he needed to look back in the lesson for. This will help you see what he is forgetting. However, if the question indicates that he should look for the answer in the lesson, he does not need to mark it.

8. Write a sentence with a describer telling *what kind*.

9. Write a sentence with a describer telling *whose*.

10. Write a sentence with a describer telling *which one*.

11. Write three sentences each with at least three adjectives.

1. _____

2. _____

3. _____

12. **Extensions**--How do you separate a series of three or more items?

13. **Extensions**--What should you place before the last item in a series?

IV. Editing and Revising

14. List four of the adjectives you added to this week's essay.

a. _____ b. _____

c. _____ d. _____

15. What is the strongest adjective in your story? _____

16. What is the strongest adverb in your story? _____

17. What is the strongest verb in your story? _____

18. Write your title on the lines provided.

19. Why is that a good title? Extensions: what does it represent from your story?

20. What Vocabulary Word did you use in your story? _____

21. What word did you use that you have never used in writing before? _____

Teacher's Helps

Blue 8-A

Character Focus: Decisiveness

Lesson Plans and Answer Keys

Lesson Plans

Blue 8-A: Week One

For a Five-Day Week

Character Focus: Decisiveness

Day One

Vocabulary Box

Words Describing Someone Who Is
Decisive--adjectives

Someone who is decisive is

certain	absolute	fixed
firm	adamant	unhesitating
definite	assertive	resolute
secure	stationary	persistent
consistent	constant	staunch
unshaken	unshakable	steadfast
unwavering	established	determined
definite	positive	stalwart

Vocabulary Box

Words Describing Wrong Desires--nouns

Someone with wrong desires might
have or be

obsession	gluttony
materialism	greed
selfishness	stinginess
voracious	stealing
immorality	immodesty

1. Copy and Comprehension: Passage and Vocabulary All

Sally tiptoed across the wooden floor to the ornate table in the hotel lobby. In the middle of the table, there was an enticing bowl of apples, peaches, and nuts. A bunch of juicy grapes was perched on top of those. Sally had been looking at those grapes all day, wishing they were hers. She glanced around to see if anyone was observing.

Extensions

Slowly, Sally reached out, snatched the grapes, and scrambled toward the elevator. She thought no one had seen her. But her mom was just entering the lobby at that moment. She saw Sally even though Sally had not seen her. She was sad that her daughter had stolen the grapes, and she was about to go over and punish her little one when the young girl turned around.

Further Extension

Sally raced back toward the table with the grapes still in her hand. She returned the berries to the bowl in the exact same place. Then she whispered, "Thank-you, Lord, for speaking to my heart." Mother was so proud that Sally had won the victory over the temptation.

2. Spelling: Hard c Sounds

Examples: can, could, sick

All

- | | | |
|----------------|--------------|-------------|
| 1. candor | 2. decorate | 3. maverick |
| 4. misconstrue | 5. calculate | 6. candle |
| 7. fiasco | 8. covet | 9. victory |
| 10. protect | | |

Extensions

- | | |
|--------------|--------------|
| 11. calvary* | 12. cavalry* |
|--------------|--------------|

Further Extension

- | | |
|---------------|----------------|
| 13. pandemic | 14. oracle |
| 15. nocturnal | 16. invocation |

*Do you know the difference between these two words?

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 5 Sentences

All--- Paragraph Two of Body: 5 Sentences

(You may use up to seven words for sentence five. You may also desire to divide this sentence into two sentences since it is compound sentence.)

All--- Paragraph Three of Body: 4 Sentences

(You may put the entire quote in your notes, if desired)

6. Grammar: Possessive Pronouns

7. Write On: Using Interesting Synonyms

Day Three

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Spelling Practice: Six "S" Spelling Secret

10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: hotel, motel

Day Four

11. Punctuation: Capitalization Rules

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

Day Five

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Essay From Given Material

Optional: Extra Practice

Lesson Plans

Blue 8-A: Week One

For a Four-Day Week

Character Focus: Decisiveness

Day One

Vocabulary Box

Words Describing Someone Who Is Decisive--adjectives

Someone who is decisive is

certain	absolute	fixed
firm	adamant	unhesitating
definite	assertive	resolute
secure	stationary	persistent
consistent	constant	staunch
unshaken	unshakable	steadfast
unwavering	established	determined
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immorality	immodesty

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Further Extension

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Examples: can, could, sick

All

- | | | |
|----------------|--------------|-------------|
| 1. candor | 2. decorate | 3. maverick |
| 4. misconstrue | 5. calculate | 6. candle |
| 7. fiasco | 8. covet | 9. victory |
| 10. protect | | |

Extensions

- | | |
|--------------|--------------|
| 11. calvary* | 12. cavalry* |
|--------------|--------------|

Further Extension

- | | |
|---------------|----------------|
| 13. pandemic | 14. oracle |
| 15. nocturnal | 16. invocation |

*Do you know the difference between these two words?

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 5 Sentences

All--- Paragraph Two of Body: 5 Sentences

(You may use up to seven words for sentence five. You may also desire to divide this sentence into two sentences since it is compound sentence.)

All--- Paragraph Three of Body: 4 Sentences

(You may put the entire quote in your notes, if desired)

Day Two

6. Grammar: Possessive Pronouns

7. Write On: Using Interesting Synonyms

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Spelling Practice: Six "S" Spelling Secret

Day Three

10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: hotel, motel

11. Punctuation: Capitalization Rules

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

Day Four

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Essay From Given Material

Optional: Extra Practice

Answer Keys Blue 8-A: Week One

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second and third paragraphs, highlight the spelling errors, and correct them if you have not already done so.

Wanting something you should not have is a dangerous thing. When you want something that is bad for you, you must deal with the feelings right away. It is fine to want something that is good for you. God tells us that we should want to have a closer relationship with Him. The Bible says that we should be looking forward to being in heaven with Him. The problem happens when we want something that God or our parents have said we should not have. If our parents tell us that we should not have candy before dinner, and we still want it, we have to deal with the desire.

