

Character Quality Language Arts

Level Pre-A *of the Green Series*

Donna Reish and Kara Reish



Student's Name _____

CQLA Green Pre A Units 1-8

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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 additional items written by the Reishes, contact:

Ray and Donna Reish

Training for Triumph
6456 E US 224 Craigville, IN 46731
(260) 597-7415 trainingfortriumph@mchsi.com
www.trainingfortriumphhomeschool.com

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1-8

Green 1-Pre A: Week One

Character Focus: Alertness

Vocabulary Box

Words related to *seeing with understanding*--verbs

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

Words related to *not seeing with understanding*--verbs

disregard	ignore	misdirect
misjudge	misread	mistake
misunderstand	neglect	overlook
skip	unresolved	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Clara was even alert as a little girl. She would see children who were sick or hurt, and she would help them. She would nurse them back to health.
Extension	When Clara grew up, she kept on being alert to people's needs. She helped people during the Civil War. Later, she started a group called the Red Cross. Through this group, she was able to help millions of people who were sick or dying.
Read Only	<p>Clara Barton took care of many people herself. Then she started the Red Cross, which is an international group that helps people during wars and disasters. The Red Cross continues to help people today.</p> <p><i>Women of Wisdom Coloring Book</i></p>

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

Further Study: Make a list of words describing how people are seen.

1. When we are alert to other people's needs, **we have the chance to help them.**
2. Clara Barton is a good example of someone who was alert to needs -- and **did something about the needs she saw.**
3. It is amazing to think that when you see needs and meet them-- then walk in the path God has for you -- something as big and helpful as the Red Cross can start!

<> **1b.** In the Read Only box of the passage, highlight the words *Red Cross*.

<> **1c.** Look up this organization in a dictionary or encyclopedia and write a sentence about it on the lines provided.

Sentence containing *The Red Cross*

<> **1d. Extension:** In the second paragraph of the passage, highlight the phrase *Civil War*.

<> **1e. Extension:** Look up this phrase in a dictionary or encyclopedia and write a sentence about it on the lines provided.

Sentence containing *Civil War*

<> **1f.** On the lines provided, copy this week's passage at the level directed by your teacher.

Character Focus: God controls all of history and works things out to further His plan.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Further Study: Make a list of words that mean the opposite of *seeing people*.

Optional Penmanship Practice

But why dost thou judge thy brother? Or why dost thou set at naught thy brother? For we will all stand before the judgment seat of Christ.

Romans 14:10

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: Being aware of other people's needs and hurts does not mean you judge them.

Teacher Tip: Determine the appropriate amount of vocabulary work for your new CQLA 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 vocabulary words he studies, help him understand the passage by discussing the passage, reviewing context clues, and completing the dictionary work either orally or in writing.

- <> **1g.** Review your copy with your teacher and correct any errors.
- <> **1h. Optional:** Make a minit-book containing this week's passage.

2. Spelling: Plural Nouns

Examples: child, children

- <> **2a.** Read this week's passage aloud with your teacher.
- <> **2b.** In the first copy box of the passage, highlight the word *children*.

1. This word is a **plural noun**.
2. **Plural nouns are words that show more than one person, place, thing, or idea.**
3. For instance, when there is one child, someone would say, *The **child** is outside playing.*
4. But when there is more than one child, someone would say, *The **children** are outside playing.*
5. Plural nouns can be tricky because there are so many different kinds.
6. In this lesson, you will learn about two different kinds of plural nouns.
7. You will learn about the kinds of plural nouns that do **not** change when there is more than one and the kinds that change **completely**.
8. The first kind that we are going to learn **does not change the spelling of the word**. For instance:

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Teacher Tip: Sometimes plurals are made by changing the words entirely (e.g. child—children).

Character Focus: John the Baptist saw other people's needs and preached the truth; he did not try to judge them.

- a. I had one **fish**.
- b. We had lots of **fish**. (or **fishes**)
- c. We saw one **deer**.
- d. We saw some **deer**.
- e. There was one **moose**.
- f. There were lots of **moose**.

- 9. Those words do not change when they are made plural!
- 10. It is easy to make those words more than one.
- 11. The second kind that we are going to learn **completely changes the word**. For instance:

- 1a. There was one **goose**.
- 1b. There were many **geese**.
- 2a. There was one **man**.
- 2b. There were ten **men**.
- 3a. There was one **child**.
- 3b. There were four **children**.

- 12. **These plural words have new spellings-- different than the singular word that goes with each one.**

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 85 and 86 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
<u>All</u>				
1. goose	goose			
2. geese	geese			
3. deer	deer			
4. moose	moose			
5. man	man			
6. men	men			
7. woman	wom-an			
8. women	wom-en			

***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
<u>Extension</u>				
9. child	child			
10. children	chil-dren			
11. moose	moose			
12. fish	fish			

*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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. clara was alert even as an little girl
2. she wuld nurse people back two health.
3. she nursed people during thee civil war.
4. Later, she started an group called the red cross

Extension

5. she helped millions off people who where sick ore dying?
6. clara barton took care off many people herself
7. than she started the read cross
8. the Red cross continues too help people today

<> **3c.** Review your Editor Duty sentences with your teacher.

Further Study: Study the life of John the Baptist.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Optional Penmanship Practice

But let a man examine himself.

Galatians 6:4

Character Focus: We should not only be willing to see others as God sees them; we need to learn to see ourselves as God sees us.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. **Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-----------|--------|
| 1. goose | gouse |
| 2. geese | gease |
| 3. deere | deer |
| 4. moose | mousse |
| 5. man | mann |
| 6. menn | men |
| 7. woman | womann |
| 8. womenn | women |

<> 4b. **Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|--------------|----------|
| 9. child | chilld |
| 10. childrun | children |
| 11. moose | mouse |
| 12. fish | fich |

Teacher Tip: If your Level Pre-A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> 5a. Read this week's passage aloud with your teacher.

<> 5b. In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

(1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.

(2) Write those **two to four** words on the lines below the sentence.

(3) Beneath those words, complete the following steps:

a. **Cover up the sentence** that is provided for you.

b. Read your two to four words aloud, and **try to think of what the original sentence said**.

c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.

d. Try to **make your sentence say the same thing as the one provided but with some of your words instead**.

e. When you like the way your new sentence sounds, write it on the lines provided.

f. **Here is a sample for you:**

Original sentence: Clara was even alert as a little girl.

Words I will highlight: **Clara** was even **alert** as a **little girl**.

Write the words I highlighted: Clara alert little girl

My new sentence: When Clara was just a little girl, she was alert to people's needs.

Character Focus: We need to learn to understand what someone is really trying to communicate -- not what it might appear he is saying at first.

Character Focus: We should always listen to what people say and not jump to conclusions.

Optional Penmanship Practice

Judge not, and you will not be judged; condemn not, and you shall not be condemned: forgive, and you shall be forgiven.

Luke 6: 37

All

1. She would nurse them back to health.

Words you highlighted:

Further Study: Make a list of verses that tell how God sees you.

Optional Penmanship Practice

But he that is spiritual judges all things, yet he himself is judged of no man.

I Corinthians 2:1

Your new sentence:

2. She nursed people during the Civil War.

Words you highlighted:

Your new sentence:

Words for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Further Study: Study one of the towns where Jesus taught. What was it like when Jesus was there?

3. Later, she started a group called the Red Cross.

Words you highlighted:

Further Study: Study where the Sermon on the Mount took place.

Your new sentence:

Extension

4. Clara Barton took care of many people herself.

Words you highlighted:

Your new sentence:

5. The Red Cross continues to help people today.

Words you highlighted:

Your new sentence:

Further Study: Draw a map of Palestine at the time that Jesus lived there.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

Further Study: Draw a picture showing the parts of the eye and label them.

Further Study: Study eye irregularities and how they relate to our spiritual vision.

Character Focus: Some people have a physical problem with their eyes that makes them only able to see things near them. Some people have a spiritual vision problem, so they only see themselves.

Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

→ 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 most important, more important

" " can mean spoken words or special words

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

6. Optional Spelling Practice: Six "S" Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

<> **6c. Optional:** 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. Grammar: Prepositions

<> 7a. Read this week's passage aloud with your teacher.

<> 7b. In the second paragraph of the passage, highlight the following words. (Do not highlight the words in parentheses.)

- a. to (people's needs)
- b. during (the Civil War)
- c. Through (this group)
- d. of (people)

1. These words are all prepositions!

2. Last week you learned that **prepositions show position**.

<> 7c. Memorize and recite this rhyme to your teacher:

Prepositions show position!

<> 7d. Practice prepositions with your bathroom tissue tube and little character until you can recite prepositions to your teacher:

Basic: Memorize five prepositions.

Extension: Memorize eight prepositions.

- 1. **aboard** the tube
- 2. **above** the tube
- 3. **along** the tube
- 4. **around** the tube
- 5. **before** the tube
- 6. **below** the tube
- 7. **beneath** the tube
- 8. **between** the tube
- 9. **by** the tube
- 10. **in** the tube
- 11. **into** the tube
- 12. **on** the tube
- 13. **onto** the tube
- 14. **over** the tube
- 15. **through** the tube

Optional Penmanship Practice

He that lacks these things
is blind and cannot see
afar off.

II Peter 1: 9

16. **under** the tube
17. **underneath** the tube
18. **within** the tube

<> **7e.** Highlight the preposition at the beginning of each of the sentences provided.

All

1. During hard times, Clara helped others.
2. At her home, she cared for her family.
3. Through the war, Clara cared for the wounded.
4. With other Red Cross workers, she helped many people.
5. Over the years, the Red Cross has helped millions of people.

Extension

6. With God's help, we can be alert.
7. Through this group, many people have been helped.
8. Through our alertness, we see the needs of people.
9. During wars, the Red Cross helps families of the injured.
10. From Jesus' parables, we see alertness.

<> **7f. Extension** Only: Finish the sentences with the prepositions at the beginning.

Note: Comma usage for short prepositional phrases is subjective. They are included here to make them clear to the student. Emphasise how the voice goes down at the comma when reading them aloud with your student

1. During the war,_____

2. After many years,_____

3. Through hard times, _____

4. Through the Red Cross, _____

5. In her childhood years, _____

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: wood, would

<> **8a.** In the first paragraph of the passage, highlight the word *would*.

The Wacky Word pairs this week are not often confused by students who write often. They are *would* and *wood*. Usually, students know that *would* is the BHL verb *would*—the one you use when you want to say he would do this or she would do that.

Wood, of course, is what trees produce and what furniture, etc. is made of.

Remember:

1. Would

a. BHL verb *would*

b. Used to help another verb—He *would* go or She *would* come

2. Wood

a. Substance from trees

b. What furniture is made of

c. The bat is made of *wood*.

<> **8b.** Fill in each blank provided with the correct Wacky Word, either *wood* or *would*.

1. Clara Barton _____ bring hope to the needy.
2. She threw _____ on the fire.
3. People _____ be grateful for Clara's alertness.

9. Optional Spelling Practice: Write That Word!

<> **9a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____
2. _____

<> **9b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

10. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **10a.** Read this week's passage with your teacher:

<> **10b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment **Five** that you would like to make better.

Basic: Choose two sentences.

Extension: Choose four sentences.

(2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

<> 10c. Use the Checklist Challenge located at the end of this week's lesson to revise the sentences you wrote above. Follow these steps:

(1) Read each task in the Checklist Challenge and complete it for each sentence as assigned.

(2) Highlight each item as you put it in your sentence.

(3) When you complete a task, highlight or mark its check box in the Checklist Challenge.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (“Try adding a word that means the same as *kind*.”), guiding him with questions (“What do you think you could put in for *walk* here?”), or giving him choices (“Why don’t you try one of these: *pretty, beautiful, lovely, gorgeous*?”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

11. Spelling: Spelling Test

↔ **11a.** Read this week’s passage aloud with your teacher.

↔ **11b.** On the lines provided, take a Spelling Test consisting of this week’s words and any **Review Words**.

All

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

Extension

- | | |
|-----------|-----------|
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |

Review Words

- | | |
|-----------|-----------|
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |

17. _____ 18. _____

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Follow along as your teacher reads the dictation passage to you.
- (2) Be sure to put a capital letter at the beginning of each word than needs one.
- (3) Be sure to put an end mark at the end of each sentence that needs one.
- (4) If you are unsure of how to spell a word, try to sound it out. If you still cannot figure out how to spell it, ask your teacher for help.
- (5) If you get lost, ask your teacher for help.

All

Clara _____ even alert _____

_____ little girl. _____

would _____ children _____ were sick

or hurt, _____ would help

_____ . _____ would

nurse them _____ health.

Extension

_____ Clara grew _____,
she kept _____ being alert _____
people's _____ . _____ helped
people during the Civil _____ . Later,
_____ started a group called the _____
_____. Through _____ group,
_____ was able to _____ millions
_____ people _____
_____ or dying.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling 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. Note: 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. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentences from Assignment Ten, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Extra Lines

[illegible]

Checklist Challenge Green 1-Pre A: Week One

Character Focus: Alertness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box shows the number of changes that you need to make. (You will have one box for each sentence for sentence writing or one box for each paragraph for report and essay writing.)

☐ All **All Students**

☐ B **Basic level only**

☐ E **Extension only**

☐ All ☐ All ☐ E ☐ E

Read each sentence to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

☐ All ☐ All ☐ E ☐ E

Circle each **verb** in each sentence with a light colored highlighter. This will make it easier to add adverbs (*ly* words) and to change your verbs as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

Teacher Tip: Be sure your student circles the verbs in his writings, as this step is crucial later in the Checklist Challenge. However, do not let him get discouraged if he misses one. He does not need to labor over each word, fearful of missing a verb. The more he looks for the verbs, the better he will get at finding them--and the better he will get at the verb-related CC items.

☐ All ☐ All ☐ E ☐ E

Check your sentences 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 ☐ E

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

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

☐ All

Use **one of this month's vocabulary words** in your sentence (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All E

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 it as directed by your teacher.

All All E E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 _____

Green 1-Pre A: Week Two

Character Focus: Alertness

Vocabulary Box

Words related to *seeing with understanding*--**verbs**

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

Words related to **not seeing with understanding**--**verbs**

disregard	ignore	misdirect
misjudge	misread	mistake
misunderstand	neglect	overlook
skip	unresolved	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

After Noah's flood, everyone spoke the same language. The people came together to build a tower. They thought they were so good that their tower would reach to heaven. These people were proud. They did not love the Lord. God knew that if the people kept on living the way they were, they would sin more and more.

Extension

God did something to stop this. He changed the one language the people spoke into many languages. He did this so the people would not be able to speak to each other. If the people could not talk to each other, they would have to stop building the tower. They would spread out and live in other areas. They would not be together to build the tower.

Read Only

All the languages of the world are divided into ten groups. These groups are called language families. There are many languages in each family. All of them started when God caused the people to speak differently--at the Tower of Babel.

Further Study: Study the character quality of alertness in *The Power for True Success*, pages 35-37.

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

1. This passage is about people who were not alert to God's ways.
2. They thought they could be as good as God.

<> **1b.** In the first paragraph of the passage, highlight the word *language*.

1. The word *language* means *different ways people speak*.

2. You might know someone who speaks a different language.
3. There are many different languages all over the world.
4. Different languages began with the people building this tower.

Character Focus: God sees differently than we see.

<> 1c. Look up this word in the dictionary and write a sentence about it on the lines provided.

Sentence about *language* or *languages*

Teacher Tip: This passage is lengthier than most Pre-A passages. You may want your child to copy it over a couple days instead of all at once.

<> 1d. Write three different languages on the lines provided. Remember to capitalize the names of the languages since they are proper nouns---the names of languages.

Further Study: Read Isaiah 55:8-9 and discuss how God's ways are higher than ours.

Three *languages*

1.

2.

3.

<> 1e. On the lines provided, copy this week's passage at the level directed by your teacher.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

[illegible]

➤ **1f.** Review your copy with your teacher and correct any errors.

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

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.

1. Do I know what this person is struggling with?
2. Do I know what this person meant when he or she said or did something that hurt me?
3. Have I been treating this person like Jesus would --and like I would want to be treated?

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Teacher Tip: Determine the appropriate amount of vocabulary work for your new CQLA 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 vocabulary words he studies, help him understand the passage by discussing the passage, reviewing context clues, and completing the dictionary work either orally or in writing.

Further Study: Study the story of the five loaves and two fishes. How did Jesus show alertness to the needs of the people around Him in that story?

2. Spelling/Structural Analysis: Plural Nouns

Examples: dog, dogs; mess, messes

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the second copy box of the passage, highlight the following words:

- a. languages
- b. people
- c. areas

1. These are all plural nouns.

2. Did you remember that a **noun** is one of the following:

- a. **Person:** boy, mom, baby
- b. **Place:** city, beach, street
- c. **Thing:** toy, bike, door
- d. **Idea:** love, peace, hope

3. Did you remember that **plural means more than one**?

4. So, a **plural noun is more than one noun**.

5. In this lesson you will learn about two different kinds of plural nouns.

6. The first one, and probably the most common and easiest one, is the kind that is made by **just adding s** to the end of the word.

7. For instance:

- a. brick, bricks
- b. rock, rocks
- c. thing, things
- d. bike, bikes

8. The second kind is a bit more difficult.

9. It is the kind that is made by adding **es** to the end of the word.

10. **If a word ends in any of the following, you need to add an es to make it plural.**

- a. s.....mess.....es.....messes
- b. sh.....ash.....es.....ashes
- c. ch.....church.....es.....churches
- d. z.....fizz.....es.....fizzes
- e. xax.....es.....axes

11. More examples:

- a. perch, perches
- b. fox, foxes
- c. ash, ashes
- d. crutch, crutches

12. **You will know when to add es instead of s because the word changes from a one-syllable word to a two-syllable word:**

- a. One syllable -- box
- b. Two syllables -- boxes
- c. One syllable -- stitch
- d. Two syllables -- stitches

<> **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.

Further Study: Study the different kinds of people who came to listen to Jesus. Who were they and what were they like?

<> **2d.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

Character Focus: We need to show alertness to the needs of those around us.

Further Study: Make a list of ways that you can be more alert to the needs of people around you.

<> **2e.** Add this week's new words to pages 81 and 89 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.

Teacher Tip: When a word ends in the s sound, but that s sound does not make a new syllable (e.g. *bands*), only an s is used. When a word ends in the s sound, but that s sound does make a new syllable (e.g. *foxes*), an es is used. This tip is especially helpful in making words plural. Generally speaking, words ending in s, *ch*, *sh*, *x*, or *z* need es instead of s.

Further Study: Study the words of the hymn "Open My Eyes That I May See," and discuss how they relate to alertness.

Words	Syllabication	Write it **	Tip	Your Tip
<u>All</u>				
1. brick	brick			
2. bricks	bricks			
3. ax	ax			
4. axes	ax-es			
5. fizz	fizz			
6. fizzes	fizz-es			
7. church	church			
8. churches	church-es			

***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
<u>Extension</u>				
9. stitch	stitch			
10. stitches	stitch-es			
11. language*	lan-guage			
12. languages*	lan-guages			

***Commonly Misspelled**

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

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Further Study: Read Numbers 13 and 14 and discuss why Caleb and Joshua saw differently than the other spies.

Further Study: Read about the life of Nikolai Lenin and how the written word influenced his life for the bad.

Optional Penmanship Practice

And seeing the multitudes, he went up into a mountain, and when he was set down, his disciples came to him, and he opened his mouth and taught them saying.

Matthew 5:1

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. after noah's flood, everyone spoek the same language
2. these people where proud
3. thay did not love the lord?
4. god did something too stop this.
5. he changed the 1 language thee people spoke

Extension

6. he did this so that people wuld not bee able to speak to each other.
7. thay wuld have too stop building the tower.
8. thay wuld not be together too build the tower.

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-------------|---------|
| 1. brick | brik |
| 2. briks | bricks |
| 3. acks | ax |
| 4. axes | axs |
| 5. fizz | fiz |
| 6. fizzes | fizzes |
| 7. chursh | church |
| 8. churches | churchs |

Character Focus: The written word is very powerful because it cannot easily be forgotten.

Character Focus: Words are powerful because they can either build people up or bring them down.

Further Study: Make a list of English words that came from Greek.

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|---------------|----------|
| 9. stitch | stich |
| 10. stitches | stitches |
| 11. language | language |
| 12. languages | languags |

Character Focus: Jesus wants us to see others as He sees them.

Teacher Tip: If your Level Pre-A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

→ 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 most important, more important

" " can mean spoken words or special words

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

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said**.
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you—but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead**.
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Words for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Original sentence: After Noah's flood, everyone spoke the same language.

Words I will highlight: **After** Noah's **flood**, everyone **spoke**
the **same** language.

Write the words I highlighted: After flood, spoke same

My new sentence: After the historic flood, all people spoke the same language.

Optional Penmanship Practice

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

Hebrews 10:24

Optional Penmanship Practice

As my Father hath sent me, even so send I you.

John 20:21

All

1. The people came together to build a tower.

Words you highlighted:

Your new sentence:

2. These people were proud.

Words you highlighted:

Your new sentence:

Further Study: Read the story of the Tower of Babel in Genesis 9.

Character Focus: Make a list of the reasons the New Testament was written in Greek.

Further Study: Study the life of Alexander the Great. How did his life help prepare the world for the Gospel?

Further Study: Study about bison and alertness in *Character Sketches*, Volume II, pages 76-86.

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

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

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.

3. They did not love the Lord.

Words you highlighted:

Your new sentence:

Extension

4. God made them spread out and live in other areas.

Words you highlighted:

Your new sentence:

5. They would not be together to build the tower.

Words you highlighted:

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

Your new sentence:

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

6. Optional Spelling Practice: Six “S” Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

Field Trip Idea: Visit an art museum or a Christian artist's studio.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

<> **6c. Optional:** 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: Doing good works is a great way to show others that we are Christians, but those good works will not save us.

7. Grammar: Prepositions

<> **7a.** Read this week's passage aloud with your teacher.

<> **7b.** In the first two copy boxes of the passage, highlight the following words:

First Box:

- a. After (Noah's flood)
- b. to (heaven)

Second Box:

- c. into (many languages)
- d. to (each other)
- e. in (other areas)

1. We call those words (*after*, *to*, *into*, and *in*) all prepositions.
2. *Prepositions* is a big word.
3. It is a grammar term that might sound confusing.
4. Prepositions are really not hard at all though!
5. **Prepositions are words that show position.**
6. You will remember this if you learn the rhyme **Prepositions Show Position!**
7. The words you highlighted show position or time:
 - a. After....Noah's flood
 - b. to....heaven
 - c. into....many languages
 - d. to....each other
 - e. in....other areas
8. CQLA uses a little trick to help you learn prepositions easily!

<> **7c.** Get out a little toy animal or character, an empty bathroom tissue tube, and a little zip-type bag that can hold the toy and the tube when you are finished with this lesson. Complete the following steps:

- a. Place the toy in different positions around the tube.
- b. Say where the toy is in relation to the tube.
- c. **These words are prepositions!**

- 1) **aboard** the tube
- 2) **above** the tube
- 3) **along** the tube
- 4) **around** the tube
- 5) **before** the tube
- 6) **below** the tube

- 7) **beneath** the tube
- 8) **between** the tube
- 9) **by** the tube
- 10) **in** the tube
- 11) **into** the tube
- 12) **on** the tube
- 13) **onto** the tube
- 14) **over** the tube
- 15) **through** the tube
- 16) **under** the tube
- 17) **underneath** the tube
- 18) **within** the tube

<> **7d.** Place your toy and tube in your baggy and save it for another time of practicing prepositions.

<> **7e.** Recite as many prepositions to your teacher as you can remember. Try to remember five. (You may use your toy and tissue tube, if needed.)

<> **7f.** Highlight the prepositions at the beginning of each phrase listed below.

- 1. after the flood
- 2. in the hearts
- 3. to heaven
- 4. into many languages
- 5. for the tower
- 6. of the Lord
- 7. in other areas
- 8. for the people
- 9. from God
- 10. with God
- 11. towards each other
- 12. in the sky

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (“Try adding a word that means the same as *kind*.”), guiding him with questions (“What do you think you could put in for *walk* here?”), or giving him choices (“Why don’t you try one of these: *pretty, beautiful, lovely, gorgeous*?”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

<> **8a.** In the second copy box of the passage, highlight the word *to* one time.

To, too, 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. **Also** has two vowels--and so does **too**
3. Two
 - a. The number word
 - b. Comes after one

<> **8b.** Fill in each blank provided with the correct Wacky Word--*to*, *too*, or *two*.

1. The people wanted _____ build a tower.
2. There were _____ many different languages for them to understand.
3. _____ people were unable to understand each other.
4. They went _____ other places.

9. Optional Spelling Practice: Write That Word!

<> **9a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **9b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

10. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **10a.** Read this week's passage with your teacher:

<> **10b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

- (1) Choose sentences that you wrote in Assignment **Five** that you would like to make better.

Basic: Choose two sentences.

Extension: Choose four sentences.

- (2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

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. Note: 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.)

3. _____

4. _____

- <> **10c.** Use the Checklist Challenge located at the end of this week’s lesson to revise the sentences you wrote above. Follow these steps:
- (1) Read each task in the Checklist Challenge and complete it for each sentence as assigned.
 - (2) Highlight each item as you put it in your sentence.
 - (3) When you complete a task, highlight or mark its check box in the Checklist Challenge.

11. Spelling: Spelling Test

<> **11a.** Read this week’s passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week’s words and any **Review Words**.

All

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____

Extension

9. _____ 10. _____
11. _____ 12. _____

Review Words

13. _____ 14. _____
15. _____ 16. _____
17. _____ 18. _____

↔ **11c.** Have your teacher check your Spelling Test.

↔ **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

↔ **12a.** Read this week's passage aloud with your teacher.

↔ **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Follow along as your teacher reads the dictation passage to you.
- (2) Be sure to put a capital letter at the beginning of each word that needs one.
- (3) Be sure to put an end mark at the end of each sentence that needs one.
- (4) If you are unsure of how to spell a word, try to sound it out. If you still cannot figure out how to spell it, ask your teacher for help.
- (5) If you get lost, ask your teacher for help.

All

After Noah's flood, everyone _____
_____ lan-
guage. _____ people came together
_____ build _____ tower.
_____ thought they
_____ good that their
tower _____ reach _____
heaven. _____ people
_____ proud. They _____
not _____ the _____.
_____ knew _____ if
the people kept _____ living the
_____ they _____, they
would _____ more and _____.

Extension

_____ some-
thing to _____ this. He changed the
_____ language the people
_____ into _____ lan-

guages. He did _____ so the people
_____ not be able to _____
to _____ other. If the people
_____ not _____
to each other, _____ would
_____ to _____ building
_____ tower. _____
_____ spread _____ and live
_____ other areas. _____
would _____
together _____ build _____
tower.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentences from Assignment Ten, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____
- _____
- _____

Extension

2. _____
- _____
- _____

<> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Extra Lines

Checklist Challenge Green 1-Pre A: Week Two

Character Focus: Alertness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box shows the number of changes that you need to make. (You will have one box for each sentence for sentence writing or one box for each paragraph for report and essay writing.)

☐ All **All Students**

☐ B **Basic level only**

☐ E **Extension only**

☐ All ☐ All ☐ E ☐ E

Read each sentence to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

☐ All ☐ All ☐ E ☐ E

Circle each **verb** in each sentence with a light colored highlighter. This will make it easier to add adverbs (*ly* words) and to change your verbs as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

Teacher Tip: Be sure your student circles the verbs in his writings, as this step is crucial later in the Checklist Challenge. However, do not let him get discouraged if he misses one. He does not need to labor over each word, fearful of missing a verb. The more he looks for the verbs, the better he will get at finding them--and the better he will get at the verb-related CC items.

☐ All ☐ All ☐ E ☐ E

Change one of the “**boring**” verbs in each sentence 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>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

☐ All ☐ All ☐ E ☐ E

Check your sentences 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 E

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

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

All E

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 it as directed by your teacher.

All All E E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 _____

Green 1-Pre A: Week Three

Character Focus: Alertness

Vocabulary Box

Words related to *seeing with understanding*--**verbs**

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

Words related to **not** *seeing with understanding*--**verbs**

disregard	ignore	misdirect
misjudge	misread	mistake
misunderstand	neglect	overlook
skip	unresolved	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

Our eyes do not really see objects. Our eyes actually see light that is reflected off of objects. This light comes into the eye and is spread apart and bent. This is called focusing.

Extension

Focusing helps us see. You can see an object clearly when it is in focus. When something is out of focus, the object looks fuzzy or blurry.

Read Only

Eye problems can teach us about spiritual problems. For example, people who are near-sighted can only see things close up. This is kind of like people who only see themselves and what they want.

Optional Penmanship Practice

And why do you behold the mote in your brother's eye, and do not consider the beam in your own eye?

Matthew 7: 3

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

1. Our eyes help us be alert.
2. We can see because God has given us sight.
3. It is up to us to see good things.
4. It is up to us to do something when we see needs.

5. That is true alertness--seeing a need and meeting it.

<> **1b.** In the passage, highlight the word *eyes* the first time you find it.

<> **1c.** Look up the word *eye* or *eyes* in a science book and write two sentences about eyes on the lines provided.

Sentences about eyes

1. _____

2. _____

<> **1d.** On the line provided, copy the word *alertness*.

<> **1e.** Write a sentence about eyes using the word *alertness* on the lines provided.

Sentence about eyes using the word *alertness*

<> **1f.** On the lines provided, copy this week's passage at the level directed by your teacher.

Optional Penmanship Practice

For all seek their own, not the things which are Jesus Christ's.

Philippians 2: 21

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell the words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Optional Penmanship
Practice

A double minded man is
unstable in all his ways.

James 1:8

Optional Penmanship
Practice

Let thine eyes look right
on, and let thy eyelids look
straight before thee.

Proverbs 4: 25

Character Focus: We need to focus our eyes on Jesus and not on the world.

Optional Penmanship Practice

For now we see through a glass darkly; but then face to face.

I Corinthians 13:12

- <> 1g. Review your copy with your teacher and correct any errors.
- <> 1h. **Optional:** Make a minit-book containing this week's passage.

2. Spelling: *Y = i*

Examples: my, fly

- <> 2a. Read this week's pasage aloud with your teacher.
- <> 2b. In the first paragraph of the passage, highlight the word eye.
1. This word has the y sound like a long *i*.
 2. You have probably learned about syllables.
 3. A syllable is a small part of a word (or a whole word).
 4. **A syllable is a part of the word that has a vowel sound in it.**
 5. A word may have **only one syllable, such as:**
 - a. go
 - b. am
 - c. his
 - d. dog
 6. A word may have **two or more syllables, such as:**
 - a. ba/by
 - b. hap/py
 - c. lit/tle
 - d. syl//la/ble

Teacher Tip: Determine the appropriate amount of vocabulary work for your new CQLA 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 vocabulary words he studies, help him understand the passage by discussing the passage, reviewing context clues, and completing the dictionary work either orally or in writing.

Further Study: Study the three branches of the American government.

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*.

7. **When there is a one-vowel-sound word that ends in the long *i* sound, it usually ends in *y*.**
8. For example:
- by
 - my
 - fly
9. The word *eye* is called a sight word because it does not have a common spelling pattern.
10. The words you will learn this week have spelling patterns (except for one Extension Word).
11. Each one has a *y* as its only vowel--and it makes the long *i* sound.
- <> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.
- | | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
- <> **2e.** Add this week's new words to page 94 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
<u>All</u>				
1. fry	fry			
2. by	by			
3. try	try			
4. cry	cry			
5. my	my			
6. fly	fly			
7. shy	shy			
8. why	why			

*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
<u>Extension</u>				
9. eye	eye			
10. pry	pry			
11. ply	ply			
12. apply	ap-ply			

***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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

Character Focus: No human being always sees things the way God does.

All

1. are eyes do not really sea objects.
2. this light comes intoo the i
3. this iz called focusing
4. focusing helps us sea
5. yu can sea a object clearly when it is inn focus?

Character Focus: What we see with our eyes can affect our bodies. If we see something frightening, our bodies will react to it.

Extension

6. thee object look fuzzy or blurry
7. I problems can teach us about spiritual problems
8. peeple who our nearsighted can only sees things close up.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes though the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence," or "Do you remember what a sentence has to have at the end?"

<> **3c.** Review your Editor Duty sentences with your teacher.

Further Study: Study someone who tried to have his or her eyes on God and the world at the same time, like King Saul, Solomon, Demas, or Ananias and Sapphira.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|--------|------|
| 1. fry | fri |
| 2. bi | by |
| 3. tri | try |
| 4. cry | cri |
| 5. my | mi |
| 6. fli | fly |
| 7. shy | shie |
| 8. why | whie |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|-----------|-------|
| 9. eye | iyeye |
| 10. pri | pry |
| 11. ply | pli |
| 12. apply | aply |

5. Study Skills/Prewriting: Take Notes for a One or Two Paragraph Book Report

Character Focus: Human governments do not always see things the way God does.

<> **5a.** Read this week's passage aloud with your teacher.

1. In this week and week's writing assignment, you will learn how to write a book report.
2. Writing a book report (or giving an oral book report) is a good way to share information about a book you have read. It can help others see if they would like to read the book.

<> **5b. Choose** a book for this writing activity, following these guidelines, and **read** it alone or with your teacher this week:

1. Choose a book about alertness or about someone who was alert that you can read alone or with your teacher. Consider the following:
 - a. A picture book about God creating Adam and Eve
 - b. A *Heroes for Young Readers* book, published by Youth With a Mission, that describes someone who was alert to needs (author Renee Taft Melochel; written at approximately a 3rd to 4th grade level). These are rhyming books. Consider one of these titles:
 - i. David Livingstone (had to be alert to dangers of the jungle)
 - ii. Nate Saint (had to have alertness as a pilot for God)
 - c. One of Training for Triumph's coloring books, such as:
 - i. *Creation Corner* (about animals)
 - ii. *Women of Wisdom* (about godly women)
 - d. A short fiction chapter book in which the characters showed alertness. There are many books in which the young characters are alert, such as:
 - i. *The Boxcar Children*
 - ii. *The Three Cousins Detectives*
 - e. Another picture book that shows alertness or the lack of it, such as:
 - i. *Yellow and Pink* by William Stieg
 - ii. *What Would Jesus Do?*
 - iii. *My Heart, Christ's Home*
 - f. Another biography of a person who was alert to people's needs, such as:

- i. Clara Barton
- ii. George Muller
- g. A chapter out of the book *Cloud of Witnesses* (available from TFT) about someone who was alert to people's needs, such as:
 - i. William Borden
 - ii. George Mueller
 - iii. Adoniram Judson
 - iv. Gladys Aylward

2. When you write notes, you are getting your ideas down on paper without writing everything out in sentences yet.

<> **5c.** Outline your Book Report following these steps:

1. Use the Book Report Notetaking Form in this lesson to fill in the information about your book and write notes about it.
2. Have your teacher write any parts for you that are too hard---but be sure you tell her what you want to say.
3. Choose which parts of the outline you want to include in your first paragraph, and write notes on the lines following those prompts. (You may just mark through any that you will not include in your report.)
4. When taking your notes, do **not** do the following:
 - Give away the ending of the book
 - Try to retell the whole story
 - Tell so many details that you miss telling the main points
5. If you do not want to write all the "heading" information in your notes, you may choose to just write those on your actual Book Report Form for next week (instead of writing all the publishing information in your notes *and* your report).

Book Report Notetaking Form

Title of book (underlined) _____

Author _____

Publisher _____

Place and date of publication _____

Number of pages _____

Type of book (fiction/non-fiction; picture book/junior book) _____

All: Paragraph One (depending on the ability of the student).

1. May include any of the notes below.
2. Choose the areas you want to include and take notes on the lines provided.
3. Mark out any areas you do not want to include.
4. Take enough notes for a four to eight sentence paragraph using three to four of the prompts.

- What was this book about?

- Who were the main characters?

- What happened in this book?

- If it was not a story, what were the main points of the book?

**Synonyms for Key Word
Outline**

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Extensions only: Paragraph Two (depending on the ability of the student).

- 1. May include any of the notes below.**
- 2. Choose the areas you want to include and take notes on the lines provided.**
- 3. Mark out any areas you do not want to include.**
- 4. Take enough notes for a five to eight sentence paragraph using three to four of the prompts.**

- Why did you like the book?

- Who else would like it and why?

- Why do you think the author wrote this book?

- How did the book move you to action?

• Which characters did you most enjoy and why?

• Why you would recommend this book to others?

• How did this book show alertness?

Sample Notes for a Book Report paragraph:

* Brief summary of book:

- Two wooden puppets
- Yellow & Pink
- Wonder where they came from
- One tells story of how he "evolved"
- Other says can't be; too well made

* Purpose of the book:

- So people will be alert to their Creator
- Show how detailed humans are
- Show how evolution couldn't happen

From these notes, the following paragraph could be written:

This story is about two wooden puppets named Yellow and Pink. They start to wonder where they came from. One of them tells an outlandish story about how he evolved---how lightning struck a tree and split him off, and he rolled and rolled until he had limbs and facial features. Then, he went through other processes to become sanded and painted. The other puppet was alert to God's goodness. He shows the first puppet that it could never have been that way because they were too creatively made to have just "happened." This story is a cute, fictional tale that shows how man must have an intelligent Creator. It shows at a level of children's understanding how evolution simply couldn't be true.

6. Optional Spelling Practice: Six "S" Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

<> **6c. Optional:** 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. Grammar: Main Subjects

<> **7a.** Read this week's passage aloud with your teacher.

<> **7b.** In the first and second sentences of the passage, underline the word eyes near the beginning.

1. The word eyes in these sentences is what each of the sentences is about!
2. When you find the main word near the beginning of a sentence, you are often finding these sentence's main subject.
3. **The main subject is what the sentence is about!**
4. This sentence, for example, is about eyes: Our eyes do not really see objects.

<> **7c.** Have your teacher say many sentences to you orally that begin with the main subject and practice telling her what the main subject is in each one.

<> **7d.** In the sentences provided, highlight the main subjects.

Hint: The main subject is the first word in each of these sentences!

1. Eyes do not really see objects.
2. They see light.
3. Eyes see light.
4. Eyes see light that is reflected off of objects.
5. Light comes into the eye.
6. Light is spread apart and bent.
7. This is called focusing.
8. Focusing helps us see.
9. You can see an object that is focused.
10. Eyes see clearly when things are focused.

Extension

11. Objects sometimes look fuzzy.
12. Eyes are sometimes not in focus.
13. Eyes see fuzzy things sometimes.
14. Eye problems can teach us spiritual lessons.
15. People who are nearsighted can only see close up.

Teacher Tip: For assignment 7d, if your student is not able to find the main subjects, ask him questions, such as "What does not really see objects?" or "What sees light?"

8. Optional Spelling Practice: Write That Word!

<> **8a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **8b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

9. Spelling: Spelling Test

<> **9a.** Read this week's passage aloud with your teacher.

<> **9b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____

Extension

9. _____ 10. _____

11. _____ 12. _____

Review Words

13. _____ 14. _____

15. _____ 16. _____

17. _____ 18. _____

<> **9c.** Have your teacher check your Spelling Test.

<> **9d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling 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. Note: 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.)

10. Dictation: Dictation Quiz

<> **10a.** Read this week's passage aloud with your teacher.

<> **10b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Follow along as your teacher reads the dictation passage to you.
- (2) Be sure to put a capital letter at the beginning of each word that needs one.
- (3) Be sure to put an end mark at the end of each sentence that needs one.
- (4) If you are unsure of how to spell a word, try to sound it out. If you still cannot figure out how to spell it, ask your teacher for help.
- (5) If you get lost, ask your teacher for help.

All

_____ eyes _____
_____ really _____ objects.
_____ eyes really _____ light
_____ reflected
_____ of objects. _____ light
_____ into _____ eye
_____ spread apart
_____ bent. _____
_____ called focusing.

Extension

Focusing _____ us
_____. _____ can
_____ an object clearly
_____ it _____ in focus.
_____ something _____ out
_____ focus, _____ object
_____ or blurry.

<> **10c.** Review your dictation with your teacher.

<> **10d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

11. Grammar: Weekly Quiz

<> **11a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

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 _____

Green 1-Pre A: Week Four

Character Focus: Alertness

Vocabulary Box

Words related to *seeing with understanding*--**verbs**

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

Words related to *not seeing with understanding*--**verbs**

disregard	ignore	misdirect
misjudge	misread	mistake
misunderstand	neglect	overlook
skip	unresolved	

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

Sometimes you might get scared. When this happens, the pupils of your eyes get wider to let in more light. This widening helps you see more details. It helps you to see anything that might get in your way if you have to run or flee.

Extension

Sometimes you might get cold. When you get cold, you often get "goose bumps." Goose bumps help keep a person from losing heat. They can also help you cool down in hot weather by helping sweat on your skin to dry quickly.

Read Only

God made our bodies with built-in alertness helps! Our pupils get bigger to help us when we are in danger. Goose bumps help us in cold or hot weather. God gave us ways to check on our alertness during danger.

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.

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

1. Our bodies have many built-in helps for when we are in danger.
2. God also made our brains able to tell other parts of our bodies that there is danger.
3. When your brain tells your body that you are in danger, many things can happen:
 - a. Your legs either stand firm or flee.

- b. Your eyes see more clearly.
 - c. Your skin sends some of its blood to your muscles so you don't bleed as badly if you are cut.
 - d. Your goose bumps keep you warm.
 - e. Your goose bumps dry your sweat.
 - f. Your heart pumps faster and gives more oxygen to your muscles so you can run or lift heavy things.
 - g. Your body gets extra energy, called the "second wind."
4. Isn't it great how God created our bodies to be alert and react to danger?

<> **1b.** In the passage, highlight the word *pupils*.

- 1. The pupil is the small black circle in the very center of the eye.
- 2. It is what you see out of.

<> **1c.** On the lines provided, write a sentence about the eye's pupils. You may use information from the passage to help you.

Sentence about the eye's pupil

<> **1d.** In the passage, highlight the phrase *goose bumps*.

- 1. Goose bumps are the little bumps that appear on the skin when we are cold or very hot.
- 2. Some people call these *goose pimples* because they look like tiny pimples.

<> **1e.** On the lines provided, write a sentence about *goose bumps*. You may use information from the passage to help you.

Sentence containing *goose bumps*

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Further Study: Study the effects that fear can have on the body.

Character Focus: Synonyms for alertness: observant, open-eyed, vigilant, wakeful, wary, watchful, wide awake.

Sentence about alertness

[illegible]

[illegible]

Character Focus: Antonyms for alertness--overlook, unaware, unobservant

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum suggests, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Teacher Tip: Determine the appropriate amount of vocabulary work for your new CQLA 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 vocabulary words he studies, help him understand the passage by discussing the passage, reviewing context clues, and completing the dictionary work either orally or in writing.

- <> 1h. Review your copy with your teacher and correct any errors.
- <> 1i. **Optional:** Make a minit-book containing this week's passage.

2. Spelling: *Ch* Says *ch*

Examples: choo choo

- <> 2a. Read this week's passage aloud with your teacher.
- <> 2b. In the **Read Only** box of the passage, highlight the word *check*.
 - 1. This word has a *ch* sound.
 - 2. In this lesson, you will learn how to write this sound.
 - 3. When a word has *c* and *h* together, it does not make the *c* sound or the *h* sound.
 - 4. It makes a whole new sound (called a digraph).
 - 5. This is the *ch* sound, as in *choo-choo*.
- <> 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. Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. chain	chain			
2. check	check			
3. chin	chin			
4. cheap	cheap			
5. cheek	cheek			
6. champ	champ			
7. cheer	cheer			
8. chair	chair			

***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
<u>Extension</u>				
9. cheer	cheer			
10. chore	chore			
11. chose*	chose			
12. choose*	choose			

***Commonly Misspelled**

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

- <> **2e.** Add this week's new words to pages 18 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.

Teacher Tip: The letters *c* 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 now form a new sound. *Ch* is often more confusing than the others because it makes at least three different sounds. The true *ch* digraph makes the *ch* sound as in *choo-choo*.

3. Editor Duty: Correct Given Sentences

- <> **3a.** Read this week's passage aloud with your teacher.
- <> **3b.** Correct the mistakes in the sentences provided.

All

1. sumtimes wee get scared
2. thee pupil off the eyes get wider
3. this helps yu sea more details.
4. It helps yu two sea anything?
5. sumtimes wee get cold

Extension

6. goos bumps help keap a persen from loosing heet
7. are pupils get bigger too help us when we our in danger
8. God gave us ways too check on are alertness during danger

- <> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. chain chane

2. chek check

3. chin chinn

4. cheap cheep

5. cheek cheak

6. champp champ

7. cheer chear

8. chaer chair

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

9. cheer chear

10. choor chore

11. chosse chose

12. choose choos

5. **Composition:** Writing Original Rough Draft Book Report From Notes

<> 5. Write the rough draft of your book report on the lines provided using the notes you made last week.

Note: Do not worry about including heading/publishing information in your rough draft. You will include that in your final copy later on this week.

Basic: Write your one paragraph book report.

Extension: Write your two paragraph book report.

Book Report--Paragraph One

[illegible]

Extension: Book Report---Paragraph Two

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

6. Optional Spelling Practice: Six “S” Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

<> **6c. Optional:** 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. Grammar: Adjectives

<> **7a.** Read this week's passage aloud with your teacher.

1. You will have fun learning about words!
2. There are so many things for you to learn about words.
3. There are many special kinds of words that you can use in your writing.
4. You will learn some of these special words this week.

<> **7b.** In the second paragraph of the passage, highlight the word *hot*.

1. This word is a special word called an adjective.
2. That sounds like a hard word, but you do not have to remember that word right now.
3. You just need to know that there are special describers that you can use when you write.
4. **Adjectives are describers!**
5. In our passage, the word *hot* describes *weather*.
6. What kind of weather?
7. Hot!
8. **Adjectives answer questions a reader might want to know about your writing**, such as:
 - a. What kind of pupils? **wide**
 - b. What kind of weather? **hot**
 - c. What kind of helps? **built-in**
9. It is fun to think of adjectives (describers)!

<> **7c.** Discuss adjectives with your teacher and fill in the blanks aloud in the phrases provided with describers (adjectives):

1. The _____ group ...
2. The _____ nurse...
3. The _____ eyes....
4. The _____ skin....
5. The _____ weather...

6. The _____ water....

7. The _____ desk...

8. The _____ book...

<> **7d.** Highlight the describers (adjectives) in the phrases provided.

Example: The **young** boy....

1. The hot weather.....

2. The cold weather.....

3. Daddy's helpful spirit

4. Jesus' loving words....

5. The alert children.....

6. The wide eyes.....

7. The little pupils.....

8. The cold snow.....

9. The sweaty skin.....

10. The bumpy road.....

<> **7e. Extension:** On the lines provided, **choose four** of the partial sentences from assignment 7d and copy them and finish the sentences. (Do not forget to put punctuation marks at the end of each one.)

1. _____

2. _____

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (“Try adding a word that means the same as *kind*.”), guiding him with questions (“What do you think you could put in for *walk* here?”), or giving him choices (“Why don’t you try one of these: *pretty*, *beautiful*, *lovely*, *gorgeous*?”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

3.

4.

8. Optional Spelling Practice: Write That Word!

<> 8a. Optional: On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> 8b. Optional: On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

9. Composition and Revising: Complete the Checklist Challenge

<> **9a.** Read this week's passage with your teacher:

<> **9b.** Use the Checklist Challenge at the end of this week's lesson to revise your report. Follow these steps:

- (1) Read each task in the Checklist Challenge and complete it for each paragraph as assigned.
- (2) Highlight each item you put in your sentence.
- (3) When you complete a task, highlight or mark its check box in the Checklist Challenge.

10. Composition: Final Copy of Original Book Report

<> **10.** Write the final copy of your original Book Report on the Book Report Form provided below or have your teacher type it on the computer for you.

Book Report Form

Title of book (underlined) _____

Author _____

Publisher _____

Place and date of publication _____

Number of pages _____

Type of book (fiction/non-fiction; picture book/junior book) _____

Body of Book Report -- **Paragraph One All; Paragraph Two Extension only**

[illegible]

[illegible]

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. Note: 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.)

11. Spelling: Spelling Test

<> **11a.** Read this week’s passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week’s words and any **Review Words**.

All

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

Extension

- | | |
|-----------|-----------|
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |

Review Words

- | | |
|-----------|-----------|
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Follow along as your teacher reads the dictation passage to you.
- (2) Be sure to put a capital letter at the beginning of each word that needs one.
- (3) Be sure to put an end mark at the end of each sentence that needs one.
- (4) If you are unsure of how to spell a word, try to sound it out. If you still cannot figure out how to spell it, ask your teacher for help.
- (5) If you get lost, ask your teacher for help.

All

Sometimes _____ might _____
scared. When _____ happens, _____
pupils _____ your eyes _____ wider
_____ in more
light. _____ widening helps _____
_____ more details. _____ helps
_____ to _____ anything
_____ might _____ in your
_____ if _____ have
_____ or flee.

Extension

Sometimes _____ might _____
_____. When _____ get
_____, you often _____ “goose bumps.”
Goose bumps help _____ a person
_____ losing heat. _____ can also
_____ you _____ down in
_____ weather _____ helping sweat
_____ your _____ to
_____ quickly.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

13. Grammar: Weekly Quiz

<> **13a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 1-Pre A: Weeks Three & Four

Character Focus: Alertness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Each box shows the number of changes that you need to make. (You will have one box for each sentence for sentence writing or one box for each paragraph for report and essay writing.)

☐ All **All Students**

☐ B **Basic level only**

☐ E **Extension only**

To Be Completed During Week Four

☐ All ☐ E Read each paragraph to your teacher or an older sibling. Together, listen for sentences that sound unclear. Focus on **content errors** at this time.

☐ All ☐ E Circle each **verb** in each paragraph with a light colored highlighter. This will make it easier to add adverbs (*ly* words) and to change your verbs as further directed. Be sure to circle all of the following verbs:

- Action verbs--show what the subject does
- Be, a Helper, Link verbs--is, are, was, were, etc.
- Infinitives--to + verb

Teacher Tip: Be sure your student circles the verbs in his writings, as this step is crucial later in the Checklist Challenge. However, do not let him get discouraged if he misses one. He does not need to labor over each word, fearful of missing a verb. The more he looks for the verbs, the better he will get at finding them--and the better he will get at the verb-related CC items.

☐ All ☐ E 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>
found	discovered	looking	appearing
coming	visiting	sit	recline
go	hasten to	asked	interrogated
said	announced	write	pen
look	examine	answered	responded
walk	saunter	lie	stretch out
list	enumerate	become	develop
look	scan	see	determine
help	assist		

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

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

All

Create a **title** for your report, and put it at the top of the your paper.

Consider the following ideas (depending on your chosen book):

- Something catchy: Amy's Alertness
- Something comical: Created Characters
- Something bold: Look for God!
- A song title or line: Oh Be Careful Little Eyes What You See
- A Scripture: And Seeing the Multitude
- Something biblical: Observing All Things
- Something about character: Alert and Observant
- Other: Super Siblings

All

E

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

Add a sentence to the beginning of your report that describes the whole report. This is called the **thesis statement**. If you have already done this, highlight it as directed by your teacher.

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.

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.

All

Add a sentence to the very end of your report that **restates the title** in some way. This is called the **closing sentence**. If you have already done this, highlight it as directed by your teacher.

All

E

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

Use **one of this month's vocabulary words** in your paragraph (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All E

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 it as directed by your teacher.

All E

Edit your paragraph with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 _____

Lesson Plans

Green 1-Pre A: Week One

For a Five-Day Week

Character Focus: Alertness

Day One

Vocabulary Box

Words related to seeing with under-stand--verbs

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

Words related to **not** seeing with under-stand--verbs

disregard	ignore	misdirect
misjudge	misread	mistake
misunderstand	neglect	overlook
skip	unresolved	

1. Copying and Comprehension: Passage and Vocabulary

All

Clara was even alert as a little girl. She would see children who were sick or hurt, and she would help them. She would nurse them back to health.

Extension

When Clara grew up, she kept on being alert to people's needs. She helped people during the Civil War. Later, she started a group called the Red Cross. Through this group, she was able to help millions of people who were sick or dying.

READ ONLY

Clara Barton took care of many people herself. Then she started the Red Cross, which is an international group that helps people during wars and disasters. The Red Cross continues to help people today.

Women of Wisdom Coloring Book

2. Spelling: Plural Nouns

Example: child, children

All

- | | | |
|----------|----------|---------|
| 1. goose | 2. geese | 3. deer |
| 4. moose | 5. man | 6. men |
| 7. woman | 8. women | |

Extension

- | | | |
|----------|--------------|-----------|
| 9. child | 10. children | 11. moose |
| 12. fish | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

Original sentence: Clara was alert even as a little girl.

Words I will highlight: Clara was alert even as a little girl.

Write those words. Clara alert little girl

My new sentence: When Clara was just a little girl, she was alert to people's needs.

Day Three

6. Optional Spelling Practice: Six "S" Spelling Secret

7. Grammar: Prepositions

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: wood, would

Day Four

9. Optional Spelling Practice: Write That Word!

10. Composition and Revising: Complete the Checklist Challenge for Sentences

11. Spelling: Spelling Test

Day Five

12. Dictation: Dictation Quiz

All

Clara _____ even alert _____ little girl.
 _____ would _____ children _____ were sick or hurt,
 _____ would help _____. _____ would
 nurse them _____ health.

Extension

_____ Clara grew _____, she kept _____ being
 alert _____ people's _____. _____ helped people
 during the Civil _____. Later, _____ started a group
 called the _____. Through _____ group,
 _____ was able to _____ millions _____ people
 _____ or dying.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Lesson Plans

Green 1-Pre A: Week One

For a Four-Day Week

Character Focus: Alertness

Day One

Vocabulary Box

Words related to seeing with under-stand--verbs

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

Words related to **not** seeing with under-standing--verbs

disregard	ignore	misdirect
misjudge	misread	mistake
misunderstand	neglect	overlook
skip	unresolved	

1. Copying and Comprehension: Passage and Vocabulary

All

Clara was even alert as a little girl. She would see children who were sick or hurt, and she would help them. She would nurse them back to health.

Extension

When Clara grew up, she kept on being alert to people's needs. She helped people during the Civil War. Later, she started a group called the Red Cross. Through this group, she was able to help millions of people who were sick or dying.

READ ONLY

Clara Barton took care of many people herself. Then she started the Red Cross, which is an international group that helps people during wars and disasters. The Red Cross continues to help people today.

Women of Wisdom Coloring Book

2. Spelling: Plural Nouns

Example: child, children

All

- | | | |
|----------|----------|---------|
| 1. goose | 2. geese | 3. deer |
| 4. moose | 5. man | 6. men |
| 7. woman | 8. women | |

Extension

- | | | |
|----------|--------------|-----------|
| 9. child | 10. children | 11. moose |
| 12. fish | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

Original sentence: Clara was alert even as a little girl.

Words I will highlight: Clara was alert even as a little girl.

Write those words. Clara alert little girl

My new sentence: When Clara was just a little girl, she was alert to people's needs.

6. Optional Spelling Practice: Six "S" Spelling Secret

7. Grammar: Prepositions

Day Three

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: wood, would

9. Optional Spelling Practice: Write That Word!

10. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

Clara _____ even alert _____ little girl.
 _____ would _____ children _____ were sick or hurt,
 _____ would help _____. _____ would
 nurse them _____ health.

Extension

_____ Clara grew _____, she kept _____ being
 alert _____ people's _____. _____ helped people
 during the Civil _____. Later, _____ started a group
 called the _____. Through _____ group,
 _____ was able to _____ millions _____ people
 _____ or dying.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Answer Keys Green 1-Pre A: Week One

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. clara was alert even as an little girl
1. Clara was alert even as a little girl.
2. she wuld nurse people back two health.
2. She would nurse people back to health.
3. she nursed people during thee civil war.
3. She nursed people during the Civil War.
4. Later, she started an group called the red cross
4. Later, she started a group called the Red Cross.

Extension

5. she helped millions off people who where sick ore dying?
5. She helped millions of people who were sick or dying.
6. clara barton took care off many people herself
6. Clara Barton took care of many people herself.
7. than she started the read cross
7. Then she started the Red Cross.
8. the Red cross continues too help people today
8. The Red Cross continues to help people today.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. **Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-----------|--------|
| 1. goose | gouse |
| 2. geese | gease |
| 3. deere | deer |
| 4. moose | mousse |
| 5. man | mann |
| 6. menn | men |
| 7. woman | womann |
| 8. womenn | women |

<> 4b. **Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|--------------|----------|
| 9. child | chilld |
| 10. childrun | children |
| 11. moose | mouse |
| 12. fish | fich |

7. Grammar: Prepositions

<> 7e. In the sentences provided, highlight the prepositions at the beginning.

All

1. During hard times, Clara helped others.

2. **At** her home, she cared for her family.
3. **Through** the war, Clara cared for the wounded.
4. **With** other Red Cross workers, she helped many people.
5. **Over** the years, the Red Cross has helped millions of people.

Extension

6. **With** God's help, we can be alert.
7. **Through** this group, many people have been helped.
8. **Through** our alertness, we see the needs of people.
9. **During** wars, the Red Cross helps families of the injured.
10. **From** Jesus' parables, we see alertness.

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: wood, would

<> 8b. Fill in each blank provided with the correct Wacky Word, either *wood* or *would*.

1. Clara Barton would bring hope to the needy.
2. She threw wood on the fire.
3. People would be grateful for Clara's alertness.

Lesson Plans

Green 1-Pre A: Week Two

For a Five-Day Week

Character Focus: Alertness

Day One

Vocabulary Box

Words related to seeing with under-stand--verbs

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

Words related to **not** seeing with under-stand--verbs

disregard	ignore	misdirect
misjudge	misread	mistake
misunderstand	neglect	overlook
skip	unresolved	

1. Copying and Comprehension: Passage and Vocabulary

All

After Noah's flood, everyone spoke the same language. The people came together to build a tower. They thought they were so good that their tower would reach to heaven. These people were proud. They did not love the Lord. God knew that if the people kept on living the way they were, they would sin more and more.

Extension

God did something to stop this. He changed the one language the people spoke into many languages. He did this so the people would not be able to speak to each other. If the people could not talk to each other, they would have to stop building the tower. They would spread out and live in other areas. They would not be together to build the tower.

Read only

All the languages of the world are divided into ten groups. These groups are called language families. There are many languages in each family. All of them started when God caused the people to start speaking differently--at the Tower of Babel.

2. Spelling/ Structural Analysis: Plural Nouns

Examples: dog, dogs; mess, messes

All

- | | | |
|-----------|-------------|-----------|
| 1. brick | 2. bricks | 3. ax |
| 4. axes | 5. fizz | 6. fizzes |
| 7. church | 8. churches | |

Extension

- | | | |
|---------------|--------------|--------------|
| 9. stitch | 10. stitches | 11. language |
| 12. languages | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

7. Grammar: Prepositions

8. Vocabulary/Structural Analysis: Wacky Words Homophones: to, too, two

9. Optional Spelling Practice: Write That Word!

Day Four

10. Composition and Revising: Complete the Checklist Challenge for Sentences

11. Spelling: Spelling Test

Day Five

12. Dictation: Dictation Quiz

All

After Noah's flood, everyone _____ language. _____ people came together _____ build _____ tower. _____ thought they _____ good that their tower _____ reach _____ heaven. _____ people _____ proud. They _____ not _____ the _____. _____ knew _____ if the people kept _____ living the _____ they _____, they would _____ more and _____.

Extension

_____ something to _____ this. He changed the _____ language the people _____ into _____ languages. He did _____ so the people _____ not be able to _____ to _____ other. If the people _____ not _____ to each other, _____ would _____ to _____ building _____ tower. _____ spread _____ and live _____ other areas. _____ would _____ together _____ build _____ tower.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Lesson Plans

Green 1-Pre A: Week Two

For a Four-Day Week

Character Focus: Alertness

Day One

Vocabulary Box

Words related to seeing with understanding--verbs

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

Words related to **not** seeing with understanding--verbs

disregard	ignore	misdirect
misjudge	misread	mistake
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1. Copying and Comprehension: Passage and Vocabulary

All

After Noah's flood, everyone spoke the same language. The people came together to build a tower. They thought they were so good that their tower would reach to heaven. These people were proud. They did not love the Lord. God knew that if the people kept on living the way they were, they would sin more and more.

Extension

God did something to stop this. He changed the one language the people spoke into many languages. He did this so the people would not be able to speak to each other. If the people could not talk to each other, they would have to stop building the tower. They would spread out and live in other areas. They would not be together to build the tower.

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Examples: dog, dogs; mess, messes

All

- | | | |
|-----------|-------------|-----------|
| 1. brick | 2. bricks | 3. ax |
| 4. axes | 5. fizz | 6. fizzes |
| 7. church | 8. churches | |

Extension

- | | | |
|---------------|--------------|--------------|
| 9. stitch | 10. stitches | 11. language |
| 12. languages | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

7. Grammar: Prepositions

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

9. Optional Spelling Practice: Write That Word!

Day Four

10. Composition and Revising: Complete the Checklist Challenge for Sentences

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

After Noah's flood, everyone _____ language. _____ people came together _____ build _____ tower. _____ thought they _____ good that their tower _____ reach _____ heaven. _____ people _____ proud. They _____ not _____ the _____. _____ knew _____ if the people kept _____ living the _____ they _____, they would _____ more and _____.

Extension

_____ something to _____ this. He changed the _____ language the people _____ into _____ languages. He did _____ so the people _____ not be able to _____ to _____ other. If the people _____ not _____ to each other, _____ would _____ to _____ building _____ tower. _____ spread _____ and live _____ other areas. _____ would _____ together _____ build _____ tower.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Answer Keys Green 1-Pre A: Week Two

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. after noah's flood, everyone spoek the same language
1. After Noah's flood, everyone spoke the same language.
2. these people where proud
2. These people were proud.
3. thay did not love the lord?
3. They did not love the Lord.
4. god did something too stop this.
4. God did something to stop this.
5. he changed the 1 language thee people spoke
5. He changed the one language the people spoke.

Extension

6. he did this so that people wuld not bee able to speak to each other.
6. He did this so that people would not be able to speak to each other.
7. thay wuld have too stop building the tower.
7. They would have to stop building the tower.
8. thay wuld not be together too build the tower.
8. They would not be together to build the tower.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-------------|---------|
| 1. brick | brik |
| 2. briks | bricks |
| 3. acks | ax |
| 4. axes | axs |
| 5. fizz | fiz |
| 6. fizzes | fizzes |
| 7. chursh | church |
| 8. churches | churchs |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|---------------|-----------|
| 9. stitch | stich |
| 10. stichs | stitches |
| 11. language | language |
| 12. languages | languages |

7. Grammar: Prepositions

<> 7f. In the phrases provided, highlight the prepositions at the beginning of each one.

1. after the flood
2. in the hearts
3. to heaven
4. into many languages
5. for the tower
6. of the Lord
7. in other areas
8. for the people
9. from God
10. with God
11. towards each other
12. in the sky

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

<> 8b. Fill in each blank provided with the correct Wacky Word--to, too, or two.

1. The people wanted to build a tower.
2. There were too many different languages for them to understand.
3. Two people were unable to understand each other.
4. They went to other places.

Lesson Plans

Green 1-Pre A: Week Three

For a Five-Day Week

Character Focus: Alertness

Day One																	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Words related to seeing with under-stand--verbs approve comprehend conclude detect discern discover grasp heed identify infer inform judge mine note notice presume record resolve see uncover understand </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Words related to not seeing with under-standing--verbs disregard ignore misdirect misjudge misread mistake misunderstand neglect overlook skip unresolved </div>																
<p>1. Copying and Comprehension: Passage and Vocabulary</p> <p>All</p> <p>Our eyes do not really see objects. Our eyes really see light that is reflected off of objects. This light comes into the eye and is spread apart and bent. This is called focusing.</p> <p>Extension</p> <p>Focusing helps us see. You can see an object clearly when it is in focus. When something is out of focus, the object looks fuzzy or blurry.</p> <p>READ ONLY</p> <p>Eye problems can teach us about spiritual problems. For example, people who are near-sighted can only see things close up. This is kind of like people who only see themselves and what they want.</p> <p>2. Spelling: Y = i Examples: my, fly</p> <p>All</p> <table style="width: 100%;"> <tr> <td>1. fry</td> <td>2. by</td> <td>3. try</td> </tr> <tr> <td>4. cry</td> <td>5. my</td> <td>6. fly</td> </tr> <tr> <td>7. shy</td> <td>8. why</td> <td></td> </tr> </table> <p>Extension</p> <table style="width: 100%;"> <tr> <td>9. eye</td> <td>10. pry</td> <td>11. ply</td> </tr> <tr> <td>12. apply</td> <td></td> <td></td> </tr> </table>			1. fry	2. by	3. try	4. cry	5. my	6. fly	7. shy	8. why		9. eye	10. pry	11. ply	12. apply		
1. fry	2. by	3. try															
4. cry	5. my	6. fly															
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9. eye	10. pry	11. ply															
12. apply																	
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Day Three																	
<p>5. Study Skills/Prewriting: Take Notes for a One or Two Paragraph Book Report</p>																	

6. Optional Spelling Practice: Six "S" Spelling Secret

Day Four

7. Grammar: Main Subjects

8. Optional Spelling Practice: Write That Word!

Day Five

9. Spelling: Spelling Test

10. Dictation: Dictation Quiz

All

_____ eyes _____ really _____ objects.
 _____ eyes really _____ light _____ reflected
 _____ of objects. _____ light _____ into _____ eye
 _____ spread apart _____ bent. _____

called focusing.

Extension

Focusing _____ us _____. _____ can
 _____ an object clearly _____ it _____ in focus.
 _____ something _____ out _____ focus, _____ object
 _____ or blurry.

11. Grammar: Weekly Quiz

Lesson Plans

Green 1-Pre A: Week Three

For a Four-Day Week

Character Focus: Alertness

Day One

Vocabulary Box

Words related to seeing with understanding--verbs

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

Words related to **not** seeing with understanding--verbs

disregard	ignore	misdirect
misjudge	misread	mistake
misunderstand	neglect	overlook
skip	unresolved	

1. Copying and Comprehension: Passage and Vocabulary

All

Our eyes do not really see objects. Our eyes really see light that is reflected off of objects. This light comes into the eye and is spread apart and bent. This is called focusing.

Extension

Focusing helps us see. You can see an object clearly when it is in focus. When something is out of focus, the object looks fuzzy or blurry.

READ ONLY

Eye problems can teach us about spiritual problems. For example, people who are near-sighted can only see things close up. This is kind of like people who only see themselves and what they want.

2. Spelling: Y = i

Examples: my, fly

All

- | | | |
|--------|--------|--------|
| 1. fry | 2. by | 3. try |
| 4. cry | 5. my | 6. fly |
| 7. shy | 8. why | |

Extension

- | | | |
|-----------|---------|---------|
| 9. eye | 10. pry | 11. ply |
| 12. apply | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Take Notes for a One or Two Paragraph Book Report

Day Three

6. Optional Spelling Practice: Six "S" Spelling Secret

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8. Optional Spelling Practice: Write That Word!

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All

_____ eyes _____ really _____ objects.
 _____ eyes really _____ light _____ reflected
 _____ of objects. _____ light _____ into _____ eye
 _____ spread apart _____ bent. _____

called focusing.

Extension

Focusing _____ us _____. _____ can
 _____ an object clearly _____ it _____ in focus.
 _____ something _____ out _____ focus, _____ object
 _____ or blurry.

11. Grammar: Weekly Quiz

Answer Keys Green 1-Pre A: Week Three

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. are eyes do not really sea objects.
1. Our eyes do not really see objects.
2. this light comes intoo the i
2. This light comes into the eye.
3. this iz called focusing
3. This is called focusing.
4. focusing helps us sea
4. Focusing helps us see.
5. yu can sea a object clearly when it is inn focus?
5. You can see an object clearly when it is in focus.

Extension

6. thee object look fuzzy or blurry
6. The object looks s fuzzy or blurry.
7. I problems can teach us about spiritual problems
7. Eye problems can teach us about spiritual problems.
8. peeple who our nearsighted can only sees things close up.
8. People who are nearsighted can only see things close up.

Teacher Tip: Your student may highlight articles and descriptors with each subject (*The* Red Cross or *All* people) or just highlight the subject (people).

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|--------|------|
| 1. fry | fri |
| 2. bi | by |
| 3. tri | try |
| 4. cry | cri |
| 5. my | mi |
| 6. fli | fly |
| 7. shy | shie |
| 8. why | whie |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|-----------|------|
| 9. eye | iyē |
| 10. pri | pry |
| 11. ply | pli |
| 12. apply | aply |

7. Grammar: Main Subjects

<> 7d. In the sentences provided, highlight the main subjects.

Hint: It is the first word or two in each of these sentences!

1. Eyes do not really see objects.
2. They see light.
3. Eyes see light.
4. Eyes see light that is reflected off of objects.
5. Light comes into the eye.
6. Light is spread apart and bent.
7. This is called focusing.
8. Focusing helps us see.
9. You can see an object that is focused.
10. Eyes see clearly when things are focused.

Extension

11. Objects sometimes look fuzzy.
12. Eyes are sometimes not in focus.
13. Eyes see fuzzy things sometimes.
14. Eye problems can teach us spiritual lessons.
15. People who are nearsighted can only see close up.

Lesson Plans

Green 1-Pre A: Week Four

For a Five-Day Week

Character Focus: Alertness

Day One

Vocabulary Box

Words related to seeing with under-stand--verbs

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

Words related to **not** seeing with under-standing--verbs

disregard	ignore	misdirect
misjudge	misread	mistake
misunderstand	neglect	overlook
skip	unresolved	

1. Copying and Comprehension: Passage and Vocabulary

All

Sometimes you might get scared. When this happens, the pupils of your eyes get wider to let in more light. This widening helps you see more details. It helps you to see anything that might get in your way if you have to run or flee.

Extension

Sometimes you might get cold. When you get cold, you often get "goose bumps." Goose bumps help keep a person from losing heat. They can also help you cool down in hot weather by helping sweat on your skin to dry quickly.

READ ONLY

God made our bodies with built-in alertness helps! Our pupils get bigger to help us when we are in danger. Goose bumps help us in cold or hot weather. God gave us ways to check on our alertness during danger.

2. Spelling: Ch says ch

Examples: choo choo

All

Extension

Day Two

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

5. Composition: Writing Original Rough Draft Book Report From Notes

Day Three

6. Optional Spelling Practice: Six "S" Spelling Secret

7. Grammar: Adjectives

8. Optional Spelling Practice: Write That Word!

Day Four

9. Composition and Revising: Complete the Checklist Challenge

10. Composition: Final Copy of Original Book Report

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

Sometimes _____ might _____ scared. When _____ happens, _____ pupils _____ your eyes _____ wider _____ in more light. _____ widening helps _____ more details. _____ helps _____ to _____ anything _____ might _____ in your _____ should _____ have _____ or flee.

Extension

Sometimes _____ might _____ . When _____ get _____, you often _____ "goose bumps." Goose bumps help _____ a person _____ losing heat. _____ can also _____ you _____ down in _____ weather _____ helping sweat _____ your _____ to _____ quickly.

13. Grammar: Weekly Quiz

Lesson Plans

Green 1-Pre A: Week Four

For a Four-Day Week

Character Focus: Alertness

Day One

Vocabulary Box

Words related to seeing with under-stand--verbs

approve	comprehend	conclude
detect	discern	discover
grasp	heed	identify
infer	inform	judge
mine	note	notice
presume	record	resolve
see	uncover	understand

Vocabulary Box

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skip	unresolved	

1. Copying and Comprehension: Passage and Vocabulary

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Extension

Sometimes you might get cold. When you get cold, you often get "goose bumps." Goose bumps help keep a person from losing heat. They can also help you cool down in hot weather by helping sweat on your skin to dry quickly.

READ ONLY

God made our bodies with built-in alertness helps! Our pupils get bigger to help us when we are in danger. Goose bumps help us in cold or hot weather. God gave us ways to check on our alertness during danger.

2. Spelling: *Ch* says *ch*

Examples: **choo choo**

All

- | | | |
|----------|----------|----------|
| 1. chain | 2. check | 3. chin |
| 4. cheap | 5. cheek | 6. champ |
| 7. cheer | 8. chair | |

Extension

- | | | |
|------------|-----------|-----------|
| 9. cheer | 10. chore | 11. chose |
| 12. choose | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Composition: Writing Original Rough Draft Book Report From Notes

6. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

7. Grammar: Adjectives

8. Optional Spelling Practice: Write That Word!

9. Composition and Revising: Complete the Checklist Challenge

Day Four

10. Composition: Final Copy of Original Book Report

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

Sometimes _____ might _____ scared. When _____ happens, _____ pupils _____ your eyes _____ wider _____ in more light. _____ widening helps _____ more details. _____ helps _____ to _____ anything _____ might _____ in your _____ should _____ have _____ or flee.

Extension

Sometimes _____ might _____. When _____ get _____, you often _____ "goose bumps." Goose bumps help _____ a person _____ losing heat. _____ can also _____ you _____ down in _____ weather _____ helping sweat _____ your _____ to _____ quickly.

13. Grammar: Weekly Quiz

Answer Keys Green 1-Pre A: Week Four

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. sumtimes wee get scared

1. Sometimes we get scared.

2. thee pupil off the eyes get wider

2. The pupil of the eyes get wider.

3. this helps yu sea more details.

3. This helps you see more details.

4. It helps yu two sea anything?

4. It helps you to see anything.

5. sumtimes wee get cold

5. Sometimes we get cold.

Extension

6. goos bumps help keap a persen from loosing heet

6. Goose bumps help keep a person from losing heat.

7. are pupils get bigger too help us when we our in danger

7. Our pupils get bigger to help us when we are in danger.

8. God gave us ways too check on are alertness during danger

8. God gave us ways to check on our alertness during danger.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. chain chane

2. chek check

3. chin chinn

4. cheap cheep

5. cheek cheak

6. champp champ

7. cheer chear

8. chaer chair

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

9. cheer chear

10. choor chore

11. chosse chose

12. choose choos

7. Grammar: Adjectives

<> 7c. Look around the room with your teacher and fill in the blanks aloud in the phrases provided with descriptors (adjectives). (There are many correct answers. Examples are shown.)

- | | |
|-------------------------------|-----------------------------------|
| 1. The large group ... | 2. The kind nurse... |
| 3. The blue eyes... | 4. The tan skin.... |
| 5. The nice weather... | 6. The dirty water... |
| 7. The school desk.... | 8. The interesting book... |

<> 7d. Highlight the descriptors (adjectives) in the phrases provided.

Example: The **young** boy....

- | | |
|---------------------------------------|-----------------------------------|
| 1. The hot weather..... | 2. The cold weather..... |
| 3. Daddy's helpful spirit | 4. Jesus' loving words.... |
| 5. The alert children | 6. The wide eyes |
| 7. The little pupils.... | 8. The cold snow.... |
| 9. The sweaty skin..... | 10. The bumpy road..... |

Green 2-Pre A: Week One

Character Focus: Self-Control

Vocabulary Box

Characteristics of *one who has self-control--adjectives*

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

Vocabulary Box

Characteristics of *one who does not have self-control--adjectives*

aimless	dawdling	disorderly
errant	fickle	idle
indifferent	listless	pointless
shirking	slacking	slothful
sluggish	unadvised	unbridled
uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Hudson Taylor was sure God wanted him to go to China. He decided that if he was going to be a missionary, he would have to start getting ready now. He began to reach people in England with the Gospel. He knew that if he couldn't preach in England, he would not be able to preach in China either.
Extension	Hudson tried to get his body prepared to go to China too. He knew a missionary's life would not be easy. He began to eat Chinese food as often as he could. He started to sleep on the floor. He did not want the comforts of his home in England to get in the way of becoming a missionary.
Read Only	<p>Hudson also obtained the book of Luke in Mandarin. Mandarin was the language of the Chinese people. He started to instruct himself in how to speak and read the language.</p> <p><i>Cloud of Witnesses: A Book of Children's Godly Heroes</i></p>

➤ 1a. Read this week's passage aloud with your teacher.

1. This passage is about the **self-control and self-discipline** a man named **Hudson Taylor** had in preparing to become a missionary.
2. Hudson Taylor did go to China to become a missionary.
3. He started a famous mission called the **China Inland Mission**.

4. By the time he died many years later, the China Inland Mission had nearly a thousand missionaries working in over two hundred places.

5. **These missionaries led more than 120,000 people to Christ!**

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

<> **1c.** Look up this place in an encyclopedia or atlas, and write a sentence about it on the lines provided.

Sentence about *China*

<> **1d.** Look up the mission that Hudson Taylor started (called the China Inland Mission) in a book or online source. Write a sentence about this mission on the lines provided.

<> **1e.** On the lines provided, copy Vocabulary Words that describe Hudson Taylor.

1. trained _____

2. self-controlled _____

3. prepared _____

<> **1f.** On the lines provided, copy this week's passage at the level directed by your teacher.

Character Focus: We cannot follow Jesus on accident; we have to choose to be Jesus' followers.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Character Focus: Being Jesus' disciple is a choice each person makes.

Further Study: Study the life of Paul and how he chose to follow Jesus only.

[illegible]

Homophones

There are a few tips you can learn to remember which homophone has which definition.

1. Hear—There is an **ear** in **hear**
2. Here—There is **not** an ear in here.
3. There—It is **here** and there. There is a here in **there!**
4. Their—The word **heir**, which can mean ownership, is in the word **their**, and *their* is a pronoun that shows ownership!
5. See—Do you see two eyes in the word see?
6. Boar--Has an a and is an **animal**.
7. Then--Has an e and means **next**.
8. Isle--is like the word **island**.
9. Chord--Has an h like chorus (both musical).
10. Compliment--Has an i--I like compliments.
11. Sensor--Relates to the *senses*.

Teacher Tip:

Homophones are words that sound alike when spoken but are spelled differently. *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*.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Teacher Tip: When your student uses 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 figure out which word it is you are asking for. Do this every time he uses the wrong homophone (even if it was just on his list last week).

<> **1g.** Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: Homophones

Examples: one, won

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the first paragraph of the passage, highlight the following word one time each:

- a. him
- b. to
- c. be
- d. would
- e. knew
- f. not

1. These words are all *homophones*.
2. To understand what this means, we need to split the word up.
3. The first part of the word, **homo**, means **the same**.
4. The next part of the word is **phone**.
5. It is kind of like *telephone*. It means **sound**.
6. So, a **homophone** is when two words sound the same on the telephone but they are spelled differently and have different meanings.

7. For instance:

a. For--The word to show that a gift or an item goes to someone

Example: This is **for** Jon.

b. Four--The number

Example: Jon is **four** years old.

Character Focus: Self-control is choosing to do what is pleasing to God.

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 85 and 86 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
<u>All</u>				
1. to	to		to the store; to be	
2. too	too		2 vowels = too = also	
3. not	not			
4. knot	knot			
5. new	new			
6. knew	knew			
7. would	would		would should could	
8. wood	wood			
9. for	for			
10. four	four		four letters = 4	

*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
<u>Extension</u>				
11. there	there			
12. their	their			
13. they're	they're			
14. are	are			
15. our	our			
16. hour	hour			
<u>Optional</u>				
17. accomplished	acc-omp-lish-ed			
18. constant	con-stant			
19. faithful	faith-ful			
20. loyal	loy-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.

Character Focus: If someone does something to hurt you, you should show self-control and love him in return instead of becoming angry.

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. hudson taylor waz sure god wanted him too go to China
2. hee decided that hee waz going to become a missionary.
3. he began too reach people inn england
4. Hee knew a missionaris live would not bee easy.
5. hee begin too eat chinese food?

Extension

6. Hee started two sleep on the floor
7. this waz the language off the chinese peeple?
8. hee started two teeche himself how to speak it

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: If your Level Pre-A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

Further Study: Study times in the Bible when Jesus was questioned by the Pharisees. How did He show self-control in His answers?

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|----------|--------|
| 1. to | tto |
| 2. tou | too |
| 3. nott | not |
| 4. knot | knott |
| 5. new | neu |
| 6. kneu | knew |
| 7. would | wouldd |
| 8. woud | wood |
| 9. forr | for |
| 10. four | foer |

Words for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Further Study: Make a list of the ways you can show self-control.

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|-------------|---------|
| 11. there | ther |
| 12. their | thier |
| 13. theyr'e | they're |
| 14. are | arre |
| 15. oir | our |
| 16. hour | hoor |

Character Focus:
When Jesus was being questioned and beaten, He showed self-control.

↔ **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

17. accomplished accomplished

18. constant constent

19. faithfull faithful

20. loyel loyal

Character Focus: We have to control ourselves everyday and do what we know is right, not just what is easy or what we want to do.

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

↔ **5a.** Read this week's passage aloud with your teacher.

↔ **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said.**
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead.**
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Further Study: Read the story of Jacob and Esau. When did these brothers not show self-control?

Further Study: Study how a soldier is trained and make a list of ways that it relates to being self-controlled.

Original sentence: Hudson Taylor was sure God wanted him to go to China.

Words I will highlight: **Hudson** Taylor was **sure** **God**
god wanted him to go to **China** .

Write the words I highlighted: Hudson sure God China

My new sentence: Hudson Taylor was certain that it was God's will for him to go to China as a missionary.

Further Study: Study the habits of athletes. How does an athlete need to show self-control?

All

1. He began to reach people in England with the Gospel.

Words you highlighted:

Your new sentence:

2. He knew a missionary's life would not be easy.

Words you highlighted:

Your new sentence:

Character Focus:
During Bible times,
a disciple was
someone who
wanted to learn from
a particular teacher.

3. He started to sleep on the floor.

Words you highlighted:

Your new sentence:

Extension

4. Mandarin was the language of the Chinese people.

Words you highlighted:

Your new sentence:

5. He started to teach himself how to speak it.

Words you highlighted:

Your new sentence:

Teacher Tip: Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

---> 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 most important, more important

“ ” can mean spoken words or special words

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

6. Optional Spelling Practice: Six “S” Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

<> **6c. Optional:** 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. Write On: CAVES

<> 7a. Read this week's passage aloud with your teacher.

<> 7b. In the first paragraph of the passage, highlight the sentence *Hudson Taylor was sure God wanted him to go to China*.

1. In this lesson you will learn how to tell if a group of words is a sentence using CAVES.
2. CAVES is an acronym.
3. CAVES stands for the following:
 - Capitalized
 - All must make sense
 - Verb
 - End mark
 - Subject
4. Every sentence must have CAVES in order to be complete.
5. A group of words must have CAVES in order to be a real sentence.
6. You can use CAVES to check your sentences to see if they are complete.
7. Now we are going to use CAVES on the sentence you highlighted from the passage.

Capital at the beginning of the sentence:

Hudson Taylor was sure God wanted him to go to China.

All makes sense (Does this sentence make sense?):

Hudson Taylor was sure God wanted him to go to China.

Verb(s):

Hudson Taylor was sure God **wanted** him **to go** to China.

End mark:

Hudson Taylor was sure God wanted him to go to China.

Subject:

Hudson Taylor was sure God wanted him to go to China.

<>7c. Memorize CAVES and recite it to your teacher.

Capitalized

All must make sense

Verb

End mark

Subject

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.), while others seem totally oblivious to the fact that there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help your student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

8. Optional Spelling Practice: Write That Word!

<> **8a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **8b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

9. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **9a.** Read this week's passage with your teacher.

<> **9b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment Four that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

(2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

<> 9c. In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:

(1) Read each item in the Checklist Challenge and complete that task for each sentence.

(2) Highlight each item you put in your sentences as you complete it.

(3) Check off each box of the CC as you complete each task.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (“Try adding a word that means the same as *kind*.”), guiding him with questions (“What do you think you could put in for *walk* here?”), or giving him choices (“Why don’t you try one of these: *pretty, beautiful, lovely, gorgeous*?”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

10. Grammar: Weekly Quiz

<> **10a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

11. Spelling: Spelling Test

<> **11a.** Read this week’s passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week’s words and any **Review Words**.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
|-----------|-----------|

13. _____

14. _____

15. _____

16. _____

Optional

17. _____

18. _____

19. _____

20. _____

Review Words

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

Hudson Taylor _____ sure God wanted
_____ to _____ to China.
_____ decided that _____ he
_____ going _____
_____ a missionary, _____ would
_____ start getting ready
_____. _____ began
_____ reach people _____ England
_____ Gospel.
_____ knew _____ if
_____ couldn't preach _____ England,
_____ would _____
_____ able _____ preach
_____ China either.

Extension

Hudson tried _____
_____ body prepared _____
_____ China
_____. _____
a missionary's _____ would _____
_____ easy. _____ began
_____ Chinese

_____ often as
_____.
started to _____ the floor.
_____ did _____
the comforts _____ his home _____
England _____ in the
_____ becoming a missionary.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentence(s) from Assignment Six, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

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.)

Checklist Challenge Green 2-Pre A: Week One

Character Focus: Self-Control

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

All

All levels

B

Basic level only

E

Extension only

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

All

All

E

E

Read your sentences 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

E

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

E

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.**

E

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

E

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

Add ~~one~~ **one word you have never used before in writing** (or more than one, according to your level), if you 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 sentences. 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

E

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

E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 Extension

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 _____

Green 2-Pre A: Week Two

Character Focus: Self-Control

Vocabulary Box

Characteristics of *one who has self-control--adjectives*

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

Vocabulary Box

Characteristics of *one who does not have self-control--adjectives*

aimless	dawdling	disorderly
errant	fickle	idle
indifferent	listless	pointless
shirking	slacking	slothful
sluggish	unadvised	unbridled
uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	<p>A long time ago there were no such things as microphones, speakers, and sound systems. One man learned to preach to large crowds without these things. This man was George Whitefield. He wanted to reach a lot of people with his Gospel preaching.</p>
Extension	<p>George learned how to project his voice greatly. Crowds of over twenty thousand people came and heard him preach in an open field. Even those who were farthest away in the crowd could hear him!</p>
Read Only	<p>In order for George Whitefield's voice to carry so far away, he must have put a lot of pressure on his vocal cords. When a person speaks, the vocal cords are stretched tightly across the opening of the voice box. These vocal cords block the flow of air, which causes pressure to build up. When the pressure is strong enough to force the vocal cords apart, the air bursts through. When this happens, sound comes out.</p>

➤ 1a. Read this week's passage aloud with your teacher.

1. This passage is about a great preacher who lived during the 1700s.

2. **When people want to lead others to Christ, God will provide a way for them to do it!**

3. It takes great self control to spread the Gospel, but it is worth it.

<> 1b. Look up George Whitefield in a book or online source and write a sentence about him on the lines provided.

<> 1c. **Extension:** Using the Read Only paragraph, fill in the blanks for the steps the voice box goes through to make sound.

1. The _____ are stretched tightly across the opening of the _____.

2. These vocal cords _____ the flow of _____.

3. This causes _____ to build up.

4. When the _____ is strong enough to force the _____ apart, the _____ bursts through.

5. Then _____ comes out!

<> 1d. On the lines provided, copy this week's passage at the level directed by your teacher.

Character Focus: We are Jesus' disciples in the world today.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell the words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Further Study: Look up the word *disciples* in a thesaurus and make a list of its synonyms.

Further Study: Study the function of a "rabbi" at the time of Jesus. What did a rabbi do?

Character	Focus: Many people called Jesus a "rabbi," which means "good teacher."
-----------	---

Further Study: Study the life of another rabbi, like Gamaliel or Hadel.

[illegible]

[illegible]

<> 1e. Review your copy with your teacher, and correct any errors.

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

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: Silent e

Examples: kite, tame

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the first paragraph of the passage, highlight the following words:

- a. time
- b. these

1. Each of these words has a silent e in it.
2. Each one also has a first long vowel.
3. If there is an e at the end of the word, then it would follow this rule.
4. It is the same rule as these two:
 - 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.**
5. But in this case, the second vowel is at the end.
6. **Usually when there is an e at the end of a word, it is silent, but the first vowel is long.**
7. For instance:
 - a. same
 - b. lake
 - c. like

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 85 and 86 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.

Character Focus:
People who break laws are not showing self-control.

Teacher Tip: The *vce* pattern means that the syllable 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 *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.

Optional Penmanship Practice

Know ye not that they which run in a race run all, but one receiveth the prize? So run, that ye may obtain.

I Corinthians 9:24

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. vane	vane			
2. sale	sale			
3. smoke	smoke			
4. those	those			
5. these	these			
6. tube	tube			
7. tune	tune			
8. fume	fume			
9. plane	plane			
10. chose	chose			

*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
<u>Extension</u>				
11. whole*	whole			
12 hole*	hole			
13. type*	type			
14. stake*	stake			
15. wrote*	wrote			
16. rote*	rote			
<u>Optional</u>				
17. organize	or-gan-ize			
18. subject	sub-ject			
19. advised	ad-vised			
20. diligent	dil-i-gent			

***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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

Further Study: Find out what the penalty is for those who break the laws about speeding. How is speeding not showing self-control?

1. Their where no microphones back than.
2. a men learned too preach too great crowds.
3. this men waz george whitefield
4. Hee learned how too project his voice greatly.
5. crowds caem too hear him preach.

Teacher Tip: If your Level Pre A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

Extension

6. even those who where farthest away inn the crowd could hear him.
7. These vocal chords block thee flow off air
8. when this happens, sound come out

<> **3c.** Review your Editor Duty sentences with your teacher.

Character Focus: Doing something everyday of your life, like keeping a journal, takes a lot of self-discipline.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-----------|--------|
| 1. vane | vaen |
| 2. sael | sale |
| 3. smoke | smocke |
| 4. those | thosse |
| 5. thees | these |
| 6. tube | tueb |
| 7. tune | tun |
| 8. fum | fume |
| 9. plane | plaen |
| 10. choze | chose |

Further Study: Study the life of David Brainerd. How did his discipline in keeping a journal help other Christians?

Synonyms for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words, but keep the original meaning.

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|-----------|--------|
| 11. whole | wholle |
| 12. hole | hol |
| 13. tipe | type |
| 14. stake | staek |
| 15. wrote | wroet |
| 16. roet | rote |

Character Focus:
The opposite of self-control is laziness and slothfulness.

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. organized organised

18. subjekt subject

19. advized advised

20. diligent diligiant

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

(1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.

(2) Write those **two to four** words on the lines below the sentence.

(3) Beneath those words, complete the following steps:

a. **Cover up the sentence** that is provided for you.

b. Read your two to four words aloud, and **try to think of what the original sentence said.**

c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.

d. Try to **make your sentence say the same thing as the one provided but with some of your words instead.**

e. When you like the way your new sentence sounds, write it on the lines provided.

f. **Here is a sample for you:**

Original sentence: A long time ago there was no such things as microphones, speakers, and sound systems.

Words I will highlight: A long **time** ago, there were **no** such things as **microphones, speakers** and sound systems.

Write the words I highlighted: time -- no microphones, speakers

My new sentence: There was a time when microphones, speakers, and other similar things were not invented.

All

1. This man was George Whitefield.

Words you highlighted: _____

Your new sentence:

Further Study: Look up the word "slothful" in a dictionary and write out your own definition of it.

2. He wanted to reach a lot of people with his gospel preaching.

Words you highlighted: _____

Your new sentence:

Further Study: Memorize Colossians 3: 23-24.

3. He learned how to project his voice greatly.

Words you highlighted: _____

Your new sentence:

Character Focus: If we are sad and depressed about being Christians, other people will not be drawn to Christ through us.

Extension

4. Even those who were farthest away in the crowd could hear him!

Words you highlighted: _____

Your new sentence:

Further Study: Study the book of Daniel. How did Daniel show discipline when tempted with other things?

5. When this happens, sound comes out.

Words you highlighted: _____

Your new sentence:

Character Focus: Human reasoning says that a person can do anything, but the truth is that we each need Jesus to help us do things.

Teacher Tip: Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

---> 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 most important, more important

" " can mean spoken words or special words

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

6. Vocabulary/Structural Analysis: Wacky Words

<> **6a.** In the second paragraph of the passage, highlight the word *project*.

1. The word *project*, as it is in our passage, is pronounced *proe-ject*. (long o.) (The emphasis is on the *ject* part.)
2. This word has a homograph---a word that is written the same way but sounds different.
3. That word is project.
4. Wait a minute! That is the same word.
5. It looks like the same word, and sometimes it is.
6. It depends on which word you mean in your sentence.
7. The homograph for *pro-ject* (*proe-ject*) is the word *project*, pronounced *praw-ject*. (The emphasis is on the *praw* part.)

<> **6b.** Read the two sentences below aloud with the correct pronunciation of *project*.

a. My science **project** is due Tuesday.

b. George Whitefield could **project** his voice great distances.

1. It is really where the emphasis is in the word that makes this word sound different than its confusing partner.
2. In the case of a science project, you emphasize the first syllable: *praw'-ject*.
3. In the case of projecting your voice, you emphasize the second syllable: *proe-ject'*.

<> **6c.** Fill in the blank with the correct Wacky Word -- *project*.

1. Mary won first prize with ther science _____.
2. They will _____ the picture on the screen.

7. Grammar: Verbs

<> **7a.** Read this week's passage aloud with your teacher.

<> **7b.** In the first paragraph of the passage, highlight the following words:

- a. were
- b. learned
- c. preach
- d. was
- e. wanted
- f. reach

1. These words are all verbs!
2. Verbs are usually things you **do**.
3. There are three main kinds of verbs:
 - a. Action verbs--verbs that show action**
 - b. Be, a Helper, Link verbs--verbs that show being**
 - c. Infinitives--verbs that have the word *to* in front of them**
 - i. Action verbs as infinitives--to jump
 - ii. Be, a Helper, Link verbs as infinitives---to be
4. This week you are going to learn about action verbs.
5. **If you do something, it is an action verb.**

<> 7c. Stand up beside your chair and do something, like *jump*, *walk*, or just *stand*.

1. These are all action verbs.
2. Action verbs are easy to identify!

<> 7d. In the sentences below, highlight the action verbs.

All

1. He learned
2. They spoke.
3. Jake said.
4. Josh reached.
5. Josiah read.

Extension

6. Kara smiled.
7. Cami thinks.
8. Kayla thought.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.), while others seem totally oblivious to the fact that there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

9. Marie wrote.

10. We went.

8. Optional Spelling Practice: Six “S” Spelling Secret

<> **8a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **8b. Optional:** 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 that you misspelled in your pre-test.

<> **8c. Optional:** 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. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

To, too, 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. Also has 2 vowels--and so does too

3. Two

- a. The number word
- b. Comes after one.

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

- 1. George Whitefield preached _____ big crowds.
- 2. The people who were farthest away could hear _____.
- 3. We will have _____ meetings.

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

- 1. _____

- 2. _____

- 3. _____

10. Optional Spelling Practice: Write That Word!

<> **10a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **10b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **11a.** Read this week's passage with your teacher:

<> **11b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

- (1) Choose sentences that you wrote in Assignment Four that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

- (2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

↔ **11c.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson. To do this, follow these steps:

(1) Read each item in the Checklist Challenge and complete that task for

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or "giving him the answers"! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as *kind*."), guiding him with questions ("What do you think you could put it in for *walk* here?"), or giving him choices ("Why don't you try one of these: *pretty, beautiful, lovely, gorgeous*?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

each sentence.

(2) Highlight each item you put in your sentence as you complete it.

(3) Check off each box of the CC as you complete each task.

12. Spelling: Spelling Test

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |

Optional

- | | |
|-----------|-----------|
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

Review Words

_____	_____
_____	_____
_____	_____

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. Note: 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.)

<> **12c.** Have your teacher check your Spelling Test.

<> **12d.** Add any misspelled words your teacher chooses to the Review Words section of next week’s Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** Read this week’s passage aloud with your teacher.

<> **13b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can’t figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

_____ ago
there _____ no such things _____ microphones,

speakers, _____ sound systems. _____
_____ learned _____ preach
_____ large crowds without these things. _____
_____ George Whitefield.
_____ wanted _____ reach a
_____ of people _____
_____ Gospel preaching.

Extension

George learned _____
project _____ voice greatly. Crowds _____
over twenty thousand people _____ and heard
_____ preach in _____ open field. Even
_____ far-
thest _____ in the crowd _____ hear
_____!

<> **13c.** Review your dictation with your teacher.

<> **13d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Composition: Final Copy of Sentence(s)

<> **14a.** Choose your best sentence(s) from Assignment Six and copy them on the lines provided.

All

1. _____

Extension

2. _____

<> **14b.** Review your sentence(s) with your teacher to make sure there are no mistakes in them.

15. Grammar: Weekly Quiz

<> **15a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 2-Pre A: Week Two

Character Focus: Self-Control

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

All

All levels

B

Basic level only

E

Extension only

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

Complete the Checklist Challenge by using these guides:

All

All

E

E

Read your sentences 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

E

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

E

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 E

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 E

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*. 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 sentences. 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

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All All E E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 Extension

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 -- Extension

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 _____

Green 2-Pre A: Week Three

Character Focus: Self-Control

Vocabulary Box

Characteristics of *one who has self-control--adjectives*

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

Vocabulary Box

Characteristics of *one who does not have self-control--adjectives*

aimless	dawdling	disorderly
errant	fickle	idle
indifferent	listless	pointless
shirking	slacking	slothful
sluggish	unadvised	unbridled
uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

Susanna Wesley was a godly woman who lived in England many years ago. She was trained by her father to be a good writer. She had many children. She also trained them to be strong writers.

Extension

John Wesley was one of Susanna's sons. He wrote in a journal about things that God did for him. He utilized time to write that would have been wasted. He even wrote while riding on his horse!

Read Only

John Wesley's journal became a guide for thousands of preachers in England and America. He had an outstanding writing example in his mother. Susanna Wesley wrote about God's work, and so did her son. John Wesley was also influenced by other godly people's journals, including the selfless missionary to the Indians, David Brainerd.

↔ 1a. Read this week's passage aloud with your teacher.

1. There are many ways to write thoughts about your life.
2. A diary is one way.
3. A diary is usually personal and is not meant to be read by others.
4. A journal is another way to write thoughts about your life.

5. **A journal is less personal than a diary and written to be shared with others.**
6. Writing in a journal is **a way to share with others the great things God has done** for you.

<> **1b.** In the passage, highlight the name *Susanna Wesley*.

<> **1c.** Look up this person in an encyclopedia or other book and read a little bit about her.

<> **1d.** Based on your reading, write a sentence about her.

Sentence about Susanna Wesley

<> **1e.** On the lines provided, write the Vocabulary Words that are listed.

1. skilled _____

2. diligent _____

<> **1f.** Look up one of the words you listed and write the definition in your own words on the lines provided.

<> **1g.** Write a sentence about John or Susanna Wesley using the Vocabulary Word you studied.

Sentence about John or Susanna Wesley

Character Focus:
Humans have tried to
pervert many aspects
of God's power.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell the words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day. Discuss the passage, and work with the vocabulary orally.

Character Focus: God
is the source of all
power and wisdom,
not man's study and
work.

Optional Penmanship Practice

The mystery of God, and of the Father, and of Christ in whom are hid all the treasures of wisdom and knowledge.

Colossians 2:3

<> 1h. On the lines provided, copy this week's passage at the level directed by your teacher.

Optional Penmanship Practice

Lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ. For in him dwelleth all the fullness of the Godhead bodily.

Colossians 2: 8-9

Character Focus:
Even though we must show self control, we must rely on God's power, not our abilities.

Optional Penmanship Practice

All things were created by him, and for him: And he is before all things, and by him all things consist.

Colossians 1: 16-17

[illegible]

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 does the talking; or, 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.

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

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: Two Vowels Together Make the First Vowel's Long Sound

Examples: glue, need

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the first paragraph of the passage, highlight the following words:

a. years

b. trained

1. These words follow the rule of two vowels together making the first vowel long.

2. To help you remember this rule, here are two rhymes:

- 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.

3. So when there are two vowels side by side, the first one makes its long sound and the second one is silent.

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 85 and 86 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.

Optional Penmanship Practice

I am the Alpha and Omega, the beginning and the ending, saith the Lord.

Revelation 1: 8

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Optional Penmanship Practice

Fear ye not me? Saith the Lord: will ye not tremble at my presence...

Jeremiah 5:22

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. beach*	beach			
2. cue*	cue			
3. clue*	clue			
4. moan	moan			
5. paid	paid			
6. load	load			
7. deed	deed			
8. cheat	cheat			
9. foal	foal			
10. plain	plain			

*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
<u>Extension</u>				
11. pair	pair			
12. despair*	de-spair			
13. spear	spear			
14. disappear*	dis-ap-pear			
15. fair	fair			
16. fairy*	fair-y			
<u>Optional</u>				
17. aimless	aim-less			
18. errant	er-rant			
19. indifferent	in-dif-fer-ent			
20. shirking	shirk-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.

Optional Penmanship Practice

Every good gift and every perfect gift is from above, and cometh down from the Father of light, with whom is no variableness, neither shadow of turning.

James 1: 17

Character Focus:
Laws are based on the need for people to control their actions, so they won't hurt each other.

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. susanna wesley were a godly women
2. shee lived inn england many yeers ago.
3. Shee waz trained by her father too be a good writer
4. she had many child
5. john Wesley waz 1 off Susanna's sons.

Extension

6. he even wrote wile riding on His horse
7. hee had a good example inn his mother
8. He waz also influenced by other godly peeples' journals?

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. beech

beach

2. cuu

cue

3. cluu	clue
4. moan	mone
5. paed	paid
6. load	lode
7. deed	dead
8. cheet	cheat
9. foal	foul
10. plaen	plain

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. pair	paer
12. despare	despair
13. spear	spere
14. dispear	disappear
15. fair	faer
16. fairy	farey

Further Study: Study the life and laws of Charlemagne. How did his laws influence America's laws?

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. ameless	aimless
18. erant	errant

19. indiferent

indifferent

20. shirking

shircking

5. Study Skills/Prewriting: Write Notes for One or Two Journal Entries

<> 5a. Read this week's passage aloud with your teacher.

1. In this week's essay, you will learn how to write a journal entry.
2. A journal entry is known as personal writing.
3. Personal writing is a kind of writing in which you write based on personal experience (something that happened to you).
4. You do not need to do research for personal essays.
5. You already know all of the information you want to include; you just have to organize it!
6. You will write notes for your journal as you answer questions.
7. This will help you organize the information that you already know.

<> 5b. Think of a time you served the Lord or others. This could be one of the following or something else you think of:

- a. A time you worked in the nursery at church
- b. A time you packed food or prepare food baskets for the needy
- c. A time you visited a nursing home
- d. A time you worked with the disabled
- e. A time you passed out Gospel tracts

<> 5c. Complete the following steps to write your **own paragraph** (or **two for Extension**) about a time (or two times for **Extension**) you served the Lord:

- (1) Answer each question below about the event with notes only. (A sample question has been done for you.)
- (2) Add any other questions (and answers) at the end that you think you need to include in order to fully explain the event.

- (3) Write notes on the lines like *Squanto may have spoken to the Pilgrims--in short words--just simple notes that will help you write later. (Squanto may have said, *How! Me Squanto.*)*

All--Instance One: Notes About a Time you Served the Lord

Sentence One: **When did this event occur?**

(Sample notes: Sun. June 27, 2005)

Sentence Two: **Where did this event occur?**

Sentence Three: **How did you get involved in this event?**

Sentence Four: **What did you do?**

Sentence Five: **How well did it go?**

Sentence Six: **How did God use you?**

Extension: Another Instance of Serving the Lord

Sentence One: **When did this event occur?**

(Sample notes: Sun. June 27, 2005)

Sentence Two: **Where did this event occur?**

Sentence Three: **How did you get involved in this event?**

Sentence Four: **What did you do?**

Sentence Five: **How well did it go?**

Sentence Six: **How did God use you?**

6. Grammar: Be, a Helper, Link Verbs

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** In the first paragraph of the passage, highlight the following words:

- a. was
- b. was
- c. be
- d. had
- e. be

1. These words are verbs too.
2. Remember a **verb is the action of a sentence**.
3. There are two main kinds of verbs.
4. One kind is like you learned last week---action verbs.
5. Those are things you **do**.
6. The second kind is called a **Be, a Helper, Link verb**.
7. **It does not show action.**
8. It shows **being**.
9. Some sentences do not have lots of actions.
10. Some sentences just have people being!
11. **CQLA calls Be, a Helper, Link verbs BHL verbs for short.**
12. Just like when you learned prepositions, you will use a special trick for learning BHL verbs too!

<> **6c.** Sing the Be, a Helper, Link verb song to the tune of the ABC's song.

ABCDEFGG
Be, a Helper, Link verbs,

HIJKLMNMOP
Is, Are, Am, Was, & Were

QRSTUV
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

ABCDEFGG
May, Might, Must---they are some as well,

HIJKLMNOP
Appear, Look, Seem, Remain, Taste, Feel, & Smell

<> **6d.** Memorize the first two lines of the BHL verb song and sing them to your teacher.

<> **6e.** In the phrases provided, highlight the BHL verbs.

1. Susanna Wesley was...
2. England is....
3. She had....
4. John Wesley has.....
5. His journal had....
6. The Wesleys have...
7. She became...
8. God is....
9. Jesus has.....
10. David Brainerd had.....

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.), while others seem totally oblivious to the fact that there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help your student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Composition: Write Your Rough Draft Journal Entry

<> **7a.** Read this week's passage with your teacher:

<> **7b.** On the lines provided, write your journal entry on every other line, following these instructions:

- (1) Re-read the answer notes you made earlier this week.
- (2) Number your notes in the order you think they should go.
- (3) Indent one finger space and write the first sentence of your journal entry.
(Start with the line of notes you numbered 1.)
- (4) Write the following sentences directly after the previous ones to make a complete paragraph.
- (5) Write on every other line.

[illegible]

<> 7c. Extension: Write your second journal entry on the lines provided, following the same format you did for your first paragraph.

217

[illegible]

[illegible]

8. Optional Spelling Practice: Write That Word!

<> **8a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **8b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

9. Write On: Transition Sentences

<> **9a.** In the passage, underline the following sentences (or phrases) with a light colored highlighter:

1. At the beginning of Paragraph Two: John Wesley was one of Susanna's sons.
2. At the beginning of Paragraph Three: John Wesley's journal became a guide for thousands of preachers in England and America.

These two sentences are important sentences in the passage. **They are what writers often call transition sentence.**

A transition sentence is a sentence that takes a reader from one paragraph to another.

<> **9b.** Re-read the first paragraph.

What is the first paragraph about? It is about Susanna Wesley being a godly mother, right?

<> **9c.** Re-read the second paragraph.

What is the second paragraph about? It is about Susanna's son, John. The sentence that you underlined with a light colored highlighter (*John Wesley was one of Susanna's sons.*) is

a transition sentence. **It takes the reader from the first paragraph (about Susanna) to the second paragraph (about John).**

<> **9d.** Re-read the third paragraph.

What is the third paragraph about? It is about how John's journals influenced thousands, but also how other people's journals influenced him.

The sentence that you underlined with a light color highlighter (*John Wesley's journal became a guide for thousands of preachers in England and America.*) is a transition sentence. **It takes the reader from the second paragraph (about John) to the third paragraph (about John's writings).**

Well-written paragraphs have some key sentences that help the reader see where the writer is headed. This is especially important in factual writing—like report writing.

Some key sentences that you will learn about in this book include the following:

1. **Thesis statement** -- remember this? **It is a sentence near the beginning of a report or essay that tells what the entire report or essay is about.** The passage this week does not have one! You will need to add that when you do the Checklist Challenge on your report this week.
2. **Thesis statement "reloaded"** -- remember this? **It is a sentence near the end of a report that restates the thesis statement or title in some way.** It tells the reader again, in an enjoyable way, what he just read about.
3. **Transition sentence** -- this can be **at the beginning of a paragraph to tell the reader that the report is changing topics a little bit from the previous paragraph.**

Now you will get to practice writing transition sentences!

<> **9e.** On the lines provided, write a transition sentence that you think would work to take the reader from the first paragraph (described) to the second paragraph (also described).

Example:

Paragraph One: About how it is important to read the Bible each day

Paragraph Two: About how it is important to pray each day

Transition Sentence: Besides reading the Bible, we should also pray each day.

Paragraph One: About what good pets cats make

Paragraph Two: About what good pets dogs make

Transition Sentence: _____

Paragraph One: About how reading is a good hobby
Paragraph Two: About how bike riding is a good hobby

Transition Sentence: _____

Paragraph One: About how walking dogs is a good way to make money
Paragraph Two: About how raking leaves is a good way to make money

Transition Sentence: _____

Paragraph One: About how cake is a good dessert
Paragraph Two: About how pie is a good dessert

Transition Sentence: _____

Paragraph One: About how fun it is to have sisters
Paragraph Two: About how fun it is to have brothers

Transition Sentence: _____

Paragraph One: About how swimming is a fun summer activity
Paragraph Two: About how camping is a fun summer activity

Transition Sentence: _____

10. Optional Spelling Practice: Six “S” Spelling Secret

<> **10a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **10b. Optional:** 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 that you misspelled in your pre-test.

<> **10c. Optional:** 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.)

11. Spelling: Spelling Test

<> **11a.** Read this week’s passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week’s words and any **Review Words**.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |

15. _____

16. _____

Optional

17. _____

18. _____

19. _____

20. _____

Review Words

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

(3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

Susanna Wesley _____

godly woman _____ lived _____

England many years ago. _____
_____ trained _____
_____ father to _____ a good writer.
_____ many children.
_____ also trained them _____
_____ strong writers.

Extension

John Wesley _____ of
Susanna's _____. _____
_____ in a journal about _____
_____ God _____ for him.
_____ utilized _____
_____ write that _____ have
_____ wasted. _____ even
_____ riding
_____ horse!

13. Grammar: Weekly Quiz

<> **13a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 _____, F _____,
 & S _____

Green 2-Pre A: Week Four

Character Focus: Self-Control

Vocabulary Box

Characteristics of *one who has self-control--adjectives*

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

Vocabulary Box

Characteristics of *one who does not have self-control--adjectives*

aimless	dawdling	disorderly
errant	fickle	idle
indifferent	listless	pointless
shirking	slacking	slothful
sluggish	unadvised	unbridled
uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

Extension

A bee is a teller! He goes out and looks for flowers to get pollen from. When he finds flowers, he comes back to tell the other bees.

He tells them by doing a little dance. The way the bee moves tells the other bees where the flowers are. He is so precise with his directions that he can tell the other bees the exact flower on a certain plant to go to.

All

This teller bee is the scout bee. He has one of the most important jobs in the hive. If he did not tell where the pollen is, the other bees could not make honey or do their other jobs. Telling is a vital task for bees.

Read Only

Telling is also a vital task for Christians. If we do not tell others, they will never know the wonder of God's love. We have to do the job of the scout bee and tell others where to go to find what they need---the Savior.

Creation Corner Coloring Book

Note: Notice the different order of the copy boxes this week. The Extension box comes first.

➤ **1a.** Read this week's passage aloud with your teacher.

1. The **Bible** tells us to be tellers of the good news!

2. We do this when we live a Christian life that shows others the Lord.
3. We **do this when we write a journal for others to read.**
4. We do this when we do good works for Christ.

<> **1b.** In the first paragraph of the passage, highlight the word *pollen*.

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

Definition of *pollen*

<> **1d.** Based on the definition, use this word in a sentence on the lines provided.
Sentence about *pollen*

<> **1e.** On the lines provided, copy this week's passage at the level directed by your teacher.

Further Study: Pick one American law and find a place in the Bible that says the same thing. For example, American law does not allow murder and neither does the Bible.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

[illegible]

<> **1f.** Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: *Th* Digraph

the, thin

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the second paragraph of the passage, highlight the following words:

a. them

b. The

c. that

1. These words have the digraph of *th*.

2. *Th* has two different sounds.

3. **The first kind is the soft *th* sound.**

4. For instance:

a. **thin**

b. **thick**

c. **theme**

5. **The second kind is the hard *th* sound.**

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum suggests, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

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.

6. For instance:

- a. **the**
- b. **than**
- c. **that**

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 85 and 86 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
<u>All</u>				
1. them	them			
2. that	that			
3. there	there		here and there	
4. their*	their		heir to the throne heir and their show ownership	
5. then	then			
6. they	they			
7. there	there			
8. those	those			
9. then	then			
10. they	they			

***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
<u>Extension</u>				
11. than*	than	_____	than = compare	_____
12. then*	then	_____	then = next	_____
13. thief*	thief	_____		_____
14. thrift	thrift	_____		_____
15. thrifty	thrif-t-y	_____		_____
<u>Optional</u>				
16. fickle	fick-le	_____		_____
17. listless	list-less	_____		_____
18. idle	i-dle	_____		_____
19. slothful	sloth-ful	_____		_____

*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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. a be is a tellar
2. he goes out and looks 4 flowers too get pollen from
3. hee comes back two tell thee others.
4. Hee tells them by doing a little dance
5. he is vary precise with his directions?

Extension

6. this bee is the scout be?
7. thee other bes would knot be able two due their jobs
8. telling is a vital task four beas

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. themm them

2. that thatt

Further Study: Study how the vocal cords work to make us able to speak.

Further Study:
Discuss how we use self control when someone cuts in front of us while we are waiting in a line, but we don't become angry.

Character Fpcus: If we did not have self-control, we would never be able to say words. We would just make sounds.

3. ther	there
4. their	thier
5. then	thenn
6. thay	they
7. threw	threu
8. those	thoze
9. thinck	think
10. thinng	thing

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

Further Study: Study self control in *The Power for True Success*, pages 160-163.

Further Study: Compare and discuss how self-control is necessary for obedience.

11. than	thann
12. thenn	then
13. thief	theif
14. thrifft	thrift
15. thrifte	thrifty

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

16. fickle	fikle
17. listless	listles
18. idle	idl
19. slothfull	slothful

5. Composition and Revising: Complete the Checklist Challenge for Personal Essay

Journal Entry

- <> **5a.** Read this week's passage with your teacher.
- <> **5b.** Complete the following steps in last week's rough draft of your essay, using the Checklist Challenge
- (1) Do each one of each item for each sentence or paragraph you wrote, as indicated in the Checklist Challenge.
 - (2) Highlight each item you put in your essay as you complete it.
 - (3) Check off each box of the CC as you complete each task.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of you student! Do not be concerned with helping him too much or "giving him the answers"! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as *kind*."), guiding him with questions ("What do you think you could put in for *walk* here?"), or giving him choices ("Why don't you try one of these: *pretty, beautiful, lovely, gorgeous*?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

6. Write On: OCCTI

- <> **6a.** Read this week's passage aloud with your teacher.
1. This week you are editing a one (or two) paragraph essay.
 2. **A paragraph is a group of sentences.**
 3. There are some rules you should learn about paragraphs so you will be a better writer.
 4. We have another trick for learning about paragraphs: **OCCTI**.
 5. Here are the rules for a paragraph:
 - (1) **Opening sentence:** A paragraph must have an opening sentence.
 - a. The **opening sentence** tells what the whole paragraph is about.
 - b. The opening sentence is sometimes called the **topic sentence**.
 - c. Example: This bee is the scout bee.
 - (2) **Closing sentence:** A paragraph must have a closing sentence.
 - a. The closing sentence sums up the paragraph.

Further Study: Read Luke 4:1-15, and discuss how Jesus showed self-control when being tempted by Satan.

Further Study: Read Judges 13-16 and discuss how Samson didn't show self-control.

- b. It **brings the topic to a close**.
 - c. Example: Telling is a vital task for bees.
 - (3) **Content all the same (same subject):** Sentences in a paragraph **contain the same topic**.
 - *Your paragraph must be about whatever your opening sentence says or refers to.
 - (4) **Three or more sentences:** A paragraph should have **three or more sentences**.
 - (5) **Indented:** A paragraph must be **indented**.
 - a. On the first line of the paragraph, indent before you start writing.
 - b. An indention is two or three finger spaces.
 - c. This lets the reader know that a new paragraph has begun.
- <> **6b.** Memorize the following acronym (OCCTI), and recite it to your teacher.
- Opening sentence
 - Closing sentence
 - Content all the same (same topic)
 - Three or more sentences
 - Indented

7. Optional Spelling Practice: Six “S” Spelling Secret

- <> **7a. Optional:** Take a Spelling Pre-Test in your notebook.
- <> **7b. Optional:** 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 that you misspelled in your pre-test.
- <> **7c. Optional:** 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. Vocabulary/Structural Analysis: Wacky Words

Homophones: *their*, *they're*, *there*

<> 8a. In the third paragraph of the passage highlight the word *their*.

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

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

2. Their

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

3. They're

- They're* is a contraction.
- 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.
- For example, do not say **They're** coming to dinner. Say, **they are** coming to dinner.
- Then you will know **not** to use *Their* coming to dinner or *There* coming to dinner.

<> 8b. Fill in each blank provided with the correct Wacky Word--*there*, *their*, or *they're*.

- Cami was thrilled with _____ involvement.
- We will take you _____ to see your friend.
- _____ so kind to everyone they meet.

<> 8c. On the lines provided, write three sentences using *there*, *their*, and *they're*.

1. _____

2. _____

3. _____

9. Grammar: Prepositions

<> 9a. Read this week's passage aloud with your teacher.

<> 9b. In the first two copy boxes of the passage, highlight the following words:

First Box:

- a. for (flowers)
- b. with (his directions)
- c. on (a certain plant)

Second Box:

- d. of (the most important jobs)
- e. in (the hive)
- f. for (bees)

1. We call those words (*for*, *with*, *of*, *in*) all prepositions.
2. *Prepositions* is a big word.
3. It is a grammar term that might sound confusing.
4. Prepositions are really not hard at all though!
5. **Prepositions are words that show position.**
6. You will remember this if you learn the rhyme **Prepositions Show Position!**
7. The words you highlighted show position or time:
 - a. for...flowers

- b. with...his direction
- c. on...a certain plant
- d. of...the most important jobs
- e. in...the hive
- f. for...bees

8. CQLA uses a little trick to help you learn prepositions easily!

<> **9c.** Get out a little toy animal or character, an empty bathroom tissue tube, and a little zip-type bag that can hold the toy and the tube when you are finished with this lesson. Complete the following steps:

- a. Place the toy in different positions around the tube.
- b. Say where the toy is in relation to the tube.

c. **These words are prepositions!**

- 1) **aboard** the tube
- 2) **above** the tube
- 3) **along** the tube
- 4) **around** the tube
- 5) **before** the tube
- 6) **below** the tube
- 7) **beneath** the tube
- 8) **between** the tube
- 9) **by** the tube
- 10) **in** the tube
- 11) **into** the tube
- 12) **on** the tube
- 13) **onto** the tube
- 14) **over** the tube
- 15) **through** the tube
- 16) **under** the tube
- 17) **underneath** the tube
- 18) **within** the tube

<> **9d.** Place your toy and tube in your baggy and save it for another time of practicing prepositions.

<> **9e.** Recite as many prepositions to your teacher as you can remember. Try to remember five. (You may use your toy and tissue tube, if needed.)

<> **9f.** Highlight the prepositions at the beginning of each phrase listed below.

1. after the flood
2. in the hearts
3. to heaven
4. into many languages
5. for the tower
6. of the Lord
7. in other areas
8. for the people
9. from God
10. with God
11. towards each other
12. in the sky

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.), while others seem totally oblivious to the fact that there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help your student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

10. Composition: Final Copy of Your Personal Essay

<> **10a.** Read this week's passage aloud with your teacher.

<> **10b.** You may write the final copy of your journal in any of the following ways:

- (1) Write it in your own handwriting on the lines provided.
- (2) Write it in your own handwriting in a minit book.
- (3) Have your teacher copy it in a minit book.
- (4) Have your teacher type your essay on the computer.

(6) You do not need to write on every other line for your final copy.

[illegible]

[illegible]

11. Optional Spelling Practice: Write That Word!

<> **11a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **11b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

12. Spelling: Spelling Test

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | |

Optional

- | | |
|-----------|-----------|
| 16. _____ | 17. _____ |
| 18. _____ | 19. _____ |

Review Words

_____	_____
_____	_____
_____	_____
_____	_____

↔ **12c.** Have your teacher check your Spelling Test.

↔ **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> 13a. Read this week's passage aloud with your teacher.

<> 13b. Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

Note: Notice the different order of the dictation paragraphs this week. The Extension box comes first.

Extension

_____ is a teller!

_____ goes _____ and

_____ flowers

_____ pollen from.

_____ finds flowers, he comes

the other bees.

_____ tells _____

doing _____ little dance. _____

_____ moves

_____ the other bees _____
_____ flowers _____. _____ is
_____ precise _____
directions _____ he _____ tell _____
other bees _____ exact flower _____
_____ certain plant _____
_____.

All

_____ teller _____ is
_____ scout _____. _____
_____ one of the most important jobs in
_____ _____.
_____ did _____
_____ the pollen is, _____ other
_____ could not _____ honey or
_____ their other _____.
_____ is a vital _____
for _____.

<> 13c. Review your dictation with your teacher.

- <> **13d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling 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.)

14. Grammar: Weekly Quiz

- <> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.
- <> **14a.** Memorize the next two lines of the BHL verb song provided in Week One.
- <> **14a.** Sing all four lines of the BHL verb song to your teacher from memory.

Checklist Challenge Green 2-Pre A: Weeks Three & Four

Character Focus: Self-Control

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

To Be Completed During Week Four

☐ All ☐ E

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 ☐ E

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 ☐ E

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 E

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 E

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*.**

E

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

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 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 paragraph or report that **restates the title** in some way. This is called the **closing sentence**. If you have already done this, highlight it as directed by your teacher.

All

Create a **title** for your essay, and put it at the top of the your paper.

Consider the following ideas:

1. Something catchy like: Selfless Servant
2. Something bold like: SERVE!
3. A song title or line like: If You Want to Be Great in God's Kingdom
4. A Scripture like: Lay Down Your Life

5. Something biblical like: Prefer Others Before Yourself
6. Something about character like: Self-Control -- The Very Best Way to Go
7. Something else like: Willing Worker
8. Other: Handmaiden of the Lord

E

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

E

Edit your paragraph with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 Extension

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 -- Extension

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 -- Extension

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 _____

Teacher's Helps

Green 2 Pre-A

Character Focus: Self-Control

Lesson Plans and Answer Keys

Lesson Plans

Green 2-Pre A: Week One

For a Five-Day Week

Character Focus: Self-Control

Day One

Vocabulary Box			Vocabulary Box		
Characteristics of one who has self-control--adjectives			Characteristics of one who does not have self-control--adjectives		
accomplished	advised	agreeable	aimless	dawdling	disorderly
constant	diligent	disciplined	errant	fickle	idle
faithful	instructed	intense	indifferent	listless	pointless
loyal	mentored	orderly	shirking	slacking	slothful
organized	others-focused	poised	sluggish	unadvised	unbridled
prepared	primed	respectful	uncommitted	uninformed	unlearned
self-trained	sincere	skilled	unqualified	unreliable	unrestrained
subject	trained	tutored	unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

All

Hudson Taylor was sure God wanted him to go to China. He decided that if he was going to be a missionary, he would have to start getting ready now. He began to reach people in England with the Gospel. He knew that if he couldn't preach in England, he would not be able to preach in China either.

Extension

Hudson tried to get his body prepared to go to China too. He knew a missionary's life would not be easy. He began to eat Chinese food as often as he could. He started to sleep on the floor. He did not want the comforts of his home in England to get in the way of becoming a missionary.

Read only

Hudson also obtained the book of Luke in Mandarin. Mandarin was the language of the Chinese people. He started to instruct himself in how to speak and read the language.

Cloud of Witnesses: A Book of Children's Godly Heroes

2. Spelling: Homophones

All

- | | | |
|----------|---------|---------|
| 1. to | 2. too | 3. not |
| 4. knot | 5. new | 6. knew |
| 7. would | 8. wood | 9. for |
| 10. four | | |

Extensions

- | | | |
|-----------|-----------|-------------|
| 11. there | 12. their | 13. they're |
| 14. are | 15. our | 16. hour |

Optional

- | | | |
|------------------|--------------|--------------|
| 17. accomplished | 18. constant | 19. faithful |
| 20. loyal | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

7. Write On: CAVES

8. Optional Spelling Practice: Write That Word!

9. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

10. Grammar: Weekly Quiz

11. Spelling: Spelling Test

Day Five

12. Dictation: Dictation Quiz

All

Hudson Taylor _____ sure God wanted _____ to _____ to China. _____ decided that _____ he _____ going _____ a missionary, _____ would _____ start getting ready _____. _____ began _____ reach people _____ England _____ Gospel. _____ knew _____ if _____ couldn't preach _____ England, _____ would _____ able _____ preach _____ China either.

Extension

Hudson tried _____ body prepared _____ _____ China _____. _____ a missionary's _____ would _____ easy. _____ began _____ Chinese _____ often as _____. _____ started to _____ the floor. _____ did _____ the comforts _____ his home _____ England _____ in the _____ becoming a missionary.

13. Composition: Final Copy of Sentences

Lesson Plans

Green 2-Pre A: Week One

For a Four-Day Week

Character Focus: Self-Control

Vocabulary Box

Characteristics of *one who has self-control--adjectives*

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

Vocabulary Box

Characteristics of *one who does not have self-control--adjectives*

aimless	dawdling	disorderly
errant	fickle	idle
indifferent	listless	pointless
shirking	slacking	slothful
sluggish	unadvised	unbridled
uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

All

Hudson Taylor was sure God wanted him to go to China. He decided that if he was going to be a missionary, he would have to start getting ready now. He began to reach people in England with the Gospel. He knew that if he couldn't preach in England, he would not be able to preach in China either.

Extension

Hudson tried to get his body prepared to go to China too. He knew a missionary's life would not be easy. He began to eat Chinese food as often as he could. He started to sleep on the floor. He did not want the comforts of his home in England to get in the way of becoming a missionary.

Read only

Hudson also obtained the book of Luke in Mandarin. Mandarin was the language of the Chinese people. He started to instruct himself in how to speak and read the language.

Cloud of Witnesses: A Book of Children's Godly Heroes

2. Spelling: Homophones

All

- | | | |
|----------|---------|---------|
| 1. to | 2. too | 3. not |
| 4. knot | 5. new | 6. knew |
| 7. would | 8. wood | 9. for |
| 10. four | | |

Extensions

- | | | |
|-----------|-----------|-------------|
| 11. there | 12. their | 13. they're |
| 14. are | 15. our | 16. hour |

Optional

- | | | |
|------------------|--------------|--------------|
| 17. accomplished | 18. constant | 19. faithful |
| 20. loyal | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Optional Spelling Practice: Six "S" Spelling Secret

7. Write On: CAVES

Day Three

8. Optional Spelling Practice: Write That Word!

9. Composition and Revising: Complete the Checklist Challenge for Sentences

10. Grammar: Weekly Quiz

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

Hudson Taylor _____ sure God wanted _____ to _____ to China. _____ decided that _____ he _____ going _____ a missionary, _____ would _____ start getting ready _____. _____ began _____ reach people _____ England _____ Gospel. _____ knew _____ if _____ couldn't preach _____ England, _____ would _____ able _____ preach _____ China either.

Extension

Hudson tried _____ body prepared _____ _____ China _____. _____ a missionary's _____ would _____ easy. _____ began _____ Chinese _____ often as _____. _____ started to _____ the floor. _____ did _____ the comforts _____ his home in England _____ in the _____ becoming a missionary.

13. Composition: Final Copy of Sentences

Answer Keys Green 2-Pre A: Week One

3. Editor Duty: Correct Given Sentences

<> 3a. Read this week's passage aloud with your teacher.

<> 3b. Correct the mistakes in the sentences provided.

All

1. hudson taylor waz sure god wanted him too go to China

1. Hudson Taylor was sure God wanted him to go to China.

2. hee decided that hee waz going to become a missionary.

2. He decided that he was going to become a missionary.

3. he began too reach people inn england

3. He began to reach people in England.

4. Hee knew a missionarys live would not bee easy.

4. He knew a missionary's life would not be easy.

5. hee begin too eat chinese food?

5. He began to eat Chinese food.

Extension

6. Hee started two sleep on the floor

6. He started to sleep on the floor.

7. this waz the language off the chinese peeple?

7. This was the language of the Chinese people.

8. hee started two teech himself how to speak it

8. He started to teach himself how to speak it.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------|-------|
| 1. to | tto |
| 2. tou | too |
| 3. nott | not |
| 4. knot | knott |
| 5. new | neu |
| 6. kneu | knew |
| 7. would | would |
| 8. woud | wood |
| 9. forr | for |
| 10. four | foer |

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

- | | |
|-------------|---------|
| 11. there | ther |
| 12. their | thier |
| 13. theyr'e | they're |
| 14. are | arre |
| 15. oir | our |
| 16. hour | hoor |

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

- | | |
|-----------------|--------------|
| 17. acomplished | accomplished |
| 18. constant | constent |
| 19. faithfull | faithful |
| 20. loyel | loyal |

Lesson Plans

Green 2-Pre A: Week Two

For a Five-Day Week

Character Focus: Self-Control

Day One

Vocabulary Box

Characteristics of one who has self-control--**adjectives**

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

Vocabulary Box

Characteristics of one who does not have self-control--**adjectives**

aimless	dawdling	disorderly
errant	fickle	idle
indifferent	listless	pointless
shirking	slacking	slothful
sluggish	unadvised	unbridled
uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

All

A long time ago there were no such things as microphones, speakers, and sound systems. One man learned to preach to large crowds without these things. This man was George Whitefield. He wanted to reach a lot of people with his Gospel preaching.

Extension

George learned how to project his voice greatly. Crowds of over twenty thousand people came and heard him preach in an open field. Even those who were farthest away in the crowd could hear him!

Read Only

In order for George Whitefield's voice to carry so far away, he must have put a lot of pressure on his vocal cords. When a person speaks, the vocal cords are stretched tightly across the opening of the voice box. These vocal cords block the flow of air, which causes pressure to build up. When the pressure is strong enough to force the vocal cords apart, the air bursts through. When this happens, sound comes out.

2. Spelling: Silent e

All

- | | | |
|-----------|----------|----------|
| 1. vane | 2. sale | 3. smoke |
| 4. those | 5. these | 6. tube |
| 7. tune | 8. fume | 9. plane |
| 10. chose | | |

Extension

- | | | |
|-----------|-----------|----------|
| 11. whole | 12. hole | 13. type |
| 14. stake | 15. wrote | 16. rote |

Optional

- | | | |
|---------------|-------------|-------------|
| 17. organized | 18. subject | 19. advised |
| 20. diligent | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Vocabulary/Structural Analysis: Wacky Words

Day Three

7. Grammar: Verbs

8. Optional Spelling Practice: Six "S" Spelling Secret

9. Vocabulary/Structural Analysis: Wacky Words

Day Four

10. Optional Spelling Practice: Write That Word!

11. Composition and Revising: Complete the Checklist Challenge for Sentences

12. Spelling: Spelling Test

Day Five

13. Dictation: Dictation Quiz

All

_____ ago there _____ no such things _____ microphones, speakers, _____ sound systems. _____ learned _____ preach _____ large crowds without these things. _____ George Whitefield. _____ wanted _____ reach a _____ of people _____ Gospel preaching.

Extension

George learned _____ project _____ voice greatly. Crowds _____ over twenty thousand people _____ and heard _____ preach in _____ open field. Even _____ farthest _____ in the crowd _____ hear _____.

14. Composition: Final Copy of Sentence(s)

15. Grammar: Weekly Quiz

Lesson Plans

Green 2-Pre A: Week Two

For a Four-Day Week

Character Focus: Self-Control

Day One

Vocabulary Box

Characteristics of *one who has self-control--adjectives*

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

Vocabulary Box

Characteristics of *one who does not have self-control--adjectives*

aimless	dawdling	disorderly
errant	fickle	idle
indifferent	listless	pointless
shirking	slacking	slothful
sluggish	unadvised	unbridled
uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

All

A long time ago there were no such things as microphones, speakers, and sound systems. One man learned to preach to large crowds without these things. This man was George Whitefield. He wanted to reach a lot of people with his Gospel preaching.

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George learned how to project his voice greatly. Crowds of over twenty thousand people came and heard him preach in an open field. Even those who were farthest away in the crowd could hear him!

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In order for George Whitefield's voice to carry so far away, he must have put a lot of pressure on his vocal cords. When a person speaks, the vocal cords are stretched tightly across the opening of the voice box. These vocal cords block the flow of air, which causes pressure to build up. When the pressure is strong enough to force the vocal cords apart, the air bursts through. When this happens, sound comes out.

2. Spelling: Silent e

All

- | | | |
|-----------|----------|----------|
| 1. vane | 2. sale | 3. smoke |
| 4. those | 5. these | 6. tube |
| 7. tune | 8. fume | 9. plane |
| 10. chose | | |

Extension

- | | | |
|-----------|-----------|----------|
| 11. whole | 12. hole | 13. type |
| 14. stake | 15. wrote | 16. rote |

Optional

- | | | |
|---------------|-------------|-------------|
| 17. organized | 18. subject | 19. advised |
| 20. diligent | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Vocabulary/Structural Analysis: Wacky Words

7. Grammar: Verbs

Day Three

8. Optional Spelling Practice: Six "S" Spelling Secret

9. Vocabulary/Structural Analysis: Wacky Words

10. Optional Spelling Practice: Write That Word!

11. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

All

_____ ago there _____ no such things _____ microphones, speakers, _____ sound systems. _____ learned _____ preach _____ large crowds without these things. _____ George Whitefield. _____ wanted _____ reach a _____ of people _____ Gospel preaching.

Extension

George learned _____ project _____ voice greatly. Crowds _____ over twenty thousand people _____ and heard _____ preach in _____ open field. Even _____ farthest _____ in the crowd _____ hear _____.

14. Composition: Final Copy of Sentence(s)

15. Grammar: Weekly Quiz

Answer Keys Green 2-Pre A: Week Two

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. Their where no microphones back than.
1. There were no microphones back then.
2. a men learned too preach too great crowds.
2. A man learned to preach to great crowds.
3. this men waz george whitefield
3. This man was George Whitefield.
4. Hee learned how two project his voice greatly.
4. He learned how to project his voice greatly.
5. crowds caem too hear him preach.
5. Crowds came to hear him preach.

Extension

6. even those who where farthest away inn the crowd could hear him.
6. Even those who were farthest away in the crowd could hear him.
7. These vocal chords block thee flow off air
7. These vocal cords block the flow of air.
8. when this happens, sound come out
8. When this happens, sound comes out.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|-----------|--------|
| 1. vane | vaen |
| 2. sael | sale |
| 3. smoke | smocke |
| 4. those | thosse |
| 5. thees | these |
| 6. tube | tub |
| 7. tune | tun |
| 8. fum | fume |
| 9. plane | plaen |
| 10. choze | chose |

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

- | | |
|-----------|--------|
| 11. whole | wholle |
| 12. hole | hol |
| 13. tipe | type |
| 14. stake | staek |
| 15. wrote | wroet |
| 16. roet | rote |

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

- | | |
|---------------|-----------|
| 17. organized | organised |
| 18. subjekt | subject |
| 19. advized | advised |
| 20. diligent | diligant |

9. Grammar: Verbs

<> 9d. In the sentences below, highlight the action verbs.

All

1. He learned
2. They spoke.
3. Jake said.
4. Josh reached.
5. Josiah read

Extension

6. Kara smiled.
7. Cami thinks.
8. Kayla thought.
9. Marie wrote.
10. We went.

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

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

1. George Whitefield preached to big crowds.
2. The people who were farthest away could hear too.
3. We will have two meetings.

Lesson Plans

Green 2-Pre A: Week Three

For a Five-Day Week

Character Focus: Self-Control

Day One

Vocabulary Box

Characteristics of *one who has self-control--adjectives*

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

Vocabulary Box

Characteristics of *one who does not have self-control--adjectives*

aimless	dawdling	disorderly
errant	fickle	idle
indifferent	listless	pointless
shirking	slacking	slothful
sluggish	unadvised	unbridled
uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

All

Susanna Wesley was a godly woman who lived in England many years ago. She was trained by her father to be a good writer. She had many children. She also trained them to be strong writers.

Extension

John Wesley was one of Susanna's sons. He wrote in a journal about things that God did for him. He utilized time to write that would have been wasted. He even wrote while riding on his horse!

Read Only

John Wesley's journal became a guide for thousands of preachers in England and America. He had a good writing example in his mother. Susanna Wesley wrote about God's work, and so did her son. John Wesley was also influenced by other godly people's journals, including the great missionary to the Indians, David Brainerd.

2. Spelling: Two Vowels Together Make the First Vowel's Long Sound

All

- | | | |
|-----------|----------|---------|
| 1. beach | 2. cue | 3. clue |
| 4. moan | 5. paid | 6. load |
| 7. deed | 8. cheat | 9. foal |
| 10. plain | | |

Extensions

- | | | |
|---------------|-------------|-----------|
| 11. pair | 12. despair | 13. spear |
| 14. disappear | 15. fair | 16. fairy |

Optional

- | | | |
|--------------|------------|-----------------|
| 17. aimless | 18. errant | 19. indifferent |
| 20. shirking | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Write Notes for One or Two Journal Entries

6. Grammar: Be, a Helper, Link Verbs

Day Three

7. Composition: Write Your Rough Draft Journal Entry

8. Optional Spelling Practice: Write That Word!

Day Four

9. Write On: Transition Sentences

10. Optional Spelling Practice: Six "S" Spelling Secret

11. Spelling: Spelling Test

Day Five

12. Dictation: Dictation Quiz

All

Susanna Wesley _____ godly woman
 _____ lived _____ England many years ago. _____
 _____ trained _____ father to _____ a
 good writer. _____ many children.
 _____ also trained them _____
 _____ good writers.

Extension

John Wesley _____ of
 Susanna's _____. _____
 _____ in a journal about _____
 _____ God _____ for him.
 _____ utilized _____
 _____ write that _____ have
 _____ wasted. _____ even
 _____ riding
 _____ horse!

13. Grammar: Weekly Quiz

Lesson Plans

Green 2-Pre A: Week Three

For a Four-Day Week

Character Focus: Self-Control

Day One

Vocabulary Box

Characteristics of *one who has self-control*--**adjectives**

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

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uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

All

Susanna Wesley was a godly woman who lived in England many years ago. She was trained by her father to be a good writer. She had many children. She also trained them to be strong writers.

Extension

John Wesley was one of Susanna's sons. He wrote in a journal about things that God did for him. He utilized time to write that would have been wasted. He even wrote while riding on his horse!

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John Wesley's journal became a guide for thousands of preachers in England and America. He had a good writing example in his mother. Susanna Wesley wrote about God's work, and so did her son. John Wesley was also influenced by other godly people's journals, including the great missionary to the Indians, David Brainerd.

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All

- | | | |
|-----------|----------|---------|
| 1. beach | 2. cue | 3. clue |
| 4. moan | 5. paid | 6. load |
| 7. deed | 8. cheat | 9. foal |
| 10. plain | | |

Extensions

- | | | |
|---------------|-------------|-----------|
| 11. pair | 12. despair | 13. spear |
| 14. disappear | 15. fair | 16. fairy |

Optional

- | | | |
|--------------|------------|-----------------|
| 17. aimless | 18. errant | 19. indifferent |
| 20. shirking | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Write Notes for One or Two Journal Entries

6. Grammar: Be, a Helper, Link Verbs

7. Composition: Write Your Rough Draft Journal Entry

Day Three

8. Optional Spelling Practice: Write That Word!

9. Write On: Transition Sentences

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Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

Susanna Wesley _____ godly woman
 _____ lived _____ England many years ago. _____
 _____ trained _____ father to _____ a
 good writer. _____ many children.
 _____ also trained them _____
 _____ good writers.

Extension

John Wesley _____ of
 Susanna's _____. _____
 _____ in a journal about _____
 _____ God _____ for him.
 _____ utilized _____
 _____ write that _____ have
 _____ wasted. _____ even
 _____ riding
 _____ horse!

13. Grammar: Weekly Quiz

Answer Keys Green 2-Pre A: Week Three

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. susanna wesley were a godly women
1. Susanna Wesley was a godly woman.
2. shee lived inn england many yeers ago.
2. She lived in England many years ago.
3. Shee waz trained by her father too be a good writer
3. She was trained by her father to be a good writer.
4. she had many child
4. She had many children.
5. john Wesley waz 1 off Susanna's sons.
5. John Wesley was one of Susanna's sons.

Extension

6. he even wrote wile riding on His horse
6. He even wrote while riding on his horse.
7. hee had a good example inn his mother
7. He had a good example in his mother.
8. He waz also influenced by other godly peeple's journals?
8. He was also influenced by other godly people's journals.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|-----------|-------|
| 1. beech | beach |
| 2. cuu | cue |
| 3. cluu | clue |
| 4. moan | mone |
| 5. paed | paid |
| 6. load | lode |
| 7. deed | dead |
| 8. cheet | cheat |
| 9. foal | foul |
| 10. plaen | plain |

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

- | | |
|-------------|-----------|
| 11. pair | paer |
| 12. despare | despair |
| 13. spear | spere |
| 14. dispear | disappear |
| 15. fair | faer |
| 16. fairy | farey |

<> **4c. Optional:** Highlight the correct spelling of each **Optional** word.

- | | |
|----------------|-------------|
| 17. ameless | aimless |
| 18. erant | errant |
| 19. indiferent | indifferent |
| 20. shirking | shircking |

6. Grammar: Be, a Helper, Link Verbs

<> 6e. In the phrases provided, highlight the BHL verbs.

1. Susanna Wesley was...
2. England is....
3. She had....
4. John Wesley has.....
5. His journal had....
6. The Wesleys have...
7. She became...
8. God is....
9. Jesus has.....
10. David Brainerd had.....

Lesson Plans

Green 2-Pre A: Week Four

For a Five-Day Week

Character Focus: Self-Control

Day One

Vocabulary Box

Characteristics of one who has self-control--**adjectives**

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

Vocabulary Box

Characteristics of one who does not have self-control--**adjectives**

aimless	dawdling	disorderly
errant	fickle	idle
indifferent	listless	pointless
shirking	slacking	slothful
sluggish	unadvised	unbridled
uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

Extension

A bee is a teller! He goes out and looks for flowers to get pollen from. When he finds flowers, he comes back to tell the other bees.

He tells them by doing a little dance. The way the bee moves tells the other bees where the flowers are. He is so precise with his directions that he can tell the other bees the exact flower on a certain plant to go to.

All

This teller bee is the scout bee. He has one of the most important jobs in the hive. If he did not tell where the pollen is, the other bees could not make honey or do their other jobs. Telling is a vital task for bees.

Read Only

Telling is also a vital task for Christians. If we do not tell others, they will never know the wonder of God's love. We have to do the job of the scout bee and tell others where to go to find what they need--the Savior.

Creation Corner Coloring Book

Note: Notice the different order of the Basic and Extension copy boxes this week. The Extension box is first.

2. Spelling: Th Digraph

All

- | | | |
|----------|----------|----------|
| 1. them | 2. that | 3. there |
| 4. their | 5. then | 6. they |
| 7. there | 8. those | 9. then |
| 10. they | | |

Extensions

- | | | |
|------------|-------------|-----------|
| 11. than | 12. then | 13. thief |
| 14. thrift | 15. thrifty | |

Optional

- | | | |
|--------------|--------------|----------|
| 16. fickle | 17. listless | 18. idle |
| 19. slothful | | |

Day Two

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

5. Composition and Revising: Complete the Checklist Challenge for Personal Essay

Day Three

6. Write On: OCCTI

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Vocabulary/Structural Analysis: Wacky Words

Day Four

9. Grammar: Prepositions

10. Composition: Final Copy of Your Personal Essay

11. Optional Spelling Practice: Write That Word!

Day Five

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

Extension

_____ is a teller! _____ goes _____ and _____ flowers _____ pollen from. _____ finds flowers, he comes _____ the other bees.

_____ tells _____ doing _____ little dance. _____ moves _____ the other bees _____ flowers _____. _____ is _____ precise _____ directions _____ he _____ tell _____ other bees _____ exact flower _____ certain plant _____. _____.

All

_____ teller _____ is _____ scout _____. _____ one of the most important jobs in _____. _____ did _____ the pollen is, _____ other _____ could not _____ honey or _____ their other _____. _____ is a vital _____ for _____. _____.

14. Grammar: Weekly Quiz

Lesson Plans

Green 2-Pre A: Week Four

For a Four-Day Week

Character Focus: Self-Control

Day One

Vocabulary Box

Characteristics of *one who has self-control--adjectives*

accomplished	advised	agreeable
constant	diligent	disciplined
faithful	instructed	intense
loyal	mentored	orderly
organized	others-focused	poised
prepared	primed	respectful
self-trained	sincere	skilled
subject	trained	tutored

Vocabulary Box

Characteristics of *one who does not have self-control--adjectives*

aimless	dawdling	disorderly
errant	fickle	idle
indifferent	listless	pointless
shirking	slacking	slothful
sluggish	unadvised	unbridled
uncommitted	uninformed	unlearned
unqualified	unreliable	unrestrained
unsteady	untaught	untrained

1. Copying and Comprehension: Passage and Vocabulary

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He tells them by doing a little dance. The way the bee moves tells the other bees where the flowers are. He is so precise with his directions that he can tell the other bees the exact flower on a certain plant to go to.

All

This teller bee is the scout bee. He has one of the most important jobs in the hive. If he did not tell where the pollen is, the other bees could not make honey or do their other jobs. Telling is a vital task for bees.

Read Only

Telling is also a vital task for Christians. If we do not tell others, they will never know the wonder of God's love. We have to do the job of the scout bee and tell others where to go to find what they need--the Savior.

Creation Corner Coloring Book

Note: Notice the different order of the Basic and Extension copy boxes this week. The Extension box is first.

2. Spelling: Th Digraph

All

- | | | |
|----------|----------|----------|
| 1. them | 2. that | 3. there |
| 4. their | 5. then | 6. they |
| 7. there | 8. those | 9. then |
| 10. they | | |

Extensions

- | | | |
|------------|-------------|-----------|
| 11. than | 12. then | 13. thief |
| 14. thrift | 15. thrifty | |

Optional

- | | | |
|--------------|--------------|----------|
| 16. fickle | 17. listless | 18. idle |
| 19. slothful | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Three

5. Composition and Revising: Complete the Checklist Challenge for Personal Essay

6. Write On: OCCTI

7. Optional Spelling Practice: Six "S" Spelling Secret

Day Two

8. Vocabulary/Structural Analysis: Wacky Words

9. Grammar: Prepositions

10. Composition: Final Copy of Your Personal Essay

11. Optional Spelling Practice: Write That Word!

Day Four

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

Extension

_____ is a teller! _____ goes _____ and _____ flowers _____ pollen from. _____ finds flowers, he comes _____ the other bees.

_____ tells _____ doing _____ little dance. _____ moves _____ the other bees _____ flowers _____. _____ is _____ precise _____ directions _____ he _____ tell _____ other bees _____ exact flower _____ certain plant _____.

All

_____ teller _____ is _____ scout _____. _____ one of the most important jobs in _____. _____ did _____ the pollen is, _____ other _____ could not _____ honey or _____ their other _____. _____ is a vital _____ for _____.

14. Grammar: Weekly Quiz

Answer Keys Green 4-Pre A: Week Four

3. Editor Duty: Correct Given Sentences

<> 3b. Correct the mistakes in the sentences provided.

All

1. a be is a tellar

1. A bee is a teller.

2. he goes out and looks 4 flowers too get pollen from

2. He goes out and looks for flowers to get pollen from.

3. hee comes back two tell thee others.

3. He comes back to tell the others.

4. Hee tells them by doing a little dance

4. He tells them by doing a little dance.

5. he is vary precise with his directions?

5. He is very precise with his directions.

Extension

6. this bee is the scout be?

6. This bee is the scout bee.

7. thee other bes would knot be able two due their jobs

7. The other bees would not be able to do their jobs.

8. telling is a vital task four beas

8. Telling is a vital task for bees.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------|-------|
| 1. themm | them |
| 2. that | thatt |
| 3. ther | there |
| 4. their | thier |
| 5. then | thenn |
| 6. thay | they |
| 7. threw | threu |
| 8. those | thoze |
| 9. thinck | think |
| 10. thinng | thing |

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

- | | |
|-------------|---------|
| 11. than | thann |
| 12. thenn | then |
| 13. thief | theif |
| 14. thriftt | thrift |
| 15. thrifte | thrifty |

<> **4c. Optional:** Highlight the correct spelling of each **Optional** word.

- | | |
|---------------|----------|
| 16. fickle | fikle |
| 17. listless | listles |
| 18. idle | idl |
| 19. slothfull | slothful |

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: *their, they're, there*

<> 8b. Fill in each blank provided with the correct Wacky Word--*there, their, or they're*.

1. Cami was thrilled with their involvement.
2. We will take you there to see your friend.
3. They're so kind to everyone they meet.

9. Grammar: Prepositions

<> 9f. Highlight the prepositions at the beginning of each phrase listed below.

1. **after** the flood
2. **in** the hearts
3. **to** heaven
4. **into** many languages
5. **for** the tower
6. **of** the Lord
7. **in** other areas
8. **for** the people
9. **from** God
10. **with** God
11. **towards** each other
12. **in** the sky

Green 3-Pre A: Week One

Character Focus: Gratefulness

Vocabulary Box

Synonyms and antonyms of **utterly dependent**--*adjectives*

Synonyms -- Describe the Publican

barren
destitute
unmerited
vile
wretched

Antonyms -- Describe the Pharisee

arrogant
haughty
prideful
self-admiring
smug

boastful
pompous
proud
self-important
vain

Vocabulary Box

Words **related to gratefulness**

admiring
esteemed
pleased
thankful

blessed
honoring
respectful
valuable

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	We can only be truly grateful for all that God does for us when we realize that God created us. Our bodies are simply dust. God formed Adam from the dust of the ground. God breathed life into Adam. Without the breath of God, we would not have life.
Extension	Our bodies are made up of eighteen elements. Each of these elements has an important job. If one element is missing, we can become unhealthy.
Read Only	Water is the most common substance in our bodies. We can only survive without water for a few days. If a body were dried out, it would have to lose seventeen gallons of water. A person would weigh less than twenty-five pounds without water!

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

1. Man sometimes thinks that he is greater than he really is.

2. **It is only when we realize that we are nothing without God that we become truly grateful.**

3. Without God, we can not have our next breath.

<> **1b.** On the lines provided, copy the Vocabulary Words listed.

1. destitute _____

Character Focus: To be humble, we need to understand how much we need God.

2. desolate _____

3. impoverished _____

<> 1c. Look up one of these words in the dictionary, and write its definition in your own words on the lines provided.

<> 1d. On the lines provided, write a sentence about the passage using the Vocabulary Word you defined.

Sentence about the passage

<> 1e. On the lines provided, copy this week's passage at the level directed by your teacher.

Character Focus: We need to show humility in everything we do.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Character Focus: Proud people do not know how much they need God.

[illegible][illegible]

➤ **1f.** Review your copy with your teacher and correct any errors.

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

Green 3-Pre A: Week One

2. Spelling: Prefix *un* and *re*

Examples: undo, unmade; redo, remake

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the second paragraph of the passage, highlight the word *unhealthy*.

1. A prefix is a group of letters or one letter that comes at the beginning of a word.
2. There are a lot of words that can have the prefix *un*.
3. You don't need a prefix to make a real word.
4. A prefix makes a word mean something new.
5. The prefix *un* means "not."
6. So when someone says, "I am **unfaithful**," he means that he is **not faithful**.
7. The suffix *un* goes onto the beginning of words.
8. The suffix does not go on every word.
9. It only goes on some words.
10. There is another prefix that you probably see a lot.
11. It is the prefix *re*.
12. The prefix *re* means to do something again.
13. It is found at the beginning of many words, including the following:
 - a. relive--to live again
 - b. recall--to call again (or to remember)
 - c. retell (to tell again)
 - d. resale (to be for sale again)

Character Focus:
When we realize how great God is, we can understand how little we really are.

<> **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.

Teacher Tip:
Generally speaking, when prefixes are added to words (prefixes are placed at the beginning of root words), they do not change the spelling of the root word.

<> **2d.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 85 and 86 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
<u>All</u>				
1. undo	un-do			
2. unrest	un-rest			
3. undone	un-done			
4. relive	re-live			
5. retell	re-tell			
6. recall	re-call			
7. unfair	un-fair			
8. unloved	un-loved			
9. remake	re-make			
10. resale	re-sale			

*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
<u>Extension</u>				
11. recess*	rec-ess			
12. refer*	re-fer			
13. repel*	re-pel			
14. reproach*	re-proach			
15. reveal*	re-veal			
16. uncanny*	un-can-ny			
<u>Optional</u>				
17. barren	bar-ren			
18. destitute	dest-i-tute			
19. unmerited	un-mer-i-ted			
20. vile	vile			

***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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. are bodys are simply dust
2. God formed adam frum the dust off the ground
3. god breathed live intoo adam?
4. Without the breath off god, wee would not have life

Extension

5. are bodies are made up off 18 elements
6. water is thee most common substance inn our bodies

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|------------|--------|
| 1. undo | undoo |
| 2. unrestt | unrest |
| 3. undun | undone |
| 4. relive | reliv |

Character Focus:
Gratefulness is letting God and others know how much they have done that benefits me.

Further Study: Read the story of the prodigal son. Which one of the sons in that story showed gratefulness to the father?

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Further Study: Make a list of people you can show gratitude to and ways you could show your gratefulness.

Optional Penmanship Practice

Blessed are the poor in spirit: for theirs is the kingdom of heaven.