If we do not deal wit the desire, it can lede to sin. There are some things the Bible says it is a sin to even think about. We have to choose not to tink about the wrong things. If we are not thinking about them, we will not do them. If your mother tels you that you cannot have candi, and you go and do something else, it will be much easier to not take the candy. If you stand and stare at it, it will be veiry hard not to take it. (deal, with, lead, choose, think, tells, candy, very)

People make commitments to help them not do what is wrong. God has standards for what is right and wrong. We should never lose sight of these. If God says something is wrong, we should never even think about doing it. If we do think about it, we should remind ourselves that because God said it is wrong, we cannot do it. We should always pray and ask for God's help. He is ready to help us overcome the temptation. (always)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. candor

kandor

2. decorate

decerate

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|----------------|-------------|
| 3. maverik | maverick |
| 4. misconstrue | misconstrew |
| 5. kalculate | calculate |
| 6. kandle | candle |
| 7. fiasco | feasco |
| 8. kovet | covet |
| 9. victory | victory |
| 10. protect | protekt |

<> 4b. Highlight the correct spelling of each **Extensions** word.

- | | |
|-------------|---------|
| 11. calvary | kalvary |
| 12. cavalry | cavary |

<> 4c. Highlight the correct spelling of each **Further Extension** word.

- | | |
|----------------|------------|
| 13. pandemuc | pandermic |
| 14. oracle | orakle |
| 15. nocturnal | nokturnal |
| 16. invacation | invocation |

<> 4d. On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

No Answer Key needed. Answer will vary.

6. Grammar: Possessive Pronouns

<> 6b. In the sentences provided, highlight the possessive pronouns.

Note: Sometimes subordinators, nouns, and other words are considered pronouns - like *that*, *those* or *anyone*. CQLA treats those as the type of words they are most often used as.

Example: God requires His disciples to have a pure heart.

1. The horse is uncontrollable in his fear.
2. He bucks and turns his whole body.
3. Not even his master can control him.
4. God compares this to those who give in to their bad desires.
5. When we give in to bad thoughts or actions, we take control of our own lives.
6. We pull our lives away from the Holy Spirit and His control.
7. When we try to control our lives, sin ends up being in control and having its way in us.
8. When sin is in control, our lives are like a wild horse running from his master.
9. That is why we have to let God control our thoughts and actions.
10. When He is in control, we can be useful for His kingdom.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

7. Write On: Using Interesting Synonyms

- <> 7b. For each of the sentences provided, write a stronger, more detailed, more precise synonym for the underlined word. You may use the thesaurus for this exercise. Be sure you do not use the same words that the passage used.

No Answer Key needed. Answer will vary.

10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: hotel, motel

- <> 10b. Fill in each blank provided with the correct Wacky Word, either **hotel** or **motel**.

1. We stopped along the highway to spend the night at a cozy motel.
2. The hotel in downtown New York was amazing.

11. Punctuation: Capitalization Rules

- <> 11b. In the paragraph provided, complete the following instructions:

Basic Level: Highlight any words that should be capitalized.

Extensions: Rewrite the paragraph in your notebook, capitalizing the words that should be capitalized.

Karl Marx was a German leader. His parents sent him to the University of Bonn in 1835 to study law. He joined with other students in a plot to

overthrow the government in **Prussia** . **He** moved to **Paris** in 1843. **Marx** believed each person is a high being, not **God** . **His** writings attacked his parents, **Christians** , and **Jews** . **He** totally rejected **God** .

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. In what type of building did this week's story take place? Hotel
2. Where did Sally run to after taking the grapes and before returning them?

Towards the Elevator

3. Use the word *enticing* in a sentence.

Answers will vary

4. Use the word *ornate* in a sentence.

Answers will vary

II. Spelling and Homophones

5. What are the two sounds c usually makes?
a. soft b. hard
6. What three vowels following c makes c says its hard sound?
a. A b. O c. U

7. What is a tip to help you remember how to spell *calvary*?

I first = love. Love was at Calvary

8. What is a tip to help you remember how to spell *cavalry*?

V First = Victory. Cavalry is coming = victory

9. Use the word *calvary* in a sentence.

Answers will vary

10. Use the word *cavalry* in a sentence.

Answers will vary

11. Write correct if the word is used correctly and incorrect if the word is used incorrectly.

a. We pulled into a small roadside hotel. Incorrect

b. We stayed on the twentieth floor of the motel. Incorrect

- c. I enjoy staying in roadside motels. correct
- d. Other people prefer staying in large hotels. correct

III. Outlining and Write On

- 12. List three words that you wanted to be sure to include in your Key Word Outline because they were very specific or difficult to spell.

Answers will vary

IV. Grammar and Usage

- 13. A possessive pronoun is a pronoun that owns something.
- 14. Most pronouns are made possessive by adding a different pronoun.
- 15. Other pronouns are made possessive by simply adding an s.
- 16. You do Not make a pronoun possessive by adding 's..
- 17. Capitalize the first word in a sentence.
- 18. Capitalize the pronoun I in any form in all places.
- 19. Capitalize proper nouns.
- 20. Capitalize names or references to God.
- 21. Capitalize the first word in a quote in which you use quotation marks.

V. Editing and Revising

- 22. List two words that you had to work on for redundancy in your paper this week.

Answers will vary

- 23. List four interesting synonymns you used in this week's essay.

Answers will vary

- 24. Do your interesting synonyms paint a clear picture in the reader's mind?
- 25. List two words you included in your paper that you have never used in writing before.

Answers will vary

Lesson Plans

Blue 8-A: Week Two

For a Five-Day Week

Character Focus: Decisiveness

Day One

Vocabulary Box

Words Describing Someone Who Is Decisive--adjectives

Someone who is decisive is

certain	absolute	fixed
firm	adamant	unhesitating
definite	assertive	resolute
secure	stationary	persistent
consistent	constant	staunch
unshaken	unshakable	steadfast
unwavering	established	determined
definite	positive	stalwart

Vocabulary Box

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obsession	gluttony
materialism	greed
selfishness	stinginess
voracious	stealing
immorality	immodesty

1. Copying and Comprehension: Passage and Vocabulary

All

The civilization of the ancient Greeks might have been more advanced than any that was before it. The Greeks accomplished many distinctive things. They wrote some of the first plays and poems. They also were known for their debates about the government and morality.