Matthew 5:3

Words for Key Word Outline: Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Character Focus: God's mercy is a gift that is not based on what we can do.

5. retell	retel
6. recall	recal
7. unfare	unfair
8. unloved	unlovd
9. remaek	remake
10. resale	resail

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. recess	reces
12. referr	refer
13. repel	repell
14. reproach	reproche
15. revele	reveal
16. uncany	uncanny

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. barren	baren
18. destetute	destitute
19. unmerated	unmerited
20. vile	ville

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> 5a. Read this week's passage aloud with your teacher.

<> 5b. In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said**.
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead**.
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Original sentence: Our bodies are simply dust.

Words I will highlight: Our **bodies are** simply **dust**.

Write the words I highlighted: bodies are dust

My new sentence: In truth, our bodies are merely dust.

Further Study: Read the parable of the Pharisee and the Publican in Luke 18. Which one of these men was poor in spirit?

Teacher Tip: If your Level Pre-A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

All

1. God formed Adam from the dust of the ground.

Words you highlighted:

Your new sentence:

Further Study: Learn words that mean the same as gratefulness.

Character Focus:
Christians should
serve God because
we want to please
God, not because we
think we will get a
reward for it.

2. God breathed life into Adam.

Words you highlighted:

Your new sentence:

Character Focus:
Every person needs
certain things like
sleep, food, and water.
We are all dependent
on God for these
things.

3. Each of these elements has an important job.

Words you highlighted:

Your new sentence:

Extension

4. Water is the most common substance in our bodies.

Words you highlighted:

Your new sentence:

Further Study: Study
the character quality
of faithfulness in a
character book, such
as *A Child's Book of
Character* (Coriell's),
Character Sketches,
or *The Power for True
Success*, *Creation
Corner Coloring Book*,
*Women of Wisdom
Coloring Book*, or
Cloud of Witnesses.

5. A body would weigh less than twenty-five pounds without water!

Words you highlighted:

Your new sentence:

6. Grammar: Proper Nouns

People and Places

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** In the first paragraph of the passage, highlight the following words, and circle the first letter in each one:

- a. God
- b. Adam

1. These words are names.

2. Names are proper nouns.

3. You might remember that a **noun is one of the following:**

- a. **Person:** girl, boy, sister, teacher
- b. **Place:** town, lake, road, stove
- c. **Thing:** book, bike, room, chair
- d. **Idea:** wisdom, love, hope, peace

4. **A proper noun is the proper name of a noun!**

5. In other words, it is its **formal name**.

6. Instead of just the noun *girl*, a proper noun is the proper name of a girl: *Kara*.

7. **When you write the proper name of something, it is a proper noun.**

8. For instance:

- a. **Person:** Kara, Donna, Josiah
- b. **Place:** Gath, Oak Street, Palm Beach
- c. **Thing:** Bible, *God's Smuggler*

9. The word Bible is the name of a book (a very important book).

10. Titles are a type of proper noun.

11. You need to be sure to write any proper nouns with a capital letter at the beginning of each important word in it (Oak Street).

12. This week, you need to learn to capitalize the names of people and places.

<> **6c.** Highlight all of the proper nouns in the sentences below.

- 1. God breathed life.
- 2. Adam smiled.
- 3. Eve was the first woman.
- 4. William Borden lived long ago.
- 5. England is a country.
- 6. Adam lived in Eden.

Optional Penmanship Practice

But I am poor and needy; yet the Lord thinketh upon me: thou art my help and my deliverer; make no tarrying, O my God.

Psalms 40:17

Character Focus:
Whenever we think we don't need God or people, we are not being poor in spirit.

Further Study: Read Genesis 3. How did Adam and Eve think that they did not need God?

Further Study: Read Psalm 12:6-7 and see how God's words are likened to silver tried in a furnace. Learn about the process of purifying silver, and draw analogies to the trying of God's Word by finding a specific instance in history that corresponds to each step of the refining process.

- 7. I live near Fort Wayne.
- 8. We read the Bible.
- 9. Susanna Wesley wrote.
- 10. William Borden went to Cairo.

<> **6d.** Write two sentences about the first people God created. Be sure to capitalize the proper nouns.

- 1. _____

- 2. _____

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Optional Spelling Practice: Six “S” Spelling Secret

- <> **7a. Optional:** Take a Spelling Pre-Test in your notebook.
- <> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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 Revising: Complete the Checklist Challenge for Sentences

<> **8a.** Read this week's passage with your teacher:

<> **8b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment Five that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

(2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4.

- <> **8c.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:
- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
 - (2) Highlight each item you put in your sentence as you complete it.
 - (3) Check off each box in the Checklist Challenge after each one is completed.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or "giving him the answers"! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as "kind."), guiding him with questions ("What do you think you could put in for walk here?"), or giving him choices ("Why don't you try one of these: pretty, beautiful, lovely, gorgeous?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: breath, breathe

- <> **9a.** In the first paragraph of the passage, highlight the words *breathed* and *breath*.
1. These words are often confusing to students.
 2. We call these confusing words Wacky Words because they are not normal.
 3. *Breathe* is a long e word.
 4. It is something that you do. You *breathe*.
 5. *Breath* is a short e word.
 6. It sounds kind of like the word *head*.
 7. It has two vowels in it, but it still makes a short e sound anyway.
 8. One way you can remember the difference between these two words is by remembering that *breathe* (the one you do) has an e at the end.

9. You can tell yourself that the e at the end makes the first e say its own name.
10. *Breath* does not have an e at the end.
11. It is like the following words:
- a. Read -- Yesterday I **read** that book.
 - b. Bread -- We had **bread** and jam.
 - c. Wealth -- William Borden had great **wealth**.
 - d. Lead -- The pencil **lead** broke.

<> **9b.** Use the correct word *breath* or *breathe* in the sentences provided.

1. It was the _____ of God that gave Adam life.
2. Every _____ we take is a gift from God.
3. Someone who is sick may not be able to _____ easily.

10. Optional Spelling Practice: Write That Word!

<> **10a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **10b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Spelling: Spelling Test

<> 11a. Read this week's passage aloud with your teacher.

<> 11b. On the lines provided, take a Spelling Test consisting of this week's words and any Review Words.

All

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extension

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Optional

17. _____

18. _____

19. _____

20. _____

Review Words

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

_____ only

_____ truly grateful _____ all

_____ God does _____

_____ when _____ realize

_____ created

_____. _____ bodies

_____ simply dust. _____ formed

Adam from _____ dust _____

_____ ground. _____

breathed _____ Adam.

Without _____ breath _____

_____, _____ would

_____ have _____.

Extension

_____ bodies _____

_____ of eighteen elements.

_____ elements _____ an

important _____.

_____ element _____ missing,

_____ unhealthy.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

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. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentences from Assignment Eight, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

- <> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

14. Grammar: Weekly Quiz

- <> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 3-Pre A: Week One

Character Focus: Gratefulness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

All

All levels

B

Basic level only

E

Extension only

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

All

All

E

E

Read your sentences 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

E

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

E

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

E

Add an **adverb** (*ly* word or other) to each sentence. 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 E's

Add one descriptive **adjective** to each sentence. 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

Use **one of this month's vocabulary words** in your sentences (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 **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 sentences. 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 All E E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 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 that 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 Extension

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 -- Extension

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 _____

Green 3-Pre A: Week Two

Character Focus: Gratefulness

Vocabulary Box

Synonyms and antonyms of **utterly dependent**--*adjectives*

Synonyms -- Describe the Publican

barren
destitute
unmerited
vile
wretched

base

sinful

unworthy

impoverished

Antonyms -- Describe the Pharisee

arrogant

haughty

prideful

self-admiring

smug

boastful

pompous

proud

self-important

vain

Vocabulary Box

Words related to **gratefulness**

admiring

esteemed

pleased

thankful

blessed

honoring

respectful

valuable

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

William Borden went to Cairo in Egypt to serve the Lord. He and other missionaries tried to pass out tracts to every person in the city. Cairo was a huge city. There were more than 800,000 people living there!

Extension

While he was in Cairo, William lived with a family. He did not tell the family that he was rich. Wealth wasn't important to William. What was important to him was telling people about Jesus and serving Him.

Read Only

William Borden got sick and died when he was a young man. It seemed like his dream of bringing many people to Christ had died with him. But it didn't. Because William gave up his wealth in America, hundreds of other students decided to go to the mission field as he had done.

A missionary wrote a small book about William's life, and it was translated into six different languages. Thousands of people whom William wanted to go and preach to came to Christ because of his story. It is said that many more people came to Christ because William died than would have if he had lived. He was willing to give up everything to follow Christ -- and he did.

Cloud of Witnesses: A Book of Children's Godly Heroes

➤ 1a. Read this week's passage aloud with your teacher.

[illegible]

This image shows a single sheet of white paper with horizontal 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.

Optional Penmanship Practice

Because that which may be known of God is manifest in them; for God hath showed it unto them.

Romans 1:19

<> **1d.** Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

Optional Penmanship Practice

Because that, when they knew God, they glorified him not as God, neither were thankful; but became vain in their imaginations, and their foolish heart was darkened.

Romans 1: 21

2. Spelling: Ck at the Ends of Words

Examples: duck, lack

<> **2a.** Read this week's pasage aloud with your teacher.

<> **2b.** In the first Read Only paragraph, highlight the word *sick*.

1. Ck says the same thing as k.
2. **When there is a short vowel word that ends in a kuh sound, it normally has a ck instead of just a k or a c.**
3. It is easy to learn this after you get used to how it looks!

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 85 and 86 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.

Teacher Tip: The cvc pattern means *consonant-vowel-consonant* pattern; the vc 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.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. wreck*	wreck			
2. tick	tick			
3. track*	track			
4. quick*	quick			
5. rack*	rack			
6. tuck	tuck			
7. black	black			
8. stuck	stuck			
9. track	track			
10. brick	brick			

***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
<u>Extension</u>				
11. reckless*	reck-less			
12. racket*	rack-et			
13. lucky*	luck-y			
14. pluck*	pluck			
15. nitpick*	nit-pick			
<u>Optional</u>				
16. wretched	wretch-ed			
17. base	base			
18. sinful	sin-ful			
19. unworthy	un-worth-y			

***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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. william borden went too cairo
2. cairo was a vary large sity
3. hee got sick and dyed win he was young?
4. it seamed like his dream of bringing manny two christ was gone

Extension

5. a missionary write a small book about williams life
6. Hee was willing too give up everything 2 follow christ?

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. reck

wreck

2. tick

tik

Teacher Tip: If your Level Pre-A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

Character Focus: What we think about the greatness and love of God will decide what we believe about everything else.

Optional Penmanship Practice

Behold, as the eyes of servant look unto the hand of their masters, and as the eyes of a maid unto the hand of her mistress; so our eyes wait upon the Lord our God, until that he have mercy upon us.

Psalms 123: 2

Further Study: Study the life of Charles Spurgeon. How was he poor in spirit in spite of all the great things he did and had?

Character Focus:
Being poor in spirit does not mean that you do not have any money.

Words for Key Word Outline: Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

3. trak	track
4. quick	quik
5. rak	rack
6. tuk	tuck
7. black	blak
8. stuck	stuk
9. trak	track
10. brick	brikk

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. reckless	rekless
12. raket	racket
13. lucky	lukk
14. pluck	plukk
15. nitpikk	nitpick

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

16. retched	wretched
17. baes	base
18. sinful	sinfull
19. unworthy	unwerthy

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> 5a. Read this week's passage aloud with your teacher.

<> 5b. In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said**.
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead**.
 - e. When you like the way your new sentence sounds, write it on the lines provided.

Further Study: Make a list of what you think it means to be poor in spirit.

Original sentence: William Borden went to Cairo in Egypt to serve the Lord.

Words I will highlight: **William** Borden went to **Cairo** in **Egypt** to serve the **Lord**.

Write the words I highlighted: William, Cairo, Egypt, Lord

My new sentence: The Lord sent William to Cairo, Egypt to serve.

All

1. Cairo was a large city.

Words you highlighted:

Your new sentence:

Further Study: Read the story of Noah's flood. How were the people of that time not poor in spirit?

2. While he was in Cairo, William lived with a family.

Words you highlighted:

Your new sentence:

3. William Borden got sick and died when he was very young.

Words you highlighted:

Your new sentence:

Extension

4. It seemed like his dream of bringing many to Christ had died with him.

Words you highlighted:

Your new sentence:

Optional Penmanship Practice

Pride goeth before destruction, and an haughty spirit before a fall.

Proverbs 16:18

5. He was willing to give up everything to follow Christ, and he did.

Words you highlighted:

Your new sentence:

Further Study: Study the life of Martin Luther. How was he poor in spirit even though he was challenging those in power?

Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

---> 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 most important, more important

“ ” can mean spoken words or special words

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

Optional Penmanship Practice

The fear of the Lord is to hate evil; pride, and arrogance, a forward mouth and the evil way do I hate.

Proverbs 8:13

6. Grammar: Coordinating Conjunctions

<> **6a.** Read this week’s passage aloud with your teacher.

<> **6b.** In the last paragraph of the Read Only box, highlight the word *and* in the first sentence.

1. The word *and* is a special grammar term.
2. It is called a coordinating conjunction.
3. You do not need to know that long term!

4. You just need to know that **and** can be used to join parts of a sentence together.
5. You write and speak with *and* all the time!
6. You put *and* in when you and your brother or sister want something, like **Jonathan *and* I want to go outside.**
7. You put *and* in when you want to put two sentences together, like **I went to church, *and* I went to Sunday school.**
8. You put *and* in when you have a long list, like **We need to get milk, bread, apples, *and* eggs.**
9. There is a little trick that will help you to learn coordinating conjunctions.
10. CQLA calls *and* (and other words used to join two or more things) FANBOYS.
11. Coordinating conjunctions can be called FANBOYS.
12. See all seven of the coordinating conjunctions that can be found in the FANBOYS trick?

For
And
Nor
But
Or
Yet
So

13. Do you see the word *and*?
 14. You will write with FANBOYS this week.
 15. It isn't hard to write with FANBOYS.
 16. Just use an easy one like *and* or *or*.
 - a. Do your CQLA **and** math.
 - b. Did you do your CQLA **or** your math ?
- <> 6c. In the sentences provided, highlight the word *and* each time you see it. Tell your teacher whether it is used to put two sentences together or in a list of items.
1. William Borden went to Cairo, and he led many to the Lord.
 2. William was rich, young, and godly.
 3. William's book is a famous, interesting, and short book.
 4. He passed out tracts, and he led people to the Lord.
 5. He loved his family, friends, and the lost.

6. God wants us to be humble, grateful, and giving.
7. Some people do not love God, and they did not like the Bible either.
8. We should be grateful for God's love, mercy, and forgiveness.
9. William gave up his wealth, and many young people became missionaries.
10. God has a plan in your life, and you need to be grateful through it all.

Optional Penmanship Practice

Better it is to be of an humble spirit with the lowly, than to divide the spoil with the proud.

Proverbs 16:19

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Optional Spelling Practice: Six "S" Spelling Secret

<> **7a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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 Revising: Complete the Checklist Challenge for Sentences

<> **8a.** Read this week's passage with your teacher.

<> **8b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

- (1) Choose sentences that you wrote in Assignment Four that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

- (2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

<> **8c.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:

- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
- (2) Highlight each item on the checklist you put in your sentence as you complete it.
- (3) Check off each box in the Checklist Challenge after each one is completed.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (Try adding a word that means the same as ‘kind.’”), guiding him with questions (“What do you think you could put in for walk here?”), or giving him choices (“Why don’t you try one of these: pretty, beautiful, lovely, gorgeous?”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: tract, track

<> **9a.** In the first copy box of the passage, highlight the word *tracts*.

1. The word *tract* is a Wacky Word because there is another word that is pronounced the same or almost the same as it is.
2. Its Wacky Word partner is *track*.
3. Do you know the difference between these two words?
4. A *tract* is a little booklet or pamphlet.
5. Gospel *tracts* are pamphlets that tell about God or the Bible.
6. A *track* can mean many things.
7. It can be a *track* for running.
8. It can be a *track* for trains--like in train tracks.
9. It can be an action that means to hunt or follow, like in *to track an animal in the wild*.

<> **9b.** Fill in the correct word tract or track

1. The group handed out _____ on the street corner.
2. Jim participated in _____ and field.

10. Optional Spelling Practice: Write That Word!

<> **10a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **10b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Spelling: Spelling Test

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extension

11. _____ 12. _____
13. _____ 14. _____
15. _____

Optional

16. _____ 17. _____
18. _____ 19. _____

Review Words

_____	_____
_____	_____
_____	_____
_____	_____

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

William Borden went _____ Cairo
_____ Egypt _____ serve
_____ Lord. _____
_____ other missionaries tried

_____ tracts _____ every
person _____ city. Cairo

city. There _____ than
800,000 people living _____!

Extension

While _____
_____ Cairo, William lived _____
_____ family. _____

_____ the family _____ he
_____.

Wealth wasn't important _____

William. _____ was important

_____ was telling people

_____ Jesus _____ serving

_____.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

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. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentences from Assignment Five, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 3-Pre A: Week Two

Character Focus: Gratefulness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

☐ All ☐ All ☐ E ☐ E

Read your sentences 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 ☐ E

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 ☐ E

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 ☐ E

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*.**

E

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 E

Add one descriptive **adjective** to each sentence. 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

Use **one of this month's vocabulary words** in your sentence (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

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 sentences. 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 All E E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 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 that 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 Extension

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 -- Extension

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

BHL Verbs -- Extension

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 _____

Green 3-Pre A: Week Three

Character Focus: Gratefulness

Vocabulary Box

Synonyms and antonyms of **utterly dependent**--*adjectives*

Synonyms -- Describe the Publican

barren
destitute
unmerited
vile
wretched

base

sinful

unworthy

impoverished

Antonyms -- Describe the Pharisee

arrogant

haughty

prideful

self-admiring

smug

boastful

pompous

proud

self-important

vain

Vocabulary Box

Words related to **gratefulness**

admiring

esteemed

pleased

thankful

blessed

honoring

respectful

valuable

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

Read	There was a church leader who lived long ago. This man was proud in spirit. At that same time, there was a man living who had done many bad things. This man was humble and poor in spirit.
Extension	One day both men went to the temple to pray. The proud church leader thought that he was better than those around him. He wanted people to notice him. When he prayed, he focused on the good things he did.
All	The humble, poor man knew that his life had not pleased God. He knew that God is holy and that he was wicked. He cried out to God and asked for mercy.

Notice the different copy box order.

Further Study: Read Daniel 4: How was Nebuchadnezzar's pride destroyed, and how was he poor in spirit?

↔ 1a. Read this week's passage aloud with your teacher.

1. This passage is a story.
2. It is a story that Jesus told to show the difference between pride and humility.
3. It is the story of the Pharisee and Publican.
4. When we are proud, it is impossible to be grateful.
5. When we are proud, we think highly of ourselves.
6. We do not think of how great God is--and how thankful we are for all that He has done for us.

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

- a. proud
- b. humble

<> **1c.** On the lines provided, write a sentence about the Pharisee using the word *proud* and a sentence about the Publican using the word *humble*.

1. _____

2. _____

<> **1d.** On the lines provided, copy this week's passage at the level directed by your teacher.

Optional Penmanship Practice

The humble shall hear thereof, and be glad.

Psalm 34:2

Optional Penmanship Practice

The fear of the Lord is the instruction of wisdom; and before honor is humility.

Proverbs 15:33

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell the words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Further Study: Study the rise and fall of the kingdom of Babylon.

Character Focus:
There have been times in history when a ruler thought he had done something that made him great. Everyone of these rulers' kingdoms have crumbled.

[illegible]

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 one of the major periods of music.

<> **1e.** Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: Hard c

Examples: cat, comb

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the last paragraph of the passage, highlight the following words:

a. wicked

b. cried

1. The words you highlighted are hard c words.

2. In this lesson, the students will learn to spell hard c words.

3. It might be confusing to know what says *kuh* and what says *suh*.

4. **C says *kuh* when any of these letters come after it:**

a. **a:** cat

b. **o:** cod

c. **u:** cub

5. **Any consonant but y:**

- a. clip
- b. crab
- c. duck

6. **C says *suh* when any of these letters come after it:**

- a. **e:** cent
- b. **i:** city
- c. **y:** cyclone

7. This week you will just learn hard c words -- words that say *kuh*.

<> **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.

Character Focus:
Music can be used to glorify God or to glorify man. God is the only one worthy of being glorified.

<> **2d.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

Further Study: Study a time in the Bible that music is talked about like in Revelation 15 or Psalm 95.

<> **2e.** Add this week's new words to pages 85 and 86 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
<u>All</u>				
1. cash*	cash			
2. click*	click			
3. cod	cod			
4. cob	cob			
5. cup	cup			
6. cut	cut			
7. cry	cry			
8. clip	clip			
9. crash	crash			
10. creek	creek			

*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
<u>Extension</u>				
11. candle*	cand-le			
12. cancel*	can-cel			
13. canvas*	can-vas			
14. clone*	clone			
15. cough*	cough			
16. curt*	curt			
<u>Optional</u>				
17. arrogant	ar-ro-gant			
18. haughty	haugh-ty			
19. prideful	pride-ful			
20. smug	smug			

*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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. their waz a church leader who lived long ago
2. this men waz proud inn spirit
3. 1 day both man went too thee temple two pray
4. Hee wanted peeple too notice him

Extension

5. hee new that God iz holy and that hee waz wicked
6. he cryed out too god and asked four mercy.

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Character Focus: The Bible says that man is made from the dust, so we should not boast in ourselves.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. kash

cash

2. klick

click

Further Study: Study what kind of songs were sung by the early Christian church.

3. cod	kod
4. cob	kob
5. cup	kup
6. kut	cut
7. cry	kry
8. clip	klip
9. krash	crash
10. kreek	creek

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. candle	kandle
12. kancel	cancel
13. kanvas	canvas
14. clone	klone
15. cough	couff
16. kurt	curt

Synonyms for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. arrogant	arrogant
18. hawghty	haughty
19. prideful	pridefull

5. Study Skills/Prewriting: Outline Original Story

<> **5a.** Read this week's passage aloud with your teacher.

This week you will be outlining and writing a story. A story is different than an essay. An essay is meant to mainly inform. A story is meant to entertain *and* inform.

Jesus told stories all the time. He used stories to teach lessons. You will be retelling a story this week.

<> **5b.** Choose a story of gratefulness in the Bible that you think you can retell in one paragraph (Basic) or two paragraphs (Extension). You may choose one from below or pick something different:

- a. Healing of ten lepers
- b. Ruth showing gratefulness to Boaz

<> **5c.** Outline your story by following the steps below:

(1) Every story has main characters. Think about your story's characters and do the following:

- a. Write their names below.
- b. Write the types of characters they are (*grateful, ungrateful, the ones being thanked*).

Character	Type of Character
1. _____	_____
2. _____	_____
3. _____	_____

(2) Write notes about the setting of your story.

- a. Where did this take place?

Character Focus:
There is a difference
between God's mercy
and man's fairness.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

b. What was the place like?

(3) Write what point your character became grateful or first decided to show his gratefulness.

(4) You will be taking notes for your story on the lines provided. Follow these steps:

- a. Write only notes.
- b. Each line of notes will be one sentence worth of information for your story.
- c. Your teacher will help you choose the order you want. Write your notes in the order your story will be.
- d. Your teacher will help you write your story, but plan to not have anyone saying something directly.
 - i. You should not use quotation marks unless your teacher wants you to.
 - ii. Just say, *The man said **that** he was thankful for what Jesus had done.* Instead of *The man said, "I am thankful for what you have done."*
 - iii. If you use the word **that**, it will help you not to have to use quotation marks.

All

Sentence One

Sentence Two

Character Focus:
God's justice and
mercy will never fail;
what men think is fair
will change.

Sentence Three

Sentence Four

Sentence Five

Sentence Six

Extension: Sentence Seven

Extension: Sentence Eight

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week.

Character Focus:
People used to not understand how man could be made from dust, but now scientists have found that the same basic substances that are in dust are in humans.

Teacher Tip: It is especially difficult for new writers to look at a large blank area and realize that he has to fill that space! Take his original essays one sentence at a time, and write for him, if needed. Do whatever you can do to make his early writing experiences positive--and build a love for reading and writing in him early!

Sample Character Box

Character	How He or She Was
Blind man	Grateful
Jesus	One being thanked
Leaders of the crowd	Rebuked blind man
People	Praised God
2. Approaching Jericho along the roadside	
3. When he received his sight, he followed Jesus and praised God.	

Sample Outline Box

Sentence 1: Jesus --> Jericho --> Blind man by the roadside
 Sentence 2: Heard crowd ask what was happening
 Sentence 3: Said Jesus coming -- he called out
 Sentence 4: Crowd rebuked him -- he called out
 Sentence 5: Jesus told men to bring him
 Sentence 6: Jesus asked what he wanted
 Sentence 7: He asked to see. Jesus healed
 Sentence 8: Followed Jesus -- praised God

Sample Story Box

As Jesus approached Jericho, a blind man was sitting along the dusty roadside begging. When he heard the noisy crowd, he cried out asking what was happening. The crowd informed him that Jesus was coming, so the blind man called out to Him. Those heading the crowd rebuked him, but he shouted even louder. When Jesus heard his pleas for mercy, he told the men to bring the beggar to Him. Jesus asked him what he wanted. The desperate man told Jesus he wanted to see, and Jesus miraculously restored his sight. Immediately he received his sight and followed Jesus.

6. Grammar: Proper Nouns

<> **6a.** Read this week's passage aloud with your teacher.

1. You have already learned about proper nouns earlier this month.
2. Did you remember that a **proper noun is the proper name of something**?
3. Did you remember that a **proper noun needs to be capitalized at the beginning**?
4. **Proper nouns can be the proper names of any place!**
 - a. Street: **Oak Street**
 - b. Building: **White House**
 - c. Neighborhood: **Peppermint Village**

- d. City: **Bluffton**
- e. State: **Indiana**
- f. River: **Jordan River**
- g. Sea: **Dead Sea**
- h. Ocean: **Indian Ocean**
- i. Country: **England**
- j. Continent: **Europe**

Further Study: Study the function of eyelids and the role they play to keep the eyes clean.

<> **6b.** In the last paragraph of the passage, highlight the word *God* one time.

- 1. *God* is a proper noun.
- 2. All names for God are proper nouns.

<> **6c.** Write three names for God on the lines provided.

- 1. _____
- 2. _____
- 3. _____

<> **6d.** Write the names of three people.

- 1. _____
- 2. _____
- 3. _____

<> **9e.** Write the names of three cities.

- 1. _____
- 2. _____
- 3. _____

<> **9f.** Write the names of three movies.

- 1. _____
- 2. _____
- 3. _____

7. Optional Spelling Practice: Six “S” Spelling Secret

<> **7a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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 Revising: Writing a Rough Draft Story

<> **8a.** Read this week’s passage with your teacher:

<> **8b.** Using your notes from earlier this week, write your story about a Bible character who was grateful.

Note: Be sure to indent the first sentence of your first paragraph.

Lined writing area with 25 horizontal lines.

9. Write On: Writing With Proper Nouns

- <> **9a.** Look on a map with your teacher, and name proper nouns. Have your teacher write them on the whiteboard, so you can see that proper nouns are the names of places--and must always be capitalized.
- <> **9b.** Write your name and address on the lines provided. Be sure to capitalize your name, street name, city, and state. These are all proper nouns!

<hr/>	
name	
<hr/>	
Street number and name	
<hr/>	
City	State
<hr/>	
Zip code	

10. Optional Spelling Practice: Write That Word!

- <> **10a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

- <> **10b. Optional:** On the lines provided, write a sentence using one of the spelling

words you listed above. Highlight or underline the word you chose.
Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Vocabulary/Structural Analysis: Wacky Words

Homophones: there, their, they're

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

1. You probably already know one of this word's Wacky Word partners: their.
2. Read the details about *there*, *their*, and *they're* given below.

a. There

- i. Word showing where something happened or to introduce something (*there* is, *there* are).
- ii. Key: There is a **here** in **there**.

b. Their

- i. Word showing possession (ownership)
- ii. Key: There is an **heir** in **their**.
 - a. An *heir* owns the throne.
 - b. It gets passed down to him.
 - c. Thus, **heir** shows ownership and **their** shows ownership.

c. They're

- i. Contraction meaning **they are**
- ii. Always say the two words that a contraction is made from to be sure that it is really the word you want to use. When you see *they're*, don't say *they*, say *they are*.

<> 11a. Use the correct word *there*, *their*, or *they're* in the sentences provided.

1. _____ was a church leader who was proud in spirit.
2. _____ willing to humble themselves.

3. They traveled to _____ destination.

12. Spelling: Spelling Test

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |

Optional

- | | |
|-----------|-----------|
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

Review Words

_____	_____
_____	_____

<> **12c.** Have your teacher check your Spelling Test.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** Read this week's passage aloud with your teacher.

<> **13b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

(3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

Extension

men _____ to the temple to _____.

_____ proud church leader thought _____ he

_____ better _____

around _____. _____ wanted people

_____ notice _____. _____

_____ prayed, he focused on the _____ things

he _____.

All

_____ humble, _____
_____ knew _____ his _____
_____ pleased _____.
_____ knew _____ is
holy and _____ he _____ wicked.
_____ cried _____ to _____
and _____ mercy.

<> **13c.** Review your dictation with your teacher.

<> **13d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 Extension

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 -- Extension

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

BHL Verbs -- Extension

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 _____

Green 3-Pre A: Week Four

Character Focus: Gratefulness

Vocabulary Box

Synonyms and antonyms of utterly dependent--adjectives

Synonyms -- Describe the Publican

barren
destitute
unmerited
vile
wretched

base

sinful

unworthy

impoverished

Antonyms -- Describe the Pharisee

arrogant
haughty
prideful
self-admiring
smug

boastful

pompous

proud

self-important

vain

Vocabulary Box

Words related to gratefulness

admiring
esteemed
pleased
thankful

blessed
honoring
respectful
valuable

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

The weasel has special skills in fighting. He is extremely alert to what others are doing. He can hear and see more than most animals.

Extension

The weasel is also fast. Most animals cannot win against a snake because a snake strikes without warning. However, the weasel is fast enough that he can often dodge a snake's mouth.

Read Only

The weasel has especially sharp front teeth that help him fight. When fighting, he will bite his enemy in the back of the neck. Most of the time, this kills the other animal right away.

The weasel has been given amazing reflexes by God. He uses these to protect his family. God does not give an animal or people strengths for no reason. He wants us to use our strengths to help others.

Creation Corner Coloring Book

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

1. This passage tells about the amazing skills of an animal known as a weasel.
2. It shows how **he uses what God has given him**.
3. **One way that we can show gratefulness is to use the talents and skills God has given us.**

4. If you get a new book from your parents and you never read it, they will probably think you are not grateful for it.

5. The same is true with God.

6. **We show him our gratefulness when we use the gifts and talents He has given us.**

Character Focus:
Synonyms for gratefulness-- appreciative, indebted, thankful.

<> **1b.** In the passage, highlight the animal's name (weasel) one time.

<> **1c.** Look up this animal in an encyclopedia or book, and write a sentence about it on the lines provided. Focus on something that the passage does not tell you, like where he lives, what he eats, or what animal he is related to.

Sentence about a *weasel*

<> **1d. Extension:** On the lines provided, write three sentences about the weasel.

1. _____

2. _____

3. _____

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Further Study: Make a list of people you are thankful for.

Further Study: Make a list of attributes of God that you are thankful for (Ex. God's love).

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: Most students do not realize that words rarely end in only one *f*. When the letter *f* is the final letter in a word, it is almost always doubled.

Further Study: Make a list of things you are thankful for.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum suggests, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

<> **1f.** Review your copy with your teacher, and correct any errors.

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

2. Spelling: Short Vowel Words That End in a Double Consonant

Examples: fluff, small

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the first paragraph of the passage, highlight the word *skills*.

1. Sometimes short vowel words have two consonants at the end of them.
2. There are a few families that contain this spelling but there are many words within each family.
3. For instance:

a. //

i. all

ii. bell

iii. call

b. ff

i. fluff

ii. puff

iii. off

c. ss

i. mess

ii. less

iii. pass

d. zz

i. buzz

ii. jazz

iii. fuzz

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 85 and 86 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.

Further Study: Read Ephesians 5:20, I Thessalonians 5:18, and Psalm 95:2 about gratefulness.

Teacher Tip: Most students do not realize that words rarely end in only one l. When the letter l is the final letter in a word, it is almost always doubled.

Teacher Tip: Most students do not realize that words rarely end in only one s. When the letter s is the final letter in a word, it is almost always doubled. The exception to this is when a word ends in s and the s says z (e.g., *as*, *has*).

Teacher Tip: Most students do not realize that words rarely end in only one z. When the letter z is the final letter in a word, it is almost always doubled.

Further Study: Make a list of how you are thankful for your family. Share the list with your family.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. cross	cross			
2. off	off			
3. less	less			
4. fizz	fizz			
5. small	small			
6. call	call			
7. skill	skill			
8. fluff	fluff			
9. smell	smell			
10. press	press			

*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
<u>Extension</u>				
11. across*	a-cross			
12. office*	off-ice			
13. lesson*	les-son			
14. smallest*	small-est			
15. skillful*	skill-ful			
16. pressure*	press-ure			
<u>Optional</u>				
17. boastful	boast-ful			
18. pompous	pom-pous			
19. proud	proud			
20. vain	vain			

***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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

1. Thee weasel has special skills inn fighting
2. Hee is very alert too what other our doing
3. he can hear and sea more than most animals
4. thee weasel is also vary fast
5. most animals cannot when against a snake?

Extension

6. Hee has vary sharp teeth that help him fight.
7. this kils other animals quick
8. The weasel has ben given amazing reflexes by god

<> **3c.** Review your Editor Duty sentences with your teacher

Further Study:
Dramatize the story of the Pharisee and the Publican found in Luke 18:9-14.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. cross

cros

2. of	off
3. less	les
4. fizz	fiz
5. smal	small
6. cal	call
7. skill	skil
8. fluff	fluf
9. smel	smell
10. press	pres

Further Study: Study the aphid and the life of Abel to learn gratefulness in *Character Sketches*, Volume III, pages 128-141.

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. across	across
12. office	office
13. lesson	leson
14. smallest	smalest
15. skilful	skillful
16. pressure	presure

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. boastfull	boastful
---------------	----------

Further Study: Study the bald eagle and the life of Ruth to learn gratefulness in *Character Sketches*, Volume III, pages 166-177.

Further Study: Study gratefulness in *The Power of True Success*, pages 101-104.

18. pompous	pompus
19. prowld	proud
20. vain	vaine

Further Study: Make a list of songs that show your thankfulness to God.

5. Composition and Revising: Complete the Checklist Challenge

<> **5a.** Read this week's passage with your teacher:

<> **5b.** Complete the following steps in last week's rough draft of your story, using the Checklist Challenge

1. Do each one of each item for each sentence or papagraph you wrote, as indicated in the Checklist Challenge.
2. Highlight each item you put in your story as you complete it.
3. Check off each box in the Checklist Challenge after each one is completed.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of you student! Do not be concerned with helping him too much or "giving him the answers"! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as 'kind.'"), guiding him with questions ("What do you think you could put in for *walk* here?"), or giving him choices ("Why don't you try one of these: pretty, beautiful, lovely, gorgeous?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

6. Optional Spelling Practice: Six "S" Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

- <> **6c. Optional:** 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: Study the maple tree and the life of Aristarchus to learn gratefulness in *Character Sketches*, Volume III, pages 154-165.

7. Grammar: Synonyms and Antonyms

- <> **7a.** Read this week's passage aloud with your teacher.

1. Many times in CQLA you are asked to look up words in a dictionary.
2. When you look up a word in the dictionary, you are looking for its definition.
3. You are looking for the meaning of the word.
4. Sometimes in CQLA, you look up a word in a thesaurus.
5. When you look up a word in the thesaurus, you are usually looking for synonyms.
6. **Synonyms are words that mean the same--or almost the same as each other.**
7. Sometimes when you look up words in a thesaurus, you are looking for antonyms.
8. **Antonyms are words that mean the opposite of each other.**
9. You might want to use this little trick to learn what the words *synonym* and *antonym* mean:
Synonym--same
Antonym--opposite
10. Sometimes you can make it even shorter and have a small little trick for remembering something, like this:
Syn--same
Ant--opp
11. You know a lot about synonyms and antonyms without even knowing you do!
12. For example, the following words are **synonym sets** you probably already know:
 - a. **love, adore, cherish**
 - b. **fast, quick, speedy**
 - c. **page, paper, sheet**
13. For example, the following words are **antonym sets** you probably already know:
 - a. **up, down**
 - b. **open, close**
 - c. **on, off**

<> 7b. Choose the correct word that makes sense in each of the antonym sentences given below.

All

1. The weasel does/doesn't have special skills.
2. The weasel is alert/asleep to other animals.
3. The weasel is fast/slow.
4. Most animals win/lose against a snake.

Extension

5. The weasel can enter/dodge the snake's mouth.
6. The weasel has very sharp/dull teeth.
7. A weasel bites the front/back of his enemy's neck.
8. The weasel has been given amazing/average reflexes.

<> 7c. Use a thesaurus to find a synonym for each of the words listed below.

All

1. special _____
2. alert _____
3. hear _____
4. fast _____

Extension

5. dodge _____
6. enemy _____

7. protect _____

8. strengths _____

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

<> **8a.** In the first paragraph of the passage, highlight the word *to*.

1. The word *to* is a Wacky Word, and you probably know its partners well.
2. This confusing trio is *to*, *too*, and *two*.

<> **8b.** Study the words *to*, *too*, and *two* with your teacher.

1. **to**
 - a. A preposition that shows **where something is headed or going**
 - b. *To* the store, *to* Donna, *to* the Lord
2. **too**
 - a. An **adverb that means also**
 - b. He is coming *too*.
3. **two**
 - a. The **number word**

b. The animals came *two* by *two*.

<> **8c.** Choose the correct word

1. The weasel is _____ fast for the snake
2. The weasel's reflexes help _____ protect him.
3. You may have _____ pieces.

9. Composition and Revising: Final Copy of Your Story

<> **9a.** Read this week's passage aloud with your teacher.

<> **9b.** You may write the final copy of your story in any of the following ways:

- (1) Write it in your own handwriting on the lines provided.
- (2) Write it in your own handwriting in a minit book.
- (3) Have your teacher copy it in a minit book.
- (4) Have your teacher type your story on the computer.

[illegible]

[illegible]

10. Optional Spelling Practice: Write That Word!

<> **10a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **10b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Spelling: Spelling Test

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week's words and any Review Words.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |

Optional

- | | |
|-----------|-----------|
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

Review Words

_____	_____
_____	_____
_____	_____

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson. words you listed above. Highlight or underline the word you chose.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

(3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

_____ weasel _____ special skills

_____ fighting. _____

_____ extremely alert _____ what others

_____ doing. _____

_____ hear and _____

_____ than most animals.

Extension

_____ weasel _____ also
_____. _____ animals cannot
_____ against a _____ because a snake
strikes _____ warning. However,
_____ weasel is _____ enough
_____ he _____ often dodge
_____ snake's mouth.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling 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.)

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

13. Grammar: Weekly Quiz

- <> **13a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 3-Pre A: Weeks Three & Four

Character Focus: Gratefulness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

All

All levels

B

Basic level only

E

Extension only

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

To Be Completed During Week Four

All

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

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

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

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
fulfilling	preoccupied	terrible	courageous	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*.**
presumptuous

E

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

Add a sentence to the beginning of your story 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 story you will learn about . . .***
- **Be sure this thesis statement is truly representative of the content of your *entire* story.**
- **Your thesis statement is your commitment to write about that topic. It should cleverly introduce your story's subject.**

All

Add a sentence to the very end of your paragraph or report that **restates the title** in some way. This is called the **closing sentence**. If you have already done this, highlight it as directed by your teacher.

Create a **title** for your story, and put it at the top of the your paper.

Consider the following ideas:

1. Something catchy: Grateful Gleaner
2. Something comical: Thank-You, Thank-You, Thank-You Very Much
3. Something bold: THANKS!
4. A song title or line: How Can I Say Thanks?
5. A Scripture: I Thank My God Always
6. Something about character: Gratitude Pays Off
7. Something else: Gracious and Grateful

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 **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

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.**

E

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	lot
like	walk	great	wonderful	fine	said	many
bad	little	want	see	go	become	find
look	ask	sit	think	soft	fast	

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

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 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 that 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 Extensions

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 Extension

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

BHL Verbs -- Extension

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 _____

Teacher's Helps

Green 3 Pre-A

Character Focus: Gratefulness

Lesson Plans and Answer Keys

Lesson Plans

Green 3-Pre A: Week One

For a Five-Day Week

Character Focus: Gratefulness

Vocabulary Box			
Synonyms and antonyms of utterly dependent—adjectives			
Synonyms		Antonyms	
Describe the Publican		Describe the Pharisee	
barren	base	arrogant	boastful
destitute	sinful	haughty	pompous
unmerited	unworthy	pride	proud
vile	impoverished	self-admiring	self-important
wretched		smug	vain

Vocabulary Box	
Words related to gratefulness	
admiring	blessed
esteemed	honoring
pleased	respectful
thankful	valuable

1. Copying and Comprehension: Passage and Vocabulary

All

We can only be truly grateful for all that God does for us when we realize what we are. Our bodies are simply dust. God formed Adam from the dust of the ground. God breathed life into Adam. Without the breath of God, we would not have life.

Extension

Our bodies are made up of eighteen elements. Each of these elements has an important job. If one element is missing, we can become very unhealthy.

Read Only

Water is the most common substance in our bodies. We can only survive without water for a few days. If a body were dried out, it would have to lose seventeen gallons of water. A person would weigh less than twenty-five pounds without water!

2. Spelling: Prefix *un* and *re*

All

- | | | |
|------------|------------|-----------|
| 1. undo | 2. unrest | 3. undone |
| 4. relive | 5. retell | 6. recall |
| 7. unfair | 8. unloved | 9. remake |
| 10. resale | | |

Extensions

- | | | |
|--------------|------------|-------------|
| 11. recess | 12. refer | 13. repel |
| 14. reproach | 15. reveal | 16. uncanny |

Optional

- | | | |
|------------|---------------|---------------|
| 17. barren | 18. destitute | 19. unmerited |
| 20. vile | | |

Day Two

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

Day Three

6. Grammar: Proper Nouns

7. Optional Spelling Practice: Six "S" Spelling Secret

Day Four

8. Composition and Revising: Complete the Checklist

Challenge for Sentences

9. Vocabulary/Structural Analysis: Wacky Words

10. Optional Spelling Practice: Write That Word!

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

_____ only _____ truly grateful _____ all
 _____ God does _____ when _____ realize
 _____ created _____ . _____ bodies _____
 simply dust. _____ formed Adam from _____ dust _____
 _____ ground. _____ breathed _____ Adam.
 Without _____ breath _____ , _____ would
 _____ have _____ .

Extension

_____ bodies _____ of eighteen
 elements. _____ elements _____ an
 important _____ . _____ element _____
 missing, _____ unhealthy.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Lesson Plans

Green 3-Pre A: Week One

For a Four-Day Week

Character Focus: Gratefulness

Day One

Vocabulary Box

Synonyms and antonyms of utterly dependent--adjectives

Synonyms		Antonyms	
Describe the Publican		Describe the Pharisee	
barren	base	arrogant	boastful
destitute	sinful	haughty	pompous
unmerited	unworthy	pride	proud
vile	impoverished	self-admiring	self-important
wretched		smug	vain

Vocabulary Box

Words related to gratefulness

admiring	blessed
esteemed	honoring
pleased	respectful
thankful	valuable

1. Copying and Comprehension: Passage and Vocabulary

All

We can only be truly grateful for all that God does for us when we realize what we are. Our bodies are simply dust. God formed Adam from the dust of the ground. God breathed life into Adam. Without the breath of God, we would not have life.

Extension

Our bodies are made up of eighteen elements. Each of these elements has an important job. If one element is missing, we can become very unhealthy.

Read Only

Water is the most common substance in our bodies. We can only survive without water for a few days. If a body were dried out, it would have to lose seventeen gallons of water. A person would weigh less than twenty-five pounds without water!

2. Spelling: Prefix *un* and *re*

All

- | | | |
|------------|------------|-----------|
| 1. undo | 2. unrest | 3. undone |
| 4. relive | 5. retell | 6. recall |
| 7. unfair | 8. unloved | 9. remake |
| 10. resale | | |

Extensions

- | | | |
|--------------|------------|-------------|
| 11. recess | 12. refer | 13. repel |
| 14. reproach | 15. reveal | 16. uncanny |

Optional

- | | | |
|------------|---------------|---------------|
| 17. barren | 18. destitute | 19. unmerited |
| 20. vile | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Proper Nouns

7. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

8. Composition and Revising: Complete the Checklist Challenge for Sentences

9. Vocabulary/Structural Analysis: Wacky Words

10. Optional Spelling Practice: Write That Word!

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

_____ only _____ truly grateful _____ all
 _____ God does _____ when _____ realize
 _____ created _____. _____ bodies _____
 simply dust. _____ formed Adam from _____ dust _____
 _____ ground. _____ breathed _____ Adam.
 Without _____ breath _____, _____ would
 _____ have _____.

Extension

_____ bodies _____ of eighteen
 elements. _____ elements _____ an
 important _____. _____ element _____
 missing, _____ unhealthy.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Answer Keys Green 2-Pre A: Week One

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. are bodys are simply dust
1. Our bodies are simply dust.
2. God formed adam frum the dust off the ground
2. God formed Adam from the dust of the ground.
3. god breathed live intoo adam?
3. God breathed life into Adam.
4. Without the breath off god, wee would not have life
4. Without the breath of God, we would not have life.

Extension

5. are bodies are made up off 18 elements
5. Our bodies are made up of eighteen elements.
6. water is thee most common substance inn our bodies
6. Water is the most common substance in our bodies.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|------------|--------|
| 1. undo | undoo |
| 2. unrestt | unrest |
| 3. undun | undone |
| 4. relive | reliv |

5. retell	retel
6. recall	recal
7. unfare	unfair
8. unloved	unlovd
9. remaek	remake
10. resale	resail

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

11. recess	reces
12. referr	refer
13. repel	repell
14. reproach	reproche
15. revele	reveal
16. uncany	uncanny

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

17. barren	baren
18. destetute	destitute
19. unmerated	unmerited
20. vile	ville

6. Grammar: Proper Nouns

People and Places

<> **6c.** Highlight all of the proper nouns in the sentences below.

1. God breathed life.
2. Adam smiled.
3. Eve was the first woman.

4. William Borden lived long ago.
5. England is a country.
6. Adam lived in Eden.
7. I live near Fort Wayne.
8. We read the Bible.
9. Susanna Wesley wrote.
10. William Borden went to Cairo.

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: breath, breathe

<> 9b. Use the correct word *breath* or *breathe* in the sentences provided.

1. It was the breath of God that gave Adam life.
2. Every breath we take is a gift from God.
3. Someone who is sick may not be able to breathe easily.

Lesson Plans

Green 3-Pre A: Week Two

For a Five-Day Week

Character Focus: Gratefulness

Day One

Vocabulary Box

Synonyms and antonyms of utterly dependent--adjectives

Synonyms	Antonyms
Describe the Publican	Describe the Pharisee
barren	base
destitute	sinful
unmerited	unworthy
vile	impoverished
wretched	
	arrogant
	haughty
	pride
	self-adoring
	smug
	boastful
	pompous
	proud
	self-important
	vain

Vocabulary Box

Words related to gratefulness

admiring	blessed
esteemed	honoring
pleased	respectful
thankful	valuable

1. Copying and Comprehension: Passage and Vocabulary

All

William Borden went to Cairo in Egypt to serve the Lord. He and other missionaries tried to pass out tracts to every person in the city. Cairo was a huge city. There were more than 800,000 people living there!

Extension

While he was in Cairo, William lived with a family. He did not tell the family that he was rich. Wealth wasn't important to William. What was important to him was telling people about Jesus and serving Him.

Read Only

William Borden got sick and died when he was a young man. It seemed like his dream of bringing many people to Christ had died with him. But it didn't. Because William gave up his wealth in America, hundreds of other students decided to go to the mission field as he had done.

A missionary wrote a small book about William's life, and it was translated into six different languages. Thousands of people whom William wanted to go and preach to came to Christ because of his story. It is said that many more people came to Christ because William died than would have if he had lived. He was willing to give up everything to follow Christ -- and he did.

Cloud of Witnesses: A Book of Children's Godly Heroes

2. Spelling: Ck at the Ends of Words

All

- | | | |
|-----------|----------|----------|
| 1. wreck | 2. tick | 3. track |
| 4. quick | 5. rack | 6. tuck |
| 7. black | 8. stuck | 9. track |
| 10. brick | | |

Extension

- | | | |
|--------------|-------------|-----------|
| 11. reckless | 12. racket | 13. lucky |
| 14. pluck | 15. nitpick | |

Optional

- | | | |
|--------------|----------|------------|
| 16. wretched | 17. base | 18. sinful |
| 19. unworthy | | |

Day Two

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

Day Three

6. Grammar: Coordinating Conjunctions

7. Optional Spelling Practice: Six "S" Spelling Secret

Day Four

8. Composition and Revising: Complete the Checklist Challenge for Sentences

9. Vocabulary/Structural Analysis: Wacky Words

10. Optional Spelling Practice: Write That Word!

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

William Borden went _____ Cairo _____ Egypt _____ serve _____ Lord. _____ other missionaries tried _____ tracts _____ every person _____ city. Cairo _____ city. There _____ than 800,000 people living _____!

Extension

While _____ Cairo, William lived _____ family. _____ the family he _____. Wealth wasn't important _____ William. _____ was important _____ was telling people _____ Jesus _____ serving _____.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Lesson Plans

Green 3-Pre A: Week Two

For a Four-Day Week

Character Focus: Gratefulness

Day One

Vocabulary Box

Synonyms and antonyms of utterly dependent--adjectives

Synonyms		Antonyms	
Describe the Publican		Describe the Pharisee	
barren	base	arrogant	boastful
destitute	sinful	haughty	pompous
unmerited	unworthy	pride	proud
vile	impoverished	self-admiring	self-important
wretched		smug	vain

Vocabulary Box

Words related to gratefulness

admiring	blessed
esteemed	honoring
pleased	respectful
thankful	valuable

1. Copying and Comprehension: Passage and Vocabulary

All

William Borden went to Cairo in Egypt to serve the Lord. He and other missionaries tried to pass out tracts to every person in the city. Cairo was a huge city. There were more than 800,000 people living there!

Extension

While he was in Cairo, William lived with a family. He did not tell the family that he was rich. Wealth wasn't important to William. What was important to him was telling people about Jesus and serving Him.

Read Only

William Borden got sick and died when he was a young man. It seemed like his dream of bringing many people to Christ had died with him. But it didn't. Because William gave up his wealth in America, hundreds of other students decided to go to the mission field as he had done.

A missionary wrote a small book about William's life, and it was translated into six different languages. Thousands of people whom William wanted to go and preach to came to Christ because of his story. It is said that many more people came to Christ because William died than would have if he had lived. He was willing to give up everything to follow Christ -- and he did.

Cloud of Witnesses: A Book of Children's Godly Heroes

2. Spelling: Ck at the Ends of Words

All

- | | | |
|-----------|----------|----------|
| 1. wreck | 2. tick | 3. track |
| 4. quick | 5. rack | 6. tuck |
| 7. black | 8. stuck | 9. track |
| 10. brick | | |

Extension

- | | | |
|--------------|-------------|-----------|
| 11. reckless | 12. racket | 13. lucky |
| 14. pluck | 15. nitpick | |

Optional

- | | | |
|--------------|----------|------------|
| 16. wretched | 17. base | 18. sinful |
| 19. unworthy | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Coordinating Conjunctions

7. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

8. Composition and Revising: Complete the Checklist Challenge for Sentences

9. Vocabulary/Structural Analysis: Wacky Words

10. Optional Spelling Practice: Write That Word!

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

William Borden went _____ Cairo _____ Egypt _____ serve _____ Lord. _____ other missionaries tried _____ _____ tracts _____ every person _____ city. Cairo _____ city. There _____ than 800,000 people living _____!

Extension

While _____ Cairo, William lived _____ family. _____ the family _____ he _____. Wealth wasn't important _____ William. _____ was important _____ was telling people _____ Jesus _____ serving _____.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Answer Keys Green 2-Pre A: Week Two

3. Editor Duty: Correct Given Sentences

<> 3b. Correct the mistakes in the sentences provided.

All

1. william borden went too cairo

1. William Borden went to Cairo.

2. cairo was a vary large sity

2. Cairo was a very large city.

3. hee got sick and dyed win he was young?

3. He got sick and died when he was young.

4. it seamed like his dream of bringing manny two christ was gone

4. It seemed like his dream of bringing many to Christ was gone.

Extension

5. a missionary write a small book about williams life

5. A missionary wrote a small book about William's life.

6. Hee was willing too give up everything 2 follow christ?

6. He was willing to give up everything to follow Christ.

4. Optional Spelling Practice: Choose the Correct Spelling

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

1. reck

wreck

2. tick

tik

3. trak	track
4. quick	quik
5. rak	rack
6. tuk	tuck
7. black	blak
8. stuck	stuk
9. trak	track
10. brick	brikk

↔ **4b. Optional:** Highlight the correct spelling of each **Extensions** word.

11. reckless	rekless
12. raket	racket
13. lucky	lucky
14. pluck	plukk
15. nitpikk	nitpick

↔ **4c. Optional:** Highlight the correct spelling of each **Further Extension** word.

16. retched	wretched
17. baes	base
18. sinful	sinfull
19. unworthy	unwerthy

6. Grammar: Coordinating Conjunctions

↔ **6c.** In the sentences provided, highlight the word *and* each time you see it. Tell your teacher whether it is used to put two sentences together or in a list of items.

1. William Borden went to Cairo, and he led many to the Lord.
2. William was rich, young, and godly.
3. William's book is a famous, interesting, and short book.
4. He passed out tracts, and he led people to the Lord.

5. He loved his family, friends, and the lost.
6. God wants us to be humble, grateful, and giving.
7. Some people do not love God, and they did not like the Bible either.
8. We should be grateful for God's love, mercy, and forgiveness.
9. William gave up his wealth, and many young people became missionaries.
10. God has a plan in your life, and you need to be grateful through it all.

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: tract, track

<> **9b.** Fill in the correct word.

1. The group handed out tracts on the street corner.
2. Jim participated in track and field.

Lesson Plans

Green 3-Pre A: Week Three

For a Five-Day Week

Character Focus: Gratefulness

Day One

Vocabulary Box

Synonyms and antonyms of utterly dependent—adjectives

Synonyms	Antonyms
Describe the Publican	Describe the Pharisee
barren	base
destitute	sinful
unmerited	unworthy
vile	impoverished
wretched	
	arrogant
	haughty
	pride
	self-admiring
	smug
	boastful
	pompous
	proud
	self-important
	vain

Vocabulary Box

Words related to gratefulness

admiring	blessed
esteemed	honoring
pleased	respectful
thankful	valuable

1. Copying and Comprehension: Passage and Vocabulary

Read Only

There was a church leader who lived long ago. This man was proud in spirit. At that same time, there was a man living who had done many bad things. This man was humble and poor in spirit.

Extension

One day both men went to the temple to pray. The proud church leader thought that he was better than those around him. He wanted people to notice him. When he prayed, he focused on the good things he did.

All

The humble, poor man knew that his life had not pleased God. He knew that God is holy and that he was wicked. He cried out to God and asked for mercy.

Note: Notice the different order of the copy boxes. The Read Only box comes first this week.

2. Spelling: Hard c

All

- | | | |
|-----------|----------|----------|
| 1. cash | 2. click | 3. cod |
| 4. cob | 5. cup | 6. cut |
| 7. cry | 8. clip | 9. crash |
| 10. creek | | |

Extensions

- | | | |
|------------|------------|------------|
| 11. candle | 12. cancel | 13. canvas |
| 14. clone | 15. cough | 16. curt |

Optional

- | | | |
|--------------|-------------|--------------|
| 17. arrogant | 18. haughty | 19. prideful |
| 20. smug | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Outline Original Story

6. Grammar: Proper Nouns

7. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

8. Composition and Revising: Writing a Rough Draft Story

9. Write On: Writing With Proper Nouns

Day Four

10. Optional Spelling Practice: Write That Word!

11. Vocabulary/Structural Analysis: Wacky Words

Day Five

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

All

_____ men _____ to the temple to _____. _____ proud church leader thought _____ he _____ better _____ around _____. _____ wanted people _____ notice _____. _____ prayed, he focused on the _____ things he _____.

Extension

_____ humble, _____ knew _____ his _____ pleased _____. _____ knew _____ is holy and _____ he _____ wicked. _____ cried _____ to _____ and _____ mercy.

14. Grammar: Weekly Quiz

Lesson Plans

Green 3-Pre A: Week Three

For a Four-Day Week

Character Focus: Gratefulness

Day One

Vocabulary Box

Synonyms and antonyms of utterly dependent—adjectives

Synonyms

Describe the Publican

barren

destitute

unmerited

vile

wretched

base

sinful

unworthy

impoverished

arrogant

haughty

pride

self-admiring

smug

boastful

pompous

proud

self-important

vain

Vocabulary Box

Words related to gratefulness

admiring

esteemed

pleased

thankful

blessed

honoring

respectful

valuable

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The humble, poor man knew that his life had not pleased God. He knew that God is holy and that he was wicked. He cried out to God and asked for mercy.

Note: Notice the different order of the copy boxes. The Read Only box comes first this week.

2. Spelling: Hard c

All

1. cash

4. cob

7. cry

10. creek

2. click

5. cup

8. clip

3. cod

6. cut

9. crash

Extensions

11. candle

14. clone

12. cancel

15. cough

13. canvas

16. curt

Optional

17. arrogant

20. smug

18. haughty

19. prideful

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

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12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

All

_____ men _____ to the temple to _____. _____ proud church leader thought _____ he _____ better _____ around _____. _____ wanted people _____ notice _____. _____ prayed, he focused on the _____ things he _____.

Extension

_____ humble, _____ knew _____ his _____ pleased _____. _____ knew _____ is holy and _____ he _____ wicked. _____ cried _____ to _____ and _____ mercy.

14. Grammar: Weekly Quiz

Answer Keys Green 2-Pre A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

<>3b. Correct the mistakes in the sentences provided.

All

1. their waz a church leader who lived long ago
1. There was a church leader who lived long ago.
2. this men waz proud inn spirit
2. This man was proud in spirit.
3. 1 day both man went too thee temple two pray
3. One day both men went to the temple to pray.
4. Hee wanted peeple too notice him
4. He wanted people to notice him.

Extension

5. hee new that God iz holy and that hee waz wicked
5. He knew that God is holy and that he was wicked.
6. he cryed out too god and asked four mercy.
6. He cried out to God and asked for mercy.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------|-------|
| 1. kash | cash |
| 2. klick | click |
| 3. cod | kod |
| 4. cob | kob |
| 5. cup | kup |

6. kut	cut
7. cry	kry
8. clip	klip
9. krash	crash
10. kreek	creek

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

11. candle	kandle
12. kancel	cancel
13. kanvas	canvas
14. clone	klone
15. cough	couff
16. kurt	curt

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

17. arrogant	arrogant
18. hawghty	haughty
19. prideful	pridefull
20. smug	smugg

11. Vocabulary/Structural Analysis: Wacky Words

Homophones: there, their, they're

<> **11a.** Use the correct word *there*, *their*, or *they're* in the sentences provided.

1. There was a church leader who was proud in spirit.
2. They're willing to humble themselves.
3. They traveled to their destination.

Lesson Plans

Green 3-Pre A: Week Four

For a Five-Day Week

Character Focus: Gratefulness

Day One

Vocabulary Box				Vocabulary Box	
Synonyms and antonyms of utterly dependent—adjectives				Words related to gratefulness	
Synonyms		Antonyms			
Describe the Publican		Describe the Pharisee			
barren	base	arrogant	boastful	admiring	blessed
destitute	sinful	haughty	pompous	esteemed	honoring
unmerited	unworthy	pride	proud	pleased	respectful
vile	impoverished	self-adorning	self-important	thankful	valuable
wretched		smug	vain		

1. Copying and Comprehension: Passage and Vocabulary

All

The weasel has special skills in fighting. He is extremely alert to what others are doing. He can hear and see more than most animals.

Extension

The weasel is also fast. Most animals cannot win against a snake because a snake strikes without warning. However, the weasel is fast enough that he can often dodge a snake's mouth.

Read Only

The weasel has especially sharp front teeth that help him fight. When fighting, he will bite his enemy in the back of the neck. Most of the time, this kills the other animal right away.

The weasel has been given amazing reflexes by God. He uses these to protect his family. God does not give an animal or people strengths for no reason. He wants us to use our strengths to help others.

Creation Corner Coloring Book

2. Spelling: Short Vowel Words That End in a Double Consonant

All

- | | | |
|-----------|----------|----------|
| 1. cross | 2. off | 3. less |
| 4. fizz | 5. small | 6. call |
| 7. skill | 8. fluff | 9. smell |
| 10. press | | |

Extensions

- | | | |
|--------------|--------------|--------------|
| 11. across | 12. office | 13. lesson |
| 14. smallest | 15. skillful | 16. pressure |

Optional

- | | | |
|--------------|-------------|-----------|
| 17. boastful | 18. pompous | 19. proud |
| 20. vain | | |

Day Two

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

5. Composition and Revising: Complete the Checklist Challenge

Day Three

6. Optional Spelling Practice: Six "S" Spelling Secret

7. Grammar: Synonyms and Antonyms

8. Vocabulary/Structural Analysis: Wacky Words

Day Four

9. Composition and Revising: Final Copy of Your Story

10. Optional Spelling Practice: Write That Word!

Day Five

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

_____ weasel _____ special skills _____ fighting. _____
 _____ extremely alert _____ what others _____ doing. _____
 _____ hear and _____ _____ than most animals.

Extension

_____ weasel _____ also _____. _____ animals cannot
 _____ against a _____ because a snake strikes _____ warning.
 However, _____ weasel is _____ enough _____ he _____ often
 dodge _____ snake's mouth.

13. Grammar: Weekly Quiz

Lesson Plans

Green 3-Pre A: Week Four

For a Four-Day Week

Character Focus: Gratefulness

Day One

Vocabulary Box

Synonyms and antonyms of utterly dependent—adjectives

Synonyms
Describe the Publican

Antonyms
Describe the Pharisee

barren	base	arrogant	boastful
destitute	sinful	haughty	pompous
unmerited	unworthy	pride	proud
vile	impoverished	self-admiring	self-important
wretched		smug	vain

Vocabulary Box

Words related to gratefulness

admiring	blessed
esteemed	honoring
pleased	respectful
thankful	valuable

1. Copying and Comprehension: Passage and Vocabulary

All

The weasel has special skills in fighting. He is extremely alert to what others are doing. He can hear and see more than most animals.

Extension

The weasel is also fast. Most animals cannot win against a snake because a snake strikes without warning. However, the weasel is fast enough that he can often dodge a snake's mouth.

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Creation Corner Coloring Book

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All

- | | | |
|-----------|----------|----------|
| 1. cross | 2. off | 3. less |
| 4. fizz | 5. small | 6. call |
| 7. skill | 8. fluff | 9. smell |
| 10. press | | |

Extensions

- | | | |
|--------------|--------------|--------------|
| 11. across | 12. office | 13. lesson |
| 14. smallest | 15. skillful | 16. pressure |

Optional

- | | | |
|--------------|-------------|-----------|
| 17. boastful | 18. pompous | 19. proud |
| 20. vain | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Composition and Revising: Complete the Checklist Challenge

6. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

7. Grammar: Synonyms and Antonyms

8. Vocabulary/Structural Analysis: Wacky Words

9. Composition and Revising: Final Copy of Your Story

10. Optional Spelling Practice: Write That Word!

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

_____ weasel _____ special skills _____ fighting. _____

_____ extremely alert _____ what others _____ doing. _____

_____ hear and _____ than most animals.

Extension

_____ weasel _____ also _____. _____ animals cannot

_____ against a _____ because a snake strikes _____ warning.

However, _____ weasel is _____ enough _____ he _____ often

dodge _____ snake's mouth.

13. Grammar: Weekly Quiz

Answer Keys Green 4-Pre A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

<> 3b. Correct the mistakes in the sentences provided.

All

1. Thee weasel has special skills inn fighting
1. The weasel has special skills in fighting.
2. Hee is very alert too what other our doing
2. He is very alert to what others are doing.
3. he can hear and sea more than most animals
3. He can hear and see more than most animals.
4. thee weasel is also vary fast
4. The weasel is also very fast.
5. most animals cannot when against a snake?
5. Most animals cannot win against a snake.

Extension

6. Hee has vary sharp teeth that help him fight.
6. He has very sharp teeth that help him fight.
7. this kills other animals quick
7. This kills other animals quickly.
8. The weasel has ben given amazing reflexes by god.
8. The weasel has been given amazing reflexes by God.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------|------|
| 1. cross | cros |
| 2. of | off |
| 3. less | les |

4. fizz	fiz
5. smal	small
6. cal	call
7. skill	skil
8. fluff	fluf
9. smel	smell
10. press	pres

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

11. acros	across
12. office	office
13. lesson	leson
14. smallest	smalest
15. skilful	skillful
16. pressure	presure

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

17. boastfull	boastful
18. pompous	pompus
19. prowld	proud
20. vain	vaine

7. Grammar: Synonyms and Antonyms

<> **7b.** Choose the correct word that makes sense in each of the antonym sentences given below:

All

1. The weasel does/doesn't have special skills.
2. The weasel is alert/asleep to other animals.
3. The weasel is fast/slow.

4. Most animals win/lose against a snake.

Extension

5. The weasel can enter/dodge the snake's mouth.

6. The weasel has very sharp/dull teeth.

7. A weasel bites the front/back of his enemy's neck.

8. The weasel has been given amazing/average reflexes.

Answers will vary.

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: to, too, two

<> 8c. Choose the correct word

1. The weasel is too fast for the snake

2. The weasel's reflexes help to protect him.

3. You may have two pieces.

Green 4-Pre A: Week One

Character Focus: Humility

Vocabulary Box

Characteristics of someone who is humble--*adjectives*

aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	heart-searching
honest	joyful	kindhearted
liable	life-giving	meek
modest	mournful	praiseful
regretful	reliable	remorseful
repentant	responsible	self-denying
sensitive	sincere	sorrowful
sorry	sympathetic	tactful
teachable	tender hearted	thankful
trustworthy	unselfish	uplifting
warm-hearted		

Vocabulary Box

Characteristics of someone who is proud--*adjectives*

arrogant	assuming	blameful
careless	conceited	critical
defiant	degrading	demeaning
greedy	haughty	insensitive
"know-it-all-ish"	lofty	opposing
overbears	prideful	resistant
self-important	sinful	stiff-necked
tactless	unbending	undifferent
ungrateful	unresponsible	unteachable
vain		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

Jesus told a story about a boy who was called the prodigal son. In this story, there was a young man who was not happy at home. He wanted to have fun and live his own way. This lad asked his father for some money. His dad gave him the money, and the son ran off to do his own thing.

Extension

Once this son was away, he had fun for a while. He did whatever he wanted to do, but his money soon ran out. He had to get a job helping on a farm. This boy got so hungry that he wanted to eat the pigs' food while he was feeding them.

Read Only

The prodigal son realized that he was wrong. He had wanted to do his own thing, and it got him in a mess. The son became mournful over what he had done. He was sorry for his sin against his father and God. The boy went home to his dad and repented of his sin.

➤ 1a. Read this week's passage aloud with your teacher.

1. This passage describes what it means to repent.
2. *To repent means to turn away from something (sin) and turn to something else (rightness).*
3. In the passage, the boy had to humble himself.
4. **He had to "swallow his pride" and see that he needed God and his family.**

Character Focus: We must be humble with everyone we encounter.

Character Focus: Humility is not thinking that we are worthless. God said we are His special children--- not worthless.

- <> **1b.** In the first paragraph of the passage, highlight the word *prodigal* one time.
- <> **1c.** Look up this word in a dictionary, and write its definition in your own words on the lines provided.

Definition of *prodigal*

- <> **1d.** Copy some of the Vocabulary Words on the lines provided.

1. grieving _____
2. repentant _____
3. regretful _____
4. sincere _____

- <> **1e.** Look up one of these words and write its definition in your own words on the lines provided.

- <> **1f.** Write one sentence about the prodigal son using the Vocabulary Word you defined.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Character Focus: By ourselves we are sinful, selfish people; through God's power we are *redeemed* and *satisfied*.

Character Focus: Our life's worth is based on God's blessing, not anything we can do.

Sentence containing *prodigal*

Optional Penmanship Practice

Blessed are they that
mourn, for they shall be
comforted.

Matthew 5:4

Optional Penmanship Practice

Blessed are they that
mourn, for they shall be
comforted.

Matthew 5:4

Optional Penmanship Practice

Blessed are they that
mourn, for they shall be
comforted.

Matthew 5:4

<> 1g. On the lines provided, copy this week's passage at the level directed by your teacher.

Character Focus: We must recognize that we are not worthy of God's love, but He gives it to us anyway.

[illegible]

<> 1h. Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

Character Focus: A humble person will be truly thankful.

2. Spelling: Compound Words

Examples: doghouse, within

<> 2a. Read this week's passage aloud with your teacher.

<> 2b. In the second paragraph of the passage, highlight the word *whatever*.

1. *Whatever* is a compound word.
2. **Compounds are two words put together to make one word.**
3. It is easy to spell compound words as long as you know how to spell both words.
4. They are each spelled the same way as both of the words is spelled separately.
5. For example:
 - a. with+out=without
 - b. any+one=anyone

<> 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.

Further Study: Study the life of John Newton. How did his mourning about his sin bring him to a place of repentance?

- <> **2d.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

- <> **2e.** Add this week's new words to pages 85 and 86 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.

Character Focus:
Humility is realizing that God and others are responsible for what I have.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Teacher Tip:
Compound words are two words joined together. Compound words must meet two criterion in order to be true compound words:
(1) Each word must maintain its original meaning.
(2) Each word must maintain its original spelling.

Further Study: Learn the hymn "Amazing Grace."

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. batboy	bat-boy			
2. without	with-out			
3. anyone	an-y-one			
4. someday	some-day			
5. cowboy	cow-boy			
6. catfish	cat-fish			
7. copycat	cop-y-cat			
8. whatever	what-ev-er			
9. doghouse	dog-house			
10. somebody	some-bod-y			

***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
<u>Extension</u>				
11. withhold*	with-hold			
12. watchword*	watch-word			
13. vineyard*	vine-yard			
14. teammate*	team-mate			
15. roommate*	room-mate			
16. overrule*	o-ver-rule			
<u>Optional</u>				
17. aware	a-ware			
18. devour	de-vour			
19. generous	gen-er-ous			
20. grateful	grate-ful			

***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: If we are truly sorry about our sin, we will repent and turn from it.

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

Character Focus:
Repentance is not feeling sorry because we got caught, but it is admitting that what we did was wrong and hurt the heart of God.

All

1. jesus told an story about a boy called thee prodigal sun.
2. this boy asked hiz father four sum money.
3. His father gave him thee money
4. once the sun was away, hee had fun 4 a while.

Extension

5. hiz money soon run out.
6. hee had two get a job helping on a farm

<> **3c.** Review your Editor Duty sentences with your teacher.

Further Study: Think of a time recently that you have hurt one of your siblings or your parents. Did you admit what you did was wrong? Did you try to make it right? Or did you just make excuses for it?

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-------------|----------|
| 1. batboy | batboi |
| 2. withoot | without |
| 3. anywon | anyone |
| 4. someday | somday |
| 5. couboy | cowboy |
| 6. catfish | catfesh |
| 7. copycat | copecat |
| 8. watever | whatever |
| 8. doghouse | doghowse |
| 9. catfish | catfesh |
| 10. sombody | somebody |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|---------------|-----------|
| 11. withhold | withholld |
| 12. watchword | watchwerd |
| 13. vinyard | vineyard |

Further Study: Read the story of Saul's kingdom being taken away from him in I Samuel 15. Was Saul's mourning a sign of repentance?

14. teemmate	teammate
15. roommate	roommate
16. overrule	overule

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

Teacher Tip: If your Level Pre-A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

17. aware	awear
18. devowt	devout
19. generous	generus
20. grateful	greatful

Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

---> 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 most important, more important

“ ” can mean spoken words or special words

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

Further Study: Read Jonah 3. How did the city of Nineveh's repentance affect what happened to them?

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said**.
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead**.
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Original sentence: Clara was even alert as a little girl.

Words I will highlight: **Jesus** told a **story** about a boy called the **prodigal son**.

Write the words I highlighted: Jesus story prodigal son

My new sentence: The prodigal son is a story Jesus told to his followers one day.

Words for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Further Study: Read the story of David and Bathsheba in II Samuel. Was David's mourning a sign of repentance?

All

1. He wanted to have fun and live his own way.

Words you highlighted:

Your new sentence:

2. This boy asked his father for some money.

Words you highlighted:

Your new sentence:

3. He did whatever he wanted to do.

Words you highlighted:

Your new sentence:

Extension

4. His money soon ran out.

Words you highlighted:

Your new sentence:

5. He had to get a job helping on a farm.

Words you highlighted:

Your new sentence:

6. This boy soon realized that he was wrong.

(You may use up to six words for this sentence.)

Words you highlighted:

Your new sentence:

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

6. Optional Spelling Practice: Six “S” Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

<> **6c. Optional:** 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. Grammar: Noun Markers

<> **7a.** Read this week’s passage aloud with your teacher.

<> **7b.** In the passage, highlight the words *a* and *the* two times each.

1. These are noun markers.
2. **A noun marker is a word that shows that a noun is the next word.**
3. It **marks** when a noun is coming!
4. There are three noun markers:
 - a. **a**
 - b. **an**
 - c. **the**

5. When you are going to use either *a* or *an*, but you do not know which one to use, ask these questions:
 - a. Does the word following the *a* or *an* begin with a consonant **sound**?
 - b. Does the word following the *a* or *an* begin with a vowel **sound**?
6. **If it begins with a consonant sound, then you use *a*.**
7. **If it begins with a vowel sound, then you use *an*.**
8. For example:
 - a. *a* horse
 - b. *an* hour
 - c. *a* dog
 - d. *a* cat
 - e. *an* egg
9. **Remember, it is the first *sound* of the word following the noun marker that tells you whether to use *a* or *an*.**

<> **7c.** In the sentences provided, highlight all of the noun markers.

All

1. Jesus told a story.
2. There was a young man.
3. He wanted to leave the family.
4. The boy ran out of money.
5. He got a job.
6. He wanted the pigs' food.

Extension

7. The boy realized he was wrong.
8. He was sorry for the sins against his father and God.

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: **son**, **sun**

<> **8a.** In first paragraph of the the passage, highlight the word *son*.

1. The word *son* is a Wacky Word.
2. It has a Wacky Word partner that sounds just like it but is spelled differently.
3. This word is the word *sun*.
4. You probably already know the two meanings for these words if you read often:
 - a. Son--a male child
 - b. Sun--a huge ball of gas that warms the earth
5. You just need to remember when to use each spelling!

<> **8b.** Use the correct word in the sentences

1. The _____ is the earth's source of light and warmth.
2. The prodigal _____ was not happy at home.

<> **8c.** On the lines provided, write one sentence using *sun* and one sentence using *son*.

1. _____

2. _____

9. Optional Spelling Practice: Write That Word!

<> **9a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **9b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

10. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **10a.** Read this week's passage with your teacher:

<> **10b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment Five that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

(2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

- <> **10c.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:
- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
 - (2) Highlight each item you put in your sentence as you complete it.
 - (3) Check off each box in the Checklist Challenge after each one is completed.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or "giving him the answers"! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (Try adding a word that means the same as 'kind.'), guiding him with questions (What do you think you could put in for *walk* here?), or giving him choices (Why don't you try one of these: pretty, beautiful, lovely, gorgeous?). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

11. Review: Weekly Quiz

- <> **11.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson).

12. Spelling: Spelling Test

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |

Optional

- | | |
|-----------|-----------|
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

Review Words

_____	_____
_____	_____
_____	_____

<> **12c.** Have your teacher check your Spelling Test.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** Read this week's passage aloud with your teacher.

<> **13b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

(3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

Jesus told _____ story about _____ boy
who was called _____ prodigal _____.
_____ story, there
_____ a young _____ who
_____ happy at
_____. _____ wanted
_____ have _____ and live
_____ own _____. This
_____ asked _____ father
_____ some money. _____ dad

_____ the money,
_____ the _____
_____ to
_____ own thing.

Extension

Once _____
_____ away, he _____
_____ a while.
_____ whatever
_____ wanted _____
_____, _____,
_____ money _____
_____ out. He _____ to
_____ a _____ helping on a
_____. _____ boy
_____ so hungry _____ he
wanted _____ the pigs'
_____ he
_____ feeding _____.