Extensions

The New Testament is written in Greek. This is the language the Greeks spoke. Because these people were so powerful, Greek was spoken in most of the world at that time. Even though the disciples were Jews, they could speak Greek. The Bible could be read by all different people because they all spoke the language in which it was conceived.

Further Extension

The Greeks never had one government in charge of all of them. Different cities had different governments. Most of the municipalities thought they could control themselves. They were tenacious people who did not want to have someone telling them what was right and what was wrong. They wanted to be able to do whatever they desired.

2. Spelling: Soft c Sounds

Examples: cent, city, cygnet

All

- | | | |
|--------------|--------------|-----------|
| 1. cycle | 2. cyclone | 3. cygnet |
| 4. advantage | 5. influence | 6. solace |
| 7. century | 8. reconcile | 9. census |
| 10. except | | |

Extensions

- | | |
|---------------|---------------|
| 11. civilized | 12. disciples |
|---------------|---------------|

Further Extension

- | | | |
|---------------|-------------|---------------|
| 13. cessation | 14. citadel | 15. deception |
|---------------|-------------|---------------|

3. Editor Duty: Correct Given Paragraph(s)

Possessive Pronouns

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All--- Paragraph One of Body: 4 Sentences

All--- Paragraph Two of Body: 5 Sentences

All--- Paragraph Three of Body: 5 Sentences

6. Grammar/Structural Analysis: Homophones

7. Write On: Short Story/Creating a Scene

Day Three

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Spelling Practice: Six "S" Spelling Secret

10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: who and that

Day Four

11. Grammar: Coordinating Conjunctions

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

Day Five

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Essay From Given Material

Optional: Extra Practice

Lesson Plans

Blue 8-A: Week Two

For a Four-Day Week

Character Focus: Decisiveness

Day One

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1. Copying and Comprehension: Passage and Vocabulary

All

The civilization of the ancient Greeks might have been more advanced than any that was before it. The Greeks accomplished many distinctive things. They wrote some of the first plays and poems. They also were known for their debates about the government and morality.

Extensions

The New Testament is written in Greek. This is the language the Greeks spoke. Because these people were so powerful, Greek was spoken in most of the world at that time. Even though the disciples were Jews, they could speak Greek. The Bible could be read by all different people because they all spoke the language in which it was conceived.

Further Extension

The Greeks never had one government in charge of all of them. Different cities had different governments. Most of the municipalities thought they could control themselves. They were tenacious people who did not want to have someone telling them what was right and what was wrong. They wanted to be able to do whatever they desired.

2. Spelling: Soft c Sounds

Examples: cent, city, cygnet

All

- | | | |
|--------------|--------------|-----------|
| 1. cycle | 2. cyclone | 3. cygnet |
| 4. advantage | 5. influence | 6. solace |
| 7. century | 8. reconcile | 9. census |
| 10. except | | |

Extensions

- | | |
|---------------|---------------|
| 11. civilized | 12. disciples |
|---------------|---------------|

Further Extension

- | | | |
|---------------|-------------|---------------|
| 13. cessation | 14. citadel | 15. deception |
|---------------|-------------|---------------|

3. Editor Duty: Correct Given Paragraph(s)

Possessive Pronouns

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline

All-- Paragraph One of Body: 4 Sentences

All-- Paragraph Two of Body: 5 Sentences

All-- Paragraph Three of Body: 5 Sentences

6. Grammar/Structural Analysis: Homophones

7. Write On: Short Story/Creating a Scene

8. Composition/Creative Writing: Write a Rough Draft From a Key Word Outline

9. Spelling Practice: Six "S" Spelling Secret

Day Three

10. Vocabulary/Structural Analysis: Wacky Words

Confusing Words: who and that

11. Grammar: Coordinating Conjunctions

12. Composition and Editing: Edit and Revise Using the Checklist Challenge

13. Spelling Practice: Write That Word!

Day Four

14. Grammar: Weekly Quizzes

15. Spelling: Spelling Test

16. Dictation: Dictation Quiz

17. Composition: Final Copy Informative Essay From Given Material

Optional: Extra Practice

Answer Keys Blue 8-A: Week Two

3. Editor Duty: Correct Given Paragraph(s)

Possessive Pronouns

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the possessive pronouns.

Throughout history, there have been many very powerful governments. But even some of the most powerful ones have not lasted. No matter how powerful a government is, if its people allow sin to rule their lives, that government will fall. God says in His Word that He will judge sin. He will not let an evil government continue.

One very powerful government was the Incan empire. The Inca ruled a large part of South America. There were many stories about their great power. Many people did not believe the stories because they had no proof that the Inca had ever been very powerful. Finally in 1912, a group of explorers found the ruins of one of their great cities. Its greatness had been destroyed, and no one had lived there for many years. The Inca had been conquered by another government.

The Inca had worshiped false gods and offered human sacrifices to them. They had practiced many things that God's Word says not to do. That is why God allowed the Spanish to conquer them in 1532. God has allowed many other nations like the Greeks, Romans, and Maya to be destroyed by their sin. When a country is destroyed on the inside by its sin, it is very easy for other nations to defeat it from the outside.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|------------|---------|
| 1. cicyle | cycle |
| 2. cyclone | syclone |
| 3. cygnet | sygnet |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip:

Remind your students that a comma is used before the *and* only when:

- 1) It is in a series of three or more.
- 2) It is used to combine two complete sentences into one. (Remind him to read each side of the *and* separately to see if each one is really a sentence alone.

4. advance	advance
5. influence	influnse
6. solase	solace
7. century	sentury
8. reconcile	reconille
9. sensus	census
10. exsept	except

<> 4b. Highlight the correct spelling of each **Extensions** word.

11. civilized	sivilized
12. disciplles	disciples

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

<> 4c. Highlight the correct spelling of each **Further Extension** word.

13. sessation	cessation
14. sitadel	citadel
15. deception	deseption

6. Grammar: Homophones

<> 6b. In the sentences provided, highlight the correct homophones.

1. The Bible can be red/read by all people.
2. We/wee should use God's Word to make decisions.
3. Their/There are many ways to make decisions.
4. God wants us too/to /two seek Him in our /hour decisions.
5. The Greeks were advanced in /inn many ways.
6. They have made /maid useful things.
7. Greek was the language used to right/write the New Testament.
8. The Greeks were sew/so powerful that they thought they were safe.
9. The Greeks did knot/not have one /won government.
10. They did not want to have one person or group who would /wood make them follow standards of write/right and wrong.

10. Vocabulary/Structural Analysis: Wacky Words

Confusing words: who and that

<> 10b. Fill in each blank provided with the correct Wacky Word, either **who** or **that**.

1. Patty was the only girl who had red hair.
2. The apple pie was the one that won first place.

11. Grammar: Coordinating Conjunctions

<> 11c. In the sentences provided, complete the following steps:

- (1) Highlight all of the coordinating conjunctions.
- (2) Place commas where needed in the sentences.

Example: We should not want what others have, **and** we should be happy with what we have.

All

1. The Greeks wrote plays **and** poems.
2. They talked about what was right **and** wrong.
3. They were advanced, **and** they accomplished many things.
4. The New Testament was written in Greek, **for** most people spoke Greek.
5. They were selfish, disobedient, **and** proud.
6. They did what they wanted **and** did not think of others.
7. They wrote poetry, stories, plays, **and** speeches.
8. The Greeks were powerful, **but** they often did not humble themselves.

Extensions

1. When we want what we should not have, we covet **or** lust for something else.

2. This causes us to be unsatisfied **and** to want more and more.
3. Job was a just **and** upright man.
4. He enjoyed what God had given him **and** chose not to wish for more than that.
5. We should seek God **and** give Him our expectations.
6. Words that mean the same as wish include hope, longing, whim, **and** want.
7. What we think in our minds we may become **or** act out.
8. When I am content, I realize that all I really need is food **and** clothing.
9. The things which are seen are temporary, **but** the things which are not seen are eternal.
10. Jeroboam's desire for a kingdom was both given **and** fulfilled by God.
11. When he feared losing his kingdom, he turned to idolatry **and** covetousness.
12. We need to focus on our relationships with God **and** others—not on things God does not want us to have.
13. We should not expect fulfillment, security **or** other benefits from another person.
14. Only God can fulfill us, please us, **and** meet our needs.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. What language does the passage say the New Testament was written in? Greek
2. List two accomplishments of the Greek civilization.
 - a. poetry
 - b. plays

Answers will vary

3. According to the passage, did the Greeks have a single government to rule them? no

4. Use the word *distinctive* in a sentence.

Answers will vary

5. Use the word *tenacious* in a sentence.

Answers will vary

6. Could you substitute a more accurate word for any of the words you used in the previous two sentences? If so, what?

Answers will vary

II. Spelling and Homophones

7. What are the two sounds c can make in this week and last week's spelling lesson?

a. hard b. soft

8. What three letters following c makes c says its soft sound?

a. ē b. l c. ŷ

9. Write your two most challenging words from this week.

Answers will vary

10. Homophones are words that sound the same but are spelled differently and have different meanings.

11. Circle the incorrect homophone and write the correct homophones (in the order they fall in the sentence) on the lines provided.

- a. I like to right the correct homophone on the lines. write
- b. Mary and Joseph could find no rooms inn the in. in inn
- c. They're Bible was there most prized possession. Their their
- d. The Bible shows us how too no God. to know
- e. People around the world reed the Bible. read

12. Use the word who for people.

13. Use the word that for animals or things.

14. Use the word *who* in a sentence.

Answers will vary

15. Use the word *that* in a sentence.

Answers will vary

III. Outlining and Write on

16. What subjects and verbs did you want to be sure to include from paragraph one in your outline?

Answers will vary

IV. Grammar and Usage

17. Look around the room and write three sentences describing three of the objects you see. Be sure to write with clear descriptions so that a reader who has never seen the object will be able to picture it clearly.

Answers will vary

18. What is the acronym to help you remember the coordinating conjunctions? Fanboys

19. Write all of the coordinating conjunctions.

a. For

b. And

c. Nor

d. But

e. Or

f. Yet

f. So

20. What use for coordinating conjunctions did you learn about this week?

They are used to combine two sentences

21. If on both sides of the coordinating conjunction there is a complete sentence, place a comma before the cc.

V. Editing and Revising

22. Write two Banned Words that your paper contained this week.

Answers will vary

23. What can you use adjectives to describe?

Answers will vary

Lesson Plans

Blue 8-A: Week Three

For a Five-Day Week

Character Focus: Decisiveness

Day One

Vocabulary Box

Words Describing Someone Who Is Decisive--adjectives

Someone who is decisive is

certain	absolute	fixed
firm	adamant	unhesitating
definite	assertive	resolute
secure	stationary	persistent
consistent	constant	staunch
unshaken	unshakable	steadfast
unwavering	established	determined
definite	positive	stalwart

Vocabulary Box

Words Describing Wrong Desires--nouns

Someone with wrong desires might have or be

obsession	gluttony
materialism	greed
selfishness	stinginess
voracious	stealing
immorality	immodesty

1. Copying and Comprehension: Passage and Vocabulary All

A raccoon is an intelligent animal, but he has no trepidation. He never takes danger seriously. He does not avoid treacherous situations. As a matter of fact, he is so curious that he will go right into peril. A raccoon studies sounds, smells, and sights that are new to him without hesitation. Other animals, like foxes, check to make sure the area is safe before they go near something that might be hazardous, but not the raccoon.

Extensions

A raccoon is never too busy to stop and explore shiny objects, like tin cans and mirrors. A trapper knows this. One trap that a trapper likes to use is called a mirror trap. He will put the device in shallow water and tie a mirror to it. The mirror will float just below the water where the light can hit it. When the sun hits the shiny glass, it reflects the light in myriad directions.

Further Extension

When the raccoon sees the light, he wants to investigate to see why it is shining. He will reach into the water to try to retrieve the glimmering object. When he does, the raccoon's paw becomes ensnared in the trap. When the trapper comes back, he will extract the raccoon and set the trap again so that another curious "bandit" will come and be trapped by it.