<> **13c.** Review your dictation with your teacher.

<> **13d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling 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.)

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

14. Composition: Final Copy of Sentences

<> **14a.** Choose your best sentences from Assignment Ten, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____
- _____
- _____

Extension

2. _____
- _____
- _____

<> **14b.** Review your sentences with your teacher to make sure there are no mistakes in them.

Checklist Challenge Green 4-Pre A: Week One

Character Focus: Humility

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

All

All levels

B

Basic level only

E

Extension only

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

All

All

E

E

Read your sentences 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

E

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

E

Change one of the “**boring**” verbs in each sentences 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

Add an **adverb** (*ly* word or other) to each sentences. 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

All E

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

Use **one of this month's vocabulary words** in your sentence (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All E

Add one descriptive **adjective** to each sentence. 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

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 sentences. 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 All E E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 -- Extension

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 - Extension

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

Interjection Rhyme - Extension

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 _____

Green 4-Pre A: Week Two

Character Focus: Humility

Vocabulary Box

Characteristics of someone who is humble--*adjectives*

aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	heart-searching
honest	joyful	kindhearted
liable	life-giving	meek
modest	mournful	praiseful
regretful	reliable	remorseful
repentant	responsible	self-denying
sensitive	sincere	sorrowful
sorry	sympathetic	tactful
teachable	tender hearted	thankful
trustworthy	unselfish	uplifting
warm-hearted		

Vocabulary Box

Characteristics of someone who is proud--*adjectives*

arrogant	assuming	blameful
careless	conceited	critical
defiant	degrading	demeaning
greedy	haughty	insensitive
"know-it-all-ish"	lofty	opposing
overbears	prideful	resistant
self-important	sinful	stiff-necked
tactless	unbending	undifferent
ungrateful	unresponsible	unteachable
vain		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

Read Only

Many years ago an outstanding preacher spoke powerful words. He gave a famous sermon that helped many people humble themselves and repent. It caused revival to take place in many people's hearts.

All

In this sermon, the preacher told the people to break up their fallow ground. Fallow ground is hard ground that water cannot soak into. Nothing can grow in fallow ground. This man was telling the people to break up their hard, dry hearts.

Extension

This man's name was Charles Finney. Once when Mr. Finney preached in New York, all the leaders in the town repented, and the whole town changed. This started revivals in about 1,500 other towns.

Character Connection Coloring Book

Notice the order of this week's copy boxes. The Read Only box comes first.

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

1. Charles Finney helped many people to humble themselves and turn to God.
2. Through his meetings, over half a million people (500,000) were born again.
3. We should humble ourselves and ask God to forgive us when we do something wrong.

Further Study: Read about the ministry of Charles Finney. How was his ministry based on the power of repentance?

<> 1b. On the lines provided, write three of the Vocabulary Words listed for you.

1. arrogant _____
2. vain _____
3. unteachable _____

The words you wrote describe *someone who is **not** sorry for his sins*. They describe *someone who is **not** humble or someone who is proud*.

<> 1c. Look up one of the words you wrote above in the dictionary, and write its definition in your own words on the lines provided.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

<> 1d. On the lines provided, write a sentence describing someone who is not humble. Use the word you defined in 1c.

Character Focus: Charles Finney was such a powerful preacher because he was willing to let the Spirit of God bring repentance in the hearts of others.

<> 1e. On the lines provided, copy this week's passage at the level directed by your teacher.

[illegible]

Character Focus:
God's conviction is
often accompanied by
tears.

<> **1f.** Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

Teacher Tip: The cvc pattern means consonant-vowel-consonant pattern; the vc 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.

Further Study: Do a study of the mentions of sackcloth in the Bible. When did people wear sackcloth and why?

Further Study: Using a burlap bag or similar material, make an outfit of sackcloth like people did in biblical times.

2. Spelling: Hard and Soft *g*

Examples: gift, get

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the **All** box (the second one this week) of the passage, highlight the following words one time each:

a. ground

b. grow

1. These words both begin with a *g*.

2. A *g* makes two different sounds.

3. **It makes the *juh* sound when it is followed by an:**

a. e -- gem

b. i -- giant

c. y -- gypsy

4. **It makes the *guh* sound when it is followed by an:**

a. a -- gave

b. o -- got

c. u -- gum

d. **Any consonant -- glow**

5. For example:

a. gem

b. giant

c. gym

d. game

e. gone

f. gum

g. grain

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

- <> **2e.** Add this week's new words to pages 85 and 86 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

Character Focus:
Tears can be a sign of repentance, of God's work, of pain, or of fear. Only God knows what is in someone's heart.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Further Study: Read the story of John the Baptist. How did he called others to repentance?

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. gaze*	gaze			
2. glaze*	glaze			
3. goal*	goal			
4. gave	gave			
5. gem	gem			
6. give (exception)	give			
7. grab	grab			
8. glow	glow			
9. gentle	gent-le			
10. gym	gym			

*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
<u>Extension</u>				
11. gallon*	gal-lon			
12. graph*	graph			
13. greasy*	greas-y			
14. gruff*	gruff			
15. gist*	gist			
<u>Optional</u>				
16. honest	hon-est			
17. modest	mod-est			
18. regretful	re-gret-ful			
19. repentant	re-pent-ant			

*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 Sentences

<> 3b. Correct the mistakes in the sentences provided.

1. many years ago an famous preacher spoke powerful words?

3. fallow ground is hard ground that water cannot soke into

4. Nothing can't grow inn fallow ground

5. This men's name was charles Finney?

<> 3c. Review your Editor Duty sentences with your teacher.

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. Optional: Circle or highlight the correct spelling of each **All** word.

1. gase

gaze

2. glaze

glase

3. goal	gole
4. gaev	gave
5. gem	jem
6. giv	give
7. grabb	grab
8. glow	gloe
9. gentle	jentle
10. jim	gym

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. gallon	galon
12. graph	graff
13. greasy	greesy
14. gruf	gruff
15. jist	gist

<> **4c. Optional:** Circle or highlight the correct spelling of each **Extension** word.

16. honest	honast
17. modist	modest
18. regretfull	regretful
19. repentant	repentent

Optional Penmanship Practice

Break up your fallow ground: for it is time to seek the Lord, till he come and rain righteousness upon you.

Hosea 10:12

Character **Focus:**
Before anything can be planted, the hard ground must be broken up. In the same way, before God can plant seeds in our lives, our hearts must be broken before Him.

Teacher Tip: If your Level Pre A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

Further study: Read about one of Jonathan Edwards' children.

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

- <> **5a.** Read this week's passage aloud with your teacher.
- <> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:
- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
 - (2) Write those **two to four** words on the lines below the sentence.
 - (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said.**
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead.**
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Original sentence: Many years ago an outstanding preacher spoke powerful words.

Words I will highlight: Many **years** ago an **outstanding**
preacher spoke powerful **words** .

Write the words I highlighted: years outstanding preacher
words

My new sentence: A long time ago an influential evangelist preached with authority.

All

1. Fallow ground is hard ground that water cannot soak into.

Words you highlighted:

Your new sentence:

2. Nothing can grow in fallow ground.

Words you highlighted:

Your new sentence:

3. This man's name was Charles Finney.

Words you highlighted:

Your new sentence:

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.

Extension

4. The preacher told the people to break up their fallow ground.

Words you highlighted:

Your new sentence:

5. This started revivals in about 1,500 other towns.

Words you highlighted:

Your new sentence:

Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

---> 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 most important, more important

“ ” can mean spoken words or special words

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

6. Optional Spelling Practice: Six “S” Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

<> **6c. Optional:** 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. Write On: Three Types of Sentences

<> **7a.** Read this week’s passage aloud with your teacher.

1. There are three types of sentences.
2. The first type is **telling**.
 - a. This one just **tells something**.
 - b. When you write a telling sentence, you will put a **period at the end**.
 - c. For example: He was sad that they still did not obey God.
3. The second type is **asking**.
 - a. This one just **asks a question**.
 - b. When you write an asking sentence, you will **put a question mark at the end**.
 - c. For example: Did they learn a lesson?
4. The third type is **exclaiming**.
 - a. This one **exclaims something**.
 - b. When you write an exclaiming sentence, you **put an exclamation mark at the end**.
 - c. Sometimes you can use these in the same sentence that you might use the period if you are trying to make it excited.
 - d. For example: They still did not listen to him!

<>**7b.** Memorize the three types of sentences and recite them to your teacher:

1. **Telling--ends with a period; declares something.**
2. **Asking--asks a question and ends with a questions mark (?)**
3. **Exclamation--exclaims something and ends with an exclamation mark(!)**

<> 7c. Go through the sentences provided with your teacher and decide what kind of sentences they are, and highlight the end marks.

1. The preacher told the people to break up their fallow ground.
2. Fallow ground is hard ground that water cannot soak into.
3. Did you hear the famous preacher?
4. Watch out!
5. How many people repented?

<> 7d. Extension: Write three sentences using the three types of sentences.

1. _____

2. _____

3. _____

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: break, brake

<> **8a.** In the second paragraph of the passage, highlight the word *break*.

1. In the passage, the word *break* is used in the phrase "break up."
2. It means *to tear up or destroy*.
3. *Break* is a Wacky Word.
4. Its WW partner is the word *brake*.
5. The word *brake* means *to stop*.
6. It also means the part of a car or bike that causes it to stop...*the brake on the car*.

<> **8b.** Fill in the blanks for the sentences provided with the right Wacky Word: *break* or *brake*.

1. The preacher encouraged the people to _____ up their fallow ground.
2. You must check the _____ on your bicycle.
3. The _____ on the bicycle does not work.
4. Try not to _____ the dishes while you are drying them.

9. Optional Spelling Practice: Write That Word!

<> **9a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **9b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

10. Grammar: Prepositions

<> **10a.** Read this week's passage aloud with your teacher.

<> **10b.** In the **All** paragraph of the passage, highlight the following words:

(1) In (this sermon)

(2) up (their fallow ground)

(3) in (fallow ground)

1. We call those words (*in, up*) prepositions.

2. *Prepositions* is a big word.

3. It is a grammar term that might sound confusing.

4. Prepositions are really not hard at all though!

5. **Prepositions are words that show position.**

6. You will remember this if you learn the rhyme

Prepositions Show Position!

7. CQLA uses a trick to help you learn prepositions easily!

<>10c. Get out a little toy animal or character, an empty bathroom tissue tube, and a little zip-type bag that can hold the toy and the tube when you are finished with this lesson. Complete the following steps:

(1) Place the toy in different positions around the tube.

(2) Say where the toy is in relation to the tube.

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. **before** the tube

h. **below** the tube

i. **beneath** the tube

j. **beside** the tube

k. **between** the tube

l. **beyond** 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. **throughout** the tube

u. **under** the tube

v. **underneath** the tube

w. **with** the tube

x. **within** the tube

y. **without** the tubes

These words are prepositions!

<> 10d. Place your toy and tube in your baggy and save it for another time of practicing prepositions.

<> **10e.** Recite as many prepositions to your teacher as you can remember.

<> **10f.** In each of the phrases provided, highlight the preposition at the beginning.

Hint: The preposition is at the beginning of each phrase in this exercise.

All

1. with the man
2. at their house
3. into the car
4. to her
5. to the church
6. of the brick maker
7. of days before
8. between God and His creation
9. after them
10. with God
11. towards each other
12. from Jesus

Extension

13. by a brickmaker
14. from sand
15. in a quarry
16. from broken rocks
17. of nothing
18. at first

11. Composition and Revising: Complete the Checklist Challenge for Sentences

<> 11a. Read this week's passage with your teacher.

<> 11b. In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

- (1) Choose sentences that you wrote in Assignment Five that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

- (2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

<> 11c. In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:

- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
- (2) Highlight each item on the checklist you put in your sentence as you complete it.
- (3) Check off each box in the Checklist Challenge after each one is completed.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers!” This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (*Try adding a word that means the same as kind.*), guiding him with questions (*What do you think you could put in for walk here?*), or giving him choices (*Why don’t you try one of these: pretty, beautiful, lovely, gorgeous?*). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

12. Review: Weekly Quiz

<> **12.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson).

13. Spelling: Spelling Test

<> **13a.** Read this week’s passage aloud with your teacher.

<> **13b.** On the lines provided, take a Spelling Test consisting of this week’s words and any Review Words.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
|-----------|-----------|

13. _____

14. _____

15. _____

Optional

16. _____

17. _____

18. _____

19. _____

Review Words

<> **13c.** Have your teacher check your Spelling Test.

<> **13d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

14. Dictation: Dictation Quiz

<> **14a.** Read this week's passage aloud with your teacher.

<> **14b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

1. Be sure to put capitals at the beginning of the words that need capitals.
2. Be sure you put end marks at the end of sentences.
3. If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
4. Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

_____ sermon, the preacher
_____ people _____
break _____ fallow ground. Fallow ground
_____ hard ground _____ water cannot soak
_____. Nothing _____ grow _____
fallow ground. _____
telling the people _____ break _____
_____ hard, _____ hearts.

Extension

_____ man's _____
_____ Charles Finney. Once _____ Mr. Finney
preached _____ New York, _____ the leaders
_____ the _____ repented, and _____
whole _____ changed. _____ started revivals
_____ 1,500 other _____

<> **14c.** Review your dictation with your teacher.

<> **14d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling 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. Composition: Final Copy of Sentences

<> **15a.** Choose your best sentences from Assignment Eleven, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **15b.** Review your sentences with your teacher to make sure there are no mistakes in them.

Checklist Challenge Green 4-Pre A: Week Two

Character Focus: Humility

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

All

All levels

B

Basic level only

E

Extension only

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

All All E E

Read your sentences 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 E

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 E

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

Instead of	Use	Instead of	Use	Instead of	Use
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

Add an **adverb** (*ly* word or other) to each sentence. 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 E

Add one descriptive **adjective** to each sentence. 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

Use **one of this month's vocabulary words** in your sentence (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

E

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 sentences. 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

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 E E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 -- Extension

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

Prepositions Using Little Figure and Tissue Roll -- Extension

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 _____

Green 4-Pre A: Week Three

Character Focus: Humility

Vocabulary Box

Characteristics of someone who is humble--*adjectives*

aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	heart-searching
honest	joyful	kindhearted
liable	life-giving	meek
modest	mournful	praiseful
regretful	reliable	remorseful
repentant	responsible	self-denying
sensitive	sincere	sorrowful
sorry	sympathetic	tactful
teachable	tender hearted	thankful
trustworthy	unselfish	uplifting
warm-hearted		

Vocabulary Box

Characteristics of someone who is proud--*adjectives*

arrogant	assuming	blameful
careless	conceited	critical
defiant	degrading	demeaning
greedy	haughty	insensitive
"know-it-all-ish"	lofty	opposing
overbears	prideful	resistant
self-important	sinful	stiff-necked
tactless	unbending	undifferent
ungrateful	unresponsive	unteachable
vain		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	People have plowed for many years. The first man God created plowed the ground. The metal plow that people use today was made over two hundred years ago. Farmers who first used this plow walked behind it. These plows could only plow about a one foot wide strip of ground at a time.
Extension	Shortly after the metal plow was made, a new plow was invented. It was pulled behind a team of horses. Today farmers drive huge tractors that pull big plows.
Read Only	A plow works the soil. The plow cuts it, lifts it, and turns it over. This mixes the soil and buries unwanted weeds and grasses. The plow's job is to loosen the soil so that seeds can be planted.

➤ 1a. Read this week's passage aloud with your teacher.

1. When the preacher preached that famous sermon about breaking up the fallow ground from last week's passage, he was talking about using a plow on our hearts.
2. Just like a plow digs up hard soil and buries the bad weeds, the plow we use on our hearts should dig up the hard soil of our hearts and bury the bad things

Further Study: Find out how a plow works to till up the soil.

<> 1b. Extension: Put the steps that a plow goes through to dig up fallow ground in order by numbering them, then write them on the lines provided in the correct order. You may re-read the Read Only box for help.

_____ The plow turns the soil over.

_____ The plow lifts the soil.

_____ The plow cuts the soil.

1. _____

2. _____

3. _____

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell the words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

<> 1c. On the lines provided, copy this week's passage at the level directed by your teacher.

Character Focus: If only the topsoil is turned up, the bottom soil becomes hard.

Further Study: Read a book about the invention of plows or a certain style of plow.

Character Focus: If we only deal with surface issues, our hearts can become hard.

<> **1d.** Review your copy with your teacher, and correct any errors.

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

Green 4-Pre A: Week Three

2. Spelling: Possessive Nouns

Examples: **dog, dog's**

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the Read Only box of the passage, highlight the word *plow's*.

1. This is a possessive noun.
2. A possessive noun is first a noun.
3. Do you remember what a noun is?
4. **A noun is a:**
 - a. **Person:** girl, mom, teacher
 - b. **Place:** city, park, lake
 - c. **Thing:** ball, book, dog
 - d. **Idea:** love, joy, peace
5. If something or someone is possessive that means that he owns something.
6. So **a possessive noun means a noun that owns something.**
7. You can make a noun possessive by doing the following:
 - a. If the noun does **not** have an s at the end, then you add an apostrophe and then an s. For example:
 - i. dog -- dog's
 - ii. cat -- cat's
 - b. If the noun already ends in an s, then all you do is add an apostrophe.
For example:
 - i. Jesus -- Jesus'
 - ii. glass -- glass'
8. This is how you use a possessive noun in a sentence:
 - a. The **book's** cover is neat. (The cover belongs to the book.)
 - b. The **dog's** food does not taste good. (The food belongs to the dog.)
 - c. **Jesus'** followers were joyful. (The followers belong to Jesus.)
 - d. The **dogs'** pens were clean. (The pens belong to the dogs.)

Further Study: Read the story of the sower and the seeds in Matthew 13, Mark 4, or Luke 8. How was the good soil prepared for the seed to grow in it?

<> **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.

Note: The word that each possessive noun owns is given as an example. You do not need to copy those.

<> **2d.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____

- <> **2e.** Add this week's new words to pages 85 and 86 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.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. boy's (dog)	boy's			
2. cow's (bell)	cow's			
3. door's (handle)	door's			
4. God's (word)	God's			
5. plane's (wings)	plane's			
6. book's (cover)	book's			
7. plow's (job)	plow's			
8. fox's (lair)	fox's			
9. box's (lid)	box's			
10. clown's (nose)	clown's			

***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
<u>Extension</u>				
11. Jesus' (disciples)	Je-sus'			
12. glass' (bottom)	glass'			
13. boxes' (lids)	box-es'			
14. houses' (doors)	hous-es'			
<u>Optional</u>				
15. sorry	sor-ry			
16. teachable	teach-a-ble			
17. trustworthy	trust-wor-thy			
18. comforting	com-fort-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.

Further Study: Read the story of Peter's denial of Jesus and Judas Iscariot's betrayal of Him. Which one repented and which one was destroyed by the consequences of his sin?

Synonyms for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Teacher Tip: It is especially difficult for new writers to look at a large blank area and realize that he has to fill that space! Take his original essays one sentence at a time, and write for him, if needed. Do whatever you can do to make his early writing experiences positive--and build a love for reading and writing in him early!

Character Focus: We need to examine our own lives for sin.

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. peeple have plowed four mini years.
2. Thee 1st men God created plowed the ground
3. farmers who first used this plow walked behind it
4. it waz pulled behind an team off horses.

Extension

5. today farmers drive huge tractors that pull big Plow
6. thee plow loosen thee soil

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-----------|--------|
| 1. boy's | boi's |
| 2. cou's | cow's |
| 3. dour's | door's |

4. God's	Godd's
5. plane's	plaen's
6. bok's	book's
7. ploew's	plow's
8. fox's	foxxe's
9. box's	boox's
10. cloun's	clown's

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. Jesus'	Jesuss'
12. glass's	glass'
13. boxe's	boxes'
14. houses'	house's

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

15. sorry	sory
16. teacheble	teachable
17. trustworthy	trustwerthy
18. comforting	comferting

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: God will use painful circumstances to teach us about hidden sin if we don't deal with it when He shows us the first time.

5. Study Skills/Prewriting: Outline an Original Paragraph About a Piece of Farm Equipment

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** Outline an informative essay about a piece of farm machinery by following the steps below:

1. You may choose any piece of farm equipment that you want, but it might be easier for you if pick something that is popular, so you can find information easier.
2. **Extension students will write two paragraphs** about two different pieces of farm machinery, so they should choose two.
3. Consider one of the following machines or pick something different, if desired:
 - a. combine
 - b. planter
 - c. spreader
 - d. plow
 - e. sprayer
 - f. other
4. Study the sample "Informative Paragraph House Outline" provided to see what your outline should look like.
5. Read a section of a book with your teacher about the topic you chose. Pay close attention when your teacher reads any details that you think you may want to include in your essay. (You or your teacher may want to write down notes as you read them.)
6. Write notes in the Paragraph House Outline provided about your topic. Keep these tips in mind:
 - a. You are only going to write one paragraph (**Extension:** two), so try to only write the most important points about the machine you have chosen.
 - b. You will write all of your sentences for your body from your notes.
 - c. **When you do the Checklist Challenge, you will add an opening sentence and a closing sentence that ties your topic into reaping and sowing.** If you find information for an opening or closing sentence during your research, mark it with a sticky note or write it in your house's foundation or chimney now your.
 - d. You may use a few words, complete sentences, or whatever notetaking format you and your teacher would like.
6. Take notes on the lines provided in the Paragraph House.
 - a. **Basic:** Take notes for three to four sentences.
 - b. **Extension:** Take notes for four to six sentences.

7. If you chose to write about a plow, you may use this week's passage to get your information.

8. **Extension:** Create a Paragraph House Outline for two pieces of equipment.

Sample Paragraph From Sample Informative Paragraph House

One piece of farm equipment that farmers have used for hundreds of years is the plow. The first metal plow was created in the early 1800s. A man named Jethro Wood invented it. Nearly fifty years later John Deere was making ten thousand plows a year. Farmers could work the the ground in one foot strips with this plow that they walked behind. Plows are amazing tools.

Sample Informative Paragraph House

Closing Sentence (Later) _____		Paragraph Topic Plow
Supporting Sentence: _____ <u>Early 1800s</u> _____ _____ _____	Supporting Sentence: _____ <u>Metal plow → First made</u> _____ _____ <u>by Jethro Wood</u> _____ _____	
Supporting Sentence: _____ <u>By mid 1800s John Deere</u> _____ _____ <u>Made 10,000 plows/year</u> _____ _____	Supporting Sentence: _____ <u>Farmers walked behind</u> _____ _____ <u>plow 1 foot wide strip</u> _____ _____	

Opening Sentence (later): _____

My Paragraph House Outline -- Basic

Closing Sentence
(Later)

Paragraph Topic

Supporting Sentence:	Supporting Sentence:
Supporting Sentence:	Supporting Sentence:

Opening Sentence (later):

My Paragraph House Outline -- Extensions For Paragraph A

<div style="position: relative; height: 150px;"> <div style="position: absolute; top: 0; left: 50%; transform: translate(-50%, -50%);">Closing Sentence (Later)</div> <div style="position: absolute; right: 0; top: 50%; transform: translateY(-50%); writing-mode: vertical-rl; transform: rotate(180deg);">Paragraph Topic</div> </div>		
Supporting Sentence: <hr/> <hr/> <hr/> <hr/>	Supporting Sentence: <hr/> <hr/> <hr/> <hr/>	Supporting Sentence: <hr/> <hr/> <hr/> <hr/>
Supporting Sentence: <hr/> <hr/> <hr/> <hr/>	Supporting Sentence: <hr/> <hr/> <hr/> <hr/>	Supporting Sentence: <hr/> <hr/> <hr/> <hr/>
Opening Sentence (Later): <hr/> <hr/>		

My Paragraph House Outline -- Extensions For Paragraph B

<div style="position: relative; height: 150px;"> <div style="position: absolute; top: 0; left: 50%; transform: translate(-50%, -50%);">Closing Sentence (Later)</div> <div style="position: absolute; right: 0; top: 0; width: 50px; height: 100px; transform: rotate(90deg); text-align: center; font-size: 0.8em;">Paragraph Topic</div> </div>		
Supporting Sentence: <hr/> <hr/> <hr/> <hr/>	Supporting Sentence: <hr/> <hr/> <hr/> <hr/>	Supporting Sentence: <hr/> <hr/> <hr/> <hr/>
Supporting Sentence: <hr/> <hr/> <hr/> <hr/>	Supporting Sentence: <hr/> <hr/> <hr/> <hr/>	Supporting Sentence: <hr/> <hr/> <hr/> <hr/>
Opening Sentence (Later): <hr/> <hr/>		

6. Optional Spelling Practice: Six “S” Spelling Secret

- <> **6a. Optional:** Take a Spelling Pre-Test in your notebook.
- <> **6b. Optional:** 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 that you misspelled in your pre-test.
- <> **6c. Optional:** 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. Grammar: Transition Words

- <> **7a.** Read this week’s passage aloud with your teacher.
- <> **7b.** In the **Extension** box of the passage, highlight the words *Shortly after*.
1. *Shortly after* is a phrase.
 2. A phrase is a group of words that is not a sentence.
 3. **A phrase is used in a sentence, but it is not a sentence all by itself.**
 4. The phrase, *Shortly after*, shows that what you are about to read happened after the event you just read.
 5. **We call these kinds of phrases and words transition words because they show a transition from one thing to another.**
 6. There are many transition words.
 7. They help you in your writing.
 8. They help you explain more information to the reader.
 9. A transition word might help you in your essay this week.
 10. When you are telling about the equipment, it might be more interesting to start a sentence with a transition word than to just start in with your subject first. (*After the plow digs up the ground,...*)
- <> **7c.** Read the transition words listed below with your teacher, then practice using them in sentences orally. Try to say two sentences aloud for each transition word. For example: I gave my mom a present. **Then**, she opened it.

1. First

2. Second

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn’t ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week.

- | | |
|----------------|---------------|
| 3. Third | 4. Next |
| 5. After this, | 6. Then |
| 7. Initially, | 8. Primarily, |
| 9. Secondly, | 10. Thirdly, |
| 11. Finally, | 12. Soon, |

8. Optional Spelling Practice: Write That Word!

<> **8a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **8b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

9. Write On: Opening and Closing Sentence

Now that you have the body of your essay about a piece of farm equipment outlined in your “Paragraph House Outline,” you are ready to decide what to open and close your paragraph with.

<> **9a.** Follow these steps to outline a sentence for your **opening sentence**.

1. Read through the notes in your Paragraph House Outline about your piece of farm equipment.
2. Think of an interesting opening sentence, such as,

- a. Rhyme
 - b. Quote
 - c. Word picture
 - d. Fact
 - e. Statement
3. Write your notes for this sentence in the “foundation” of your paragraph house outline.

Sample: Equipment farmers need

<> **9b.** Follow these steps to outline a sentence for your **closing sentence**

- 1. Read through the notes in your paragraph house about your piece of farm equipment.
- 2. Think of an interesting closing sentence, such as,
 - a. Poem
 - b. Quote
 - c. Word picture
 - d. Fact
 - e. Statement
 - f. Restate Opening Sentence
- 3. Write your notes for this sentence in the “second story” of your paragraph house outline.

Example: Plows amazing

10. Composition and Revising: Write a Rough Draft of Informative Essay About a Piece of Farm Machinery

<> **10a.** Read this week’s passage with your teacher:

<> **10b.** Using your notes from earlier this week, write your report about a piece of farm machinery.

Note: Be sure to indent the first sentence of your first paragraph.

[illegible]

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

11. Vocabulary/Structural Analysis: Wacky Words

Homophones: **won, one**

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

1. The word *one* is a Wacky Word.
2. It has a common WW partner---the word *won*.
3. The word *one*, of course, is the number word.
4. The word *won* means *to not lose* (in the past tense).

<> **11b.** Fill in the blanks for the sentences provided with the right Wacky Word: *won* or *one*.

1. You may chose _____ piece of candy.
2. Charlotte _____ the spelling bee.

<> **11c.** Write a sentence containing the word *won* and a sentence containing the word *one* on the lines provided.

1. _____

2. _____

12. Review: Weekly Quiz

<> **12.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson).

13. Spelling: Spelling Test

<> **13a.** Read this week's passage aloud with your teacher.

<> **13b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |

Optional

- | | |
|-----------|-----------|
| 16. _____ | 17. _____ |
| 18. _____ | 19. _____ |

Review Words

<> **13c.** Have your teacher check your Spelling Test.

<> **13d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Dictation: Dictation Quiz

<> **14a.** Read this week's passage aloud with your teacher.

<> **14b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

People _____ plowed _____
many years. _____ first _____ God
created plowed _____ ground. _____
metal _____ people
_____ today _____
_____ over _____ hundred years ago.
Farmers _____ first used _____

_____ walked behind _____. These
plows could only _____ about a
_____ strip of ground at a _____.

Extension

Shortly _____ metal
_____ was _____, a
_____ was invented. It
_____ pulled behind a _____
_____ horses. _____ farmers drive
huge tractors _____
_____.

<> **14c.** Review your dictation with your teacher.

<> **14d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

[illegible]

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 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 that 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 -- Extension

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 - Extension

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

Interjection Rhyme -- Extension

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

BHL Verbs - Extension

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 _____

Green 4-Pre A: Week Four

Character Focus: Humility

Vocabulary Box

Characteristics of someone who is humble--*adjectives*

aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	heart-searching
honest	joyful	kindhearted
liable	life-giving	meek
modest	mournful	praiseful
regretful	reliable	remorseful
repentant	responsible	self-denying
sensitive	sincere	sorrowful
sorry	sympathetic	tactful
teachable	tender hearted	thankful
trustworthy	unselfish	uplifting
warm-hearted		

Vocabulary Box

Characteristics of someone who is proud--*adjectives*

arrogant	assuming	blameful
careless	conceited	critical
defiant	degrading	demeaning
greedy	haughty	insensitive
"know-it-all-ish"	lofty	opposing
overbears	prideful	resistant
self-important	sinful	stiff-necked
tactless	unbending	undifferent
ungrateful	unresponsive	unteachable
vain		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Mary Slessor was a famous missionary. She went to Africa to serve the Lord. Africa was a hard place to serve the Lord because tortures and poisons were parts of everyday life.
Extension	Mary was fearful of speaking in front of a large group. She was fearful of men. She was fearful of riding in a canoe to get to the people she was helping. Mary soon realized that to help these people she had to live with them and live like them.
Read Only	<p>Mary was humble. She knew that it was God who was responsible for the good she could do. She had to humble herself and do the things that were too hard for her.</p> <p><i>Women of Wisdom Coloring Book</i></p>

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

1. People who are not saved need to be humble and turn from their sin.

2. People who are followers of God need to be humble too.
3. We have to humble ourselves and admit when we do something wrong.
4. We also **have to humble ourselves to do things we might not want to do**, like Mary Slessor did.

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

1. The word *fearful* has an ending added to a base word.
2. The base word is *fear*.
3. The ending is *ful*.
4. The ending *ful* is a suffix.
5. A suffix is a group of letters added to the end of a word.
6. There are many suffixes.
7. It will help you to learn vocabulary if you learn many prefixes (letters added to the beginning of words) and suffixes (letters added to the ends of words).
8. The suffix *ful* means *full of*.
9. Thus, when we say that someone is *fearful*, we are saying he or she is *full of fear*.
10. To figure out what words with *ful* mean, look at the root word. If you know what that means, you can know what the new word (with *ful*) means.

<> **1c.** Write the meanings of the words on the lines provided.

<u>Word</u>	<u>Word Meaning With Suffix</u>	<u>Synonym for Word</u>
1. fearful	full of fear	scared
2. tearful	_____	_____
3. hopeful	_____	_____
4. helpful	_____	_____
5. careful	_____	_____

Further Study: Think of a time that your parents had to punish you because you did not obey what they told you. If you had chosen not to do that action, you would not have gotten in trouble.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Character Focus: We need to examine ourselves like a lawyer cross-examines a witness. We must leave no corner unearthed.

↔ **1d.** On the lines provided, copy this week's passage at the level directed by your teacher.

Character Focus: The most important conversations we have are the ones we have with ourselves.

Character Focus: Satan wants Christians to hate themselves. This is never what God intended.

Character Focus: When we examine our lives, we need to focus on important issues, not unimportant details -- and we need to focus on our problems and sins, not someone else's.

<> 1e. Review your copy with your teacher, and correct any errors.

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

2. Spelling: *Ar* Words

Examples: art, card, part

<> 2a. Read this week's passage aloud with your teacher.

<> 2b. In the passage, highlight the word *hard*.

1. *Ar* says *ar*, like *party*, *park*, or *bar*.

2. ***Ar* is called an *r*-controlled word because the *r* controls the *a*.**

3. The *a* does not say its normal sound.

4. When you hear the *ar* sound in a word, you will know that it is probably spelled *ar*.

<> 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. Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> 2e. Add this week's new words to pages 85 and 86 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.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum suggests, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Teacher Tip: *R*-controlled means that the letter *r* controls the sound of the letter or letters that are before the *r*. The *ar* family is known primarily for saying the *ar* sound as in *far*. The *ear* family, however, has different sounds—one of which is *ar* as in *heart*.

Words	Syllabication	Write it**	Tip	Your Tip
All				
1. cart	cart			
2. hard	hard			
3. farm	farm			
4. mar	mar			
5. yarn	yarn			
6. par	par			
7. charm	charm			
8. barb	barb			
9. harsh	harsh			
10. star	star			

*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
Extension				
11. parlor*	par-lor			
12. marble*	mar-ble			
13. farmer*	far-mer			
14. bargain*	bar-gain			
<u>Extension</u>				
15. genuine	gen-u-ine			
16. joyful	joy-ful			
17. mournful	mourn-ful			
18. reliable	re-li-able			

*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: We should admit to our sin and deal with it; we should never live in a state of fear or shame.

Character Focus: When people are in mourning, they do not want to eat. They are focused on more important things.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. mary slessor was an famous missionary
2. She went 2 serve thee lord
3. mary was fear ful off speaking inn front off a large group.
4. She was fear ful off men

Extension

5. mary was humble?
6. She had two humble herself and due things we might
knot want 2 do

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-----------|-------|
| 1. cart | kart |
| 2. harrrd | hard |
| 3. farm | farmm |

- | | |
|-----------|--------|
| 4. mar | marr |
| 5. yarnn | yarn |
| 6. parr | par |
| 7. charm | charmm |
| 8. barb | barrb |
| 9. harrsh | harsh |
| 10. star | starr |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|------------|---------|
| 11. parler | parlor |
| 12. marble | marbel |
| 13. farmer | farmar |
| 14. bagen | bargain |

Character Synonyms humility-- ness, meekness,	Focus: for humble- lowliness, deference.
---	--

<> **4c. Optional:** Circle or highlight the correct spelling of each **optional** word.

- | | |
|--------------|-----------|
| 15. genuine | geniune |
| 16. joyfull | joyful |
| 17. mournful | mournfull |
| 18. reliable | relaible |

Character Focus:
Antonyms for humili-
ty - pride, arrogance,
boast, vanity, self-
love.

5. Composition and Revising: Complete the Checklist Challenge

<> **5a.** Read this week's passage with your teacher:

<> **5b.** Complete the following steps in last week's rough draft of your report, using the Checklist Challenge

- (1) Do one of each revision for each sentence or paragraph you wrote, as indicated in the Checklist Challenge.
- (2) Highlight each item you put in your report, as you complete it.
- (3) Check off each box in the Checklist Challenge after each one is completed.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of you student! Do not be concerned with helping him too much or "giving him the answers"! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as 'kind.'"), guiding him with questions ("What do ou think you could put it for walk here?"), or giving him choices ("Why don't you try one of these: pretty, beautiful, lovely, gorgeous?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

Further Study: Read
James 4:8-10 about
humility.

6. Optional Spelling Practice: Six "S" Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

Further Study: Read
five Psalms and look
for words that show
humility (Ex. Repent,
lowly, bow down,
etc).

<> **6c. Optional:** 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. Grammar: Nouns

<> 7a. Read this week's passage aloud with your teacher.

<> 7b. In the first paragraph of the passage, highlight the following words:

- a. missionary
- b. place
- c. tortures
- d. poisons
- e. life

1. The words you highlighted are called **nouns**.

2. **A noun is one of the following:**

- a. **person**
- b. **place**
- c. **thing**
- d. **idea**

3. For example:

- a. Person--The **girl** walked.
- b. Place--The **city** is big.
- c. Thing--The **doghouse** is dirty.
- d. Idea--The **love** of God is great.

4. Every sentence does not contain a noun.

5. However, since a noun is often used as the subject of the sentence, most sentences do contain at least one noun.

6. This is because nouns are often used as subjects.

7. Sometimes a sentence will have more than one noun.

8. **You need to know what a noun is because you often use a noun as the subject of your sentence--to tell what the whole sentence is about.**

9. A noun can be just the regular name of something -- a common noun:

- a. dog
- b. house
- c. boy

10. A noun can be the specific name or title of someone or something -- a proper noun

- a. God
- b. Australia
- c. Susie

<> 7b. Look around the room with your teacher and say the nouns aloud to each other. You might find any of the following: board, pencil, bookcase, book, door, window, etc.

<> 7c. In the sentences provided, highlight the nouns:

- a. Common nouns -- boy, girls, dog, etc.
- b. Common nouns -- Isaac, Sarah, Hannah, Shelby

Further Study: Journal about how James 4:8-10 applies to you. Pray about how you can apply it in your life.

All

1. Mary Slessor was a missionary.
2. She went to help people.
3. Africa was a hard place.
4. The people there did not know about God.

Extension

5. She was afraid to speak to a group.
6. She decided to live with the people.
7. God helped Mary do good things.
8. Mary showed humility.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

8. Optional Spelling Practice: Write That Word!

<> **8a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **8b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

9. Composition and Revising: Final Copy of Your Informative Report

<> **9a.** Read this week's passage aloud with your teacher.

<> **9b.** You may write the final copy of your report in any of the following ways:

- (1) Write it in your own handwriting on the lines provided.
- (2) Write it in your own handwriting in a minit book.
- (3) Have your teacher copy it in a minit book.
- (4) Have your teacher type your report on the computer.

[illegible]

10. Review: Weekly Quiz

<> **10.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson).

11. Spelling: Spelling Test

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week's words and any Review Words.

All

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____

Extension

11. _____

12. _____

13. _____

14. _____

Optional

15. _____

16. _____

17. _____

18. _____

Review Words

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

Mary Slessor _____ a famous missionary.

_____ Africa _____ serve

_____ Lord. Africa _____ a

_____ place _____ serve

_____ Lord because tortures _____

poisons _____

_____ everyday life.

Extension

Mary _____ fearful of speaking

_____ front _____ a large group.

_____ fearful of

_____. _____ was fearful of riding

_____ a canoe _____

_____ to _____ people

_____ helping. Mary

_____ realized _____ to

_____ people

_____ to

_____ and live _____

_____.
<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling 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.)

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

Extra Lines

[illegible]

Checklist Challenge Green 4-Pre A: Weeks Three & Four

Character Focus: Humility

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

To Be Completed During Week Four

☐ All ☐ E

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 ☐ E

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 ☐ E

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 need for clarity.**

All E

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 E

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

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

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 **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.

Example:

- Another amazing piece of farm equipment is the cultivator.

🔑 **Be sure your transition sentence takes the reader smoothly from the first paragraph to the body of your paper.**

All

Create a **title** for your report, and put it at the top of the your paper.

Consider the following ideas:

- Something catchy: Pull, Plow, Pull!
- Something comical: Thrash, Thrasher!
- Something bold: Plant!
- A song title or line: The Farmer in the Dell
- A Scripture: Plow Up Your Fallow Ground
- Something biblical: Reap What You Sow
- Something about character: Harvest
- Other: The Combine

All

E

Add a sentence to the very end of your paragraph or report that **restates the title** in some way. This is called the **closing sentence**. If you have already done this, highlight it as directed by your teacher.

All

E

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

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

E

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.**

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

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

E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 -- Extension

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 -- Extension

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

Interjection Rhyme -- Extension

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

BHL Verbs -- Extension

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 _____

Teacher's Helps

Green 4 Pre-A

Character Focus: Humility

Lesson Plans and Answer Keys

Lesson Plans

Green 4-Pre A: Week One

For a Five-Day Week

Character Focus: Humility

Day One

Vocabulary Box

Characteristics of someone who is humble--*adjectives*

aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	honest
joyful	kindhearted	liable
life-giving	meek	modest
mournful	praiseful	regretful
reliable	remorseful	repentant
responsible	self-denying	sensitive
sincere	sorrowful	sorry
sympathetic	tactful	teachable
tender hearted	thankful	trustworthy
unselfish	uplifting	
warm-hearted		

Vocabulary Box

Characteristics of someone who is proud--*adjectives*

arrogant	assuming	blameful
careless	conceited	critical
defiant	degrading	demeanor
greedy	haughty	insensitive
know-it-all-ish	lofty	opposing
overbears	prideful	resistant
self-important	sinful	stiff-necked
tactless	unbending	undifferent
ungrateful	unresponsive	unteachable
vain		

1. Copying and Comprehension: Passage and Vocabulary

All

Jesus told a story about a boy who was called the prodigal son. In this story, there was a young man who was not happy at home. He wanted to have fun and live his own way. This lad asked his father for some money. His dad gave him the money, and the son ran off to do his own thing.

Extension

Once this son was away, he had fun for a while. He did whatever he wanted to do, but his money soon ran out. He had to get a job helping on a farm. This boy got so hungry that he wanted to eat the pigs' food while he was feeding them.

Read Only

The prodigal boy soon realized that he was wrong. He had wanted to do his own thing, and it got him in a mess. The son became mournful over what he had done. He was sorry for his sin against his father and God. The boy went home to his dad and repented of his sin.

2. Spelling: Compound Words

Examples: **doghouse**, **within**

All

- | | | |
|--------------|-------------|-------------|
| 1. batboy | 2. without | 3. anyone |
| 4. someday | 5. cowboy | 6. catfish |
| 7. photocopy | 8. whatever | 9. doghouse |
| 10. somebody | | |

Extension

- | | | |
|--------------|---------------|--------------|
| 11. withhold | 12. watchword | 13. vineyard |
| 14. teammate | 15. roommate | 16. overrule |

Optional

- | | | |
|--------------|------------|--------------|
| 17. aware | 18. devout | 19. generous |
| 20. grateful | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

6. Optional Spelling Practice: Six S Spelling Secret

Day Three

7. Grammar: Noun Markers

8. Vocabulary/Structural Analysis: Wacky Words

9. Optional Spelling Practice: Write That Word!

Day Four

10. Composition and Revising: Complete the Checklist Challenge for Sentences

11. Review: Weekly Quiz

Day Five

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

All

Jesus told ____ story about ____ boy who was called ____ prodigal _____. ____ story, there ____ a young ____ who ____ happy at _____. ____ wanted ____ have ____ and live ____ own _____. This ____ asked ____ father ____ some money. ____ dad ____ the money, ____ the ____ ____ to ____ own thing.

Extension

Once ____ away, he ____ a while. ____ whatever ____ wanted ____ money ____ out. He ____ to ____ a ____ helping on a _____. ____ boy ____ so hungry ____ he wanted ____ the pigs' ____ he ____ feeding ____.

14. Composition: Final Copy of Sentences

Lesson Plans

Green 4-Pre A: Week One

For a Four-Day Week

Character Focus: Humility

Day One

Vocabulary Box

Characteristics of someone who is humble--*adjectives*

aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	honest
joyful	kindhearted	liable
life-giving	meek	modest
mournful	praiseful	regretful
reliable	remorseful	repentant
responsible	self-denying	sensitive
sincere	sorrowful	sorry
sympathetic	tactful	teachable
tender hearted	thankful	trustworthy
unselfish	uplifting	
warm-hearted		

Vocabulary Box

Characteristics of someone who is proud--*adjectives*

arrogant	assuming	blameful
careless	conceited	critical
defiant	degrading	demeanin
greedy	haughty	insensitive"
know-it-all-ish"	lofty	opposing
overbears	prideful	resistant
self-important	sinful	stiff-necked
tactless	unbending	undifferent
ungrateful	unresponsible	unteachable
vain		

1. Copying and Comprehension: Passage and Vocabulary

All

Jesus told a story about a boy who was called the prodigal son. In this story, there was a young man who was not happy at home. He wanted to have fun and live his own way. This lad asked his father for some money. His dad gave him the money, and the son ran off to do his own thing.

Extension

Once this son was away, he had fun for a while. He did whatever he wanted to do, but his money soon ran out. He had to get a job helping on a farm. This boy got so hungry that he wanted to eat the pigs' food while he was feeding them.

Read Only

The prodigal boy soon realized that he was wrong. He had wanted to do his own thing, and it got him in a mess. The son became mournful over what he had done. He was sorry for his sin against his father and God. The boy went home to his dad and repented of his sin.

2. Spelling: Compound Words

Examples: **doghouse, within**

All

- | | | |
|--------------|-------------|-------------|
| 1. batboy | 2. without | 3. anyone |
| 4. someday | 5. cowboy | 6. catfish |
| 7. copycat | 8. whatever | 9. doghouse |
| 10. somebody | | |

Extension

- | | | |
|--------------|---------------|--------------|
| 11. withhold | 12. watchword | 13. vineyard |
| 14. teammate | 15. roommate | 16. overrule |

Optional

- | | | |
|--------------|------------|--------------|
| 17. aware | 18. devout | 19. generous |
| 20. grateful | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline

6. Optional Spelling Practice: Six S Spelling Secret

7. Grammar: Noun Markers

Day Three

8. Vocabulary/Structural Analysis: Wacky Words

9. Optional Spelling Practice: Write That Word!

10. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

11. Review: Weekly Quiz

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

All

Jesus told ____ story about ____ boy who was called ____ prodigal _____. ____ story, there ____ a young ____ who ____ happy at _____. ____ wanted ____ have ____ and live ____ own _____. This ____ asked ____ father ____ some money. ____ dad ____ the money, ____ the ____ to ____ own thing.

Extension

Once ____ away, he ____ a while. ____ whatever ____ wanted ____, ____ money ____ out. He ____ to ____ a ____ helping on a _____. ____ boy ____ so hungry ____ he wanted ____ the pigs' ____ he ____ feeding ____.

14. Composition: Final Copy of Sentences

Answer Keys Green 4-Pre A: Week One

3. Editor Duty: Correct Given Sentences

<> **3b.** Correct the mistakes in the sentences provided.

All

1. jesus told an story about a boy called thee prodigal sun.

1. Jesus told a story about a boy called the prodigal son.

2. this boy asked hiz father four sum money.

2. This boy asked his father for some money.

3. His father gave him thee money

3. His father gave him the money.

4. once the sun was away, hee had fun 4 a while.

4. Once the son was away, he had fun for a while.

Extension

5. hiz money soon run out.

5. His money soon ran out.

6. hee had two get a job helping on a farm

6. He had to get a job helping on a farm.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. batboy

batboi

2. withoot

without

3. anywon

anyone

4. someday

somday

5. couboy

cowboy

6. catfish	catfesh
7. copycat	copecat
8. watever	whatever
9. doghouse	doghowse
10. somebody	somebody

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. withhold	withholld
12. watchword	watchwerd
13. vinyard	vineyard
14. teemmate	teammate
15. roommate	roommate
16. overrule	overule

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. aware	awear
18. devowt	devout
19. generous	generus
20. grateful	greatful

7. Grammar: Noun Markers

<> **5c.** In the sentences provided, highlight all of the noun markers.

All

1. Jesus told a story.
2. There was a young man.
3. He wanted to leave the family.
4. The boy ran out of money.
5. He got a job.
6. He wanted the pigs' food.

Extension

7. The boy realized he was wrong.
8. He was sorry for the sins against his father and God.

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: sun, son

<> **8b.** Use the correct word in the sentences

1. The sun is the earth's source of light and warmth.
2. The prodigal son was not happy at home.

Lesson Plans

Green 4-Pre A: Week Two

For a Five-Day Week

Character Focus: Humility

Day One		
Vocabulary Box		
Characteristics of someone who is humble-- <i>adjectives</i>		
aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	honest
joyful	kindhearted	liable
life-giving	meek	modest
mournful	praiseful	regretful
reliable	remorseful	repentant
responsible	self-denying	sensitive
sincere	sorrowful	sorry
sympathetic	tactful	teachable
tender hearted	thankful	trustworthy
unselfish	uplifting	
warm-hearted		

1. Copying and Comprehension: Passage and Vocabulary

Read Only

Many years ago a famous preacher spoke powerful words. He gave a famous sermon that helped many people humble themselves and repent. It caused revival to take place in many people's hearts.

All

In this sermon, the preacher told the people to break up their fallow ground. Fallow ground is hard ground that water cannot soak into. Nothing can grow in fallow ground. This man was telling the people to break up their hard, dry hearts.

Extension

This man's name was Charles Finney. Once when Mr. Finney preached in New York, all the leaders in the town repented, and the whole town changed. This started revivals in about 1,500 other towns.

Notice the order of this week's copy boxes. The Read Only box comes first.

2. Spelling: Hard and Soft g

Examples: gift, get

All

- | | | |
|---------|----------|-----------|
| 1. gaze | 2. glaze | 3. goal |
| 4. gave | 5. gem | 6. give |
| 7. grab | 8. glow | 9. gentle |
| 10. gym | | |

Extension

- | | | |
|------------|-----------|------------|
| 11. gallon | 12. graph | 13. greasy |
| 14. gruff | 15. gist | |

Optional

- | | | |
|---------------|------------|---------------|
| 16. honest | 17. modest | 18. regretful |
| 19. repentant | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

7. Write On: Three Types of Sentences

8. Vocabulary/ Structural Analysis: Wacky Words

9. Optional Spelling Practice: Write That Word!

Day Four

10. Grammar: Prepositions

11. Composition and Revising: Complete the Checklist Challenge for Sentences

12. Review: Weekly Quizzes

Day Five

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

All

_____ sermon, the preacher _____ people
 _____ break _____ fallow ground. Fallow ground
 _____ hard ground _____ water cannot soak _____.
 Nothing _____ grow _____ fallow ground. _____
 _____ telling the people _____ break _____ hard,
 _____ hearts.

Extension

_____ man's _____ Charles Finney. Once
 _____ Mr. Finney preached _____ New York, _____ the leaders
 _____ the _____ repented, and _____ whole _____
 changed. _____ started revivals _____ 1,500 other
 _____.

15. Composition: Final Copy of Sentences

Lesson Plans

Green 4-Pre A: Week Two

For a Four-Day Week

Character Focus: Humility

Day One

Vocabulary Box

Characteristics of someone who is humble—*adjectives*

aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	honest
joyful	kindhearted	liable
life-giving	meek	modest
mournful	praiseful	regretful
reliable	remorseful	repentant
responsible	self-denying	sensitive
sincere	sorrowful	sorry
sympathetic	tactful	teachable
tender hearted	thankful	trustworthy
unselfish	uplifting	
warm-hearted		

Vocabulary Box

Characteristics of someone who is proud—*adjectives*

arrogant	assuming	blameful
careless	conceited	critical
defiant	degrading	demeanin
greedy	haughty	insensitive"
know-it-all-ish"	lofty	opposing
overbears	prideful	resistant
self-important	sinful	stiff-necked
tactless	unbending	undifferent
ungrateful	unresponsible	unteachable
vain		

1. Copying and Comprehension: Passage and Vocabulary

Read Only

Many years ago a famous preacher spoke powerful words. He gave a famous sermon that helped many people humble themselves and repent. It caused revival to take place in many people's hearts.

All

In this sermon, the preacher told the people to break up their fallow ground. Fallow ground is hard ground that water cannot soak into. Nothing can grow in fallow ground. This man was telling the people to break up their hard, dry hearts.

Extension

This man's name was Charles Finney. Once when Mr. Finney preached in New York, all the leaders in the town repented, and the whole town changed. This started revivals in about 1,500 other towns.

Notice the order of this week's copy boxes. The Read Only box comes first.

2. Spelling: Hard and Soft g

Examples: gift, get

All

- | | | |
|---------|----------|-----------|
| 1. gaze | 2. glaze | 3. goal |
| 4. gave | 5. gem | 6. give |
| 7. grab | 8. glow | 9. gentle |
| 10. gym | | |

Extension

- | | | |
|------------|-----------|------------|
| 11. gallon | 12. graph | 13. greasy |
| 14. gruff | 15. gist | |

Optional

- | | | |
|---------------|------------|---------------|
| 16. honest | 17. modest | 18. regretful |
| 19. repentant | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Optional Spelling Practice: Six "S" Spelling Secret

7. Write On: Three Types of Sentences

Day Three

8. Vocabulary/ Structural Analysis: Wacky Words

9. Optional Spelling Practice: Write That Word!

10. Grammar: Prepositions

11. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

12. Review: Weekly Quizzes

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

All

_____ sermon, the preacher _____ people
 _____ break _____ fallow ground. Fallow ground
 _____ hard ground _____ water cannot soak _____.
 Nothing _____ grow _____ fallow ground. _____
 _____ telling the people _____ break _____ hard,
 _____ hearts.

Extension

_____ man's _____ Charles Finney. Once
 _____ Mr. Finney preached _____ New York, _____ the leaders
 _____ the _____ repented, and _____ whole _____
 changed. _____ started revivals _____ 1,500 other
 _____.

15. Composition: Final Copy of Sentences

Answer Keys Green 4-Pre A: Week Two

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. many years ago an famous preacher spoke powerful words?

1. Many years ago a famous preacher spoke powerful words.

2. It caused revival two take place inn many people's harts.

2. It caused revival to take place in many people's hearts.

3. fallow ground is hard ground that water cannot soke into

3. Fallow ground is hard ground that water cannot soak into.

4. Nothing can't grow inn fallow ground

4. Nothing can grow in fallow ground.

Extension

5. This men's name was charles Finney?

5. This man's name was Charles Finney.

6. this started revivals inn about 1,500 other town

6. This started revivals in about 1,500 other towns.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. **Optional:** Circle or highlight the correct spelling of each **All** word.

1. gase

gaze

2. glaze

glase

3. goal	gole
4. gaev	gave
5. gem	jem
6. giv	give
7. grabb	grab
8. glow	gloe
9. gentle	jentle
10. jim	gym

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. gallon	galon
12. graph	graff
13. greasy	greesy
14. gruf	gruff
15. jist	gist

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. honest	honast
18. modist	modest
19. regretfull	regretful
20. repentant	repentent

7. Write On: Three Types of Sentences

<> **7c.** Go through the sentences provided with your teacher and decide what kind of sentences they are, and highlight the end marks.

1. The preacher told the people to break up their fallow ground.
Telling

2. Fallow ground is hard ground that water cannot soak into. **Telling**
3. Did you hear the famous preacher? **Asking**
4. Watch out! **Exclamatory**
5. How many people repented? **Asking**

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: brake, break

<> **8b.** Fill in the blanks for the sentences provided with the right Wacky Word: *break or brake.*

1. The preacher encouraged the people to break up their fallow ground.
2. You must check the brake on your bicycle.
3. The brake on the bicycle does not work.
4. Try not to break the dishes while you are drying them.

10. Grammar: Prepositions

<> **10f.** In each of the phrases provided, highlight the preposition at the beginning.

Hint: The preposition is at the beginning of each phrase in this exercise.

All

1. **with** the man
2. **at** their house
3. **into** the car
4. **to** her

5. **to** the church
6. **of** the brick maker
7. **of** days before
8. **between** God and His creation
9. **after** them
10. **with** God
11. **towards** each other
12. **from** Jesus

Extension

13. **by** a brickmaker
14. **from** sand
15. **in** a quarry
16. **from** broken rocks
17. **of** nothing
18. **at** first

Lesson Plans

Green 4-Pre A: Week Three

For a Five-Day Week

Character Focus: Humility

Day One

Vocabulary Box

Characteristics of someone who is humble--*adjectives*

aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	honest
joyful	kindhearted	liable
life-giving	meek	modest
mournful	praiseful	regretful
reliable	remorseful	repentant
responsible	self-denying	sensitive
sincere	sorrowful	sorry
sympathetic	tactful	teachable
tender hearted	thankful	trustworthy
unselfish	uplifting	
warm-hearted		

Vocabulary Box

Characteristics of someone who is proud--*adjectives*

arrogant	assuming	blameful
careless	conceited	critical
defiant	degrading	demeanin
greedy	haughty	insensitive"
know-it-all-ish"	lofty	opposing
overbears	prideful	resistant
self-important	sinful	stiff-necked
tactless	unbending	undifferent
ungrateful	unresponsible	unteachable
vain		

1. Copying and Comprehension: Passage and Vocabulary

All

People have plowed for many years. The first man God created plowed the ground. The metal plow that people use today was made over two hundred years ago. Farmers who first used this plow walked behind it. These plows could only plow about a one foot wide strip of ground at a time.

Extension

Shortly after the metal plow was made, a new plow was invented. It was pulled behind a team of horses. Today farmers drive huge tractors that pull big plows.

Read Only

A plow works the soil. The plow cuts it, lifts it, and turns it over. This mixes the soil and buries unwanted weeds and grasses. The plows job is to loosen the soil so that seeds can be planted.

2. Spelling: Possessive Nouns

dog, dog's

All

1. boy's	2. cow's	3. door's
4. God's	5. plane's	6. book's
7. plow's	8. fox's	9. box's
10. clown's		

Extension

11. Jesus's	12. glass'	13. boxes'
14. houses'		

Optional

15. sorry	16. teachable	17. trustworthy
18. comforting		

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Outline an Original Report About a Piece of Farm Equipment

6. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

7. Grammar: Transition Words

8. Optional Spelling Practice: Write That Word!

9. Write On: Opening and Closing Sentence

Day Four

10. Composition and Revising: Write a Rough Draft of Informative Essay About a Piece of Farm Machinery

11. Vocabulary/Structural Analysis: Wacky Words

12. Review: Weekly Quiz

Day Five

13. Spelling: Spelling Test

14. Dictation: Dictation Quiz

All

People _____ plowed _____ many years. _____ first _____ God created plowed _____ ground. _____ metal _____ people _____ today _____ over _____ hundred years ago. Farmers _____ first used _____ walked behind _____. These plows could only _____ about a _____ strip of ground at a _____

Extension

Shortly _____ metal _____ was _____, a _____ was invented. It _____ pulled behind a _____ horses. _____ farmers drive huge tractors _____.

Lesson Plans

Green 4-Pre A: Week Three

For a Four-Day Week

Character Focus: Humility

Day One		
Vocabulary Box Characteristics of someone who is humble-- <i>adjectives</i> aware comforting devoted devout energy-giving faithful generous genuine gracious grateful grieving honest joyful kindhearted liable life-giving meek modest mournful praiseful regretful reliable remorseful repentant responsible self-denying sensitive sincere sorrowful sorry sympathetic tactful teachable tender hearted thankful trustworthy unselfish uplifting warm-hearted		
Vocabulary Box Characteristics of someone who is proud-- <i>adjectives</i> arrogant assuming blameful careless conceited critical defiant degrading demeanin greedy haughty insensitive know-it-all-ish lofty opposing overbears prideful resistant self-important sinful stiff-necked tactless unbending undifferent ungrateful irresponsible unteachable vain		

1. Copying and Comprehension: Passage and Vocabulary

All

People have plowed for many years. The first man God created plowed the ground. The metal plow that people use today was made over two hundred years ago. Farmers who first used this plow walked behind it. These plows could only plow about a one foot wide strip of ground at a time.

Extension

Shortly after the metal plow was made, a new plow was invented. It was pulled behind a team of horses. Today farmers drive huge tractors that pull big plows.

Read Only

A plow works the soil. The plow cuts it, lifts it, and turns it over. This mixes the soil and buries unwanted weeds and grasses. The plows job is to loosen the soil so that seeds can be planted.

2. Spelling: Possessive Nouns

dog, dog's

All

- | | | |
|-------------|------------|-----------|
| 1. boy's | 2. cow's | 3. door's |
| 4. God's | 5. plane's | 6. book's |
| 7. plow's | 8. fox's | 9. box's |
| 10. clown's | | |

Extension

- | | | |
|-------------|------------|------------|
| 11. Jesus's | 12. glass' | 13. boxes' |
| 14. houses' | | |

Optional

- | | | |
|----------------|---------------|-----------------|
| 15. sorry | 16. teachable | 17. trustworthy |
| 18. comforting | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. **Optional Spelling Practice:** Choose the Correct Spelling

5. **Study Skills/Prewriting:** Outline an Original Report About a Piece of Farm Equipment

6. **Optional Spelling Practice:** Six "S" Spelling Secret

7. **Grammar:** Transition Words

Day Three

8. **Optional Spelling Practice:** Write That Word!

9. **Write On:** Opening and Closing Sentence

10. **Composition and Revising:** Write a Rough Draft of Informative Essay About a Piece of Farm Machinery

Day Four

11. **Vocabulary/Structural Analysis:** Wacky Words

12. **Review:** Weekly Quiz

13. **Spelling:** Spelling Test

14. **Dictation:** Dictation Quiz

All

People _____ plowed _____ many years. _____ first _____ God created plowed _____ ground. _____ metal _____ people _____ today _____ over _____ hundred years ago. Farmers _____ first used _____ walked behind _____. These plows could only _____ about a _____ strip of ground at a _____

Extension

Shortly _____ metal _____ was _____, a _____ was invented. It _____ pulled behind a _____ horses. _____ farmers drive huge tractors _____.

Answer Keys Green 4-Pre A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

<>3b. Correct the mistakes in the sentences provided.

All

1. peeeple have plowed four mini years.
1. **People** have plowed **for many** years.
2. Thee 1st men God created plowed the ground
2. **The first man** God created plowed the ground.
3. farmers who first used this plow walked behind it
3. **Farmers** who first used this plow walked behind it.
4. it waz pulled behind an team off horses.
4. **It was** pulled behind **a** team **of** horses.

Extension

5. today farmers drive huge tractors that pull big Plow
5. **Today** farmers drive huge tractors that pull big **plows**.
6. thee plow loosen thee soil
6. **The** plow loosens **the** soil.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. **Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-------------|---------|
| 1. boy's | boi's |
| 2. cou's | cow's |
| 3. dour's | door's |
| 4. God's | Godd's |
| 5. plane's | plaen's |
| 6. bok's | book's |
| 7. ploew's | plow's |
| 8. fox's | foxxe's |
| 9. box's | boox's |
| 10. cloun's | clown's |

<> 4b. **Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|-------------|---------|
| 11. Jesus' | Jessus' |
| 12. glass's | glass' |
| 13. boxe's | boxes' |
| 14. houses' | house's |

<> 4c. **Optional:** Circle or highlight the correct spelling of each **Optional** word.

- | | |
|-----------------|-------------|
| 17. sorry | sory |
| 18. teacheble | teachable |
| 19. trustworthy | trustwerthy |
| 20. comforting | comferting |

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: one, won

<> **8c.** Fill in the blanks for the sentences provided with the right Wacky Word:
won or *one*.

1. You may chose one piece of candy.
2. Charlotte won the spelling bee.

Lesson Plans

Green 4-Pre A: Week Four

For a Five-Day Week

Character Focus: Humility

Day One

Vocabulary Box

Characteristics of someone who is humble--*adjectives*

aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	honest
joyful	kindhearted	liable
life-giving	meek	modest
mournful	praiseful	regretful
reliable	remorseful	repentant
responsible	self-denying	sensitive
sincere	sorrowful	sorry
sympathetic	tactful	teachable
tender hearted	thankful	trustworthy
unselfish	uplifting	
warm-hearted		

Vocabulary Box

Characteristics of someone who is proud--*adjectives*

arrogant	assuming	blameful
careless	conceited	critical
defiant	degrading	demeanor
greedy	haughty	insensitive
know-it-all-ish	lofty	opposing
overbears	prideful	resistant
self-important	sinful	stiff-necked
tactless	unbending	undifferent
ungrateful	unresponsive	unteachable
vain		

1. Copying and Comprehension: Passage and Vocabulary

All

Mary Slessor was a famous missionary. She went to Africa to serve the Lord. Africa was a hard place to serve the Lord because tortures and poisons were parts of everyday life.

Extension

Mary was fearful of speaking in front of a large group. She was fearful of men. She was fearful of riding in a canoe to get to the people she was helping. Mary soon realized that to help these people she had to live with them and live like them.

Read Only

Mary was humble. She knew that it was God who was responsible for the good she could do. She had to humble herself and do the things that were too hard for her.

2. Spelling: Ar Words

art, card, part

⇒ 2b. In the passage, highlight the word *hard*.

All

- | | | |
|----------|---------|----------|
| 1. cart | 2. hard | 3. farm |
| 4. tar | 5. yarn | 6. barn |
| 7. charm | 8. barb | 9. harsh |
| 10. star | | |

Extension

- | | | |
|-------------|------------|------------|
| 11. parlor | 12. marble | 13. farmer |
| 14. bargain | | |

Optional

- | | | |
|--------------|------------|--------------|
| 15. genuine | 16. joyful | 17. mournful |
| 18. reliable | | |

Day Two

3. **Editor Duty:** Correct Given Sentences

4. **Optional Spelling Practice:** Choose the Correct Spelling

5. **Composition and Revising:** Complete the Checklist Challenge

Day Three

6. **Optional Spelling Practice:** Six "S" Spelling Secret

7. **Grammar:** Nouns

8. **Optional Spelling Practice:** Write That Word!

Day Four

9. **Composition and Revising:** Final Copy of Your Informative Essay

10. **Grammar:** Weekly Quiz

Day Five

11. **Spelling:** Spelling Test

12. **Dictation:** Dictation Quiz

All

Mary Slessor _____ a famous missionary.
 _____ Africa _____
 serve _____ Lord. Africa _____ a
 _____ place _____ serve _____ Lord
 because tortures _____ poisons _____
 _____ everyday life.

Extension

Mary _____ fearful of speaking _____ front
 _____ a large group. _____ fearful of
 _____. _____ was fearful of riding _____
 a canoe _____ to _____ people
 _____ helping. Mary _____
 realized _____ to _____
 people _____ to _____
 _____ and live _____
 _____.

Lesson Plans

Green 4-Pre A: Week 4

For a Four-Day Week

Character Focus: Humility

Day One

Vocabulary Box

Characteristics of someone who is humble--*adjectives*

aware	comforting	devoted
devout	energy-giving	faithful
generous	genuine	gracious
grateful	grieving	honest
joyful	kindhearted	liable
life-giving	meek	modest
mournful	praiseful	regretful
reliable	remorseful	repentant
responsible	self-denying	sensitive
sincere	sorrowful	sorry
sympathetic	tactful	teachable
tender hearted	thankful	trustworthy
unselfish	uplifting	
warm-hearted		

Vocabulary Box

Characteristics of someone who is proud--*adjectives*

arrogant	assuming	blameful
careless	conceited	critical
defiant	degrading	demeanin
greedy	haughty	insensitive"
know-it-all-ish"	lofty	opposing
overbears	prideful	resistant
self-important	sinful	stiff-necked
tactless	unbending	undifferent
ungrateful	unresponsive	unteachable
vain		

1. Copying and Comprehension: Passage and Vocabulary

All

Mary Slessor was a famous missionary. She went to Africa to serve the Lord. Africa was a hard place to serve the Lord because tortures and poisons were parts of everyday life.

Extension

Mary was fearful of speaking in front of a large group. She was fearful of men. She was fearful of riding in a canoe to get to the people she was helping. Mary soon realized that to help these people she had to live with them and live like them.

Read Only

Mary was humble. She knew that it was God who was responsible for the good she could do. She had to humble herself and do the things that were too hard for her.

2. Spelling: Ar Words

art, card, part

↔ 2b. In the passage, highlight the word *hard*.

All

- | | | |
|----------|---------|----------|
| 1. cart | 2. hard | 3. farm |
| 4. tar | 5. yarn | 6. barn |
| 7. charm | 8. barb | 9. harsh |
| 10. star | | |

Extension

- | | | |
|-------------|------------|------------|
| 11. parlor | 12. marble | 13. farmer |
| 14. bargain | | |

Optional

- | | | |
|--------------|------------|--------------|
| 15. genuine | 16. joyful | 17. mournful |
| 18. reliable | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. **Optional Spelling Practice:** Choose the Correct Spelling

5. **Composition and Revising:** Complete the Checklist Challenge

6. **Optional Spelling Practice:** Six "S" Spelling Secret

Day Three

7. **Grammar:** Nouns

8. **Optional Spelling Practice:** Write That Word!

9. **Composition and Revising:** Final Copy of Your Informative Essay

Day Four

10. **Grammar:** Weekly Quiz

11. **Spelling:** Spelling Test

12. **Dictation:** Dictation Quiz

All

Mary Slessor _____ a famous missionary.
 _____ Africa _____
 serve _____ Lord. Africa _____ a
 _____ place _____ serve _____ Lord
 because tortures _____ poisons _____
 _____ everyday life.

Extension

Mary _____ fearful of speaking _____ front
 _____ a large group. _____ fearful of
 _____. _____ was fearful of riding _____
 a canoe _____ to _____ people
 _____ helping. Mary _____
 realized _____ to _____
 people _____ to _____
 _____ and live _____
 _____.

Answer Keys Green 4-Pre A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

<> 3b. Correct the mistakes in the sentences provided.

All

1. mary slessor was an famous missionary

1. Mary Slessor was a famous missionary.

2. She went 2 serve thee lord

2. She went to serve the Lord.

3. mary was fear ful off speaking inn front off a large group.

3. Mary was fearful of speaking in front of a large group.

4. She was fear ful off men

4. She was fearful of men.

Extension

5. mary was humble?

5. Mary was humble.

6. She had two humble herself and due things we might knot want
2 do

6. She had to humble herself and do things we might not want
to do.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-----------|--------|
| 1. cart | kart |
| 2. harrd | hard |
| 3. farm | farm |
| 4. mar | marr |
| 5. yarnn | yarn |
| 6. parr | par |
| 7. charm | charmm |
| 8. barb | barrb |
| 9. harrsh | harsh |
| 10. star | starr |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|------------|---------|
| 11. parler | parlor |
| 12. marble | marbel |
| 13. farmer | farmar |
| 14. bargin | bargain |

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

- | | |
|--------------|-----------|
| 17. genuine | geniune |
| 18. joyfull | joyful |
| 19. mournful | mournfull |
| 20. reliable | relaible |

7. Grammar: Nouns

<> 7c. In the sentences provided, highlight the nouns.

All

1. Mary Slessor was a missionary.
2. She went to help people.
3. Africa was a hard place.
4. The people there did not know about God.

Extension

5. She was afraid to speak to a group.
6. She decided to live with the people.
7. God helped Mary do good things.
8. Mary showed humility.

Green 5-Pre A: Week One

Character Focus: Meekness

Vocabulary Box

Synonyms for **meek** -- *adjectives*

calm	chaste	clean
collected	composed	cool
down to earth	generous	gentle
humane	kind	modest
patient	polite	respectful
selfless	still	submissive
tender	thoughtful	unshaken
without airs		

Vocabulary Box

Antonyms for **meek** -- *adjectives*

angry	annoyed	cross
demanding	forward	headstrong
heated	irate	needy
stubborn	touchy	unruly
wayward	willful	wound up

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

Read Only

Horses are known for their meekness. As a matter of fact, the word meekness was first made to describe horses. A horse must be meek in order to be trained.

All

Once a horse is broken, it does not require much correction. The animal has learned to accept the reins of his master. The master only needs to give a tug to gently urge the horse in the direction that he wants it to go.

Extension

The horse is still powerful, of course. Training the horse does not make it weak or less strong. Instead, the horse chooses to become meek -- to keep its strength under control.

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

Meekness pays off for the horse. **A horse that is meek and well-trained can jump higher, run faster, and work harder than an uncontrolled animal.**

<> **1b.** In the Read Only box, highlight the word *meekness*.

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

Character	Focus:
Meekness	requires
dying to self.	

Definition of *meekness*

Character Focus:
Being meek is not being weak, but it is having the strength to control yourself.

<> **1d. Extension:** Recopy the first sentence of the Read Only box on the lines provided, substituting a synonym (word that means almost the same) for the word *meekness*.

Character Focus:
Jesus was never weak, but He was the meekest person who ever lived.

<> **1e.** Copy the Vocabulary Words that are listed below on the lines provided.

1. gentle _____

2. selfless _____

3. patient _____

4. submissive _____

<> **1f.** On the lines provided, write one sentence about showing meekness using one of the Vocabulary Words you listed.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Sentence about Meekness

<> **1g. Extension:** On the lines provided, write one sentence about horses, using one of the Vocabulary Words you listed.

Sentence about horses

Optional Penmanship Practice

Blessed are the meek:
for they shall inherit
the earth.

Matthew 5:5

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.

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

[illegible]

Further Study: Read the story of Samson. How was he defeated by a lack of meekness in spite of all his strength?

Further Study: Read the description of the tongue in James, and discuss how it takes meekness to control the tongue.

Character	Focus:
People who always think they have a right to have something or do something are not being meek.	

- <> 1i. Review your copy with your teacher, and correct any errors.
- <> 1j. **Optional:** Make a minit-book containing this week's passage.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

Teacher Tip: An open syllable is a syllable that ends in a vowel, as opposed to a closed syllable, which 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*.

2. Spelling: Open Syllables

Examples: *o*/*pen*, *he*

<> **2a.** Read this week’s passage aloud with your teacher.

<> **2b.** In the first paragraph of the passage, highlight the word *be*.

1. This is an open syllable word.
2. **An open syllable word contains the following:**
 - a. A syllable that has only one vowel.
 - b. That one-vowel syllable ends in that vowel.
 - c. That syllable makes the long vowel sound.
3. These words are easy once you get the hang of them.
4. These words can only have one syllable, like *he*, or they can have more syllables, like *be/fore* or *o/pen/ly*.
5. Either way, one of the syllables of the word is **open and makes the long vowel sound. (usually the first syllable.)**
6. Whether the word is small or big, if it is an open syllable word, that syllable will end in a vowel.

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week’s lessons to his weekly spelling lesson to further challenge him.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. go	go			
2. we	we			
3. baby	ba-by			
4. open	o-pen			
5. begin	be-gin			
6. Bible	Bi-ble			
7. irate	i-rate			
8. demand	de-mand			
9. focus	fo-cus			
10. reject	re-ject			

*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
<u>Extension</u>				
11. yogurt*	yo-gurt	_____		_____
12. vacant*	va-cant	_____		_____
13. superb*	sup-erb	_____		_____
14. sonar*	so-nar	_____		_____
15. rumor*	ru-mor	_____		_____
16. revise*	re-vise	_____		_____
<u>Optional</u>				
17. calm	calm	_____		_____
18. collected	col-lec-ted	_____		_____
19. humane	hu-mane	_____		_____
20. selfless	self-less	_____		_____

***Commonly Misspelled**

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

- <> **2e.** Add this week's new words to pages 85 and 86 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.

Further Study: Make a list of things that Jesus had a right to (respect, a crown, etc.) and then explain how and why He gave up each of these.

3. Editor Duty: Correct Given Sentences

- <> **3a.** Read this week's passage aloud with your teacher.
- <> **3b.** Correct the mistakes in the sentences provided.

Character Focus:
Read the story of Joshua. How did he show meekness even though he was conquering nations?

All

1. one day a men named Shimei said mean things two King David
2. he through rocks at him.
3. david had many mighty men with him
4. Davids meekness caused him too knot fight back

Extension

5. moses was a strong men?
6. hee had many skills

- <> **3c.** Review your Editor Duty sentences with your teacher.

Character Focus:
Jesus was willing to serve others even to the point of giving His life for others.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|------------|--------|
| 1. go | goo |
| 2. wea | we |
| 3. babby | baby |
| 4. open | opun |
| 5. begin | beggin |
| 6. Bibel | Bible |
| 7. irate | irate |
| 8. demend | demand |
| 9. focus | fokus |
| 10. reject | rejekt |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|------------|--------|
| 11. yogert | yogurt |
| 12. vakant | vacant |
| 13. superb | supurb |
| 14. sonar | sonare |
| 15. rumor | rumer |
| 16. revize | revise |

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

- | | |
|--------------|-----------|
| 17. calm | callm |
| 18. colected | collected |
| 19. humen | humane |
| 20. selfless | selfles |

Character Focus: It takes a great amount of inner strength to be meek.

Further Study: Make a list of things you think you have a "right" to. Then discuss how you can give up some of these rights.

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said.**
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead.**
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Teacher Tip: If your Level Pre-A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

Character Focus: The Bible says that we should imitate how Jesus served.

Original sentence: Horses are known for their meekness.

Words I will highlight: **Horses** are **known** for their **meekness**.

Write the words I highlighted: Horses known meekness

My new sentence: Meekness is a quality that horses possess.

All

Character Focus: A meek person will not lash out in anger when someone does something that bothers him or her.