2. Spelling/Structural Analysis: Sight Words

All

- | | | |
|-------------|------------|---------------|
| 1. though | 2. through | 3. throughout |
| 4. zealot | 5. eyes | 6. trust |
| 7. torte | 8. tenet | 9. stoic* |
| 10. stymie* | | |

Extensions

- dessert (pronounced de/zert--a sweet after dinner; breaks rule of two syllable double consonant) 2 S's because you want 2 desserts!
- desert (pronounced dez/zert--a hot place with sand; breaks rule of two syllable single consonant 1 S because you only want to go to the desert once)

Further Extension

- solace
- renege*
- myriad

*Look up the pronunciation of these words.

3. Editor Duty: Correct Given Paragraph(s) Coordinating conjunctions

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Composition: Write the Body of a Report From a Given Key Word Outline

Paragraphs 1, 2, and 3: All

6. Grammar: Be a Helper, Link Verbs

Day Three

7. Study Skills/Prewriting: Take Notes for an Original Opening Paragraph (Story)

8. Spelling Practice: Six "S" Spelling Secret

9. Composition/Creative Writing: Write an Original Opening Paragraph (Story)

Day Four

10. Sentence Structure: Five Things a Sentence Must Have (CAVES)

11. Spelling Practice: Write That Word!

12. Grammar: Weekly Quizzes

Day Five

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

Optional: Extra Pactice

Lesson Plans

Blue 8-A: Week Three

For a Four-Day Week

Character Focus: Decisiveness

Day One

Vocabulary Box

Words Describing Someone Who Is Decisive--adjectives

Someone who is decisive is

certain	absolute	fixed
firm	adamant	unhesitating
definite	assertive	resolute
secure	stationary	persistent
consistent	constant	staunch
unshaken	unshakable	steadfast
unwavering	established	determined
definite	positive	stalwart

Vocabulary Box

Words Describing Wrong Desires--nouns

Someone with wrong desires might

have or be

obsession	gluttony
materialism	greed
selfishness	stinginess
voracious	stealing
immorality	immodesty

1. Copying and Comprehension: Passage and Vocabulary All

A raccoon is an intelligent animal, but he has no trepidation. He never takes danger seriously. He does not avoid treacherous situations. As a matter of fact, he is so curious that he will go right into peril. A raccoon studies sounds, smells, and sights that are new to him without hesitation. Other animals, like foxes, check to make sure the area is safe before they go near something that might be hazardous, but not the raccoon.

Extensions

A raccoon is never too busy to stop and explore shiny objects, like tin cans and mirrors. A trapper knows this. One trap that a trapper likes to use is called a mirror trap. He will put the device in shallow water and tie a mirror to it. The mirror will float just below the water where the light can hit it. When the sun hits the shiny glass, it reflects the light in myriad directions.

Further Extension

When the raccoon sees the light, he wants to investigate to see why it is shining. He will reach into the water to try to retrieve the glimmering object. When he does, the raccoon's paw becomes ensnared in the trap. When the trapper comes back, he will extract the raccoon and set the trap again so that another curious "bandit" will come and be trapped by it.

2. Spelling/Structural Analysis: Sight Words

All

- | | | |
|-------------|------------|---------------|
| 1. though | 2. through | 3. throughout |
| 4. zealot | 5. eyes | 6. trust |
| 7. torte | 8. tenet | 9. stoic* |
| 10. stymie* | | |

Extensions

- dessert (pronounced de/zert--a sweet after dinner; breaks rule of two syllable double consonant) 2 S's because you want 2 desserts!
- desert (pronounced dez/zert--a hot place with sand; breaks rule of two syllable single consonant 1 S because you only want to go to the desert once)

Further Extension

13. solace 14. renege* 15. myriad

*Look up the pronunciation of these words.

3. Editor Duty: Correct Given Paragraph(s)

Coordinating conjunctions

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Composition: Write the Body of a Report From a Given Key Word Outline

Paragraphs 1, 2, and 3: All

6. Grammar: Be a Helper, Link Verbs

Day Three

7. Study Skills/Prewriting: Take Notes for an Original Opening Paragraph (Story)

8. Spelling Practice: Six "S" Spelling Secret

9. Composition/Creative Writing: Write an Original Opening Paragraph (Story)

10. Sentence Structure: Five Things a Sentence Must Have (CAVES)

Day Four

11. Spelling Practice: Write That Word!

12. Grammar: Weekly Quizzes

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

Optional: Extra Practice

Answer Keys Blue 8-A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

Coordinating Conjunctions

<> 3a. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In all of the paragraphs, highlight the coordinating conjunctions.

Men have created many different ways to trap animals. All of these traps have one thing in common; they use the animals' weaknesses to catch them. Some traps use an animal's curiosity to catch it, but other traps are placed where the animal goes often and expects no harm. A trapper matches his trap to the size and habits of the animal he is trying to catch. He uses big traps to catch big animals and small traps to catch small animals.

The coyote is a smart animal, so a trapper wanting to trap a coyote will have to use a smart way of trapping. Coyotes do not go anywhere that they do not think is a safe place, nor do they proceed without caution. They have very good eyes and can smell signs of danger, so the trapper must be careful to cover his scent and hide his trap from the coyote's sight. He will need bait to lure the coyote to the place where the trap is waiting.

Animals are in danger if they are not constantly alert to hidden traps, and Christians are in danger if they are not watching for Satan's traps. The devil sets traps to get us to do wrong things, yet God wants to help us. We must be alert to the many traps of Satan, and we must pray for God's wisdom to see the traps that the enemy sets around us. (For Satan's trap is a prepositional phrase; therefore, for is a preposition, not a coordinating conjunction. Do not consider these types of errors wrong in in your A student's work. A student has to understand prepositional phrases/objects of prepositions and compound sentences fully in order to understand when for is being used as a preposition and when it is being used as a coordinating conjunction.)

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

1. though thoagh

2. through thrugh

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|---------------|------------|
| 3. throwghout | throughout |
| 4. zealot | zelout |
| 5. iyes | eyes |
| 6. troust | trust |
| 7. torte | tort |
| 8. tenat | tenet |
| 9. stoic | stouc |
| 10. stymie | stymee |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|------------|---------|
| 11. dezert | dessert |
| 12. desert | dezzert |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|------------|---------|
| 13. solace | solase |
| 14. renage | renege |
| 15. myriad | miyriad |

<> **4d.** On the line provided, write your two (**Extensions:** Write four) most challenging spelling words.

Answers will vary

6. Grammar: Be, a Helper, Link Verbs

<> **6c.** In the sentence provided highlight all of the BHL verbs.

1. A raccoon **is** an intelligent animal, but he **has** no trepdidation.
2. He **does** not takes danger seriously.
3. He **does** not avoid treacherous situations.
4. As a matter of fact, he **is** curious that he **will** go right into perils.

5. A raccoon studies sounds, smells, and sights that **are** new to him without hesitation.
6. Other animals, like foxes, check to make sure the area **is** safe before they go near something that **might be** hazardous, but not the raccoon.
7. A raccoon **is** never too busy to stop and explore shiny objects, like tin cans and mirrors.
8. A trapper knows the raccoon **will do** this.
9. One trap that a trapper likes to use **is** called a mirror trap.
10. He **will** put the device in shallow water and tie a mirror to it.
11. The mirror **will** float just below the water where the light **can** hit it.
12. When the light **does** hit the mirror, it reflects the light in myriad directions.
13. When the raccoon sees the light, he wants to investigate to see why **it** is shining.
14. He **will** reach into the water to try to retrieve the glimmering object.
15. When he **does**, the raccoon's paw **becomes** ensnared in the trap.
16. When the trapper comes back, he **will** extract the raccoon and set the trap again so that another curious "bandit" **will** come and **be** trapped by it.

10. Sentence Structure: Five Things a Sentence Must Have (CAVES)

<> 10b. Read the phrases below. Put an S beside the phrases that are complete sentences and an N beside those that are not.

1. A raccoon is an intelligent animal. **S**
2. He does not avoid danger. **S**
3. That he will go right into it. **N**
4. When a raccoon studies sounds, smells, and sights that are new to him. **N**
5. Like tin cans and mirrors. **N**
6. One trap a trapper likes to set is called a mirror trap. **S**
7. When he puts a trap in shallow water and ties a mirror to it. **N**
8. When the light hits the mirror. **N**
9. When the raccoon sees the light. **N**
10. When he does, the raccoon's paw becomes caught in the trap. **S**

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. Does the passage describe the raccoon as an intelligent animal? Yes

2. What kind of trap is used in the passage? Mirror trap
3. Write two sentences using two Vocabulary Words to describe the raccoon in the passage.

Answers will vary

II. Spelling and Homophones

4. What clue helps you remember how to spell *dessert*? 2 S's because you want 2 desserts
5. What clue helps you remember how to spell *desert*? 1 S because you only want to be lost in the desert once
6. What type of spelling words did you learn about this week? Sight words

III. Outlining and Write On

7. Write three strong verbs that you could use if you were writing about this week's passage.

Answers will vary

8. What makes your opening paragraph interesting?

Answers will vary

IV. Grammar and Usage

9. Linking verbs show how the subject is.
10. List twenty of the BHL verbs you were supposed to memorize this week.

Answers will vary

11. What acronym helps you remember what a sentence must contain? CAVES

12. What five things must a sentence contain?

- a. Capital at the beginning
- b. All makes sense
- c. Verb
- d. End Mark
- e. Subject

13. What do the following sentences need in order to be complete sentences?

- a. Raccoon is a clever creature. Capital at the beginning
- b. Can often be tricked by clever hunters and shiny traps. Subject
- c. Wise animals will look before they reach out and grab something End Mark
- d. But raccoons. Verb or All makes sense
- e. Will try to find trinkets in peoples trash, leaving a mess behind. Subject

V. Editing and Revising

14. List four strong verbs from your paper this week.

Answers will vary

15. What redundant words will you have to change with the Checklist Challenge?

Answers will vary

Lesson Plans

Blue 8-A: Week Four

For a Five-Day Week

Character Focus: Decisiveness

Day One

Vocabulary Box

Words Describing Someone Who Is Decisive--adjectives

Someone who is decisive is

certain	absolute	fixed
firm	adamant	unhesitating
definite	assertive	resolute
secure	stationary	persistent
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unshaken	unshakable	steadfast
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definite	positive	stalwart

Vocabulary Box

Words Describing Wrong Desires--nouns

Someone with wrong desires might

have or be

obsession	gluttony
materialism	greed
selfishness	stinginess
voracious	stealing
immorality	immodesty

1. Copying and Comprehension: Passage and Vocabulary

All

Sometimes God's children are tempted to do wrong. Do you know what you must say if you want to do something wrong? You must say, "No!" Sometimes it is hard to say no, but we still must do it.

Extensions

Sometimes kids want to do things their parents have told them not to do. Then we must say, "No, I will not disobey." Sometimes friends tempt us to do something that is not right. Then we must say no to them.

Further Extension

Sometimes Satan tries to make us disobey our godly parents or do something else wrong. Then we must say no to him. Every time we are tempted to do wrong, we must say no. Each time we say no to temptation, we get stronger and stronger. After doing this regularly, we will become courageous, decisive, faithful, and fruitful children of God.