1. A horse must be meek in order to be trained.

Words you highlighted:

Your new sentence:

Words for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

2. The animal has learned to accept the reins of his master.

Words you highlighted:

Your new sentence:

3. The horse is still powerful, of course.

Words you highlighted:

Your new sentence:

4. Training the horse does not make it weak or less strong.

Words you highlighted:

Your new sentence:

Extension

5. Meekness pays off for the horse.

Words you highlighted:

Your new sentence:

Character Focus: The Bible says that we are to be servants, not live to be served.

6. Instead, the horse chooses to become meek -- to keep its strength under control.

Words you highlighted:

Your new sentence:

Character Focus: A meek person will be bothered by things and people, but he or she will control his or her response.

Further Study: Read the story of Joseph and his brothers. Joseph's brothers did not treat Joseph how he deserved, but he responded with meekness and forgiveness.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

6. Grammar: Adverbs

ly words

Character Focus: The opposite of meekness is anger and pride.

- <> **6a.** Read this week's passage aloud with your teacher.
- <> **6b.** In the second paragraph of the passage, highlight the word *gently*. Then circle the last two letters in the word *gently*.
1. This word is an adverb.
 2. Adverbs describe other words.
 3. For example:
 - a. **really** happy
 - b. **extremely** hard
 - c. **wonderfully** made
 4. Most adverbs end in the letters *ly*.
 5. A sentence does not have to have an adverb in order to be a sentence.
 6. Adverbs just make sentences more interesting.

- <> **6c.** In the sentences provided, highlight all of the adverbs.

Hint: They all end in the letters *ly*.

1. Shimei said really mean things.
2. David could beat him easily.
3. He could have simply told his men to attack.
4. Moses greatly showed meekness.
5. He carefully followed God.
6. He fully let God work in his life.

7. Moses gladly gave up riches.
8. People really can say mean things.

<> 6d. Write two sentences about trained horses. Use adverbs to make your sentences more interesting.

Remember: An adverb usually ends in *ly*.

1. _____

2. _____

7. Optional Spelling Practice: Six “S” Spelling Secret

<> 7a. Optional: Take a Spelling Pre-Test in your notebook.

<> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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 Revising: Complete the Checklist Challenge for Sentences

<> **8a.** Read this week’s passage with your teacher:

<> **8b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment Five that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

(2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

<> **8c.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:

- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
- (2) Highlight each item you put in your sentence as you complete it.
- (3) Check off each item on the CC sheet as it is completed.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or giving him the answers! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (*Try* adding a word that means the same as *kind*.), guiding him with questions (What do you think you could put in for *walk* here?), or giving him choices (Why don't you try one of these: *pretty, beautiful, lovely, gorgeous?*). Gradually, you will have to tell him less and less of what to do, and he will guide himself through the Checklist Challenge.

9. Optional Spelling Practice: Write That Word!

<> **9a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **9b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

10. Spelling: Spelling Test

<> **10a.** Read this week's passage aloud with your teacher.

<> **10b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____

Extension

11. _____ 12. _____
13. _____ 14. _____
15. _____ 16. _____

Optional

17. _____ 18. _____
19. _____ 20. _____

Review Words

_____	_____
_____	_____
_____	_____
_____	_____

<> **10c.** Have your teacher check your Spelling Test.

<> **10d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

11. Dictation: Dictation Quiz

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

Once _____ horse _____ broken,
_____ require
_____ correction. _____ animal
_____ learned _____ accept
_____ reins _____
master. _____ master only _____
_____ give _____ tug
_____ gently urge _____ horse
_____ direction
_____ wants _____
to _____.

Extension

_____ horse _____
_____ powerful, _____ course. Training
_____ horse does _____
_____ it weak or _____ strong. Instead, the
_____ chooses _____ become meek -- to
_____ its strength _____ control.

<> **11c.** Review your dictation with your teacher.

<> **11d.** Add any misspelled words your teacher chooses to the Review Words section of next week's Spelling Lesson.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

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: Final Copy of Sentences

<> **12a.** Choose your best sentences from Assignment Eight, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2.

<> 12b. Review your sentences with your teacher to make sure there are no mistakes in them.

13. Review: Weekly Quiz

<> 13. Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson).

Checklist Challenge Green 5-Pre A: Week One

Character Focus: Meekness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

☐ All ☐ All ☐ E ☐ E

Read your sentences 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 ☐ E

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 ☐ E

Change one of the “**boring**” verbs in each sentence 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.**

E

Add an **adverb** (/y word or other) to each sentence. 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

E

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

Use **one of this month's vocabulary words** in your sentences (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

E

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 sentences. 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

All

E

E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 - Extension

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) - Extension

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

First Subordinators Learned in Rhyme - Extension

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

Interjection Rhyme - Extension

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 _____

Green 5-Pre A: Week Two

Character Focus: Meekness

Vocabulary Box

Synonyms for **meek** -- *adjectives*

calm	chaste	clean
collected	composed	cool
down to earth	generous	gentle
humane	kind	modest
patient	polite	respectful
selfless	still	submissive
tender	thoughtful	unshaken
without airs		

Vocabulary Box

Antonyms for **meek** -- *adjectives*

angry	annoyed	cross
demanding	forward	headstrong
heated	irate	needy
stubborn	touchy	unruly
wayward	willful	wound up

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Bud sniffed and slowly raised his head. The trainer reached down and unhooked the leash. He told the dog to go and find the guns. The dog obeyed.
Extension	The dog in this story is a trained police dog named Bud. Dogs like Bud are called search dogs or rescue dogs. They start learning their jobs when they are puppies. At first, they have to learn to obey simple commands like sit, stay, and roll over.
Read Only	<p>Some police dogs are trained to smell things and tell their trainers where they find them. These dogs are the search dogs. They are taught to find guns, drugs, and other things that could hurt people.</p> <p>Some dogs are also trained to find people. These dogs are the rescue dogs. They look for people who are lost and lead them to safety. Sometimes these dogs are trained to help police officers look for criminals. Rescue dogs can go into dangerous places that most people cannot go into, like burning buildings and caves.</p> <p><i>Creation Corner Coloring Book</i></p>

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

1. Dogs are amazing creatures!
2. One of the most important qualities any animal that is trained must have is *meekness*.

3. An animal that is being trained must submit to his trainer.
4. **He must yield his own rights in order to learn.**
5. He must give up what he wants to do and do what the trainer wants him to do.
6. **Unless a dog is meek, he cannot be trained to be a search dog or a rescue dog.**

<> 1b. On the lines provided, copy the words that are synonyms from the Vocabulary Box for this month.

1. humane _____
2. modest _____
3. respectful _____

<> 1c. Look up one of these words in the dictionary, and write its definition on the lines provided in your own words.

<> 1d. On the lines provided, write a sentence about search and rescue dogs using the word you defined.

Sentence about search and rescue dogs

Optional Penmanship Practice

My soul, wait thou only upon God; for my expectation is from Him.

Psalm 62:5

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Character Focus: When we expect happiness and fulfillment from people, and not from God, we will react with anger when we don't get what we want.

<> **1e.** On the lines provided, copy the words that are antonyms from the Vocabulary Box for this month.

1. demanding _____

2. willful _____

3. forward _____

4. irate _____

Further Study: Read the story of Jesus throwing out the money-changers from the temple. How did Jesus show meekness during that?

<> **1f.** Look up one of these words in the dictionary, and write its definition on the lines provided in your own words.

<> **1g.** On the lines provided, write a sentence about search and rescue dogs using the word you defined.

Sentence about search and rescue dogs

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

[illegible]

[illegible]

[illegible]

Isaiah 61:1

- <> 1i. Review your copy with your teacher, and correct any errors.
- <> 1j. **Optional:** Make a minit-book containing this week's passage.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

Ephesians 4:31

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.

2. Spelling: Oo Sounds

Examples: foot, boot

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the Read Only box of the passage, highlight the word *look*.

1. Words with oo have two different sounds.
2. One of the sounds it makes is short oo:
 - a. foot
 - b. book
 - c. cook
3. The other kind is long oo:
 - a. boot
 - b. loop
 - c. doom
4. You do not need to know when a word has short double o or when it has long double o.
5. You just need to know that oo foot and oo doom are both spelled with two o's.

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 85 and 86 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.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. troop	troop			
2. shook	shook			
3. room	room			
4. soon	soon			
5. moon	moon			
6. root	root			
7. food	food			
8. fool	fool			
9. foot	foot			
10. hood	hood			

*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
<u>Extension</u>				
11. kangaroo*	kang-a-roo			
12. foolish*	fool-ish			
13. moonlight*	moon-light			
14. roomful*	room-ful			
<u>Optional</u>				
15. tender	ten-der			
16. chaste	chaste			
17. composed	com-posed			
18. generous	gen-er-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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. thee dog sniffed and slowly raised his hed.
2. He told the dog two go and find the guns
3. the dog obayed him
4. the dog inn this story are a trained police dog

Extension

5. Sum dogs our also trained 2 find people
6. these dog are thee rescue dogs.

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes though the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Optional Penmanship
Practice

Take my yoke upon
you, and learn of me
for I am meek and
lowly; and ye shall
find rest...

Matthew 11:29

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. troop

troup

2. shouk

shook

Character Focus:
Meekness is not
something that we can
develop on our own. It
must be the work and
guiding of the Holy
Spirit.

Character Focus: A meek person trusts God with his life.

Optional Penmanship Practice

A meek and quiet spirit, which is in the sight of God of great price.

I Peter 3:4

3. room roum

4. soon soun

5. moun moon

6. root rout

7. food foud

8. foul fool

9. foot fout

10. houd hood

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. kangaroo kanguroo

12. foolesh foolish

13. moonlite moonlight

14. roomful roomfull

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

15. tender tendar

16. chast chaste

17. composed compozed

18. generous generus

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said**.
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead**.
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Original sentence: Bud sniffed and slowly raised his head.

Words I will highlight: **Bud** **sniffed** and slowly
raised his **head**.

Write the words I highlighted: Bud sniffed/raised head

My new sentence: Bud sniffed around and then suspiciously raised his head.

Words for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Teacher Tip: If your Level Pre-A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

All

1. He told the dog to go and find the guns.

Words you highlighted:

Your new sentence:

Character Focus:
Meekness is our
power and energy
under God's control.

Character Focus: A meek person has the wisdom to put his trust in God alone.

2. These dogs are called search dogs or rescue dogs.

Words you highlighted:

Your new sentence:

3. Some dogs are also trained to find people.

Words you highlighted:

Your new sentence:

Optional Penmanship Practice

Who is a wise man and endued with knowledge among you? Let him show out of a good conversation his works with meekness of wisdom.

James 3:13

Extension

4. These dogs are rescue dogs.

Words you highlighted:

Your new sentence:

5. They look for people who are lost and lead them to safety.

Words you highlighted:

Your new sentence:

Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

→ 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 most important, more important

“ ” can mean spoken words or special words

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

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn’t ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

6. Grammar: Pronouns

Examples: **he, she, they**

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** In the first paragraph of the passage, highlight the word *He*.

1. This word is a pronoun.
2. Did you know that the letters *pro* mean *for*?
3. So, a **pronoun is for a noun**.
4. A **pronoun is a word that takes the place of a noun**.
5. A **noun is the name of any of the following**:
 - a. **Person**: girl, boy, doctor
 - b. **Place**: town, street, backyard
 - c. **Thing**: ball, dog, book
 - d. **Idea**: love, joy, peace
6. Pronouns take the place of those words in your sentences.
 - a. The **boy** walked. -- **He** walked. (*He* takes the place of *boy*.)
 - b. The **ball** rolled. -- **It** rolled. (*It* takes the place of the *ball*.)
 - c. The **teacher** wrote on the board. -- **She** wrote on the board.
(*She* takes the place of the *teacher*.)
7. You do not have to remember what pronouns are yet!
8. You just need to learn two rules for using pronouns:
 - a. **Be sure you tell the noun in your paragraph before you use a pronoun.** If you don't write the noun first, the reader will not know what the pronoun stands for!
 - b. **Use pronouns when you have the same noun over and over again in your essay.** That way, you won't keep using the same word over and over.

<> **6c.** Read the paragraph below with your teacher. See what happens when you never use pronouns?

The dog in this story is a trained police dog. These dogs are called search dogs or rescue dogs. The dogs start learning the dogs' jobs when the dogs are puppies. At first, the dogs have to learn to obey simple commands like sit, stay, and roll over.

<> **6d.** Read the paragraph below with your teacher. See what happens when you use all pronouns--without naming the noun first? The reader doesn't know who you are writing about!

In this story he is a trained police dog. They are called search dogs or rescue dogs. They start learning their jobs when they are puppies. At first, they have to learn to obey simple commands like sit, stay, and roll over.

<> **6e.** In the sentences provided, highlight all of the pronouns.

1. He sniffed slowly.
2. He reached down and unhooked the leash.
3. He obeyed.
4. They are trained to smell things.
5. They are search dogs.
6. She loves her dog.
7. We have a dog too.

7. Optional Spelling Practice: Six "S" Spelling Secret

<> **7a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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. Vocabulary/Structural Analysis: Wacky Words

Homophones: their, there, they're

<> **8a.** In the second paragraph of the passage, highlight the word *their*.

1. The word *their* is a Wacky Word.
2. It has two WW partners.
3. The word *their* is often confused with two words that sound the same--but have different spellings and different meanings.
4. Do you remember these from earlier in this book:
 - a. Their
 - i. Shows **ownership**
 - ii. The word **heir** ("heir to the throne" owns the throne) is in **their**.
 - iii. Example: It is **their** dog.
 - b. There
 - i. Shows **position**
 - ii. The word **here** is in **there** (*here* and *there* both show position).
 - iii. Often used for "**there is**" and "**there are**"
 - iv. Example: **There** is the new house.
 - v. Example: **There** are many guard dogs in the city.
 - c. They're
 - i. **Contraction** of the words **they are**
 - ii. **Read the two words that make up the contraction** to see if the word *they're* fits in your sentence.
 - iii. Example: **They're** coming for dinner. (**They are** coming for dinner.)

<> **8b.** Fill in the blanks provided with the correct Wacky Word--*their*, *they're*, or *there*.

1. The dogs learn _____ jobs.
2. _____ trained to be search dogs
3. _____ is much involved in training a search dog.

<> **8c. Extension:** On the lines provided, write three sentences using the Wacky Words *their*, *there*, and *they're*.

1. their: _____

2. there: _____

3. they're: _____

9. Optional Spelling Practice: Write That Word!

<> **9a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **9b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

10. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **10a.** Read this week's passage with your teacher.

<> **10b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment Five that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

(2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

<> **10c.** In the sentences you copied on the lines above, use the Checklist Challenge and at the end of this week's lesson to revise your sentences. Follow these steps:

- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
- (2) Highlight each item on the checklist you put in your sentence as you complete it.
- (3) Check off each box in the CC as you complete it.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or giving him the answers! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (Try adding a word that means the same as *kind.*), guiding him with questions (What do you think you could put in for *walk* here?), or giving him choices (Why don't you try one of these: *pretty, beautiful, lovely, gorgeous?*). Gradually, you will have to tell him less and less of what to do, and he will guide himself through the Checklist Challenge.

11. Spelling: Spelling Test

<> 11a. Read this week's passage aloud with your teacher.

<> 11b. On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |

Optional

- | | |
|-----------|-----------|
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |

Review Words

_____	_____
_____	_____
_____	_____

<> 11c. Have your teacher check your Spelling Test.

<> 11d. Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

1. Be sure to put capitals at the beginning of the words that need capitals.
2. Be sure you put end marks at the end of sentences.
3. If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
4. Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

Bud sniffed _____ slowly raised
_____ head. _____ trainer reached
down _____ unhooked _____ leash.
_____ told _____

_____ find

_____ obeyed.

Extension

The dog in _____ story is a trained police
_____ named Bud. _____ like Bud
are called search _____ res-

cue _____ . _____ start learning

_____ when

_____ puppies.

_____ first, _____

_____ to learn to obey simple commands

_____ ,

_____ , and roll over.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

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. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentences from Assignment Ten, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

14. Review: Weekly Quiz

<> **14.** Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson).

Checklist Challenge Green 5-Pre A: Week Two

Character Focus: Meekness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

☐ All ☐ All ☐ E ☐ E

Read your sentences 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 ☐ E

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 ☐ E

Change one of the “**boring**” verbs in each sentence 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

Add an **adverb** (*ly* word or other) to each sentence. 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 E

Add one descriptive **adjective** to each sentence. 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

Use **one of this month's vocabulary words** in your sentence (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

E

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 sentences. 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 All E E

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 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 that 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 - Extension

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) - Extension

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

First Subordinators Learned in Rhyme - Extension

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

Interjection Rhyme - Extension

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 _____

Green 5-Pre A: Week Three

Character Focus: Meekness

Vocabulary Box

Synonyms for **meek** -- *adjectives*

calm	chaste	clean
collected	composed	cool
down to earth	generous	gentle
humane	kind	modest
patient	polite	respectful
selfless	still	submissive
tender	thoughtful	unshaken
without airs		

Vocabulary Box

Antonyms for **meek** -- *adjectives*

angry	annoyed	cross
demanding	forward	headstrong
heated	irate	needy
stubborn	touchy	unruly
wayward	willful	wound up

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Gladys Aylward went to China to be a missionary. She was shocked how the people in the city felt about kind missionaries. She thought the village people would be happy that the missionaries came to help them.
Extension	Instead, the townspeople would call the missionaries foreign devils. They threw mud at the missionaries. They threw stones at these good helpers.
Read Only	Gladys had a right to be mad at the village people, but she wasn't. Instead she was gentle and forbearing. She saw that the people were just scared of the missionaries and their God. After a while, Gladys was able to show the village people that God is love.

Character Focus: If an ox does not submit to its yoke, the yoke is very painful. If it does submit to the yoke, an ox barely notices its yoke.

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

1. This passage is an example of someone showing meekness instead of anger.
2. It is so hard when people you are trying to help are mean to you.
3. Sometimes this happens in a family.
4. We might try to help a brother or sister, and he or she might be mean for some reason.

5. When this happens, we have to remember Gladys Aylward.

6. **We have to remember to give up our rights to be mad.**

7. We have to **remember to be meek.**

<> **1b.** In the **Read Only** box, highlight the words *gentle* and *forbearing*.

1. **Gentle** and **forbearing** are synonyms for meekness.

2. A **synonym** is a word that **means the same or almost the same** as another word.

<> **1c.** Copy other synonyms for *meekness* (words that mean the same or almost the same as meekness) on the lines provided.

a. polite _____

b. amenable _____

c. deferential _____

d. forbearing _____

1. Some of those words look hard to read.

2. While they might be hard to sound out, they have some clues in them to help us know what they mean.

3. For example:

a. Deferential

i. The word *deferential* has the word *defer* in it.

ii. The word *defer* means to yield to someone else.

iii. Thus, you can know that *deferential* has something to do with yielding to others.

b. Amenable

i. The word *amenable* has the group of letters *amen* (uh-men) in it.

ii. *Amen* means yes.

iii. The word *amend* forms the basis of *amenable*.

iv. The word *amend* means to make things right--like to *amend* a relationship.

Optional Penmanship Practice

And the servant of the Lord must not strive; but be gentle unto all men, apt to teach, patient, in meekness instructing those that oppose themselves...

II Timothy 2: 24-25

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell the words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Optional Penmanship Practice

Let this mind be in your, which was also in Christ Jesus: who, being in the form of God thought it not robbery to be equal with God: But made himself of no reputation, and took upon him the form of a servant and was made in the likeness of men.

Philippians 2:5-6

v. Thus, amendable has something to do with making things right.

c. Forbearing

i. The word *forbearing* has the word *bear* in it.

ii. When you *bear* something, you put up with it.

iii. The word *forbearing* has something to do with *bearing* something, instead of getting mad about it.

<> 1d. On the lines provided, write two sentences about Gladys Alward using two of the words listed below.

- a. polite -- having good manners
- b. amenable -- making things right
- c. deferential -- yielding to others
- d. forbearing -- bearing something

1. _____

2. _____

Further Study: Read the story of Jesus washing the disciples' feet in John 13. How did Jesus demonstrate meekness by this action?

<> 1e. On the lines provided, copy this week's passage at the level directed by your teacher.

[illegible]

<> 1f. Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

Optional Penmanship Practice

Thou therefore endure hardness, as a good soldier of Jesus Christ.

II Timothy 2:3

Teacher Tip:

Contraction means “squeezed.” Words that are contractions are two words squeezed together with one or more letters taken out and replaced with an apostrophe.

2. Spelling: Contractions

Examples: I’m, can’t

<> **2a.** Read this week’s passage aloud with your teacher.

<> **2b.** In the **Read Only** box, highlight the word *wasn’t*.

1. The word *wasn’t* is a contraction.
2. **A contraction is a word that is made when you squeeze two words together and take some letters out.**
3. Then you put in an apostrophe for the letters you took out.
4. **An apostrophe is like a comma in the air!**
5. The word **contraction** means **squeezed**.
6. That’s why we call these words contractions.
7. **They are squeezed words!**
8. Usually when a word is a contraction, it is made out of a pronoun like *he, she, they, and I*.
9. See how contractions are made:
 - a. was not... wasn’t
 - b. I am...I’m
 - c. we have....we’ve
 - d. she is.....she’s
10. One of the tricks to using and reading contractions is knowing what words make up the contraction.
11. You have to know what the two words of the contraction are in order to use the contraction.

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 85 and 86 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.

Character Focus: A meek person must yield everything to God.

Character Focus: Synonyms for meekness--humble, gentleness, long-suffering, yielding, reigned.

Character Focus: A meek person must yield his right to have others know the truth about him at times. He cannot protect his own reputation.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. I'd	I'd			
2. we'd	we'd			
3. she's	she's			
4. he's	he's			
5. she'll	she'll			
6. isn't	isn't			
7. they'll	they'll			
8. we're	we're			
9. can't	can't			
10. aren't	aren't			

*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
<u>Extension</u>				
11. they're	they're			
12. won't (contraction for <i>will not</i>)	won't			
13. you're	you're			
14. we've	we've			
15. you'd	you'd			
<u>Optional</u>				
16. angry	ang-ry			
17. demanding	de-mand-ing			
18. stubborn	stub-born			
19. wayward	way-ward			

***Commonly Misspelled**

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

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. gladys aylward went two bee an missionary

2. she though thee peepke wuld be happy.

3. The peepke hated thee missionaries

4. Gladys waz gentle and forbearing

Extension

5. shee saw that the people where just scared

6. Gladys showed thee village peepke that god iz love

<> **3c.** Review your Editor Duty sentences with your teacher.

Character **Focus:**
Yielding our rights and responsibilities to God does not mean that we can sit back and do nothing. We must be stewards of what God has given us.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. I'd

I'dd

2. wee'd

we'd

3. she's

she'is

4. he's	he'is
5. she'l	she'll
6. isn't	is'nt
7. they'll	they'l
8. we'r	we're
9. can't	ca'nt
10. arn't	aren't

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. they're	they'r
12. won't	won'tt
13. yo're	you're
14. we've	wee've
15. you'd	you'dd

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

16. angry	angre
17. demending	demanding
18. stubborn	stuborn
19. waward	wayward

Synonyms for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

5. Study Skills/Prewriting: Outline Biographical Report of a Meek Person With a Paragraph House

- <> **5a.** Read this week's passage aloud with your teacher.
- <> **5b.** This week you will be writing a biography of a meek person. You will want to choose someone who yielded his or her rights in order to serve the Lord. You may choose one from the list below or someone else that you like:
 - a. Gladys Aylward
 - b. William Borden
 - c. Otto Koning
 - d. Hudson Taylor
- <> **5c.** Follow the instructions below to outline a biographical paragraph about someone who was meek using the Biographical Paragraph House Outline.
 - a. Find a biography or a chapter in a book that tells about your character's life and ministry, such as:
 - 1. *Cloud of Witnesses*
 - 2. *Women of Wisdom Coloring Book*
 - 3. *The Pineapple Story*
 - 4. *Missionary Stories With the Millers*
 - 5. *Hero Tales*
 - b. Read portions of your biography with your teacher, looking for the answers to the questions that are provided for your paragraph(s) (depending on your level).
 - c. As you find answers to the questions, either mark that spot in the book with a post-it note to use to fill in your answers later or stop and write the answers to the questions in note form in the Biography Paragraph House.
 - 1. Basic Level: Answer four questions**
 - 2. Extension: Answer six to eight questions**
 - d. Be sure to include enough information in your notes that you can write your biography without looking back in your book. It is much faster and better to write directly from notes instead of looking back in your source for each sentence.
 - e. Each question's answer will become one sentence when you write your report later.

Sample Biography Paragraph House

Paragraph Topic
Mary Slessor

Closing Sentence
(Later)

When and where was your
character born?

1848, Comston, England

When and under what
circumstances did your
character turn to Christ?

13 when quit school

to work @ mill

When did your character feel
called to ministry?

Young woman →

desired Africa

for God

When and where did your char-
acter begin his or her ministry?

March 1876, 30 years old

England trained → then

1876 → Africa

Opening Sentence (later): _____

My Biography Paragraph House Outline -- Basic

<p>Closing Sentence (Later)</p> <hr/>		<p>Paragraph Topic</p> <hr/>
<p>When and where was your character born?</p> <hr/> <hr/> <hr/>	<p>When and under what circumstances did your character turn to Christ?</p> <hr/> <hr/> <hr/>	
<p>When did your character feel called to ministry?</p> <hr/> <hr/> <hr/>	<p>When and where did your character begin his or her ministry?</p> <hr/> <hr/> <hr/>	
<p>Opening Sentence (later):</p> <hr/> <hr/>		

My Biography Paragraph House Outline -- Extension

<p>Closing Sentence (Later)</p> <p>_____</p> <p>_____</p>			My Informative Paragraph House
<p>When and where was your character born?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>When and under what circumstances did your character turn to Christ?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>When did your character feel called to ministry?</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>How did your character train for the ministry?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>When and where did your character begin his or her ministry?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What was the end result of this person's life? Who and how did he or she impact people for Christ?</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Opening Sentence (Later): _____</p> <p>_____</p>			

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week.

6. Grammar: Adjectives

<> **6a.** Read this week's passage aloud with your teacher.

1. Do you remember what a noun is?
2. A **noun** is one of the following:
 - a. **Person:** mom, doctor, girl, boy
 - b. **Place:** street, city, ocean
 - c. **Thing:** bowl, fence, cup, mountain
 - d. **Idea:** love, forgiveness, joy
3. This week you will be learning about words that describe nouns.

<> **6b.** In the passage, highlight the following describers:

1. kind
2. village
3. town
4. good

<> **6c.** Now with a highlighter, draw an arrow from the word you highlighted above to the noun each of those words describes in this way:

1. **kind** → **missionaries**
2. **village** → **people**
3. **town** → **people**
4. **good** → **helpers**

1. The words you highlighted that describe nouns are called adjectives.
2. You don't have to worry about what they are called.
3. You should try to write with describers, though, because they make your writing interesting.
4. **Most words that you put before nouns to describe them are adjectives.**
5. Sometimes you put descriptive words before the noun and sometimes they are kind of boring.
6. Always try to put the interesting kinds!

<> **6d.** In the following phrases, highlight the describers.

1. angry people
2. helpful missionaries
3. lonely village
4. kind woman
5. distant land
6. foreign devils
7. hurtful stones
8. gentle lady

7. Optional Spelling Practice: Six “S” Spelling Secret

Character Focus: Antonyms for meekness -- arrogant, rebellious, conceited, over-bearing, proud.

<> **7a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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: Journal about how Psalms 37 applies to you. Pray about how you can apply it in your life.

Further Study: Make a list of how Jesus showed meekness.

8. Write On: Opening and Closing Sentences

Now that you have the body of your report about a meek person outlined in your “Paragraph House,” you are ready to decide what to open and close your paragraph with.

<> **8a.** Follow these steps to outline a sentence for your **opening sentence**.

1. Read through the notes in your paragraph house about your meek person.
2. Think of an interesting opening sentence, such as,
 - a. Poem/Rhyme
 - b. Quote
 - c. Word picture
 - d. Fact
 - e. Statement
3. Write your notes for this sentence in the “foundation” of your paragraph house outline from Assignment number Five.

Further Study: Read five Psalms and look for words that show meekness (Examples: *wait-ing*, *discerning*, etc).

<> **8b.** Follow these steps to outline a sentence for your **closing sentence**

1. Read through the notes in your paragraph house about a meek person.

2. Think of an interesting closing sentence, such as,
 - a. Poem/Rhyme
 - b. Quote
 - c. Word picture
 - d. Fact
 - e. Statement
 - f. Restate Opening Sentence
3. Write your notes for this sentence in the “second story” (or attic) of your paragraph house outline.

9. Composition and Revising: Write a Rough Draft Biographical Report

Teacher Tip: It is especially difficult for new writers to look at a large blank area and realize that he has to fill that space! Take his original essays one sentence at a time, and write for him, if needed. Do whatever you can do to make his early writing experiences positive---and build a love for reading and writing in him early!

<> **9a.** Read this week’s passage with your teacher:

<> **9b.** Using your notes from earlier this week, write your report. Follow these steps.

- (1) Start with the “basement” of your paragraph house (the opening sentence).
- (2) Then do the “body” -- the main rooms of your house.
- (3) Lastly, move to the attic for the closing sentence.

[illegible]

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: **threw, through**

<> **10a.** In the second paragraph of the passage, highlight the word *threw*.

- 1. Do you remember the Wacky Word partner for threw?
- 2. Did you remember that threw means to hurl or toss something in the past tense (happened earlier).

<> **10b.** Fill in the blanks provided with the correct Wacky Word--*threw* or *through*.

- 1. They _____ stones and mud at her.
- 2. Gladys went _____ a lot in China.

11. Optional Spelling Practice: Write That Word!

<> **11a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **11b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

12. Spelling: Spelling Test

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extension

11. _____

12. _____

13. _____

14. _____

15. _____

Optional

16. _____

17. _____

18. _____

19. _____

Review Words

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

<> **12c.** Have your teacher check your Spelling Test.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** Read this week's passage aloud with your teacher.

<> **13b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

1. Be sure to put capitals at the beginning of the words that need capitals.
2. Be sure you put end marks at the end of sentences.
3. If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
4. Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

Gladys Aylward _____

China _____ a missionary.

_____ shocked

_____ people

_____ city felt about

_____ missionaries. _____ thought

the village people would _____ happy

_____ the missionaries _____

_____ help _____ .

Extension

Instead, the townspeople _____

_____ the missionaries foreign devils.

_____ threw _____ at

_____ missionaries. _____ threw

_____ at _____

_____ helpers.

<> **13c.** Review your dictation with your teacher.

<> **13d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Review: Weekly Quiz

- <> 14. Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week's lesson).

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 - Extension

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) - Extension

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

First Subordinators Learned in Rhyme - Extension

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

Interjection Rhyme - Extension

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 _____

Green 5-Pre A: Week Four

Character Focus: Meekness

Vocabulary Box

Synonyms for **meek** -- *adjectives*

calm	chaste	clean
collected	composed	cool
down to earth	generous	gentle
humane	kind	modest
patient	polite	respectful
selfless	still	submissive
tender	thoughtful	unshaken
without airs		

Vocabulary Box

Antonyms for **meek** -- *adjectives*

angry	annoyed	cross
demanding	forward	headstrong
heated	irate	needy
stubborn	touchy	unruly
wayward	willful	wound up

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	In heaven Jesus had everything that God had. Heaven is a perfect place with no sin or sadness. Would you want to leave a place like that? Because Jesus was meek, He gave up those things and came to earth.
Extension	In heaven everyone knew that Jesus was the Son of God. On earth, Jesus was born in a small town that people did not like. He was born to a woman who was not married when she found out she was expecting Him.
Read Only	<p>On the earth, Jesus was willing to be friends with Zacchaeus and Mary, even though the Jews did not care for people like them. Men lied about Jesus. They made Him look worse than a criminal. They put Him to death.</p> <p>Giving up all of the treasures of heaven to come to earth must have been very hard. Jesus is the best example of meekness of all! He gave up everything for us.</p>

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

1. Jesus was all of the synonyms (the same) for meekness:

- | | |
|-------------|---------------|
| a. patient | b. selfless |
| c. generous | d. respectful |

e. unshaken f. thoughtful

2. Jesus was never any of the antonyms (opposite) for meekness:

a. stubborn b. annoyed

c. willful d. cross

e. unruly

<> **1b.** On the lines provided, write a sentence about Jesus' meekness, using one of the Vocabulary Words listed above. **Extension:** Write two sentences.

Sentence about Jesus' meekness

1. _____

2. **Extension** _____

<> **1c.** On the lines provided, copy this week's passage at the level directed by your teacher.

Further Study: Make a list of Bible characters that showed meekness.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Further Study: Study about the musk ox in *Character Sketches*, Volume III, pages 256-258 and identify how his protection illustrates meekness.

[illegible]

- <> **1d.** Review your copy with your teacher, and correct any errors.
- <> **1e. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

Further Study: Study Psalms 23 and identify descriptions of meekness. Draw your thoughts about meekness.

2. Spelling: Short Vowel Words That End in a Double Consonant

Examples: fluff, small

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the second paragraph of the passage, highlight the word *small*.

1. Sometimes short vowel words have two consonants at the end of them.
2. There are a few times where this happens.
3. For instance:

a. //

i. all

ii. bell

iii. call

b. ff

i. fluff

ii. puff

iii. off

c. ss

i. mess

ii. less

iii. pass

d. zz

i. buzz

ii. jazz

iii. fuzz

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

Teacher Tip: Most students do not realize that words rarely end in only one s. When the letter s is the final letter in a word, it is almost always doubled. The exception to this is when a word ends in s and the s says z (e.g., *as*, *has*).

Teacher Tip: Most students do not realize that words rarely end in only one f. When the letter f is the final letter in a word, it is almost always doubled.

Teacher Tip: Most students do not realize that words rarely end in only one z. When the letter z is the final letter in a word, it is almost always doubled.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. fall	fall			
2. bell	bell			
3. off	off			
4. huff	huff			
5. mess	mess			
6. buzz	buzz			
7. fluff	fluff			
8. glass	glass			
9. troll	troll			
10. jazz	jazz			

*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
<u>Extension</u>				
11. fallen	fall-en			
12. buzzing	buzz-ing			
13. offer	off-er			
14. message	mess-age			
15. glasses	glass-es			
16. trolling	troll-ing			
<u>Optional</u>				
17. forward	for-ward			
18. irate	i-rate			
19. touchy	touch-y			
20. cross	cross			

***Commonly Misspelled**

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

- <> **2e.** Add this week's new words to pages 85 and 86 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.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

3. Editor Duty: Correct Given Sentences

- <> **3a.** Read this week's passage aloud with your teacher.
- <> **3b.** Correct the mistakes in the sentences provided.

All

1. inn heaven jesus had everything god had
2. heaven iz an perfect place with know sin or sadness.
3. Wuld you want two leave a place like that
4. Inn heaven everyone new that Jesus waz the sun off god.

Extension

5. Sum man lied about Jesus
 6. thay put him too death
- <> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

Further Study: Study meekness in *The Power of True Success*, pages 131-133.

- | | |
|----------|-------|
| 1. fall | fal |
| 2. bel | bell |
| 3. of | off |
| 4. huff | huf |
| 5. mess | mes |
| 6. buzz | buz |
| 7. fluf | fluff |
| 8. glass | glas |
| 9. troll | trol |
| 10. jaz | jazz |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|-------------|---------|
| 11. fallen | falen |
| 12. buzing | buzzing |
| 13. offer | ofer |
| 14. message | mesage |

Further Study: Read five Psalms and look for words that show the lack of meekness (Ex. impatience, anger, envy, etc).

15. glases glasses

16. trolling troling

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. forword forward

18. irrate irate

19. touchy toochy

20. cross cros

5. Composition and Revising: Complete the Checklist Challenge

<> **5a.** Read this week's passage with your teacher:

<> **5b.** Complete the following steps in last week's rough draft of your essay, using the Checklist Challenge.

1. Do each one of each item for each sentence or papagraph you wrote, as indicated in the Checklist Challenge.
2. Highlight each item you put in your letter as you complete it.
3. Check off each check box on the CC as you compete it.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of you student! Do not be concerned with helping him too much or giving him the answers! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (Try adding a word that means the same as *kind.*), guiding him with questions (What do you think you could put it for *walk* here?), or giving him choices (Why don't you try one of these: *pretty, beautiful, lovely, gorgeous?*). Gradually, you will have to tell him less and less of what to do, and he will guide himself through the Checklist Challenge.

6. Write On: Five Parts of a Paragraph

OCCTI

<> **6a.** In the first paragraph of the passage, complete the following steps:

- (1) Underline the first sentence with one color highlighter.
- (2) Underline the last paragraph with one color highlighter.
- (3) Make a star beside the paragraph reminding you that it is all about the same thing (Jesus leaving heaven).
- (4) Write the number 3 beside the paragraph if it contains three or more sentences.
- (5) Draw an arrow where the indentation is to show that it is indented a couple of finger spaces.

1. You have just shown that the first paragraph of the passage is a real paragraph!
2. In order to be a real paragraph, a group of sentences should have five things:

O pening sentence: This is a sentence at the beginning of the paragraph that tells what the whole paragraph is about.

C losing sentence: This is a sentence at the end of the paragraph that brings the paragraph to a close.

C ontent all the same: The whole paragraph should be about the same topic. You should not have some sentences in a paragraph be about salt and some be about your dog (unless they are somehow related).

T hree or more sentences: Your paragraph should be at least three sentences long unless it is short because people are speaking to each other.

I ndented: Each paragraph should be indented a couple of finger spaces to show that a new paragraph is beginning.

You can learn this easily if you remember the trick for paragraphs:

O pening sentence

C losing sentence

C ontent all the same

T hree or more sentences

I ndented

Further Study: Read *The Pineapple Story* and discuss how the missionary showed meekness.

Further Study: Read the story of Lottie Moon in *Cloud of Witnesses*.

The trick is OCCTI! If you remember OCCTI, you will remember what a paragraph must contain!

- <> **6b.** When your teacher writes the letters OCCTI on the board, see if you can tell her what the five letters stand for in a paragraph.
- <> **6c.** Examine some paragraphs with your teacher and find the five parts of a paragraph: OCCTI.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Optional Spelling Practice: Six “S” Spelling Secret

<> **7a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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: Read the story of the Dolphin in *Creation Corner Coloring Books*.

Further Study: Read the story of Adoniram Judson in *Cloud of Witnesses*.

8. Grammar: Prepositions

<> 8a. Read this week's passage aloud with your teacher.

<> 8b. In the first paragraph of the passage, highlight the following words:

- (1) In (heaven) (2) to (earth)

1. We call those words (*from, at, into, to*) all prepositions.
2. *Prepositions* is a big word.
3. It is a grammar term that might sound confusing.
4. Prepositions are really not hard at all though!
5. **Prepositions are words that show position.**
6. You will remember this if you learn the rhyme

Prepositions Show Position!

7. The words you highlighted both show position:
 - a. In....heaven b. to...heaven
8. CQLA uses a trick to help you learn prepositions easily!

<> 8c. Get out a little toy animal or character, an empty bathroom tissue tube, and a little zip-type bag that can hold the toy and the tube when you are finished with this lesson. Complete the following steps:

- (1) Place the toy in different positions around the tube.
- (2) Say where the toy is in relation to the tube.

- 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. **before** the tube
- h. **below** the tube
- i. **beneath** the tube
- j. **beside** the tube
- k. **between** the tube
- l. **beyond** 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. **throughout** the tube
- u. **under** the tube
- v. **underneath** the tube
- w. **with** the tube
- x. **within** the tube
- y. **without** the tubes

These words are prepositions!

- <> **8d.** Place your toy and tube in your baggy and save it for another time of practicing prepositions.
- <> **8e.** Recite as many prepositions to your teacher as you can remember.
- <> **8f.** In each of the phrases provided, highlight the preposition at the beginning.
Hint: The preposition is at the beginning of each phrase in this exercise.

Further Study: Make a list of songs that show meekness.

All

Further Study: Compare the life cycle of a butterfly to dying to yourself.

1. with the man
2. at their house
3. into the car
4. to her
5. to the church
6. of the brick maker
7. of days before
8. between God and His creation
9. after them
10. with God

11. towards each other

12. from Jesus

Extension

13. by a brickmaker

14. from sand

15. in a quarry

16. from broken rocks

17. of nothing

18. at first

9. Optional Spelling Practice: Write That Word!

<> **9a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **9b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: *no*, *know*

<> **10a.** In the passage, highlight the word *no*.

1. The word *no* is a Wacky Word.
2. Its WW partner does not even look like the word *no*!
3. The WW partner for *no* is *know*.
4. The word *no* sounds like the word *know*.
5. But *no* and *know* are spelled differently and mean very different things.
6. The word *no* is a negative word that means the opposite of yes.
7. The word *know* has a silent k.
8. It sounds just like the word *no*.
9. It means to understand something or have information in your head.

<> **10b.** Fill in the blanks provided with the correct Wacky Word--*no* or *know*.

1. We want to _____ Jesus more and more.
2. I have _____ shoes to wear.
3. _____, I can't go.
4. I want to _____ more about meekness.

11. Composition and Revising: Final Copy of Your Biography

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** You may write the final copy of your biography in any of the following ways:

1. Write it in your own handwriting on the lines provided.
2. Write it in you own handwriting in a minit book.
3. Have your teacher copy it in a minit book.

[illegible]

[illegible]

12. Spelling: Spelling Test

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |

Optional

- | | |
|-----------|-----------|
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |

Review Words

_____	_____
_____	_____
_____	_____
_____	_____

<> **12c.** Have your teacher check your Spelling Test.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** Read this week's passage aloud with your teacher.

<> **13b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

1. Be sure to put capitals at the beginning of the words that need capitals.
2. Be sure you put end marks at the end of sentences.
3. If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
4. Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

_____ heaven _____

_____ everything _____ God

_____ . Heaven _____

_____ perfect place _____

_____ or sadness.

Would _____ want _____ leave

a place _____ ? Because

Jesus _____ ,

_____ up those
_____ and _____
_____ earth.

Extension

_____ heaven everyone
_____ Jesus
_____ Son of
_____. _____ earth, Jesus
_____ born _____ a
_____ town _____ people
_____ not _____.
_____ born to a woman

_____ married _____

_____ she _____ expecting
_____.

<> **13c.** Review your dictation with your teacher.

<> **13d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling 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.)

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

14. Review: Weekly Quiz

- ↔ 14. Do the highlighted portion(s) of the Think Fast Grammar Quiz (provided at the end of this week’s lesson).

Checklist Challenge Green 5-Pre A: Weeks Three & Four

Character Focus: Meekness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

To Be Completed During Week Four

☐ 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 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 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

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

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

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

E

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

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** for your report, and put it at the top of the your paper.

Consider the following ideas:

1. Something catchy: Meek Missionary
2. Something comical: Pray, Hudson, Pray
3. Something bold: Foreign Devils?
4. A song title or line: Where Ever He Leads, I Will Go
5. A Scripture: Go Ye, Therefore
6. Something about character: Meek Men
7. Something else: Laying Down Her Life for Christ

All

Use **one of this month's vocabulary words** in your report (or more than one, according to your level), if you and your teacher think it is appropriate. If you have already done this, highlight it as directed by your teacher.

All

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.

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

Edit your sentences with your teacher. Make sure you have done each of the following items to every sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 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 that 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 - Extension

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) - Extension

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

First Subordinators Learned in Rhyme - Extension

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

Interjection Rhyme - Extension

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 _____

Teacher's Helps

Green 5 Pre-A

Character Focus: Meekness

Lesson Plans and Answer Keys

Lesson Plans

Green 5-Pre A: Week One

For a Five-Day Week

Character Focus: Meekness

Day One

Vocabulary Box

Synonyms for **meek** -- *adjectives*

calm	chaste	clean
collected	composed	cool
down to earth	generous	gentle
humane	kind	modest
patient	polite	respectful
selfless	still	submissive
tender	thoughtful	unshaken
without airs		

Vocabulary Box

Antonyms for **meek** -- *adjectives*

angry	annoyed	cross
demanding	forward	headstrong
heated	irate	needy
stubborn	touchy	unruly
wayward	willful	wound up

1. Copying and Comprehension: Passage and Vocabulary

Read Only

Horses are known for their meekness. As a matter of fact, the word meekness was first made to describe horses. A horse must be meek in order to be trained.

All

Once a horse is broken, it does not require much correction. The animal has learned to accept the reins of his master. The master only needs to give a tug to gently urge the horse in the direction that he wants it to go.

Extension

The horse is still powerful, of course. Training the horse does not make it weak or less strong. Instead, the horse chooses to become meek -- to keep its strength under control.

2. Spelling: Open Syllables

All

- | | | |
|------------|-----------|----------|
| 1. go | 2. we | 3. baby |
| 4. open | 5. begin | 6. Bible |
| 7. irate | 8. demand | 9. focus |
| 10. reject | | |

Extension

- | | | |
|------------|------------|------------|
| 11. yogurt | 12. vacant | 13. superb |
| 14. sonar | 15. rumor | 16. revise |

Optional

- | | | |
|--------------|---------------|------------|
| 17. calm | 18. collected | 19. humane |
| 20. selfless | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Adverbs

Day Three

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

9. Optional Spelling Practice: Write That Word!

10. Spelling: Spelling Test

Day Five

11. Dictation: Dictation Quiz

All

Once _____ horse _____ broken, _____
 _____ require _____ correction. _____ animal _____
 learned _____ accept _____ reins _____ master.
 _____ master only _____ give _____ tug _____
 gently urge _____ horse _____ direction _____
 _____ wants _____.

Extension

_____ horse _____ powerful, _____ course.
 Training _____ horse does _____ it weak or _____
 strong. Instead, the _____ chooses _____ to become meek -- to
 _____ its strength

12. Composition: Final Copy of Sentences

13. Review: Weekly Quiz

Lesson Plans

Green 5-Pre A: Week One

For a Four-Day Week

Character Focus: Meekness

Day One

Vocabulary Box

Synonyms for **meek** -- *adjectives*

calm	chaste	clean
collected	composed	cool
down to earth	generous	gentle
humane	kind	modest
patient	polite	respectful
selfless	still	submissive
tender	thoughtful	unshaken
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All

- | | | |
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| 1. go | 2. we | 3. baby |
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Extension

- | | | |
|------------|------------|------------|
| 11. yogurt | 12. vacant | 13. superb |
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Optional

- | | | |
|--------------|---------------|------------|
| 17. calm | 18. collected | 19. humane |
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3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Adverbs

Day Three

7. Optional Spelling Practice: Six "S" Spelling Secret

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12. Composition: Final Copy of Sentences

13. Review: Weekly Quiz

Answer Keys Green 5-Pre A: Week One

3. Editor Duty: Correct Given Sentences

<> 3b. Correct the mistakes in the sentences provided.

All

1. one day a men named Shimei said mean things two King David

1. One day a man named Shimei said mean things to King David.

2. he through rocks at him.

2. He threw rocks at him.

3. david had many mighty men with him

3. David had many mighty men with him.

4. Davids meekness caused him too knot fight back

4. David's meekness caused him to not fight back.

Extension

5. moses was a strong men?

5. Moses was a strong man.

6. hee had many skils

6. He had many skills.

4. Optional Spelling Practice: Choose the Correct Spelling

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

1. go

goo

2. wea

we

3. babby

baby

4. open

opun

5. begin

beggin

6. Bibel

Bible

- | | |
|------------|--------|
| 7. irate | irate |
| 8. demand | demand |
| 9. focus | fukus |
| 10. reject | rejekt |

<> **4b. Optional:** Highlight the correct spelling of each **Extension** word.

- | | |
|------------|--------|
| 11. yogert | yogurt |
| 12. vakant | vacant |
| 13. superb | supurb |
| 14. sonar | sonare |
| 15. rumor | rumer |
| 16. revize | revise |

<> **4c. Optional:** Highlight the correct spelling of each **Optional** word.

- | | |
|--------------|-----------|
| 17. calm | callm |
| 18. colected | collected |
| 19. humen | humane |
| 20. selfless | selfles |

6. Grammar: Adverbs

ly words

<> **6c.** In the sentences provided, highlight all of the adverbs. Hint: They all end in the letters *ly*.

1. Shimei said really mean things.
2. David could beat him easily.
3. He could have simply told his men to attack.
4. Moses greatly showed meekness.
5. He carefully followed God.
6. He fully let God work in his life.
7. Moses gladly gave up riches.
8. People really can say mean things.

Lesson Plans

Green 5-Pre A: Week Two

For a Five-Day Week

Character Focus: Meekness

Day One																																								
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Synonyms for meek -- <i>adjectives</i> <table style="width: 100%; font-size: small;"> <tr> <td>calm</td> <td>chaste</td> <td>clean</td> </tr> <tr> <td>collected</td> <td>composed</td> <td>cool</td> </tr> <tr> <td>down to earth</td> <td>generous</td> <td>gentle</td> </tr> <tr> <td>humane</td> <td>kind</td> <td>modest</td> </tr> <tr> <td>patient</td> <td>polite</td> <td>respectful</td> </tr> <tr> <td>selfless</td> <td>still</td> <td>submissive</td> </tr> <tr> <td>tender</td> <td>thoughtful</td> <td>unshaken</td> </tr> <tr> <td>without airs</td> <td></td> <td></td> </tr> </table> </div> <div style="border: 1px solid black; padding: 5px;"> Vocabulary Box Antonyms for meek -- <i>adjectives</i> <table style="width: 100%; font-size: small;"> <tr> <td>angry</td> <td>annoyed</td> <td>cross</td> </tr> <tr> <td>demanding</td> <td>forward</td> <td>headstrong</td> </tr> <tr> <td>heated</td> <td>irate</td> <td>needy</td> </tr> <tr> <td>stubborn</td> <td>touchy</td> <td>unruly</td> </tr> <tr> <td>wayward</td> <td>willful</td> <td>wound up</td> </tr> </table> </div> <div style="margin-top: 20px;"> 1. Copying and Comprehension: Passage and Vocabulary All <p>Bud sniffed and slowly raised his head. The trainer reached down and unhooked the leash. He told the dog to go and find the guns. The dog obeyed.</p> <p>Extension</p> <p>The dog in this story is a trained police dog named Bud. Dogs like Bud are called search dogs or rescue dogs. They start learning their jobs when they are puppies. At first, they have to learn to obey simple commands like sit, stay, and roll over.</p> <p>Read Only</p> <p>Some police dogs are trained to smell things and tell their trainers where they find them. These dogs are the search dogs. They are taught to find guns, drugs, and other things that could hurt people.</p> <p>Some dogs are also trained to find people. These dogs are the rescue dogs. They look for people who are lost and lead them to safety. Sometimes these dogs are trained to help police officers look for criminals. Rescue dogs can go into dangerous places that most people cannot go into, like burning buildings and caves.</p> <p style="text-align: right;"><i>Creation Corner Coloring Book</i></p> </div>	calm	chaste	clean	collected	composed	cool	down to earth	generous	gentle	humane	kind	modest	patient	polite	respectful	selfless	still	submissive	tender	thoughtful	unshaken	without airs			angry	annoyed	cross	demanding	forward	headstrong	heated	irate	needy	stubborn	touchy	unruly	wayward	willful	wound up	
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Day Two
4. Optional Spelling Practice: Choose the Correct Spelling 5. Study Skills/Prewriting: Key Word Outline for Sentence Writing 6. Grammar: Pronouns
Day Three
7. Optional Spelling Practice: Six "S" Spelling Secret 8. Vocabulary/Structural Analysis: Wacky Words 9. Optional Spelling Practice: Write That Word!
Day Four
10. Composition and Revising: Complete the Checklist Challenge for Sentences
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11. Spelling: Spelling Test 12. Dictation: Dictation Quiz All <p>Bud sniffed _____ slowly raised _____ head. _____ trainer reached down _____ unhooked _____ leash. _____ told _____ find _____ obeyed.</p> <p>Extension</p> <p>The dog in _____ story is a trained police _____ named Bud. _____ like Bud are called search _____ rescue _____. _____ start learning _____ when _____ puppies. _____ first, _____ to learn to obey simple commands _____, _____, and roll over.</p>
13. Composition: Final Copy of Sentences 14. Review: Weekly Quiz

Lesson Plans

Green 5-Pre A: Week Two

For a Four-Day Week

Character Focus: Meekness

Day One

Vocabulary Box

Synonyms for **meek** -- *adjectives*

calm
collected
down to earth
humane
patient
selfless
tender
without airs

chaste
composed
generous
kind
polite
still
thoughtful

clean
cool
gentle
modest
respectful
submissive
unshaken

Vocabulary Box

Antonyms for **meek** -- *adjectives*

angry
demanding
heated
stubborn
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annoyed
forward
irate
touchy
willful

cross
headstrong
needy
unruly
wound up

1. Copying and Comprehension: Passage and Vocabulary

All

Bud sniffed and slowly raised his head. The trainer reached down and unhooked the leash. He told the dog to go and find the guns. The dog obeyed.

Extension

The dog in this story is a trained police dog named Bud. Dogs like Bud are called search dogs or rescue dogs. They start learning their jobs when they are puppies. At first, they have to learn to obey simple commands like sit, stay, and roll over.

Read Only

Some police dogs are trained to smell things and tell their trainers where they find them. These dogs are the search dogs. They are taught to find guns, drugs, and other things that could hurt people.

Some dogs are also trained to find people. These dogs are the rescue dogs. They look for people who are lost and lead them to safety. Sometimes these dogs are trained to help police officers look for criminals. Rescue dogs can go into dangerous places that most people cannot go into, like burning buildings and caves.

Creation Corner Coloring Book

2. Spelling: Oo Sounds

All

1. troop 2. shook 3. room
4. soon 5. moon 6. root
7. food 8. fool 9. foot
10. hood

Extension

11. kangaroo 12. foolish 13. moonlight
14. roomful

Optional

15. tender 16. chaste 17. composed
18. generous

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Pronouns

7. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

8. Vocabulary/Structural Analysis: Wacky Words

9. Optional Spelling Practice: Write That Word!

10. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

Bud sniffed _____ slowly raised _____ head. _____ trainer reached down _____ unhooked _____ leash. _____ told _____ find _____ obeyed.

Extension

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13. Composition: Final Copy of Sentences

14. Review: Weekly Quiz

Answer Keys Green 5-Pre A: Week Two

3. Editor Duty: Correct Given Sentences

<> **3b.** Correct the mistakes in the sentences provided.

All

1. thee dog sniffed and slowly raised his hed.
1. The dog sniffed and slowly raised his head.

2. He told the dog two go and find the guns
2. He told the dog to go and find the guns.

3. the dog obayed him
3. The dog obeyed him.

4. the dog inn this story are a trained police dog
4. The dog in this story is a trained police dog.

Extension

5. Sum dogs our also trained 2 find people
5. Some dogs are also trained to find people.

6. these dog are thee rescue dogs.
6. These dogs are the rescue dogs.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------|-------|
| 1. troop | troup |
| 2. shouk | shook |
| 3. room | roum |
| 4. soon | soun |
| 5. moun | moon |
| 6. root | rout |

- | | |
|----------|------|
| 7. food | foud |
| 8. foul | fool |
| 9. foot | fout |
| 10. houd | hood |

<> **4b. Optional:** Highlight the correct spelling of each **Extension** word.

- | | |
|--------------|-----------|
| 11. kangaroo | kanguroo |
| 12. foolesh | foolish |
| 13. moonlite | moonlight |
| 14. roomful | roomfull |

<> **4c. Optional:** Highlight the correct spelling of each **Optional** word.

- | | |
|--------------|----------|
| 15. tender | tendar |
| 16. chast | chaste |
| 17. composed | compozod |
| 18. generous | generus |

6. Grammar: Pronouns

Examples: **he, she, they**

<> **6e.** In the sentences provided, highlight all of the pronouns.

1. He sniffed slowly.
2. He reached down and unhooked the leash.
3. He obeyed.
4. They are trained to smell things.
5. They are search dogs.
6. She loves her dog.
7. We have a dog too.

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: their, there, they're

<> 8b. Fill in the blanks with the correct Wacky Word--*their*, *they're*, or *there*.

1. The dogs learn their jobs.
2. They're trained to be search dogs
3. There is much involved in training a search dog.

Lesson Plans

Green 5-Pre A: Week Three

For a Five-Day Week

Character Focus: Meekness

Day One																																								
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<p>1. Copying and Comprehension: Passage and Vocabulary</p> <p>All</p> <p>Gladys Aylward went to China to be a missionary. She was shocked how the people in the city felt about kind missionaries. She thought the village people would be happy that the missionaries came to help them.</p> <p>Extension</p> <p>Instead, the townspeople would call the missionaries foreign devils. They threw mud at the missionaries. They threw stones at these good helpers.</p> <p>Read Only</p> <p>Gladys had a right to be mad at the village people, but she wasn't. Instead she was gentle and forbearing. She saw that the people were just scared of the missionaries and their God. After a while, Gladys was able to show the village people that God is love.</p>																																								
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5. Study Skills/Prewriting: Outline Biographical Report of a Meek Person With a Paragraph House

Day Three
<p>6. Grammar: Adjectives</p> <p>7. Optional Spelling Practice: Six "S" Spelling Secret</p> <p>8. Write On: Opening and Closing Sentences</p>
Day Four
<p>9. Composition and Revising: Write a Rough Draft Biographical Report</p> <p>10. Vocabulary/Structural Analysis: Wacky Words</p> <p>11. Optional Spelling Practice: Write That Word!</p>
Day Five
<p>12. Spelling: Spelling Test</p> <p>13. Dictation: Dictation Quiz</p> <p>All</p> <p>Gladys Aylward _____ China _____ a missionary. _____ shocked _____ people _____ city felt about _____ missionaries. _____ thought the village people would _____ happy _____ the missionaries _____ help _____.</p> <p>Extension</p> <p>Instead, the townspeople _____ the missionaries foreign devils. _____ threw _____ at _____ missionaries. _____ threw _____ at _____ helpers.</p> <p>14. Review: Weekly Quiz</p>

Lesson Plans

Green 5-Pre A: Week Three

For a Four-Day Week

Character Focus: Meekness

Day One

Vocabulary Box

Synonyms for **meek** -- *adjectives*

calm	chaste	clean
collected	composed	cool
down to earth	generous	gentle
humane	kind	modest
patient	polite	respectful
selfless	still	submissive
tender	thoughtful	unshaken
without airs		

Vocabulary Box

Antonyms for **meek** -- *adjectives*

angry	annoyed	cross
demanding	forward	headstrong
heated	irate	needy
stubborn	touchy	unruly
wayward	willful	wound up

1. Copying and Comprehension: Passage and Vocabulary

All

Gladys Aylward went to China to be a missionary. She was shocked how the people in the city felt about kind missionaries. She thought the village people would be happy that the missionaries came to help them.

Extension

Instead, the townspeople would call the missionaries foreign devils. They threw mud at the missionaries. They threw stones at these good helpers.

Read Only

Gladys had a right to be mad at the village people, but she wasn't. Instead she was gentle and forbearing. She saw that the people were just scared of the missionaries and their God. After a while, Gladys was able to show the village people that God is love.

2. Spelling: Contractions

All

1. I'd	2. we'd	3. she's
4. he's	5. she'll	6. isn't
7. they'll	8. we're	9. can't
10. aren't		

Extension

11. they're	12. won't	13. you're
14. we've	15. you'd	

Optional

16. angry	17. demanding	18. stubborn
19. wayward		

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Outline Biographical Report of a Meek Person With a Paragraph House

6. Grammar: Adjectives

7. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

8. Write On: Opening and Closing Sentences

9. Composition and Revising: Write a Rough Draft Biographical Report

10. Vocabulary/Structural Analysis: Wacky Words

11. Optional Spelling Practice: Write That Word!

Day Four

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

All

Gladys Aylward _____ China _____ a missionary. _____ shocked _____ people _____ city felt about _____ missionaries. _____ thought the village people would _____ happy _____ the missionaries _____ help _____.

Extension

Instead, the townspeople _____ the missionaries foreign devils. _____ threw _____ at _____ missionaries. _____ threw _____ at _____ helpers.

14. Review: Weekly Quiz

Answer Keys Green 5-Pre A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

<> **3b.** Correct the mistakes in the sentences provided.

All

1. gladys aylward went two bee an missionary
1. Gladys Aylward went to be a missionary.
2. she though thee peeple wuld be happy.
2. She thought the people would be happy.
3. The peeple hated thee missionaries
3. The people hated the missionaries.
4. Gladys waz gentle and forbearing
4. Gladys was gentle and forbearing.

Extension

5. shee saw that the people where just scared
5. She saw that the people were just scared.
6. Gladys showed thee village peeple that god iz love
6. Gladys showed the village people that God is love.

4. Optional Spelling Practice: Choose the Correct Spelling

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

- | | |
|----------|--------|
| 1. I'd | I'dd |
| 2. wee'd | we'd |
| 3. she's | she'is |

- | | |
|------------|--------|
| 4. he's | he's |
| 5. she'l | she'll |
| 6. isn't | is'nt |
| 7. they'll | they'l |
| 8. we'r | we're |
| 9. can't | ca'nt |
| 10. arn't | aren't |

<> **4b. Optional:** Highlight the correct spelling of each **Extension** word.

- | | |
|-------------|--------|
| 11. they're | they'r |
| 12. won't | won'tt |
| 13. yo're | you're |
| 14. we've | wee've |
| 15. you'd | you'dd |

<> **4c. Optional:** Highlight the correct spelling of each **Optional** word.

- | | |
|---------------|-----------|
| 16. angry | angre |
| 17. demending | demanding |
| 18. stubborn | stuborn |
| 19. waward | wayward |

6. Grammar: Adjectives

<> **6d.** In the following phrases, highlight the describers.

1. angry people
2. helpful missionaries
3. lonely village
4. kind woman
5. distant land
6. foreign devils
7. hurtful stones
8. gentle lady

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: threw, through

<> **10b.** Fill in the blanks provided with the correct Wacky Word--*threw* or *through*.

1. They threw stones and mud at her.
2. Gladys went through a lot in China.

Lesson Plans

Green 5-Pre A: Week Four

For a Five-Day Week

Character Focus: Meekness

Day One																																								
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<p>1. Copying and Comprehension: Passage and Vocabulary</p> <p>All</p> <p>In heaven Jesus had everything that God had. Heaven is a perfect place with no sin or sadness. Would you want to leave a place like that? Because Jesus was meek, He gave up those things and came to earth.</p> <p>Extension</p> <p>In heaven everyone knew that Jesus was the Son of God. On earth, Jesus was born in a small town that people did not like. He was born to a woman who was not married when she found out she was expecting Him.</p> <p>Read Only</p> <p>On the earth, Jesus was willing to be friends with Zacchaeus and Mary, even though the Jews did not care for people like them. Men lied about Jesus. They made Him look worse than a criminal. They put Him to death.</p> <p>Giving up all of the treasures of heaven to come to earth must have been very hard. Jesus is the best example of meekness of all! He gave up everything for us.</p>																																								
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Day Two
<p>4. Optional Spelling Practice: Choose the Correct Spelling</p> <p>5. Composition and Revising: Complete the Checklist Challenge</p> <p>6. Write On: Five Parts of a Paragraph (OCCTI)</p>
Day Three
<p>7. Optional Spelling Practice: Six "S" Spelling Secret</p> <p>8. Grammar: Prepositions</p> <p>9. Optional Spelling Practice: Write That Word!</p>
Day Four
<p>10. Vocabulary/Structural Analysis: Wacky Words</p> <p>11. Composition and Revising: Final Copy of Your Biography</p>
Day Five
<p>12. Spelling: Spelling Test</p> <p>13. Dictation: Dictation Quiz</p> <p>All</p> <p>_____ heaven _____ everything _____ God</p> <p>_____. Heaven _____ perfect place _____</p> <p>_____ or sadness. Would _____ want _____ leave</p> <p>a place _____ ? Because Jesus _____</p> <p>_____, _____ up those _____ and</p> <p>_____ earth.</p> <p>Extension</p> <p>_____ heaven everyone _____ Jesus</p> <p>_____ Son of _____. _____ earth, Jesus</p> <p>_____ born _____ a _____ town _____ people</p> <p>_____ not _____. _____ born to a woman</p> <p>_____ married _____</p> <p>_____ she _____ expecting _____ .</p> <p>14. Review: Weekly Quiz</p>

Lesson Plans

Green 5-Pre A: Week Four

For a Four-Day Week

Character Focus: Meekness

Day One

Vocabulary Box

Synonyms for **meek** -- *adjectives*

calm	chaste	clean
collected	composed	cool
down to earth	generous	gentle
humane	kind	modest
patient	polite	respectful
selfless	still	submissive
tender	thoughtful	unshaken
without airs		

Vocabulary Box

Antonyms for **meek** -- *adjectives*

angry	annoyed	cross
demanding	forward	headstrong
heated	irate	needy
stubborn	touchy	unruly
wayward	willful	wound up

1. Copying and Comprehension: Passage and Vocabulary

All

In heaven Jesus had everything that God had. Heaven is a perfect place with no sin or sadness. Would you want to leave a place like that? Because Jesus was meek, He gave up those things and came to earth.

Extension

In heaven everyone knew that Jesus was the Son of God. On earth, Jesus was born in a small town that people did not like. He was born to a woman who was not married when she found out she was expecting Him.

Read Only

On the earth, Jesus was willing to be friends with Zacchaeus and Mary, even though the Jews did not care for people like them. Men lied about Jesus. They made Him look worse than a criminal. They put Him to death.

Giving up all of the treasures of heaven to come to earth must have been very hard. Jesus is the best example of meekness of all! He gave up everything for us.

2. Spelling: Short Vowel Words That End in a Double Consonant

All

- | | | |
|----------|----------|----------|
| 1. fall | 2. bell | 3. off |
| 4. huff | 5. mess | 6. buzz |
| 7. fluff | 8. glass | 9. troll |
| 10. jazz | | |

Extension

- | | | |
|-------------|-------------|--------------|
| 11. fallen | 12. buzzing | 13. offer |
| 14. message | 15. glasses | 16. trolling |

Optional

- | | | |
|-------------|-----------|------------|
| 17. forward | 18. irate | 19. touchy |
| 20. cross | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Composition and Revising: Complete the Checklist Challenge

6. Write On: Five Parts of a Paragraph (OCCTI)

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Grammar: Prepositions

Day Three

9. Optional Spelling Practice: Write That Word!

10. Vocabulary/Structural Analysis: Wacky Words

11. Composition and Revising: Final Copy of Your Biography

Day Four

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

All

_____ heaven _____ everything _____ God
_____. Heaven _____ perfect place _____
_____ or sadness. Would _____ want _____ leave
a place _____ ? Because Jesus _____
_____, _____ up those _____ and
_____ earth.

Extension

_____ heaven everyone _____ Jesus
_____ Son of _____. _____ earth, Jesus
_____ born _____ a _____ town _____ people
_____ not _____. _____ born to a woman
_____ married _____
_____ she _____ expecting _____.

14. Review: Weekly Quiz

Answer Keys Green 5-Pre A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

<> 3b. Correct the mistakes in the sentences provided.

All

1. inn heaven jesus had everything god had
1. In heaven Jesus had everything God had.
2. heaven iz an perfect place with know sin or sadness.
2. Heaven is a perfect place with no sin or sadness.
3. Wuld you want two leave a place like that
3. Would you want to leave a place like that?
4. Inn heaven everyone new that Jesus waz the sun off god.
4. In heaven everyone knew that Jesus was the Son of God.

Extension

5. Sum man lied about Jesus
5. Some men lied about Jesus.
6. thay put him too death
6. They put Him to death.

4. Optional Spelling Practice: Choose the Correct Spelling

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

1. fall

fal

2. bel

bell

3. of	off
4. huff	huf
5. mess	mes
6. buzz	buz
7. fluf	fluff
8. glass	glas
9. troll	trol
10. jaz	jazz

<> **4b. Optional:** Highlight the correct spelling of each **Extension** word.

11. fallen	falen
12. buzing	buzzing
13. offer	ofer
14. message	mesage
15. glasses	glasses
16. trolling	troling

<> **4c. Optional:** Highlight the correct spelling of each **Optional** word.

17. forword	forward
18. irrate	irate
19. touchy	toochy
20. cross	cros

8. Grammar: Prepositions

<> **8f.** In each of the phrases provided, highlight the preposition at the beginning.

Hint: The preposition is at the beginning of each phrase in this exercise.

All

1. **with** the man
2. **at** their house
3. **into** the car
4. **to** her
5. **to** the church
6. **of** the brick maker
7. **of** days before
8. **between** God and His creation
9. **after** them
10. **with** God
11. **towards** each other
12. **from** Jesus

Extension

13. **by** a brickmaker
14. **from** sand
15. **in** a quarry
16. **from** broken rocks
17. **of** nothing
18. **at** first

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: no, know

<> **10b.** Fill in the blanks provided with the correct Wacky Word--*no* or *know*.

1. We want to know Jesus more and more.

2. I have no shoes to wear.

3. No, I can't go.

4. I want to know more about meekness.

Green 6-Pre A: Week One

Character Focus: Diligence

Vocabulary Box

Words related to **diligent**--*adjectives*

attentive	aware	busy
careful	detailed	engrossed
exact	hard working	heedful
intent	keen	lively
ordered	organized	painstaking
prudent	purposeful	reliable
responsible	rigorous	steadfast
thorough	trustworthy	watchful

Vocabulary Box

Words related to **lazy**--*adjectives*

aimless	dull	idle
inactive	listless	neglectful
pointless	shiftless	shirking
slacking	slow-moving	sluggish

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

Read Only

The hornbill mates, and then the two birds build their nest together. However, the hornbill's nest is different from all other birds' homes. Most birds build their nests out of grass and twigs in the branches of a tree, but not the hornbill. The hornbill creates its nest in a hollow tree or small cave. It uses a kind of mud to make the front of it, so that no other animals can get in. Before the nest is done, the mother climbs inside, and the father seals her in so that only her beak sticks out.

All

The mother will stay inside until all of her eggs are laid and hatched and the young are ready to leave the nest. The father hornbill has to bring that mother all of her food. He also has to bring their little offspring food after they are hatched. The family is completely dependent upon the father bird for their food. The male hornbill must work all of the time in order to get food for all of them.

Extension

This father bird does not do it for one day only. He does this for weeks and weeks. If he doesn't, the mother and chicks will die. Though it might be hard, he must stay with the job until the chicks are ready to leave.

Character Focus:
Diligence is using all
your energy to
complete your work as
unto the Lord.

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

1. This passage describes a diligent bird.
2. **Not only is he diligent, but he is also dependable.**

3. He must diligently get food -- and he must be dependable.

4. **The mother bird and baby chicks are counting on him.**

<> **1a.** Answer the questions below about the passage in sentence form.

a. What do most birds build their nests out of?

b. Where does the hornbill build its nest?

c. What does the hornbill use to build its nest?

<> **1c.** Look up the word *dependent* in the dictionary, and write its definition in your own words.

<> **1d.** Write a sentence about the hornbill using the word *dependent*.

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 Pilgrims sailed to America to fill their hunger and thirst to worship God.

<> 1e. On the lines provided, copy this week's passage at the level directed by your teacher.

Optional Penmanship Practice

Blessed are they which do hunger and thirst after righteousness: for they shall be filled.

Matthew 5:6

➤ **1f.** Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

2. Spelling: Letter *a* Says Short *o* Sound

Examples: talk, small, all

- <> **2a.** Read this week's passage aloud with your teacher.
- <> **2b.** In the second paragraph of the passage, highlight the word *father*.
1. The word you highlighted each contain the vowel *a*.
 2. When an *a* is all by itself in a word or syllable, it usually says the short *a* sound, like in the following words:
 - a. cat
 - b. bag
 - c. had
 3. In the word you highlighted in the passage, the letter *a* is making a different sound.
 4. In that word, it sounds like a short *o* instead of a short *a* !
 5. Many times when *a* is the only vowel in a word and it says *o* like in *cot*, one of these combinations is being followed:
 - a. The word starts with a *w*:
 - i. walk
 - ii. water
 - iii. watch
 - iv. what
 - b. The *a* has an */* with it:
 - i. talk
 - ii. also
 - iii. almost
 - c. The *a* is at the end of a one syllable word:
 - i. spa
 - ii. ha ha
 - iii. tra la la
- <> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____

Teacher Tip: *A, ald, alk, all, au, augh, and aw* are examples of unusual letter-combinations that make the short *o* sound.

Further Study: Study how physical hunger occurs.

-
- <> **2e.** Add this week's new words to page 45 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.

Further Study: Read the story of William Bradford and identify his diligence throughout his struggles to come to America.

Character Focus:
Hunger is natural;
appetite is learned.
We need to hunger
and thirst for God.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. talk	talk			
2. ball	ball			
3. what	what			
4. fall	fall			
5. fawn	fawn			
6. bawl	bawl			
7. water	water			
8. watch	watch			
9. also	al-so			
10. always	al-ways			

*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
<u>Extension</u>				
11. vault*	vault			
12. sauna*	saun-a			
13. pauper	paup-er			
14. naughty	naught-y			
15. gaunt	gaunt			
16. brawny	brawn-y			
<u>Optional</u>				
17. attentive	at-ten-tive			
18. careful	care-ful			
19. exact	ex-act			
20. intent	in-tent			

***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:
Compare and contrast
physical and spiritual
hunger.

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. when we need food, wee say we is hungry

2. when we need water, wee sa we are thirsty

3. This means that we shuld be hungry four god

4. We shuld bea thirsty four him, two.

Extension

5. he was hungry and thirsty 4 god

6. david would sang his songs too god

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: If your Level Pre-A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Further Study: Read a book about William Bradford like *A Pilgrim's Journal of Plymouth Plantation in 1629* or *William Bradford and Others of the Mayflower Company of Plymouth Plantation*.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|------------|---------|
| 1. talk | tolk |
| 2. bal | ball |
| 3. wat | what |
| 4. fall | fal |
| 5. fawn | faun |
| 6. baul | bawl |
| 7. water | watur |
| 8. watch | wach |
| 9. allso | also |
| 10. always | allways |

Further Study:
Compare and contrast meditation on God's Word to *ruminants*, like sheep who re-digest their food.

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|------------|--------|
| 11. vault | vawlt |
| 12. sauna | sawna |
| 13. pawper | pauper |
| 14. nawght | naught |
| 15. quant | gaunt |

Further Study:
Diligence is pursuing a goal with *eagerness*, *energy*, and *determination* to see it done. Read the definition of *eagerness*, *energy*, and *determination* in a dictionary.

Words for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

16. brawny

brauny

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. atentive

attentive

18. careful

carful

19. exakt

exact

20. intent

intant

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said**.
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead**.
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Further Study: Read Romans 3:19-31 and learn about our righteousness in God.

Further Study: Research what the phrase "chew the cud" means. It has to do with ruminants redigesting their food.

Original sentence: The father hornbill has to bring that mother all of her food.

Words I will highlight: The **father** hornbill has to **bring** that **mother** all of her **food**.

Write the words I highlighted: father brings mother food

My new sentence: The mother's food is provided by the father hornbill.

Further Study: Study and discuss the righteousness we have in Jesus Christ.

All

1. The mother will stay inside until all of her eggs are laid and hatched and the young are ready to leave the nest.

Words you highlighted:

Your new sentence:

2. The father hornbill has to bring that mother all of her food.

Words you highlighted:

Your new sentence:

3. He also has to bring their little offspring food after they are hatched.

Words you highlighted:

Your new sentence:

Character Focus:
Working without
regard to personal
weariness is required
to be diligent.

Extension

4. This father bird does not do it for one day only.

Words you highlighted:

Your new sentence:

Character Focus:
Personal sacrifice is
often required to be
diligent.

5. He does this for weeks and weeks.

Words you highlighted:

Your new sentence:

Further Study: Read a
book about how Adam
Clarke heard a circuit-
riding preacher in
Northern Ireland and
developed a spiritual
hunger for God.

Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

---> 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 most important, more important

" " can mean spoken words or special words

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

6. Grammar: Alphabetizing

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** In the Read Only box of the passage, highlight the following words, paying special attention to what letter each word begins with:

1. hornbill
2. build
3. nest
4. tree
5. cave
6. mud
7. front
8. mother

1. You will be learning how to alphabetize words this week.
2. Many times when you need to look up a phone number in the phone book, an item in a catalogue's index, or a word in the dictionary, you use the skill of alphabetizing.
3. Alphabetizing sounds like a big word, but it really isn't that hard.
4. Alphabetizing just means to put words in ABC order--the order of the alphabet.
5. When you put words in alphabetical order, follow these steps:
 - a. Look at the first letter in each word, and highlight it, if possible.
 - b. Mentally or aloud, say the alphabet song to yourself until you come to a letter that you have highlighted as the first letter.
 - c. Write a number one beside this word.
 - d. Keep going until all of the words have numbers beside them (Each one will be numbered according to where it fell in the ABC song.)
 - e. If you have two words that begin with the same letter, highlight the second letter in these two words, and number it according to which one has the second letter closest to the beginning of the alphabet.