2. Spelling/Structural Analysis: Sounds of *ou*

Examples: *though, pout, through*

All

1. <i>though</i>	2. <i>through</i>	3. <i>raucous</i>
4. <i>courage</i>	5. <i>thorough</i>	6. <i>mouse</i>
7. <i>cough</i>	8. <i>trout</i>	9. <i>rough</i>
10. <i>clout</i>		

Extensions

11. <i>paramount</i>	12. <i>cautious</i>
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Further Extension

13. <i>strenuous</i>	14. <i>courageous</i>
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3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

Day Two

4. Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Take Notes for an Original Closing Paragraph

6. Grammar: Adjectives

Day Three

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write an Original Closing/Continuing Paragraph

9. Sentence Structure: Series of Three of More Items

Day Four

10. Composition and Editing: Edit and Revise Using the Checklist Challenge

11. Spelling Practice: Write That Word!

12. Grammar: Weekly Quizzes

Day Five

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Original Informative Report

Optional: Extra Practice

Lesson Plans

Blue 8-A: Week Four

For a Four-Day Week

Character Focus: Decisiveness

Day One

Vocabulary Box

Words Describing Someone Who Is Decisive--adjectives

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certain	absolute	fixed
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Examples: though, pout, through

All

- | | | |
|------------|-------------|------------|
| 1. though | 2. through | 3. raucous |
| 4. courage | 5. thorough | 6. mouse |
| 7. cough | 8. trout | 9. rough |
| 10. clout | | |

Extensions

- | | |
|---------------|--------------|
| 11. paramount | 12. cautious |
|---------------|--------------|

Further Extension

- | | |
|---------------|----------------|
| 13. strenuous | 14. courageous |
|---------------|----------------|

3. Editor Duty: Correct Given Paragraph(s)

Spelling Errors

4. Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Take Notes for an Original Closing Paragraph

6. Grammar: Adjectives

7. Spelling Practice: Six "S" Spelling Secret

8. Composition/Creative Writing: Write an Original Closing/Continuing Paragraph

Day Three

9. Sentence Structure: Series of Three of More Items

10. Composition and Editing: Edit and Revise Using the Checklist Challenge

11. Spelling Practice: Write That Word!

Day Four

12. Grammar: Weekly Quizzes

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

15. Composition: Final Copy Original Informative Report

Optional: Extra Practice

Answer Keys Blue 8-A: Week Four

3. Editor Duty: Correct Given Paragraph(s) Spelling Errors

<> 3. Complete the following steps:

(1) In the ED paragraphs provided, make corrections at the level directed by your teacher.

Basic Level: Correct the first two paragraphs.

Extensions: Correct all three paragraphs.

(2) In the second paragraph, highlight the spelling errors.

Suddenly, after scrambling through several bamboo thickets, they came upon a scene that literally took their breath away. The city they had begun to think was only a legend lay before them between two huge mountain peaks. Building after building of beautifully-cut granite filled the limited space before them.

The feet of building Machu Picchu staggered their minds. How could the Inca, a people with neither the wheel nor a written language, cut granite stones weighing tin to twenty tuns and haul them up a roaring river? How were they able to lift them two thousand feet up the side of the mountun and place them so perfectly that no mortar was needed? As they pondered these questions, others quickly developed. Where are the Inca today? How is it possible that a people so grat simply vanished, leaving only cold stone monuments as a mute witness of former greatness? (feat, ten, tons, mountain, great)

The mystery of dead and abandoned cities has intrigued travelers and explorers for many years. These cities are the monuments of once-flourishing nations and civilizations. Many of them boasted of great accomplishments thousands of years before our time.

4. Spelling Practice: Choose the Correct Spelling

<> 4a. Highlight the correct spelling of each **All** word.

- | | |
|------------|---------|
| 1. tho | though |
| 2. through | through |
| 3. raucous | racous |

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student put in or omitted questionable commas. Comma usage is highly subjective. Your student may "hear" a comma where the author did not and vice versa.

Teacher Tip: Do not consider any sentences wrong in the ED's in which your student combined sentences with a semicolon (or comma--cc) rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

- | | |
|-------------|---------|
| 4. kourage | courage |
| 5. thorough | thorow |
| 6. mous | mouse |
| 7. cough | couff |
| 8. trout | trowt |
| 9. rowgh | rough |
| 10. clout | clowt |

<> **4b.** Highlight the correct spelling of each **Extensions** word.

- | | |
|---------------|-----------|
| 11. paramount | paremount |
| 12. cautious | cautous |

<> **4c.** Highlight the correct spelling of each **Further Extension** word.

- | | |
|----------------|-----------|
| 13. strenus | strenous |
| 14. courageous | couragous |

6. Grammar: Adjectives

<> **6b.** In the sentences provided, highlight the descriptive adjectives that tell *what kind* or *how many*.

1. Just as unsuspecting animals are trapped, careless and unwise Christians can be trapped in sin.
2. Traps come in many shapes and sizes.
3. They can trap everything from tiny ants to huge elephants.
4. There are four types of dangerous traps.
5. The simplest traps are pitfalls.
6. For a pitfall trap, a trapper digs a deep hole and waits for the unsuspecting animal to fall in.
7. He might hide his secret trap with branches, grass, and dirt.
8. A deadfall trap is a sneaky trap.
9. A clever trapper arranges a heavy log or rock to fall on the animal.

10. We should be **alert** to watch out for Satan's **sneaky** traps. (**Alert** is a predicate adjective here--an adjective that comes after a BHL verb and describes a noun or pronoun that comes before the BHL verb.)

9. Sentence Structure: Series of Three or More Items

<> 9b. In the sentences provided, insert commas as needed, according to the rules for writing a series of three or more items.

1. Traps are not selective₁, picky₁ or choosy.
2. They close₁, snap₁ and catch.
3. A beaver trap will not usually catch a coyote₁, pigeon₁ or bear.
4. A trapper will appeal to the coyote's sense of sight₁, sound₁ and scent.
5. A coyote is lured₁, captured₁ and killed because of his curiosity.
6. Different sights₁, scents₁ and sounds attract each animal.
7. The easiest₁, smartest₁ and best way to catch a beaver is to lure it with its favorite food.
8. The trapper uses fish₁, crayfish₁ and clams to catch an otter.
9. Raccoons are intelligent, but they are also curious₁, fearless₁ and risky.
10. Raccoons are never too busy to stop and look at pebbles₁, cans₁ or trinkets.

Weekly Review Quiz Answer Key

I. Vocabulary and Comprehension

1. According to the passage, what happens each time we say no to temptation?

We get stronger and stronger

2. According to the passage, who might tempt us to do things that are wrong?

a. friends

b. Satan

3. **Further Extension**--What is the definition of your definition dissection word?

Answers will vary

II. Spelling and Homophones

4. Write a sample *ou* word for each sound that *ou* made in this week's spelling words.

a. ou = ong u you

b. ou = short oo would

c. ou = pinched sound house

Answers will vary

III. Grammar and Usage

5. An adjective is a describer

6. What four questions do adjectives answer?

- a. How many
- b. What kind
- c. Whose
- d. Which one

7. Write a sentence with a describer telling how many.

Answers will vary

8. Write a sentence with a describer telling what kind.

Answers will vary

9. Write a sentence with a describer telling whose.

Answers will vary

10. Write a sentence with a describer telling which one.

Answers will vary

11. Write three sentences with at least three adjectives.

Answers will vary

12. **Extensions**--How do you separate a series of three or more items?

Put a comma after each item except for the last one

13. **Extensions**--What should you place before the last item in a series?

And Or

IV. Editing and Revising

14. List four of the adjectives you added to this week's story

Answers will vary

15. What is the strongest adjective in your story?

Answers will vary

16. What is the strongest adverb in your story?

Answers will vary

17. What is the strongest verb in your story?

Answers will vary

18. Write your title on the lines provided.

Answers will vary

19. Why is that a good title? Extensions: What does it represent from your story?

Answers will vary

20. What Vocabulary Word did you use in your story?

Answers will vary

21. What word did you use that you have never used in writing before?

Answers will vary

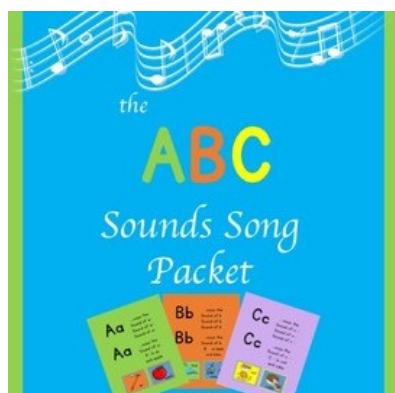
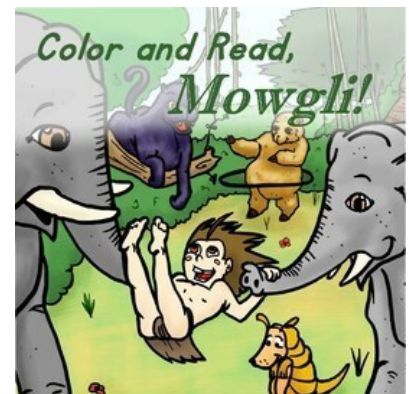
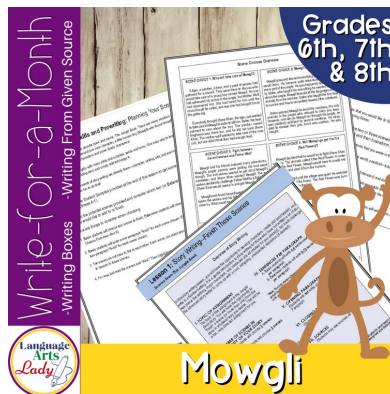
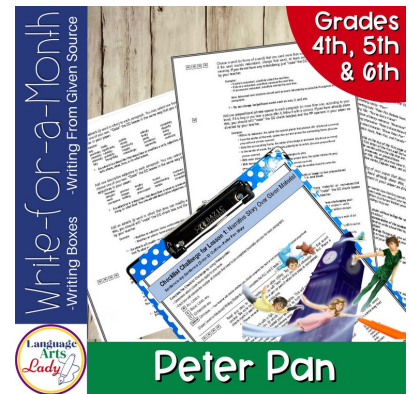
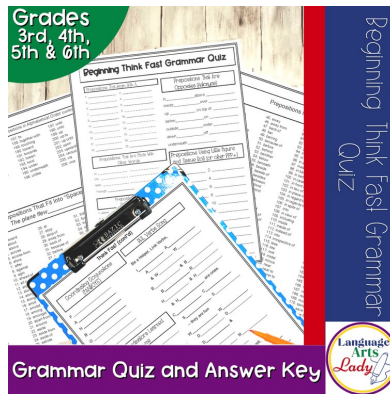
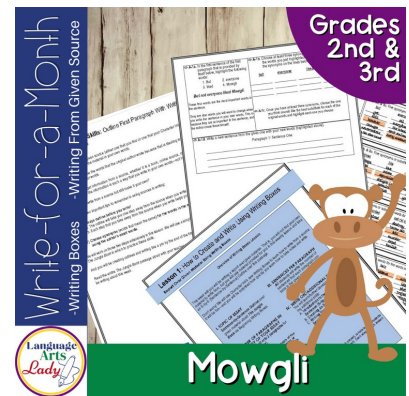
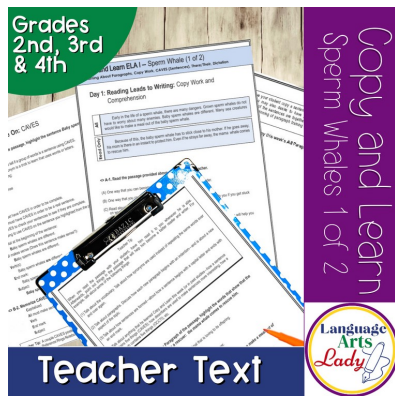
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Donna Reish, mother of seven grown children and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's work in Reading Specialist following that. Donna began writing curriculum for a publisher out of Chicago specifically for homeschoolers twenty years ago. Following the completion of those thirty books

over ten years, she and her husband started a small press publishing company writing materials for homeschools and Christian schools. With the surge of digital products, Donna now writes curriculum books that are digital downloads (both secular and faith-based products), bringing her total curriculum products to 120 books of 50,000+ pages. Donna tests all of her books with 50-80 in-person students each year locally before they are published--and this is her real love: Seeing the faces of students who achieve language arts goals that they never thought were possible using her creative, incremental approaches and materials. Donna teaches parents, teachers, and teacher parents, about grammar, language arts, writing, reading, learning, and more at her teaching website, *Language Arts Lady Blog*, and through her videocasts/podcasts, *How I Teach*.

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