Examples:

dog - 3

toy - 5

cow - 2 (co)

pig - 4

cat - 1 (ca)

<> **6c.** Complete the steps listed above to alphabetize the words you highlighted in the passage:

1. hornbill _____

2. build _____

3. nest _____

4. tree _____

5. cave _____

6. mud _____

7. front _____

8. animals _____

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Optional Spelling Practice: Six "S" Spelling Secret

<> **7a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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. Vocabulary/Structural Analysis: Wacky Words

Homophones: are, our

<> **8a.** In the first paragraph of the passage, highlight the word *are*.

1. The word *are* is a Wacky Word.
2. It does not have a word that sounds just like it as its partner, like many other Wacky Words.
3. But it does have a word that is often confused with it.
4. Its WW partner is the word *our*.
5. The word *are* is a being verb (tells that you are just there--not that you are doing something).
6. Read these sentences with *are*:
 - a. We **are** learning more about hungering for God.
 - b. They **are** yearning for righteousness.
7. The word *our* is a pronoun (a word that takes the place of a noun).
8. Read these sentences with *our*:
 - a. This is **our** house.
 - b. That is **our** book.

<> **8b.** Fill in the blanks of the sentences below with the right word, either **are** or **our**.

1. That is _____ teacher.
2. We _____ coming for dinner.
3. We _____ going to
_____ cousin's house.

9. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **9a.** Read this week's passage with your teacher.

<> **9b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment Five that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

(2) Copy the sentences you chose on the lines provided.

(3) Check off each box in the Checklist Challenge as you finish it.

1. _____

2. _____

3. _____

4. _____

- <> **9c.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week’s lesson to revise your sentences. Follow these steps:
- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
 - (2) Highlight each item on the checklist you put in your sentence as you complete it.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (“Try adding a word that means the same as *kind*.”), guiding him with questions (“What do you think you could put in for walk here?”), or giving him choices (“Why don’t you try one of these: *pretty, beautiful, lovely, gorgeous*?”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

10. Grammar: Prepositions

<> **10a.** Read this week’s passage aloud with your teacher.

<> **10b.** In the first two copy boxes of the passage, highlight the following words:

First Box:

- a. After (Noah’s flood)
- b. to (heaven)

Second Box:

- c. into (many languages)
- d. to (each other)
- e. in (other areas)

1. We call those words (*after, to, into, and in*) all prepositions.

2. *Prepositions* is a big word.
3. It is a grammar term that might sound confusing.
4. Prepositions are really not hard at all though!
5. **Prepositions are words that show position.**
6. You will remember this if you learn the rhyme **Prepositions Show Position!**
7. The words you highlighted show position or time:
 - a. After....Noah's flood
 - b. to....heaven
 - c. into....many languages
 - d. to....each other
 - e. in....other areas
8. CQLA uses a little trick to help you learn prepositions easily!

<> 10c. Get out a little toy animal or character, an empty bathroom tissue tube, and a little zip-type bag that can hold the toy and the tube when you are finished with this lesson. Complete the following steps:

- a. Place the toy in different positions around the tube.
- b. Say where the toy is in relation to the tube.

c. **These words are prepositions!**

- 1) **aboard** the tube
- 2) **above** the tube
- 3) **along** the tube
- 4) **around** the tube
- 5) **before** the tube
- 6) **below** the tube
- 7) **beneath** the tube
- 8) **between** the tube
- 9) **by** the tube
- 10) **in** the tube
- 11) **into** the tube
- 12) **on** the tube
- 13) **onto** the tube
- 14) **over** the tube
- 15) **through** the tube
- 16) **under** the tube

17) **underneath** the tube

18) **within** the tube

<> **10d.** Place your toy and tube in your baggy and save it for another time of practicing prepositions.

<> **10e.** Recite as many prepositions to your teacher as you can remember. Try to remember five. (You may use your toy and tissue tube, if needed.)

<> **10f.** Highlight the prepositions at the beginning of each phrase listed below.

1. after the flood
2. in the hearts
3. to heaven
4. into many languages
5. for the tower
6. of the Lord
7. in other areas
8. for the people
9. from God
10. with God
11. towards each other
12. in the sky

11. Optional Spelling Practice: Write That Word!

<> **11a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **11b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

12. Spelling: Spelling Test

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____

Extension

11. _____	12. _____
13. _____	14. _____
15. _____	16. _____

Optional

17. _____	18. _____
-----------	-----------

19. _____

20. _____

Review Words

<> **12c.** Have your teacher check your Spelling Test.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13 Dictation: Dictation Quiz

<> **13a.** Read this week's passage aloud with your teacher.

<> **13b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

(3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

_____ mother _____ stay inside

until _____ her eggs

_____ laid _____ hatched

_____ young are ready

_____ leave _____

_____. _____ father hornbill

_____ bring

_____ mother _____

_____ food.

_____ also has _____

_____ their little offspring _____ after

they _____ hatched. _____ family

_____ completely dependent _____

_____ father _____

_____ their _____. The

_____ hornbill _____

_____ all _____

_____ time _____ order

_____ food

_____ all _____ them.

Extension

This _____ bird does _____
_____ it for _____
_____ only. _____ does
_____ weeks
_____ weeks. If _____ doesn't,
_____ and chicks
_____ die. Though _____ might
_____ hard, _____ must stay with
_____ until the
_____ are ready _____ leave.

<> **13c.** Review your dictation with your teacher.

<> **13d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

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. Composition: Final Copy of Sentences

<> **14a.** Choose your best sentences from Assignment Six, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **14b.** Review your sentences with your teacher to make sure there are no mistakes in them.

15. Grammar: Weekly Quiz

<> **15a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 6-Pre A: Week One

Character Focus: Diligence

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

☐ All ☐ All ☐ E ☐ E

Read your sentences 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 ☐ E

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 ☐ E

Change one of the “**boring**” verbs in each sentence 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

Add an **adverb** (/y word or other) to each sentence. 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

Use **one of this month's vocabulary words** in your sentence (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 boxe(s) as directed by your teacher.

E

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.**

All

All

E

E

Edit your sentences with your teacher. Make sure you have done all of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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) -- Extension

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

First Subordinators Learned in Rhyme -- Extension

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

Interjection Rhyme -- Extension

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 _____

Green 6-Pre A: Week Two

Character Focus: Diligence

Vocabulary Box

Words related to **diligent**--*adjectives*

attentive	aware	busy
careful	detailed	engrossed
exact	hard working	heedful
intent	keen	lively
ordered	organized	painstaking
prudent	purposeful	reliable
responsible	rigorous	steadfast
thorough	trustworthy	watchful

Vocabulary Box

Words related to **lazy**--*adjectives*

aimless	dull	idle
inactive	listless	neglectful
pointless	shiftless	shirking
slacking	slow-moving	sluggish

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	The ant is a tiny insect. The biggest ant is two inches long. The smallest ant is smaller than a period at the end of a sentence.
Extension	Even though ants are small, the amount of work they do is big. Actually, an ant may make as many as four trips back and forth to get its food in one day. If a human walked that far in a day, he would walk almost seventy miles!
Read Only	Ants are known for their hard work. They are able to work for years and years. The Bible says that we should look at ants to see how to be diligent.

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

1. Besides diligently seeking after God, **we should also diligently do our work.**
2. The ant is a good example of diligence for us to follow.
3. **We should be diligent in all of the work we have to do--chores, schoolwork, and helping others.**

<> **1b.** In the Read Only box of the passage, highlight the word *diligent*.

1. One definition for diligence is "visualizing each task as a special assignment from the Lord and using all my energies to accomplish it."
2. That might sound hard to understand.
3. Another definition that is easier is **"seeing everything I am supposed to do as something God tells me to do and using everything I can to do each task."**
4. When parents tell children to do a job or chore, children should see that job as from God.

<> **1c.** Write the Vocabulary Words that are listed below on the lines provided.

1. satisfied _____
2. fulfilled _____

1. When we do our work diligently, we will be satisfied and fulfilled.
2. When we hunger and thirst for God, we will be satisfied and fulfilled.

<> **1d.** Fill in the blanks of the sentences with the Vocabulary Words you listed above.

1. We are _____ when we work hard.
2. We are _____ when we seek after God.

<> **1e.** In the second paragraph of the passage, highlight the words *big* and *small*.

1. *Big* and *small* are Wacky Words!
2. They are WW partners because they can sometimes be confusing.
3. They are called antonyms.
4. Antonyms are words that mean the opposite or almost the opposite of each other.
5. Of course, there are other antonyms for *big*, such as *tiny* and *little*.
6. Most words have several antonyms--words that mean the opposite.

<> **1f.** On the lines beside each word listed below, write an antonym (word that means the opposite or almost the opposite) from the list given:

- | | | | | |
|-----|-------|-----|-------|--------|
| on | close | dry | stand | asleep |
| raw | big | hot | over | dirty |

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 indicted in the KWO section--just before each paragraph that the student outlines.

Optional Penmanship Practice

Whatsoever ye do, do it heartily, as to the Lord, and not unto men; knowing that of the Lord ye shall receive the reward of the inheritance; for ye serve the Lord Christ.

Colossians 3:23

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

1. small _____
2. off _____
3. open _____
4. cold _____
5. clean _____
6. under _____
7. awake _____
8. sit _____
9. cooked _____
10. wet _____

<> **1g.** On the lines provided, copy this week's passage at the level directed by your teacher.

Further Study:
Discuss how to develop a hunger for God.

Teacher Tip: *Ng* following a vowel sometimes makes the vowel sound slightly different than it would sound without the *ng*.

Character Focus: True diligence comes from working hard out of a spirit of love and serving.

Character	Focus:
Meditating on God's Word is a great way to fill your hunger and thirst for righteousness.	

Further Study: Study the human digestive system and compare it to a sheep's digestive system.

[illegible]

[illegible][illegible]

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

<> **1h.** Review your copy with your teacher, and correct any errors.

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

2. Spelling: *Ng* Sounds

Examples: *sing*, *long*

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the first copy box of the passage, highlight the word *long*.

<> **2c.** In the word *long*, highlight the *ng* at the end.

1. The word you highlighted has the letters *ng* at the end of it.
2. When an **ng** comes at the end of a word, those letters change the way the vowel before the *ng* is pronounced.
3. Now, the vowel doesn't make its normal short sound anymore.
4. The vowel sounds like it has a twang to it now.
5. There are five main families with *ng* in them:
 - a. ang: bang, hang, sang
 - b. eng: length (not very popular spelling combination)
 - c. ing: ring, sing, bring
 - d. ong: song, bong, wrong
 - e. ung: sung, rung

<> **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.

Further Study: Study how baby birds are fed and compare that to how God feeds us.

Optional Penmanship Practice

O how love I thy law!
It is my meditation all
the day

Psalm 119:97

(4) Try to create your own tips.

Optional Penmanship
Practice

My meditation of him
shall be sweet.

Psalms 104:34

<> **2e.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

Further Study: Draw
pictures of a sheep's
digestive system.

<> **2f.** Add this week's new words to page 39 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.

Optional Penmanship
Practice

Open thy mouth wide,
and I will fill it.

Psalms 81:10

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. long	long			
2. hang	hang			
3. wing	wing			
4. ping	ping			
5. sing	sing			
6. rung	rung			
7. clang	clang			
8. sting	sting			
9. slang	slang			
10. bring	bring			

*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
<u>Extension</u>				
11. hanger*	hang-er			
12. anger	ang-er			
13. stinger	sting-er			
14. strong	strong			
<u>Optional</u>				
15. prudent	pru-dent			
16. aware	a-ware			
17. keen	keen			
18. rigorous	rig-or-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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. The aunt are a little insect.
2. The biggest aunt is too inches long.
3. the amount off work aunts do is big
4. aunts is known four there hard work

Extension

5. they is able too work four years and years
6. The bible says that wee should look at aunts too be diligent?

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes though the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Words for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Teacher Tip: If your Level Pre-A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

Optional Penmanship Practice:

The hand of the diligent shall bear rule; but the slothful shall be under tribute.

Proverbs 12:24

- | | |
|-----------|---------|
| 1. lonng | long |
| 2. hang | hanng |
| 3. wing | winng |
| 4. pinng | ping |
| 5. sing | sinng |
| 6. runng | rung |
| 7. clang | clannng |
| 8. sting | stinng |
| 9. slanng | slang |
| 10. bring | brinng |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|-------------|---------|
| 11. hanger | hangar |
| 12. angur | anger |
| 13. stinger | stingar |
| 14. strong | stronng |

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

- | | |
|--------------|---------|
| 15. prudant | prudent |
| 16. awar | aware |
| 17. kean | keen |
| 18. rigorous | rigorus |

Optional Penmanship Practice:

He becometh poor that dealeth with a slack hand: but the hand of the diligent maketh rich.

Proverbs 10:4

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said.**
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead.**
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Further Study: Pick five to ten verses in the Bible to meditate on.

Optional Penmanship Practice

My hands also will I lift up unto thy commandments, which I have loved; and I will meditate in thy statutes.

Psalms 119:48

Further Study: Share with someone what God has shown you through meditation.

Further Study: Write a one paragraph report describing what a person looks like who is not working diligently.

Original sentence: The ant is a little insect.

Words I will highlight: The **ant** is a **tiny insect**.

Write the words I highlighted: ant tiny insect

My new sentence: An ant is a small insect.

All

1. The biggest ant is two inches long.

Words you highlighted:

Your new sentence:

2. The amount of work ants do is big.

Words you highlighted:

Your new sentence:

3. If a human walked that far in a day, he would walk almost seventy miles.

Words you highlighted:

Your new sentence:

Optional Penmanship Practice:

Except the Lord build the house, they labor in vain that build it, expect the Lord keep the city, the watchman waketh but in vain.

Psalms 127:1

Extension

4. Ants are known for their hard work.

Words you highlighted:

Your new sentence:

5. They are able to work for years and years.

Words you highlighted:

Your new sentence:

6. Grammar: *Ly* Openers

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** In the second paragraph of the passage, highlight the word *Actually*.

1. The word actually is a special kind of word.
2. It is called an adverb.
3. **An adverb is a special describer.**
4. Do you see the word **verb** in the word **adverb**?
5. **Adverbs are special describers that describe verbs!**
6. They tell **how** you do something.
7. Stand up and do things beside your desk, such as:
 - a. jump
 - b. jog
 - c. reach
 - d. squat
 - e. sing

8. Those words are action words-- verbs.
9. When you put /y words in front of those verbs, you are using adverbs!
10. For example:
 - a. **freely** jump
 - b. **quickly** jog
 - c. **carefully** reach
 - d. **slowly** squat
 - e. **loudly** sing
11. Sometimes we call adverbs /y words because they often end in /y.
12. /y words are especially good to start a sentence with, like the word actually in the passage.
13. Usually when you start a sentence with an /y word, you will hear a pause after you say it.
14. Since you hear a pause after it, you should put a comma in after the /y opening.

<> **6c.** In the phrases provided, highlight the /y opener at the beginning of each one.

1. Truly, the ant is a little insect.
2. Actually, the biggest ant is two inches long.
3. Amazingly, the smallest ant is smaller than a period at the end of a sentence
4. Surprisingly, the amount of work they do is big.
5. Truly, ants are known for their hard work.
6. Surely, the Bible says that we should look at ants to see how to be diligent.

<> **6d.** On the lines provided write one or two sentences about ants with an /y word at the beginning of each one.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Optional Spelling Practice: Six “S” Spelling Secret

<> **7a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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. Vocabulary/Structural Analysis: Wacky Words

Homophones: then vs. than

<> **8a.** In the first paragraph of the passage, highlight the word than.

Than is a word that compares one thing to something else. Remember these tips for *then* vs *than*.

1. Then

- a. Means next
- b. Then = next
- c. Example: Then the ant did its work.

2. Than

- a. Means compare
- b. Than = compare
- c. Example: The ant is smaller than a period.

<> **8b.** Choose the correct word.

1. The smallest ant is even smaller _____ a period at the end of a sentence.
2. The ant will find food and _____ take it back to the nest.

9. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **9a.** Read this week's passage with your teacher.

<> **9b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

- (1) Choose sentences that you wrote in Assignment Four that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

- (2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

<> 9c. In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:

- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
- (2) Highlight each item on the checklist you put in your sentence as you complete it.
- (3) Check each box on the Checklist Challenge as you finish each task

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or "giving him the answers"! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as 'kind.'"), guiding him with questions ("What do you think you could put in for walk here?"), or giving him choices ("Why don't you try one of these: pretty, beautiful, lovely, gorgeous?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

10. Optional Spelling Practice: Write That Word!

<> 10a. Optional: On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> 10b. Optional: On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Spelling: Spelling Test

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____

Extension

11. _____	12. _____
13. _____	14. _____

Optional

15. _____	16. _____
17. _____	18. _____

Review Words

_____	_____
_____	_____
_____	_____

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

_____ ant _____

_____ tiny insect. _____

biggest _____

_____ inches long. _____

smallest ant _____ smaller than

_____ period _____

_____ of a sentence.

Extension

Even though _____

small, _____ amount _____

work _____ is

_____. Actually, an

make as many as _____ trips

_____ and forth _____

_____ in _____ day. If a

human walked _____

_____ in a _____, he

almost seventy _____!

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling 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.)

13. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentences from Assignment Seven, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 6-Pre A: Week Two

Character Focus: Diligence

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

- ☐ All **All levels**
- ☐ B **Basic level only**
- ☐ E **Extension only**

• Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

☐ All

☐ All

☐ E

☐ E

Read your sentences 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

☐ E

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

☐ E

Change one of the “**boring**” **verbs** in each sentence 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.**

E

Add an **adverb** (*ly* word or other) to each sentence. 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*.**

E

Use **one of this month's vocabulary words** in your sentences (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

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 sentences. 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 E

Add one descriptive **adjective** to each sentence. 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 E

Edit your sentences with your teacher. Make sure you have done all of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 -- Extension

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 -- Extension

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

Interjection Rhyme -- Extension

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 _____

Green 6-Pre A: Week Three

Character Focus: Diligence

Vocabulary Box

Words related to **diligent**--*adjectives*

attentive	aware	busy
careful	detailed	engrossed
exact	hard working	heedful
intent	keen	lively
ordered	organized	painstaking
prudent	purposeful	reliable
responsible	rigorous	steadfast
thorough	trustworthy	watchful

Vocabulary Box

Words related to **lazy**--*adjectives*

aimless	dull	idle
inactive	listless	neglectful
pointless	shiftless	shirking
slacking	slow-moving	sluggish

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

During the time in history when the Romans were ruling other lands, there lived a man named Telemachus. Telemachus was a monk who lived in Rome. A monk was a man who lived away from others to seek after God. Even though Telemachus *sought* after God, he thought maybe he should be *doing* more for God too.

Extension

One day Telemachus went to Rome. The Romans were having gladiator fights since they just won some battles. They were ready to "celebrate." Telemachus saw the gladiators fighting. He hated to see this bad sport.

Read Only

Telemachus went on the field and got between the two fighting men. Next, he told them to stop fighting in the name of Jesus. One of the gladiators killed him, but an amazing thing happened that day. From then on, the gladiator games ended. With his deed, Telemachus changed Rome forever.

Character Connection Coloring Book

Further Study: Study the life of Squanto and his meeting the Pilgrims. Identify diligence in his life.

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

<> **1b.** In the second paragraph of the passage, highlight the word *gladiators*.

1. The gladiator games described in this passage were bad games in Rome hundreds of years ago.

2. These games were not really games, but rather killing matches.
3. The Romans would put two men in the arena and make them fight to the death.
4. It was a terrible thing.
5. You pronounce the monk's name Tuh-lim'-uh-kus.

<> 1c. In the first paragraph, highlight the sentence that shows that Telemachus sought after God -- and wanted to do things for God.

1. Telemachus is an example of someone who diligently sought after God and diligently worked for God.
2. Telemachus diligently sought after God.
3. He also diligently worked for God.
4. **Because of his diligence, the gladiator games ended in Rome forever!**

<> 1d. On the lines provided, copy the Vocabulary Words listed.

1. yearned _____

2. fulfilled _____

1. The word *yearned* means sought after God.
2. The word *fulfilled* means to feel complete.

<> 1e. Fill in the blanks about Telemachus with the two words you listed above.

1. Telemachus diligently y_____ for God.
2. Telemachus was f_____ when he worked diligently for God.

<> 1f. In the second copy box of the passage, highlight the word "celebrate."

1. The word *celebrate* has quotation marks around it.
2. When a word all by itself has quotation marks around it, it might be that the word is used in a special way.
3. In the passage, "*celebrate*" does not really mean to celebrate.
4. It is sarcastic. It means the Romans *thought* that they were celebrating.
5. Of course, they weren't really celebrating.
6. Hurting others is not celebrating.

Further Study: Read II Peter 1:5-11. List the reasons God would instruct us to diligently seek faith, virtue (character), and knowledge in this priority order.

Optional Penmanship Practice

Add beside this, giving all diligence, add to your faith virtue; and to virtue knowledge.

II Peter 1:5

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell the words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

[illegible][illegible]

[illegible]

Teacher Tip: Usually, the short e sound is made in the consonant-vowel-consonant pattern (cvc) in words such as *bed* and *met*. *Ea* is an unusual spelling for the short e sound.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Synonyms for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

[illegible]

- <> **1h.** Review your copy with your teacher, and correct any errors.
- <> **1i. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

Help Box for 1c.

Even though Telemachus *sought* after God, he thought maybe he should be *doing* more for God too.

2. Spelling: Letters ea Say Short e

Examples: bread, head

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the second copy box of the passage, highlight the word *ready*.

1. The word you highlighted has a different way of spelling the short e sound.
2. Usually, when a word has a short e sound, it is spelled with only one e in it, like in the following words:
 - a. bed
 - b. leg
 - c. pet
3. The word *ready* has two vowels making a short vowel sound!
4. Sometimes when the letters *ea* are together, they say the short sound of e rather than the long sound of e.
5. There are many times this happens in words, such as the following:
 - a. bread
 - b. head
 - c. read (past tense of the verb *to read*)
 - d. ready
 - e. wealth

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to page 33 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
<u>All</u>				
1. head	head			
2. lead	lead (lead pipe)			
3. bread	bread			
4. ready	read-y			
5. wealth	wealth			
6. headed	head-ed			
7. dealt	dealt			
8. health	health			
9. healthy	health-y			
10. wealthy	wealth-y			

*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
<u>Extension</u>				
11. zealous*	zeal-ous	_____		_____
12. weather*	weath-er	_____		_____
13. stealthy*	stealth-y	_____		_____
14. pleasant*	pleas-ant	_____		_____
15. jealous*	jeal-ous	_____		_____
<u>Optional</u>				
16. busy	bus-y	_____		_____
17. heedful	heed-ful	_____		_____
18. reliable	re-li-a-ble	_____		_____
19. steadfast	stead-fast	_____		_____

*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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. Their lived an men named Telemachus
2. telemachus was a monk who lived inn Rome
3. 1 day telemachus went too rome
4. Telemachus see the gladiators fighting

Extension

5. he hated two sea this bad sport?
6. Won of the gladiators killed him

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|----------|-------|
| 1. heud | head |
| 2. lead | leed |
| 3. bread | breed |
| 4. reedy | ready |

Character	Focus:
Antonyms	for dili-
gence	-- laziness,
slothful,	slackness,
inactivity.	

Teacher Tip: It is especially difficult for new writers to look at a large blank area and realize that he has to fill that space! Take his original essays one sentence at a time, and write for him, if needed. Do whatever you can do to make his early writing experiences positive---and build a love for reading and writing in him early!

5. wealth	weelth
6. heeded	headed
7. deelt	dealt
8. health	heelth
9. healthy	heelthy
10. weelthy	wealthy

Further Study: Study how the United States established an official holiday called Thanksgiving in honor of the Pilgrims who diligently sought God.

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. zealous	zealus
12. weather	wether
13. stelthy	stealthy
14. pleasant	plesant
15. jealous	jelous

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

Character Focus:
Synonyms for diligence
-- earnest, persistent,
h a r d - w o r k i n g ,
studious.

16. buzy	busy
17. headful	heedful
18. reliable	releable
19. steadfast	stedfast

Further Study: Make a list of ways Jesus showed diligence.

5. Study Skills/Prewriting: Outline Informative/Comparative Essay

- <> 5a. Read this week's passage aloud with your teacher.
- <> 5b. This week you will be writing a one paragraph informative report about an animal/insect that is described in the Bible as a good comparison to something. Follow these steps in writing the outline for your report:
- (1) Choose one of the animals listed below (or another one that you or your teacher think of) that is often used as a good comparison in the Bible.
 - a. sheep
 - b. deer
 - c. ant
 - d. eagle
 - (2) You will just be writing a factual paragraph about the animal -- then you can use the information in the Bible about your animal/insect (the good comparison) as your opening sentence(s) or your closing sentence(s), as desired.
 - (3) Take notes about your animal/insect, following these steps:
 - a. Find the Scripture that you will either open or close your report with first.
 - i. Read this verse with your teacher. This will help you know what all you want to include in your paragraph about your animal.
 - ii. Have your teacher write the verse and reference (or write it yourself) in the "foundation" of your Paragraph House
 - b. With your teacher, look up the animal you chose in a book, encyclopedia, or online source. You might find information in one of the following sources:
 - i. *Creation Corner Coloring Book*
 - ii. *Character Sketches* book
 - iii. *Ninety-Five Animals of the Bible*
 - iv. Animal atlas or encyclopedia type source
 - c. Read your source with your teacher and mark with a highlighter or sticky notes anything you think you might want to include in your essay. Keep these tips in mind:
 - i. You **are only going to write one paragraph**, so you can not write about every aspect of your animal.
 - ii. You will just want to introduce your animal/insect and tell some major details of it -- such as where it lives, its size, and anything that pertains to the Bible passage that you will open or close with (i.e. how sheep graze; how ants work; how eagles fly; etc.).
 - iii. Do not worry about getting each step in the exact order.
 - 1) If you remember something later that needs put in, just write it wherever you are on the lines.
 - 2) Before you write you will number your notes in the exact order you want them in your paragraph.
 - d. When you have your Scripture Opening (foundation) and the body (squares) filled in, add a line of notes to the "attic." Plan to sum up your paragraph or restate the comparison in this spot.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in that the grammar they are learning can be used in their writing.)

Further Study: Journal about how Proverb 6:6-11 applies to you. Pray about how you can apply it in your life.

- (4) Keep these tips in mind while making your notes:
 - a. Plan for each line to be one sentence in your report.
 - i. **Basic** Students: Plan to write **four sentences**.
 - ii. **Extension** Students: Plan to write **six sentences**.
 - b. If you find something in your research that you think you want to use in your opening or closing (whichever one you did not already decide to put your verse in), go to that section and write those notes there.
- (5) Fill in the Informative Paragraph House for you animal with the information you find in your notes.
- (6) Once the foundation is filled in with an opening sentence and the squares are filled in with the body of you paragraph, decide what you will say for your Closing Sentence -- repeating what the Bible says about your animal/insect.

Sample Informative Paragraph House

Closing Sentence <u>Just like sheep</u> <u>hear shepherd --> Christians hear our shepherd</u>		Paragraph Topic <u>sheep</u>
Supporting Sentence: <u>Sheep wanders away</u> <u>from flock</u> 	Supporting Sentence: <u>Not thinking</u> <u>Just eating grass</u> 	
Supporting Sentence: <u>Gets lost; doesn't know</u> <u>where it is</u> 	Supporting Sentence: <u>Hears shepherds voice;</u> <u>runs in that direction</u> 	

Opening Sentence (verse): "My sheep hear my voice, and I know them, and they follow me." -- John 10:14

My Paragraph House Outline -- Basic

<p>Closing Sentence</p> <hr/>		<p>Paragraph Topic</p> <hr/>
<p>Supporting Sentence:</p> <hr/> <hr/> <hr/> <hr/>	<p>Supporting Sentence:</p> <hr/> <hr/> <hr/> <hr/>	
<p>Supporting Sentence:</p> <hr/> <hr/> <hr/> <hr/>	<p>Supporting Sentence:</p> <hr/> <hr/> <hr/> <hr/>	
<p>Opening Sentence (verse):</p> <hr/> <hr/>		

My Paragraph House Outline -- Extension

<p>Closing Sentence</p> <p>_____</p> <p>_____</p>			<p>My Topic: _____</p>
<p>Supporting Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Supporting Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Supporting Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Supporting Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Supporting Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Supporting Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Opening Sentence (verse): _____</p> <p>_____</p>			

6. Write On: Sequencing Words

- <> **6a.** Read this week's passage aloud with your teacher.
- <> **6b.** In the Read Only box of the passage, highlight the word *Next*.
1. These words are called **sequencing words**.
 2. They **show the order in which something happened**.
 3. They **tell you what happened in what order**.
 4. This week, when you are writing your essay, maybe you can use a sequencing word.
 5. There are many sequencing words you may use in your essay, such as the following:
 - a. Then,
 - b. First,
 - c. Second,
 - d. Third,
 - e. Next,
 - f. Lastly,
 - g. Finally,
 6. When you add a sequencing word to the beginning of a sentence, you usually put a comma after it. Your teacher will help you with that in your essay this week.

7. Optional Spelling Practice: Six "S" Spelling Secret

- <> **7a. Optional:** Take a Spelling Pre-Test in your notebook.
- <> **7b. Optional:** 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 that you misspelled in your pre-test.
- <> **7c. Optional:** 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.)

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 have 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.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

8. Composition and Revising: Writing a Rough Draft Informative/ Comparative Essay

<> **8a.** Read this week's passage with your teacher:

<> **8b.** Using your notes from earlier this week, write your informative/Comparative animal/Insect essay following these steps:

- a. Read through your notes with your teacher to see if you need to add anything or take out anything. (Be sure to be thorough in checking your notes!)
- b. Look carefully at your notes to see if you have them in the order you want them in. If they are not in the right order, number them however you want them in your report. Be sure to write clear numbers that you will see when you are writing.
- c. When you have your notes completely filled in and in order, read the opening sentence line of notes and consider how you want that sentence worded.
- d. Practice reading your sentence aloud until it sounds the way you want it to sound.
- e. Indent one finger space, and write your first sentence on the lines provided. (Or have your teacher write it as you dictate it to her.)
- f. Continue in that manner for all of your notes.

Note: Be sure to indent the first sentence of your first paragraph.

Sample Informative/Comparative Paragraph

"My sheep hear my voice, and I know them, and they follow me," John 10:14. One day a sheep wandered away from the flock. He wasn't thinking but just ate grass until he was far away. Before he knew it, he was lost and didn't know where he was. Then he heard his shepherd's voice and ran towards it. Just like the sheep heard its shepherd Christians hear our shepherd.

[illegible]

[illegible]

9. Grammar: Prepositions

<> 9a. In the passage, highlight the following words:

Paragraph One:

1. into
2. through
3. to

Paragraph Two:

4. in
5. from
6. in
7. in
8. of

We call these words prepositions. Prepositions are words that show position. You can remember what prepositions are if you remember this rhyme: **Prepositions show position.**

<> 9b. Another way you can remember prepositions is to do 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:
 - 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
4. There is one preposition that is somewhat confusing. It is the preposition *to*.
5. The word *to* is usually used as a preposition: The toy went **to** the tube.
6. Sometimes it is not used as a preposition.
7. **When the word *to* is followed by a verb, it is a special verb, called an infinitive—not a preposition:**
 - a. **to** write
 - c. **to** run
 - b. **to** read
 - d. **to** jump

You can also learn prepositions by seeing if the word in question fits into one of two Preposition-Check Sentences:

1. The angel flew _____ the clouds.
2. The girl prayed _____ the service.

<> 9c. (T) Put your bathroom tissue tube and character in a little baggie, and keep them for future preposition practice.

<> 9d. (T) Memorize the rhyme below and recite it to your teacher:

Prepositions show position.

- <> 9e. (T) Practice prepositions with your bathroom tissue tube and toy until you can recite prepositions to your teacher.

Basic Level: Recite ten prepositions.

Extensions: Recite fifteen prepositions.

- <> 9f. In the sentences provided, highlight the prepositions.

Note: Some sentences have more than one preposition.

Example: It shows the goodness of Christ.

1. It is the basis for success.
2. We cannot do well without it.
3. The ear is made early in the womb.
4. We know things work together for good.
5. Much is dependent upon alertness.
6. You should be attentive in prayer.
7. Work on a character quality for the week.
8. We should listen to sermons.
9. They gathered to hear words of Jesus. (*To hear is special verb called an infinitive—to + verb.*)
10. Jesus was alert to each person.
11. We need to train our eyes to see things that are good for us. (*To train and to see are infinitives.*)
12. The mountains offered a place of quietness.
13. Jesus was moved with compassion.
14. Moses went onto Mount Sinai.
15. Errors of focusing can happen.
16. In feeding the five thousand, the disciples showed alertness.
17. The disciples gathered the rest of the bread and fish.
18. Without the Scriptures, man uses math for wrong reasons.
19. Without words of hope, Washington's men may have failed.
20. In His ministry, Jesus told the disciples to pray. (*To pray is an infinitive.*)
21. After the flood, Noah and his family repopulated the earth.
22. It was during 1776.
23. It was Christmas along the Potomac.
24. The essay was written by Thomas Paine.
25. The pen can be used for good.

- <> 9g. **Optional:** In your notebook, write sentences with prepositions, highlighting the prepositions.

Basic Level: Write eight sentences.

Extension: Write ten sentences.

Further Extension: Write twelve sentences using information from a character book or another source.

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: *bee*, *be*

<> **10f.** In the passage, highlight the word *be*.

1. The word *be* has a Wacky Word partner that sounds the same.
2. Its WW partner is the word *bee*.
3. Of course, *be* is a Be, a Helper, Link verb.
4. The word *bee* is an insect that stings.

<> **10g.** On the lines provided, write two sentences using *be* and *bee*.

Sentences using *be* and *bee*

1. _____

2. _____

11. Optional Spelling Practice: Write That Word!

<> **11a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **11b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

12. Spelling: Spelling Test

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extension

11. _____ 12. _____
13. _____ 14. _____
15. _____

Optional

16. _____ 17. _____
18. _____ 19. _____

Review Words

_____	_____
_____	_____
_____	_____
_____	_____

<> **12c.** Have your teacher check your Spelling Test.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** Read this week's passage aloud with your teacher.

<> **13b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

During the _____
_____ history when _____
Romans _____ ruling other lands,
_____ lived a _____
named Telemachus. Telemachus _____ a monk
_____ lived _____
Rome. _____ monk _____
a _____ who lived away from others
_____ after
_____ Even though Telemachus *sought* after
_____, _____ thought
maybe _____ should
_____ *doing* more _____
God _____.

Extension

Telemachus _____ to Rome. The Romans
_____ having gladiator fights since
_____ just _____

_____ battles. They
_____ ready _____
“celebrate.” Telemachus _____
_____ gladiators fighting.
_____ to
_____ this _____
sport.

<> **13c.** Review your dictation with your teacher.

<> **13d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week’s Spelling Lesson.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 -- Extension

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 -- Extension

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

Interjection Rhyme -- Extension

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 _____

Green 6-Pre A: Week Four

Character Focus: Diligence

Vocabulary Box

Words related to **diligent--adjectives**

attentive	aware	busy
careful	detailed	engrossed
exact	hard working	heedful
intent	keen	lively
ordered	organized	painstaking
prudent	purposeful	reliable
responsible	rigorous	steadfast
thorough	trustworthy	watchful

Vocabulary Box

Words related to **lazy--adjectives**

aimless	dull	idle
inactive	listless	neglectful
pointless	shiftless	shirking
slacking	slow-moving	sluggish

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Once there was a group of people in England who wanted to seek after God. These people moved to Holland to be free to worship. Then in Holland, they had the same problems they did in England, so they left there too. This time they decided to go far away to a place they called the New World.
Extension	These people were the Pilgrims. They were on the ship called the <i>Mayflower</i> for over two months. Many got sick. Some even died.
Read Only	Once they got to the New World, they faced many hardships. They often went hungry. They were cold. Many of their people died. <i>Character Connection Coloring Book</i>

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

1. This passage is about the sacrifices that the Pilgrims had to make when they wanted to worship God.
2. **The Pilgrims were people who diligently sought after God.**
3. They sought him so diligently that they even left their homes and went through many dangers to know and worship God more.

<> 1b. In the passage, highlight the word *hardships*.

1. The word *hardships* means bad times or difficulties.
2. **The Pilgrims went through many *hardships* to come to the New World.**
3. Of course, you probably already know that the New World they came to later became the United States.

<> 1e. On the lines provided, copy this week's passage at the level directed by your teacher.

[illegible]

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Further Study: Read five Proverbs and look for words that show diligence.

[illegible]

<> 1f. Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: *Or* Says *er*

Examples: word, work

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the first copy box of the passage, highlight the word *World*.

1. Usually the sound of *er* is made by combining an *e* and an *r*--as in *er*.
2. This week you will learn words that sound like *er* but are spelled with an *or* instead.
3. There is a *w* trick for these words too!
4. Most of the words that have the *er* sound spelled with *or* begin with a *w*!
 - a. word
 - b. work
 - c. world
 - d. worry
 - e. worm

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to page 30 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.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum suggests, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

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 above are unusual spellings for the *er* sound.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. work	work			
2. word	word			
3. world	world			
4. worm	worm			
5. worry	wor-ry			
6. words	words			
7. wormy	worm-y			
8. working	work-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
<u>Extension</u>				
9. worldly	world-ly			
10. worth	worth			
11. workman	work-man			
12. worthy	worth-y			
<u>Optional</u>				
13. aimless	aim-less			
14. dull	dull			
15. listless	list-less			
16. idle	i-dle			

***Commonly Misspelled**

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

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. their was a group off people inn england
2. Thay wanted too seek after god
3. These people moved two holland too bee free 2 worship
4. This time thay decided two go far away?
5. These peeple was the pilgrims

Extension

6. Thay was on the ship called the *mayflower* four over to months.
7. manny got sick
8. sum even dyed on the ship

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. work

worke

2. worde	word
3. worlId	world
4. worme	worm
5. worry	worry
6. wordse	words
7. wormy	wormmy
8. workking	working

Further Study: Make a list of how you have seen diligence in your family members. Share the list with your family.

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

9. worldy	worldly
10. worth	worthe
11. workman	workmane
12. worthy	worthly

<> **4c. Optional:** Circle or highlight the correct spelling of each **optional** word.

13. aimless	aimeless
14. dulle	dull
15. listless	lisstless
16. idle	idel

Further Study: Study about the hummingbird in *Character Sketches*, Volume II, pages 41-48 and identify how it illustrates diligence.

5. Composition and Revising: Complete the Checklist Challenge

<> **5a.** Read this week's passage with your teacher:

<> **5b.** Complete the following steps in last week's rough draft of your essay, using the Checklist Challenge.

- (1) Do each one of each item for each sentence or paragraph you wrote, as indicated in the Checklist Challenge.
- (2) Highlight each item you put in your essay as you complete it.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of you student! Do not be concerned with helping him too much or "giving him the answers"! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as 'kind.'"), guiding him with questions ("What do ou think you could put it for walk here?"), or giving him choices ("Why don't you try one of these: pretty, beautiful, lovely, gorgeous?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

Further Study:
Describe how you have shown diligence in the last twenty-four hours.

6. Grammar: Pronouns

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** In the first copy box of the passage, highlight the word *they*.

1. You may have already learned that a noun is one of the following:
 - a. Person: girl, boy, teacher, mother
 - b. Place: city, yard, room, zoo, garden
 - c. Thing: dog, toy, car, swing
 - d. Idea: love, hope, fairness
2. This week you will learn words that are used to take the place of nouns.
3. These words are called **pronouns**.
4. *Pro* means for, so **pronoun is for a noun**.
5. A pronoun takes the place of a noun.
6. You may use a pronoun in your writng to take the place of a noun, such as in the following:
 - a. girl--she, her
 - b. boy--he, him
 - c. parents--they, them

d. kids--we, us

e. dog--it

7. In writing with pronouns, you have to be careful that you tell who or what the noun is before you use the pronoun.

8. Read the paragraph below to see how you need to use nouns and pronouns in your writing. You will not know who or what the paragraph is talking about since it only has pronouns!

He was told to bring it. They did not use them. They carried it on a cart. He told them how to carry it. They didn't listen.

9. In order to write with pronouns, you must use nouns first.

<> **6c.** In the sentences provided, highlight all of the pronouns:

1. She wanted to worship God.

2. He did too.

3. They went somewhere else.

4. They went to a free place.

5. We should worship God.

6. We are free.

7. I am free to worship.

8. You are free too.

Further Study: Study diligence in *The Power of True Success*, pages 71-72.

Further Study: Make a list of songs that describe diligence.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

Further Study: Make a list of Bible characters who showed diligence.

7. Optional Spelling Practice: Six “S” Spelling Secret

<> **7a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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. Grammar and Comprehension: Prepositional Phrases

<> **8a.** If you do not remember what you learned earlier this week about prepositions, get out your bathroom tissue tube and toy and review them.

<> **8b.** (T) How many prepositions can you say from memory to your teacher?

<> **8c.** Practice the rhyme: **Prepositions show position.**

1. Do you remember learning about the main subject of the sentence last week?
2. One of the reasons it is so important to learn prepositional phrases is because the simple subject of the sentence is never found in a prepositional phrase.
3. If you learn to recognize prepositional phrases, you can isolate them in your sentences and easily find the subjects without those extra words of the sentence getting in your way.
4. This is especially helpful later when you write longer sentences and you get confused about matching up the subject with the verb.
5. **A phrase is a group of words that is not a complete sentence.**
6. **The preposition is the first word of a part of the sentence called the prepositional phrase.**
7. **A prepositional phrase is a group of words that begins with a preposition and ends with the object of the preposition (a noun or pronoun).**

<> **8d.** In the passage, place parentheses around the following prepositional phrases:
Paragraph One:

- | | |
|---------------|---------------|
| 1. of people | 2. in England |
| 3. after God | 4. to Holland |
| 5. in Holland | 6. in England |

7. to a place
Paragraph Two:
8. on the ship 9. for over two years
Paragraph Three:
10. to the New World 11. of their people

Do you see that all the groups of words in the list above are prepositional phrases? (Prepositional phrases are called PP's for short.) Each one starts with a preposition and ends with the object of the preposition.

You can tell when the prepositional phrase ends because it ends with a noun or a pronoun--the object of the prepositional phrase. For example, in the PP *of people*, the PP starts with the preposition *of* and ends with the noun *people*.

<> **8e.** In the list given in 11d, highlight the last word of each of the prepositional phrases.

Did you highlight *people, England, God, Holland, Holland, England, place, ship, months, New World, people*? **Each of these words is the object of the prepositional phrase --the last word in the PP.**

<> **8f.** Look back in the first two paragraphs of the passage, and use the prepositional phrases to answer the following questions:

Example: Where will we spend eternity? in heaven

1. There was what? _____
2. Were were the people? _____
3. They wanted to seek how? _____
4. The people moved where? _____
5. They had the same problems where? _____
6. The same problems where? _____
7. They decided to go where? _____

<> **8g.** In the sentences provided, highlight the prepositions. **Futher Extension:**
Place parentheses around the prepositional phrases.

Example: It was (**in** 1776).

1. It was Christmas night along the Potomac.
2. General Washington prepared for winter quarters.
3. He set camp at Trenton.
4. Washington thought of a plan.
5. He would cross the Delaware nine miles above the enemy.
6. The spirits of his men were low.
7. Washington read an essay to his men.
8. It was written by Thomas Paine.

9. The essay, "The Crisis," was encouraging to his men.
10. The next battles were good for Washington.
11. It was because of the pamphlet.
12. Washington had read it to his men.
13. They were encouraged by it.
14. It talked about going through hard times.
15. It talked about doing good.
16. It talked about helping your country.
17. By the Lord's grace, they did it.
18. The pen can be used for good.
19. It can also be used for bad.

<> 8h. Optional: Write sentences with prepositional phrases, and place parentheses around the prepositional phrases.

Basic Level: Write eight sentences.

Extension: Write ten sentences.

Further Extension: Write twelve sentences.

9. Composition and Revising: Final Copy of Your Informative/ Comparative Essay

<> 9a. Read this week's passage aloud with your teacher.

<> 9b. You may write the final copy of your essay in any of the following ways:

- (1) Write it in your own handwriting on the lines provided.
- (2) Write it in you own handwriting in a minit book.
- (3) Have your teacher copy it in a minit book.
- (4) Have your teacher type your essay on the computer.

[illegible]

[illegible]

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: than, then

<> **10a.** In the first paragraph of the passage, highlight the word *Then*.

1. The word *then* has a Wacky Word partner that is not spelled like it is and does not sound exactly like it does.
2. The word *then's* WW partner is the word *than*.
3. Don't they look a lot alike?
4. Just one little letter makes the difference.
5. The word **then** means **next**.
6. The word **than** is a comparing word, like *The corn is taller **than** last year at this time.*
7. Or *Joe is older **than** John.*
8. If you remember that **then** has an e in it just like **next**, you will remember to use *then* when you mean *next*.
9. And you will use *than* when you want to compare things.

<> **10b.** Fill in the blanks of the sentences with the right word--*then* or *than*.

1. _____ the Pilgrims went to the New World.
2. They hoped it would be better _____ Holland.
3. They found that Holland was not safer _____ England.
4. _____ they got on the *Mayflower*.

11. Optional Spelling Practice: Write That Word!

<> **11a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **11b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

12. Spelling: Spelling Test

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____

Extension

9. _____	10. _____
11. _____	12. _____

Optional

13. _____	14. _____
15. _____	16. _____

Review Words

<> **12c.** Have your teacher check your Spelling Test.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** Read this week's passage aloud with your teacher.

<> **13b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

(3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

Once _____

a group _____ people

_____ England _____

wanted _____

after _____. These people moved

_____ Holland _____

_____ worship.

Holland, they _____

_____ same problems

_____ in

England, _____ they left

_____.

_____ they

decided _____

_____ away _____ a

place _____ called

_____ New World.

Extension

_____ people

_____ Pilgrims.

_____ on the

_____ called the *Mayflower*

_____ over _____ months.

Many _____.

_____ even _____.

<> **13c.** Review your dictation with your teacher.

<> **13d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling 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.)

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 6-Pre A: Weeks Three & Four

Character Focus: Diligence

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

To be completed during week four

☐ 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

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

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

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

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

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.

All

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

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 Lord Is My Shepherd
- Something comical: Baa... Baa...
- Something bold: Diligence!
- A song title or line: “I Just Wanna Be a Sheep”

- A Scripture: Go to the Ant
- A Scripture: On Eagle's Wings
- Something about character: Alert Ant
- Something else: Watch Her Work

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

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
like	walk	great	wonderful	fine	said
bad	little	want	see	go	become
look	ask	sit	think	soft	fast
lot	many	find	slow		

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

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*.**

E

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*.)**

E

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.**

All

Edit your sentences with your teacher. Make sure you have done all of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 -- Extension

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 _____

Teacher's Helps

Green 6-Pre A

Character Focus: Diligence

Lesson Plans and Answer Keys

Lesson Plans

Green 6-Pre A: Week One

For a Five-Day Week

Character Focus: Diligence

Day One																																					
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<p>1. Copying and Comprehension: Passage and Vocabulary</p> <p style="text-align: center;">Read Only</p> <p>The hornbill mates and then the two birds build their nest together. However, the hornbill's nest is different from all other birds' homes. Most birds build their nests out of grass and twigs in the branches of a tree, but not the hornbill. The hornbill creates its nest in a hollow tree or small cave. It uses a kind of mud to make the front of its nest, so that no other animals can get in. Before the nest is done, the mother climbs inside, and the father seals her in so that only her beak sticks out.</p> <p style="text-align: center;">All</p> <p>The mother will stay inside until all of her eggs are laid and hatched and the young are ready to leave the nest. The father hornbill has to bring that mother all of her food. He also has to bring their little offspring food after they are hatched. The family is completely dependent upon the father bird for their food. The male hornbill must work all of the time in order to get food for all of them.</p> <p style="text-align: center;">Extension</p> <p>This father bird does not do it for one day only. He does this for weeks and weeks. If he doesn't, the mother and chicks will die. Though it might be hard, he must stay with the job until the chicks are ready to leave.</p> <p>2. Spelling: Letter a Says Short o Sound Examples: talk, small, all</p> <p style="text-align: center;">All</p> <table style="width: 100%; border: none;"> <tr> <td>1. talk</td> <td>2. ball</td> <td>3. what</td> </tr> <tr> <td>4. fall</td> <td>5. fawn</td> <td>6. bawl</td> </tr> <tr> <td>7. water</td> <td>8. watch</td> <td>9. also</td> </tr> <tr> <td>10. always</td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">Extension</p> <table style="width: 100%; border: none;"> <tr> <td>11. vault</td> <td>12. sauna</td> <td>13. pauper</td> </tr> <tr> <td>14. naughty</td> <td>15. gaunt</td> <td>16. brawny</td> </tr> </table> <p style="text-align: center;">Optional</p> <table style="width: 100%; border: none;"> <tr> <td>17. attentive</td> <td>18. careful</td> <td>19. exact</td> </tr> <tr> <td>20. intent</td> <td></td> <td></td> </tr> </table>		1. talk	2. ball	3. what	4. fall	5. fawn	6. bawl	7. water	8. watch	9. also	10. always			11. vault	12. sauna	13. pauper	14. naughty	15. gaunt	16. brawny	17. attentive	18. careful	19. exact	20. intent														
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3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Alphabetizing

Day Three

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Vocabulary/Structural Analysis: Wacky Words

9. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

10. Grammar: Prepositions

11. Optional Spelling Practice: Write That Word!

12. Spelling: Spelling Test

Day Five

13 Dictation: Dictation Quiz

All

_____ mother _____ stay inside until _____ her eggs
 _____ laid _____ hatched _____ young are ready
 _____ leave _____. _____ father hornbill _____
 _____ bring _____ mother _____ food.
 _____ also has _____ their little offspring _____ after
 they _____ hatched. _____ family _____ completely dependent
 _____ father _____ their _____. The _____
 hornbill _____ all _____ time _____ order
 _____ food _____ all _____ them.

Extension

This _____ bird does _____ it for _____
 only. _____ does _____ weeks _____ weeks. If _____
 doesn't, _____ and chicks _____ die. Though _____
 might _____ hard, _____ must stay with _____ until the
 _____ are ready _____ leave.

14. Composition: Final Copy of Sentences

15. Grammar: Weekly Quiz

Lesson Plans

Green 6-Pre A: Week One

For a Four-Day Week

Character Focus: Diligence

Day One

Vocabulary Box

Words related to **diligent** -- *adjectives*

attentive	aware	busy
careful	detailed	engrossed
exact	hard working	heedful
intent	keen	lively
ordered	organized	painstaking
prudent	purposeful	reliable
responsible	rigorous	steadfast
thorough	trustworthy	watchful

Vocabulary Box

Words related to **lazy** -- *adjectives*

aimless	dull	idle
inactive	listless	neglectful
pointless	shiftless	shirking
slacking	slow-moving	sluggish

1. Copying and Comprehension: Passage and Vocabulary Read Only

The hornbill mates and then the two birds build their nest together. However, the hornbill's nest is different from all other birds' homes. Most birds build their nests out of grass and twigs in the branches of a tree, but not the hornbill. The hornbill creates its nest in a hollow tree or small cave. It uses a kind of mud to make the front of its nest, so that no other animals can get in. Before the nest is done, the mother climbs inside, and the father seals her in so that only her beak sticks out.

All

The mother will stay inside until all of her eggs are laid and hatched and the young are ready to leave the nest. The father hornbill has to bring that mother all of her food. He also has to bring their little offspring food after they are hatched. The family is completely dependent upon the father bird for their food. The male hornbill must work all of the time in order to get food for all of them.

Extension

This father bird does not do it for one day only. He does this for weeks and weeks. If he doesn't, the mother and chicks will die. Though it might be hard, he must stay with the job until the chicks are ready to leave.

2. Spelling: Letter a Says Short o Sound

Examples: talk, small, all

All

- | | | |
|------------|----------|---------|
| 1. talk | 2. ball | 3. what |
| 4. fall | 5. fawn | 6. bawl |
| 7. water | 8. watch | 9. also |
| 10. always | | |

Extension

- | | | |
|-------------|-----------|------------|
| 11. vault | 12. sauna | 13. pauper |
| 14. naughty | 15. gaunt | 16. brawny |

Optional

- | | | |
|---------------|-------------|-----------|
| 17. attentive | 18. careful | 19. exact |
| 20. intent | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Alphabetizing

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Vocabulary/Structural Analysis: Wacky Words

Day Three

9. Composition and Revising: Complete the Checklist Challenge for Sentences

10. Grammar: Prepositions

11. Optional Spelling Practice: Write That Word!

Day Four

12. Spelling: Spelling Test

13 Dictation: Dictation Quiz

All

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Extension

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 _____ are ready _____ leave.

14. Composition: Final Copy of Sentences

15. Grammar: Weekly Quiz

Answer Keys Green 6-Pre A: Week One

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. when we need food, wee say we is hungry
1. When we need food, we say we are hungry.

2. when we need water, wee sa we are thirsty
2. When we need water, we say we are thirsty.

3. This means that we shuld be hungry four god
3. This means that we should be hungry for God.

4. We shuld bea thirsty four him, two.
4. We should be thirsty for Him, to.

Extension

5. he was hungry and thirsty 4 god
5. He was hungry and thirsty for God.

6. david would sang his songs too god
6. David would sing his songs to God.

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 rather than inserting a period and starting a new sentence. Be glad he can use semicolons correctly!

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. **Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|---------|------|
| 1. talk | tolk |
| 2. bal | ball |
| 3. wat | what |
| 4. fall | fal |
| 5. fawn | faun |

6. baul	bawl
7. water	watur
8. watch	wach
9. allso	also
10. always	allways

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. vault	vawlt
12. sauna	sawna
13. pawper	pauper
14. nawght	naught
15. guant	gaunt
16. brawny	brauny

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. atentive	attentive
18. careful	carful
19. exakt	exact
20. intent	intant

6. Grammar: Alphabetizing

<> **6c.** Complete the steps listed above to alphabetize the words you highlighted in the passage:

1. hornbill 5
2. build 2
3. nest 7
4. tree 8
5. cave 3
6. mud 6

7. front 4

8. animals 1

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: are, our

<> **8b.** Fill in the blanks of the sentences below with the right word, either **are** or **our**.

1. That is our teacher.

2. We are coming for dinner.

3. We are going to our cousin's house.

Lesson Plans

Green 6-Pre A: Week Two

For a Five-Day Week

Character Focus: Diligence

Day One																									
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Words related to diligent -- <i>adjectives</i> attentive aware busy careful detailed engrossed exact hard working heedful intent keen lively ordered organized painstaking prudent purposeful reliable responsible rigorous steadfast thorough trustworthy watchful </div> <div style="border: 1px solid black; padding: 5px;"> Vocabulary Box Words related to lazy--<i>adjectives</i> aimless dull idle inactive listless neglectful pointless shiftless shirking slacking slow-moving sluggish </div> <p>1. Copying and Comprehension: Passage and Vocabulary</p> <p>All</p> <p>The ant is a tiny insect. The biggest ant is two inches long. The smallest ant is smaller than a period at the end of a sentence.</p> <p>Extension</p> <p>Even though ants are small, the amount of work they do is big. Actually, an ant may make as many as four trips back and forth to get its food in one day. If a human walked that far in a day, he would walk almost seventy miles!</p> <p>Read Only</p> <p>Ants are known for their hard work. They are able to work for years and years. The Bible says that we should look at ants to see how to be diligent.</p> <p>2. Spelling: Ng Sounds</p> <p>Examples: sing, long</p> <p>All</p> <table style="width: 100%;"> <tr> <td>1. long</td> <td>2. hang</td> <td>3. wing</td> </tr> <tr> <td>4. ping</td> <td>5. sing</td> <td>6. rung</td> </tr> <tr> <td>7. clang</td> <td>8. sting</td> <td>9. slang</td> </tr> <tr> <td>10. bring</td> <td></td> <td></td> </tr> </table> <p>Extension</p> <table style="width: 100%;"> <tr> <td>11. hanger</td> <td>12. anger</td> <td>13. stinger</td> </tr> <tr> <td>14. strong</td> <td></td> <td></td> </tr> </table> <p>Optional</p> <table style="width: 100%;"> <tr> <td>15. prudent</td> <td>16. aware</td> <td>17. keen</td> </tr> <tr> <td>18. rigorous</td> <td></td> <td></td> </tr> </table> <p>3. Editor Duty: Correct Given Sentences</p>	1. long	2. hang	3. wing	4. ping	5. sing	6. rung	7. clang	8. sting	9. slang	10. bring			11. hanger	12. anger	13. stinger	14. strong			15. prudent	16. aware	17. keen	18. rigorous			
1. long	2. hang	3. wing																							
4. ping	5. sing	6. rung																							
7. clang	8. sting	9. slang																							
10. bring																									
11. hanger	12. anger	13. stinger																							
14. strong																									
15. prudent	16. aware	17. keen																							
18. rigorous																									
Day Two																									
<p>4. Optional Spelling Practice: Choose the Correct Spelling</p>																									

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Ly Openers

Day Three

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Vocabulary/Structural Analysis: Wacky Words

9. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

10. Optional Spelling Practice: Write That Word!

11. Spelling: Spelling Test

Day Five

12. Dictation: Dictation Quiz

All

_____ ant _____ tiny insect. _____ biggest
 _____ inches long. _____ smallest ant
 _____ smaller than _____ period _____
 _____ of a sentence.

Extension

Even though _____ small, _____
 amount _____ work _____ is _____.
 Actually, an _____ make as many as
 _____ trips _____ and forth _____
 _____ in _____ day. If a
 human walked _____ in a _____, he
 _____ almost seventy _____!

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Lesson Plans

Green 6-Pre A: Week Two

For a Four-Day Week

Character Focus: Diligence

Day One

Vocabulary Box

Words related to **diligent** -- *adjectives*

attentive	aware	busy
careful	detailed	engrossed
exact	hard working	heedful
intent	keen	lively
ordered	organized	painstaking
prudent	purposeful	reliable
responsible	rigorous	steadfast
thorough	trustworthy	watchful

Vocabulary Box

Words related to **lazy** -- *adjectives*

aimless	dull	idle
inactive	listless	neglectful
pointless	shiftless	shirking
slacking	slow-moving	sluggish

1. Copying and Comprehension: Passage and Vocabulary

All

The ant is a tiny insect. The biggest ant is two inches long. The smallest ant is smaller than a period at the end of a sentence.

Extension

Even though ants are small, the amount of work they do is big. Actually, an ant may make as many as four trips back and forth to get its food in one day. If a human walked that far in a day, he would walk almost seventy miles!

Read Only

Ants are known for their hard work. They are able to work for years and years. The Bible says that we should look at ants to see how to be diligent.

2. Spelling: Ng Sounds

Examples: sing, long

All

- | | | |
|-----------|----------|----------|
| 1. long | 2. hang | 3. wing |
| 4. ping | 5. sing | 6. rung |
| 7. clang | 8. sting | 9. slang |
| 10. bring | | |

Extension

- | | | |
|------------|-----------|-------------|
| 11. hanger | 12. anger | 13. stinger |
| 14. strong | | |

Optional

- | | | |
|--------------|-----------|----------|
| 15. prudent | 16. aware | 17. keen |
| 18. rigorous | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Ly Openers

7. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

8. Vocabulary/Structural Analysis: Wacky Words

9. Composition and Revising: Complete the Checklist Challenge for Sentences

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Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

_____ ant _____ tiny insect. _____ biggest
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Extension

Even though _____ small, _____
 amount _____ work _____ is _____.
 Actually, an _____ make as many as
 _____ trips _____ and forth _____
 _____ in _____ day. If a
 human walked _____ in a _____, he
 _____ almost seventy _____!

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Answer Keys Green 6-Pre A: Week Two

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

<> 1f. On the lines beside each word listed below, write an antonym (word that means the opposite or almost the opposite) from the list given:

on	close	dry	stand	asleep
raw	big	hot	over	dirty

1. small big

2. off on

3. open close

4. cold hot

5. clean dirty

6. under over

7. awake asleep

8. sit stand

9. cooked raw

10. wet dry

3. Editor Duty: Correct Given Sentences

<> 3b. Correct the mistakes in the sentences provided.

All

1. The aunt are a little insect.

1. The ant is a little insect.

2. The biggest aunt is too inches long.

2. The biggest ant is two inches long.

3. the amount off work aunts do is big

3. The amount of work ants do is big.

4. aunts is known four there hard work

4. Ants are known for their hard work.

Extension

5. they is able too work four years and years

5. They are able to work for years and years.

6. The bible says that wee should look at aunts too be diligent?

6. The Bible says that we should look at ants to be diligent.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. Optional: Circle or highlight the correct spelling of each **All** word.

1. lonng long

2. hang hanng

3. wing winng

4. pinng ping

5. sing sinng

6. runng rung

7. clang clanng

8. sting stinng

9. slanng slang

10. bring brinng

<> 4b. Optional: Circle or highlight the correct spelling of each **Extension** word.

11. hanger hangar

12. angur anger

13. stinger stingar

14. **strong** strongg

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

15. prudant **prudent**

16. awar **aware**

17. kean **keen**

18. **rigorous** rigorous

6. Grammar: Ly Openers

<> **6c.** In the phrases provided, highlight the ly opener at the beginning of each one.

1. **Truly**, the ant is a little insect.
2. **Actually**, the biggest ant is two inches long.
3. **Amazingly**, the smallest ant is smaller than a period at the end of a sentence.
4. **Surprisingly**, the amount of work they do is big.
5. **Truly**, ants are known for their hard work.
6. **Surely**, the Bible says that we should look at ants to see how to be diligent.

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: then vs. than

<> **8b.** Choose the correct word.

1. The smallest ant is even smaller than a period at the end of a sentence.
2. The ant will find food and then take it back to the nest.

Lesson Plans

Green 6-Pre A: Week Three

For a Five-Day Week

Character Focus: Diligence

Day One

Vocabulary Box

Words related to **diligent** -- *adjectives*

attentive	aware	busy
careful	detailed	engrossed
exact	hard working	heedful
intent	keen	lively
ordered	organized	painstaking
prudent	purposeful	reliable
responsible	rigorous	steadfast
thorough	trustworthy	watchful

Vocabulary Box

Words related to **lazy** -- *adjectives*

aimless	dull	idle
inactive	listless	neglectful
pointless	shiftless	shirking
slacking	slow-moving	sluggish

1. Copying and Comprehension: Passage and Vocabulary

All

During the time in history when the Romans were ruling other lands, there lived a man named Telemachus. Telemachus was a monk who lived in Rome. A monk was a man who lived away from others to seek after God. Even though Telemachus *sought* after God, he thought maybe he should be *doing* more for God too.

Extension

One day Telemachus went to Rome. The Romans were having gladiator fights since they just won some battles. They were ready to "celebrate." Telemachus saw the gladiators fighting. He hated to see this bad sport.

Read Only

Telemachus went on the field and got between the two fighting men. Next, he told them to stop fighting in the name of Jesus. One of the gladiators killed him, but an amazing thing happened that day. From then on, the gladiator games ended. With his deed, Telemachus changed Rome forever.

Character Connection Coloring Book

2. Spelling: Letters ea Say Short e

Examples: bread, head

All

1. head	2. lead	3. bread
4. ready	5. wealth	6. headed
7. dealt	8. health	9. healthy
10. wealthy		

Extension

11. zealous	12. weather	13. stealthy
14. pleasant	15. jealous	

Optional

16. busy	17. heedful	18. reliable
19. steadfast		

3. Editor Duty: Correct Given Sentences

Day Three

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Outline Informative/ Comparative Essay

6. Write On: Sequencing Words

Day Two

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Composition and Revising: Writing a Rough Draft Informative/ Comparative Essay

9. Grammar: Prepositions

Day Four

10. Vocabulary/Structural Analysis: Wacky Words

11. Optional Spelling Practice: Write That Word!

12. Spelling: Spelling Test

Day Five

13. Dictation: Dictation Quiz

All

During the _____ history when _____ Romans _____ ruling other lands, _____ lived a _____ named Telemachus. Telemachus _____ a monk _____ lived _____ Rome. _____ monk _____ a _____ who lived away from others _____ after _____. Even though Telemachus *sought* after _____, _____ thought maybe _____ should _____ *doing* more _____ God _____.

Extension

_____ Telemachus _____ to Rome. The Romans _____ having gladiator fights since _____ just _____ battles. They _____ ready _____ "celebrate." Telemachus _____ gladiators fighting. _____ to _____ this _____ sport.

14. Grammar: Weekly Quiz

Lesson Plans

Green 6-Pre A: Week Three

For a Four-Day Week

Character Focus: Diligence

Day One

Vocabulary Box

Words related to **diligent** -- *adjectives*

attentive	aware	busy
careful	detailed	engrossed
exact	hard working	heedful
intent	keen	lively
ordered	organized	painstaking
prudent	purposeful	reliable
responsible	rigorous	steadfast
thorough	trustworthy	watchful

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1. Copying and Comprehension: Passage and Vocabulary

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Extension

One day Telemachus went to Rome. The Romans were having gladiator fights since they just won some battles. They were ready to "celebrate." Telemachus saw the gladiators fighting. He hated to see this bad sport.

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Telemachus went on the field and got between the two fighting men. Next, he told them to stop fighting in the name of Jesus. One of the gladiators killed him, but an amazing thing happened that day. From then on, the gladiator games ended. With his deed, Telemachus changed Rome forever.

Character Connection Coloring Book

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Examples: bread, head

All

- | | | |
|-------------|-----------|------------|
| 1. head | 2. lead | 3. bread |
| 4. ready | 5. wealth | 6. headed |
| 7. dealt | 8. health | 9. healthy |
| 10. wealthy | | |

Extension

- | | | |
|--------------|-------------|--------------|
| 11. zealous | 12. weather | 13. stealthy |
| 14. pleasant | 15. jealous | |

Optional

- | | | |
|---------------|-------------|--------------|
| 16. busy | 17. heedful | 18. reliable |
| 19. steadfast | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Outline Informative/ Comparative Essay

6. Write On: Sequencing Words

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Composition and Revising: Writing a Rough Draft Informative/ Comparative Essay

Day Three

9. Grammar: Prepositions

10. Vocabulary/Structural Analysis: Wacky Words

11. Optional Spelling Practice: Write That Word!

Day Four

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

All

During the _____ history when _____ Romans _____ ruling other lands, _____ lived a _____ named Telemachus. Telemachus _____ a monk _____ lived _____ Rome. _____ monk _____ a _____ who lived away from others _____ after _____. Even though Telemachus *sought* after _____, _____ thought maybe _____ should _____ *doing* more _____ God _____.

Extension

_____ Telemachus _____ to Rome. The Romans _____ having gladiator fights since _____ just _____ battles. They _____ ready _____ "celebrate." Telemachus _____ gladiators fighting. _____ to _____ this _____ sport.

14. Grammar: Weekly Quiz

Answer Keys Green 6-Pre A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

<>3b. Correct the mistakes in the sentences provided.

All

1. Their lived an men named Telemachus

1. There lived a man named Telemachus.

2. telemachus was a monk who lived inn Rome

2. Telemachus was a monk who lived in Rome.

3. 1 day telemachus went too rome

3. One day Telemachus went to Rome.

4. Telemachus see the gladiators fighting

4. Telemachus saw the gladiators fighting.

Extension

5. he hated two sea this bad sport?

5. He hated to see this bad sport.

6. Won of the gladiators killed him

6. One of the gladiators killed him.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. **Optional:** Circle or highlight the correct spelling of each **All** word.

1. heud

head

2. lead

lead

3. bread

breed

4. reedy

ready

5. wealth	weelth
6. heeded	headed
7. dealt	dealt
8. health	heelth
9. healthy	heelthy
10. weelthy	wealthy

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. zealous	zealus
12. weather	wether
13. stelthy	stealthy
14. pleasant	plesant
15. jealous	jelous

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

16. buzy	busy
17. headful	heedful
18. reliable	releable
19. steadfast	stedfast

Lesson Plans

Green 6-Pre A: Week Four

For a Five-Day Week

Character Focus: Diligence

Day One																						
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Vocabulary Box Words related to diligent -- <i>adjectives</i> attentive aware busy careful detailed engrossed exact hard working heedful intent keen lively ordered organized painstaking prudent purposeful reliable responsible rigorous steadfast thorough trustworthy watchful </div> <div style="border: 1px solid black; padding: 5px;"> Vocabulary Box Words related to lazy--<i>adjectives</i> aimless dull idle inactive listless neglectful pointless shiftless shirking slacking slow-moving sluggish </div> <p>1. Copying and Comprehension: Passage and Vocabulary</p> <p style="text-align: center;">All</p> <p>Once there was a group of people in England who wanted to seek after God. These people moved to Holland to be free to worship. Then in Holland, they had the same problems they did in England, so they left there too. This time they decided to go far away to a place they called the New World.</p> <p style="text-align: center;">Extension</p> <p>These people were the Pilgrims. They were on the ship called the <i>Mayflower</i> for over two months. Many got sick. Some even died.</p> <p style="text-align: center;">Read Only</p> <p>Once they got to the New World, they faced many hardships. They often went hungry. They were cold. Many of their people died.</p> <p style="text-align: right;"><i>Character Connection Coloring Book</i></p> <p>2. Spelling: Or Says er</p> <p>Examples: word, work</p> <p style="text-align: center;">All</p> <table style="width: 100%;"> <tr> <td>1. work</td> <td>2. word</td> <td>3. world</td> </tr> <tr> <td>4. worm</td> <td>5. worry</td> <td>6. words</td> </tr> <tr> <td>7. wormy</td> <td>8. working</td> <td></td> </tr> </table> <p style="text-align: center;">Extension</p> <table style="width: 100%;"> <tr> <td>9. worldly</td> <td>10. worth</td> <td>11. workman</td> </tr> <tr> <td>12. worthy</td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">Optional</p> <table style="width: 100%;"> <tr> <td>13. aimless</td> <td>14. dull</td> <td>15. listless</td> </tr> <tr> <td>16. idle</td> <td></td> <td></td> </tr> </table> <p>3. Editor Duty: Correct Given Sentences</p>	1. work	2. word	3. world	4. worm	5. worry	6. words	7. wormy	8. working		9. worldly	10. worth	11. workman	12. worthy			13. aimless	14. dull	15. listless	16. idle			
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Day Two																						
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<p>5. Composition and Revising: Complete the Checklist Challenge</p> <p>6. Grammar: Pronouns</p>
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Day Five
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Lesson Plans

Green 6-Pre A: Week Four

For a Four-Day Week

Character Focus: Diligence

Day One																																					
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Answer Keys Green 6-Pre A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

<> 3b. Correct the mistakes in the sentences provided.

All

1. their was a group off people inn england
1. **There** was a group **of** people **in** **E**ngland.
2. Thay wanted too seek after god
2. **They** wanted **to** seek after **G**od.
3. These people moved two holland too bee free 2 worship
3. These people moved **to** **H**olland **to** **be** free **to** worship.
4. This time thay decided two go far away?
4. This time **they** decided **to** go far away.
5. These peeple was the pilgrims
5. These **people** **were** the **P**ilgrims.

Extension

6. Thay was on the ship called the *mayflower* four over to months.
6. **They were** on the ship called the **Mayflower** **for** over **two** months.
7. manny got sick
7. **Many** got sick.
8. sum even dyed on the ship
8. **Some** even **died** on the ship.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-------------|---------|
| 1. work | worke |
| 2. worde | word |
| 3. worlId | world |
| 4. worme | worm |
| 5. wory | worry |
| 6. wordse | words |
| 7. wormy | wormmy |
| 8. workking | working |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|-------------|----------|
| 9. worldy | worldly |
| 10. worth | worthe |
| 11. workman | workmane |
| 12. worthy | worthly |

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

- | | |
|--------------|-----------|
| 13. aimless | aimeless |
| 14. dulle | dull |
| 15. listless | lisstless |
| 16. idle | idel |

6. Grammar: Pronouns

<> **5c.** In the sentences provided, highlight all of the pronouns:

1. She wanted to worship God.
2. He did too.
3. They went somewhere else.
4. They went to a free place.
5. We should worship God.
6. We are free.
7. I am free to worship.
8. You are free too.

8. Grammar and Comprehension: Prepositional Phrases

Example: It was (in 1776).

1. It was Christmas night (along the Potomac.)
2. General Washington prepared (for winter quarters.)
3. He set camp (at Trenton.)
4. Washington thought (of a plan.)
5. He would cross the Delaware nine miles (above the enemy.)
6. The spirits (of his men) were low.
7. Washington read an essay (to his men.)
8. It was written (by Thomas Paine.)
9. The essay, "The Crisis," was encouraging (to his men.)
10. The next battles were good (for Washington.)
11. It was because (of the pamphlet.)
12. Washington had read it (to his men.)
13. They were encouraged (by it.)
14. It talked about going (through hard times.)
15. It talked (about doing good.)
16. It talked (about helping your country.)
17. (By the Lord's grace,) they did it.
18. The pen can be used (for good.)
19. It can also be used (for bad.)

9. Vocabulary/Structural Analysis: Wacky Words

Homophones: **than, then**

<> **1d.** Fill in the blanks of the sentences with the right word--*then* or *than*.

1. Then the Pilgrims went to the New World.
2. They hoped it would be better than Holland.
3. They found that Holland was not safer than England.
4. Then they got on the *Mayflower*.

Green 7-Pre A: Week One

Character Focus: Gentleness

Vocabulary Box

Synonyms for mercy--*nouns*

care	forgiveness	generous
grace	helpfulness	kindheartedness
kindness	pardon	pity
selfless	sympathy	understanding

Vocabulary Box

Words that describe one who is not merciful or gentle--*adjectives*

brutal	cruel	hard
harsh	mean	merciless
nasty	ruthless	spiteful
stern	strict	unforgiving
unkind		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

Gorillas can be gentle and mean. A male gorilla is gentle with his own family. However, he can be brutal to those outside of his family.

Extension

Gorillas live in groups of a lead male, females, other males, and their young. They are amazing families in the animal world. They take care of each other, play with each other, and groom each other. They are kind and gentle to those in their group.

Read Only

The lead gorilla guards the space that is his territory. The male will stand up on his back legs, pound his chest, and bellow across the line to outsiders. This way they will know not to come into his territory. This is one way he guards his family.

Creation Corner Coloring Book

Character Focus: God showed us great mercy when He died on the cross for us; we should show this kind of mercy to those around us.

- <> 1a. Read this week's passage aloud with your teacher.
1. This passage describes how gentle the male gorilla is to those in his group.
 2. **While the male gorilla is gentle to those in his group, he is often not so gentle to those outside of his group.**
 3. He is mean to those who try to come into his territory and hurt his group.
 4. **It is good to be kind to our families, but Christians should also be kind to those outside of our families.**

5. Christians should be kind and gentle to non-Christians too.

<> **1b.** In the passage, highlight the word *gentle* the first time you come to it.

1. The word *gentle* means to show personal care and concern in meeting the needs of others.

2. The **male gorilla shows gentleness to his family.**

3. He shows personal care and concern in meeting the needs of his family.

<> **1c.** Copy the Vocabulary Words on the lines provided.

1. pity _____

2. harsh _____

<> **1d.** Fill in the blanks of the sentences below with the right Vocabulary Word from the two you listed above.

1. The male gorilla shows _____ to those in his group.

2. The male gorilla is _____ to those outside his group.

<> **1e.** On the lines provided, copy this week's passage at the level directed by your teacher.

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: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

[illegible]

Optional Penmanship Practice

Blessed are the merciful: for they shall obtain mercy.

Matthew 5:7

Character Focus: If we want to receive mercy, we must be willing to give it to others.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

<> **1f.** Review your copy with your teacher, and correct any errors.

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

2. Spelling: Double Consonants in the Middle of a Word = First Syllable Short

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the Read Only box, highlight the word *bellow*.

1. The word *after* has two syllables in it.
2. A syllable is a part of a word that has a vowel **sound** in it.
3. **Every word has at least one syllable---that is, every word has at least one vowel sound in it:**
 - a. he--one syllable word with a long e sound in it
 - b. big--one syllable word with a short i sound in it

Further Study: List several times you have been shown mercy by someone.

c. my--one syllable word with a long *i* sound in it (Notice: This word doesn't have one of the regular five vowels in it, but it does have a vowel **sound** in it.)

4. **Words that have two syllables have one vowel sound in the first part of the word and another vowel sound in the second part of the word.**
5. **When a two syllable word has two consonant letters in the middle of it, its first vowel usually makes its short sound.**
6. This might sound confusing to you in those terms, but you probably already know how to spell many words that follow this rule:
 - a. sil/ly
 - b. hap/py
 - c. af/ter
 - d. lit/tle
7. This week, you will be learning how to spell two syllable words!
8. **It shouldn't be too hard for you because all of the words you will learn to spell this week will have two consonants in the middle--one consonant that goes with the first syllable and one consonant that goes with the second syllable.**

Further Study: Study the words "mercy" and "justice." How do these two words work together?

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to page 44 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.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. happy	hap-py			
2. kitty	kit-ty			
3. taffy	taf-fy			
4. lobby	lob-by			
5. ladder	lad-der			
6. tummy	tum-my			
7. fluffy	fluf-fy			
8. caddy	cad-dy			
9. runner	run-ner			
10. tunnel	tun-nel			

*Commonly Misspelled

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

Note: The All words have a double consonant in each one -- the same consonant two times.

Words Extension	Syllabication	Write it **	Tip	Your Tip
11. address	ad-dress		2 d's; 2 s's	
12. after	af-ter			
13. battle	bat-tle			
14. comment	com-ment		The /e/ has to have another consonant with it (z/le) in its syllable.	
15. envy	en-vy			
16. frazzle	fraz-zle			
17. hopping	hop-ping			
18. cellar	cel-lar			
Optional				
19. pardon	par-don			
20. care	care			
21. pity	pity			
22. grace	grace			

***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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. gorillas kan bea gentle
2. thay can also bee mean.
3. A gorilla are gentle with its own family
4. gorillas life inn groups

Extension

5. Thay is good families inn the animal world.
6. The lead gorilla gards it's territory

<> **3c.** Review your Editor Duty sentences with your teacher.

Further Study: Find out the story behind the song "There's a Wideness in God's Mercy."

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*). A syllable that ends in a consonant is a "closed" syllable. 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*).

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Character Focus: God is both justice and merciful.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

Further Study: Look up the word gentleness in a Bible Concordance and study the times it is used in the Bible.

- | | |
|------------|--------|
| 1. happy | hapy |
| 2. kity | kitty |
| 3. tafy | taffy |
| 4. lobby | loby |
| 5. ladder | lader |
| 6. tummy | tummy |
| 7. fluffy | flufy |
| 8. cady | caddy |
| 9. runner | runnar |
| 10. tunnul | tunnel |

Further Study: Make a list of people in your life who you can show mercy towards and how you could show them mercy.

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|-------------|---------|
| 11. adres | address |
| 12. aftur | after |
| 13. battle | batle |
| 14. comment | coment |
| 15. enve | envy |

16. frazzle	frazzl
17. hopping	hoping
18. celar	cellar

Character Focus:
Being merciful to
someone means that
we also have to have
gentleness.

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

20. pardon	parden
21. care	carre
22. pity	pity
23. grace	grase

Character Focus:
Gentleness is showing
that you care about
what other people are
feeling and going
through and trying to
help meet their needs
if you can.

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said.**
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead.**
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Character **Focus:**
Mercy and gentleness both require that you care more about the other person than you do yourself.

Original sentence: Gorillas can be gentle and mean.

Words I will highlight: **Gorillas** can be **gentle** and **mean**.

Write the words I highlighted: Gorillas = gentle & mean

My new sentence: Gorillas seem to be both gentle and mean.

All

Character **Focus:**
Many animals have to show gentleness to their young or to other animals in their group that are weaker than they are.

1. A gorilla is gentle with its own family.

Words you highlighted:

Your new sentence:

Further Study: Study the story of David and Mephiboshith in the book of Second Samuel. How did David show mercy and gentleness?

2. He can be brutal to those outside of its family.

Words you highlighted:

Your new sentence:

Teacher Tip: If your Level Pre A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

3. They are amazing families in the animal world.

Words you highlighted:

Your new sentence:

Extension

4. They are kind and gentle to those in his group.

Words you highlighted:

Your new sentence:

5. The lead gorilla guards the space that is his territory.

Words you highlighted:

Your new sentence:

Further Study: Make a list of times that you have shown gentleness to someone in some way.

Words for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Further Study: How is gentleness important at home?

Character Focus:
Showing mercy does not always mean that the person will not be punished. It is not merciful to let someone think that they can get away with something wrong that he does.

Further Study: Study the life of Dorcas in the book of Acts. How did she show gentleness to others?

Teacher Tip: Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

----> 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 most important, more important

“ ” can mean spoken words or special words

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

6. Grammar: Action Verbs

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** In the second copy box of this week's passage, highlight the following words:

- a. live
- b. take
- c. play
- d. groom

1. All of the words you highlighted are action words---things that someone or something does.

2. **An action word is called a verb.**

3. There are different kinds of verbs that you will learn about when you are older.

4. For now, you need to know about action verbs---words that **show that the subject is doing something.**

5. Stand up beside your chair and do the things listed below:

- a. jump
- b. skip
- c. run
- d. hop

- e. stretch
- f. speak
- g. whisper
- h. laugh
- i. reach
- j. twist

6. Action verbs are words that show what the subject in the sentence is doing.

- 7. You write with action verbs all of the time!
- 8. One of the best ways to write with verbs is to be sure to use the strongest verbs that you can when you write.
- 9. When you can spot your verbs easily in your sentences, you can look at each one to see if it the best verb for that sentence---or if you can find a stronger, more detailed verb.
- 10. See how you can use other verbs for weak verbs:
 - a. Instead of *walk*.....use pace, stride, stroll
 - b. Instead of *said*....use exclaimed, shouted, answered
 - c. Instead of *sit*....use recline, lounge, relax
 - d. Instead of *write*...use pen, scribe, communicate

<> 6c. In the phrases provided, highlight the action verbs.

Hint: In these phrases, the action verb is near the end of the phrase -- after the subject that is doing the action.

- 1. Gorillas pound...
- 2. A gorilla acts...
- 3. Gorillas live...
- 4. They treat...
- 5. The male guards...
- 6. Animals take...
- 7. The male stands...
- 8. Others come...
- 9. He bellows...
- 10. He acts...

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Optional Spelling Practice: Six “S” Spelling Secret

<> **7a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **7b. Optional:** 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 that you misspelled in your pre-test.

<> **7c. Optional:** 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. Vocabulary/Structural Analysis: Wacky Words

Homophones: its, it's

<> **8a.** In the first paragraph of the passage, highlight the word *its*.

1. Do you remember when you learned about contractions?
2. Contractions are two words squeezed together to make one word.
3. The word you highlighted in the passage (*its*) has a Wacky Word partner that is a contraction.

4. People of all ages confuse these two Wacky Words.
5. If you follow this one rule of thumb all the time when you see a contraction, you will always use the correct word when you write:

Always say the two words aloud that make up the contraction you are using to see if that is really what you want your sentence to say.

6. The contraction *it's* means *it is*.
7. The word *its* is a pronoun that shows ownership.
8. Read the following sentences aloud and see if the right words are used.
(Remember to read the contraction with the two words that the contraction is made from.)

a. The gorilla protects ***it's*** family.

- i. Read *The gorilla protects it is family*.
- ii. Is that the right word?
- iii. **No**, the word should not be *it's* (it is).
- iv. It should be *its*.

b. The gorilla protects ***its*** family.

- i. That is not a contraction.
- ii. Does that sound like the right word?
- iii. **Yes**, it is.

c. *It's* yelling at another gorilla.

- i. Read *It is yelling at another gorilla*.
- ii. Does that sound like the right word?
- iii. Yes, it is right.

<> 8b. Fill in the blanks with the correct word -- *it's* and *its*.

1. A gorilla demonstrates gentleness to _____ family.
2. _____ amazing to see gorillas care for their families.

9. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **9a.** Read this week's passage with your teacher:

<> **9b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment Five that you can work on making better.

Basic: Choose two sentences.

Extension: Choose four sentences.

(2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

- <> **9c.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:
- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
 - (2) Highlight each item you put in your sentence as you complete it.
 - (3) Check off each box of the Checklist Challenge as you complete each task.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or "giving him the answers"! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues ("Try adding a word that means the same as 'kind.'"), guiding him with questions ("What do you think you could put in for walk here?"), or giving him choices ("Why don't you try one of these: pretty, beautiful, lovely, gorgeous?"). Gradually, you will have to tell him less and less of what to do, and he will "guide" himself through the Checklist Challenge.

10. Optional Spelling Practice: Write That Word!

- <> **10a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

- <> **10b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Spelling: Spelling Test

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Extension

- | | |
|-----------|-----------|
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |

Optional

- | | |
|-----------|-----------|
| 19. _____ | 20. _____ |
| 21. _____ | 22. _____ |

Review Words

_____	_____
_____	_____
_____	_____

<> 7c. Have your teacher check your Spelling Test.

<> 7d. Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> 12a. Read this week's passage aloud with your teacher.

<> 12b. Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

Gorillas _____ gentle and

mean. _____ gorilla

_____ gentle _____

_____ own family. However, _____

_____ brutal

_____ outside

_____ family.

Extension

Gorillas _____ groups of a
_____, females, other males,
and _____ young. _____ are
_____ families _____
_____ animal world. _____ take
_____ of _____ other,
_____ with each _____, and
_____ each other. _____ are
_____ and gentle _____
_____ in _____ group.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

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. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentences from Assignment Nine, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 7-Pre A: Week One

Character Focus: Gentleness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

☐ All ☐ All ☐ E ☐ E

Read your sentences 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 ☐ E

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 ☐ E

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

<u>Instead</u>	<u>of 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 E

Add an **adverb** (/y word or other) to each sentence. 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

Use **one of this month's vocabulary words** in your sentences (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 boxe(s) as directed by your teacher.

All

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 sentences. 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 All E E

Edit your sentences with your teacher. Make sure you have done all of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 -- Extension

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

Interjection Rhyme -- Extension

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 _____

Green 7-Pre A: Week Two

Character Focus: Gentleness

Vocabulary Box

Synonyms for mercy--*nouns*

care	forgiveness	generous
grace	helpfulness	kindheartedness
kindness	pardon	pity
selfless	sympathy	understanding

Vocabulary Box

Words that describe one who is not merciful or gentle--*adjectives*

brutal	cruel	hard
harsh	mean	merciless
nasty	ruthless	spiteful
stern	strict	unforgiving
unkind		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	William and Catherine were kind people. They greatly wanted to help poor people in England. They knew a lot about being missionaries in other places. Now they wanted to help the people right where they lived.
Extensions	Most church people in England did not like poor people to come to their churches. They liked their churches to be nice and clean. The people who lived on the streets were not nice and clean, but they still needed someone to tell them about Jesus.
Read Only	William and Catherine started a group called the East London Revival Society. The east part of London was the poorest. They did not have anyone there to tell them about Jesus. This couple and their friends set up a tent there and sang and preached. <i>Cloud of Witnesses: A Book of Children's Godly Heroes</i>

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

Character Focus:
Often we must show others mercy without them asking for it.

1. This passage is about a **couple named William and Catherine Booth**.
2. The group they started in 1865 in London kept growing and growing through the years.
3. This group is **still around today** reaching out to the poor with God's love.
4. **This group is now called the Salvation Army!**

<> **1b.** On the lines provided, write the Vocabulary Words listed.

1. pity _____

2. compassion _____

<> **1c.** Look up one of these words in the dictionary, and write its definition in your own words on the lines provided.

Definition

<> **1d.** On the lines provided, write a sentence about William and Catherine Booth, using the word you defined above.

Sentence about William and Catherine Booth

<> **1e.** On the lines provided, copy this week's passage at the level directed by your teacher.

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: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

[illegible]

- <> **1f.** Review your copy with your teacher, and correct any errors.
- <> **1g. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: Suffixes

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the Read Only paragraph of the passage, underline the word *poorest* with a highlighter.

1. The word you highlighted contains a suffix.
2. **A suffix is a group of letters added to the end of a word.**
3. A suffix is not a real word.
4. It is just letters put together.
5. A suffix is not a real word, but it **does have a meaning.**
6. For example, in the word *harmful*, the suffix at the end has a meaning: harmful--*ful* means "full of"
7. When you put the meaning of the suffix with the meaning of the word the suffix is added to (the root word), you can figure out the meaning of the whole word.
 - a. *Harmful*--means *hurt* or *danger* + *ful* means *full of* = **full of hurt or danger**
 - b. *Harmless*--means *hurt* or *danger* + *less* means *lacking* = **lacking hurt or danger**
 - c. *Joyful*--means *happy* or *content* + *ful* means *full of* = **full of joy or happiness**
8. Spelling words with suffixes added to them can be very simple or very tricky.
9. If the suffix doesn't make the root word's spelling change, then it is simple to add a suffix to it.
10. If you have to change the root word's spelling first, it can be trickier to spell them.
11. This week's list will have root words that you probably already know how to spell with roots added that do not change the spelling of the root.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

- <> **2e.** Add this week's new words to page 89 or 90 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.

Optional Penmanship Practice

As we have therefore opportunity, let us do good unto all men, especially unto them who are of the household of faith.

Galatians 6: 10

Teacher Tip: In some cases, suffixes may be easily added to words—just attach the suffix to the end of the word and make no changes to the root word (e.g., *work—working; can--cans; bar—bars*).

Optional Penmanship Practice

Be not overcome of evil, but overcome evil with good.

Romans 12:21

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. help	help			
2. helpful	help-ful		No change to root word	
3. hurt	hurt			
4. hurtful	hurt-ful		No change to root word	
5. joy	joy			
6. joyful	joy-ful		No change to root word	
7. glad	glad			
8. gladly	glad-ly		No change to root word	
9. kind	kind			
10. kindly	kind-ly		No change to root word	

*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
<u>Extension</u>				
11. skillful*	skill-ful			
12. poorly	poor-ly			
13. measly	meas-ly			
14. purposeful	purp-ose-ful			
15. faithful	faith-ful			
16. mournful	mourn-ful			
<u>Optional</u>				
17. harsh	harsh			
18. cruel	cruel			
19. unkind	un-kind			
20. strict	strict			
*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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. william and catherine was help ful people.
2. Thay wanted two help the poor people inn england
3. thay wanted two help thee peeple
4. They liked there churches too bee nice and clean

Extension

5. william and catherine started a group
6. Thay did not have anyone there too tell them about Jesus.

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes though the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-------------|----------|
| 1. help | hellp |
| 2. helpfull | helpful |
| 3. hert | hurt |
| 4. hurtful | hurtfull |
| 5. joy | jooy |
| 6. joyfull | joyful |
| 7. glad | gladd |
| 8. gladly | gladlly |
| 9. kinde | kind |
| 10. kindly | kindlly |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|----------------|-----------|
| 11. skilful | skillful |
| 12. poorly | porly |
| 13. meesly | measly |
| 14. purposeful | pruposful |
| 15. faithful | faithfull |
| 16. mournful | mornful |

Character Focus: A large part of gentleness is being able and willing to see the needs of others.

Further Study: Study the life of Fanny Crosby.

Optional Penmanship Practice

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

Proverbs 19:17

Teacher Tip: If your Level Pre A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

- | | |
|-------------|--------|
| 17. harsh | harch |
| 18. creul | cruel |
| 19. unkinde | unkind |
| 20. strict | strikt |

Words for Key Word
Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

Character Focus: No matter who we are, we can have mercy on those around us.

Further Study: Read the story of Johnny Appleseed. How did Johnny show gentleness to those around him?

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

- <> **5a.** Read this week's passage aloud with your teacher.
- <> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:
- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
 - (2) Write those **two to four** words on the lines below the sentence.
 - (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said.**
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead.**
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Original sentence: William and Catherine were helpful people.

Words I will highlight: **William** and **Catherine** were **helpful**
people .

Write the words I highlighted: William, Catherine = helpful
people

My new sentence: William and Catherine were known for
being a helpful couple.

All

1. They greatly wanted to help the poor people in England.

Words you highlighted:

Your new sentence:

2. They knew a lot about being missionaries in other places.

Words you highlighted:

Your new sentence:

3. They liked their churches to be nice and clean.

Words you highlighted:

Your new sentence:

Extension

4. The east part of London was the poorest.

Words you highlighted:

Your new sentence:

Further Study: Read the story of Charles Colson in his book *Born Again* or an easier book. How did Charles Colson receive mercy and then show it to others?

Character Focus: God has given us mercy and expects us to share it.

5. They did not have anyone there to tell them about Jesus.

Words you highlighted:

Your new sentence:

Teacher Tip: Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

---> 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 most important, more important

“ ” can mean spoken words or special words

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

6. Grammar: Be, a Helper, Link Verbs

<> **6a.** Read this week’s passage aloud with your teacher.

<> **6b.** In the second copy box of the passage, highlight the following words:

a. did

b. be

c. were

1. The words you highlighted are all special kinds of verbs.

2. You might remember that a verb is usually an action word.

3. Stand up beside your chair and do the following things -- these are all action verbs -- things you do:

a. jump

b. run

c. squat

d. whisper

e. shout

f. wave

g. twirl

4. **Action verbs are things you do!**

5. There is another kind of verb that you will learn about this week called being verbs.
6. They actually have lots of different names--being verbs, helping verbs, and linking verbs--depending on how they are being used.
7. To make it easier for you to learn these special kinds of verbs, we will call them a silly name--Be, a Helper, Link verbs.
8. **Be, a Helper, Link verbs are verbs that are not action verbs.**
9. They **show what someone is or is being rather than what someone does.**
10. That might all sound confusing to you at your age, so don't worry about the details of BHL verbs. (That's their nickname!)
11. You will learn a song this week that will help you learn the BHL verbs for when you are older.

<>6c. Sing the BHL song to the tune of the ABC song with your teacher.

- Memorize the Be, a Helper, Link verbs song (to the tune of the Alphabet Song):

ABCDEFGH

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

ABCDEFGH

May, Might, Must—they are some as well,

HIJKLMN

Appear, Look, Seem, Remain, Taste, Feel, & Smell

<>6d. In the phrases provided, highlight the BHL verbs.

1. William was...
2. Catherine had...
3. The Booths were...
4. They have...
5. William and Catherine are...
6. England has...
7. London can...
8. Jesus can...
9. We must...
10. England seems...

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Optional Spelling Practice: Six “S” Spelling Secret

- <> **7a. Optional:** Take a Spelling Pre-Test in your notebook.
- <> **7b. Optional:** 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 that you misspelled in your pre-test.
- <> **7c. Optional:** 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. Vocabulary/Structural Analysis: Wacky Words

Homophones: poor, poorer, poorest

- <> **8a.** In the passage, highlight the words *poor* and *poorest*.
 - 1. These Wacky Words can be confusing.
 - 2. There are three of them:
 - a. poor

b. poorer

c. poorest

3. You should use the word *poor* when you are just describing something: *The man was **poor**.*

4. You should use the word *poorer* when you are comparing two things:

a. John is **poorer** than Joe.

b. The people in the city were **poorer** than the people in the country.

5. You should use the word *poorest* when you are comparing one thing to many things:

a. John is the **poorest** boy in class.

b. The people in that city are the **poorest** people out of all of the cities.

<> **8b.** Fill in the blanks with the right Wacky Word:

a. poor

b. poorer

c. poorest

1. The people on the east side were _____ than the people on the west side.

2. The people of London were _____.

3. The people of London were the _____ out of everyone in the world.

9. Composition and Revising: Edit and Revise Using the Checklist Challenge

<> **9a.** Read this week's passage aloud with your teacher.

<> **9b.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:

(1) Read each item in the Checklist Challenge and complete that task for each sentence.

(2) Highlight each item on the checklist you put in your sentence as you complete it.

(3) Check off each box of the Checklist Challenge as you complete each task.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (“Try adding a word that means the same as ‘kind.’”), guiding him with questions (“What do you think you could put in for *walk* here?”), or giving him choices (“Why don’t you try one of these: *pretty, beautiful, lovely, gorgeous?*”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

10. Optional Spelling Practice: Write That Word!

<> **10a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **10b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Spelling: Spelling Test

<> **11a.** Read this week’s passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week’s words and any **Review Words**.

All

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

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extension

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Optional

17. _____

18. _____

19. _____

20. _____

Review Words

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

(1) Be sure to put capitals at the beginning of the words that need capitals.

- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation pasage to you. Try not to skip any words.

All

William and Catherine _____ kind people.

_____ greatly wanted _____

_____ poor people _____ England.

_____ knew a _____ about being

missionaries _____ other places.

_____ wanted

_____ the people right

_____ lived.

Extension

_____ church people in England

_____ not _____ poor people to

_____ to _____ churches. They

_____ churches to

_____ nice and _____.

_____ people _____ lived on the

_____ not nice and

_____, but _____

_____ needed someone to

_____ about

Jesus.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling 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.)

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

13. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentences from Assignment Nine, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 7-Pre A: Week Two

Character Focus: Gentleness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

☐ All ☐ All ☐ E ☐ E

Read your sentences 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 ☐ E

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 ☐ E

Change one of the “**boring**” verbs in each sentence 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

Add a FANBOYS to one of your sentences. Choose one of these:

F or
A nd
N or
B ut
O r
Y et
S o

All E

Add an **adverb** (/ly word or other) to each sentence. 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 E

Edit your sentences with your teacher. Make sure you have done all of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 -- Extension

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

Interjection Rhyme -- Extension

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 _____

Green 7-Pre A: Week Three

Character Focus: Gentleness

Vocabulary Box

Synonyms for mercy--*nouns*

care	forgiveness	generous
grace	helpfulness	kindheartedness
kindness	pardon	pity
selfless	sympathy	understanding

Vocabulary Box

Words that describe one who is not merciful or gentle--*adjectives*

brutal	cruel	hard
harsh	mean	merciless
nasty	ruthless	spiteful
stern	strict	unforgiving
unkind		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	A long time ago, a man happily went on a trip. As he walked, some bad men hurt him. They stole his clothes and money. They left him lying on the road.
Extension	A church leader walked by the hurt man. He did not want to get dirty. He did not want other church leaders to see him helping a poor, dirty person. He walked down the street.
Read Only	<p>Next a man who was another kind of church leader walked by the hurt man. He thought that maybe the bloody man did something wrong. He thought maybe the poor man deserved to get hurt! He left the injured man on the street.</p> <p>Finally, a man who was poor himself and not particularly popular came along. He saw the wounded man, and he stopped to help him. He cleaned the man's cuts and took the man to a hospital. The helpful man paid for the injured man's hospital bill.</p>

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

1. The passage this week is a story Jesus told about gentleness and mercy.
2. It is the story of the Good Samaritan.

<> **1b.** On the lines provided, copy the Vocabulary Words about mercy.

1. severe _____
2. pity _____

Further Study: Study the plant myrrh and how it was used in medicine during Jesus' time.

3. hard _____

4. callous _____

1. The word *severe* means **serious or very bad**, as in *The man had a severe injury*.
2. The word *hard* means **not soft** as in *The man was a hard man to please*.
3. The word *pity* means **a feeling of being sorry for someone** as in *The men should have shown pity for the hurt men*.
4. The word *callous* is a little bit harder.
5. When you hoe and hoe the garden, you might get a callous on your hand.
6. This is **a rough place on your skin** that doesn't feel soft like the rest of your skin.
7. To say that someone is being *callous* is to say that he is not soft-- he is rough.

<> **1c.** Fill in the blanks for the sentences below with a Vocabulary Word that you listed above. The first letter of each one has been filled in for you.

1. The bad man was s_____ when he hurt the man.
2. The c_____ church leader walked right by the man.
3. The h_____ man thought it was the hurt man's own fault.
4. Finally, a kind man came and showed p_____ to the injured man.

<> **1d.** On the lines provided, copy this week's passage at the level directed by your teacher.

Character **Focus:**
Myrrh was one of the gifts given by the wisemen when Jesus was born. It was put on wounds to help them heal just like mercy can help others feel better.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell the words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

[illegible]

[illegible]

Further Study: Study the uses of myrrh in the Bible in Psalms 45:8, Exodus 30: 23-25, and Mark 15:23.

Character	Focus:
Trying to protect someone from punishment is not showing mercy if he would learn more from the punishment than being saved from it.	

<> **1e.** Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

Further Study: Find out how a governor and president can pardon someone and why they would pardon someone.

Character Focus: Only the highest authority in a government or legal system can grant a pardon, just like only God through Christ Jesus can pardon our sins.

2. Spelling: Two Vowels Together Makes the First Vowel Long

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the second paragraph of the passage, highlight the following words

1. leader

2. street

1. The words you highlighted are all long vowel words.

2. You probably learned that a vowel is usually one of these:

a, e, i, o, u, and sometimes y

3. You probably also learned one of these rhymes about long vowel sounds:

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

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

4. When a vowel makes its long sound, it just says the name of the vowel!

5. Usually when two vowels are together in a one syllable word, the first vowel says its long sound and the second vowel is silent.

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 21 through 26 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
<u>All</u>				
1. lead	lead		to lead someone (He will lead us)	
2. preach	preach			
3. street	street			
4. meet	meet			
5. greet	greet			
6. road	road			
7. coal	coal			
8. cloak	cloak			
9. aim	aim			
10. chain	chain			

*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
<u>Extension</u>				
11. people*	peop-le			
12. please*	please			
13. appeal*	ap-peal			
14. appear*	ap-pear			
15. ceiling*	ceil-ing			
16. hoax*	hoax			
<u>Optional</u>				
17. forgiveness	for-give-ness			
18. kindness	kind-ness			
19. selfless	self-less			
20. helpfulness	help-ful-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.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. a long time ago, an man went onn a trip

2. as he walked, sum bad man hurt him

3. Thay stole his clothes and money

4. thay left him lying on the roed

Extension

5. a church leader walked bi thee hurt man

6. Hee did not want too got dirty.

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. lead

leed

2. streat

street

3. rood

road

4. coel	coal
5. chain	chane
6. meat	meet
7. cloak	cloke
8. greet	great
9. preech	preach
10. aim	ame

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. people	peopl
12. pleese	please
13. appeal	appeel
14. appeer	appear
15. ceiling	cieling
16. hoex	hoax

<> **4c. Optional:** Circle or highlight the correct spelling of each **Extension** word.

17. forgiveness	forgivness
18. kindnes	kindness
19. selfless	selfnes
20. helpfulness	helpfulnes

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. Study Skills/Prewriting: Create Descriptive Paragraph House Outline

Over the next two weeks, you will be writing a descriptive paragraph about an animal. In an earlier unit, you wrote an informative report about an animal. This month you will also write about an animal, but rather than writing an informative report, this time you will write a descriptive essay. That is, you will describe the animal's appearance.

↔ **5a.** Follow these steps to create a Descriptive Paragraph House for an animal.

1. Choose an animal that either you already know about or that you would like to learn about. Since you will be writing about its physical traits, you might want to write about an animal that you have seen before.
2. When you write descriptively, you want to try to include as many of the senses as you can. Consider the following traits when you write -- and list them in your Paragraph House squares as shown in the sample.
 - a. See -- What the animal looks like, size, color, marks, etc.
 - b. Feel -- Scaly, soft, bristle-like, furry, smooth
 - c. Hear -- Sounds the animal makes -- either with his voice or with his movements
 - d. Smell -- Cleanliness, strange odors, etc.
3. Fill in My Descriptive Paragraph House at the level directed by your teacher. Use the sample provided to see how to do this.
4. You will add an opening sentence and a closing sentence note to your Paragraph House later.

Sample Descriptive Paragraph House

Paragraph Topic
Tiger

Closing Sentence
(Later)

See

Stripes, blends into the
landscape

See

muscled body; moves
gracefully

Feel

Soft fur; sides
warm when breathing

Hear or Smell

silent; rustling in the
weeds, doesn't want to
be heard

Opening Sentence (later):

My Paragraph House Outline -- Basic

Closing Sentence (Later) _____ _____		Paragraph Topic _____ _____
See _____ _____ _____ _____	See _____ _____ _____ _____	
Feel _____ _____ _____ _____	Hear or Smell _____ _____ _____ _____	
Opening Sentence (later): _____ _____		

My Paragraph House Outline -- Extension

Closing Sentence
(Later)

Paragraph Topic

See	See	Feel
Hear	Smell	Choose Any Sense

Opening Sentence (Later):

Optional Penmanship Practice

Inasmuch as you have done it unto one of the least of these my brethren, ye have done it unto me.

Matthew 25:40

Optional Penmanship Practice

Therefore if thine enemy hungers, feed him; if he thirst, give him drink: for in so doing you shall heap coals of fire on his head.

Romans 12:20

Synonyms for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

6. Grammar: Adverbs

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** In the first paragraph of the passage, highlight the word *happily*. Then circle the last two letters in the word *happily*.

1. This word is an adverb.

2. **Adverbs describe other words.**

3. For example:

a. **really** happy

b. **extremely** hard

c. **wonderfully** made

d. **faithfully** joyful

4. Most adverbs end in the letters *ly*.

5. Adverbs do not have to be in a sentence to make it a sentence; they just make sentences more interesting.

<> **6c.** In the sentences provided, highlight all of the adverbs. (Hint: They all end in the letters *ly*.)

1. A man quickly left for a trip.

2. He slowly walked.

3. They hatefully stole his money.

4. They actually left him lying on the road.

5. A church leader smugly walked by.

6. He truly did not want anyone to see.

7. He sadly walked by.

8. He really thought the man deserved it.

9. He actually left the man.

10. The man gladly paid.

<> **6d. Extension:** On the lines provided, write two sentences with adverbs.

1. _____

2.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in that the grammar they are learning can be used in their writing.)

7. Optional Spelling Practice: Six "S" Spelling Secret

- <> **7a. Optional:** Take a Spelling Pre-Test in your notebook.
- <> **7b. Optional:** 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 that you misspelled in your pre-test.
- <> **7c. Optional:** 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. Write On: Opening and Closing Sentences

- <> **8a.** Now that your Descriptive Paragraph House is filled in for the body of your essay, you will add Opening Sentence notes to the foundation of your house. Follow these steps:

Character Focus: If we only help those who can help us in return, we are not really following what Jesus wants from us.

1. Read through the rest of your notes and think of a clever opening sentence you could use, such as:
 - a. Rhyme: It doesn't say bow wow, It doesn't say say me-ow -- Instead this creatures moo-moo. For this one is a cow.
 - b. Riddle: What's black and white but not red all over?
 - c. Declare as your favorite: One of my favorite pets of all is the sweet, fluffy poodle.
 - d. Other

<> 8b. Follow these steps to outline a sentence for your **closing sentence**

1. Read through the notes in your paragraph house about your animal
2. Think of an interesting closing sentence, such as,
 - a. Poem
 - b. Quote
 - c. Word picture
 - d. Fact
 - e. Statement
 - f. Restate Opening Sentence
3. Write your notes for this sentence in the "second story" of your paragraph house outline.

Example: Tiger ready to pounce

Sample Paragraph From Sample Informative Paragraph House:

A tiger is an incredible animal to watch, feel, and listen to. The tiger's stripes allow it to blend in perfectly. Its muscles rip as it moves gracefully. The deep, soft fur hide the furor inside this animal. It creeps silently through the weeds because it does not want to be heard. Its muscle tense just before it leaps. Truly, the tiger is muscular, graceful, furry, and silent.

9. Write On: Rough Draft Descriptive Paragraph

<> 9a. On the lines provided write the rough draft of your descriptive paragraph, following the steps below:

1. Read through your notes, starting with your opening sentence.
2. Number the Paragraph House Squares in the order that you would like to put your sentences in your paragraph.
3. Begin with your opening sentence and write your paragraph on the lines provided.
4. Be sure to indent your paragraph and write on every other line.
5. If you and your teacher agrees, you may dictate your essay to her and have her type it for you. Or you may type it yourself.

Note: Be sure you do not say the tiger over and over. Use he and his or it and its sometimes too.

[illegible]

Optional Penmanship Practice

Therefore all things
whatsoever ye would
That men should do to
you, do ye even so to
them: for this is the
law and the prophets.

Matthew 7:12

Teacher Tip: It is especially difficult for new writers to look at a large blank area and realize that he has to fill that space! Take his original sentence one at a time, and write for him, if needed. Do whatever you can do to make his early writing experiences positive--and build a love for reading and writing in him early!

Optional Penmanship Practice

Be not overcome of evil, but overcome evil with good.

Romans 12:20

Character Focus: We should never help others because we want to get something out of it.

Optional Penmanship
Practice

When you make a dinner or a supper call... the poor, the maimed, the, lame, the blind: and you shall be blessed for they cannot recompense you: for thou shalt be recompensed at the resurrection of the just.

Luke 14:12-14

Character Focus: We should always make sure we are obeying authorities when we help others.

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: *some*, *sun*

<> **10a.** In the passage, highlight the word *some*.

1. The word *some* has a Wacky Word partner that sounds the same but is spelled differently.
2. The WW partner for *some* is the word *sum*.
3. You have probably seen the word *sum* in your math book.
4. The word *sum* means the total as in *Write the sum of the problem beneath it*.
5. Of course, the word *some* means a few.

<> **10b.** Fill in the blanks for the sentences provided with the right Wacky Word: *sum* or *some*.

1. The man was badly injured by _____ bad men.
2. The _____ of the numbers is thirty-five.

<> **10c.** Write two sentences using the words *some* and *sum* on the lines provided.

Sentences containing *some* and *sum*

1. _____

2. _____

11. Optional Spelling Practice: Write That Word!

<> **11a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **11b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

12. Spelling: Spelling Test

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extension

11. _____ 12. _____
13. _____ 14. _____
15. _____ 16. _____

Optional

17. _____ 18. _____
19. _____ 20. _____

Review Words

_____	_____
_____	_____
_____	_____
_____	_____

<> **12c.** Have your teacher check your Spelling Test.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

13. Dictation: Dictation Quiz

<> **13a.** Read this week's passage aloud with your teacher.

<> **13b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.

- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

_____ long time
ago, a _____ happily went _____ a
_____.
_____ walked, some _____
_____ hurt _____.
_____ stole _____ clothes
_____ money. _____ left
_____ lying _____
_____.

Extension

_____ church _____
walked _____ the hurt
_____.
_____ not _____ to
_____ dirty. He did _____
_____ other church leaders to
_____ helping a

poor, _____ person.

_____ walked _____

the _____.

<> **13c.** Review your dictation with your teacher.

<> **13d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 -- Extension

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

Interjection Rhyme -- Extension

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 _____

Green 7-Pre A: Week Four

Character Focus: Gentleness

Vocabulary Box

Synonyms for mercy--*nouns*

care	forgiveness	generous
grace	helpfulness	kindheartedness
kindness	pardon	pity
selfless	sympathy	understanding

Vocabulary Box

Words that describe one who is not merciful or gentle--*adjectives*

brutal	cruel	hard
harsh	mean	merciless
nasty	ruthless	spiteful
stern	strict	unforgiving
unkind		

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All	Bones are a big part of your body. You have up to 206 bones. Your bones hold you up straight when you stand.
Extension	Your bones are held together with little sacs. These little sacs are like tiny cushions. These keep the bones from wearing through the skin.
Read Only	One surprising thing about bones is how they respond to bitterness. Most people think that when they get mad, then bitter, they just have bad attitudes and actions. They do not know that bitterness can make our bones weak. Bitterness can make our bones break more easily and even make us get diseases more easily.

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

1. This passage gives us another reason to be gentle and merciful!
2. **When we are bitter, we use up more minerals in our bodies.**
3. Then our bones do not get the calcium they need.
4. Our bodies will take the calcium that our bones need and put it some place else.
5. Without enough calcium, our bones get weak.
6. **Bitterness can cause many problems in our lives!**

7. That is why we should show mercy to others and forgive them when they hurt us.
8. We need to be **gentle and forgiving**.

<> **1b.** In the passage, highlight the word *respond*.

1. The word *respond* means to react or answer.
2. The passage says that our bones react to bitterness.

<> **1c.** In the passage, highlight the word *sacs*.

1. Did you think *sacs* was spelled wrong when you first read the passage?
2. *Sac* is a Wacky Word!
3. You do not see it very often.
4. You usually see the word spelled like *sack*, not *sac*.
5. A *sac* is a little pocket of stuff inside the body.
6. A *sack* is a bag of some kind.

<> **1d.** On the lines provided, write a sentence using the word *sack*.

Sentence containing *sack*

<> **1e.** On the lines provided, copy this week's passage at the level directed by your teacher.

Character Focus: We must be willing to show gentleness and mercy to everyone we meet.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Character Focus: When we tell others about Jesus, we are showing them God's mercy.

[illegible]

Further Study: Study the life of Florence Nightengale. How did she show mercy and gentleness to those around her?

<> 1f. Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: Y at the End of Two Syllable Words

Examples: happy, daddy

<> 2a. Read this week's passage aloud with your teacher.

<> 2b. In the second paragraph of the passage, highlight the word *tiny*.

1. The word *tiny* is a two syllable word that ends in a *y*.
2. Usually when a two syllable word ends in *y*, the *y* makes the sound of long *ee*.
3. You probably already learned that in a two syllable word with two consonants in the middle of it, the first syllable makes its vowel's short sound.
4. This week, you will have some words that have their first vowels' short sounds (since they have two consonants in the middle), like:
 - a. hap/py
 - b. sil/ly
 - c. pup/py
5. You will also have some words that only have one vowel in the first syllable, and thus, are long vowel words--ending in *y* saying *ee*:
 - a. ba/by
 - b. la/dy
 - c. ti/dy
6. In both of those types of words, the **second syllable ends in a y--and that y says ee.**

Further Study: Study the story behind the song "Rescue the Perishing."

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to page 54 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.

Character Focus: Find out the story behind the song "All the Way My Savior Leads Me."

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. body	bod-y			
2. tiny	ti-ny			
3. gladly	glad-ly			
4. happy	hap-py			
5. many	man-y			
6. really	real-ly			
7. easy	ea-sy			
8. lady	la-dy			
9. very	ver-y			
10. bony	bon-y			

*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
<u>Extensions</u>				
11. study*	stud-y			
12. stealthy*	stealth-y			
13. sneaky*	sneak-y			
14. poultry*	poult-ry			
15. pity*	pit-y			
16. naughty*	naugh-ty			
<u>Optional</u>				
17. mean	mean			
18. nasty	nast-y			
19. ruthless	ruth-less			
20. stern	stern			

***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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

Character Focus: Jesus reached out to people that no one else would care about.

All

1. Bones is an big part off your body.
2. you has up two 206 bones
3. your bones hold u up straight wen you stand
4. your boens hold together with little sacks.
5. These little sacks is like tiny little cushions

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Extension

6. These keap thee bones from wearing through the skin
7. thay due not know that bitterness can make are bones week.
8. Then thay can break more easily and even get diseases more easily

<> **3c.** Review your Editor Duty sentences with your teacher.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

1. body bode

2. tiny tinee

Character Focus: We have to reach out to people that other people would overlook.

Optional Penmanship
Practice

But God is the judge:
He putteth down one ,
and setteth up
another.

Psalms 75:7

3. gladly	gladly
4. happy	hapy
5. manny	many
6. reelly	really
7. easy	eesy
8. laddy	lady
9. verry	very
10. bony	bonny

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

Character Focus: The
Bible tells us that God
is the ultimate judge of
everyone and that we
will all answer to Him
for what we do.

11. study	studdy
12. stealthy	stealthy
13. sneaky	sneeky
14. poultry	pooltry
15. pitty	pity
16. nawghty	naughty

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

Character Focus: God
is a merciful judge, but
He is also completely
just.

17. mean	meen
18. nasty	nassty
19. ruthles	ruthless
20. stern	sturn

5. Composition and Revising: Complete the Checklist Challenge

<> **5a.** Read this week's passage with your teacher:

<> **5b.** Complete the following steps in last week's rough draft of your essay, using the Checklist Challenge

- (1) Do each one of each item for each sentence or paragraph you wrote, as indicated in the Checklist Challenge.
- (2) Highlight each item you put in your essay as you complete it.
- (3) Check off each box of the Checklist Challenge as you complete each task.

Further Study: Study how the courts in your area are set and what limits are on them.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (“Try adding a word that means the same as kind.”), guiding him with questions (“What do you think you could put it for *walk* here?”), or giving him choices (“Why don’t you try one of these: *pretty, beautiful, lovely, gorgeous?*”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

6. Optional Spelling Practice: Six “S” Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

<> **6c. Optional:** 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.)

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

Optional Penmanship Practice

Thy throne, O God, is for ever and ever: the scepter of thy kingdom is a right scepter.

Psalms 45:6

Optional Penmanship Practice

Mercy and truth preserve the king: and his throne is upheld by mercy.

Proverbs 20: 28

Character Focus:
Mercy is a very important part of justice.

7. Write On: Five Parts of a Sentence (CAVES)

<> 7a. Read this week's passage aloud with your teacher.

<> 7b. In the passage, highlight the sentence *Bones are a big part of your body*.

1. In this lesson you will learn how to tell if a group of words is a sentence using CAVES.
2. CAVES is an acronym.
3. It is another little trick to help you learn.
4. CAVES stands for the following:

Capitalized

All make sense

Verb

End mark

Subject

5. You can use CAVES to check your sentences to see if they are complete.
6. Now we are going to use CAVES on the sentence you highlighted from the passage.

1. **C**apital at the beginning of the sentence

Bones are a big part of your body.

2. **A**ll makes sense (Does this sentence make sense?)

Bones are a big part of your body.

3. **V**erb

Bones **are** a big part of your body.

4. **E**nd mark

Bones are a big part of your body.

5. **S**ubject

Bones are a big part of your body.

<> 7c. Memorize CAVES, and recite it to your teacher.

Capitalized

All make sense

Verb

End mark

Subject

8. Grammar: Adjectives

Optional Penmanship
Practice

All power is given unto
me in heaven and in
earth.

Matthew 28: 18

<> **8a.** Read this week's passage aloud with your teacher.

1. Do you remember what a noun is?

2. A **noun** is one of the following:

a. **Person**: mom, doctor, girl, boy

b. **Place**: street, city, ocean

c. **Thing**: bowl, fence, cup, mountain

d. **Idea**: love, forgiveness, joy

3. This week you will be learning about words that describe nouns.

<> **8b.** In the passage, highlight the following describers:

1. big

2. little

3. tiny

4. bad

<> **8c.** Now with a highlighter, draw an arrow from the word you highlighted above to the noun each of those words describes in this way:

1. **big** → **part**

2. **little** → **sacs**

3. **tiny** → **cushions**

4. **bad** → **attitudes**

1. The words you highlighted that describe nouns are called adjectives.

2. You don't have to worry about what they are called.

3. You should try to write with describers, though, because they make your writing interesting.

4. **Most words that you put before nouns to describe them are adjectives.**

5. Sometimes you put descriptive words before the noun and sometimes they are kind of boring.

6. Always try to put the interesting kinds!

<> **8d.** In the following phrases, highlight the describers.

1. weak bones

2. small sacs

3. large part

4. hurtful actions

5. brittle bones

6. wrong attitudes

7. thin skin

8. fragile bones

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

9. Composition and Revising: Final Copy of Your Descriptive Essay

<> **9a.** Read this week's passage aloud with your teacher.

<> **9b.** You may write the final copy of your descriptive essay letter in any of the following ways:

- (1) Write it in your own handwriting on the lines provided.
- (2) Write it in you own handwriting in a minit book.
- (3) Have your teacher copy it in a minit book.
- (4) Have your teacher type your letter on the computer.

[illegible]

[illegible]

10. Optional Spelling Practice: Write That Word!

<> **10a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **10b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Spelling: Spelling Test

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____

8. _____

9. _____

10. _____

Extension

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Optional

17. _____

18. _____

19. _____

20. _____

Review Words

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

- (1) Be sure to put capitals at the beginning of the words that need capitals.
- (2) Be sure you put end marks at the end of sentences.
- (3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.
- (4) Follow along as your teacher reads the dictation pasage to you. Try not to skip any words.

All

Bones _____

_____ part _____ your body.

_____ to 206 bones. _____ bones hold

_____ straight when

_____ stand.

Extension

Your _____ are _____ together

_____ little sacs _____ little sacs

_____ cushions. _____

_____ the _____

_____ wearing through _____

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling 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.)

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

13. Grammar: Weekly Quiz

<> **13a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 7-Pre A: Weeks Three & Four

Character Focus: Gentleness

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.
- Place a check in each box as you complete each task.

All

All levels

B

Basic level only

E

Extension only

- Each box will indicate the number of changes that need to be completed (normally one box for each sentence or paragraph).

To Be Completed During Week Four

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

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

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

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

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

Use **one of this month's vocabulary words** in your essay (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 boxe(s) as directed by your teacher.

All

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.**

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.

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.**

Edit your essay with your teacher. Make sure you have done all of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence "sound" correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the SEE column. 3. If you get stuck, look at the word in the SEE column. 4. Note: If spelling a word aloud confuses you further, skip this step.	3. To Separate: 1. Fold the 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 that 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 -- Extension

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

Interjection Rhyme -- Extension

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 _____

Teacher's Helps

Green 7 Pre-A

Character Focus: Gentleness

Lesson Plans and Answer Keys

Lesson Plans

Green 7 Pre-A: Week One

For a Five-Day Week

Character Focus: Gentleness

Day One

Vocabulary Box

Synonyms for **mercy**--*nouns*

care	forgiveness	generous
grace	helpfulness	kindheartedness
kindness	pardon	pity
selfless	sympathy	understanding

Vocabulary Box

Words that describe one who is not **merciful** or **gentle**--*adjectives*

brutal	cruel	hard
harsh	mean	merciless
nasty	ruthless	spiteful
stern	strict	unforgiving
unkind		

1. Copying and Comprehension: Passage and Vocabulary

All

Gorillas can be gentle and mean. A male gorilla is gentle with his own family. However, he can be brutal to those outside of his family.

Extension

Gorillas live in groups of a lead male, females, other males, and their young. They are amazing families in the animal world. They take care of each other, play with each other, and groom each other. They are kind and gentle to those in their group.

Read Only

The lead gorilla guards the space that is his territory. The male will stand up on his back legs, pound his chest, and bellow across the line to outsiders. This way they will know not to come into his territory. This is one way he guards his family.

Creation Corner Coloring Book

2. Spelling: Double Consonants in the Middle of a Word = First Syllable Short

All

1. happy	2. kitty	3. taffy
4. lobby	5. ladder	6. tummy
7. fluffy	8. runner	9. runner
10. tunnel		

Extension

11. address	12. after	13. battle
14. comment	15. envy	16. frazzle
17. hopping	18. cellar	

Optional

19. pardon	20. care	21. pity
22. grace		

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Action Verbs

Day Three

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Vocabulary/Structural Analysis: Wacky Words

9. Composition and Revising: Complete the Checklist Challenge for Sentences

Day Four

10. Optional Spelling Practice: Write That Word!

11. Spelling: Spelling Test

Day Five

12. Dictation: Dictation Quiz

All

Gorillas _____ gentle and mean. _____ gorilla _____ gentle _____ own family. However, _____ brutal _____ outside _____ family.

Extension

Gorillas _____ groups of a _____, females, other males, and _____ young. _____ are _____ families _____ animal world. _____ take _____ of _____ other, _____ with each _____, and _____ each other. _____ are _____ and gentle _____ in _____ group.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Lesson Plans

Green 7 Pre-A: Week One

For a Four-Day Week

Character Focus: Gentleness

Day One

Vocabulary Box

Synonyms for **mercy**--nouns

care	forgiveness	generous
grace	helpfulness	kindheartedness
kindness	pardon	pity
selfless	sympathy	understanding

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Gorillas _____ groups of a _____,
females, other males, and _____ young. _____ are
_____ families _____ animal world. _____
take _____ of _____ other, _____ with each
_____, and _____ each other. _____ are _____
and gentle _____ in _____ group.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Answer Keys Green 7-Pre A: Week One

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. gorillas kan bea gentle

1. Gorillas can be gentle.

2. thay can also bee mean.

2. They can also be mean.

3. A gorilla are gentle with its own family

3. A gorilla is gentle with its own family.

4. gorillas life inn groups

4. Gorillas live in groups.

Extension

5. Thay is good families inn the animal world.

5. They are good families in the animal world.

6. The lead gorilla gards it's territory

6. The lead gorilla guards its territory.

Note: An animal may be referred to as *he*, *she*, or *it*.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. Optional: Circle or highlight the correct spelling of each **All** word.

1. happy

hapy

2. kity

kitty

3. tafy

taffy

4. lobby	loby
5. ladder	lader
6. tummy	tummy
7. fluffy	flufy
8. caddy	caddy
9. runner	runnar
10. tunnel	tunnel

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. adres	address
12. aftur	after
13. battle	batle
14. comment	coment
15. enve	envy
16. frazzle	frazzl
17. hopping	hoping
18. celar	cellar

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

19. pardon	parden
20. care	carre
21. pity	pity
22. grace	grase

6. Grammar: Action Verbs

<> **6c.** In the phrases provided, highlight the action verbs.

Hint: In these phrases, the action verb is usually at the end of the phrase -- after the subject that is doing the action.

1. Gorillas **pound**...
2. A gorilla **acts**...
3. Gorillas **live**...
4. They **treat**...
5. The male **guards**...
6. Animals **take**...
7. The male **stands**...
8. Others **come**...
9. He **bellows**...
10. He **acts**...

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: its, it's

<> **8b.** Fill in the blanks with the correct word -- *its* or *it's*.

1. A gorilla demonstrates gentleness to its family.
2. It's amazing to see gorillas care for their families.

Lesson Plans

Green 7 Pre-A: Week Two

For a Five-Day Week

Character Focus: Gentleness

Day One																									
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<p>1. Copying and Comprehension: Passage and Vocabulary</p> <p>All</p> <p>William and Catherine were kind people. They greatly wanted to help poor people in England. They knew a lot about being missionaries in other places. Now they wanted to help the people right where they lived.</p> <p>Extension</p> <p>Most church people in England did not like poor people to come to their churches. They liked their churches to be nice and clean. The people who lived on the streets were not nice and clean, but they still needed someone to tell them about Jesus.</p> <p>Read Only</p> <p>William and Catherine started a group called the East London Revival Society. The east part of London was the poorest. They did not have anyone there to tell them about Jesus. This couple and their friends set up a tent there and sang and preached.</p> <p style="text-align: right;"><i>Cloud of Witnesses: A Book of Children's Godly Heroes</i></p>																									
<p>2. Spelling: Suffixes</p> <p>All</p> <table style="width: 100%;"> <tr> <td>1. help</td> <td>2. helpful</td> <td>3. hurt</td> </tr> <tr> <td>4. hurtful</td> <td>5. joy</td> <td>6. joyful</td> </tr> <tr> <td>7. glad</td> <td>8. gladly</td> <td>9. kind</td> </tr> <tr> <td>10. kindly</td> <td></td> <td></td> </tr> </table> <p>Extension</p> <table style="width: 100%;"> <tr> <td>11. skillful</td> <td>12. poorly</td> <td>13. measly</td> </tr> <tr> <td>14. purposeful</td> <td>15. faithful</td> <td>16. mournful</td> </tr> </table> <p>Optional</p> <table style="width: 100%;"> <tr> <td>17. harsh</td> <td>19. cruel</td> <td>20. unkind</td> </tr> <tr> <td>21. strict</td> <td></td> <td></td> </tr> </table>		1. help	2. helpful	3. hurt	4. hurtful	5. joy	6. joyful	7. glad	8. gladly	9. kind	10. kindly			11. skillful	12. poorly	13. measly	14. purposeful	15. faithful	16. mournful	17. harsh	19. cruel	20. unkind	21. strict		
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Day Two																									
<p>4. Optional Spelling Practice: Choose the Correct Spelling</p>																									

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Be, a Helper, Link Verbs

Song:

ABCDEFGH

Be, a Helper, Link verbs,

IJKLMNOP

Is, Are, Am, Was, & Were.

QRSTUW

Be, & Being, Been, Become,

WXYZ

Has, & Had, & Have are ones.

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,

IJKLMNOP

Appear, Look, Seem, Remain, Taste, Feel, & Smell

Day Three

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Vocabulary/Structural Analysis: Wacky Words

9. Composition and Revising: Edit and Revise Using the Checklist Challenge

Day Four

10. Optional Spelling Practice: Write That Word!

11. Spelling: Spelling Test

Day Five

12. Dictation: Dictation Quiz

All

William and Catherine _____ helpful people. _____ greatly wanted _____ poor people _____ England. _____ knew a _____ about being missionaries _____ other places. _____ wanted _____ the people right _____ lived.

Extension

_____ church people in England _____ not _____ poor people to _____ to _____ churches. They _____ churches to _____ nice and _____. _____ people _____ lived on the _____ not nice and _____, but _____ needed someone to _____ about Jesus.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Lesson Plans

Green 7 Pre-A: Week Two

For a Four-Day Week

Character Focus: Gentleness

Day One		
Vocabulary Box		
Synonyms for mercy -- <i>nouns</i>		
care	forgiveness	generous
grace	helpfulness	kindheartedness
kindness	pardon	pity
selfless	sympathy	understanding
Vocabulary Box		
Words that describe one who is not merciful or gentle -- <i>adjectives</i>		
brutal	cruel	hard
harsh	mean	merciless
nasty	ruthless	spiteful
stern	strict	unforgiving
unkind		

1. Copying and Comprehension: Passage and Vocabulary

All

William and Catherine were kind people. They greatly wanted to help poor people in England. They knew a lot about being missionaries in other places. Now they wanted to help the people right where they lived.

Extension

Most church people in England did not like poor people to come to their churches. They liked their churches to be nice and clean. The people who lived on the streets were not nice and clean, but they still needed someone to tell them about Jesus.

Read Only

William and Catherine started a group called the East London Revival Society. The east part of London was the poorest. They did not have anyone there to tell them about Jesus. This couple and their friends set up a tent there and sang and preached.

Cloud of Witnesses: A Book of Children's Godly Heroes

2. Spelling: Suffixes

All

- | | | |
|------------|------------|-----------|
| 1. help | 2. helpful | 3. hurt |
| 4. hurtful | 5. joy | 6. joyful |
| 7. glad | 8. gladly | 9. kind |
| 10. kindly | | |

Extension

- | | | |
|----------------|--------------|--------------|
| 11. skillful | 12. poorly | 13. measly |
| 14. purposeful | 15. faithful | 16. mournful |

Optional

- | | | |
|------------|-----------|------------|
| 17. harsh | 19. cruel | 20. unkind |
| 21. strict | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two
5. Study Skills/Prewriting: Key Word Outline for Sentence Writing
6. Grammar: Be, a Helper, Link Verbs
Song: ABCDEFG Be, a Helper, Link verbs, HIJKLMNPO Is, Are, Am, Was, & Were. QRSTUV Be, & Being, Been, Become, WXYZ Has, & Had, & Have are ones. 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 ABCDEFG May, Might, Must—they are some as well, HIJKLMNPO Appear, Look, Seem, Remain, Taste, Feel, & Smell

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Vocabulary/Structural Analysis: Wacky Words

Day Three
9. Composition and Revising: Edit and Revise Using the Checklist Challenge
10. Optional Spelling Practice: Write That Word!
11. Spelling: Spelling Test
Day Four

12. Dictation: Dictation Quiz

All

William and Catherine _____ helpful people. _____ greatly wanted _____ poor people _____ England. _____ knew a _____ about being missionaries _____ other places. _____ wanted _____ the people right _____ lived.

Extension

_____ church people in England _____ not _____ poor people to _____ to _____ churches. They _____ churches to _____ nice and _____. _____ people _____ lived on the _____ not nice and _____, but _____ needed someone to _____ about Jesus.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Answer Keys Green 7-Pre A: Week Two

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. william and catherine was help ful people.
1. William and Catherine were helpful people.
2. Thay wanted two help the poor people inn england
2. They wanted to help the poor people in England.
3. thay wanted two help thee peeple
3. They wanted to help the people.
4. They liked there churches too bee nice and clean
4. They liked there churches to be nice and clean.

Extension

5. william and catherine started a group
5. William and Catherine started a group.
6. Thay did not have anyone there too tell them about Jesus.
6. They did not have anyone there to tell them about Jesus.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. Optional: Circle or highlight the correct spelling of each All word.

- | | |
|-------------|----------|
| 1. help | hellp |
| 2. helpfull | helpful |
| 3. hert | hurt |
| 4. hurtful | hurtfull |
| 5. joy | jooy |

6. joyfull	joyful
7. glad	gladd
8. gladly	gladlly
9. kinde	kind
10. kindly	kindlly

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. skilful	skillful
12. poorly	porly
13. meesly	measly
14. purposeful	purposeful
15. faithful	faithfull
16. mournful	moornful

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. harsh	harch
18. creul	cruel
19. unkinde	unkind
20. strict	strikt

6. Grammar: Be, a Helper, Link Verbs

<> **6d.** In the phrases provided, highlight the BHL verbs.

1. William was...
2. Catherine had...
3. The Booths were...
4. They have...
5. William and Catherine are...

6. England has...
7. London can...
8. Jesus can...
9. We must...
10. England seems...

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: poor, poorer, poorest

<> 8f. Fill in the blanks with the right Wacky Word:

- a. poor
 - b. poorer
 - c. poorest
1. The people on the east side were poorer than the people on the west side.
 2. The people of London were poor.
 3. The people of London were the poorest out of everyone in the world.

Lesson Plans

Green 7 Pre-A: Week Three

For a Five-Day Week

Character Focus: Gentleness

Day One																									
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<p>1. Copying and Comprehension: Passage and Vocabulary</p> <p>All</p> <p>A long time ago, a man happily went on a trip. As he walked, some bad men hurt him. They stole his clothes and money. They left him lying on the road.</p> <p>Extension</p> <p>A church leader walked by the hurt man. He did not want to get dirty. He did not want other church leaders to see him helping a poor, dirty person. He walked down the street.</p> <p>Read Only</p> <p>Next a man who was another kind of church leader walked by the hurt man. He thought that maybe the bloody man did something wrong. He thought maybe the poor man deserved to get hurt! He left the injured man on the street.</p> <p>Finally, a man who was poor himself and not particularly popular came along. He saw the wounded man and he stopped to help him. He cleaned the man's cuts and took the man to a hospital. The helpful man paid for the injured man's hospital bill.</p>																									
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3. Editor Duty: Correct Given Sentences	
Day Two	
<p>4. Optional Spelling Practice: Choose the Correct Spelling</p> <p>5. Study Skills/Prewriting: Create Descriptive Paragraph House Outline</p> <p>6. Grammar: Adverbs</p>	
Day Three	
<p>7. Optional Spelling Practice: Six "S" Spelling Secret</p> <p>8. Write On: Opening and Closing Sentences</p> <p>9. Write On: Rough Draft Descriptive Paragraph</p>	
Day Four	
<p>10. Vocabulary/Structural Analysis: Wacky Words</p> <p>11. Optional Spelling Practice: Write That Word!</p>	
Day Five	
<p>12. Spelling: Spelling Test</p> <p>13. Dictation: Dictation Quiz</p> <p>All</p> <p>_____ long time ago, a _____ happily went _____ a _____ walked, some _____ hurt _____. _____ stole _____ clothes _____ money. _____ left _____ lying _____.</p> <p>Extension</p> <p>_____ church _____ walked _____ the hurt _____. _____ not _____ to _____ dirty. He did _____ other church leaders to _____ helping a poor, _____ person. _____ walked _____ the _____.</p> <p>14. Grammar: Weekly Quiz</p>	

Lesson Plans

Green 7 Pre-A: Week Three

For a Four-Day Week

Character Focus: Gentleness

Day One

Vocabulary Box

Synonyms for **mercy**--*nouns*

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2. Spelling: Two Vowels Together Makes the First Vowel

Long

All

- | | | |
|-----------|-----------|-----------|
| 1. lead | 2. preach | 3. street |
| 4. meet | 5. greet | 6. road |
| 7. coal | 8. cloak | 9. aim |
| 10. chain | | |

Extension

- | | | |
|------------|-------------|------------|
| 11. people | 12. please | 13. appeal |
| 14. appear | 15. ceiling | 16. hoax |

Optional

- | | | |
|-----------------|--------------|--------------|
| 17. forgiveness | 18. kindness | 19. selfless |
| 20. helpfulness | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Create Descriptive Paragraph House Outline

6. Grammar: Adverbs

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Write On: Opening and Closing Sentences

Day Three

9. Write On: Rough Draft Descriptive Paragraph

10. Vocabulary/Structural Analysis: Wacky Words

11. Optional Spelling Practice: Write That Word!

Day Four

12. Spelling: Spelling Test

13. Dictation: Dictation Quiz

All

_____ long time ago, a _____ happily went _____ a _____ walked, some _____ hurt _____. _____ stole _____ clothes _____ money. _____ left _____ lying _____.

Extension

_____ church _____ walked _____ the hurt _____. _____ not _____ to _____ dirty. He did _____ other church leaders to _____ helping a poor, _____ person. _____ walked _____ the _____.

14. Grammar: Weekly Quiz

Answer Keys Green 7-Pre A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

<>3b. Correct the mistakes in the sentences provided.

All

1. a long time ago, an man went onn a trip

1. A long time ago, a man went on a trip.

2. as he walked, sum bad man hurt him

2. As he walked, some bad men hurt him.

3. Thay stole his clothes and money

3. They stole his clothes and money.

4. thay left him lying on the roed

4. They left him lying on the road.

Extension

5. a church leader walked bi thee hurt man

5. A church leader walked by the hurt man.

6. Hee did not want too got dirty.

6. He did not want to get dirty.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. Optional: Circle or highlight the correct spelling of each **All** word.

1. lead

leed

2. streat

street

3. rood

road

4. coel

coal

5. chain	chane
6. meat	meet
7. cloak	cloke
8. greet	great
9. preech	preach
10. aim	ame

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. people	peopl
12. pleese	please
13. appeal	appeel
14. appeer	appear
15. ceiling	cieling
16. haox	hoax

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. forgiveness	forgivness
18. kindnes	kindness
19. selfless	selfles
20. helpfulness	helpfulnes

6. Grammar: Adverbs

<> **6c.** In the sentences provided, highlight all of the adverbs. (Hint: They all end in the letters /y.)

1. A man quickly left for a trip.
2. He slowly walked.
3. They hatefully stole his money.

4. They actually left him lying on the road.
5. A church leader smugly walked by.
6. He truly did not want anyone to see.
7. He sadly walked by.
8. He really thought the man deserved it.
9. He actually left the man.
10. The man gladly paid.

10. Vocabulary/Structural Analysis: Wacky Words

Homophones: some, sun

<> 10b. Fill in the blanks for the sentences provided with the right Wacky Word: *sum* or *some*.

1. The man was badly injured by some bad men.
2. The sum of the numbers is thirty-five.

Lesson Plans

Green 7 Pre-A: Week Four

For a Five-Day Week

Character Focus: Gentleness

Day One

Vocabulary Box

Synonyms for **mercy**--*nouns*

care	forgiveness	generous
grace	helpfulness	kindheartedness
kindness	pardon	pity
selfless	sympathy	understanding

Vocabulary Box

Words that describe one who is not **merciful** or **gentle**--*adjectives*

brutal	cruel	hard
harsh	mean	merciless
nasty	ruthless	spiteful
stern	strict	unforgiving
unkind		

1. Copying and Comprehension: Passage and Vocabulary

All

Bones are a big part of your body. You have up to 206 bones. Your bones hold you up straight when you stand.

Extension

Your bones are held together with little sacs. These little sacs are like tiny cushions. These keep the bones from wearing through the skin.

Read Only

One surprising thing about bones is how they respond to bitterness. Most people think that when they get mad, then bitter, they just have bad attitudes and actions. They do not know that bitterness can make our bones weak. Bitterness can make our bones break more easily and even makes us get diseases more easily.

2. Spelling: Y at the End of Two Syllable Words

Examples: happy, daddy

All

- | | | |
|----------|---------|-----------|
| 1. body | 2. tiny | 3. gladly |
| 4. happy | 5. many | 6. really |
| 7. easy | 8. lady | 9. very |
| 10. bony | | |

Extension

- | | | |
|-------------|--------------|-------------|
| 11. study | 12. stealthy | 13. sneaky |
| 14. poultry | 15. pity | 16. naughty |

Optional

- | | | |
|-----------|-----------|--------------|
| 17. mean | 18. nasty | 19. ruthless |
| 20. stern | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Composition and Revising: Complete the Checklist Challenge

Day Three

6. Optional Spelling Practice: Six "S" Spelling Secret

7. Write On: Five Parts of a Sentence (CAVES)

8. Grammar: Adjectives

Day Four

9. Composition and Revising: Final Copy of Your Descriptive Essay

10. Optional Spelling Practice: Write That Word!

11. Spelling: Spelling Test

Day Five

12. Dictation: Dictation Quiz

All

Bones _____ part _____ your body. _____
_____ to 206 bones. _____ bones hold _____
straight when _____ stand.

Extension

Your _____ together _____ little sacs. _____ little
sacs _____ little cushions. _____ the
_____ wearing through _____.

13. Grammar: Weekly Quiz

Lesson Plans

Green 7 Pre-A: Week Four

For a Four-Day Week

Character Focus: Gentleness

Day One

Vocabulary Box

Synonyms for **mercy**--*nouns*

care	forgiveness	generous
grace	helpfulness	kindheartedness
kindness	pardon	pity
selfless	sympathy	understanding

Vocabulary Box

Words that describe one who is not **merciful** or **gentle**--*adjectives*

brutal	cruel	hard
harsh	mean	merciless
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Examples: happy, daddy

All

- | | | |
|----------|---------|-----------|
| 1. body | 2. tiny | 3. gladly |
| 4. happy | 5. many | 6. really |
| 7. easy | 8. lady | 9. very |
| 10. bony | | |

Extension

- | | | |
|-------------|--------------|-------------|
| 11. study | 12. stealthy | 13. sneaky |
| 14. poultry | 15. pity | 16. naughty |

Optional

- | | | |
|-----------|-----------|--------------|
| 17. mean | 18. nasty | 19. ruthless |
| 20. stern | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Composition and Revising: Complete the Checklist Challenge

6. Optional Spelling Practice: Six "S" Spelling Secret

Day Four

7. Write On: Five Parts of a Sentence (CAVES)

8. Grammar: Adjectives

9. Composition and Revising: Final Copy of Your Descriptive Essay

10. Optional Spelling Practice: Write That Word!

Day Three

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

Bones _____ part _____ your body. _____
 _____ to 206 bones. _____ bones hold _____
 straight when _____ stand.

Extension

Your _____ together _____ little sacs. _____ little
 sacs _____ little cushions. _____ the
 _____ wearing through _____.

13. Grammar: Weekly Quiz

Answer Keys Green 7-Pre A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

<> **3b.** Correct the mistakes in the sentences provided.

All

1. Bones is an big part off your body.
1. Bones are a big part of your body.
2. you has up two 206 bones
2. You have up to 206 bones.
3. your bones hold u up straight wen you stand
3. Your bones hold you up straight when you stand.
4. your boens hold together with little sacks.
4. Your bones hold together with little sacs.
5. These little sacks is like tiny little cushions
5. These little sacs are like tiny little cushions.

Extension

6. These keap thee bones from wearing through the skin
6. These keep the bones from wearing through the skin.
7. thay due not know that bitterness can make are bones week.
7. They do not know that bitterness can make our bones weak.
8. Then thay can break more easily and even get diseases more easily
8. Then they can break easier and even get diseases easier.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|----------------|---------------|
| 1. <u>body</u> | bode |
| 2. <u>tiny</u> | tine |
| 3. gladly | <u>gladly</u> |

4. happy	hapy
5. manny	many
6. reelly	really
7. easy	eesy
8. laddy	lady
9. verry	very
10. bony	bonny

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. study	studdy
12. steelthy	stealthy
13. sneaky	sneeky
14. poultry	pooltry
15. pitty	pity
16. nawghty	naughty

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. mean	meen
18. nasty	nassty
19. ruthles	ruthless
20. stern	sturn

8. Grammar: Adjectives

<> **8d.** In the following phrases, highlight the describers.

1. **weak** bones

2. **small** sacs
3. **large** part
4. **hurtful** actions
5. **brittle** bones
6. **wrong** attitudes
7. **thin** skin
8. **fragile** bones

Green 8-Pre A: Week One

Character Focus: Sincerity

Vocabulary Box

Synonyms and antonyms of **pure**--*adjectives*

Synonyms		Antonyms	
above suspicion	blameless	crooked	defiled
chaste	clean	dirtied	dishonest
faithful	faultless	fouled	impure
flawless	genuine	infected	made dirty
godly	guiltless	polluted	ruined
holy	just	shady	soiled
perfect	saintly	unclean	
spotless	wholesome		

Vocabulary Box

Words related to or synonyms for **Sincerity**--*nouns*

clearness	decentness
faithfulness	frankness
genuineness	goodness
heartfeltness	honesty
openness	rightness
truthfulness	uprightness

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

George did not know what to do. There was no food to feed the children. Yes, there were many orphans in his care that would not have any breakfast. George did what he always did---he cried out to God.

Extension

George told all of the orphans to sit down at the table. He began to pray aloud, thanking God for the food that God was going to give them. Then there was a knock at the door. George opened it to find a baker from a nearby city. The baker said that God woke him up the night before and told him to bake bread and rolls for the orphanage.

Cloud of Witnesses: A Book of Children's Godly Heroes

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

1. This passage is about a man who was pure in heart.
2. This man was George Muller.
3. **George Muller started orphanages in England in the 1800s.**
4. He took care of more than ten thousand children.
5. All that time, **he never asked man to give him anything.**
6. He was so sincere that he just asked God to give him and the children

Character Focus:
Purity is focusing on
God instead of this
world.

what they needed.

7. And God always did!

<> **1b.** In the second paragraph of the passage, highlight the word *orphanage*.

1. You probably already figured out that an orphanage is a place where children live and are cared for.
2. Children who live in orphanages do not have parents to care for them.
3. **George Muller had amazing answers to prayer through the years of caring for orphans.**
4. He trusted God and God never let him down.

<> **1c.** On the lines provided, write the Vocabulary Words that are listed.

a. holy _____

b. clean _____

c. chaste _____

d. faultless _____

1. **George Muller was a sincere man who was pure in heart.**
2. Of course, only Jesus is completely pure in heart.
3. It is through Jesus that George Muller was pure in heart.
4. He cried out to God, and God made him pure.

<> **1d.** Write two sentences about Jesus using two of the Vocabulary Words you listed above that are synonyms (mean the same or almost the same) for pure.

Sentences about Jesus

1. _____

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

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.

2. _____

<> 1e. On the lines provided, copy this week's passage at the level directed by your teacher.

Optional Penmanship Practice:

Blessed are the pure in heart: for they shall see God.

Matthew 5:8

[illegible][illegible]

<> **1f.** Review your copy with your teacher, and correct any errors.

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

Green 8-Pre A: Week One

Character Focus:
Being pure requires
that we are sincere
in everything we do.

2. Spelling: Homophones

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the first paragraph of the passage, highlight the following words:

- | | |
|----------|---------|
| 1. not | 2. know |
| 3. to | 4. do |
| 5. There | 6. were |

1. The words you highlighted are all homophones.

2. **Homophones are words that sound the same when you say them, but they do not mean the same thing, and they are not spelled the same way.**

3. A little trick to remember what homophones are is to notice that the word *homo-phone* has the word *phone* in it.

4. Thus, homophones are words that sound the same on the phone but are not spelled the same and do not have the same meanings.

5. Homophones sound the same when you say them on the phone but not when you see them in writing.

6. There are many, many homophones!

7. You have probably seen homophones a lot in your reading.

8. Here are some homophones for you to read:

- a. to: Give the box **to** him.
- b. too: She wants some **too**.
- c. two: He has **two** books.
- d. She has **one** book.
- e. He **won** the game.
- f. Will he **be** there?
- g. The **bee** stung her.
- h. She needs **some** money.
- i. She had a small **sum** of money.
- j. Over **there** is the dog.
- k. She is **their** mom.

Character Focus:
Sincerity is doing
what is right
because we have
the right desires.

Further Study: Learn
the song "Take Time
to be Holy."

<> **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.

Character Focus:
Purity is not an act we can put on; it really has to be who we are.

<> **2d.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

Teacher Tip: Generally speaking, when prefixes are added to words (prefixes are placed at the beginning of root words), they do not change the spelling of the root word.

<> **2e.** Add this week's new words to page 87 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.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. do	do			
2. dew	dew			
3. were	were			
4. we're	we're			
5. to	to			
6. too	too			
7. two	two			
8. hear	hear			
9. here	here			
10. there	there			
11. their	their			
12. they're	they're			

*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
<u>Extension</u>				
13. our	our			
14. hour	hour			
15. are	are			
16. then	then			
17. than	than			
<u>Extension</u>				
18. chaste	chaste			
19. faithful	faith-ful			
20. flawless	flaw-less			
21. godly	god-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.

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. george did not no what too due.
2. their was know food two feed the children
3. they're were mini orphans inn his care
4. Then there were an knock at the door

Extension

5. He opened it two find an baker from a nearby city.
6. god waz faithful 2 mr. mueller and the orphans

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-------------|---------|
| 1. do | doo |
| 2. dewe | dew |
| 3. werre | were |
| 4. we're | wer'e |
| 5. tou | to |
| 6. toou | too |
| 7. two | twoo |
| 8. heer | hear |
| 9. here | herre |
| 10. ther | there |
| 11. their | thier |
| 12. theyr'e | they're |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|----------|------|
| 13. oor | our |
| 14. hoor | hour |
| 15. are | arre |

Words for Key Word Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

16. then thenn

17. than thann

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

18. chastte chaste

19. faithful faithfull

20. flawless flawles

21. godlly godly

Character Focus: No human is perfect, so no one will be pure all the time, but a Christian should seek God's purity.

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said**.
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead**.
 - e. When you like the way your new sentence sounds, write it on the lines provided.

Character Focus: When we do something wrong, we must ask God for His forgiveness and ask Him to make us pure.

f. Here is a sample for you:

Original sentence: George did not know what to do.

Words I will highlight: **George** did not **know what** to **do**.

Write the words I highlighted: George know what do

My new sentence: George had no clue as to what to do.

Character Focus:
The kinds of things
we put into our lives
are the kind of things
that will come out of
our lives.

Character Focus:
God is the only one
who is totally pure.

All

1. There was no food to feed the children.

Words you highlighted:

Your new sentence:

2. Then there was a knock at the door.

Words you highlighted:

Your new sentence:

3. George told all of the orphans to sit down at the table.

Words you highlighted:

Character Focus: If
we put pure thoughts
into our lives, what
we say and do will
be pure; if we put
sinful thoughts into
our heads, what we
say will be sinful.

Your new sentence:

Extension

4. George did what he always did -- he cried out to God.

Words you highlighted:

Your new sentence:

5. He opened it to find a baker from a nearby city.

Words you highlighted:

Your new sentence:

Teacher Tip: Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

---> 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 most important, more important

“ ” can mean spoken words or special words

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

Character Focus:
We can do "pure things," but if we do not have pure hearts, they are not really pure.

Character Focus:
Trying to be pure does not mean putting on an act for other people to see; God is concerned with what is in our hearts.

6. Grammar: Interjections

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** In the first paragraph of the passage, highlight the word *Yes*.

1. The word *yes* is a special kind of word called an *interjection*.
2. **An interjection is just a word that is added (or interjected) into a sentence.**
3. The sentence does not have to have the interjection to be a real sentence, but the **interjection adds more information and makes the sentence interesting.**
4. There are six main interjections, though other words are sometimes called interjections when they are interjected into sentences.
5. You can learn the six interjections easily if you say them in a rhyme:
**My, Well, Oh,
Wow, Yes, No!**
6. You can put an interjection at the beginning of any sentence you think it adds interest to.
7. When you put an interjection at the beginning of a sentence, it needs to have a punctuation mark following it.

a. **You can put a comma after it, then just continue your sentence as it was.**

1) **Yes**, we should help others heal.

2) **No**, we should not be selfish.

b. **You can put an excited mark (exclamation mark) after it, then start the next part of your sentence with a capital letter.**

1) **Wow!** He is kind.

2) **My!** She is a good example.

<> 6c. Write two sentences with interjections at the beginning of them.

1. _____

2. _____

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Optional Spelling Practice: Six “S” Spelling Secret

- <> **7a. Optional:** Take a Spelling Pre-Test in your notebook.
- <> **7b. Optional:** 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 that you misspelled in your pre-test.
- <> **7c. Optional:** 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. Vocabulary/Structural Analysis: Wacky Words

Homophones: we’re, were

- <> **8a.** In the first paragraph of the passage, highlight the word *were*.
1. Do you remember when you learned about *it’s* and *its*?
 2. Do you remember that *it’s* is a contraction that stands for *it is*?
 3. Well, the Wacky Word partner for the word you highlighted above (*were*) is also a contraction.
 4. Study the we’re/were partners below:
 - a. Were
 - i. A Be a Helper, Link verb that shows being
 - ii. Example: *We were going to the game.*
 - b. We’re
 - i. A contraction that means we are.
 - ii. Example: *We’re late!*
 - iii. **Remember to say a contraction with the two words separately to see if it fits in your sentence.**

<> **8b.** Fill in the blanks with the right Wacky Word--*were* or *we're*:

1. They _____ going to be late.

2. _____ coming to the service.

3. We _____ at the party.

4. _____ going swimming.

9. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **9a.** Read this week's passage with your teacher:

<> **9b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

(1) Choose sentences that you wrote in Assignment Five that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

(2) Copy the sentences you chose on the lines provided.

1. _____

2. _____

3. _____

4. _____

➤ **9c.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:

- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
- (2) Highlight each item you put in your sentence as you complete it.
- (3) Check off each box of the Checklist Challenge as you complete each task.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (“Try adding a word that means the same as kind.”), guiding him with questions (“What do you think you could put in for *walk* here?”), or giving him choices (“Why don’t you try one of these: *pretty, beautiful, lovely, gorgeous?*”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

10. Optional Spelling Practice: Write That Word!

➤ **10a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **10b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Spelling: Spelling Test

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____
11. _____	12. _____

Extension

13. _____	14. _____
15. _____	16. _____
17. _____	

Optional

18. _____

19. _____

20. _____

21. _____

Review Words

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

(3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

George _____

know what _____. There

_____ food
_____ feed _____ children.
_____, there _____ many
orphans _____ care
_____ would _____ have any
breakfast. George _____ what
_____ always _____ --
_____ cried _____
_____ God.

Extension

George _____ of
the orphans to _____ at
_____ table. _____ began to
_____ aloud, thanking _____ for
the _____ that God _____ going
to _____ them. _____ there
_____ a knock at the _____.
George opened it to _____ a baker
_____ a nearby city. _____ baker
_____ that God _____

_____ up the night before and

_____ him to _____ bread and

rolls _____ the orphanage.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

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. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentences from Assignment Nine, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 8-Pre A: Week One

Character Focus: Sincerity

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

☐ All **All**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph).

☐ All ☐ All ☐ E ☐ E Read your sentences 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 ☐ E 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 ☐ E Change one of the “**boring**” verbs in each sentence 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 E

Add an **adverb** (/y word or other) to each sentence. 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

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

Use **one of this month’s vocabulary words** in your sentence (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

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 sentences. 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 All E E

Edit your sentences with your teacher. Make sure you have done all of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence “sound” correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 _____

Green 8-Pre A: Week Two

Character Focus: Sincerity

Vocabulary Box

Synonyms and antonyms of **pure**--*adjectives*

Synonyms		Antonyms	
above suspicion	blameless	crooked	defiled
chaste	clean	dirtied	dishonest
faithful	faultless	fouled	impure
flawless	genuine	infected	made dirty
godly	guiltless	polluted	ruined
holy	just	shady	soiled
perfect	saintly	unclean	
spotless	wholesome		

Vocabulary Box

Words related to or synonyms for **Sincerity**--*nouns*

clearness	decentness
faithfulness	frankness
genuineness	goodness
heartfeltness	honesty
openness	rightness
truthfulness	uprightness

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

There are impure things in gold and silver. When people want silver or gold to be pure, they have to heat it so hot that it melts. They do this in special furnaces.

Extension

The workers melt the silver or gold the first time. Bad things float to the top of the melting pot. These bad things are called dross. The workers skim this dross off.

Read Only

Then the workers melt the silver or gold again. They skim the dross off again. Then they melt it again. They must do this until it is pure. Then the silver or gold is made into things.

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

<> **1b.** In the passage, highlight the word *impure*.

1. Do you notice anything about the word *impure*?
2. The word *impure* has the word *pure* in it.
3. It also has a prefix.
4. You have probably learned that a prefix is a group of letters added to the beginning of a word.

Optional Penmanship Practice

Sanctify them through thy truth; thy word is truth.

John 17:17

- <> 1c.** On the lines provided, copy this week's passage at the level directed by your teacher.

[illegible]

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:
Purity requires that we
be truthful with God
and others.

Character Focus:
When God sanctifies
us, sets us apart, He
purifies us from sin.

Further Study: Read the story of Abraham and Isaac in Genesis 22. How did God test Abraham's motives to see if they were pure?

Character Focus: The only way to be pure is to stay connected to God because he is truly pure.

- <> **1d.** Review your copy with your teacher, and correct any errors.
- <> **1e. Optional:** Make a minit-book containing this week's passage.

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: Magic e Words

Examples: *made, cake*

- <> **2a.** Read this week's pasage aloud with your teacher.
- <> **2b.** In the Read Only box of the passage, highlight the word *made*.
1. *Made* is a long a word.
 2. The e at the end of the word makes the a say its own name.
 3. You probably learned one of the following two rhymes when you were learning to read:

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

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

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum offers, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

4. The word *made* follows those two rhymes!
5. The word *made* has a “magic e” at the end of it.
6. That e is silent.
7. And the first vowel (a) says its own name.
8. This week you will learn more words with a silent e at the end and a long vowel for each word's first vowel, such as the following:
 - a. bake
 - b. cake
 - c. take
 - d. bite
 - e. kite
 - f. site
 - g. rode
 - h. mode
 - i. rude
 - j. dude

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to pages 14 through 17 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
<u>All</u>				
1. take	take			
2. fame	fame			
3. rode	rode			
4. lube	lube			
5. pole	pole			
6. file	file			
7. smile	smile			
8. trade	trade			
9. rule	rule			
10. stove	stove			

*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
<u>Extension</u>				
11. ache*	ache			
12. mistake*	mis-take			
13. overrule*	over-rule			
14. bribe*	bribe			
15. chrome*	chrome			
16. confide*	con-fide			
<u>Optional</u>				
17. holy	ho-ly			
18. perfect	per-fect			
19. spotless	spot-less			
20. blameless	blame-less			

***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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

Further Study: Study Nehemiah 8:1-18. How did God's Word help cleanse a nation?

All

1. Their is impure things inn gold and silver.
2. Thee workers melt thee silver or gold the 1st time
3. thay due this inn special furnaces.
4. bad things float too the top off thee melting pot

Teacher Tip: The VCE pattern means that the syllable 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 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.

Extension

5. these bad things is called dross
6. thee workers skim this dross off

Character Focus: God will help develop purity in our lives.

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

Optional Penmanship
Practice

For thou, O God,
have proved us: thou
has tried us, as silver
is tried...

Psalms 66: 10

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|-----------|--------|
| 1. taek | take |
| 2. faem | fame |
| 3. rode | rodde |
| 4. lube | lubbe |
| 5. polle | pole |
| 6. file | fille |
| 7. smile | smille |
| 8. tradde | trade |
| 9. rule | rulle |
| 10. stoav | stove |

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

- | | |
|--------------|---------|
| 11. achee | ache |
| 12. mistach | mistake |
| 13. overrule | overule |
| 14. bribe | birbbe |
| 15. krome | chrome |

Words for Key Word
Outline

Remember, you can use synonyms for words in the passage when writing your Key Word Outline. For example, instead of writing *came* for *came back*, you could use the word *returned* to use fewer words but keep the original meaning.

16. confide confied

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. holy holly

18. perfact perfect

19. spotless spotles

20. blameless blameles

Teacher Tip: If your Level Pre A student is not used to taking notes, walk him through the note-taking process. Ask him which words he thinks will help him remember what that sentence said. Coach him as he takes his notes. If necessary, feel free to write his notes for him as he dictates them to you.

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

<> **5a.** Read this week's passage aloud with your teacher.

<> **5b.** In this lesson, you will learn how to write sentences using thoughts from this week's passage. To do this, follow these steps:

- (1) In each of the sentences provided, highlight **two, three, or four** words that you think are important and will help you remember what the sentence is about.
- (2) Write those **two to four** words on the lines below the sentence.
- (3) Beneath those words, complete the following steps:
 - a. **Cover up the sentence** that is provided for you.
 - b. Read your two to four words aloud, and **try to think of what the original sentence said.**
 - c. When you think you remember what the sentence said, try to think of a sentence that is a lot like the one provided for you--but with your own words in it instead.
 - d. Try to **make your sentence say the same thing as the one provided but with some of your words instead.**
 - e. When you like the way your new sentence sounds, write it on the lines provided.
 - f. **Here is a sample for you:**

Character Focus:
Silversmiths consider silver to be pure when they can see their own reflection in it. The more we reflect God's character, the more pure we will be.

Character Focus:
Metals are considered impure when they are mixed with other things.

Character Focus:
When we mix the good things that God is doing in our lives with the things of this world, we make our lives impure.

Character Focus: The heart is where our motives and thoughts are.

Optional Penmanship Practice

Purify your hearts, ye double minded.

James 4:8

Original sentence: There are impure things in gold and silver.

Words I will highlight: There are **impure** things **in gold** and **silver**.

Write the words I highlighted: impure things --> gold & silver

My new sentence: There are many impurities in gold and silver.

All

1. They do this in special furnaces.

Words you highlighted:

Your new sentence:

2. The workers melt the silver or gold the first time.

Words you highlighted:

Your new sentence:

3. Bad things float to the top of the melting pot.

Words you highlighted:

Your new sentence:

Character Focus: God's Word tells us what is pure and what is not.

Further Study: Visit an orchard and see how the trees are pruned, so fruit can grow on them.

Extension

4. They must do this until it is pure.

Words you highlighted:

Your new sentence:

Character Focus: God is the one who makes us pure, but we must let Him work on us.

Character Focus: Purity requires that we cut things out of our lives that are impure, just like fruit trees must be pruned, so they grow better.

5. Then the silver or gold is made into things.

Words you highlighted:

Your new sentence:

Teacher Tip: Key Word Outline 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, is equal to, means, like, occurred

can mean number, pound, or numeral

Numbers can mean to (2), for (4), and can also stand for dates, time, etc.

---> 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 most important, more important

" " can mean spoken words or special words

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

Character Focus:
Humans are not born pure. We are made pure by God and His work in our lives.

Character Focus:
Many people in the past have lived horrible lives, but then they turned them over to God and God transformed them into pure people for Him.

Further Study: Read a book about John Newton, the writer of "Amazing Grace." How did God purify his life?

6. Structural Analysis: Homographs

<> **6a.** Read this week's passage aloud with your teacher.

<> **6b.** In the title of the last copy box of the passage, highlight the word *Read*.

1. The word you highlighted in the passage is a homograph.

2. Do you remember what a homophone is?

3. **A homophone is a word that sounds the same as another word.**

4. The word *read* is a homograph, not a homophone.

5. A homograph is made up of two words:

a. **Homo** -- meaning same

b. **Graph** --- meaning write (like graph paper)

6. **Homographs are words that are written the same but *sound* different.**

7. You can tell the difference between homophones when you see them written.

a. sea b. see

c. to d. too

e. two

8. **You can tell the difference between homographs when you *hear* them spoken.**

<> **6c.** Read the sentences containing homographs with your teacher.

1. Today I will **read** the book.

2. Yesterday I **read** the book.

3. **Job** is a man in the Bible.

4. I have a **job** at the stable.

5. I have to **address** the envelopes.

6. This is my **address**.

Teacher Tip: Some students at this level enjoy the additional challenge of some of the simpler grammar lessons (describers, sentence combining, finding nouns, changing verbs, etc.) while others seem totally oblivious to the fact there is such a thing as grammar! If your student isn't ready for grammar, per se, just do the grammar work orally and move on. Keep in mind that the whole purpose of grammar is to help a student write well. Focus on what will help him write well even at this early stage. When you finish a grammar lesson with him, remind him that he can use that in his writing this week. (Most grammar assignments in CQLA are included in the Checklist Challenge, so students have opportunities early on to see that the grammar they are learning can be used in their writing.)

7. Optional Spelling Practice: Six “S” Spelling Secret

- <> **7a. Optional:** Take a Spelling Pre-Test in your notebook.
- <> **7b. Optional:** 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 that you misspelled in your pre-test.
- <> **7c. Optional:** 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. Vocabulary/Structural Analysis: Wacky Words

Homophones: do, dew

- <> **8a.** In the first paragraph of the passage, highlight the word *do*.
1. The word *do* is a Be, a Helper, Link verb.
 2. Guess what?
 3. It has a Wacky Word partner--dew.
 4. The word *dew* means *moisture on the ground*, like what is on the grass in the mornings.
- <> **8b.** Fill in the blanks with the correct word *do* or *dew*.
1. The workers must _____ this until the silver or gold is pure.
 2. The _____ glistened on the grass.
- <> **8c.** On the lines provided, write two sentences using *do* and *dew*.
1. _____

2.

9. Composition and Revising: Complete the Checklist Challenge for Sentences

<> **9a.** Read this week's passage with your teacher.

<> **9b.** In this assignment, you will be learning how to make the sentences you wrote earlier better! To do this, follow these steps:

- (1) Choose sentences that you wrote in Assignment Five that you can work on making better:

Basic: Choose two sentences.

Extension: Choose four sentences.

- (2) Copy the sentences you chose on the lines provided.

1.

2.

3. _____

4. _____

⇔ **9c.** In the sentences you copied on the lines above, use the Checklist Challenge at the end of this week's lesson to revise your sentences. Follow these steps:

- (1) Read each item in the Checklist Challenge and complete that task for each sentence.
- (2) Highlight each item on the checklist you put in your sentence as you complete it.
- (3) Check off each box of the Checklist Challenge as you complete each task.

Teacher Tip: At this stage, you may feel like you are the one completing the Checklist Challenge instead of your student! Do not be concerned with helping him too much or “giving him the answers”! This is how he learns to write. You may desire, eventually, to wean him away from so much help from you by giving him clues (“Try adding a word that means the same as *kind*.”), guiding him with questions (“What do you think you could put in for *walk* here?”), or giving him choices (“Why don’t you try one of these: *pretty, beautiful, lovely, gorgeous*?”). Gradually, you will have to tell him less and less of what to do, and he will “guide” himself through the Checklist Challenge.

10. Optional Spelling Practice: Write That Word!

<> **10a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____

2. _____

<> **10b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

11. Spelling: Spelling Test

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extension

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

Optional

17. _____

18. _____

19. _____

20. _____

Review Words

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

(3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation pasage to you. Try not to skip any words.

All

There _____ impure things

_____ silver. When people
_____ silver or _____ to
_____ pure, _____ have to
_____ it _____
_____ that _____ melts.
They _____
_____ special furnaces.

Extension

_____ workers
_____ the silver or _____
the first _____.
_____ float to the _____ of
the melting _____. These

_____ called dross. _____
workers _____ dross
_____.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

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. Composition: Final Copy of Sentences

<> **13a.** Choose your best sentences from Assignment Nine, and copy them on the lines provided.

Basic: Copy one sentence.

Extension: Copy two sentences.

All

1. _____

Extension

2. _____

<> **13b.** Review your sentences with your teacher to make sure there are no mistakes in them.

14. Grammar: Weekly Quiz

<> **14a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Checklist Challenge Green 8-Pre A: Week Two

Character Focus: Sincerity

Complete the Checklist Challenge by using these guides:

- Determine which check boxes apply to your level.

☐ All **All levels**

☐ B **Basic level only**

☐ E **Extension only**

- Each box will indicate the number of changes that need to be completed (normally one box for each paragraph)

☐ All ☐ All ☐ E ☐ E

Read your sentences 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 ☐ E

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 ☐ E

Add an **adverb** (*ly* word or other) to each sentence. 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 ☐ E

Add one descriptive **adjective** to each sentence. 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	

🔑 **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

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

Use **one of this month’s vocabulary words** in your sentences (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

All

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 sentences. 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

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

E

E

Edit your sentences with your teacher. Make sure you have done all of the following items to each sentence:

1. Did you put a capital letter at the beginning of the sentence?
2. Did you put an ending punctuation mark at the end of the sentence?
3. Does the sentence “sound” correct when you read it aloud?
4. Do you have proper nouns in your sentence that need to be capitalized?
5. Do you hear a pause in your sentence when you read it aloud? If you do, have your teacher help you add a comma if she thinks it is needed.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 _____

Green 8-Pre A: Week Three

Character Focus: Sincerity

Vocabulary Box

Synonyms and antonyms of **pure--adjectives**

Synonyms		Antonyms	
above suspicion	blameless	crooked	defiled
chaste	clean	dirtied	dishonest
faithful	faultless	fouled	impure
flawless	genuine	infected	made dirty
Godly	guiltless	polluted	ruined
holy	just	shady	soiled
perfect	saintly	unclean	
spotless	wholesome		

Vocabulary Box

Words related to or synonyms for
Sincerity--nouns

clearness	decentness
faithfulness	frankness
genuineness	goodness
heartfeltness	honesty
openness	rightness
truthfulness	uprightness

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

Gold is a substance of such high cost,
It starts out as metal surrounded with dross.
Refiners light the furnace; it blazes with heat,
They melt the gold once, but it's still not complete.

Extension

One melt and two melts--and sometimes again,
They skim off the dross, and the ore stays within.
When the dross is away, refiners have gold.
It's worthy of value for all to behold.

Optional Penmanship Practice

For all have sinned
and fallen short of the
glory of God.

Romans 3:23

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

1. This week's passage is a poem.
2. A poem is often made up of rhyming lines.
3. This poem is made up of four couplets--two couplets in the All box and two couplets in the Extension box.
4. **A couplet is two lines that rhyme with each other.**
5. That is, **each of those two lines' last words rhyme with each other.**

6. This poem has eight total lines--two couplets in each copy box.

7. **Each set of two lines is a couplet.**

<> **1b.** In the first stanza of the poem, highlight the word *dross*.

Do you remember from last week what the word *dross* means?

<> **1c.** Look back in last week's lesson to find the meaning of the word *dross*.

<> **1d.** On the lines provided, write its meaning in your own words.

Definition of *dross*

1. Dross in gold is a lot like sin in our lives.
2. Sometimes we have to go through the "fires" of life to be pure.
3. We have to have the "dross" skimmed out of our lives, so we can be pure for Jesus.

<> **1e.** On the lines provided, copy this week's passage at the level directed by your teacher.

Optional Penmanship Practice

The blood of Jesus
Christ his Son
cleanseth us from all
sin.

I John 1:7

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell the words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

Optional Penmanship
Practice

For there is none
other name under
heaven given among
men, whereby we
must be saved.

Acts 4: 12

Character Focus:
Even though we can
all show mercy,
Jesus is the only one
who can forgive sin.

<> **1f.** Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: Ay Words

Example: bay, day

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the second copy box of the passage, highlight the word *away*.

1. This is a word that ends in *ay*.
2. This week you are going to learn about these kinds of words.
3. Do you remember when your teacher taught you what the vowels are?
4. You may have learned this saying:
a, e, i, o, u, and sometimes y
5. You may also remember tone of these rhyme:
**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.**
6. In the words you highlighted, **y is used as a vowel!**
7. **It makes the first vowel say its long sound.**
8. For instance:
 - a. **way**
 - b. **day**
 - c. **may**
 - d. **say**
9. The **y** at the end of the words is like a vowel that makes the first vowel say its own name!

<> **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.

Character Focus:
We must show
mercy to others--and
show them the
greater mercy that
God can give them.

Teacher Tip:
The spelling combinations *ay* can say the long *a* sound in two instances: (1) at the end of one-syllable words (e.g., *hay, bay*); (2) occasionally at the end of longer words (e.g., *hurray*). Generally, *ey* says long *a* at the end of shorter words only (e.g., *hey*).

<> **2d.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to page 53 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.

Further Study: Read the story of William and Catherine Booth in *Cloud of Witnesses*.

Words	Syllabication	Write it**	Tip	Your Tip
<u>All</u>				
1. day	day			
2. may	may			
3. way	way			
4. play	play			
5. lay	lay			
6. stay	stay			
7. bay	bay			
8. clay	clay			
9. stray	stray			
10. gray	gray			

*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
<u>Extension</u>				
11. today	to-day			
12. playful	play-ful			
13. mayday	may-day			
14. always	al-ways			
15. daylight	day-light			
<u>Optional</u>				
16. crooked	crook-ed			
17. dirtied	dirt-ied			
18. fouled	fouled			
19. infected	in-fect-ed			

*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 Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. gold are a substance off very high cost
2. it starts out az metal surrounded with dros
3. thay light up thee furnace.
4. it blazes with heet

Extension

5. Thay skim of the dros.
6. Its worthy off value four all two behold.

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|---------|-------|
| 1. dae | day |
| 2. may | mae |
| 3. waye | way |
| 4. play | playe |

Teacher Tip: It is especially difficult for new writers to look at a large blank area and realize that he has to fill that space! Take his original essays one sentence at a time, and write for him, if needed. Do whatever you can do to make his early writing experiences positive---and build a love for reading and writing in him early!

5. lay laye

6. stai stay

7. bay baye

8. klay clay

9. stray straye

10. grae gray

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. toda today

12. playful playfull

13. maydae mayday

14. always allways

15. daylight daylite

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

16. croked crooked

17. dirtied dirtyed

18. fowled fouled

19. infected infectted

Further Study: Read the story of Lady Selina Huntingdom or Lillian Trasher in *Women of Wisdom Coloring Book*.

5. Study Skills/Prewriting: Outline Original Poem

Further Study: Read the story of the gorilla or sperm whale in *Creation Corner Coloring Book*.

<> **5a.** Read this week's passage aloud with your teacher.

1. This week's passage is a poem.
2. It is made up of two couplets.
3. **A couplet is a set of two rhyming lines.**
4. You will be learning how to write couplets this week!
5. Two of the main keys to writing couplets are as follows:

a. The last word or syllable in each line should rhyme with each other.

b. Each of the two lines should have about the same number of syllables.

<> **5b.** In order to write rhymed verse poetry, you need to learn how to come up with words that rhyme well. Beneath each word below, write a list of words that rhymes with the underlined word. (Your teacher may help you think of these!)

<u>bad</u>	<u>right</u>	<u>above</u>	<u>obey</u>
<u>sight</u>	<u>heart</u>	<u>peace</u>	<u>pure</u>

6. Optional Spelling Practice: Six “S” Spelling Secret

<> **6a. Optional:** Take a Spelling Pre-Test in your notebook.

<> **6b. Optional:** 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 that you misspelled in your pre-test.

<> **6c. Optional:** 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 Revising: Finishing Lines of Rhymed Verse (Couplets)

<> 7a. Read this week's passage with your teacher:

<> 7b. Finish the couplets below by adding another line with a word at the end that ends in the same sound as the final word in the line provided.

Keep these tips in mind:

1. **Try to make each line have the same or nearly the same number of syllables.** Your teacher can help you count the number of syllables in each line. If the first line has ten syllables, you will probably want its rhyming line to have nine, ten, or eleven syllables in it.
2. **Be sure the last word or syllable in the first line rhymes with the last word or syllable in the second line.** (Use your rhyming word list from earlier in the week.)

All

Couplet 1:

Purity is what God wants--in those who love Him so, (13 syllables)

Couplet 2:

God is faithful always--to those who are His own, (12 syllables)

Couplet 3:

The dross floats to the top to make the silver pure, (12 syllables)

Extension

Couplet 4:

Just like gold and silver, God wants us all to shine, (12 syllables)

Couplet 5:

Blessed are the pure in heart, for God will be so clear, (13 syllables)

Couplet 6:

Take time to be holy through the power of the cross, (13 syllables)

8. Optional Spelling Practice: Write That Word!

<> **8a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **8b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

9. Spelling: Spelling Test

<> **9a.** Read this week's passage aloud with your teacher.

<> **9b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____

Extension

11. _____

12. _____

13. _____

14. _____

15. _____

Optional

16. _____

17. _____

18. _____

19. _____

Review Words

<> **9c.** Have your teacher check your Spelling Test.

<> **9d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

10. Dictation: Dictation Quiz

<> **10a.** Read this week's passage aloud with your teacher.

<> **10b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps:

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

(3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation pasage to you. Try not to skip any words.

All

Gold _____ substance

_____ such high _____,

_____ starts _____

_____ metal surrounded

_____ dross.

Refiners light _____ furnace;

_____ blazes with _____,

_____ melt the _____ once,

_____ it's _____

_____ complete.

Extension

_____ melt and _____ melts--

_____ sometimes _____,

_____ skim _____ the
_____, and _____
_____ within.

_____ the _____ is
_____, refiners _____
_____.

_____ worthy _____ value

_____ behold.

<> 10c. Review your dictation with your teacher.

<> 10d. Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

11. Grammar: Weekly Quiz

<> 11a. Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 _____

Green 8-Pre A: Week Four

Character Focus: Sincerity

Vocabulary Box

Synonyms and antonyms of **pure**--*adjectives*

Synonyms		Antonyms	
above suspicion	blameless	crooked	defiled
chaste	clean	dirtied	dishonest
faithful	faultless	fouled	impure
flawless	genuine	infected	made dirty
godly	guiltless	polluted	ruined
holy	just	shady	soiled
perfect	saintly	unclean	
spotless	wholesome		

Vocabulary Box

Words related to or synonyms for

Sincerity--*nouns*

clearness	decentness
faithfulness	frankness
genuineness	goodness
heartfeltness	honesty
openness	rightness
truthfulness	uprightness

1. Copying and Comprehension: Passage and Vocabulary

This Week's Passage

All

There once was a man named Naaman. This man was sick with leprosy. The prophet Elisha helped him get well. He told Naaman to dip in the Jordan River seven times. Naaman did, and he was better!

Extension

Naaman wanted to give Elisha gifts for helping him. Elisha did not want to take the gifts. Elisha's servant Gehazi did want the gifts. He tried to take them without Elisha knowing it.

Read Only

Maybe part of Gehazi wanted to do right like Elisha did. Part of Gehazi's heart wanted to do wrong. He cheated and took things he should not have taken. Gehazi had a divided heart instead of a pure heart.

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

1. This passage tells about someone who had a divided heart.
2. **A divided heart is when you want to do right but you do wrong instead.**
3. God did not bless Gehazi.
4. God wants us to have pure hearts for him.

<> **1b.** In the first paragraph of the passage, highlight the word *leprosy*.

1. Naaman had a sickness called leprosy.
2. Leprosy was a bad disease in Bible times.
3. It caused sores all over the body.
4. Leprosy was very contagious.
5. People who had leprosy were not allowed to be around other people.
6. That means other people can get it from the one who has it.

<> 1c. On the lines provided, write three words from the Vocabulary Boxes.

a. crooked _____

b. shady _____

c. dishonest _____

1. **All of those words are the opposite of pure.**
2. All of those words describe Elisha's servant Gehazi.

<> 1d. On the lines provided, write a sentence about Gehazi using one of the words you copied above.

Sentence about *Gehazi*

<> 1e. On the lines provided, copy this week's passage at the level directed by your teacher.

Teacher Tip: Be sure to have your student read the passage aloud with you or to you everyday of the week. He will be working on vocabulary, spelling, grammar, composition, and dictation all week based on this passage. He cannot be expected to spell words that he is unable to read. Use CQLA as an extension of your reading program by having him read to you from the passage each day, discuss the passage, and work with the vocabulary orally.

[illegible]

<> 1f. Review your copy with your teacher, and correct any errors.

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

Teacher Tip: Determine the appropriate amount of vocabulary work for your younger Level Pre 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 vocabulary words he studies, help him understand the passage by discussing it, using context clues, and completing the dictionary work either orally or in writing.

2. Spelling: *Ch* Says *ch*

Examples: choo choo

<> **2a.** Read this week's passage aloud with your teacher.

<> **2b.** In the Read Only box of the passage, highlight the word *cheated*.

1. This word has a *ch* sound.
2. In this lesson you will learn how to write this sound.
3. It is different than a blend, like *tr*, *sm*, or *pl*.
4. It is different because the sounds of the two letters are not blended together.
5. *C* says *c* or *k*.
6. *H* says *h*.
7. **If you put them together, you get the *ch* sound as in *choo choo*---not the sound of *c* and *h*, like you would expect.**

<> **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.** Write any **Review Words** that your teacher has given you on the lines provided. Be sure to study these every day this week too.

_____	_____
_____	_____
_____	_____

<> **2e.** Add this week's new words to page 18 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
<u>All</u>				
1. chat	chat			
2. chill	chill			
3. child	child			
4. chest	chest			
5. check	check			
6. cheat	cheat			
7. chimp	chimp			
8. champ	champ			
9. chock	chock			
10. chore	chore			

*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
<u>Extension</u>				
11. children*	child-ren			
12. chatter	chat-ter			
13. checklist	check-list			
14. champion	cham-pi-on			
15. chef	chef			
16. chief	chief			
<u>Optional</u>				
17. defiled	de-filed			
18. dishonest	dis-hon-est			
19. impure	im-pure			
20. ruined	ru-ined			

*Commonly Misspelled

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

Teacher Tip: The letters c 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 now form a new sound. *Ch* is often more confusing than the others because it makes at least three different sounds. The true *ch* digraph makes the *ch* sound as in *choo-choo*.

3. Editor Duty: Correct Given Sentences

<> **3a.** Read this week's passage aloud with your teacher.

<> **3b.** Correct the mistakes in the sentences provided.

All

1. their once was a man named Naaman.
2. This men was sick
3. thee prophet elisha helped him get well.
4. Naaman wanted two gave elisha gifts four helping him.
5. elisha did not want two taken thee gifts.

Extension

6. Elisha's servant Gehazi did wanted thee gifts
7. Maybe Gehazi want too due right like elisha did.
8. Part off Gehazi's hart wanted too do wrong

<> **3c.** Review your Editor Duty sentences with your teacher.

Teacher Tip: If your student does not seem challenged by the spelling lessons provided or if you want to give him more spelling words than this curriculum suggests, consider the words he misses during his sentence writing, essay writing, and dictation quizzes. You may desire to add two to five words that he missed during the previous week's lessons to his weekly spelling lesson to further challenge him.

4. Optional Spelling Practice: Choose the Correct Spelling

<> **4a. Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|---------|-------|
| 1. chat | chatt |
| 2. chil | chill |

3. child	chilld
4. chestt	chest
5. check	chek
6. cheat	cheet
7. chimpp	chimp
8. champ	chammp
9. chok	chock
10. chor	chore

Teacher Tip: The Editor Duty assignments may soon become your child's favorite school activity. Children love to find errors in writing! It is like completing a puzzle to them. If your student has trouble with the Editor Duty sentences, give him hints as he goes through the assignment with you. For example, you might say, "One of the errors in this sentence has something to do with the beginning of the sentence" or "Do you remember what a sentence has to have at the end?"

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. children	childran
12. chater	chatter
13. checklist	cheklist
14. champeon	champion
15. chef	cheff
16. cheif	chief

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

18. defiled	deffiled
19. dishonast	dishonest

20. impur

impure

21. ruined

ruened

5. Composition: Write Original Couplet(s)

<> **5a.** Read this week's passage with your teacher:

<> **5b.** You have had some practice finishing couplets last week. This week you will write your own original couplet(s). Follow these instructions:

1. **Choose any topic that you would like to write your couplet about,** such as one of the following
 - a. You may choose something about purity or sincerity.
 - b. You may choose a Bible story topic.
 - c. You may choose to write a couplet that you could use on a greeting card, such as a birthday, get well, or holiday greeting.
 - d. You may use two lines of one of the "Sample Couplets" and add two more lines to it -- with your teacher's permission.
2. Write the first line of your first couplet following these steps. (**Basic Students will write one couplet; Extension students will write two couplets.**)
 - a. Practice saying the first line of your couplet aloud until you like the way it sounds.
 - b. Have your teacher help you write the first line of your couplet on the lines provided.
 - c. Make a rhyming word list of words that rhyme with the last word of your couplet.
 - d. Practice your second line aloud, getting help from your teacher to make it nearly the same number of syllables. Be sure the last word in your second line rhymes with the last word in your first line.
 - e. Write this line on the lines provided.
3. Remember these tips:
 - a. **Choose a word for the end of your first line that is easy to rhyme with.** Some good words for this include words that rhyme with any of the following:

- i. to
- ii. day
- iii. care
- iv. find
- v. know
- vi. me
- vii. more
- iix. love
- ix. find

4. **Avoid ending your line with a three or more syllable word.** For instance, it is very difficult to find a rhyming word for *elephant*!
5. **If you can't get the syllables to come out right, consider taking out a word or two or adding a word or two to your first line.**
6. If your line is too long to fit on one of the provided lines, indent the next line a little bit, so you can tell that goes with the first line. It might look like this:

Sample Couplets	
<p>George took care of orphans as God had told him to, (12 syllables) But then one day the children did not have any food. (13 syllables)</p>	<p>Search me, O God, the Psalmist David cried, (10 syllables) Try me as silver, make me purified. (10 syllables)</p>
<p>Abraham was tested to see if he was pure. (12 syllables) Would he stay true in everything -- God wanted to be sure. (14 syllables)</p>	<p>God healed Naaman's leprosy, and Naaman felt so fine, (12 syllables) Elisha offered him some gifts, But Naaman did decline. (14 syllables)</p>

All

Original Couplet 1

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.

Original Couplet 2

Character Focus:
People need to
make wise deci-
sions to truly be
decisive.

Further Study: Make a list of things you believe very strongly.

[illegible]

6. Optional Spelling Practice: Six “S” Spelling Secret

Further Study: Read and memorize James 1:12-16, and discuss how Satan uses our fleshly lusts to snare us.

- <> 6a. Optional:** Take a Spelling Pre-Test in your notebook.
- <> 6b. Optional:** 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 that you misspelled in your pre-test.
- <> 6c. Optional:** 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:
Who in the Bible has
shown you the char-
acter quality of deci-
siveness?

7. Grammar: Confusing Words

<> **7a.** Read this week's passage aloud with your teacher.

<> **7b.** In the passage, highlight the word *to*.

1. This word is confused with two of its homophones a lot.
2. The homophones for *to* are *too* and *two*.
3. These three words sound alike, but they mean very different things.
4. *To* has different uses.
 - a. *To* is a word you use when you want to say you are going *to* town or you are giving a gift *to* someone.
 - b. You also use *to* in front of verbs:
 - i. to run
 - ii. to jump
5. *Two* is a number word.
 - a. *Two* comes after one.
 - b. One plus one is *two*.
6. *Too* means also: Let him go *too*.
7. When you use these words, you must be sure to use the right one or the sentence will not mean what you want it to.

<> **7c.** Choose the right homophone in the sentences provided.

1. People try two / to catch ants and flies.
2. People try to catch wasps and bees too / two.
3. Spider webs catch insects to / too.
4. The bug goes to / two the web.
5. We can get caught in traps too / two.

<> **7d.** Write four sentences using two of the confusing word sets listed below.

then	than
we're	were
are	our
there	their

1. _____

2. _____

3. _____

4. _____

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: we're, were

<> **8a.** In the second paragraph of the passage, highlight the word *for*.

1. The word *for* is a preposition that means toward someone.
2. This is like in the sentence The present is *for her*
3. It can also mean *because*.
4. This is like in the sentence *Gehazi wanted the gifts, for he was not pure in heart.*
5. The Wacky Word partner for the word *for* is the number *four*.
6. You have learned other WW partners that were numbers in this book.

<> **8b.** Fill in the blanks in the sentences below with the correct Wacky Word from the list given.

one	won	two	to	too
four	for	ate	eight	

1. Can I come _____?
2. John and James were _____ brothers.
3. We _____ the game!
4. This gift is _____ her.
5. The Father, Son, and Holy Ghost are three in _____.
6. We are going _____ town.
7. Four plus four equals _____.
8. A square has _____ corners.
9. He _____ a whole pie.

9. Optional Spelling Practice: Write That Word!

<> **9a. Optional:** On the lines provided, write two spelling words that you are unfamiliar with or that you have never used in writing.

1. _____ 2. _____

<> **9b. Optional:** On the lines provided, write a sentence using one of the spelling words you listed above. Highlight or underline the word you chose.

Note: You may use a dictionary or thesaurus for this assignment, if needed.

10. Composition and Revising: Final Copy of Your Poem

<> **10a.** Read this week's passage aloud with your teacher.

<> **10b.** You may write the final copy of your poem in any of the following ways:

- (1) Write it in your own handwriting on the lines provided.
- (2) Write it in your own handwriting in a minibook.
- (3) Have your teacher copy it in a minibook.
- (4) Have your teacher type your poem on the computer.

Poem(s)

[illegible]

11. Spelling: Spelling Test

<> **11a.** Read this week's passage aloud with your teacher.

<> **11b.** On the lines provided, take a Spelling Test consisting of this week's words and any **Review Words**.

All

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____
9. _____	10. _____

Extension

11. _____	12. _____
13. _____	14. _____
15. _____	16. _____

Optional

17. _____

18. _____

19. _____

20. _____

Review Words

<> **11c.** Have your teacher check your Spelling Test.

<> **11d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

12. Dictation: Dictation Quiz

<> **12a.** Read this week's passage aloud with your teacher.

<> **12b.** Fill in the blanks as your teacher reads the passage slowly to you, following these steps.

(1) Be sure to put capitals at the beginning of the words that need capitals.

(2) Be sure you put end marks at the end of sentences.

(3) If you are unsure of how to spell a word, try to sound it out. If you still can't figure out how to spell it, ask your teacher for help.

(4) Follow along as your teacher reads the dictation passage to you. Try not to skip any words.

All

_____ once _____ a

_____ named Naaman. _____
_____ was _____
_____ leprosy. _____ prophet Elisha
helped _____
_____.
_____ Naaman to _____ in
_____ Jordan River seven _____.
Naaman _____, and _____
_____ better.

Extension

Naaman wanted _____
Elisha _____ helping
_____. Elisha _____
_____ to
_____ the gifts. Elisha's servant Gehazi
_____ the gifts.
_____ tried to _____
_____ Elisha knowing
_____.

<> **12c.** Review your dictation with your teacher.

<> **12d.** Add any misspelled words your teacher chooses to the **Review Words** section of next week's Spelling Lesson.

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

1. Write any difficult words 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.
3. Read the first sentence to him, pausing for the commas and dashes and stopping for the end marks.
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 sentences that he needs repeated—as often as he needs it.
6. Continue the above process for the entire dictation quiz. Be sure to tell him when a new paragraph begins.

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. Grammar: Weekly Quiz

<> **13a.** Complete any shaded portion of the Think Fast Grammar Quiz provided at the end of this weekly lesson.

Six "S" Spelling Secret Sheet

1. SEE	2. SAY	3. SEPARATE	4. SPELL	5. SPOT	6. STOP or START
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 loud. 2. Try to spell the word aloud with out looking in the 1. SEE column. 3. If you get stuck, look at the word in the 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 that 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 _____

Teacher's Helps

Green 8-Pre A

Character Focus: Sincerity

Lesson Plans and Answer Keys

Lesson Plans

Green 8-Pre A: Week One

For a Five-Day Week

Character Focus: Sincerity

Day One

Vocabulary Box
Synonyms and antonyms of **pure--adjectives**

Synonyms
above suspicion blameless chaste
clean faithful faultless
flawless genuine godly
guiltless holy just
perfect saintly spotless
wholesome

Antonyms
crooked defiled dirtied
dishonest fouled impure
infected made dirty polluted
ruined shady soiled
unclean

Vocabulary Box
Words related to or synonyms for **Sincerity--nouns**
clearness decentness
faithfulness frankness
genuineness goodness
heartfulness honesty
openness rightness
truthfulness uprightness

1. **Copying and Comprehension:** Passage and Vocabulary

All
George did not know what to do. There was no food to feed the children. Yes, there were many orphans in his care that would not have any breakfast. George did what he always did--he cried out to God.

Extension
George told all of the orphans to sit down at the table. He began to pray aloud, thanking God for the food that God was going to give them. Then there was a knock at the door. George opened it to find a baker from a nearby city. The baker said that God woke him up the night before and told him to bake bread and rolls for the orphanage.

Cloud of Witnesses: A Book of Children's Godly Heroes

2. **Spelling:** Homophones

All
1. do 2. dew 3. were
4. we're 5. to 6. too
7. two 8. hear 9. here
10. there 11. their 12. they're

Extension
13. our 14. hour 15. are
16. then 17. than

Optional
18. chaste 19. faithful 20. flawless
21. godly

3. **Editor Duty:** Correct Given Sentences

Day Two

4. **Optional Spelling Practice:** Choose the Correct Spelling
5. **Study Skills/Prewriting:** Key Word Outline for Sentence Writing
6. **Grammar:** Interjections

Day Three

7. **Optional Spelling Practice:** Six "S" Spelling Secret
8. **Vocabulary/Structural Analysis:** Wacky Words
9. **Composition and Revising:** Complete the Checklist Challenge for Sentences

Day Four

10. **Optional Spelling Practice:** Write That Word!
11. **Spelling:** Spelling Test

Day Five

12. **Dictation:** Dictation Quiz

All
George _____ know what _____. There _____ food _____ feed _____ children. _____, there _____ many orphans _____ care _____ would _____ have any breakfast. George _____ what _____ always _____ -- _____ cried _____ God.

Extension
George _____ of the orphans to _____ at _____ table. _____ began to _____ aloud, thanking _____ for the _____ that God _____ going to _____ them. _____ there _____ a knock at the _____. George opened it to _____ a baker _____ a nearby city. _____ baker _____ that God _____ up the night before and _____ him to _____ bread and rolls _____ the orphanage.

13. **Composition:** Final Copy of Sentences
14. **Grammar:** Weekly Quiz

Lesson Plans

Green 8-Pre A: Week One

For a Four-Day Week

Character Focus: Sincerity

Day One

Vocabulary Box

Synonyms and antonyms of **pure**--*adjectives*

Synonyms

above suspicion	blameless	chaste
clean	faithful	faultless
flawless	genuine	godly
guiltless	holy	just
perfect	saintly	spotless
wholesome		

Antonyms

crooked	defiled	dirtied
dishonest	fouled	impure
infected	made dirty	polluted
ruined	shady	soiled
unclean		

Vocabulary Box

Words related to or synonyms for **Sincerity**--*nouns*

clearness	decency
faithfulness	frankness
genuineness	goodness
heartfeltness	honesty
openness	rightness
truthfulness	uprightness

1. Copying and Comprehension: Passage and Vocabulary

All

George did not know what to do. There was no food to feed the children. Yes, there were many orphans in his care that would not have any breakfast. George did what he always did--he cried out to God.

Extension

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Cloud of Witnesses: A Book of Children's Godly Heroes

2. Spelling: Homophones

All

- | | | |
|-----------|-----------|-------------|
| 1. do | 2. dew | 3. were |
| 4. we're | 5. to | 6. too |
| 7. two | 8. hear | 9. here |
| 10. there | 11. their | 12. they're |

Extension

- | | | |
|----------|----------|---------|
| 13. our | 14. hour | 15. are |
| 16. then | 17. than | |

Optional

- | | | |
|------------|--------------|--------------|
| 18. chaste | 19. faithful | 20. flawless |
| 21. godly | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Grammar: Interjections

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Vocabulary/Structural Analysis: Wacky Words

Day Three

9. Composition and Revising: Complete the Checklist Challenge for Sentences

10. Optional Spelling Practice: Write That Word!

11. Spelling: Spelling Test

Day Four

12. Dictation: Dictation Quiz

All

George _____ know what _____. There _____ food _____ feed _____ children. _____, there _____ many orphans _____ care _____ would _____ have any breakfast. George _____ what _____ always _____ -- _____ cried _____ God.

Extension

George _____ of the orphans to _____ at _____ table. _____ began to _____ aloud, thanking _____ for the _____ that God _____ going to _____ them. _____ there _____ a knock at the _____. George opened it to _____ a baker _____ a nearby city. _____ baker _____ that God _____ up the night before and _____ him to _____ bread and rolls _____ the orphanage.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Answer Keys Green 8-Pre A: Week One

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. george did not no what too due.
1. George did not know what to do.
2. their was know food two feed the children
2. There was no food to feed the children.
3. they're were mini orphans inn his care
3. There were many orphans in his care.
4. Then there were an knock at the door
4. Then there was a knock on the door.

Extension

5. He opened it two find an baker from a nearby city.
5. He opened it to find a baker from a nearby city.
6. god waz faithful 2 mr. mueller and the orphans
6. God was faithful to Mr. Mueller and the orphans.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. Optional: Circle or highlight the correct spelling of each All word.

- | | |
|----------|-------|
| 1. do | doo |
| 2. dewe | dew |
| 3. werre | were |
| 4. we're | wer'e |
| 5. tou | to |
| 6. toou | too |

7. two	twoo
8. heer	hear
9. here	herre
10. ther	there
11. their	thier
12. theyr'e	they're

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

13. oor	our
14. hoor	hour
15. are	arre
16. then	thenn
17. than	thann

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

18. chastte	chaste
19. faithful	faithfull
20. flawless	flawles
21. godlly	godly

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: we're, were

<> **8f.** Fill in the blanks with the right Wacky Word--*were* or *we're*:

1. They were going to be late.
2. We're coming to the service.
3. We were at the party.
4. We're going swimming.

Lesson Plans

Green 8-Pre A: Week Two

For a Five-Day Week

Character Focus: Sincerity

Day One																																														
<p>Vocabulary Box</p> <p>Synonyms and antonyms of pure--adjectives</p> <p>Synonyms</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">above suspicion</td> <td style="width: 33%;">blameless</td> <td style="width: 33%;">chaste</td> </tr> <tr> <td>clean</td> <td>faithful</td> <td>faultless</td> </tr> <tr> <td>flawless</td> <td>genuine</td> <td>godly</td> </tr> <tr> <td>guiltless</td> <td>holy</td> <td>just</td> </tr> <tr> <td>perfect</td> <td>saintly</td> <td>spotless</td> </tr> <tr> <td colspan="3">wholesome</td> </tr> </table> <p>Antonyms</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">crooked</td> <td style="width: 33%;">defiled</td> <td style="width: 33%;">dirtied</td> </tr> <tr> <td>dishonest</td> <td>fouled</td> <td>impure</td> </tr> <tr> <td>infected</td> <td>made dirty</td> <td>polluted</td> </tr> <tr> <td>ruined</td> <td>shady</td> <td>soiled</td> </tr> <tr> <td>unclean</td> <td></td> <td></td> </tr> </table>	above suspicion	blameless	chaste	clean	faithful	faultless	flawless	genuine	godly	guiltless	holy	just	perfect	saintly	spotless	wholesome			crooked	defiled	dirtied	dishonest	fouled	impure	infected	made dirty	polluted	ruined	shady	soiled	unclean			<p>Vocabulary Box</p> <p>Words related to or synonyms for Sincerity--nouns</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">clearness</td> <td style="width: 50%;">decentness</td> </tr> <tr> <td>faithfulness</td> <td>frankness</td> </tr> <tr> <td>genuineness</td> <td>goodness</td> </tr> <tr> <td>heartfeltness</td> <td>honesty</td> </tr> <tr> <td>openness</td> <td>rightness</td> </tr> <tr> <td>truthfulness</td> <td>uprightness</td> </tr> </table>	clearness	decentness	faithfulness	frankness	genuineness	goodness	heartfeltness	honesty	openness	rightness	truthfulness	uprightness
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<p>1. Copying and Comprehension: Passage and Vocabulary</p> <p style="text-align: center;">All</p> <p>There are impure things in gold and silver. When people want silver or gold to be pure, they have to heat it so hot that it melts. They do this in special furnaces.</p> <p style="text-align: center;">Extension</p> <p>The workers melt the silver or gold the first time. Bad things float to the top of the melting pot. These bad things are called dross. The workers skim this dross off.</p> <p style="text-align: center;">Read Only</p> <p>Then the workers melt the silver or gold again. They skim the dross off again. Then they melt it again. They must do this until it is pure. Then the silver or gold is made into things.</p> <p>2. Spelling: Magic e Words</p> <p>Examples: made, cake</p> <p style="text-align: center;">All</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. take</td> <td style="width: 33%;">2. fame</td> <td style="width: 33%;">3. rode</td> </tr> <tr> <td>4. lube</td> <td>5. pole</td> <td>6. file</td> </tr> <tr> <td>7. smile</td> <td>8. trade</td> <td>9. rule</td> </tr> <tr> <td>10. stove</td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">Extension</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">11. ache</td> <td style="width: 33%;">12. mistake</td> <td style="width: 33%;">13. overrule</td> </tr> <tr> <td>14. bribe</td> <td>15. chrome</td> <td>16. confide</td> </tr> </table> <p style="text-align: center;">Optional</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">17. holy</td> <td style="width: 33%;">18. perfect</td> <td style="width: 33%;">19. spotless</td> </tr> <tr> <td>20. blameless</td> <td></td> <td></td> </tr> </table> <p>3. Editor Duty: Correct Given Sentences</p>		1. take	2. fame	3. rode	4. lube	5. pole	6. file	7. smile	8. trade	9. rule	10. stove			11. ache	12. mistake	13. overrule	14. bribe	15. chrome	16. confide	17. holy	18. perfect	19. spotless	20. blameless																							
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Day Two
<p>4. Optional Spelling Practice: Choose the Correct Spelling</p> <p>5. Study Skills/Prewriting: Key Word Outline for Sentence Writing</p> <p>6. Structural Analysis: Homographs</p>
Day Three
<p>7. Optional Spelling Practice: Six "S" Spelling Secret</p> <p>8. Vocabulary/Structural Analysis: Wacky Words Homophones: do, dew</p> <p>9. Composition and Revising: Complete the Checklist Challenge for Sentences</p>
Day Four
<p>10. Optional Spelling Practice: Write That Word!</p> <p>11. Spelling: Spelling Test</p>
Day Five
<p>12. Dictation: Dictation Quiz</p> <p style="text-align: center;">All</p> <p>There _____ impure things _____ _____ silver. When people _____ silver or _____ to _____ pure, _____ have to _____ it _____ _____ that _____ melts. They _____ _____ special furnaces.</p> <p style="text-align: center;">Extension</p> <p>_____ workers _____ the silver or _____ the first _____. _____ float to the _____ of the melting _____. These _____ _____ called dross. _____ workers _____ _____ dross _____.</p> <p>13. Composition: Final Copy of Sentences</p> <p>14. Grammar: Weekly Quiz</p>

Lesson Plans

Green 8-Pre A: Week Two

For a Four-Day Week

Character Focus: Sincerity

Day One	
Vocabulary Box Synonyms and antonyms of <i>pure--adjectives</i> Synonyms above suspicion blameless chaste clean faithful faultless flawless genuine godly guiltless holy just perfect saintly spotless wholesome Antonyms crooked defiled dirtied dishonest fouled impure infected made dirty polluted ruined shady soiled unclean	Vocabulary Box Words related to or synonyms for <i>Sincerity--nouns</i> clearness decentness faithfulness frankness genuineness goodness heartfeltness honesty openness rightness truthfulness uprightness

1. Copying and Comprehension: Passage and Vocabulary

All

There are impure things in gold and silver. When people want silver or gold to be pure, they have to heat it so hot that it melts. They do this in special furnaces.

Extension

The workers melt the silver or gold the first time. Bad things float to the top of the melting pot. These bad things are called dross. The workers skim this dross off.

Read Only

Then the workers melt the silver or gold again. They skim the dross off again. Then they melt it again. They must do this until it is pure. Then the silver or gold is made into things.

2. Spelling: Magic e Words

Examples: made, cake

All

- | | | |
|-----------|----------|---------|
| 1. take | 2. fame | 3. rode |
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Extension

- | | | |
|-----------|-------------|--------------|
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| 14. bribe | 15. chrome | 16. confide |

Optional

- | | | |
|---------------|-------------|--------------|
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| 20. blameless | | |

3. Editor Duty: Correct Given Sentences

4. Optional Spelling Practice: Choose the Correct Spelling

Day Two

5. Study Skills/Prewriting: Key Word Outline for Sentence Writing

6. Structural Analysis: Homographs

7. Optional Spelling Practice: Six "S" Spelling Secret

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: do, dew

Day Three

9. Composition and Revising: Complete the Checklist Challenge for Sentences

10. Optional Spelling Practice: Write That Word!

11. Spelling: Spelling Test

Day Four

12. Dictation: Dictation Quiz

All

There _____ impure things _____
 _____ silver. When people _____ silver or _____ to
 _____ pure, _____ have to _____ it _____
 _____ that _____ melts. They _____
 _____ special furnaces.

Extension

_____ workers _____ the silver or _____ the
 first _____. _____ float to the
 _____ of the melting _____. These _____
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 _____ dross _____.

13. Composition: Final Copy of Sentences

14. Grammar: Weekly Quiz

Answer Keys Green 8-Pre A: Week Two

3. Editor Duty: Correct Given Sentences

<>3b. Correct the mistakes in the sentences provided.

All

1. Their is impure things inn gold and silver.
1. There are impure things in gold and silver.
2. Thee workers melt thee silver or gold the 1st time
3. The workers melt the silver or gold the first time.
3. thay due this inn special furnaces.
2. They do this in special furnaces.
4. bad things float too the top off thee melting pot
4. Bad things float to the top of the melting pot.

Extension

5. these bad things is called dross
5. These bad things are called dross.
6. thee workers skim this dross off
6. The workers skim this dross off.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. Optional: Circle or highlight the correct spelling of each **All** word.

- | | |
|----------|-------|
| 1. taek | take |
| 2. faem | fame |
| 3. rode | rodde |
| 4. lube | lubbe |
| 5. polle | pole |

6. file	file
7. smile	smille
8. tradde	trade
9. rule	rulle
10. stoav	stove

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. achee	ache
12. mistach	mistake
13. overrule	overule
14. bribe	bribbe
15. krome	chrome
16. confide	confied

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. holy	holly
18. perfact	perfect
19. spotless	spotles
20. blameless	blameles

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: do, dew

<> **8d.** Fill in the blanks with the correct work -- *do* or *dew*

1. The workers must do this until the silver or gold is pure.
2. The dew glistened on the grass.

Lesson Plans

Green 8-Pre A: Week Three

For a Five-Day Week

Character Focus: Sincerity

Day One																																														
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<p>1. Copying and Comprehension: Passage and Vocabulary</p> <p>All</p> <p>Gold is a substance of such high cost, It starts out as metal surrounded with dross. Refiners light the furnace; it blazes with heat, They melt the gold once, but it's still not complete.</p> <p>Extension</p> <p>One melt and two melts---and sometimes again, They skim off the dross, and the ore stays within. When the dross is away, refiners have gold. It's worthy of value for all to behold.</p> <p>2. Spelling: Ay Words</p> <p>Examples: bay, day</p> <p>All</p> <table style="width: 100%; border: none;"> <tr> <td>1. day</td> <td>2. may</td> <td>3. way</td> </tr> <tr> <td>4. play</td> <td>5. lay</td> <td>6. stay</td> </tr> <tr> <td>7. bay</td> <td>8. clay</td> <td>9. stray</td> </tr> <tr> <td>10. gray</td> <td></td> <td></td> </tr> </table> <p>Extension</p> <table style="width: 100%; border: none;"> <tr> <td>11. today</td> <td>12. playful</td> <td>13. mayday</td> </tr> <tr> <td>14. always</td> <td>15. daylight</td> <td></td> </tr> </table> <p>Optional</p> <table style="width: 100%; border: none;"> <tr> <td>16. crooked</td> <td>17. dirtied</td> <td>18. fouled</td> </tr> <tr> <td>19. infected</td> <td></td> <td></td> </tr> </table> <p>3. Editor Duty: Correct Given Sentences</p>		1. day	2. may	3. way	4. play	5. lay	6. stay	7. bay	8. clay	9. stray	10. gray			11. today	12. playful	13. mayday	14. always	15. daylight		16. crooked	17. dirtied	18. fouled	19. infected																							
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Day Two
<p>4. Optional Spelling Practice: Choose the Correct Spelling</p> <p>5. Study Skills/Prewriting: Outline Original Poem</p>
Day Three
<p>6. Optional Spelling Practice: Six "S" Spelling Secret</p> <p>7. Composition and Revising: Finishing Lines of Rhymed Verse (Couplets)</p>
Day Four
<p>8. Optional Spelling Practice: Write That Word!</p> <p>9. Spelling: Spelling Test</p>
Day Five
<p>10. Dictation: Dictation Quiz</p> <p>All</p> <p>Gold _____ substance _____ such high _____.</p> <p>_____ starts _____ metal surrounded _____ dross.</p> <p>Refiners light _____ furnace; _____ blazes with _____, _____ melt the _____ once, _____ it's _____ complete.</p> <p>Extension</p> <p>_____ melt and _____ melts--- _____ sometimes _____,</p> <p>_____ skim _____ the _____, and _____ within.</p> <p>_____ the _____ is _____, refiners _____.</p> <p>_____ worthy _____ value _____ _____ behold.</p> <p>11. Grammar: Weekly Quiz</p>

Lesson Plans

Green 8-Pre A: Week Three

For a Four-Day Week

Character Focus: Sincerity

Day One

Vocabulary Box

Synonyms and antonyms of **pure--adjectives**

Synonyms

above suspicion	blameless	chaste
clean	faithful	faultless
flawless	genuine	godly
guiltless	holy	just
perfect	saintly	spotless
wholesome		

Antonyms

crooked	defiled	dirtied
dishonest	fouled	impure
infected	made dirty	polluted
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Vocabulary Box

Words related to or synonyms for **Sincerity--nouns**

clearness	decentness
faithfulness	frankness
genuineness	goodness
heartfeltness	honesty
openness	rightness
truthfulness	uprightness

1. Copying and Comprehension: Passage and Vocabulary

All

Gold is a substance of such high cost,
It starts out as metal surrounded with dross.
Refiners light the furnace; it blazes with heat,
They melt the gold once, but it's still not complete.

Extension

One melt and two melts---and sometimes again,
They skim off the dross, and the ore stays within.
When the dross is away, refiners have gold.
It's worthy of value for all to behold.

2. Spelling: Ay Words

Examples: bay, day

All

1. day	2. may	3. way
4. play	5. lay	6. stay
7. bay	8. clay	9. stray
10. gray		

Extension

11. today	12. playful	13. mayday
14. always	15. daylight	

Optional

16. crooked	17. dirtied	18. fouled
19. infected		

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Study Skills/Prewriting: Outline Original Poem

6. Optional Spelling Practice: Six "S" Spelling Secret

Day Three

7. Composition and Revising: Finishing Lines of Rhymed Verse (Couplets)

8. Optional Spelling Practice: Write That Word!

9. Spelling: Spelling Test

Day Four

10. Dictation: Dictation Quiz

All

Gold _____ substance _____ such high

_____.

_____ starts _____ metal surrounded

_____ dross.

Refiners light _____ furnace;

_____ blazes with _____,

_____ melt the _____ once, _____ it's

_____ complete.

Extension

_____ melt and _____ melts--- _____

sometimes _____,

_____ skim _____ the _____, and

_____ within.

_____ the _____ is _____,

refiners _____.

_____ worthy _____ value _____

_____ behold.

11. Grammar: Weekly Quiz

Answer Keys Green 8-Pre A: Week Three

3. Editor Duty: Correct Given Paragraph(s)

<>3b. Correct the mistakes in the sentences provided.

All

1. gold are a substance off very high cost
1. Gold is a substance of very high cost.
2. it starts out az metal surrounded with dros
2. It starts out as metal surrounded with dross.
3. thay light up thee furnace.
3. They light up the furnace.
4. it blazes with heet
4. It blazes with heat.

Extension

5. Thay skim of the dros.
5. They skim off the dross.
6. Its worthy off value four all two behold.
6. It's worthy of value for all to behold.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. **Optional:** Circle or highlight the correct spelling of each **All** word.

- | | |
|---------|-------|
| 1. dae | day |
| 2. may | mae |
| 3. waye | way |
| 4. play | playe |
| 5. lay | laye |

6. stai	stay
7. bay	baye
8. klay	clay
9. stray	straye
10. grae	gray

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. toda	today
12. playful	playfull
13. maydae	mayday
14. always	allways
15. daylight	daylite

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

16. croked	crooked
17. dirtied	dirtyed
18. fowled	fouled
19. infected	infectedt

Lesson Plans

Green 8-Pre A: Week Four

For a Four-Day Week

Character Focus: Sincerity

Day One

Vocabulary Box
Synonyms and antonyms of *pure--adjectives*

Synonyms
above suspicion blameless chaste
clean faithful faultless
flawless genuine godly
guiltless holy just
perfect saintly spotless
wholesome

Antonyms
crooked defiled dirtied
dishonest fouled impure
infected made dirty polluted
ruined shady soiled
unclean

Vocabulary Box
Words related to or synonyms for *Sincerity--nouns*
clearness decentness
faithfulness frankness
genuineness goodness
heartfulness honesty
openness rightness
truthfulness uprightness

1. **Copying and Comprehension:** Passage and Vocabulary
All

There once was a man named Naaman. This man was sick with leprosy. The prophet Elisha helped him get well. He told Naaman to dip in the Jordan River seven times. Naaman did, and he was better!

Extension

Naaman wanted to give Elisha gifts for helping him. Elisha did not want to take the gifts. Elisha's servant Gehazi did want the gifts. He tried to take them without Elisha knowing it.

Read Only

Maybe part of Gehazi wanted to do right like Elisha did. Part of Gehazi's heart wanted to do wrong. He cheated and took things he should not have taken. Gehazi had a divided heart instead of a pure heart.

2. **Spelling:** *Ch* Says *Ch*
Examples: choo-choo
All
1. chat 2. chill 3. child
4. chest 5. check 6. cheat
7. chimp 8. champ 9. chock
10. chore

Extension
11. children 12. chatter 13. checklist
14. champion 15. chef 16. chief

Optional
17. defiled 18. dishonest 19. impure
20. ruined

3. **Editor Duty:** Correct Given Sentences

Day Two

4. **Optional Spelling Practice:** Choose the Correct Spelling
5. **Composition:** Write Original Couplet(s)
6. **Optional Spelling Practice:** Six "S" Spelling Secret

Day Three

7. **Grammar:** Confusing Words
8. **Vocabulary/Structural Analysis:** Wacky Words
9. **Optional Spelling Practice:** Write That Word!

Day Four

10. **Composition and Revising:** Final Copy of Your Poem
11. **Spelling:** Spelling Test

Day Five

12. **Dictation:** Dictation Quiz
All
_____ once _____ a _____ named Naaman.
_____ was _____ leprosy.
_____ prophet Elisha helped _____
_____. _____ Naaman to _____ in
_____ Jordan River seven _____. Naaman _____,
and _____ better!

Extension
Naaman wanted _____ Elisha _____
_____ helping _____. Elisha _____
_____ to _____ the gifts. Elisha's servant Gehazi
_____ the gifts. _____ tried to _____
_____ Elisha knowing _____.

13. **Grammar:** Weekly Quiz

Lesson Plans

Green 8-Pre A: Week Four

For a Four-Day Week

Character Focus: Sincerity

Day One

Vocabulary Box

Synonyms and antonyms of **pure--adjectives**

Synonyms

above suspicion	blameless	chaste
clean	faithful	faultless
flawless	genuine	godly
guiltless	holy	just
perfect	saintly	spotless
wholesome		

Antonyms

crooked	defiled	dirtied
dishonest	fouled	impure
infected	made dirty	polluted
ruined	shady	soiled
unclean		

Vocabulary Box

Words related to or synonyms for **Sincerity--nouns**

clearness	decentness
faithfulness	frankness
genuineness	goodness
heartfeltness	honesty
openness	rightness
truthfulness	uprightness

1. Copying and Comprehension: Passage and Vocabulary

All

There once was a man named Naaman. This man was sick with leprosy. The prophet Elisha helped him get well. He told Naaman to dip in the Jordan River seven times. Naaman did, and he was better!

Extension

Naaman wanted to give Elisha gifts for helping him. Elisha did not want to take the gifts. Elisha's servant Gehazi did want the gifts. He tried to take them without Elisha knowing it.

Read Only

Maybe part of Gehazi wanted to do right like Elisha did. Part of Gehazi's heart wanted to do wrong. He cheated and took things he should not have taken. Gehazi had a divided heart instead of a pure heart.

2. Spelling: Ch Says Ch

Examples: choo-choo

All

- | | | |
|-----------|----------|----------|
| 1. chat | 2. chill | 3. child |
| 4. chest | 5. check | 6. cheat |
| 7. chimp | 8. champ | 9. chock |
| 10. chore | | |

Extension

- | | | |
|--------------|-------------|---------------|
| 11. children | 12. chatter | 13. checklist |
| 14. champion | 15. chef | 16. chief |

Optional

- | | | |
|-------------|---------------|------------|
| 17. defiled | 18. dishonest | 19. impure |
| 20. ruined | | |

3. Editor Duty: Correct Given Sentences

Day Two

4. Optional Spelling Practice: Choose the Correct Spelling

5. Composition: Write Original Couplet(s)

6. Optional Spelling Practice: Six "S" Spelling Secret

7. Grammar: Confusing Words

Day Three

8. Vocabulary/Structural Analysis: Wacky Words

9. Optional Spelling Practice: Write That Word!

10. Composition and Revising: Final Copy of Your Poem

Day Four

11. Spelling: Spelling Test

12. Dictation: Dictation Quiz

All

_____ once _____ a _____ named Naaman.
 _____ was _____ leprosy.
 _____ prophet Elisha helped _____
 _____. _____ Naaman to _____ in
 _____ Jordan River seven _____. Naaman _____,
 and _____ better!

Extension

Naaman wanted _____ Elisha _____
 _____ helping _____. Elisha _____
 _____ to _____ the gifts. Elisha's servant Gehazi
 _____ the gifts. _____ tried to _____
 _____ Elisha knowing _____.

13. Grammar: Weekly Quiz

Answer Keys Green 8-Pre A: Week Four

3. Editor Duty: Correct Given Paragraph(s)

<> 3b. Correct the mistakes in the sentences provided.

All

1. their once was a man named Naaman.
1. There once was a man named Naaman.

2. This men was sick
2. This man was sick.

3. thee prophet elisha helped him get well.
3. The prophet Elisha helped him get well.

4. Naaman wanted two gave elisha gifts four helping him.
4. Naaman wanted to give Elisha gifts for helping him.

5. elisha did not want two taken thee gifts.
5. Elisha did not want to take the gifts.

Extension

6. Elisha's servant Gehazi did wanted thee gifts
6. Elisha's servant Gehazi did want the gifts.

7. Maybe Gehazi want too due right like elisha did.
7. Maybe Gehazi wanted to do right like Elisha did.

8. Part off Gehazi's hart wanted too do wrong
8. Part of Gehazi's heart wanted to do wrong.

4. Optional Spelling Practice: Choose the Correct Spelling

<> 4a. **Optional:** Circle or highlight the correct spelling of each **All** word.

1. chat	chatt
2. chil	chill
3. child	chilld
4. chestt	chest
5. check	chek
6. cheat	cheet
7. chimpp	chimp
8. champ	chammp
9. chok	chock
10. chor	chore

<> **4b. Optional:** Circle or highlight the correct spelling of each **Extension** word.

11. children	childran
12. chater	chatter
13. checklist	cheklist
14. champeon	champion
15. chef	cheff
16. cheif	chief

<> **4c. Optional:** Circle or highlight the correct spelling of each **Optional** word.

17. defiled	deffiled
18. dishonast	dishonest
19. impur	impure
20. ruined	ruened

7. Grammar: Confusing Words

<> 7c. Choose the right homophone in the sentences provided.

1. People try two / **to** catch ants and flies.
2. People try to catch wasps and bees **too** / two.
3. Spider webs catch insects to / **too**.
4. The bug goes **to** / two the web.
5. We can get caught in traps **too** / two.

8. Vocabulary/Structural Analysis: Wacky Words

Homophones: we're, were

<> 8b. Fill in the blanks in the sentences below with the correct Wacky Word from the list given.

one	won	two	to	too
four	for	ate	eight	

1. Can I come too?
2. John and James were two brothers.
3. We won the game!
4. This gift is for her.
5. The Father, Son, and Holy Ghost are three in one.
6. We are going to town.
7. Four plus four equals eight.
8. A square has four corners.
9. He ate a whole pie.

Presenting...Character Quality Language Arts (CQLA)
Reviewers' Comments

Reish has tried to adapt the best methods of other programs and incorporate them all into CQLA...Most of these resources (she has incorporated into CQLA) are among my 100 Top Picks, so I think **Reish has done an excellent job of identifying and adapting the best techniques from the best resources.**

I very much like the concept of CQLA. It really does simplify the job for parents by bringing together the best instructional ideas, then organizing the entire thing into fully-developed lessons. I also like the common themes running through the lessons for all children in the family."

Cathy Duffy, author of *100 Top Picks for Homeschoolers*

"Stop searching! In my opinion, **Donna Reish has created the perfect language arts curriculum.** Truly! You can stop searching, planning, and trying to pull it all together. Mrs. Reish has accomplished what I previously thought impossible through Character Quality Language Arts (CQLA).

While we are accustomed to seeing science and history programs offered for large families with multiple ages, CQLA is a revolutionary language arts program designed to meet these needs for for this subject area. All of the disciplines of language arts are located in one volume for each year.

The ease of supervising multiple ages with this approach will amaze you. We especially appreciate two things: the focus on character; and the emphasis, even from early ages, on the development of writing skills. You don't need to be intimidated by language arts. **Bar none, this is the best language arts program we have ever seen."**

Christine Field, for *The Old Schoolhouse* magazine, author of *Homeschooling 101* and *Help for the Harried Homeschooler*

What Others Are Saying About CQLA

Connie, long time homeschooling mom: "I have recently found out about CQLA from another homeschooling friend. This is my tenth year homeschooling, and I have tried all different Language Arts programs....but we have missed alot of writing. **We put all the other books aside, and everyone loved it!!!!** We're hooked!! I love the way you have the vocabulary words, one meaning with lots of words, rather than many words with many definitions to memorize. **I also love the character focus...it is a blessing to have us all on the same train of thought.** I didn't think my 7 year old would like it because it took longer than the boring work-books she was using, but when I asked her why she liked it better, she said, 'Because it makes me think more, plus it's all different fun stuff!' I realized that she didn't really have to think to complete the workbooks she's been doing, and that's why they were such a chore for her to finish.

Jane, homeschooling mother from Indiana: "Now, your curriculum using various elements from your favorite picks over the years really is meeting a huge need for us. And **I love the user friendly format**; this is a huge help to me since I don't do well with curriculum which is heavy on teacher preparation. The 'Editor Duty' is great---much better than the overly long grammar workbooks from the past! In summary, I just wanted to give you this encouragement and thank you so much for writing the *Character Quality Language Arts* program. **It's been such a blessing and an answer to my prayers for language arts in our home."**

Marci, homeschooling mom from Oklahoma: "It has **combined all the different things** we are currently using (Excellence in Writing, Easy Grammar, and Intermediate Language Lessons) **into one easy to use Bible-based, character curriculum!** Phenomenal job!!!"

Besty, homeschooling mother, third year CQLA user: The best thing I see about CQLA is that all of the disciplines of language are drawn in and used together. It is after all 'Language ARTS' (art of using language) and not just one component of it such as only grammar or only writing or only spelling. At the same time, you get such wonderful Biblical references and lessons on BIBLICAL character. As we enter our third year using CQLA, I can't thank you enough for a truly inspiring, quality curriculum. **My children have all scored well above average on their CAT testing and they are becoming proficient writers as well.** May God bless your ministry beyond measure!"

Cari, homeschooling mom: "My son is weaker in writing and sentence structure/application of grammar than any other subject (he has SO hated it for years now)...and until CQLA, there just hasn't been decent curriculum out there for reluctant writers that wasn't a huge amount of preparation work for me. I was most pleased that he scored so well on the ACT after only a few months of working on CQLA---In October of 2005, he scored a 26 in English on the ACT, with that being his lowest scoring section. A couple of months later, he began CQLA, and **after only four months of doing CQLA, he took the ACT again and scored a 31 in English (grammar, structure, rhetorical, etc)--a five point--20% increase!** I was SO pleased...and I knew you would enjoy knowing your hard work in making CQLA available to homeschoolers was put to good use."

Happy CQLA Mom: "I just had to write you and let you know that we were at the tutor's house today and she said, "I cannot believe how he has progressed. It is a miracle!" Those were the exact words of my son's tutor that we have been going to for 3 years. **I can tell you honestly that this curriculum has done more in 2 months than all the other programs put together!**

Color Series and Levels

In CQLA, it does not matter which color you begin with! The three color series-- Red, Blue, and Green--are just the way the character qualities are divided. Choose the level you need according to your student's language arts abilities (Level Pre A--2nd and 3rd grade; Level A 4th and 5th grade; Level B 6th, 7th, and 8th grade; Level C high school), then choose the color series you desire according to the character qualities you would like to study that year. Be sure to get the same color (same set of character qualties) for each student so that the entire family is studying the same quality at the same time.

Red Series: Choose Level Pre A, A, B, or C

Unit 1 Peacemaking	Unit 2 Boldness
Unit 3 Endurance	Unit 4 Joyfulness
Unit 5 Initiative	Unit 6 Thoroughness
Unit 7 Truthfulness	Unit 8 Compassion

Blue Series: Choose Level Pre A, A, B, or C

Unit 9 Creativity	Unit 10 Obedience
Unit 11 Orderliness	Unit 12 Virtue
Unit 13 Love	Unit 14 Responsibility
Unit 15 Wisdom	Unit 16 Decisiveness

Green Series: Choose Level Pre A, A, B, or C

Unit 17 Alertness	Unit 18 Self-control
Unit 19 Gratefulness	Unit 20 Humility
Unit 21 Meekness	Unit 22 Diligence
Unit 23 Gentleness	Unit 24 Sincerity

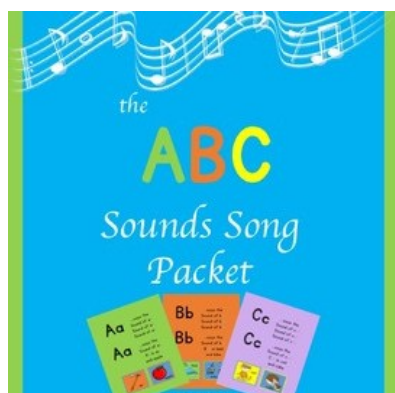
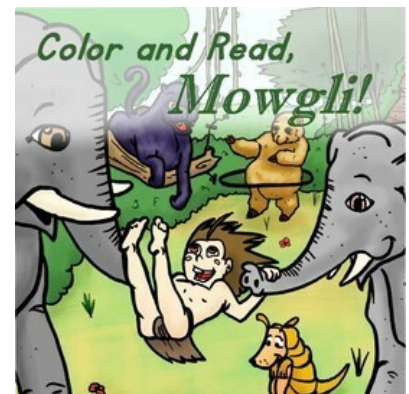
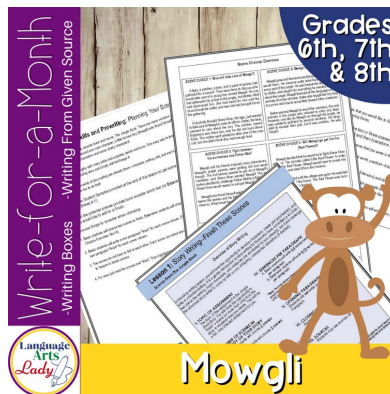
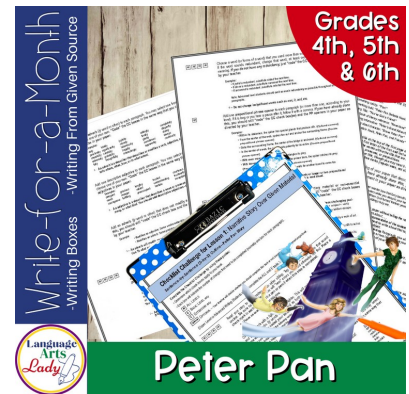
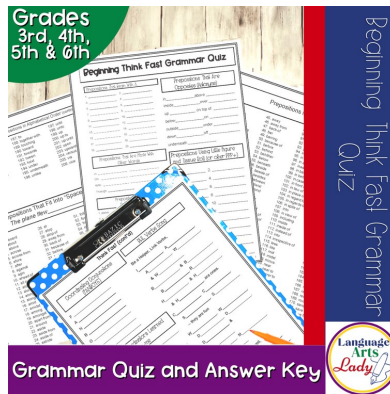
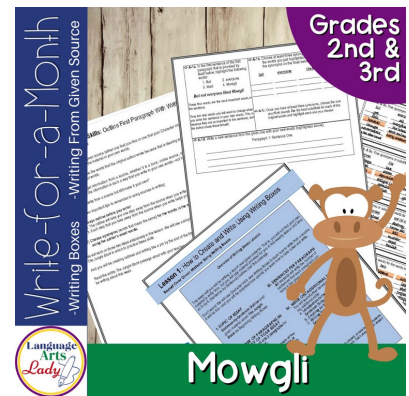
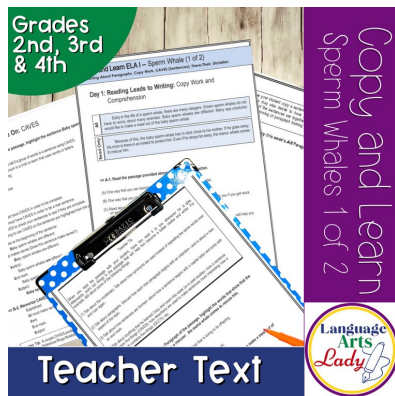
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Teaching Services



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*.

Want to know how to get up to three FREE teaching products per week from various TPT sellers? Want to be a part of a community of homeschoolers who love great deals, free products, and sound advice? Join me over in my FB group, [Homeschoolers Love Teachers Pay Teachers!](#)

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